



Mohamed Khaider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

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**The Role of Instructional YouTube Videos in Enhancing
English as a Foreign Language Students' Speaking Skill
The Case of Second Year EFL Students at Biskra
University**

A Dissertation Submitted to the Department of Foreign Languages in Partial
Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

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Academic Year: 2019-2020

Declaration

I, **Yagoub Ikram**, do hereby declare that this submitted work is original work and has not been previously submitted to any university for a degree. This work was certified and completed at Mohamed Khaider Biskra University.

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Dedication

All praise be to Allah SWT, the Almighty, the Merciful, and the Owner of the universe who has blessed me with beautiful things in my life.

This Work is dedicated to:

- ♥ *My dear parents who supported me and encouraged me to finish my studies*
- ♥ *My beautiful sisters Riheb and Alaa (my little baby), whom I love so much.*
- ♥ *My beloved brothers Abd Alhamid & Haroun*
- ♥ *To my fiancé Ramzi Ali Khilil. Thank you for everything you have done for me, may Allah save you always for me.*
- ♥ *To my aunt Sonia, my second mother.*
- ♥ *My friends with whom I spent the best moments of my life.*
- ♥ *To Brahim Douida who helped me each time I asked him. Thank you so much I will never forget your encouragement, support and pieces of advice*
- ♥ *My Grandfathers Boudaroua Abd Almadjid and Yagoub Mohamed*

Acknowledgements

This work would not have been completed without Gods' help and help. For God I owe this work.

A Special thanks go for my supervisor **DR. Benidir Samira** for her support and help.

profound gratitude and appreciation go to the board of examiners for their acceptance to evaluate my work: **DR. Mhiri Ramadan and Mrs. Mansouri Amina** for devoting time and efforts to evaluate my work.

Abstract

EFL learner are supposed to master the speaking skill at university to be able to communicate better with their teachers and classmates, also to get best marks in all modules. However, most of EFL students face some obstacles and difficulties which prevent them from mastering the speaking skill. For this sake, the present study aims to investigate the role of instructional YouTube videos in enhancing EFL learners' speaking skill. The hypothesis suggests that EFL students speaking skills can be enhanced by the effective use of instructional YouTube videos. To test the validity of our hypotheses, a descriptive study was conducted with a mixed method approach to collect, analyze and interpret data. The data were gathered through two different tools, an online questionnaire administered to thirty-one (31) second year EFL students at Mohamed Kheider Biskra University and an online interview which was conducted with six (6) teachers of oral expression module from the same university. As a result, the findings proved that both learners and teachers have a positive attitude towards the use of instructional YouTube videos as a tool to enhance the speaking skills. Thus, the study finding confirmed the validity of our hypothesis. At the end, on the basis of the findings some recommendation and suggestions have been given to both teachers and students. For teachers, to integrate the instructional YouTube videos in order to create motivational settings for students and at same time enhance their speaking skills. For students, they should rely on YouTube videos frequently to overcome the difficulties they face in speaking.

Keywords: instructional YouTube videos, enhancement, second year students, speaking

List of Acronyms and Abbreviations

EFL: English foreign language

IT: Information Technology

ICT: information Communication Technology

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General Introduction

1. Study Background

As matter of fact, the role of modern technology cannot be ignored especially in nowadays world. Information and communication technology (ICT) has changed the word radically and It has made human life much easier than the past. Additionally, ICT is playing a significant role in developing many fields like Industry, Economy, Politics, culture, and education particularly. Most of EFL students face difficulties in learning the English language and applying it appropriately in academic context. These difficulties and weakness impact negatively the students' productive skills, particularly the speaking. Based on this fact, we have noticed that EFL students cannot communicate effectively during oral sessions due to some psychological and personal reasons.

Unlike the past generations, Students now are allowed to use technology in and outside classrooms so that they foster the process of learning and make it much more enjoyable. Thus, YouTube videos can be a great audio-visual aid in promoting student's skills especially speaking in terms of pronunciation, fluency, vocabulary and even language in use. In fact, YouTube channels play a vital role in education and it is regarded as a useful learning source which become highly needed by EFL students. In fact, there are so many researches on using YouTube videos as a supplementary tool to teach English and most of the results show that YouTube application has positively contributed to the learner's mastery of English language. So, in this study we are attempting to raise student's attention about the advantages of YouTube in promoting their oral production.

2. Statement of the Problem

Speaking skill is considered as an essential part of the English learning process and it is as important as the other skills listening, reading and writing. In fact, people gives much more priority to the spoken form more that the written one, because the spoken form is

considered as the best way to transmit messages in an easy direct and effective way. Despite its importance, speaking remains the most difficult skill to be mastered for the majority of English learners and they are still incompetent in communicating orally. In fact, this weakness happens due to many reasons such as: inhibition which is worrying about making mistakes, fearing of getting criticized from the audience, having limited range of vocabulary, lack of fluency, lack of exposure to the authentic language ...etc. Therefore, we introduce the educational YouTube channels to help and motivate students to improve their oral production in and outside classrooms.

3. Significance of the Study

This study is important for many reasons. First, it urges students to rely on modern technology besides the traditional ways which are based on the teachers and their materials. Also, it makes students aware about the advantages of YouTube videos which are not only sources of learning, but a kind of motivation for many students. Moreover, it raises student's attention about YouTube application that can help them to practise the language accurately by relying to authentic videos which are made by native speakers. additionally, it may be a great audio-visual aid used by teachers to facilitate lectures and tasks for students. Another reason, it may help researchers to use references of this work to aid them in their future research.

4. Aims of the study

This study will be conducted to achieve certain aims:

First, it gives the students an idea about ICT and its importance in nowadays generations especially in education. Second This study aims at motivating students to apply YouTube videos in their studies so that they foster the process of learning in general and

improve their level of English in particular. Also, this research focuses on using the YouTube channels to maximize learner's oral production in terms of vocabulary, pronunciation, and fluency...etc. In addition to that, it aims at investigating how authentic videos can be useful in enhancing second LMD student's speaking skill in the Department of Foreign Language of Biskra

5. Research Question

- To what extent does the educational YouTube videos have an impact in enhancing EFL student's speaking skills?

6. Research Hypothesis

The hypothesis that we will attempt to verify along this study is the following:

We hypothesize that EFL students' speaking skill can be improved by the effective implementation of you tube videos.

7. research Methodology

The research methodology that we are going to adopt along this study is a descriptive one using mixed method tools. This research will be conducted though a questionnaire that will be administered to a sample of thirty students of second year LMD student of English at Biskra University. This sample will be selected randomly and it will represent the whole population. Also, an interview will be administered respectively to six teachers of oral expression at the branch of English.

8. A preliminary structure

This study will be divided into three chapters. At the very beginning of the first chapter, we will give a general overview about ICT, it's definition and its importance. Then

we will spotlight on YouTube videos in particular. We will tackle different points concerning YouTube channels beginning with a brief history about it, giving a general introduction and then talking about its types, and its advantages in learning and teaching. As for the second chapter, it will be about speaking skill.

We will try to tackle different aspects about speaking skills which will be formulated as a general overview. Then, we will give different definitions by various experts so that this concept will be clearer for the readers. After that, we will talk about the purpose of teaching speaking skills inside classrooms and we will finish by mentioning the impact of using YouTube application to improve speaking skills. Finally, the third chapter will be an analysis of students' questionnaire and teachers' interview. After the analysis, we will interpret the findings to see whether the YouTube videos have a positive impact on speaking production or not so that we confirm or reject hypothesis.

Chapter One

Speaking Skills

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Introduction

In this chapter, we will tackle different issues about speaking skills. we will start by giving different definitions by different writers so that we give a clear idea about it, then we will talk about its nature, elements and aspects. After that, we will look at its characteristics and the difficulties which EFL learners face during the process of acquiring it. at the final stage of this chapter, we will give some techniques for the enhancements of speaking and certain activities which have to be done inside oral expression classrooms. finally, we will mention the importance of audio-visual aids in developing the speaking proficiency.

1.1 The Definition of speaking skill

English students need to be orally competent to communicate easily with their classmates and teachers, therefore, students are doing their bests to master the speaking skill and overcome its difficulties. Hedge (2000) define speaking as “A skill by which they [people] are judged while first impressions are being formed” (p.251), in other words, speaking is very crucial because people are mainly judged on the way they speak with others. Moreover, Chaney (1998) claimed that speaking is “the process of building and sharing meaning through the use of verbal and non- verbal symbols into a variety of context” (p.13).

Speaking seems easy to be mastered, however, it needs special attention and seriousness. Luoma (2004) argued that “speaking in foreign language is very difficult and competence in speaking takes a long time to develop.” (p.1)

1.2 The micro and macro skills of speaking

The speaking skill and like the rest of skills has a micro and macro scales. (brown,2004) defined both terms as:

“the micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocation, and phrasal units. the macro skills imply the speaker’s focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options” (p.142)

In addition to that, Brown (2004) suggested, as well, a list of micro- and macro skills of speaking to help a test maker to determine what to assess (whether to assess a smaller chunk of speaking language or larger elements of speaking language) and he has listed them as follows:

1.2.1 Microscales:

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of word and phrases.
5. Use an adequate number of lexical units (word) to accomplish pragmatic purposes.
6. Produces fluent speech at different rates of delivery.
7. monitor one’s own oral production and use various strategic devices-pauses, fillers, self-correction, backtracking to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
10. Express a practical meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

1.2.2 Macro skills

12. Appropriately accomplish communicative function according to situation, participants, and goals.
13. Use appropriate styles, registers, implicatures, redundancies, pragmatics conventions, conversation rules, floor-keeping and -yielding, interpreting and other sociolinguistic features in face-to-face conversation.
14. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

Brown (2004, p.142,143)

1.3. The nature of speaking

Speaking in an accurate way and with a fluent manner is not an easy task as we imagine, because the skill of speaking is not judged only on how fast we produce sounds or on the perfect way we pronounce them, however; it is judged on other aspects. In fact, the skilfulness of speaking appears in someone's level of competence and when we say competence here, we are referring to his knowledge of language features (linguistics) and his knowledge that is independent of language (extralinguistic).

