Using Video Techniques to Develop Students' Listening Comprehension Abilities. The Case of First Year Students at The University of Guelma.

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DEDICATION

I dedicate this modest work to:

My heaven; my dearest mother.

To my source of power; my father.

To my future; my husband.

To Hadil my lovely sister.

To my brothers Adb-Rahim and Mohamed El-Mahdi.

To all the members of my family Chaibderraine. To my uncles; especially Salim, Hsen, and

Fethi., To my aunts.

Special thanks to my aunt Chahra, and her husband Djamal

To my family in law

To the soul of my beloved uncle Adel "may Allah bless Him"

To my darling sweet Sidra

To all my friends with whom I shared the university life and memories.

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DEDICATION

This work is dedicated to the dearest people to my heart

To my precious parents, who have been a source of motivation and strength during

moments of despair and discouragement, my darling father Hassen

and my compassionate mother Nadia

Thank you both for giving me strength to reach my goals and to chase   my dreams

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ABSTRACT

The current study tends to investigate the importance of using video techniques to enhance students' listening comprehension abilities. Since learning English as a foreign language is complex, using videos is one of the strategies that teachers and students can employ to achieve best results. It is hypothesized that; if teachers implement video techniques in their listening classes, students' listening comprehension abilities will be developed. To investigate and test the hypothesis, two questionnaires have been administered, one was distributed to fifty first year English LMD students, and the other was given to twelve teachers at the department of English in University 8 mai 1945 Guelma. The questions' aim was to check students' and teachers' opinions towards using video techniques to develop students' listening comprehension abilities. Consequently, the use of video techniques in the classroom is fruitful, because they help students develop their listening comprehension abilities.

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General Introduction

Learning and teaching English as a foreign language has created a daily demand toward applying effective strategies for teaching and learning the four skills; speaking, listening, reading and writing, as they are the crucial goal for learning a language. Still listening skill plays a significant role in the process of communication. The most important thing to keep in mind is that listening is indeed, a process, and one that requires effort. Once you understand what the speaker is saying you will get the whole meaning, and you'll come out a better thinker, listener, speaker, and communicator, and you won't understand what the speaker is trying to say to you if you don't listen completely. So listening particularly has important task in learning a second language. However, listening is a difficult skill to be acquired, because in order to get the learner concentrate with the teacher's session, the teacher first needs to use an updating strategy that goes with the learner's style; which is the use of video as a current technology and as a material aid in improving listening comprehension as the learner needs to use his eyes as well as his ears.

Therefore promoting the importance of the student's learning of listening comprehension, teacher needs to carefully select and prepare a variety of teaching materials as non-native or second language learners are in need of using video technique in the classroom because they need to see and hear native speakers to support their understanding and video has the power to bring the real world into the classroom. Using video is very helpful in the teaching process specially to teach receptive skill like listening. According to many scholars using video will motivate the learners to communicate with each other and with the teacher as well, as video transmits language in context of life to the classroom. Also, video offers foreign language learners an opportunity to develop their abilities to understand comprehension input.

2. Statement of the problem

Listening is one of the four skills that English foreign language students consider difficult to develop. Students find it challenging to understand the foreign language when they have to listen, interact, or comprehend something or someone. Using videos to be a good listener is a key for being a good language learner and speaker. The current study aims at investigating the effect of using video techniques to develop the listening comprehension abilities.

3. Research Questions

This research aims at showing the importance of using video techniques to develop students' listening comprehension. In order to find an answer to this problem, many questions have to be asked at the beginning of the study:

-Does the use of video techniques really develop students' listening skill?

-What are the benefits of using video techniques in an English Lesson?

-Are video techniques an appropriate method for teaching the listening skill?

4. Research hypothesis

This research attempts to increase student's listening comprehension abilities through using video techniques. According to the research questions we hypothesize that:

If teachers implement video techniques in their listening classes, then, students' listening comprehension abilities will be developed.

5. The research design

To explore the effect of videos on the listening comprehension development, our research would be conducted through the quantitative descriptive method, for it provides adequate and

accurate interpretation of the findings, and to gather information about students' and teachers' opinions concerning our topic of interest, the main cause is to confirm our hypothesis through delivering two questionnaires.

6. Structure of the study

This study is composed of two main parts preceded by general introduction. The first part is a theoretical one, composed of two chapters: the first one is about the video techniques (definition, advantages, types, different techniques, strategies, problems…etc). whereas, the second chapter deals with the listening skill (definitions elements and importance of listening skill, integration between listening and speaking, teaching listening difficulties, and how videos improve listening).

The second part is a practical one, it is devoted for data analysis and interpretation of the findings achieved from both teachers' questionnaire and students' questionnaire. Therefore we have finished with some pedagogical implications and recommendations.

Introduction

We are in the era of development; and technology is used everywhere by everyone. Using technology in education knew prosperity years ago. Using video techniques inside the classroom is one of the technological aids that marked a great progress in the educational competence and performance of students. However, there are some teachers who lack the technological awareness and familiarity. The aim of this chapter is to discover what video and video techniques are, highlighting its importance, also; defining video tapes, with mentioning with details video types and video techniques, than; moving to the steps of dealing with a video, passing to strategies of recording a video, ending by the use of video in the teaching and learning process, closing this chapter by a conclusion.

1. Definition of video

Video techniques can be a learning alternative because they contain dialogues from highly proficient English speakers. Gallacher (undated) affirms that: ''a good idea is to choose scenes that are very visual. The more visual a video is, the easier it is to understand. As long as the pictures illustrate what is being said''.

Video also can refer to professionally produced tapes designed for classroom to provide content and to teach specific features of language. It can be bought or recorded from PC or TV. Video can be a cartoon, a film, news, documentary, game.

According to Canning-Wilson (2000.p 319) ''video is at best defined as the selection and sequence of messages in an audio visual context''. That is to say video techniques help the learners to get the information by putting them in real life context.

He (2000. p 05) also stated that video is a very powerful resource to call the attention of English language learners. So video gave learners of foreign language an opportunity to improve their potentiality to understand comprehension input.

Besides, video as an audio visual aid can enhance learners listening comprehension. Visual information in video has an essential part in teaching and learning a second language. Rubin in Back (2001.p 47) recommends that visual supports can aid learners. Especially less proficient learners and it is particularly helpful with more difficult texts. The setting, action, emotions, gestures, etc., that the students can observe in a video clip.

Video techniques have an essential role in the learning process and also help in developing listening comprehension. Harmer (2001) mentions that one main advantage of video is that students can not only listen to the language but also they can see it, with a view to support comprehension. video indicates video clues, expressions and gestures which push the learners to go beyond of what they listen, and as well to interpret the video in extensive way, because learners can make connections between words and images which help them to examine the language they are using or even to learn a new language.

Teaching listening by using video is very effective strategy, especially for second language learners, in which it can facilitate the learning process since a video is a medium that combines both audio and visual supports.

2. The Importance of Using Video

Video is considered as strong technological equipment for teaching a second language, not just listening with images; rather it boosts the learning experience because students can see language in application, as a result comprehension will be developed as Harmer (2001.p 282) stated ''one of the main advantages of video is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture, and other visual clues''. Consequently, students can have dipper understanding and interpretation of the meaning through observing the paralinguistic features of the persons found in the video. Due to using video, students can notice the cultural attitudes of the others. Harmer (2001.p 282) said that '' video uniquely allows students a look at situations far beyond their classrooms''. For example students can see how a British person act when asking a permission of someone, they can also see traditions and customs of others, for instance, what American people eat in breakfast. Another powerful advantage of using video in the classroom is giving students the power for creation; when students use cameras and record by themselves this will evoke their talents, and maybe they will create things the teacher can use later to teach the next promotions. Furthermore, motivation will be increased for most students prefer to see language more than just listen to it. Using the video in the classroom can equip students by the same learning experience; the exposure will be the same and equal for all students.

3. Video Tapes

Nowadays, the use of audio-visual aids in teaching a foreign language has developed rapidly for the reason of the growing emphasis on communicative method. As audio-visual aids are being valuable and functional resources, they became of use by both learners and teachers Hemei(1997.p 45) because audio-visual aids are motivating, invigorating and

stimulating to watch and listen. A video is one kind of the aids that are used by teachers as Wilson (2008.p 48) stated that: '' being able to see the speakers their context and body language is a huge advantage to listeners''

Video tape in its definition is a magnetic tape which is used for recording images and sound signals so that it can be watched later. According to Oguntuase (2008) defined it as a record of any medium through which a moving image may by any means be produced.

3.1 Video Types

Video are of various types Harmer (2001.p 284) proclaimed that there are three basic types of video which can readily be used in class: off-air programs, real world video, and language learning videos.

3.1.1. Off-air programs

Programs which are registered from a television canal are known as off-air programs. And it should be engaging for learners and of a convenient /adequate length. Teachers have to consider their comprehensibility as well. Some off-air video is excessively difficult for learners to comprehend, especially where there is extremely remarkable accents are used or preponderance of slang or regional vernacular.

The best programs are those which can be used for various activities that contains prediction, cross cultural awareness, language teaching…etc

3.1.2. Real-World video

Real-world video is conceivable for both teachers and learners to use separately published video tape material like feature films, exercise manuals, wild life documentaries or comedies stipulated that there is no copyright restriction for doing this. As Harmer (2001) statedthat

teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi use potential. Teachers need to examine the length of the extract in the same way too.

3.1.3. Language learning video

Language learning video means free standing language learning videos or videos to accompany course books. According to Harmer (2001.p284) the main advantage of language learning video is that this type of video has been designed with students at a particular level in mind. However language videos have a weak point which is, they fail the quality test because of various reasons which are: poor production, inauthentic situation on language and unsophisticated content. Therefore it is important for the teacher to be limited to the sequences in which his/her student will accept and enjoy.

From what we have explained above, it is obvious that there are several types of video, and each types of video have an important role in teaching a foreign language.

3.2 Video Techniques

Video is important in the classroom for both teachers and students. Fatunmbi (2005) declared that '' studies have shown that there is improvement in teaching learning process through the use of video.'' Also, Beshrizen and Van Puthen (2000) stated that '' video can help the teacher to work more closely with the learner and reduce the need for repeated explanation.''

Harmer (2001) suggested two techniques: the viewing techniques and the listening techniques.

3.2.1. Viewing Techniques harmer (2001)

a- Fast Forward

The teacher plays the video with high speed; the events, the characters, speech... are not clear. When the video ends, the teacher asks the students if they have understood the idea of the video, and if they can estimate the speech of the characters.

b- Silent Viewing (for language)

The teacher plays the video normally but with the absence of the sound. Students are asked to guess what the characters are saying. When they finish, the teacher plays the video again but with the sound in order to check whet they guessed.

c- Silent Viewing (for music)

The teacher presents the video-clip of the song without words, students have to guess which type of music they would choose for it and why. When they see the video again with sound, students can check whether they choose the same type of the song or not.

d- Freez-Frame

During the video is playing, the teacher can "freez" or stop the video at any given picture or event and ask students about their expectations, what they think will happen next.

e- Partial Viewing

The teacher can apply partial viewing by using tickets and cover most of the screen letting only the borders. Or, he can cover the whole screen by papers and remove them one by one. Also, he can divide the screen into two sides, consequently, half of the class can see one side, and the other half of the class can see the other side of the screen. The practice here is that; students of one side have to say what they think the students of the other side are seeing.

3.2.2. Listening Techniques harmer (2001)

a- Pictureless Listening (language)

The whole screen is covered by the teacher, then students listen to the speech (without seeing) and they imagine and guess the characters, the setting, the events...etc

b- Pictureless Listening (music)

Students listen to the song without watching its video-clip, then they make a supposition about what place and scene that may fit with the mood of the song.

c- Pictureless Listening (sound effect)

Students watch a video or a scene without speech, but they listen for other sounds, for example; doors being closed, light being switched. Then they narrate the story they imagined from the previous video and sounds.

d- Picture of Speech

The teacher can divide the class into two groups. One group can see the scene and the other group cannot. Students who can see the screen have to describe what is happening to students who cannot see. The former group has to provide appropriate and immediate fluency, while the latter group has to understand what is happening.

These viewing and listening techniques are designed to motivate students, and to help them strengthen their abilities especially the listening competences.

4. Steps of Dealing with the Video

Employing video in the classroom during a lecture requires ten steps.

The first step is teach it, the teacher has to choose a video that fits the type and the objectives of the lesson

The second step is discuss it, teacher gives some questions about the topic of the video to his students. Students discuss between each other; they awake their background knowledge, than, the teacher gives an opportunity for students to watch the whole video. After watching the whole video, students discuss again, they answer questions already prepared by the teacher.

The third step is predict it, before watching the whole video, the teacher can pause it at a given moment and ask students about their predictions (they answer him) they continue to watch the video and see if their predictions are correct or not.

The fourth step is describe it, students are asked to describe the video. The teacher can divide the class into two groups, one group watching and the other describing. The teacher needs to switch the groups from time to time. Also, he must give students enough time to describe well by pausing the video.

The fifth step is just do it, teacher gives a watching task; it can be about answering some questions, or listening to the language (identifying some vocabulary, fill in gaps of a passage…etc)

The sixth step is report it, after finish watching and understanding the video, the teacher lists the questions of (why, where, when, what, who) students are obliged to answer these questions.

The seventh step is listen for it, The teacher provides for his students a passage with missing words, they listen for the passage. They answer it. Then watch the video again and

check their answers. The aim of this step is to enhance student's ability for grasping the meaning faster.

The eighth step is repeat it, this step focuses on pronunciation and form. The teacher assign students to repeat some sentences, he creates challenges among them to push them to pronounce properly, and to push them to use correct forms.

The ninth step is re-tell it, is a step which gives importance to the listening comprehension. Students are asked to repeat the story and the meaning of the video, for instance, one student can start and another one continues.

The last step is re-use it, it is about creativity, students are allowed to create their own version; they can change the characters, the events, the setting, the mood…etc

5. Strategies for Recording a Video

5.1 Recording video

In order to engage students into listening comprehension activities, the teacher asks them to record a video; this activity puts students into real situations, this will strengthen their capacities to learn and comprehend new language vocabulary, grammar and semantics. That is why it is important for students to know the strategies for recording a video. Derry (2007) suggested a number of strategies.

5.1.1. Conduct fieldwork strategically (planed the fieldwork)

Students should be provided by a plan for the fieldwork. This plan should be related to the questions that will be answered by the fieldwork. The plan has to be clear for the students.

5.1.2. Treat yourself as a recording device

Both, the recording experience and what students get from it for future analysis are equally

significant. There are two functional factors to fieldwork. Initially, while recording students should grasp and catch as much as what is going on. Secondly, Students are obliged to provide an index of these recordings in order to help them to determine specific events or sentences while collecting the recordings.

5.1.3. Separate observations from inferences

The students recorded the video in order to provide information to his class and to his teacher. The classmates have to differentiate between what the student observed and how he presented what he observed (observation). Also, they have to know why it happened in that specific way and what it means (analysis). The student's capacity of recalling what he recorded (saw and hear) is related to the amount of information he faced in the fieldwork.

5.1.4. Build students' analysis

Students analyze (describe or explain) the recorded events. While recording the video, students may face things that they did not imagine when planning the fieldwork. Analyzing the events may seem difficult at first, but later when students fill in gaps it becomes obvious and clear

5.2 Minimal video recording tools:

As the technology continuous to expend and develop, teachers continuous to become more adopt at integrating these media into their instruction. One of these technological tools is the use of video recording tools which turn out to be a useful and helpful means for both teachers and learners.

According to Hannafin, Sphered and Polly (2010):

> *"Classroom video is recorded and produced for a variety of purposes including: Self-improvement by individual teachers, observation and feedback by teacher educators or school administrators, assessment by external raters for licensure or tenure, application for professional recognition and awards, case studies for teacher education, peer feedback in professional development, and showcasing in teacher portfolios or on school websites. Some of these are neutral or low stakes uses but, increasingly, some are very high stakes uses of classroom video"*

According to Derry (2007) there are various equipment for recording a video which are: Camera, Microphones, Tripod, earphones, gaffer's tape and camera bag.

5.2.1. Camera DV:

Derry (2007) depicts the camera as a mini DV camera that should have an image steadiness feature (for hand hold use) and valid stereo (left/right) audio separation. A rechargeable, long life battery and also a good quality, screw on wide-angle lens, especially when the researcher is filming in limited spaces so digital video camera enable users to capture, produce and edit broad cast quality video with high quality image that can be stored and reproduced on a computer.

5.2.2. Microphones:

Microphones are tools used in sound-reproduction systems for covering sound into electrical energy. For Derry (2007) several types of mics are useful, an any external mic will nearly do a better job of sound capture than the camera's build in mic will do. Directional or shotgun mic is a microphone which picks up sounds from a specific direction or from all angles; it depends on which the mic is pointing. Boundary or pressure zone mics are normally located in a fixed place and capture a wide spectrum of sound (not selective).Lavaliere mic is a small microphone that hung around the neck of the speaker.

5.2.3. Tripod, earphones, gaffer's tape and camera bag:

By attaching your camera to a good quality tripod, you will be able to smoothly pan and zoom and if you are busy with something else you can easily lock the camera in a fixed position. It is important to check your sound with earphones at the beginning of recording and again sporadically while recording and again. Gaffer's tape will help you to tape down the legs of the tripod without leaving marks on furniture. The bag will keep your equipment safe and secure.

6. The use of video in the teaching and learning process:

According to Paul (2000. P 163) the effective use of videos have need of knowledge and planning. Video lectures can effortlessly become lessons, this can be done simply by switching on the video and sit without doing anything. So this will make the process of teaching boring, demotivating and disappointing instead of being useful and enjoyable because making the students watch and listen is hardly functional or pleasurable. Yet only a little of all materials will be appropriate for both learners and teachers. Teachers have to choose materials with obvious objectives, the student's level and get to know it well before using it. The teacher has to determine a clear purpose for each video he/she shows, for instance modeling communicative interactions in English, working at Language forms or developing listening comprehension.

He also states that whichever video that goes along with course book has to be at a convenient level of difficulty for the learners, and significant to the course syllabus. previous to using video, teachers have to ask themselves some questions:

1-Will the students understand the material well enough, either because they are familiar with the language used or because the visual element makes it fairly clear?

2-Will the students enjoy the material, because it is interesting, humorous or relevant to their needs?

3-Do I have some really useful activities with which to exploit the material?

4-Is there any alternative way of achieving my teaching objectives more effectively or in less time than with video?

