

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ghardaia



Faculty of Letters and Languages
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*Dissertation submitted to University of Ghardaia for obtaining the Master's degree
in Didactics*

***The Impact of Authentic Materials on the Contextualized Teaching
of Vocabulary.
Videos as a case in point.***

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Academic year: 2021/2022

Dedication:

This dissertation is lovingly dedicated:

To my beloved parents- in- law for their infinite support from the first day as
a Master student until the realization of the final work.

To my parents for their love and encouragement.

To my precious mama Mali.

To my husband who helped me in achieving my goal.

To the dearest persons to my heart, my kids: Islam, Mouad, and Tasnime.

To Khalil for his help, support and advice.

To all my family members without any exceptions.

Acknowledgements

The first and the foremost thanks to ALLAH the almighty for giving me the strength and patience to complete this work.

I am particularly beholden to my supervisor Ms. Zohra GHANI, for her guidance, her support, her patience, and valuable suggestions, even if a written acknowledgement could never sufficiently convey my gratitude to her.

I would like to thank the honorable board of examiners for their time in reading and evaluating this dissertation.

Massive thanks go to our teachers and all the staff of English Department. Finally, my appreciation go to all people who help me in one way or another to realize this work.

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GLOSSARY

Appropriacy: is the State of delicate and exact fitness of a word or expression to its context.

it means choosing not just correct language but also appropriate language to the situation.

For example, when we talk to someone, how formal or informal we want to be.

Authenticity: refers to the truthfulness of origins, attributions, commitments, sincerity, devotion, and intentions. The term authentic is used to describe texts or language usually produced for native or highly proficient speaker (i.e. with no concessions for a foreign language speaker). It is the purpose of the text that gives its authenticity: if text or language is not originally written for the purpose of teaching language, but to communicate genuine messages, then it is authentic.

Communicative Language Teaching (CLT): is an approach (1970s) to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as "communicative approach to the teaching of foreign languages" or simply the "communicative approach". It encourages learners to communicate real meaning as a way of learning, and it emphasizes authentic text and context.

Delivery: is the way in which input - particularly speech - is delivered (e.g. low, load, fast, slow)

Dictogloss: is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction. Then, they compare their work with the original in order to see how they differ.

Digital learner: is a person for whom digital technologies already existed when s/he born, and hence has grown up with digital technology such as computers, the Internet, mobile phones and MP3s. "Net Generation" of learners is so immersed in a networked world of digital technology. They behave differently. They have different social characteristics, different ways of using and making sense of information, different ways of learning, and different expectations about life and learning.

Digital Versatile/Video Disc (DVD): is a high-density optical disk for storing large amounts of data, especially high-resolution audio-visual material.

English as a Foreign Language (EFL): is a term that has been used to describe the language that people study so that they can speak English around the world.

Extensive listening-viewing: is when students listen/watch to a long text where they listen/watch for pleasure rather than to answer comprehension question or do tasks.

Inference: is the meaning we get from someone's words or any other source of language (spoken or written) even though that is not exactly what they say. It is the meaning behind the Word.

Intensive listening/viewing: is when students listen or watch for the sake of learning where they discuss detailed aspects and study content and language of the material.

L1: first language

Output: is the act or process of producing or creating

Paralinguistic aspects: Paralinguistic is the reference to times when we convey meaning without using verbal language. Paralinguistic features are things that speakers do that help to communicate the message. They are the way someone looks, gesticulates or adopts a particular tone of voice, which tells us a lot about how he feels and what he actually means.

Podcast: is a series of digital media files (either audio or video) that are released episodically and often downloaded through web syndication.

Realia: are objects from real life used in classroom instruction by educators to improve students' understanding of other cultures and real life situations. A teacher of a foreign language often employs Realia to strengthen students' associations between words for everyday objects and the objects themselves.

Receptionist: refers to the learner as listener, viewer and/or reader. During this process, s/he gets as much data as possible before any process.

Redundancy: is the construction of a phrase that presents some idea using more

information, often via multiple means, than is necessary for one to be able to understand the idea. It is a feature of authentic speech in which words or phrases are used despite being unnecessary. Typically, we say more than necessary to convey meaning, often repeating information or saying *um* and *er* when we cannot think of the correct word. It may help listeners as it means we do not have to focus on every word but can listen with half an ear.

Register: Is the formality or Informality of a piece of language.

Sample: example

Script: is a routine situation as represented in our mind

Visual aids: are things students can see that reinforce the language they hear or read.

Abstract

This study was primarily inclined to study the integration of authentic-material-based videos in EFL tertiary classroom. Qualitative research methodology was utilized in this study. The qualitative research data consisted of researchers' and teachers' studies in the field to provide a data-base to EFL teachers to use authentic material-based videos in their classes, and why not to be incorporated in the curriculum and supplied by educators. A framework that represents challenges for language learners and teachers was investigated. In the classroom, authentic materials-based videos, accompanied with handouts of tasks and questions of comprehension, can guide EFL learner through the material, and also test if s/he is willing to get the general idea of the data-collected. Authentic material teaching process involved collecting evidence of teaching over a period of time, using diversity of assessment methods. The first and foremost principle entailed the notion of its appropriateness to the learners' needs, interests, skills and the purpose of communicating. The second one necessitated the expansion of their world knowledge by exposing the learners to relevant and current events. The third provided opportunities for contextual language use and practice, and meaningful communication. The fourth entailed their motivation to continue finding out about people, cultures, and literature related to the target language. This work was aimed at thrashing out the theoretical and the practical arguments of using a cartoon video sequence implemented in two foreign language classes. How this instrument was used as a facilitator to deal with not only the linguistic skill, but also to teach students the skill of wondering, negotiating, interrelating, forecasting and assisting while viewing and listening to the employment of a band of vocabulary to negotiate about several themes and blended values was analyzed as well.

General introduction

General introduction

Linguistically, language is communication. Studies have voiced concerns that prefer to engage language in an authentic context into foreign language classrooms. Through the last decades, students have been seen as digital-learners; teachers as co-learners, and schools/universities as communicative societies. In order to engage all these states of affairs, authentic context-based language materials are the current solutions for better contextualized classrooms. One of the materials that can exploit the latter is video. It includes several techniques to complement better language learning environment. Some beliefs claim that the use of videos is passive because of the lack of how to implement them in their classes. However, it is up to the co-learner to produce active video-based classroom. Selection and implementation of authentic materials will be affected by the capacity to teach in actual fact through a range of skills, time allocated, number of students, social upbringing, types of goals, level of teacher and learners' needs.

Assumptions about teaching strategies have never been fixed. It is up to the teacher to select, implement and integrate materials that he finds suitable for the classroom. However, this study targets at providing teaching basis in the course of the use of authentic materials in tertiary classrooms. It tends to facilitate the ways of their usage. It will try to answer several questions about incorporated methodology of using authentic-based video in tertiary classrooms. What is it? Why do we use it? How do authentic materials help FL teachers and students? What did the students expect to learn by using authentic materials? Who provides the instruction? What is his/her role? How does the EFL teacher use the instrument? The core question of this thesis is: how can teachers spot the opportunity and use videos (guidelines) to provide an authentic material for effective contextualized-teaching?

These queries are not new. They have enthused researchers and FL teachers. They are

General Introduction

trying to overshadow them for setting better new methodologies for language classrooms. This dissertation tends to generally document the use of authentic material In EFL class. And then, a video is presented as a sample.

The first chapter offers a general background to some theoretical aspects about using authentic language in EFL classroom. The scope of authentic materials is investigated, and some researchers' findings in this field are reviewed. It also looks at the differences between pedagogy and authenticity, types of watching videos (intensive VS. extensive) as well. Where to find authentic materials is also debated. Then, this chapter conceptualizes the roles of both the teacher and the learner in an authentic material-based classroom.

The second chapter discusses the definition of videos and its sources. It covers the most important corner of this dissertation that is the courses of action for teachers to use authentic videos. Then, video-project anticipates ways of using videos through a bound of tasks' types and samples of their usage.

The third chapter carries out an experimental test of using authentic video-based lesson entitled “LION THE KING 2” to teach contextuality through listening comprehension. This area includes plan of the lesson, the lesson itself and tasks. The lesson has been taught by the researcher under the supervision of a Literature teacher of English to first year students at the Department of English, University of Ghardaia. Finally, results of the lesson and scrutiny of the supervisor’s observation assess the trial. As a final point, general conclusion determines the extent to which video can be used to enhance the multiplicity of learning objectives.

There are loads of evidential problems this dissertation is inclined to overwhelm the teachers fear to use authentic materials due to their former occurrence with pedagogy-based materials, such as course-books. They dread that learners might fancy understanding all details that can lead to annoyance. The amount of time and efforts are ignored when

General Introduction

selecting, planning and executing such medium. These problems can be overwhelmed through sufficient selection, ample planning, appropriate guidance and suitable tasks by serving students' needs and abilities. Sufficient goals and objectives should be laid down right from the beginning.

CHAPTER ONE

Introduction

In authentic materials classroom, EFL learner has witnessed interest by teachers and educational curriculum. After being a passive element in language classroom, s/he becomes the dominant power.

By time, authentic materials have been preferred to be the fitting sources that deploy language as something real rather than educational resources. However, problems are still depicted when authentic material is used with EFL learners who have already experienced the script kind of education. When this rational point is raised, authentic language teaching versus pedagogy teaching, authentic materials value comes into sight to consolidate different positive points and loads of English teaching aspects when bringing them into play. Inquiries come to the front. What does authentic material mean? What are the differences between authenticity of language and pedagogy? Can native speaker's environment motivate non-native English learners? Does authentic look at culture aid student's language comprehension?

This chapter is meant to present features of teaching in authentic material EFL classroom.

1.1. Definition of Authentic Materials

Authentic materials are used by native speakers of a language for actual communication. The most common definition is the one which has been given by Widdowson (1990), Nunan (1999), Breen (1985), and Taylor (1994). Authentic materials are real life materials, using the real target language, which are mostly not designed for teaching purposes. (Nunan, 1988).

Alejandro Martinez (2002) in his article "Authentic Materials: An Overview", believes that there is a relation between the way of designing authentic material in EFL classes and the

way of designing genuine material in daily life (as it was designed for), i.e. it is because there is a bridge between inside and outside classroom. For instance, a newspaper report about Copenhagen Summit 2009 about the climate change is brought into classroom. As a result, learners will discuss the global warming that the world is facing nowadays and tackle causes their city produces.

However, there is a slight difference between genuine material and authentic material (the relation shown above). Genuine materials are used in their way, as it is produced and without any simplification. So students are supposed to understand the language with neither teacher's help nor any demonstration of meaning. The difference is meant when teachers use authentic materials in their classroom (artificial context) and in the company of a kind of artificiality. What kind of artificiality is it and why is that so?

Teacher uses pictures, miming, simplification, etc., in order to set things clear to students. For instance, a news article or documentary text is given to students where the paragraphs are cut up and jumbled, so students have to put them back together in the correct order (Alejandro Martinez, 2002).

