Democratic and Popular republic of Algeria

Ministry of higher and Scienctific Research

Saida Moulay Tahar University

Faculy of Arts,Languages, Social Sciences and Humanities

Departement of English

The Effectiveness of Videos and Written Texts in English Learning and Comprehension for EFL students

Case of study

Dissertation Submitted to the Department of English in Partial Fulfillment of the degree of Master

presented by   **supervised by**

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Academic Year

2016/2017

Dedication

In the Name of ***ALLAH,***

Most Gracious, Most Merciful, All the Praise is due to ALLAH

alone, the Sustainer of all the worlds.

I dedicate this modest work to my dearest and wonderful parents,

who bring me to this life, who have raised me to be the person I am

today. You have been with me every step of the way, through good

and bad. Thank you for all the unconditional love, guidance, and

support that you have always given me, I love you!

To my lovely sisters Charifa , Oum Kaltoum,Amira Malak

To my dearest brothers Moustafa,Yacine

To my closet friends

Ahlam,Asma,Bochera,Nora,Kheira,Bekhita,Mimouna,Djihad,Warda.

To all the persons who was with me all the time

Isslam , Brahim , Mrouane , Amer

To all those who believed in me and pried for my success.

Acknowledgement

I would like first to thank **ALLAH**

for giving me strength and capacity to complete

this work. I am indefinitely indebted to my mother and father who

devoted all their

time for me during the preparation

of this work, God bless them now and forever.

I am most grateful to my supervisor Sekkal Meryem for his help,

guidance, and patience, and valuable advice through the writing of

my dissertation.

I am also most grateful to Dr Talbi and Mr Hadji

I owe gratitude to all my friends for the countless hours of listening,

laughing, encouraging, supporting and caring they provided.

I owe a lot of thanks to all the students who have helped me in

conducting the questionnaire.

I am grateful to any person who contributed this research.

Abstract

The primary concern and purpose of this research is to provide some data about the effectiveness use of videos and written texts in English learning and comprehension for EFL students. Then, the main objective of this work is to analyzes the effects of using videos and written texts in EFL classrooms. Concerning our research, we have relied on three targeted research tools in order to check whether the use of videos and written texts have positive or negative effect on both students and teachers' perspective: the first is Questionnaire which is handed to English students. The second is and interview which addressed to teachers at the department of English language and literature,whereas the last tool is classroom observation which is concerned with master English students at the department of English language and literature. The outcomes have been measured with qualitative and quantitative methods. The study concluded that using videos as a tool in the language classroom is highly beneficial and attract students' attention,present language in a more natural way than that found in written text. What is more important that videos help students understanding and improve their learning process.

Key words : Videos,Written Texts,English learning and Comprehension, EFL Students.

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List of abbreviations

BBC: British Broadcasting Corporation

CLT: communicative Language Teaching

DM: Direct Method

EFL: English as a Foreign Language

GTM: Grammar Translation Method

PBL: Project Based Learning

PPP: Presentation Production Practice

TBL: Task Based Learning

TEFL: Teaching English as Foreign Language

TV: Television

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General introduction

General Introduction

Mastering a foreign language has become a capital need for everybody, because language is the mean of communication and it is necessary for human societies, in order interact with each other. English as international and the most spread language in the world, it is taught either as second or foreign language. Since, it is the language of technology and science, the mastery of this language is needed by learners in order to fit easily with the world's development. However, the mastery of this language is not an easy task to do, it necessitates a hard work of days and nights, to acquire it correctly. In addition, not just learning English is a difficult task but also teaching English is double harder task than learning.

Teachers responsibilities is to know how to make their students interact in the classroom and making them enjoy the session, They have to choose the appropriate methods and tools that enhance students ability of understanding,i.e,choose the suitable methods and tools that can go hand in hand with students' needs.

Therefore, numerous scholars and studies have tackled the tools of teaching and learning English as foreign language mainly, videos and written texts which are most important to EFL students.

The aims of this study is to shed light on this two tools and there effects in English learning for EFL students and to investigating which one can improve students' level of comprehension.the main objectives of this research paper is to teach English pleasant atmosphere and make students acquire language easily ,in comfortable way.

Moreover, this study attempts to answer the following questions:

- ➢ Is the teaching learning process effective with the use of written texts?
- ➢ Is the teaching learning process effective with the use of authentic materials (videos) ?

These questions, in return, assume the following hypotheses:

➢ The use of written texts only prevent EFL learners from effective teaching learning process.

➢ EFL learners get higher level when teachers use authentic materials (videos).

Hence, this dissertation consists of three chapters. The first chapter deals with literature review which embraces the basic key concepts and its definitions. The second chapter provide an outline of two major tools of teaching and investigate each one of them. Whereas, the last chapter is the analysis of collected data .

While working on this research paper,we have faced some difficulties such as lack of resources on the local library. Besides, there some hesitations from the informants on their responses which may affected the results.

Chapter One

1.1.Introduction

Being able to understand and acquire English as a foreign language is fortune and treasure for any learner.so,in this chapter we have tried to introduce some key concepts which are related to teaching English as a foreign language namely teaching TEFL. Further tackle the methods and tools that are used and the main differences between them.In addition to teaching with the help of technology.

1.2.Teaching English as Foreign Language (TEFL)

Teaching is the act of providing students with necessary knowledge they need, by simplifying lessons to them through approaches, methods or techniques.To teach, it requires from the teacher to understand students need, rights motivations, strategies and above all it necessitate from the teacher to understand the nature of both language teaching and learning.

TEFL refers to teaching English to students whose first language is not English. TEFL usually occurs in the students own country either within the state school system, or privately eg in an after-hours language school or with a tutor. TEFL teachers maybe native or non-native speakers of English.its aim is to help our society to integrate harmoniously into modernity by participating fully and completely in the linguistic community that uses that language for all types of interaction.

1.3.Methods and Approaches in Teaching

1.3.1.The nature of approaches and methods in language teaching:

The term approach and method are sometimes used interchangeably that is why it is necessary to define the two concepts before reviewing the main approaches and methods which have been used in EFL Teaching.

1.3.1.1.Approaches

An approach is an assumption linguists, psychologists, teachers, course designers make about language. It gives a description of the way they look at language and language teaching /learning as Anthony (1965:94)define it:

"It States a point of view, a philosophy, an article of faith something which one believes but can not necessarily prove." It is often unarguable expect in terms of the effectiveness of the methods which grow out of it."

So, it is a theory which does not require demonstration and can't be questioned.

Each approach sees and defines language differently from other theories.

1.3.1.2.Methods

A method is the way(s) of presenting language material, no part of which contradicts, and all of which is based upon the selected approach. Anthony (1965:95) claims that" An approach is axiomatic, a method is procedural. Within one approach, there can be many methods ".

So, method is the actual plan which organizes the linguistic data to the students, this plan is determined by several internal and external, human educational and cultural factors. This overall plan which depends on the profile of the students, their needs ,the availability of the audio-visual aids and other materials.....

In another way, Webster's Third New International Dictionary often uses expressions such as a procedure or process for attaining a goal or" a systematic procedure, technique "or" a set of rules "very often related to a science or art to define method.

1.3.1.3.Technique

A technique is what takes place in the classroom. It is the task, activities, tricks, visual aids, a tape recorder....... used to accomplish an immediate objective. It is up to the teacher's savoir-faire to choose the right technique to be used in the classroom and with a particular classroom and with a particular class.

So, approaches to language and language learning determine different methods of teaching, from these latter are derived the techniques to be used in the classroom.

1.3.1.4.Elements and sub-elements that constitute a method

The following model summarizes the major a approaches and teaching methods that are in use and which reflect specific decisions at the levels of approach, and procedure.

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                              method
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      approach              design              procedure
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approach

a- A theory of the nature of language

- An account of the nature of language proficiency.

- An account of the basic units of language structure.

b- A theory of the nature of language

-An account of the psycholinguistic and cognitive processes involved in language learning.

-An account of conditions that allow for successful use of the processes.

design

a- The general and specific objectives of the method.

b- A syllabus model.

- Criteria for the selection and organization of the linguistic and/or subject matter content.

c- Types of learning and teaching activities.

-Kinds of the tasks and practice activities to be employed in classroom and materials.

d- Learning roles.

-Types of learning tasks set for learners.

-Degree of control learners have over the content of learning.

-Patterns of learner groupings those are recommended or implied.

-Degree to which learners influences the learning of others.

-The view of the learner as processor, performer, initiator, problem solver.

e- Teacher roles.

-Types of functions teachers fulfill.

-Degree of teacher influence over learning.

-Degree to which teacher determines the content of learning.

-Types of interaction between teachers and learners.

f- The role of instructional materials.

-Primary function of materials.

-The form materials take (textbook, audiovisual)

- Relation of the materials to other input.

procedure

a- Classroom techniques, practices and behaviors observed when the method is used.

-Resources in terms of time, space and equipment used by the teacher.

-International patterns observed in lessons.

-Tactics and strategies used by teachers and learners when the method being used.

One of the aims of any method in foreign language teaching is to improve the foreign language ability of the student. So, there are numerous methods that used in teaching English as foreign language.

1.3.2.Grammar Translation Method(GTM)

Known as the classical method, is a way of studying a language that approaches a language first through detailed analysis of its grammar rules, followed by this of this knowledge to the task of translating sentences and texts into and out the target language. It hence ,views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. Richards and Rodgers(2002:03)define it" a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge through the task of translating sentences and text into and out of the target language."

Although it may be true to say that the Grammar Translation Method is still widely practiced, but it has no advocates; no theory. There is no literature that offers a rationale or justification for it. As W.H.D.Rouse quoted I'm Kelly (1969:53)"know everything about something rather than the thing itself. "

1.3.4.The direct Method(DM)

Gouin(1912:170) had been one of the first of the 19th century reformers to attempt to build a methodology around observation of child language learning. He came to the conclusion that language learning is a matter of transforming perceptions into conceptions.