Smaldino et al (2005, p. 291) proclaims that teachers can use video to supply a baseline knowledge for all learners. The packaged media can serve as a substantial to teachers.

a. Cognitive skills

Students can view dramatic recreations of historical events and concrete recording of current events which make characters come to life.

b. Demonstrations

Demonstrations of motor skills can be facilely seen through video more than in real life. In a teaching step by step process, teachers can present it in real-time, sped up or slow it down according to the teacher.

c. Virtual field trips

Video has the power to flew learners to many places they might not be able to reach. Teachers can take their students to the Amazon rain forest, the Jungles of 29 New. Teacher and the students can go to those places and others on video.

d. Documentary

Video is the fundamental intermediate for documenting real events and bring them into the classroom.

e. Dramatization:

Video can hold the students spellbound as a human drama unfolds before their eyes.

f. Discussion basics

As the learners view the video all together, a group of them can build a shared base of experience which serves as a substance for discussion.

7. Problems of Using Video

Using video in the classroom has many problems related to many factors. Harmer 2001 introduced six problems.

7.1. The Nothing New Syndrome

Students and teacher get bored of the repeated videos and topics. Teacher has to be creative; he has to push his students to create new topics and new videos, he can change his way of using the video, and not just come and press the play bottom.

7.2. Poor Quality Tapes and Disks

Unwell filmed video will not attract the attention of students. From the beginning, teacher should select a material with good quality.

7.3. Poor Viewing Conditions

This can happen when using bad camera quality, it causes poor listening also. Teacher has to make sure that his students can see and listen well by testing the video before starting the lesson or the activity, or he can stand at the end of the classroom and see if it is clear or not.

7.4. Stop and Start

Students loose attention when teacher permanently stop and start the video. Also, they will not comprehend the meaning of the message behind the video, or they will not be able to know the end of the story; the video.

7.5. The Length Extracts

Harmer 2001 said that '' some people think that more than two or three minutes of video sends students to sleep. Others, however, like to show students whole programs'' P.283 It is argued that the best video length is between one and four minutes. If the teacher is obliged to use a video with longer length, he will need to engage his students through introducing activities within the video.

7.6. Fingers and Thumbs

Teachers can hinder the comprehension of the video when they lost control of the material; when they want to move on quickly they avoid some details, or when they want to go back to what they already saw on the video.

Conclusion

Video has many techniques. Each technique can be used in many ways by both teachers and students. These techniques motivate students to learn through putting them in real contexts and situations. As a result, students will be able to overcome many listening obstacles they are suffering from; they will understand the speech in a fast way. Consequently; student's listening comprehension abilities will be developed.

Introduction

Listening comprehension is at the heart of language learning, the development of L2 listening skills has demonstrated a beneficial impact on the development of other skills, and if we want to measure the process of listening comprehension, we must first understand how that process works. An understanding of what we are attempting to measure is the starting point for test construction.

In today's modern world everybody accepts that listening is one of the most important skills in second language acquisition and it can be developed through practice, and in learning a second language it is important that students are provided with suitable materials to listen to.

1. Definition of listening

1.1 Definition of Listening Skill

According to Rost(2002), listening in its broadest sense, is a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and creating meaning through involvement, imagination and empathy (transformative orientation). From this definition we can resume that listening is the process of receiving spoken language, and the process of obtaining meaning and negotiating it with the speaker.

For Sara Lundsteen(1979), listening is the process by which a spoken language is converted to meaning in the mind.(p. xvi). She agreed that listening is reacting to spoken language, just as reading is responding to written language.(p. 8-9). From Lundesteen'sdefinition we can extract that listening is the transformation of a spoken language from the mouth of the speaker to the ears and the mind of the hearer.

Dorris Lee (1979) has a different view toward listening, he argued that listening is paying attention to the spoken language in such a way that the individual gains meaning efficiently and deals with it effectively. That is to say, the main focus during the listening process is to construct meaning and to be able to use this meaning properly.

Listening is one of the four language skills. It is a receptive skill. Listening is the act and the process of responding to language rather than producing it.

1.2 Definition of Listening Comprehension

Listening comprehension is an invisible, active, complex mental process. To have a right listening comprehension, the listener should take into consideration the context and the purpose of the listening. Listening comprehension requires from the listener to differentiate between sounds, stress and intonation in order to get the exact meaning; because in some words when the stress or the intonation are not pronounced correctly, the meaning of the word change, also, the listener is obliged to understand the vocabulary and the grammar of this language regarding the context of the speaking. We can say that, listening comprehension is the ability to understand the language or the speech a person is listening to more than just hearing what is being said.

2. Elements of Listening Comprehension

Listening comprehension is an active process that includes five elements which are: hearing, deciding, comprehending, responding, and re-calling. These elements are vital to the activation of strong listening comprehension abilities.

The first element hearing is the physiological part of listening. It is the process by which voice waves arrived at the ears. The sense by which a person hears. Hearing will function better if it is supported by using videos.

The second element is deciding. From a very wide range of spoken language within a lecture for example, the student should select which part from this language he is interested in, or he is going to listen to.

The third element is comprehending, within it the listener starts to make sense or starts to create meaning from what he already select from a specific spoken language. Student's listening comprehension abilities will be increased if the teacher provides visual aids like videos, because videos stimulate the listening comprehension since it provides real situations and conversations; students will see and listen at the same time; they will have illustrations about the topic being discussed or explained.

The fourth element is responding. Is the student's reaction to the subject being listened and discussed. This reaction can be verbal, for example the student can say that: it is very clear, or he can say it is understood. Or, it can be nonverbal; the student use paralinguistic features; for instance, while he is listening and watching a video, when he understands something he moves his head up and down. Responding is a way to show that the listener comprehends the message.

The fifth and the last element is re-calling. Is the student's ability to invoke the language being listened to. It is to remember the information that the student listened to. The message is easy to be re-called when the teacher used videos in the while listening stage, because if the student could not remember the words, at least he could remember the actions, pictures, events or the movements which will help him to invoke the central idea.

3. The importance of listening

Listening comprehension is a significant receptive skill and a helpful / beneficial planning for listening in the learning classes and also in real life situation. Listening is more than just

hearing the words, it is an active process that makes sense, assess and respond to what is heard.

The importance of listening has changed throughout time, and although listening was previously perceived as the ignored skill and it was regarded as a " passive" skill, researchers then starts to realize the importance and the role of listening in comprehensible input Krashen (1982) . According to Scott and Ytreberg (1994) listening is the initial skill that is achieved by children mostly, if they have not taught to read yet. Also Rivers claimed that:

> *"speaking does not of itself constitute communication, unless what is said is comprehended by another person…teaching the comprehension is therefore of primary importance if the communication aim is to be reached…listening comprehension is not a skill which can be mastered once and for all and then ignored while other skills are developed ".*

In addition to that Rost (1994) stated that listening comprehension is very necessary in foreign language instruction because of various reasons, and the most substantial reason is that listening is a process by which learners acquire the input, and without understanding it the process of learning cannot occur.

Since listening skill can supply much information and input learners extradite in second language learning, an essential question is marked "How can attention to the language the listener hears, simplify second language learning? And this elevate the issue of the role of "noticing" and responsive awareness of language form, by which learners integrate new words forms into their developing communicative competence.

Learner's listening skill is primary channel of language learning. According to Pokrivcakova(2010, p61) listening is a receptive communication skill which provides the aural input as the basis for development for all remaining language skills. By developing their

ability to listen well, learners become more independent as by hearing accurately they are much more likely to be able to interact in a foreign language effectively.

4. Integration of listening with other skills

Listening comprehension is the primary root of the learning process, however it cannot be treated in isolation, and it needs the support of other micro skills (speaking, reading, and writing) to shape the scheme of the whole process, and with the involvement of the four language skills, the learning process will be accomplished successfully.

Although listening comprehension has alternative role in acquiring second language. Yet, it is important to show that the use of other micro skills in this process is indispensable, for the reason that students are in need for this language skills when they are facing different kinds of tasks and exercises. The four skills should not be treated as distinct and isolated cognitive domains, because each feeds into the other complementary.

Listening and speaking are closely linked to each other and work simultaneously inside or outside the classroom, and the integration between them aims at enhancing effective oral communication, this was supported by (Bahns 1995) quoted in (Lynch 2009): "As the time of teaching listening is to prepare the students for real life social interaction, it is imperative that developing listening is seen in combination with developing speaking" (110).According to Bueno, Madrid and Mclaren: "listening is important for speaking because it establishes the good basis for successful communicative exchange". That is to say a proficient speaker is the one who is listening to oral language and understanding what is said so that the answers will be accurate.

For communication to occur, both a learner and a speaker have to take role in it through a verbal interaction, and here a turn taking is taking a place where the listener acts as a vital speaker (verbal reaction) and the speaker acts as alerted listener.

Listening has a positive effect on other language skills, to be more specific Morris and Leavey (2006) came with a study which shows that listening instruction skill improves preschoolers phonological awareness. In addition to this two other studies reported by (Badian,1999; Bergman 1999) reveals that listening skill instruction helps middle school students to improve their reading comprehension. Moreover a study conducted by Bergman's (1999) proves that listening and reading short stories at the same time helps learners to improve their reading comprehension performance.

Effective communication involves the integration of the four skills, each skill overlap one another and no one stand should considered on its own. In fact the integration of listening and speaking with reading and writing will helps the learners to be a better listeners, speakers, readers, and writers, and this will motivate them to be able to communicate effectively.

5. How to be an active listener

5.1. Active listening

Active listening is a skill that can be achieved and developed through practice, to be more clear, active listening is listening with a purpose by giving a full attention to the speaker rather than just hearing what the speaker have said, and it involves receiving and interpreting the aural stimuli and grasping meaning from the sounds.

Active listening occurs when the listener hears the message sent by the speaker, understand its meaning and then responding appropriately; it can be verbal or non verbal.

5.2. Characteristics of an active listener

Being an active listener is considered as a difficult task especially for those who don't have patience to listen to what other people have to say. There are some characteristics that helps the listener during the process of listening to a conversation which are: making eye contact while listening to the speaker, which improves that the listener is paying attention to the speaker and engaging in the conversation. Another step is taking the listening position by sitting in a restful way where the speaker is. In addition to this, the listener has to paraphrase the message of the speaker; in this way the speaker will notice that the listener is following, and he/she understands what the speaker has said. Also the listener has to ask questions to illustrate what he/she don't understand by asking open ended questions and avoid closed questions, and the listener has to make some comments and answers questions when the speaker stop talking without interrupting him/her , the listener also has to stick to the same topic that the speaker is talking about because if he/she change the topic, this will shows that the listener weren't listening or he/she is not interesting to what the speaker is saying at all. Moreover the listener should give an appropriate feedback (paraphrasing or asking question) as a reaction to what the speaker has said, for the listener it is better to use a body language and facial expressions which helps him/her to prove that he/she is really engaging in the conversation, the listener also, has to control his/her emotions by listening carefully then responding in a respectful way. Finally the listener should listen with openness by listening in a supportive way without making a judgment or having a stereotype about someone without even listening to him/her.

6. Effective ways for teaching listening comprehension:

6.1. Teaching listening through Listening Comprehension Processes

Comprehending a spoken discourse can be accomplished through two distinct processes: Top-down processes and Bottom-up processes. Harmer (2001) claimed that:

> *"In metaphorical terms this can be linked to the difference between looking down on something from above- getting an over view- and, on the contrary, being in the middle of something and understanding where we are by concentrating on all the individual features. It is the difference between looking at a forest, or studying the individual trees within it."*

(p. 201)

1.1.1. Top-down process

Jeremy Harmer (2001) argued that

> *'' it has been said that in top-down processing the reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture. This is greatly helped if the reader or listener's schemata allow them to have appropriate expectations of what they are going to come across.''*

(p. 201).

During this process students use their back ground knowledge in order to understand the meaning of the message; this back ground knowledge can be in the form of familiarity of the topic itself, or simply in the form of schemata.

Wilson (2008) believed that: '' if the situation of learning is familiar to listeners, they will easily understand and predict the next tasks.'' Large part of understanding and comprehending a listening task depends on previous listening experiences.

Top down processes can occur in the pre-listening stage as a reason to stimulate student's minds. Organizing an activity or explanation will help students to get an idea about the subject they are going to discuss, and will help them to retrieve any information they already know about the topic, thus, this will increase student's interest in the topic the will listen to.

1.1.2. Bottom-up Process

Harmer (2001) stated that ''the reader or listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole.'' Students understand each word, phrase, sound and clauses separately, than they combine them together to form a meaningful product.

Wilson (2008) claimed that '' the bottom-up process is analyzing the sentence from its smallest units, phonemes and syllables guiding us to reach the meaning. This process is based on separated units of a text's language. It depends more on what is heard.'' From this claim, we can say that the bottom-up process is to dissect every single element found in a sentence in order to get the right meaning.

Besides the recognition of the linguistic elements, memory is another fundamental factor within the bottom-up process. H. Byrnes (1984) identified listening comprehension as

> ''a highly complex problem solving activity that can be broken down into a set of distinct sub-skills. Two of these skills were the recognition of components parts of the language(words, verbs, groups, simple phrases) and memory for these elements one they have been recognized.''

One can deduce that, students must save the recognition of the linguistic elements longer in the short term memory in order to be able to explain or interpret the language or the passage to which they are listening. For example, if a teacher equips his course with a video which talks about the target topic than the topic, the words, the sentences, of the subject will

stock longer in student's short and long memory thanks to the clear language and the gestures found in the video.

6.2. Teaching listening through the use of video techniques

Technology plays a significant role in facilitating second language teaching, and with the use of videos in the classroom, learners have the opportunity to get more information when they are listening, so that learners can see and listen at the same time.

Teaching listening via videos can be done through the use of three types of activities which are viewing activity, playing only the beginning and producing a film. Viewing activity is the first type in the process of teaching listening through the use of videos, and it can be said that this activity is the easiest one to be done by the teacher because he/she will just play the video for the students then sit back, and after a period of time the teacher will stop the video which the end will not be shown, so that students will be familiar only with the beginning of the video and the aim here is to encourage the students to imagine on end for the previewed video. Stempleski and Arcario (1992) claimed that in the viewing activity students will not only listen to the video but also they have to summarize the content of the video, in other words students will have a general idea about the video and this will helps the teacher to develop the learner's listening comprehension. Second type of teaching listening using videos is to play only the beginning of the video, in this activity the teacher can plays the video in different ways such as, showing images, sounds, and locations separately. this type is somehow similar to the first one, the difference is that in this type students will watch only the beginning of the video while the rest of it will be anonymous and then the students will be expected to guess the coming scenes of the video, also the teacher can plays the video in sections if he/she is able to identify where the video has to move or stop in particular scenes, the most important thing that the teacher has to do is to watch the video previously so that

he/she will able to control the video effectively. However if the teacher notice that his/her learners cannot expect the rest of the video, he/she can simply ask questions that helps them to predict what they will see later on. By the end students will not only watch the video but they have to listen well and participate orally, so that using videos can help learners in acquiring the language.

The last type in teaching listening is producing a film created by the learners; in this activity the teacher has to teach students how to use video recorders before filming so that they know how to use video materials when they are producing a film. Sherman (2003) viewed that students have to prepare for their filming by writing a script then collecting a group which contains actors, directors, camera man in order to play that script and finally they have to perform that film. Students can use video recorder to evaluate their own work, and here the teacher cannot correct every one's mistake because the group can contain twenty members, so students can correct the mistakes they made by themselves.

As a conclusion, teaching listening through the use of videos has a positive impact on the learners listening skill, as the classroom will be provided with relax and enjoyable atmosphere for the learners, and this will help them to focus more on the video and try to predict the missing parts which encourage them to participate actively.

6.2.1. Role of the teacher

Wilson (2008) suggested eight roles a teacher can perform during a listening comprehension session or activity; these roles are: a teacher as a tailor, as a standup comedian, as a sleath, as an engineer, as a spy, as a doctor, as a firefighter, as a tour guide.

A teacher as a tailor means that a teacher must provide a listening input that fit student's level. Whenever students face difficulties, the teacher must bring an aid that suit learner's

abilities. Visual aids, especially videos are the best aids to work with all learners, with all of their differences. These videos can work as an assistant to improve student's listening comprehension. Teacher can bring many videos about the topic students are going to listen to.

The teacher as a standup comedian. The role of the teacher here is to control his students by showing that he knows more and better about the topic, and he is the best source of input and students can rely on him. He can strengthen his knowledge in front of his students by asking them for example '' have you watched the video of ''to be or not to be.'' This will increase student's curiosity, and they will ask the teacher to give them the video, or they can go and search for it. As a result, they will see and listen at the same time, and they will develop their listening comprehension abilities.

The teacher as an engineer. He should know how to manipulate the equipments he is using in order to help his students. In the case of using videos to develop his student's listening comprehension abilities, he must know how to record videos, how to play it and how to take attention to sound while recording.

The teacher as a spy. He must watch his student's behaviors in order not to make them loose interest. The teacher can analyze their behaviors

The teacher as a doctor. He should diagnose the difficulties the students face while listening. Are they the cause of unknown vocabulary, strange accent and dialect, or the cause of fast speech?

Teacher as a firefighter. Here the teacher interferes to help his students if something goes wrong; when the listening passage or the material being watched is difficult.

The teacher as a tour guide. After finishing listening, the teacher stresses and emphasizes what is interesting for his topic and his purpose, and ignores what is not interesting.

6.2.2. The role of the learner:

Listening is a two – way process that contains two entrants, the teacher; the one who do most of the talking, and the learner who spend much of his time listening to the teacher. But the key to success lies in both entrants' accepting their responsibility, and it is obvious that the role of the teacher is important and he/she has to transfer the information correctly and accurately to his/her learners, yet teacher alone cannot fulfill much improvement , however with the collaboration of the learners teaching process will be achieved.

Logically, good student is more than a listener, and a good learner has to take part of responsibility for his/her own learning how to listen, and this can be done when he/she realize that the teacher is not the only source of information, then the learner will start developing his/her own educational plan by interacting with tasks and activities given by the teacher, also by choosing appropriate strategies that suits him/her in the learning process, likewise, this can be accomplished by working in groups and trying to find solutions to their problems with the help of the teacher of course.

The role of the learner has changed completely nowadays from a passive receiver to an active participant in the classroom, so teaching listening is not restricted to the teacher alone, but it needs to the involvement of both of them to be occurs.

7. Stages of listening comprehension

In any classroom, listening lectures are composed of three stages: pre-listening,while-listening, and post-listening. In each stage, teachers and students have many functions to implement.

7.1. Pre-listening stage

In pre-listening stage, according to Wilson (2008) teachers give students an over view about what they are going to do before starting listening. Teacher is asked to stimulate student's schemata to help them anticipate the content of what they are going to listen. The activation of schemata can be done through brain storming; which means eliciting and generating numerous ideas from the central idea. Or through using visuals like videos, which have relations with the listening passage. Another beneficial way of activating schemata is using the vocabulary or the texts students already know. Also, using real world situations can help students to predict the organization and the development of the listening passage. Secondly, teachers have to free his students by letting them give their opinions and ideas about the topic.