Widdowson (1988) refers to texts as possessing genuineness. However, authenticity is the use of these texts (this genuineness) in an actual context, i.e., it is a social construct. So, authenticity is a mixture of text (the nature of interactions, input), learner (social interpreter) and situation (actual social setting of text and learner in classroom)

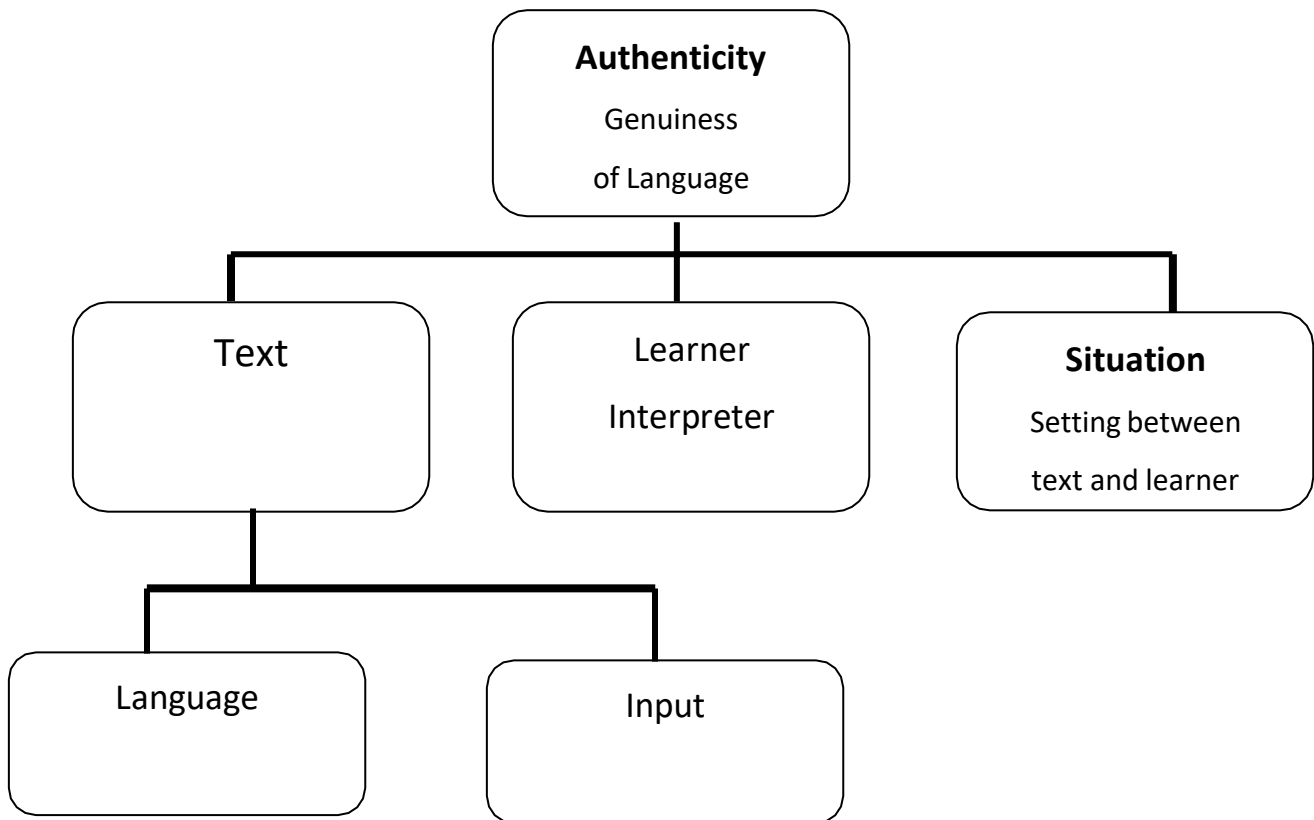


Figure 1: General Model of Classroom Authenticity Diagram

However, the question that rises is what kind of topics is appropriate to be used in authenticity-based classroom. In course books, themes are already settled by educational curriculum. But, in authentic material-based classroom, they are not set. So, educators try to bring authentic texts (written or spoken) related to what students need, what they watch on T.V, what they talk about with their peers, or what they are concerned with currently.

By exposing students in an authentic material-based language classroom, educators let students to bring in knowledge, skills and cognitive strategies (competency components: knowledge, skills, and attitude).

1.2. Authenticity vs. Pedagogy

Bringing English language teaching into FL classroom drives us to differentiate between two major issues. Since English has been a wide-world spoken language - with different accents spoken by different speakers (native and non-native), do teachers need to sound like native speakers, or at least provide native speakers language material, to bring good model for their classes? This leads to the question of whether educational environment should carry as much reality as possible into the classroom.

The first sight pedagogy constructs an artificial world where spoken language is too structured like written one and speech delivery (rate of speech) is un-dynamic (abnormal, slow, and artificial). Accordingly, language is purposely used. Pedagogy intervenes to cause unnatural learning context related to students' level. Textbook uses polite and problem-free conversations. Little interruptions characterize monotonous (repetitive) speech.

Unlikely, authentic language happens in natural, often sudden way, without any planning or without being forced. It includes false start, hesitation and repetition. It overwhelms culture, language, communication and experience. Recent studies have found that teacher should aim at creating communication-based approach. This methodology tries to replicate real-world context and needs.

The following figure designs a general contrast between pedagogy and authenticity drawn by Wilson (2008)'':

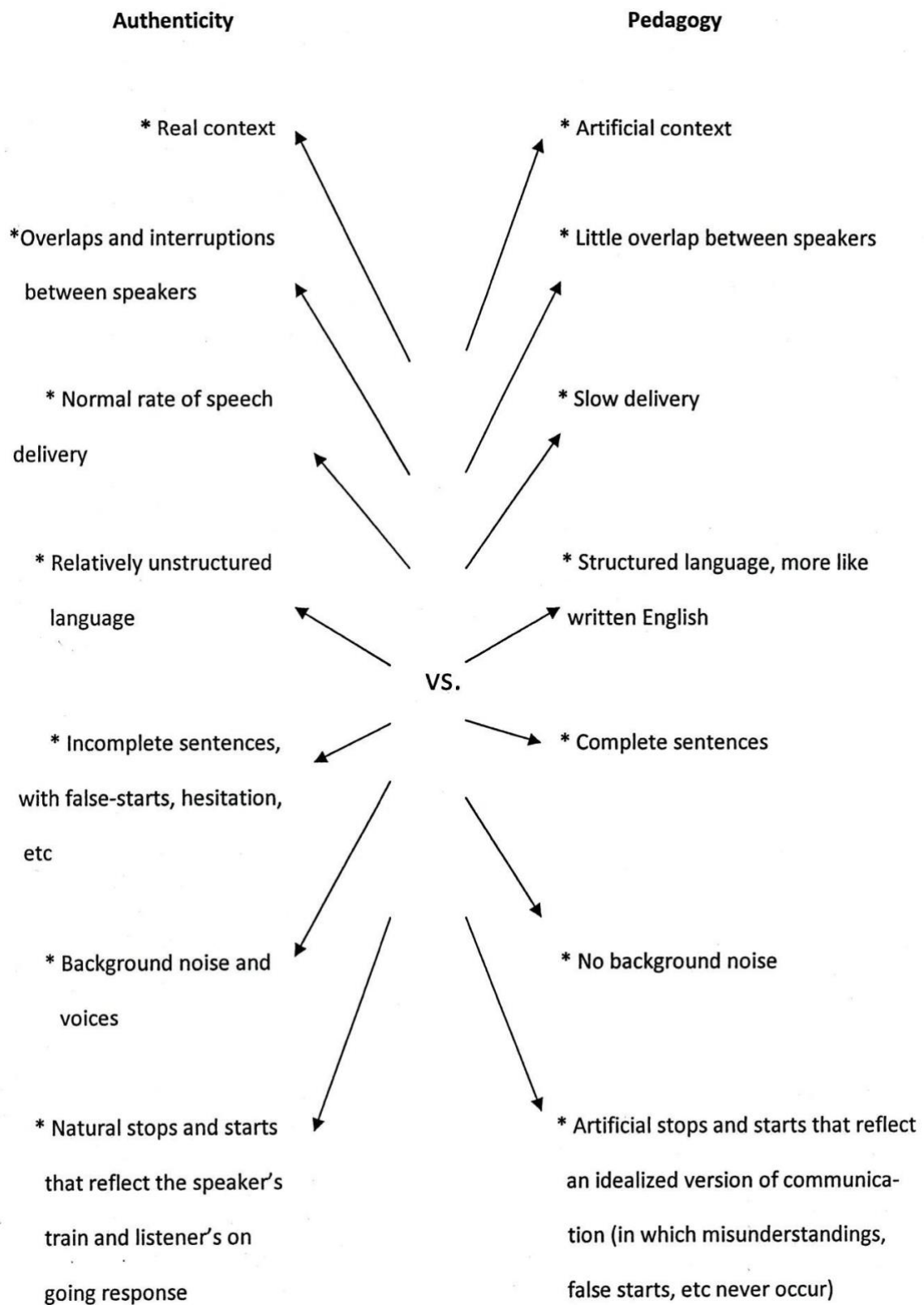


Figure 2: A general contrast between pedagogy and authenticity drawn by JJ Wilson (2008, p.30)

1.3. Intensive vs. Extensive Viewing

Students can read books, magazines, newspapers or listen to radio, away from their classroom; they can also watch movies, news programs, interviews... in cinema, at home, in cybercafé. Thus, they can extensively watch for pleasure, relaxed, needing no guidance to help their understanding.

Harmer (2007, p.134) suggests:

"The audio material they consume in this way [...for pleasure] — often on CD in their cars, on MPB players, DVDs, videos or on the internet— should consist of texts that they can enjoy listening to because they more or less understand them without the intervention of a teacher to help them."

Teacher can provide classroom with such type. However, learners are passive. The reason is to watch/listen with less learning goals. They might be involved for pleasure rather than to congregate knowledge. They are more or less keen on detailed understanding.

On the other hand, intensive listening/viewing is worth to speak about when watching for the sake of gathering information and answering comprehension questions. Nevertheless, how does this operation proceed? To what extent is it beneficial for EFL learners?

The primary purpose of intensive listening/watching is comprehension of information (to gather knowledge). Meanwhile, consumers wish to have pleasure as well. Materials (videos, CDs, DVDs, films...) are passive. Conversely, teacher is the appropriate resource to make them active. Educational consumption to these materials requires teacher's preparation where s/he helps students in the comprehension of authentic language.

Preparation is depicted in form of tasks, simplification, and Realia use; miming; pictures, questions of comprehension, etc.

Harmer (2007, p.305) quotes:

"If students are to get the maximum benefit from a listening, then we should replay it two or more times, since with each listening they may feel secure, and with each listening (where we are helping appropriately) they will understand more than they did previously."

Through teacher's preparation of lessons and clarification; contribution of tasks and instructions, audio/video materials are educational and entertaining as well.

1.4. Sources of Authentic Materials

When people first think of authentic materials, they assume that the researcher is talking about newspaper and magazine articles only. However, the term encompasses such things that include authentic language. These things can be illustrated in songs, webpage, videos, T.V broadcasts, films, in fact anything written/spoken in the target language and used unedited in the classroom (not for classroom purposes).

1.5. Effect of Using Authentic Material

From the beginning of using authentic materials to teach learning development, researchers and references have best common objective. Authors sustain the fulfilment of their benefit. They are concerned with what is called "exposure»: students being exposed to the language of authenticity.

