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The Role of BBC Educational Videos on Enhancing EFL Learners' Oral Performance

The Case of Second Year LMD English Language Students, University of Jijel

at Jijel University

**Dissertation submitted in partial fulfilments of the requirements for the degree of Master in
didactics of foreign languages**

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2022- 2023

Dedication

In the Name of Allah, the Most Gracious, Most Merciful, All the Praise is due

to Him alone.

I dedicate this work to my family, my mother YAMINA and my father SMAIL, the two special

persons who

brighten my life and encouraged me to carry on.

I dedicate this work to my dear friends wherever they are.

I extend my heartfelt gratitude to all those who provided support and encouragement, propelling

me forward during the most challenging moments of my journey, even with the simplest act of

sharing a kind word.

Zineb

Dedication

“In the name of Allah, the Most Gracious, the Most Merciful” And may Allah’s blessings and peace be upon the most honoured of messengers, our master

Mohammed peace be upon him

And then,

It is my pleasure to dedicate this humble work to my precious parents “Fatiha DEBIECHE ” and” Ali DERROUCHE”, may Allah bless them and grant them endless happiness and health in their entire

life.

To all the kind people I have ever known in my life,

those with whom I shared joyful moments and

unforgettable memories.

Imene

Acknowledgements

First of all, we would like to praise Allah for giving us the will and strength to finish this work.

We wish to express our deep gratitude to our supervisor, LAOUAMRI MEBAREK for his unfailing support, insightful pieces of advice, and his valuable guidance.

We would like to thank MALEK RAFIKA and GHEBGHOUB SOUHEYLA who accepted to examine our work.

Our special thanks should be expressed to the teachers and students who accepted to answer the questionnaires.

Finally, we are so grateful to any person who helped us in one way or in another to accomplish this work.

Thank you

Abstract

This research study aimed to explore the impact of integrating BBC Learning English educational videos on the speaking skills and attitudes of second-year LMD students at Mohammed Seddik Ben Yahia University in Jijel. Language acquisition, particularly in terms of developing oral proficiency, is a significant challenge for many learners. Therefore, incorporating multimedia resources, such as educational videos, has gained attention as a potential method to enhance language learning outcomes. The study involved a sample of sixty (60) second-year English students and seven (7) oral expression teachers. To gain comprehensive insights into the subject matter, questionnaires were administered to both students and teachers. Furthermore, a comparative analysis was conducted to assess the oral expression performance scores of students who actively utilized BBC videos versus those who did not. The primary objective of this investigation was to establish a potential relationship between the usage of BBC educational videos and enhancements in students' oral proficiency. The conclusion of this study summarized the key findings regarding the role of BBC educational videos in enhancing second-year LMD students' speaking skills. Upon analysing the data gathered, it appears that there is a positive relationship between the frequency of using BBC educational videos and students' OE performance and scores.

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List of Abbreviations

BBC	British Broadcasting Corporation
CALL	Computer Assisted Language Learning
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
FL	Foreign Language
L1	The First Language/ the Mother Tongue
L2	The Second Language
LMD	License Master Doctorate.
OE	Oral Expression
S	Student
WWW	World Wide Web

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General Introduction

1. Background of the Study

The utilization of technology, specifically in language classrooms, has become increasingly important in the field of education. Various technological tools and resources, such as videos, have proven to be valuable in enhancing language learning and teaching. Attitudes, which encompass individuals' opinions, emotions, performance, and overall success, have a significant impact on the learning process (Leong & Austin, 2006). Additionally, 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.

Research has highlighted the effectiveness of incorporating British Council websites, including BBC Learning English videos, in improving listening comprehension (Coleman, 2011). Videos have been recognized as powerful tools that enhance motivation in language learning (Fernandez, Simo, & Sallen, 2009). BBC Learning English videos offer engaging activities and provide access to language experts, enabling English as a Foreign Language (EFL) students to enhance their language skills (Wallace & Dunn, 2013). Moreover, the availability of such resources has demonstrated a significant improvement in students' attitudes towards utilizing e-resources, such as BBC Learning English videos (Goldsmith, 2005).

Recent studies have specifically examined the effects of utilizing BBC Learning English podcasts and applications on language skills development. For instance, Bradcha and Djendi (2021) conducted research on Algerian EFL learners and discovered that using the BBC Learning

English application as a home practice resource significantly improved their speaking skills. Similarly, Setiadi (2021) conducted an experimental study involving grade 11 students and concluded that the use of the BBC Learning English application positively influenced their speaking skills, boosting their confidence and creating a more relaxed learning environment (Setiadi, 2021).

Another study was conducted at the University of Jijel by Manal, D. and Fatiha, B. in 2021 aimed at investigating teachers' and learners' attitudes towards the use of short-videos in oral expression classes to enhance EFL learners listening skill. 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.

These studies emphasize the positive impact of incorporating technology, particularly resources like BBC Learning English videos, in language learning settings. The use of such tools not only enhances language skills but also contributes to improved attitudes, motivation, and overall learning outcomes.

2. Statement of the Problem

EFL learners are typically required to demonstrate a high level of proficiency in spoken English. However, this is often not the reality due to various factors, primarily the lack of ample opportunities to practice and engage in English speaking activities. As a result, we have undertaken a research study to investigate the effectiveness of utilizing BBC learning English videos as a means of enhancing learners' oral skills. The ultimate goal is to explore the role of

integrating these videos into the English syllabus of Algerian universities on enhancing students' oral performance.

3. Research Questions

This study addresses the following main questions:

1. Is there a significant relationship between the frequency of using BBC learning videos and the improvement of learners' oral performance in terms of pronunciation accuracy, fluency, and vocabulary usage?
2. To what extent do learners perceive BBC learning videos as beneficial in improving their oral proficiency?
3. Do OE teachers consider BBC learning videos an effective tool to enhance learners' oral skills in the classroom?

4. Hypothesis

The hypothesis on which this dissertation is grounded is stated as follows:

The more English language learners utilize BBC learning English videos as an aid of learning speaking the higher they perform orally in classroom.

5. Aim of the Study

This study aims to explore an innovative teaching approach centred around the utilization of BBC learning English videos. The primary objective is to investigate the relationship between the use of these videos and the improvement in learners' spoken English skills. Additionally, the study aims to cater to learners' and teachers' awareness of the role of incorporating BBC learning English videos into the teaching-learning process, the research seeks to foster a conducive and

successful learning environment in the classroom, with the ultimate goal of enhancing students' speaking skills.

6. Research Methodology

To test the hypothesis and gather the necessary information from the participants, a mixed-methods approach was applied. Two questionnaires were administered: one among a sample of 60 second-year students who were randomly selected, and the other among 7 OE teachers to investigate the role of BBC videos on improving the oral performance of EFL learners. Additionally, a correlational paradigm that emphasizes qualitative data has been chosen for this research. The quantitative analysis involves statistical techniques to calculate frequencies and percentages in closed-ended questions. Correlation analysis was also conducted to explore the relationship between variables. For the qualitative analysis, responses to open-ended questions were analysed thematically, identifying common patterns. This mixed-methods approach provided a comprehensive understanding of the impact of BBC videos on EFL learners' oral performance.

7. Structure of the Study

The dissertation is structured into two chapters. The first chapter consists of a comprehensive literature review, which is divided into two distinct sections. The primary objective of the first section is to critically examine the integration of technology in the field of education, with a particular emphasis on the role of BBC educational videos and their impact on the learning process within the EFL classroom.

The second section of the first chapter is dedicated to an in-depth discussion of various aspects pertaining to the speaking skill. This encompasses the precise definition of the speaking skill, its associated sub-skills, the inherent nature of oral communication, the integration and interplay between speaking and listening abilities, the significance of developing effective speaking skills, the common challenges encountered during the process of speaking, and the prevailing speaking activities typically implemented in the classroom environment.

The second chapter centres around the meticulous analysis of the data acquired from both the administered questionnaires among the students and teachers. Furthermore, this chapter aims to explore the existing correlation between the utilization of BBC educational videos and the oral performance of the students.

Chapter One: Literature Review

Section One: Learning English Using BBC Videos

Introduction

Learning English as a second language is a challenge for many non-native speakers looking to acquire a good command of it. Because learning a language is not about knowing grammatical structures or memorizing individual words, it is about learning other functions and skills. English therefore includes basic skills that can shape the success of the learning process. For EFL learners, listening and speaking are considered skills of utmost importance. The ability to interpret knowledge from listening has been overlooked in recent years, simply because there is no more useful skill in successfully acquiring a foreign language than listening to it spoken by true native speakers, and then starting to imitate them.

Compared to the past, the teaching of English has significantly evolved due to the emergence of modern technology. With the generalization of the internet and the advancements of online platforms, various aspects of daily life, including education, have been greatly influenced. BBC Learning English as an online platform has gained immense popularity and is considered a valuable source of online material for teaching and learning English. The use of videos as a medium has proven to be highly effective in classrooms and has greatly aided in understanding English lessons.

BBC provides an interactive and engaging way to deliver educational content, making it easier for students to comprehend and retain information. Additionally, this Channel provides a vast collection of content in various formats, such as tutorials, lectures, interviews, and documentaries.

This diversity allows teachers to choose from a wide range of resources those that suit their

teaching objectives and students' different learning styles. The visual and auditory elements of videos can improve language comprehension and retention, as learners can observe and listen to native speakers, observe gestures and facial expressions, and immerse themselves in real-life language contexts. Moreover, it allows individuals to study English from the comfort of their homes or any preferred location, eliminating the anxiety often associated with mistakes made in the classroom.

This chapter provides a detailed description the speaking skills, and the various components that make them up. It provides the different definitions established by scholars, highlights their importance, how and why they should be taught and identifies the role of the various listening materials in improving the listening skills, focusing on BBC learning English videos as a tool for improving EFL learners oral performance.

1.1. Integrating Technology in Education

The integration of technology has become a crucial aspect in the field of education. In language classes, teachers use various technological aids, such as the BBC Learning English videos, to facilitate language learning. According to Ahmadi (2017), the teaching approach adopted by educators plays a significant role in simplifying the language learning process. Bull and Ma (2001) note that technology offers learners an abundance of resources for language learning. Harmer (2007) and İltter (2015) emphasize the importance of teachers encouraging students to engage in suitable activities using technological tools to achieve success in language learning. Clements and Sarama (2003) state that the appropriate use of technology materials can be highly beneficial. The application of technology has significantly transformed English

teaching methods, as highlighted by Patel (2013), who suggests numerous alternatives to make teaching more interesting and productive through technological advancements.

The use of audiovisual materials is widely recognized as highly beneficial in promoting and facilitating the learning of a new language. There is no doubt that video and audio materials are among the most effective resources for students to practice and apply what they have learned using various techniques. Canning-Wilson and Wallace (2000) describe video as a form of communication that can be understood even without the use of language, as it relies on non-verbal elements such as gestures, eye contact, and facial expressions to convey meaning. This highlights the inherent visual and auditory nature of video, making it a powerful tool in language instruction

In terms of methodology, when incorporating videos into language learning, it is essential that teachers have clear objectives and target specific language skills. Teachers should encourage active viewing by providing additional materials such as worksheets that they have prepared or that come with the video. The careful selection of videos can serve as a valuable and highly motivating teaching tool, facilitating listening practice as well as stimulating speaking and writing skills (Katchen, 1996). Therefore, the effective combination of multimedia resources and appropriate teaching methodology is crucial to capture learners' attention and foster their engagement in English language learning.

As part of the world service, the BBC Learning English videos have been providing English courses to a global audience since 1943. It offers audio and video materials to students around the world, meeting their diverse learning needs. They also provide multimedia English language teaching resources, which can be accessed as full length courses or individual materials

depending on the learner's preference. Sitting atop the platform stack, the videos serve as the user interface for interacting with the content. According to Kuning (2020), BBC Learning English videos employ simple English conversation to teach the language. In today's L2 classrooms, technology is often relied upon as a compensatory tool for both students and teachers, presenting instructors with the challenge of creating a dynamic learning environment while maximizing the potential of technology (Blair, 2012). Listening plays a crucial role in language teaching, and speaking is the outcome of the listening process. Therefore, the BBC Learning English videos play a significant role in improving speaking and listening skills while facilitating language learning.

According to Zhao (2013), having access to authentic materials in the target language, such as those available on the BBC Learning English platform, is crucial for effective language teaching and successful language learning. This underscores the importance of using real-world resources to provide learners with authentic language input and exposure.

Together, these findings highlight the value of utilizing authentic materials and leveraging technological advancements to effectively support language teaching and learning effectively. The BBC Learning English videos, with their authentic technological features, align with these principles and can contribute to successful language learning experiences.

1.2. The Role of Technology in Improving the Speaking Skills

Today, due to the large number of advantages it offers to its users, technology has become a must in all areas of life. Learning a second or a foreign language is one of them; a field that benefits from the use of various technological devices in order to improve students learning outcomes. More specifically, Flowerdew and Miller (2005) describe how radios, tape recorders,

language classrooms, videos and computers are supported language learning improve speaking skills for second language learners. However, the most important aid that should be mentioned in this study is video.

1.2.1. Video

Teaching speaking is not an easy task. Therefore, teachers need more effective ways to make the target language more comprehensible. Many researchers discovered that video is the most suitable tool for improving speaking skills of non-native learners. These tools collect different advantages. That is, the ability to motivate and inspire learners to learn more. In addition, they display concrete authentic language with cultural backgrounds. The various spoken aspects of the language are videos such as paralinguistic features that cannot be founded in the previously mentioned materials (radio, tape, language lab). In addition to choosing the appropriate videos for their class, teachers also need to know how and when to include videos in classroom, and what activities that require video attachments. On the other hand, learners are required to react to the activity shown or comment on the video.

1.3. Teaching English Using BBC Educational Videos

Listening is a crucial component of learning communication as it provides the foundation for meaningful responses. It plays an essential role in helping language learners acquire pronunciation, word stress, vocabulary, intonation, syntax, and semantics. Additionally, the understanding of messages can be influenced by voice tone, accent, and pitch. Without strong listening skills, effective communication cannot take place (Cross, 1998).

Indeed, audio-visual sources play a remarkable role in stimulating and facilitating the learning of a foreign language. The use of video materials in the classroom can significantly enhance students' motivation to learn. Exposing students to a wide range of real-life situations through

videos helps them understand and relate to similar situations in their own lives (Mirvan, 2013). By providing authentic and contextualized language input, video materials create engaging learning experiences that promote both comprehension and application of language skills.