7.2. While listening stage

While listening stage, is the stage where students are at the time of practicing listening. Teachers provide a set of activities. It is about what students are asked to do at the time of listening taking into consideration listening comprehension. This stage aims at helping students to develop their ability of producing meaning from spoken language. For Wilson (2008) students are obliged to listen to the passage once; for instance listening to get the essence, however, teachers and students can create other opportunities to listen for other purposes; for other details or for particular information. Likewise, the input can be heard twice to review, to verify, or to answer a detailed question.

7.3. Post listening stage

Post listening stage, Here students much what they heard with their previous knowledge; ideas and experiences. In this stage, the listening practice is done, students will move to another task to accomplish.

8. Types of listening comprehension

Poor listening skills are the biggest contributor to poor communication, and in order to be a good listener, the learner has to use different types of listening for many purposes, because with every different situation, the way you listen requires a different approach.

8.1. Discriminative listening

Discriminative means to listen with the aim of searching meaning via sensitivity to body language, tone, pitch, and other aspects, distant from the words used.

Discriminative listening is the most important type, because it shapes the basic of the other four. It is the process of distinguishing sounds and developing sensitivity to nonverbal communication, in other words it is used to discriminate between verbal and non verbal message.

Listening is not only auditory but also a visual act, as communication occurs through communication however it also needs to differentiate between body movements that imply various meaning.

8.2. Informative listening

Informative means giving information, the Latin root of informative is the word "informate", which means to form, educate or instruct.

Informative listening is a type that involves the listener being actively engaged in a conversation with the attempt to receive and understand the information from what is being said, as when students attend a classroom lecture. Informative listening is one of the primary ways to achieve learning, and the ability to comprehend the speakers' message.

8.3. Appreciative listening

Appreciative listening means listening for entertainment or enjoyment, in other words it is attending to sounds for pleasure, and being sensitive to the ideas, images, feeling shaped by words that the listener hears.

There are various reasons for practicing appreciative listening which are: past experiences that effect listening such as hearing a story, listening to music or viewing a movie in which a listener had experienced before so this may bring back pleasant memories. The other reason is that no one wants to listen to something or someone that enrages him/her, so if the presentation of the speaker is fascinating, the listener will likely wants to experience more.

8.4. Relation listening:

Relation listening is a therapeutic listening type, since the aim of the listener is to listen to understand or experience what the speaker thinks or feels as a base of building a strong relationship, such as listening to a friend who has problems and who is in need for a helping hand.

Exercising relation listening involves three key behaviors, being present, supportive and sympathetic for the speaker, as remaining silent, listen carefully, sticking to the subject without changing it, and also avoiding talking about the self without paying attention to the speaker.

8.5. Critical listening:

Critical /evaluative/interpretive listening is to understand the specific meaning of an expression within its social and cultural context.

Critical listening also defines as the ability to listen critically, i.e. listening to a message that requires a critical response by checking the speaker's authority and validity.

9. Why Listening Comprehension is so difficult

Since listening comprehension is a complex process, students will face many obstacles in their way to listening to any kind of spoken language. Douglas Brown (1994) listed eight factors of listening comprehension difficulties.

The first factor is clustering. Because of human mind memory limitations, students need to divide the speech into minimal groups of words, for example dividing the spoken language into simple clauses or words in order to hold what they hear facilely.

The second factor of listening comprehension difficulty is redundancy. Any spoken language has a great deal of redundancy; for instance it includes repetition and elaboration. In fact, if students are not aware of this redundancy, their listening will be weak, and the vise versa.

The third factor is the reduced forms, which means, the speaker minimize the language while he is speaking. For example, in morphological reduction the speaker say '' I've'' instead of '' I have''. This reduction or minimization confuse learners especially beginners because they have not exposed to full forms of English language.

The fourth factor is performance variables. This factor includes: hesitations, false starts, pauses, corrections, ungrammatical forms, in addition to different dialects. All of these elements impede the listening comprehension because most of English language students cannot notice them. Unlike when the teacher use the video aids, students can notice these elements because of the paralinguistic features performed by the speaker.

The fifth factor is colloquial language. This language consists This language consists of idioms, slang, reduced forms and shared cultural knowledge. They hinder the listening comprehension, for, if someone had never heard an idiom, he could not understand it, and he could not understand the message behind the speech.

The sixth factor is rate of delivery. Students may face problems while listening to a specific language, because of the pauses and speed created by the speaker. Pauses are confusable because the listener may miss the central idea, or he will not be able to organize the ideas, or he will mix between them. Speed also is an issue, because if a speaker speak quickly, than the listener will not be able to grasp the ideas and the language, and he will not memorize anything only few words if not at all.

The seventh factor is stress, rhythm, and intonation. These are very significant patterns, they are important for interpreting questions and messages; where it is abuse, compliment, seduction, or irony. They are elements which determine the nature of meaning. For instance, if a speaker is questioning and he didn't change his intonation, the listener cannot understand that the speaker is questioning.

The eighth factor is interaction. When students are interacting, it means they are making conversations; taking turns, negotiating, and clarifying. This requires a careful listening comprehension. If a student has a problem in interacting, this means he has problem in his listening comprehension.

9. Relationship between video and listening comprehension

Technology has played an expansively essential role in the methods of instruction. Video is one type of technology which offers a wide assortment of resource materials to be used by the teacher in English foreign language classes, and it also offers a chance to gain more

exposure to different types of spoken English; different accents used by native or international non native speakers for the reason of enhancing learners listening comprehension. Moreover in the spoken language the relevant linguistic information sometimes, is conveyed not only by the sound as Kellerman stated by Buck (2001 p.46) has argued that looking at the speakers moth, the lips, jaw and tip of the tongue provide information about what the speaker is saying, and listeners use that to understand. The use of video techniques will support students listening skill as it enhances the comprehension of the learners promoting the need to listen to video not only on the classrooms but also in their homes, besides learners intrinsic motivation will be increased.

Conclusion

Listening as a receptive skill is very important process as it helps the language learner to acquire pronunciation, word stress, vocabulary, syntax and the comprehension of message conveyed can be based on the tone, pitch and accent. It is only possible when we listen.

Being able to listen is an essential part of communication for everyone. For most learners teaching listening through the use of video materials is one of the best ways to improve this skill. A student with good listening comprehension skills will be able to participate more effectively in the classroom, it is also important to vary the students learning focus by concentrating on the skill needed to become proficient in a second language. Listening comprehension is such a required skill.

Introduction

This chapter stands for the practical study which implies the research method and the processes used. It consists of five major titles that are: description of teachers' and learners' questionnaires, the population and the sample of the study, administration of the questionnaires, and the analysis of the questionnaires. The practical part deals mostly with the main study which encompass teachers and student's questionnaire, the results will be discussed after the presentation of the research implementation. At the end of the research, some significant pedagogical suggestions and recommendations will be discussed.

1. Description of the method followed

The methodology followed is the quantitative descriptive method. The data collection procedure used is the questionnaire. The results are counted as follows:

N x 100 devised by the total number

2. Sample and population

The population of this research consists of first year students at the department of English at the University of 08 Mai 1945 Guelma, also; teachers from the same university, for the academic year 2015-2016 . The total number of first year students is 328**,** and since the work with the whole population seems to be impossible, the researcher selected a sample of 50 students from 03 groups among a population of 10 groups. The methodology followed was simple random sampling. We choose to work with first year students mainly because they are suitable for our study since it is their first time to attend such kind of classes like oral expression in which they can speak and listen to native speakers. Also, we have worked with the teachers to gain their opinions toward the use of video as a material aid in developing

learners listening comprehension. So we expect them to have developed opinions and attitudes toward this issue of developing listening comprehension through the use of video.

2. The Students' questionnaire

2.1 The aim of Students' Questionnaire

The researcher has designed this questionnaire for first year students to gain information about student's views on the development of their listening comprehension abilities through the use of video techniques.

2.2 Administration of Students' Questionnaire

The questionnaire has been handed to first year students to check how much the questionnaire is understood and how much the answers would serve the study. The sample represents **30%** of the whole population that includes **328** students. The Questionnaire was mainly arranged in about 3 days, and it was distributed **23/04/2016** at different classes from 9:30 to 12:30. Unfortunately not all the papers have been handed back because students were studying at different classes so we could not find all of them. The questionnaire was distributed in a very comfortable atmosphere as the questions were easy and clear to be understood.

2.3 The Description of the Questionnaire

The questionnaire was distributed to first year English students at the department of Guelma University 8 Mai 1945. The questionnaire is divided into three sections. It consists of nineteen question which are arranged in a logical order. Also, it contains variant types of questions (dichotomous, multiple choice, range ordering, open-ended…etc)

Section one: background about the students, it consists of two main questions; the first question is about specifying the gender; and the second question is about the choice of English branch.

Section two: students' view on using video in the classroom, this part comprises seven questions, in the first question students are asked to appreciate their level. In the second question students are called to give their opinions about if the teacher uses technology in the classroom, then their competencies to learn English will be enhanced. In the third question, the researcher wanted to know which type of technological tools students prefer. The fourth question is linked to the previous one in which if students chose audio-visual they can answer this question, and this question is about the use of video as a good technological device which will increase students' motivation to learn, and they are asked to justify their answers. The fifth question deals with how many times the teacher uses videos in the classroom. In the sixth question, students answered a question about if the video suits all students or not. In the last question in this section, students are requested to give their views on which video they prefer the teacher teach them with, besides giving justifications.

Section three: students' views about the effect of using videos in the classroom on enhancing student's comprehension abilities. This section implicates ten questions. The first one is about the effect of using video on student's listening comprehension, and giving their reasons. The second one investigates students' understanding of the speech and of the meaning when they watch a video related to their lecture. The third question is about; when students find themselves understanding better and why. The fourth question, checks the importance of using video in developing student's listening comprehension. The fifth question, examines students' views on using video to facilitate learning English as a second language through developing their listening comprehension abilities. In the sixth question, students are asked to say whether implementing video with the lesson in their university is

helpful or useless. The following question, discusses student's opinions about the effect of using video on enhancing their listening comprehension abilities, and they are asked to give their justifications. The eighth question seeks to percentage of student's understanding of the recorded text. The next question also is allocated to get the percentage of to what extant students understand the recorded text with its corresponding video. The last question is an open ended question in which students are welcomed to give any addition they want

2.4 Analysis and Interpretation of students' questionnaire:

Section One:

General Information

Table 01: Students' gander

	Number of participants	Percentage
Male	16	32%
Female	34	68%
Total	50	100%

Students' gander

It is noticed that (68%) of students are females and only (32)% of students are boys. It is a normal result because the majority of students at the department of English at Guelma University are females.

Table 02: Students' choices of learning English.

Choices	Number of students	Total
Personal choice	46	92%
Imposed by the administration	1	2%
Imposed by parents	3	6%

The Choice of English Language

From the table above, we notice that for most the students (92%) studying English was a personal choice. However; for one student (2%) English was imposed on by the administration, and 6% of the students were influenced by their parents.

Section Two: Student's Views on Using Video in the Classroom.

Table 03: Students' Appreciation of their Level in learning English.

	Number of participants	Percentage
Very bad	0	0
Bad	0	0
Medium	21	42%
Good	26	52%
Very good	3	6%
Total	50	100%

Students' Appreciation of their level in English

According to the results, no one of students has a very bad and a bad level in English. (42%) of students believe that their level is between medium and average. More than half of the population (52%) considers their level as good. Only (6%) think that they have a very good level in English.

Table 04: students' views on using technology to enhance their competencies to learn English.

	Number of participants	Percentage
Partially agree	20	40%
Totally agree	25	50%
Neither agree nor disagree	05	10%
Partially disagree	00	00%
Totally disagree	00	00%
Total	50	100%

The use of technology to enhance students' competencies to learn English.

The table above indicates that 20 participant (40%) partially agree that technology enhances their competences to learn English. Whereas; (50%) of the sample totally agree on the positive effect of technology on developing student's competences.5 students (10%) are neutral; they neither agree nor disagree on the stated matter. Yet, no one neglect the role of technology in developing their abilities to learn English.

Table 05: Students' choice of the technological tools.

Type of the tools	Number of participants	Percentage
Audio	0	0
Audio-visual	50	100%
Total	50	100%

Type of technological tools

According to the results we can conclude that, all students (100%) prefer the audio-visual tools, and no one chose the audio tools.

Table 06: Student's views on the use of video for increasing their motivation to learn.

	Number of participants	Percentage
Not at all	01	2%
Very little	00	00%
A little	13	26%
A lot	24	48%
Very great deal	12	24%
Total	50	100%

Using video to increase students' motivation to learn.

The figure above shows that (2%) of the participants do not believe at all that video will increase their motivation, because he thinks that "video will make us concentrating on other things rather than our topic or study." no one answered by very little. (26%) from the

participants think that video has a little role in motivating students and they say that:" because when we see a video of our subject we make it easy to be understood, because it helps us, because it is necessary, Because we need an explanation from our teachers for more understanding, I choose audio-visual because it completely grape your attention, because the teacher give us the video to understand more." The majority of students (48%) chose a lot for " I'm a visual student I prefer to learn by seeing, I memorize well when I watch the video, it helps me to understand everything especially when I don't understand the point that the teacher gave me, I think that it will be good if technology will be included in teaching, audio-visual technique can improve better as a work in the field and encourage students to be successful, since I'm an audio-visual student I can grasp more information when I have the right tool which is video, because through video we can gather more information and our spelling will be better.'' (24%) of students believed that video has a very great deal towards increasing student's motivation to learn and they justify their answers by saying that '' I understand very well, it is a good thing and way, it helps us to learn so easily and get a high level, it helps us to improve our abilities and skills and know more about what we are talking about, videos are the greatest tools because they attract a lot the attention of students."

Table 07: How many times teachers use videos.

	Number of participants	Percentage
Always	0	0%
Sometimes	32	64%
Rarely	14	28%
Never	4	8%
Total	50	100%

Teachers' use of video

From the table above, we notice that no teacher uses the videos always. But teachers use videos sometimes because 64% of students answered it. 28% answered rarely. And 8% answered never.

Table 08: The views of students on if the video suit all students or not.

	Number of participants	Percentage
Yes	24	48%
No	26	52%
Total	50	100%

Students' views on the appropriateness of video to all students.

Out of 50 participant, 24 participant (48%) answered yes; video suits all students. However; 26 participant (52%) student answered no; they think that video don't work with all students.

Table 09: Which video students prefer.

	Number of participants	Percentage
A video brought by the teacher	25	50%
A video recorded by yourself	12	24%
A video you searched in the net then you bring	13	26%
Total	50	100%

Which video students prefer.

The results demonstrate that, (50%) of the students prefer a video brought by the teacher and they justify their answers by saying that " because; the teacher add something important and simplify things, the teacher knows more about the content of the lesson, the teacher

selects the videos according to the targets and goals he\she wants to reach, the teacher knows what is suitable for the students and what goes with the lesson, the level of the teacher is high , if I recorded mine for sure it will contain some errors, it will be more clear and specific, the teacher will choose the right video and the exact one to transmit the idea to the learners, by teacher is better than I recorded by myself." (24%) of the population chose a video that they recorded by themselves mainly because " if I make it by myself, it will be easy to be remembered, this way help me to know the subject that the teacher talk about and at the same time collect many information, I can understand better when I choose by myself, when I do video by myself it will be easy to be understood." (26%) of students prefer a video that they search in the net then they bring, their justifications are summarized as following "if I search the video I will be interested about it, I will concentrate and focus on the information, if I search for it I will have a clear idea about it, and I will participate with the teacher, I will navigate more in my field of study, sometimes the teacher bring videos that we cannot understand, This technique is easy for me, I think that is my choice so I can understand."

Section Three: Student's views on the effect of using videos in the classroom on enhancing student's listening comprehension abilities.

Table 10: The effect of video on the listening comprehension.

	Number of participants	Percentage
Positively	50	100%
Negatively	0	0%
Total	50	100%

The effect of video on the listening comprehension.

From the table above we notice that all of the population (100%) believe that using video during a lesson affect their listening comprehension positively because " it attracts our

attention very well and we will follow step by step, it will increase my listening comprehension abilities, it can help me to improve my English, when I watch and listen I will focus more, with body movements for example it will be easy to be understood, it develops our listening skills, I prefer to use video because for me it is a very interesting way to understand, Video will tackle the main ideas so we will understand.'' Whereas, no one (0%) believe that video has a negative effect on listening comprehension.

Table 11: Students' comprehension of the meaning and speech.

	Number of participants	Percentage
Yes	45	90%
No	5	10%
Total	50	100%

Students' understanding of the speech and the meaning when they watch a video related to their lecture.

The given answers show that (90%) of the population understands the speech and the meaning of the video related to their lecture, and only 5 participants (10%) cannot understand the meaning of the video.

Table 12: *Where students find themselves understanding better.*

	Number of participants	Percentage
When you just listen	28	56%
When you watch and listen	44	44%
Total	50	100%

Where students understand better

Among 50 student, 22 student (44%) understand better when they just listen, they clarify their opinion saying '' I am more audio student, I prefer listening to activate my imagination."And, 28 student (56%) understand better when they watch and listen and they say " I'm an audio-visual person I prefer to watch and listen, sometimes the words are not clear so the photos make us understand without any problem, it is easy with facial expressions and body movements, when I listen and watch I understand more, audio-visual is more clear and not complicated, when I just listen I lose attention but when I watch I will never lose attention, pictures give us meaning about the topic."

Table 13: The importance of using video in developing students' listening comprehension abilities.

	Number of participants	Percentage
Very important	14	28%
Important	36	72%
Not at all	0	0%
Total	50	100%

The importance of using video in developing students' listening comprehension abilities.

From student's responses we resume that, (28%) of students consider the use of video on developing their listening comprehension abilities as very important. The majority of the sample (72%) thinks that using video is important for the improvement of the listening comprehension abilities. what is good is that no student (0%) neglect the role of video in developing their listening comprehension abilities.

Table 14: Students' responses on the facilitation of learning English through using video to develop student's listening comprehension abilities.

	Number of participants	Percentage
Totally disagree	06	12%
Partially disagree	07	17%
Disagree	00	00%
Partially agree	13	26%
Totally agree	24	48%
Total	50	100%

Using video to develop student's listening comprehension, will facilitate learning English.

From the figure above, the findings demonstrate that, (12%) of the students totally disagree on that learning English will be easy through using video to develop their listening comprehension abilities. Also, (14%) partially disagree. No one disagreed. However; (26%) partially agree, and (48%) of the students totally agree about using video to facilitate learning English as a second language though developing student's listening comprehension abilities.

Table 15: The implementation of video with the lessons at the department of English, university of Guelma 8 Mai 1945 department of English.

	Number of participants	Percentage
Helpful	47	94%
Helpless	03	06%
Total	50	100%

 Implementing video with the lessons in the University of Guelma 8 Mai 1945 department of English

   About implementing video with the lesson at the English department of Guelma University, (94%) of the sample agree that it is helpful, and only (6%) of students think that it is helpless.

Table 16: The effect of using video on the development of students' listening comprehension abilities.

