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EFL Students' Attitudes towards Enhancing Oral Fluency through Using Authentic Videos

**Case of Third Year Students at Mohamed El Bachir
El Ibrahimi University**

**A Dissertation Submitted in Fulfillment for the Requirement of a
Master Degree in English Didactics**

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Abstract

Due to the internet, EFL Learners and educators have been conferred a wide range of effective authentic EFL Sources. Authentic Videos are one of the widespread materials that are frequently involved in the EFL contexts. These videos have been acknowledged for their efficiency in enhancing the EFL learner's oral fluency .Consequently, the current study intends to examine the attitudes of third-year English students at Mohamed El Bachir El Ibrahimi University toward the use of Authentic Videos as a technique to improve their oral fluency. In addition to accomplish, the purposes of this study, a qualitative approach was used in an exploratory design. In line with this fifty (50) English third-year students were required to respond to a questionnaire. The research findings revealed that the students have convenient attitudes toward the use of Authentic Videos in enhancing their oral fluency.

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Dedication:

In the name of Allah, the most beneficent, the most merciful i dedicate this humble work :
To the pillars of my life my lovely parent , who believed , supported and taught me the importance
of education ,
To my source of inspiration, my dear Father , to the woman i treasure the most , my dear mother
To My lovely siblings
To my best Friend and my soulmate for his endless motivation and encouragements.
To my partner Messouda .
To the lady who was there for me , me .
Thank you for being a part of this academic journey.

Ms Rachda . Derbal

Dedications:

I dedicate this dissertation work to:

The sake of Allah, my Creator and my Master

My great teacher and messenger, Mohammed (May Allah bless and grant him) who taught us the
purpose
of life

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My great parents, who never stop giving of themselves in countless ways,

Mrs. HADA

&

Mr. MILOUD

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My lovely friend “Asma”

The inspiration of my life, and the source of strength “Oussama”

May this dedication serve as a small token of appreciation to all those who have played a significant
role in my academic journey. Your belief in me and your unwavering support have been
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Table of content

Abstract	I
Acknowledgment	II
Dedication.....	III
Table of content	V
Liste of abbreviations	VII
List of tables	VII
List of Graph.....	VIII
Background of the study	1
Statement of the problem :	1
Objectives :.....	2
Questions :	2
Significant of the study	2
Delimitation	2
Methodological overview	2
Research population.....	3
Definitions of key terms	3
Chapter one : literature review	6
Introduction	6
Section one: Oral fluency in language teaching	6
What is learning?	6
learning English as a foreign language	6
Communicative competence	6
Grammar.....	7
Pronunciation.....	8
Vocabulary	8
Mastering the four skills.....	8
Receptive skills	9
Reading	9
Listening.....	9
Productive skills	9
Writing	9

Speaking	10
Oral Fluency	10
Section two: Authentic videos	11
Authenticity:	11
Visual materials	11
Audio materials	12
Audio-visual materials	12
Sociolinguistic Components and Intercultural Competences Using Authentic Videos.....	12
Advantages and Disadvantages of Using Authentic Videos in the Classroom	12
Learners' attitudes about language learning.....	13
Attitudes:.....	13
AV and oral fluency :	14
AV and oral fluency :	14
previous studies on student's attitudes toward using AVs materials in learning EFL:.....	14
Conclusion:.....	15
Introduction :	17
1.Research design:	17
Research type :	17
Research approach.....	17
Research purpose:.....	18
Research settings:.....	19
Sample and sampling Procedures	19
The Population	19
The sample	19
The sample	19
The sampling techniques	20
Data collection tools.....	20
The questionnaire:	20
Description of questionnaire.....	21
Administration of the questionnaire.....	22
Piloting the Questionnaire	22
Data Analysis Procedures.....	23
Ensuring validity	23
Ethical considerations:	23

Conclusion:.....	24
Introduction :	26
Analysis of results and findings from students' questionnaire	26
Summary of the main findings:	39
Discussion:	40
General conclusion.....	43
Pedagogical implementation:	43
Limitations of the study.....	44
further suggestions	44
References	45
Appendices	48
Résumé:.....	52

List of abbreviations

%	Percentage
EFL	English as a Foreign Language
AVs	Authentic Videos
NNSs	Non-native speakers
NSs	Native speakers
OF	Oral fluency
ESL	English as a second language
CC	Communicative competence
S(number)	The number of the student

List of tables

Table 1: Students' Age Distribution	26
Table 2: student's gender distribution.....	26
Table 3: responses distribution of the use of authentic videos by teachers.....	27
Table 4: The subjects taught using authentic videos	27
Table 5: the use of videos outside the classroom	28
Table 6: types of videos used by students	28
Table 7: strategies used by student to understand the AVs.....	30

Table 8: Students' attitudes on the effectiveness of providing the AVS in the classroom.....	31
Table 9: The significance of AVs in improving the EFL learning process.....	33
Table 10: Learners' views about using authentic videos to learn English.....	34
Table 11: The Benefits of watching AVs.....	35
Table 12: The students' strategies to develop their pronunciation and listening skills through AVS	35
Table 13: oral fluency improvement due to AVS.....	38
Table 14: oral proficiency due to AVs.....	38

List of Graph:

Graph 1: Students' Difficulties in using authentic videos.....	28
Graph 2: Students' opinion on the effectiveness of the AVS to improve their speaking skills.	36

General introduction

General introduction.....

1. Background of the study

Following the end of WWII, English as a "Lingua Franca" gained popularity and became a worldwide language (Hutchinson and Waters, 1987). It has become the language of international business, politics, science, and technology. Individuals who aim to succeed in these fields and work with people from all over the world must be fluent in English. Throughout the history of English language teaching, certain of the four skills, particularly listening, writing, reading, and speaking, have been prioritized above others. As a result, it appears that speaking ability is the most crucial. As part of the process of acquiring and implementing oral skills, the classroom should be an environment where the use of spoken language is sympathetically supported. It allows students to connect between what they know and what they are learning, that's why "many, if not most, foreign language learners are interested in learning to speak," according to UR (1984).

Authentic videos like movies, music videos, and documentaries help facilitate and provide information engagingly and enjoyably. Videos, according to Natoli (2011), are the best medium. This would make the class more fun. Furthermore, Krashen (2004) claims that learners' language acquisition is being exposed to the authentic environment of the target language. Video clip' images and sounds affect learning styles as well. They seem to be more practical and frequently very useful. They appear to be more convenient and, most of the time, quite useful. In fact, AVs may be the best approach or strategy for improving the level of education because those videos in English classes have grown rapidly as a result of the increasing emphasis on communicative strategies, where it helps students to enhance their oral fluency in a foreign language and that would not be successful and effective process without the adoption of the authenticity (Benzidane,W, 2017, p. 01).

Although Jane Sherman (2003) was familiar with the use of AVs in classrooms, it remains unclear what students' attitudes are towards developing oral fluency through such means. As a result, it is suggested that further research be conducted on the topic as described in this paper.

2. Statement of the problem:

Speaking is a crucial skill which 3rd year LMD English students should master, it is a measure of how accurately and clearly they are able to deliver an accurate spoken English language, hence, the use of authentic materials especially AVs has increased as a result of emphasizing on the accurate communicative strategy. Therefore, our dissertation is an attempt to explore the EFL learners' attitudes toward enhancing their oral fluency through using AVs in the classrooms and to show the significance of relying on AVs.

General introduction.....

3. Objectives:

This study aims to analyze the 3rd year EFL students' reactions and attitudes towards the use of AVs and to explore the extent of their awareness of it , along with shedding light on the significance and benefits of this latest technique in developing the students communicative and oral competence.

4. Questions:

1. How do 3rd year EFL students use Authentic Videos for learning purposes?
2. What are the attitudes of 3rd year EFL students' towards using authentic videos?
3. What are the benefits of using authentic videos in enhancing EFL oral proficiency?

5. Significant of the study:

This research has the potential to make a significant contribution to the study of English as a foreign language. The use of AVs in language learning has become increasingly popular as it has been shown to enhance students' oral fluency skills. The study aims to examine the effectiveness of using AVs as a tool to improve students' oral fluency in EFL by exploring their attitudes towards this learning method. The findings of the study could provide valuable insights into the benefits of using AVs in language learning classrooms and contribute to the development of effective learning strategies that can help English language learners improve their oral fluency skills. Overall, this study can have a significant impact on the field of English language learning by promoting the use of AVs as a powerful tool to enhance students' language learning experiences.

6. Delimitation:

Delimitations are features that limit the scope of the research and define the study's borders (Simon, 2011). So, this study intended to pave the way for further research dealing with the same topic. In this study, the chosen population was 3rd year EFL students at Mohammed El Bachir El Ibrahim University BBA, since they are frequently required to perform orally and appear to be effective informants in this study. Furthermore, the sample for this study was limited to (50) 3rd year students who were chosen conveniently. Finally, the current study is centered on students' attitudes toward oral fluency via AVs at Mohammed El Bachir Ibrahim University.

7. Methodological overview:

To summarize the methodology, Mouton (1996, p.175) supports the notion that “the Research design serves to plan structure and execute the research to maximize the validity of the findings”. This study is conducted through the qualitative descriptive method through providing a questionnaire that was implemented as a data gathering tools among 3rd year EFL students in order to determine their attitudes towards developing oral fluency with AVs.

General introduction.....

8. Research population:

The population of the current study involves 3rd year EFL students at Mohammed El Bachir El Ibrahimy University BBA. While the sample used was chosen for convenience which consisted of (50) EFL 3rd year students.

Convenience sampling is defined as "a non-probability process in which observation units are chosen based on participant availability" (Aparasu, 2011, p. 113). As a result, the sample was selected based on a variety of factors that are thought to be relevant to the current case.

9. Definitions of key terms

Oral Fluency:

Oral fluency, according to Brown (2001), is a productive sub-skill that focuses on content rather than form. Previous explanations of fluency relied on the four-way idea. Fluency is the capacity to speak for long periods of time with few pauses. Second, fluency is defined as the ability to express messages in a clear, reasoned, and "semantically dense" manner. Finally, a fluent speaker should know what to say in different contexts and should apply creativity and imagination in his or her speech.

Attitudes

Attitudes, as described by Eagly and Chaiken (1998), encompass an individual's overall evaluation, beliefs, emotions, and predispositions towards a specific object, person, group, or situation. They represent a person's positive, negative, or neutral stance and have the potential to shape their thoughts, actions, and reactions. These attitudes are influenced by personal experiences, cultural factors, social norms, and deeply held convictions. They serve as a lens through which individuals perceive the world, make decisions, and interact with others.

Authentic material

“Authentic material, in the context of language learning and teaching, refers to real-life and unedited resources that are created for and used by native speakers of the target language. These materials are derived from genuine sources, such as newspapers, magazines, books, videos, audio recordings, interviews, advertisements, and online content, that are produced for communication purposes within the language community”. They play a significant role in language learning by offering learners genuine language use, cultural understanding, and real-life situations. They mirror how language is naturally used, including idioms, informal expressions, and cultural aspects, thereby improving learners' language skills and cultural knowledge. Richards, J. C., & Schmidt, R. (2013).