Listening and speaking are inseparable and crucial skills for language acquisition, and students use various techniques to enhance their comprehension abilities. BBC Learning English videos provide new opportunities for learners to practice their skills. Stanley (2013) highlights audio-visual aids as a technology that supports pronunciation both inside and outside the classroom. He emphasizes the effectiveness of being an active listener by using specific equipment such as self-contained microphones, websites, voice software, and headsets. Stanley (2013) also mentions that some researchers recognize the impact of videos as a tool in computer-assisted language learning (CALL), enabling students to become more autonomous learners in the future. McMinn (2008) affirms that videos are used to increase the time dedicated to language learning by students. Furthermore, they provide an enriching experience that can motivate and stimulate language students. Overall, videos including platforms like the BBC Learning English videos, help improve listening skills and provide valuable opportunities for students to engage with language learning materials and become more autonomous learners.

1.3.1. Definition of BBC Learning English Videos

The website <https://www.bbc.co.uk/podcasts> offers a collection of videos, live broadcasts, and radio recordings specifically designed to assist EFL learners worldwide in enhancing their language proficiency. These videos aim to provide a diverse range of insights into authentic language use, covering various topics and language expressions. The goal is to facilitate effective communication, bridge cultural gaps, and minimize misunderstandings in different situations.

1.3.2. Types of BBC Videos

Within the collection of BBC learning English videos, there are eight different types available. However, considering the proficiency level of second-year learners who are the sample of the present study, only four types are deemed appropriate. These recommend videos are part of the Learn English program and include "6 Minute English," "6-minute Grammar," "The English We Speak," and '6-minute Vocabulary.' Each lesson is accompanied by audio recordings, transcripts, and vocabulary lists, all of which contribute to improving learners' English grammar, speaking skills, and vocabulary expansion.

1.3.2.1. 6-Minute English

'6-minute English' is a weekly program from BBC learning English Channel that focuses on listening skills and provides learners with the opportunity to learn and practice useful English language for everyday situations. Each episode lasts for approximately 6 minutes and serves as an instructional guide for expressing oneself or carrying out specific tasks in English. The program is published every Thursday, offering learners a regular resource to improve their language abilities.

1.3.2.2. The English We Speak

The "BBC 6-Minute Vocabulary" is a BBC program that offers learners the opportunity to stay up-to-date with the latest English words and phrases. Each episode is less than three minutes long and provides learners with essential phrases that can be used in everyday conversations. The aim is to help learners improve their language skills by introducing them to interesting and useful vocabulary.

1.3.2.3. 6-Minute Grammar

The "BBC 6-Minute Grammar" is a video series provided by the BBC. Each six-minute episode focuses on different key areas of English grammar. These videos aim to enhance learners' understanding of grammatical structures commonly used in everyday communication through authentic examples and explanations. It is designed to help learners grasp and effectively apply grammar rules in their language use, based on how native speakers naturally express themselves. The episodes are released every Tuesday.

1.3.2.4. 6-Minute Vocabulary

The "BBC 6-Minute Vocabulary" is a six-minute video that focuses on various aspects of English vocabulary and word components. The videos aim to expand foreign language learners' knowledge and understanding of different vocabulary areas and related fields. By exploring a wide range of vocabulary topics, the videos aim to provide learners with comprehensive access to the English language and improve their overall vocabulary skills.

1.4. Purposes of Using BBC Educational Videos in Teaching English

The use of videos in education has become increasingly important as it provides students with diverse learning experiences. According to Gee and Hayes (2011), videos enable learners to associate images, actions, goals, and dialogues with words, leading to a deeper understanding of the language. Harmer (2006) emphasizes that videos enhance students' learning by expanding their language knowledge, promoting cross-cultural understanding, fostering creativity, and increasing their enthusiasm for learning. Furthermore, videos offer additional benefits by allowing students to not only hear but also see facial expressions and movements associated with

the language being used. Videos serve as a tool to stimulate reading, acquire knowledge, activate memory, and improve students' comprehension and discussion skills. Wang (2015) identifies three goals of teaching English with video materials: developing language abilities, improving inter-cultural communication skills, and cultivating aesthetic values. Additionally, videos encourage students to engage in critical thinking and analysis. Stempleski and Tomalin (1990) highlight that videos promote active viewing, making students more motivated, active, and enthusiastic, thereby preventing boredom, fatigue, and stress. Therefore, BBC learning English videos play a significant role in facilitating learning, promoting inter-cultural competence, and encouraging active engagement in the classroom.

1.5. The Impact of BBC Educational Video on Speaking Skills

Using videos can significantly improve students' speaking skills in a variety of ways. Engaging students in discussions related to film content can improve their speaking skills. Additionally, students can be encouraged to watch film clips without sound and create their own dialogue, which promotes pronunciation and intonation development (Qiang et al., 2007). However, it should be noted that Qiang et al.'s study did not provide clear evidence of improved communicative skills compared to traditional teaching methods.

Previous studies have highlighted the importance of incorporating videos in English language teaching to create variety in classroom activities. Stephens et al. (2012) conducted an experiment called "The Film Circle" that demonstrated the motivational benefits of using pre-, while-, and post-watching activities to stimulate speaking among high school learners. Each learner had a different role and analyzed a film from a unique perspective, which led to group discussions and

sharing of information. The study concluded that using films can enhance learners' target language skills if teachers set achievable communicative goals and support learning activities.

Sharkey and Nurre (2016) emphasize the role of videos, specifically situation comedies, in helping viewers recognize pragmatic language use. By observing how English is used appropriately in different situations and contexts, students can develop their pragmatic language skills. Dialogues in texts often reveal what people intend to say more than what is actually said, making it challenging for teachers to teach pragmatic language use accurately. Therefore, it is important for teachers to recognize that teaching speaking skills involves more than just pronunciation and intonation. The Pragmatic language use is a crucial aspect, and videos can serve as valuable resources in language teaching to develop these skills.

Conclusion

This section focused on the use of technology in general and BBC educational videos in particular as a new and challenging technique in teaching English. It began by providing a definition of the listening skill and educational technology, and its integration in education; definition of videos and discussing the different types available. The section then introduced the purposes of using videos in English language teaching, and highlighting their importance for learners. Specifically, it emphasized the significance of BBC learning English videos in this study. The section provided specific and detailed information about the purpose of using these videos in teaching English. It emphasized that they serve as the core component of this study, suggesting their effectiveness in engaging students and facilitating language learning. The section concluded by highlighting the importance of using short videos in English language teaching, recognizing their potential to enhance the learning experience for students.

Section Two: Speaking Skills

Introduction

The ability to speak is at the heart of all language learning as it helps people to express their Intentions, communicate their thoughts, opinions, and emotions. Therefore, EFL learners associate progress in learning English to how good their speaking skills are. In that sense, it is a very important skill compared to the other ones (listening, reading and writing). As such, it represents a real challenge for most EFL learners. So, speaking in English is a skill that requires hard work from non-native speakers who have to consider all the components when trying to improve it. This section is devoted to examining the ability to speak. It accounts for the different definitions given by scholars to this skill, highlighting the distinction between speaking in a L1 and a foreign language and identifying the different types of foreign language skills speakers need to know. This section also calls attention to a number of speech difficulties, their types, functions and different activities used by teachers to improve students' speaking skills. The last part of this section outlines how proficiency is assessed.

2.1. Definitions of the Speaking Skill

Speaking ability is the primary concern and the ultimate goal of all EFL learners yearn to achieve. In this sense, "Speaking is generally considered a basic skill in language learning. It is what learners generally want to be able to do" (Coleman and Klapper, 2005, p. 55). Many years ago, the ability to speak accurately was associated with teaching grammar, vocabulary and certain rules of pronunciation. Speaking, however, is more complicated than teaching and learning only a few of its elements. It requires the mastery of various skills and types of knowledge (Thornberry, 2005). Thornberry also describes it as a skill that should be taught independently of the grammar curriculum. Moreover, Widdowson (1978) sees it from another angle; he says that speaking is a positive and productive ability that requires the use of

phonological and grammatical systems, including the use of body language. Luoma (2004) states that speaking a foreign language means knowing the tone of target language, appropriate vocabulary, and the ability to assemble words in an understandable way without hesitation.

Because the power to speak is one real challenge for EFL learners, Sárosdy, Bencze, Poór, and Vadnay (2006) suggest some sub-skills for developing speaking competency. The first is the organic basis which concerns the precise articulation of speech sounds and rapid conversation leading to fluent speech. Second, non-native learners need master different aspects of the language such as parts of speech, grammatical structures, and pronunciation (with its various elements, i.e. stress, intonation, and rhythm). Additionally, speaking effectively requires the use of non-verbal communication of learners who need to know the different features of language such as requests and commands to produce consistent utterances. On the other hand, teachers have a very important role in helping students improve their language skills through all strategies and methods that seem to be useful.

2.2. The Different Types of Knowledge FL Speakers need to know

Thornbury (2005) outlines eight types of knowledge that are essential for FL learners to consider when speaking. The first is cross-cultural competence, which involves being able to navigate different cultural backgrounds. The second is genre knowledge, which is important for understanding how formal and informal language is used. The third is speech acts, which involve understanding how language is used to convey intention. Fourth is linguistic registers or styles, which are necessary for adapting speech to different situations. Fifth is discourse knowledge, which is about how language is structured and controlled by speakers. Sixth is grammar knowledge, which should be integrated into speaking settings. Seventh is vocabulary, which is crucial for speaking effectively, especially in academic settings. Finally,

pronunciation is also crucial for comprehension, and FL learners should focus on phonology to improve their speech.

2.3. Speaking Skill Difficulties

When EFL learners are asked to speak, it is often not easy; this is due to the number of features required for the ability to speak. These features help students being native-like speakers and at the same time they are difficult to understand. In this context, Brown (2001) distinguishes some of the features found difficult by L2 and foreign speakers. These features are: clustering, redundancy, contractions, colloquialisms speaking style, speaking speed, intonation, rhythm, interaction.

2.3.1. Clustering

Speech should be a complete and comprehensive utterance, not single words. And that is the problem because the learners are not a native speaker of the language; they are unable to produce coherent speech.

2.3.2. Redundancy

Redundancy refers to the use of unnecessary or repetitive words, phrases, or information in a sentence or text. It can make the language or message less concise and less clear, and may lead to confusion or boredom for the reader or listener.

2.3.3. Reduced Forms

Reduced forms are abbreviated versions of words commonly used in spoken language. They are created by native speakers to communicate more efficiently and quickly in conversation. Examples of reduced forms include contractions such as "can't" for "cannot" and "gonna" for "going to," as well as weak forms such as "wanna" for "want to" and "gotta"

for "have got to." Reduced forms can pose a challenge for non-native speakers who may not be familiar with their usage and may have difficulty understanding them in conversation.

2.3.4. Performance Variables

Performance variables are factors that affect the way a person speaks a language, including aspects such as fluency, accuracy, and complexity. Fluency refers to how smoothly and effortlessly a person can speak, while accuracy refers to the correctness of their grammar, vocabulary, and pronunciation. Complexity refers to the sophistication of a person's language, including the length and complexity of their sentences and the range of vocabulary they use. Other performance variables include pronunciation, intonation, stress, rhythm, and non-verbal communication. These variables can vary depending on the speaker's language proficiency, context, and other factors.

2.3.5. Colloquial Language

Colloquial language refers to informal, everyday language that is used in casual conversations among friends or family members. It often includes slang words, idiomatic expressions, and regional variations, and may not adhere to the rules of standard grammar or pronunciation. Colloquial language is used in a wide range of situations, from social media and texting to face-to-face conversations, and can vary widely depending on the speakers' culture, background and social group.

2.3.6. Rate of Delivery

Although this feature is difficult to achieve, it is also very important. Therefore, this is exactly what separates native speakers from non-native speakers. Accordingly, EFL learners ought to be trained to achieve at least a satisfactory speed of utterance delivery.

2.3.7. Stress, Rhythm, and Intonation

Brown (2001) emphasizes the importance of stress, rhythm, and intonation in language acquisition. Stress refers to the emphasis placed on certain syllables or words in a sentence, while rhythm is the regularity or pattern of stressed and unstressed syllables. Intonation refers to the variation in pitch or tone of the voice when speaking. These prosodic features are crucial for conveying meaning, and can greatly affect the interpretation of a sentence or phrase. By paying attention to these prosodic features, language learners can improve their ability to communicate effectively and accurately interpret the intentions of others.

2.4. Types of Speech

Speech types are divided according to the number of its participants. Sárosdy, Bencze, Poór, and Vadnay (2006) distinguished three types of speech: monologue, dialogue, and discourse. A monologue is generally about the topic. For example, each learner presents something verbally. In a dialogue two participants exchange information with each other. And the last type is discourse which requires two or more people to discuss an issue.

2.5. Functions of Speaking

Brown and Yule (1983, cited in Richards, 2008) classify three functions or purposes of speaking. Each of them has its own patterns, goals, and teaching methods. They are mentioned as follows: talk as interaction, talk as transaction, and talk as performance.

2.5.1. Talk as Interaction

As its name denotes, interaction involves both formal and colloquial conversations that target the social relationship between people, for example greeting in which the speaker tends to launch a well-disposed and comfortable relationship using polite words (Brown and Yule, 1983 as cited in Richards, 2008). Interactive conversations require some sub-skills that the

speaker should know. Richards (2008, p. 23) mentions the following: starting and ending conversations, selection of suitable topics, making small-talks, narration of personal events and experiences, turn-taking/ giving, use of adjacent pairs (e.g. invite/ accept/ reject), interrupting and reacting to others, and the use of proper speaking style.

Additionally, there are several techniques that teachers can use to teach the interactive speech. Richards (2008) specifies some efficient ones. It is therefore possible to teach conversation in realistic conversations using topics common to learners, such as weather, sports, and education, etc. Another way to practice the interactive speech is to provide the learners with dialogues and ask them to add comments on the different expressions used. Additionally, teachers can prepare questions related to the topic they are dealing with, and then ask the learners to answer them in pairs. These questions should be relevant to personal experience of the learners.

2.5.2. Talk as Transaction

Its primary concern is the transmitted information itself. In other words, the listener is only interested in the message and whether it is clear and understandable without worrying about how the speaker conveys this message. Also, Barnes (1998, quoted in Richards, 2008) distinguishes between two types of conversation. The first one focuses on giving information, but the second type focuses on obtaining products and services. Richards (2008, p. 26) recognizes the following sub-skills to consider in transaction speech: explaining the need or intention, explaining something, asking questions, checking information, justification of opinions, making suggestions, and clarifying for better understanding

Richards (2008) states that teaching conversation as a transaction is not that difficult. This is because current communication materials offer a wide range of activities such as: group

activities, information gap activities, and role-playing which are useful techniques for sharing information. Learners can work in groups to think and discuss topics with the whole class.

