



REPUBLIQUE DU BENIN



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MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE  
SCIENTIFIQUE

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UNIVERSITE DE PORTO-NOVO

\*\*\*\*\*

ECOLE NORMALE SUPERIEURE DE PORTO- NOVO

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**OPTION : LETTRES**

**FILIERE : ANGLAIS**

**MEMOIRE DE FIN DE FORMATION POUR L'OBTENTION DU  
BREVET D'APTITUDE AU PROFESSORAT DE L'ENSEIGNEMENT  
SECONDAIRE (B.A.P.E.S)**

**THEME**

**THE USE OF NATIVE SPEAKERS' SHORT VIDEOS  
FILES TO ENHANCE STUDENTS' SPEAKING SKILL:  
CASE STUDY OF LYCEE TOFFA 1ER**

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Année académique: 2014-2015

# **DEDICATION**

To my lovely parents, Mr. Favor and Mrs. Grace EMIGNONGNI who have always supported and taken care of me. God bless you for all you are doing for me.

## ACKNOWLEDGEMENTS

*There are many people whose generous assistance, guidance, and support made the completion of this work possible.*

*I would like to thank profoundly my supervisor Mrs. AGBAYAHOUN Juvenale who helped me with the best of her advice and guides. I really appreciate her seriousness and professionalism which were source of inspiration to me.*

*I am particularly grateful to:*

- ❖ *All the members of my family.*
- ❖ *My wonderful family in Christ.*
- ❖ *My sympathetic and thoughtful aunt whose loves always strengthens my will.*
- ❖ *Mr. ERIOLA Rock and his wife, Mrs. ERIOLA Mireille*
- ❖ *My lovely siblings: Isaac, Paula and Ruth.*
- ❖ *My wonderful cousins and their family.*
- ❖ *All my friends with whom I shared the university life with its lights and shadows.*
- ❖ *All the teachers of my school life.*
- ❖ *My closest friends especially: ALOFA Samson, HOUEZE Amos.*

*God bless you all.*

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## **LIST OF ACRONYMS**

**EFL:** English as Foreign Language

**ESL:** English as Second Language

**CALL:** Computer Assisted Language Learning

**INFRE:** Institut National pour Formation et la Recherche en Education.

(National Institute for training and Research in Education)

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GENERAL INTRODUCTION

## INTRODUCTION

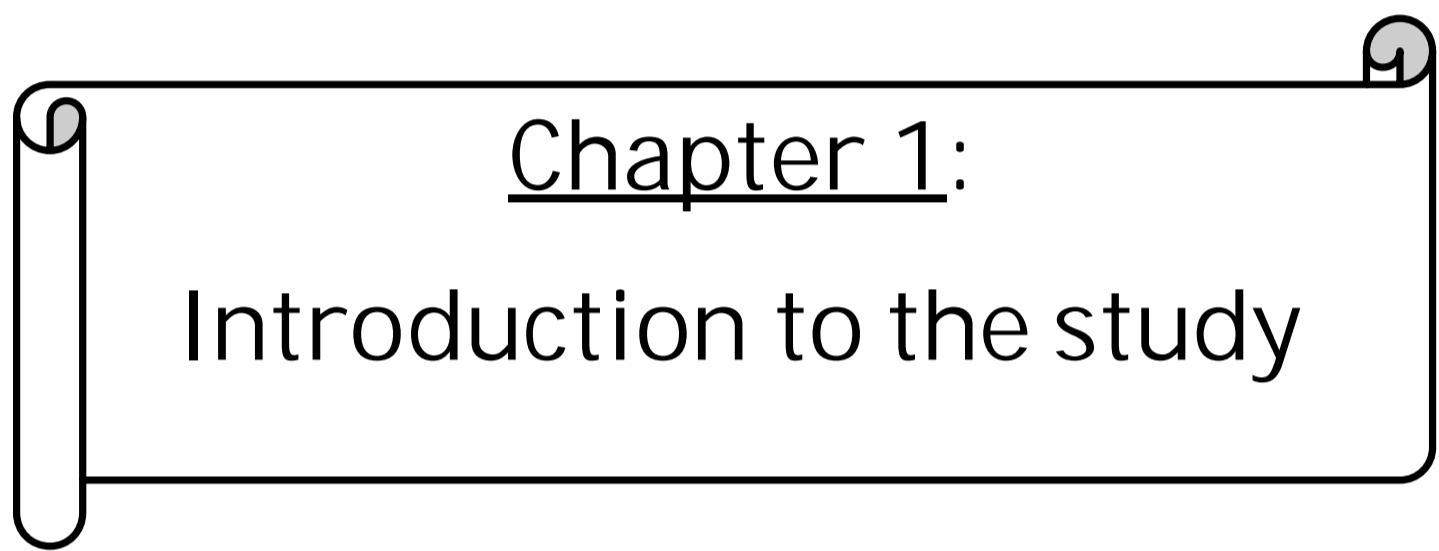
One of the problems facing teachers in EFL contexts is providing students with sufficient English language input. At advanced levels, students and even teachers may become bored with the usual lesson texts and the usual exercises. While the more outgoing students may try to seek out native speakers in the community, others may feel they have nowhere to turn for additional input. Yet with the growing technologies in the world, more and more publications and broadcasts are available in English for students of English as Second Language.

Some African countries were earlier aware of the English language importance and it has been introduced in most schools of African countries. Those schools and colleges are the places where many students are exposed to foreign languages. Particularly, English has been taught in Benin for decades now in our secondary schools. Unfortunately, many students do not get profit from that occasion by speaking the language very often. This fact has attracted my attention as I have myself come in contact with it.

My reason for using short native speaker videos with students is to encourage them to speak English effectively. Most of my students have television at home; they can even watch English movies. Students watch programs they like thus, making them interested in English programs would help them improve in English. It can be argued that native speakers' short videos would help students improve their speaking skill. In addition, as videos are considered as visual aids it facilitates their understanding. The use of those visuals overall can help learners to predict or guess information, infer ideas and analyze the world that is brought into the classroom via the use of video instruction. In a teaching or testing situation video can help

enhance clarity and give meaning to an auditory text. The video can act as a stimulus or catalyst to help integrate materials or aspects of the language.

So how can teachers do to carry video activities effectively in an EFL class, to make students develop and practice their ability to listen to authentic English material and to speak effectively? More importantly, how can we teachers get students to use the output around them to continue practicing and perfecting their speaking skills?



