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**Exploring Teachers' and Learners' Attitudes towards the Implementation of
Authentic Videos in Oral Classes to Improve the Speaking Skill**

Case Study of Second Year LMD

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Culture**

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Dedication 1

I dedicate this work to the people who believed in me the most.

Those to whom I can never fully repay my gratitude.

My most precious people, the reason I am alive.

My dear father, my beautiful mother and my two brothers for their unwavering support, hope, and endless love.

To the closest friend (Abir), who was always there supporting me. And my partner (Ferial) for her patience and for her good partnership.

Aya

Dedication 2

In the name of God, "And their final word is: Praise be to God, the Lord of the Worlds."

The journey was not long, nor was it meant to be. The dream was not close, and the path was not full of ease, but I did it. A 17-year journey has ended, and I have achieved the dream I have long awaited, I'm proud of myself, Praise be to God.

To the angel in my life, the light of my eyes, and the most precious thing I possess, to my paradise who has stayed up late and been with me in all my circumstances, and pressures, to the one whose prayers were the secret of my success and whose tenderness was the balm of my wounds, my dear mother...

To the one who taught me to give without expecting anything in return, to the one whose name I bear with pride, to the one who removed the thorns from the path to illuminate my way, praise be to God who extended your life for me to be your first graduate...

To those stars that illuminate my darkness, to those whom I have been blessed with as support, to those who stood by me, my first refuge, my sister Roumaissa, and my second shoulder, Abd Al-Ali...

To the most precious thing I have taken from university, to the one who shared a 5-year journey with me, to the one who was the supporter and helper every time I turned to her, Narimene...

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Abstract

While the significance of technology in the English as a Foreign Language (EFL) classroom is well-established, with many researchers asserting that technology facilitates knowledge construction and skill development, authentic videos defined as real-life, unscripted videos created for purposes other than language learning emerge as particularly effective for enhancing oral skills. This study explores the attitudes of both teachers and students toward the use of authentic videos to improve speaking skills in EFL contexts, with the primary hypothesis positing that both EFL teachers and learners hold a positive attitude toward the integration of authentic videos in developing speaking skills. To investigate this, a mixed-methods approach was employed, incorporating both quantitative and qualitative data collection, with quantitative data gathered through a questionnaire designed to assess students' attitudes toward the use of authentic videos in oral classes and qualitative data obtained from interviews aimed at understanding teachers' perceptions of implementing these videos in their teaching. The findings indicate a generally positive perception among both teachers and students regarding the use of authentic videos in EFL classrooms, with teachers highlighting the importance of selecting videos that align with students' proficiency levels, and the study underscoring the value of authentic videos as a resource for language learning, noting their benefits in vocabulary expansion, pronunciation, and listening comprehension, while also contributing to making language learning more engaging and relevant, thereby enhancing student motivation to interact with the material and practice their language skills; future research should expand on these findings by exploring their applicability to a broader population through online studies.

Keywords : Authentic videos, EFL speaking skills, Teacher and student attitudes.

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List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a second language

ICTs: Information and Communication Technologies

AV: Authentic Videos

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GENERAL INTRODUCTION

Language acquisition comes with fluency and precision of speech. This involves working on physical sounds, voices, and expressions to be able to hear and understand them. Speaking is a language-in-use activity, in that the speaker is talking to convey messages to other speakers and discuss real-life issues carried out in real-life situations. Notwithstanding, the traditional way of teaching has undergone the pressures of providing sufficient conversation practice for students. Digital tools like information communication technology (ICT) are examples of tools that the teaching and learning of English as a second language are loved by students due to the interactive and creative environment that they become part of. The combination of online teaching, mobile apps, social media, the Internet, video conferencing, etc. is the result of using the digital landscape. This transformation of learning is the step forward as much as a barrier has been moved to provide more interesting and living experiences.

Authentic videos are the next alternative that students will find very useful. Such videos are extremely useful in reinforcing the enlargement of natural language acquisition - because they also bring students in contact with different native speaker voices and diverse cultural events that are not as easily found in a single location. There are worldwide libraries of uploaded videos on these sites including YouTube or TED Talks. It is also a key notion in authentic videos and oral production. Since these videos are content-driven, they can orient the learners to actual language use and give them chances to listen and say sentences in the right context, which are the most effective things for them to learn the speaking skill.

On the other hand, although the researchers have been highlighting the importance of authentic videos; they have not been widely used in oral classes in EFL thus far. Despite some of the studies have been previously conducted on the efficiency of videos in the speaking development of skills, most teachers may not know of this and same as learners may not know

of their benefits. This lessening is a possibility. Mark Carter advocates the use of You-Tube and TED Talks to show teachers and students the different ways of using real videos to help increase and better spoken classes.

1.Statement of The Problem

The use of authentic videos as a pedagogical tool in EFL oral classes has been an area of growing interest in recent years. Several studies have explored the effectiveness of authentic videos in developing speaking proficiency. At the university of 08 Mai 1945 Second-year LMD students, as foreign language learners, struggle with the pronunciation, vocabulary, and grammar required to enhance acceptable spoken English; the method utilized by teachers may be the main factor. However, many teachers should abandon traditional methods in favor of modern and creative ones, as language learning and teaching have evolved significantly in tandem with new technologies. Both teachers and students need to recognize the value of these need and technologies.

2. Aims of the Study

This study seeks to examine how authentic videos may enhance speaking skills in English as a Foreign Language (EFL) classrooms. It sought to understand the teachers' experience and the students' perception of the use of videos, while accompanied with the features that the method has, its advantages and disadvantages. The mixed-method research design was adopted; the qualitative data comes from interviews with six EFL teachers about their experiences and challenges in authentic video implementation and the quantitative data is from a questionnaire for seventy-eight EFL students as to their attitudes to authentic video use in English learning.

3. Research Questions

1. What are the teachers' attitudes about the implementation of authentic videos in EFL classrooms to improve the students' oral proficiency?
2. What are the learners' attitudes about the implementation of authentic videos in EFL oral classes to improve their speaking proficiency?

4. Research Hypothesis

1. If teachers have positive attitudes towards the implementation of authentic videos in EFL learning, then they are more likely to incorporate these resources into their teaching practices.
2. If students have positive attitudes towards the use of authentic videos in EFL classrooms, then their engagement and motivation to learn the language will increase, potentially leading to improved speaking skills.

5. Research Methodology and Design

This study utilizes a mixed methods approach. This means the researchers combined quantitative and qualitative data collection methods to gain a more comprehensive understanding of the topic.

5.1. Choice of the Method and Data Gathering Tool

The study employs a mixed methods approach which is based on collecting data from questionnaire and interviews from both teachers and students. This study uses pertains to a combination of a questionnaire and an interview which are its data-gathering instruments. The questionnaire is collecting quantitative data from both teachers and learners, while the interview is collecting qualitative data from both groups. The questionnaire is decided to be used to get the feedback of both teachers and learners about the use of authentic videos in EFL

learning classrooms. These interviews give a better understanding of the benefits that students have in creating an authentic video as well as the challenges that a teacher faces when using such videos as a teaching tool. The gathered data that derives from both the questionnaire and the interview will be subjected to a statistical analysis to discern the patterns and themes and thus draw the conclusions regarding the potential of the feasible use of authentic videos as a teaching tool in EFL learning classrooms.

5.2. Population and Sampling

The present research sample was chosen randomly from the Department of English, University 8 Mai 1945, Guelma. It involves 78 answers of informants out of 251 students of second year LMD at the department of English, we choose this level because it is the most relevant for the work, and the students are neither beginners nor advanced, and they are still struggling to promote their oral proficiency. 06 teachers who teach oral expression were selected randomly, as well are the only ones who responded on the interview. The students answered the questionnaire online, since it was shared via e-mails and messengers' groups, also the teachers answered the interview via e-mails too. The feedback received from the participants provided a better understanding of the topic.

5.3. Data Analysis

The quantitative and the qualitative descriptive data collected from the students' questionnaire and the teachers' interview were evaluated and interpreted. Since the questionnaire was delivered online, Google Forms was used in creating it. The findings were presented in text and tabulations, and the results were reported and summarized to help create conclusions and recommendations.

6. Structure of the Dissertation

The dissertation is split into a theoretical part and a practical part consisting of three chapters, the first chapter is entitled '*Speaking Skill*'. It provides in depth information about the nature of the speaking skill, its definition, speaking sub-skills, the elements of speaking skill, aspects of speaking performance, speaking problems, the importance of the speaking skill, the definition of oral proficiency, assessments of oral proficiency, oral proficiency and technology, and a conclusion. The second chapter is entitled *Authentic Videos*. It presents authenticity as a concept, authentic materials, definition of authentic videos, types of authentic videos, the importance of authentic videos in enhancing students' speaking skill, motivation, authentic videos' uses in language teaching classrooms and Conclusion. The third chapter employs a detailed methodological framework, including the administration of a teachers' interview and students' questionnaire. The collected data from the questionnaire and the interview, in which the collected data were analyzed, interpreted, and discussed. Finally, pedagogical implications, limitations, and future research objectives are drawn based on the study results and conclusion.

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Introduction

The ability to speak effectively is a cornerstone of human interaction. In the context of language learning, particularly for English as a foreign language (EFL), developing strong speaking skills becomes paramount. It is through speaking that learners bridge the gap between theory and practice, actively demonstrating their understanding and using the language in real-world situations.

This section will shed light on the speaking skill with more details, including the nature of speaking as a skill, definition of speaking skill, speaking sub-skills, the elements of speaking, the aspects of speaking performance, demonstrating speaking problems, the importance of speaking skill, definition of oral proficiency, assessment of oral proficiency, oral proficiency and technology, and end with a conclusion.

1.1.The Nature of the Speaking Skill

Speaking is fundamental for social interaction, allowing us to connect and share ideas with others. We engage in speaking for diverse purposes, such as expressing ourselves, conveying information, and building relationships (Brown, 1994) which means that speaking is a dynamic process involving the creation and interpretation of meaning through the exchange of information. In addition to that Thornbury (2005), speaking is "so much a part of daily life that we take it for granted" (p. 5) that means speaking often overlooked as a natural part of our daily live.

Furthermore, speaking is an important skill which deserves more attention in both first and second language because it reflects learners' ideas and persons' personalities. Hedge (2000) emphasize the importance of speaking, stating that speaking is "a skill by which people are judged while first impressions are being formed" (p. 261). It is a core skill that learners need to develop alongside other language skills. Speaking can be viewed as a process of

transferring and receiving messages through spoken language, often incorporating nonverbal cues like gestures and facial expressions (Hedge, 2000).

1.2. Definition of the Speaking Skill

Speaking is a form of communication used to express viewpoints, thoughts, offer explanations, and make arguments. "Speaking is a human act that creates a world of intersubjective meaning" (Bohm, 1996, p. 17) which means emphasizing the collaborative nature of speaking. It is not just about transmitting information, but about jointly creating understanding with the listener. Speaking involves the process of creating and sharing meaning using both verbal and non-verbal symbols in various situations (Chaney, 1998). Speaking is an interactive process that encompasses producing, receiving, and processing information. It also involves the production of auditory signals to convey responses to listeners by systematically combining sounds to form meaningful sentences.

