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**Department of English**



**Teachers' and Learners' Attitudes towards the Use of  
Short-videos in Oral Classes to Enhance EFL Learners'  
Listening Skills**

*The Case of Second Year LMD Students at Mohamed Seddik Ben Yahya University  
-Jijel-*

**Dissertation Submitted in Partial Fulfillments of the Requirements for the Degree of  
Master in Didactics of Foreign Languages**

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## **Declaration**

We hereby declare that the dissertation entitled “Teachers’ and Learners’ Attitudes towards the Use of Short-videos in Oral Classes to Enhance EFL Learners’ Listening Skill” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature

Date

## **Dedication**

*In the name of God, the most merciful, the most compassionate.*

*Every challenging work needs self- efforts as well as guidance and support of others,  
particularly to those who are dear to our heart.*

*I dedicate this work to:*

*The most valuable people in my life, the one who gave me strength, emotion and support.*

*My dear Father “Abd Alhamid” and beloved Mother “Djamila”. I'm deeply grateful to them  
for their love, encouragement, support, and endless love.*

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and all the family without exception*

*Special thanks to my best friends “Lydia”, “Chaabane”, who helped me to complete this  
research*

*Tor my close friends, “Feyrouz”, “Aicha”, “Yousra”, “Khadidja”, “Manal”, “Wahida”,  
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my other friends without exception.*

*To all who trust me and love me*

**MANAL**

## **Dedication**

*In the Name of Allah, the Most Gracious, the Most Merciful*

*All the praise is to our God alone, the sustainer of the entire world.*

*This dissertation is dedicated:*

*To my lovely and respectable father “**Mohammed**” and to the memory of my adoring mother*

*“**Sassia**”, God bless her soul, who-raised me to be the person I’ am today.*

*To my dear brothers “**Zoubir**” and “**Abbess**”*

*To my brothers’ wife **Fatima-Zahra***

*To all my family and relatives*

*To my dear friends with whom I share campus life with its lights and shadows:*

*“**Lydia**”, “**Asma**”, “**Karima**”, “**Feyrouz**”, “**Yousra**”, “**Aicha**”, “**Khawla**”, “**Mina**”,  
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## **Abstract**

Videos have become helpful authentic materials in the field of teaching English as foreign language, especially in listening, which is considered as one of the most important skill in EFL learning. This study aims at investigating teachers' and learners' attitudes towards the use of short-videos in oral expression classes to enhance EFL learners listening skill at the department of English at Mohammed Seddik Ben Yahya University, Jijel. To fulfill this aim, a descriptive method was undertaken and data gathered through two questionnaires administered to 60 second year LMD students and 7 of oral expression teachers at the same department. The questionnaires were analyzed in terms of frequency and percentage. The results indicate that both teachers of oral expression and students hold positive attitudes towards the use of short-videos in the classroom as a tool to enhance students' listening abilities. Also, the use of short-videos encouraged students to enhance their listening skill, raise their motivation, and learn new vocabulary. On the basis of the obtained results, some pedagogical recommendations were proposed to facilitate the use of short-videos in EFL classes as well as to enhance students' listening skills.

**Keywords:** videos, listening skill, authentic materials, attitudes.

## **List of Abbreviations**

**%:** Percentage

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**EL:** Extensive Listening

**LMD:** License, Master and Doctorate

**N:** Number

**Q:** Question

**TV:** Television

**O:** Option

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## **General Introduction**

1. Background of the Study
2. Statement of the Problem
3. Aim of the Study
4. Research Questions
5. Research Methodology
6. Structure of the Study

## **1. Background of the Study**

Learning English as a Foreign Language means mastering the four main skills: Listening, reading, writing and speaking. One of the most useful skills used by second language learners is listening since it plays a great role in our daily communication. In this regard, Rost (2002) claimed that “Listening is a process involving a continuum of active process, which are under the control of the listener, and passive process” (p. 07). Also for him, listening is viewed as part of transactional process in which all participants are simultaneously “sending” and “receiving” messages (p.54). That is why listening is very important in EFL classes; where learners can improve other skills, also help them to build their vocabulary.

In order to motivate the attention of students in learning EFL, many authentic materials have been used to improve the listening skill. One of the most useful authentic materials is known as videos which are one of the modern technologies that have an important role in teaching EFL classes. According to Berk (2009,p.1 ), the use of videos in teaching is not something new, and that they date back to prehistoric times when cave instructors used 16 minutes projectors to show cave students examples of insurance company marketing commercials in business courses. In addition, EFL teachers use short-videos as a way to facilitate the learning and comprehension of a language. Sherman (2003, p.2), claimed that the use of videos is “today’s medium” and stands alongside many researchers who promote the use of digital advancements to enhance learning. Related to this, Intajuk (2013, p.1), said that videos in the language learning means the use of popular film on video to provide content and the use of broadcast materials such as television advertisements. Videos are used as a technique to improve the listening skill as well as the other skills. In other words, the use of

short-videos in the oral sessions is just one aspect of the development in the new technologies that are taking place.

## **2. Statement of the Problem**

It is common in every EFL classroom that students seek to master the four skills. They focus on reading, writing, speaking and listening. From all those skills, listening is considered as one of the most important language skills and the most complex process that is developed with consistent practice. Krachen (1982), and Asher (1988),( as cited in Richard and Renandya, 2002, p.238 ),gave attention to the role of listening as a tool for understanding and emphasizing it as a key factor in facilitating language learning. It has a significant role in educational setting because it has a crucial effect on developing other language aspects .In fact, most EFL students at the Department of English at Mohammed Seddik Ben Yahya University face many difficulties when it comes to develop their listening skill. Thus, teachers should consider these problems and try to solve them by including different language learning sources or tools that might stimulate language use and improve learners' listening skill. In this study, we will focus on the use of short-videos in classrooms to enhance EFL learners' listening skill. It is hoped to find some positive attitudes among teachers and students towards the use of this tool to help learners enhancing their listening skill.

## **3. Aim of the Study**

The aims behind conducting this study are:

- a. Investigating the extent to which using short-videos in classroom would enhance EFL learners 'listening skill.
- b. Investigating the students' and teachers' attitudes towards the use of short-videos in listening classes.

#### **4. Research Questions**

The present research aims at answering the following questions:

1. How do EFL learners' perceive the use of short-videos in oral expression classes as a tool to improve their listening?
2. Which attitudes do EFL teachers hold towards the use of short-videos to develop students' listening skills?

#### **5. Research Methodology**

To fulfill the aim of this study, a descriptive method was conducted to collect data. Two questionnaires were administered. The first questionnaire has been administered randomly to 60 (out of 251) second year LMD students of the department of English at Mohammed Seddik Ben Yahya university, Jijel. We, chose this sample because second year students are exposed to short-videos more than first year students. The second questionnaire has been administered to (7) second year oral expression teachers at the same department. The two questionnaires aimed at forming reliable picture about both teachers' and learners' attitudes towards the use of short-videos to enhance EFL learners' listening skill.

#### **6. Structure of the Study**

In order to achieve the objectives of the present study, this research is composed of two chapters. The first chapter is the literature review, it consists of two sections. The first section is about the use of short-videos in EFL classes, it provides different definitions of video and short- video, its types and an overview about the advantages, the stages, and the benefits of using videos in EFL classes. The second section focuses on the listening skill, its definitions, its processes, its types, its stages, and the materials which used in listening. On the

other hand, the second chapter is the practical part which is devoted to the analysis of the data collected from both teachers' and students' questionnaires, and the discussion of the results of each questionnaire.

## **Chapter One: Literature Review**

### **Section One: Short-videos in EFL Classes**

#### Introduction

##### 1.1.1. Definition of Videos/ Short-videos

##### 1.1.2. Types of Videos

###### 1.1.2.1. Off-air Programmes

###### 1.1.2.2. Real World Videos

###### 1.1.2.3. Language Learning Videos

##### 1.1.3. Stages and Activities Used With Videos

###### 1.1.4.1. Previewing

###### 1.1.4.2. While-viewing

###### 1.1.4.3. Post Viewing

##### 1.1.4. The advantages of Using Videos in EFL Classes

##### 1.1.5. Benefits of Using Videos/ Short-videos in EFL Classes

#### Conclusion

## **Introduction**

Technology has changed our daily life and has become an integral part of it. It has been used to teach some skills in English such as writing, reading, speaking, and listening. Video is one of the modern technology tools that has a great importance for teaching English as foreign language. The use of videos as an authentic material is very effective especially in classrooms, and it is very helpful in understanding English lessons. This section is about the use of short-videos in EFL classes. It provides definitions of the word video and short-videos, explains the different types of the videos including: off-air programmes, real world videos, and language learning videos. Also, it gives an overview about the advantages, the stages, and benefits of using videos in EFL classes.

### **1.1.1. Definition of Videos/ Short-video**

#### **a. Videos**

Video is defined as the technology of electronically to capture, record, process, transmit, and reproduce a sequence of still images representing scenes in motion. According to Meyer (2002) videos are defined as a kind of multimedia material consisting of verbal and non-verbal presentations displaying simultaneous images, narration, and on screen text.( as cited in Muniandy and Veloo.2011.p,173) .Also, according to Canning- Wilson (2000) “video is a best defined as the selection and sequence of messages in an audio-visual context” (p.139). In other words, videos help the learners to get the information by putting them in real- life context

Richard an Renandya (2002) stated that “ a video is extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language”.(p.364). That is to say, videos as a medium that consist of audio

and visual effects. The learners can see and hear at the same time. Also, the videos can raise students' interest to learn a new language.

Woolfitt (2015) argued that “video is defined here as digitally recorder content that has sound and motion that can be stored or delivered live and can be streamed to a variety of devices. It may or may not have the lecturer visible and can include an animated film or demonstration”(p.4).