2.5.3. Talk as Performance

The third role of language is to convey information in front of an audience. What Richards (2008, p. 27) calls 'public talk'. The best example of this in the EFL class is classroom presentation. Jones (1996, quoted in Richards, 2008, p. 27) said: «because of less contextual support, speakers should include every necessary information" in such capacity of speech to give the listener as much information as possible about the presented topic as context provides non help to the audience. Since the quality of the information conveyed is important, talk as performance focuses on both form and accuracy. It is usually done in the form of a monologue. He equates it to written language and differentiates it from conversational language. Richards (2008, p. 28) points out the following sub-skills for performers to consider: using proper format, presenting information in the suitable order, keeping the audience engaged, using the correct pronunciation and grammar, influencing the audience, using proper vocabulary, and using proper opening and closing.

Teaching speech as a performance requires its own education. Jones (1996, as cited in Richards, 2008) understands that written text pedagogies can be used in teaching formal spoken language. In this context, students can participate in oral presentations introduced by peers or demonstrated through audiovisual materials. Then they can be asked to answer comprehension questions to use the language. In this way, the level and skills of the learners will be improved.

2.6. Types of speaking performance in the classroom

In the classroom, learners respond differently to variety of speaking tasks. Therefore, the teacher decides how the students will react to the given task. Brown (2001) identifies the following types of oral production that are commonly met by Students: imitative, intensive, reactive, transactional, interpersonal, and extensive performance.

2.6.1. Imitative Performance

Imitation in language learning refers to the practice of repeating after the teacher or spoken material to improve one's ability to produce specific elements of the language, such as sounds or grammar structures. This often involves using drills or exercises that allow learners to listen and learn. Brown (2001) recommends that effective exercises for imitation should be brief, straightforward, and interesting, with a focus on phonology and grammar

2.6.2. Intensive Performance

Brown (2001) suggests that intensive practice in language learning involves focused exercises on specific language elements, such as grammar and pronunciation, to improve accuracy and fluency. These exercises differ from imitative practices in how they are structured. While imitative practices involve repeating heard output, intensive practice allows learners to use certain forms of language in targeted activities. For example, a teacher might provide a blank dialogue and ask learners to complete it orally using specified language elements. This approach is designed to help learners develop their skills in a particular area and gain a better understanding of the language.

2.6.3. Responsive Performance

According to Brown (2001), responsive language in a classroom context involves the answers and reactions that teachers receive from students, as well as the questions and

comments that arise during classroom interactions. These responses are often meaningful and can lead to extended dialogues that are an important part of the lesson. The exchange of questions and answers can take place between the teacher and students or among students themselves. For example, the teacher might ask a question and a student might respond, or one student might ask a question and another student might provide an answer. Responsive language is a crucial component of effective classroom communication and learning.

2.6.4. Transactional performance

Brown (2001) believes that the main function of this type of performance is to transmit and exchange information. Extended conversations are an effective technique for conveying as much information as possible. The conversations can be teacher-led or among students themselves. The goal is to create a dialogue that allows exchange of ideas and information, leading to a deeper understanding of the subject matter.

2.6.5. Interpersonal Performance

This type of performance is focused on maintaining social relationships through dialogue. Brown (2001) suggests that these dialogues reveal how emotions, speech, and relationships are linguistically related. Hence, Students need to use language instead of gestures to build relationships through dialogue.

2.6.6. Extensive Performance

Brown (2001) says that EFL learners are expected to be able to develop extensive monologues such as oral presentations. These monologues are characterized by formality and may or may not be prepared in advance. So, oral presentation topics are usually assigned to students before the lecture to give them an opportunity to practice before presenting to the audience, they are therefore known as prepared stories.

2.7. Techniques Used to Develop Speaking Skills

According to Brown (2001) and Harmer (2001), the principles for designing effective speaking techniques include promoting the use of the building blocks of the English language, considering the needs and interests of the students, using authentic materials and purposeful situations, providing opportunities for initiation of conversations, and deciding on the type and timing of feedback. Based on these principles, Harmer (2001) suggests the following activities to develop EFL learners' speaking skills:

2.7.1. Role-play: This activity involves students taking on different roles and using English to act out a scenario. This can be a useful technique for practicing social situations or specific language functions.

2.7.2. Information gap activities: These activities require students to communicate with each other in order to obtain missing information. For example, one student might have a map and the other student has a set of directions. They need to work together to find a specific location.

2.7.3. Discussions and debates: This activity involves students discussing a particular topic or issue and expressing their opinions. It can be a useful technique for practicing expressing and defending a point of view.

2.7.4. Storytelling and narration: This activity involves students telling stories or narrating events using English. It can be a useful technique for practicing past tenses and sequencing events.

2.7.5. Games: Games such as "20 Questions" or "Taboo" can be useful for practicing vocabulary and fluency.

2.7.6. Problem-solving activities: These activities involve students working together to solve a problem using English. For example, they might have to come up with a plan to survive on a deserted island.

2.7.7. Simulations: Simulations involve students acting out a specific scenario using English. For example, they might act out a job interview or a customer service interaction.

Overall, these techniques focus on providing opportunities for students to use English in purposeful and authentic situations, while also taking into account their interests and needs

2.8. The Role of the Teacher

According to Harmer (2001), teaching the speaking skill in EFL classrooms requires teachers to take on various roles beyond their typical responsibilities. Harmer emphasizes that teachers must assist students in developing their speaking ability, and identifies three key roles that teachers must fulfil: prompting students, actively participating in the speaking tasks, and providing feedback to students.

2.8.1. Prompter

In the role of a prompter, the teacher can offer assistance to students who struggle with finding something to say, forgetting their train of thought, or experiencing difficulty speaking. This can be done by providing suggestions or encouragement. However, it is important that these prompts are not forced upon the learners or used to make them feel inadequate. The goal is to provide support and help students overcome their challenges without feeling oppressed or demoralized. Harmer (2001).

2.8.2. Participant

For Harmer (2001), the teacher is responsible for creating a lively classroom environment, particularly during speaking activities. The teacher may even participate in these activities to improve understanding, encourage participation, and provide guidance to the students. However, it is important that the teacher does not dominate the conversation and prevent students from speaking.

2.8.3. Feedback Provider

Harmer (2001) suggests that providing students with appropriate feedback is an effective way to improve their performance. The teacher should respond to both the content and form of the language used during speaking activities. Offering gentle corrections can help learners improve their skills and overcome difficulties. However, the teacher should avoid over-correcting students during speaking activities, as this can interfere with the communicative purpose of the activity.

2.9. Assessing the Speaking Skills

Thornbury (2005) believes that assessing the oral performance of students can be challenging, but it can be effective to focus on activities that emphasize oral performance, such as role plays, and to determine evaluation criteria in is time-consuming, and different teachers may have varying criteria. There are various types of spoken tests, including the advance. Evaluating speaking ability interview, live monologue, role plays, collaborative tasks, and discussions. Oral performance assessment may require the use of materials to support spoken language. Speaking scores can be represented by numbers or verbal categories, and feedback should serve as both an assessment and a teaching tool.

Conclusion

In summary, speaking is an essential skill for effective communication, which is the ultimate goal for EFL learners. It serves as a measure of their proficiency in the target language and requires effective teaching methods, qualified teachers, and motivated learners who strive to improve their speaking abilities. To speak English fluently and accurately, learners need to acquire a good understanding of various grammatical structures, a vast vocabulary, proper pronunciation, and fluency. Though it may be challenging, it is achievable with hard work and dedication.

Chapter two: Field work

Introduction

This chapter investigates the perceptions of second-year LMD students and OE teachers regarding the role of using BBC learning English videos in improving their oral performance. It aims to describe the procedures followed in data collection, to present the analyses carried out and discuss the findings of the investigation. The chapter includes a section on research methodology, covering the research paradigm, population, and research instruments. Additionally, it addresses the analysis of data obtained from two questionnaires: the students' questionnaire and the teachers' questionnaire, and discusses qualitatively the relationship between the frequency of utilizing BBC videos in learning speaking and the participants' OE scores. The chapter concludes with a review of the research questions, an identification of the limitations of the study, and suggestions for pedagogical recommendations for future research.

3.1. Research Methodology

In order to answer the research questions and test the hypotheses, a mixed-method approach was deemed appropriate for data collection and analysis. Two questionnaires were administered: one to the second-year students at Mohammed Seddik Ben Yahia University, Department of English, and another to the oral expression teachers in the same department. Additionally, a qualitative description of OE scores of the sample under study was conducted. The study aims to explore the relationship between students' use of BBC learning English videos and the improvement of their speaking performance.

3.1.1. Population and Sampling:

The population of this study comprised two groups: the teachers at the Department of English and the second-year students of English at Mohammed Seddik Ben Yahia University. A sample of sixty (60) students was randomly selected from the Department of English, Mohammed Seddik Ben Yahia University, Jijel. The selection criteria for the sample focused on second-year students who are in the middle of their university career, actively working to improve their language skills, and progressing beyond beginner-level proficiency. The aim was to include students who are closer to becoming proficient speakers of English. They were exposed to an oral test and their scores were analyzed according to the frequency of using BBC videos to find out if there is a relationship between the use of BBC videos and improvements in oral proficiency. Additionally, seven teachers of oral expression from the same department participated in the present study.

Based on this information, the research design follows primarily both a qualitative and quantitative approach, using a descriptive analysis to examine the relationship between the use of BBC learning English videos and the improvement of oral performance among the selected sample of students. The student and teacher questionnaires consisted of closed-ended questions with rating scales and Liker-type items to gather quantitative data. The data collected from the questionnaires would then be qualitatively analysed using appropriate statistical methods to determine the strength and direction of the relationship between variables.

3.1.2. Questionnaire for Students

3.1.2.1. Description and Administration of the Questionnaire

The survey used in this research comprises twenty questions, which are described in the appendix. Question 1 endeavours to investigate the learners' views on the most significant language skill among listening, speaking, reading, and writing. Question 2 examines the participants' perceived importance of the speaking skills. Questions 3 and 4 relate to the time allocated to learning and practising speaking. Questions 5 and 6 explore the tools or methodologies employed in the process of learning and teaching speaking. Questions 7 and 8 aim to discern the participants' self-assessment of their speaking abilities. Questions 10 and 11 delve into participants' preferences for modern and traditional techniques for acquiring speaking skills. Questions 12 to 18 concentrate on various aspects of BBC Learning English videos, including their usage by students, frequency of use, their impact on learners' development in specific areas, the relationship between the utilization of these videos and students' oral performance, the potential enhancement of speaking proficiency attributed to these videos, as well as the interconnections among these variables and whether participants would recommend these videos to other EFL learners.

The questionnaire offers a systematic approach to collecting quantitative data, allowing the researchers to statistically analyse the responses. The data acquired will be reviewed to identify any relationship or association between the utilization of BBC Learning English videos and students' oral performance.

3.1.2.2. Discussion and Analysis of Students' Questionnaire

The data obtained from the questionnaire is also analysed statistically by counting the percentage of the students' answers to each item of the questionnaire. Based on Sudjana (2008: 160), the formula used is: $(P = \frac{F}{N} \cdot 100\%)$

Notes:

P = Percentage

F = Frequency

N = Number of sample

100% = Constant of value

Q1: As an EFL learner, which of the following skills do you pay the most attention to?

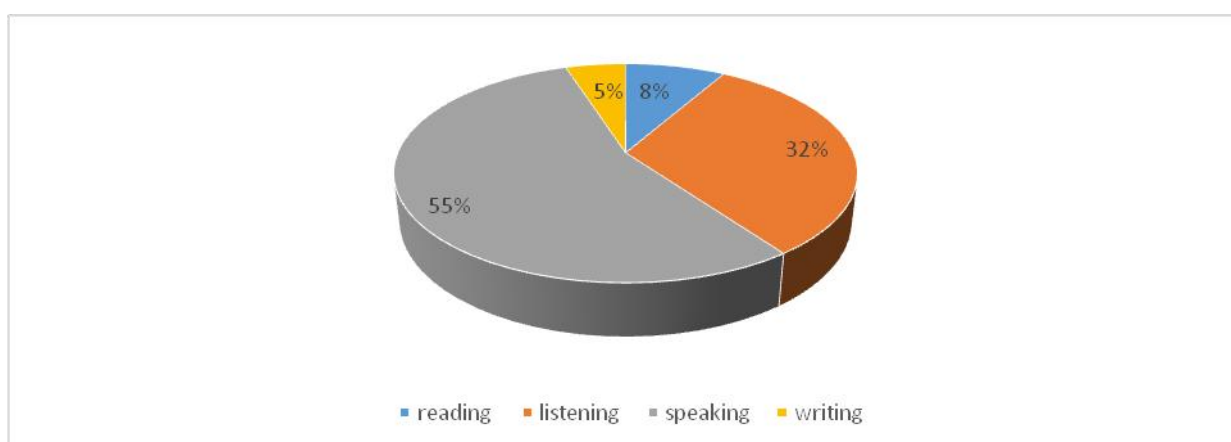


Figure 1: Students' Initial Concern

The objective of this inquiry was to ascertain the significance attributed by the participants to each skill among the four skills mentioned in the table. As anticipated, the majority of the participants (55%) expressed the highest importance towards speaking. Furthermore, a significant portion of the participants (32%) considered listening skills to be of utmost

importance. Conversely, a smaller percentage (8%) demonstrated a greater inclination towards reading and writing skills (5%).

Q2: How important is speaking to you?

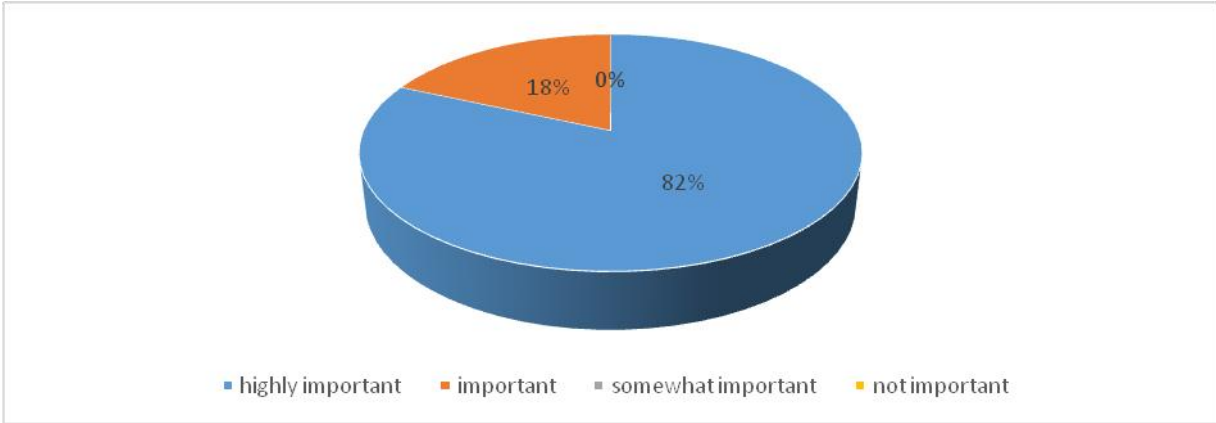


Figure 2: The Status of Speaking among the Other Skills

As indicated in the aforementioned figure, a significant proportion of participants, precisely 82%, regard the skill of speaking as highly important. Conversely, the remaining percentage, comprising 18% of respondents, perceive speaking as an important skill

Q3: How much time do you spend learning speaking by your own?