Speaking skill is the ability to use language effectively to communicate with others. It is more than just knowing grammar and vocabulary; it is about being able to express yourself clearly, confidently, and fluently in a variety of situations. Powell (2009) argues that "Words can bridge the gap between hearts and minds. The power of communication to foster understanding and connection is unparalleled" (Powell, 2009, p. 12). It means that speaking skill emphasize the emotional impact of effective communication. It is not just about conveying information; it is about building relationships. Additionally, Robin (2023) suggests, "The way we communicate with others and with ourselves ultimately determines the quality of our lives" (as cited in the source material). This implies that effective speaking skills are essential in various aspects of life, including professional settings, social interactions, public speaking engagements, and personal relationships.

1.3. Speaking Sub-Skills

Being able to speak is a crucial goal in itself because it is the most common way to convey information, provide explanations, and interact with others. Language is used for communication, and the aim of speaking is to promote communicative efficiency. Speaking can be further divided into three sub-skills: interaction skills, productive skills, and communication skills (McBride, 2016).

1.3.1. Interaction Skills

Interaction skills encompass the ability to effectively communicate and build relationships with others. It refers to the information, attitudes, and behaviors that allow a person to interact positively and productively with others (McBride, 2016). Interaction skills entail both your words and your delivery, going beyond simple conversation. It is about speaking your mind, demonstrating engagement with body language, and paying attention to what the other person is saying for full comprehension.

1.3.2. Productive Skills

According to Harmer (2007), production skills refer to the ability to produce words. Since this skill requires producing verbal output, they are regarded as active skills. Writing and speaking are the two primary productive abilities. When students write or talk, they must be able to articulate their ideas clearly, create language, and communicate successfully.

1.3.3. Communication Skills

Communication involves using verbal and nonverbal symbols to express thoughts, ideas, and feelings. McCornack & Levine (2019) define communication as "the sharing of thoughts, emotions, and experiences through a common system of symbols, signs, or behaviors" (p. 12). Communication skills deal with how you effectively express yourself and understand others, it

is a two-way communication process that includes writing, speaking, listening, and even body language.

1.4. Elements of Speaking Skill

Students need to know and to be aware of certain elements that significantly impact their speaking skill development. These elements, as mentioned by Harmer (2001), refer to the language features that learners should possess. Fluency in speaking requires language knowledge and the ability to process information and language spontaneously without much effort (Harmer, 2001).

1.4.1. Language Features

To speak the second language fluently and accurately, to be competent in that language, this competence has the necessity of the following features:

1.4.1.1. Connected Speech

This refers to the seamless flow of speech, where sounds are modified, omitted, added, or weakened to enhance fluency. Effective speakers do not only articulate individual phonemes but also employ connected speech effortlessly. For instance, instead of saying "I would have gone," they might say "I'd've gone." Activities aimed at improving connected speech should be incorporated into language learning, focusing on assimilation, elision, linking, contractions, and stress patterns (Harmer, 2001).

1.4.1.2. Expressive Devices

Native speakers of English utilize various expressive devices to convey meaning effectively. These devices include changes in stress, volume, and speed, as well as paralinguistic cues such as facial expressions and gestures. Mastery of these features is crucial

for students to become proficient communicators. They enable speakers to express nuances of meaning and emotions beyond the literal interpretation of words (Harmer, 2001).

1.4.1.3. Lexis and Grammar

Spontaneous speech relies heavily on the use of common lexical phrases, particularly in performing specific language functions. Teachers should provide students with different phrases that serve different functions, such as expressing agreement, disagreement, surprise, shock, or approval. Additionally, contextualized training, such as simulating job interviews, can help students acquire and deploy relevant phrases effectively throughout a conversation (Harmer, 2001).

1.4.1.4. Negotiation Language

Effective speaking skill entails the skillful negotiation of language to ensure clarity and convey intended messages accurately. This involves using language for clarification when needed, as well as signaling understanding or disagreement with interlocutors. Practicing negotiation language empowers speakers to navigate complex interactions and resolve communication breakdowns effectively (Harmer, 2001). In this regard, incorporating these elements into language learning pedagogy can greatly enhance students' speaking proficiency and communicative competence.

1.4.2. Mental and Social Processing

The basic processing skills of speaking are as follows:

1.4.2.1. Language Processing

This deals with the ability to understand the meaning of words, grammar, and sentence structure. It allows you to formulate your thoughts into clear and concise spoken language. Additionally, proficient speakers can readily recall words and phrases from memory during

interactions. To cultivate rapid language processing skills in English, incorporating speaking activities into language lessons is essential (Harmer, 2001).

1.4.2.2. Interaction with Others

Speaking is a two-way street; it involves interaction between two or more interlocutors. That is to say, an effective speaker needs to be able to listen and comprehend the audience, their background knowledge, and how they might react to what you are saying. This helps you tailor your message and ensure effective communication. Interaction with others involves any communication process between members of a society, for instance, individuals working together towards a common goal, such as a team collaborating on a project at work or students studying together for an exam (Harmer, 2001).

1.4.3.3. Information Processing

It is the process of how you organize your thoughts and ideas before speaking or it is the ability of analyzing the information in the mind rapidly. This includes selecting relevant information, structuring your message logically and adapting your content to the situation. For example: the time you take the information, you should be ready to respond to others' speech (Harmer, 2001).

1.5. Aspects of Speaking Performance

The effectiveness of speaking performance hinges on several key aspects: fluency, accuracy, vocabulary, pronunciation, and grammar (Hedge, 2000; Richards et al., 1992).

1.5.1. Fluency

Fluency is the ability to articulate thoughts coherently, avoiding pauses, hesitations, or distracting fillers like "um" and "uh." A speaker's fluency does not only reflect confidence but also enhances comprehension, as the audience can follow the narrative effortlessly and remain

engrossed in the discourse (Hedge, 2000). According to him "The term fluency relates to the production of speech and it is normally reserved for speech. It is the ability to link units of speech together with facilitating and without strain or inappropriate showiness, or undue hesitation." (p. 54). In other words, fluency is the capacity to answer in a logical way by linking words and sentences effectively. It also includes clear pronunciation using intonation and stress (Hedge, 2000).

1.5.2. Accuracy

Accuracy refers to the "ability to produce grammatically correct sentences" (Richards et al., 1992, p. 204). It pertains to the grammatical correctness of your language use, including proper sentence structure, verb tense agreement, subject-verb agreement, and adherence to the rules of the language you are speaking. While fluency ensures the smooth delivery of ideas, accuracy supports the integrity of the message. Grammatical precision, syntactical coherence, and adherence to language conventions prevent ambiguity and misinterpretation. By maintaining linguistic accuracy, speakers facilitate clear comprehension, enabling their audience to grasp the intended meaning without confusion or distortion (Richards et al., 1992).

1.5.3. Vocabulary

The range of words at your disposal significantly influences your speaking ability. A rich vocabulary allows you to express yourself precisely, paints vivid pictures with your words, and engages your audience on a deeper level. However, it is crucial to strike a balance and avoid complex words that might confuse your listeners. Besides, Harmer (2001) argues that knowledge of word classes helps speakers to perform well-formed utterances.

1.5.4. Grammar

Grammar is one of the fundamental aspects of the speaking performance, it refers to the knowledge and application of the rules that govern how words are formed into phrases and sentences, and how sentences are structured to create meaning. Grammar is defined as a systemic way of accounting for and predicting an ideal speakers' or hearers' knowledge of the language. Strong grammar skills contribute to clear, concise, and accurate communication in speaking (Harmer, 2001).

1.5.5. Pronunciation

Pronunciation refers to the way you articulate words, encompassing aspects like sound production, word stress, and intonation. Clear and precise pronunciation is essential for ensuring your audience understands every word you say. Flores (1999) argues that pronunciation is "the production of sounds, stress patterns, rhythmic structures, and intonation of the language" (p. 02). If pronunciation is not correct, the speaker will not be understood, and therefore, accuracy is not achieved. By mastering these fundamental elements, speakers transcend mere conveyance of information, crafting immersive experiences that resonate long after the final word is spoken (Flores, 1999).

1.6. Speaking Problems

According to Schlosser et al. (2007), speaking problems, also known as speaking disorders, are any condition that hinders a persons' ability to produce sounds that create words. They can range from minor to severe and can make it difficult to communicate effectively. Students may face a variety of challenges when trying to speak (pp. 383-401).

1.6.1.Fear and Confidence

Fear is an emotional feeling or reaction that affects a persons' response to a situation that they perceive as dangerous. Confidence, on the other hand, is the feeling or belief that one can successfully achieve something (Psychology Today, n.d.).The fear of making mistakes is one of the biggest obstacles to students' development as speakers. Students often fear that their pronunciations or grammatical mistakes will be criticized. These problems can be made worse by social anxiety and shyness, which make it harder for students to express themselves clearly in front of others (Pekker et al., 2003). Anxiety can manifest in a variety of ways, such as hesitating to speak up in public, refusing to engage in conversations, and generally feeling unconfident in their ability to communicate (Nguyen, 2019).

1.6.2. Language Skill

In addition to confidence and fear, a students' ability to speak also relates to their language abilities. Students with a limited vocabulary find it more difficult to fully express themselves and communicate their intended meaning (Richards, 2001). Furthermore, students may struggle to construct grammatically sound sentences on the spot as their grasp of grammar rules develops, which could result in unclear speaking (Ellis, 2005). Fluency problems, such as hesitancy, tripping over words, and difficulties maintaining a smooth speech pattern, can also hinder communication and make it difficult for others to understand them (Mackey, 2007).

1.6.3.Additional Factors

Several other issues can also hinder students' speech development. Pronunciation issues can provide obstacles to understand well, especially for students learning a second language (Snow & Hoeft, 2007). Additionally, students may have difficulty developing their confidence and fluency if they lack opportunities to practice speaking in a safe and encouraging

environment (Levine, 2018). Moreover, Large class sizes, which limit the amount of time students can participate and provide feedback, can exacerbate these challenges (Storch & Benson, 2006). Finally, language processing and fluency can be particularly difficult for language learners (Shaywitz, 2003). By understanding these complex issues, teachers can design classrooms that encourage student confidence and promote effective communication skills.

1.7. The Importance of Speaking Skill

Speaking is essential for success in various spheres of life. It serves as a link between our ideas and the outside world, allowing us to communicate, form bonds with others, and influence them (Chen, 2021). Speaking aloud to family and friends strengthens relationships even in our personal lives by enabling us to express our feelings, resolve conflicts, and build trust. Essentially, having polished public speaking skills allows us to make a positive impression.

Strong speaking skills are crucial in the academic setting for delivering clear and concise presentations, contributing productively to class discussions and group work, and defending research findings (Smith, 2022). Beyond the classroom, skilled communicators are more likely to succeed in professional environments because they can confidently negotiate deals, lead teams, and inspire colleagues (Jones, 2023).

1.8. Definition of Oral Proficiency

Oral proficiency refers to the ability to use spoken language effectively in a range of communicative contexts. It encompasses various skills, such as comprehension, pronunciation, grammar, vocabulary, and fluency (Bachman, 1990). In other words, oral proficiency is about speaking fluently and accurately in various real-world contexts, not simply memorizing vocabulary and syntax.