In fact various times throughout the history of language teaching attempts have been made to make second language learning more like first language learning. According the German scholar F. Franks(1884):

" A language could best be taught by using it actively in the classroom. Rather than using analytical procedure that focus on

explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom. "

The direct Method was quite successful but started to decline for its being difficult to use and its reliance on teachers who must be native speakers, or have native-like fluency in the foreign language, and not all teachers are proficien enough in foreign language.
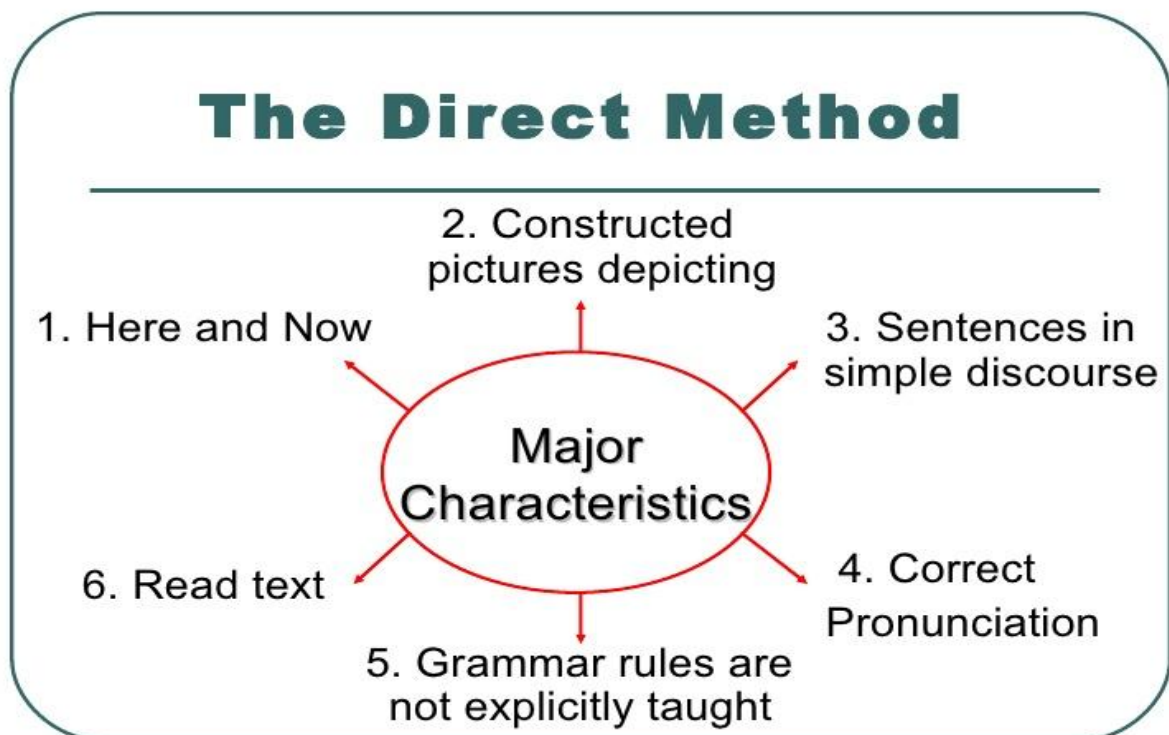
1.3.5. Communicative Language Teaching (CLT)

The origins of communicative language teaching are to be founded in the changes in the British language teaching tradition dating from the late 1960s.

Little wood(1981:1)States, "One of the most characteristic features of communicative language teaching is that is pays systematic attention to functional as well as structural aspects of language". A national primary English syllabus based on a communicative approach (syllabus for Primary Schools 1981:05),defines the focus of the syllabus as the" communicative functions which the forms the language serve".

Communicative Language Teaching is usually characterized as a broad to teaching, rather than as teaching method with clearly defined set of classroom practices .As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan's (1991) five features of CLT.First,An emphasis on learning to communicate through interaction in the target language.Second,The introduction of authentic texts into the learning situation.Third, The provision of opportunities for learners to focus, not only on language but also on the Learning Management process.Fourth,An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.The last one,An attempt to link classroom language learning with language activities outside the classroom.

These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their class and as it is used outside the classroom.
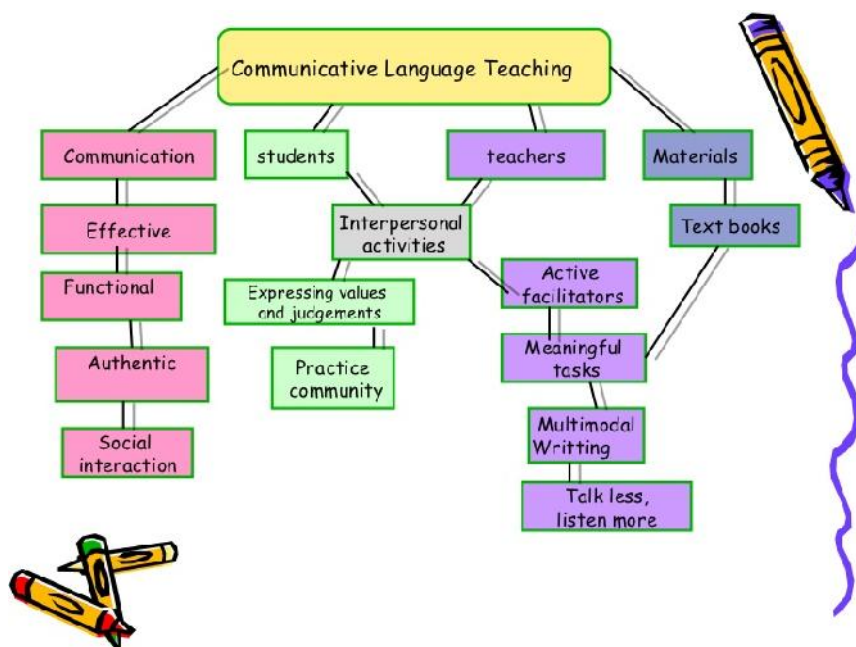
1.3.6.Presentation Production Practice (PPP)

PPP is a paradigm or model used to describe typical stages of a new language. It means presentation, production and practice. The practice stage aims to provide opportunities for learners to use the target structure. Criticism of this paradigm argues that the freer 'practice' stage may not elicit the target language as it is designed to do ,as in this meaning-based stage students communicate with any language they can. It is not clear that forcing students to use certain structures to communicate in a practice activity will necessarily mean they will use these structures spontaneously later.

Example

The teacher presents and illustrates the communicative purposes of a new structure' If I was you...'for advice. Then learners use prompts to complete sentences with the correct forms of the verbs. They practice by giving each other advice.

The PPP Approach
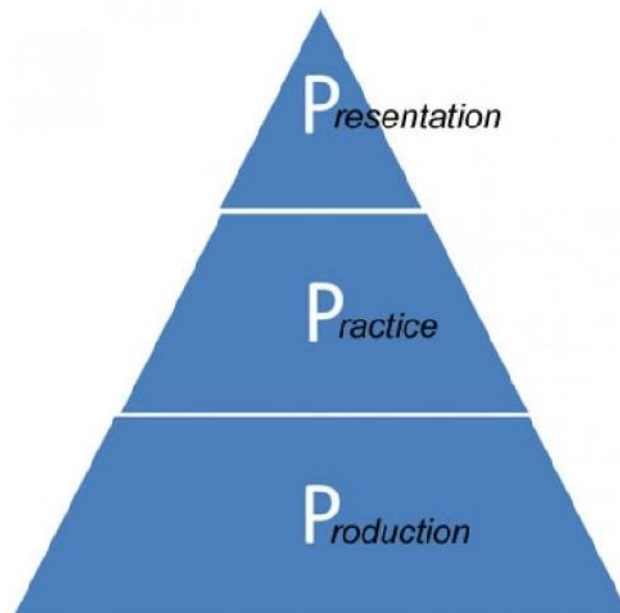
1.3.7.Test-Teach- Test

Test-Teach-test was an inventive variation of traditional PPP, particularly appropriate to teaching functional exponents but also adaptable to the grammar points and lexis; the students are given a task, such as a role-play, without any prior teaching of the relevant language points, and this is the first Test phase ;if the students have problems and make mistakes, the teacher knows that they have to teach the biggest errors, and this teaching is the TEACH phase; this is followed by the students doing further practice exercises of these target items, which is the second TEST phase ;all in all, this is a popular and resilient piece of methodology which brings by their students together a number of principles, and has stood the test of time.

1.3.8.Task Based Learning TBL

This is very relevant to business English teaching, and has been solidly part of Business English teaching .it is methodological idea which attempts to get away from PPP altogether; students are not taught language points in advance, but rather are given communicative 'tasks 'to prepare for; these tasks require them to ask the teacher 'give' them whatever language bits they might need in order to fulfill the task.

The advantage of TBL over more traditional methods is that it allows students to focus on real communication before doing any serious language analysis. It focuses on students' needs by putting them to use all their language resources to deal with them.TBL is good for mixed ability classes. Another advantage of this approach is that learners are exposed to a wide variety of language and not just grammar. Collocations, lexical phrases and expressions...

One of the criticism of TBL is this randomness. It doesn't often fit in with the course book/syllabus, which tends to present language in neat packages. Many teachers agree that it is not the best method to use with beginners, since they have very few language resources to draw on to be able to complete meaningful tasks successfully.

1.3.9.Project-Based Learning (PBL)

The PBL approach takes learners centeredness to a higher level. It shares many aspects with TBL, but if anything, it is even more ambitious. Whereas TBL makes a task the central focus of a lesson, PBL often makes a task the focus.

There are generally considered to be four elements which are common to all project-based activities/classes/courses.Firstly, A central topic from which all the activities derive and which drives the project towards a final objective.Secondly, Access to means of investigation (the internet has made this part of project work much easier) to collect, analyse and use information.Thirdly,Plenty of opportunities for sharing ideas, collaborating and communicating. Interaction with other learners is fundamental to PBL.Finally, A final product (often produced using new technologies available to us) in the form of posters, presentation, reports, videos, webpages, and so on.

The advantages and disadvantages of PBL are similar to those of TBL, but the obvious attraction of project-based learning is the motivating element, especially for younger learners. Projects bring real life into the classroom. The American educational theorist John Dewey (1938) wrote "education is not a preparation for life ; education is life itself". Project work allows' life itself' to form part of the classroom and provides hundreds of opportunities for learning.