1.3.1 Linguistic knowledge

Anyone who knows the language must have the capacity to produce sounds which are the carriers of certain meaning and understand the linguistic codes. According to Thornbury (2005) there are some basic factors which constitute the linguistic knowledge of

speaking and all of them are listed under the umbrella of it. Those factors include the genre knowledge, discourse knowledge, pragmatic knowledge, grammar, vocabulary, and phonology.

a. Genre knowledge

The first factor was defined by Thornbury (2005) as

“Genre is an elusive term. here we will use it to mean simply a type of speech event, especially in terms of how that speech event might be labelled by its participants. hence there is a difference between saying ‘I had a chat with the boss’ and ‘I had a job with the boss’ or ‘I did a presentation to the boss’”
(p.12)

according to him, genre knowledge serves two main functions; transaction and interpersonal. the main purpose of transaction is to convey information and facilitate the exchange of goods or services. However, the primary purpose of interpersonal function is to maintain social factors. moreover, there are other criteria which shapes the structure of genre and which enable us to determine whether it is interactive or non-interactive, planned or unplanned.

b. Discourse knowledge

Moving to the second factor which was named by the writer as the discourse knowledge which is the awareness of how to arrange and link individual utterances and how to map this awareness or knowledge on the turn-taking structures of interactive talk.

c. Pragmatic knowledge

Thornbury (2005, p.16) stated that “pragmatic knowledge is knowing how to do things with language, taking into account it’s context of use.” So, we can assume from this

definition that the science of pragmatic focus always on the context the intended meaning behind the discourse whether it is oral or written.

d. Gramma

Another distinguishing feature which comes under the umbrella of linguistic knowledge is the gramma. According to Merriam-webster (2020) grammar is the study of classes of words, their inflection, their functions and relation in the sentence. In fact, saying only one word may transmit a meaningful message without being obliged to produce a whole sentence, and it can be easily understood by both interlocutors if it is a dialogue. Thornbury (2005) maintained that we can have a possible short conversation where we can have a discourse which may consist only of a single word or incomplete meaningful sentence. The author gave us an example (dialogue) which is based only on one word to illustrate more his idea.

<p>A: coffee? B: thanks. A: milk? B: please. A: sugar? B: no, thanks</p>

Figure1.1: Short conversation consists of words only

In addition, he made a clear distinction between the oral gramma and the written one and they are clarified as follow:

Written gramma	Spoken gramma
Sentence is the basic unit of construction	Clauses is the basic unit of construction
Clauses are often embedded	Clauses are usually added (co-ordinated)
Subject +verb +object +construction	Head +body +tail construction
Reported speech favoured	Direct speech favoured
Precious favoured	Vagueness tolerated
Little ellipses	A lot of ellipses
No question tag	Many questions tags

Performance	Performance effects, including: Hesitation Repeats False starts Incompletion Syntactic blend
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Table 1.1: major differences between written grammar and oral grammar (Thornbury,2005, p.21)

e. Vocabulary

Vocabulary is a range of words which we produce daily and they are highly understood by all members of a certain society, whom they share the same language. In fact there are four types of vocabulary which are listening vocabulary, reading vocabulary, writing vocabulary and speaking vocabulary. As for the latter, it refers to the words that we use in order to communicate effectively. Brown and Hatch (1995) stated that vocabulary is a list or set of words that individual speakers of language might use.

f. Phonology

Thornbury (2009, p.24) defined this factor as “the ‘lowest level’ of knowledge a speaker draws on is that of pronunciation.” We can say from this small definition that phonology studies the sounds in the language and their meaning.

All the above factors help the one to construct a linguistic base of knowledge which help him to use the language appropriately and help the one to be a good speaker in his language. Though, those factors are not enough because they deal only with superficial side of the language and missed the most important knowledge which is the extralinguistic one.

1.3.2 Extralinguistic knowledge

This kind of knowledge is highly important in making relationships between people from different cultures, especially the relationships which are based much on the oral

communication. (Thornbury,2009) stated that the extralinguistic knowledge includes things such as: the topic, cultural knowledge and the knowledge of the context. Furthermore, he talked about a significant point which he named as the sociocultural knowledge and he clarified this aspect by giving this example:

1. 'in X country long silences are tolerated in a conversation.'
2. 'in Y country you don't normally ask people why they are not married.'
3. 'in Z country you always refuse an offer at least three times before accepting'

1.4 Elements of Speaking Skills

According to Harmer (2001), speaking fluently appears in someone's who masters the language features well and who have the ability to process information instantly. From his perspective we can assume that there are two basic elements of speaking which are: language features and mental/ social processing.

1.4.1 Language Features

According to the author, the following sub-elements are necessary for the spoken production

a. Connected speech: an effective speaker is the one who can produce sounds and use them fluently, those produced sounds can be modified, omitted, added, or weakened.

b. Expressive devices: to be an effective communicator as native speakers, students must apply certain devices like changing the pitch, stress, vary the volume and speed and of course use paralinguistic means to express their feelings those devices give the students the ability to convey meanings they want.

c. Lexis and grammar: usually, most of students have a limited range of vocabulary. For this reason, they stick only on little words and phrases they know While they speak with others So, the role of the teacher here is to rich their vocabulary and supply variety of phrases for different functions such as: agreeing, disagreeing, expressing shock, surprise...etc

d. Negotiation language: effective speaking benefits from the negotiatory language we use to seek for clarification and show the structure of what we are saying.

1.4.2 mental social processing

Besides knowing the language features, EFL students should have the ability to process information stored in their minds immediately; so that they may interact with others and express what they want easily.

1.5. importance of speaking skills

the four language skills of English are interconnected and proficiency in each of them is quite necessary to become a well-rounded communicator. However, having the capacity to speak in skilful way will provide EFL learners with so many advantages which they need in both their daily lives and in their career as students. In fact, most of scholars and experts argue that the speaking skill should be given much stress due to its importance.(UR, 2000) stated that “of all the four skills [listening, speaking, reading and writing, speaking], seems intuitively the most important: people who know a language are referred to as ‘speakers ‘ of the language, as if speaking included all other kinds of knowing” (p.12). Moreover, Baker and Westrup (2003) declared that “a student who can speak English well may have a greater chance for further education, of finding employment, and gaining promotion” (as cited in kouicem,2009, p.30).

1.6. characteristics of a good speaker

As a matter of fact, there are certain parameters on which we rely on to say whether this person is a good speaker or not,

1.6.1 Fluency

In fact, fluency is a vast topic. Linguists till now have not agreed upon a single universal definition; however, language fluency is reached when a speaker can confidently, easily and accurately express himself in a language. This is why, teacher's main goal now is to develop students speaking fluency since it is the key element of their performance. (Hedge, 2000) stated that "the term fluency relates to the production and it's normally reserved for speech. it is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation" (p.50). Thornburry (2005) believed that pausing is quite important for fluent speaker because it is considered as key element in what we call fluency and he added that even natives and proficient speakers need to stop from time to time to allow the formulation of an utterance to catch up with its conceptualization.

In fact, improving this ability of being fluent means improving how:

- to deal with information gap of real discourse.
- to process language and respond appropriately with a degree of ease.
- to be able to respond with reasonable speed in 'real time'.

(Hedge, 2000, p.56)

1.6.2 Accuracy

Besides being fluent, the speaker should be accurate in producing his utterances so that his speech will be meaningful and understood by others. Accuracy is defined by Wolf-Quintero et al (1998) as "the conformity of second language knowledge to target language norms" (p.4). Housen and Kuiken (2009) defined accuracy as well as "the extent to which an L2 performance deviates from a norm" (p.4)

1.6.3 Pronunciation

This part remains the most difficult one for the majority of speakers, because it needs more than having endless vocabulary or perfect grammar. In fact, the English language has some sounds that our language does not have so, we will learn how to make completely new sound. For this sake, EFL learner must learn the rules of pronunciation and spell them in accurate way with regard of what we call stress, pitch of sounds intonation... and so on. Redmond and Vrchota (2007, p104) maintained "it is imperative that you use the correct word in the correct instant and with correct pronunciation. pronunciation means to say words in ways that are generally accepted or understood". (as cited in Kouicem 2009, p.34).

1.7 Problems in Speaking

Ur (1998) there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low participation, and mother-tongue use. (as cited in Tuan and Mai, 2015, p.10)

The first problem is inhibition. Most of EFL learners do not feel at ease inside the foreign language classroom. They try to participate, express what do they think, share what do they have in their minds but at the end they do nothing due to their fear of getting criticized or

getting embarrassed from the others. Littlewood (2007) asserted that a foreign language classroom can create inhibitions and anxiety easily.

The second problem encountered by EFL learners is the lack of topical knowledge. sometimes learners do not have enough background on the topic given by the teachers, that is why they say nothing about the topic and they stop participating during the lectures. Rivers (1968) believes that the learners have nothing to express may be because the teacher had chosen a topic which is not suitable for them or they have not enough information about it. (as cited in Tuan and Mai, 2015, p.10). Furthermore, Baker and Westrup claimed that it is difficult for many students to respond when the teacher ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use grammar correctly. (2003, as cited in Tuan and Mai 2015, p.10).

The third problem faced by the majority of learners is the low participation inside the classroom. In fact, there are dominant learner who take the chance of talking and participating every time, however at the expense of the others. On the other hand, the later ones, will just hear what is said by dominate category and do nothing in reverse.

The last problem is the mother- tongue use. The majority of learners rely on their native language during the session because they find it easy to express what they want or need using their mother tongue. Harmer claimed that students use their mother inside classrooms because first, when the students are asked to have a discussion about a topic that they do not have enough knowledge about it, they use their mother tongue to express what they want to say. Second, is that the application of their mother tongue is natural and easy. Also, if teachers do not urge students to apply the English language, learners will automatically and frequently use their native language.

1.8 Why Teachers Encourage Students to Do Speaking Tasks?

Harmer (2001) claimed that “There are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all and any language at their command” (p.87).

- **Rehearsal:** if the teachers give the students frequent opportunities to have free discussion inside the class, and give them a chance to participate in role play which is about different topics, this will rehearse and motivate them to use the language outside the class easily and comfortably and it will give them a real sense of what communication is.
- **Feedback:** through speaking tasks, teachers can notice how well his students are and which language problems do they have. Additionally, speaking activities and teacher’s guidance can give students confidence and satisfaction and obviously, they will motivate them for further study.
- **Engagement:** speaking activities can be a great source of motivation for so many students. Those tasks (role play, discussion, problem- solving... and so on.) make the students participate fully and they give the classroom a nice atmosphere full of joy and sense of loving the course.

1.9 Classroom Speaking Activities

As we have mentioned above, classroom activities are really important for both students and teachers as well. According to Richards and Lockhart (1996), speaking activities are tasks used to perform or learn particular item or involve the use of a given modal. In same vein, Richards, Platt and Weber (1985) added that “the use of variety of

different tasks in language teaching is said to make language teaching more communicative [...] since it provides a purpose for classroom activity. (as cited in Kaddour,2016, p.15).