Using authentic materials completes the gap between competence and performance of the learner language since learners enjoy interacting with the real language. They enhance

their ability to pay attention, cooperate, compare and negotiate. Their usage is reasonable, particularly when they are appropriately exploited. First of all, recorded material allows students to hear a variety of voices other than their teachers' (Harmer, 2007, p.304) they are driven to real discourse that can encourage their pleasure to learn. In addition, teachers can develop students' mini-skills (micro-skills), e.g. Skimming and scanning. For instance, these can be illustrated in the skill of identifying places, names, main characters and characteristics, percentages, etc. Sanderson (1999) believes that it is the teachers' responsibility to develop students' knowledge of the world current situation, so making them basic characters.

Authenticity includes the term of being and becoming. That is, authenticity is embedded in a sense of the improvement of learning experience. The learner feels the existence of an important form of self-success (the ability to interact, process of cultural understanding...).

1.5.1 Advantages of Using Authentic Material

One of the important ideologies of outgoing language teaching is that authentic language should be used in teaching whenever possible (Omaggio-Hadley; 1993). They ember learners' curiosity and motivation. It is because they more often than not surround topics relevant to different side view of real life. Authentic materials are written/ produced/ drawn for communicative reasons. Fundamentally, EFL learners are more stimulated as long as genuine language illustrates their awareness towards communicative learning of target language. As a result, and after being exposed to everyday input, they can develop their productive skills.

Therefore, it is assumed that well-chosen authentic materials can lead to a natural

occurrence of language acquisition if they are used in sufficient quantities (Little and al., 1989). It is as good and relaxing for students to learn foreign language implicitly as they acquired their mother tongue. The first language is acquired unconsciously through learning objects not learning how to speak. A child is reflected by the actions so it physically responds. Then, language use comes unsystematically. The same case occurs with the foreign language when presented through authentic materials. For Instance, besides the language and the verbal input they include, videos contain non-verbal objects such as gestures, colors, eye contacts, lips and muscles' movement.... Hence, students are going to say anything, even with language misuse, to express what they have already comprehended. It occurs though the heard language is not yet understandable.

1.5.2 Drawbacks of Authentic Material

Contrary to the supporters of simplification to facilitate using authentic materials, Guorinto and Morley (2001) argue the usage of authentic materials. An authentic material-based classroom can be discouraging and de-motivating the learner's self-esteem and self-confidence (threat: as things are not clear, s/he sees his/her learning abilities incompetent).

In some situations, authentic materials are useless, mainly when used for lower-level classroom. Sometimes, students find it hard to understand the outside language community because of its too culturally based content. Big amounts of vocabulary and variety of structures might inappropriately suit the students' needs, finding the text hard to be decoded. Besides, it includes sign, gestures, headlines that require having wide account of cultural background. It consumes time and efforts to prepare the lesson in contrary to the traditional classroom.

In authentic material-based classroom, especially video-based, some gaps are caused when moving the sequence or doing something that interrupts the flow of the lesson. Students

lose the attention to the lesson and will start speaking or whispering. Too easy or useless vocabulary, teacher uses, can result in students feeling cheated.

Through simplification, we are teaching students first "skill-getting", and then "skill-using" (Temperely and River, 1978). The skill-getting means that the teacher should prepare the students to receive the message. The skill-using means that the teacher teaches the students when and how to use the data collected. Concerning the way of listening to recorded materials, in big classrooms, students find difficulty in hearing well. In addition, they cannot interact with the speakers of the recorded material (J.Harmer, 2007, p.304).

1.6 Aspects of Authentic Material for Teaching English

1.6.1 Task-Based Language Teaching

The general target of researchers is to motivate students' language learning. Task-based language teaching is seen as a communicative process. It approaches the learners' experience (while setting comparison between the input and the students' own experience, makes him aware of his knowledge). Besides, it makes sense of what the learner studies in classroom to be experienced outside. Types of tasks are three. First, pre-viewing/listening/reading exercises help to introduce the segment, the topic, vocabulary to build general idea. Second, during- viewing/listening/reading activities help to understand the content of the material. Third, follow-up exercises help to write, produce, integrate, and interact about the topic of the material (produce output).

Gail K. Oura (2001). In his article "Authentic Tasks-Based Materials: Bringing the real World into Classroom", States a general framework for analysing the various elements of the task. They are: teacher role, student role, setting, goal, input and activities. Tasks can manipulate two aims at the same time that other techniques cannot evolve. The first entails the notion of involving students by corresponding and manipulating with target language. The second entails the notion of enabling them to acquire skills.

Students have certain attitude towards tasks, texts produced by students themselves while delivering and receiving. When students take part in oral/written exercises, they try to achieve an outcome over assimilated data in a period of time. This could be called sociolinguistic process (or communicative process).

Behavior of students while using tasks is their own interpretation of meaning while skimming, scanning, and interacting. For example, teacher asks students inference questions¹ rather than reference questions² in order to make them use their micro-skills. During this behavior, our cognitive construction processes while employing language production and comprehension. It is called psycholinguistic process.

Richard, Platt and Weber (1986)³ refer to tasks as;

"... Actions carried as the result of processing or understanding language a task usually requires the teacher specify what will be regarded as successful completion of task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative."

1.6.2 Linguistics-Based Language Teaching

1.6.2.1 Listening

Most of ELT learners miss the opportunity to interact with English native speakers (lack of face-to-face language skills). So, they would like to sense this interaction through listening and watching media products.

Listening skill is a linguistic competency each learner attempts to obtain in order to maintain good listening comprehension. Listening comprehension determines meaning and the phonetic representation of this meaning. It improves speaking habits. Learners will have

¹ Questions which their answers are read between the lines of a text

² Questions which their answers are verbally and directly mentioned in a text

³ K. Oura. (2001) ,p. 73

the ability to recognize speech by organizing meaningful boundaries. It involves indicating pauses, stress, intonation, and signals (dues, e.g., however, then, in the other hand, my point of view, my other point of view, finally). They will evaluate the appropriateness of decoding main information through recognizing strong and weak form

Listening materials provide real language for listeners. McDonough and Shaw (2003, p.119)¹ say: «It is arguably with the skill of listening that a 'processing' focus is most crucial, given the transient nature of the language material compared *with* the relative stability of written texts."

Listening to native speakers causes some learning problems for lower-level learners. Quinn (2000, p.14)² believed that it is better to them to try to take a much more language as possible even if they are not aware of it. Learners have to adopt this input in a relaxed manner. So, teachers should provide them with simple tasks, and try to set a clear good amount of vocabulary.

In order to make an effective listening, instructors have to prepare the environment to use native speaker material. They introduce the material, characters, and their personality. They give students tasks: Instructions, e.g., who are speaking. What they are speaking about... etc. they let them listen/watch for more than once, but not more than twice (otherwise, it will turn to a session of rehearsing). It is because in real-life discourse speech is not repeated. So teachers have to encourage students to understand much data from a single hearing or twice (patterning, drilling, and rehearsing are part of learning/teaching processes). While doing tasks, teachers should exploit examples, vocabulary, names (why not ask students to give other examples)

² Mentioned in; Harmer (2007), p.303

Harmer (2007, p.303) says in this field: "In order for extensive listening to work effectively with a group of students... We will need to make a collection of appropriate tapes, CD's and podcasts clearly marked for level, topic and genre."

A shared point occurs between speakers and listeners while listening. It is the context (listeners' role, speakers' role, their relationship, and setting). The listener interprets input, constructs meaning, responds, and compares (Rost, 1990)²

1.6.2.2 Speaking, Reading and Writing

It is possible for FL teachers wishing to develop their students' mutual skill to change their prior experience of using scripted materials. They can develop their learners' speaking, reading and writing proficiency through the use of video materials while motivating them further in a realistic context. What influence will video-based material have on students' education?

Watching videos with sound on can integrate what listening can represent to the learner though viewing video (or any source of screening) may facilitate more through visual aids (capture non-linguistic data). Harmer (2007, p.118) suggests: "Music and pictures are excellent stimuli for both writing and speaking"

When teacher asks his/her students to do tasks, solve each other's issues, perform dialogue, etc., speaking system of the expression of meaning is utilized. One of a small selection of writing techniques is the employment of non-verbal information in any form (visual representation of information in diagram) (J.McDonough and C.Shaw, 1993, p. 160).

By taking notes while watching/listening, comparing works with their classmates

² Mentioned in McDonough, and Shaw (2003, p.123)

and interesting points, challenging other' ideas, and questioning, real-life context is

optionally cultivated. McDonough and Shaw (2003, p.186) discusses the issue of integrating the four linguistic skills in part, Listening and Note-taking Using Audio/Video Materials, of their book, through watching and listening: "Natural Integration of skills — primarily listening, note-taking (writing) and speaking, but also reading through notes to reconstruct the text — can thus be achieved"

1.6.3 Competence-Based Language Teaching

Managing competency-based lessons is to have the faculty of easy communicating with different cultures. Learner comes to motivate and direct his/her behavior to perform interactions.

What concerns competence authenticity, there are three categories of language competence. Grammatical competence entails the knowledge of lexical items and rules, morphology, syntax, and sentence grammatical semantics. Socio-cultural rules (attitudes, style) are conveyed via certain grammatical form within a given socio-cultural context. Discourse rules are concerned with qualities of cohesion (unity) and coherence (connection in way of obeying rules) of a text. However, strategy competence is derived from the communication plans that may compensate failure in communication unity.

A learner's ability to communicate is his/her ability to correspond to interactions. However, Widdowson (1975) saw that authenticity is proposed by the learner appropriate response to the text. Learner authenticity is a correspondence between learner's own reading/listening and to native speakers' costumes/hints and native speakers' customs themselves.

1.6.4 Communication-Based Language Teaching

Fisk and Hartiy (2003, p.129)¹ stress on the language as means to teach reality, not as a module in itself. Teacher buries in students' mind that the English language is not an academic language to be learnt only. However, English is the gap-setter between classroom and life. So authenticity is a sense of social interactions with the language as tool.

By relating to real-life in EFL classes, teachers build gap-bridge between what is realistic (express something to use language) and what is real (use language to express something). It is a process, moving from learning to practicing to using (outside).

Corder (1973, p.93) suggest:

"...When we are teaching a second language, we are trying to develop in the Learner, not just a grammatical competence in the Chomskyan sense, but communicative competence. We are teaching him not only what we call "the information rules" of the language, but in addition what Hymes has called "the speaking rules".

Learning is more proficient when language is put in a context. Context-based language world is more comprehensible. For instance, an EFL class is exposed to an authentic context-based language material. They hear sentences like: "... *it is getting-ork...*" they think that the 'd' is not pronounced, but they predict that it is *dark* rather than *ark* because of the context. Or when students hear *ark*, but they see a *black dog* on the screen, so they immediately correct what they have already heard (Appropriacy: right word in the right situation). Authentic context also teaches to what extent a certain degree of formality (register) we use in our

¹Taken from: Tatsuki (1992, p.2)

<http://jalt.org/pansig/2006/HTML/Tatsuki.htm>

speech. To speak to a doctor is not the same as to talk with a friend.