General introduction.....

Authentic video:

Göksel, A., & Özcan, S. (2018) “Authentic videos refer to audiovisual materials that present real-life language use, featuring genuine conversations, interactions, and cultural contexts. These videos are sourced from natural, unscripted situations and are often recorded in authentic settings, such as interviews, documentaries, news broadcasts, or video clips from social media platforms. Unlike instructional or staged videos, authentic videos reflect the complexities and nuances of language as it is naturally spoken by native speakers.” .They designed for entertainment value instead of language teaching (Stempleski, 1990, p, 3).

Non-authentic videos:

Non-authentic videos can be defined as audiovisual materials that are intentionally produced for instructional or scripted purposes rather than being derived from real-life contexts. These videos are typically created to facilitate language learning by focusing on specific language skills, showcasing grammatical structures, or presenting controlled dialogues. Unlike authentic videos, non-authentic videos often involve planned scenarios, scripted conversations, or simplified language use to provide targeted language practice and support language acquisition. (Göksel and Özcan 2018)

Chapter one: literature review

Chapter one.....literature review

Chapter one: literature review

Introduction

Oral fluency is the efficiency and spontaneity of speaking, as well as the ability to speak fluently and accurately with confidence using the appropriate grammar and pronunciation. OF is a crucial aspect of one's oral competence as it aids the student to express his thoughts, clear up misunderstood context, along with receiving excellent scores which help them to catch their peers' attention during the performance of their presentation. In the context of language, OF refers to the capacity of language learners to communicate effectively in the target language. Nevertheless, speaking fluently is often considered as one of the most challenging aspect of language learning, as it requires not only acquiring a solid knowledge of grammar and vocabulary but also developing the ability to use them naturally in a conversation. Thus, language teachers may use a variety of strategies to help their EFL student develop OF and speaking proficiency. The chapter is divided into two sections, the first one displays a literature review about oral fluency done by other scholars from different disciplines, and examine teaching oral fluency for EFL students; in a detailed manner. The second section is devoted to authentic videos and the EFL learners attitudes towards involving these materials in their learning process to enhance their oral fluency.

Section one: Oral fluency in language learning

1. What is learning?

According to Ormrod ,J. E.(2016) “Learning refers to the process through which individuals acquire knowledge, skills, attitudes, or behaviors, resulting in a relatively permanent change in their cognitive, emotional, or behavioral capabilities. It involves the integration and interpretation of new information or experiences, which can occur through various methods such as observation, practice, or instruction”.

2. Learning English as a foreign language:

English is the most widely spoken language in the world and is considered to be a global language. It is used as a means of communication in business, politics, science, technology, and entertainment worldwide. According to the Cambridge English dictionary “ESL is the process of learning the English language by individuals who have a different native language. It typically involves developing skills in listening, speaking, reading, and writing in English for effective communication and comprehension”. Ormrod, J. E. (2016).

3. Communicative competence:

To start with, communication is the process of transmitting knowledge, exchanging information, ideas, and emotions between people using a common language or languages. Communication involves both the use of words and the nonverbal cues such as facial expressions, tone of voice, and body language. As Karshen said (1982, 1988) “when using the language to

Chapter one.....literature review

communicate meaning the learner must draw on subconscious knowledge”. Moreover, although the word "competence" has been thought of as the general and applied linguistics' most contentious statement, it is viewed as one of the main challenges for language teachers in the field of Second Language Acquisition (SLA) in recent years. (Martinez and USO, 2010).

The term communicative competence was first used and proposed by Chomsky. However, Hymes was the first who introduce the concept “Communicative competence” , focusing on that using grammatical rules alone is insufficient for communicating in a foreign language, in contrast to Chomsky, who states that competence is "the ideal speaker-listener knowledge of his language" (Bagari, 2007).

Communicative competence has recently been criticized by a number of researchers for a set of problematic reasons. At first, the challenges of cross-national and cross-cultural interactions, as well as, the difficulties of identifying native speaker standards in an era of widespread migration, the widening linguistic and pragmatic disparities among speakers of the same language come first. (Kramsch 1998 p.16).

Many questions on how this model (communicative competence) is appropriate to learners were asked, even if it is able to agree on what constitutes native speaker competence because it sets the impossible target of becoming like a native speaker. Something which could potentially demotivates learners and which devalues the social identity and the competences they have developed within their own culture (Byram, 1997), and because the communicative needs of non-native speakers (NNSs) are very different from native speakers (NSs) existing in a particular speech community and vary according to the social context in which they wish to operate (T, Saville, 1989).

4. Grammar

“ The system of rules used to create sentences refers to the knowledge of parts of speech, tenses, phrases, clauses and syntactic structures used to create grammatically well-formed sentences in English “ (C. Richard, 2013). Therefore, grammar plays a significant role in learning to build the right structure of any language. In addition, the concept of Grammar introduces specific aspects of language, mainly parts of speech, into English as a Second Language (ESL). Grammar in English refers to the learning of various tenses with a focus on components of speech such as nouns, verbs, adjectives...etc. Additionally, the schools’ curriculum was designed to focus on the grammatical rules rather than on pupils' output talents, such as speaking or writing. However, with the development of communicative techniques to English instruction, this tendency has shifted over time. The balance was maintained between different skills, mainly in reading, writing, grammar and vocabulary skills.

Chapter one.....literature review

5. Pronunciation:

Pronunciation is defined by Harmer (2001), as the process or act of making speech sounds, including articulation, stress, and intonation. It includes linguistic characteristics such as vocabulary and syntax, as well as skills such as speaking and listening, which is more than just listening and repeating. This part is considered as the most challenging and difficult one for the common speakers, since it requires more than having unlimited vocabulary or perfect grammar .In fact, the English language has some sounds that other languages don't and for that reason, EFL learners need to acquire how to make entirely new sounds, as well as acquiring the rules of pronunciation.

6. Vocabulary:

Naturally, learners are interested in their lexical development during learning a new language. “Teachers are likewise interested in their student’s improvement. Because one of the key element in learning a foreign language is mastering the second language (L2) vocabulary. As many language teachers, advanced learners and bilinguals can attest that vocabulary is at the center of language and the ability to communicate successfully. Non- native grammatical structures sometimes led to “unnatural-sounding” utterances that impede communication but non-native words choices can cause complete communication breakdowns. The vocabulary or lexicon of an individual refers to all the words, word parts like prefixes, suffixes and lexical phrases that the learner acquires at any given point in time ”(Croft. J, 2016, p. 2).

Vocabulary is a critical component of language competency that serves as the foundation of how effectively learners communicate without a large vocabulary and techniques for acquiring new vocabulary, learners frequently achieve less than their potential and may be deterred from using language. This emphasizes the significance of providing EFL learners with an enough vocabulary to allow them to master the target language.

7. Mastering the four skills:

Mastering the four skills involves developing the ability to read, write, listen, and to speak in the target language. These skills are linked to one another, so acquiring them together is important for developing overall language proficiency. When discussing the four language skills, the researcher must take language acquisition into account. The process that individuals use to learn both their first and second languages is roughly referred to language acquisition. It claims expressive interaction in the target language, as well as natural communication in which speakers are more concerned with the ideas they are expressing and receiving with focusing on how they are saying them. Learning the four skills of English is an essential aspect of language instruction that aimed at developing students' capacities to read, write, listen, and to speak in English. They are called the macro-skills, which are different from the "micro-skills", such as grammar, vocabulary, pronunciation and spelling. These two skills are connected by the following two criteria: the first is

Chapter one.....literature review

the type of communication, such as oral or written; the second is the direction of communication, such as receiving or producing the message. When we learn a new language, we typically learn to listen first, then speak, then read, and finally write. Generally, these main skills are divided into two types; listening and reading , brain input, are known as ‘receptive skills ’ and productive skills, on the other hand, are those that involve producing language output, such as speaking and writing.

Overall, in language learning, it is crucial to balance between the development of receptive and productive skills, as both are essential for effective communication in the target language.

7.1. Receptive skills:

7.1.1. Reading:

Reading is a complex process that needs multiple skills. Readers must be able to connect their prior knowledge to the new material they are reading. They must be able to quickly and accurately obtain the meaning of vocabulary. Furthermore, proficient readers possess strong phonological skills that enable them pronounce words clearly. (R.J, 2010, p.132)

Unlike speaking and writing, reading is a receptive skill. It is the Learners’ capacity to comprehend, interpret, and to decode written language and texts. This process includes being able to recognize the meaning of the words, the order of the sentences, along with the emotional content of the text. Reading is very helpful for students to comprehend and to reply to written communications, such as letters, emails, and messages. In particular, learners will be able to decode the key passages in written texts and to comprehend the conceptually and linguistically complexed parts in the content they are reading

7.1.2. Listening:

“Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers” (Rebecca, 1993). Listening is the key communication skill. It has gone through several phases as a result of new developments in languages, anthropology, sociology, politics, and education .A key concept is assumed by Purdy (1997), as “the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and non-verbal) needs, concerns, and information offered by other human beings.”(As cited in M.Jazmin, 2013. P. 15).

Listening is a dynamic component that cannot be separated from the effective aspects of oral communication. With a verbal and non-verbal component, it is an interactive process in which students assume the roles of speakers and listeners.

7.2. Productive skills:

7.2.1. Writing:

Writing is the ability to communicate ideas, thoughts, and feelings through written words. Bell and Burnaby in Nunan (1998. P. 36) argued: “Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables

Chapter one.....literature review

simultaneously at the sentence level; these include control of contents, format, sentence, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.”

Learners should be able to address a variety of topics with significant precision and details. Moreover, they can organize writing with making sense of theoretical structures. They can write competently about topics relating to particular interests and write clearly about special fields of competence.

7.2.2. Speaking:

As means of effective communication, speaking is considered as a significant skill in EFL learning as well as the most difficult one ,since it requires a combination of skills, including vocabulary, pronunciation, grammar, listening comprehension, and cultural knowledge. Castro (2009) affirms that “speaking is considered today as a complex activity and a key factor in the language acquisition process”. Moreover, developing this productive skill is one of the most challenging aspects of language learning, hence, many EFL students frequently run into problems while trying to effectively communicate their ideas, such as losing out of appropriate expressions and words.

7.2.2.1. Oral Fluency:

Oral fluency, as described by Brown in (2003), is a productive sub-skill that focuses more on the content than the form. It includes temporal aspects, duration, speech pace, and speech runs between pauses. Additionally, Richards, Platt, and Weber (as cited in Brown 2003) said that being fluent is when an EFL student is able to communicate easily, express messages in a clear manner, and speak for an extended period of time with occasional pauses.