Oral proficiency also refers to the ability to generate and understand spoken language meaningfully through the combined application of various linguistic and non-linguistic skills. It involves having the flexibility to modify communication techniques according to the interactions' goal, listener, and circumstance. This means oral proficiency goes beyond understanding grammar and vocabulary; it involves using them strategically in conjunction with other skills (vocal variety, body language) to communicate successfully in various contexts.

1.9. Assessments of Oral Proficiency

To accurately assess a student's speaking skills, it is crucial to assess their ability to use spoken language. Nevertheless, the accomplishment of a comprehensive search is the cornerstone of the manned flight. An Oral Proficiency Interview (OPI) is cited as a widely accepted test in the studies. The language skills of various candidates are tested by such checks. Such tests screen students' grammar, vocabulary, fluency, and pronunciation skills in a general perspective. Sometimes, the tasks are highly specific, each corresponding to a different skill (Bachman & Palmer, 1996). There are also the issues of discomfort due to the stiffness of the questions to simulate real conversations. Their effectiveness is also increased when other methods such as games or presentations are used. In these practice activities, learners can be sure to commit changes if they give an incorrect answer. Moreover, they need to do that to achieve different goals in the educational context (Littlewood, 1996). In fact, a case in point is the role play exercise, which is aimed at evaluating the ability of the student to use a suitable language style in a job interview. The most prominent of the issues for the student is to use the right language style required and also to demonstrate speaking in a convincing and proper manner for a particular job interview, alongside grammatical accuracy. Furthermore, such kinds of activities will help students develop efficiency in organizational aspects by their own and show fluency as well, and capability to change the language in

accordance to the audience they address. The mix between these two parameters can be a key for a deeper understanding of an individual's oral proficiency, which will then help in time to make a tailor procedure to overcome the weakness and reinforce the strengths of a student.

1.10.Oral Proficiency and Technology

Technology has completely changed the way that oral proficiency is developed. Once cumbersome and constrained, language learning applications now provide immersive experiences with capabilities like AI-powered conversation partners and speech recognition. With the use of these resources, students can practice speaking in a secure and stress-free setting while receiving fast feedback on their pronunciation, grammar, and fluency (Lynch, 2009). As a result, learners are encouraged to experiment and make mistakes as an ordinary component of learning, eliminating the anxiety that is frequently connected with traditional spoken practice sessions.

Furthermore, learners can now interact with native speakers and conversation partners anywhere in the world thanks to video conferencing technologies that have broken down geographical constraints. This offers priceless chances for practice in the real world, exposure to various accents and dialects, and the ability to cultivate the crucial social and cultural awareness that supports the ability to acquire the vital social and cultural knowledge that is necessary for actual conversational fluency. Technology is not only making oral competence development more accessible but also more efficient and enjoyable for students of all ages and background by providing a blend of authentic engagement and structured practice (Lynch, 2009).

Conclusion

This chapter has concentrated on the idea that in order to effectively teach speaking, teachers must give students clear and concise speaking exercises. They must also employ a

variety of communicative techniques and strategies to help students improve their speaking performance. This is because learning to speak requires students to participate in communicative situations in order to develop their oral skill, which calls for them to actively use language that is correct in both grammar and pronunciation. In other words, two crucial skills that must be fostered in a school setting are fluency and accuracy.

Chapter Two: Authentic Videos

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Introduction

Nowadays using authentic materials in oral classes is very common and considered as a crucial tool for enhancing the speaking skill for EFL learners. In order to achieve an effective teaching and learning; using technology such as: audio-visual materials can be one of the effective teaching strategies to overcome students' weaknesses in language. Since the 1920s, video has been widely used as a teaching resource to engage and entertain students in the classroom.

This section is divided into two parts. The first covers the basics of using authentic materials in teaching, including defining authenticity, and the main requirements of authentic learning. The second part clarifies the use of authentic videos as teaching materials, including their types, importance, and it is used in language teaching classrooms.

2.1.Authenticity as a Concept

The concept of authenticity is a cornerstone principle when choosing materials for English as a Foreign Language (EFL) instruction (Littlewood, 1994, p. 312). Authentic materials refer to resources created by and for native speakers, reflecting the richness and complexities of real-world communication. Newspapers, movies, music, even overheard conversations – these resources provide a richer tapestry of language compared to traditional, simplified materials. By encountering natural speech patterns, including slang, idioms, and variations in pronunciation, learners gain a deeper understanding of how language truly functions. This exposure prepares them for the complexities of communication outside the classroom.

2.1.1.Considering Learner Interpretation

The discussion around, authenticity extends beyond simply using real-world materials. Some scholars, like Lee (2004), argues that authenticity" is also subjective and depends on the

learners' interpretation. They emphasize the importance of selecting materials that are not only genuine but also comprehensible and engaging for the target audience. For instance, a documentary full of complicated language might be authentic but unsuitable for beginner-level learners.

Authenticity in EFL materials is a multifaceted concept while using real-world resources is essential, it is equally important to consider the learners' needs and ensure the materials are accessible and relevant for their language acquisition journey. Striking a balance between authenticity and learner comprehension is a key to maximizing the effectiveness of EFL materials (p.643).

2.2. Authentic Materials

The use of authentic materials in language teaching has become increasingly popular in recent years. Crystal (1986) points out the growing interest in providing language learners with "authentic" spoken materials, suggesting that this approach addresses the shortcomings of traditional textbooks and artificial scenarios. He stresses the importance of using authentic videos in language learning and recommends them over fabricated content (pp. 411-418).

Similarly, Gerhard (2006) acknowledges the widespread adaptation and creation of authentic materials by EFL/ESL teachers. He emphasizes their accessibility and effectiveness in improving communication skills, motivation, engagement, and overall interest in the target language (p. 101). However, defining "authenticity" in the context of EFL classrooms can be challenging. Gerhard (2006) suggests a broad definition: "authentic materials include anything that is used to communicate in the target language.

Brumfit (1999) adds another layer to the discussion, arguing that materials that mimic real-world language use, such as a fabricated weather forecast, can be considered "authentic" if they closely resemble the natural language learners would encounter (p. 180). However, he

cautions against simplifying or regularizing the language in these materials, as this would undermine their authenticity and limit their effectiveness in exposing learners to the complexities of real-world communication (p. 181).

While some argue that authentic materials should not be altered from their intended uses, Lee (2004) presents a different perspective. He suggests that materials can be considered "authentic" if they align with the learner's understanding . He emphasizes that authenticity is not solely about the material's origin, but rather the learner's ability to extract the intended meaning, even if the material is adapted for language instruction (pp. 642-643).

In essence, authentic materials are written or spoken language resources that have been modified for use in real-world communication as well as language instruction. They are primarily created by native speakers for native speakers, with their primary goal being communication rather than language pedagogy

2.3. Definition of Authentic Videos

According to Wayers (1999), "authentic television programming recorded off-air and used with permission for educational purposes" is the definition of authentic video materials (p. 339). It has been demonstrated that teaching English to adults and children as a foreign language (EFL) or as a second language (ESL) can be accomplished with the use of authentic videos. These are some of the greatest tools available to help students view and learn in an engaging, stimulating, and entertaining way. Sherman (2003) defines authentic video as "any type of program, including movies, documentaries, TV shows, and game shows, that can be directly viewed in theaters, on television, or on a DVD. Videos are a great resource for learning English and have many benefits" (p. 1).

2.4.Types of Authentic Videos

Since authentic videos are one of the primary sources of authentic language learning materials. They are frequently utilized in EFL classrooms. They are regarded as an effective teaching tool for raising students' proficiency in a variety of subjects, including speaking and listening. These videos use nonverbal cues like gestures and facial expressions to help and inspire students as they hone their skills in this area. A wide range of videos, such as documentary, ted talks, and academic lectures, can be categorized as authentic.

2.4.1. Documentary Videos

Generally speaking, documentaries attempt to capture real life and cover particular subjects. They are narrated in Standard English, typically employing a serious approach with frequent use of complex grammar structures (Nation, 2009). While not as exciting as action movies, documentaries offer a wealth of language learning opportunities. Students can practice expressing their ideas on diverse topics using the language skills they have acquired (Breen, 1985). The standard English used in documentaries makes them particularly suitable for English as a Foreign Language (EFL) instruction (Littlewood, 1981, p. 102). However, educators using documentaries should prioritize student engagement when selecting materials Harlow (2007). During an oral interpretation class, students can learn basic information from documentaries, preparing them for future oral translation exercises (Shehadeh, 2019, p. 45). Pre-viewing vocabulary exercises can enhance comprehension, especially for acronyms and proper nouns (McGroarty, 2013, p. 72). This reinforces the importance of tailoring materials to student needs, as previously mentioned (Harlow, 2007, p. 18).

2.4.2. Ted talks

In recent years, oral communication instruction has undergone a significant transformation, with educators increasingly embracing innovative and engaging resources like TED Talks. These concise, yet captivating presentations on diverse subjects offer a unique

blend of passionate speakers, engaging visuals, and storytelling techniques. As education researcher Stafford Pedersen argues, "TED Talks provide a powerful platform to expose students to diverse ideas and perspectives, all within a format that is both informative and entertaining" (2013, p. 15). This inherent appeal sparks student interest and motivation, leading to active engagement beyond passive viewing (Alqahtani, 2015, p. 123). Students can participate in discussions and debates, analyze arguments and delivery styles, and even create their own TED Talk-inspired presentations. This active learning fosters critical thinking skills as students deconstruct the speaker's effectiveness and message (Fryer, 2017, p. 317).

2.4.3 Music videos :

Music videos serve as a powerful tool for the ESL classroom because they include several components that can be quite fascinating for learners (Coursolle & Schmidt, 2001). These include words to songs, storytelling, visual aids and even live performances. Teachers should therefore use music videos which are within students' areas of concern as this will create an energetic learning atmosphere where new thoughts are generated while effective communication skills are modeled (Kim, 2013).

Music itself is a great motivator in language learning among other things like bringing communities together through shared understanding. Much of the time, songs reflect cultural beliefs, practices and everyday spoken forms (Mitchell & Myles, 2005). Additionally, their tunefulness coupled with repetition can help improve pronunciation as well as build one's stock of words. It has been observed that people tend to acquire certain phrase patterns unconsciously after being exposed severally to various kinds of music (Long & Richards, 1992).

2.4.4 Vlogs and Social Media Videos:

Both vlogs and social media videos are an excellent way to build speaking skill in EFL classrooms, offering something that traditional teaching tools don't. The videos present students with a chance to see what typical days are like for people who speak English as their first language through observation of their everyday lives and genuine communication styles. This enables learners to be exposed to language use in context – they get to hear slang words, informal greetings and conversational gambits not usually found in textbooks (Yildiz & Echevarria, 2015). Such encounters help expand their vocabulary while at the same time deepening their knowledge of how informal communication systems work and why cultural factors influence them. In addition, analyzing such materials may lead into discussions concerning various societal phenomena, dissimilarities between cultures or even when languages should be used differently according to situations. As an example; pupils could compare ways people greet each other within vlogs against those used within their societies thereby raising issues around politeness; formality etc., (Byram, 1997). Moreover, vlogs bring along an added aspect of learning due to their visual nature. Learners can watch for non-verbal cues including body movements and facial expressions which also form part of effective communication (Kern, 1995). By doing this alongside spoken language analysis one gets a better understanding on how natives actually communicate during ordinary encounters. However, there are possible difficulties that could arise from the use of vlogs in teaching English language especially among lower proficiency groups. For instance, these videos tend to be fast paced and less structured thus may overwhelm some students who have not yet developed strong listening skills or are unfamiliar with informal registers of speech (Liu, 2010). Therefore it is necessary for educators to select appropriate content based on learners' levels while providing necessary support such as introducing new vocabulary through pre-teaching activities or giving out scripts.