Scrivener (2005) as well maintained that “the aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful way. Usually involving exchanges of information or opinion.” (as cited in kaddour, 2016, p.16).

1.9.1 Group discussion

one of the best techniques to enhance the speaking skill and motivate students to use the foreign language inside the classroom is discussion.it makes the session much more enjoyable and help the students to enrich their vocabulary via listening to the others talking and discussing a particular topic. Littlewood (2009) asserted that classroom discussion makes learner more able and appropriate to use the FL as well as talk about their experiences.

Harmer (2001) claimed that

In language classroom, discussion is the most common speaking activity. It is then, one form of communicative interaction activities. In general, it is the activity in which students talk about something and tell each other their opinions or ideas. It is an exchange of views for the sake of “communication and communication continuum (p.273).

Many experts agreed that discussion activity which is given and organized by the teacher is really important in enhancing students speaking skill and it has so many advantages. Revell (1979) listed some advantages of discussion activity which are as follows:

- Participants are engaged in different talks where they learn to analyse appropriately on the spur of the moment and explain their own ideas and utterances.
- There is a cooperation of information which reinforce the language development.
- Learners use their own knowledge of language into communicative use.
- There is always a scope for additional communicative use of discussion sessions especially during reports. (as cited in Kaddour,2015, p.17)

1.9.2 Information gap

Another speaking technique which enhance student's oral production is the information gap. Harmer (2001) said "one type of speaking activity involves the so- called 'information gap' _ where two speakers have different parts of information making up a whole. Because they have different information, there is a 'gap' between them." (p.88). furthermore, O'Malley and Pierce (1996) defined information gap as "the ability of one person to give the information to another. An information gap is an activity where one student is provided by an information that is from a partner" (as cited in kouicem, p.40).

This type of activities can be done in so many simple ways which include first, "describe and draw" in which one student describes a given picture to another one and help him to draw by giving him the accurate instruction. Second, "describes and arrange" in which one student describes a particular structure using oral language and the other one reconstructs it without seeing the original one. Third, "find the differences" in which two students have two similar pictures but with some difficulties, they must extract these differences throughout describing their pictures. Bybate (1998, as cited in Kouicem, p.40).

1.9.3 Role play

It is a technique that allow students to explore a realistic situation by interacting with other people in a managed way in order to develop experiences or train students for specific situations (how to talk in: airport, hotel, hospital, at the bus...). Harmer (2001) defined role play as

Role play activities are those where students are asked to imagine that they are in different situations and act accordingly, we may tell them to role- paly being guests at a party, travel agents answering customer questions or participants in a public meeting about a road- building projector for example (p. 92) .

Also, Revel (1997) saw role play as “an individual spontaneous behaviour reacting to other in hypothetical situation” (p.16). role plays are widely used by teachers and highly recommended and preferred by students inside the oral expression’s classrooms, because both of them know that this technique particularly has so many advantages such as:

- Improving students’ level of performance.
- Improving student’s self-confidence when the interact with the others.
- Making the session enjoyable and motivating students to talk inside the classroom.
- Noticing students’ real capacities in speaking throughout watching them taking different roles and different situations.
- Promoting spontaneous oral exchanges between participants.

Conclusion

This chapter shed the light on the importance of speaking skill. At the beginning of the chapter we tackled the nature and characteristics of speaking skills, then we talked about its elements and problems faced by most of EFL students. At the end, we presented some effective classroom activities that that may enhance EFL students' oral capacities.

Chapter Two
Instructional YouTube
Videos

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Introduction

People now are living in a very advanced world which is empowered by technology. for this sake, most of teachers now, are looking for new tools and mediums which may suit better the process of education. As we know, students now are looking for simple ways of learning which may speed up their comprehension and make the atmosphere of study in the class much more enjoyable and motivational. So, ICT is highly needed in education since it has so many advantages only if it is correctly implemented inside educational institutions especially Universities. In fact, YouTube websites can be one of the best modern learning tools that may enhance and foster EFL students' comprehension and speaking skill.

So, in the second chapter we will talk about the effectiveness of YouTube websites and how it can be a very useful tool in learning foreign languages. We will start by giving a small background on information communication technology (ICT) then we will have a quick look on the importance of digital videos in education and some of their advantages in the classroom learning. After that, we will pass directly to the YouTube videos. We tackle it from different sides. First by defining it and then talk about its type and its characteristics. Moreover, we will cover together the different strategies of YouTube that can be used inside the classroom. At the end of this chapter, we will end up by giving four main instructional channels that contribute it the enhancement of students speaking skill.

2.1 A General Overview of ICT

In recent generation, information and communication technology (ICT) has become an essential part of our daily life due to its importance and usefulness. Across the past twenty years the use of ICT has changed fundamentally the practices and procedures of nearly all forms of business, economy, governess, education and so on. Michiels and Van Crowder

(2001) defined the term of ICT as “range of electronic technologies which when converged in new configuration are flexible, adaptable, enabling, and capable of transforming organization and redefining social relations” (as cited in Derradji Hayet,2016, p.8). So we can say that ICT involves the use of all means which are strongly linked to telecommunication such as the use of : cell phones, laptops, as well as necessary enterprise software and audio-visual systems and so many other technological means which facilitates the process of communication and information).

At the very beginning, the word ICT was named first as IT which means information and technology but the UNESCO has added to this acronym the word ‘communication’ because its importance is highly remarkable generally in all domains and particularly in education, according to UNISCO (2002) ICT may be regarded as the combination of ‘information technology ‘ with other related technology, specifically communication. The various of ICT products available and having relevance to education, such as teleconferencing, email, audio conferencing, television lesson, radio broadcast, interactive radio counselling, interactive voice response system, audio cassettes and CD ROMs etc have been used in education for different purposes.

Technology also has a significance contribution in increasing the flexibility of educational landscape, for this reason teachers now become more enthusiastic in using the technological tools in different places such as home, workplace, classrooms, seminars, etc. ICT is playing an effective role in higher education, which its usage affects many forms university education like the accessibility to the high level of information, conducting research (Jacobson,1998).The vital role of ICT can never be neglected because it is the best creative invention that has been established recently and it has changed all aspects of life radically to the best.

2.2 The Basic Difference Between Old and New Language Teaching Materials

The teaching materials have been changing significantly over the past years. This remarkable change occurred mainly due to the progressive and non- limited needs of students especially in the last few years. Tomlinson (1998) defined materials as:

Materials refers to anything that is used by teachers or learners to facilitate the learning the learning of the language. Materials could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks or photocopies exercise. They could also be newspapers, food packages and photographs (p.2).

This means that materials refer to any appropriate tool used by the teacher in order to enhance the student's knowledge of the language. In fact, there are two main types of materials old and new ones.

2.2.1 Old language teaching materials

Years ago, the teaching process was mainly centred on the teacher: he was the only source of knowledge and the only provider of the information. The old- fashioned way of teaching was all about recitation and memorization. In fact, the role of the student here is quite passive, in which The teacher tries to explain the lesson in deep manner, whereas students try to listen very carefully to what the teacher is saying and then repeat all what they have heard so many times so that they can memorize the whole lesson. scrivener (2005) claimed “traditional teaching [is imagined to work as] ‘jug and mug’ – the knowledge being poured from one receptacle into an empty one” (p.10).

There are so many old materials that are used by teachers inside educational institutions:

2.2.1.1 Board

Board is one the most available and effective tool that have been used by teachers in schools generally and universities particularly. This traditional material has been changed from a blackboard to green and white color but whatever the color is, its purpose is still effective. harmer (2001) stated some different purposes of the board which are as follows:

- **Notepad:** board can be a great platform in which the teachers can present object words, phrases, topics and different issues for students. For example teachers can use it to show word stresses for students so that they can see where exactly the word stressed and hear from the teacher.
- **Explanation aid:** board is used as an explanation tool where the teacher can give so many examples to students to clarify anything ambiguous in the lesson.
- **Picture frame:** the board can be used as a piece of writing; teachers can draw figures on it just to help students grasp the lesson. Even teachers who are not artistic they can simply draw a sad or happy face to indicate
- **Game board:** board is used for many various games, for example OX game, guessing the word, spelling game etc.
- **Notes board:** board can be used as sticky note.

2.2.1.2 textbooks

As we know, textbooks are the essential part of the course curriculum that is used in academic settings. Tomlinson (1998) stated

A textbook which provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which

the learners necessarily use during a course. Such a book usually include work on grammar, vocabulary, pronunciation, functions and the skills reading, writing, listening and speaking (p.9).

2.2.1.2 Pictures

Pictures are used mainly to illustrate the lesson and they are regarded as an old supplementary tool used by teacher in order to facilitate student's comprehension in the same time make the atmosphere inside the classroom more pleasant and active. Wright (1998) claimed "picture is not an aspect of a method, but through their representation of a place, objects and people they are an essential part of the overall experience we must help our students to cope with" (p.2).

2.2.1.3 Realia

Realia is a traditional material which refers to any real thing or object used in classroom. It has a significant role in making the subject matter more flexible and comprehensive since it can be seen and touchable. Richard, Platt & Platt (1992) consider realia as actual objects and item which are brought into a classroom instruction as an example or as aids to be talk or written about in order increase learner's understanding.

2.2.2 New language teaching materials

Unlike past generations, old teaching materials become less appreciated by students and even, teachers themselves have found that old teaching materials are not sufficient to deliver lessons and courses to students; for this reason, they tried to adopt new appropriate materials that may suit better the new generations and serve their increasing demands.

Authentic materials are one the best tools that can be used by EFL teachers to attract their students 'attention. Abdul Hussein (2014) asserted that:

Authentic material is any kind of material taken from the real world and not specifically created for the purpose of language teaching. It can be text, visuals, or audio materials; it can be realia is such as tickets, menus, maps, and timetables; or it can be objects such as products, equipment, components, or models (p.331).

So, we can say that authentic materials are numerous and they have different types which are mainly classified according to their characteristics. For example, audio visual aids are considered to be listening and viewing tools that came under the ambarella of authentic materials. One type of audio-visual aids that can be used by EFL teachers to contribute in the betterment of student's comprehensions is videos.

2.2.2.1 Videos

Video is a kind of audio-visual aids that become widely used by EFL teachers and highly appreciated by students. It is considered to be one of the most successful strategies that bring students 'attention from the first time. According to çakir (2006) "one of the most appreciated materials applied to language learning and teaching is, of course, video" (p.67). from the previous quotation, it can be said that videos have a vital role in facilitating both processes teaching and learning. Furthermore, Sherman (2003) defined video as "any kind of programs that we can see directly on cinema, television or DVD, films, documentary, advertisements, and game show.