A fluent speaker of a foreign language needs to possess certain abilities, such as context awareness, coherence, reasoned speaking, continuity, and inventiveness, in order to know what to say in various situations. (Fillmore&Brumfit as cited in Brown, 2003)

EFL teachers constantly aim to achieve oral fluency in teaching speaking skills because it is the skill through which students are assessed and evaluated. Hedge (2000, p. 54) assumes that “the term fluency relates to the production and it is normally reserved for speech”. It is the ability to link units of speech together with facility and without strain or appropriate slowness, or undue hesitation”. Fluency is commonly employed as a concept in foreign language instruction, usually in combination with accuracy, especially in communicative language teaching. It occasionally has a broad worldwide meaning in medium life due to the employment of synonyms.

In addition to fluency, the speaker should be accurate while formulating his or her words to ensure that everyone listening to the speech will understand what s/he is saying. It is considered as the main goal in teaching productive skills. Skehan (1996, p. 23) defined accuracy as “to how well

Chapter one.....literature review

target language is produced in relation to the rule system of target language”. This skill plays an important role, however, learners intend more to be fluent and forget about being accurate.

Section two: Authentic videos

1. Authenticity:

Some researchers such as Guariento & Morley (2001) stated “authentic materials can be used with intermediate and advanced students only. These researchers believe that the use of authentic materials at lower levels causes students to feel frustrated and de-motivated since students at these level slack many lexical items and structures used in the target language”. Martinez in (2002) points out that authentic material in teaching is learning from text, videos or pictures that were written and done by native speakers .The use of authentic materials in foreign language teaching is not new; even though it has been discussed for many years by applied linguists. Most teachers like the idea of using authentic videos .So they rely on a diverse range of materials to support their teaching and their students learning such as: textbooks, videotapes, TED talks and pictures. Indeed, some teachers expand a huge time to find, select, evaluate, and adapt the material to use in their teaching for the sake of designing an effective language teaching material. As mentioned by Mekheimer (2011) “video material is essential in stimulating subsequence reading, writing, speaking and listening activities in the classroom” as the author claims that the use of authentic videos help and support the integration of the four skills in the classroom. As long as they provide the chance to adopt and design various activities in which the students will have the opportunity to connect between the audio and the image. Including anything related to: arts, prints, films, pictures, movies, cartoons, design, and drawings. Nevertheless, in the recent times, the concept “visual materials” has been applied as an advanced tool to develop numerous techniques and methods that require the use or the creation of variety of visual materials, which are reproduced as prints or illustrations in books and magazines, while others, are one of a kind.

2. Visual materials:

Traditionally, visual materials have been used as a scientific tool to gather objective data that cover all forms of non-text and non- audio contents, including anything related to: arts, prints, films, pictures, movies, cartoons, design, and drawings. Nevertheless, in the recent times, the concept “visual materials” has been applied as an advanced tool to develop numerous techniques and methods that require the use or the creation of variety of visual materials, which are reproduced as prints or illustrations in books and magazines, while others, are one of a kind.

Chapter one.....literature review

3. Audio materials:

Audio material is when sounds are recorded, stored and transmitted by machines as a tool which uses audios or voice recordings in order to provide the audience with information through high waves that are heard. These materials include audiocassettes, audio cartridges, audio discs, audio reels, talking books, and other sound recordings.

4. Audio-visual materials:

Audio-visual Aids are described as “training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc. Used in classroom instruction, library collections, or the likes” in the 2019 edition of Webster’s Encyclopedia Unabridged Dictionary of the English Language.

Moreover, In accordance with (Anzaku, 2011) “the term audio-visual materials are commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language”. Hence, instructional materials also refer to audio-visual aids. Nowadays, audio-visual programs that combine authentic sources of prospective language input for a second language acquisition are currently driving the world. This system functions as an effective teaching and learning technique, which led to transmitting the information accurately and effectively.

5. Sociolinguistic Components and Intercultural Competences Using Authentic Videos:

Using authentic materials is the best way, as argued by Ellis (1991), to enhance the intercultural communicative fluency of foreign language learners. This approach is advantageous for teaching culture and is thought to be one of the most vital and Motivational factors in assisting learners to connect with real life. Along with improving their socio-cultural knowledge, sociolinguistic competences, pragmatic communication and non-verbal communication. For example, pragmatic, social and cultural aspects that are viewed as challenging factors to be obtained without being integrated into culture. Therefore, getting into books, videos and listening materials or to any authentic material that invert the culture of the target language community make them obtainable. For example, people from different cultures and countries come together whether face-to-face or online (through AM). Moreover, based on the discussion above, Izumi (1996) highlights that in developing sociolinguistic knowledge, most non-native speakers (NNS) who teach English experience difficulties such as their own lack of knowledge, the requirements of the existing curriculum, the various teaching goals, student motivation, and evaluation procedure.

6. Advantages and Disadvantages of Using Authentic Videos in the Classroom:

“The use of authentic videos in ESL or EFL classroom has a positive effect on learners’ motivation to learn the language” Than Ajaro (2000). This later and a group of other scholars emphasized on the significance and effectiveness of AV in improving OF. To start with, AVs

Chapter one.....literature review

expose learners to real world: language and culture (Kilickaya, 2004; Martinez, 2002; Morrison, 1989; Peacock, 1997 Cited in Su). Thus, they facilitate cultural adaptation, language comprehension, and language use (Duquette, et al, 1987, p.489 Cited by Su), along with developing the learners' communicative competence. Additionally, based on Castro's statement (2009) "videos can be an effective tool for language learning since they are created for native speakers which allow the EFL learners to learn lots of expressions or collocations as well as grammatical forms for them to interact with other people in different life contexts" as they introduce life as scenarios from real world into the classroom, and can be used for all levels (Karpova, 1999 Cited by Su). Further, a study conducted by Ting Hung 2008 (cited by Arteaga et al, 2009) showed that the participants of his research were benefited from the visual part of video that supported them to self-analyze their own performance; thus, students became autonomous learner and critical thinkers.

On the other hand, some researchers believe that the use of AVs contains arrange of drawbacks. To begin with Martinez (2002) who confirmed "one of the biggest disadvantages of using videos for listening comprehension is that it requires special preparation which can be time consuming for the teacher". As well as, Ciccone (1995), Rogers & Medley (1998) et Al who said: "Beginner language learners may experience extreme frustration when confronted by an authentic material". Therefore, the AVs cannot be used for all levels which contrast with karpova's previous statement.

Section three: Learners' attitudes about language learning

1. Attitudes:

In the study of the exploration of attitude and motivation of English students towards learning English language (A Case study of 3rd Year Students, College of University (SUST) was mentioned that many researchers consider a variety of definitions of attitude, each of which suggests a different meaning from various circumstances, context and perspectives in the domains of psychology and education, (Alhmali, 2007). In consonance with Montano and Kasprzyk's (2008) analysis of the theory of planned behavior, "Attitude is defined by the individual's beliefs about outcomes or attributes of engaging in the behaviors; behavioral beliefs, weighted by evaluations of those outcomes or attributes." Thus, an individual who holds strong beliefs that positively valued outcomes will be a result of performing the behavior will have a positive attitude toward the behavior.

Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude." Gardner (1985) also mentions that attitudes are evaluative reactions to some referents or objects, inferred based on the individual's beliefs or opinions about the referent. "Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal." Gardner's

Chapter one.....literature review

argument led Wended (1991) to present a comprehensive definition of the attitude concept. He categorized the term “attitude” into three interconnected components, cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective component refers to the person's feelings and emotions towards an object, whether he/she likes or dislikes, loves or hates. The behavioral component includes the tendency to adopt particular learning behaviors. Besides, Reid (2003, p. 33) stated, “Attitudes are important to us because they cannot be neatly separated from study”. It is viewed as a significant element affecting and influencing language performance.

2. AVs and oral fluency:

Recently, the amount of literature on oral fluency and authentic videos has been increased. It is no coincidence that the development of communicative competency model in the 70s and 80s corresponded with calls for greater literary authenticity. Indeed, technology, which is not in language teaching and learning, has been around for a very long time (decades). However, as time goes on it will become crucial more and more in both personal and professional life. Confirming to Dudeney & Hockly (2001) concluded: “Technology offers new ways for practicing language and assessing performance” (p. 8). Teachers might use rich assignments, pedagogical approaches or instructional tactics that associate with the curriculum through having to watch authentic recordings, movies and documentaries, In order to assist students enhancing their oral fluency and pronunciation Skills . In addition, according to Lines (2005):“an important aspect of speaking activities is how students are made ready to speak. This deals with the importance of materials for communicative activities in the classroom” (p. 67). Nevertheless, .The use of AVs in the classroom is regarded as a valuable , significant and challenging strategy for improving students’ oral fluency , it continues to be an essential requirement for students development as it aids them in the improvement of their grammar, vocabulary, intonation, punctuation, etc.

3. Previous Studies on Students' Attitudes towards the Use of Authentic Video Materials in Learning English as a Foreign Language:

Al-Bulushi, Al-Qudaidi, and Al-Harbi (2016) conducted a study to explore the attitudes of Saudi English as a Foreign Language (EFL) students toward the use of authentic video materials in the English language classroom. Through a mixed-methods approach, including a questionnaire and open-ended questions, the researchers found that the Saudi EFL students displayed positive attitudes toward the integration of authentic video materials. The quantitative analysis revealed that students believed that authentic video materials enhanced their listening skills, expanded their vocabulary, improved their understanding of different accents, and made the learning process more enjoyable. Qualitative data further supported these findings, as students expressed enthusiasm for the use of authentic video materials, emphasizing their engagement, motivation, and helpfulness in

Chapter one.....literature review

improving their language skills. These results suggest that the inclusion of authentic video materials in EFL instruction can have a positive impact on students' attitudes and language learning experiences.

Lari and Derakhshan (2014) investigated the attitudes of Iranian EFL learners toward the use of authentic video materials and their impact on listening comprehension skills. The study included an experimental group that received instruction with authentic video materials and a control group that received traditional instruction. The findings indicated that the experimental group exhibited significant improvement in their listening comprehension skills compared to the control group. Moreover, learners exposed to authentic video materials showed more positive attitudes toward language learning, indicating increased motivation and engagement. These results suggest that the integration of authentic video materials in EFL classrooms can positively influence students' attitudes and foster a more authentic and engaging learning environment. The study highlights the benefits of multimedia resources, such as authentic videos, for promoting active and meaningful language learning experiences.

Conclusion:

The current section was devoted for a review of literature about using authentic videos for various reasons on facilitate the learning approach to be alive and to make it more clear and comprehensible for students. The coming up section presents details about how to use AVs in classroom which considered as a practical method to reinforce the speaking and the listening skills; to enhance students' oral fluency. In addition, it develops their critical thinking skill.

Chapter Two
Research Methodology
and Design

Chapter Two.....Research Methodology and Design

Introduction:

The Research methodology is one of the most crucial and essential component in the theoretical section of the current study. Accordingly, a detailed presentation of The research design, the research settings, the sample and sampling , as well as the data collection procedures are all covered in this chapter, along with discussing the research methods and tools , the data analysis processes and concluding with ensuring validity and ethical consideration.