Beyond the benefits mentioned above, TED Talks also provide a platform for:

2.4.2.1. Vocabulary acquisition

The diverse range of topics and speakers exposes students to a wide range of vocabulary, expanding their lexical repertoire and enhancing their understanding of language in context (Gwee & Toh-Heng, 2015, p. 45).

2.4.2.2. Authentic learning

TED Talks offer real-life examples of effective communication in action, allowing students to observe and analyze the nuances of language use in a natural setting (Field, 2002, p. 14).

2.4.2.3. Development of presentation skill

By studying the delivery styles and techniques employed by TED speakers, students can gain valuable insights into effective public speaking and presentation skills (Nursafira, 2020, p. 23). Ultimately, TED Talks provide a dynamic and engaging platform for cultivating effective communication skills, making them a valuable tool for educators in the 21st century.

2.4.3. Movies

Movies are a prominent form of authentic video, offer a valuable resource for enhancing students' speaking skills (Albiladi, Abdeen, & Lincoln, 2018). By exposing learners to natural language use in various contexts, movies provide a platform for students to observe pronunciation, intonation, and idiomatic expressions used by native speakers (Albiladi et al., 2018). This exposure can serve as a model for students to develop their own speaking fluency and accuracy. Furthermore, movies can stimulate discussions and role-playing activities in the classroom, encouraging students to practice spoken language in a safe and engaging

environment (Albiladi et al., 2018,p. 1180-1191). The variety of themes and genres found in movies can also cater to diverse student interests, fostering motivation and engagement in the learning process. As Pfaff (2014) highlights, film can be a powerful tool for not only language learning but also cultural understanding, allowing students to gain insights into social norms, customs, and perspectives depicted in the movies.

2.4.4.Academic Lectures

Academic lectures serve as a potent tool for enhancing language skills among students while at the same time instilling confidence necessary for formal congregations. Nowadays, many colleges and universities post lectures on the internet through either their websites or open-access platforms such as YouTube. This means that students can listen to them anywhere not necessarily within college precincts thereby promoting independent study and a deeper understanding of what is taught.

According to research, incorporating academic lectures into language classes can greatly improve fluency and vocabulary building for learners. In one of his works, Stapleton (2010) points out that using real materials like speeches helps a lot in developing speaking prowess (p. 12). This is because when individuals immerse themselves in this kind of an environment, they get to hear unique terms which are only found in specific fields being used by professionals or scholars while at the same time being exposed to different grammar structures employed within formal contexts. Furthermore it widens their knowledge beyond any particular culture's way of using words thus giving them ability to deal with such like situations during their own academic lives.

However the advantages are not limited to vocabulary knowledge and sentence construction alone but also include other aspects associated with content delivery. By watching how teachers present information during these sessions, students are able to come up

with better ways of organizing data when making presentations themselves. As Dale Carnegie once said "You never get a second chance to make first impression" (Carnegie, 1936, p. 10). Lecturers serve as exemplary models on effective communication through among other things use clear visual aids well arranged points delivery method that captures attention of the audience up to confident posture maintained throughout the session. Therefore it is important for scholars to critically look at such elements so that they can be able to enhance this aspect in them thus making it easier for them express themselves when given assignments like seminars, group discussions or even conferences.

In summary, there are numerous benefits attached to learning through watching videos of higher learning institutions. For example, formal language use is just but one benefit derived from such materials' complexity related words use in addition good styles employed while presenting various subjects not only enable learners to perform well academically but also equip them to navigate through settings that require official communication effectively and confidently.

2.5.The Importance of Authentic Videos in Enhancing the Students' Speaking Skill

In teaching language, Authentic Videos (AV) are being used more and more to enhance students' ability to speak according to (Warschauer & Healey.,1998,p.10-18) . These are videos of real situations that bring many advantages which greatly develop the language skills of a person.

2.5.1. Capturing Learners' Attention

Authentic videos engage students by immersing them in genuine language use. Unlike contrived textbook examples, these videos present language in its natural context, making it more relatable and captivating. Learners are inherently motivated to interact with materials

that serve purposes beyond mere language instruction (Breen, 1987). By exposing students to authentic language through videos, educators can pique their curiosity and foster active engagement (Gu & Li, 2013).

2.5.2. Enhancing Speaking Skills

Research studies consistently highlight the positive impact of authentic videos on speaking proficiency. Exposure to real-world language improves fluency, allowing students to express themselves more naturally and spontaneously (Stapleton, 2010). Authentic videos also introduce learners to new words, idiomatic expressions, and colloquial phrases, broadening their lexical repertoire (Lee & Waugh, 2008). Additionally, listening to native speakers in authentic contexts refines pronunciation, as learners absorb intonation patterns, stress, and rhythm (Leow, 1990). Lastly, authentic videos provide rich examples of grammar usage within meaningful contexts, allowing students to observe how grammar rules apply in real-life situations (Larsen-Freeman, 2003, p.119).

2.6. Motivation

Academic success is heavily influenced by motivation, and teachers who can effectively increase student motivation play a crucial role in their education, particularly when using authentic materials (Deci & Ryan, 2000, p. 232). Considering the significant impact authentic videos can have on students' lives, incorporating them as motivators in language classrooms holds immense potential. These videos may be the most effective tool for encouraging learners, adding entertainment value and enjoyment to the language-learning process (Dörnyei & Ottó, 2015, p. 12). Additionally, the appealing nature of authentic video content fosters receptiveness to learning, as students find it engaging and enjoyable (Gu & Li, 2013).

2.7. Authentic Videos' Uses in Language Teaching Classrooms

Authentic videos help students to understand speaking by offering a range of discourse, expressions (concerning speakers, types, and settings), and other aspects, making them valuable tools in language classrooms. Learners benefit from (A V) real videos in several ways: they gain a deeper understanding of spoken English components (vocabulary, accents, grammar, syntax, and discourse) through exposure to a rich language model.

Additionally, (A V) can help learners select and use the target language more accurately. Furthermore, research by Short & Fidelman (2008) suggests that incorporating authentic video materials fosters a more engaging and interactive learning environment (p. 192). This approach encourages active student participation, ultimately leading to a deeper understanding of the target language and culture.

Conclusion

In conclusion, authentic videos offer a compelling resource for enhancing EFL learners' speaking skills. These videos expose students to real-world language use, promoting engagement and motivation. By incorporating a variety of authentic materials like documentaries, TED Talks, and academic lectures, educators can provide learners with opportunities to develop fluency, pronunciation, vocabulary, and grammatical structures. Furthermore, strategically planned pre-viewing, during-viewing, and post-viewing activities can maximize the benefits students derive from authentic videos. However, consideration should be given to the needs and interests of the learners to ensure the chosen materials are comprehensible and relevant. By embracing authentic videos, EFL instructors can create dynamic and stimulating learning environments that empower students to excel in their speaking abilities.

Chapter Three: Teachers' and Learners' Attitudes towards the Implementation of Authentic Videos in Oral Classes

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Introduction

The present chapter shows and analyzes the findings from data collection in the current study in accordance with the theoretical framework. The chapter deals with the practical part of this research, the questionnaire was administered to second year English students, and an interview was conducted to their oral expression teacher at the University of Guelma. It begins with a description of the sample population, research design and methodology, the aim of adopting more than one data gathering tool is to have credibility and accurate results. It employs statistical methods to explore the correlation between student questionnaires and teacher interviews. Finally, the chapter concludes by summarizing the key findings and their broader significance

3.1.Data collection

In order to get a deeper understanding. this study employs two distinct data collection methods. This approach allows us to capture a broader range of perspectives from both students and their teachers, As Jick (1979) says, "using multiple methods reduces bias and makes the data richer" (p. 14). The great reason of using two data collection tools, is so we can conduct detailed investigation and comparison, which eventually leads to more reliable and believable results.

3.2. Questionnaire

A questionnaire is a systematic set of written questions used to collect data from a specific group. It offers a standardized and efficient way to gather information from a large number of people. This allows researchers to gain insights into attitudes, opinions, and experiences on a broader scale, ultimately contributing to a richer understanding of the research topic. (Gray, Dillman, Rochowiak, &Lutfiyya, 1998, p. 10).

3.3. Interview

An interview is a focused conversation in which a researcher asks questions to elicit information from an individual or group. Unlike surveys, interviews allow for deeper study through follow-up questions (Merriam & Willis, 2007, p. 17). This in-depth method captures not only information, but also nuances in experiences and feelings. Interviews add greatly to research by offering a more complete knowledge of the human perspective

3.4. Population and Sampling

The questionnaires' target population, is second year students of English at Guelma University. The informants are composed of eighty-seven (78) students who were chosen randomly to respond to the research instrument.

3.4.1. Students

The questionnaire took place during the academic year 2023-2024. The sample has been chosen randomly from three (3) groups of second-year students of English in the Department of English, Guelma University.

3.4.2. Teachers

The sampled population of the current study consists of six (06) teachers of oral expression at the department of English, University of 08 Mai 1945-Guelma. The teachers are chosen randomly in order to investigate their perspectives and attitudes about using authentic videos in oral classes to enhance the speaking skill.

3.5. Description of the Students' Questionnaire

Students' questionnaire mainly aims at investigating students' attitudes towards the use of authentic videos in oral classes to improve the oral proficiency. This questionnaire consists

of nineteen (19) questions which are classified into three major sections, each section focuses on a particular aspect (see Appendix A). Both closed-ended and open-ended question are used in this questionnaire and free answer questions where participants answer freely using their own words. The first section is entitled *General Information*, it consists of questions about students' general information, it includes four main questions (Q1 to Q4) which aim to describe the sample. Starting by dealing with participants' background as their gender, duration of studying English, Students' English Level, and the aim of learning English. The second section is entitled *Speaking Skill*, it contains ten questions from (Q5 to Q14). It deals with the challenges and difficulties that students face when they try to speak in oral classes ,and start with the level of speaking ability, difficulties of speaking, teachers' use of authentic videos in oral classes, the challenges that students may face when they use authentic videos, types of authentic videos, teachers' and learners' attitude about the usefulness of authentic videos, benefits of using authentic videos , teachers' and learners' attitude about videos fluency, the benefit of using authentic videos across all proficiency levels and levels of motivation. Third section is entitled *Authentic Videos*, it contains five questions from (Q15 to Q19). It starts with the most preferable method towards using authentic videos, integrating authentic videos into the English curriculum, the effectiveness of using authentic videos in class, considering authentic videos as an effective tool to enhance speaking ability, and finally, ends with asking students about how do authentic videos contribute to their overall learning experience which gives students full freedom to add any comment or suggestion about the topic under investigation. The reason behind the variation of questions is to collect reliable data and confirm the validity of the research.