Chapter 1:  
Introduction to the study

## Chapter 1: Introduction to the study

### **1.1- Statement of the study**

In order to make English language practical and spoken, teachers are trained with a high proficiency in the teaching of basically four skills, which are listening, speaking, reading and writing. It implies that they are well equipped to make students master the language. Unfortunately, many students find it difficult to communicate for a long time in English. They lack vocabulary and the right pronunciation of words. Additionally, some teachers as well as students pay too much attention to grammatical items. In these classes, teachers mainly focus on explaining the grammatical rules and structures to students. As a result, those students might be structurally competent but communicatively incompetent. That causes a lot of difficulties in using English in their real-life communication

### **1.2- Purpose of the study**

The main purpose of this study is to implement video materials in the teaching of English as Foreign Language to identify the impact of its use on students learning. Video materials should be, therefore, made available in schools for the performance of such teaching. As Gonzalez Moncada (2006) asserted, any material used in EFL classes is essential in teaching. Besides, it is important to know youth tendencies nowadays. Noticing that more and more young are interested in new technologies, it is opportune to use their hobbies to make them learn, to teach effectively speaking.

Teaching English using video is quite beneficial for students. As Arthur cited, (1999, in Le Thi Tuyet Ma, 2012, p. 33) “Video can give students realistic models to imitate for role-play and can increase awareness of other cultures by teaching appropriateness and suitability”.

Likewise, students develop fluency by familiarizing themselves to English conversation or speech.

In addition, this study will show us that using video technique in teaching English as foreign language is not passive action. It is a vital process and it plays a great role in enhancing the speaking skill of students.

### **1.3- Research question**

To achieve that purpose, the study answered the following question: what is the impact of the instructional use of video material on the speaking skill of students of EFL?

### **1.4- Significance of the study**

I have chosen to work on this topic to enhance students' level in listening and speaking for an authentic communication in English. Therefore, incorporating effective materials in an EFL class would make it vivid and enjoyable. This instructional use of videos is quite helpful for both teachers and students. It favors an effective class in a relax and better atmosphere.

Furthermore, with the evolution of technology, it is quite important to modern our education system. Using videos to teach listening and speaking is simply a necessity. Similarly, Willmot 2012 stated that using videos would increase students' motivation, enhance learning experience, develop potential for deeper learning of the subject, develop the learner's autonomy, and enhance communication skills.

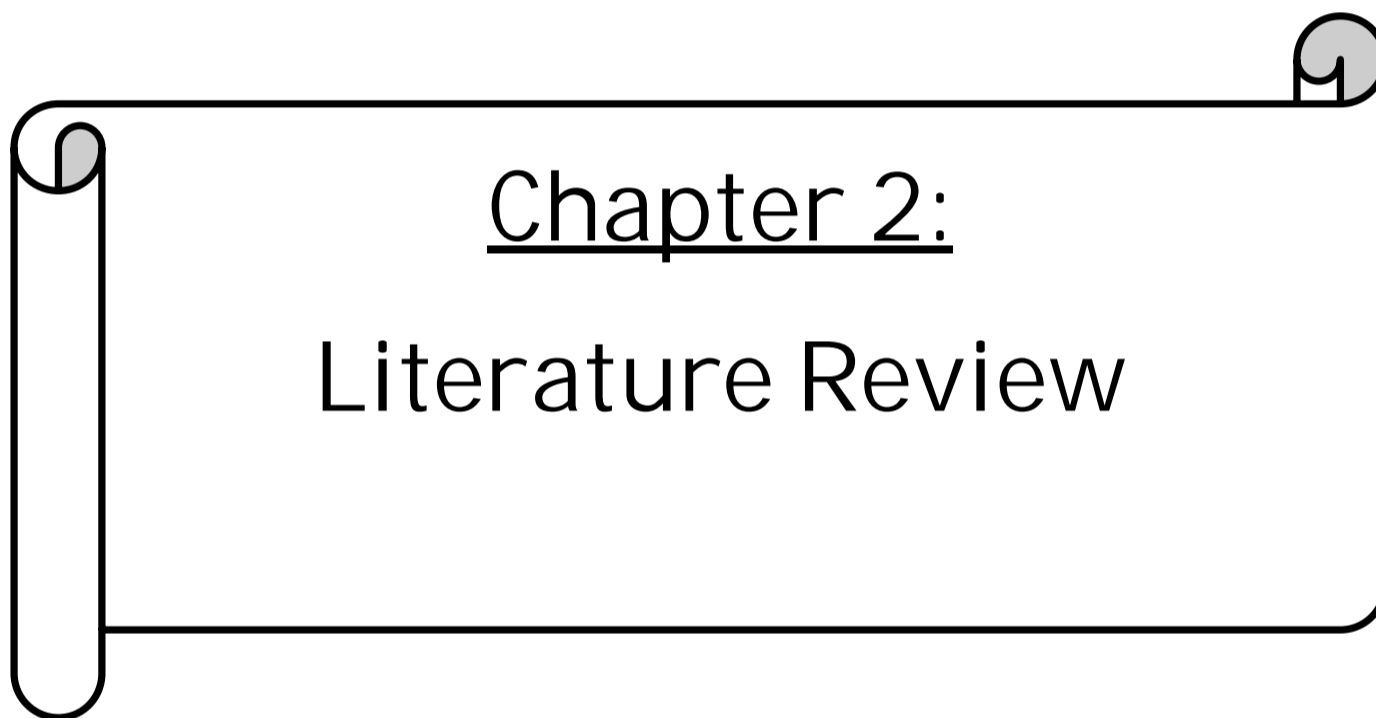
## **1.5- Definition of key concepts**

### ***1.5.1- Definition of video***

Sequence Publishing defines video as a recording of both the visual and audible components (especially one containing a recording of a movie or television program). In our context, we are dealing with short videos which mean that they do not last more than 15 min. Those videos are of native speakers of English.

### ***1.5-2- Definition of Speaking***

Oxford dictionary defines Speaking as the action of expressing oneself in speech or giving speeches. We can also define speaking as one's ability to communicate vocally in a given language.



Chapter 2:  
Literature Review

## Chapter 2: Literature Review

There are four skills (listening, writing, speaking and reading) that are essential in the learning process of acquiring a foreign language. However, this research is focused mainly on the listening and the speaking skills, through the implementation of instructional video material in a thematic way. Therefore, several authors writing about them followed by their viewpoints will be mentioned.

### 2.1- Listening Skill

#### 2.1.1- *The concepts of listening*

There have been a number of attempts to define the listening skill in the literature. Purdy (1997) asserts that listening is “the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to expressed needs, concerns, and information offered by other human beings”.

Imhof (1998) sees listening as “an active process of selecting and integrating relevant information from acoustic input and this process is controlled by personal intentions which are critical to listening”.