Teaching studies still emphasize on communicative methods (e.g., Communicative Language Teaching (CLT)). Nunan (1988) says¹: "As the focus will be on assisting learners to do outside world, materials should reflect the outside world. In other words, they should have degree of authenticity."

So teacher trains his students to learn how to use his skills to effectively recognize the sent message in a relaxed way. To be relaxed while listening/watching is not to carefully pay attention to every word said. While listening to our LI, we do not fully concentrate on the words, but we still understand the message at last.

1.6.5 Culture-Based Language Teaching

Montgomery and Reid-Thomas (1994) suggested that culture and language release in one home. It means that when two persons interact, they express their culture using language as a medium to communicate with each other.

Researchers define culture as: "The whole way of life of a people or group. In this context, culture Includes ail the social practices that bond a group of people together and distinguish them as others." ²

Montgomery and Reid-Thomas, (1994) Professor Hirsch (1988)³expresses;

"To understand what somebody is saying, we must understand more than

¹Mentioned in Griffiths (1995, p.51)

²Tavares, Roseanne and Cavalcanti (1996, p.18)

³ Mentioned in Bessmertnyi, (1994, p.24)

the surface meaning of words; we have to understand the context as well

... To grasp the words on page, we have to know a lot of information that isn't set down on the page."

Personally, the researcher sees engaging learners in culture and communication - based classroom means that the teacher is trying to develop three major points. The first is concerned with the student care and awareness about his/her own speech community's cultures, traditions, styles, language. Secondly, the learner widens his-her care about other speech community's culture, style, traditions, etc. So, if it gets to the learner's mind to travel outside his community, he can deal with new cultures, other people. This is because he has already, to a certain percent, experienced them through his studies. Thirdly, the teacher develops his skill to explain his/her cultures to others.

What is EFL students' response towards foreign culture that is not referred in their culture? One of the students may reject to watch or revolt through inquiring: "what is that? Why are we supposed to learn about other's culture?" what can the teacher do before to prevent these cases from happening?

Each speech community is typified by certain boundaries. These frontiers refer to ethnic, religious, political... distinctiveness. It is said that it is better to EFL teachers to provide learners with overseas cultures. So they will widen their knowledge experiencing other's mentality, behavior, attitude, style of living. On the other hand, some foreign references are not common or are discarded by other frontiers. For instance, a group of Arab students do not wish to watch something prohibited or some political issues that are taboo to speak about in his/her district. Subsequently, they revolt to watch.

We suggest some stances this teacher can try in his/her classroom. One of them

entails the unwanted scenes to be out. Before s/he introduces the culture-based material, s/he informs them. Or else, a previous lesson is brought in where the teacher teaches them about some cultural boundaries they will see in the next video lesson? Objectives and reasons are always spelled.

1.7. Teacher's/Learner's Tasks in Authentic Material-Based Classroom

1.7.1 The Role of the Teacher

Teachers have a great role in identifying the effectiveness of material-based classroom. Through this development, teachers/learners can manage with the vast amount of information available in written, spoke forms.

- Learners should be centered in the classroom as their interpretation is basic. Whatever the selection of the materials, the tasks and the teacher's aim, the learner is as important as the level of his needs. Teachers have to look for view prediction about the learner's interpretation (input). Learners should be seen as futures, so choose the right material, right language and appropriate tasks that help communicate ideas with outside class.
- Each teacher should have positive impact on his/her learners by monitoring supportive and relaxed environment Designing learning experiences with learners' interests; guiding them to learn; managing them practicing in groups (to get fruitful and vivid discussion) to enhance their self-confidence. It is because they feel themselves free to express their ideas, their experience, etc.
- Objectives should be identified. They are educational attentions that describe capacities, attitudes, and behavior expected from the students during the Learning process, the learner can comprehend what the teacher wants him to do with a wealthy linguistic, communicative and cultural input in order to classify good results with the output.

- New concepts should be declared clear. Every authentic concept contains context. If not known, the direct background of the lesson is not meaningful. A rich context is correspondence between authentic items and learners. Also, when they are clear, it is facile to students to better concentrate on the message delivered through the material.
- Teacher is a filter, or interpreter, between the authentic material and the students. He has a great role to fulfil a comprehensible input. The importance is not hundred percent to the language structure (or to focus on authentic materials), but it is the message delivered through this language. He has to use pictures, miming, to make things clear and avoid unwished problems.
- Teacher should organize how students give their feedback and observe them. S/he may ask them to compare their answers with their pairs in order to share their knowledge, have the responsibility to communicate with each other (Harmer, 2007,p.308).
- Teachers participate with learners while discussing and doing activities to guide them when misleading.

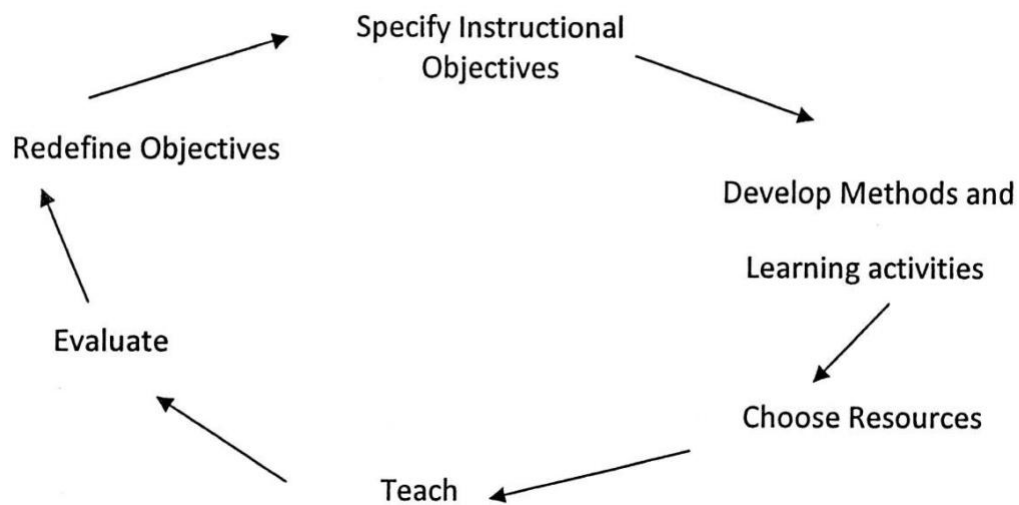
Tudor (1993)¹ discusses some teacher roles:

- Prepare learners (for awareness of goals, language...)
- Analyze learner needs (multiple Intelligences)
- Select materials
- Transfer responsibility
- Involve learners

The following model figures a modern teaching syllabus process, designed by H.Thomas

¹Taken from: McDonough, and Shaw (2003,p.255)

Walker and Paula Kay Montgomery:



Figures 3: General Teaching Model by Walker and Montgomery (1977,p.13)

1.7.2 The Role of the learner

Lee (1995) proclaims the importance of students to authenticate a material. It occurs if the learner positively likes the material. So; s/he is expected to receive better guidelines and plan of preparation before the material usage. S/he is:

- Receptionist: receives input. Student, when first exposed to a new language, learns to acquire the ability to receive the conveyed message. This process refers to the learner sustain his/her concentration
- Interpreter: understands the input according to his/her capability. The learner encounters language as culture through the necessity of interpretation and negotiation of genuine communication. Though this

genuine and inter-cultural communication implies some conflicts; the learner may get the wrong end of the stick. Yet this conflict and misunderstanding is part of the learner's skills to communicate. These skills characterize the students' authentic attitude towards the material.

- **Participant:** forms outcome. O'Malley and Pierce (1996, p.10) suggests: "Students learn most effectively through interactive experiences in programs that reflect the interdependence of listening, speaking, reading, writing, thinking, direct experience, and purposeful student Interaction".

Through the cope with the complexity of the cultural knowledge process, each one of the participants brings his/her understanding of the language and culture to participate with each other. So, it is to the teacher to supply them with tasks and questions that help them understand, practice and produce. Thus, their suggestions form classroom debate. Anne-Brit Fenner suggests:

"Questions and tasks that focus on attitude and understanding can form the basis for what I choose to call 'authentic dialogue' in the foreign language classroom. 'Authentic dialogue ' must here be understood as dialogue which has no predetermined answers, it is open -ended and will itself produce possible answers."

- **Experiencer:** accommodates new knowledge. The learner becomes aware of similarities and differences between his/her language/ cultural references/ behavior/ political background and that of foreign speech communities. S/he enriches his/her feeling of being member of international community
- **Determiner:** creates output. Through a list of his/her learning principles; role-play; experience; participation; prior knowledge, and new knowledge, the learner is able to create an output. This output betrays that s/he has already assimilated and accommodated from the learning surround.

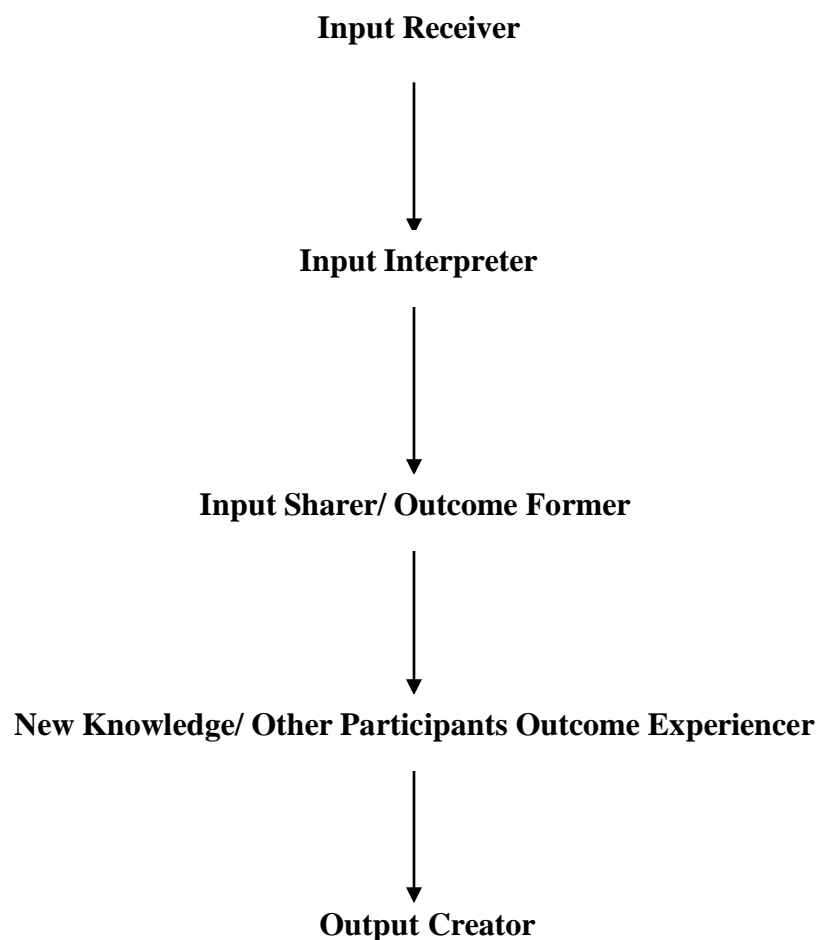


Figure4: General Learning Model

Conclusion

Though it includes difficulties through the spent time and efforts to make the most of it, authentic materials-based classroom is a better resource of engaging genuine location where English foreign learners relax with soft natural upbringing. They Help EFL teachers to change prior scripted curriculum and incorporate learners' proficiency of listening, speaking, reading and writing. Teachers actualize learning environment by engaging sense of social interaction between themselves and their students and among their students themselves.