3.6. Analysis of Results and Findings from Students' Questionnaire

This section contains a detailed analysis of the questionnaire results.

3.7.Administration of Students' Questionnaire

The questionnaire was administered to second year students of English at the University of 08 Mai 1945 -Guelma during a week from 14th May 2024 to 21st May 2024. It is worth nothing that the questionnaire was delivered online. The questionnaire has been answered anonymously since it was distributed via the teachers' emails and messengers class groups.

a. Section One: General Information

Question One: What is your gender?

a. Female ☐

b. Male ☐

Table 3.1

Students' Gender

Option	Number	Percentage (%)
Females	69	88.5 %
Males	9	10.5 %
Total	78	99 %

According to Table 3.1 the results show that the majority of the sample are females (88,5%) probably because females have a tendency to learn or to be taught through using authentic videos more than males since males only (11,5%). This means that the majority of the collected answers are from females' point of view.

Question Two: How long have you been studying English?

.....

Table 3.2

Students' Years Range of Learning English

Option	Number	Percentage (%)
9 years	33	42.3 %
2 years	18	23.7 %
10 years	12	15.38 %
12 years	8	10.25 %
11 years	3	3.84 %
3 years	3	3.84 %
8 years	1	1.28 %
Total	78	90.6 %

As shown in Table 3.2, a large number of the respondents (42.3%) have been studying English for 9 years, while (23.7%) claim that they have been studying English for 2 years, whereas (15.38%) have been studying English for 10 years, (10.25%) say that they have been studying English for 12 years, so (3.84%) claims that they have been studying English for 3 years or (3.84%) have been studying English for 11 years, and only (1.28%) have been studying English for 8 years. The results confirm that the majority of the students have succeeded in their studies while a few of them may have repeated one year at least and also 20

of the students who misunderstood the question so, they answered as if the question was how long they have been studying English at the University.

Question Three: How do you evaluate your proficiency level of English?

a. Beginner

b. Intermediate

c. Advanced

Table 3.3

Students' English Level

Option	Number	Percentage (%)
Advanced	10	13 %
Intermediate	60	77.9 %
Beginner	07	9.1 %
Total	77	99.01 %

According to the results of Table 3.3, the majority of students are intermediate (77,9%), and we notice that 60 students have an average level of English, while advanced ones are (13%) which means only 10 students have a higher proficiency level of English, which makes them (9,1%) beginners, which means only 7 students are novices.

Question Four: What is your aim behind learning English?

To get a job	<input type="text"/>
To be able to speak English fluently	<input type="text"/>
To communicate with English people	<input type="text"/>
Others	<input type="text"/>

Table 3.4*The aim of learning English*

Option	Number	Percentage (%)
To get a job	45	57.7 %
To be able to speak English fluently	31	39.7 %
To communicate with English speaking people	31	10.3 %
Other	8	10.3 %
Total	115	118 %

The results of Table 3.4 reveal that more than half of the participants (57,7%) chose learning English to get a job, while (39,7%) of the sample chose their aim of learning English to be able to speak English fluently, but also (39,7%) of the students choose to learn English to communicate with English speaking people which makes only (10,3%) choose the option others. Many students misunderstand the question which is why they chose two answers.

b. Section Two: Speaking Skill

Question Five: How do you rate your current speaking ability?

Average

Good

Very good

Table 3.5

Level of speaking ability

Option	Number	Percentage (%)
Good	55	70.5 %
Average	16	20.5 %
Very Good	7	9 %
Total	78	100 %

Concerning how students rate their current speaking ability, most (70,5%) of the students declare that their speaking ability is good, while (20,5%) of them tend to be average ,which makes only (09%) of the students describe their current speaking ability as being very good.

Question Six: What are the difficulties that you encounter when you try to speak during an oral session?

Lack of motivation

Lack of vocabulary

Difficulties at the level of pronunciation

Difficulties at the level of grammar

Table 3.6

Difficulties of speaking

Option	Number	Percentage (%)
Lack of vocabulary	43	55.1 %
Lack of motivation	13	41.1 %
Difficulty at the level of grammar	11	16.7 %
Difficulty at the level of Pronunciation	11	14.1 %
Total	78	127 %

Concerning the difficulties that students encounter when they try to speak an oral session are different, the majority of the participants indicate that the most common challenge is a lack of vocabulary, with (55,1%) this suggests that students may struggle to express

themselves effectively, the results confirm what Shaywitz said in (2003) the difficulties of speaking are language processing and fluency present particular difficulties for those learning additional languages, the second most cited difficulty is at the level of grammar (16,7%) where students may face challenges in formulating correct sentences, in addition to that pronunciation too is considered as a difficulty where (14,1%) of the participants indicate that they may find a challenge in articulating English words accurately, also the lack of motivation mentioned by (14,1%) of the students which means that some of them may struggle to engage and commit to learning English where also and also Mackey in (2007) notices that fluency issues like hesitancy and choppy speech patterns also can significantly hinder communication. Some students chose more than one option because they misunderstand the concept of answering this question.

Question Seven: Have your teacher used authentic videos as a learning tool in oral classes?

Yes

No

Table 3.7

Teachers' Use of Authentic Videos in Oral Classes

Option	Number	Percentage (%)
Yes	58	74.4 %
No	20	25.5 %
Total	78	99.9 %

According to Table 3.7 the responses to whether your teacher used authentic videos as a learning tool in oral classes reveal that the majority of the participants (74,4%) point out that their teachers have used authentic videos as a learning tool in oral classes. That means using authentic videos in oral classes is a common practice among teachers which can be beneficial for students by improving their speaking skill. The same opinion was adopted by Breen in (1987) that authentic videos immerse students in real-world language, making learning more engaging and relatable unlike contrived textbook examples, and by Warschauer & Healey in (1998) authentic videos offer a clear advantage over traditional materials. As we will explore further, this is precisely why they can significantly enhance students' speaking skills, and showing why it is important for teachers to use authentic videos. While (25,5%) highlight the absence of using authentic videos in oral classes by the teacher so that teachers ignore using multimedia resources in language learning.

Question Eight: What challenges do you face when using authentic videos in oral classes?

In response to this question, the participating members of the sample are required to provide short answers. According to the findings, the challenges that may face students when they use authentic videos are diverse and multifaceted. These difficulties are relate to audio quality, technical issues, lack of concentration, fast speech, unfamiliar accents and slang, as well as struggling with understanding new vocabulary and details in videos. Moreover, the next class of participants some personal likings or limitations, for example, they like something visual to study or struggle with American accent. Not only that, but there is a thing that the students who did not provide specific challengers of their own, they are likely to have dissimilar personal problems and different learning order, and they have to cope with authentic videos in the oral room in various ways.

Question Nine: Which types of authentic videos do you find most interesting?

Documentary videos

TED Talks

Movies

Academic lectures

Music videos

Table 3.9

Types of authentic videos

Option	Number	Percentage (%)
Documentary videos	25	32.1 %
TED Talks	23	29.5 %
Movies	48	61.5 %
Academic lectures	15	19.2 %
Music videos	0	0 %
Total	111	142.3 %

According to Table 3.9, the results of which types of authentic videos the students find most interesting, indicate that movies are the most popular type of authentic video among the

participants, with (61,5%). This could be due to diverse range of topics covered in movies. As Albiladiin 2018 argued that movies provide natural language use in different contexts, allowing students to observe pronunciation, fluency, and cultural aspects. Documentary videos too garner significant the interest at (32,1%), which means 25 of the students appreciate using it, the preference for movies and documentary videos suggests that participants value both entertainment and educational content in authentic videos. However; (29,5%) choose TED talks which means 23 of the students like it because it enhances the speaking skill, Alqahtani in (2015) said that documentaries and TED Talks are also valued for their educational and skill-building aspects. however academic lecture receives lower percentage (19,2%) in other words only 15 learners indicating that this type of authentic videos may be less preferred by them. Also Stapleton, in (2010) and Carnegie in (1936) suggested that academic lectures enhance formal language skills and confidence by exposing students to sophisticated vocabulary and presentation techniques. Because of the misunderstanding of the concept of the question by many students they select more than one option which leads to the total is more than 100%. While music are not selected by any students.

Question Ten: Do you think authentic videos can be used to improve pronunciation?

Yes ☐

No ☐

It depends ☐

Table 3.10

Authentic videos' uses to improve pronunciation

Option	Number	Percentage (%)
Yes	62	80.5 %
No	1	1.3 %
It depends	14	18.2 %
Total	77	100 %

Concerning the results shown in Table 3.10, the majority of the sample argue that authentic videos can be used to improve pronunciation (80,5%), The results show that Short and Fidelman (2008) view on the effectiveness of authentic videos in the creation of interesting and interactive learning environments is true. This finding indicates that students are more likely to be active participants when they are presented with the real use of language in videos. Their arguments are made in the context of active participation, thus the deeper understanding of not only the language but the culture, it is the student mastering of pronunciation in the language, while less percentage declare no. Additionally, (18,2%) suggest that the effectiveness of authentic videos in improving pronunciation varies.

Question Eleven: What benefits do you see in using authentic videos for speaking practice?

Enhanced vocabulary development

Exposure to real-life contexts

Improved pronunciation

Increased motivation

Table 3.11

Benefits of using authentic videos

Option	Number	Percentage (%)
Enhanced vocabulary development	44	56.4 %
Exposure to real-life context	25	32.1 %
Improved pronunciation	40	51.3 %
Increased motivation	21	26.9 %
Total	130	166.7 %

According to Table 3.11, the results of the benefits that students see in using authentic videos for speaking practice vary, most of the students choose enhanced vocabulary development with (56,4%), which means 44 ones find that authentic videos can be used for enhancing vocabulary, the results assert what Lee & Waugh said in (2008), that vocabulary expansion through exposure to a "rich language model". on the other hand we notice that (51,3%) that means 40 students declared that using authentic videos are beneficial for improved pronunciation, Leow in (1990) emphasized pronunciation improvement by absorbing natural patterns from native speakers, however, (32,1%) which means 25 participants says that using authentic videos for speaking practice benefits to exposure to real-life contexts, also Larsen-Freeman in (2003) underlined the importance of real-life contexts, which AVs inherently provide. furthermore, only 21 students (26,9%) states that authentic

videos are helpful for increasing motivation. Some students misunderstood the concept question that is why they chose more than one option.

Question Twelve: Do you think authentic videos can be used to help develop fluency?

Yes

No

Table 3.12

Teachers' and learners' attitude that help to help fluency

Option	Number	Percentage (%)
Yes	77	100 %
No	No one	0 %
Total	77	100 %

For the results of the Table 3.12 which discern if authentic videos can be used to help develop fluency or not, we notice that all the participants choose yes (100%) and no one saw that authentic videos were not helpful in developing fluency.

Question Thirteen: Can authentic videos be a beneficial tool for improving speaking skills across all proficiency levels (beginner, intermediate, advanced)?