1. Research design:

“Research design are the specific procedures involved in the research process: data collection, data analysis, and report writing” (Creswell, 2014). According to Akhtar, research design can be regarded as the research framework (I, 2016, p 68), since it is considered as a systematic examination, the researcher employs disciplined instrument in order to solve problems and answer questions. Further, any research attempts to develop, refine, and increase the amount of knowledge (Polit, 2007, p. 4). Therefore, this present study is a descriptive design that is conducted and analyzed through qualitative instrument; a questionnaire.

1.1. Research type:

This research aims to capture the 3rd year EFL students’ attitudes towards using AVs on enhancing oral fluency, understand their perspectives, and present an accurate description of their thoughts and opinions on the use of AVs during the learning process at Mohammad EL Bachir El Ibrahim University BBA. Therefore , a descriptive methodology was adopted as a convenient method to provide a comprehensive picture for this case , “Descriptive research, according to Best, is concerned with : conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times, descriptive research is concerned with how what is or what exists is related to some preceding event that has influenced or affected a present condition or event (best , 2017)” (Louis Cohen, Lawrence Manion and Keith Morrison , Research Methods in Education Fifth edition 2000 . p , 185) . To add the goal of descriptive research is to provide a comprehensive overview of a particular topic or issue that occurs at a particular place and time , without attempting to establish a cause-and-effect relationship or test specific hypotheses ; it focuses more on the “what and how ” rather than the “why” of the research subject.

On the whole, in this case, this research question is considered descriptive as it aims to explore the attitudes of the specific group of students, 3rd year EFL students, at a specific place, Mohammad El Bachir El Ibrahim BBA, inside the classroom rather than exploring new theories, relationships, or variables. In order to collect the data required in this study, a qualitative questionnaire was implemented.

Chapter Two.....Research Methodology and Design

1.2. Research approach

This paragraph describes the design and composition of a questionnaire for 3rd year LMD students in the Department of English at Mohammed El Bachir El Ibrahimi University. The questionnaire consists of three sections, each containing 16 questions. The questionnaire aims to explore the students' attitudes in depth through implementing different types of questions. The first type of question mentioned is closed-ended questions. Closed-ended questions restrict respondents to select from a limited set of predetermined response options. These questions often require a brief and specific answer, such as a "yes" or "no" or selecting options from a given list, like multiple-choice questions. Further, The second type of question used is multiple-choice questions (MCQs), which present a question or statement, followed by a list of options or choices from which the test taker must select the suitable answer for him. The third type of question mentioned is open-ended questions. Open-ended questions allow for a broad and unrestricted response, encouraging respondents to provide detailed and thoughtful answers. These questions typically begin with words like "how," "what," "why," or "describe," prompting the respondent to provide explanations, opinions, or elaborations. In addition, Some questions in the questionnaire provide space for the students to give further answers, explanations, and justifications. This allows them to express their perceptions and share detailed non-numerical descriptive data based on their own experiences; the students' justification reinforce the objectives of the study, as it is a reflection for their attitudes toward the use of AVs in enhancing their OF .On the other hand, there are questions where students are not required to provide justification or explanation. A simple "yes" or "no" answer is sufficient to collect the needed non-numerical data. For example, determining whether the teachers integrate AVs in the learning process. Similarly, for multiple-choice questions. For example, uncover the subjects in which AVs are used. The required data is already implemented within the choices provided. Overall, the questionnaire is designed to gather comprehensive data on the students' attitudes and experiences, utilizing a mix of closed-ended, multiple-choice, and open-ended questions to capture both numerical and non-numerical responses (qualitative and quantitative data)

Chapter Two.....Research Methodology and Design

2. Research purpose:

The main objective of this study is to examine in depth the 3rd year EFL students' attitudes toward developing their OF using AVs at Mohamed El Bachir El Ibrahimi BBA , along with obtaining a deeper comprehension of the value of AVs in learning a language in general and enhancing the oral proficiency in particular.

3. Research settings:

The research setting includes the time and the place of the study conducted and the data gathered. This research focused on the 3rd year EFL learners' attitudes towards improving oral fluency with AVs at Mohammed El Bachir El Ibrahimi BBA during the academic year 2022/2023.

4. Sample and sampling Procedures

4.1. The Population

The population refers to the full set of variables in which a researcher is interested. (Polit, 2007, p. 306). The population for this research involves 3rd year students of English at Mohammed El Bachir El Ibrahim university BBA. As intermediate students, they are deemed to have attained a considerable level of proficiency in the English language. Consequently, it is expected that they are well-versed in the terminology and utilization of AVs due to their exposure to authentic materials throughout their first year. Moreover, third-year students demonstrate mastery in all four language skills: reading, listening, writing, and speaking, surpassing their 1st and 2nd -year counterparts. Hence, they possess the competence to comprehend various accents, decipher idiomatic expressions, actively engage with video content, and adapt to the natural pace (speed) of native speakers' speech. Consequently, this substantiates why third-year EFL students serve as the pertinent population for the present study, as their data will facilitate addressing the research questions at hand.

4.2. The sample

Sampling is the process of selecting a section of a given population as basis for making conclusions about the complete population since conducting a research on the full population is time consuming (Neelankavil, 2007, p. 240). The sample is thus a representative subset of the total population (Dörnyei, 2003, p. 71).

In this regard, it appears that 3rd year students are the best candidate for this study; nonetheless, only 50 students (24%) were conveniently selected to participate and answer an online questionnaire from the whole population which includes 212 students during the academic year 2022/2023.

Chapter Two.....Research Methodology and Design

4.2.1. The sampling techniques:

In order to explore the attitudes of EFL students towards using authentic videos in enhancing oral fluency, a convenience sampling method was employed to select a sample of 50 participants. "A non-probability process where in the observation units are selected based on the availability of participants" (Aparasu, 2011, p. 113). The target population consisted of 212 3rd year EFL students enrolled in Mohammed El Bachir El Ibrahimi university to ensure feasibility and practicality, the participants were chosen based on their convenient accessibility and availability within the research context. A tailored invitation was sent to the entire population of 3rd year students via facebook, providing them with a detailed explanation of the study's purpose and instructions on how to participate in the online questionnaire. Through this process, 50 EFL students responded and agreed to share their insights and perceptions on the use of authentic videos for oral fluency development. The chosen sample represents the same language proficiency level with different learning styles, contributing to the richness and depth of the qualitative data analysis that will be conducted for this dissertation.

However, it is important to acknowledge the limitations associated with the use of convenience sampling in this study. Convenience sampling, while offering practicality and efficiency in participant selection, may introduce biases that could impact the generalizability of the findings. Therefore, caution should be exercised in generalizing the findings beyond the sampled population. Despite these limitations, this study aims to provide a rich and nuanced understanding of the attitudes towards using authentic videos in enhancing oral fluency among the selected participants.

5. Data collection tools:

A research requires data collection tools and methods. As stated by Singh (2006, p. 212), "research tools are administered on the sample subjects for collecting evidences or data." It should give objective data for interpreting study outcomes." The author further claimed that, "data may be obtained by administering questionnaires, testing, personal observations, interviews, and many other techniques of collecting quantitative and qualitative evidence."

In our study, we used qualitative questionnaire to collect the required data and provide a deep comprehensive understanding of the topic.

5.1. The questionnaire:

"Questionnaires are any written instruments that present respondents with series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (Brown, 2001, p.6). An open-ended questionnaire was used to collect the main data for this research about students' attitudes.

Chapter Two.....Research Methodology and Design

This paragraph describes the design and composition of a questionnaire for 3rd year LMD students in the Department of English at Mohammed El Bachir El Ibrahimi University. The questionnaire consists of three sections, each containing 16 questions. The questionnaire aims to explore the students' attitudes in depth through implementing different types of questions. The first type of question mentioned is closed-ended questions. Closed-ended questions restrict respondents to select from a limited set of predetermined response options. These questions often require a brief and specific answer, such as a "yes" or "no" or selecting options from a given list, like multiple-choice questions. Further, the second type of question used is multiple-choice questions (MCQs), which present a question or statement, followed by a list of options or choices from which the test taker must select the suitable answer for him.

The third type of question mentioned is open-ended questions. Open-ended questions allow for a broad and unrestricted response, encouraging respondents to provide detailed and thoughtful answers. These questions typically begin with words like "how," "what," "why," or "describe," prompting the respondent to provide explanations, opinions, or elaborations. In addition, Some questions in the questionnaire provide space for the students to give further answers, explanations, and justifications. This allows them to express their perceptions and share detailed non-numerical descriptive data based on their own experiences; the students' justification reinforce the objectives of the study, as it is a reflection for their attitudes toward the use of AVs in enhancing their OF .On the other hand, there are questions where students are not required to provide justification or explanation. A simple "yes" or "no" answer is sufficient to collect the needed non-numerical data. For example, determining whether the teachers integrate AVs in the learning process. Similarly, for multiple-choice questions. For example, uncover the subjects in which AVs are used . The required data is already implemented within the choices provided. Overall, the questionnaire is designed to gather comprehensive data on the students' attitudes and experiences, utilizing a mix of closed-ended, multiple-choice, and open-ended questions to capture both numerical and non-numerical responses (qualitative and quantitative data).

5.1.1. Description of questionnaire

To gather data in this study, an online questionnaire was shared with fifty (50) 3rd year students of English at the department of English language and literature at Mohamed EL Bachir El Ibrahimi _BBA_ University. In fact, the questionnaire consists of sixteen (16) different questions divided into three (3) main sections. It is composed of open-ended and multiple-choice questions where Students are required to put a tick next to the appropriate answers for them and to provide a complete response , justification or further explanation when necessary.

Section One: Background information

Chapter Two.....Research Methodology and Design

The objective of this section is to obtain the students' background information. It includes two (2) questions. The first one is about the students' age while the other one seeks to determine their genders. (See appendix).

Section two: the students' use of AVs

The second section encompasses of six (6) questions designed to explore the students' usage of AVs. It begins with a general questions which intended to know whether AVs are involved during the learning process, how often and in which subjects they are used. Along with multiple choices question that investigates the preferences and the genres of AVs, Authentic or non-authentic, used by learners' outside the classroom. Ending with exploring the difficulties the learners face while using AVs based on their experiences. (See appendix).

Section three: the attitudes of EFL students towards using AVS

This section is considered as the essence of the questionnaire, as it deals with students' attitudes towards developing oral fluency through AVs and whether it is an effective method in improving their English in general and their oral skills in particular. This part contains ten (10) questions; which explore the students' reactions on the integration of AVs in the learning process along with examining their perceptions on the significance of using AVs, whether it's a practical technique to develop their oral fluency or not, compound with further explanation and justification. (See appendix).

5.1.2. Administration of the questionnaire

To collect data for the study, the researchers administered an online questionnaire to 3rd year students with the assistance of their teacher. The questionnaire was shared with the students selected via email in May 2023, and all the participants were provided with identical instructions and explanations to facilitate the completion of the questionnaire. It took the respondents approximately 7 to 15 minutes to finish the questionnaire. However, the only obstacle faced during this process was the length of time that was taken to collect the required number of participants.