Authentic language teaching refers to a set of ideologies that execute language learning. First, learners become skilled at EF language through using it as a medium to communicate, understand foreign speech community's culture, participate, and share knowledge. Second, authentic material-based classroom requires the integration of all linguistic skills. Thirdly, tasks and questions create better language comprehension and the basis to fulfil class Interaction. Fourthly, learning EF language through context supplies students with natural skills they intend to use when listening to their mother tongue. Fifthly, genuine communication should be the goal of meaningful foreign language teaching classroom.

Briefly, authentic materials can be proposed in different ways with different tasks in order to have plenty of lesson varieties. So it is to the teacher's intelligence to select suitable methods and tasks to fulfil the communicative language of their lessons. However, guidelines for good results should be studied more. It was said that the more we learn, the better we get. From a big range of authentic language materials sources, the researcher has selected videos.

CHAPTER TWO

Introduction

Any theoretical background needs applied task to be more effectively practiced. In the previous chapter, the researcher has already dealt with the general aspects of teaching foreign students authentic language. Video, as a case in point, is one of authentic material-based instructional mediums. This chapter is going to provide teachers with important circumstances to use this material as a tool in order to integrate digital learners' needs. So, how can a teacher handle this medium in the right way to pertain learning skills by engaging tertiary students to video-based language teaching classroom?

The following subdivision tries to put in the shade what is meant by video in classroom. First, the researcher tries to embody definition of video and, generally, sort out the content of it. Its sources vary. However, what do we exactly mean by video? Has EFL teacher to choose special content video or does it means to all what is shown on screen and contains authentic language? Who provides the instruction? How is the instruction organized? What are accompanying techniques to teach with video?

Good teacher starts with a firm knowledge of something, and then builds it with clarity and understanding to assist students' mastery of the material and accommodate their comprehension.

2.1. Definition of Video

Video is a recording of moving pictures and sound that has been made or recorded in a rectangular plastic container, CD, DVD, i.e., ail what is shown on a screen, or watched on television.

Video includes:

1. Text → develops reading comprehension in form of listening to determine the

meaning.

2. Dialogue; Narration. _____ → Develop listening comprehension to determine the phonetic representation of the meaning.

3. Graphs _____ → develops viewing comprehension and ^determines imagery representation of the meaning (gestures, pictures, and graphics to help featuring the meaning).

Video can be used as a sample of authentic language context. It can also be used to reinforce language lesson. It can lead to interesting and stimulating discussions in the classroom. It is because the learners are involved to help each other's comprehension of the context. Videos develop range of literacy skills we need to succeed both in college and in our digital age of information. When EFL learners identify what is going on, they realize that "With a bit of extra effort and practice, along with some help from the teacher, 'real English' is not beyond their comprehension" (Stempleski, 1987)

It includes more than what audio material covers. Harmer, in his book *How to Teach English* (2007, p.144), quotes: "Video is richer than audio: speakers can be seen; their body movements give clues as to meaning; so do the clothes they wear, their location, etc. background information can be filled in visually"

2.2. Types of Videos

If the teacher is privileged enough to have some control over selection, there are plenty of video resources. However, what we do mean by video in this research is to Possesses any material that can provide you with screen. This screen projects audio-visual

projects. You can have cartoon, movie, and documentary program in DVD, VHC, and video cassette. Or, teacher can download them from internet.

2.3 Guidelines for Teachers to Use Videos in EFL Classes

Content video teaching is a task that is far from being routine, however, it is a job that falls upon EFL teachers to use certain background to teach.

The following points are some guidelines to help teachers to use videos in their classrooms. They can be developed by teachers according to: each situation; students need; students' level; teacher's capacity; students' attitudes. They are:

- Watching films in home or in cinema does not acquire audience to be provided by samples, activities, handouts. In contrast, using videos in classroom is something else. Stempleski (undated)¹suggests: "Learners need challenging activities and tasks that acquire them to focus on different aspects of the video."

This makes students' attention focus on particular task: stimulates interest in the topic; prevents from being interested in other aspects and lose main goals. Tasks are set "To rate student comprehension of video clips, determine criteria, (vocabulary grammar, and language functions, content) based on your instructional goals and activities."² O'Malley and Pierce (1996, p.81)

- Teachers can use miming, Realia, pictures, (especially during the

¹ Cited in: S. A. Walker (1997)

warming- up or before viewing discussion) to ensure adopting the general hint of the topic.

- Teachers try to integrate all four skills, especially speaking, as they do in normal courses (inauthentic language classroom. They settle the situation (characters, setting, rule, places, and model [spoken/written] material clear. Yet often, students face difficulties of understanding because of the setting not of the language.
- Before starting, teacher announces aims and purposes of watching a video. For example, a video, entitled "Oliver Twist", is brought to classroom. So the objective of this video is to provide authentic context and example of the miserable life of the orphans (outside classroom) is brought to classroom.
- Teacher asks students to read each sequence tasks before watching. Then, he gives them moments to do the activity. This can help them to build data to solve problems rather than focusing on reading only. The latter, while watching, may cause them being de-concentrated.
- Before lesson day, teacher views the entire video several times and try to answer the questions s/he has already put for students to overcome difficulties and problems.
- Teacher familiarizes him/her-self with the material.
- S/he considers video as content based on words, Visual aids (characters, gestures, etc.; each has its own evidence on something), and Sound effects (sometimes, music can aid audience to notice that danger, surprise, or fear is coming). While designing the lesson, teacher has to view the video both with Sound and picture, or s/he watches it with Sound off. It is helpful to analyze to what extent Visual aids can help students to comprehend context.

- After students watch the video sequence once or twice and answer viewing questions, it is better for the teacher to rewind the segment, if time allows, and let them watch again. As a result, they can analyze the characters, identify the situation, observe the language, recall vocabulary, etc., in detail. Video may present other aspects, such as cultural differences, body language, vocabulary....
- It is beneficial for teachers to consider some important factors when selecting video for EFL classes. These factors are divided into four components:

Component 1: Stability of content:

1. Does the video interest the students?
2. Is its context relevant to their needs?
3. What can it add to the learner' motivation, language learning experiences?

Component 2: Video exploitability:

4. Is the video appropriate to be exploited for teaching purposes?
5. What skills can be developed?

Component 3: Understand ability:

6. Is the video easy or difficult for the students?
7. Is it structurally too complex?
8. How much new vocabulary, in general, does it contain?
9. Is this new amount relevant?

Component 4: Presentation:

10. Does it draw students' attention?
11. Does it make him/her desire to watch-listen more?

Dudeny and Hockly (2007, p.116) proposed some questionnaire EFL teacher can follow when choosing the right video material for EFL learners. The following questions try to help him provide an instructionally students' needs relevant video-based classroom.

- Is the content suitable for adults, adolescents, or younger learners? Is it suitable for the cultural context in which you teach?
- What the linguistic level is the content aimed at — beginners, elementary, intermediate or advanced?
- What kind of English is being focused on, for example, English for academic purposes, business English, and so on?
- How interesting are the materials, and how well are they presented? Is there a range of activity types and is enough variety provided?
- What skills and language areas are focused on — reading, writing, listening, pronunciation, vocabulary or grammar?
- Is it clear to the learners what the aim of individual activities is?
- How much authentic audio/visual content is there [material], and how suitable is this for your learners?
- How is feedback [teacher's evaluation] on activities given to the learners?
- What additional resources are provided [other than video] for example a dictionary or glossary, grammar paradigms and explanations?
- Are non-linguistic areas, such as intercultural communication skills, learner training or differences in learning styles, addressed in some way?
- Some tasks require an individually work by the students while others acquire them to workcollaboratively. Group learning yields a number of benefits to EFL students:

empower their efforts to gain full access to an English-speaking academic environment.

- Students can be impressed when the teacher stops the video at certain moment (at the limited time of each sequence). In order to prevent this from the happening, first, the teacher should mention the limited time of each segment on the handouts of each tasks. Secondly, s/he has to tell them that they are going to watch limited sequences only and not the entire. Finally, s/he must tell them what the reason is behind. For example, he introduces that they are going to watch only sequences in order to save time consuming, to save them from being bored, and to give them the chance to watch each sequence more than once.
- While students are watching, teacher writes some main vocabulary, some important saying, and some sentences.
- Teacher tries to mention an exercise while students perform conversation. For instance, he asks them to fill in blanks of a dialogue and then ask group of students to rehearse it on classroom stage in front of other students. This can develop what Maslow's theory calls '*self-confidence*'. This is what Wilson (2008) labels '*socio affective strategies*'.
- Teacher tries to integrate most of learners' styles of learning [auditory, Visual, tactile, kin aesthetic] in his/her classroom to achieve better results and skillful class.
- Finally, assessment, or what is called "situation of integration", is required for teachers to evaluate lesson objectives, students' knowledge, their skills, and their attitude.

2.4. Video Project

2.4.1 Adopting Authentic Videos for English Language Teaching

Harmer (2007, p.308) suggests:

"Because students are used to watching film at home -any may therefore associate it with relaxation - we need to be sure to provide them with good viewing and listening tasks so that they give their full attention to what they are hearing and seeing.",

i.e., in order to set goals, accomplish students learning skills in particular objectives and make them focus on what to look for, techniques are likely to be implemented and activities should be proposed (create funny and educational environment).

2.4.1.1 Techniques

Video is not an excuse for television watching. For best implementation of videos in foreign language teaching, several techniques are espoused by researchers in this field. Harmer (2007) and Wilson are among them. EFL teachers can use them. Besides, s/he can develop other techniques for best management.

Video with sound off:

Teacher let students watch video sequence without sound. S/he discusses the general idea and tries to predict what the characters are saying through the actions, gestures, and pictorial background. S/he can ask them to write the dialogue. Once they finish, the teacher rewinds the scene and plays it again with sound on. After that, they compare their work with the scene.

Play video with sound on but without picture:

Teacher plays the sound without letting the students watch. Then, they endeavor to articulate what is going on, what the characters are, how they look like, where they are, besides, they might write down bound of items they look forward to observe on the screen. After that, they watch the video with picture and sound on. Now, they can discuss whether they were wrong or right.

Pause and predict

It is also called Freeze Frame. While watching, the teacher presses on pause button at certain position. In this process, students are required to say what is going on and what is going to happen next.

'Screen' half and 'wait half:

Class is divided into two groups. Group 'a' is exposed to watch the scene without sound. Group 'b' does not watch. Each student who watches describes everything to his/her non-viewing partner. Then, the later relates everything s/he comprehended with their followers. After that the whole class watches the scene.

Write on:

After students are acknowledged that they comprehend the scene very well, the teacher stops the video. Now, students guess the ending and write it down. They discuss together and then they watch the next scene.

2.4.1.2 Tasks

While students are watching, they draw systematic collection and recording of data. In order to evaluate this, teacher assesses students learning skills, attitude, learning response, motivation and achievement through instructional-based classroom tasks. The activities are demonstrated

in any written or oral forms that the student response to.