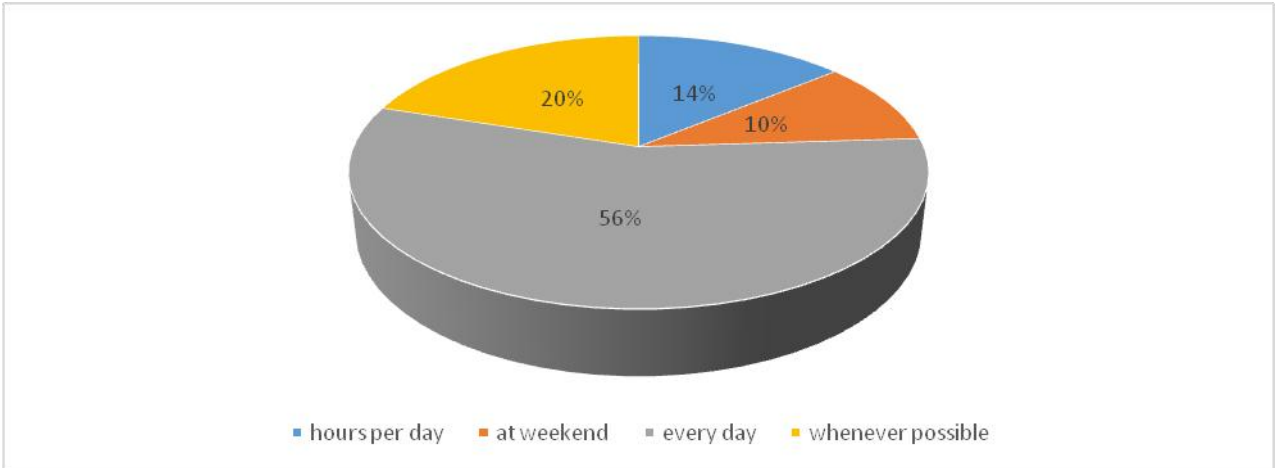


Figure 3: Time Allocated for Learning Speaking

Based on the responses gathered, it is evident that a significant proportion, nearly half (56%) of the respondents, dedicate their efforts towards improving their speaking skills whenever opportunities arise. A considerable portion of these individuals, specifically (20%) devote time to learning and practising speaking on a daily basis. Additionally, a notable proportion of students (14%) allocate several hours per day to enhance their oral proficiency. Conversely, a smaller percentage (10%) of students prefers to focus on learning speaking specifically during weekends.

Q4: You enhance your oral performance mainly from:

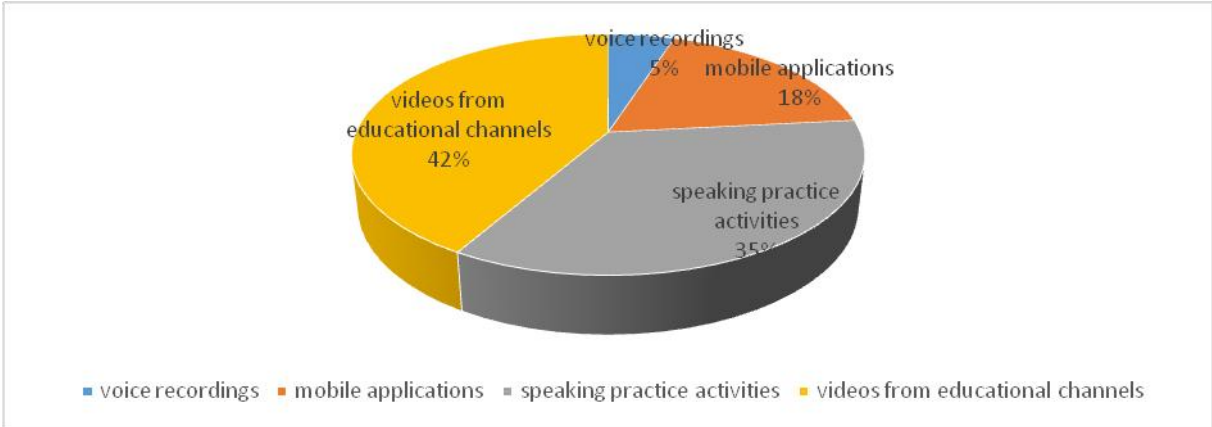


Figure 4: Tools Used in Learning Speaking

According to the provided figure, it is evident that a substantial proportion, specifically (42%) of the respondents, prefers to enhance their oral skills by utilizing videos from educational channels. Another notable percentage, accounting for (35%) of participants, opt for engaging in speaking practice activities to improve their oral proficiency. Additionally, a significant portion of students (18%) prefer to utilize mobile applications as a tool for enhancing their oral performance. On the other hand, voice recordings rank last with a mere percentage of (5%) of respondents utilizing this method to improve their speaking skills

Q5: What techniques does your OE teacher tend to use in his/her session?

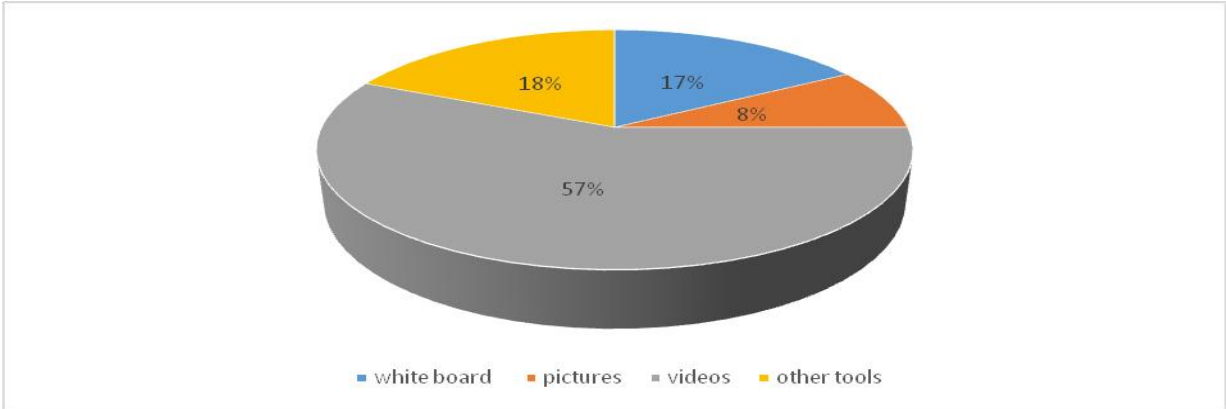


Figure 05: Techniques of Teaching Used by OE Teachers

According to the responses provided by the students regarding the techniques employed by their oral expression teachers, it is apparent that a significant percentage, precisely (57%) of teachers, uses videos as a teaching tool in their classes. A smaller proportion of teachers (8%) make use of pictures, while a proportion of teachers, comprising (17%) employ white boards for instructional purposes. On the other hand, a notable percentage of teachers rely on alternative methods such as discussions, debates, role plays, and storytelling. These techniques offer diverse and interactive approaches to teaching speaking skills. Collectively, this group represents (18%) of the teachers surveyed.

Q6: Is the time allocated to learning speaking in class sufficient?

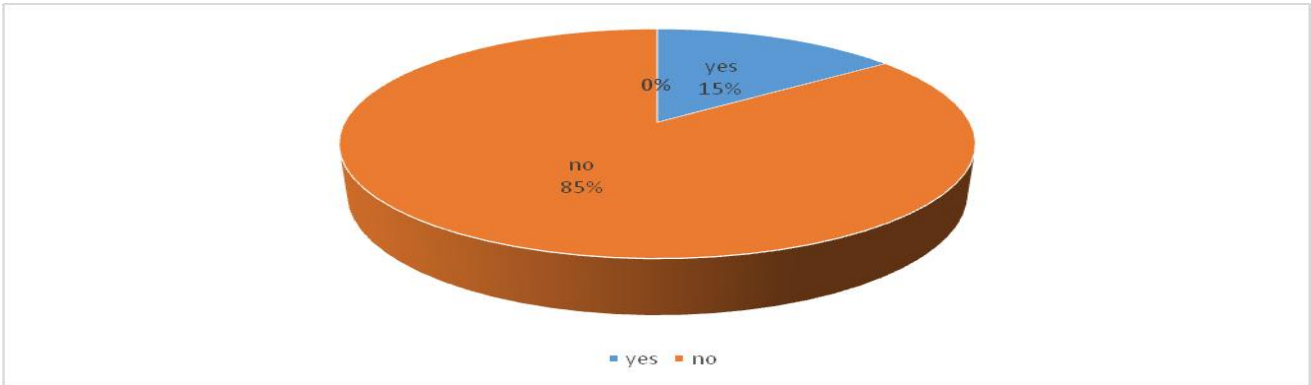


Figure 6: The Sufficiency of Time Allocated to Speaking in Class

According to the findings presented in Figure 6, it is apparent that a significant majority of students, specifically (85%), agreed that the time allocated to learning speaking in class is insufficient. Conversely, (15%) of the students claimed that the allocated time for speaking practice in class is sufficient. This indicates that a considerable portion of students feel that they require more time dedicated to developing their speaking skills within the classroom setting.

Q7: As an EFL learner do you practice speaking?

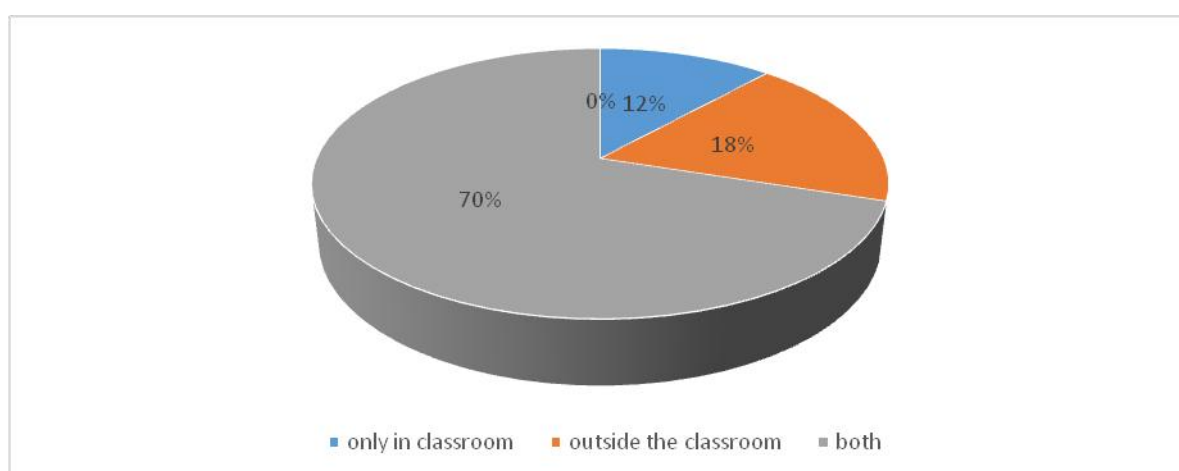


Figure 7: The Frequency of Practising the Speaking Skill

Based on the responses to question 7, which aimed to assess the frequency of speaking English among EFL students, it can be observed that the majority of students are indeed interested in developing their oral performance. Out of the total subjects, (12%) reported practising speaking English solely within the confines of the classroom. On the other hand, (%18) indicated that they engage in English speaking practice outside of the classroom. Interestingly, a significant proportion of (70%) mentioned that they actively work on their speaking skills both inside and outside the classroom. This finding supports the idea that most students show a strong interest in improving their oral proficiency by seeking opportunities to practice speaking English outside classroom.

Q8: As an EFL learner:

a-You are satisfied with your oral skills

b-You need additional learning

c-You prefer learning alone

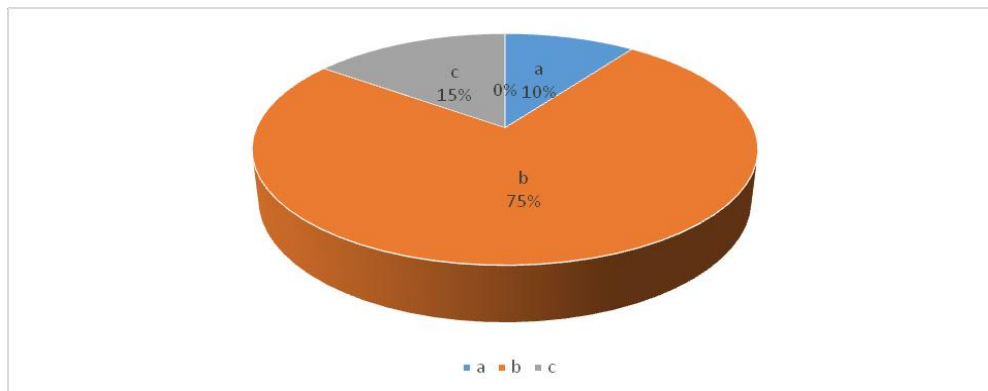


Figure 8: Student's Opinions about their Speaking Skill

The main objective of this question was to know the opinions of students regarding their speaking skills and their level of satisfaction with their oral proficiency. Based on the obtained results, it is apparent that the majority of respondents, specifically (75%), acknowledged that they needed additional learning to improve their speaking skills. Additionally, (15%) of students expressed a preference for self-directed learning in order to improve their oral proficiency. Only a small percentage, (10%) of students, indicated that they are satisfied with their current level of speaking proficiency. These findings strongly suggest that nearly all learners recognize the need for extensive practice and further development of their speaking abilities in order to become proficient in the English language.

Q9: How would you rate your speaking skills?