### **b. Short-video**

Short is measuring or covering a small length or distance. According to Jane (2003), a video is a machine which can be linked to the television set to record TV programs they are broadcast. Video in management training most probably means a video camera which plugs into a video recorder into videotape say that in dramas or movies, video means everything which tells a story about a fictional character (p.12). From both definitions, it can be concluded that a short video is any film or video not long enough to be considered a feature film. There are many kinds of short videos like: cartoon short-video (e.g. Tom and Jerry), animated short- video (e.g. Naruto), and narrative short-video like Cinderella, Snow white...etc

Haslida (1997) argued that, a short-video is a video that has no more than 10 or 7 minutes, it focuses on the level of students learning. Tea and Yang (2018), accepted that a short-video is a few seconds of videos material that is played on a modern media platform and is suitable for viewing in a limited amount of time.( as cited in Natasa,N.& Solusia, G. 2022, p.115)

### **1.1.2. Types of Videos**

According to Harmer (2001), there are three types of videos that can readily be used in class which are: off-air programmes, real world videos, and language learning videos. (p.284).

#### **1.1.2.1. Off-air Programmes**

Programmes, which are recorder from a television channel, are called off-air programmes. This video can be used for a range activities including prediction, cross-culture awareness, and teaching language. However, some off-air videos are extremely difficult for student to understand (Harmer, 2001, p.284)

#### **1.1.2.2. Real World Videos**

This type is also known as “authentic videos”. Teachers need to make their choice based on how engaging and comprehensible the extract is likely to be. According to Harmer (2001, p.284), there is no reason why teachers and students not separately published videotape material such as feature film or wildlife documentaries...etc

#### **1.1.2.3. Language Learning Videos**

This type is also known as “instructional video”. Harmer (2001, p.284) remarked that the main advantage of language learning videos is that they have been designed with students at a particular level in mind. However, the situations and the language are inauthentic. That’s why, teachers must remember that the main point of using a video is to transfer the material interestingly and help the students understand the materials easily. Therefore, the used video must be more contextualized and engage the students to learn.

### **1.1.3. Stages and Activities Used With Videos**

There are three main steps of integrating videos into classrooms instruction for EFL learning. They are Pre-viewing, Viewing and Post-viewing (Stoller, 1988, p.09). From each step above, teachers can select the most appropriate activities for their students and classes.

#### **1.1.3.1. Pre-Viewing**

Pre-viewing activities can be done assigning students to view the video. According to Stoller (1988), any pre-viewing activity will be associated with developing learners' comprehension strategies and preparing students to see the video by means of activating schema, that is, tapping students' background knowledge or trying newly introduced information to material previously introduced. (as cited in Koksai, 2004, p.65). In other words, in this stage the teacher explains the activities and what a student should do in classroom activity. Moreover, the teacher prepares the short video and gives the learners brainstorming about the video.

The students can follow the activity as presented below:

- a- Tell students they are going to watch/listen to a story about...
- b- What do they expect to hear and see?
- c- Free writing on the question about the event.
- d- Predicting the events.
- e- Discussing the video from its titles.
- f- Practicing to pronounce words to develop their aural perceptions of the words.

### **1.1.3.2. While-Viewing (Viewing)**

The primary purpose of viewing activities is to facilitate viewing of the film/videotape (Stoller, 1988, p. 13). In this step, the students watch the short video, and then the teacher asks questions about it and guides the students to understand the video.

Koksal (2004), stated that the teacher can have students watch the video more than once. The aim for watching the video the first time and subsequently will probably be different. Tasks commonly associated with developing listening skills. Here students listen for global understanding. Activities for a second viewing are often associated with gathering specific information and presenting or reinforcing language (grammar, vocabulary, functions) (p.65).

While watching the video, these activities can be selected for the students to do:

- a- Watching the movie with relax without taking notes.
- b- Identifying general topics of videos.
- c- Checking information with learners 'group or partner.
- d- Focusing in details e.g. sings vehicles...etc.
- e- Working in pairs.
- f- Explain the meaning of what students hear with sounds e.g. music.
- g- Memorizing everything they see and hear.
- h- Listening for general comprehension and specific information (numbers, names...etc)

### **1.1.3.3. Post-Viewing.**

Post-viewing activities aim at encouraging and stimulating the use newly acquired knowledge that came from the video, and the use of both written and spoken language. Stoller (1988) suggested that such post-viewing activities as class survey, video summaries alternate ending , comparison discussion ,agree/disagree/unsure activity , ranking group consensus , organization in writing, speed writing, role plays, simulation and details .(as cited in Koksal, 2004, p. 66).

Students can do activities for language skill practice as presented below:

- a- Answering general comprehension questions.
- b- Describing people objects, scenes...etc.
- c- Discussing events, actions...etc. and guessing or predicting the end of the video.
- d- Predicting the outcome of the events.
- e- Viewing and generating an appropriate dialogue for the scene.
- f- Producing stresses and intonation.

### **1.1.4. The Advantages of Using Videos in EFL Classes**

According to Cakir (2006, p.12), there are many advantages of videos in classroom, which are:

- Video is as enhancement of students' interest in study.
- Video can allows learners view a power points presentation images, discuss in oral written form, searching on the internet, and prepare a short report in a single session through audio visual.

- Video can contribute the students' learning about how to handle different kind of information (oral, written, visual) at the same time.

- Video session, students can also learn how to think strategically and work collaboratively.

On the other hand, Harmer (2001, p.282) mentioned some advantages of using videos in EFL teaching:

#### 1- Seeing language in use

Video has many advantages; one of them is that students do not just hear language, they also see it too. So, the students can observe how intonation can match facial expression.

#### 2- Cross-culture awareness

In addition to seeing language in use, videos develop EFL learners' cultural awareness of the target language. This can be confirmed by Stempleski (1987), who said that "through videos, students can see how people in the target culture live, their values, customs, clothing food and how people in that culture interact with one another" (p.6). In this case, learners will gain background knowledge of the language studied, which is very important in order to be fluent, and in context when speaking.

#### 3- The power of creation

When students use video camera, they are given a potential to create something memorable and enjoyable.

#### 4- Motivation

Most students show an increased level of interest when they have a chance to see language as well as hear it.

In addition to that, videos can be used for many purposes. For example, video materials can be useful for promoting communication in the classroom. Lonergan (1984), stated that, “the outstanding feature of video films is their ability to present complete communicative situations” (p.04).

Videos can also be an important tool for learning new words. Gee and Hayes (2011), argued that “when a person has images, actions, goals, and dialogue to attach to words, they have an embodied understanding of those words”. (p.116). In other words, videos help students to see language “embodied” by providing them with, first and foremost, images, moreover; the other features named by Gee and Hayes.

#### **1.1.5. The Benefits of Using Short-Videos in EFL Classes**

Using short videos or film in language learning is of a great benefit to both teachers and learners. Masruddin (2018) suggested that “ short movie is considered able to solve the students problems in their speaking such as learning to pronounce some words and expressions in English through listening to the audio of movie”(p.284).Through movie, watching and learning can be one package to make students’ pronunciation understandable.

Also, Berk (2002), argued that using a video or a movie is may to increase the students’ interest in class, make the students relax in learning, stimulating the students to get the ideas, provide a chance for students to be free to express their ideas give some inspiration and motivation for students in the learning process. (As cited in Masruddin, 2018, p.285).

## **Conclusion**

Technology is an essential part of the educational world. It is important for every language teacher to be able to integrate video technology in the classroom routine and language learning activities. On the other hand, it is also crucial to be cautious about over using or misusing videos in class. Hence, videos are considered as one of the authentic materials that have a great importance in the teaching process and EFL classes.

## **Section Two: Listening Skill**

### Introduction

#### 1.2.1. Definition of listening skill

#### 1.2.2. Listening Comprehension

#### 1.2.3. The Process of Listening

##### 1.2.3.1. Hearing

##### 1.2.3.2. Understanding

##### 1.2.3.3. Remembering

##### 1.2.3.4. Evaluating

##### 1.2.3.5. Responding

#### 1.2.4. Types of Listening

##### 1.2.4.1. Extensive Listening

##### 1.2.4.2. Intensive Listening

#### 1.2.5. Stages of Listening Activity

##### 1.2.5.1. Pre-Listening Stage

##### 1.2.5.2. While-Listening Stage

##### 1.2.5.3. Post-Listening Stage

#### 1.2.6. Materials Used in Listening

##### 1.2.6.1. Audio Materials

##### 1.2.6.2. Audio-Visual Materials

##### 1.2.6.3. Authentic Materials

#### 1.2.7. Using Short-Videos in Listening Classes

### Conclusion

## **Introduction**

Many researchers show that learners spend most of their time on listening. Thus, listening is considered as the most important skill in teaching and learning process. Thomson (1984) argued that, listening as the ability to recognize and understand what others are telling. That is many teachers focus on developing this skill by using short -videos in oral classes. In this section, we shed light on the definitions of listening skill and listening comprehension. Then, moving to the process of listening, which includes, hearing, understanding, remembering, evaluating, responding. Moreover, the most important types and stages of listening activity are mentioned. Also, this section deals with the materials used in listening and the use of short-videos in listening especially for EFL classes.

### **1.2.1. Definition of Listening Skill**

Listening is one of the fundamental and crucial language skills in the development of second language competence. Actually, there is a variety of definitions of listening which present different views of researchers and scholars towards the concept. Listening is the first language skill to be developed. It comes before speaking, reading, and writing (Wolvin&Coakly, 1988). Learners receive linguistic input by the principle skill.

Mendelsohn (1994) defined listening as “the ability to understand the spoken language native speakers” (p.64). In other words, listening is considered as the capacity to understand the utterance produced by native speakers in terms of accent, pronunciation, vocabulary and to get the message.

Oxford (1993) stated that “listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning words,

phrases, clauses, sentences, and connected discourse” (p. 206). In other words, listening plays an important role in achieving a correct understanding of different expressions.

