

Effectiveness of Authentic Videos in Improving Speaking Skills: An Exploration of Teachers' Perspectives

Lava Noori Ali,

Ishik University, Iraq

Dr. Suleyman Celik,

Ishik University, Iraq

ABSTRACT

This quantitative study was designed to explore English Language Teachers' perception of the effectiveness of using authentic videos in the classroom in terms of improving the speaking skills at the Ishik University preparatory school of English language. It also aimed to indicate associated factors that might influence the effectiveness of authentic videos from the teachers' perspective. An online questionnaire survey including open-ended questions, dealing with attitudes and perceptions of authentic video usage to improve speaking skills from the teacher perspective, was distributed to 43 teachers. 30 of those teachers responded the questionnaire within 15 days in preparatory school of Ishik University located in Erbil, Iraq. The results of this study showed that teachers are satisfied with using authentic video materials during the EFL courses. They also indicated that using authentic videos motivates the students to take part in speaking classes. Moreover, from the teachers' perspectives, authentic videos help students to improve their self-esteem while speaking more than those who are studying traditionally.

Keywords: authenticity, authentic videos, enhancing speaking skill, visual aids.

INTRODUCTION:

'Speaking' has been based on the reflection of sentence-based view of proficiency prevailing in audio-lingual and other drill-based methodologies of the 1970s (Larsen-Freeman & Anderson, 2013). Since then, when the humanism began to have a decisive impact on education, the traditional authoritative teacher-centered instruction gave way to the learner-centered mode of instruction (Dole, Duffy, Roehler, & Pearson, 1991). Grammar translation-based methodologies were left their places to communicative teaching and learning approaches that were established around notions, functions, skills, tasks and other non-grammatical units of organizations (Richard, 2017). The course syllabi and teaching methodologies were shifted from teacher centered to student centered education during the emergence of the communicative language teaching approaches (Berardo, 2006); (Hedge, 2001); (Richard, 2001). Speaking skill was influenced from this paradigm shift as well, and fluency became one of the most prominent goals of speaking skills and it has been developed through the use of information-gap and other real-life communication materials (Senior, 2005), with limited English language proficiency.

University-level EFL courses typically use a variety of speaking tools prepared by the professional commercial printing houses such as Oxford University Press, Cambridge, Pearson, etc. for developing the students' speaking skills in English. As (Young 2000) asserted that the objective of using these tools is often to encourage students to have a heightened motivation with self-esteem towards speaking and ultimately enhance classroom discussions and course engagement. Apart from those specifically designed speaking course books for the classroom usage, authentic materials notably using authentic videos plays a crucial role to develop the students' speaking skills both inside and outside the classroom (Révész, 2009); (Richard, 2001); (Senior, 2005); (Wyatt & Borg, 2011); (Yu, 2010). Many EFL scholars and educators (Harmer, 2007); (Hedge, 2001); (Ismaili, 2013); (Jacobson, Degener, Purcell-Gates &

Victoria, 2003); (Jamil, 2015); (Larsen-Freeman & Anderson, 2013); (Mikre, 2011); (Richard, 2001); (Seedhouse & Almutairi, 2009); (Tavakoli, 2009); (Tian & Macaro, 2012); (Wyatt & Borg, 2011) have claimed that integrating authentic video materials in the learning process both motivates and engages the students to the class.

LITERATURE REVIEW:

Researchers have been exploring new methods and ways for teaching speaking successfully for many years (Achinstein, n.d.); (Chambers Cantrell, David Burns, & Callaway, 2009); (Gleason & Isaacson, 2001); (Sharp, Sinatra, & Reynolds, 1998). One of the effective ways of improving speaking skills is using authentic videos which maintains developing English Language competency, particularly speaking skills, as a result of listening comprehension. (Chung & Huang, 1998); (Efl, 1997); (Fehlman, 1996); (Gilmore, 2007); (Gruba, 1997); (Herron & Hanley, 1992); (Ismaili, 2013); (Schulte, 1991). In the last decade, authenticity has been highlighted as one of the most important paradigms in improving the speaking skills in English Language. According to Littlewood, (1984) during the second language acquisition and foreign language learning, the input should be comprehensible, interesting and relevant but not strictly graded in order not to terrify the learners. Regarding those significant features of language input, using authentic videos is one of the effective ways of developing communication strategies and engaging the low-level students to the speaking classes to improve the oral skills (Rogers & Medley, 1988). Since there is always a learner diversity in the classroom, the students have their own background information, unique interest and different ways of learning. Numerous language teaching methods, techniques and materials should be used to increase the depth of understanding and using the language as well as to keep motivated those different learners (Swaffar & Vlatten, 1997). Since the authentic setting videos provide accents, postures, gestures and street talk of native speakers, the learners can gain dynamics of different information from those authentic videos. Thus Harmer, (2007) and Chung & Huang (1998) revealed that utilizing authentic videos is one the most influential ways in teaching listening and speaking skills in terms of relieving students from the tedium of the traditional teaching. Furthermore, drama, art, music and different types of the real-life activities which were not design for the course gets English learners exposed to the real use of the language and this helps students to get over their weaknesses and limitations of language output in the learning environment (Gilmore, 2007). Additionally, Herron, York, Corrie, & Cole (2006), argued that authentic videos provide opportunities to the learners to hear native speakers in everyday conversational situations which is directly linked to real life speaking input. This pure input is an important way of practicing the real-life linguistics aspects. They also commented that videos are different from the audio cassettes in terms of visual dimensions which decrease the ambiguities present of the native speaker voices. These visual and aural competencies motivate students to practice the language.