Herman, Aschbacher, and Winters (1992)¹ suggest: "...assessment requires students to accomplish complex and significant tasks while bringing to bear prior knowledge, recent learning, and relevant to solve realistic or authentic problems."

2.4.1.2.1 Pre-Viewing Task:

- Lasts up from 5 to 8 minutes
- Introduces the language
- Focuses students' attention on particular tasks, aims
- Encourages students to participate
- Decreases their fear of unfamiliar vocabulary
- Tries them to indicate general idea, or rather a title, about the following topic.
Otherwise, teacher can write the title of the video on the board and try to discuss it as a warming up.
- Makes bound of important vocabulary clear to familiarize learners with video content

N.B:

- This task can involve watching the first sequence, or part of it, with sound off.
- Work-sheet of questions of during-viewing task should be read by students before viewing

2.4.1.2.2 During-Viewing Task:

- The first important part of this task is that students have to take notes (use mnemonics). This can yield helps for them to answer the following questions of the second part.
- The second part is guiding note-taking. It has two main aims: help comprehension;

¹ Mentioned in O'Malley and Pierce (1996, p.4)

aid gathering information for post-viewing activity (situation of integration task).

- It lets students analyze and interpret both language and content.
- Promotes linguistic skills and knowledge construction.

2.4.1.2.3 Post-Viewing Task:

- Gives the teacher the opportunity to evaluate what the students already know, and what they acquire as new items
- With this activity, learners write sentences, paragraphs, etc., using information they have already gathered.
- They can also discuss the input, challenge, and suggest their own prior knowledge, Compare it

2.4.2 Samples of Using Video in Tertiary classrooms

Fascinatingly, videos are possible to be incorporated into different aspects of language teaching as long as this material takes account of contextualized language models, choices are multiple to learn through. The following passage provides some preferences of sample tasks that can be use by EFL teachers.

2.4.2.1 Definition Match

Objective

- Recognize key words and relate them to the context
- Learn main vocabularies and have their meaning bounded in mind

Steps

- Select a narrative passage or narrate a summary of the sequence that they have already watched
- Underline the main vocabulary words
- Rewrite the highlighted words beneath the passage

- Have two or three definitions for each word
- Have one the learners read the passage for the others
- According to what they have understood from the segment, they choose one of the proposed definitions which go with the contextual meaning of each highlighted Word.

Example Movie: NEW POLICE STORY

A gang of heartless thieves and self-styled urban terrorists, headed by Joe, robs a bank and purposely sets off the alarm. They publicly challenge the police to stop them. Senior Inspector, Jackie, leads his men to mount an attack on the gang. He assumes that he will apprehend them within three hours. Nevertheless, ail his eight men are lied in wait and every member is viciously killed. Chan is the lone survivor, but his shame pilots him down the road of depression.

GANG:

- 1- A group of workers or prisoners who work together**
- 2- A group of criminals who work together**
- 3- A group of friends**

SENIOR:

- 1- Someone who is old
- 2- Someone who is high or higher in rank
- 3- A high rank in police service

TO MOUNT:

- 1- to organize and begin an activity or event
- 2- To place someone to guard

3- To gradually increase, rise or get bigger

TO APPREHEND:

1- To understand something

2- To catch and arrest someone who has not obeyed law

2.4.2.2 Oral Summary

Objective

- Develop imagination skill
- Develop Dictation skill
- Widen oral comprehension ability
- Learn tenses in order to narrate events

Steps

- This task needs two equipped classrooms
- Divide the class into two groups:
 - Group 'a':** watch with sound off
 - Group 'b':** listen without picture
- Select a video sequence that is full of actions and Visual aids
- Give them a list of target vocabulary words
- Let group 'a' watch with sound off in one of the classrooms
- Let group 'b' listen only in the other classroom
- Have group 'a' describe what they have seen using as much vocabulary as possible from the list they were given
- Ask group 'b' sum what they have already listened to

- Let both groups watch and listen to video segment

Objective

- Develop the skill of reconstructing texts with correct grammar and contentpooling their information and discussing the best options
- Develop comprehension, note-taking and communication skills
- Recognize key words
- Learn more meaning and definitions

Steps

- Write a narrative summary to the choose video scene and provide them with a list of vocabulary
- Have the students watch the video segment with sound off (twice)
- Narrate the summary twice
- From the given list of vocabulary; the watched sequence, and the teacher's narrative summary, have the students create their own version
- Let them compare their work and share it with each other
- Let them watch the segment with sound on
- Discuss and compare the students' work with the video
- Discuss the purpose and language features of the text

Example

Movie: **NOT WITHOUT MY DAUGHTER**

Following her husband's will, Betty has comes to the **Middle East** with her daughter for a visit to his family. But soon the horrible **truth** about her **vacation** comes to surface. Her husband does not intend to return his family back to **America**. She may return, he says, but

their daughter must stay. And he has centuries of local customs and the oppressive might be of a police State behind him. As a stranger in a foreign land, Betty has no money, no friends and no rights. But she has an unbeatable spirit. -Middle East

-Truth

-Vacation

-America

-Custom

-Oppressive

-Stranger

-Foreign

-Unbeatable

-Spirit

2.4.2.3 Writing Project as a Homework

Objective

- Practice skills or concepts they have learned in class
- Increase general understanding of the language
- Encourage learners to acquire habits of using reference books
- Put language to use in realistic contexts
- Learn responsibility

Steps

- Present video-based lesson with questions and tasks
- Ask them to write a summary, imagine another end to the story or give them an expression mentioned in the video or a saying and then write about they have watched

- Explain the purpose both of homework in general and of individual relevant, interesting and varied tasks
- Manage students to work collaboratively in association with teacher's observation and monitor
- Encourage students to contribute their ideas
- The Project is checked during the next session

Example

Movie: FREEDOMLAND

When Brenda Martin claims her car was stolen with her son, the alarming charge sparks an intense investigation. It is led by Detective Lorenzo Council. The frenzy to find her son escalates into an explosive nightmare of suspicions and accusation. The search for the truth leads to riveting action, disturbing revelations, and a shocking end.

It was said: "The truth is hiding where no one dares to look"

Based on what you have viewed and understood, discuss this saying

2.4.2.4 Crosswords

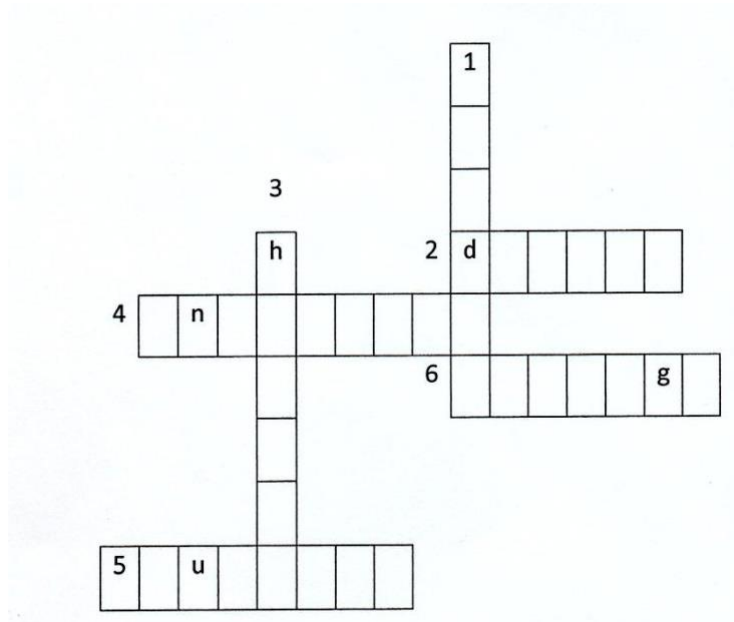
Objective

- Acquire new vocabulary or terminology
- Involve several useful skills including vocabulary, reasoning, and spelling
- Make differentiations between similar words or phrases
- Motivate students to learn vocabulary through new technique

Example

Cartoon: LION AND THE KING

Fill-in the following crosswords



1. The line that divides something from another: frontier
2.off: hunted down
3. An extremely strong feeling of fear and shock
4. Person who has no knowledge of the unpleasant and evil things in life
5. Certainly
6. Punishment done to someone for harm he has done to someone else

Conclusion:

Authenticity-based Video is a wide source material. It recommends steps in order to encompass well-managed foreign language classes. Getting all students involved to work together is a crucial task that first falls upon the teacher's shoulder. Imperative elements are considered. First, teacher familiarizes him/herself with the material before the day of presentation. Secondly, s/he motivates the learners before introducing the material through a discussion while s/he tries to relate their experience about the following topic with the content of the material.

Thirdly, presentation of the material is accompanied with a discussion about its context and the function of the language. They discuss the background of the material, characters and their role in the context, setting, topic, themes, language usage, etc. Fourthly, s/he asks questions of comprehension for helping students demonstrate their understanding. Fifthly, each sequence should be played more than once.

CHAPTER THREE

Introduction

Because EFL teachers are concerned with good management of authentic material classroom, guidelines are represented, after being experienced by the researcher and tested by a first year English teacher at the Department of English -University of Ghardaia, Then, an experimental text of using authentic video entitled *Lion and the King* to teach vocabulary related to wilderness along with themes and morals. The objectives are further than to teach them how to converse about wilderness. Themes of this story vary.

3.1 Experimental text on the use of an authentic Video-Based Classroom, LION AND THE KING², at the Department of English, University of Ghardaia

3.1.1 Plan of the Lesson

The following table includes a detailed outline about the lesson where a cartoon video sequence of about fifteen minutes is used as an instrument to teach

Plan of the lesson

Framework

Level: **First** Year English Students

Title: Lion and the King 2

Time: 1 hour and 30mn

Lesson: Listening Comprehension

Chosen sequences: all = 15mn

Time: 1 hour and 30mn

Skills Development	Macro Skills	Language Development
<p>1. Cognitive Processing skills:</p> <ul style="list-style-type: none"> - Recognition of a summary to the main idea - Listening to examine prior knowledge - Listening for details - Recognition of changes on language (conversation between characters) - Recognition of register (degree of formality) - Recognition of themes - Reading: tasks, - Writing: taken notes, tasks... - Identification of similarities and differences in the behavior of animals in their natural environment from direct observation and from printed resources <p>2. How-to-learn skills:</p> <ul style="list-style-type: none"> - Taking note - Doing tasks - Performing conversation 	<ul style="list-style-type: none"> - Listening - Speaking 	<p>1. Functions:</p> <ul style="list-style-type: none"> - Analyzing characters - Comparing prior knowledge with new one - Comparing and contrasting each other's knowledge and Works - Discussing input - Giving advice and instruction <p>2. Grammar:</p> <ul style="list-style-type: none"> - Past tense to narrate past actions <p>3. Lexis:</p> <ul style="list-style-type: none"> - Learning vocabulary related to wilderness, friendship, way of dealing with others, warning, instructing <p>4. Syntax:</p> <ul style="list-style-type: none"> - Would you tell me about? . ? <ul style="list-style-type: none"> - It is better to... - You are supposed to.... - If - Questions