Rost (2002) also stresses that listening goes through a process in which the listener gets what, in fact, the speaker says, representing and structuring meaning, establishing a negotiation in meaning (with the speaker), giving responses, building up meaning with the help of involvement, empathy and imagination.

Steinberg (2007) suggests that listening is not just merely hearing but rather a complex process that involves four stages, such as sensing and attending, understanding and interpreting, remembering and responding. She also highlights that we are not generally aware of those stages we go through.

### ***2.1.2- The characteristics of Listening***

While watching a video, a person is exposed to both audio and visual inputs; for that reason, this project is based on videos to develop listening skills. To define listening, Saha (2008) expresses that even though listening and hearing are related, listening involves an active process, which requires an analysis of sounds, in contrast to hearing that only perceives sounds in a passive way. In the same way, Harmer (2001) expresses that listening is a “receptive skill” where people obtain the main idea according to what they hear. Besides, Helgesen (cited by Gonzales Moncada, 2003) supports that listening helps learner to be “flexible listeners”, to know how to listen in order to get the general idea or the specific information needed to understand videos.

Similarly, Richard & Rubin (cited by Van Duzer, 1997) argue that “although listening is a passive skill it is very much an active process of selecting and interpreting information from auditory and visual clues”. These theoreticians make a distinction between hearing and listening, in which listening could be understood as a receptive and passive skill, where the role of the listener is to understand the message rather than just perceiving sounds as hearing does, making listening an active process.

According to Derrington & Groom (2004) there are five types of listening: Informative, which consists of information retained by the learner; appreciative, when the learner listens according to his style and feels pleasure about it. Critical is based on retaining information and analyzing it deeply. Discriminative in which the listener identifies emotions and

inferences through the tone of voice. Empathic consists on non-verbal behavior of the listener that is attending to what is said. All these types of listening help us to identify the kind of video material that can be used depending on the students' style of learning, and their listening needs.

### ***2.1.3- Purpose of Listening***

As Richard & Rubin (cited by Van Duzer, 1997) mentioned before, listening is an active process of understanding messages. Celik (1999) adds that it is also important to recognize the language components such as “stressed syllables, tonic stress in an utterance, and tones”. According to the previous information, it is important to recognize all of the language components that are required to understand the message, because it is a fact that students face those language components when they are exposed to real and non-real contexts.

Moreover, listening skill is the process that allows the listener to understand a determinate message, to identify the parts that contains the speech and also it allows the listener to be an active participant in the society he/she is involved. For that reason, it is important to take into account the verbal communication characteristics established by the society that surrounds them. Therefore, the community requires processes by which second language learners are trained to be active listeners, and also to have a high role in an academic environment.

On the other hand, Van Duzer (1998) highlights that learners listen to achieve a goal and issues that interest them; for that reason, facilitators took into account students' interests in order to keep their motivation high. Additionally, in the process of acquiring a second language, listening skills need to be more feasible than the other skills, taking into account student's interests and features in order to develop it effectively. Due to the difficulty to develop the listening skill, the teacher's duty is to create strategies that maintain student's

attention high in order to make the learning process easier. The content of the instruction should be interesting for the students, and the material should contain understandable vocabulary where the students can clearly identify all the listening components.

To sum up, listening fosters the learning of a second language because it provides input which is a main factor in the learning process as Krashen (cited by Nunan, 2003) posited. In this way, listening is a significant skill during the process of acquiring a language.

## ***2.2- Speaking Skill***

Many language learners consider speaking ability the measure of knowing a language. As for them, fluency is the ability to converse with others much more than the ability to read, write or comprehend oral language. They regard speaking as the most important skill they can acquire and they assess their progress in terms of their accomplishments on spoken communication. Therefore, if learners do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon get de-motivated and lose interest in learning. On the contrary, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

### ***2.2.1- Concepts of Speaking***

Speaking is fundamental to human communication. If right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and pleasant place. Different linguists have different concepts of speaking but they all agree with this idea.

Brown (1994) defines speaking as an process of constructing meaning that involves producing, receiving and processing information.

In Saci Sihem opinions (2013), “speaking is a basic skill that language learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non-verbal symbols such as gestures and facial expressions”. Hedge (2000 p.261) defines speaking as “a skill by which they [people] are judged while first impressions are being formed.” That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people’s thoughts and personalities.

### ***2.2.2- Characteristics of Speaking***

Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified and charted.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (“linguistic competence”), but also that they understand when, why, and in what ways to produce language (“sociolinguistic competence”).

To speak effectively there are some features which is very necessary to both learner and teacher in order to speak fluently. From that language feature the students could connected other speech by recognizing phonemes in addition to understand the nature of

native speaker than their phonological rules. The following features are necessary for an effective speaking (Kouicem, K., 2010, p. 27-28):

- ❖ **Connected speech**: this ability needs from the speaker of English to produce more connected sounds not only separated phonemes. These sounds may be modified, omitted, added or weakened in the connected speech.
- ❖ **Expressive devices**: English native speakers use effectively the phonological rules which refer to the pitch, stress, volume, speed with the use of non-verbal means. These devices help them to convey their intended meaning. Students, then need to have this ability to employing such devices if they want to be effective communicators.
- ❖ **Lexis and grammar**: when learners produce same language function, they often use the same lexical structure. The teacher's role then, is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others.
- ❖ **Negotiation language**: learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others' talk. So, the teachers have to provide them with the necessary expressions they need when they ask clarification from other speakers. Learners also need to well perform their utterances if they seek to be understood, especially when they can see the other interlocutors did not understand them.

To sum up, it is undeniable that speaking is a key to communication. By considering what good speakers do, how speaking tasks can be carried out, and what are some specific needs of learners, teachers can help learners improve their speaking and overall oral competency.

### ***2.2.3- The Development Approach of Speaking Skill***

There are three main phases in the teaching of a speaking lesson. Byrne (1991, pp. 22-31) points out that there are three phases to develop learners' oral ability, which are as follows:

➤ **The Presentation Phase** (when you introduce something new to be learned)

In this phase, teachers work as information provider, since they know English, select materials to teach and present the material in such a way that the meaning of the new language is as intelligible and memorable as possible while the learners are motionless. As far as we know, oral materials are written mainly in two forms in every course-book. They are dialogues and prose. And obviously these two forms must be presented in different ways.