Yes

No

Table 3.13

Table 3.13

The benefits of using authentic videos across all proficiency levels

Option	Number	Percentage (%)
Yes	75	96.2 %
No	3	3.8 %
Total	78	100 %

According to the results that are found in Table 3.13, the majority of the sample indicate that authentic videos can be a beneficial tool for improving the speaking skill across all proficiency levels (beginner, intermediate, and advanced) with (96,2%), while a smaller percentage declares that it is not beneficial.

Question Fourteen: How motivated are you to participate in speaking activities that involve authentic videos?

Not motivated	<input type="text"/>
Somewhat motivated	<input type="text"/>
Motivated	<input type="text"/>
Very motivated	<input type="text"/>

Table 3.14

The levels of motivation

Option	Number	Percentage (%)
Not motivated	3	3.8 %

Somewhat motivated	23	23 %
Motivated	38	48.7 %
Very motivated	14	17.9 %
Total	78	91.24 %

Concerning how motivated students are to participate in speaking activities that involve authentic videos, the Table 3.14 discerns that the majority of the participants are motivated (48,7%), Gu & Li in (2013) argued that authentic videos likely contribute to the high level of motivation, unlike (29,5%) are somewhat motivated, Dörnyei & Ottó in (2015) suggested that the entertaining nature of these videos is key, and just (17,9%) are very motivated, and a smaller percentage declares that they are not motivated. This highlights the potential of AVs to foster a positive learning environment that promotes active participation. So, we notice that most of the participants are motivated to participate in speaking activities.

c. Section Three: Authentic Videos

Question Fifteen: When practicing speaking in class, would you prefer using authentic

videos, traditional exercises, or a combination of both?

Yes, I prefer authentic videos ☐

No, I prefer traditional exercises ☐

I prefer a combination of both ☐

Table 3.15

The most preferable method towards using authentic videos

Option	Number	Percentage (%)
Yes, I prefer authentic videos	21	26.9 %
No, I prefer traditional exercises	4	5.1 %
I prefer a combination of both	53	67.9 %
Total	78	100 %

According to the results that are found in Table 3.15, out of the 78 responses, 67.9% (53 people) prefer using authentic videos, 26.9% (21 people) prefer a combination of both, and only 5.1% (4 people) prefer traditional exercises. This data suggests that a strong majority of the respondents -presumably learners find authentic videos more engaging and useful for practicing speaking skill in class as compared to traditional exercises. Some students select more than one option because they did not understand the question.

Question Sixteen: Should authentic videos be integrated into the English curriculum?

Yes ☐ No ☐

Table 3.16

Integrating authentic videos into the English curriculum

Option	Number	Percentage (%)
Yes	58	76.3 %
No	18	23.7 %
Total	76	99 %

Considering the results above in Table 3.16 the majority of respondents (76.3%) appreciate integrating authentic videos into the English curriculum. While (23.7%) responded with no for adding the authentic videos to the English curriculum. the data suggests a positive bias towards using authentic videos in English language learning.

Question Seventeen: Do you think teachers should receive training on how to effectively use authentic videos in class?

Yes ☐ No ☐

Table 3.17

The effectiveness of using authentic videos in class

Option	Number	Percentage
Yes	51	65.04%
No	17	21.08%
Why or why not	10	12.08%
Total	78	100%

The above results in Table 3.17, show that more than half of the sample (65.4%) answered with yes to that the idea that teachers should receive training on how to effectively use authentic videos in class. While (21.8 %) of the students see that the teachers should have training or have the need to be trained for using authentic videos, but (12,8%) of the participants did not get the question correctly, so they picked why or why not without giving a credible justification.

Question Eighteen: Do you consider authentic videos as an effective tool to enhance speaking ability?

In response to this question where the participating members of the sample were required to provide different answers, the students' responses overwhelmingly agree that authentic videos are an effective tool for enhancing the speaking ability. Researchers validate the students' view that authentic videos are a powerful tool for enhancing speaking ability. Since 73 of the students highlight several key benefits: Students appreciate the opportunity to hear and see real-life language use, including pronunciation, intonation, and cultural nuances. Pioneering studies by Leow in (1990) demonstrate that exposure to real-world language use improves pronunciation. Some students think that imitating the videos of the native speakers will help them to get to the American accent themselves and others say that the words spoken and the real-life scenes provide them with the context of the words." Larsen-Freeman in (2003) highlights how authentic videos can improve students' understanding of grammar in context. The rest of the students who watched the study show the difference: pleasure, stimulation, and fun as a way of learning. More recent research by Lee & Waugh in (2008) emphasizes the role of authentic videos in vocabulary acquisition, while Stapleton in (2010) highlights the positive impact on fluency. To sum up, the learners think it is a very beneficial means of making their talking fluent in English. They love the chance to hear L1 speakers and to gradually become proficient in the language in real-life situations.

Question Nineteen: In your opinion, how do authentic videos contribute to your overall language learning experience?

In response to this question, where the participating members of the sample are required to provide varied answers, the vast majority of students (64 answers) who respond to the questionnaire agree that authentic videos are an effective and an inspiring tool for language acquisition. They stress the importance of vocabulary improvement, proper pronunciation, and the ability to understand more languages. The students also enjoy the immersive learning environment and the opportunity to embrace a natural environment where the use of language is involved in daily activities, which makes the learning process more fascinating and useful. However, the exploration given to positive considerations, still the suggestion is poignant that more research has to be conducted so that the potential pitfalls and problems of the authentic video usage in the language learning process are fully and thoroughly discerned.

3.2.6. Summary of Results and Findings from Students' Questionnaire

The data gathered from the questionnaire is presented and analyzed in the previous section. Accordingly, this section provides a summary of the findings according to the main research question raised at the beginning of the study.

The questionnaire, which is administered to second-year English students at Guelma University, investigates their attitudes and preferences towards using authentic videos in oral classes to enhance speaking skills. The findings of section one indicate that, the majority of the respondents are females, with most have been studying English for 9-10 years and self-identifying as intermediate learners. The primary motivations for learning English are career advancement, fluency, and communication with native speakers. Self-reported speaking ability is predominantly good, with the most common challenges being limited vocabulary, grammar difficulties, pronunciation issues, and lack of motivation. The majority of teachers

are reported to utilize authentic videos in oral classes. Students express a strong preference for movies as the most engaging type of authentic video, followed by documentaries and TED Talks. They perceive authentic videos as beneficial for improving pronunciation, vocabulary development, exposure to real-life contexts, and motivation. Notably, all students agree that authentic videos could enhance fluency and be beneficial across all proficiency levels. The majority of the students express motivation to participate in speaking activities involving authentic videos. A strong preference emerges for using authentic videos over traditional exercises for speaking practice, and most students favor their integration into the English curriculum. Over half of the students believe teachers should receive training on effectively using authentic videos in class.

The vast majority of students agree that authentic videos are an effective and inspiring tool for language acquisition, highlighting their advantages in vocabulary development, pronunciation, and listening comprehension. They also value the immersive learning environment and exposure to language use in everyday situations, which enhances the learning process. Overall, the findings suggest that the students have a positive attitude towards using authentic videos in oral classes and believe they can be a valuable tool for improving speaking skills.

3.2. Interview for Teachers

3.3.2. Description of The Interview for Teachers

The interview consists of eleven (11) questions (see Appendix B) which are ordered in a way that tackles the research objectives. The interviews' items are mixed of closed questions and open-ended ones. The first question seeks to ask about how long the teachers have been teaching oral expression to gather information about the teachers' experience in teaching this specific module. The following questions (from 2 to 3) are concerned with the importance of

the speaking skill in EFL classrooms and difficulties that the students face when they try to speak. The next set of questions (from 4 to 9) deals with teachers' usage of authentic videos as a pedagogical tool in oral classes, which type of authentic videos they use, challenges that they face when utilizing authentic videos in oral classes, and if they observed any differences in their motivation levels. Also, the criteria that they follow in choosing their authentic videos and the noticed challenges in students' confidence level or willingness to communicate. Finally, the two last questions (from 10 to 11) deal with the teachers' experience in teaching oral expression and the effectiveness of using authentic videos in oral English as a foreign language (EFL classes). It seeks the teachers' opinion on whether this approach contributes to improving students' speaking skill.

3.3.3.Administration of the Interview for Teachers

The interview was conducted at the department of English, University 08 Mai 1945-Guelma. Six teachers of oral expression were interviewed online via sending them e-mails to save the teachers' time and to get all the answers especially for those who does not prefer being recorded, and the most important cause is that it was a period of exams which was very challenging for us to find teachers who can answer our interview. The interview started from May 15th, 2024, only six teachers were very cooperating and helpful to answer the interview.

3.3.4.Analysis of the Results and Findings from the Teachers' Interview

Question One: How long have you been teaching oral expression?

This initial investigation aimed to assess each teachers' level of experience in teaching oral expression. The collected data demonstrated a range of experiences among the participants. Three teachers taught oral expression for a year, two for two years, and one for five years.

This information gives important background for understanding the subsequent reactions. Teachers with greater experience may have developed more sophisticated techniques to teaching oral expression than those with less experience.

Question Two: What is the importance of the speaking skill in EFL classrooms?

This question probes the teachers' understanding of the significance of speaking in language learning. The answers of teachers as we quote:

Teacher one: "Very. The speaking skill is paramount in EFL (English as a Foreign Language) classrooms. It not only facilitates effective communication but also enhances students' overall language proficiency. By focusing on speaking, students can practice pronunciation, intonation, and fluency, which are crucial for real-world interactions"

Teacher two: "Effective oral proficiency allow instructors to communicate material properly, making it easier for learners to comprehend while connecting with the subject matter. Speaking also assists students enhance their language skills, such as grammar, vocabulary, and idioms, as well as convey their points of view"

Teacher three: "speaking skill is highly important for EFL learners hence it gives the chance for participating in classroom discussions, it also allows to share ideas, opinions, and thoughts. Being a good speaker helps to make successful public speech in order to influence, convince your audience"

Teacher four: "As a novice teacher, I believe that speaking is both, the most important skill and the most neglected in EFL classrooms. Learning the speaking skill helps you communicate, when you can speak English well, you can express yourself, ask questions just like in your native language. Because when you learn the English language, you're essentially

learning to communicate in that language and have conversations with others who speak the same tongue"

Teacher five: "Speaking skills are crucial for effective communication and fluency in English"

Teacher six: "They are important in developing the speakers' vocabulary and pronunciation".

The teachers completely stressed the crucial importance of speaking in EFL classes. They emphasize its importance in promoting real-world communication, acquiring fluency, and improving total language ability via the practice of pronunciation, intonation, grammar, vocabulary, and idioms. Furthermore, speaking is viewed as vital for active involvement in debates, exchanging ideas, and developing confidence in successfully expressing oneself. Interestingly, one teacher highlight the possible neglect of speaking despite its importance, emphasizing the need for a greater focus on speaking exercises in EFL courses.

Question Three: What are the difficulties or problems that your students face when they try to speak and participate in oral session?