<p>3. Communication skills: Communication between students and characters of the story</p>		
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Socio-cultural Aspects	Resources	Assessment
<p>1. Socio-cultural relationships and roles:</p> <ul style="list-style-type: none"> - Students to characters relationships - Students to teacher relationship - Role of materials' characters - Role of teacher - Student to students relationship - Interrelationship between animals, plants, environmental conditions (weather...) <p>2. Socio-cultural data:</p> <ul style="list-style-type: none"> - Role of characters' culture when dealing with each other - Different role of students' relationship - Themes: friendship, power, how other people think about wealth - How parents deal with their children <ul style="list-style-type: none"> - Role of environment to help students predict characters' behavior, mood... 	<ul style="list-style-type: none"> - DVD reader apparatus - DVD container - Data-show machine - Speaker - Handouts of tasks - Picture of some animals 	<p>1. Pre-viewing tasks: warming up</p> <ul style="list-style-type: none"> - Stimulate learners imagination - Guess general idea - Spark their interest and help their comprehension <p>- Set out bound of vocabulary to lessen fear of unfamiliar meaning</p> <ul style="list-style-type: none"> - Allow predicting answers - introduce vocabulary related to wilderness <p>N.B: mistakes are not corrected</p> <p>2. During-viewing tasks:</p> <ul style="list-style-type: none"> - Compare what has already happened before viewing - Relate students' previous vocabulary and knowledge to the scene - Analyze characters personality - Build language - Check their prior prediction that the video speaks about animals or it also deals with further aims

		<p>3. Post-viewing tasks: situation of integration</p> <ul style="list-style-type: none"> - Evaluate students' understanding to the input - Make students create output - Allow them check their answers - Use the new vocabulary - Perform authentic conversations
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Exercises	Procedures	General Objectives
<ul style="list-style-type: none"> - Arrangement of letters to form meaningful words - Answer direct questions relating to the picture - True/false questions - MQs questions - Fill in blanks of a dialogue - Perform it on classroom stage - Write a summary/other end to the story - Sort out major themes 	<ul style="list-style-type: none"> - Test students' ability to understand spoken English that is typical of interactions - Test their ability to understand pragmatic contextualized meaning (non-verbal information) - Teach them to take notes - Organize the information into major and minor points - Help them learn target vocabulary related to wilderness, friendship, simple political vocabulary, judgment - Give them handouts of tasks before starting - Let them read questions before viewing - Write some of them on the board 	<p>By the end of the lesson, students will be able to demonstrate their listening and understanding by:</p> <ul style="list-style-type: none"> - Consolidating previous vocabulary and acquire new ones - Identifying form and content (general ideas and detailed information) - Writing dialogues and performing them by integrating what has been learnt so far

Table 1: Lesson Plan

3.1.2 The Lesson Procedures

The researcher has chosen to present a video-based lecture to first year English students under the supervision of a teacher of Literature. This lesson is delivered to first year English students as a vehicle for a contextualized teaching of English vocabulary.

The following passage is the summary of the story the video, LION AND THE KING2.

3.1.2.1 Background of the video Film "LION AND THE KING2"

In the jungle everything was as usual. The Old Lion was a good and wise king, and the animals followed his advice. Only his little son, Robin did not always listen to him. He stumbled on that the treasure that the Black Panther had hidden, before the other animals hunted him down.

The Old Lion prohibited his son from searching for the treasure, expressing concern about his life. He warned him because he thought that it could bring unhappiness. But Keno, well-known as Meo-Meo, the son of the Black Panther, planned to get the treasure first. He sneaked into the lions' area, to find its hidden place. The inevitable came about. The two little sons bragged about their wealthy search. They, from the first beginning, attempted to be friends. Their relationship would influence their fathers' one.

They started as enemies, and ended up as the best of friends in this story.

3.1.2.2 Steps

Step One

Handouts of tasks are given to the students before starting.

Objectives

- Set what is wanted from them to do clear right from the beginning
- Lessen time consumption

- Give them the opportunity to read tasks before they watch
- Help them in the understanding of the material

Step Two

Before letting them watch, a kind of five-minute-activity is done to warm the students up to the viewing. First, they order three most common vocabulary words that the story is based on. Secondly, two pictures are hanged as Realia to demonstrate their comprehension towards the general idea. The first picture takes account of some animals that are presented as secondary characters. The second picture— consists of a box of treasure that is associated between a lion and a black panther— helps them guess what the story is going on about.

The teacher spells some inference questions. Then, they now can indicate the title of the story, the role character, and its personality. In this task, they are not supposed to indicate right answers.

Objectives

- Introduce them to the topic
- Widen their motivation

Step Three

After they finish the warming-up task, guidelines are introduced for better results of viewing. First, the teacher asks one of the students to read the task. Secondly, s/he asks another student to set the activity's instruction clear. S/he informs them that note taking is possible and achievable in order to help them come back with their questions.

Objectives

- Help them collect data to answer the questions, do the activities and debate
- Help the teacher to know whether they comprehend the tasks

Step Four

The teacher let them watch the first sequence for the first time. While watching, the teacher writes some target vocabulary on the board [e.g., revenge, treasure, border, driven off. Innocent, watchers]. At that moment, s/he opens a debate to, first, define the written words and, secondly, answer some queries asked by the teacher. For instance, what were the two narrators reciting? How did the Old Lion look like? Who was Robin? What was the story of the first sequence about? What kind of relationship was between the Old Lion and his son Robin, and his subject?

Objectives

- Help them understand the topic
- Widen their attention
- Make them speak and work collaboratively

Step Five

The teacher follows the steps of the previous sequence with the rest. Questions of the second sequence are likely to be: what do you think about the query that caused the resist? Did the two sons confirm their forefathers' struggle?

Step Six

Concerning the third task, students are asked to fill in the blanks of the dialogue, using the prior knowledge they have learnt. Then, this dialogue is read by the teacher showing the right intonation, stress, length. If this dialogue is mentioned in the video, it would be better to let them listen and watch the characters' physical action. Finally, the teacher solicits them to perform it on the stage in front of their classmates. This operation can deduce shyness to speak and perform openly.

Objectives

- Use the learnt vocabulary
- Lower their fear to speak
- Encourage their communication

Step Seven

In task four, the class is divided into two groups. Group 'V' imagines another end to the story with their pairs and writes a paragraph. Group 'V' deduces a summary to the story. Imagination is allowed. Then, this task is recounted orally where all the students share their work with the teacher. Based on their discussion, the teacher writes out a paragraph where students' words are shared.

Objectives

- Increase general understanding of the language
- Put language to use in realistic contexts
- Learn the skill of working collaboratively and communicating

Step Eight

The students can be asked to work on the last task as homework to be checked and corrected during the next session.

Objectives

- Practice the knowledge they have learned in class

3.2 Analysis of the Lessons

The student researches survey included two groups of first year English students. It was meant to investigate whether video-based classroom is used for entertaining students only or for teaching them. The first group was taught by the student researcher [lacked the

experience and methodology of teaching]. The second group was taught by a first year English teacher of Literature.

This appraisal presented to the learners a lesson to teach them vocabulary and how they could interact in a specific context. They discussed about enemies though its themes are more than just conversing about animals. It had the propensity of answering bound of queries. They are: how was the students' first impression towards the lesson (specially the video and the authentic language) at the beginning of the session? How did the teacher start it? What was the impact of the language used in the material? Was it difficult for them? What did the teacher do in this situation? Were they entertained while watching? Were the students demotivated when they did not understand the spoken language? What extent did paralinguistic information and Visual aids help them comprehend the story? What extent did the tasks help them understand?

The first group lesson consisted of two sessions. Both of the groups would receive the same lesson procedures. Beyond that, the students optionally attended the researcher's session. Nevertheless, the second group was obliged by the teacher to attend. The knowledge and linguistic achievement of both groups are deduced. We observed a considerable superiority in the group who were taught by the teacher. The first observation that came to mind was that the first group members were careless about the session. Some were paying attention; some were playing with their mobiles, and others were getting in and out without any permission. Causes fluctuate. The one who taught the first group was less-skilled, especially to manage students, time and procedures in spite of well-prior preparation.

During the same session, the researcher asked for the help of a professional and to be the observer. The supervisor detected that the warming-up was just a kind of task to refresh the students rather than to take much time to do it. This task would be changed from watching

the entire video in fast-forward technique with Sound off to a task including Realia in order to address their imagination.

Blanks of time allocated each time when searching for the following sequence. This caused waste of time where the researcher was advised to do something while searching. To prevent this from the happening, it is better to the user to have the required sequences recorded on another material. Otherwise, s/he asks for the help of another person to do the task of searching for the sequences instead. The later was implemented by the *teacher*.

Students could not understand the context from the first viewing. The first session with the first group was, to certain extent, unaccepted because of chorus answers and bad management. The students were afraid to ask questions. Once one of them asked, and they tested the waters, they started asking questions and having debate on them. Here, degree of being worried and afraid of the new monitor and the new material comes to mind. Once one of them started as a volunteer, others followed.

The language of the material, according to the observer, was de-motivating since the characters spoke quickly. But, this is authentic language. It is to the teacher to simplify the understanding. During the *teacher's* session, students, first, had seemed to be concerned about the language. However, they started to overwhelm the difficulty of the spoken language. He attempted to encourage their speaking from the first moment of their meeting. Once students grasped the theme and understood the situation of the cartoon, they started producing and creating new ideas that rounded around the topic. One of the students proposed a theme: "If you want to create peace, do not talk to your friend, talk to your enemy". On the other hand, a weak point was that the manager of the first group, first of all, presented the students with the material and the language in the haphazard and unmanageable way.

What was the students' impression when they, first, entered the classroom and

found all the materials? It was something new and challenging for them. It was felt from their behavior and their questions. So they were motivated to a certain extent to discover what was about to happen. Because using a video was something new for them, they listened to native speakers; they watched, and then they tried to understand from both of the processes. The researcher interviewed the teacher who presented the lesson for the second group. He said: "So I think it is good for them. If I am asked to choose to teach with video or not, I will choose teaching with video but not all the time."

If videos are used from time to time, will students be motivated? Does it mean overwhelming problems? To certain extent, it will. If someone wants to learn a foreign language, or at least pronounces it well, s/he has to adopt the habit of listening to native speakers each time. Teacher also will acquire the skill of dealing with problems s/he may face.

One of the *teacher's* sessions was not completed because of a technical problem. However, this gap was spotted by the teacher where he continued his lesson discussing the pictures and supplementing communication among the learners while the student researcher was repairing the technical problem.

To conclude, the researcher deduces that video used in teaching requires time and plan, and adapt new and appropriate methodology. It is up to the teacher, not to the material, to implement videos as an excuse of learning not watching TV. The fact of having a student-centered teaching necessarily leads to have a student-centered discipline where teacher's authority is dispirited as his skillfulness in planning effective ways drives the learner to be an active element in the authentic video-based teaching process. A well-mannered EFL learner towards classroom elements is suggested. If students are trained to have a certain kind of responsibility over their learning, participating and sharing, they will automatically build up

another kind of maturity and consciousness that will push them to avoid misbehaviors in class. This is what the student researcher could not make of it an easy task during the session of the first group.

The following table includes general observations by the professional and the peer about the researcher's session and by the student researcher about the *teacher's* session.