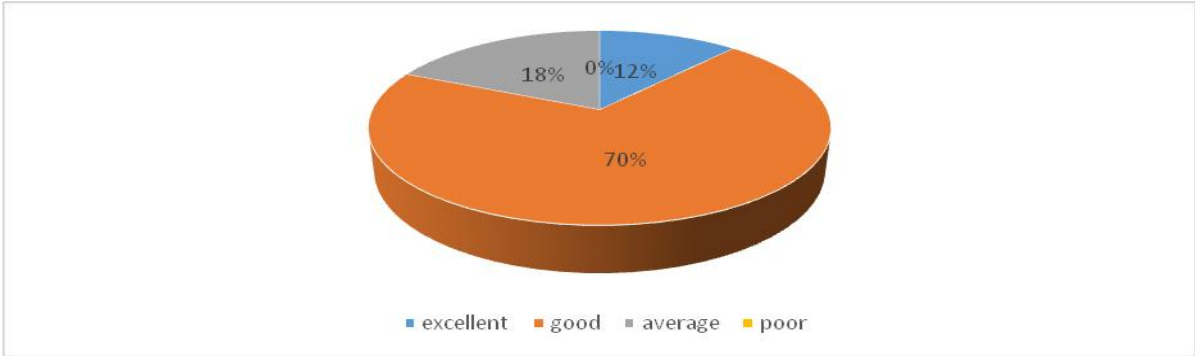


Figure 9: Students’ Perceptions of their Speaking Skill

The results obtained from this question reveal that a significant proportion of the subjects, specifically (70%), perceive their speaking skills as good, which they find satisfactory considering their academic level as second-year students. Another considerable percentage (18%), assesses their level of oral performance as average. Only a small percentage (12%) of participants, consider themselves to have excellent speaking skills. It is noteworthy that none of the participants indicated that they have poor oral skills. These findings indicate that a majority of the students have a positive perception of their speaking abilities, with a significant number considering their skills to be good, thereby aligning with their academic level.

Q10: Do you prefer to improve your speaking skills through:

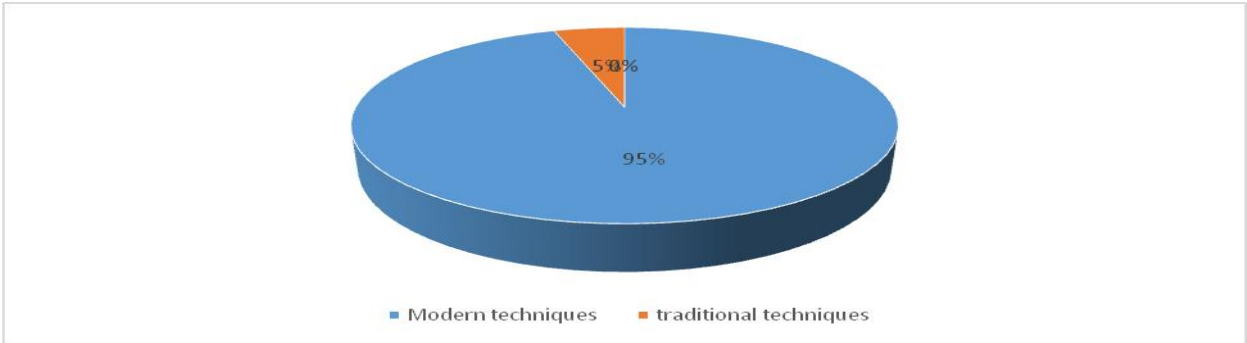


Figure 10: Students’ Preference techniques of Learning

When participants were asked about their preference for improving their oral performance through modern or traditional techniques, the majority of respondents, nearly (95%), expressed a preference for modern techniques. According to them, these modern techniques are perceived as entertaining, easy to use, time-saving, and offer a wealth of interesting content. On the contrary, a small percentage of respondents, (5%), indicated a preference for traditional techniques in learning speaking. For these individuals, traditional techniques are considered more convenient, easy, and understandable. This suggests that the majority of participants recognize the benefits and advantages offered by modern techniques in enhancing their speaking skills, while a minority of them still finds value in traditional approaches

Q11: Do you think that modern techniques can substitute for the traditional ones?

Sub question: Justify your answer, please.

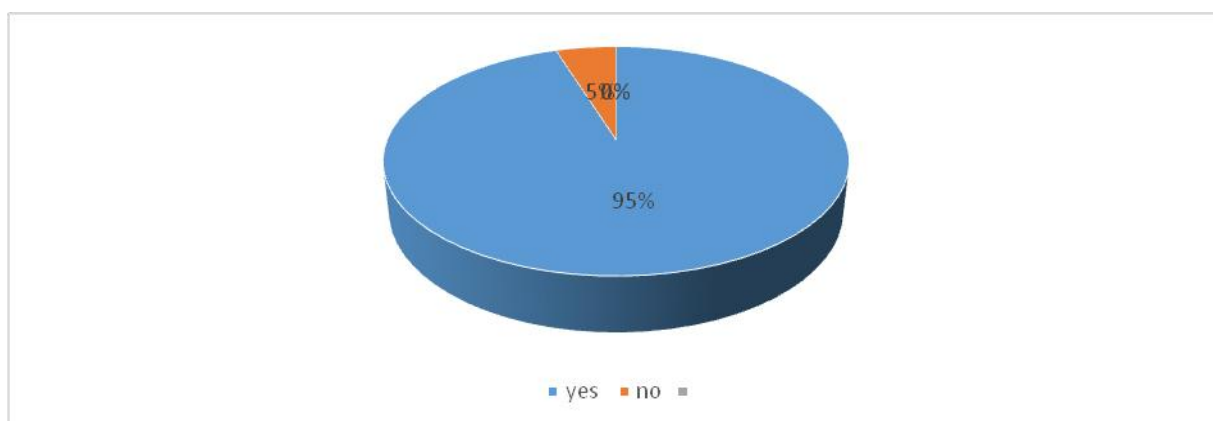


Figure 11: The Possibility of Substituting Traditional Techniques with Modern techniques

Students' answers to this question indicate that the majority of them, specifically (95%) believe that traditional techniques can be replaced with modern techniques for learning speaking. Their justifications for this viewpoint can be summarized as follows:

-Modern techniques are more engaging and interactive, which helps sustain our interest and motivation to learn speaking.

-Modern techniques offer greater accessibility and convenience for students. With on-line resources students can practice speaking any time and anywhere.

-Modern techniques provide learners with a wide range of interesting and relevant content.

-We appreciate the time-saving aspect of modern techniques. Compared to traditional methods, which may involve lengthy classroom activities or travel to language centres, modern techniques allow for efficient learning without time constraints.

-Modern techniques can enhance language acquisition, making it a natural and integral part of learners' daily lives.

In contrast, a small percentage of participants, (5%), expressed the belief that traditional techniques of learning speaking cannot be substituted entirely by modern techniques. They argued that each approach has its own advantages and benefits. These participants emphasized that traditional techniques should not be disregarded, as they hold value in language learning. Furthermore, these participants asserted that modern techniques of learning can complement and reinforce traditional techniques rather than replacing them entirely. They view modern techniques as a valuable addition to the learning process, but not as a complete alternative.

Q12: Do you know about BBC learning English videos?

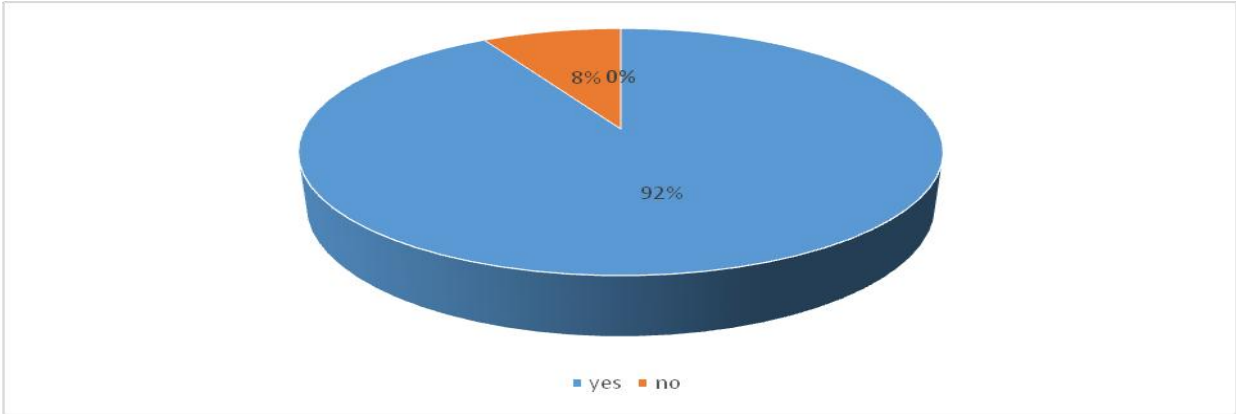


Figure 12: The familiarity with BBC Videos

The findings presented in the figure 12 demonstrate that a significant majority of students, accounting for (92%), are aware of BBC Learning English videos. This indicates that the educational channel and its videos are well-known and recognized as a valuable tool for learning English among the students. Conversely, a small percentage (8%) of participants indicated that they are not aware of BBC Learning English videos. These results suggest that the majority of students have been exposed to and have knowledge of this particular resource for English language learning.

Q13: What type of BBC videos do you prefer?

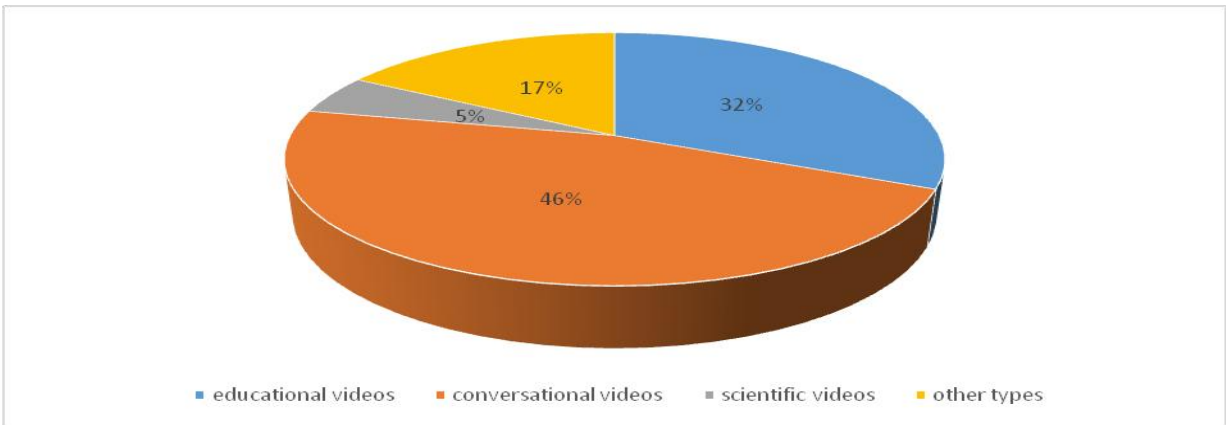


Figure 13: Students' Preference Type of BBC Videos

The results presented in the figure above indicate that the highest percentage, (47%), of students prefer to learn through watching conversational videos from BBC Learning English. This suggests that they find value in observing and listening to authentic conversations to enhance their speaking skills. (32%) of students express a preference for educational videos with specific educational content. This indicates their interest in acquiring knowledge and learning new concepts in an engaging and informative manner. Scientific videos, on the other hand, gained less interest among EFL learners, with only (5%) of participants selecting this category for learning purposes. This suggests that scientific content may not be as appealing or relevant to their language learning needs. Lastly, the remaining participants (32%) express a preference for other types of BBC videos that cover a wide range of general topics such as sports, beauty, cooking, health, news, and more. This indicates a diverse set of interests among the students, with a desire to learn English while engaging with topics of personal interest.

Q14: In what aspect/element of the language do you think that BBC videos will help you develop better?

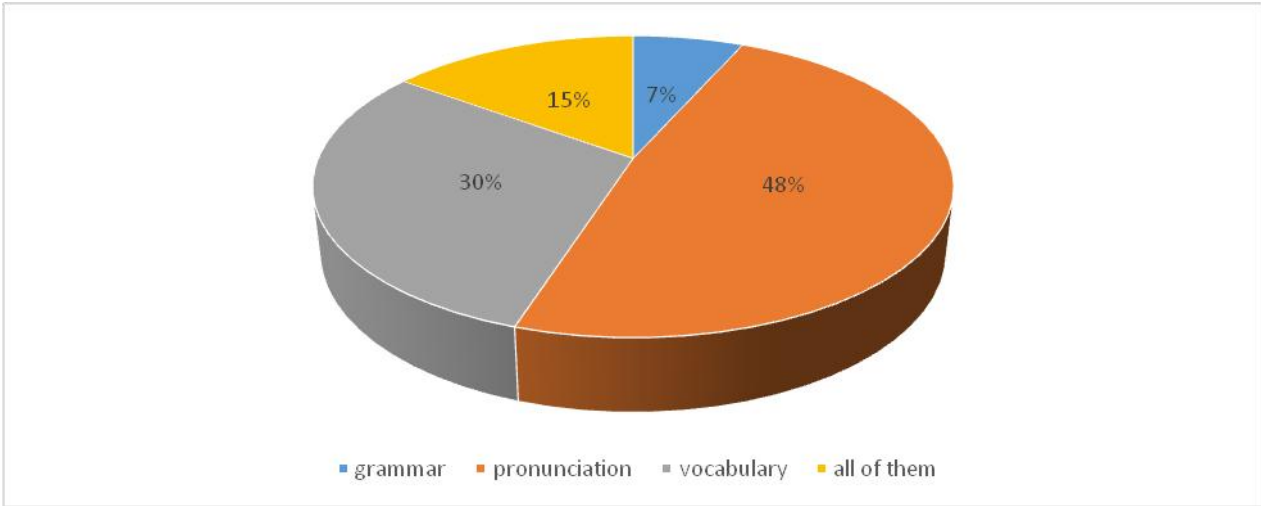


Figure 14: The Components of the Speaking Skill that Can Be better Developed Using BBC Videos

Based on the responses gathered from this question,(30%) of the participants identified vocabulary as a component that can be better developed through the use of BBC videos. These videos expose learners to a wide range of vocabulary in different contexts, helping them expand their word bank and improve their lexical skills. Only (7%) of the participants specifically mentioned grammar as a component that can be developed using BBC videos. Although grammar may not be the primary focus of these videos, learners can still observe and analyse sentence structures and grammatical patterns in authentic contexts. whereas(48%) of the participants recognized pronunciation as a component that can be enhanced through BBC videos. These videos provide opportunities to listen to and imitate native speakers, helping learners improve their pronunciation, intonation, and overall oral fluency. The majority of participants (15%), indicated that all of the mentioned components (vocabulary, grammar, and pronunciation) can be better developed through the use of BBC videos. They acknowledge the holistic nature of language learning and recognize that these videos can contribute to overall speaking proficiency by addressing multiple components simultaneously.

Q15: How often do you listen to/watch BBC videos?