According to Byrne (1991 p. 22) ten different steps are used to present a dialogue. They are the following:

1. Establish setting by using pictures. At this phase English should be used as much as possible.
2. Draw out learners' experience related to situation.
3. Explain some key words.
4. Set listening task by asking key information of the dialogue.
5. Ask learners listen without looking at the books.
6. Allow learners to have a look at their book when necessary for them.
7. Ask the learners to listen and repeat.
8. Ask learners to pick up difficulties (good chance for them to speak) and explain difficulties.
9. Ask them to practice (role-play).
10. Ask them to dramatize the dialogue.

It is known that this procedure is logically arranged. However, it is dependent on learner's competence, so some steps can be left out. By the way, let's mention 9 other steps we can follow to present a text. Here is the proposition of Byrne (1991 p.26) to present a text passage.

- Introduce the topic by asking to look at the picture or asking them about the related thing.
- Introduce the text. New words and structures are given.
- Provide relevant practice.
- Set the reading task: make questions.
- Ask the learners to read the passage in silence and find the answer.
- Explain difficulties they still have.
- Do silent reading again because the learners need to go on with the step 9.
- Get the learners to talk about what they have to learn based on the previous answers.

➤ **The Practice Phase** (when you allow the learners to work under your direction)

Unlike the presentation phase, this phase learners have to do most of talking. Teachers provide maximum amount of practice. Practice is usually in the forms of activities to improve fluency of speaking. At this phase, pair work or group work is used.

➤ **The Production Phase** (when you give learners opportunities to work on their own)

At this phase learners need chances to speak English freely. A real chance to speak English takes place when the learner is able to use English naturally for themselves, not for their teachers. Group work plays an important part in making learners practice speaking here.

Doing group work, all learners can have chance to participate in talks. Time can be saved and learners seem more confident.

These three phases should be followed orderly. But in fact, they might not be applied as expected due to time limitation, types of learners and materials in use.

Additionally the communicative approach, speaking is given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teachers talk will be reduced; that is to say learners are supposed to talk more in the classroom. (Ur, 2000, p.12) declares also that: "of all the four skill [listening, speaking, reading and writing], speaking seems intuitively the most important:

people who know a language are referred to as, speakers of the language, as if speaking included all other kinds of knowing.”

Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. Furthermore, the main question often given to foreign language learners is "do you speak English?" Or "do you speak French?" but not "do you write English?" We understand that most of people take speaking and knowing a language as synonyms. Celce-Murcia (2001, p.103) argues that for most people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.” The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well.

#### ***2.2.4- Problems with Speaking and Speaking Activities***

##### ***2-2.4.1. Problems with Speaking***

Brown (1994 p.256) points out the characteristics of spoken language that make speaking skills difficult as follows:

- ***Clustering***: In order to speak fluently, speakers have to select from their store of language clustering that is a group of words, not word by word.

- ***Reduced forms***: Contractions, elisions, reduced vowels, etc. create difficulties in teaching and learning spoken English. If learners do not learn colloquial contractions, they can develop the kind of speaking that is stilted, bookish.

- ***Colloquial language:*** Colloquialism appears both in monologues and dialogues. If learners are only exposed to Standard English and/or “textbook” language, they sometimes find it hard to understand and produce words, idioms and phrases of colloquial language.
- ***Stress, rhyme and intonation:*** Learners of English often find it difficult to pronounce English words, to stress the right syllables, to follow the stress-timed rhythm and intonation patterns of spoken English.
- ***Affective factors:*** Learners learning to speak often encounter the risk of saying out things that may be wrong, stupid and incomprehensible. At those times, they tend to be anxious because they do not want to be judged by other learners.
- ***Interaction:*** The greatest difficulty that learners face in learning to speak originates from the interactive nature of most communication. Engaged in process of negotiation of meaning with many discourse constraints, learners have to do the complex task of choosing what to say, how to say, when to speak, etc. Learners are affected by their interlocutors’ performance.

#### ***2.2.4.2- Problems with Speaking Activities***

Classroom activities that develop learners’ ability to express themselves through speech is an important component of a language course where CLT is applied. However, it is more difficult to design and administer such activities than to do so for listening, reading or writing. Teachers often come across the problems that Ur (1996 p. 121) lists out:

- ***Worries:*** Unlike reading, writing or listening activities speaking requires some degree of real-time exposure to an audience. The student speaker has to face the teacher and other students in class. Learners are often worried about trying to say something in a foreign language in the classroom because they are worried about making mistakes, afraid of criticism or losing face, or simply shy of the attention that their speech attracts.

- ***Nothing to say:*** Teachers often hear learners; even if they are not worried or nervous, complain that they cannot have anything to say. They may have no motivation to express themselves beyond the guilty feeling that they should speak. When they say something in class, they feel that they are forced to say.

- ***Uneven or low participation:*** Usually, there are many students in one class (between 25 and 35 students). Only one student can talk at a time in a large group. This means that each one have only very little time for talking. This problem is compounded by the tendency of some learners to dominate the group, while others speak very little or not at all. In some cases some students haven't got any chance, intentionally and unintentionally, to speak for a long time.

- ***Mother-tongue use:*** When all, or a number of the learners share the same mother tongue, they may tend to use it frequently. This happens because the native language is easier to use and because they feel unnatural to speak to one another in a foreign language and become learners feel less "exposed" if they are speaking the language they master. If they are talking in a small group, it can be quite difficult to get some classes; particularly the less disciplined or motivated ones, to keep to the target language.

- ***Teacher domination:*** Teaching in a crowded class, many teachers tend to spend much time explaining words, phrases and grammar structures in details for fear that otherwise the students cannot understand and fail in their tests. During explanation, teachers find it is easier and less time consuming to the use of the mother tongue. Another important thing is that the teachers seem more interested in individual work (between teacher and one student or the whole group, or one student and another student or the whole group). They fear that other kinds of student grouping (pair work and group work) may cause noise or discipline problems.

### **2.3- Video Material**

Materials are meaningful tools to facilitate the learning of a language, used by teachers as (Ramirez, cited by Gonzales Moncada, 2004) declare. Materials are tools designed to teach English in order to master the English language, which can be applied for ESL, and EFL learners depending on the lesson and orientation of the course.

Videos cannot as William & Lutes (undated) posit:

*A major advantage is that video materials can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, etc. In the ESL classroom, this can be something as simple as access to native speaker language in a natural context. However, because watching video is a passive activity, it needs to be used as part of an active learning strategy in order to be an effective tool, particularly in holding the attention of student (Houston, 2000; Sherman, 2004). Since dual coding has been proven to enhance encoding by learners, video materials are an effective delivery system because they contain a combination of visual and aural information.*

The use of video materials is an exceptional learning tool, since learners are provided with a lot of advantages when they are used in combination with an active learning strategy.