	Number of participants	Percentage
Agree	48	96%
Disagree	01	02%
Strongly disagree	01	02%
Total	50	100%

The effect of using video on the development of students' listening comprehension abilities.

   Out of 50 participant, 48 participant (96%) agreed on that the use of video inside the classroom enhances student's listening comprehension abilities, because "hearing native speakers, it increases the level of comprehension, when we listen to the video we will help me to know new words and help me to enhance my pronunciation, using video help us to

understand the native speakers, using videos in classroom can enhance our levels, it is important to develop our listening comprehension." One student (2%) disagreed for "I think that video is important but not to that much." Also, one participant (2%) strongly disagreed about the development of student's listening comprehension through the use of video inside the classroom mainly because he thought that "video is for adding extra information not for building the basics of a language."

Table 17: Students' comprehension of the recorded text.

	Number of participants	Percentage
100%	4	8%
80%	19	38%
50%	23	46%
30%	4	8%
Less	0	00%
Total	50	100%

Students' understanding of a recorded text.

The previous table shows that, 4 students (8%) understand the recorded text 100%. And, 19 student (38%) understand it 80%. Also, the majority of students (46%) cannot understand more than 50% what they listen to. Furthermore, 8% of the population understand the recorded text only 30%, and no one (00%) understand it less than 30%.

Table 18: student's comprehension of the recorded text and its corresponding video.

	Number of participants	Percentages
100%	13	26%
80%	29	58%
50%	7	14%
30%	1	2%
Less	0	0%
Total	50	100%

Students' understanding of the recorded text with its corresponding video.

According to the results one can conclude that, 26% of students understand the recorded text with its corresponding video 100%. As opposed to the previous results, the majority of students (58%) claimed that; they understand the listening passage to 80% when it is accompanied with its corresponding video. 7 participants (14%) understand the text with its video to 50%. Only one student (2%) understands it 30%. No one (00%) understand the text with its corresponding video less than 30%.

19. Student's suggestions about the topic and the questionnaire.

Students commented that "The technology helps me very well, if we use different materials in our university it will be good for us, personally I think that despite all these efforts nothing will change, I could say that we should change the way of giving lessons, I don't think that we could rely totally on this tool for effective learning, I wish that our teachers will use videos in teaching, the topic is very interesting, I would like from the administration to provide us with sufficient equipments".

3. Teachers' Questionnaire

3.1 The aim of teachers' questionnaire

This questionnaire is mainly used to get teacher's overview about the efficiency of employing video techniques to enhance learner's listening comprehension abilities in learning English as a second language.

3.2 Administration of teacher's Questionnaire

The researchers' questionnaire was distributed to 12 teachers LMD at the department of English at the University of Guelma 08 mai 1945 during the academic year 2015/2016.

The questionnaire was shared out with University teachers via e-mail, because we found difficulty to reach all of them at the university as they were working or they were not there so to save more time we worked with the use of e-mail, and it took us one week to get the responses of most of them, and to be more specific 08 teachers gave us their answers while others did not.

3.3 Description of teachers' questionnaire

This questionnaire was given to twelve teachers at the department of English in Guelma University 8 may 1945. The questionnaire is divided into three sections. It consists of 17 questions.

The first section: general information and background. This section contains three questions. The first question one is about teacher's diploma; whether they have magister\master degree or the phd. The second question aims to know the years teachers teach English at the university. The last question within this section is targeted to know teacher's appreciation of their student's level.

The second section: using video in the classroom. It encompasses six questions. Question one, aims to know whether teachers use technology in the classroom or not. Question two, is about if technology plays a role in enhancing student's level or not. Question three, its objective is to get teacher's views on where they find their students understanding better; when they use audio means or audio-visual means. Question four, asks teachers how often they use videos when they teach (this is a multiple choice question). Question five investigates that, student's motivation to learn is increased when teachers teach sing video. The last question within the second section, asks teachers if it is hard to teach with video or not, besides giving their justifications.

The third section: the effect of using videos in the classroom on enhancing students' listening comprehension abilities. This section comprises eight questions. The first question, deals with selecting the degree of importance of listening comprehension in the development of student's level. The second question, teachers are requested to agree or disagree on that video affect positively students' listening comprehension abilities, strengthening their selection with their personnel arguments. The third question, examines the importance of videos in developing students' listening comprehension abilities. The fourth question, checks if teachers agree or disagree about the effectiveness of video techniques in developing students' listening comprehension abilities. The fifth question, is addressed to teachers to know their opinions about which type of videos may help students to develop their listening comprehension abilities, justifying their choice. The sixth question, asks teachers if video facilitates the mission of explanation for them or not. The seventh question, wanted to know teachers' views about to what extant their students understand a passage or a text when they just listen to it. The last question of the last section, aims to know teachers' views about to what extant their students understand a passage or a text when they just listen and watch it.

3.4 Analysis and Interpretation of teacher's questionnaire

Section one: General information

Table 19: Teachers' diplomat.

	Number of participants	Percentage
Magister\master	08	100%
Phd	00	00%
Total	08	100%

Teachers' diplomat

Teachers who were given the questionnaire have the magister or the master degree (100%).

No teacher from the sample has the phd (00%).

Table 20: Teachers' years of teaching English at the university.

	Number of participants	Percentage
2 years	3	37,5 %
3 years	2	25%
4 years	1	12,5%
10 years	2	25%
Total	8	100%

Years of teaching English at the university

From the previous table we notice that, 3 teachers (37,5%) experienced teaching English at the university for 2 years, and 2 teachers (25%) taught it for 3 years, one teacher (12,5%) has an experience of 4 years, and 2 teachers (25%) experienced teaching English at the university for 10 years.

Table 21: Teachers' appreciation of their students' level in learning English as a foreign language.

	Number of participants	Percentage
Very bad	00	00%
Bad	00	00%
Medium	07	87,5%
Good	01	12,5%
Very good	00	00%
Total	08	100%

Student's level

In this question, no teacher thinks that his students have very bad or bad level. Whilst, 7 teachers (87, 5%) consider their students' level as medium. And, one teacher (12, 5%) sees that students have a good level. But, no teacher believes that students have a very good level.

Section two: Using video in the classroom.

Table 22: Teachers' use of technology while teaching.

	Number of participants	Percentage
Yes	07	87,5%
No	01	12,5%
Total	08	100%

Using technology while teaching.

Among 8 teachers, the majority of teachers (87, 5%) use technology while teaching. However, only one teacher (12, 5%) does not use technology while teaching the lessons.

Table 23: The effect of using technology in enhancing students' level.

	Number of participants	Percentage
Yes	08	100%
No	00	00%
Total	08	100%

Role of using technology in enhancing student's level.

The results above indicate that, all teachers (100%) argue that using technology plays a positive role in enhancing students' level. No teacher thinks that technology does not enhance students' level.

Table 24: teachers' views on where students understanding better.

	Number of participants	Percentage
Audio means	00	00%
Audio-visual means	08	100%
Total	08	100%

Where students understand better.

Out of 8 teachers, no teacher (00%) chose audio means. Yet, all teachers (100%) believe that students understand better when they are exposed to audio-visual means.

Table 25: Teachers' use of videos when they teach.

	Number of participants	Percentage
Always	00	00%
Sometimes	04	50%
Rarely	04	50%
Never	00	00%
Total	08	100%

Do teachers use videos when they teach?

It is indicated in the previous table that, no teacher uses videos always, rather 4 teachers (50%) use videos sometimes. Other 4 teachers rarely use videos while teaching. However, no teacher ever uses videos.

Table 26: Does video increase students' motivation to learn?

	Number of participants	Percentage
Not at all	00	00%
Very little	00	00%
A little	01	12,5%
A lot	05	62,5%
Very great deal	02	25,5%
Total	08	100%

Does the use of video while teaching increase students' motivation to learn?

When requested to give their opinions about the effect of using video on increasing student's motivation to learn, no teacher chose not at all and very little. While, one teacher (12,5%) considers it very little. The majority (62, 5%) think that video increases student's motivation to learn a lot. Also, 2 teachers (25%) selected a very great deal.

Table 27: Whether teachers find teaching with video hard or not.

	Number of participants	Percentage
Yes	02	25%
No	06	75%
Total	50	100%

Is it hard for teachers to teach with video?

Out of 8 teachers, 2 teachers (25%) find it hard to teach with video mainly because "The selection of the videos is very difficult. Teachers may spend hours not to say days in searching appropriate videos on the net. Additionally, our Universities lack materials to facilitate the teachers' task. I think the agent of time is the problem." However, 6 teachers (75%) do not find it hard to teach with video for "Although it takes time looking for the appropriate videos to use, but it is not hard because it helps in motivating students and creating interactions in the classroom which helps in enhancing teaching. The challenge is in the lack of means (Projector which is not always available, technical problems, etc.)teaching using videos is nothing but a supportive teaching material. The teacher is supposed to master perfectly the use of videos as part of his teaching techniques, if not, the entire mission will be inadequate, no;it's not hard to teach with a video. I consider video as a powerful teaching tool that could convey very complicated topics."

Section three: The effect of using videos in the classroom on enhancing student's listening comprehension abilities.

Table 28: the importance of listening comprehension in the development of students' level.

	Number of participants	Percentage
Very important	07	87,5%
Important	01	12,5%
Not important at all	00	00%
Total	08	100%

The importance of listening comprehension in the development of students' level.

 The majority of teachers (87,5%) consider listening comprehension very important for the development of student's level. Also, one teacher (12,5%) considers it important. No one denied the importance of listening comprehension for the development of student's level.

Table 29: The effect of video on students' listening comprehension abilities.

	Number of participants	Percentage
Totally agree	08	100%
Partially agree	00	00%
Neither agree nor disagree	00	00%
Partially disagree	00	00%
Totally disagree	00	00%
Total	08	100%

The positive effect of video on students' listening comprehension abilities.

We recognize that all teachers (100%) share the same opinion; they totally agree that video affects positively student's listening comprehension abilities. Teachers' justifications are summarized as follows: they can help the learners to overcome their problems of listening comprehension, whenever there are difficult or ambiguous words and expressions. Images can help the learners to deduce and guess the meaning, Videos include visual clues like gestures and expressions which make listeners go beyond of what they listen. In addition, videos enhance storage and recall of information, When using videos ,the verbal message is associated with the image, hence students understand better the foreign language, reasonable using of videos attracts students' attention, raise their motivation, and help them in decoding the messages being communicated. Videos especially those including persons describing or explaining particular issues assist students to learn more about the subject in hand either through verbal communication or non-verbal one, The image with facial and body language (non-verbal communication) is an addition and a support to the verbal communication, Using a video meets all students' personal differences as far as learning is concerned! Also, I always see that my students get more attentive to material they watch instead of the traditional way of teaching where the teacher is the only source of information. No teacher go for the other choices (partially agree, neither agree nor disagree, partially disagree, totally disagree.)

Table 30: The importance of the role of video on developing students' listening comprehension abilities.

	Number of participants	Percentage
Very important	03	37,5%
Important	05	62,5%
Not important at all	00	00%
Total	08	100%

The importance of video in developing students' listening comprehension abilities

The responses of teachers show that, using video is very important (37,5%) for developing student's listening comprehension abilities. also, (62,5%) of teachers consider video important for the development of student's listening comprehension abilities. No teacher counts video as not important at all.

Table 31: The effectiveness of video techniques for the development of students' listening comprehension abilities.

	Number of participants	Percentage
Agree	08	100%
Neither agree nor disagree	00	00%
Disagree	00	00%
Total	08	100%

The effectiveness of video techniques for the development of students' listening comprehension abilities.

According to the sample responses, all of them (100%) agree on the effectiveness of video techniques for the development of student's listening comprehension abilities. All the teachers agree not to choose the other two options (neither agree nor disagree, and disagree.)

Table 32: The types of videos teachers' think it may help students to develop their listening comprehension abilities.

	Number of participants	Percentage
A video brought by the teacher	05	62,5%
A video recorded by the student	02	25%
A video students bring from the net	01	12,5%
Total	08	100%

The types of videos.

The present results demonstrate that, most teachers think that a video brought by them is the appropriate one that may help students develop their listening comprehension abilities, clarifying their view saying "Because the teacher knows the objectives and the aims of each lesson. Consequently he can bring video which will meet the lessons' objectives and satisfy the learner's needs, The video that the teacher brings can be more appropriate in terms of sounds, grammar, and other language patterns, a video that the students record is not authentic (not by native speakers), a video selected by the teacher is more useful because the teacher's choice is targeting a given competence and precise skill each time, I have never used a video my students have brought! Maybe only those few they showed during their presentations! This is why I have not picked the second choice! For the last one (students bringing the video

from the internet), this hasn't happened in the classes I taught yet but if they show it to me before the class meets it will be fine with me. Another two teachers (25%) selected video recorded by students for "I think when the student record the video by himself he will able to deal with many language obstacles and he will be able to overcome them, I chose this option because students will be in a natural exposure to language." The last teacher thinks that a video students bring from the net is the helpful one because "Videos that are brought from the net (of course of native speakers) are the most important ones to enhance students' listening comprehension. They are authentic ones; they offer real situations i.e. contributing to help learners acquiring new vocabulary and expressions, and therefore, learners will be able to interact with the language as it is used by native speakers."

Table 33: Does video facilitate explanation for teachers.

	Number of participants	Percentage
Yes	08	100%
No	00	00%
Total	08	100%

Does video facilitate explanation?

From the results of the table, we can notice that all teachers (100%) agree on that video facilitates the mission of explanation for them. Consequently, no teacher reject video's role in facilitating the explanation.

Table 34: Students' understanding of a passage or a text when they just listen for it.

	Number of participants	Percentage
All of it	01	12,5%
Half of it	01	12,5%
Nearly half of it	05	65%
Do not understand it at all	01	12,5%
Total	08	100%

To what extant students understand a passage or a text when they just listen for it.

From the figure above, it is seen that one teacher (12,5%) chose all of it, and one teacher chose half of it, and 5 teachers (62,5%) selected nearly half of it, finally; one teacher declared that students do not understand at all a passage or a text when they just listen for it.

Table 35: To what extant students understand a passage or a text when they listen and watch it.

	Number of participants	Percentage
All of it	06	75%
Half of it	02	25%
Nearly half of it	00	00%
Do not understand it at all	00	00%
Total	08	100%

To what extant students understand a passage or a text when they listen and watch it.

The previous results indicate that, teachers (75%) believe that their students understand the whole passage or text when they listen and watch it. 2 teachers argue that their students

understand half of the passage when they watch and listen for it. No teacher goes for the choice of understanding the text nearly half of it, or do not understand it at all when students listen and watch it.

Conclusion

As a conclusion, we can say that this practical part was allocated to a field work by driving a questionnaire as a tool of data collection on University teachers and students, and after the distribution of the questionnaires, data was provided and at the end it was obvious that the need of using video techniques was wanted and expressed by both teachers and learners; learners express that need when most of them confessed by that they understand the text better when it is accompanied by its corresponding video, and nearly all teachers argued that students understand the whole text when they listen and watch it. As we expected, we find that the statistics and the results of this study are relevant with the hypothesis that presented before. So the hypothesis of our research is confirmed then we can say that using video techniques will develop learner's listening comprehension abilities.

General conclusion

Our work is composed of three chapters; the first two chapters are the descriptive part of the research while the third one is the practical part. The first chapter outlines the various features of video technique. The second chapter discussed mainly the different aspects of listening comprehension; definition, elements, importance...etc. While the third one is concerned with the analysis of the obtained data gathered from the questionnaires of both teachers and students.

This study was conducted to investigate the efficiency of using video in developing learners listening comprehension abilities. It aims to confirm or reject our hypothesis which stresses that if teachers implement video techniques in their listening classes, this would enhance or develop student's listening comprehension abilities. By the end of the research we find that our hypothesis is confirmed by the results obtained from the questionnaires conducted from both teachers and first year LMD students at the department of English at the University of 08 Mai 1945 Guelma.

It is worth mentioning that through the analysis of the questionnaires we notice good attitudes from both teachers and learners toward developing listening comprehension through the use of video as a material aid in the teaching and learning process and as a new strategy that fits their interests and lifestyles. For the reason that most of students are teenagers so they prefer to use new learning strategy rather than traditional methods. Video as a teaching strategy that has a positive impact on the students' listening comprehension abilities and used as a material aid to develop learners listening comprehension.

Developing listening comprehension through the use of video is one of the strategies that should be taken into consideration by our teachers and learners since it provides them with all the aspects they need in order to enhance their learning of the target language.

Unfortunately, during our research we faced a serious lack of studies and sources on using video for enhancing learners listening comprehension, and also a restriction of time has obliged as to deal with only the most important points that is concerned with the research.

It is desirable to say that teachers must support students in their education and encourage them to use video and other technologies in learning second language, and at the same time teachers need to be in steady contact with modern techniques and materials in this changeable teaching environment. Teaching and developing other skills based on video can be put under the matter of investigation.

This study has converted all the essential points related to our research and it can be useful for the students to enhance their listening comprehension abilities, and also we hope that the findings of this study will be employed as a starting point of the future research studies on similar topics.

General Introduction

Learning and teaching English as a foreign language has created a daily demand toward applying effective strategies for teaching and learning the four skills; speaking, listening, reading and writing, as they are the crucial goal for learning a language. Still listening skill plays a significant role in the process of communication. The most important thing to keep in mind is that listening is indeed, a process, and one that requires effort. Once you understand what the speaker is saying you will get the whole meaning, and you'll come out a better thinker, listener, speaker, and communicator, and you won't understand what the speaker is trying to say to you if you don't listen completely. So listening particularly has important task in learning a second language. However, listening is a difficult skill to be acquired, because in order to get the learner concentrate with the teacher's session, the teacher first needs to use an updating strategy that goes with the learner's style; which is the use of video as a current technology and as a material aid in improving listening comprehension as the learner needs to use his eyes as well as his ears.

Therefore promoting the importance of the student's learning of listening comprehension, teacher needs to carefully select and prepare a variety of teaching materials as non-native or second language learners are in need of using video technique in the classroom because they need to see and hear native speakers to support their understanding and video has the power to bring the real world into the classroom. Using video is very helpful in the teaching process specially to teach receptive skill like listening. According to many scholars using video will motivate the learners to communicate with each other and with the teacher as well, as video transmits language in context of life to the classroom. Also, video offers foreign language learners an opportunity to develop their abilities to understand comprehension input.

2. Statement of the problem

Listening is one of the four skills that English foreign language students consider difficult to develop. Students find it challenging to understand the foreign language when they have to listen, interact, or comprehend something or someone. Using videos to be a good listener is a key for being a good language learner and speaker. The current study aims at investigating the effect of using video techniques to develop the listening comprehension abilities.

3. Research Questions

This research aims at showing the importance of using video techniques to develop students' listening comprehension. In order to find an answer to this problem, many questions have to be asked at the beginning of the study:

-Does the use of video techniques really develop students' listening skill?