Some other researchers (Berardo, 2006); (Chung & Huang, 1998); (Dörnyei, 2001); (Gilmore, 2007); (Rings, 1986); (D. J. Young, 1993) also supported the proposal that authentic video-based instructions can stimulate the learners by providing fun and exciting activities. In his research found out that all the participants claimed that authentic materials bring more fun and interests, and it is more entertaining that attracts the learner's attention and facilitates in their language learning process. To this end, this highly stimuli improves learners listening comprehension and communicative competency that results with using the real-life language fluently in the learning setting (Mahi, 2017). Moreover, authentic videos present the foreign language's culture and traditions which are necessary to use in classrooms to prepare the learners for real life situations (Bacon & Finnemann, 1990); (Gruba, 1997); (Senior, 2005).

In regards to the practice of authentic videos, using information and communication technologies can bring more authenticity to the teaching and learning environment (Mikre, 2011). However, the issue is how to use the authentic video materials rather than finding them. Although the classroom video materials start an impact on teaching and learning, they are still mostly used to demonstrate instead of drilling (Schulte, 1991). The main existing problem among the EFL teaching paradigm is that those materials are considered as supplementary tools for the basic teaching matters. Using these materials in such way does not help teachers to know students' actual needs and goals. According to the theories of language acquisition (Sureshkumar, 2002); (Wardhaugh, n.d.) the learners acquire the language by being exposed to real life spoken language; based on these theories authentic movies are used in classrooms by teachers, such as movies, documentary videos, music videos, etc. to expose the input. These materials have their own significance in EFL classes, because as well as they expose students to real life, they are moving pictures which motivate and encourage

students to use language communicatively and have more language output. Besides, they can serve as a language model in classes, especially when the teacher is not a native speaker (Mahi, 2017). Furthermore, it provides “body language” which is an important aspect of learning a language; students can understand more by seeing gestures, facial expressions, etc. (Souhila, 2017)

Ismaili (2013), in order to analyze the effects of using movies in EFL classrooms and to see if it can be a bridge between learning skills and language objectives, conducted a study at South East European University (SEEU). In the final analysis of the study, teachers declared that students are more active participants in movie activities, it enhances interaction among students, it improves their communicative competence and it provides them more opportunity to use the language in their real lives. On the other hand, students’ perspectives were taken too. They submitted that it is a new and pleasant experience, they enjoy activities and they are more reinforced to see and hear real life situations. Additionally, it provides them relaxed atmosphere for using the language. (Ismaili, 2013) claimed that students acquire and use new words while watching videos, because it becomes easier to express themselves as they repeat the words often and it helps students to develop critical thinking. Students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials. Therefore, they could employ their autonomy in language learning. (Bajrami & Ismaili, 2016).

Additionally, in another study which was conducted by (Mekheimer 2011) in English department college of Language and Translation, King Khalid University, Abha KSA, asserted that there is significant differences between two groups (experimental group: received the lessons accompanied with videos; control group: no videos were given to the students) in favor of experimental group by ($P=0.01$), students getting videos as supplementary activities in classes get more scores in tests or achievement exams. (Al Azri & Al-Rashdi 2014) yielded that authenticity is very significant, because it prepares the learners for the real-world situations in terms of using the target language. On the other hand, using less material with the learners may lead to less practice in the real world. Since the teacher is the facilitator in the classroom, adjusting the usage of these authentic materials are teachers’ responsibilities. The way to achieve the successful and effective results of teaching language, especially listening and speaking through video is that the teachers and learners should perform their tasks perfectly (Bildebayeva, 2018). That is, teachers should reinforce learners to be active while watching videos by leading them to use the supplementary materials s/he prepared for them. Similarly, the learners should be more motivated to learn through videos.

Utilizing authentic videos can be more successful on condition that the right material should be given at the right time. According to (Berardo 2006), the authentic materials should be chosen based on the students background information and their level as well as they should be appropriate for their needs. Besides, (Bacon & Finnemann 1990) indicated the authentic materials should be culturally relevant to the students’ experiences. The language of the conversations, the structural and local difficulty of the speeches in the authentic videos should reinforce the students learning competency.