According to Purdy (1997), listening is the “active and dynamic process of attending, perceiving, interpreting, and responding to the expressed (verbal and non-verbal), needs, concerns and information offered by other human beings” (p.8). Relatively, it was defined by Potosi et al (2009) as “The process that allows the listener to understand a determined message, to identify the parts that contain the speech and also it allows the listener to be an active participant in the society he/she is involved”. (p.10)

Rost (2009) also explained that listening is an active and important mental ability. It aids us to understand the world around us and is one of the necessary elements in creating successful communication. (as cited in Pourhosein Gilakjani & Sabouri, 2016, p.1671).

### **1.2.2. Listening Comprehension**

There are different definitions of the term “listening comprehension.” Rost (2002) and Hamouda (2013), defined listening comprehension as an interactive process in which listeners are involved in constructing meaning in which listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress intonation, and the other linguistic or non-linguistic clues (as cited in Pourhosein Gilakjani & Sabouri, 2016, p.1671).

According to Brown and Yule (1983), and Hamouda (2013), listening comprehension is an individual understanding of what he has heard and it is the listener’s ability to repeat the text despite the fact that the listener may repeat the sound without real comprehension. (as cited in Pourhosein Gilakjani & Sabouri, 2016, p.1671).

### **1.2.3. The Process of Listening**

Tyagi (2013) suggested five main stages of the process of listening: hearing, understanding, remembering, evaluating, and responding.

#### **1.2.3.1. Hearing**

According to Tyagi (2013), this stage is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response, hearing is perception of the sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus-these selective perceptions is known as attention, an important requirement for effective listening. (p.2)

#### **1.2.3.2. Understanding**

Understanding deals with finding the correct interpretation of sounds we perceive, this sounds are either words or sounds. In other words, this stage helps to understand symbols we have seen and heard. We must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform. (Tyagi, 2013.p.2)

#### **1.2.3.3. Remembering**

Remembering is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank, i.e. to replace the information place from short- term memory to long-term memory. Brownell (2010) stated that memory is a mental process which is completely separated from

the other brain roles; its focus is the listening centered communication context (as cited in Wolvin, 2010).

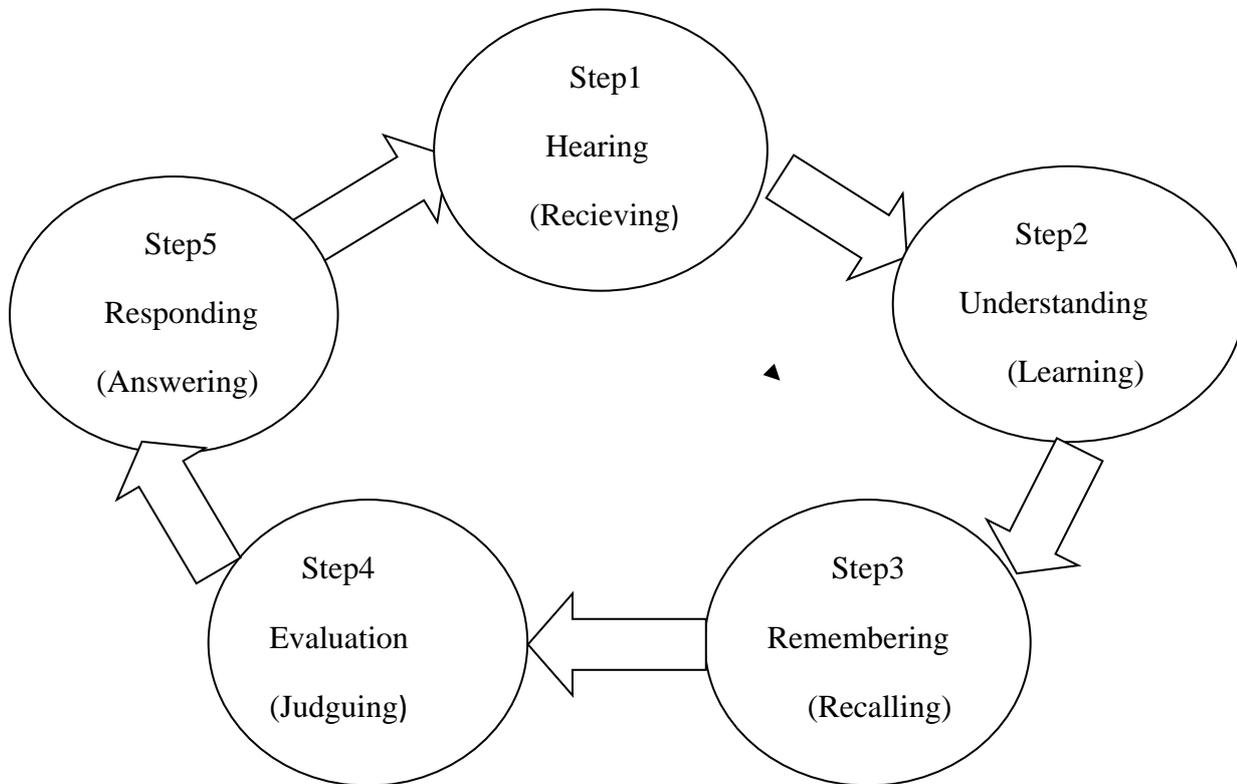
In the same line, Brownell (2010) argued that “memory, then, is directly related to an individual’s ability to formulate an appropriate response” (p.145). That is to say, remembering has a strong relation with the ability to respond a message.

#### **1.1.3.4. Evaluating**

Only active listeners participate at this stage in listening. At this opinion the active listener weighs evidence, sort fact from opinions, and determines the presence or absence of bias or prejudice in a message. According to Brownell (2010) “the components of evaluation in listening-centered communication refer to the process by which an individual makes a judgment about the accuracy and validity of the information received” (p.146).

#### **1.1.3.5. Responding**

This stage requires that the receiver completes the process through verbal and/ or non verbal feed back ; because the speaker has no other way to determine if a message has been received, this stage becomes only overt means by which the sender may determine the degree of success in transmitting the message.(Tyagi,2013.p.2-3). For more explanation figure 1 represents the five stages of the process of listening.



**Figure 01:** The Listening Processes Reprinted From “Listening: An important Skill and its various Aspects” by B. Tyagi, 2013. *The Criterion*, 12, p.2

#### 1.2.4. Types of Listening

According to Harmer (1998), “different situations required different types of listening. In the classroom situation, students can improve their listening abilities and gain valuable input by being engaged in the listening process through a combination of extensive and intensive listening” (P.28). In other words, when teachers give their students a listening passage, they should select a specific type of listening.

#### **1.2.4.1. Extensive Listening**

In language as foreign language (EFL) contexts, Extensive Listening (EL) is defined as a language teaching and learning approach that encourages language learners to be exposed to a large amount of easily comprehensible and enjoyable materials presented in the target language over an extended period. According to Harmer (2001), “extensive listening will usually take place outside classroom, in the student’ home, car, or on personal stereos as they travel from one place to another. The motivational power of such an activity increase dramatically when students make their own choices about what they are going to listen to” (p.228).

#### **1.2.4.2. Intensive Listening**

Intensive listening means paying attention to all the speech part including words, pronunciation, grammar, and vocabulary. According to Rost (2002), “Intensive listening refers to listening for precise sounds, words, phrases, grammatical units, and pragmatic units”(p.138). Thus, intensive listening goes with every detail when listening to the audio materials. Harmer (2001) stated that, intensive listening provides a valuable opportunity for the students to hear a clear spoken version of written text. (as cited in Djouad, 2015,p.8)

#### **1.2.5. Stages of Listening Activity**

In EFL classrooms, teachers divide listening tasks into three stages: pre-listening, while-listening, and post-listening. In each stage both teachers and students have many roles to play.

### **1.2.5.1. Pre-listening Stage**

Pre-listening stage involves tasks such as activating previous knowledge of the learners and teaching vocabulary. According to Rixon (1986) at this stage, teachers should arrange such challenges that will give the students reasons for even bothering to listen text. All this involves outlining the setting and giving background information but it is not advised to tell the students too much otherwise the whole listening will be spoiled. According to Richards (2015), the pre-listening activities usually have two key objectives which: to prepare students for listening tasks by activating their prior information and to direct them to select the appropriate purpose and strategy for listening. (pp. 394-396).

### **1.2.5.1. While-Listening Stage**

The while-listening stage is where students listen and do a task. Rixon (1986) argued that this stage contains activities done by the students during the listening passage. Teachers have to point out that at this stage students should not worry about interpreting long and difficult questions and subsequent production of complex answers, but they should be concerned with the demonstration of the important information. Richards (2008) defined the while-listening activity as the period during which students' process text for meaning and responds in different ways, according to the type of text they are listening to and their purpose of listening. It also provides an opportunity for intensive listening practice and help students develop strategies they can use to improve their listening skill. (p.394).

### **1.2.5.3. Post-Listening Stage**

Post-listening is considered as an extension of students' comprehension of the pre- and while- listening stages. This stage is used for practicing the previously learned tasks and gives students a chance to state their opinions about a topic. In this regard, Donaldson and

Haggstrom (2006) argued that post-listening activities helps students to reuse the structure, vocabulary as well as the topic of the listening passage. As a result, it boosts the students' linguistic and background knowledge (p.78).That is to say, post-listening stage allows students to check their comprehension and reflect on the language present in listening text

### **1.2.6. Materials used in Listening**

Teachers discovered more ways to teach listening in and outside classroom using three effective materials developed by technology. These materials consist of audio materials, audio-visual materials, and authentic materials.

#### **1.2.6.1. Audio Materials**

Audio materials are materials or sounds that are transmitted, produced, or received through high fidelity waves that are heard through certain equipment. They include cassette, micro cassettes, radio, and recorders. These materials help students to develop expected language skills of listening and speaking in particular. Harmer (2007) stated that audio materials allow students to interact with different range of voices, meet various characters, and listen to real people. Also, they are always available, practical, not expensive, and they are easily used in classroom. (p.304)

#### **1.2.6.2. Audio-Visual Materials**

Audio-visual is a term used to describe the use of both audio and visual elements in a presentation or communication. This can include any things from videos and slideshows to info graphics and audio recordings. Audio-visual materials are produced, distributed, and used as planned components of educational programs. It helps the process of learning that is motivation, classification and stimulation. Also, these materials can be divided into two

components; sounds and sights, they are presented by YouTube, Internet, Television, slide-tape presentation...etc.