1.4.Tools of Teaching English

There are several tools that are used in teaching and learning English:

1.4.1.The tape recorder

Is the important audible aid used in schools and has become a necessary aid to the language learner and teacher to obtain maximum effectiveness of such materials, their use must be carefully planned and organized. B.Allen(1969;349) said that "The tape-recorder has now found its way the majority of schools, and in many ways, it is potentially. The most useful teaching aid available to us today".

1.4.1.1.Advantages of using the tape-recorder as teaching aid:

The tape-recorder simple to operate and it is easy to use.

It is an ideal substitute for a live presentation.

It exposes the the students to the different ways the English language is spoken, including the way English is spoken by native speakers.

The audiotape can be played repeatedly without changing the intonation and content of the speech.

You can stop to tape or re-play earlier sections at your description.

The tape can also be edited or erased and reused.

Using the tape- recorder in the language class

There are various ways of using the tape-recorder in your class,here are just some few examples

a- Role playing activities

Teacher let students; first listen to a section of dialogue preferably twice then the section is replayed with one of the roles missing so that they can participate.

b -Completion activities

Given a work sheets, the students fill up tables of statistical data charts diagrams, flow charts of processes mark a route on a map or pick up certain words or phrases as they listen to a passage on the tape.

c- Matching pictures with taped descriptions

 The students are given a set of pictures that they have to associated with the descriptions they hear on the tape.

d- Oral story telling

The students listen to a sequence of sounds and then attempt to tell a story key words and phrases can be written on the board and these can be used later for a written exercise.

1.4.2.The overhead projector

The overhead projectors are very useful pieces of equipment since they take something, to prepare visual aids. They require little technical knowledge, and usually are easy to make a success around. It is not surprising they are widely used.The overhead projector considered as a versatile teaching aids because it is produced very clear, powerful and detailed images in the mind and there is no need to blackout the room image is clear even in a bright room.In addition to that you can face the students while discussing information on the transparency and the overhead projector is mobile, it can be moved from room to room or one part of the room to another part.on the contrary, There are few technical problems that may face you if carefully used.The transparencies are easily carried around and stored.Than,Learners and their colleagues can build up a collection of transparencies for general use.

1.4.3.Pictures and images

Teachers have always used pictures or graphics whether drawn taken from books, newspaper and magazines or photograph.

Picture can be in the form of flashcards large wall pictures, cue cards, photograph or illustration (typically in a textbooks) some teachers also use protected silde image from an overhead projector or projected computer image, teachers also draw picture on the board to help with explanation and language work, pictures of all kind can be used in a multiplicity of way for example: drills game understanding prediction
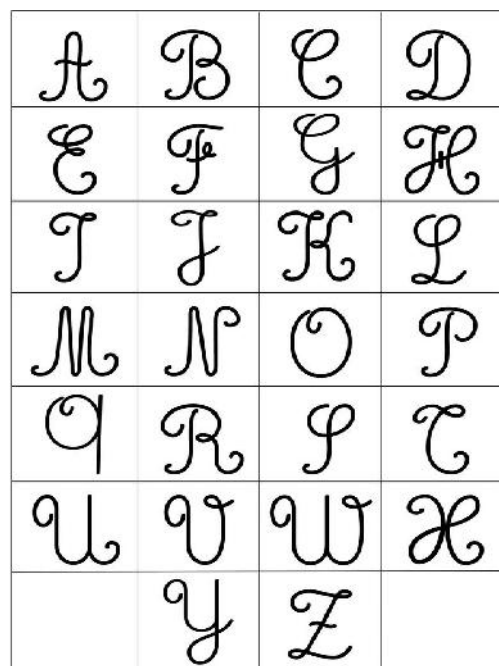
1.4.4.The board

Board is the more traditional chalk dust variety or the whiteboard, written or with marks pens we can use board for a variety of different purposes, including for example:

a• Note pad

Some teachers use different colours for different aspects of language, teacher frequently write things up on the board as these come up during the lesson. They might be words that they want students to remember, phrase which students have

not understood or seen before, or topic and phrases which they have elicited from student when trying to build up a composition plan.

b• Explanation aid

Board can be used for explanation too. Where, for example, we show the relationship between a affirmative sentence and question by drawing connecting arrows.

c• Picture frame

Board can be used for drawing picture of course, the only limitation being our" artistic ability "for example: teacher explain two words: sad and happy ,by drawing in the board sad face and happy face, so the board is always there helping students to understand concept and word.

d• Notice board

Teacher and student can stick things on board ,picture posters ,announcements, charts; this is especially useful, if they are metallic board, so that magnets can be used.
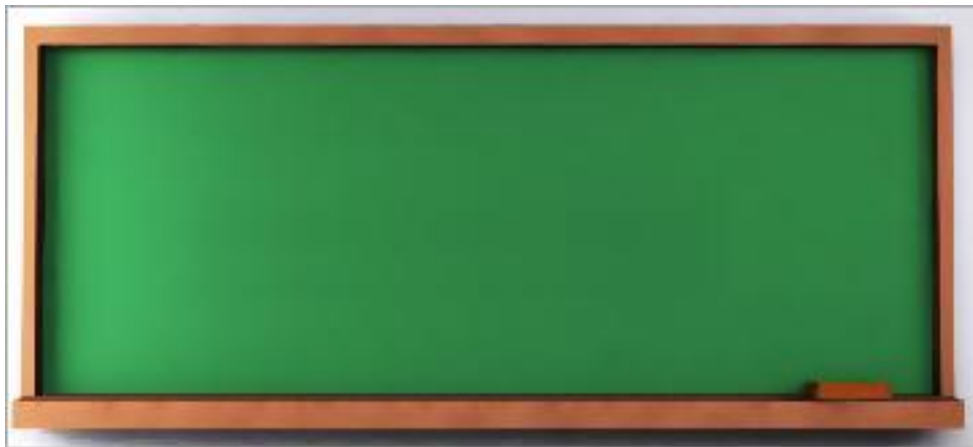
1.4.5.Books

Bulky and heavy, but we never know what resources we will have access to at our teaching site, so we should bring at least a few.The use of book are different and important in our teaching such as:

a- Guidebook

We are probably planning on bringing a guidebook for our own travels. But when picking out one, keep in mind its potential as a teaching tool. Look for a book with big, clear city maps that we can reproduce for lessons on giving directions. We will also want a book with lots of short articles on the local culture and customs and sidebars with interesting facts and figures and these can make for good reading lesson materials since students are interested in what foreigners say about their country.

A fun class activity is to have our students read a city guide to their hometown with reviof tourist attractions, restaurants, shopping centers.

b- Text book

A textbook which provides to core materials for a course. It aims to provide as much as possible in one book and it is designed that it could serve as the only book which the learners necessarily use during a course. Such book usually includes work on grammar, vocabulary, pronunciation, function and the skills of listening, speaking, reading and writing. G.Alexander (1967:147) asserts that " The basic aim of the course is to train the pupils in fourth skills of understanding speaking, reading and writing to provide the pupils with a course that will enable them to use the language. "
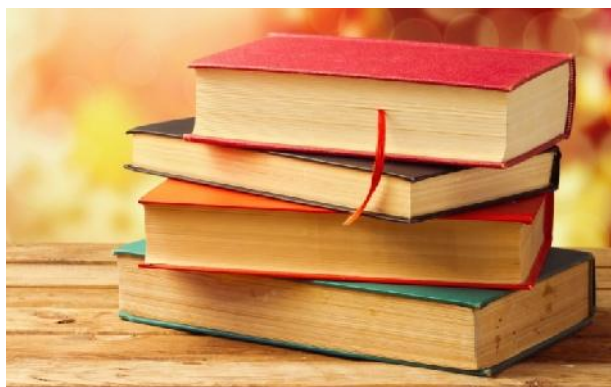
1.4.6.Audio Devices

CD, Web,Audio cassette recorder ,these continue to be the popular and most widely used devices by modern language teachers.

1.4.7.Television

A teacher who is a proficient speaker of English can introduce many students to the language through showing them TV programs. Because TV can be an effective medium for teaching English as a foreign language even when programs are produced with limited materials TV system can have special English teaching.

Telecourses for the general public ,and if television systems present movies or other programs with an English sound track, the teacher should encourage his students to see many of these programs as possible. So students will gain practice in listening to English and may notice cultural features. Television remains a largely unexplored medium for foreign language teaching.

1.4.8.Radio

In many cities around the world there are regular radio broadcast in English such as BBC World Service and Voice of America(VOA).Teachers can obtain a radio and take it to English as a foreign language class in order to develop the learners' skills especially their listening skills. So for using radio programs with learners, teachers need to select different listening tasks for the learners according to their needs and level. The radio can give the learners things which are missing from their normal experiences and these things allow learners access to native speaker models.

1.4.9.Telephone

Because of the relatively poor quality of analogue transmission this medium has not been widely used for language teaching. Its principal uses have been limited to supplementary altering for those engaged in distance education. However, with the advent of digital quality and lower connection costs, there is now considerable potential for its extended use- including the possibility of conference calls.

1.4.10.Computer and Internet

Today the internet offers a multitude of ways, for foreign language learners to engage in communicative activities.

The impressive development in audio, video and computer meditated, communications programs offer may possibilities for teachers to construct activities around listening to news programs, related video and holding conversation in real time.

Computer is considered as imported authentic material, it used in generally in education and the teaching of English in particular, it contents about increase at an in language laboratories.

In other face contribute to educated students thanks to educational programs; furthermore, computer plays a crucial role in the cultural diffusion between students currently, the main use of computer in language teaching English include reference, listening and testing program and E-mail exchange, website .

1.5.Teaching EFL Using Technology

Teaching with technology is marvellous for accessing authentic materials as well as creating original resources. As the famous Chinese proverbs says:"Use the technology with me, I will participate, I'll transfer, I'll employ, I'll create. ""

As future teachers, We need to be aware of creating tasks that make students motivated for example, if we have a class of students always listen to their MP3/player or IPOD ,then buildings lessons around audio and video podcast will link into something in which students are already interested.