5.1.3. Piloting the Questionnaire

"If you do not have the resources to pilot-test your questionnaire, do not do the study" (Sudman & Bradburn, 1983, p. 283). Hence, Piloting a questionnaire refers to the process of testing the survey questions with a small group from the sample before distributing it to the full study population.

The purpose is to evaluate the quality of the questionnaire and identify any issues with its design. The feedback gathered during the pilot testing phase is used to improve the questionnaire and ensure that it produces reliable and valid data. Therefore, four (4) 3rd year English students in the department of English language and literature at Mohamed El Bachir El Ibrahimi University _BBA_ participated in the pilot test, who were asked to answer the questionnaire and provide any

Chapter Two.....Research Methodology and Design

comments or suggestions concerning the content and the clarity of the items. Overall, the participants in the pilot study responded positively with completing the questionnaire in about 10 minutes. Three participants reported that the questionnaire was easy to be understood and completed, except for one of them who suggested that the part requiring them to justify their answers should be dispensed.

6. Data Analysis Procedures:

Upon the collection of data, the analysis is the next step. According to Pilot and Beck, (2007) "Data analysis is the semantic organization and synthesis of research data" (p. 716) In this study, the qualitative data gathered from the questionnaire were analyzed using descriptive method.

7. Ensuring Validity:

"Qualitative data validity might be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher." Cohen, L., Manion, L., & Morrison, K. (2017). The validity of qualitative data in our study is addressed through various components outlined in the definition. Firstly, the honesty, depth, richness, and scope of the data achieved are ensured by the use of a qualitative questionnaire that allowed participants to express their attitudes towards the topic. The questionnaire was designed with carefully crafted questions to elicit comprehensive and insightful responses. Secondly, the participants were selected conveniently from a pool of EFL third-year students, ensuring a diverse representation of perspectives. This approach increased the validity by capturing a range of attitudes within the target population. Additionally, by sharing the questionnaire online, we aimed to create a comfortable and non-threatening environment for participants to provide their honest attitudes. We emphasized the importance of confidentiality and assured them that their responses would remain anonymous. This approach encouraged participants to openly express their genuine attitudes, enhancing the validity of the data. Overall, by adhering to the components of validity mentioned in the definition, our research demonstrates a valid approach in exploring and understanding the attitudes of EFL 3rd year students.

Ethical consideration :

Ethical issues are of vital importance in any research. According to Lodico, Spaulding and Voegtle (2006) state that "Researchers have many ethical responsibilities to the participants and to the profession they represent" (p. 146).

It is commendable that the researchers have taken ethical issues into consideration throughout the research process. The measures you have described, such as maintaining participant

Chapter Two.....Research Methodology and Design

anonymity, ensuring data confidentiality, obtaining informed consent, and avoiding data manipulation, are all important ethical considerations in research.

Respecting participant anonymity and ensuring the confidentiality of data are crucial aspects of ethical research. By promising participants that their identities will remain undisclosed and their data will be kept confidential, the researchers are protecting their privacy rights and promoting trust between the researchers and participant.

Obtaining permission from participants to conduct interviews and questionnaires is an essential ethical requirement. Informed consent ensures that participants are fully aware of the purpose, procedures, potential risks, and benefits of the study before agreeing to participate. This allows participants to make an informed decision about their involvement and safeguards their autonomy and right to withdraw from the study at any time.

Avoiding data manipulation to obtain desired study outcomes is another ethical responsibility of researchers. Manipulating data violates the principles of honesty, integrity, and scientific rigor. Researchers should strive to present their findings accurately, regardless of whether the results align with their initial expectations or hypotheses.

Overall, by adhering to ethical principles and guidelines, researchers demonstrate their commitment to the well-being and rights of the participants, as well as the integrity of their profession.

Conclusion:

This chapter provides a comprehensive overview of the research methodology and design. It covers the research setting, sample selection, data collection procedures, research tools, data analysis procedures, and ethical considerations. The research design was tailored to address the research objectives, while the sampling procedures ensured a representative sample. A specific data collection method was employed to gather comprehensive and reliable data. Appropriate data analysis techniques were applied to analyze the collected data. Ethical considerations were carefully addressed throughout the research process. This chapter establishes a strong foundation for the subsequent chapters, where the collected data will be presented, analyzed, and interpreted to contribute valuable insights to the existing body of knowledge.

Chapter Three
Data Analysis,
Interpretation and
Discussion

Chapter Three.....Data Analysis, Interpretation and Discussion

Introduction:

This chapter focuses on the practical part of the study. Its primary objective is to provide a detailed description for the results acquired from the collected data. Based on the analyses and the discussion of the obtained data results, this work tends to validate the students' positive attitudes towards using AVs in enhancing their oral proficiency, along with shedding the light on the effectiveness of AVs in developing the speaking skill.

1. Analysis of results and findings from students' questionnaire

1.1. Section one: Background information

Item 01: age

Age	Frequency	Percentage
Between 20 and 23	38	78%
More than 23	12	22%

Table 1: Surdents' Age Distribution

As indicated in the above table, we notice that most of 3rd year LMD students are aged between 20 and 23 years old (78%). Out of the total number of the sample (50), and there are twelve students (22%) who are aged above 23 years old; this may mean that they had failed in their education or did not start early their primary education than others.

Item 02: Gender

Gender	Frequency	Percentage
Male	6	12%
Female	44	88%

Table 2: student's gender distribution

The data reveals that out of a total of 50 participants, 6 students are males, accounting for 12% of the group. In contrast, there are 44 females, making up 88% of the participants. The higher representation of females in this group can be attributed to their greater interest in learning English and foreign languages, as well as the perception in our country that teaching is primarily a profession associated with women.

1.2. Section Two: Students' use of authentic videos

Chapter Three.....Data Analysis, Interpretation and Discussion

Item 03: do your teachers use authentic videos during the learning process?

Respondents	Frequency	Percentage
Yes	44	88%
No	6	12%

Table 3: responses distribution of the use of authentic videos by teachers

The results in table 3 display that 44 students who their percentage is (88%) said “yes”, indicating that their teachers use authentic videos during the learning process. On the other hand, six students (12%) responded with “no”, which means that their teachers do not incorporate AVs in their classes. From this data, it can be inferred that the majority of the participants have experienced the use of AVs as a part of their learning process.

Item 04: If yes, in which subject?

Subject	Frequency	Percentage
Oral expression	38	76%
Linguistics	5	10%
ESP	20	40%
Civilization	10	20%
Others...	10	20%

Table 4: The subjects taught using authentic videos

Among the students who responded positively, 38 students, or (76%) of the group, reported that authentic videos are used in the subject of oral expression. This indicates that the use of authentic videos is particularly prominent in enhancing students' oral communication skills. In the subject of linguistics, 5 students, or 10% of the group, mentioned that AVs are utilized. This means, they play a role in supporting the understanding of language structures and systems. Thus, 10 students, or 20% of the group, mentioned that their teachers used AVs in the subject of civilization. Therefore, 10 of them (20%) mentioned “others” which implies that authentic videos are employed in various additional academic areas beyond the mentioned ones. Overall, the data highlights that AVS are predominantly used in all subjects. This suggests that they are seen as an effective tool for enhancing language learning, communication skills, and cultural understanding in these specific subjects.

Item 05: Do you use videos outside the classroom as a way of learning?

Chapter Three.....Data Analysis, Interpretation and Discussion

Respondents	Frequency	percentage
Yes	50	100%
No	0	0%

Table 5: the use of videos outside the classroom

This table reveals that all the students surveyed responded affirmatively to the question, this means that 100% of students reported using videos as a mean of learning outside the classroom .That data suggests that videos are widely embraced by the students as a valuable tool for self-directed learning which plays a significant role in enhancing their educational experiences.

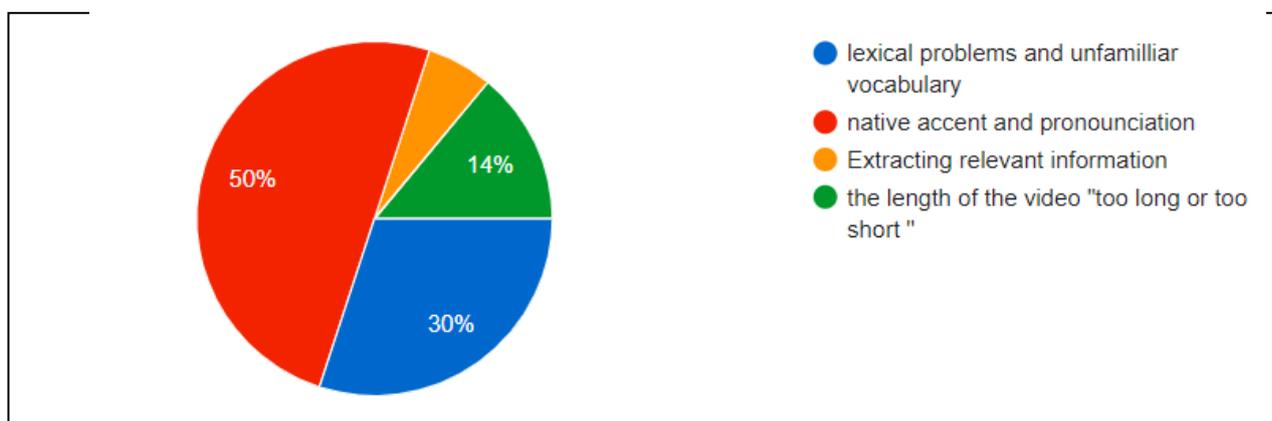
Item 06: If yes, which type of videos do you use?

Respondents	Frequency	Percentage
Authentic videos	24	48%
Non-authentic videos	26	52%

Table 6: types of videos used by students

Based on the data provided, the students were asked about the types of videos they use outside the classroom. The results show that the majority of students (52%) preferred non-authentic videos, including movies, short stories, and social media videos. They may use these videos as a source of relaxation, leisure, or casual learning outside of formal educational settings. On the other hand, (48%) or 24 students opted for AVs, such as podcasts, documentaries, and recorded lectures ; AVs implies a preference for more educational and informative content .the findings of this question suggests that videos, in various forms, play a significant role in the students' self-directed learning experiences outside the classroom.

Item 07: What are the difficulties do you experience while watching authentic videos?



Graph 1: Students' Difficulties in using authentic videos

Chapter Three.....Data Analysis, Interpretation and Discussion

Regarding the difficulties in which students experience while watching AVs, 30% of the students selected the lexical Problems and Unfamiliar Vocabulary difficulty .This indicates that a significant portion of the students struggle with understanding and comprehending the vocabulary used in authentic videos, While 50% of them highlighted that the difficulty of native accent and pronunciation. That means, the majority of students face challenges in understanding the spoken language and accents used by native speaker in videos. However, only 13% of the students mentioned that they find a difficulty when extracting and identifying the relevant information in the videos, and only 14% of them expressed their concerns about the length of videos finding them either too short or too long.