This question seeks to know the difficulties or problems that the teachers notice when their students try to speak and participate in oral session. The teachers' responses paint a clear picture of the challenges students face in oral EFL sessions. Emotional factors like anxiety, lack of confidence, and fear of judgment often hinder their participation. Linguistically, limited vocabulary, sentence construction difficulties, and pronunciation issues can impede fluency. Additionally, insufficient background knowledge, fear of criticism, and low motivation can further contribute to students' reluctance to speak up. Addressing these emotional and linguistic barriers through a supportive and encouraging classroom environment is crucial for helping students overcome their anxieties and achieve fluency in spoken English.

Question Four: Do you use authentic videos as a pedagogical tool in oral classes?

This query is a detailed analysis of how teachers apply real and authentic videos in their teaching methods. Almost all teachers show their positive attitude and confirm the useful properties of authentic videos in their spoken classes. They understand that one of the advantages of showing students real language use and cultural contexts is that the students can greatly improve their listening and speaking skills. Another teacher brings a more delicate response by explaining that they use the videos "sometimes," which suggests that they find them most beneficial in certain situations or that the frequency of the use might vary.

Question Five: What type of authentic videos do you use?

This question is aimed at the shape of genuine videos that teachers find beneficial. Teachers use a range of different authentic sources, and the approach is one of the main instruments that help them achieve the learning objectives in their classes. They Show videos of TED talks, interviews, news clips, movie scenes, and youtube videos that cover a whole range of the biggest problem areas for students regarding accents, speech patterns, and real-world matters. Furthermore, they use debate videos to start an in-class discussion, and interviews, speeches, and conversational clips to show how languages are naturally used. This multitude of resources extends the learning process, and the students are able to be more at ease and spontaneous in their English communication with others

Question Six: What are some challenges you have encountered when implementing videos in oral classes?

This question is trying to acknowledge the obstacles in the use of films as a mode of speaking practice. Introducing video clips in conversation classes is not easy mainly for different reasons. The five teachers consider different issues, such as finding videos according to the students' levels of comprehension and disruptions like poor Internet connections; and

so on; only one teacher didn't mention any issue in the interview. Keeping students connection during lessons is also one of the challenges they face. Since watching the videos may be an issue of students being not able to concentrate, do not perceive relevance in the content, or simply do not like it, the teachers might not be successful in making students' learning be multimedia-rich. In general, the learning community points out the importance of handling the problems of technical nature, matching the content to the learners' lexical abilities, time constraints, and engagement with the students. However, one out of six teachers seems to have no issues with videos in his/her oral classes.

Question Seven: Have you observed any differences in their motivation levels?

This raises the question whether or not teachers have seen a spiking in the motivation of students when using videos. All the teachers notice increased motivation, and every single one of them claims a positive transition from the students' low motivation level to being highly motivated or even adamant to the extent that they used terms such as "motivated," "engaged," "enthusiasm," and "increased participation" while they mentioned one of the main benefits of using a video is: • Improved pronunciation and vocabulary (1 response). • Increased engagement in oral sessions (3 answers). Attendance that is below the expected level (2 responses) and a student who provides a reason for missing more lessons than others, 'a significant difference is shown every now and then.' Such a situation indicates that the positive effect might not always be observed in every student. Basically, the use of videos comes across as a useful tool for student motivation in the classroom.

Question Eight: What are the criteria that you follow in choosing your authentic videos?

This is a question that aims at pulling out the factors that the teachers evaluate and consider to be most important and that are included in the director's choice of video for their classes. So, the criteria most frequently used by the teachers are: Relevance: All the responses have a

common point, they agree on the importance of the video's relevance to the lesson's objectives and the intended topic.

- **Clarity and Length:** Some answers among the others bring out clarity and appropriate length as the most important.
- **Language Level:** The matter of language level suitable for the students is thus referred to in almost all responses.
- **Cultural Context:** Bringing about videos that include the student's culture is also present in certain answers.

The students are pointing out the relationship between the corresponding lesson objectives, the proficiency level of the students, and the cultural context. On top of that, some of the responses also stress the benefits of engagement and multiple perspectives.

Question Nine: Have you noticed any changes in students' confidence levels or willingness to communicate?

This question focuses on the potential effect of video use on students in terms of their confidence and communication skills. For instance, various school staff choose to describe talkativeness, confident discussion initiation, and active participation as the main noticeable remarks. They also reflect upon the progress in vocabulary, grammar, and pronunciation. A specific response refers to the significance of self-confidence and the importance of getting rid of the fear of failure as the best possible way to enrich communication. Besides that, some teachers raise the issue of the use of respectively video content and its implications, during the learning process, for motivating students and making them feel comfortable. There is one contribution that accepts that the language alteration which comes from the increasing usage of English and decreasing the usage of French could be a factor. At the very least, the answers

that are given through the study are evidence that student confidence and communication skills are in classrooms because of the use of real videos.

Question Ten: According to your experience do you agree that the use of authentic videos in oral EFL sessions help to improve the students' speaking ability.

Authentic video is the fundamental principle that the video is actually a real conversation that was being recorded as an article. The speakers also say that they are practicing the language, using the words, and phrases, and slogans as they hear native speakers talking in the real world. As the videos present numerous accents, the students can increase their knowledge of the spoken English words that the teachers don't talk about in the class. In addition, videos can prompt the children to talk while they are learning English and participate in the conversational activity as well. In this way, the learners can express their wants and needs in English and become more active in the lessons. Examples of videos being used in the classroom to stimulate learning are provided. Vocabulary is learned and remembered in context as a result of exposure to the natural surroundings. Teachers confirm the direct connection between increased listening skills and fluency in speaking, which can be achieved through videos. The basis that the teachers' replies disclose a strong common view on the benefit of the adoption of authentic videos during the oral EFL sessions to increase students' speaking ability. The different standpoints shown emphasize the various advantages like learning language from the practical situations, better listening understanding, and more interest in speaking.

Question Eleven: What advice you give to other teachers who are considering incorporating authentic videos into their oral classes to enhance speaking skills?

This question is designed to be a how-to guide for the other teachers who are interested in using videos in their oral classrooms. It is the teacher who points out the importance of the

videos based on their students' language abilities, interests, and learning purposes. By doing this, the videos are made relevant and appealing ones, which makes the class time more productive and the students learn better.⁰¹ UP IT TO 03 This is to say that the teachers can come up with more engaging and more comfortable frames, through i.e. facilitating discussions, group work, and other student-student interaction activities properly. Too, people can diversify their engagement in the discussions through individual efforts with the equipment presented, for example by engaging more actively in the online platform if it is an option, or using other devices, to gather audio information and share it with other students. This is also to be of additional benefit, help prepare learners for the technical issues as well as flexibility in changing plans. This is an imperative part of the process and it will also prepare you well for unanticipated troubles. They also remind the fact of being a calm, and telling students in a positive way how to behave makes them tend to try different action. This contributes to favorable learning situations as it stimulates the feeling of taking risks which is basically a must for learning. On the whole, the teachers' responses provide a helpful and practical guide for the other teachers who wish to bring real-life types of videos into the oral ESL classes to enable students to practice speaking.

3.3.5. Summary of Results and Findings from Teachers' Interview

Interview with six oral expression educators in the University of 08 Mai 1945-Guelma gives us a clue into the use of real-life videos in an English as a Foreign Language classroom. All the instructors emphasize the paramount influence of speaking as well as the problems that students confront, such as anxiety, deficiency of trust, not so rich vocabulary, and a hard way of pronunciation. The teachers mostly use exercises and activities to get students communicating. Most of them mention their usage of authentic texts such as TED Talks, conversations, written reports, and film scripts to enable the students to interact with the language themselves and improve their listening and speaking skills. Additionally, some of

the difficult tasks like the students' disengagement and the insufficiency of the authentic materials are highlighted; however, the data gathered from the students' opinion clearly imply the effectiveness of the method. The teachers give a lot of emphasis on the videos being chosen within a spectrum of their students' knowledge, preferences and learning objectives. They, likewise, argue that to be a successful discussion leader, one has to come up with the questions that will activate students' background knowledge and allow them to continue speaking. Furthermore, they single out the need to design task-based activities, adjust to the use of digitalized equipment, and build a setting for collaborative learning. The results strongly suggest that incorporating authentic videos into English oral language classes can have a significant positive impact on students speaking skills. Thus, the learning process becomes exciting and effective at the same time.

3.3.7. Correlation between the Students' Questionnaire and Teachers' Interview

Findings

The student's questions and the teacher's answers show a consistent and strong image of the use of authentic videos for oral EFL classes. The issues of the importance and the challenges the students face, such as anxiety, limited vocabulary, and pronunciation difficulties, are the ones that come out of both sets of data. Students and teachers even say that that is the truth and the problems of these nature are the main headache of students. Authentic, relevant video clips are beneficial in these cases because they are the material resources to be used by the students and teachers to prepare for the oral exams in different levels of teaching. Topics and films are the main issues under discussions with students being the most interested ones. Both the teacher and the student group experience the perks of the activity involving increased motivation, a wider range of vocabulary, pronunciation, and improved, confidence and communication skills. Apart from that, there are also the teachers' points, for instance the necessity of selecting videos according to students' interests and learning aims is supported by

the students' demand for the engaging and relevant content. The teachers' recommendations for installation, especially activities like discussions and a helpful environment, are also in line with the students' demands for active participation and a comfortable life space. On the whole, it would seem that the findings from both the students' questionnaire and the teachers' interview would be a strong enough argument in favor of the use of authentic videos as a suitable and effective tool for teachers to improve speaking skill in EFL classes. The interrelationships that can be found from the data similarities between the participants give indication both genres have the same perception for the difficulties and positive outcomes because the approach can be more involving and productive in the case of the latter. Indeed, one of the instruments of investigation, the questionnaire and interview as well, have confirmed the presupposed idea and gave an answer to the pivot questions of the study as well.

3.3.8.Limitations of the Study

The progression of this survey was blockaded due to some trials which blocked it, those trials had to do with the practical part in general. At the start of the administration of the online questionnaire, the two first days the students were not less interested in filling the form. It was quite a challenge for us to ask them to do so and also to convince them to share it with their colleagues, in addition to the fact that it was a period of exams. The students along with the teachers were overloaded to give the required manner. Only six of the teachers work with us, others did not respond to the interviews.

3.2.8.Pedagogical Implication

Instructors can markedly enhance students' speaking abilities by employing authentic video content in their teaching. To fully capitalize on the advantages offered by this approach, it is crucial to address the Anxieties and Skill Gaps: Many students grappling with spoken

English experience anxiety and a limited vocabulary. To bridge this gap, instructors can design activities that are not only targeted to address these specific challenges but also make learning enjoyable. Imagine interactive games or role-playing exercises inspired by the videos, where students practice pronunciation and sentence structures in a low-pressure setting.

Addressing Anxieties and Skill Gaps: Many students face anxiety and limited vocabulary when tackling spoken English. To bridge this gap, instructors should create engaging activities specifically targeted at these challenges. Imagine interactive games or role-playing exercises inspired by the videos, providing a low-pressure environment for students to practice pronunciation and sentence structures.

Content that Captivates and Curriculum Alignment: While student preferences for engaging content like movies hold weight, the chosen videos must align seamlessly with the lessons' specific learning objectives. Consider incorporating documentaries or educational programs that do not only pick students' interest but also offer targeted practice opportunities for vocabulary and grammatical structures that are relevant to the curriculum.