Videos can be used as resources to learn English with enjoyments" (p.01). So, it can be deduced that videos have so many forms which can be used for so many purposes, additionally, the writer pointed out that besides using videos as tool to ameliorate students'

knowledge, they can be used as an enjoyment tool to make the class more pleasing and interesting. In fact, videos are classified into two main categories which are video drama which involve fictional programs such as: films, drama series and non-fiction videos which involve program about real life such as: documentaries, interviews and talk shows.

Due to the fast spread of technology, videos now can be easily accessed, particularly, via YouTube website which become within a very short time one of the most popular website used by all people.

2.3 A General Overview of YouTube Videos

Due to the wide spread of technology, there are a significant number of online materials that can be integrated to traditional English teaching and learning processes, such as YouTube; it is one of the accessible websites through which people can watch and download different kind of videos such as: video clips, Tv clips, movie trailer, videos blogging, educational videos and so on. According to Christensson (2009) YouTube is a video sharing website which permits peoples to watch, post and upload videos of their own or of the others. YouTube website is also defined by Techopedia as:

a popular video sharing website where registered users can upload and share videos with any one able to access to the site. These videos can be also embedded and shared on other sites. YouTube was developed by former PayPal employees in 2005 and was acquired by google in 2006. It has had a profound on media and advertising.

Furthermore, besides the popularity that YouTube website gained at the very beginning of its establishment, this website gained lot of money within a very short time.(Sahlin and Botello, 2011, p, xx) “YouTube gained momentum and then they got cash-\$3.5 million greenbacks of venture capital to be exact. And then YouTube gained more

momentum, and google bought them for \$1.5 billion; however, YouTube is still a private entity calling its own shots”. After years of global orientation and constant growth, YouTube witnessed a great shift of success in the Unites States where it saw a market reach if around 90 percent in 2018, and its mobile versions saw the same global success.

In the coming year, YouTube recorded an estimated 1.68 billion users mainly younger ones who access the platform several times to entertain themselves or to follow up with last news. In May 2019, more than 500 hours of different kinds of videos were uploaded to YouTube every minute and most of popular videos which are posted mainly by celebrities get easily more than 100 million views in less than two days, for example, Luis Fonsi’s Despacito become the most viewed YouTube video of all time with over 6.55 billion streams. In 2019, YouTube generated global advertising revenue of close to 15.15 million U.S. dollars and thereby accounted for approximately 9.4 percent of Google’s total annual revenue. (Climent,2020)

Apart from using YouTube as an entertainment application in nowadays generation, YouTube is considered to be one of the most effective online materials that play a key role in both teaching and learning fields. it becomes hugely used by most of EFL students for so many purposes; mainly, enhancing their English language. In fact, YouTube website provide EFL students with opportunities to be more exposed to native and non- native English speakers in same time, YouTube allow them to know different dialects spoken around the world Terantino (2011).

YouTube offers fast and fun access to the language and cultured- based videos and instruction from all over the globe. It provides an outlet for students and teachers created videos, and most importantly, YouTube videos provide students with an opportunity to engage meaningfully in the target language (p.11)

2.4 Types of YouTube Videos

As a matter of fact, the majority EFL students have approximately similar objective/dream to be realized which is enhancing their English-speaking skills especially in terms of pronunciation and fluency. Therefore, YouTube website is the only source through which EFL students can be easily exposed to a plenty of different types of videos that can contribute in the betterment of students speaking skills such as: Movies, songs, documentary films.

2.4.1 Movies

Apart from watching movies for the sake of entertainment, this type of YouTube videos is considered to be the best strategy that may improve students speaking skills. Movies enable students to listen to natural conversations spoken by native peoples and watch real life situations of the target culture. Baro (2014) stated that There is a special category of films which are created specifically for educational purposes. the process of watching films engages the visual memory centers thus, help the information to be well remembered inside our brains. Furthermore, the multiple process of watching, hearing and reading the subtitles of the films play a key role in helping students to learn the language.

In same vein, the author talked more about the role of educational films and he mentioned some advantages of movies which are listed as follows:

- ✓ They allow students to memorize lot of information without any efforts
- ✓ They let students get the knowledge easily, involving the emotional centers, so the information is remembered better and faster
- ✓ They teach students throughout giving them the chance to obtain knowledge about different aspects of life
- ✓ They may improve students' skills such as academic writing

Watching English movies frequently gives EFL students the capacity to speak more freely and accurately throughout listening and imitating same words, phrases, expressions said by natives. Movies are a very successful tool in raising students' motivation towards the learning languages for this sake, teachers may rely on such motivational tool to improve students' skills, precisely, their speaking skills and make both processes of teaching and learning easier and more informative.

2.4.2 Songs

This type of YouTube videos is highly used by oral expression teachers; mainly, for one purpose which is teaching the language in a joyful manner. EFL teachers know very well that students cannot separate themselves from English songs for this sake they try to adopt such method in oral classes to motivate them and at the same time reinforce their understandings of the content. Songs can be used to teach all aspects of the language including vocabulary, grammar, pronunciation and more importantly listening and speaking skills. Hornby (1990) maintained that "song is great language package that bundles culture, vocabulary, listening and grammar and a host of other language skills in just a few rhymes. Songs can also provide a relax lesson" (as cited in Derradji, 2016, p.35).

Songs have a positive influence on students' retention, they can easily memorize words and expression in a joyful manner; more importantly, without any kind of efforts and that is what most of students are looking for, studying but in more pleasing and motivational ways even teachers can profit from the usefulness of songs and adopt them in regular manner. Delibegovic Dzanic and Pejic (2016) stated that "if well planned, applied and evaluated, songs can become a useful tool for language teaching and learning.

Also, if the right songs are chosen, learning can become a fun and memorable experience” (p.41). so, it can be determined that if songs are chosen appropriately by both teachers and students, their objectives will be easily realized and in a way that satisfies each of them. In same vein, Griffie (1990) identified some arguments for the effectiveness of songs in English classes which are summed up as follows:

- ✓ Songs and music lower anxiety. If they are introduced in the early of years of language learning, songs and music tend to create enjoyable, free- anxiety environment.
- ✓ Songs are useful for teaching vocabulary
- ✓ Songs serve as an excellent listening material.
- ✓ Songs and music can be used to support gramma presentations, practice and revision.
- ✓ Songs and music bring various culture into the classroom.

(as cited in Delibegovic Dzanic and Pejic, 2016, p.42)

So, we can say that songs have the potential to ameliorate all aspects of the languages, hence, developing English- speaking skills.

2.4.3 Documentary films

Documentary films are created to document reality primarily for instructional, educational or historical purposes. Teacher and students can be easily accessed to documentary films just via YouTube websites. English Documentary films have special features that can be very effective for educational purposes which are seriousness and the use of formal language thus, students can benefit from these characteristics to ameliorate their English language and develop their speaking skills to be more accurate and fluent. Soong (2012) declared that unlike audio-visual materials such as: movies and Tv programs

which use informal language and tend to be an enjoyable tool, documentary films tend to transfer reality to society in a very serious manner and with more clear and appropriate English language.

The standard language used in such type of YouTube videos can help students to identify new word and pronounce them in very accurate manner they may even use new vocabularies in their daily life conversations in addition, documentary films may provide learner with different facts which he may probably need in his life , more importantly, in his studies. Sherman (2003) reported that a documentary films is “highly- planned programs which present facts and opinions about single subjects” (as cited in Soong,2012, p. 113).

2.5 Advantages of Using YouTube Videos inside EFL Classes

The role of YouTube videos cannot be ignored in EFL classrooms. YouTube is considered to be the most effective medium which offers students the ability to be more involved with two different senses which are watching and hearing. Sherman (2003) stated that today’s people spend more time with videos more that printed materials due to the fact that videos give them opportunity to be involved in two different senses; seeing and hearing; at same time.

Apart from being relying on YouTube to stimulate both hearing and seeing senses, the regular and frequent use of YouTube videos by EFL teachers will have so many advantages and great impact on students. Jalaluddin (2016) listed some of YouTube advantages that can be used in and outside formal settings which are as follows:

- ✓ YouTube is considered very useful tool because it can be used outside and inside the classroom.
- ✓ It provides exposure to authentic English

- ✓ It promotes learning style that is more autonomous and students centre
- ✓ Using YouTube in the classroom attracts student's attention greatly and it makes classroom very interactive for language learning
- ✓ YouTube provides opportunity for students to comment on the videos and ask questions about videos.
- ✓ YouTube is not a source to learn but it also inspires students.
- ✓ If students find a particular video on YouTube that is interesting and useful in English language learning, h/she can find more similar videos related to it easily
- ✓ It offers authentic examples of everyday English spoken by the people.

(Jalaluddin, 2016)

2.6 Using YouTube as a Learning Tool

Years ago, educational institutions blocked the YouTube websites within schools and universities to prevent students from watching unwanted videos which may waste their times and make them far from their studies. For this reason, a new category of YouTube has been created, purposefully, for educational purposes. Storm (2012) maintained that in 2011, google started YouTube for schools which offer students opportunities to get accessed only to educational videos. This program blocked all general sites which have no relationship with education and enabled schools to access only educational library, in addition, it enabled teachers to bring popular educational videos such as TED talks on population growth by Harris Rosling into classrooms.



Figure 2.1 YouTube for schools allow educators to filter out unwanted videos

Michael McElroy for the New York times (2012)

In fact, YouTube website become one of student's necessities comparable to food, so professors cannot remove such platform from their learners, instead they have to encourage them to rely on YouTube because it has a wide range of academic videos that are really effective in teaching the language especially for beginners who tend to develop their English level including the language aspects and the forth skills, particularly, speaking skills. Even oral expression teachers may select the appropriate English videos which may adapt with the content of lessons they are going to present in the lectures, thus, let students more active, interested and engaged.

Cardine (2008) declared that there are plenty of academic and professional videos which are available on YouTube, if they are used properly, students will be more engaged in the classroom due to the images and audio used. In the same vein, Harris (2011)

highlighted the same idea discussed above, he maintained that YouTube contributes in students' engagement inside classrooms and make the content more understandable and relevant due to the fact that visual aids such as videos offer students opportunity to see scenarios, hear from experts, and listen to conversations

2.7 Importance of Instructional YouTube Videos in Teaching Speaking Skills

As we have mentioned earlier, depending on traditional method as an only source to present a perfect informative content for students is not sufficient. Teaching speaking skills seems to be easy but in fact, it is the most serious and difficult module compared to the others, because most of the teachers cannot control the class and cannot even attract their students' attention. Therefore, EFL teachers preferred to integrate new teaching methods such as YouTube videos beside the traditional ones to teach speaking skills in a serious and funny manner at the same time.