This study was basically grounded in the Krashen’s Theory of Second Language Acquisition (Krashen, 1981) which is consisted of five main hypotheses (a) the acquisition learning hypothesis (b) the monitor hypothesis (c) the natural order hypothesis (d) the input hypothesis and (e) the effective filter hypothesis. The acquisition learning distinction is the most fundamental of all the hypotheses in Krashen’s theory and the most widely known among linguists and language practitioners. According to (Krashen 1982), there are two independent systems of second language performance; the acquired system and the learned system. The acquired system or acquisition is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language natural communication in which speakers concentrate not in the form of their utterances. In other words, not on their grammar or pronunciation but on the communicative act itself which means the learned system or learning is the product of formal instruction and it comprises a conscious process which results in conscious knowledge about the language. While acquiring the language, there is no need to grammar rules, and native language. Mostly, the theory depends on conversations without any pressure to speak the language.

With the use of the authentic materials, it will be possible for the teachers in the classroom to extend the motivational and classroom management factors which provide better understanding and more engagement to the class hours at the university level students. Accordingly, the present study has been designed to explain the authentic video usage opportunities in a Language preparatory school as a case study. Specific purpose of this study is to explore the Ishik University EFL teachers’ attitudes and beliefs on the merits of using authentic videos for enhancing speaking skills. Specific research questions are:

What are the teachers’ attitudes toward using authentic videos in EFL classes to improve speaking skills?
Do the teachers prefer to use authentic videos?

So far, there hasn't any research been conducted in Kurdistan Region of Iraq regarding the authentic materials usage in EFL classes and there has been no 'best practice' to promote authentic video usage in early adulthood at university level. Therefore, the researcher couldn't find useful guidance and there it seems that in order to identify effective methods of using videos in speaking classes for this population, there is a need to beyond examination and better understanding of authentic materials usage at university level.

METHOD:

Participants and Procedures:

Data in this study was collected in the Language Preparatory School of Ishik University in Iraqi Kurdistan Region during the Academic Year of 2017-2018. The medium of instruction at the University is English, thus students, who do not have at least B1 level of English based on the CEFR to study in their departments, should study English Language to reach required level at the Language Preparatory School. The Language education at the prep school is based on the 'Level' system. Since the students should reach at least B1 level, they are grouped according to their English level either A0, A1 or A2 levels. Every 3 months, a standardized test (Oxford online test) is administered and students are classified based on their exam results. This process continues until the students reach the required level of English Language. Learners, who cannot reach the desired level, generally leave the university. The school prepares its own curriculum and chooses the materials according to students' needs. English Language education period lasts including the summer school 28 weeks 26 hours per week for Course book, reading, writing, and communication skills (Listening and Speaking) are taught at the school.

For the aim of finding whether using authentic videos are effective in teaching speaking skill of second language learners, based on the survey method, a total of 43 questionnaires were distributed to the EFL teachers who were teaching course book and communication skills. Of those 43 teachers 70% EFL teachers and senior teachers enrolled in this survey (n=30). Fortunately, all the respondents filled the data correctly and none of them were excluded during the data analysis. The sample of this study consisted of 18 female (%60) and 12 male (%40) EFL teachers. The majority of the respondents were in their fifth or sixth years of teaching, which means not very experienced. The respondents were predominantly foreign teachers with 23.3 percent Kurdish nationality, 46.6 were Turkish and 29.9 percent were Arab. The average age of female teachers was 33.2 and the male teachers was 36.5. Those participants often take parts in the teacher training programs organized by the school administrations or in online training programs. Thus, the participants are always improving themselves in terms of Language teaching. Besides, % 88.9 (n=27) of the participants had only bachelor degree, yet % 11.1 (n=3) had Master degree at the school.

Initially, to find out the impact of authentic videos, out of 43, 30 EFL teachers were chosen randomly as the participants. Next, an online survey was formed through the use of Google forms https://docs.google.com/forms/d/17E37UXi1aYpMe_e-FEizeLbLYqiapkYk7baKbaBjD1w/edit Three to four minutes were enough to answer all the questions of the survey. The survey included both demographic questions and questions related to their speaking skill teaching. The demographic questions contained their age, (answers were ranging from 24 to 40 years old), their gender 60 percent (n=18) were females and the remaining 40 percent (n=12) were males), and their educational degree (88.9 percent n=27 of the EFL teachers were having Bachelor degree while 11.1 percent n=3 of them were having Master degree). Then the years of their teaching service was asked, their teaching years were from 2 years to 14 years. Three questions of the survey were personal information questions, which the answers are shown; the remaining questions were related to the impact of using authentic videos inside the classrooms in teaching speaking skill.