According to Anazaku (2011) “the term Audio-visual materials is commonly used to refer to those Instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or languages” (as cited in A shaver & Igyuve, 2013, p.44). That is to say, these kinds of materials are one of the best ways for developing and acquiring the listening skill

### **1.2.6.3. Authentic Materials**

Authentic materials are another way of giving learners opportunity to develop their listening skill. The term ‘authentic materials’ means different things to different people; therefore, it has been defined in number of ways. It is one of the good materials that can be used in teaching and learning process.

Sanderson (1999) argued that “authentic materials are materials that we can use with the students in the classroom and that have not been changed in any way for ESL students...”(p.75).Also, Hitler(2005) stated that”“Authentic materials are any text written by native English speakers for native English speakers”(p.4).

Rogers & Medley (1988) defined authentic as “both oral and written that reflect the naturalness of forms, and appropriateness of cultural and situational context” (p.149). In other words, native speakers to native ones create authentic materials. These materials can be written or oral and can be presented in different form including TV programs, videos, songs and literature (articles, novels, poems, stories...etc).

### **1.2.7. Using Short-Videos in Listening Classes**

Short-videos have a great importance in the learning process. In teaching listening, videos are the teaching aids, which consist of sounds for the students to listen and visuals for them to see. Videos allow listeners to see the facial expressions and body language at the same time as they hear the stress, intonation, and rhythm on the language. Using short- videos help the teacher to explain the lessons and motivate students more and more. Canning and Wilson (2000, p. 2), suggested that based on their large- survey scale, students like learning language through the use of videos. One of the results of their survey showed that students prefer entertainment films to documentaries in the classroom. Therefore, to improve the students' listening skills, teachers should choose interesting videos that are appropriate for the students and materials. Also, Wilson (2010) did not have a problem in classifying videos as part of a listening lesson. He actually evaluated video above audio citing elements and something to occupy students even when there are pauses in dialogues. (As cited in Ntombela et al,2016,p.75). Using short-videos can enhance conversation listening and pronunciation skills and promote authentic vocabulary development.

### **Conclusion**

This section of the literature review tries to comprehend listening skills as an important one in teaching English as foreign language. Listening is a process that involves the understanding of a speaker's pronunciation or accent, speaker's grammar and vocabulary and comprehending the content of an oral discourse. It is an active process and very effective skill in which it helps the students to develop the other skills and comprehension as a very important component in listening. In improving listening skill, teachers attempt to use different and beneficial tools and materials.

## **Chapter Two: Field Work and Data Analysis**

Introduction

2.1. Research Methodology

### **Section One: Questionnaire for Students**

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2.1.3. Analysis of the Questionnaire

2.1.4. Discussion of the Results

### **Section Two: Questionnaire for Teachers**

2.2.1. Sample of Questionnaire

2.2.2. Description of the Questionnaire

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2.2.4. Discussion of the Results

Conclusion

### **General Conclusion**

-Limitation of the Study

- Recommendation and Suggestions

## **Chapter Two: Field Work and Data Analysis**

### **Introduction**

This chapter represents the field work of the study. Therefore, it designed to analyze and interpret the results from both questionnaires (questionnaire for students and questionnaire for teachers). The two data collection tools were used to investigate how second year LMD students perceive learning English and developing their listening ability through the use of short-videos and how they consider the effect of using them In oral sessions. We have also investigated how oral expression teachers view the use of short-videos as an authentic teaching material to enhance learners listening skill. This chapter is divided in to two sections; the first section describes the questionnaire for students which consist of the sample population, then the questionnaire was fully described, and we focused on the analysis and the discussion of the results. The second section of this chapter contains the questionnaire for teachers that include the sample population of the study, the description of the questionnaire, analysis and the discussion of the results.

### **2.1. Research Methodology**

The most important step in a research is to choose the appropriate methodology that helps us to achieve reliable results. Two questionnaires were used to gather data one for students; to procure their attitudes towards the use of short-videos in EFL classes, and the other for teachers to investigate their opinion about the use of short-videos in oral classes to enhance EFL learners' listening skill.

## **Section One: Questionnaire for Students**

### **2.1. 1. Sample of the Questionnaire**

The Sample used in this study was sixty (60) second year EFL learners out of a total population of 251 students at the department of English at Mohamed Seddik Ben Yahia University –Jijel. This sample was randomly from the twelve groups. We chose second year students for the fact that they have experienced two years of oral expression which enables them to have clear attitudes towards the use of short- videos in oral classes.

### **2.1.2. Description of the Questionnaire**

This questionnaire designs for second year students of English at the department at Mohamed Seddik Ben Yahya University, to give them an opportunity to express their attitudes towards the use of short-videos in oral expression classes to enhance their listening skill, in addition to the difficulties they encounter when they practice listening. This questionnaire composes of 20 questions; these questions divide into three sections: general information, listening skill, and the use of short-videos in listening classes.

The first section from (Q1-Q4), it seeks to find out personal information. It contains four questions where students are asked about their level of English and their feelings towards learning oral expression. The second section is from (Q5-Q8), the aim behind this section is to highlight the students' attitudes towards general information about the listening skill. However, the third section is from (Q9-Q20), the aim behind this section is to deal with the use of short- videos to enhance EFL learners' listening skill.

### 2.1.3. Analysis of the Questionnaire

#### Section One: General Information

**Q1:** Your level of English is?

**Table 1: Students' English Level**

<b>Options</b>	<b>Number</b>	<b>Percentage (%)</b>
Good	24	40%
Average	34	56,67%
Poor	2	3,33
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 1 shows that, out of 60 participants, (57, 67%) of students claim that their level in English is average. (40%) of students' believe that their level is good. Only two (3,33%) participants state that they have a poor level. As a result, we observe that the majority of students' have an average level in English.

**Q2:** Do you like learning English?

**Table2: Students' Attitudes towards Learning English**

<b>O</b>	<b>N</b>	<b>(%)</b>
Yes	59	98,34%
No	1	1,66%
<b>Total</b>	<b>60</b>	<b>100%</b>

From the above table, it observes that the majority of students (98,34%) like and enjoy learning English language which may enhance positively their motivation and learning process. On the other side, only one student dislikes learning English.

**Sub question: justify:** Their justification were as follows:

- They like speaking, and it is their favorite language.
- It is the international language which can be used all over the world.
- It is the beneficial language.
- It can be used in any country when they travel over the world.
- She/he started to study English at an early age in a private school.
- It is a language that has several branches and widely used, and itself is a culture.

**Q3:** Do you like oral expression course?

**Table3: Students' Attitudes towards Oral Expression course**

<b>O</b>	<b>N</b>	<b>(%)</b>
Yes	58	96,67%
No	2	3,33%
<b>Total</b>	<b>60</b>	<b>100%</b>

The aim behind this question is to know about students' attitudes towards oral expression course. In table 3, the majority of students (96, 67%) enjoy oral expression, while (3, 33%) of them state they do not. The results clearly show that most of students react positively to oral expression course and they seem motivated to have it .

**Sub question: justify:** Their justifications were as follow:

-It can express and test their ability to master pronunciation.

-It is a communicative module when you can freely share and express their thoughts and ideas.

-It is the session where students feel free to discuss several topics, debates, and dialogues.

-Oral expression is more interesting than the other sessions and much funny.

-It helps to improve their listening and speaking skills.

**Q4:** According to you what is the most important skill to learn English?

**Table4: Students' Choice of the Most Important Skill**

<b>O</b>	<b>N</b>	<b>(%)</b>
Reading	17	28,33%
Writing	12	20%
Speaking	34	56,67%
Listening	28	46,66%

The above question aims at knowing the most important skill among the four ones for students to learn English. The majority of the students (56,67%) claim that speaking is the most important skill in learning, while (46,66%) of them believe that listening is more important than speaking. Then, reading with (28,33%) , and the last skill was writing with (20%). As a result, most students have chosen the speaking skill due to its role in communication.

**Sub question: justify:** Their justifications were as follow:

- With speaking, they can communicate with people the most rather than the others skills.
- They think that the four skills are equal in the importance, but speaking skill is much important to acquire the language.
- When you have the ability to speak and understand what others say, you will learn the basic things in learning English.
- When they listen to English videos they can learn a lot of vocabularies and it makes this pronunciation good.
- Listening and speaking are the most used skills when communicating in real life situations.

### **Section Two: Listening Skill**

**Q5:** Do you like listening to native speakers in oral sessions?

**Table 5: Students ‘Attitudes towards Listening to Native Speakers in Oral Sessions**

<b>O</b>	<b>N</b>	<b>(%)</b>
Yes	58	96,67%
No	2	3,33%
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 5 shows that the majority of students’ (96, 67%) enjoy to listen to native speakers in oral sessions; however, (3, 33%) of them claim that they did not. The results clearly show that most students reacted positively towards listening to native speakers in oral sessions and they seem motivated.

**Sub question: justify:** Some of their justifications:

-Listening to the native speakers can make the listener correct his accent day more, he can discover the wrong pronunciation that he was talking with, then when he correct it, that can make him up step to be as a native speaker.

-Listening to native speakers helps students to acquire the language and improve their accent to talk fluently.

-Listening to native speakers helps to learn new vocabulary and to know the right way of pronunciation for their language.

-They are more comfortable with the language, they usually provide the best pronunciation and they have more vocabulary.

-Listening to native speakers allows students to collect more vocabulary and learn the way they are speaking and pronouncing words.

**Q6:** How do you consider your listening abilities?

**Table 6: Students' Listening Abilities**

<b>O</b>	<b>N</b>	<b>(%)</b>
Good	11	18,34%
Average	43	71,67%
Bad	5	8,33%
Very bad	1	1,66%
<b>Total</b>	<b>60</b>	<b>100%</b>

. The responses in the previous table maintain that (71, 67%) of students evaluate their abilities as being “average”, while (18, 34%) of students’ report that their abilities is “good”, and (8, 33%) of participants consider their abilities as being “bad”. However, only one participant report that his/her level is “poor”. As a result, most of students have an average ability in their listening; it means that they may face some difficulties.