Justifications:

This question aimed to explore the difficulties students face when using authentic videos, several students provided insightful justifications however, only few participants' justifications are summarized and quoted as presented below:

Lexical problems and unfamiliar vocabulary

The results showed that 15 students (30%) expressed difficulties related to lexical and unfamiliar vocabulary. For instance, S3 mentioned, "We do not have many vocabularies," indicating a need for vocabulary development. S24 highlighted the challenge of collocation words and idioms, stating, "I have a problem with collocation words and idioms which are unfamiliar to me." This demonstrates the importance of understanding the nuances of language usage. Additionally, S32 acknowledged the presence of new words, saying, "Some words are new. I have to check their meanings in order to understand the video, but I think that it is a good opportunity to enhance vocabulary since authentic videos provide us with the informal use of the language." These justifications underscore the significance of vocabulary acquisition and the role that authentic videos play in exposing students to real-life language use.

Native accent and pronunciation :

This question aims to explore the difficulties faced by students when it comes to native accent and pronunciation in authentic videos. A significant number of students, 25 participants (50%), indicated that they encounter challenges in this aspect. S15 expressed the need for more practice, stating, "I need more practice in my accent and pronunciation." Similarly, S17 mentioned that native speakers speak fluently and fast, stating, "They speak fluently and firstly." Moreover, S33, S37, and S45 emphasized the distinct accent and pronunciation patterns of native speakers, which differ from what they have learned. S33 specifically mentioned, "Native speakers may have distinct accent and pronunciation patterns that differ from what we learned," while S37 and S45 shared the same sentiment, stating, "Native speakers may have distinct accent and pronunciation

Chapter Three.....Data Analysis, Interpretation and Discussion

patterns that differ from what we learned." These insights highlight the importance of developing pronunciation skills and becoming familiar with different accents encountered in authentic videos. Understanding and addressing these difficulties can enhance students' overall language proficiency and enable them to communicate effectively with native speakers.

Extracting relevant information :

This question explores the difficulty encountered by students in extracting relevant information from AVs. A small percentage of students (6%), specifically 3 participants, identified this as a challenge. S6 explicitly stated, "Extracting relevant information," indicating the struggle to identify and comprehend the key ideas conveyed in the videos. Similarly, S1 expressed that sometimes the videos lack the necessary ideas, stating, "Sometimes the videos are empty in terms of the ideas I need." These responses highlight the importance of developing critical thinking skills and effectively analyzing video content to extract the intended information.

The length of the video "too long or too short:

Among the challenges reported by participants, a minority of students (14%) highlighted the issue of video length. S19 expressed frustration with videos that are "always too long and they don't just go straight to the point." S31 preferred shorter videos, stating, "Because they are too long, they take time. I prefer short videos." S38 mentioned that "Too long videos disturb the listener." These responses emphasize the importance of considering the duration of videos in order to maintain students' engagement and optimize their learning experience.

Item 08: Which strategy do you use to understand authentic videos when you don't comprehend every word and phrase?

Respondent	Frequency	Percentage
Re-watching	29	58%
Note-taking	9	18%
Predicting the content based on the title	8	16%
Discussing the video with classmates or a teacher	4	8%

Table 7: strategies used by student to understand the AVs

The table above reveals, 58% of students; which means the majority of them selected the re-watching method as a mean to improve their comprehension and reinforce their understanding. Additionally, 18% of students opted for note-taking as their strategy, which allows them to actively engage to the content .Whereas, 16% of them indicated that they use the strategy of predicting the content based on the video's title, and only 8% of students find value in discussing the videos with

Chapter Three.....Data Analysis, Interpretation and Discussion

their peers or teachers to clarify doubts, exchange perspectives, and gain deeper insights from the content.

1.3. Section three: Students' attitudes toward the use of authentic videos in enhancing oral fluency

Item 09: Is it beneficial that your teacher provides authentic videos in class?

Respondents	Frequency	Percentage
Yes	49	98%
No	1	2%

Table 8: Students' perceptions on the effectiveness of providing the AVS in the classroom

This question is designed to explore the students' perceptions on whether it is beneficial that their teachers integrate AVs in the learning process or not with justifying their answer. Based on the findings, 49 students with a percentage of 98% said "yes", whereas only one student said the opposite (2%).

A selection of the participants' justifications is summarized and quoted as follow:

AVs as an AVS as an interesting technique to learn English:

Seven students (14%) view that AVs are an effective technique to learn English, as it allows learning in an enjoyable and an interesting manner as it was revealed in their justifications; S1 said: "it makes the learning process active and more enjoyable", and S7 stated : "I have a lot of fun while using AVs", they believe that having fun during the learning process motivates them to interact with it, the learning process, in an active way. Furthermore, because of the motivation and the engagement: Using AVs in the classroom can make the learning experience more practical , interesting and engaging for students based on S3 response "They make the lesson process interesting and less boring". Moreover, real-life content can spark interest, create meaningful connections, and enhance the students' motivation to learn and aide them to improve their language skills based on S6 justification "They are pleasant and helpful at the same time".

AVs as an effective way to learn English:

Relying on twenty participants' responses (40%), students tend to learn from concrete resources (Video, Picture ... etc.) better than theoretical courses as it was revealed in the responses of S6 "it helps a lot with understanding the content", and S4 "to understand and get the ideas quickly". They believe that AVs provide them with rich context that aides them to acquire new vocabulary as it was stated in the answer of S8 "because we get new vocabulary from watching these videos". In addition, relying on S11 response "it (AV) reinforces the

Chapter Three.....Data Analysis, Interpretation and Discussion

meaning of the session and develop our four skills ” , AVs reinforce the learners’ speaking and listening skills, along with facilitating the language use (mastering the required skills to use English) and more importantly engaging the students with the learning process. In short, according to the justification of S9 “it helps us to understand more” and S15 “it enhanced my learning experience”. AVs are the students’ back up in which they rely on to comprehend the lesson inputs as well as develop their learning skills.

AVs as a reliable source to learn how to use and pronounce English:

Fifteen participants (30%) believe that AVs is a reliable source to widen their knowledge about how to use English; relying on both the justification of S2“to develop our listening and speaking skills (pronunciation)”and S10 “because they teach us how to speak correctly”, AVs is a technique that teach the students how to pronounce and how to use the language components correctly. To add, S22 said “it helps us grams at what we might encounter in the Long run, since most videos are obviously made by people who are fluent in the language”. For that matter, AVs help the students not only inside the classroom (short goal, understanding the content of a specific lesson) but also outside the classroom (achieving their long term goals in their English acquisition journey, mastering the language). To conclude with, AVs provide the students with direct interaction with the target language (E that facilitates and fastens the comprehension of the lessons’ content as well as the language acquisition as it was shown in the answer of S40 “the more we watch AVs the more we learn more about the language”.

AVs as a tool to develop the speaking and listening skill:

Six students (12%) stated that AVs is an effective way to enhance their listening and speaking skills, as it was mentioned in the answer of S15 “Due to AVs, we improved our listening skills” and the justification of S2 “to develop our listening and speaking skills (pronunciation)”, as it provides them with the opportunity to practice and use the language learnt inside and outside the classroom, based on the response of S31 “AVs permit us to discuss many topics using English.”On the other hand, although only one participant S18 claimed that providing AVs during the learning process is not beneficial, there were two justifications on that matter; the justification of S36 “Authentic videos are boring and time wasting”, and S18 who said “It’s a new methodology that couldn’t help us in many fields”.

Item 10: Do you considered authentic video as a significant method to improve the EFL learning process?

Respondents	Frequency	Percentage
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Chapter Three.....Data Analysis, Interpretation and Discussion

Yes	48	96%
No	2	4%

Table 9: The significance of AVs in improving the EFL learning process

The question, “Do you consider AVs a significant method to improve the EFL learning process? And why? ” aims to explore the AVs effectiveness as a technique to learn English based on the students’ experience.

According to the questionnaire results, the majority of the participants (48 students, 96 %) chosen yes, they supported their choice with multiple justifications; by mentioning the advantages of AVs and how this later facilitates their language learning process. A selection of the students responses are summarized and quoted as follow:

AVs are a Effective and reliable source to learn English from, since students are learning accents, grammar and sentences structure from native speakers, as was revealed in S6’s answer , “near to reality. Of course because we will be dealing with native speakers, since we are exposed to new native knowledge”. And in accordance with the answer of S24, “because I learned from the original people and native speakers”.

AVs put the learners in a more realistic context where she or he acquires language in a better and more effective way, in agreement with the answer of S16, “it is better to learn about something in front of you something concrete than learning from the abstract theory”. AVs are “practical for all the types of learners, especially for the visual ones”, as was mentioned by S13, along with what S36 said “It is better to learn about something in front of you something concrete than learning from the abstract theory.”

In argument with S9’s answers, “it is better to learn about something in front of you something concrete than learning from the abstract theory”. AVs provide faster and deeper comprehension of the language culture and communication in real world context , since they expose the students to the target language, as S11 said, “due to authentic we get introduced to daily conversation using English” which engage and encourage then to use the target language.

AVs enrich the students’ vocabulary and enable them to acquire wide range of new words as what was mentioned in the answer of S2, “because we find the correct English language in this videos and we take a new words”. Along with the statements of S21 “It helps us learn more vocabulary and grammar”.

On the whole, relying on the participants’ answers that articulated with what was mentioned by Richards, J. C., & Schmidt, R. Routledge. AVs are considered valuable in language

Chapter Three.....Data Analysis, Interpretation and Discussion

learning as they provide learners with exposure to authentic language use, cultural insights, and real-world contexts. They reflect the natural use of the language, including its idiomatic expressions, colloquialisms, and cultural references, which can enhance learners' linguistic and cultural capacities. Further, The exposure to AVs helps learners develop their listening, reading, speaking, and writing skills in the target language, as in order to produce language (speak) students should be able to receive it first (listen) . In addition, they encounter a range of vocabulary, grammar structures, and discourse patterns used in natural communication, enabling them to improve their overall language proficiency. To conclude, AVs challenge learners to engage with the language in diverse contexts and adapt their language skills to various situations. This daily exposure helps learners develop familiarity, flexibility and adaptability in using the language effectively.

Item 11: What is your opinion about using authentic videos to learn English?

Respondents	Frequency	percentage
I think authentic videos are a beneficial way to learn English	28	56%
I think authentic videos can be helpful but they shouldn't be the only way to learn	19	38%
Am not sure if authentic videos are effective for learning English	3	6%
I think authentic videos are not a good way to learn English	0	0%

Table 10: Learners' views about using authentic videos to learn English

Based on the findings of the 16th question presented in the table above, the majority of the students (56 %) consider AVs as an effective and a beneficial tool to learn English , on the other hand (38 %) of them believe that they shouldn't rely only on AVs to learn English even if it can help them. Moreover, the minority of the students (6%) weren't sure of the effectiveness of AVs. However, no one of the participants claim that AVS is a bad method to learn English.