Grey (2013) declared that "YouTube is very important in learning because researchers demonstrate that the majority of people learning via listening, watching and doing" (p.144). In fact, the significant role of YouTube videos can be revealed throughout the positive attitudes of students inside the class because the majority of them prefer the implementation of materials which stimulate the seeing and hearing senses, thus, urge them to be more focused and engaged within oral classes.

In the same path, there are certain criteria and aspects that must be taken into consideration to agree that someone is skilled in speaking. Students' oral skilfulness can be appeared from the way they pronounce words, the wide range of vocabularies that they use, the correct grammatical forms produced, the self-confidence that they have and more

importantly, the ability to manipulate the language according to their needs. All of the previous aspects can be realized via watching YouTube videos which provide learners with unlimited instructional videos that can be implemented in academic and non- academic settings.

Watkins and Wilkens (2011) stated that YouTube is effective for the ones who are interested in developing their pronunciation, and conversation skills, also it is a suitable tool for enhancing student's autonomy and letting them more exposed to English world. Moreover, Jalaluddin (2016) asserted YouTube is a suitable tool for teaching multiple language skills including listening and speaking skills. And he added that English videos that are available on YouTube make students aware of different English varieties spoken around the world.

As a final point, mastering English speaking skills can be a challenge for EFL students; however, this goal can be easily achieved just throughout the accurate implementation of both teachers and students.

2.8 Ways for Using YouTube Videos Inside the Classroom by EFL Teachers

There are now fixed ways of using YouTube videos inside the oral classes because the instructor is free to choose anything that he/ she thinks might be productive for students. However, Watkins and Wilkins (2011) selected few possible activities that EFL teachers may do for the enhancement of students speaking skills.

2.8.1 Movie trailer voiceover

This activity can help EFL learners to identify their pronunciation difficulties and improve the quality of the spoken language. In this activity, teachers are supposed to give students opportunity to choose two-minute movie preview from YouTube. Then, students transcribe the audio in the preview, of course, the videos can be downloaded from YouTube and stripped of its audio track using a free soft war called YouTube downloader. With the aid of their transcription, students can record their own voices and in the same time, they should pay attention to mimicry and synchronization.

Students here are free to do voices of different characters. Once the record is done, students can use apple or windows video editor to redub the preview. This activity demand from students to listen very carefully to create the transcript and repeat recordings to create native-like cadence, intonation, and pronunciation. So, teachers here, will assess students based on the listening and speaking accuracy.

2.8.2 Famous Movie Scene Re-enactment

Students here are required to choose any famous scene from a movie and re-enact it as dramatic presentation in front of the class or a video clip of their own. As for the assessment, students will be evaluated based on many aspects including the quality of re-enactment, speech accuracy, pronunciation and more importantly the concept discussed in the class.

2.2.3 Vlogging

Watkins and Wilkins confirmed that this activity can be done by any students even the ones who are less skilled in conversation. First, the word vlogging is made up of two words “video and blog”, and blog is short for the “Web log” and this kind of videos became

notably spread by all people. So, students here can make a vlog about any concept giving by the teacher and post it on his YouTube channel in which he may invite only his classmates and the instructor (private YouTube channel chosen from setting) and students will be assessed on their pronunciation, vocabulary, use of grammar, and general communicativeness.

To conclude, if the mentioned ways are properly and frequently implemented, EFL students, for sure, will gradually enhance their English-speaking skills because they will try to focus on each step they do and more importantly they will attempt to speak in appropriate and skilful manner.

Conclusion

This chapter shed light on the effectiveness of YouTube videos in oral EFL classrooms. At the very beginning we tackled about ICTs in general to see the impact of it in changing the world of education and at the same time to make it as preface to present the part of YouTube videos. Moreover, this chapter talked about the different types of YouTube videos and its advantages and importance in enhancing speaking skills. At the end, we gave some effective ways to motivate students and the process of learning and teaching.

Chapter Three

Fieldwork and Data Analysis

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Introduction

The present chapter deals with the practical part of this research study which consist mainly of two parts. The first part deals with a small background of the research methodology in which we discuss the research approach, sampling and population and data collected tools. As for the second part, the purpose behind it is to check the effectiveness of instructional YouTube videos in enhancing EFL students speaking skills.

3.1 Research Approach for This Study

Since the aim of the study is to describe the role of instructional YouTube videos in enhancing EFL learners speaking skill and find out the link between these variables; this study adopted a mixed method approach (qualitative and quantitative approaches) because it is suitable for the nature of our present study.

3.2 Population and Sampling

The selected population for this study is second year EFL students at Mohamed Kheider Biskra University. In march 2020, we have chosen two groups from second year classes as a sample to participate in the questionnaire; however, due to the time limitation and the pandemic we did not finish the work. So, in June we re-designed an online questionnaire, 31 students from the whole population participated in it. The reason behind the choice of second year students is the fact that they are still beginners and they still cannot manipulate the language according to their needs.

Furthermore, an interview was designed to be done face-to-face with oral expression teachers but due to the same reasons which are time limitation and teachers' business also the wide spread of the pandemic we could not finish the work. So, in June 2020, we made an interview again but in form of online questions. And it was submitted to teachers via

emails and Facebook and from about fifteen teachers of English language, the interview questions were answered only with six volunteer teachers.

3.3 Data Collecting Methods

There are several methods that can be used to collect data such as: questionnaire (structured, semi-structured and unstructured), interviews (structured, semi-structured and unstructured), observations, focus group etc. However, in our case we relied on both a questionnaire (semi-structured) to gather data from second year EFL students and an interview to collect data from EFL teachers in Biskra university.

3.4 Questionnaire Data Analysis and Interpretations

3.4.1 Aims of the student's questionnaire

One purpose of this questionnaire is to know the students' perspectives and point of views concerning the implantation of instructional YouTube videos inside EFL classes. We wanted to know whether they support including such technological teaching aid to enhance their English language or not. In addition, we aimed to see whether using YouTube videos as a supplementary tool within oral expression courses has really good results in improving student's speaking skills or not.

3.4.2 Description of students' questionnaire used for this study

This questionnaire was designed to second year EFL students at Mohamed Khaider Biskra University. The questionnaire used under the investigated study is a semi- structured questionnaire which consists of either closed-ended questions in which students are supposed to answers by "yes" or "no" answers or open-ended questions through which they can give a free-form of answers and share more information. Also, it consists of questions

where they can choose one option or more than one option also there are parts in which they can justify their answers and give more feedback.

Furthermore, this questionnaire was introduced by a small introduction where we defined the topic of our research study and the purpose behind it. The questionnaire contained 18 questions which were divided in three main sections. The first section consisted of three questions in which we tried to get some general information about the participants. While the second section consisted of six questions and it was mainly designed to get some information about student's speaking skill, and we have ended this section by asking them whether watching native speakers' videos have really enhanced their speaking skill or not. In fact, it was given purposefully to make it as a preface to the next section.

Meanwhile, the third section contained of nine question and it was designed to know student's attitudes towards the use of instructional YouTube videos inside EFL classes; we wanted to know throughout those nine questions whether students support the implementation of such new teaching aid in classes or not also, we wanted to see if their teachers of oral expression are aware of such supplementary material or not. At the end, we ended this survey by leaving a space for participants where they can give their comments or suggestions and we have thanked them for their time and collaboration.

3.4.3 Analyses of Students' questionnaire

Section One: General Information

Item 1. The choice of learning English at university was:

Table 3.1 Students' choice of learning English at university

Option	Participants	Percentage
a) Your personal choice	24	77%
b) Your parent(s) choice	7	23%
c) An orientation	0	0%
Total	31	100%

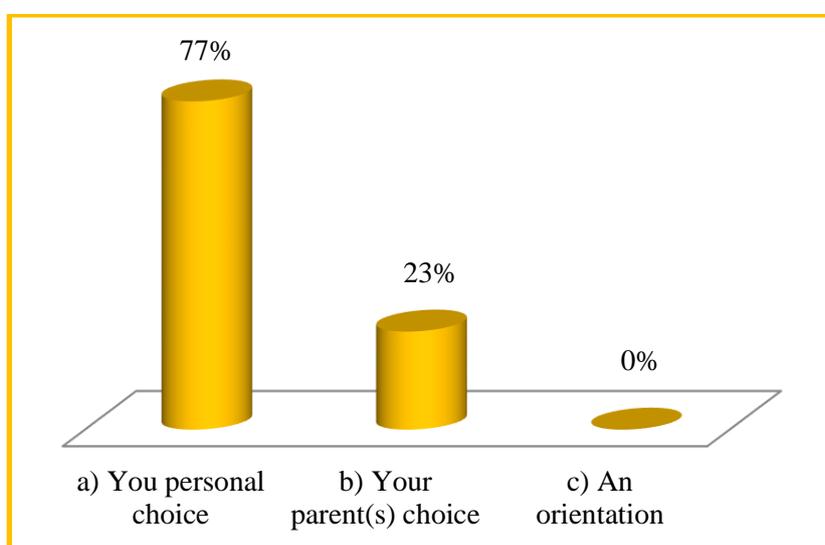


Figure 3.1 Students' choice of learning English at university

As it appears in table 1 and graph1, most of EFL students chose the English language at university by themselves with the percentage of (77%). However, the choice of the rest of students with the percentage of (22%) was their parents' choice. hence, this indicates that the majority of students are interested in studying the English language as a branch at university.

Item 2. How can you evaluate your level in English?