**Sub question: If their answer is, “bad” or “very bad” say why?**

-They cannot distinguish their words.

-The student could not hear carefully, maybe misunderstand, mislistening and the time allowed to listening.

**Q7: Which difficulties do you encounter when practicing listening?**

**Table 7: Listening Difficulties**

<b>O</b>	<b>N</b>	<b>(%)</b>
Delivery of speed	24	40%
Pronunciation	14	23,33%
Time allowed to listening	23	38,33%
The use of bad materials	9	15%
Speakers accent	24	40%

In table 7, the results show that (40%) of students’ faced difficulties in listening sessions due to delivery of speed and the speakers’ accent ,whereas (38,33%) of students

consider listening as difficult because of time allowed to listening. (23, 33%) of students found difficulties in listening sessions because of the difficult pronunciation, while (15%) of s consider listening difficult because of the use of bad materials. As a result, delivery of speed and speakers' accent are the main difficulties faced by students.

**Q8:** Does your teacher use specific activities in the listening classes?

**Table 8: Teachers use of Specific Activities in the Listening Classes**

<b>O</b>	<b>N</b>	<b>(%)</b>
Yes	41	68,33%
No	19	31,67%
<b>Total</b>	<b>60</b>	<b>100%</b>

The aim behind the above question is to know if teachers have listening sessions in their classes or they just teach. So, (68,33%) of students state that their teachers use specific activities to make them practice the listening skills, while (31,67%) of students report their teachers do not use specific activities in listening classes. As a result, the majority of teachers use specific listening activities in their classes.

**Sub question: mention them:** Some their answers were as follow:

- Listen to short-videos and fill in the gaps or summarizing.
- Teachers use computers and the students listen to some videos about different topics.
- Watching videos several times and answer the questions.
- Filling the gaps, asking question about videos or giving feedbacks.

- Listening to particular videos then discussing the topics between the class members.

### **Section Three: The Use of Short-videos in Listening Classes**

**Q9:** What kind of authentic materials do you prefer to listen to in listening sessions?

**Table 9: Students' Preferable Authentic Materials in Listening Classes**

<b>O</b>	<b>N</b>	<b>(%)</b>
Long videos	4	10%
Short videos	44	73,33%
Songs	23	38,33%
Storytelling	25	41,66%

In table 9, (73, 33%) of students chose short-videos as the best audio material to listen to in oral classes, while (41, 66%) of students claim that they prefer storytelling as an authentic material. (38, 33%) is the percentage of students who show that songs are the favorite audio material to listen. (10%) of them show that long videos are the favorite audio material which they prefer to listen in oral classes.

#### **Other kinds of authentic materials that students prefer to listen to in the listening classes**

(6, 66%) of students state that there are others kinds of authentic materials were as follow: Podcasting in English, Quran, ted talks, comedy standup, short documentaries.

**Q10:** Does your teachers use videos in the classroom?

**Table 10: The Use of Videos by Teachers**

<b>O</b>	<b>N</b>	<b>(%)</b>
Yes	58	96,67%
No	2	3,33%
<b>Total</b>	<b>60</b>	<b>100%</b>

From table 10, it is clear that (96,67%) of students stated that their teachers do use videos in classroom. However, only two (3,33%) participants stated the opposite.

**Q11:** What types of videos do your teachers use?

**Table 11: Types of Videos used by Teachers**

<b>O</b>	<b>N</b>	<b>(%)</b>
Off-air programs	6	10%
Real world videos	27	45%
Language learning videos	40	66,67%

(66,67%) of students argue that language learning videos is the best type used by teachers in classroom. On the other hand (45%) is the percentage of students who claim that real world videos is the main type which used by teachers. (10%) of students state that that off-air programs is the type used by teachers in oral sessions. So the most used tool in the classes is videos.

### Other types of videos teachers use in classroom

(5%) of students stated that there are others types of videos teachers use in classroom which are:

-Dialogues with imaginary characters.

-Film, accident, monologue videos.

**Q12:** How often does your teacher use videos in the class?

**Table 12: Teachers Frequency of Using Videos in the Class**

<b>O</b>	<b>N</b>	<b>(%)</b>
Often	19	31,67%
Sometimes	35	58,33%
Rarely	6	10%
<b>Total</b>	<b>60</b>	<b>100%</b>

The above question aims at knowing how often the teacher uses videos in classroom. In table 12, (58, 33%) of students say that the teachers sometimes use the videos in classroom. While, (31, 67%) of students claim that teachers often use videos in oral classes. (10%) is the percentage of students who say that the use of videos by teachers in classroom is rare.

**Q13:** How often does your teacher repeat the listening passage?

**Table 13: Teachers' Repetition of the Listening Passage**

<b>O</b>	<b>N</b>	<b>(%)</b>
Once	2	3,33%
Two times	39	65%
Three times	17	28,34%
More than 3 times	2	3,33%
<b>Total</b>	<b>60</b>	<b>100%</b>

It notes from table13 that (65%) of students state that the listening passage is repeated two times, (28,34%) of them claim that their teachers repeat the listening passage three times, while (3,33%) of students argue that listening passage is repeated more than three times. Only two participants say that the passage was repeated just once.

**Q14:** What are the activities that your teacher uses after watching short-videos?

**Table 14: Types of Activities used After Watching Short-videos**

<b>O</b>	<b>N</b>	<b>(%)</b>
Fill-in the gaps	36	60%
Listening for comprehension	11	18,34%
Answering questions	39	65%
Summarizing and paraphrasing	15	25%

Knowing the types of activities used by teachers after watching short-videos was the aim of question 14. The results in table14 show that nearly (60%) state that teachers use answering questions and gaps filling activities after listening to short-videos. However, (25%) of students claim that their teachers use summarizing and paraphrasing activities after listening to short-videos. And (16, 34%) say that their teachers use listening for comprehension after watching short-videos.

**Q15 :** Do you find difficulties when you are exposed to videos?

**Table 15 (a): Students' Difficulties When Listening to Short-videos**

<b>O</b>	<b>N</b>	<b>(%)</b>
Yes	40	66,67%
No	20	33,33%
<b>Total</b>	<b>60</b>	<b>100%</b>

The results in the above table show that, most students (66,67%) face difficulties when they are listening to short-videos, but (33,33%) of them do not faced difficulties when they are listening to short-videos.

If “yes” what are they?

**Table 15 (b): Types of Students' Difficulties While Watching Short-videos**

<b>O</b>	<b>N</b>	<b>(%)</b>
Short time allowed	17	28,34%
Unfamiliar vocabulary	23	38,33%
Quality of recorder materials	12	20%

From table 15, it deduces that, (38, 33%) of students consider listening as a difficult skill because of the use of unfamiliar vocabulary.( 28,34%) of the students consider listening as a difficult because of time advocated to listen which is not enough, while (20%) of students consider listening as a difficult skill due to the use of bad and old recording materials.

**Others difficulties faced by students when watching short-videos**

(6,66%) of students argue that there are other difficulties facing them when watching short-videos such as:

-Hard accent of native speakers, the speed of native speakers.

**Q16:** Using short-videos in EFL classes is beneficial?

**Table 16: Usefulness of Short-videos in EFL Classes**

<b>O</b>	<b>N</b>	<b>(%)</b>
Agree	60	100%
Disagree	0	0%
<b>Total</b>	<b>60</b>	<b>100%</b>

From the table 16 show, that all the students (100%) are agree for the use of short-videos in EFL classes is beneficial. This means that all students are aware of the importance of listening.

**Sub question: Justify some** their justifications were as follow:

-If there are unfamiliar vocabularies, we learn them.

-If there is listening problem among time, it will be solved.

-It helps to develop listening abilities.

-It helps to get the clear idea and well understanding.

-Learning new vocabulary and its pronunciation.

**Q17:** When you watch short-videos, do you think you learn better than listening to the other authentic materials?

**Table 17: Students' Perceptions about Learning with Short-videos Compared of Other Authentic Materials**

<b>O</b>	<b>N</b>	<b>(%)</b>
Yes	51	85%
No	9	15%
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 17 shows that the majority of students (85%) agree that listening to short-videos make them learn better than listening to other authentic materials. Yet, (15%) of them claim that using short-videos is not the best source to improve listening abilities. This means that the majority prefer short videos as a tool in listening classes.

**Sub question: justify:** Some their justifications:

-Listening is an important skill to learn any language.

-Short-videos are not boring and let students more focused about the topics in these videos.

-Short-videos are full of new vocabularies and often it's easy to understand better than other videos.

-It activates your memory especially for people with listening memory.

**Q18:** To what extent do short-videos improve your listening skill?

**Table 18: Students' Attitudes towards the Importance of Short-videos to Improve Their Listening Skill**

<b>O</b>	<b>N</b>	<b>(%)</b>
Very much	37	61,67%
A little bit	23	38,33%
Not at all	0	0
<b>Total</b>	<b>60</b>	<b>100%</b>

It is obvious from the table above that ( 61,67%) of students claim that short-videos are very helpful to improve the listening skill. A portion of (38, 33%) is given to students who state that short-videos have a little impact on improving the listening skills. Yet, no students believe that this technique has no impact or improving the listening skills.

**Q19:** Which aspect do short-videos tend to enhance more?

**Table 19: Students' Perceptions on the Most Enhanced Aspect when using Short-videos**

<b>O</b>	<b>N</b>	<b>(%)</b>
To raise your motivation	9	15%
To improve listening ability	27	45%
To learn pronunciation	23	46,66%
To learn new vocabulary	43	71,67%

The aim behind this question is to know which aspect is most enhancing when using short-videos. Table 19 clearly showed that (71, 67%) of students claim that short-videos are helpful to learn new vocabulary. On the other hand nearly (46%) of students see short-videos as a significant tool to learn pronunciation and they help them to improve the listening abilities. Only (15%) consider short-videos as a motivating too.