Item 12: Do you think that watching authentic videos can be beneficial for you to:

Respondents	Frequency	Percentage
learn new vocabulary	18	36%
enhance the listening comprehension and speaking skills	26	52%
build cultural competence	4	8%
Develop critical thinking	2	4%

Chapter Three.....Data Analysis, Interpretation and Discussion

Others	0	0%
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Table 11: The Benefits of watching AVs

According to the displayed data showed in the table above (52%) of the students claim in an open ended question that AVs is a Practical tool to develop their listening and speaking skills, to add (36%) of them claim that AVs help them to acquire new vocabulary, while (8%) consider AVs a beneficial method to built their cultural competence and the weakest percentage (4%) was AVS are a beneficial to develop the students' critical thinking.

Item 13: How can you use authentic videos to improve your pronunciation and listening comprehension skills?

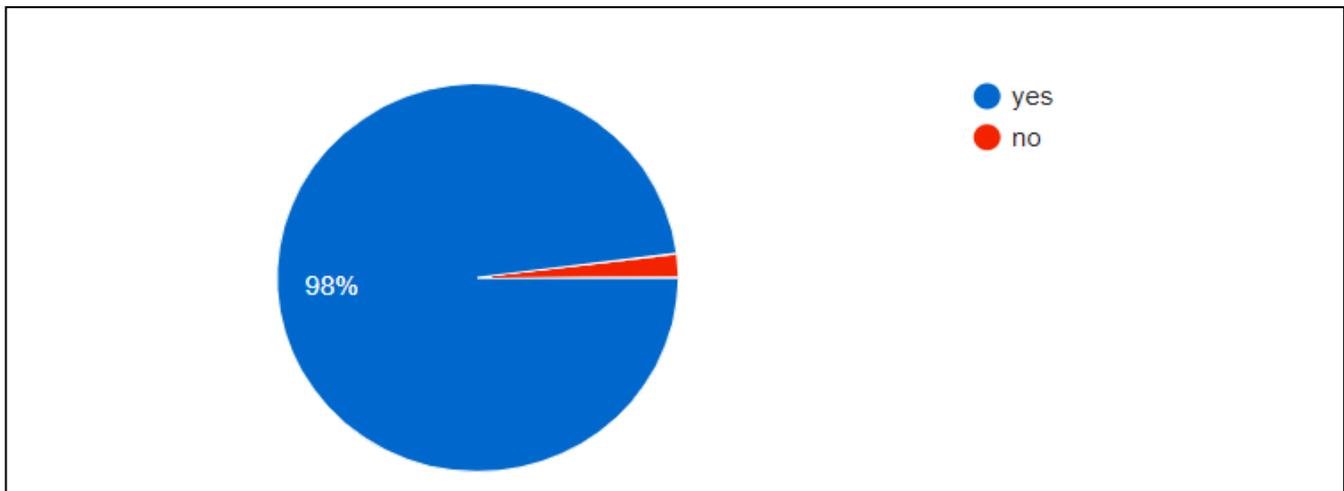
Respondents	Frequency	Percentage
Listening multiple times	33	66%
Watching with subtitles	23	64%
Mimicking the pronunciation	11	22%
Transcribing	7	14%

Table 12: The students' strategies to develop their pronunciation and listening skills through AVs

This question which includes multi-choices answers aims to explore how the students use AVs to develop their listening and speaking capacities. Depending on the findings shown above, (66%) of the participants (33 students) listen multiple times to the AVs recording, while (46 %) of them (23 students) focus on watching AVs with subtitles so they focus on both reading the subtitles and listing to the recording . Further, 11 students (22 %) said that they repeat the dialogue used by the original speakers with mimicking their pronunciation , whereas the lowest percentage 17 % (7 students) shows that some students rely on transcribing and translating the content of the video in order to understand and enhance both their listening and oral proficiency. On the whole, 3rd year EFL learners rely on various ways (as the data confirm) to enhance their listening and speaking skills through AVs.

Chapter Three.....Data Analysis, Interpretation and Discussion

Item 14: Do you think that using authentic videos in English language learning can improve your speaking skills?



Graph 2: Students' opinion on the effectiveness of the AVS to improve their speaking skills.

The 14th question explores whether AVs can improve the students' oral skills or not, along with providing a further explanation for their answer if it is yes. Furthermore, relying on the findings shown in the graph above, the majority of the participants (98%) believe that using AVs can enhance their oral fluency with providing further justification to support their answers based on their own experience and perception. Moreover, a selection of their responses are summarized and quoted as follow:

AVs as an interactive method:

Five participants (10%) claim that AVs are an interactive technique that allows them to use the target language easily as was shown in the justification of S23 ,“the more we listen to AVs, the more we cope with the language”. For S5, AVs aide learners to master the speaking skill, since they immerse students in the target language on a daily exposure , as he expressed ,“by getting introduced to the language often.” And as it was mentioned by S11, “it is more exposure to the language, so that they help in developing our skills”. Additionally, AVs enable the students to adapt to the environment of the target language (English) which makes them competent speakers in line with what S2 stated , “AVs help the learners to become more familiar with the natural flow of the language”.

AVs as a rich source of vocabulary:

Fifteen students (30%) said that AVs provide them with a wide amount of vocabulary and idiomatic expressions, which they can apply in their own speech and conversation as what S11 said, “ we can enhance linguistic abilities learning new vocabulary and having the chance to check pronunciations as it is in real life”. Along with relying on both the responses of S8,

Chapter Three.....Data Analysis, Interpretation and Discussion

“by learning new vocabulary and words”. And S6, “it provides us with new vocabularies” . In short , the responses of S46, “we know the correct way to pronounce words through these videos and enrich our vocabulary”. S22, “they enhance listening skills, vocabulary acquisition and cultural competence”. And S10, “by listening a lot we may acquire new vocabulary as well as enhancing our pronunciation” revealed that AVs are viewed as a rich source of vocabulary and terms that students relied on to acquire English as well as to learn how to use its components (words structure).

AVs as a tool to learn accents and improve pronunciation:

Seventeen students (34%) view that the use of AVs aide them to enhance their oral proficiency through enabling them to acquire various accents (American, British, Irish....etc.) in line with what S7 said, “I have learned different accent from this videos”. Along with to teach them how to distinguish between different types of accents in agreement with S4 answer, “while watching authentic videos I can learn more about accents and see how native pronounce and speak” . Moreover, following the answers of S1 who stated, “we know the correct way to pronounce words through these videos and enrich our vocabulary”, and S3 who said “we become good Learners, we learn how to pronounce in the right way”. In accordance with the justification of S5,“because if you focus on the spoken words (content) produced by original speakers, you will get how it’s pronounced”. learners consider AVs as a reliable source to improve and learn more about the basic rules of pronunciation; stress shifting, intonation ...etc., since they are created by native speakers as S38 mentioned, “when you listen to a native speaker your language , accent and pronunciation, will be correct and accurate”. Further, AVs improve as well the students’ listening skills as they should be able to receive the language (listen) first in order to produce it (speak) in agreement with the statements of S12,“by listening to AVs, i have improved my accent”. Besides “listening is the first step of speaking.”

AVs as a technique to practice English:

Thirteen participants (26%) believe that AVs contributed in enhancing their OF, as they provide the students with the opportunity to frequently use the language and to practice the new acquired vocabulary ,as it was revealed in the words of S14, “by listening and repeating or by discussing what we have listened in the AVs ”and S23, “by discussing and sharing our ideas based on the topic involved”. As well as the explanation of the S31, “by discussing the context of the video”. And as it was mentioned by S13, “by listening, repeating and by discussing what you have learnt from in the AVs”. Along with what S24 said, “by mimicking and repeating the conversation”. Furthermore, AVs allow the students to use and practice the

Chapter Three.....Data Analysis, Interpretation and Discussion

lesson inputs (the AVs content) with their peers and teacher following the answers of both S37, “it offers opportunities to practice our speaking and listening”. And S45 who said , “it offers opportunities to practice our speaking and listening”. Additionally, in agreement with what S43 stated, “because if you practice every word you hear or you use later, on that way it will be fixed in your mind easily”. AVs expose and introduce the students to the target language on the daily basis, in which they unconsciously improve their speaking skills like the teachers of English always say, “when it comes to speaking another language, you either use it or you lose it”.

Note:

All the previous points were summarized and paraphrased based on the students responses and justifications.

Item 15: have noticed any improvement in your oral fluency since you started watching authentic videos?

Respondents	Frequency	Percentage
Yes	47	94%
No	3	6%

Table 13: oral fluency improvement due to AVS

Relaying on the results presented in the question number 15 , 94 % of students answer with yes which mean they believe that dues to AVs their oral fluency was improved , whereas the minority of the students (6%)said no , apparently AVs wasn't the best way for them to enhance their Oral Fluency.

Item 16: If yes ,how?

Respondent	Frequency	Percentage
Authentic videos introduce life as a scenario at the classroom	15	30%
Authentic videos provide vocabulary and grammar practice	20	40%
Authentic videos offer safe practice opportunities	10	20%
Authentic videos facilitate self-assessment	5	10%

Table 14: oral proficiency due to AVs

Since The majority of the students noticed an improvement in their oral proficiency due to AVs . This question was designed to explore how AVs contributed to this improvement. Based on the results presented in the table above 40 % of the students claim that AVS provided them with a variety of new vocabulary and thought them how to use the grammatical rules correctly, whereas30 % of them said that AVS introduced life as a scenario inside the classroom; as they use real life

Chapter Three.....Data Analysis, Interpretation and Discussion

situation which the students are required to imitate and to get involved within the content. Additionally, “authentic videos offered us safe opportunities to practice our English” was the answer of 20 % of the participants, and for the rest of them (10 %) due to the use of AVS they discovered their competencies as well as The skills they lacked , so AVS allowed them to self assess and improve their poor skills .

Note:

In the previous statements, the information was presented in a summarized and condensed manner based on the students’ answers. It is common in qualitative research to select specific quotations that represent the overall findings and themes identified from the participants’ responses. Rather than including the entirety of each participant’s answer, researchers often choose to highlight key quotations that best exemplify the attitudes and perceptions expressed by the larger group. Further, this approach helps to provide a concise representation of the participants’ views while still capturing the essence of their collective opinions; the quotations used are representative for the 50 students’ attitudes and perceptions.

2. Summary of the main findings:

This research aimed to investigate students' attitudes towards using authentic videos to enhance their oral fluency. The findings from the questionnaire revealed several important conclusions. Firstly, a significant number of students demonstrated a positive response towards the use of authentic videos, indicating their acceptance and interest in this resource. The results suggest that students recognize the benefits of using authentic videos as a tool for language learning and oral proficiency development. AVs provide opportunities for exposure to natural language use, native accents, and non-verbal communication, facilitating the acquisition of vocabulary and improving speaking skills. However, it is crucial to address the challenges identified, including unfamiliar vocabulary, native accents, extracting relevant information, and video length, in order to fully harness the benefits of authentic videos for oral fluency enhancement. Overall, the questionnaire analysis provides compelling evidence of students' positive attitudes towards incorporating authentic videos as a means to develop their oral proficiency.