In addition to this, using technology make students creative and apply their knowledge in learning.

1.6.Conclusion

We have initiated this research work by giving an overview about teaching methods and tools that present a sign of the subject matter. Tools used in teaching are widespread and varry from culture which shed light on the fields of investigation of this research paper.

Chapter Two

2.1.Introduction

In this chapter, We will speak about the learning and teaching tools mainly the written text and videos. We will introduce each one and there use. Than compare between them to know which one from them enhance the ability of students comprehension.

2.2.The Effectiveness Use of Written Text in English Learning and Comprehension

2.2.1.Definition of text

A text is any pieces of writing that can be "read" or "create" this can be an extra from novels, a work of literature, newspaper reports and text books of recipes, movie reviews and game instruction….

It is a coherent set of signs that transmit some kind of informative messages. This set of symbols is considered in terms of the informative messages content-rather than in terms of its physical form or the medium in which it is represented.

2.2.2.Type of text

There are many different text types that are used at school. Each one has its own purpose, structure and uses specific language features.

2.2.2.1.Descriptive text

Based on perception in space. Impressionistic of hands capes or persons are often to be found in narratives such as novels or short stories.It is used in all forms of writing to create a vivid impression of a person, place, object or event e.g to describe a special place and explain why it is special or describe the most important person in your life and descriptive writing is usually used to helps writer develop an aspect of their work.

The main features of descriptive is a style of writing which can be useful for a variety of purposes to engage a reader' s attention and to create characters,to set a mood. It aims to show rather than tell the reader what something or someone is like. It relies precisely on chosen vocabulary with carefully chosen adjectives and adverbs and it focused and concentrates only on the aspects that add something to

the main purpose of the description.Sensory description-what is heard seen, smell, felt, tasted, precise use of objectives, similes, metaphors to create images pictures in the mind e.g their noses were met with the acrid smell of rotting flesh.Strong development of the experience that puts the reader there. It focuses on key details powerful verbs and precise nouns.

2.2.2.2.Narrative text

Based perception in time narration is the telling of a story, the succession of events that are given in chronological order.The basic purpose of narrative is to entertain, to gain and hold a reader' s interest. However narratives can also be written to teach or inform, to change attitudes / social opinions. Narratives sequence people ,characters in time and place but differ from recounts through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved. The common structure or basic plan of narrative text is known as "the story grammar" although there are numerous variations of the story grammar.The typical elements are:

Setting: When and where the story occurs.

Characters: The most important people or characters in the story initiating events or actions,the personality of each character plays an important role in the story,there is two main personalities first one Protagonist. He is the hero or the good guy in the story who struggles against the conflict. The second one Antagonist, he is the bad guy or villain in the story that creates conflict for the protagonist.

Plot: The series of related events that make up a story.

Theme: the main idea of a story, usually expressed as a generalization. It's the big idea,the big message.

The graphic representation of these story grammar elements is called a story map. The exact form and complexity of a map depend of course, upon the unique structure of each narrative and the personal preference of the teacher constructing the map.

2.2.2.3.Directive texts:

Directive texts are concerned with concrete future activity. Central to these texts are imperative or forms which substitute for them. Such as polite questions or suggestive remarks.

2.2.2.4.Expository texts

Expository texts identify and characterize phenomena. They include text forms such as definitions, explications, summaries and many types of essay. They may be subjective essay or objective summary explication… may be analytical starting from a concept and then characterizing its parts. They are characterized by state verbs and epistemic models, or by verbs indicating typical activities or qualities.

2.2.2.5.Argumentative texts

Argumentative texts depart from the assumption that the receiver's beliefs must be changed. They often start with the negation of a statement which attributes a quality or characteristic activity to something or someone especially scholarly texts they also include advertising texts which try to persuade their readers that a product is somehow better, at least implicitly, than others. There are some specific elements that compose the argumentative text. The first and most important one in a persuasive text is the position, or what side the author is on.second one reasons that the writer use to convey the reader and s/he support them with evidence facts or data.

2.2.3.The advantages of written text

One of the main advantages for the teacher of using text is that it is possible to find interesting and relevant texts to your student from your own reading of the internet newspapers and magazines.Texts are not bound by time text and books can be long,it can convey more complex material, because people can pause to reread and reread again and even discuss and look up things. However, texts are not bound

by chronology or any external constrain.and can be useful material even with the absence of materials such data show ,electricity.

2.2.4.The Disadvantages of Written Texts

One of the negative points of written texts that it engage only two senses in a limited way; sight and sound (if a text is read aloud). In addition, it can be bored for students and they can make a wrong imagination through reading and texts can consume too much time and the result will not be as it is hopeful which disappointed students to engage in text next time.

2.3.The Effectiveness Use of Videos in English Comprehension and Learning :

2.3.1.The Video

The use of video has been a common feature in language teaching for many years.It is more dynamic than sound recording only. Today's most classrooms have videos, and it is rare for a publisher to produce a major course book without video component added it. In fact, teachers often make their classes active with new materials produced for language learning. They usually do not take a ful advantage of their usefulness for teaching and learning and this is often because they do not plan sufficiently well.

2.3.2.The Utility of Video

Why is the video a powerful and effective tool for students to learn English?

Teachers can use it to generate interest and stimulate students imagination and provide a common experience for all students. Than connect their students to form away place or to experiences unavailable in the classroom and demonstrate abstract ideas. Even to stimulate the development of critical thinking skills and promote critical viewing skills and media awareness.

2.3.3.Ways of Using Videos in Classroom:

The video could run in a period of thirty minutes. The teacher would prepare in advance organizer involving three segments from the prepared video tape. The first segment is a discussion to introduce the topic in two or three relevant

vocabulary words; the second is a complete vocabulary list which is introduced in verbal and written forms. In the third segment, the new grammatical forms that the teacher wants to introduce through the video would be included.

Before showing the video for the first time, there should be a grammar lesson in the first days class and a short review of the vocabulary and topic in next day.Then the teacher shows the video to begin a a story class discussion from small groups of students who are encouraged, by the teacher, to use the new vocabulary which they had received in the second segment. In the next class segment, it starts the second viewing of video; the students read silently the accompanying text and do the true/false exercises. Following this individury work, students sit in small groups to discuss their answers orally with the assistance of the teacher, this segment can be followed by another segment then the assessment.

2.3.4.The Advantages of Using Video in Classroom

Since it is important to use video in EFL classrooms many teachers all over the world supported the idea of involving it in English language teaching. This stimulating authentic material is considered as a means of education because it provides the opportunity to acquire the target language.In addition to the benefit of being exposed to natural, spoken English that can improve students' comprehension.

Concerning the usefulness of using video in classroom, there is a universal recognition and agreement by many authors who point out that the video makes the learning environment more enjoyable Stempleski (1995 :48).

Rice(1993: VII) said that "the video realizes the interaction of students to communicate with each other, and that it is suitable for any language students' level" .The meaning through video is communicated better than any other media. Since both sound and images are provided. Tomalin(1992: 49) assume that "moving pictures together with sound present language more comprehensively and realistically than in other teaching medium" .Jordan (1991: 386) says that" among all technologies, the video introduces the learner to a spoken language with a cultural orientation". The video also provides the listening and viewing modes

which prove much more interest with the engaging stories, cultural context and listening/ viewing interaction.

2.3.4.1.Developing Skills

Integrating the use of video with the language skills of writing, listening, speaking is useful for EFL students because it is adaptable for practicing and analyzing students' language skills. On the one hand students needs and abilities are numerous and various, some of them have good oral communication skills, on other hand they lack of fluency and accuracy in written expression and for others grammar, listening and reading comprehension are not a problem ; but they need speaking and writing training, and there are students who are interested in vocabulary development structural knowledge, and academic listening and reading skills. So there is a need to create different courses through video projects that target listening, speaking and writing skills.

2.3.4.1.1.Listening

Listening has been classified to a secondary position in the English leaching classroom for years, whereas a considerable amount of research has been given to reading, writing and speaking. This research has tackled the approaches to teaching language, Where there has been a few interest in listening.Those researchers saw a little need to develop specific agenda or approaches to teaching listening for the fact they had not been taught listening themselves.Burly-Allen (1995:35) assumes that " more than 40% of the daily communication time is spent on listening, 35% is spent on speaking, 16% on reading and 9% on writing".

Despite of the neglect of listening in terms of research and introduction to language learners in the past; now it has gained more attention and importance in foreign language acquisition due to the researchers who are convinced that there is a necessity to include listening tasks in teaching. In spite of the importance which is provided to listening many students still lack sufficient listening comprehension skills.

To develop students listening skills there must be methods to use and materials to introduce. The aim of listening lessons is to allow the independence of

learners during their listening to a real foreign language context by using authentic texts that are spoken texts which have not been prepared for language learners, and they are often released through technologies such as radio, internet or CD Rom and video.

Concerning listening exercises via this latter Ur (1984) asserts that " the use of authentic video is a useful listening practice for high-level learners."

Several studies have concluded that the use of video can help and improve the listening comprehension of students in the target language for instance, Rubin (1994 : 204) found that "the listening comprehension of high-beginning Spanish students who watched dramas on video improved significantly over students who received no video support for their listening training."

Rubin(1994: 205)   An other experiment French students of second semester university were divided into two groups ; experimental group who used the French in action video series and the control group used a direct method text. So, he found that the experimental group acquired the higher score in listening comprehension. Also, Herron et al; found that " for first year university French students, listening comprehension improved more after one year's exposure to a video based curriculum".

Richard's taxonomy of listening skills (1983:219) and Lund's (1990) taxonomy of "real-world listening behaviors" had consulted before formulating course objectives, which were planned to make students able to improve the following micro skills for listening comprehension:

- Focused listening for key words and ideas.
- Guessing meaning of words from context.
- Recognizing functions of stress and intonation in language.
- Identifying topics and situation.
- Predicting and inferring causes.

Results were a storly positive, most students found the video useful and helpful to their listening comprehension, this was observed through the active

listening format, the structured support of the materials and teaching procedures (previewing, viewing and post viewing).