Instrument:

A mixed-method research design (qualitative and quantitative research design) was used to find the effectiveness of authentic videos in teaching speaking skill as well as, to collect data for the current study as it was used to describe attitudes, beliefs, opinions and other types of information; an online survey containing sixteen questions with a five-point Likert scale (including both demographical and content related questions) was delivered to the EFL teachers via email. The five-point Likert scale measures ranged from strongly disagree (1), disagree (2), not sure (3), agree (4), strongly agree (5). All the items in the questionnaire were prepared by the researchers based on the effectiveness of using authentic materials in the classroom. The Self- designed survey was used to collect quantitative data whereas the open-ended questions were targeted to collect qualitative data such as what do they think and feel about using those

authentic materials and how they affect their students' speaking ability from the participants. In the end, the SPSS 23.0 program was used to analyze the descriptive quantitative data, get the mean, median, and standard deviation along with the tables of each question responses. On the other hand, the data from the focus group discussions were transcribed with the help of the co-author of the research study.

Results:

The following results emerged from the descriptive statistics calculation from the Likert type scale responses and focus group discussions

Table 1: Age of Participants

Item	Response	Frequency	Percent
How old are you?	24-26	9	30
	27-30	6	20
	31-34	9	30
	35-40	6	20

(Mean = 30.50, Median = 31.00, SD = 5.255)

The sample teachers were aging from 24 years old to 40 years old. Their age are perfect for our research purpose since they are not old, they are aware of the new technological ways and methods of teaching and can use them effectively in the classrooms. They are capable of creating materials that make learning process easier for students and bring diversity to the classroom if they have confident to do so. Moreover, the average age of the %60 of the female participants was 33.2 and of male participant was 36.5.

Table 2: Experiences

Item	Response	Frequency	Percent
How long have you been teaching?	2-4	9	30
	5-7	12	40
	8-10	6	20
	11-14	3	10

(Mean = 6.30, Median = 5.5, SD = 3.561)

One of the major factors of being an effective teacher is experience. Their experiences in teaching was asked to the EFL teachers and found that 3 of them were the least experienced ones who have been teaching just for two years. 3 of those EFL teachers have been teaching for fourteen years and were very experienced. Those experienced teachers were the leading group and were running the in-service training courses as well. They were a bit traditional and got used to use their own ways of teaching. But still they were open-minded for the new developments of teaching and learning process. It can be inferred that the teachers were experienced enough, and their responses regarding the teaching of speaking skills can be considered as valid and accurate in the survey. Also, in the interview, their responses led the researchers to announce and advocate the use of authentic materials in the classes.

Table 3: Course Distribution

Item	Response	Frequency	Percent
What skills do you teach?	Reading	5	17
	Writing	5	17
	Listening	4	13
	Speaking	4	13
	Main Course	12	40

(Mean = 4.00, median = 5.00, SD = 1.491)

The results show that the majority of the participant %40 (n= 12) is teaching Main Course, which includes all the language skills. Since the course hours (10 hours per week) are really much in per week, many of the teachers are to teach English Language in Main Course classes. The hours of other skills relatively less than the Main Course hours, less teachers are distributed to teaching those skills. There are always different variances in distributing the courses such as one can teach both Main Course and reading skills, and reading and writing skills together. While distributing the courses, course workloads are usually taken into considerations.

Table 4: Frequency of authentic material usage in the class

Item	Response	Frequency	Percent
How often do you use authentic videos?	Always	5	17
	Often	3	10
	Sometimes	12	40
	Rarely	4	13
	Never	6	20

(Mean = 2.00, median = 1.50, SD = 1.247)

So many of the participants %80 (n=24) claimed that they have been using authentic materials for improving the student’s speaking ability while %20 (n=4) stated that they have not been using it in their classrooms, (Mean = 1.20, median = 1.00, SD = 0.422). Authentic videos bring diversity, make a more relaxed environment in the classrooms and make the learners ready to the real-life situations. When teachers only use textbooks, the students are more easily bored and demotivated to learn the language. Furthermore, following the same route and approach every lesson leads the learners to be passive in learning process and reluctant to participate in class activities. As mentioned by (Shrum & Glisan, 1994) “Unfortunately, many language textbooks contain poorly motivated and illogically sequenced texts and dialogues that do not reflect real-world language or situation, although they usually contain multiple examples of grammar being presented.

Table 4 shows that how often do the EFL teachers use the authentic videos in their courses. The majority of the respondents %40 sometimes use the authentic videos and %20 said they never use such kinds of materials during their teaching. (Mean = 2.00, median = 1.50, SD = 1.247). These results show that many of the teachers at the school perceived that using different materials ends with a positive environment and enjoyment of the courses. More focus and time should be given to these kinds of materials in EFL learning if the purpose of learning is communication. But in Iraqi Kurdistan, the education system is still in the process of development. Still, authenticity is not taken into account when developing or designing curriculums.