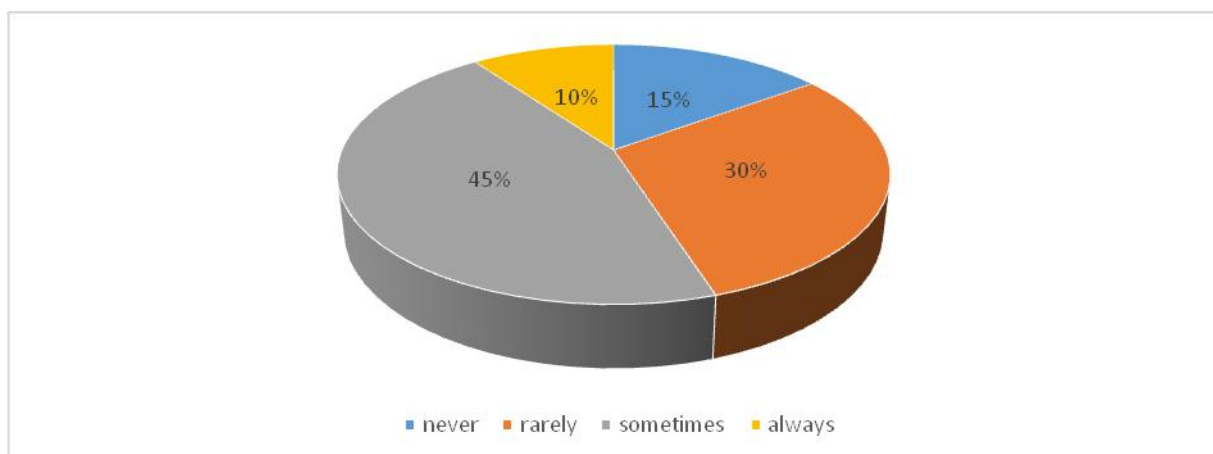


Figure 15: The Frequency of Using BBC Videos

According to the data presented in figure 15, the majority of participants, comprising (30%) indicated that they rarely utilize BBC videos as a learning resource. This implies that they do not frequently incorporate BBC videos into their language learning activities. A significant proportion, accounting for (45%) of participants, mentioned that they use BBC videos sometimes. This suggests that they employ these videos intermittently as a supplementary tool for language learning, rather than on a consistent basis. A smaller percentage (10%) of participants, declared that they always watch videos from the BBC Learning English Channel. This subset of participants consistently relies on BBC videos as an integral part of their language learning routine. However, it is noteworthy that the remaining (15%) of participants reported that they never use BBC videos. Interestingly, most of these individuals are the same respondents who indicated in question 12 that they are not aware of the existence of the BBC Learning English Channel. The findings from this analysis reveal varying levels of engagement with BBC videos among the participants. While a significant portion uses them occasionally or regularly, there are participants who either rarely utilize or are completely unaware of this resource.

Q16: BBC learning English videos have a role on enhancing students’ oral performance?

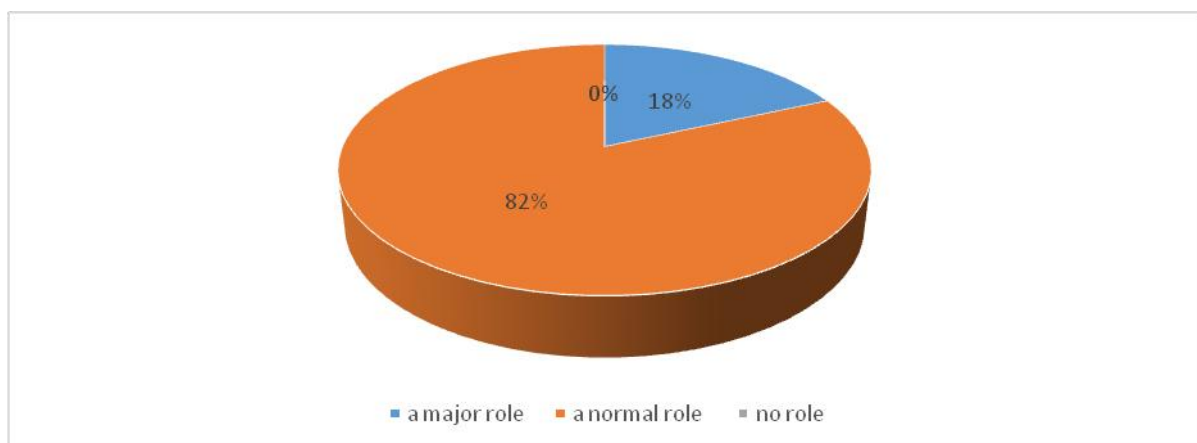


Figure 16: The Role of BBC Videos on Students’ Oral Performance

According to the data presented in the figure above, (82%) of the respondents hold the view that BBC videos have a normal role in enhancing EFL learners' oral performance. This suggests that they perceive BBC videos as a useful resource that contributes to the improvement of speaking skills, but not as the sole or primary factor. On the other hand, a smaller percentage, specifically (18%) of participants, believes that BBC videos play a major role in improving EFL learners' oral performance. These participants attribute significant importance to the use of BBC videos, considering them as a crucial tool for enhancing speaking skills. The results suggest a general recognition among the participants that BBC videos have a positive influence on EFL learners' oral performance, albeit with varying degrees of importance attributed to them.

- Sub question: Why?

This question is a clarification for the role of BBC videos on enhancing students' oral performance. Their responses were as follow:

-BBC videos provide learners with authentic spoken English from native speakers.

This can help learners develop a more natural and accurate understanding of spoken English, thus improving their oral performance.

-BBC videos cover a wide range of topics. This variety allows learners to explore different subject matters, expand their knowledge, and develop their ability to express themselves effectively on various topics.

- By watching BBC videos, learners can observe and model the pronunciation, intonation, and speaking styles of native speakers. This exposure to language models can aid in improving their own speaking skills.

-BBC videos expose learners to rich and varied vocabulary, idiomatic expressions, and authentic language use in context. Through regular exposure, learners can expand their vocabulary repertoire and improve their ability to use English in different situations.

-BBC videos provide insights into British culture, society, and current events. This exposure to cultural aspects can help learners communicate effectively with native speakers.

Q17: What kind of the relationship exists between BBC videos and students' oral performance?

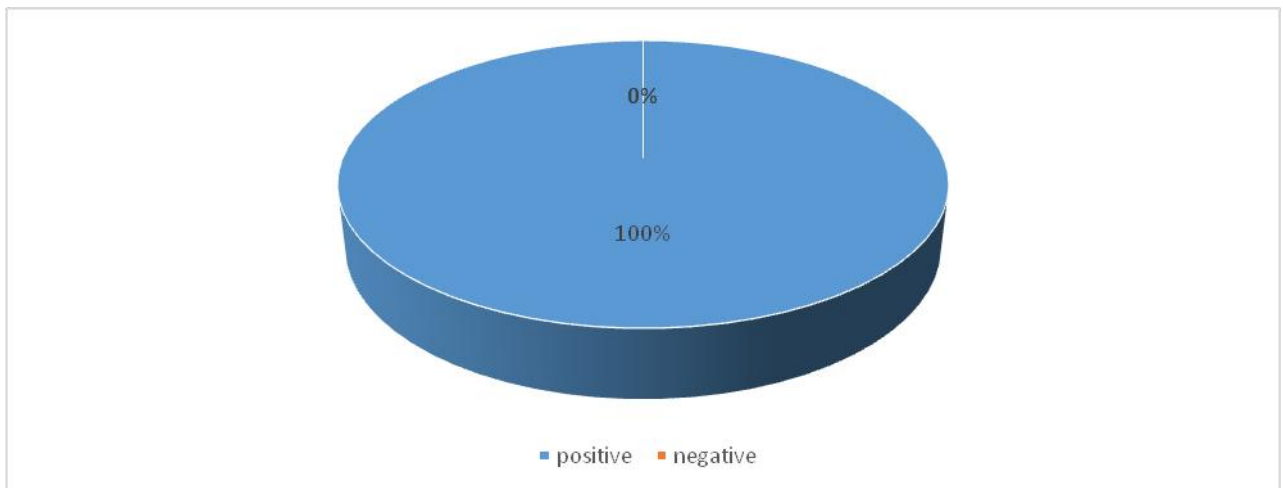


Figure 17: The Relationship Exists between BBC Videos and Students' Oral Performance

The objective of this inquiry was to examine the connection between BBC videos and students' oral performance. The findings reveal that all the students, comprising (100%), held a positive perspective regarding the presence of a beneficial association between BBC videos and their oral proficiency.

Sub-question: Explain?

This question was a clarification about the relationship exists between BBC videos and students' oral proficiency. Their justifications proved that they believe that utilizing BBC videos as a learning resource can contribute to the improvement of their speaking skills. They perceive BBC videos as a valuable tool for enhancing their ability to speak English effectively. The positive belief expressed by the participants implies that they recognize the potential benefits of incorporating BBC videos into their language learning journey. They may view these videos as a source of authentic language input, exposure to diverse vocabulary and language use, models for pronunciation and intonation, and engaging content that helps them develop their oral communication skills. In short, the results highlight the participants' positive perception of the impact of BBC videos on their oral performance. It indicates their recognition of the potential value and effectiveness of utilizing these videos as a learning resource for improving their speaking skills.

Q18: How are BBC videos related to students' oral performance?

Regarding the answers provided. The majority of students stated that BBC learning English videos are closely related to students' oral performance in several ways.

Students' answers

-BBC videos provide students with exposure to authentic spoken English. By watching these videos, students can familiarize themselves with natural language patterns, vocabulary usage, intonation, and pronunciation. This exposure to authentic language input helps improve students' oral performance by enabling them to develop a more natural and accurate speaking style.

-BBC videos feature native English speakers who serve as language models for students. By observing and imitating the speech patterns, pronunciation, and intonation of these speakers, students can enhance their own oral communication skills.

-As students watch BBC videos, they encounter new words and expressions in context, allowing them to expand their vocabulary repertoire.

-By engaging with BBC videos, students gain insights into cultural nuances, idiomatic expressions, and social context. This understanding of cultural and contextual factors supports effective oral communication.

-Improved listening comprehension contributes directly to students' oral performance. By regularly watching and understanding BBC videos, students develop their ability to comprehend spoken English, including accents, colloquialisms, and fast-paced conversations. This improves listening skill positively impacts their oral communication as they can better understand and respond to others in spoken interactions.

-These videos encourage active participation and stimulate students' interest, motivating them to engage in oral communication.

To sum up, respondents to this enquiry believe that BBC videos play a significant role in supporting and enhancing students' oral performance by providing authentic language input, language modelling, vocabulary expansion, cultural understanding, improved listening comprehension, and opportunities for engaging and interactive communication.

Q19: From your experience with BBC videos you have learnt more:

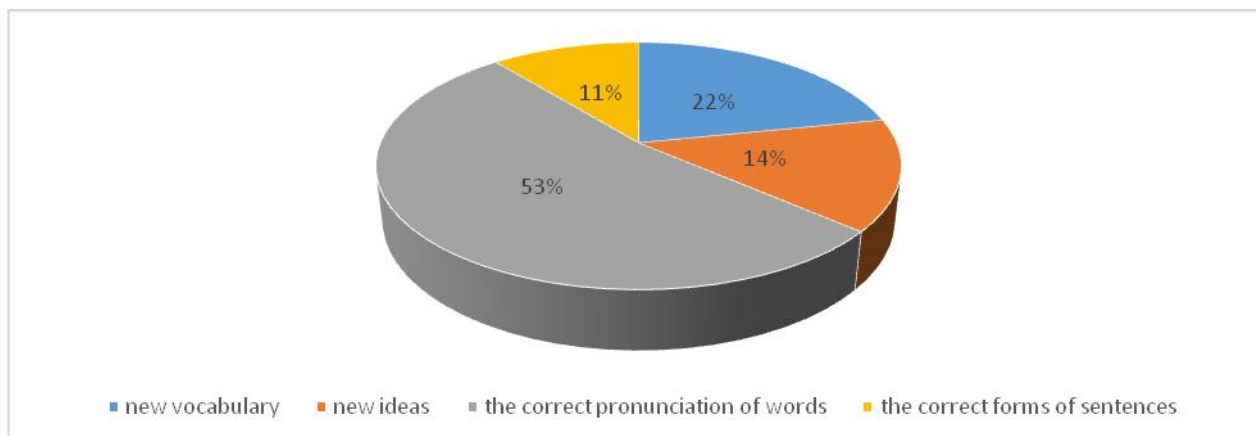


Figure 18: Students' Attitudes towards the Components of the Speaking Skill they Have Learnt from BBC Videos

Based on the data presented in Figure 19, it can be observed that (50%) of the students reported that BBC videos have provided them with opportunities to learn and improve their pronunciation skills. Additionally, (22%) of the participants stated that BBC videos have aided them in expanding their vocabulary and enhancing their language proficiency. Another notable finding is that (14%) of the students mentioned that watching BBC videos has exposed them to new ideas and diverse topics across various fields. Furthermore, (11%) of the respondents indicated that continuous viewing of BBC videos has increased their awareness of correct sentence structure. In summary, the findings underscore the valuable role of BBC videos in supporting students' language learning journey and their overall language proficiency development.

Q20: Do you recommend EFL learners to use BBC videos to improve their oral

performance?



Figure 19: Recommendation of BBC Videos by Learners

The analysis of this question results indicate that the majority of students (97%) highly recommend the use of BBC learning English videos as a valuable tool for learning speaking and enhancing oral proficiency. The fact that such a high percentage of students recommend BBC learning English videos highlights their recognition of the benefits derived from using these videos. They likely appreciate the authentic language input, exposure to different accents and speaking styles, vocabulary expansion, cultural insights, and interactive learning experiences provided by the videos. The positive impact experienced by these students likely motivates them to share their positive experiences and recommend them to others. It is worth noting that a small portion of the participants chose not to answer this question, which may be attributed to personal preferences.

3.1.2.3. Discussion of the Findings from Students Questionnaire

The interpretation of the students' questionnaire data leads to a better understanding of the students' perspectives on the role of BBC learning English videos in enhancing EFL learners' oral performance. The analysis of the questionnaire data provides valuable information and sheds light on several key aspects.

Firstly, the findings indicate that a significant percentage of students acknowledge the importance of speaking skills and consider them highly important or important for their language learning journey. This highlights the students' recognition of the significance of oral proficiency in effectively communicating in English. Furthermore, the data reveals that many students actively work on improving their speaking skills. A considerable number of students dedicate time to learning speaking every day, while others devote hours to enhancing their oral proficiency. This reflects their commitment and motivation to develop their speaking abilities.

The preferred tools for improving speaking skills vary among the students. While a significant percentage opt for watching educational videos from sources like BBC learning English, others engage in speaking practice activities or utilize mobile applications. These preferences indicate the students' openness to utilizing various resources to enhance their oral performance.

When it comes to the teaching techniques employed by oral expression teachers, the majority of them utilize videos in their classes. This aligns with the students' inclination towards video-based learning and indicates the effectiveness of incorporating multimedia resources in language instruction. Additionally, other techniques such as discussions, debates, role plays, and storytelling are employed, emphasizing the importance of interactive and engaging activities in developing speaking skills.