Using television or videos in the classroom allows the learners to access to more information when listening. That is, the learners can listen and see what is happening at the same time. According to Miller (2003) non-verbal behavior or paralinguistic features of the spoken text are now available to the learners (compared with radio), so learners can develop their listening skills and practice speaking with a richer vocabulary. Many language learners watch movies outside of class time, but few of them consider this as an opportunity to develop their speaking skills (perhaps because they watch them just for watching sake). Hence, watching movies is an opportunity for students to increase their knowledge of the

English language outside the classroom. But facilitators should advise students to speak in English after watching English programs. Teachers can also advise students on the programs or channels they should watch.

William & Lutes (undated) claims that through visual materials, students have the opportunity to be observers and participants; in this way, William & Lutes (undated) conceived that learning will be more natural because videos allow the English class to be more innovative and less traditional.

Images of videos benefit students as was found in Ting Hung (2009) study, where his participants benefit from the visual part of the video, that supported them to self-analyze their own performance; thus, students become autonomous learners and critical thinkers not only for them but for others' learning process; focus on analyzing images, comprehend the video and identify their "weaknesses and strengths". Additionally, according to Beare (2008), videos support students to become more conscious of their learning process. They allow the learner to get an immediate feedback, videos being more effective than "simple teacher's correction". Moreover, Esseberger (2000) claims that videos can be used in a diverse way in a language classroom since they are an exceptional medium of learning. However, videos can be used not only in a classroom, but also on distance learning settings where facilitators can interact with students via internet, as Ramal (2006) points out. In this way, through videos, an immediate feedback can be provided in addition to the opportunity to having self-monitoring and self-evaluation processes.

Similarly, Harmer (2001) points out that one major advantage of videos is that learners not only can listen the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video in a deeper way. Because learners

can see the language in use from natural contexts; they can make connections between words and images which help them to analyze their own use of the language or even to learn new language.

On the other hand, different material can be used in those settings as Azumi (1999) argues. News on TV is a kind of authentic material that is already visual, so it automatically provides supplementary non-verbal information (i.e. background knowledge) for viewers. It may be applied specially for those learners that have the visual and auditory intelligence.

For an EFL classroom, video materials help to develop the level of proficiency through different components that the real discourse contains. Van Duzer (1998) claims that the authentic language contains hesitations, rephrasing, and variety of accents. In this way, it should not be modified or simplified to make it easier for learners' level. Furthermore, video materials applied in listening skill, provide real situations, intonation, and real pronunciation and allow students to be exposed to a real context, as Van Duzer (1998) & Martinez (2002) reveal. To complement, Ramal (2006) posits that using video materials in an ESL classroom can motivate students, because they can experience real feelings to accomplish their understanding about the situation of the video.

In order to select video material, current topics according to the students' interests and suitable for their level must be involved. Also, it is important to take into account that most materials are full of cultural aspects. Therefore, teachers should select materials which can be used appropriately and help the students to perform successfully the activities proposed in class.

To develop listening applying a video material in the classroom is necessary not only to choose a material according to students' level but also the instruction during the lesson. In this way, Rost (cited by Nunan, 2001) argues that designing instructional listening cycles

involves selecting listening input (live, or in the form of audio/video recordings) chunking it into segments for presenting to the students, and then designing cycles of activities for learners to engage in. Also, the teacher has to be a careful designer of activities; being a reflective observer in order to catch student's attention. One of the strategies used by a facilitator is to use a variety of activities that involve them.

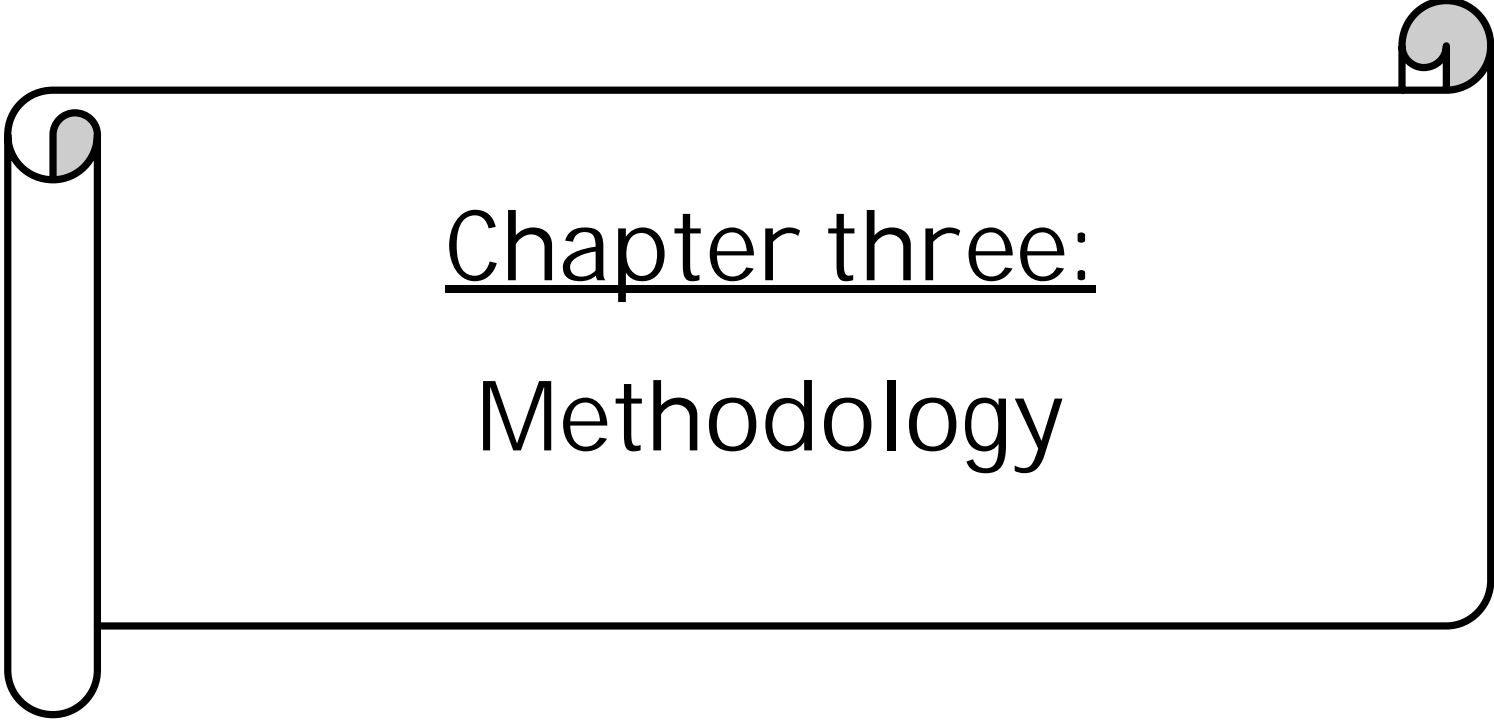
In Lee's (2007) study about fostering second language oral communication through constructivist interaction in desktop video conferencing, she states that video conferencing is a meaningful learning tool, since it allows second language learners to become critical thinkers of their own learning process, through the recognition of their weaknesses and strengths. Lee (2007), in her study done on fifth semester Spanish speakers and English native experts speakers in an ESL program, revealed that through videoconferencing, students developed their oral skills because they talk with fluency and spontaneity with the person of the other side. Moreover, video conferencing is a way to listen to authentic input and share cultural background.