3. Discussion:

The findings gathered from the questionnaire in relation to the literature review clearly answer two main questions. First, what are the attitudes of 3rd year EFL students’ towards the use of AVs to enhance their oral proficiency? The second question is what are the benefits of providing authentic videos in EFL class?

The answers of the research questions are as follows,

Chapter Three.....Data Analysis, Interpretation and Discussion

What are the attitudes of 3rd year EFL students' towards using authentic videos?

The present study aimed to explore the attitudes of 3rd year EFL students towards using AVs and compare our findings with previous studies in the field. While previous studies consistently found positive attitudes towards video use in language learning (Al-Bulushi et al., 2016; Lari & Derakhshan, 2014), they primarily focused on listening skills. To address this gap, our study, sheds light on the potential benefits of AVs in developing students' oral proficiency using a qualitative questionnaire with 50 participants. The findings of our study align with the prior research, indicating a positive attitude towards the use of AVs in the EFL classroom. Specifically, our participants expressed enthusiasm about the role of authentic videos in enhancing their oral fluency. They reported that authentic videos facilitated the acquisition of new vocabulary and grammar structures. Additionally, the participants highlighted that authentic videos provided valuable opportunities for practicing and improving their speaking skills. Moreover, the use of authentic videos was appreciated for its ability to introduce real-life scenarios into the classroom, thereby enhancing the authenticity of the learning experience.

What are the benefits of using authentic videos in enhancing EFL students' oral fluency?

This question has been explored in the previous studies, shedding light on the benefits and advantages of incorporating authentic video materials in language instruction. For instance, previous research by Ting Hung (cited by Arteaga et al., 2009) highlighted that AVs supported self-analysis and critical thinking among learners, contributing to their autonomy. Similarly, studies conducted by Al-Bulushi, Al-Qudaiddi, and Al-Harbi (2016) with Saudi EFL students, and Lari and Derakhshan (2014) with Iranian learners, revealed that authentic videos enhance listening skills, vocabulary acquisition, understanding of different accents, and overall language proficiency. In line with these findings, our study contributes to the existing literature by demonstrating that authentic videos have several benefits in enhancing EFL students' oral proficiency. They provide exposure to real-life language use, facilitate the acquisition of new vocabulary, improve pronunciation and intonation, foster cultural immersion, and enhance listening skills. Furthermore, incorporating authentic videos makes the learning experience more enjoyable and engaging, motivating students to actively participate in the language learning process. However, it is worth noting that some previous studies, such as Martinez (2002), Ciccone (1995), and Rogers & Medley (1998), expressed concerns about the potential drawbacks of using authentic videos, citing challenges in preparation time and potential frustration for beginner learners. Addressing these gaps in the study, our research delved deeper into these issues by examining specific strategies and approaches to mitigate

Chapter Three.....Data Analysis, Interpretation and Discussion

challenges. Through a qualitative questionnaire and a diverse sample of EFL 3rd year students, we explored their attitudes and experiences regarding the use of authentic videos in language learning. The findings of our study provide robust evidence supporting the positive impact of AVs highlighting the benefits of using in enhancing EFL students' oral proficiency,

In summary, our study reinforces the positive attitudes reported in previous research regarding the use of authentic videos in language learning. By emphasizing the enhancement of OF, our findings contribute to a relatively consistent body of knowledge on the benefits of incorporating authentic video materials in EFL instruction. Our research aligns closely with prior studies, underscoring the effectiveness of authentic videos in promoting language acquisition and providing valuable insights into the role of these materials in facilitating EFL students' oral proficiency. These findings collectively support the notion that authentic videos offer a promising avenue for language educators to foster oral fluency skills in their students.

Conclusion

General conclusion.....

General conclusion:

The ultimate goal of this research was to explore the attitudes of 3rd year students of English at “Mohamed Bachir EL Ibrahim” towards oral fluency through authentic videos. It was built upon a qualitative questionnaire that was distributed to fifty students from the department of English language and literature during the academic year 2022/2023, in an attempt to find possible answers to the research questions, and accomplish its objectives as well.

This research encompassed three chapters, the first two represent the theoretical part of the research, while the third chapter is devoted to the practical part. The first chapter outlines the research proposal of the study, highlighting the research objectives, questions, and the statement of the problem. The second chapter, underlined the literature review about the use of authentic videos on enhancing EFL students' fluency; which divided into three sections. The first one attempted to shed light on oral fluency in language learning. While, the second section, has been devoted to present an overview about authentic videos, and it highlighted its use on the classroom. The final section, however, has undertaken the attitudes of EFL student on the use of authentic videos. Third chapter introduced the research methodology followed to conduct this research, and then analyzed and interpreted the results obtained from the students' questionnaire.

The findings gathered in this research have answered the research questions and achieved its aims. Thus, the student questionnaire administered in this research has validated two primary claims; firstly, they have positive attitudes towards using authentic videos as an educational method; secondly, their responses provided that authentic videos have positive effects on developing EFL oral fluency. Moreover, this research suggests one of the topics that facilitate the comprehensibility of the students which is educational AVs. Supporting this claim, Oura (2001) suggests that the use of AVs in ESL or EFL classrooms have a positive effect on learners' motivation to learn the language as they offers real language, the learner's motivation will raise, since students will be exposed to cultural issues like common expressions, and idioms. The participants in this research were asked about their attitudes towards OF through AVs. Although the current study is based on a limited sample size of participants, which found that they have positive beliefs towards oral fluency through authentic videos.

Pedagogical implementation:

Based on the results of the present study, a number of educational implications can be made to enhance the EFL teaching and learning process as well. First, the students agreed on the significant importance of AVs for oral fluency of the EFL learners. There is a need to improve and even teach EFL learners this skill. Moreover, the attitudes of students revealed that they face a lot of problems when they come to speak or present. Therefore, this research has offered some explanations, steps and guidelines that can be useful for both teachers and learners. Additionally, this research shed light on the benefits of AVs in EFL learning. One of the issues that emerges from

General conclusion.....

the findings in that research. Students at Mohamed El Bachir El Ibrahimi University face unfavorable conditions that hinder them providing AVs inside the classroom. So, the necessary equipment and materials should be provided in order to promote the learning as well as the teaching process. Taken together, the results suggest that teachers should think in implementing such videos in their classes and raise students' awareness to the invaluable benefits of them.

Limitations of the study:

There were some limitations that affected the progress of the research. One of them was the lack of reliable sources and related to the topic. That is to say, most of the references are in the form of research papers, journals, articles and collections of previous studies. Another issue was the large number of participants, mainly students, who took a long time to provide the necessary information. Although we hoped that the online questionnaire would help us collect the required data quickly, it actually took a lot of time to do.

Further suggestions:

Based on the work in hand's results as well as restraints, further research can be done to augment the existing study and get a deeper comprehension for the Issue under scrutiny. However, the use of a qualitative questionnaire limited the scope of our findings to the participants' attitudes and perceptions. Future research may consider employing additional methodologies, such as interviews or classroom observations, to provide a more comprehensive understanding of the impact of authentic videos on oral fluency. Additionally, our study focused on third-year EFL students within a specific educational context, and generalizing the findings to other populations or settings should be done with caution.

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Appendices

Appendix: 3rd year students' questionnaire

Dear student, You are invited to take a part in a questionnaire used for Master two dissertation , in order to explore your attitudes towards using authentic videos on enhancing oral fluency . You are kindly asked to answer the following question by putting a tick (✓) before the corresponding letter of the responses or comments whenever necessary."Be sure that's your responses will be applied for academic purposes" Note: " *Authentic videos are real-life recordings of events or situations that show things as they naturally happen, without any manipulation or staging.*" Thank you for your collaboration

Background information

Age:

.....

Gender:

male

female

Students' use of authentic videos

Do your teachers use videos during the learning process?

Yes

No

If yes, in which subject?

Oral fluency

Linguistics

English for specific purpose

Civilization

Others

Do you use videos outside the classroom as a way of learning?

Yes

No

Appendices.....

If yes, which types of videos do you use?

Authentic videos: podcast, documentaries, recorded lectures

Non-authentic videos: movies, short stories, social media videos " reels "

What are difficulties you experience while watching authentic videos?

Lexical problems and unfamiliar vocabulary

Native accent and pronunciation

Extracting relevant information

The length of the video "too long or too short"

Justify

.....

Which strategy you use to understand authentic videos when you don't comprehend every word and phrase?

Re-watching

Note-taking

Predicting the content based on the title

Discussing the video with classmates or teacher

Students' attitudes toward the use of authentic videos in enhancing oral fluency:

Is it beneficial that your teacher provides authentic videos in class?

Yes

No

Why.....

Do you considered authentic video as a significant method to improve the EFL learning process ?

Yes

No

Appendices.....

Justify you answer

.....

What your opinion about using authentic videos to learn English?

- I think authentic videos are a beneficial way to learn English*
- I think authentic videos can be helpful but they shouldn't be the only way to learn*
- Am not sure if authentic videos are effective for learning English*
- I think authentic videos are not a good way to learn English*

Do you think that watching authentic videos can be beneficial for you to:

- Learn new vocabulary*
- Enhance the listening comprehension and speaking skills*
- Build cultural competence*
- Develop critical thinking*
- Others*

How can you use authentic videos to improve your pronunciation and listening comprehension skills?

- Listening multiple times*
- Watching with subtitles*
- Mimicing the pronunciation*
- Transcribing*

Do you think that using authentic videos in English language learning can improve your speaking skills?

- Yes*
- No*

Explain how?.....

Appendices.....

Have noticed any improvement in your oral fluency since you started watching authentic videos?

Yes

No

If yes, how?

Authentic videos introduce life as a scenario at the classroom

Authentic videos provide vocabulary and grammar

Practice Authentic videos offer safe practice

Opportunities Authentic videos facilitate self-assessment

Résumé

Résumé

L'utilisation d'Internet a considérablement élargi les possibilités offertes aux enseignants et aux étudiants de la langue anglaise pour enrichir leur apprentissage. Parmi les ressources prisées dans le domaine de l'enseignement de l'anglais en tant que langue étrangère, les vidéos authentiques occupent une place prépondérante. Leur efficacité dans le développement de la fluidité orale des apprenants a été chaleureusement saluée. Dans cette optique, la présente étude a pour objectif d'explorer les attitudes des étudiants de troisième année en langue anglaise à l'Université de Bordj Bou Arreridj à l'égard de l'amélioration de leur fluidité orale grâce à l'utilisation de vidéos authentiques.

Afin de répondre aux objectifs de cette étude de cas, une méthodologie exploratoire a été adoptée, recueillant des données qualitatives par le biais d'un questionnaire complété par cinquante (50) étudiants en langue anglaise. Les résultats obtenus ont clairement démontré que les étudiants affichent une attitude positive envers l'amélioration de leur fluidité orale grâce à l'utilisation de vidéos authentiques. Ces constatations mettent en lumière l'importance et le potentiel pédagogique de cet outil dans le processus d'apprentissage de l'anglais en tant que langue étrangère.