The data analysis also highlights that a significant proportion of students perceive the allocated time for learning speaking in class as insufficient. This suggests a desire for more opportunities and dedicated focus on practising speaking skills within the classroom environment.

The students' preference for modern techniques of learning, including the use of digital resources like BBC videos, is evident in the questionnaire results. They find modern techniques to be entertaining, easy to use, time-saving, and rich in interesting content. However, a small percentage still prefers traditional techniques, emphasizing the advantages and complementary nature of both approaches.

Furthermore, the students' knowledge and familiarity with BBC learning English videos are significant, as the majority of them are aware of this educational channel and its content. This highlights the popularity and effectiveness of BBC videos as a recognized tool for learning English among the students.

Regarding the impact of BBC videos on oral performance, the findings indicate that a majority of students recognize the positive influence of these videos. They believe that BBC videos play a normal or major role in enhancing their oral proficiency. Students attribute benefits such as improved pronunciation, vocabulary expansion, exposure to new ideas, and increased awareness of correct sentence structure to watching BBC videos. Moreover, the analysis indicates that the students perceive BBC videos as beneficial in various aspects of oral performance. They credit these videos for improving pronunciation, vocabulary, language mastery, exposure to new ideas, and cultural understanding. This recognition aligns with their strong recommendation of BBC learning English videos to other EFL learners, indicating their belief in the effectiveness and value of these resources.

Overall, the questionnaire results provide valuable insights into students' perspectives on the role of BBC learning English videos in enhancing oral performance. The findings highlight the students' awareness of the importance of speaking skills, their dedication to improving those skills, and their recognition of the benefits derived from utilizing multimedia resources like BBC videos. These insights can inform language instructors and curriculum

designers in designing effective speaking skill development programs that incorporate modern techniques and multimedia resources for enhanced language learning outcomes.

3.1.3. Questionnaire for Teachers

3.1.3.1. Description and Administration of the Questionnaire for Teachers

The questionnaire administered to the seven (7) second-year EFL teachers of oral expression at the Department of English, Mohammed Seddik Ben Yahia University, Jijel, was designed to address the research questions regarding the teachers' perspectives on the impact of BBC learning videos in enhancing EFL learners' oral performance. The questionnaire comprised a total of twelve (12) questions.

Q1 to Q4 aimed to gather data concerning the utilization of BBC learning videos in speaking classes and exploring the teachers' practices and experiences regarding the integration of BBC learning videos into their instructional approaches. Q5 to Q12 aimed to gather data related to the effects of BBC learning videos on students' oral performance in oral classes. It aimed to investigate whether the use of BBC learning videos can contribute to the improvement of students' speaking skills in addition to identifying the perceived advantages of incorporating BBC learning videos in oral classes. Furthermore, teachers were respectfully asked to provide suggestions and comments regarding the role of BBC learning videos in enhancing EFL students' speaking skills.

3.1.3.1. Discussion and Analysis of the Results

Q1: As an OE teacher, do you use modern or traditional techniques to improve your learners oral performance?

Table01: The Techniques Used by the Teachers to Improve Learners' Oral Performance.

Options	Number	Percentage%
Traditional	0	0%
Modern	5	71.42%
Both	2	28.57%

This question aimed to find out which techniques do oral expression teachers prefer for teaching speaking. The majority of teachers who answered this question (71.42 %) said that they prefer to use modern techniques in their classes, and (28.58%) of them opted for both traditional and modern techniques of teaching. This means that students enjoy and engage more with modern teaching techniques. These findings show that it's important to use modern tools to make learning more interesting and effective for students.

Q2: Do you think that students prefer modern techniques such as audio visual aids rather than the traditional ones like books?

Table 2: Students' Preference Techniques of Learning

Options	Number	Percentage%
Modern techniques	7	100%
Traditional techniques	0	0%
Total	7	100%

As shown in table 2, all of the teachers (100%) said that they noticed from their experience in teaching oral expression that students prefer modern techniques in learning .None of the teachers(0%) reported that students prefer traditional techniques.

Q3: Do you know BBC Learning English Channel?

Table 3: Teachers' Familiarity with BBC Videos

Options	Number	Percentage%
Yes	7	100%
No	0	0%
Total	7	100%

The primary purpose of this inquiry aimed to ascertain the level of teachers' acquaintance with BBC learning English videos. The collected data indicates that every single teacher (100%) possesses knowledge and familiarity with this educational channel.

Q4: How often do you use BBC videos in your EFL classroom to enhance learners' oral skills?

Table 4: The Frequency of Using BBC Videos in EFL Classes.

Options	Number	Percentage%
Every session	2	28.57%
Sometimes	3	42.86%
Rarely	2	28.57%
Total	7	100%

The presented table presents information on the frequency of utilizing BBC learning videos in EFL classes to enhance oral skills. According to the data, 28.75% of teachers reported using these videos in every session, while 42.85% of teachers employ them occasionally. Additionally, 28.57% of teachers stated that they use BBC videos rarely. These results highlight a variety of frequencies at which teachers integrate BBC videos into their instructional practices, with a notable portion opting for occasional usage.

Q5: What role do you think BBC learning videos play in improving learners' oral skills?

Based on the data obtained from this questionnaire, it is clear that all the teachers recognize the considerable influence of BBC learning videos on enhancing learners' oral proficiency. The teachers unanimously concur that these videos play a vital role in fostering learners' pronunciation, vocabulary, and speaking skills. Furthermore, they highlight the educational value of these videos in exposing learners to diverse cultures, ideas, and perspectives.

Q6: Which specific BBC videos have you used to improve learners oral skills, and why did you choose them?

The data analysis of this question shows that OE teachers prefer to use conversational videos from BBC as an aid for teaching speaking skills. These videos are chosen because they provide learners with opportunities to practice and develop natural conversational abilities. By observing and engaging with conversational videos, students can improve their speaking fluency, pronunciation, vocabulary, and overall communication skills. News videos also were selected by teachers. They serve to keep learners updated on current events, in addition to story videos that improve learners' storytelling abilities.

Q7: How do you typically incorporate BBC videos into your lesson plans for developing speaking skills?

The teachers were asked about their typical approach to incorporating BBC videos into their lesson plans for developing speaking skills. Here are the summarized responses:

-I use BBC videos as a stimulus for initiating and facilitating discussions. Then I design activities around the video content to encourage students to express their opinions, share ideas, and engage in meaningful conversations.

-I play relevant BBC videos to highlight conversational techniques, such as turn-taking, active listening, and using appropriate language expressions.

-BBC videos are utilized to improve students' pronunciation skills allowing students to imitate and practice the spoken language patterns.

-I use BBC videos as vocabulary-building exercises to expose students to a wide range of words and phrases, providing context and examples for learners to grasp new vocabulary items.

-I usually utilize BBC videos to develop students' listening skills through various listening activities, such as comprehension questions, note-taking, and summarizing tasks, based on the video content. These activities aim to improve students' ability to understand spoken English.

To sum up the answers above, teachers employ BBC videos as a tool to foster speaking skills by encouraging discussions, modelling conversations, practising pronunciation, expanding vocabulary, and enhancing listening comprehension in their lesson plans.

Q8: Have you noticed any improvements in your learners' oral skills after using BBC videos?

Based on the responses received, it is evident that the majority of participant teachers (5 out of the total) observed improvements in language learning outcomes after incorporating BBC videos into their teaching practices. These teachers strongly believe that BBC videos have had a positive impact on their students' language proficiency. However, two other teachers expressed uncertainty about attributing the learners' level improvement solely to BBC videos. They were hesitant to affirm that the videos are the sole reason behind the observed progress.

In short, the data suggests that BBC videos have generally been perceived as beneficial for language learning, with the majority of teachers noting improvements in their students' language skills. However, a couple of teachers remain cautious about attributing all the improvements solely to the use of BBC videos.

Sub question: If so, please describe these improvements.

Based on the teachers' responses, several positive developments were observed in the learners' language proficiency, including:

- Advancement in speaking skills.
- Noticeable improvement in pronunciation.
- Expansion of vocabulary acquisition.
- Enhanced listening comprehension abilities.
- Development of critical thinking capabilities.
- Increased motivation, active engagement, and participation in classroom discussions.
- Enhanced fluency and communicative competence.
- Increased cultural awareness.

These findings indicate that the utilization of BBC videos contributed to the overall growth and progress of the learners in various aspects of language learning.

Q9: What do you think are the pros and cons of using BBC videos to improve learners speaking skills?

.The advantages that are mentioned by the teachers are:

- Learners can imitate native speakers to sound more natural.
- The variety of video topics expands vocabulary and speaking abilities.
- Exposure to different cultures promotes understanding and empathy.
- Engaging content keeps learners motivated and actively participating.
- Videos introduce new words and phrases for language learning.
- Mimicking pronunciation in the videos improves speaking skills.
- Watching videos enhances listening comprehension.
- Realistic scenarios in the videos provide practical speaking practice.

.The disadvantages that are mentioned by the teachers are:

- Incorporating BBC videos into lesson plans may require significant time for viewing, discussion, and related activities.
- The language can be difficult to understand by elementary, pre-intermediate and even intermediate students.
- Limited control over the content presented.
- Students may find it difficult to interpret the cultural aspects of the talk.

Q10: Have you encountered any challenges using BBC videos in your EFL classroom to improve learners' oral skills?

Table 5: Challenges Encounters by OE Teachers while Using BBC Videos for Improving EFL Learners' Oral Skills

Option	Number	Percentage%
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yes	2	28.57%
No	5	71.42%
Total	7	100%

According to the above table 28.75% of teachers faced challenges using BBC videos, while 71.42% did not.

Sub question: What were those challenges and how did you overcome them?

Teachers' answers were as follows:

- Some learners don't catch the English language used in BBC videos.
- Certain learners exhibit a lack of preference for specific topics covered in the videos.
- Certain students may refrain from attempting to speak as they observe in BBC videos due to feelings of embarrassment or a perceived inability to do so.

Q11: Would you recommend the use of BBC videos to other EFL teachers to improve learners' oral skills?

Table 6 : Recommending BBC Videos to Enhance Learners' Oral Skills.

Options	Frequency	Percentage%
Yes	7	100%
No	0	0%
Total	7	100%

Based on the data provided in the table, it is evident that all teachers (100%) recommend the use of BBC videos to enhance learners' oral skills. This indicates a unanimous agreement

among the teachers surveyed regarding the effectiveness of BBC videos in improving oral proficiency.

Sub question: why?

Teacher's recommendations:

-BBC videos proved their efficacy in improving learners' oral skills.

-they provide an impetus for most learners to perform orally better.

Q12: what suggestions do you have for other EFL teachers who want to use BBC videos to improve their learners' oral skills?

Teachers' suggestions:

-Learners need to choose appropriate tasks that suit the student level.

-Teachers have to use BBC videos because its motivate students to talk and interact.

3.1.3.2. Discussion of the Results

In view of the results obtained, many teachers prefer modern techniques in improving learners' oral skills. This highlights the importance of incorporating innovative approaches to engage students effectively. The high familiarity of teachers with the BBC Learning English Channel demonstrates its widespread recognition as a valuable resource for language instruction. The usage of BBC videos varies among teachers. Some of them integrate these videos consistently, and others use them occasionally, while a smaller group uses them rarely. However, all teachers agreed on the positive impact of BBC videos in developing learners' pronunciation, vocabulary, and speaking abilities. Conversational videos are the most commonly used type of BBC videos, followed by news videos and story videos, as they cater to different aspects of oral proficiency. Teachers incorporate these videos into their lesson

plans through critical discussions, listening comprehension activities, and vocabulary extension exercises. Overall, teachers have observed improvements in learners' oral skills, including speaking, pronunciation, vocabulary acquisition, listening comprehension, critical thinking, and active participation. According to the participant teachers, the advantages of using BBC videos in oral expression sessions include native speaker modelling, vocabulary expansion, exposure to different cultures, motivation, and practical language practice. However, challenges such as time consumption, language difficulty, and cultural interpretation should be considered. Despite these challenges, all teachers recommend the use of BBC videos to enhance learners' oral skills based on their positive experiences.

Conclusion

The research conducted in this study examines the perceptions of teachers and learners regarding the utilization of BBC learning videos in oral English classes to improve the oral performance of EFL learners. The findings from the questionnaires indicate that teachers expressed positive attitudes towards watching BBC learning videos during oral expression classes, as they believed it helped them enhance their learners' language abilities in general and oral proficiency in particular. Additionally, teachers regarded the use of BBC learning videos as highly valuable in promoting the development of speaking skills among learners, considering them to be authentic and effective teaching materials.

3.2.3. Comparison and Description of Participants' OE Test Marks:

In order to investigate the hypothesis, the sample group which consists of sixty (60) second year LMD students of English was divided into two distinct groups based on the frequency of utilizing BBC videos as a learning aid for speaking skills. The first group comprised of 51 students who reported frequent usage of BBC videos (always, sometimes, or rarely) , while the second group consisted of 9 students who did not utilize these videos at all.

On Wednesday, May 3rd, 2023, an oral expression test was administered to the sample group at the Department of Letters and Languages. The primary objective of this test was to assess the participants' oral performance and determine whether a relationship exists between their usage of BBC videos and their speaking abilities. The oral expression test aimed to assess the participants' ability to effectively communicate and express themselves coherently. The marks obtained by the participants in both groups were given by a skilful OE teacher at the department and subsequently subjected to a comparative analysis to determine any significant disparities between their oral performance.

The overall objective of this research was to investigate the role of utilizing BBC videos as a speaking learning aid on enhancing EFL learners' oral performance. By analysing the collected data, this study aimed to contribute valuable insights into the potential relationship between the two variables.

3.2.3.1. Students' OE Scores in Relation to the Frequency of Using BBC Videos

Table 7: Students' OE Scores Based on the Frequency of Using BBC Videos

The Frequency of using BBC videos	Students' OE scores
Always	17, 16, 16, 15, 15.5, 14.5
Sometimes	15.5, 15, 15, 15, 14.5, 14.5, 14.5, 14, 14, 14, 14, 14, 14, 13.5, 13.5, 13.5, 13, 13, 13, 12.5, 12.5, 12.5, 12, 12, 11,
Rarely	15, 14, 14, 14, 14, 13.5, 13.5, 13.5, 13, 13, 13, 13, 12.5, 12.5, 12.5, 12.5, 12, 12
Never	13, 13, 12, 11.5, 11, 10.5, 10, 10, 9

3.2.3.2. The mean of OE score for each frequency category:

Table 8: The mean of OE score for each frequency category:

Frequency	Number of students	Mean
Always	6	16.08
Sometimes	27	13.83
Rarely	18	12.97
Never	9	11.93
Total	60	/

Upon analysing the data, we can observe the following:

A comparative analysis of students' reported frequency of using BBC videos in their learning process reveals distinct patterns in their mean OE scores. Among the participants, those who reported "Always" utilizing BBC videos attained the highest mean OE score of 16.08. Notably, these students consistently relied on BBC videos as a prominent resource in their studies, resulting in an elevated mean OE score. Conversely, students who reported "Sometimes" using BBC videos displayed a slightly lower mean OE score of 13.83. This suggests that while they incorporated BBC videos to some extent, their utilization was not as consistent as the "Always" group, resulting in a marginally reduced mean OE score. Furthermore, students who reported "Rarely" using BBC videos achieved a mean OE score of 13.67, indicating that infrequent usage of this resource may have had a minimal impact on their overall OE performance. Finally, students who reported "Never" using BBC videos obtained the lowest mean OE score of 11.89. This suggests a notable disparity in their engagement with BBC videos compared to other groups, potentially leading to a decreased mean OE score.