2.3.4.1.1.1.Pre ; While; and Post-Listening

According to many language instructors listening exercises could be divided into three main parts: pre -listening, while listening and post listening. This process is useful in testing and doing other things with the acquired information.

a- Pre listening: the teacher opens a discussion with the learners about the text that they will hear to activate their background knowledge.

b- While-listening: the learners listen to the text, and are assigned certain tasks or they can be asked to take information from the text.

c- Post-listening: in this step the learners have a wide discussion through the information that they already gathered.

2.3.4.1.2.Speaking

As it has already been mentioned language learning includes the mastery of the skills at the beginning, there was an emphasis on listening and speaking this latter is classified in the second position because in speaking we spent 35% in our daily communication.

Video is essential to the mastery of speaking example. Films are rich in actions and visual aids that is appropriate for speaking activities so the teacher use it in the classroom. Furthermore, the most well equipped labs have video as a technical resource. Students also would be able to use a variety of language structure more confidently, analyse and discuss sophisticated topics give detailed description and opinions and increase vocabulary.

In speaking we have to consider three elements: vocabulary grammar and pronunciation.

2.3.4.1.3.Developing Vocabulary

A series of studies provides a support to the use of video in a lab setting (Gildea, Miller and Wertenberg, 1990). They selected a scene from a movie and created a group of narrative paragraphs which were describing the scene or action,

these narratives included familiar and unfamiliar vocabulary items so the learners who saw video pictures were able to produce a high percentage of acceptable sentences by the use of difficult target words, however, the learners who read only the narratives were not. According to the researchers view "video improve sentence production for many words" (Gildea et al, 1990:25).

Learners who read sentences capturing a scene in the movie and model the correct use of a target vocabulary have a higher score on a multiple choice text than the others who read just the narrative on read the narrative and watched the video.

This would conclude that the video is the facilitator if vocabulary learning is measured by productive use. In other words, the video is an important and useful for learning vocabulary.

2.3.4.1.3.1.Using Video for The Production of Target Vocabulary:

To stimulate the production of vocabulary through video, The teacher could make the students do an oral description or summary by selecting a video segment that contains a series of actions or visual detail. Giving the student a list of target vocabulary words,asking them to form groups, of three, and get one from the group as a watcher meanwhile, the others cover their eyes. Playing the video for the first time without sound and then ask the watcher to describe a scene. By using as many vocabulary words as possible in his description.

Then, he should ask the listeners one by one to tell the class what they have heard. After this they share their version and see the segment with the sound turned on.The teacher can also narrate action segment by selecting a video segment that incorporates a set of actions or visual details and playing it without sound for several times. Giving the learners a list of target vocabulary words and asks them to construct a narrator' s script, according to the images, that contains as many target words as possible. Individuals then record their narration and the teacher selects individual versions to play back for the class.

2.3.4.1.4.Using Video Develops Grammar and Pronunciation:

At the begining and before playing a segment, teacher will need to prepare a transcript.As a second step the teacher plays the segment once to allow students to get the g story idea of the scene. This should lead to a brief discussion to make the main idea more apparent.After that the teacher distributes the transcript and charges particular students or groups to mark the different features or different parts of the text (linking and sentence stress) to practice them together. Which are suitable to the analysis of connected, natural speech. However, the focus could be on the feature that includes individual sounds.After finishing, the students have pairs or groups to read their assigned sentences in the way they think they should sound and the others listen and make comments, corrections or suggestions, or stay in groups to compare their papers with the help and the direction of the teacher.Then,the students watch the segment again, and then compare their earlier expectations with what they marked and the possible reason for differences and after one student or group presents a sentence, the teacher plays the tape for immediate feedback and comparison of the students version with the real version. The teacher practices the sentence with the class, then he plays the sentence on the tape again as students speak along, matching the speaker as closely as possible. Finally, students have to say the sentence one more time without the tape.

2.3.4.1.5.Writing

It is a storyly agreed that learning to write is one of the most difficult tasks that learners face (Atkinson & Ramanathan 1995; Kaplan 1987; Richards 1990; Taylor 1980; Walce -Robinett 1978) most students haven't confidence in their own ability to express their ideas in English and they see that the rewriting of native speakers paragraphs and passages are more comfortable for them. For such students video materials activities are helpful and effective in eliciting creative, fluent and remarkably expressive writing.

2.3.4.1.5.1.Using Video to Develop Writing

To develop writing when implementing video in foreign language classroom, the lesson should adhere to certain steps:

- The teacher is aoing to prepare some brief pre-viewing questions as background information to help the students.

- Choose several short engaging scenes with plenty of action for them to describe in writing.

- Prepare a list of the vocabulary which is essential for describing each scene and teach them these words.

- Prepare short written explanations of what is happening in the overall plot, and between selected scenes without revealing what is happening.

- Show a selected scene once and ask the students to watch it without sound.

- Ask them to watch again in order to prepare them, and then ask them to describe the scene in writing in much detail using the target vocabulary.

- Guide them in what they are writing if they miss important detail, play the scene again.

- Ask the students to hand in work for correction, the teacher can ask the students to rewrite the descriptions with the incorporating of his correction to make the activity more effective.

- Put a model description and make copies of this model and distribute it as an ideal.

By repeating this activity with all the scenes the students have excellent opportunities for more creative.

2.3.5.Video Problems

As any technology tool, the video has obvious problems, which we need to be aware of some of them. Such as a poorly filmed video will not engage students who are used to something better. We have to judge whether the quality is

sufficiently good to attract the interest of students. Even the sound and the image are very important in using video, so the monitor must be big enough for the students at the back of the classroom to see the screen clearly. The light must be sufficient for the clearness of the picture. In addition,when the teacher stops and starts the video, some students become frustrated, they can also irritated in the teacher fails to show the end. Sometimes the teacher does it to create student's curiosity but at other times some teachers fail to take this curiosity into account and there is no hard and fast rule about this, we need to ask ourselves how many stops and starts we could cope with, and how much we would want to see the end of sequence. The answers will guide the way we use video with others. However, more than four minutes of video would result in boredom. Short video sequences are the best option, easier to manipulate and can be highly motivating if they demonstrate a satisfying range of language. If we want to keep our students involved when we use long extracts, because of the topic, we will need to design activities. In fact,students can be bored if teachers can not find what they want or get back to where they have just been on the tape or disk. Teachers themselves become frustrated when the machine does not work the way they want.

2.3.6.Opposing Views in Using Video

In spite of the considerable confidence in the value of audio-visual aids to enhance the learning of foreign language, there is little empirical data and research to support the proposition that video facilitates in the learning of foreign languages.

Research over the past two decades, shows that there are several limitation to be recognized when examining result. First, many studies have been done with visual aids and not with actual foreign and second language video. Secondly, many video studies use intact group instead of random groups who were studying only one foreign language. Thus, studies using different groups and language may yield different results than those found in the literature. As Omaggio (1979:107) points out" to find varied results, researchers would need to ask whether or not the same findings would hold true in different languages".

An other limitation on video studies deals with the long term effects of using video in the classroom. It can be argued that video instruction should be discouraged because it is scant empirical proof to verify comprehension (Mueller, 1980).

Researchers would need to ask question like.

- How can long run effects of video be measured and how much exposure to video would make a significant difference in the language learning process?
- Does the visual significantly affect listening comprehension .
- How does video manifest it self off differently than prolonged exposure to visual aid that does not have an audio component? In addition to this unanswered questions, practitioners must ask themselves if there is sufficient evidence to support continued use of audio-visual aids in the learning of foreign language.

In recent years, some of the questions have begun to be addressed, but in limited contexts. Balatova (1994:506) suggest that

> " unlike a student, who listened in sound only conditions, the use of video and sound conditions were more consistent in their perception of the story. The study notes that short scenes and where utterance were backed up by an action and body language were considered easier to understand by students, in contrast of the less lively scenes which involved relatively long stretches of conversation, were labeled as more difficult these comments show that visual cues are important".

In addition,(ibid) her research also notes that "it is also interesting to point out that students in the sound only conditions in the two experiments were less successful in maintaining the interest and concentration in listening".

A recent large-scale survey by canning-Wilson (2000) suggests that the students like learning language through the use of videos. One of the results of her survey shows that learners prefer action-entertainment , language films or

documentaries in the classroom. She states although these films may seem to hold students interest, she believes that it could be inferred that students' comprehension of the video may be due to the visual clues instead of auditory components.

Heron, Henely and Cole also hypothesize that the more meaningful an advanced organizer is the more impact it can have on comprehension and retention- their results of suing twelve different videos with foreign language learners indicate that scores improved when advanced organizers are used with video.Experts suggest that instructional design and cognitive processing consideration are more salient than media used deliver the instruction .

2.4.Conclusion:

From all what have been mentioned in the previous pages, we can say that teaching with videos and written text, have many advantages and disadvantages that differ from one to another. For instance, using videos is an active tool that attract the student and help them more to acquire and comprehend the language while teaching with written text is a passive tool that is old fashioned and make students bored and lose attention and they less acquire and comprehend the language.

Chapter Three

3.1.Introduction

This chapter is devoted to the presentation and the analysis of the data obtained through the implementation of the present research. The findings and the results are presented within the framework of the research questions, supported by tables and figures to illustrate the results clearly. The aim is to know which tool can help students to comprehend English more than the other one and which one make teachers comfortable when teaching English in order to make a reasonable judgments on the results.

3.2.Research site

The university of Moulay Tahar is an Algerian university located in the east of saida wilaya . It composed of six facullies one of them is our faculty of letters and Languages and Arts.

3.3.Sample population

The present work took place at Moulay Tahar university of Said a,at the department of foreign languages. The data are collected by means of Questionnaire and Interview. The questionnaire is distributed to 30 English students. While the Interviews is carried out in the class with teacher and classmates in order to have qualitative evidence for our investigation. The sample population contains males and females.

3.4.Research methodology

3.4.1.Questionnaire

Generally speaking a questionnaire is a means of collecting data.Researchers (Bell;1999 ,Kervin ;1999,De Vaud 1996) agree that a questionnaire is a series of written questions that particular persons would answer for the sake of gathering information. Items of questionnaires should be clearly and plainly stated in order to motivate the respondents to provide more information .The questions can be open-ended,or closed-ended.