Table 3.2 Students' evaluation of their level in English

Option	Participants	Percentage
a) Good	10	32%
b) Medium	20	65%
c) Poor	1	3%
Total	31	100%

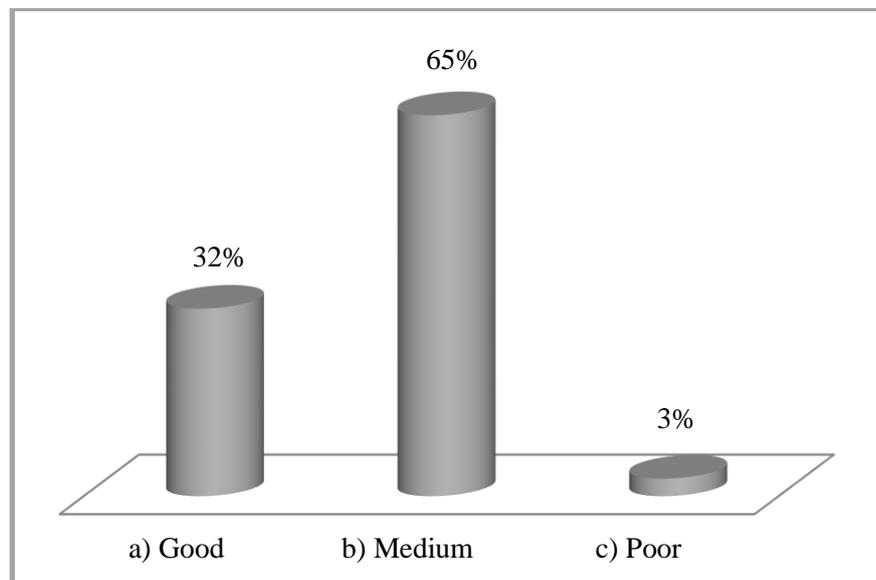


Figure 3.2 Students' evaluation of their level in English

In question 2, we asked students to evaluate their level in English whether they are good, medium or poor. As it is revealed in table 2 and graph 2, 10 participants with the percentage of (32%) said that they found themselves as good students in English. However, 20 participants with the percentage of (65%) said that they are medium. Only one participant with the percentage of (3%) declared that he found his self in this branch (English) as a poor one.

Item 3. Which of the four language learning skills you would like to improve most?

Table 3.3 The language learning skill that students would like to improve most

Option	Participants	Percentage
a) Reading	1	3%
b) Listening	3	10%
c) Writing	10	32%
d) Speaking	17	55%
Total	31	100%

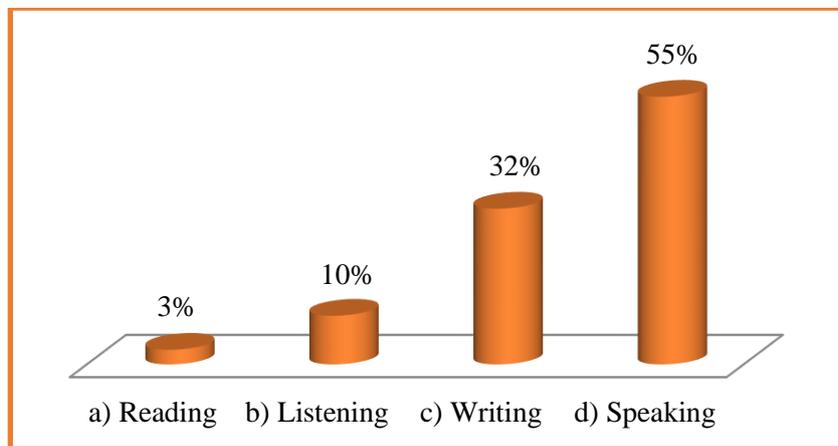


Figure 3.3 The language learning skill that students would like to improve most

The aim of question four is to see which one of the four skills students would like to improve most. In fact, and as it is shown in both table 3 and graph 3, the skill which is highly needed to be developed by most of students with the percentage of (55%) is the speaking skill. After it immediately comes the writing skill with the percentage of (32%) of students. After the writing skill comes the listening skill with the percentage of (10%) which equals 3 students. And only one participant with the percentage of (3%) wants to develop his reading skill maybe he finds it as the most necessary skill to be developed before the others. So, from this analysis we can maintain that the speaking skill is really important for most of

EFL students and it should be mastered before the others since it comes at the top of their choices.

Section Two: Speaking skills

Item 4. Do you like oral expression sessions? Please justify

Table 3.4 Students attitudes towards the oral expression sessions

Option	Participants	Percentage
a) Yes	23	74%
b) No	8	26%
Total	31	100%

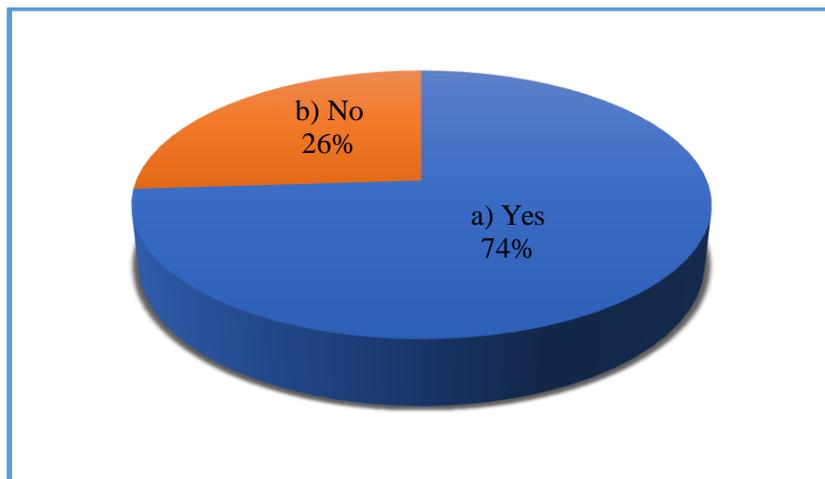


Figure 3.4 Students attitudes towards the oral expression sessions

In section two which is about speaking skill, students were asked whether they like oral expression sessions or not. 23 students with the percentage of (74%) have answered yes. Whereas the rest (8) of students with the percentage of (26%) have answered no. from the above numbers we can say that most of EFL students do like this session and they are interested in attending such lectures.

Student's justifications

here are some of learners' justifications

1. "since I like speaking, oral expression session is a great place where I practice speaking, interacting and communicating with classmates and the teacher, it is also enjoyable and fun session where we as students do different activities, games and discussion about different topics that interest us".
2. "Because I learn new vocabulary, new words, and pronounce words in good and correct way."
3. "Be engaged with more classmates-tasks, exchange ideas through debating, learning from each other, ameliorate my vocabulary and my language

Students affirmed that oral expression sessions are the best place where they can interact with classmates and they help them to learn new vocabularies and do different activities.

Item 5. Which one of the following describes your level of oral expression performance?

Table 3.5 Students' evaluation of their oral performance

Option	Participants	Percentage
a) High	3	10%
b) Average	18	58%
c) Low	10	32%
Total	31	100%

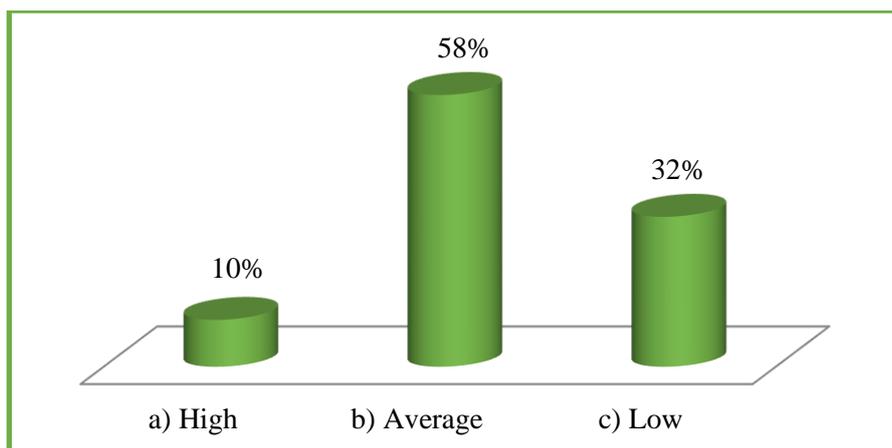


Figure 3.5 Students' evaluation of their oral performance

In this question students were asked to consider their level in oral performance. Only 3 students declared that their level in oral performance is high. However, 18 students said that they have an average level when it comes to oral performance. As for the rest (10) students said that they have a low level. Accordingly, we can say that since they are still new in this branch so obviously, they will find themselves with an average level and they will for sure do their best to make it perfect and high.

Item 6. To what extent do the oral expression courses help you improve your oral performance?

Table 3.6 The degree to which oral expression courses can help students improve their oral performance

Option	Participants	Percentage
a) Very much	12	39%
b) Little	15	48%
c) Not at all	4	13%
Total	31	100%

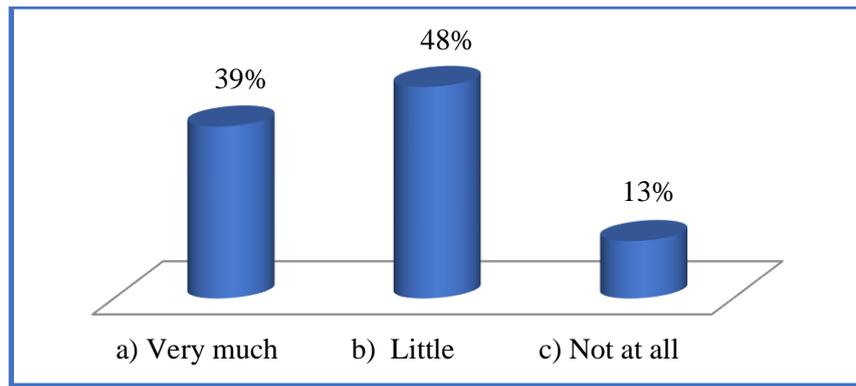


Figure 3.6 The degree to which oral expression courses can help students improve their oral performance

We can notice from the above table (6) that 39% students agreed that oral expression sessions are very helpful in improving their oral performance and 48% of students affirmed that oral sessions are little bit helpful in enhancing their oral performance. However, only 13% of students affirmed that they are nor helpful at all. This given data indicate that enhancing oral performance throughout oral courses is a good idea and helpful at the same time.

Item 7. What are the main challenges that prevent students from speaking inside the classroom? You may choose more than one answer.