3.2.3.3. Discussing the OE exam scores in relation to the frequency of using BBC Videos

Based on the provided data, we can conclude that there is a positive correlation between the frequency of using BBC videos and students' OE scores. Students who reported "Always" using BBC videos had the highest mean OE scores, while those who reported "Never" using BBC videos had the lowest mean OE scores. However, it is important to note that these conclusions are based on a limited dataset, and further research with a larger sample size is needed to establish a more definitive relationship. Other factors, such as study habits and individual learning styles, may also influence students' OE scores and should be taken into consideration.

Conclusion

Upon analysing the provided data, it appears that there is a positive relationship between the frequency of using BBC videos and students' OE scores. Students who reported using BBC videos more frequently (such as "Always" or "Sometimes") tended to have higher OE scores, while those who reported using BBC videos less frequently (such as "Rarely" or "Never") had lower OE scores on average. This suggests that there is a positive association between using BBC videos and higher OE scores. However, it is important to note that without conducting a formal statistical analysis, we cannot determine the exact strength or significance of this correlation.

General Conclusion

This study aimed to assess the significant role of BBC learning English videos on the development of learners' oral skills. The specific objective was to determine whether the utilization of these videos enhances students' speaking proficiency. The research was limited to second-year EFL students at Mohammed Seddik Ben Yahia University in Jijel. The hypothesis posited that BBC learning English videos play a crucial role in improving learners' oral skills by providing them with increased opportunities to practice English and overcome their learning weaknesses.

The central question addressed by the researchers was whether the integration of BBC learning English videos as a learning and teaching tool would lead to improved oral proficiency among second-year LMD English learners at the University of Jijel.

Upon examining the research findings, the researchers are now strongly convinced that if Algerian university students are given the chance to engage in diverse and exciting speaking activities inside and outside the classroom, they will find the learning experience purposeful, enjoyable, and ultimately rewarding in terms of fluency and results.

The study was structured into two main chapters. The first chapter with its two sections established the theoretical framework by exploring the integration of technology in education, with a specific focus on the role of BBC videos in EFL classrooms and their impact on learning. Besides, an extensive discussion of the speaking skill, encompassing its definition, sub-skills, the nature of oral communication, the interplay between speaking and listening abilities, the importance of developing effective speaking skills, common challenges encountered, and typical speaking activities used in classrooms. The second chapter also highlighted the research design and procedures, including the research method, sampling, and

instrumentation. It involved the analysis of data collected from teachers' and students' questionnaires to evaluate the significance of these videos in improving learners' oral performance. The data analysis employed qualitative methods.

The results derived from the data analysis demonstrated that second-year learners exhibited high motivation and a positive attitude towards learning speaking skills through BBC videos. They believed that these videos facilitated the improvement of their communication and speaking abilities, enabling them to interact with people worldwide and become global citizens. Furthermore, the learners emphasized that proficiency in spoken English would enhance both accuracy and fluency while promoting the development of all four language skills.

The data analysis also highlighted the importance of employing modern learning techniques to emphasize the speaking skill. Both language teachers and students recognized the significance of English exposure and practice, which could be facilitated by the effective utilization of BBC learning English videos. This utilization was found to positively influence students' oral skills, as well as other linguistic aspects such as vocabulary, and grammar. Moreover, the majority of learners expressed interest in the incorporation of BBC videos into their learning process, acknowledging their effectiveness in promoting speaking skills and enriching vocabulary.

The analysis of teachers' questionnaires revealed their acceptance and support for the use of such videos as an instructional tool, allowing them to capture students' attention and enhance engagement during lessons. Teachers recognized the importance of this tool in enabling students to freely express their thoughts in various profound ways. Therefore, teachers should consistently integrate BBC learning English videos into instruction, ensuring that all students have the opportunity to participate and improve their oral performance.

Furthermore, an analysis of oral test scores from a sample of sixty second-year EFL students, based on their frequency of using BBC videos, indicated a positive relationship between BBC videos' utilization and improvements in oral proficiency. Consequently, students who watched BBC videos more frequently achieved higher scores in oral examinations due to enhanced pronunciation, fluency, grammar, and vocabulary.

In conclusion, this study investigates the role of BBC learning English videos on enhancing EFL learners' oral skills and confirms that their implementation is not only effective for improving oral performance but also an essential consideration for teachers and syllabus designers who are responsible for incorporating such materials into the teaching and learning processing to ensure a successful learning and teaching process.

Limitations of the Study

Although every effort has been made to design and conduct this study in the most appropriate manner, it is important to recognize certain limitations that should be addressed. Firstly, it would have been preferable to follow an experimental design to establish a stronger causal relationship between the use of BBC videos and students' oral performance. However, due to the limited duration of the study, it was not possible to comprehensively assess the long-term impact of BBC videos on students' oral proficiency. Language acquisition is a gradual process, and the effects of using BBC videos may unfold over an extended period of time. As a result, the methodology of the research was modified accordingly.

Furthermore, the limited availability of academic literature and research studies focusing on the impact of BBC videos on EFL learners' oral performance posed challenges in terms of background information and theoretical foundations for this study. This limitation hindered the ability to thoroughly contextualize the research within the existing body of knowledge.

By acknowledging these limitations, we can ensure transparency and promote the advancement of knowledge in this area. Further research, with more extensive resources and longer time frames, would be useful to deepen our understanding of the impact of BBC videos on EFL learners' oral performance and to improve the generalizability of the findings.

Pedagogical Recommendations

Based on the findings of this study, we strongly recommend that future researchers investigate the impact of BBC learning English videos on students' oral performance using a rigorous experimental design. The positive attitudes expressed by both teachers and students towards these videos in enhancing EFL students' oral proficiency emphasize the importance of incorporating technological materials into EFL classes. This integration provides students with valuable opportunities to engage with authentic language through listening and watching.

To optimize the learning experience, we suggest conducting oral expression sessions exclusively within well-equipped language laboratories. These laboratories should be designed to ensure optimal sound quality, thereby facilitating effective audiovisual learning. Moreover, teachers play a crucial role in motivating and encouraging students to utilize podcasts not only within the classroom but also outside. This approach fosters independent learning and allows students to further enhance their oral skills beyond the confines of the classroom.

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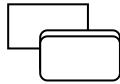
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Appendices



Questionnaire for students

Dear students,

This questionnaire has been designed to gather important information about the role of BBC learning English videos on enhancing the oral performance of EFL learners, and your responses will be valuable in helping us better understand this subject. We appreciate your honesty and thoughtful responses, which will help us improve our understanding of the topic mentioned above. Please take a few moments to read the instructions carefully and answer each question to the best of your ability. Your input is important to us, and we thank you in advance for your time and cooperation.

Q1: As an EFL learner, which of the following skills do you pay the most attention to?

-Reading

-Listening

-Speaking

-Writing

Q2: How important is speaking to you?

-Highly important

-Important

-Somewhat important

-Not important

Q3: is the time allocated to learning speaking in class sufficient?

-Yes

-No

Q4: how much time do you spend learning speaking by your own?

-Hours per-day

-At weekend

-Every day

-Whenever possible

Q5: you enhance your oral performance mainly from:

-Voice recordings

-Mobile applications

-Speaking practice activities

-Videos from educational channels

Q6: what techniques does your OE teacher tend to use in his/her session?

-White board

-Pictures

-Videos

Other tools such as:

Q7: As an EFL learner

-Are you satisfied with your oral skills

-You need additional learning

-You prefer learning alone

Q8: How would you rate your speaking skills?

- Excellent

- Good

- Average

- Poor

Q9: As an EFL learner do you practice speaking?

-Only in classroom

-Outside the classroom

-Both

Q10: do you prefer to improve your speaking skills through:

-Traditional techniques

-Modern techniques

-Why ?

.....

Q11: do you think that modern techniques can substitute for the traditional ones?

-Yes

-No

- Justify your answer, please.

.....

.....

Q12: do you know about BBC learning English videos?

-Yes

-No

Q13: what type of BBC videos do you prefer?

-Educational videos

-Conversational videos

-Scientific videos

Other type like...

Q14: In what aspect/element of the language do you think that BBC videos will help you develop better?

-Grammar

-Pronunciation

-Vocabulary

-All of them

Q15: how often do you listen to/watch BBC videos?

-Always

-Sometimes

-Rarely

-Never

Q16: BBC learning English videos have a role on enhancing students' oral performance?

-A major role

-A normal role

-No role

-Why ?

.....
.....

Q17: What kind of the relationship exists between BBC videos and students' oral performance?

-Positive

-Negative

Explain:

.....
.....

Q18: How are BBC videos related to students' oral performance?

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

Q19: from your experience with BBC videos you have learnt more:

-New vocabulary

-The correct pronunciation of words

-The correct forms of sentences

-New ideas

-Other things such as:

Q20: do you recommend EFL learners to use BBC videos to improve their oral

performance?

-Yes

-No

Questionnaire for Teachers

This questionnaire is designed to gather information from OE teachers about the use of BBC learning English videos and their effectiveness in the teaching process. Thank you for taking the time to complete this questionnaire. Your answers are important to us as we strive to improve the quality of education and support for our teachers.

Q1: As an OE teacher, do you use modern techniques to improve your learners' oral performance?

.....

Q2: Do you think that students prefer modern techniques such as audio - visual aids over traditional ones like books?

.....

Q3: Do you know BBC Learning English Channel?

.....

Q4: How often do you use BBC videos in your EFL classroom to enhance learners' oral skills?

.....

.....

Q5: What role do you think BBC videos play in improving learners' oral skills?

.....

.....

.....

Q6: Which specific BBC video(s) have you used to improve learners' oral skills, and why did you choose them?

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

Q7: How do you typically incorporate BBC videos into your lesson plans for developing speaking skills?

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

Q8: Have you noticed any improvements in your learners' oral skills after using BBC videos?

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If so, please describe these improvements.

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.....
.....

Q9: What do you think are the pros and cons of using BBC videos to improve learners' speaking skills?

Advantages:

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

Disadvantages:

.....

.....

.....

Q10: Have you encountered any challenges using BBC videos in your EFL classroom to improve learners' oral skills?

.....

If so, what were those challenges and how did you overcome them?

.....

.....

.....

Q11: Would you recommend the use of BBC videos to other EFL teachers to improve learners' oral skills? Why or why not?

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Q12: What suggestions do you have for other EFL teachers who want to use BBC videos to improve their learners' oral skills?

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Résumé

Cette étude de recherche visait à explorer l'impact de l'intégration des vidéos éducatives BBC Learning English sur les compétences orales et les attitudes des étudiants LMD de deuxième année à l'Université Mohammed Seddik Ben Yahia de Jijel. L'acquisition de la langue, en particulier en termes de développement de la compétence orale, est un défi important pour de nombreux apprenants. Par conséquent, l'intégration de ressources multimédias, telles que des vidéos éducatives, a attiré l'attention en tant que méthode potentielle pour améliorer les résultats d'apprentissage des langues. L'étude a porté sur un échantillon de soixante (60) étudiants d'anglais de deuxième année et de sept (7) professeurs d'expression orale. Afin d'obtenir un aperçu complet du sujet, des questionnaires ont été administrés aux étudiants et aux enseignants. En outre, une analyse comparative a été menée pour évaluer les scores de performance en expression orale des étudiants qui utilisaient activement les vidéos de la BBC par rapport à ceux qui ne le faisaient pas. L'objectif principal de cette enquête était d'établir une relation potentielle entre l'utilisation des vidéos éducatives de la BBC et l'amélioration des compétences orales des étudiants. La conclusion de cette étude résume les principales conclusions concernant le rôle des vidéos éducatives de la BBC dans l'amélioration des compétences orales des étudiants LMD de deuxième année. Lors de l'analyse des données recueillies, il apparaît qu'il existe une relation positive entre la fréquence d'utilisation des vidéos éducatives de la BBC et les performances et les scores OE des étudiants.

Les mots clés : Vidéos éducatives BBC , compétences orales

ملخص

هدفت هذه الدراسة البحثية إلى استكشاف تأثير دمج مقاطع الفيديو التعليمية لتعليم اللغة الإنجليزية من قناة بي بي سي التعليمية على مهارات التحدث ومواقف طلاب السنة الثانية تخصص اللغة الانجليزية في جامعة محمد الصديق بن يحيى في جامعة جيجل. يعد اكتساب اللغة ، خاصة من حيث تطوير الكفاءة اللغوية تحديًا كبيرًا للعديد من المتعلمين. لذلك ، فإن دمج موارد الوسائط المتعددة ، مثل مقاطع الفيديو التعليمية ، قد جذب الانتباه كطريقة محتملة لتعزيز نتائج تعلم اللغة. اشتملت الدراسة على عينة من ستين (60) من طلاب السنة الثانية للغة الإنجليزية وسبعة (7) مدرسين للتعبير الشفهي. للحصول على رؤية شاملة حول الموضوع ، تم إجراء استبيانات لكل من الطلاب والمعلمين. علاوة على ذلك ، تم إجراء تحليل مقارنة لتقييم درجات أداء التعبير الشفهي للطلاب الذين استخدموا مقاطع فيديو بي بي سي بفعالية مقابل أولئك الذين لم يفعلوا ذلك. كان الهدف الأساسي من هذا التحقيق هو إنشاء علاقة محتملة بين استخدام مقاطع الفيديو التعليمية لهيئة الإذاعة البريطانية بي بي سي و تطور الكفاءة الشفوية للطلاب. لخصت خاتمة هذه الدراسة النتائج الرئيسية المتعلقة بدور مقاطع الفيديو التعليمية لهيئة الإذاعة البريطانية في تعزيز مهارات التحدث لدى طلاب السنة الثانية. عند تحليل البيانات التي تم جمعها ، اتضح أن هناك علاقة إيجابية بين تكرار استخدام مقاطع الفيديو التعليمية لهيئة الإذاعة البريطانية بي بي سي والأداء الاشفوي للطلاب ودرجاتهم.

الكلمات المفتاحية مقاطع بي بي سي التعليمية ، الاداء الشفوي.