3.4.1.1.Advantages of Questionnaire:

Questionnaire have many advantages. In general they enable us to gather a large amount of data and also we can use them easily in the class rooms. Other advantages can be summed up in the following points

- Almost all people are familiar with questions and know how to complete them.
- The respondents 'opinions are not influenced by the researcher's viewpoints.
- The respondents can fill the question at their own pace .
- Questions are easy to analyse.

3.4.1.2.Disadvantages of questionnaire

There are various disadvantages of questionnaire such dishonesty which means there is no way to tell how a respondent is being truthful and differences in understanding and interpretation it means the respondents may be forgetful or not thinking with the full context of the situation and lacks validity.

3.4.3.The analysis of the questionnaire

The questionnaire was distributed to 30 participants,they are selected randomly, 20 of them are females and 10 males.

®the table below presents the number and percentage of each category of learners who participated in this study

option	number	percentage
boys	10	33.33
girls	20	66.67
total	30	100

Table 01: Participant's Gender

From the table above, it is concluded the majority (67.33%)of learners are females, While (33.33%)represents males. These results reveal that in this ultimate decade ,females are more successful than males, and are more interested in learning languages than males are.
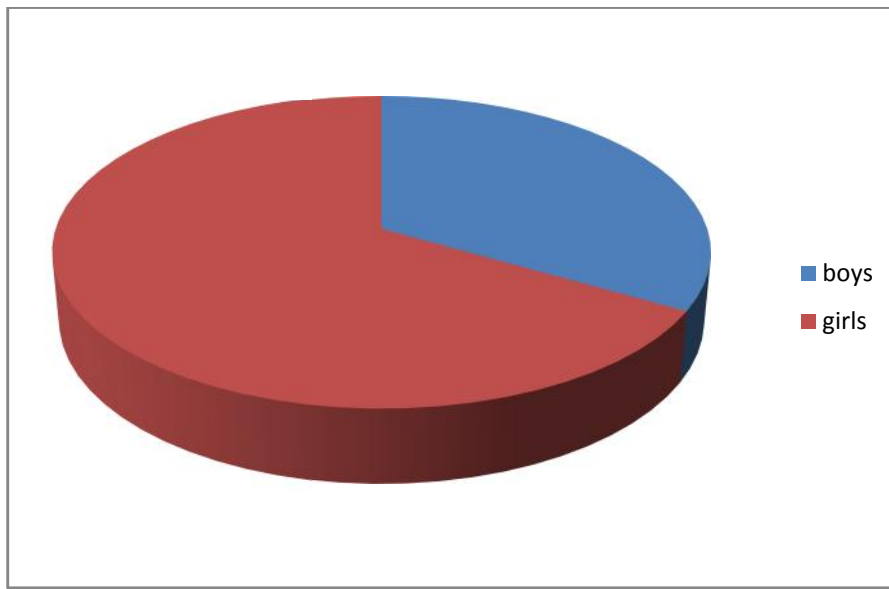

Figure 02 : participant's gender

1- Which foreign language do you prefer ?

    a-Yes

    b-No

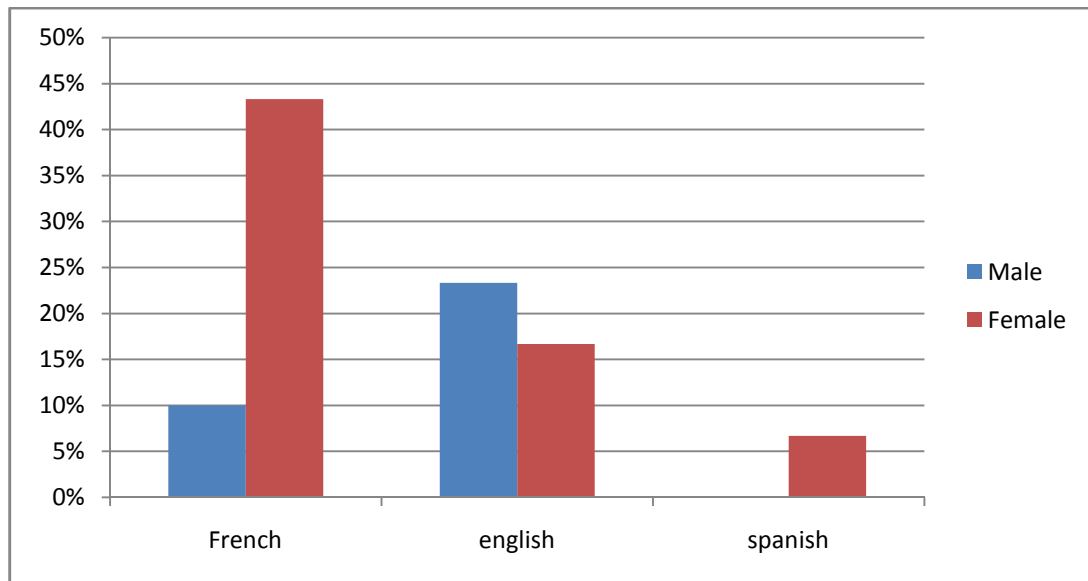| language	French	english	spanish
Male	3(10%)	7(23.33%)	0
Female	13(43 .33%)	5(16.67%)	2(6.67)

Table 02 : foreign language prefered

Figure 03 foreign language prefered

The results shows that 10 males of respondents indicate that they prefer French as foreign language.while the females 43.33 claims that they prefer French and 23.33 of males and 16.67 of females prefer English and just 6.67 of females prefer Spanish.

2- Do you like studying english ?

a-Yes

b-No

choices	male	female	total
a	8(26.67%)	17(56.64%)	25
b	2(6.67%)	3(10%)	5
total	10	20	30

Table 03 : Admiration in English

When I asked my respondents if they like studying English 83.33 of them answered by yes 56.64 were females and the rest males they said that they found

English enjoyable and they were comfortable in all English courses.while 16.67   don't like studying English because they prefer other languages as Spanish French.
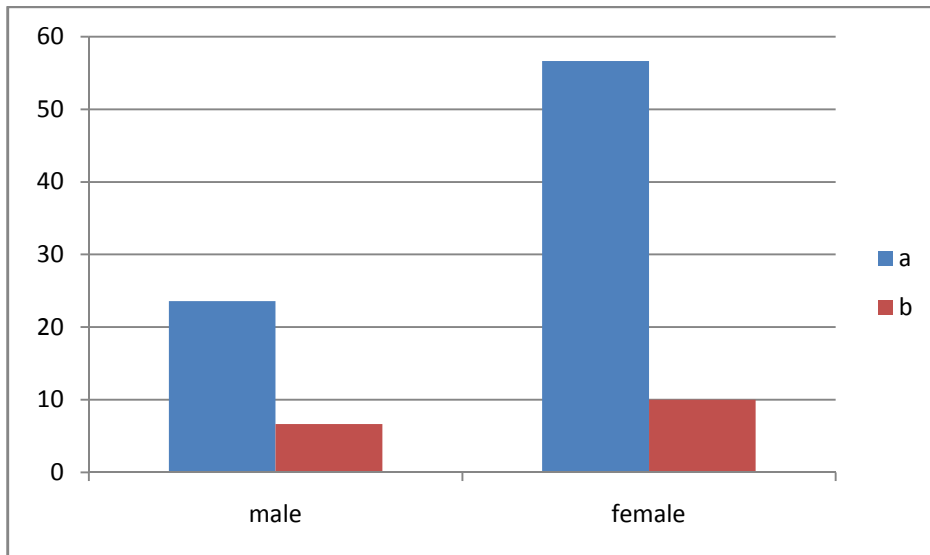

figure 03 : Admiration in English

3- Do you find it interesting ?

    a-Yes

    b-No

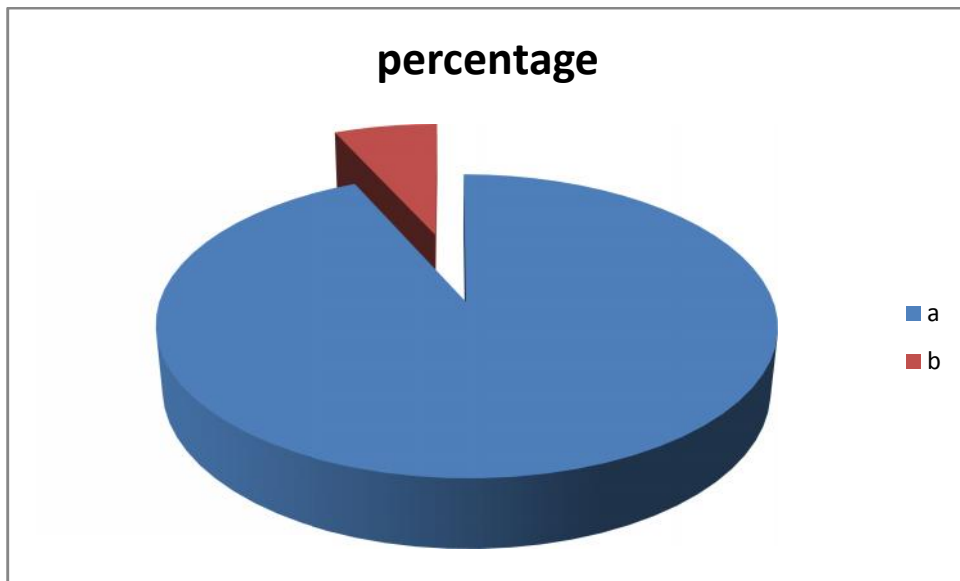| choices	number	percentage
a	28	93.33
b	2	6.67

Table 04: Interest in English

Figure05 : Interest in English

The graphs resulted that 93.33   of informants are interested on English and found it a simple and good language that they can get or grasp it easily in comparison to other languages and it is the language of than half of the world, language of technology, science, art,economic, etc.