**Q20:** Generally speaking, what do you think are the advantages of using videos in EFL classes?

**The Advantages of Using Short-videos in EFL classes that mentioned by Students**

-Videos in EFL classes are very useful for improve listening abilities and to learn new vocabulary.

-It helps the students to get us to the native language more understanding English.

-It improves grammar, pronunciation spelling and listening comprehension.

-It enhances the engagement of students in the classes.

#### **2.1.4. Discussion of the Results**

On the light of the results obtained from the students' questionnaire, we notice that the majority of students consider their level in English as average. The remaining students claim that their level in English is good; this means that most students have a good perception to learning English language. Students' answers of the second and the third questions show that the majority of participants like learning English, this was prove that their choice of studying English was a personal choice. Most of the students consider speaking as the most important skill since it permits them express their ideas and opinions during the learning process, listening was the in second position due to its crucial role in acquiring and developing the target language.

The majority of students like listening to native speakers in oral sessions. (71,67%) of participant consider their listening abilities as average. The rest claim that their listening abilities are good. These result showed that teachers provide their learners with appropriate authentic materials that help them to develop their listening abilities, since the good listening abilities are the key concept to comprehend English language. That's why; teachers should give much importance to listening through incorporating different materials in their classes.

The results obtained from the question seven shows that delivery of speed and the accent are the main difficulties faced by most students. The question eight shows that the majority of teachers use specific activities in listening classes, which were considered as one of the most effective techniques to teach English. In addition, listening activities are very useful for teachers to evaluate their learners.

The third part in the questionnaire was concerned with the use of short-videos in listening classes.(73,33%) of students prefer to watch short-videos as an authentic materials in listening sessions, and storytelling comes in the second rank. That is to say, students learn better with the use of short-videos because they help them to raise their motivation, and to improve their pronunciation. The majority of teachers use short-videos in the classroom by using language learning videos and expose learners to language sometimes by repeating the learning passage two times in order to give the students the opportunity to listen and understand the passage. In other words, repetition is an effective technique that helps learners to develop their listening abilities.

Using short-videos is very beneficial because they enable the learners to observe the development of their listening skill through providing different activities such as answering questions and filling the gaps. These activities are very useful for learners to develop all the language skills. On the other hand, most of EFL learners face many difficulties when they listen to short-videos especially with the unfamiliar vocabulary and short time allowed because of their poor listening and the lack of using authentic material in EFL classes.

(71, 67%) of students believe that the most enhanced aspects when using short-videos are acquiring new vocabulary, improving the listening abilities and pronunciation. Some EFL learners claim that there are many advantages of using videos in the classroom such as; it helps to improve their vocabulary, learn to practice speaking and improve that as well. In addition to that, raise their motivation and their English pronunciation.

All in all, the results obtained from the questionnaire revealed that second year EFL students in the department of English language at the university Mohammed Seddik Ben

Yahia regarded short-videos as a useful technique to develop their listening skills in oral expression classes.

## **Section Two: Questionnaire for Teachers**

### **2.2.1. Sample of Questionnaire**

The questionnaire was administered to seven (07) second year EFL oral expression teachers at the department of English at Mohammed Seddik Ben Yahya University, Jijel.

### **2.2.2. Description of the Questionnaire**

The questionnaire for teachers was mainly designed to see to what extent teachers use authentic materials in EFL classes especially in oral sessions at the department of English, Mohammed Seddik Ben Yahya. This questionnaire is composed of seventeen (17) questions divided into three sections: General information, listening skill and the use of short-videos in listening classes.

The first section from (Q1- Q2), it aimed to obtain general information about educational qualification and teaching experience. The second section was about the listening skill from (Q3- Q8), it is intended to investigate the teachers' perspectives about the importance of teaching listening in EFL classes. The third section named the use of short-videos in listening classes (Q9- Q17), it attempted to reflect oral expression teachers' opinions about the use of short-videos to develop EFL learners' listening abilities.

### 2.2.3. Analysis of the Questionnaire

#### Section One: General Information

Q1: Degree Held

**Table 20: Teachers' Educational Qualification**

<b>O</b>	<b>N</b>	<b>(%)</b>
License	0	0 %
Master	5	71,43%
Magister	2	28,57%
PhD	0	0%
<b>Total</b>	<b>7</b>	<b>100%</b>

The aim behind this question is to know the degree teachers hold. Table 20 indicates that the majority of teachers have master degree with percentage of (71, 43%), while (28, 57%) of them have a magister.

Q2: How long have you been teaching oral expression?

**Table 21: Teachers' Experience in Teaching Oral Expression**

<b>years</b>	<b>N</b>	<b>(%)</b>
01-03	1	14,29%
03-06	5	71.42%
More than 6	1	14,29%
<b>Total</b>	<b>7</b>	<b>100%</b>

In this question, teachers were asked to state their years of experience in teaching oral expression. (71,42%) of teachers say that their teaching experience extinct between 03-06 years, and (14,29%) of the teachers who have experienced teaching oral expression for 01-03 years and the same percentage for teachers who have experienced more than 6 years. Thus, our sample is mixed of old experienced and new teachers of oral expression.

### **Section Two: Listening Skill**

**Q3:** Which Language Skill is the Most Difficult for your Students to improve?

**Table 22: The Most Difficult Skill for Learners**

<b>O</b>	<b>N</b>	<b>(%)</b>
Listening	4	57,15%
Speaking	2	28,57%
Reading	0	0%
Writing	1	14,28%
<b>Total</b>	<b>7</b>	<b>100%</b>

The above table shows that most teachers (57, 15%) claim that listening is the most difficult skill for their students. However (28, 57%) of them say that speaking is the most difficult skill, and just a portion of (14, 28%) is given to teachers who believe that writing is the most difficult skill.

**Sub question: justify:** Their justifications were as follows:

-Speaking in public is one of the learners' nerve-wracking adventures. This is generally related to the fear that often arises when they overestimate the stakes of communicating their ideas in front of their classmates.

-Listening skill causes a huge difficulty for students to master, since it is an authentic material i.e. depends on the language native speakers' use besides its different variations. This as a consequence, leads to the students' inability to catch the words, or get the meaning of what they say.

**Q4:** Do you think that listening should be taught regularly?

**Table 23(a): Teachers Attitudes towards Teaching the Listening Skill**

<b>O</b>	<b>N</b>	<b>(%)</b>
Yes	6	85, 72 %
No	1	14,28%
<b>Total</b>	<b>7</b>	<b>100%</b>

Table 23(a) shows that the great majority of teachers (85, 72%) believe that the listening skill should be taught, while only (14, 28%) say the opposite.

**If “yes” select how?**

**Table 23(b): Teachers Attitudes towards the Method of Teaching Listening**

<b>O</b>	<b>N</b>	<b>(%)</b>
Directly	1	16,67 %
Indirectly	1	16,67%
Both	4	66,67%
<b>Total</b>	<b>6</b>	<b>100%</b>

The aim behind this question was to know the method of teaching listening by teachers. The results show that most teachers (66, 67%) claim that listening should be taught in two ways, directly and indirectly. However, only (16, 67%) states that listening should be taught directly and the same percentage for teaching listening indirectly.

**Q5:** What is the most beneficial type of listening?

**Table 24: Types of Listening**

<b>O</b>	<b>N</b>	<b>(%)</b>
Intensive	2	28,57 %
Extensive	5	71,43%
<b>Total</b>	<b>7</b>	<b>100%</b>

The above question aim at knowing which type of listening is beneficial. The results of table 24 show that the majority of teachers (71,43%) believe that extensive listening is the most beneficial type for listening, while (28,57%) of them state that intensive listening is the most beneficial type for listening.

**Sub question: justify:** Some of their justifications

-Extensive listening helps learners to increase their vocabulary, improve listening comprehension, to feel more comfortable when listening to English.

-Intensive listening gives the learners deep insights about the topic being discussed in the audio-tracks besides it helps the learners to focus on other related aspects such as pronunciation.

**Q6:** Do you find difficulties when teaching listening?

**Table 25: Teachers' attitudes Towards the Difficulties When Teaching Listening**

<b>O</b>	<b>N</b>	<b>(%)</b>
Yes	4	57,15 %
No	3	42,85%
<b>Total</b>	<b>7</b>	<b>100%</b>

The results of table 25 show that the majority of teachers (57,15%) claim that they find difficulties when they teach listening; however, (42,85%) state that teaching listening is not a difficult task.

**Sub question: justify:** Some of their justification:

-The lack of sophisticated technology and the high number of students in the class.

-students do not distinguish speech sounds due to fact that the ears are not trained too.

**Q7:** How do you evaluate your students' listening ability?

**Table 26: Students' Listening Abilities**

<b>O</b>	<b>N</b>	<b>(%)</b>
Deep	0	0%
Broad	3	42,85%
Moderate	4	57,15%
Poor	0	0%
<b>Total</b>	<b>7</b>	<b>100%</b>

The aim behind the above question was to know teachers' opinions about the students' listening abilities. (57, 15%) of teachers claim that their students have a moderate level of listening abilities; however, (42, 85%) of them consider their students' listening as broad.

**Q8:** What is the most important stage to develop listening?

**Table 27: The Most Important Stage to Develop Listening**

<b>O</b>	<b>N</b>	<b>(%)</b>
Pre-listening	2	28,57 %
While-listening	3	42,86%
Post-listening	2	28,57%
<b>Total</b>	<b>7</b>	<b>100%</b>

In the table 27, the results show that (42,86%) of teachers claim that while-listening is the most important stage to develop listening. However, only (28, 57%) of them state that pre-listening is the most important stage to develop listening and the same percentage say that post-listening is the most important stage to develop listening.