-What are the benefits of using video techniques in an English Lesson?

-Are video techniques an appropriate method for teaching the listening skill?

4. Research hypothesis

This research attempts to increase student's listening comprehension abilities through using video techniques. According to the research questions we hypothesize that:

If teachers implement video techniques in their listening classes, then, students' listening comprehension abilities will be developed.

5. The research design

To explore the effect of videos on the listening comprehension development, our research would be conducted through the quantitative descriptive method, for it provides adequate and

accurate interpretation of the findings, and to gather information about students' and teachers' opinions concerning our topic of interest, the main cause is to confirm our hypothesis through delivering two questionnaires.

6. Structure of the study

This study is composed of two main parts preceded by general introduction. The first part is a theoretical one, composed of two chapters: the first one is about the video techniques (definition, advantages, types, different techniques, strategies, problems…etc). whereas, the second chapter deals with the listening skill (definitions elements and importance of listening skill, integration between listening and speaking, teaching listening difficulties, and how videos improve listening).

The second part is a practical one, it is devoted for data analysis and interpretation of the findings achieved from both teachers' questionnaire and students' questionnaire. Therefore we have finished with some pedagogical implications and recommendations.

Introduction

We are in the era of development; and technology is used everywhere by everyone. Using technology in education knew prosperity years ago. Using video techniques inside the classroom is one of the technological aids that marked a great progress in the educational competence and performance of students. However, there are some teachers who lack the technological awareness and familiarity. The aim of this chapter is to discover what video and video techniques are, highlighting its importance, also; defining video tapes, with mentioning with details video types and video techniques, than; moving to the steps of dealing with a video, passing to strategies of recording a video, ending by the use of video in the teaching and learning process, closing this chapter by a conclusion.

1. Definition of video

Video techniques can be a learning alternative because they contain dialogues from highly proficient English speakers. Gallacher (undated) affirms that: ''a good idea is to choose scenes that are very visual. The more visual a video is, the easier it is to understand. As long as the pictures illustrate what is being said''.

Video also can refer to professionally produced tapes designed for classroom to provide content and to teach specific features of language. It can be bought or recorded from PC or TV. Video can be a cartoon, a film, news, documentary, game.

According to Canning-Wilson (2000.p 319) ''video is at best defined as the selection and sequence of messages in an audio visual context''. That is to say video techniques help the learners to get the information by putting them in real life context.

He (2000. p 05) also stated that video is a very powerful resource to call the attention of English language learners. So video gave learners of foreign language an opportunity to improve their potentiality to understand comprehension input.

Besides, video as an audio visual aid can enhance learners listening comprehension. Visual information in video has an essential part in teaching and learning a second language. Rubin in Back (2001.p 47) recommends that visual supports can aid learners. Especially less proficient learners and it is particularly helpful with more difficult texts. The setting, action, emotions, gestures, etc., that the students can observe in a video clip.

Video techniques have an essential role in the learning process and also help in developing listening comprehension. Harmer (2001) mentions that one main advantage of video is that students can not only listen to the language but also they can see it, with a view to support comprehension. video indicates video clues, expressions and gestures which push the learners to go beyond of what they listen, and as well to interpret the video in extensive way, because learners can make connections between words and images which help them to examine the language they are using or even to learn a new language.

Teaching listening by using video is very effective strategy, especially for second language learners, in which it can facilitate the learning process since a video is a medium that combines both audio and visual supports.

2. The Importance of Using Video

Video is considered as strong technological equipment for teaching a second language, not just listening with images; rather it boosts the learning experience because students can see language in application, as a result comprehension will be developed as Harmer (2001.p 282) stated ''one of the main advantages of video is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture, and other visual clues''. Consequently, students can have dipper understanding and interpretation of the meaning through observing the paralinguistic features of the persons found in the video. Due to using video, students can notice the cultural attitudes of the others. Harmer (2001.p 282) said that '' video uniquely allows students a look at situations far beyond their classrooms''. For example students can see how a British person act when asking a permission of someone, they can also see traditions and customs of others, for instance, what American people eat in breakfast. Another powerful advantage of using video in the classroom is giving students the power for creation; when students use cameras and record by themselves this will evoke their talents, and maybe they will create things the teacher can use later to teach the next promotions. Furthermore, motivation will be increased for most students prefer to see language more than just listen to it. Using the video in the classroom can equip students by the same learning experience; the exposure will be the same and equal for all students.

3. Video Tapes

Nowadays, the use of audio-visual aids in teaching a foreign language has developed rapidly for the reason of the growing emphasis on communicative method. As audio-visual aids are being valuable and functional resources, they became of use by both learners and teachers Hemei(1997.p 45) because audio-visual aids are motivating, invigorating and

stimulating to watch and listen. A video is one kind of the aids that are used by teachers as Wilson (2008.p 48) stated that: '' being able to see the speakers their context and body language is a huge advantage to listeners''

Video tape in its definition is a magnetic tape which is used for recording images and sound signals so that it can be watched later. According to Oguntuase (2008) defined it as a record of any medium through which a moving image may by any means be produced.

3.1 Video Types

Video are of various types Harmer (2001.p 284) proclaimed that there are three basic types of video which can readily be used in class: off-air programs, real world video, and language learning videos.

3.1.1. Off-air programs

Programs which are registered from a television canal are known as off-air programs. And it should be engaging for learners and of a convenient /adequate length. Teachers have to consider their comprehensibility as well. Some off-air video is excessively difficult for learners to comprehend, especially where there is extremely remarkable accents are used or preponderance of slang or regional vernacular.

The best programs are those which can be used for various activities that contains prediction, cross cultural awareness, language teaching…etc

3.1.2. Real-World video

Real-world video is conceivable for both teachers and learners to use separately published video tape material like feature films, exercise manuals, wild life documentaries or comedies stipulated that there is no copyright restriction for doing this. As Harmer (2001) statedthat

teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi use potential. Teachers need to examine the length of the extract in the same way too.

3.1.3. Language learning video

Language learning video means free standing language learning videos or videos to accompany course books. According to Harmer (2001.p284) the main advantage of language learning video is that this type of video has been designed with students at a particular level in mind. However language videos have a weak point which is, they fail the quality test because of various reasons which are: poor production, inauthentic situation on language and unsophisticated content. Therefore it is important for the teacher to be limited to the sequences in which his/her student will accept and enjoy.

From what we have explained above, it is obvious that there are several types of video, and each types of video have an important role in teaching a foreign language.

3.2 Video Techniques

Video is important in the classroom for both teachers and students. Fatunmbi (2005) declared that '' studies have shown that there is improvement in teaching learning process through the use of video.'' Also, Beshrizen and Van Puthen (2000) stated that '' video can help the teacher to work more closely with the learner and reduce the need for repeated explanation.''

Harmer (2001) suggested two techniques: the viewing techniques and the listening techniques.

3.2.1. Viewing Techniques harmer (2001)

a- Fast Forward

The teacher plays the video with high speed; the events, the characters, speech... are not clear. When the video ends, the teacher asks the students if they have understood the idea of the video, and if they can estimate the speech of the characters.

b- Silent Viewing (for language)

The teacher plays the video normally but with the absence of the sound. Students are asked to guess what the characters are saying. When they finish, the teacher plays the video again but with the sound in order to check whet they guessed.

c- Silent Viewing (for music)

The teacher presents the video-clip of the song without words, students have to guess which type of music they would choose for it and why. When they see the video again with sound, students can check whether they choose the same type of the song or not.

d- Freez-Frame

During the video is playing, the teacher can "freez" or stop the video at any given picture or event and ask students about their expectations, what they think will happen next.

e- Partial Viewing

The teacher can apply partial viewing by using tickets and cover most of the screen letting only the borders. Or, he can cover the whole screen by papers and remove them one by one. Also, he can divide the screen into two sides, consequently, half of the class can see one side, and the other half of the class can see the other side of the screen. The practice here is that; students of one side have to say what they think the students of the other side are seeing.

3.2.2. Listening Techniques harmer (2001)

a- Pictureless Listening (language)

The whole screen is covered by the teacher, then students listen to the speech (without seeing) and they imagine and guess the characters, the setting, the events...etc

b- Pictureless Listening (music)

Students listen to the song without watching its video-clip, then they make a supposition about what place and scene that may fit with the mood of the song.

c- Pictureless Listening (sound effect)

Students watch a video or a scene without speech, but they listen for other sounds, for example; doors being closed, light being switched. Then they narrate the story they imagined from the previous video and sounds.

d- Picture of Speech

The teacher can divide the class into two groups. One group can see the scene and the other group cannot. Students who can see the screen have to describe what is happening to students who cannot see. The former group has to provide appropriate and immediate fluency, while the latter group has to understand what is happening.

These viewing and listening techniques are designed to motivate students, and to help them strengthen their abilities especially the listening competences.

4. Steps of Dealing with the Video

Employing video in the classroom during a lecture requires ten steps.

The first step is teach it, the teacher has to choose a video that fits the type and the objectives of the lesson

The second step is discuss it, teacher gives some questions about the topic of the video to his students. Students discuss between each other; they awake their background knowledge, than, the teacher gives an opportunity for students to watch the whole video. After watching the whole video, students discuss again, they answer questions already prepared by the teacher.

The third step is predict it, before watching the whole video, the teacher can pause it at a given moment and ask students about their predictions (they answer him) they continue to watch the video and see if their predictions are correct or not.

The fourth step is describe it, students are asked to describe the video. The teacher can divide the class into two groups, one group watching and the other describing. The teacher needs to switch the groups from time to time. Also, he must give students enough time to describe well by pausing the video.

The fifth step is just do it, teacher gives a watching task; it can be about answering some questions, or listening to the language (identifying some vocabulary, fill in gaps of a passage…etc)

The sixth step is report it, after finish watching and understanding the video, the teacher lists the questions of (why, where, when, what, who) students are obliged to answer these questions.

The seventh step is listen for it, The teacher provides for his students a passage with missing words, they listen for the passage. They answer it. Then watch the video again and

check their answers. The aim of this step is to enhance student's ability for grasping the meaning faster.

The eighth step is repeat it, this step focuses on pronunciation and form. The teacher assign students to repeat some sentences, he creates challenges among them to push them to pronounce properly, and to push them to use correct forms.

The ninth step is re-tell it, is a step which gives importance to the listening comprehension. Students are asked to repeat the story and the meaning of the video, for instance, one student can start and another one continues.

The last step is re-use it, it is about creativity, students are allowed to create their own version; they can change the characters, the events, the setting, the mood…etc

5. Strategies for Recording a Video

5.1 Recording video

In order to engage students into listening comprehension activities, the teacher asks them to record a video; this activity puts students into real situations, this will strengthen their capacities to learn and comprehend new language vocabulary, grammar and semantics. That is why it is important for students to know the strategies for recording a video. Derry (2007) suggested a number of strategies.

5.1.1. Conduct fieldwork strategically (planed the fieldwork)

Students should be provided by a plan for the fieldwork. This plan should be related to the questions that will be answered by the fieldwork. The plan has to be clear for the students.

5.1.2. Treat yourself as a recording device

Both, the recording experience and what students get from it for future analysis are equally

significant. There are two functional factors to fieldwork. Initially, while recording students should grasp and catch as much as what is going on. Secondly, Students are obliged to provide an index of these recordings in order to help them to determine specific events or sentences while collecting the recordings.

5.1.3. Separate observations from inferences

The students recorded the video in order to provide information to his class and to his teacher. The classmates have to differentiate between what the student observed and how he presented what he observed (observation). Also, they have to know why it happened in that specific way and what it means (analysis). The student's capacity of recalling what he recorded (saw and hear) is related to the amount of information he faced in the fieldwork.

5.1.4. Build students' analysis

Students analyze (describe or explain) the recorded events. While recording the video, students may face things that they did not imagine when planning the fieldwork. Analyzing the events may seem difficult at first, but later when students fill in gaps it becomes obvious and clear

5.2 Minimal video recording tools:

As the technology continuous to expend and develop, teachers continuous to become more adopt at integrating these media into their instruction. One of these technological tools is the use of video recording tools which turn out to be a useful and helpful means for both teachers and learners.

According to Hannafin, Sphered and Polly (2010):

> *"Classroom video is recorded and produced for a variety of purposes including: Self-improvement by individual teachers, observation and feedback by teacher educators or school administrators, assessment by external raters for licensure or tenure, application for professional recognition and awards, case studies for teacher education, peer feedback in professional development, and showcasing in teacher portfolios or on school websites. Some of these are neutral or low stakes uses but, increasingly, some are very high stakes uses of classroom video"*

According to Derry (2007) there are various equipment for recording a video which are: Camera, Microphones, Tripod, earphones, gaffer's tape and camera bag.

5.2.1. Camera DV:

Derry (2007) depicts the camera as a mini DV camera that should have an image steadiness feature (for hand hold use) and valid stereo (left/right) audio separation. A rechargeable, long life battery and also a good quality, screw on wide-angle lens, especially when the researcher is filming in limited spaces so digital video camera enable users to capture, produce and edit broad cast quality video with high quality image that can be stored and reproduced on a computer.

5.2.2. Microphones:

Microphones are tools used in sound-reproduction systems for covering sound into electrical energy. For Derry (2007) several types of mics are useful, an any external mic will nearly do a better job of sound capture than the camera's build in mic will do. Directional or shotgun mic is a microphone which picks up sounds from a specific direction or from all angles; it depends on which the mic is pointing. Boundary or pressure zone mics are normally located in a fixed place and capture a wide spectrum of sound (not selective).Lavaliere mic is a small microphone that hung around the neck of the speaker.

5.2.3. Tripod, earphones, gaffer's tape and camera bag:

By attaching your camera to a good quality tripod, you will be able to smoothly pan and zoom and if you are busy with something else you can easily lock the camera in a fixed position. It is important to check your sound with earphones at the beginning of recording and again sporadically while recording and again. Gaffer's tape will help you to tape down the legs of the tripod without leaving marks on furniture. The bag will keep your equipment safe and secure.

6. The use of video in the teaching and learning process:

According to Paul (2000. P 163) the effective use of videos have need of knowledge and planning. Video lectures can effortlessly become lessons, this can be done simply by switching on the video and sit without doing anything. So this will make the process of teaching boring, demotivating and disappointing instead of being useful and enjoyable because making the students watch and listen is hardly functional or pleasurable. Yet only a little of all materials will be appropriate for both learners and teachers. Teachers have to choose materials with obvious objectives, the student's level and get to know it well before using it. The teacher has to determine a clear purpose for each video he/she shows, for instance modeling communicative interactions in English, working at Language forms or developing listening comprehension.

He also states that whichever video that goes along with course book has to be at a convenient level of difficulty for the learners, and significant to the course syllabus. previous to using video, teachers have to ask themselves some questions:

1-Will the students understand the material well enough, either because they are familiar with the language used or because the visual element makes it fairly clear?

2-Will the students enjoy the material, because it is interesting, humorous or relevant to their needs?

3-Do I have some really useful activities with which to exploit the material?

4-Is there any alternative way of achieving my teaching objectives more effectively or in less time than with video?

Smaldino et al (2005, p. 291) proclaims that teachers can use video to supply a baseline knowledge for all learners. The packaged media can serve as a substantial to teachers.

a. Cognitive skills

Students can view dramatic recreations of historical events and concrete recording of current events which make characters come to life.

b. Demonstrations

Demonstrations of motor skills can be facilely seen through video more than in real life. In a teaching step by step process, teachers can present it in real-time, sped up or slow it down according to the teacher.

c. Virtual field trips

Video has the power to flew learners to many places they might not be able to reach. Teachers can take their students to the Amazon rain forest, the Jungles of 29 New. Teacher and the students can go to those places and others on video.

d. Documentary

Video is the fundamental intermediate for documenting real events and bring them into the classroom.

e. Dramatization:

Video can hold the students spellbound as a human drama unfolds before their eyes.

f. Discussion basics

As the learners view the video all together, a group of them can build a shared base of experience which serves as a substance for discussion.

7. Problems of Using Video

Using video in the classroom has many problems related to many factors. Harmer 2001 introduced six problems.

7.1. The Nothing New Syndrome

Students and teacher get bored of the repeated videos and topics. Teacher has to be creative; he has to push his students to create new topics and new videos, he can change his way of using the video, and not just come and press the play bottom.

7.2. Poor Quality Tapes and Disks

Unwell filmed video will not attract the attention of students. From the beginning, teacher should select a material with good quality.

7.3. Poor Viewing Conditions

This can happen when using bad camera quality, it causes poor listening also. Teacher has to make sure that his students can see and listen well by testing the video before starting the lesson or the activity, or he can stand at the end of the classroom and see if it is clear or not.

7.4. Stop and Start

Students loose attention when teacher permanently stop and start the video. Also, they will not comprehend the meaning of the message behind the video, or they will not be able to know the end of the story; the video.

7.5. The Length Extracts

Harmer 2001 said that '' some people think that more than two or three minutes of video sends students to sleep. Others, however, like to show students whole programs'' P.283 It is argued that the best video length is between one and four minutes. If the teacher is obliged to use a video with longer length, he will need to engage his students through introducing activities within the video.

7.6. Fingers and Thumbs

Teachers can hinder the comprehension of the video when they lost control of the material; when they want to move on quickly they avoid some details, or when they want to go back to what they already saw on the video.

Conclusion

Video has many techniques. Each technique can be used in many ways by both teachers and students. These techniques motivate students to learn through putting them in real contexts and situations. As a result, students will be able to overcome many listening obstacles they are suffering from; they will understand the speech in a fast way. Consequently; student's listening comprehension abilities will be developed.

Introduction

Listening comprehension is at the heart of language learning, the development of L2 listening skills has demonstrated a beneficial impact on the development of other skills, and if we want to measure the process of listening comprehension, we must first understand how that process works. An understanding of what we are attempting to measure is the starting point for test construction.

In today's modern world everybody accepts that listening is one of the most important skills in second language acquisition and it can be developed through practice, and in learning a second language it is important that students are provided with suitable materials to listen to.

1. Definition of listening

1.1 Definition of Listening Skill

According to Rost(2002), listening in its broadest sense, is a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and creating meaning through involvement, imagination and empathy (transformative orientation). From this definition we can resume that listening is the process of receiving spoken language, and the process of obtaining meaning and negotiating it with the speaker.

For Sara Lundsteen(1979), listening is the process by which a spoken language is converted to meaning in the mind.(p. xvi). She agreed that listening is reacting to spoken language, just as reading is responding to written language.(p. 8-9). From Lundesteen'sdefinition we can extract that listening is the transformation of a spoken language from the mouth of the speaker to the ears and the mind of the hearer.

Dorris Lee (1979) has a different view toward listening, he argued that listening is paying attention to the spoken language in such a way that the individual gains meaning efficiently and deals with it effectively. That is to say, the main focus during the listening process is to construct meaning and to be able to use this meaning properly.

Listening is one of the four language skills. It is a receptive skill. Listening is the act and the process of responding to language rather than producing it.