Lee (2007) states that linguistic and sociolinguistic aspects received by native speakers through video conferencing help learners to be more fluent in their oral skills; besides, learners make an effort to improve their pronunciation. Krashen's comprehensible input Hypothesis consists of modifying the language in a more comprehensible way for learners to acquire the language, as the participants in the video conferencing do.

Although this article has a different focus, it contributes to my topic because the author supports our idea that authentic input received from highly proficient speakers, develops not only listening but also oral skills. Another contribution can be that students can learn about cultural and phonological aspects.

On the other hand, O'Bryan & Hegelheimer (2007) in their study about integrating Computer Assistance Language Learning (CALL) into the classroom the role of podcasting in an ESL listening strategies course states that podcasting is a current learning strategy which contributes in the listening learning process of ESL learners, promoting autonomous learning, reinforcing the topics taught in class; where learners have the opportunity to be exposed to authentic English.

Broady (1998) claimed that because of video learners have a motivation to communicate with each other and with the teacher. Also Altman (1989) claims to have developed a new "pedagogy" or "methodology" based on video. Moreover; Altman like to use video because video can support any grammatical or cultural topic as well as contextualize grammar and vocabulary by embedding language in a relatively natural context. For this reason, authentic videos are preferred by Altman. Additionally, the key to finding time for video, for Altman, lies in using short video segments which supplement other materials. He also stresses that video materials must be chosen not primarily for their inherent artistic value but for their ability to fulfill a particular function in a particular course. Finally, Altman points out that role of the teacher is to foster lively interaction with the video program because even the best book on methodology and the best teaching materials will not work if a teacher is not enthusiastic about the materials.



Chapter three:  
Methodology

## Chapter 3: Methodology

### 3.1- Design of the study

This research is done following the qualitative methods, which “seeks to discover and understand a phenomenon, a process or the perspectives and worldviews of the people involved” (Merriam 1998). For this purpose, I use questionnaire as the main data gathering tools in this study; I gave it to fourth form students of Lycée Toffa 1er (Porto-Novo, Benin). This school and those students are specially chosen for I spent three months of training there and I had the opportunity to teach English to the students. I use questionnaire to obtain different perspectives and opinions about the subject through the students’ opinions and standpoint concerning using video techniques and how can they improve and develop students’ speaking skill. Questionnaire was prepared to know how different students feel and think about the use of video techniques as a medium between language and students. Whether this technique could help them (the student) to develop and improve their speaking as a teaching tool. Moreover, we will know student’s reaction and motivation about video techniques, students’ opinion about teaching tools is very important to success teaching process; this questionnaire aims to investigate the issue of using video techniques in teaching speaking inside classroom.

### 3.2- The settings

This study is carried out in a selected public school of Porto-Novo, a city of Benin Republic. The school name is Lycée Toffa 1er.

### **3.3- The participants**

As it is mentioned above, my research covers the area of Lycée Toffa 1er. My participants were 50 students. There were all girls for the school receives only girls as students. They were in the fourth form, at their second semester. They were Beninese, mostly “goun” and their ages ranged between 14 and 17. They were told such of experimentation would take place in their class and they all decided to participate. They were all present and some other students of the same grade of the school felt interested and joined the class.

### **3.4- Data collection instruments**

To carry out my research work, I used post video activity questionnaire. It is a tool used by students to reflect about their learning process. In my study, I used it after the speaking class I had with them to collect the students’ opinions about a video activity carried out in class to obtain information that could be relevant for our research. A copy of this questionnaire appears in the appendix. This class was done only one time for we were at the end of the academic year and they were not supposed to be at school at that time.

The questionnaire addressed to students is composed of five questions which globally bring beginner students to mention what they really experimented during the experiment and how they found that new methodology.

### **3.5- *Data collection procedures***

To reach the purpose of my study, a questionnaire has been elaborated as main method for data collection for this particular research. The questionnaire as mentioned above has to collect students' viewpoints about speaking class and their appreciation about experiment they have been involved in. In order to have clear understanding about the impact the instructional video has on students, a good analysis of the information collected has been done. The analysis helped me in making recommendations and suggestions in the improvement of a speaking class of EFL especially at secondary school.

### **3.6- *Data analysis procedure***

In order to answer the research question for this study, I collected information from the students after the speaking class. The data obtained from post video questionnaires were analyzed, grouped into categories to get relevant information. In addition, the information was arranged in different tables in order to find out the students' remarks and appreciation about the class. Data were processed to get percentages of each category so we could have a basis to follow the students' listening speaking progress.



Chapter 4:

Presentation and Interpretation of  
the findings

## Chapter 4: Presentation and Interpretation of the findings

### ***4.1- Presentation of the findings***

This section of the dissertation is the presentation of the data collected from the post video questionnaires addressed to 50 students from Lycée Toffa secondary school, in the fourth form. The educational video used for the speaking class is the first program of “Living English” presented by Mr. Breton Whittle and Mrs. Michelle Crowden. In that program, we can watch an episode of the drama “Sisters and Brothers” followed by an explanation of some expressions in their context. During the watching, I had to stop by time to time to ask students questions on what they have watched so far to see if they are understanding what is done in the movie. This movie would make them practice their English. In fact, some students perform a role-play based on the drama they have watched. Students were distributed the questionnaire just before the class and they gave it back at the end of the class.

All the statistical data from the questionnaire will be shown in tables. Among five questions for the students, 4 question deal with their conception of that new way of teaching speaking with video materials and one deal with their suggestion and the difficulties they were confronted with during the class. Firstly, I began with students’ appreciation about the choice of the video they have just watched. This was to know whether it fits their expectations.

**Table1:** Students appreciation about the choice of the video

Question	Responses						
	Very Good	%	Good	%	Passable	%	Total
What do you think about the chosen video?	40	80	10	20	---	00	50

We notice that 40 students representing the majority like the movie they watched; depending on the degree of appreciation. In fact, students did enjoy the innovative part of that lesson.