### **Section Three: The Use of Short-videos in Listening Classes**

**Q9:** Do you use short-videos as a listening material in your classroom?

**Table 28(a): Teachers' Use of Short-videos in Classrooms**

<b>O</b>	<b>N</b>	<b>(%)</b>
Yes	7	100 %
No	0	0%
<b>Total</b>	<b>7</b>	<b>100%</b>

The analysis of table 28(a) shows that all the teachers (100%) claim that they use short-videos in their classes as a tool to teach listening.

**If “yes”, how often?**

**Table 28(b): The frequency of Teachers' use of Short-videos**

<b>O</b>	<b>N</b>	<b>(%)</b>
Rarely	0	0 %
Sometimes	3	42,86%
Often	2	28,57%
Always	2	28,57%
<b>Total</b>	<b>7</b>	<b>100%</b>

As it is noticeable in table above, (42, 86%) of teachers claim that they sometimes use short-videos, While (28, 57%) state that they always use short-videos in class. The same percentage often uses short-videos.

**Q10:** How do you use short-videos as a tool in listening classes?

According to teachers' answers, the process of using short-videos as a tool in listening is:

-They ask questions about the topic of the video, and then invite students to listen and answer it.

-Students listen to it more than once then they have to do some listening activities.

-They use silent short films, which help to create a debatable environment among learners.

**Q11:** Do you think that using short-videos in listening classes make the lesson motivating?

**Table 29: Students' Motivation when Exposed to Short-videos**

<b>O</b>	<b>N</b>	<b>(%)</b>
Yes	7	100 %
No	0	0%
<b>Total</b>	<b>7</b>	<b>100%</b>

Table 29 shows that all the teachers (100%) claim that using short-videos in listening classes make the lesson motivating.

**Sub question: justify how:** Some of their justifications were as follow:

-Long videos can create boredom, but with short-videos, they are easy to watch, motivate students. In addition, students will be able to focus, acquire, understand, and remember from short-videos more than long ones.

-Students are attracted to animation, native speech, drama, and entertainment.

**Q12:** How can you describe your students' interaction with short-videos in the classroom?

According to teachers' answers, the interaction of their students with short-videos is:

-They feel more comfortable and confident.

-They use it as a tool to enhance their listening skill.

-Moderate! They could be confused if the material contains new vocabulary or tackles a big topic, but they are excited and intrigued for sure.

**Q13:** Do your students face difficulties while exposed to short-videos?

**Table 30 (a): Teachers' Opinions about the Students' Difficulties**

<b>O</b>	<b>N</b>	<b>(%)</b>
Yes	4	57,15 %
No	3	42,85%
<b>Total</b>	<b>7</b>	<b>100%</b>

Table 30(a) shows that the majority of teachers (57, 15%) claim that their students face difficulties while exposed to short-videos. However, (42, 85%) of them say the opposite. This in fact reflects their level as moderate or poor.

**If "yes" how often does this problem occur?**

**Table30 (b): Frequency of Students' Difficulties while Exposed to Short-Videos**

<b>O</b>	<b>N</b>	<b>(%)</b>
Often	0	0 %
Sometimes	3	75%
Rarely	1	25%
Never	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

The results obtain from the table above indicat that the majority of teachers (75%) claim that exposed short-videos problems sometimes occur, while(25%) of teachers say that they rarely face problems with students watching short videos.

**Q14:** Do they encounter difficulties with?

**Table31: Difficulties Encountered by Learners**

<b>O</b>	<b>N</b>	<b>(%)</b>
Unfamiliar vocabulary	7	100%
Quality of recorder material	3	42,85%

Table 31 indicat that (100%) of the sample claim that students have difficulties with the unfamiliar vocabulary when they listen; and (42, 85%) of them say that the quality of recorder materials is another main problem faced by students when dealing with listening.

**Q15:** As EFL teachers, does the use of short-videos help learners to develop their listening skill?

**Table32: Teachers' Perceptions about the Effectiveness of Short-videos**

<b>O</b>	<b>N</b>	<b>(%)</b>
Agree	7	100 %
Disagree	0	0%
<b>Total</b>	<b>7</b>	<b>100%</b>

Table 32 indicated that all the teachers (100%) agree that short-videos help learners to develop their listening skill.

**Sub question: justify**, some of their justifications were as follows:

-Short-videos help to develop listening due to the scene. This means that the context of the videos can be easily understood through acting and performing.

-Short-videos attract young learners and provide opportunities for practice.

-Short-videos enable them to be familiar with the native speakers' aspects of the skill.

**Q16:** How can short-videos be useful for EFL learners?

**Table33: Usefulness of Short-Videos**

<b>O</b>	<b>N</b>	<b>(%)</b>
Raise their motivation	5	71,42%
Improve their pronunciation	4	57,14%
Help them to learn listening	5	71,42%

From table 33, (71, 42%) is the percentage of teachers who argue that short-videos are useful to help learners learn listening and raise their motivation. Yet, (57, 14%) of teachers believe that short-videos are helpful to improve students' pronunciation.

**Others:**

-The short-clips or videos help to provide learners with useful contexts through their performances, which in returns help developing vocabulary, pronunciation...etc.

**Q17: Do you have any suggestions?**

The suggestions that are mentioned by teachers:

-Using short-videos are beneficial but over use, them can create boredom and limits the students' learning capacities. In addition, there should be a balance between focusing on listening and other skills.

-They suggest using short-videos with a strong lesson plan. The focus should be on pre-listening to prepare them and while-listening, students should have enough materials and knowledge to carry out the tasks.

#### **2.2.4. Discussion of the Results**

On the light of the results obtained from teachers, it has been noticed that most teachers have a magister degree; that means oral expression teachers are skilled teachers. The department of English contains teachers who have an experience of five years in teaching oral expression. According to teachers, the most difficult skill for learners is the listening skill; due to many factors such as listening to native speakers, new vocabulary and other ones. In addition, the great majority of teachers demonstrated that listening should be taught both directly and indirectly, it depends on teachers' objectives. In other words, teachers are aware of the importance of listening skill in EFL classes. The most beneficial type of listening that is chosen by teachers is extensive listening because it focuses on all aspects of listening that will help students build and improve their listening abilities.

Many teachers believe that teaching listening is a difficult task because of the lack of sophisticated technology and the large number of students in the class. (57, 15%) of the teachers claimed that most of the students' listening ability is moderate, and choose while listening as a most important stage to develop listening skill.

All the teachers prefer to use short-videos as a listening material in the classroom. They sometimes use short-videos, and every teacher has a way of using them as a tool in listening class such as using them once for comprehension and class discussions, also teachers ask questions about the topic of the video then they invite students to listen and answer them. All the teachers claim that using short-videos in listening class make the lesson motivating; it means that students are attracted to animations, native speech, drama and entertainment. Teachers can describe their students' interaction with short-videos in classroom as moderate, because they feel confused when the video contains new vocabulary.

The majority of teachers claimed that their students face difficulties while exposed to short-videos such as unfamiliar vocabulary and quality of recorder materials. According to all the teachers, the use of short-videos helps learners to develop and improve the listening skill. Besides, short-videos are very useful as a material to help learners improve their listening and raising their motivation.

### **Conclusion**

The fieldwork aims at investigating teachers and learners' attitudes towards the use of short-videos in oral classes to enhance EFL learners' listening skill. The results obtained from the two questionnaires denote that students enjoyed watching short-videos in oral expression classes to develop the language abilities. Also, teachers consider the use of short-videos as one of the most authentic materials to develop the learners' language skill.

### **Limitation of the Study**

The present study aimed at investigating teachers' and learners' attitudes towards the use of short-videos in oral classes to enhance EFL learners listening skill. Accordingly, like any other research, the study encountered some obstacles and difficulties and they are subsequently listed:

-Since the questionnaires are conducted at the end of academic year and the exams forthcoming, most teachers fulfilled the curriculum; most students stopped attending classes.

-Collecting questionnaires sheets was not as easy as distributing them.

-Another problems was that most respondents did not give justification to open-ended questions.

## **Recommendations and suggestions**

At the end of this research some recommendations and suggestions are given to the researchers in the field when conducting similar studies in the future.

-Teachers are supposed to select the suitable authentic materials for learners with a regard to their level, interest, and needs.

-Learners are recommended to learn the language at a young age and develop it with the use of videos being noted as an effective technique of learning.

-It is better to diagnose implementing short-videos not just at university but also other Algerian schools: Primary, middle, and the secondary school.

## **General Conclusion**

When comparing listening to the other skills (speaking, writing, and reading), it is regarded as the most frequently used language skill in both classroom and daily communication. It is a complex process best developed by consistent practice. Developing the learners' listening skill is a very challenging task because many of learners encounter many difficulties when they listen. As, teachers may use different techniques to help learners overcome all the listening difficulties. Thus, using short-videos is considered as one of the most authentic materials to improve all the language skills especially the listening skill.

The present study sheds light on teachers' and learners' attitudes towards the use of short-videos in oral expression classes to enhance EFL learners' listening skills. The current study has been framed within two chapters. Chapter one was divided into two sections, the first section aimed at shedding light on videos, and short-videos definitions, different types of videos, and also an overview about the advantages, the stages, and the benefits of using short-videos in EFL classes. Second section, dealt with listening skill and listening comprehension definitions, listening process, types and stages of listening activity, also it dealt with the materials used in listening and the use of short-videos in listening especially for EFL classes.

Also, chapter two was divided into two sections devoted to the analysis and the discussion of the results obtained from both students' and teachers' questionnaires. The results of the analysis of teachers' and students' questionnaires showed that both of them were aware of the positive effect of using short-videos in teaching /learning the listening skill.

As a conclusion, the findings presented have answered the questions of the current study; and that means both second year students and oral expression teachers at Mohammed

Seddik Ben Yahya University-Jijel- hold positive attitudes towards the use of short-videos in oral classes to enhance EFL learners listening skills.

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## Appendix 01: Questionnaire for Students

This questionnaire serves as a data collection tool to determine “**Teachers’ and Learners’ Attitudes towards the Use of Short-videos in Oral Classes to Enhance EFL Learners’ Listening Skill**” in the department of English at Mohammed Seddik Ben Yahia University, Jijel. You are kindly requested to answer the following questions to help us accomplish this research work. Thank you in advance for your contribution. Please choose the answers by putting a tick ( ) in front of the most suitable ones.