Table 5: Kinds of Authentic videos

Item	Response	Frequency	Percent
What kind of Videos do you use?	Music	6	20
	Documentary	6	20
	Movie	12	40
	TV commercials	3	10
	Others	3	10

(Mean = 2.70, median = 3.00, SD = 1.252)

For the kind of video that they use in their classes, the teachers at the Preparatory school were asked whether they use music videos, documentary videos, movies, or commercial videos, or they use other types of videos. In answering this question, 20 percent stated that they prefer using music videos, 20 percent were inside of documentary videos, 40 percent favored movie videos on other options, TV commercial videos took 10 percent and the remaining 10 percent of the teachers stated that they use other videos than the given response options. (Souhila F. , 2017) indicates that the most popular authentic audio materials are tapes, radio, songs, authentic printed materials are newspapers, pictures, posters, and authentic visual materials are videos, slides, films, and documentaries. In his research study (Hwang, 2005) stated that many countries that are advanced in foreign language education use ample authentic materials. Asian countries, especially those in the East Asia, are yet to catch on to this awareness. Only when EFL education makes a foray into the dynamism of popular authentic materials will it experience the power of being energized and see the effect of genuine communicative competence.

In this survey study, all the EFL teachers agreed that using authentic videos improve the speaking skills and enhances their speech. “Learners are exposed to real language in nature contexts; authentic materials can expose learners to features of naturally written discourse, higher frequency of linguistic cohesive devices and more colloquial language, and even to features of informal and spoken English language”

(Souhila, 2017), or as Mahi (2017) confirms that real language and cultural awareness are exposed to learners through using authentic materials. Yet, they also confirmed that using videos in the classroom may have some obstacles.

In this research study, the participants emphasized that sometimes using videos in the classroom may cause trouble in terms of classroom management. The teachers should be very careful and always monitor the classroom not to allow students to lose the motivation. Thus, there should be more activity before, during and after the video sessions.

Table 6: The authentic videos help developing skills

Item	Response	Frequency	Percent
The Authentic videos help students to develop their skills.	Strongly agree	24	80
	Agree	3	10
	Not Sure	1	3
	Disagree	0	0
	Strongly Disagree	2	7

(Mean = 1.00, median = 1.00, SD = 0.000)

The authentic video help students develop their speaking ability to master some aspect of language like stress intonation, etc. In replying to this hypothesis 90 percent of the EFL teachers strongly claimed that it does help their students to empower their speaking ability while one staff was not sure about it. It is proclaimed that using visuals can help students to focus their attention on the topic and motivates the students. %77.8 of the respondents think that visual materials help learning process of the students and make them eager to learn. On the other hand, some of the EFL teachers do not agree that visuals can empower the learners speaking skills nor it helps the students' attention and engagement to the classes.

Table 7: Authentic Videos increase the attention

Item	Response	Frequency	Percent
Authentic Videos increase students' attention.	Strongly agree	24	80
	Agree	3	10
	Not Sure	3	10
	Disagree	0	0
	Strongly Disagree	0	0

(Mean= 1.20, median = 1.00, SD = 0.422).

The use of visuals in the language classroom increase students' motivation and participation in the class was the next item in the survey. 90 percent of the sample teachers agreed that using authentic videos in classrooms does attract students' motivation and it makes them take place more in classroom's participation, but on the other hand, 10 percent was not sure with the idea that it may help student's motivation in their classrooms.

Table 8: Authentic videos increase motivation.

Item	Response	Frequency	Percent
Authentic Videos increase students' motivation	Strongly agree	24	80
	Agree	3	10
	Not Sure	3	10
	Disagree	0	0
	Strongly Disagree	0	0

(Mean= 1.20, median = 1.00, SD = 0.422)

Also, the EFL teachers were asked whether they consider videos more effective to practice English rather than the printed materials. 67 percent of the samples were approving textbooks as more effective in language practice and 33 percent were proclaiming that video usage is more effective in practicing the language students learn.

Table 9: Videos versus Printed materials.

Item	Response	Frequency	Percent
Videos or printed materials?	Videos	20	67
	Printed materials.	10	33

(Mean = 1.30, Median = 1.00, SD = .483)

DISCUSSION:

The aim of this research was to see if authentic videos could help students' speaking skill. 30 EFL teachers were chosen as samples in this study, to explore the effectiveness of visual aids and authentic materials usage in terms of improving the speaking skills from teachers' perspectives. Many of those participant teachers have been applying visual aids and authentic materials in teaching speaking skill because they think that audio/visual materials help them to obtain the capacity of speaking English more confidently and freely. The participants declared that utilizing these authentic materials help the learners to realize the real-life conversational situations in the target language. This finding is similar to what Mekhmeir (2011) found in his experimental research that video-based classes are more dynamic and the learners are more energetic, active and enthusiastic, in contrary with the video-less classes