4- -Do you understand the lesson when teacher used written text ?

a-Yes

b-No

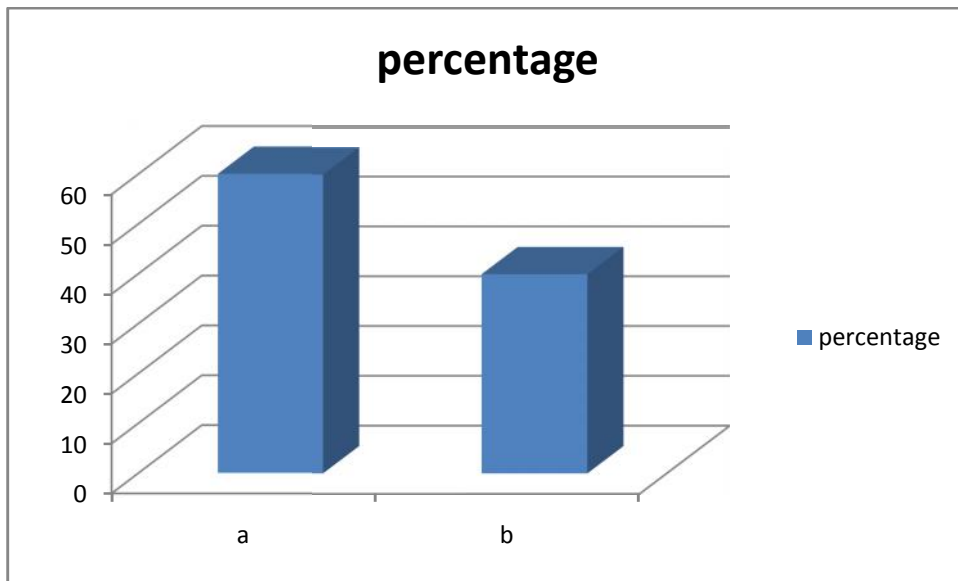| choices	number	percentage
a	18	60
b	12	40

Table 05: Understanding with the use of written text

Figure : 06 Undrstanding with the use of written text

The above figure illustrates that more than half of the respondents 60 understand the lesson when teacher used written text and get the idea and that they can return back to the lesson if they became confused or forget it and40   said they don't understand when use written text because they got bored and lose attention and doesn't follow teacher because they know that they have the lesson written.

5- Do you understand the lesson when teacher read and explain at the same time ?
   a-Yes
   b-No

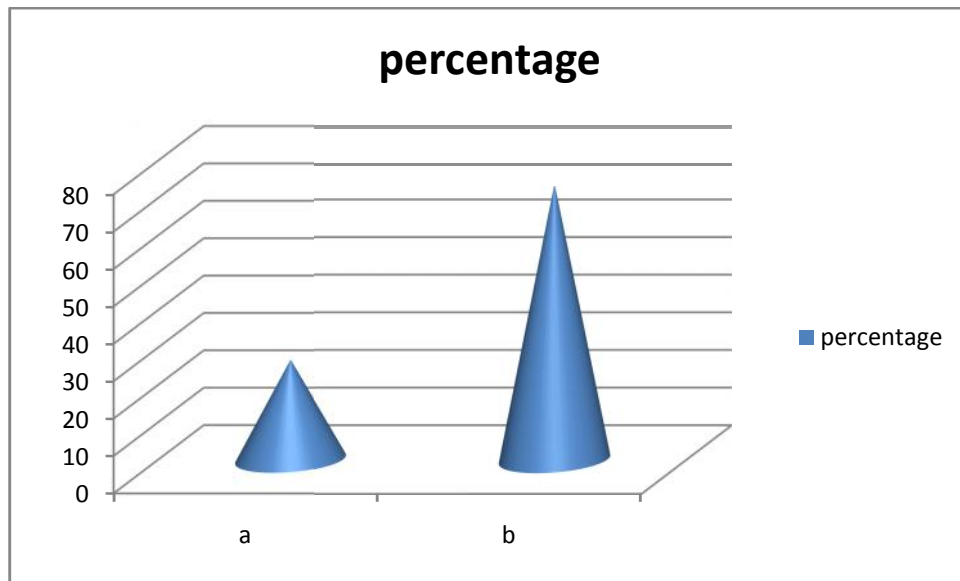| choices	number	percentage
a	8	26.67
b	22	73.33
total	30	100

Table 06 : way of explantation

Figure 07 : way of explantation

The above digram show that 73.33 of participants disagree with the way that some teachers use it during the lesson when they read and explain at the same time because they get distributed and confused.while 26.67   of the respondents agree with this method and found it normal and they can understand it.

6- Do your teacher use authentic materials such as video ?

   a-Yes

   b-No

   c- sometimes

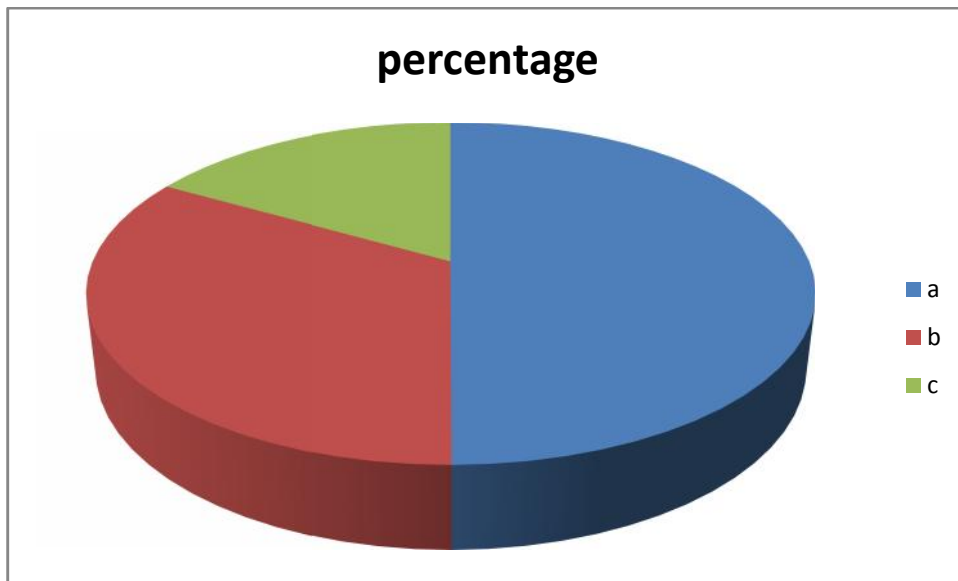| choices	number	percentage
a	15	50
b	10	33.33
c	5	16.77
total	30	100

Table 7 : Use of video by teachers .

Figure 08 : Use of video by teachers

Concerning the use of authentic materials in classroom half of informants said that there teachers use authentic materials such as video. While second choice had 33.33 voices and only16.67 for the third choice. So,from all what we have.we can say that the use of authentic materials differ from one teacher to another.

7- If yes , do you like learning using videos ?

a-Yes

b-No

choices	number	percentage
a	26	86.67
b	4	13.33
total	30	100

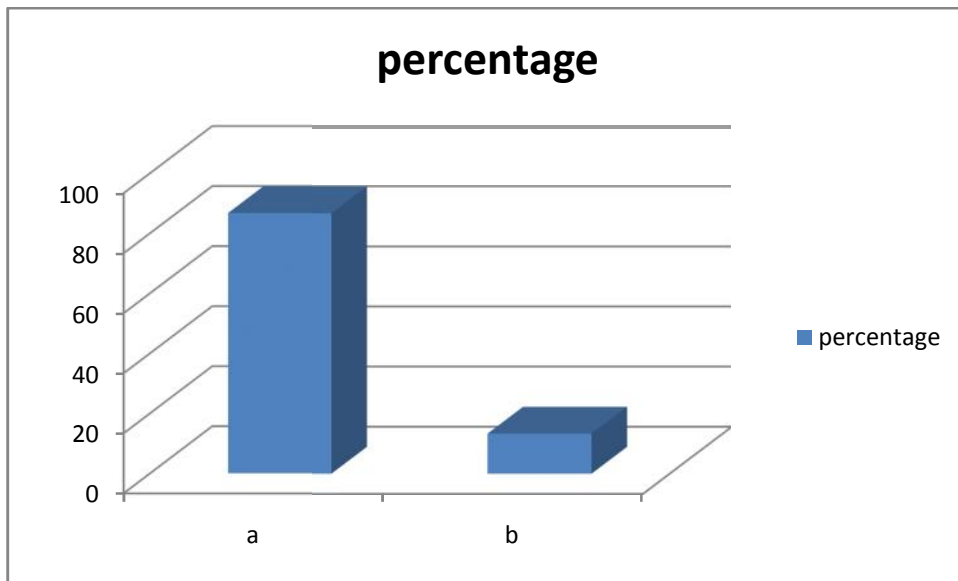Table 08: Impress on learning using video .

Figure 09 : Impress on learning using video .

The results from the table above and graph showed that the majority of respondents enjoy learning using videos as a source of information or basic tool for learning and teaching English language.

8- Do you understand better when using video ?

a-Yes

b-No

choices	number	percentage
a	30	100
b	0	0
total	30	100

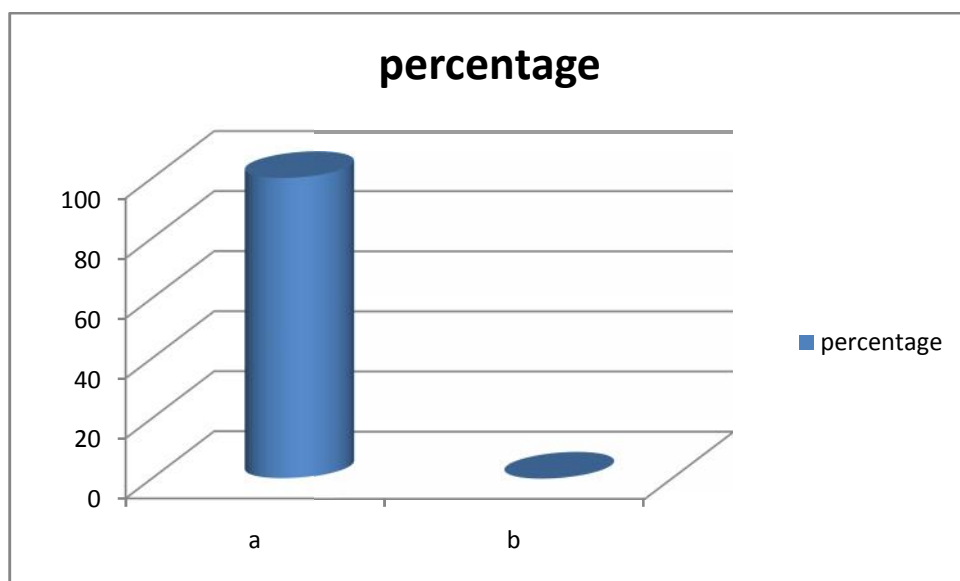Table 9: better understanding with video .