**Table2:** Students appreciation about learning English with video materials.

Question	Responses				
	Appreciation:	Interesting	Not good	Boring	No answer
	What is your appreciation about learning English with video materials?	Number:	43	5	0
	Percentage:	86%	10%	0%	4%

From the table above, forty three students found it interesting to learn English with video materials at the opposite of seven who did not show any agreement about learning English. Some found it difficult to understand what is said and others didn't really show any interest to it. Most of them were interested in the class and participated till the end of the class.

**Table 3:** Students' appreciation about the usual way of teaching speaking, followed by their reasons.

	Appreciation	Reasons	Number	%
What do you think about the usual way of teaching Speaking?	Very Good	I speak very well with the teacher in English	3	6
	Good	---	0	0
	Boring	I did not know we do speaking class.	26	52
		We always do the same thing and I prefer being quiet.	8	16
		I don't understand what the teacher says.	13	26
Total		50	100	

It was important, after this observation class, to have students' opinions about the usual way of teaching speaking. The students' reactions were quite surprising. Firstly, most of them did not even know it was a speaking section as the teacher asks questions and they just answer to them. Secondly, some did not pay attention to that class for the same thing is carried out; it has become a routine. Thirdly, others did not participate because they don't understand what the teacher says.

**Table 4:** Students' acknowledgement about the impact the instructional video had on their speaking.

Question	Responses						
	Yes	%	No	%	No answer	%	Total
Did the video help you better your speaking?	38	76%	2	4%	10	5%	50

From the table above, thirty eight students (38%) mentioned the instructional video did help them better their speaking. Two of them did not feel impacted and the ten remaining were neutral about that question. In fact, it is premature to mention someone betters his speaking after a single speaking class. The video has just enriched their vocabulary for they used new words found in the video to perform a role-play as free production. Therefore, speaking here refers to the role play.

**Table 5:** Students' opinions about implementing video materials in the teaching of speaking.

Question	Responses							
	Yes	%	No	%	No answer	%	Total	Total (%)
Do you want video materials to be implemented as tools in speaking classes?	47	94	--	0	3	6	50	100

The table above indicates forty seven students (94%) agreed for implementing video materials in speaking class, whereas three of them did not give their viewpoint about it. Students claimed that learning English with video is enjoyable and innovative.

### **1- Interpretation of the findings**

After analyzing the data, I can say that academic videos offer a variety of benefits, not only to improve the listening and speaking skills, but also to learn new vocabulary, to reinforce pronunciation and to become aware of the English language components such as intonation, pronunciation, etc. 76% of the students did affirm it. In addition, videos increase students' motivation and stimulate autonomous learning. Mostly all of the students agreed on

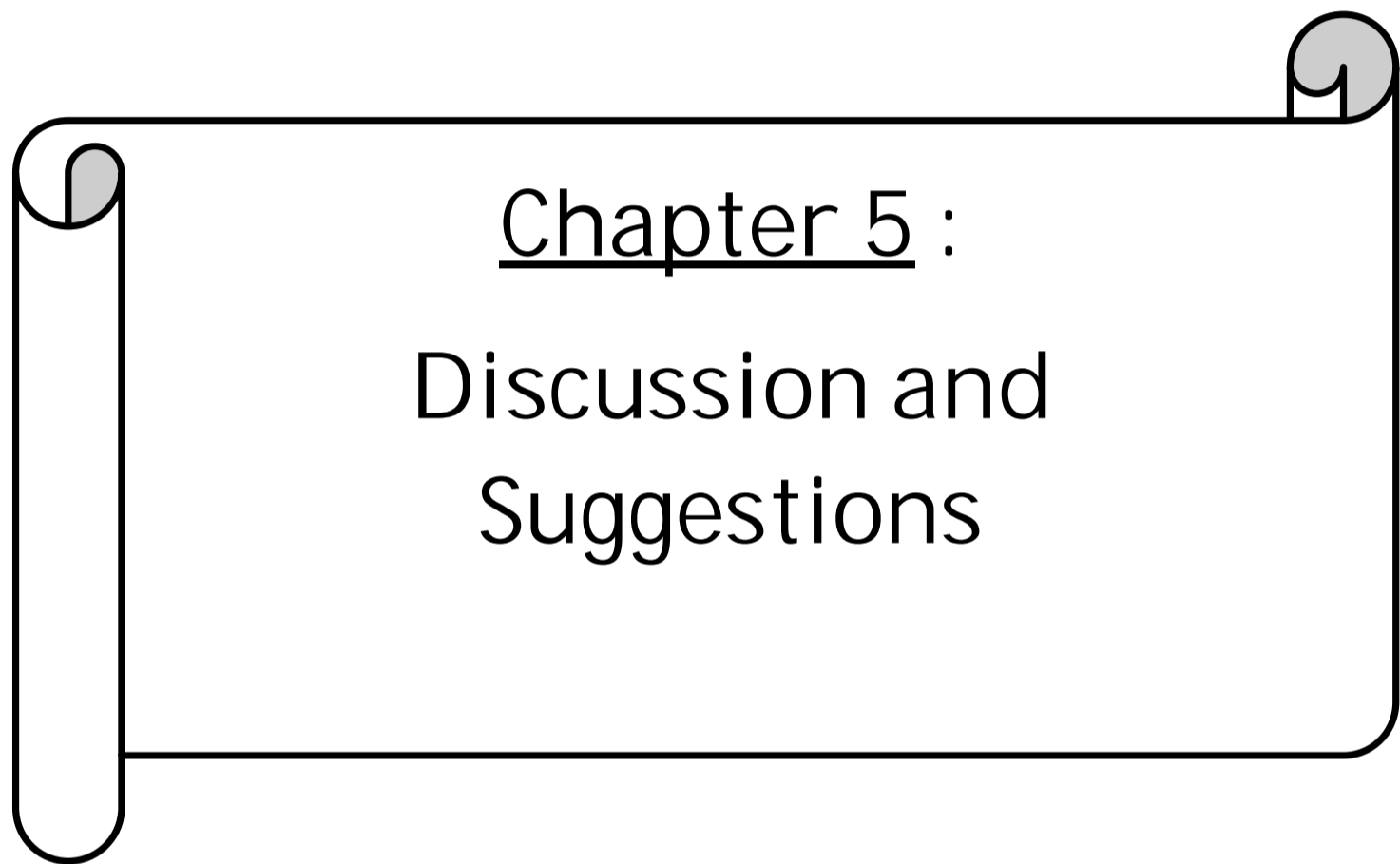
the fact that video material should be implemented in the teaching on English as Foreign Language. The last table shows this statics.