1.2 Definition of Listening Comprehension

Listening comprehension is an invisible, active, complex mental process. To have a right listening comprehension, the listener should take into consideration the context and the purpose of the listening. Listening comprehension requires from the listener to differentiate between sounds, stress and intonation in order to get the exact meaning; because in some words when the stress or the intonation are not pronounced correctly, the meaning of the word change, also, the listener is obliged to understand the vocabulary and the grammar of this language regarding the context of the speaking. We can say that, listening comprehension is the ability to understand the language or the speech a person is listening to more than just hearing what is being said.

2. Elements of Listening Comprehension

Listening comprehension is an active process that includes five elements which are: hearing, deciding, comprehending, responding, and re-calling. These elements are vital to the activation of strong listening comprehension abilities.

The first element hearing is the physiological part of listening. It is the process by which voice waves arrived at the ears. The sense by which a person hears. Hearing will function better if it is supported by using videos.

The second element is deciding. From a very wide range of spoken language within a lecture for example, the student should select which part from this language he is interested in, or he is going to listen to.

The third element is comprehending, within it the listener starts to make sense or starts to create meaning from what he already select from a specific spoken language. Student's listening comprehension abilities will be increased if the teacher provides visual aids like videos, because videos stimulate the listening comprehension since it provides real situations and conversations; students will see and listen at the same time; they will have illustrations about the topic being discussed or explained.

The fourth element is responding. Is the student's reaction to the subject being listened and discussed. This reaction can be verbal, for example the student can say that: it is very clear, or he can say it is understood. Or, it can be nonverbal; the student use paralinguistic features; for instance, while he is listening and watching a video, when he understands something he moves his head up and down. Responding is a way to show that the listener comprehends the message.

The fifth and the last element is re-calling. Is the student's ability to invoke the language being listened to. It is to remember the information that the student listened to. The message is easy to be re-called when the teacher used videos in the while listening stage, because if the student could not remember the words, at least he could remember the actions, pictures, events or the movements which will help him to invoke the central idea.

3. The importance of listening

Listening comprehension is a significant receptive skill and a helpful / beneficial planning for listening in the learning classes and also in real life situation. Listening is more than just

hearing the words, it is an active process that makes sense, assess and respond to what is heard.

The importance of listening has changed throughout time, and although listening was previously perceived as the ignored skill and it was regarded as a " passive" skill, researchers then starts to realize the importance and the role of listening in comprehensible input Krashen (1982) . According to Scott and Ytreberg (1994) listening is the initial skill that is achieved by children mostly, if they have not taught to read yet. Also Rivers claimed that:

> *"speaking does not of itself constitute communication, unless what is said is comprehended by another person…teaching the comprehension is therefore of primary importance if the communication aim is to be reached…listening comprehension is not a skill which can be mastered once and for all and then ignored while other skills are developed ".*

In addition to that Rost (1994) stated that listening comprehension is very necessary in foreign language instruction because of various reasons, and the most substantial reason is that listening is a process by which learners acquire the input, and without understanding it the process of learning cannot occur.

Since listening skill can supply much information and input learners extradite in second language learning, an essential question is marked "How can attention to the language the listener hears, simplify second language learning? And this elevate the issue of the role of "noticing" and responsive awareness of language form, by which learners integrate new words forms into their developing communicative competence.

Learner's listening skill is primary channel of language learning. According to Pokrivcakova(2010, p61） listening is a receptive communication skill which provides the aural input as the basis for development for all remaining language skills. By developing their

ability to listen well, learners become more independent as by hearing accurately they are much more likely to be able to interact in a foreign language effectively.

4. Integration of listening with other skills

Listening comprehension is the primary root of the learning process, however it cannot be treated in isolation, and it needs the support of other micro skills (speaking, reading, and writing) to shape the scheme of the whole process, and with the involvement of the four language skills, the learning process will be accomplished successfully.

Although listening comprehension has alternative role in acquiring second language. Yet, it is important to show that the use of other micro skills in this process is indispensable, for the reason that students are in need for this language skills when they are facing different kinds of tasks and exercises. The four skills should not be treated as distinct and isolated cognitive domains, because each feeds into the other complementary.

Listening and speaking are closely linked to each other and work simultaneously inside or outside the classroom, and the integration between them aims at enhancing effective oral communication, this was supported by (Bahns 1995) quoted in (Lynch 2009): "As the time of teaching listening is to prepare the students for real life social interaction, it is imperative that developing listening is seen in combination with developing speaking" (110).According to Bueno, Madrid and Mclaren: "listening is important for speaking because it establishes the good basis for successful communicative exchange". That is to say a proficient speaker is the one who is listening to oral language and understanding what is said so that the answers will be accurate.

For communication to occur, both a learner and a speaker have to take role in it through a verbal interaction, and here a turn taking is taking a place where the listener acts as a vital speaker (verbal reaction) and the speaker acts as alerted listener.

Listening has a positive effect on other language skills, to be more specific Morris and Leavey (2006) came with a study which shows that listening instruction skill improves preschoolers phonological awareness. In addition to this two other studies reported by (Badian,1999; Bergman 1999) reveals that listening skill instruction helps middle school students to improve their reading comprehension. Moreover a study conducted by Bergman's (1999) proves that listening and reading short stories at the same time helps learners to improve their reading comprehension performance.

Effective communication involves the integration of the four skills, each skill overlap one another and no one stand should considered on its own. In fact the integration of listening and speaking with reading and writing will helps the learners to be a better listeners, speakers, readers, and writers, and this will motivate them to be able to communicate effectively.

5. How to be an active listener

5.1. Active listening

Active listening is a skill that can be achieved and developed through practice, to be more clear, active listening is listening with a purpose by giving a full attention to the speaker rather than just hearing what the speaker have said, and it involves receiving and interpreting the aural stimuli and grasping meaning from the sounds.

Active listening occurs when the listener hears the message sent by the speaker, understand its meaning and then responding appropriately; it can be verbal or non verbal.

5.2. Characteristics of an active listener

Being an active listener is considered as a difficult task especially for those who don't have patience to listen to what other people have to say. There are some characteristics that helps the listener during the process of listening to a conversation which are: making eye contact while listening to the speaker, which improves that the listener is paying attention to the speaker and engaging in the conversation. Another step is taking the listening position by sitting in a restful way where the speaker is. In addition to this, the listener has to paraphrase the message of the speaker; in this way the speaker will notice that the listener is following, and he/she understands what the speaker has said. Also the listener has to ask questions to illustrate what he/she don't understand by asking open ended questions and avoid closed questions, and the listener has to make some comments and answers questions when the speaker stop talking without interrupting him/her , the listener also has to stick to the same topic that the speaker is talking about because if he/she change the topic, this will shows that the listener weren't listening or he/she is not interesting to what the speaker is saying at all. Moreover the listener should give an appropriate feedback (paraphrasing or asking question) as a reaction to what the speaker has said, for the listener it is better to use a body language and facial expressions which helps him/her to prove that he/she is really engaging in the conversation, the listener also, has to control his/her emotions by listening carefully then responding in a respectful way. Finally the listener should listen with openness by listening in a supportive way without making a judgment or having a stereotype about someone without even listening to him/her.

6. Effective ways for teaching listening comprehension:

6.1. Teaching listening through Listening Comprehension Processes

Comprehending a spoken discourse can be accomplished through two distinct processes: Top-down processes and Bottom-up processes. Harmer (2001) claimed that:

> *"In metaphorical terms this can be linked to the difference between looking down on something from above- getting an over view- and, on the contrary, being in the middle of something and understanding where we are by concentrating on all the individual features. It is the difference between looking at a forest, or studying the individual trees within it."*

> (p. 201)

1.1.1. Top-down process

Jeremy Harmer (2001) argued that

> *'' it has been said that in top-down processing the reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture. This is greatly helped if the reader or listener's schemata allow them to have appropriate expectations of what they are going to come across.''*

> (p. 201).

During this process students use their back ground knowledge in order to understand the meaning of the message; this back ground knowledge can be in the form of familiarity of the topic itself, or simply in the form of schemata.

Wilson (2008) believed that: '' if the situation of learning is familiar to listeners, they will easily understand and predict the next tasks.'' Large part of understanding and comprehending a listening task depends on previous listening experiences.

Top down processes can occur in the pre-listening stage as a reason to stimulate student's minds. Organizing an activity or explanation will help students to get an idea about the subject they are going to discuss, and will help them to retrieve any information they already know about the topic, thus, this will increase student's interest in the topic the will listen to.

1.1.2. Bottom-up Process

Harmer (2001) stated that ''the reader or listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole.'' Students understand each word, phrase, sound and clauses separately, than they combine them together to form a meaningful product.

Wilson (2008) claimed that '' the bottom-up process is analyzing the sentence from its smallest units, phonemes and syllables guiding us to reach the meaning. This process is based on separated units of a text's language. It depends more on what is heard.'' From this claim, we can say that the bottom-up process is to dissect every single element found in a sentence in order to get the right meaning.

Besides the recognition of the linguistic elements, memory is another fundamental factor within the bottom-up process. H. Byrnes (1984) identified listening comprehension as

> *''a highly complex problem solving activity that can be broken down into a set of distinct sub-skills. Two of these skills were the recognition of components parts of the language(words, verbs, groups, simple phrases) and memory for these elements one they have been recognized.''*

One can deduce that, students must save the recognition of the linguistic elements longer in the short term memory in order to be able to explain or interpret the language or the passage to which they are listening. For example, if a teacher equips his course with a video which talks about the target topic than the topic, the words, the sentences, of the subject will

stock longer in student's short and long memory thanks to the clear language and the gestures found in the video.

6.2. Teaching listening through the use of video techniques

Technology plays a significant role in facilitating second language teaching, and with the use of videos in the classroom, learners have the opportunity to get more information when they are listening, so that learners can see and listen at the same time.

Teaching listening via videos can be done through the use of three types of activities which are viewing activity, playing only the beginning and producing a film. Viewing activity is the first type in the process of teaching listening through the use of videos, and it can be said that this activity is the easiest one to be done by the teacher because he/she will just play the video for the students then sit back, and after a period of time the teacher will stop the video which the end will not be shown, so that students will be familiar only with the beginning of the video and the aim here is to encourage the students to imagine on end for the previewed video. Stempleski and Arcario (1992) claimed that in the viewing activity students will not only listen to the video but also they have to summarize the content of the video, in other words students will have a general idea about the video and this will helps the teacher to develop the learner's listening comprehension. Second type of teaching listening using videos is to play only the beginning of the video, in this activity the teacher can plays the video in different ways such as, showing images, sounds, and locations separately. this type is somehow similar to the first one, the difference is that in this type students will watch only the beginning of the video while the rest of it will be anonymous and then the students will be expected to guess the coming scenes of the video, also the teacher can plays the video in sections if he/she is able to identify where the video has to move or stop in particular scenes, the most important thing that the teacher has to do is to watch the video previously so that

he/she will able to control the video effectively. However if the teacher notice that his/her learners cannot expect the rest of the video, he/she can simply ask questions that helps them to predict what they will see later on. By the end students will not only watch the video but they have to listen well and participate orally, so that using videos can help learners in acquiring the language.

The last type in teaching listening is producing a film created by the learners; in this activity the teacher has to teach students how to use video recorders before filming so that they know how to use video materials when they are producing a film. Sherman (2003) viewed that students have to prepare for their filming by writing a script then collecting a group which contains actors, directors, camera man in order to play that script and finally they have to perform that film. Students can use video recorder to evaluate their own work, and here the teacher cannot correct every one's mistake because the group can contain twenty members, so students can correct the mistakes they made by themselves.

As a conclusion, teaching listening through the use of videos has a positive impact on the learners listening skill, as the classroom will be provided with relax and enjoyable atmosphere for the learners, and this will help them to focus more on the video and try to predict the missing parts which encourage them to participate actively.

6.2.1. Role of the teacher

Wilson (2008) suggested eight roles a teacher can perform during a listening comprehension session or activity; these roles are: a teacher as a tailor, as a standup comedian, as a sleath, as an engineer, as a spy, as a doctor, as a firefighter, as a tour guide.

A teacher as a tailor means that a teacher must provide a listening input that fit student's level. Whenever students face difficulties, the teacher must bring an aid that suit learner's

abilities. Visual aids, especially videos are the best aids to work with all learners, with all of their differences. These videos can work as an assistant to improve student's listening comprehension. Teacher can bring many videos about the topic students are going to listen to.

The teacher as a standup comedian. The role of the teacher here is to control his students by showing that he knows more and better about the topic, and he is the best source of input and students can rely on him. He can strengthen his knowledge in front of his students by asking them for example '' have you watched the video of ''to be or not to be.'' This will increase student's curiosity, and they will ask the teacher to give them the video, or they can go and search for it. As a result, they will see and listen at the same time, and they will develop their listening comprehension abilities.

The teacher as an engineer. He should know how to manipulate the equipments he is using in order to help his students. In the case of using videos to develop his student's listening comprehension abilities, he must know how to record videos, how to play it and how to take attention to sound while recording.

The teacher as a spy. He must watch his student's behaviors in order not to make them loose interest. The teacher can analyze their behaviors

The teacher as a doctor. He should diagnose the difficulties the students face while listening. Are they the cause of unknown vocabulary, strange accent and dialect, or the cause of fast speech?

Teacher as a firefighter. Here the teacher interferes to help his students if something goes wrong; when the listening passage or the material being watched is difficult.

The teacher as a tour guide. After finishing listening, the teacher stresses and emphasizes what is interesting for his topic and his purpose, and ignores what is not interesting.

6.2.2. The role of the learner:

Listening is a two – way process that contains two entrants, the teacher; the one who do most of the talking, and the learner who spend much of his time listening to the teacher. But the key to success lies in both entrants' accepting their responsibility, and it is obvious that the role of the teacher is important and he/she has to transfer the information correctly and accurately to his/her learners, yet teacher alone cannot fulfill much improvement , however with the collaboration of the learners teaching process will be achieved.

Logically, good student is more than a listener, and a good learner has to take part of responsibility for his/her own learning how to listen, and this can be done when he/she realize that the teacher is not the only source of information, then the learner will start developing his/her own educational plan by interacting with tasks and activities given by the teacher, also by choosing appropriate strategies that suits him/her in the learning process, likewise, this can be accomplished by working in groups and trying to find solutions to their problems with the help of the teacher of course.

The role of the learner has changed completely nowadays from a passive receiver to an active participant in the classroom, so teaching listening is not restricted to the teacher alone, but it needs to the involvement of both of them to be occurs.

7. Stages of listening comprehension

In any classroom, listening lectures are composed of three stages: pre-listening,while-listening, and post-listening. In each stage, teachers and students have many functions to implement.

7.1. Pre-listening stage

In pre-listening stage, according to Wilson (2008) teachers give students an over view about what they are going to do before starting listening. Teacher is asked to stimulate student's schemata to help them anticipate the content of what they are going to listen. The activation of schemata can be done through brain storming; which means eliciting and generating numerous ideas from the central idea. Or through using visuals like videos, which have relations with the listening passage. Another beneficial way of activating schemata is using the vocabulary or the texts students already know. Also, using real world situations can help students to predict the organization and the development of the listening passage. Secondly, teachers have to free his students by letting them give their opinions and ideas about the topic.

7.2. While listening stage

While listening stage, is the stage where students are at the time of practicing listening. Teachers provide a set of activities. It is about what students are asked to do at the time of listening taking into consideration listening comprehension. This stage aims at helping students to develop their ability of producing meaning from spoken language. For Wilson (2008) students are obliged to listen to the passage once; for instance listening to get the essence, however, teachers and students can create other opportunities to listen for other purposes; for other details or for particular information. Likewise, the input can be heard twice to review, to verify, or to answer a detailed question.

7.3. Post listening stage

Post listening stage, Here students much what they heard with their previous knowledge; ideas and experiences. In this stage, the listening practice is done, students will move to another task to accomplish.

8. Types of listening comprehension

Poor listening skills are the biggest contributor to poor communication, and in order to be a good listener, the learner has to use different types of listening for many purposes, because with every different situation, the way you listen requires a different approach.

8.1. Discriminative listening

Discriminative means to listen with the aim of searching meaning via sensitivity to body language, tone, pitch, and other aspects, distant from the words used.

Discriminative listening is the most important type, because it shapes the basic of the other four. It is the process of distinguishing sounds and developing sensitivity to nonverbal communication, in other words it is used to discriminate between verbal and non verbal message.

Listening is not only auditory but also a visual act, as communication occurs through communication however it also needs to differentiate between body movements that imply various meaning.

8.2. Informative listening

Informative means giving information, the Latin root of informative is the word "informate", which means to form, educate or instruct.

Informative listening is a type that involves the listener being actively engaged in a conversation with the attempt to receive and understand the information from what is being said, as when students attend a classroom lecture. Informative listening is one of the primary ways to achieve learning, and the ability to comprehend the speakers' message.

8.3. Appreciative listening

Appreciative listening means listening for entertainment or enjoyment, in other words it is attending to sounds for pleasure, and being sensitive to the ideas, images, feeling shaped by words that the listener hears.

There are various reasons for practicing appreciative listening which are: past experiences that effect listening such as hearing a story, listening to music or viewing a movie in which a listener had experienced before so this may bring back pleasant memories. The other reason is that no one wants to listen to something or someone that enrages him/her, so if the presentation of the speaker is fascinating, the listener will likely wants to experience more.

8.4. Relation listening:

Relation listening is a therapeutic listening type, since the aim of the listener is to listen to understand or experience what the speaker thinks or feels as a base of building a strong relationship, such as listening to a friend who has problems and who is in need for a helping hand.

Exercising relation listening involves three key behaviors, being present, supportive and sympathetic for the speaker, as remaining silent, listen carefully, sticking to the subject without changing it, and also avoiding talking about the self without paying attention to the speaker.

8.5. Critical listening:

Critical /evaluative/interpretive listening is to understand the specific meaning of an expression within its social and cultural context.

Critical listening also defines as the ability to listen critically, i.e. listening to a message that requires a critical response by checking the speaker's authority and validity.

9. Why Listening Comprehension is so difficult

Since listening comprehension is a complex process, students will face many obstacles in their way to listening to any kind of spoken language. Douglas Brown (1994) listed eight factors of listening comprehension difficulties.

The first factor is clustering. Because of human mind memory limitations, students need to divide the speech into minimal groups of words, for example dividing the spoken language into simple clauses or words in order to hold what they hear facilely.

The second factor of listening comprehension difficulty is redundancy. Any spoken language has a great deal of redundancy; for instance it includes repetition and elaboration. In fact, if students are not aware of this redundancy, their listening will be weak, and the vise versa.

The third factor is the reduced forms, which means, the speaker minimize the language while he is speaking. For example, in morphological reduction the speaker say '' I've'' instead of '' I have''. This reduction or minimization confuse learners especially beginners because they have not exposed to full forms of English language.