Teachers use different kinds of videos such as music videos, documentary videos, movie videos and TV commercial videos, but the majority of the samples use movie videos in their classrooms. Yet, the sample teachers use these authentic materials as a supplementary tool along with the textbooks. All the teachers claimed that using those kinds of videos lead to empowering students' speaking skill and lead to a better knowledge and ability of different language aspects like intonations and stress since it can be counted as a listening skill too. As (Rismawati, 2017) claimed that there is a positive correlation between empowering listening skills and video-material usage (Rismawati, 2017). In contrary of (Kim, 2015)'s work, the low-proficiency learners did not show any improvement in their listening skills, on the other hand, the intermediate and advanced learners enhanced and empowered their listening skills. The teachers who applied the video using technique state that their students' pronunciation was improved as the consequence of hearing and listening to native speakers' language and accents. The students were more engaged and had more enthusiasm toward the lesson and toward learning the language, as the teachers claimed that, it is for the fact that these materials provide exposure to real-life situations. Moreover, if learners use these types of media, they would get a vast amount of target language immersion (Johnson, & Swain, M, 1997). Using these kinds of materials leads to a fluctuated self-esteem because students become more comfortable and feel free to speak what they want without hesitation. Students learn about the target society and country's cultures and social aspects of life through videos. The teachers are less frustrated in these kinds of lessons, because the students are more manageable since they are busy with listening to and watching the video as to get most of the language and ideas from it. The classes seem to be collaborative and cooperative rather than competitive, which is the best for making the environment safe and relaxed, because the students help each other to comprehend all the ideas, culture, and language from the video (Lee, 2008). This way of teaching speaking skill is especially convenient to the introverted students especially female students who feel reluctant to communicate in the classroom due to the middle east restricted traditional culture which forces females to be timorous and shy to speak and view their perspectives (Groff & Mouza, 2008).

There are some difficulties while preparing for this kind of lessons by the teachers since it needs time management and level adaptation of the videos to students. Moreover, they must be related to students' interests and hobbies. Preparing these materials need skillful teachers who can create interacting activities and useful to engage students more in the learning process.

Although, a small amount of teachers state that using visual materials does not help their learners' motivation to participate in classrooms, the big part of the teachers emphasize that it does help them to take learners' concentration to the lesson, and they are more motivated and encouraged to take part in the classroom's exercises and taking responsibility of their learning. As (Cruse, 2007) claims that the most crucial outcome that reinforces multimedia tools usage is the boost of learners' motivation and reinforcement.

There is a controversial point of view about whether print textbooks or authentic materials is better to teach language and which one is effective. A third of the teachers believe that printed materials are more adequate in teaching languages. This may be due to the reason that people are more used to the old-fashioned

textbooks, or it may be due to that they do not have enough abilities to use videos or authentic materials in the classrooms. Most of the teachers prefer textbooks because they believe that learning the language should be through inductive approach, which is learning through rules and structures of the language. A small number of the teachers see that the language learning should be deductive or through communicative language learning which was developed in (1970s) and the main focus is that language should be taught in order to communicate. The primary reason for their preference was because the students simply prefer print to digital, and they also believed that printed textbooks were more convenient than electronic textbooks.” (Millar & Schrier, 2015)

CONCLUSION:

In conclusion, it can be inferred that audio/visual materials are attractive and interesting to learners and are useful in getting their attention and concentration on the lesson. Teachers may apply these materials in their EFL classes in order to make classroom atmosphere more positive and in order not to have a boring lesson inside the class. It enables them to be familiar with speaking intonation and stress. Although it needs time management, they require to be adjusted to the students' level of language and their interests, so that they will be reinforced to participate in classroom interaction. Teachers need to be more passionate with students because using these materials may bring more noise and movement from the students, if it is attracting to them. Despite all the advantages of these materials, it cannot be used as the main source for teaching.

REFERENCES:

- Achinstein, B. (n.d.). Achinstein-What New Teachers resistance Reveals about professional principles and prespective educational policies, *Harvard Educational Review*, 76(1), 30–63. <https://doi.org/10.17763/haer.76.1.e14543458r811864>
- Adam, S., Stan, R. & Moanga, A. (2011). Authentic Language Teaching Materials - Advantages and Challenges, *Bulletin UASVM Horticulture*, 68(2), ISSN 1843-5254; E-ISSN 1843-5394.
- Al Azri, R., Al-Rashdi, M. (2014). The Effect of Using Authentic Materials in Teaching. *International Journal of Scientific & Technology Research*, 249-254.
- Bacon, S. M. & Finnemann, M. D. (1990). A Study of the Attitudes, Motives and Strategies of University Foreign Students. *The Modern Language Journal*, 74-459–473.
- Bajrami, L., Ismaili, M. (2016). The Role of Video Materials in EFL Classrooms. *International Conference on Teaching and Learning English as an Additional Language* (pp. 502-506). Antalya, Turkey: Elsevier Ltd.
- Berardo, S. (2006). The use of authentic materials in the teaching of reading. *The Reading Matrix*, 6(2), 60–69.
- Bildebayeva. (2018). *The Methods of Using Videos in Language Teaching Classrooms*. Kazakhstan.
- Chambers Cantrell, S., David Burns, L., & Callaway, P. (2009). Middle- and high-school content area teachers' perceptions about literacy teaching and learning. *Literacy Research and Instruction*, 48(1), 76–94. <https://doi.org/10.1080/19388070802434899>
- Chung, J. & Huang, S. (1998). The effects of three aural advance organizers for video viewing in a foreign language classroom. *System*, 26(4), 553–565. [https://doi.org/10.1016/S0346-251X\(98\)00037-2](https://doi.org/10.1016/S0346-251X(98)00037-2)
- Cruse, E. (2007). Using Educational Video in the Classroom: Theory, *Research and Practice*.
- Dole, J. A., Duffy, G. G., Roehler, L. R., & Pearson, P. D. (1991). Moving from the Old to the New: Research on Reading Comprehension Instruction. *Review of Educational Research*, 61(2), 239–264. <https://doi.org/10.3102/00346543061002239>
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Efl, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51(April), 144–156.
- Fehlman, R. H. (1996). Viewing film and television as whole language instruction. *English Journal*, 85(2), 43. Retrieved from http://search.proquest.com/docview/237283004?accountid=14205%5Cnhttp://librarysearch.swinburne.edu.au/primo_library/libweb/action/openurl?genre=article&issn=00138274&isbn=&title=English+Journal&volume=85&issue=2&date=1996&atitle=Viewing+film+an+d+televisio
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97–118. <https://doi.org/10.1017/S0261444807004144>