Figure 10 : better understanding with video .

The digram shows that all the participants understand better when using video because when they Wach a video they involved on it and when they listen and see the way that native speakers talk with it,they can present an invariable model for instance pronunciation and correction and that make the respondents more creative.

9- Is the speech written on the handout the same that you hear in the video ?

a-Yes

b-No

c- sometimes

choices	number	percentage
a	20	66.67
b	0	0
c	10	33.33
total	30	100

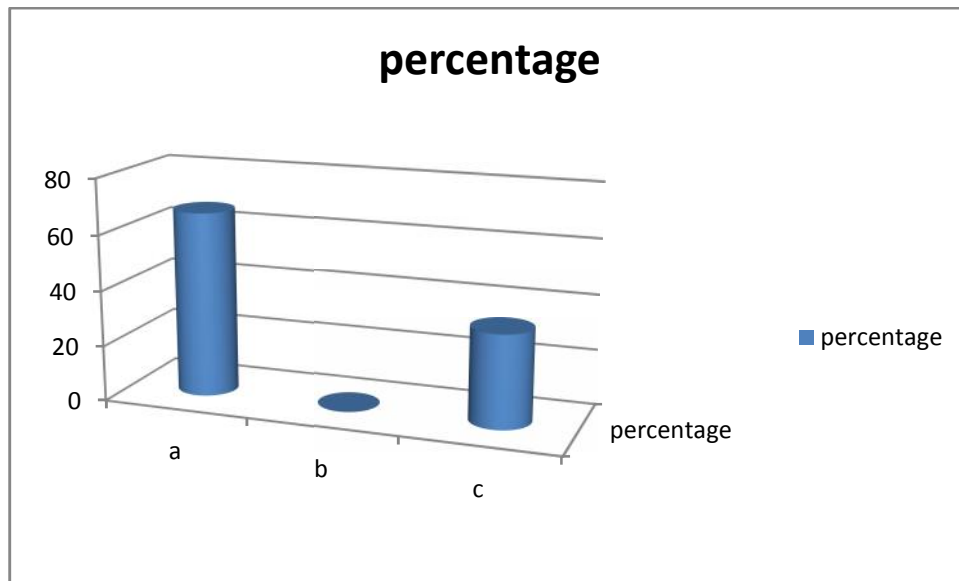Table 10 : comparison between speech on handout and on video .

Figure 11 : comparison between speech on handout and on video .

The results shows that 66.67 of the informants agree that the speech written on handouts is the same that heard in the video in the one hand no one said that there is difference between speech .in the other hand 33.33 of respondents said that sometimes there some changes but not a big or clear one for instance difference in style from active to passive and the contrast. Or use the synonym of words.

10- Which tool motivated you more to acquire language ?
   a- Handout
   b- Videos
   c- CD
   d- Data show

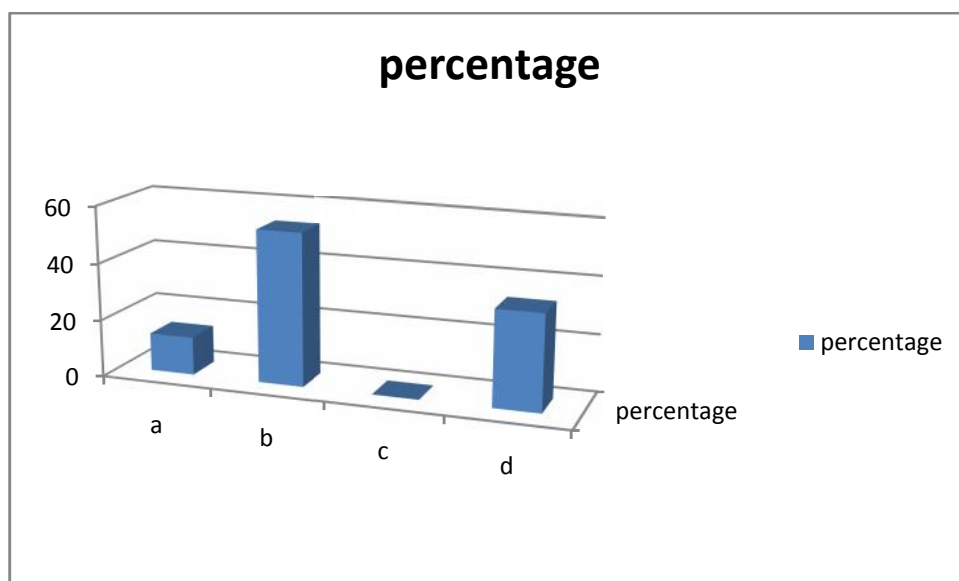| choices	number	percentage
a	4	13.33
b	16	53.33
c	0	0
d	10	33.34
total	30	100

Table 11: motivated tools

Figure 12 : Motivated tools .

From the figure we can notice that more than half of respondents 53.33   are motivated with the video as a tool to acquire language. While 33.34   of informants like and prefer data show as a source or tool for learning and no one like to use CD to learn language and 13.33   of participants prefer handouts.

3.4.2.Interview

3.4.2.1.Meaning of interview

The word interview comes from Latin and middle French words meaning to "see between" or"see each other ". Generally, interview means a private meeting between people when questions are asked and answered.

3.4.2.1.1.Advantages of interview

There is some objectives or advantage of interview which are easy correction of speech any misunderstanding and mistake can be rectified easily, and it can help to save time to select the best suitable candidate. Than any interview increases the knowledge of both the interviewer and the interviewee,they can interchange their views and ideas.

3.4.2.1.2.Disadvantages of interview

There are some limitations of the interview process such as lack of attention,incomplete process, time consuming and inefficiency of the interview.

3.4.2.1.3.Analysis of interview

It was helpful for me to make interview with teachers .The interview was structured and lasted half an hour. So,different questions were asked beginning with: Do you use authentic materials in your courses?

Do your students enjoy and prefer learning with videos or written texts?

First, they talked about teaching and how it is a difficult job and how it is hard to make students understand the lectures. Than,they answered that they use authentic materials in their courses but not a daily use for many reasons such ad the lack of equipments in the university. So,they use it from time to time even that students enjoy and prefer learning with videos, power point and so on.and they were disappointed from the situation of the university that universities over the world are so developed and they use online lectures. While, in our case we don't use a simple tool as data show and we are obliged to use boards which is very old tool of teaching.

3.4.3.Classroom Observations

The classroom observations was made for many lessons. The remarks taken was about the way of teaching and the tools used. I observed the students get after a fifteen minutes from the lesson when learning with written text and students are less motivated and teachers all the time try to involved and get them back to the lecture from time to time tried to change the atmosphere of the class. In contrast, when teachers use multimedia specially videos in the classroom the students become very motivated and they get angry when the teacher stop it to explain something and concentrate in every second on it and they wish it never end. They told me that like listening to native speakers and watch there reactions and the way they speak and act .

3.5.Limitations

When conducting this research I have faced so many difficulties,the time was very short and enough to finish my work ,the most important one was the lack of time and resources in the local library of university, the respondents were confident in their answers.

3.6.Conclusion

This chapter is established to analyze the given data via the students' questionnaire and the teachers' interview and classroom observation. Which aims at testing the hypothesises stated at the beginning of this research.the findings were analyzed with quantitative and qualitative methods.

General conclusion

General conclusion

This study tried to examine the effectiveness of videos and written texts in English learning and comprehension for EFL students. It aimed at collecting data about which tool is more effective for EFL learners. Then,this research tried to confirm and approve the following hypotheses:

- ✓ The use of written texts only prevent EFL learners from effective teaching learning process
- ✓ EFL learners get higher level when teachers use authentic materials (videos)

Its main goals was to give answers the following research questions:

- ✓ Is teaching learning process effective with the use of written texts?
- ✓ Is teaching learning process effective with the use of authentic materials (videos)?

As we have already mention this present work is divided into three chapters. The first chapter present an literature overview which includes all the key concepts that are related to the topic. The second chapter is a comprehension between the use of videos and the use of written texts and their effects on learning process. The third one is a field of investigation that analysis the data collected.

The findings if the research confirm the hypotheses set by researcher and found that the use of written texts only can reduce the ability of comprehension. While, use of videos higher the level of EFL learners.

Finally,teachers can benefits from the tools but they have to take into consideration the selection of texts and videos according to students' level and needs to motivate them and avoid anxiety of learners from the language.

Appendices

<p style="text-align:center">Appendix</p>

Questionnaire

This questionnaire is part of an academic research on the use of videos and written text in English comprehension and acquire action its aims at collecting information about which tool can be helpful and useful in teaching and learning English language. Your cooperation in filling out the questionnaire is highly appreciated.

Personal questions:

Gender: Male

      Female

Age:

Level:

Answer the following questions:

1- Which foreign language do you prefer?

      French   English   Spanish

2- Do you like studying English? Yes   No

3- Do you find it interesting? Yes   No

4- Do you understand the lesson when teacher used written text?

        Yes   No

5- Do you understand the lesson when teacher read and explain at the same time?

        Yes   No

6- Do your teacher use authentic materials such as video?

        Yes   No

7- If yes, do you like learning using videos? Yes   No

8- Do you understand better when using video? Yes No

9- Is the speech written on the handout the same that you hear in the video?

      Yes   No

10- Which methods help you more to understand the lesson?

      Yes   No

11- Which method motivated you more to acquire language?

  Handouts

  Videos

  CD

  Data show

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