The fourth factor is performance variables. This factor includes: hesitations, false starts, pauses, corrections, ungrammatical forms, in addition to different dialects. All of these elements impede the listening comprehension because most of English language students cannot notice them. Unlike when the teacher use the video aids, students can notice these elements because of the paralinguistic features performed by the speaker.

The fifth factor is colloquial language. This language consists This language consists of idioms, slang, reduced forms and shared cultural knowledge. They hinder the listening comprehension, for, if someone had never heard an idiom, he could not understand it, and he could not understand the message behind the speech.

The sixth factor is rate of delivery. Students may face problems while listening to a specific language, because of the pauses and speed created by the speaker. Pauses are confusable because the listener may miss the central idea, or he will not be able to organize the ideas, or he will mix between them. Speed also is an issue, because if a speaker speak quickly, than the listener will not be able to grasp the ideas and the language, and he will not memorize anything only few words if not at all.

The seventh factor is stress, rhythm, and intonation. These are very significant patterns, they are important for interpreting questions and messages; where it is abuse, compliment, seduction, or irony. They are elements which determine the nature of meaning. For instance, if a speaker is questioning and he didn't change his intonation, the listener cannot understand that the speaker is questioning.

The eighth factor is interaction. When students are interacting, it means they are making conversations; taking turns, negotiating, and clarifying. This requires a careful listening comprehension. If a student has a problem in interacting, this means he has problem in his listening comprehension.

9.   Relationship between video and listening comprehension

Technology has played an expansively essential role in the methods of instruction. Video is one type of technology which offers a wide assortment of resource materials to be used by the teacher in English foreign language classes, and it also offers a chance to gain more

exposure to different types of spoken English; different accents used by native or international non native speakers for the reason of enhancing learners listening comprehension. Moreover in the spoken language the relevant linguistic information sometimes, is conveyed not only by the sound as Kellerman stated by Buck (2001 p.46) has argued that looking at the speakers moth, the lips, jaw and tip of the tongue provide information about what the speaker is saying, and listeners use that to understand. The use of video techniques will support students listening skill as it enhances the comprehension of the learners promoting the need to listen to video not only on the classrooms but also in their homes, besides learners intrinsic motivation will be increased.

Conclusion

Listening as a receptive skill is very important process as it helps the language learner to acquire pronunciation, word stress, vocabulary, syntax and the comprehension of message conveyed can be based on the tone, pitch and accent. It is only possible when we listen.

Being able to listen is an essential part of communication for everyone. For most learners teaching listening through the use of video materials is one of the best ways to improve this skill. A student with good listening comprehension skills will be able to participate more effectively in the classroom, it is also important to vary the students learning focus by concentrating on the skill needed to become proficient in a second language. Listening comprehension is such a required skill.

Introduction

This chapter stands for the practical study which implies the research method and the processes used. It consists of five major titles that are: description of teachers' and learners' questionnaires, the population and the sample of the study, administration of the questionnaires, and the analysis of the questionnaires. The practical part deals mostly with the main study which encompass teachers and student's questionnaire, the results will be discussed after the presentation of the research implementation. At the end of the research, some significant pedagogical suggestions and recommendations will be discussed.

1. Description of the method followed

The methodology followed is the quantitative descriptive method. The data collection procedure used is the questionnaire. The results are counted as follows:

N x 100 devised by the total number

2. Sample and population

The population of this research consists of first year students at the department of English at the University of 08 Mai 1945 Guelma, also; teachers from the same university, for the academic year 2015-2016 . The total number of first year students is 328**,** and since the work with the whole population seems to be impossible, the researcher selected a sample of 50 students from 03 groups among a population of 10 groups. The methodology followed was simple random sampling. We choose to work with first year students mainly because they are suitable for our study since it is their first time to attend such kind of classes like oral expression in which they can speak and listen to native speakers. Also, we have worked with the teachers to gain their opinions toward the use of video as a material aid in developing

learners listening comprehension. So we expect them to have developed opinions and attitudes toward this issue of developing listening comprehension through the use of video.

2. The Students' questionnaire

2.1 The aim of Students' Questionnaire

The researcher has designed this questionnaire for first year students to gain information about student's views on the development of their listening comprehension abilities through the use of video techniques.

2.2 Administration of Students' Questionnaire

The questionnaire has been handed to first year students to check how much the questionnaire is understood and how much the answers would serve the study. The sample represents **30%** of the whole population that includes **328** students. The Questionnaire was mainly arranged in about 3 days, and it was distributed **23/04/2016** at different classes from 9:30 to 12:30. Unfortunately not all the papers have been handed back because students were studying at different classes so we could not find all of them. The questionnaire was distributed in a very comfortable atmosphere as the questions were easy and clear to be understood.

2.3 The Description of the Questionnaire

The questionnaire was distributed to first year English students at the department of Guelma University 8 Mai 1945. The questionnaire is divided into three sections. It consists of nineteen question which are arranged in a logical order. Also, it contains variant types of questions (dichotomous, multiple choice, range ordering, open-ended…etc)

Section one: background about the students, it consists of two main questions; the first question is about specifying the gender; and the second question is about the choice of English branch.

Section two: students' view on using video in the classroom, this part comprises seven questions, in the first question students are asked to appreciate their level. In the second question students are called to give their opinions about if the teacher uses technology in the classroom, then their competencies to learn English will be enhanced. In the third question, the researcher wanted to know which type of technological tools students prefer. The fourth question is linked to the previous one in which if students chose audio-visual they can answer this question, and this question is about the use of video as a good technological device which will increase students' motivation to learn, and they are asked to justify their answers. The fifth question deals with how many times the teacher uses videos in the classroom. In the sixth question, students answered a question about if the video suits all students or not. In the last question in this section, students are requested to give their views on which video they prefer the teacher teach them with, besides giving justifications.

Section three: students' views about the effect of using videos in the classroom on enhancing student's comprehension abilities. This section implicates ten questions. The first one is about the effect of using video on student's listening comprehension, and giving their reasons. The second one investigates students' understanding of the speech and of the meaning when they watch a video related to their lecture. The third question is about; when students find themselves understanding better and why. The fourth question, checks the importance of using video in developing student's listening comprehension. The fifth question, examines students' views on using video to facilitate learning English as a second language through developing their listening comprehension abilities. In the sixth question, students are asked to say whether implementing video with the lesson in their university is

helpful or useless. The following question, discusses student's opinions about the effect of using video on enhancing their listening comprehension abilities, and they are asked to give their justifications. The eighth question seeks to percentage of student's understanding of the recorded text. The next question also is allocated to get the percentage of to what extant students understand the recorded text with its corresponding video. The last question is an open ended question in which students are welcomed to give any addition they want

2.4 Analysis and Interpretation of students' questionnaire:

Section One:

General Information

Table 01: Students' gander

	Number of participants	Percentage
Male	16	32%
Female	34	68%
Total	50	100%

Students' gander

It is noticed that (68%) of students are females and only (32)% of students are boys. It is a normal result because the majority of students at the department of English at Guelma University are females.

Table 02: Students' choices of learning English.

Choices	Number of students	Total
Personal choice	46	92%
Imposed by the administration	1	2%
Imposed by parents	3	6%

The Choice of English Language

From the table above, we notice that for most the students (92%) studying English was a personal choice. However; for one student (2%) English was imposed on by the administration, and 6% of the students were influenced by their parents.

Section Two: Student's Views on Using Video in the Classroom.

Table 03: Students' Appreciation of their Level in learning English.

	Number of participants	Percentage
Very bad	0	0
Bad	0	0
Medium	21	42%
Good	26	52%
Very good	3	6%
Total	50	100%

Students' Appreciation of their level in English

According to the results, no one of students has a very bad and a bad level in English. (42%) of students believe that their level is between medium and average. More than half of the population (52%) considers their level as good. Only (6%) think that they have a very good level in English.

Table 04: students' views on using technology to enhance their competencies to learn English.

	Number of participants	Percentage
Partially agree	20	40%
Totally agree	25	50%
Neither agree nor disagree	05	10%
Partially disagree	00	00%
Totally disagree	00	00%
Total	50	100%

The use of technology to enhance students' competencies to learn English.

The table above indicates that 20 participant (40%) partially agree that technology enhances their competences to learn English. Whereas; (50%) of the sample totally agree on the positive effect of technology on developing student's competences.5 students (10%) are neutral; they neither agree nor disagree on the stated matter. Yet, no one neglect the role of technology in developing their abilities to learn English.

Table 05: Students' choice of the technological tools.

Type of the tools	Number of participants	Percentage
Audio	0	0
Audio-visual	50	100%
Total	50	100%

Type of technological tools

According to the results we can conclude that, all students (100%) prefer the audio-visual tools, and no one chose the audio tools.

Table 06: Student's views on the use of video for increasing their motivation to learn.

	Number of participants	Percentage
Not at all	01	2%
Very little	00	00%
A little	13	26%
A lot	24	48%
Very great deal	12	24%
Total	50	100%

Using video to increase students' motivation to learn.

The figure above shows that (2%) of the participants do not believe at all that video will increase their motivation, because he thinks that "video will make us concentrating on other things rather than our topic or study." no one answered by very little. (26%) from the

participants think that video has a little role in motivating students and they say that:" because when we see a video of our subject we make it easy to be understood, because it helps us, because it is necessary, Because we need an explanation from our teachers for more understanding, I choose audio-visual because it completely grape your attention, because the teacher give us the video to understand more." The majority of students (48%) chose a lot for " I'm a visual student I prefer to learn by seeing, I memorize well when I watch the video, it helps me to understand everything especially when I don't understand the point that the teacher gave me, I think that it will be good if technology will be included in teaching, audio-visual technique can improve better as a work in the field and encourage students to be successful, since I'm an audio-visual student I can grasp more information when I have the right tool which is video, because through video we can gather more information and our spelling will be better.'' (24%) of students believed that video has a very great deal towards increasing student's motivation to learn and they justify their answers by saying that '' I understand very well, it is a good thing and way, it helps us to learn so easily and get a high level, it helps us to improve our abilities and skills and know more about what we are talking about, videos are the greatest tools because they attract a lot the attention of students."

Table 07: How many times teachers use videos.

	Number of participants	Percentage
Always	0	0%
Sometimes	32	64%
Rarely	14	28%
Never	4	8%
Total	50	100%

Teachers' use of video

From the table above, we notice that no teacher uses the videos always. But teachers use videos sometimes because 64% of students answered it. 28% answered rarely. And 8% answered never.

Table 08: The views of students on if the video suit all students or not.

	Number of participants	Percentage
Yes	24	48%
No	26	52%
Total	50	100%

Students' views on the appropriateness of video to all students.

Out of 50 participant, 24 participant (48%) answered yes; video suits all students. However; 26 participant (52%) student answered no; they think that video don't work with all students.

Table 09: Which video students prefer.

	Number of participants	Percentage
A video brought by the teacher	25	50%
A video recorded by yourself	12	24%
A video you searched in the net then you bring	13	26%
Total	50	100%

Which video students prefer.

The results demonstrate that, (50%) of the students prefer a video brought by the teacher and they justify their answers by saying that " because; the teacher add something important and simplify things, the teacher knows more about the content of the lesson, the teacher

selects the videos according to the targets and goals he\she wants to reach, the teacher knows what is suitable for the students and what goes with the lesson, the level of the teacher is high , if I recorded mine for sure it will contain some errors, it will be more clear and specific, the teacher will choose the right video and the exact one to transmit the idea to the learners, by teacher is better than I recorded by myself." (24%) of the population chose a video that they recorded by themselves mainly because " if I make it by myself, it will be easy to be remembered, this way help me to know the subject that the teacher talk about and at the same time collect many information, I can understand better when I choose by myself, when I do video by myself it will be easy to be understood." (26%) of students prefer a video that they search in the net then they bring, their justifications are summarized as following "if I search the video I will be interested about it, I will concentrate and focus on the information, if I search for it I will have a clear idea about it, and I will participate with the teacher, I will navigate more in my field of study, sometimes the teacher bring videos that we cannot understand, This technique is easy for me, I think that is my choice so I can understand."

Section Three: Student's views on the effect of using videos in the classroom on enhancing student's listening comprehension abilities.

Table 10: The effect of video on the listening comprehension.

	Number of participants	Percentage
Positively	50	100%
Negatively	0	0%
Total	50	100%

The effect of video on the listening comprehension.

From the table above we notice that all of the population (100%) believe that using video during a lesson affect their listening comprehension positively because " it attracts our

attention very well and we will follow step by step, it will increase my listening comprehension abilities, it can help me to improve my English, when I watch and listen I will focus more, with body movements for example it will be easy to be understood, it develops our listening skills, I prefer to use video because for me it is a very interesting way to understand, Video will tackle the main ideas so we will understand.'' Whereas, no one (0%) believe that video has a negative effect on listening comprehension.

Table 11: Students' comprehension of the meaning and speech.

	Number of participants	Percentage
Yes	45	90%
No	5	10%
Total	50	100%

Students' understanding of the speech and the meaning when they watch a video related to their lecture.

The given answers show that (90%) of the population understands the speech and the meaning of the video related to their lecture, and only 5 participants (10%) cannot understand the meaning of the video.

Table 12: *Where students find themselves understanding better.*

	Number of participants	Percentage
When you just listen	28	56%
When you watch and listen	44	44%
Total	50	100%

Where students understand better

Among 50 student, 22 student (44%) understand better when they just listen, they clarify their opinion saying '' I am more audio student, I prefer listening to activate my imagination."And, 28 student (56%) understand better when they watch and listen and they say " I'm an audio-visual person I prefer to watch and listen, sometimes the words are not clear so the photos make us understand without any problem, it is easy with facial expressions and body movements, when I listen and watch I understand more, audio-visual is more clear and not complicated, when I just listen I lose attention but when I watch I will never lose attention, pictures give us meaning about the topic."

Table 13: The importance of using video in developing students' listening comprehension abilities.

	Number of participants	Percentage
Very important	14	28%
Important	36	72%
Not at all	0	0%
Total	50	100%

The importance of using video in developing students' listening comprehension abilities.

From student's responses we resume that, (28%) of students consider the use of video on developing their listening comprehension abilities as very important. The majority of the sample (72%) thinks that using video is important for the improvement of the listening comprehension abilities. what is good is that no student (0%) neglect the role of video in developing their listening comprehension abilities.

Table 14: Students' responses on the facilitation of learning English through using video to develop student's listening comprehension abilities.

	Number of participants	Percentage
Totally disagree	06	12%
Partially disagree	07	17%
Disagree	00	00%
Partially agree	13	26%
Totally agree	24	48%
Total	50	100%

Using video to develop student's listening comprehension, will facilitate learning English.

From the figure above, the findings demonstrate that, (12%) of the students totally disagree on that learning English will be easy through using video to develop their listening comprehension abilities. Also, (14%) partially disagree. No one disagreed. However; (26%) partially agree, and (48%) of the students totally agree about using video to facilitate learning English as a second language though developing student's listening comprehension abilities.

Table 15: The implementation of video with the lessons at the department of English, university of Guelma 8 Mai 1945 department of English.

	Number of participants	Percentage
Helpful	47	94%
Helpless	03	06%
Total	50	100%

Implementing video with the lessons in the University of Guelma 8 Mai 1945 department of English

About implementing video with the lesson at the English department of Guelma University, (94%) of the sample agree that it is helpful, and only (6%) of students think that it is helpless.

Table 16: The effect of using video on the development of students' listening comprehension abilities.

	Number of participants	Percentage
Agree	48	96%
Disagree	01	02%
Strongly disagree	01	02%
Total	50	100%

The effect of using video on the development of students' listening comprehension abilities.

Out of 50 participant, 48 participant (96%) agreed on that the use of video inside the classroom enhances student's listening comprehension abilities, because "hearing native speakers, it increases the level of comprehension, when we listen to the video we will help me to know new words and help me to enhance my pronunciation, using video help us to

understand the native speakers, using videos in classroom can enhance our levels, it is important to develop our listening comprehension." One student (2%) disagreed for "I think that video is important but not to that much." Also, one participant (2%) strongly disagreed about the development of student's listening comprehension through the use of video inside the classroom mainly because he thought that "video is for adding extra information not for building the basics of a language."

Table 17: Students' comprehension of the recorded text.

	Number of participants	Percentage
100%	4	8%
80%	19	38%
50%	23	46%
30%	4	8%
Less	0	00%
Total	50	100%

Students' understanding of a recorded text.

The previous table shows that, 4 students (8%) understand the recorded text 100%. And, 19 student (38%) understand it 80%. Also, the majority of students (46%) cannot understand more than 50% what they listen to. Furthermore, 8% of the population understand the recorded text only 30%, and no one (00%) understand it less than 30%.

Table 18: student's comprehension of the recorded text and its corresponding video.

	Number of participants	Percentages
100%	13	26%
80%	29	58%
50%	7	14%
30%	1	2%
Less	0	0%
Total	50	100%

Students' understanding of the recorded text with its corresponding video.

According to the results one can conclude that, 26% of students understand the recorded text with its corresponding video 100%. As opposed to the previous results, the majority of students (58%) claimed that; they understand the listening passage to 80% when it is accompanied with its corresponding video. 7 participants (14%) understand the text with its video to 50%. Only one student (2%) understands it 30%. No one (00%) understand the text with its corresponding video less than 30%.

19. Student's suggestions about the topic and the questionnaire.

Students commented that "The technology helps me very well, if we use different materials in our university it will be good for us, personally I think that despite all these efforts nothing will change, I could say that we should change the way of giving lessons, I don't think that we could rely totally on this tool for effective learning, I wish that our teachers will use videos in teaching, the topic is very interesting, I would like from the administration to provide us with sufficient equipments".

3. Teachers' Questionnaire

3.1 The aim of teachers' questionnaire

This questionnaire is mainly used to get teacher's overview about the efficiency of employing video techniques to enhance learner's listening comprehension abilities in learning English as a second language.

3.2 Administration of teacher's Questionnaire

The researchers' questionnaire was distributed to 12 teachers LMD at the department of English at the University of Guelma 08 mai 1945 during the academic year 2015/2016.

The questionnaire was shared out with University teachers via e-mail, because we found difficulty to reach all of them at the university as they were working or they were not there so to save more time we worked with the use of e-mail, and it took us one week to get the responses of most of them, and to be more specific 08 teachers gave us their answers while others did not.

3.3 Description of teachers' questionnaire

This questionnaire was given to twelve teachers at the department of English in Guelma University 8 may 1945. The questionnaire is divided into three sections. It consists of 17 questions.

The first section: general information and background. This section contains three questions. The first question one is about teacher's diploma; whether they have magister\master degree or the phd. The second question aims to know the years teachers teach English at the university. The last question within this section is targeted to know teacher's appreciation of their student's level.