- Gleason, M. M., & Isaacson, S. (2001). Using the new basals to teach the writing process: Modifications for students with learning problems. *Reading and Writing Quarterly*, 17(1), 75–92. <https://doi.org/10.1080/105735601455747>
- Groff, J. & Mouza, C. (2008). A framework for addressing challenges to classroom technology use. *Association for the Advancement of Computing in Education (AACE) Journal*, 21-46.
- Gruba, P. (1997). The role of video media in listening assessment. *System*, 25(3), 335–345. [https://doi.org/10.1016/S0346-251X\(97\)00026-2](https://doi.org/10.1016/S0346-251X(97)00026-2)
- Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Longman.
- Harmer, J. (2007). *The practice of English language teaching*. Harlow: Pearson Longman.
- Hedge, T. (2001). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Herron, C. A., & Hanley, J. (1992). Using Video to Introduce Children to a Foreign Culture. *Foreign Language Annals*, 25(5), 419–426. <https://doi.org/10.1111/j.1944-9720.1992.tb01122.x>
- Herron, C., York, H., Corrie, C. & Cole, S, P. (2006). A Comparison Study of the Effects of a Story-based Video Instructional Package versus a Text-based Instructional Package in the Intermediate-Level Foreign Language Classroom. *CALICO Journal*, 23(2). Retrieved from <https://api.equinoxpub.com/articles/fulltext/22861>
- Hwang, D. C. (2005). Effective EFL Education Through Popular Authentic Materials. *Asian EFL Journal*, 7 (1).
- Ismaili, M. (2013). The Effectiveness of Using Movies in the EFL Classroom – A Study Conducted at South East European University. *Academic Journal of Interdisciplinary Studies*, 2(4), 121–132. <https://doi.org/10.5901/ajis.2012.v2n4p121>
- Jacobson, E., Degener, S., Purcell-Gates, & Victoria. (2003). Creating Authentic Materials and Activities for the Adult Literacy Classroom: A Handbook for Practitioners. *National Center for the Study of Adult Learning and Literacy*. Retrieved from <http://files.eric.ed.gov/fulltext/ED476482.pdf>
- Jamil, R. (2015). Agents of American hegemony in management education: Evidence from Malaysia. *The International Journal of Management Education*, 13(3), 302–315. <https://doi.org/10.1016/j.ijme.2015.09.002>
- Johnson, R.K. & Swain, M. (1997). *Immersion education: International Perspectives*. Cambridge: Cambridge University Press.
- Kim, H.-S. (2015). Using Authentic Videos to Improve EFL Students’ Listening Comprehension. *International Journal of Contents*, 15-24.
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press Inc.
- Krashen; S.D. (1981). *Second language acquisition and second language learning*. Oxford: Oxford University Press.
- Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and Principles in Language Teaching 3rd Edition-Oxford Handbooks for Language Teachers*. Retrieved from <https://sci-hub.tw/https://books.google.com/books?hl=en&lr=&id=pO2dBgAAQBAJ&oi=fnd&pg=PT6&dq=larsen+freeman+techniques+and+principles&ots=LJ6wGkWncO&sig=95eqAORfmq0MZ7y-4sVAJChmBY>
- Lee, K. &. (2008). *Early Childhood Education*. Springer Netherlands.
- Littlewood, W. (1984). Foreign and second language learning: Language acquisition research and its implications for the classroom. Retrieved from https://sci-hub.tw/https://books.google.com/books?hl=en&lr=&id=lbUXHB_dRiEC&oi=fnd&pg=PA1&dq=littlewood++language+teaching+1984&ots=PZ3HV_qQBH&sig=rSd-XjjhBZ8vxtA9mG3x1YI29U8
- Mahi, A. (2017). Teacher's Attitudes towards Authentic and Non-Authentic Materials in Speaking Classrooms.
- Mekheimer, M. (2011). The Impact of Using Videos on Whole Language Learning in EFL context. *Arab World English Journal*, 5-39.
- Michelle Millar & Thomas Schrier. (2015). Digital or Printed Textbooks: Which do Students Prefer and Why? *Journal of Teaching in Travel & Tourism*, 166-185.
- Mikre, F. (2011). The Roles of Information Communication Technologies in Education Review Article with Emphasis to the Computer and Internet. *Ethiopian Journal of Education and Sciences*, 6(2), 109–126. <https://doi.org/10.1111/j.1365-2672.2007.03471.x>
- Révész, A. (2009). Task Complexity, Focus On Form, And Second Language Development. *Studies in Second Language Acquisition*, 31(03), 437. <https://doi.org/10.1017/S0272263109090366>
- Richard, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University