### Section One: General Information

**Q1: Your level of English is**

- a. Good ( )
- b. Average ( )
- c. Poor ( )

**Q2: Do you like learning English?**

- a. Yes ( )
- b. No ( )

Please, justify your answer.....  
.....

**Q3: Do you like oral expression course?**

- a. Yes ( )
- b. No ( )

Please, justify your answer.....

.....

**Q4: According to you what is the most important skill to learn English?**

a. Reading ( )

b. Writing ( )

c. Listening ( )

d. Speaking ( )

Please, justify your answer.....

.....

### **Section Two: Listening Skill**

**Q5: Do you like listening to native speakers in oral sessions?**

a. Yes ( )

b. No ( )

Please , justify.....

.....

.....

.....

**Q6: How do you consider your listening ability?**

a. Good ( )

**b. Average** ( )

**c. Bad** ( )

**d. Very bad** ( )

If your answer is “bad” or “very bad”, say why?

.....

.....

.....

**Q7: which difficulties do you encounter when practicing listening?**

**a. Delivery of speed** ( )

**b. Pronunciation** ( )

**c. Time allowed to listening** ( )

**d. The use of bad materials** ( )

**e. Speakers accent** ( )

**Q8: Do your teacher use specific activities in the listening classes?**

**a. Yes** ( )

**b. No** ( )

Please, mention them.....

.....

.....

**Section Three : The Use of Short-videos in Listening Classes**

**Q9: What kind of authentic materials do you prefer to listen to in listening sessions?**

- a. Long videos ( )
- b. Short videos ( )
- c. Songs ( )
- d. Storytelling ( )
- e. Others ( ).....

**Q10: Does your teacher use videos in the classroom?**

- a. Yes ( )
- b. No ( )

**Q11: What types of videos does your teacher use?**

- a. Off-air programs ( )
- b. Real world videos ( )
- c. Language learning videos ( )
- d. Others.....

**Q12: How often does your teacher use videos in the class?**

- a. Often ( )
- b. Sometimes ( )

c. Rarely ( )

**Q13: How often does your teacher repeat the listening passage?**

a. Once ( )

b. Two times ( )

c. Three times ( )

d. More than 3 times ( )

**Q14: what are the activities that your teacher uses after watching short-videos?**

a. Fill-in-the gaps ( )

a. Listening for comprehension ( )

b. Answering questions ( )

c. Summarizing and paraphrasing ( )

**Q15: Do you find difficulties when you are exposed to videos?**

a. Yes ( )

b. No ( )

**If “yes”, what are they?**

a- short time allowed ( )

b- Unfamiliar vocabulary ( )

c- Quality of recorder materials ( )

d- Others ( ) .....

.....

**Q16: Using short-videos in EFL classes is beneficial?**

a. Agree ( )

b. Disagree ( )

Justify your answer, please.....

.....

.....

**Q17: When you watch short-videos, do you think you learn better than listening to the other authentic materials?**

a. Yes ( )

b. No ( )

Please, justify.....

.....

.....

**Q18: To what extent do short-videos improve your listening skill?**

a. Very much ( )

b. A little bit ( )

c. Not at all ( )

**Q19: Which aspect do short-videos tend to enhance more?**

- a. To raise your motivation (    )
- b. To improve listening ability (    )
- c. To learn pronunciation (    )
- d. To learn new vocabulary (    )

**Q20: generally speaking, what do you think are the advantages of using videos in EFL classes?**

.....

.....

.....

*Thank You for your contribution*

## Appendix 02: Questionnaire for Teachers

*Dear teachers,*

You are kindly requested to answer this questionnaire that will be used to accomplish this research about “teachers’ and learners’ attitudes towards the use of short-videos in oral expression classes to enhance EFL learners’ listening skill” at the department of English, University of Jijel. Thank you in advance for your contribution. Please choose the answer by putting a tick ( ) in front of the most suitable ones.

### **Section One: General Information**

**Q1: Degree held:**

- a. License ( )
- b. Master ( )
- c. Magister ( )
- d. PhD ( )

**Q2: How long have you been teaching Oral Expression?**

.....years

### **Section Two: Listening Skill**

**Q3: Which language skill is the most difficult for your students to improve?**

- a. Listening ( )
- b. Speaking ( )

c. Reading ( )

d. Writing ( )

Justify, please.....

.....

.....

.....

**Q4: Do you think that listening should be taught regularly?**

a. Yes ( )

b. No ( )

If “yes” select how:

a. Directly ( )

b. Indirectly ( )

c. Both ( )

**Q5: What is the most beneficial type of listening?**

a. Intensive ( )

b. Extensive ( )

Can you please say why.....

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

**Q6: Do you find difficulties when teaching listening?**

**a.** Yes ( )

**b.** No ( )

If yes, would you mention them .....

.....  
.....

**Q7: How do you evaluate your students' listening ability?**

**a.** Deep ( )

**b.** Broad ( )

**c.** Moderate ( )

**d.** Poor ( )

**Q8: What is the most important stage to develop listening?**

**a.** Pre-listening ( )

**b.** While-listening ( )

**c.** Post-listening ( )

**Section Three: The Use of Short-videos in Listening Classes**

**Q9: Do you use short-videos as a listening material in your classroom?**

a. Yes ( )

b. No ( )

If “yes”, how often?

a. Rarely ( )

b. Sometimes ( )

c. Often ( )

d. Always ( )

**Q10: How do you use short-videos as a tool in listening classes?**

.....  
.....

**Q11: Do you think that using short-videos in listening classes make the lesson motivating?**

a. Yes ( )

b. No ( )

If “yes” say how .....

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

**Q12: How can you describe your students' interaction with short videos in the classroom?**

.....  
.....

**Q13: Do your students face difficulties while exposed to short-videos?**

a. Yes ( )

b. No ( )

If "yes", how often does this problem occur?

a. Often ( )

b. Sometimes ( )

c. Rarely ( )

d. Never ( )

**Q14: Do they encounter difficulties with?**

a. Unfamiliar vocabulary ( )

b. Quality of recorder materials ( )

c. Others .....

**Q15: as EFL teachers, does the use of short-videos help learners to develop their listening skill?**

a. Agree ( )

b. Disagree ( )

Please, explain.....

.....

.....

.....

**Q16: How can short-videos be useful for EFL learners?**

a. Raise their motivation ( )

b. Improve their pronunciation ( )

c. Help them to learn listening ( )

d. Others .....

.....

**Q17: Do you have any suggestions?**

.....

.....

.....

.....

*Thank you for your precious contribution*

## **Résumé**

Les vidéos sont devenues des supports authentiques utiles dans le domaine de l'enseignement de l'anglais comme langue étrangère, en particulier dans l'écoute qui est considérée comme l'une des compétences les plus importantes dans l'apprentissage de l'anglais comme langue étrangère. Cette étude visait à enquêter sur les attitudes des enseignants et des apprenants à l'égard de l'utilisation de courtes vidéos dans les cours d'expression orale pour améliorer les compétences d'écoute des apprenants au département d'anglais de l'Université Mohammed Seddik Ben Yahya, Jijel. Pour remplir cet objectif, une méthode descriptive a été entreprise et les données recueillies au moyen de deux questionnaires administrés à 60 étudiants de deuxième année LMD et 7 professeurs d'expression orale du même département. Les questionnaires ont été analysés en termes de fréquence et de pourcentage. Les résultats ont indiqué que les enseignants d'expression orale et les élèves ont des attitudes positives à l'égard de l'utilisation de courtes vidéos en classe comme outil pour améliorer les capacités d'écoute des élèves. De plus, l'utilisation de courtes vidéos a encouragé les élèves à améliorer leur capacité d'écoute, à augmenter leur motivation et à apprendre un nouveau vocabulaire. Sur la base des résultats obtenus, des recommandations pédagogiques ont été proposées pour faciliter l'utilisation de courtes vidéos dans les cours d'anglais comme langue étrangère ainsi que pour améliorer la capacité d'écoute des étudiants.

**Mots clés** : vidéos, capacité d'écoute, documents authentiques, attitudes

## ملخص

أصبحت مقاطع الفيديو مواد أصيلة مفيدة في مجال تدريس اللغة الإنجليزية كلغة أجنبية، خاصة في الاستماع الذي يعتبر من أهم المهارات في تعلم اللغة الإنجليزية كلغة أجنبية. هدفت هذه الدراسة إلى التحقق من مواقف المعلمين والمتعلمين تجاه استخدام مقاطع الفيديو القصيرة في فصول التعبير الشفوي لتعزيز مهارات الاستماع لمتعلمي اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى ، جيجل. لتحقيق هذا الهدف ، تم اتباع طريقة وصفية وجمع البيانات من خلال استبيانين تم إجراؤهما على 60 طالبًا في السنة الثانية ليسانس و 7 أساتذة للتعبير الشفهي في نفس القسم. تم تحليل الاستبيانات من حيث التكرار والنسبة المئوية. أشارت النتائج إلى أن كلا من أساتذة التعبير الشفهي والطلاب لديهم مواقف إيجابية تجاه استخدام مقاطع الفيديو القصيرة في الفصل كأداة لتعزيز قدرات الاستماع لدى الطلاب. أيضًا، شجع استخدام مقاطع الفيديو القصيرة الطلاب على تحسين مهارات الاستماع لديهم، ورفع الحافز لديهم، وتعلم مفردات جديدة. على أساس النتائج التي تم الحصول عليها، تم اقتراح بعض التوصيات التربوية لتسهيل استخدام مقاطع الفيديو القصيرة في فصول اللغة الإنجليزية كلغة أجنبية وكذلك لتعزيز مهارات الاستماع لدى الطلاب.

**الكلمات المفتاحية:** مقاطع الفيديو ، مهارات الاستماع ، المواد الأصيلة ، المواقف.