The second section: using video in the classroom. It encompasses six questions. Question one, aims to know whether teachers use technology in the classroom or not. Question two, is about if technology plays a role in enhancing student's level or not. Question three, its objective is to get teacher's views on where they find their students understanding better; when they use audio means or audio-visual means. Question four, asks teachers how often they use videos when they teach (this is a multiple choice question). Question five investigates that, student's motivation to learn is increased when teachers teach sing video. The last question within the second section, asks teachers if it is hard to teach with video or not, besides giving their justifications.

The third section: the effect of using videos in the classroom on enhancing students' listening comprehension abilities. This section comprises eight questions. The first question, deals with selecting the degree of importance of listening comprehension in the development of student's level. The second question, teachers are requested to agree or disagree on that video affect positively students' listening comprehension abilities, strengthening their selection with their personnel arguments. The third question, examines the importance of videos in developing students' listening comprehension abilities. The fourth question, checks if teachers agree or disagree about the effectiveness of video techniques in developing students' listening comprehension abilities. The fifth question, is addressed to teachers to know their opinions about which type of videos may help students to develop their listening comprehension abilities, justifying their choice. The sixth question, asks teachers if video facilitates the mission of explanation for them or not. The seventh question, wanted to know teachers' views about to what extant their students understand a passage or a text when they just listen to it. The last question of the last section, aims to know teachers' views about to what extant their students understand a passage or a text when they just listen and watch it.

3.4 Analysis and Interpretation of teacher's questionnaire

Section one: General information

Table 19: Teachers' diplomat.

	Number of participants	Percentage
Magister\master	08	100%
Phd	00	00%
Total	08	100%

Teachers' diplomat

   Teachers who were given the questionnaire have the magister or the master degree (100%).

No teacher from the sample has the phd (00%).

Table 20: Teachers' years of teaching English at the university.

	Number of participants	Percentage
2 years	3	37,5 %
3 years	2	25%
4 years	1	12,5%
10 years	2	25%
Total	8	100%

Years of teaching English at the university

   From the previous table we notice that, 3 teachers (37,5%) experienced teaching English at the university for 2 years, and 2 teachers (25%) taught it for 3 years, one teacher (12,5%) has an experience of 4 years, and 2 teachers (25%) experienced teaching English at the university for 10 years.

Table 21: Teachers' appreciation of their students' level in learning English as a foreign language.

	Number of participants	Percentage
Very bad	00	00%
Bad	00	00%
Medium	07	87,5%
Good	01	12,5%
Very good	00	00%
Total	08	100%

 Student's level

   In this question, no teacher thinks that his students have very bad or bad level. Whilst, 7 teachers (87, 5%) consider their students' level as medium. And, one teacher (12, 5%) sees that students have a good level. But, no teacher believes that students have a very good level.

Section two: Using video in the classroom.

Table 22: Teachers' use of technology while teaching.

	Number of participants	Percentage
Yes	07	87,5%
No	01	12,5%
Total	08	100%

 Using technology while teaching.

Among 8 teachers, the majority of teachers (87, 5%) use technology while teaching. However, only one teacher (12, 5%) does not use technology while teaching the lessons.

Table 23: The effect of using technology in enhancing students' level.

	Number of participants	Percentage
Yes	08	100%
No	00	00%
Total	08	100%

Role of using technology in enhancing student's level.

The results above indicate that, all teachers (100%) argue that using technology plays a positive role in enhancing students' level. No teacher thinks that technology does not enhance students' level.

Table 24: teachers' views on where students understanding better.

	Number of participants	Percentage
Audio means	00	00%
Audio-visual means	08	100%
Total	08	100%

Where students understand better.

Out of 8 teachers, no teacher (00%) chose audio means. Yet, all teachers (100%) believe that students understand better when they are exposed to audio-visual means.

Table 25: Teachers' use of videos when they teach.

	Number of participants	Percentage
Always	00	00%
Sometimes	04	50%
Rarely	04	50%
Never	00	00%
Total	08	100%

Do teachers use videos when they teach?

It is indicated in the previous table that, no teacher uses videos always, rather 4 teachers (50%) use videos sometimes. Other 4 teachers rarely use videos while teaching. However, no teacher ever uses videos.

Table 26: Does video increase students' motivation to learn?

	Number of participants	Percentage
Not at all	00	00%
Very little	00	00%
A little	01	12,5%
A lot	05	62,5%
Very great deal	02	25,5%
Total	08	100%

Does the use of video while teaching increase students' motivation to learn?

When requested to give their opinions about the effect of using video on increasing student's motivation to learn, no teacher chose not at all and very little. While, one teacher (12,5%) considers it very little. The majority (62, 5%) think that video increases student's motivation to learn a lot. Also, 2 teachers (25%) selected a very great deal.

Table 27: Whether teachers find teaching with video hard or not.

	Number of participants	Percentage
Yes	02	25%
No	06	75%
Total	50	100%

Is it hard for teachers to teach with video?

Out of 8 teachers, 2 teachers (25%) find it hard to teach with video mainly because "The selection of the videos is very difficult. Teachers may spend hours not to say days in searching appropriate videos on the net. Additionally, our Universities lack materials to facilitate the teachers' task. I think the agent of time is the problem." However, 6 teachers (75%) do not find it hard to teach with video for "Although it takes time looking for the appropriate videos to use, but it is not hard because it helps in motivating students and creating interactions in the classroom which helps in enhancing teaching. The challenge is in the lack of means (Projector which is not always available, technical problems, etc.)teaching using videos is nothing but a supportive teaching material. The teacher is supposed to master perfectly the use of videos as part of his teaching techniques, if not, the entire mission will be inadequate, no;it's not hard to teach with a video. I consider video as a powerful teaching tool that could convey very complicated topics."

Section three: The effect of using videos in the classroom on enhancing student's listening comprehension abilities.

Table 28: the importance of listening comprehension in the development of students' level.

	Number of participants	Percentage
Very important	07	87,5%
Important	01	12,5%
Not important at all	00	00%
Total	08	100%

The importance of listening comprehension in the development of students' level.

The majority of teachers (87,5%) consider listening comprehension very important for the development of student's level. Also, one teacher (12,5%) considers it important. No one denied the importance of listening comprehension for the development of student's level.

Table 29: The effect of video on students' listening comprehension abilities.

	Number of participants	Percentage
Totally agree	08	100%
Partially agree	00	00%
Neither agree nor disagree	00	00%
Partially disagree	00	00%
Totally disagree	00	00%
Total	08	100%

The positive effect of video on students' listening comprehension abilities.

We recognize that all teachers (100%) share the same opinion; they totally agree that video affects positively student's listening comprehension abilities. Teachers' justifications are summarized as follows: they can help the learners to overcome their problems of listening comprehension, whenever there are difficult or ambiguous words and expressions. Images can help the learners to deduce and guess the meaning, Videos include visual clues like gestures and expressions which make listeners go beyond of what they listen. In addition, videos enhance storage and recall of information, When using videos ,the verbal message is associated with the image, hence students understand better the foreign language, reasonable using of videos attracts students' attention, raise their motivation, and help them in decoding the messages being communicated. Videos especially those including persons describing or explaining particular issues assist students to learn more about the subject in hand either through verbal communication or non-verbal one, The image with facial and body language (non-verbal communication) is an addition and a support to the verbal communication, Using a video meets all students' personal differences as far as learning is concerned! Also, I always see that my students get more attentive to material they watch instead of the traditional way of teaching where the teacher is the only source of information. No teacher go for the other choices (partially agree, neither agree nor disagree, partially disagree, totally disagree.)

Table 30: The importance of the role of video on developing students' listening comprehension abilities.

	Number of participants	Percentage
Very important	03	37,5%
Important	05	62,5%
Not important at all	00	00%
Total	08	100%

The importance of video in developing students' listening comprehension abilities

The responses of teachers show that, using video is very important (37,5%) for developing student's listening comprehension abilities. also, (62,5%) of teachers consider video important for the development of student's listening comprehension abilities. No teacher counts video as not important at all.

Table 31: The effectiveness of video techniques for the development of students' listening comprehension abilities.

	Number of participants	Percentage
Agree	08	100%
Neither agree nor disagree	00	00%
Disagree	00	00%
Total	08	100%

The effectiveness of video techniques for the development of students' listening comprehension abilities.

According to the sample responses, all of them (100%) agree on the effectiveness of video techniques for the development of student's listening comprehension abilities. All the teachers agree not to choose the other two options (neither agree nor disagree, and disagree.)

Table 32: The types of videos teachers' think it may help students to develop their listening comprehension abilities.

	Number of participants	Percentage
A video brought by the teacher	05	62,5%
A video recorded by the student	02	25%
A video students bring from the net	01	12,5%
Total	08	100%

The types of videos.

The present results demonstrate that, most teachers think that a video brought by them is the appropriate one that may help students develop their listening comprehension abilities, clarifying their view saying "Because the teacher knows the objectives and the aims of each lesson. Consequently he can bring video which will meet the lessons' objectives and satisfy the learner's needs, The video that the teacher brings can be more appropriate in terms of sounds, grammar, and other language patterns, a video that the students record is not authentic (not by native speakers), a video selected by the teacher is more useful because the teacher's choice is targeting a given competence and precise skill each time, I have never used a video my students have brought! Maybe only those few they showed during their presentations! This is why I have not picked the second choice! For the last one (students bringing the video

from the internet), this hasn't happened in the classes I taught yet but if they show it to me before the class meets it will be fine with me. Another two teachers (25%) selected video recorded by students for "I think when the student record the video by himself he will able to deal with many language obstacles and he will be able to overcome them, I chose this option because students will be in a natural exposure to language." The last teacher thinks that a video students bring from the net is the helpful one because "Videos that are brought from the net (of course of native speakers) are the most important ones to enhance students' listening comprehension. They are authentic ones; they offer real situations i.e. contributing to help learners acquiring new vocabulary and expressions, and therefore, learners will be able to interact with the language as it is used by native speakers."

Table 33: Does video facilitate explanation for teachers.

	Number of participants	Percentage
Yes	08	100%
No	00	00%
Total	08	100%

Does video facilitate explanation?

From the results of the table, we can notice that all teachers (100%) agree on that video facilitates the mission of explanation for them. Consequently, no teacher reject video's role in facilitating the explanation.

Table 34: Students' understanding of a passage or a text when they just listen for it.

	Number of participants	Percentage
All of it	01	12,5%
Half of it	01	12,5%
Nearly half of it	05	65%
Do not understand it at all	01	12,5%
Total	08	100%

To what extant students understand a passage or a text when they just listen for it.

From the figure above, it is seen that one teacher (12,5%) chose all of it, and one teacher chose half of it, and 5 teachers (62,5%) selected nearly half of it, finally; one teacher declared that students do not understand at all a passage or a text when they just listen for it.

Table 35: To what extant students understand a passage or a text when they listen and watch it.

	Number of participants	Percentage
All of it	06	75%
Half of it	02	25%
Nearly half of it	00	00%
Do not understand it at all	00	00%
Total	08	100%

To what extant students understand a passage or a text when they listen and watch it.

The previous results indicate that, teachers (75%) believe that their students understand the whole passage or text when they listen and watch it. 2 teachers argue that their students

understand half of the passage when they watch and listen for it. No teacher goes for the choice of understanding the text nearly half of it, or do not understand it at all when students listen and watch it.

Conclusion

As a conclusion, we can say that this practical part was allocated to a field work by driving a questionnaire as a tool of data collection on University teachers and students, and after the distribution of the questionnaires, data was provided and at the end it was obvious that the need of using video techniques was wanted and expressed by both teachers and learners; learners express that need when most of them confessed by that they understand the text better when it is accompanied by its corresponding video, and nearly all teachers argued that students understand the whole text when they listen and watch it. As we expected, we find that the statistics and the results of this study are relevant with the hypothesis that presented before. So the hypothesis of our research is confirmed then we can say that using video techniques will develop learner's listening comprehension abilities.

General conclusion

Our work is composed of three chapters; the first two chapters are the descriptive part of the research while the third one is the practical part. The first chapter outlines the various features of video technique. The second chapter discussed mainly the different aspects of listening comprehension; definition, elements, importance...etc. While the third one is concerned with the analysis of the obtained data gathered from the questionnaires of both teachers and students.

This study was conducted to investigate the efficiency of using video in developing learners listening comprehension abilities. It aims to confirm or reject our hypothesis which stresses that if teachers implement video techniques in their listening classes, this would enhance or develop student's listening comprehension abilities. By the end of the research we find that our hypothesis is confirmed by the results obtained from the questionnaires conducted from both teachers and first year LMD students at the department of English at the University of 08 Mai 1945 Guelma.

It is worth mentioning that through the analysis of the questionnaires we notice good attitudes from both teachers and learners toward developing listening comprehension through the use of video as a material aid in the teaching and learning process and as a new strategy that fits their interests and lifestyles. For the reason that most of students are teenagers so they prefer to use new learning strategy rather than traditional methods. Video as a teaching strategy that has a positive impact on the students' listening comprehension abilities and used as a material aid to develop learners listening comprehension.

Developing listening comprehension through the use of video is one of the strategies that should be taken into consideration by our teachers and learners since it provides them with all the aspects they need in order to enhance their learning of the target language.

Unfortunately, during our research we faced a serious lack of studies and sources on using video for enhancing learners listening comprehension, and also a restriction of time has obliged as to deal with only the most important points that is concerned with the research.

It is desirable to say that teachers must support students in their education and encourage them to use video and other technologies in learning second language, and at the same time teachers need to be in steady contact with modern techniques and materials in this changeable teaching environment. Teaching and developing other skills based on video can be put under the matter of investigation.

This study has converted all the essential points related to our research and it can be useful for the students to enhance their listening comprehension abilities, and also we hope that the findings of this study will be employed as a starting point of the future research studies on similar topics.

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University of Guelma

English Department

Dear students,

This questionnaire aims at investigating the effect of using video techniques inside the classroom on the development of student's listening comprehension abilities. The findings would help us fulfill our master's degree dissertation. The questionnaire won't take longe and is completely anonymous, we hope that you will find it easy. enjoy answering it.

Would you please tick (x) the appropriate answer and fill in information where necesseray.

Section One: General Information

1 you are:

a Male	
b- Female	

2- Studying english was ?

a- Your personal choice	
b- Imposed by administration	
c- Imposed by parents	

Section Two: student's view on using video in the classroom.

3- How could you appreciate your level in English?

Very bad	
Bad	
Medium\ average	
Good	

Very good	

4- Do you agree that, the use of technology inside the classsroom enhances your competences to learn English ?

Partially agree	
Totally agree	
Neither agree nor disagree	
Partially agree	
Totally agree	

5- Which type of technological tools do you prefer?

Audio	
Audio-visual	

6- If you choose Audio-visual, do you think that video is a good technological device that will increase your motivation to learn?

Not at all	
Very little	
A little	
A lot	
A very great deal	

please, justify your answer

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

7- How often does the teacher use video in the classroom?

Always	
Somtimes	
Rarely	
Never	

8- Do you think that video can suit all the students?

Yes	
No	

9- If the teacher decides to teach a lesson using video, what will you prefer?

A video brought by the teacher	
A video that you recorded by yourself	
A video that you search in the net then you bring	

Justify your answer please.

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

Section Three: Student's Views on The Effect of Using videos in the Classroom On Enhancing student's listening Comprehension Abilities.

10- Does the use of video during a lesson affect your listening comprehension:

Positively	
Negatively	

why?

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

11- Do you understand the speech and the meaning when you watch a video related to your lecture?

Yes	
No	

12- Where you find yourself understanding better:

When you just listen	
when you watch and listen	

please, justify your answer

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

13- How important do you consider the use of video in developing your listening comprehension?

Very Impotant	
Important	
Not Important at all	

14- Do you agree that, using video will facilitate learning English as a second language through developing student's listening comprehension abilities.

Totally disagree	
Partially disagree	
Disagree	
Partially agree	
Totally agree	

15- According to you, implementing video with the lessons in our university is :

Helpful because students witll be able to enhance their level because they will comprehend better	
A waste of time and unnecessary because students can get the information juste by listening to the teacher	

16- In your opinion, does the use of video in the classroom really enhances your listening comprehension abilities?

Agree	

Disagree	
Strongly disagree	

Justify your answer please

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

17- To what extant do you understand the recorded text?

     a- 100%

     b- 80%

     c- 50%

     e- 30%

     f- less

18- To what extant do you understand the recorded text with its corresponding video?

     a- 100%

     b- 80%

     c- 50%

     e- 30%

     f- less

19- If you would like to add anything about this subject write it below

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

Thankyou for your cooperation

ملخص البحث

يطرح هذا البحث إشكالية مدى تطور القدرات السمعية الاستيعابية للطلبة من خلال استعمال تقنيات الفيديو. بما أن التكنولوجيا أصبحت جزء لا يتجزأ من حياة الإنسان في الوقت الحالي خاصة في المجال ألتعليمي. و منه يمكن طرح الإشكالية التالية اذا استعمل الأستاذ تقنيات الفيديو في الصفوف الدراسية فان القدرات السمعية الإدراكية للطلبة ستتطور.

لإثبات فرضية الدراسة ، تمت الاستعانة بوسيلة واحدة لجمع المعلومات، المتمثلة في الاستبيان حيث وزع على خمسين طالبا في السنة الأولى لقسم اللغة الإنجليزية وتم توزيعهأيضا على اثنا عشرة أستاذا في جامعة قالمة 08 ماي 1945 لسبر آرائهم حول أهمية استعمال تقنيات الفيديو في تطوير القدرات السمعية الإدراكية للطلبة.

تشير النتائج المتوصل إليها من خلال الوسيلة السالف ذكرها إلىأن استعمال تقنيات الفيديو تؤدي إلى تطور القدرات السمعية الاستيعابية للطلبة كما أنها تزيد حماسهم الدراسي.

Résumé

Cette recherche pose le problème de l'évolution de la recherche auditivedes capacités cognitives des élèves grâce à l'utilisation de la technologie de la vidéo. Comme la technologie est devenue une partie intégrante de la vie humaine de nos jours, en particulier dans le domaine de l'éducation. Au-delà la problématique qui préside notre travail est la suivante :   si l'enseignant a utilisé les techniques de la vidéo en classe, les capacités cognitives auditives des étudiants développeront.

Afin de réaliser se travailles, nous avons utilisé un seul moyen pour ressembler les informations nécessaires, d'informations, qui constitue « le questionnaire », où distribué à une cinquantaine d'étudiants de la première année du Département de l'anglais, il est distribuéaussi à douze professeur à l'Université de Guelma 8 mai 1945 pour explorer leurs points de vue sur l'importance de l'utilisation des technologies vidéo dans le développement des capacités cognitives auditives des étudiants.

Les résultats obtenus à travers le moyen précédent nous reportent que l'utilisation des technologies de la vidéo amène à le développement des capacités cognitives /auditives des étudiants, et les résultats obtenus ont montré que la plupart des étudiants deviennent plus enthousiastes à l'étude quand il est d'expliquer la leçonen utilisant des techniques vidéo.