- Press.
- Richards, J. (2017). Teaching Listening and Speaking: From Theory to Practice.
- Rings, L. (1986). Authentic Language and Authentic Conversational Texts. *Foreign Language Annals*, 19(3), 203–208. <https://doi.org/10.1111/j.1944-9720.1986.tb02835.x>
- Rismawati. (2017). Teaching Listening by Using Authentic Videos. *English Education Journal*, 222-233.
- Rogers, C. V., & Medley, F. W. (1988). Language with A Purpose: Using Authentic Materials in the Foreign Language Classroom. *Foreign Language Annals*, 21(5), 467–478. <https://doi.org/10.1111/j.1944-9720.1988.tb01098.x>
- Schulte, G. (1991). Murder in the Classroom: An Audiovisual Alternative for Intermediate Level Language Instruction. *Die Unterrichts praxis / Teaching German*, 24(2), 176. <https://doi.org/10.2307/3531023>
- Seedhouse, P., & Almutairi, S. (2009). A holistic approach to task-based interaction. *International Journal of Applied Linguistics*, 19(3), 311–338. <https://doi.org/10.1111/j.1473-4192.2009.00243.x>
- Senior, R. (2005). Authentic responses to authentic materials. *English Teaching Professional*, 38(71).
- Sharp, A. C., Sinatra, G. M., & Reynolds, R. E. (1998). The Development of Children’s Orthographic Knowledge: A Microgenetic Perspective. *Reading Research Quarterly @BULLET*, 434331(3), 206–226. <https://doi.org/10.1598/RRQ.43.3.1>
- Shrum, J. L., & Glisan, E. W. (1994). *Teachers handbook: contextualized language instruction*. Heinle & Heinle.
- Souhila, F. (2017). *Teaching Language and Culture with Authentic Materials in an EFL Situation*. Biskra.
- Sureshkumar, N. (2002). Evolving a new English language acquisition programme at primary level - A cognitive interactionist approach. University of Calicut. Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/43713/11/11_chapter3.pdf
- Swaffar, J., & Vlatten, A. (1997). A Sequential Model for Video Viewing in the Foreign Language Curriculum. *The Modern Language Journal*, 81(2), 175–188. <https://doi.org/10.1111/j.1540-4781.1997.tb01173.x>
- Tavakoli, P. (2009). Assessing L2 task performance: Understanding effects of task design. *System*, 37(3), 482–495. <https://doi.org/10.1016/j.system.2009.02.013>
- Tian, L., & Macaro, E. (2012). Comparing the effect of teacher codeswitching with English-only explanations on the vocabulary acquisition of Chinese university students: A Lexical Focus-on-Form study. *Language Teaching Research*, 16(3), 367–391. <https://doi.org/10.1177/1362168812436909>
- Wardhaugh, R. (n.d.). Theories of Language Acquisition IN Relation to Beginning Reading Instruction’. Retrieved from <https://deepblue.lib.umich.edu/bitstream/handle/2027.42/98410/j.1467-1770.1971.tb00487.x.pdf?sequence=1&isAllowed=y>
- Wyatt, M., & Borg, S. (2011). Development in the practical knowledge of language teachers: a comparative study of three teachers designing and using communicative tasks on an in-service BA TESOL programme in the Middle East. *Innovation in Language Learning and Teaching*, 5(3), 233–252. <https://doi.org/10.1080/17501229.2010.537340>
- Young, D. J. (1993). Processing Strategies of Foreign Language Readers: Authentic and Edited Input. *Foreign Language Annals*, 26(4), 451–468. <https://doi.org/10.1111/j.1944-9720.1993.tb01180.x>
- Young, P. (2000). ‘I Might as Well Give Up’: Self-esteem and mature students’ feelings about feedback on assignments. *Journal of Further and Higher Education*, 24(3), 409–418. <https://doi.org/10.1080/030987700750022325>
- Yu, G. (2010). Lexical Diversity in Writing and Speaking Task Performances. *Applied Linguistics*, 31(2), 236–259. <https://doi.org/10.1093/applin/amp024>