Ting Hung (2009) in his study used videos as an instrument for recording his participants' oral production, which was later self-analyzed for identification of strengths and weakness. In other words, his participants benefited from "the visual representation of their language performance" observed in their own videos. It is amazing to know that my students not only did they gain something in the listening but they also benefited from "the visual representation" given by the video components such as body language and images. In this sense, I consider videos as a useful tool for helping the process of understanding oral messages transmitted through scenes. This idea is reaffirmed by Harmer (2001) who states that videos not only permit students to hear language, but also to see it, which facilitates oral comprehension since images convey a lot of information related to the content.

Moreover, audio-visual materials provide students with comprehensible input by practicing pronunciation through repetition of words they identify in the video, is reaffirmed by Lee's (2007) theory, which states that through videos students become more fluent in their oral skills, since they try to pronounce the listened words. Thus, videos help students to improve their pronunciation because they serve as models of the different language components. That fact was acknowledged by the majority of the students, stipulating how helpful this class has been for them. 38 students felt that impact the video had on them when 2 students did not feel impacted. But, I assume that the participants in my class reinforced their pronunciation modeled by the native speakers who interacted in the video since they were able to recognize and later use the comprehensible input offered through the videos.

Therefore, we have to select the material according to students' proficiency level. It should contain current topics in concordance with Van Duzer (1997) that claims that learners

listen with a purpose and topics that captures their attention. Implementing videos in ESL classroom could be problematic if teachers do not select the material based on the students' level. We can notice 40 students representing 80% of the class were happy about the choice of the video. I planned my first class thinking about the students' interests, showing a short video followed by an explanation of vocabularies and some grammatical rules done by American. Fortunately, the speaker was speaking calmly followed by gestures and illustration, and most of my students could understand what he was saying.



## Chapter 5 : Discussion and Suggestion

### 5.1- Discussion

I learned that when using questions that were not based on listening comprehension; in other words, questions that could be answered based on what they watch but of what they listen to, it was difficult for the students to answer. For this reason, I deem EFL educators need to design complementary video activities to check the students' listening comprehension ability.

Videos of highly proficient English speakers related to the English culture and suitable to the students' level need to be selected. Thereof, I recommend teachers that are going to implement videos on basic levels to use podcasts with native speakers and natural conversations, and for advanced levels, T.V series, movies, news, or some other authentic materials.

Our experience with video instruction suggests that the steps we followed were beneficial for the students. First, the pre-teaching stage contextualized the students about the video and the presentation of the vocabulary; second, the presentation of the video several times to ensure understanding and finally, the assessment to evaluate the learners' listening comprehension. We consider that video-based materials that follow these stages could benefit students in other classroom contexts.

## 5.2- Suggestions

### 5.2.1- Suggestions to EFL teachers

EFL teachers have to take into account a certain number of things in order to make English more practical for students. First of all, it is quite important to design a lesson plan which would make all students involved in the class. Considering the teaching of speaking with video, they should know how to use video materials and the kind of movie to choose. The length of video should depend on students' level and interests so that they enjoy it. Teachers have to make students interact very often during role-play, debate section, drama, interviews... Teachers have to develop their sense of innovation to make English classes more and more interesting for students.

Moreover, we can affirm that they are good teaching and learning tools to be implemented in English classes thanks to the advantages of technology. There are many vocabulary and pronunciation activities that they offer to students who are learning English as a foreign language. It is really important to get profit from what technology offers to us nowadays. Teachers have to update their teaching.

For communication is the process of passing a verbal or nonverbal message or information from one person to another who understands the message and makes a response, the teacher should pay more attention to their communication to provide effective feedback to them. Taking the example of an interview, the teacher may give students ideas to talk about during the dialog in order to maintain their communication longer. Not only do they need to develop fluency, but they also need to accuracy in their speech. The teacher has to be a feedback provider at that moment. The teacher may also use his techniques according to his inspiration or the environment in such a way that learners are excited to communicate. It is

quite useful for students for they will broaden their vocabulary. This also helps to remove boredom and promotes attention, curiosity and the desire to learn.

### **5.2.2- Suggestion to EFL learners**

It is important to bring to the attention of EFL students that they should take the English language learning as seriously as possible. They should seize every opportunity involving them in a real life communication in English. This can help them to be really familiar with the language. Additionally, students have to watch very often English programs to develop their listening. By familiarizing themselves to native speakers' way of speaking, learners will also start speaking English as they do. They will become as accurate as fluent.

On the other hand, English is spoken throughout the world. It is a great opportunity to learn and master the language. Therefore, learners must know that English is a language and they have to keep speaking it to become as fluent as possible.

### **5.2.3- Suggestion to EFL learners' parents**

Parents should give their children, the means they need to succeed in English learning. So, I invite parents to fulfill their roles in buying to their children the books and video files they need to learn English. Parents have to motivate their children at home by rewarding them, for example, if they achieve a given level of speaking English.

In addition, the parents should early sensitize their children on the importance of this language in today's life. This could prevent the children from excluding some subject like English.



GENERAL CONCLUSION

## Conclusion

The most important conclusion that we can draw from this study, carried out with second semester students, is that video activities as teaching strategies in a TEFL class have a positive effect on English listening comprehension. This effect was reflected mainly in the comparative analysis on listening comprehension. Consequently, those results let me to conclude that by means of video strategies the students were positively impacted in their listening comprehension skill.

Furthermore, I found that the students, in the questionnaire, mentioned how video exposure had increased their motivation because they could have contact with natural conversations, given by highly English proficient speakers with accurate language components, which allowed them to practice pronunciation and intonation. It is also evidenced that specific features of the video such as body language and images that facilitates the comprehension process.

Besides, we can state that, planning video classes with suitable materials according to the students' needs and level engage students in a more active role, leading to a successful learning process.

Finally, based on that experience of using videos to practice the listening comprehension skill, we can affirm that they are good teaching and learning tools to be implemented in English classes due to the advantages in cultural aspects, vocabulary and pronunciation that they offer to students that are in the process of learning English as foreign language.

**Post video activity questionnaire**

Underline your answer

1. What do you think about the chosen video?

Very Good

Good

Passable

2. What is your appreciation about learning English with video materials?

Interesting

Not good

Boring

3. What do you think about the usual way of teaching Speaking? Why?

Very Good

Good

Boring

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

4. Did the video help you better your speech?

Yes

No

5. Do you want video materials to be implemented as tools in speaking classes?

Yes

No

Why?.....  
.....  
.....  
.....

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