Table 3.7 The main challenges that prevent students from speaking inside the classroom

Option	Participants	Percentage
a) Fear of making mistakes	3	10%
b) Feeling embarrassed when you speak and others look at you	2	6%
c) Lack of vocabulary	2	6%
d) Fear of teacher's negative feedback	1	3%
e) All of them	7	23%
f) More than one choice	16	52%
Total	31	100%

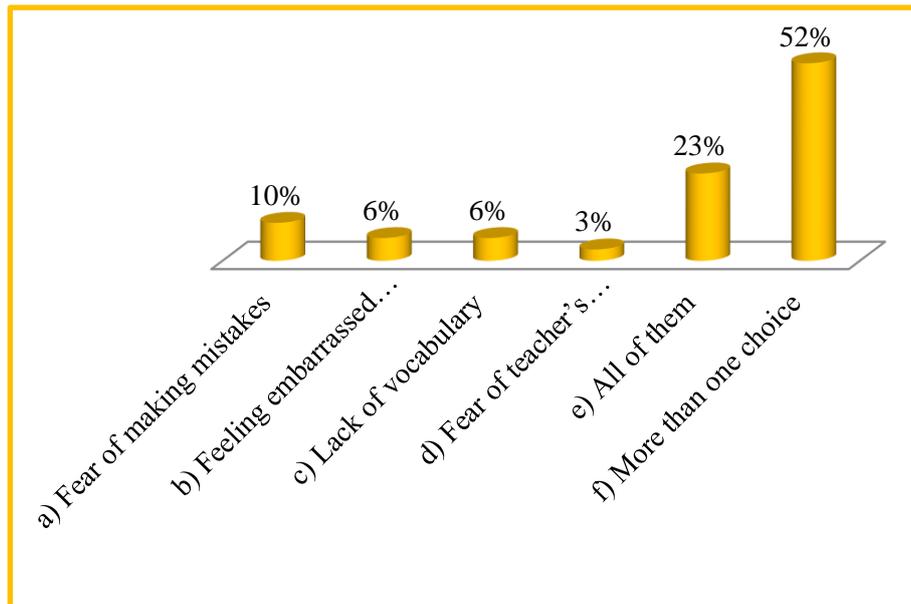


Figure 3.7 The main challenges that prevent students from speaking inside the classroom

In question number 7, students were asked to state the main problems that prevent them from speaking inside the classroom. 10% replied that the problem they face is the fear of making mistakes and 6% of students said that they feel embarrassed when they start speaking and others look at them, another 6% of respondents said that unfortunately they lack vocabulary (they do not have wide range of vocabulary).

Besides, 3% of them said that they feel afraid from their teacher's reaction if they make mistakes or errors. However, 23% of students said that they encounter all of those problems. Finally, 52% of students replied with more than one choice which means that they have more than one problem. From the above data we can say that EFL students encounter so many problems in speaking and they should rely on some activities and apply new ways to reinforce their self-confidence and start speaking in classes

Item 8. Which one of the following techniques do you enjoy most in oral expression sessions?

Table 3.8 The technique that students enjoy most in oral expression sessions

Option	Participants	Percentage
a) Group discussions	12	39%
b) Information gap activities	10	32%
c) Role plays	4	13%
d) Watching instructional videos	5	16%
Total	31	100%

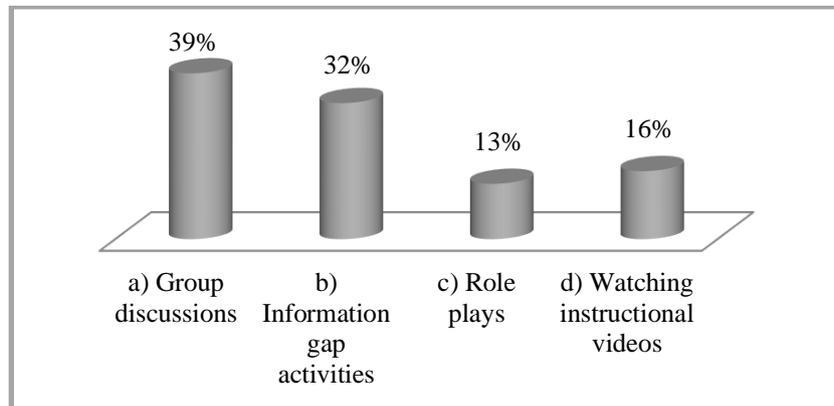


Figure 3.8 The technique that students enjoy most in oral expression sessions

The purpose of above question is to know which of the above speaking activities is preferred most by students. The big amount of answers revealed that students prefer group discussion activities; we can see that 12 participants choose such activity because it gives them opportunity to communicate better and exchange different point of views. 10 students have chosen information gap and we can notice it is also highly preferred by them. As for the rest preferred activities, 4 students preferred role plays, whereas the others prefer watching instructional videos through which they get more exposed to the English language.

Item 9. Does watching videos of native speakers enhance your speaking skills? Please justify.

Table 3.9 Students' responses about whether watching videos of native speakers enhanced their speaking skills or not

Option	Participants	Percentage
a) Yes	18	58%
b) No	13	42%
Total	31	100%

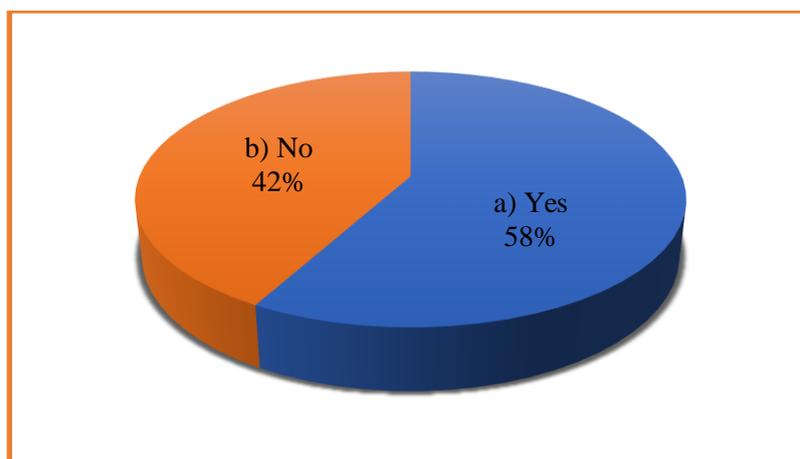


Figure 3.9 Students' responses about whether watching videos of native speakers enhanced their speaking skills or not

This question seeks to investigate whether watching videos of native speakers really improved students speaking skills or not. As we can see in figure 9, 18 of student's answers were positive however the rest of student's answers were negative. So, we can deduce from their responses that the majority of EFL students agree that relying on videos has good impact in developing their speaking skills by seeing and listening at same time to native speakers

Students' justifications

We requested from respondents to justify their answers

- 1) "There's no better way to learn speaking than watching videos of native speakers of the language talking, listening to them and trying to imitate them allow foreign speaker to pronoun well, talk freely, accurately and fluently"
- 2) "Watching native speakers has significantly enhanced my speaking skills. Imitation and vocabulary among others have improved mainly due to watching this type of videos."
- 3) "When I watch them, I feel myself use English in its context I mean share the same culture."
- 4) "Of course, watching native speakers will make me get the right pronunciation explore different vocabulary".
- 5) "Didn't believe in how watching videos will improve English until I started watching videos in other languages rather than English and I was shocked how I learnt a lot of expression without trying to memorize but just through listening and enjoying myself."

Section Three: Student's Attitudes towards the Use of Instructional YouTube Videos in EFL Classrooms

Item 10. Do you practice English language outside the classroom via internet (chatting, watching English videos, reading online books, etc.)?

Table 3.10 Students' responses about whether they practice English language outside the classroom via internet or not

Option	Participants	Percentage
a) Yes	23	74%
b) No	8	26%
Total	31	100%

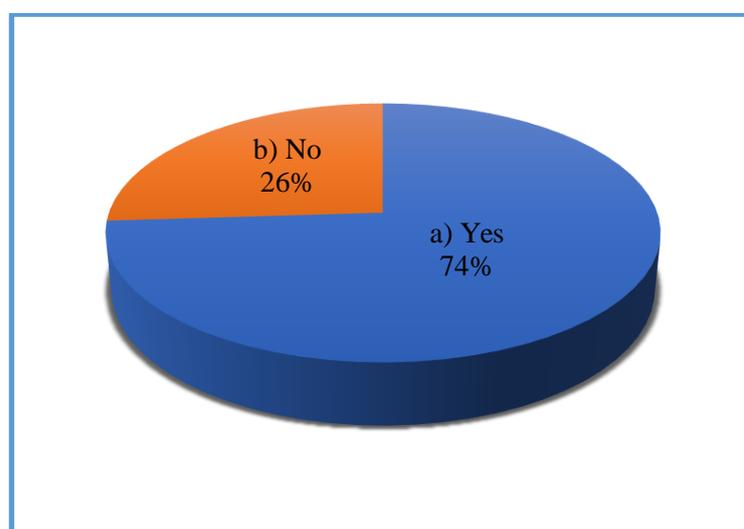


Figure 3.10 Students' responses about whether they practice English language outside the classroom via internet or not

Question number 10 aimed to see whether students rely on internet to practice the English language or not. As it is appeared in graph number 10,74% of participants said that they do use internet to practice the English language via chatting, reading online books, downloading English applications etc. On the other hand, 26% of them answered no. In fact, we expected the above given answers, because learners now are living in very advanced settings and they cannot separate themselves from the use of internet, it opens for them more opportunities to be more knowledgeable of the English language.

Item 11. Do you visit YouTube websites for educational /instructional purposes?

Table 3.11 Students' responses about whether they visit YouTube websites for educational /instructional purposes or not

Option	Participants	Percentage
a) Yes	20	65%
b) No	11	35%
Total	31	100%

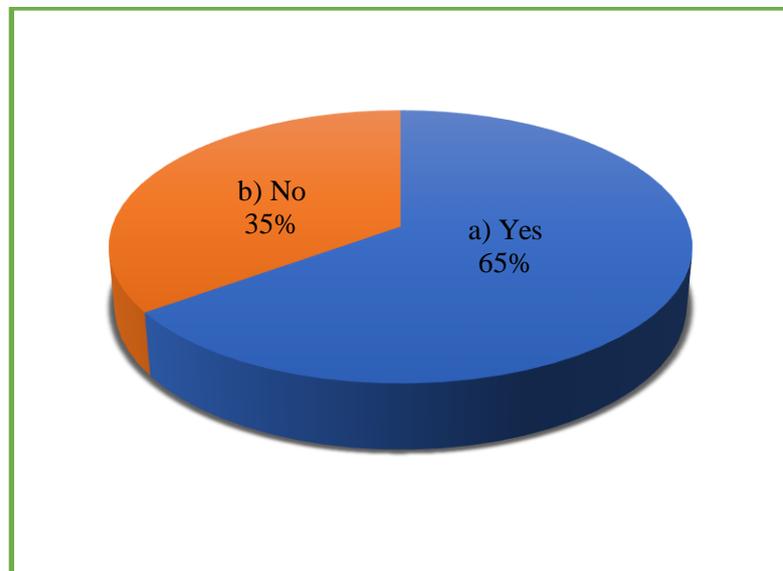


Figure 3.11 Students' responses about whether they visit YouTube websites for instructional purposes or not

According to the results illustrated above, we can see that the higher rate (65%) goes for the ones who visit YouTube websites for educational purposes. This confirms that YouTube websites have a significant role in making students more enthusiastic about their education and they get so many advantages throughout the use of such new authentic material.