The lecture by the researcher		The lecture presented by the teacher
The teacher	The peer	The researcher
<p>1. Time consumption while giving the cut(?) handouts of tasks to all the students</p> <p>2. What for asking one of the students to read the instruction of the task?</p> <p>3. Let them see for the second time</p> <p>4. The question "what have you seen?" is not an adequate question that let them talk about what they have understood</p> <p>5. In the true/false task, why do you ask them to justify when they spell the correct answer = de-motivates them</p> <p>6. Do not encourage answers</p>	<p>1. students were de-motivated and not well-managed: few were paying attention; some were playing with their mobiles; some got in and out without permission; others were sleeping</p> <p>2. The lesson was haphazardly presented</p> <p>3. Students were afraid to ask</p> <p>4. The session was uninteresting at the beginning, but later, the teacher starts to gradually overwhelm the class</p> <p>Rapid speech is used: the spoken language of the material is fast so demotivating</p> <p>However, the boring atmosphere</p>	<p>1. The technical problem was the cause of waste of time</p> <p>2. The vocabulary words written on the board were explained</p> <p>3. The sequences were watched twice, but after each first watch, the teacher explained the key words</p> <p>4. He should ask them to watch and then do the task</p> <p>5. When they finished watching the second sequence, the teacher was wise to spot the chance byre-saying the last sentenceto start the debate</p> <p>6. A question like "what do you think is going to happen?" switched on their</p>

<p>7. Always the same student (who sits in front)</p> <p>8. There is no gradation in making tasks</p> <p>9. Video is video, what the teacher gives is the most important</p> <p>Second sequence is too long, do you expect students to remember</p>	<p>changes when the teacher interferes by asking the</p> <p>However,</p> <p>the boring atmosphere changes when the teacher interferes by asking the students questions and the students gave the right answers. The motivation and enthusiasm come back.</p> <p>6. Boring atmosphere: students are sleeping, writing, and doing whatever they want. The period of solving task two lasted too long.</p> <p>5. Gap of few seconds: students will lose the attention and will start speaking, whispering.</p>	<p>imagination</p> <p>7. After the question "what was going on in this sequence?" was asked, students could not answer. However, other questions were asked to make them start debating.</p> <p>8. When one of the students defined the word 'wise' in Arabic, it was not welcomed. In this case, teacher can ask other students to help the students who could not find the Word in English and form correct sentence about what he said in English. This technique can enhance the skill of correcting and communicating together to form right things.</p>
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Table2. General Observations about the Cartoon Video Lesson

Conclusion

Evidently, the qualitative study showed that foreign tertiary classroom can integrate that material for its wide benefits taking into consideration the compatibility of needs analysis with the applicability of the material. First, Visual aids help the students to understand more than audio materials. Secondly, it is good and motivating when providing foreign learners with foreign cultures to widen their knowledge and awareness. Thirdly, most of teachers who use it voted for the activeness of the students. However, problem is still depicted to their shortage in our institutions.

General Conclusion

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General Conclusion

Many students have had years of textbooks. They are typically much more fascinated to be provided with new techniques, especially to teach them adequate language in communicative and situational environment. It's undoubtedly easy to bring video to classroom. However, the way to make it an excuse to watch to be entertained or an instrument to learn is certainly a difficult task. If we perceive students' behaviors as intentional, we must look for ways to conduct, direct, and nurture their attitude.

To evaluate authenticity-based video use in EFL classes, several principles underlie this feature. First, teacher needs to evaluate what appropriate procedures are to use this material and how the linguistic features are amble to the needs, interests, level, and skills of the students. Secondly, teacher sets goals s/he wants to achieve at the end of the lesson. Thirdly, its content and the instructional management should fit the goals. Fourthly, teacher designs different tasks in order to practice the skills.

Tasks can be linked to different aspects. For instance, there are interactive tasks, interpretative tasks, oral production tasks and written production tasks. These can help them practice speeches, supervise their oral grammar and pronunciation, and organize their speech and their general presentation skills. Finally, assessment is required to evaluate whether the goals are achieved or not.

Videos can be assimilated to be a device for teaching students both for listening comprehension and cultural knowledge. The qualitative portion of them in EFL classes can be successfully combined with further researchers, amble guidelines, sufficient plan and learner-centered setting. However, how to provide this medium in our classrooms is the core

General Conclusion

issue of our tertiary institutions. Such a video-authentic material sort of classes needs equal delivery of Sound, identical view sides, well-quality materials.

Videos can be assimilated to be a device for teaching students both for listening comprehension and cultural knowledge. The qualitative portion of them in EFL classes can be successfully combined with further researchers, ample guidelines, sufficient plan and learner-centered setting. However, how to provide this medium in our classrooms is the core issue of our tertiary institutions. Such a video-authentic material sort of classes needs equal delivery of Sound, identical view sides, well-quality materials.

Evidently, video is costly a practical supply to help in the teaching process. It fills the blanks that the EFL learner does not live in an English speaking country. Organized plan matched with compatible three to four kinds of activities: before-watching exercise (discussion queries); before-watching exercise (vocabulary); while-watching exercise (listening exercise); after-watching activity (discussion questions) can provide a good manageable authentic classroom.

However, studies that serves better video-based tertiary classes is still deposited in action that serves learner' level and needs. An emphasis proposed for further studies can be subsequent, such as: how can EFL teacher approach an analysis of the identity and the culture of English native speakers through different authentic material-based videos in a foreign environment? How can this teacher introduce them in multiple intelligences' classroom? How can s/he overwhelm problems s/he faces for the first time?

APPENDIXES

Appendix One

1. Pre-viewing task: (warm up) 5mn

Task 1:

(Orally.4mn)

1. Order the following to have meaningful words

E-R-E-G-N-E-V _____ →

I-L-N-O _____ →

U-L-N-G-E-J _____ →

2. Name animals you know (shown in the picture)

3. Indicate the title of the story:

Circle the right answer:

- a. Ice Age2
- b. Lion and the King2
- c. Samba

4. What is the main character? How does he look like?

11. During-viewing task: (purpose)

1ST sequence: (00:20-02:50)

Task 1: Indicate whether each of the following is true or false

:(written.5mn)

Put a tick (V) against each phrase or sentence

	True	False
1. The Black Panther gained power by the consent of all the animals		
2. Ancient clash between the Black Panther and the Old Lion		
3. The Old Lion said: "Look at that! My son is hunting our animals. This is the behavior of a future king."		
4. The Black Panther had hidden the diamonds before the other animals hunted him down.		
5. The Black Panther was afraid that the Old Lion and his subjects would take revenge on him.		
6. The Old Lion was wise enough that he looked after his innocent subjects		
7. The king's area was watched by the elephants.		

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2nd sequence: (11:08-18:00)

Task 2: Answer the following questions 4mn
(written)

Circle (O) the right answer

- 1- The two sons; Robin and Keno, tried to:
 - a) Seek the treasure
 - b) Change the fact that panthers and lions are enemies
 - c) Look for the wealthy search and challenge their ancient conflict
- 2- How was the relationship between Keno and his father, the Black Panther?
 - a) Unsympathetic
 - b) Understandable
- 3- What are the major themes learnt from this simple story?

Circle four (4) answers

- a) Whatever young person is able, s/he should listen to elders' advise
- b) The powerful wins
- c) Unity is success
- d) Friendship
- e) Power is wisdom
- f) Harshness

3rd sequence: (20:30-21:30)

Task3: Complete the dialogue and then try to perform it:

(Written .Performed .10 mn)

The Parrot: What are you doing there?_____something?

Robin: No, we haven't lost anything. But, nevertheless, we wanna find something.

The Little Crocodile: We wanna find the panthers treasure.

APPENDIXES

The Parrot:_____!

Robin: Yeah; the vultures told us that it was hidden in a secret place, and we wanna

The Parrot: Surely, you are not gotta do that. You before you go on a search.

The Parrot (goes to the king):_____.

The Old Lion: The diamonds! Oh, my God! I forgot about them completely. Naturally, he wants to get them back.

The Old Lion (with his son): Stop that, immediately. Do we have to watch you every minute of the day?

Robin: But, weeee

The Old Lion: If the diamonds are in this area, the panther is looking for them, too. So be careful!

And make sure he doesn't meet you. Robin. Come back home immediately.

Robin: Panther's here and panther's there. Because of this crazy panther, Tm not allowed to do

anything. May be he is_____already.

III. Post-viewing task: Situation of integration

4th sequence: (24:45-28:25)

Task4: Answer the following:

(written. Oral .10 mn)

Step: - Divide your class into two groups (A and B)

-Group A: With your pair and in no more than four (4) lines, imagine another end of the story

-Group B: With your pair and in no more than four (4) lines, write a summary to the story

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ملخص

يتطرق هذا البحث في الأساس إلى دراسة دمج وإدراج المواد الاصلية القائمة على مقاطع الفيديو في الفصول الدراسية لتعليم اللغة الانجليزية كلغة اجنبية ثانية في الاطوار الجامعية . تم اتباع منهج البحث النوعي في هذه الدراسة ، وقد إستُمدت بيانات البحث العلمي من دراسات لأساتذة وباحثين في هذا المجال بهدف توفير قاعدة بيانات لصالح اساتذة اللغة الإنجليزية من أجل استعمال مقاطع الفيديو كمواد اصلية داخل فصولهم الدراسية، ولما لا- ادراجها في المناهج التعليمية وتدعيمها من قِبَل هؤلاء الاساتذة.. كما تم التحقيق في اطار التحديات التي يواجهها معلمي ومتعلمي اللغة الإنجليزية.

ترفق مقاطع الفيديو كمواد اصلية بمطبوعات لتمرين وأسئلة فهم من شأنها مساعدة وتوجيه الطالب (المتعلم) اثناء استخدام هذه المواد داخل الفصول الدراسية، بالإضافة إلى اختبار مدى استعداده لاستخلاص الفكرة العامة من البيانات التي تم جمعها. كما تلجأ عملية التعليم بمساعدة المواد الأصلية إلى جمع الادلة عن التدريس خلال فترة زمنية معينة، باستخدام طرق و مبادئ مختلفة من التقييم :

ينطوي المبدأ الأول والأهم على مفهوم " ملائمة " هذه المواد لاحتياجات، واهتمامات، ومهارات المتعلمين وكذا ملائمتها لأغراض التواصل. ويستلزم المبدأ الثاني توسيع معرفتهم للعالم الخارجي عن طريق اطلاعهم عن الاحداث الجارية والايوضاع الراهنة. أما المبدأ الثالث فانه يتيح الفرصة لاستخدام وممارسة اللغة في سياقات مختلفة من اجل تحقيق عملية تواصلية هادفة . في حين ان المبدأ الرابع يستلزم دوافع المتعلمين المتواصلة للتعرف على الاشخاص، الثقافات، وآداب اللغة المستهدفة.

يهدف هذا العمل الى تسليط الضوء على الدلائل النظرية والتطبيقية القائمة حول استخدام مقاطع الفيديو الكرتونية في فصلين دراسيين للغة الاجنبية . كما تم تحليل كيفية استخدام هذه المواد باعتبارها ادوات مساعدة ومسهلة ليس فقط للتعامل مع المَلَكَة أو المهارة اللغوية ولكن لتعليم مهارات التساؤل والتفاوض والترابط وكذا التنبؤ اثناء المشاهدة او الاستماع لكم معتبر من المفردات لمناقشة مواضيع وقيم مختلفة .