Building a Supportive Ecosystem: Cultivating a supportive classroom environment is crucial for fostering active participation. Students need to feel comfortable when taking risks, making mistakes, and engaging in open discussions about the video content. Collaborative activities where students analyze the language are used with the videos together, something that can foster peer support and a sense of shared learning.

Beyond the Screen: Pre-, During-, and Post-Viewing Activities: Maximizing comprehension and language acquisition necessitates a well-rounded approach. Pre-viewing activities can prepare students for the content and vocabulary they will encounter. During-viewing tasks can involve note-taking or identifying key points to keep students actively

engaged. Post-viewing activities can then encourage analysis, discussions, and creative applications of newly acquired language skills. Imagine students creating short videos responding to the content or participating in debates about the topics presented.

Embracing Innovative Approaches: EFL teachers can elevate the power of authentic videos by implementing these strategies and venturing beyond traditional methods. This could involve exploring the potential of eye-tracking technology to understand how students process visual and audio elements, or even incorporating virtual reality experiences alongside the videos, allowing students to practice speaking in immersive and interactive environments. Ultimately, the goal is to create dynamic and engaging lessons that leverage the power of authentic videos to unlock student potential and empower them as effective communicators in the ever-evolving world of language learning.

3.2.9. Suggestions for Further Research

It is recommended that further research should be undertaken in the following areas:

1. Explore the motivational and engagement impact of integrating a variety of video content in oral classes on students.
2. Investigate the sustained influence of oral video use on the enhancement and retention of speaking abilities over time.
3. Examine how the use of culturally specific oral videos affects the language competence of learners from different backgrounds.
4. Investigating teachers' perspectives and practices towards the use of authentic videos.
5. Searching for other factors that might affect speaking skills providing appropriate and reasonable solutions to overcome them.

Conclusion

In conclusion, the results of the third chapter create a convincing picture: both students' and teachers' viewpoints strongly support the use of authentic videos to improve EFL speaking skill. Students report strong levels of engagement with the videos, attributing these videos to improved pronunciation, vocabulary development, and overall motivation to learn. Teachers confirm these findings, noting a considerable gain in student confidence and communication skill. This chapter emphasizes the transformative potential of integrating authentic video materials with strategic planning into the EFL curriculum. By adopting this strategy, learners can foster a dynamic learning environment that empowers students to become more confident and successful speakers in the real world.

GENERAL CONCLUSION

The examination of the potential usage of real videos for the development of the speaking skills in the oral EFL classes is what this study is all about. One of the study's main objectives is to investigate the attitudes of both students and teachers towards the use of authentic videos. As well as, to explore the advantages and challenges associated with this approach. This research uses a mixed method approach, involving the use of a questionnaire with seventy eight EFL students to elicit their thoughts on this method and an interview with six EFL teachers to probe their experiences and problems in using authentic videos. The findings show that the majority of students in speaking sessions had a constructive view regarding the use of authentic videos. They appreciate the opportunity to work with language use in real life and know from what angles such videos would have a positive effect on their speaking.

However, despite grasping the potential of real videos, students declared that they required advice on how to include them in their lesson plans. They emphasize troubles with aspects like searching for the best videos and taking care of each learner specially. Furthermore, the research outcomes notice that the students can be helped through techniques concentrating on previewing skills, word knowledge, and correct pronunciation. This will lead to better understanding of videos and thus more gains students can enjoy. Teacher Training: Provide students with the necessary materials that they can use to bring authentic videos into their teaching. These activities will include offering information and training them in the appropriate movie selection to be able to grasp maximum benefit from their learning mode as an addition to being responsive to the student's learning style .Student Development: Develop interventions that will guide students through pre-viewing, word acquisition, and phonetics help. So, they can be more dynamic in conversation and thus gain a higher level of education. It is evident that by various techniques, the students are helped to become conversant with

authentic videos and thus to get the most out of their education. Through the application of these points/suggestions, they can make the class an active learning space that makes authentic videos an effective tool to private EFL students speaking skills.

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Appendix A

Students' Questionnaire

Teachers' and Learners' attitude about authentic videos in oral classes

Dear students,

We are kindly inviting you to participate in our research study examining the attitude of second-year LMD students at the University of Guelma 08 Mai 1945, Algeria, towards using authentic videos in oral English classes. Authentic videos, featuring real-life language use, are gaining popularity as valuable teaching tools. By exploring both teachers' and learners' perspectives, we aim to understand the effectiveness, challenges, and potential benefits and integrating these videos into language instruction. We appreciate your time and your insight as we delve into this important area of language education.

Section One: General Information

1.What is your gender?

Female ☐

Male ☐

2. How long have you been studying English?

.....

3. How do you evaluate your proficiency level of English?

Beginner ☐

Intermediate ☐

Advanced ☐

4. What is your aim behind learning English?

To get a job ☐

To be able to speak English fluently ☐

To communicate with English people ☐

Others ☐

Section Two: Speaking Skills

5. How do you rate your current speaking ability?

Average ☐

Good ☐

Very good ☐

6. What are the difficulties that you encounter when you try to speak during an oral session?

Lack of motivation ☐

Lack of vocabulary ☐

Difficulties at the level of pronunciation Difficulties at the level of grammar

7. Have your teacher used authentic videos as a learning tool in oral classes?

Yes ☐

No ☐

8. What challenges do you face when using authentic videos in oral classes?

.....

.....

9. Which type of authentic videos do you find most interesting?

Documentary videos

TED Talks

Movies

Academic lectures

Music videos

Vlogs and social media videos

10. Do you think authentic videos can be used to help develop fluency?

Yes

No

It depends

11. What benefits do you see in using authentic videos for speaking practice?

Enhanced vocabulary development

Exposure to real-life contexts

Improved pronunciation

Increased motivation

12. Do you think authentic videos can be used to help develop fluency?

Yes ☐

No ☐

13. Can authentic videos be a beneficial tool for improving speaking skills across all proficiency levels (beginner, intermediate, advanced) ?

Yes ☐

No ☐

14. How motivated are you to participate in speaking activities that involve authentic videos?

Not motivated ☐

Somewhat motivated ☐

Motivated ☐

Very motivated ☐

Section Two: Authentic Videos

15. When participating speaking in class, would you prefer using authentic videos , traditional exercises, or combination of both?

Yes, I prefer authentic videos ☐

No, I prefer traditional exercises ☐

I prefer a combination of both ☐

16. Should authentic videos be integrated into the English curriculum?

Yes ☐

No ☐

17. Do you think teachers should receive training on how to effectively use authentic videos in class?

Yes ☐

No ☐

18. Do you consider authentic videos as an effective tool to enhance your speaking ability?

.....
.....

19. In your opinion, how do authentic videos contribute to your overall language learning experience?

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

Appendix B

Teacher' Interview

We are currently conducting research on the use of authentic videos in improving speaking skills within English as a Foreign Language (EFL) classrooms. You are kindly requested to participate in this short interview. The interview will focus on your perspective on the role of authentic videos in enhancing oral expression skills among EFL students.

Your participation in this study would be greatly appreciated.

Thank you for your time and consideration.

Questions:

1. How long have you been teaching oral expression?
2. What is the importance of the speaking skill in EFL classrooms?
3. What are the difficulties or problems that your students face when they try to speak and participate in an oral session?
4. Do you use authentic videos as pedagogical tool in oral classes?
5. What type of authentic videos do you use?
6. What are some challenges you have encountered when implementing videos in oral classes?
7. Have you observed any differences in their motivation levels?
8. What are the criteria that you follow in choosing your authentic videos?
9. Have you noticed any changes in students' confidence levels or willingness to communicate?
10. According to your experience do you agree that the use of authentic videos in oral EFL sessions help to improve the students' speaking ability?
11. What advice you give to other teachers who are considering incorporating authentic videos into their oral classes to enhance speaking skills?

Résumé

Cette dissertation explore les perspectives et les attitudes des enseignants et des apprenants du département d'anglais de l'Université du 8 Mai 1945 (Guelma) concernant l'utilisation de vidéos authentiques dans la classe d'apprentissage de l'anglais langue étrangère (EFL). Les vidéos authentiques sont des vidéos réelles non scénarisées créées à des fins autres que l'apprentissage des langues, qui peuvent être bénéfiques pour améliorer la compétence orale. L'étude vise à comprendre le potentiel de l'utilisation des vidéos authentiques comme outil pédagogique, ainsi qu'à mettre en lumière les avantages et les défis associés à leur mise en œuvre. La recherche utilisera une approche mixte, utilisant des questionnaires et des entretiens pour recueillir des données auprès des enseignants et des apprenants. Les résultats ont révélé que les perceptions des enseignants et des étudiants sont positives quant à l'utilisation de vidéos authentiques dans la classe d'EFL. Ainsi, les enseignants ont souligné l'importance de sélectionner des vidéos en fonction du niveau de compétence des étudiants. Les vidéos authentiques sont une ressource précieuse pour l'apprentissage des langues, soulignant leurs avantages pour l'expansion du vocabulaire, la prononciation et la compréhension orale. De plus, les vidéos authentiques peuvent rendre l'apprentissage des langues plus agréable et pertinent pour les étudiants, augmentant ainsi leur motivation à s'engager avec les matériaux et à pratiquer leurs compétences linguistiques.

Mots-clés : Vidéos authentiques, Compétences orales en Anglais langue

Étrangère, Attitudes des enseignants et des étudiants.

الملخص

تستكشف الأطروحة آراء ومواقف كل من المعلمين والمتعلمين من قسم اللغة الإنجليزية في جامعة 8 ماي 1945 (قائمة) بشأن استخدام الفيديوهات الأصلية في فصول تعلم اللغة الإنجليزية كلغة أجنبية. الفيديوهات الأصلية هي فيديوهات حقيقية غير مكتوبة تم إنشاؤها لأغراض غير تعلم اللغة، والتي يمكن أن تكون مفيدة في تحسين مهارة التحدث. تهدف الدراسة إلى فهم إمكانيات استخدام الفيديوهات الأصلية كأداة تعليمية، وكذلك تسليط الضوء على الفوائد والتحديات المرتبطة بتنفيذها. ستستخدم الدراسة نهجًا مختلطًا، باستخدام الاستبيانات والمقابلات لجمع البيانات من كل من المعلمين والمتعلمين. كشفت النتائج أن تصورات المعلمين والطلاب إيجابية تجاه تنفيذ الفيديوهات الأصلية في فصول تعلم اللغة الإنجليزية كلغة أجنبية. لذلك، أكد المعلمون على أهمية اختيار الفيديوهات بناءً على مستوى كفاءة الطلاب، وأن الفيديوهات الأصلية هي مورد قيم لتعلم اللغة، مؤكدين على فوائدها في توسيع المفردات، والنطق، وفهم الاستماع. بالإضافة إلى ذلك، يمكن أن تجعل الفيديوهات الأصلية تعلم اللغة أكثر متعة وذات صلة للطلاب، وبالتالي تزيد من تحفيزهم للتفاعل مع المواد وممارسة مهاراتهم اللغوية.

كلمات مفتاحية : مقاطع الفيديو الأصلية، مهارات التحدث باللغة الانجليزية كلغة أجنبية، مواقف المعلمين والطلاب