Item12. If yes, how often do you rely on them?

Table 3.12 Frequency of visiting YouTube websites for instructional purposes

Option	Participants	Percentage
a) Always	2	7%
b) Often	10	32%
c) Occasionally	7	22%
d) Rarely	10	32%
e) Never	2	7%
Total	31	100%

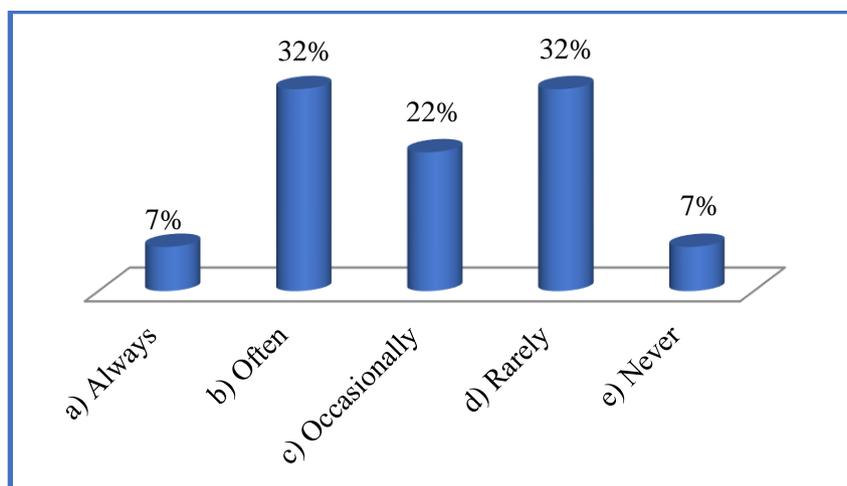


Figure 3.12 Students' frequency of visiting YouTube websites for educational /instructional purposes

To gain more information about the previous question, we added this question to the ones who have already said yes in order to know the frequency of visiting YouTube website for educational purposes. As it is presented in table 3.12, we can notice that the lower frequency goes equally for the ones how said “always” and “never” with a percentage of 7%. As another equal frequency, 32 % of students also have answered “often” and “rarely”. Moreover, the rest of students with a percentage of 22% replied occasionally. from the answers of question number 11 and the answers of question number 12, we can conclude

that students do really rely on YouTube websites for instructional purposes but not continuously

Item 13. Does your teacher use teaching aids such as YouTube videos in the classroom?

Table 3.13 Students' responses about whether their teacher uses teaching aids such as YouTube videos in the classroom or not

Option	Participants	Percentage
a) Yes	8	26%
b) No	23	74%
Total	31	100%

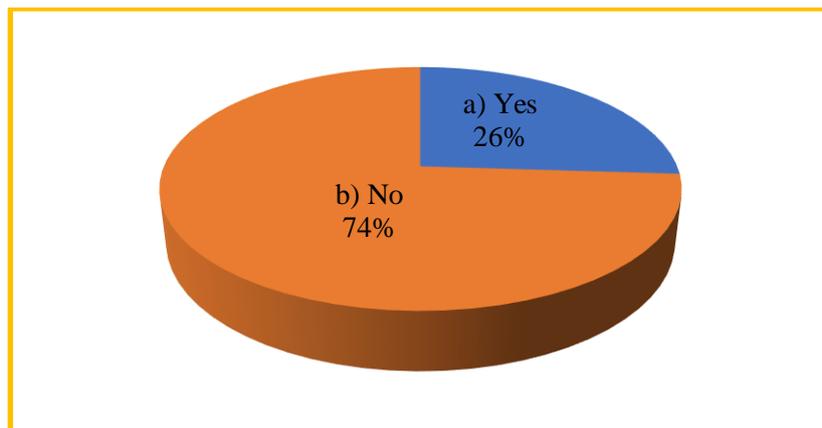


Figure 3.13 Students' responses about whether their teacher uses teaching aids such as YouTube videos in the classroom or not

We attempted throughout question number 13 to know whether EFL teachers utilize YouTube videos as an audio-visual teaching aid inside classrooms or not. we found that 74% of student's answers were negative. It means that the teachers do not use such supplementary tool inside classes despite its importance. in contrast, 26% of students said "yes".

Item 13.1 If yes, how often?

Table 3.13.1 Frequency of teacher's use of teaching aids such as YouTube videos in the classroom

Option	Participants	Percentage
a) Always	0	0%
b) Sometimes	2	25%
c) Rarely	6	75%
Total	8	100%

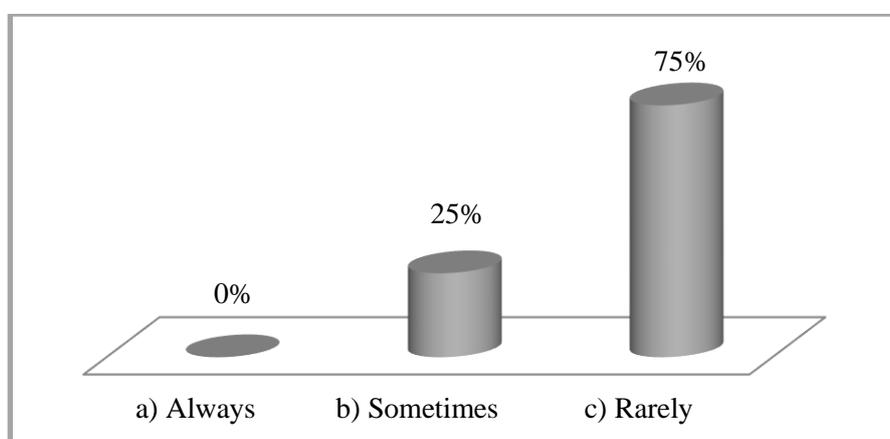


Figure 3.13.1 Frequency of teacher's use of teaching aids such as YouTube videos in the classroom

We wanted to know from the above sub-question the frequency of teacher's use of YouTube videos. The graph 3.13.1 reveals that 0% of EFL students affirmed that their teachers do not always use YouTube inside classes. However, we can see through the same graph that teachers rarely incorporate the use of YouTube videos with a percentage of 75%. besides this the rest of them with 25% of students declared that their teachers sometimes use the YouTube videos in the lesson. We can induce from this statistic that the majority of teachers support the idea of using such technological tool.

Item 13.2 If no, would you accept the idea of using YouTube videos by your teachers inside the classroom sessions (does this makes you more pleased and motivated)?

Table 3.13.2 Students' responses about whether using YouTube videos by the teachers inside the classroom sessions makes them more pleased and motivated or not

Option	Participants	Percentage
a) No	2	9%
b) Yes	21	91%
Total	23	100%

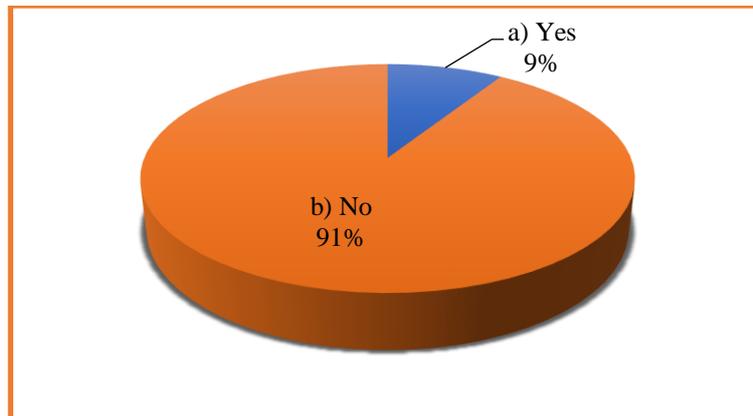


Figure 3.13.2 Students' responses about whether using YouTube videos by the teachers inside the classroom sessions makes them more pleased and motivated or not

As it is appeared in graph number 3.13.2, we can see that the higher rate goes for the ones who liked the idea of using YouTube videos within classes with a percentage of 91%. in contrast, only few EFL students with 9% did not liked the idea at all. Thus, the results strengths the view that the implementation of such new teaching aid makes most of EFL students pleased and motivated during lectures.

Item 14. How do you find the idea of using instructional YouTube videos inside the oral expression courses? Please justify

Table 3.14 Students' views about using instructional YouTube videos inside the oral expression courses

Option	Participants	Percentage
a) Positive	27	87%
b) Neutral	4	13%
c) Negative	0	0%
Total	31	100%

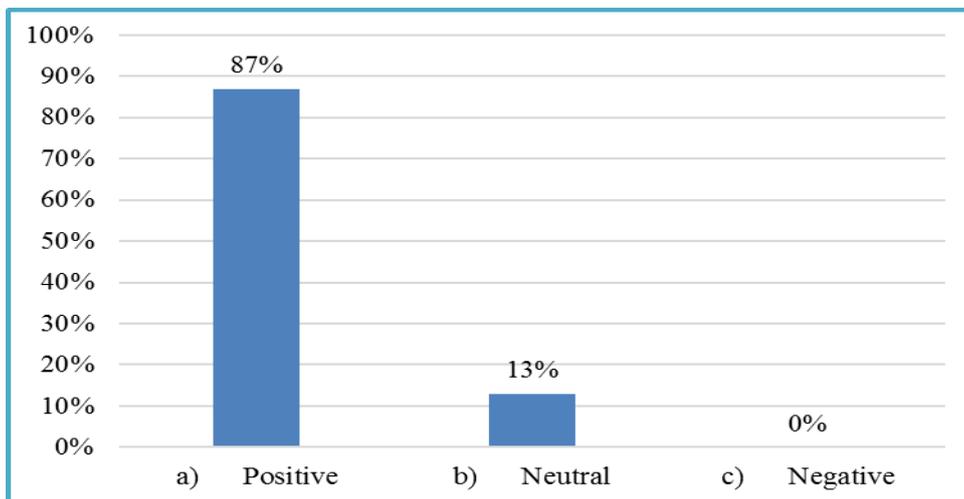


Figure 3.14 Students' views about using instructional YouTube videos inside the oral expression courses

This item was designed to students to know their opinions about the use of instructional YouTube videos inside oral expression courses. A considerable number of respondents' answers (87%) were positive, whereas few of them (13%) were neutral. Also, we can see that no one of students see the use of such videos as a negative tool inside oral expression session. So, these responses confirmed at all students agree that the use instructional YouTube videos is beneficial and has so many positive points on students

Students' justifications

We requested from students to justify their answers about their opinions. Here are some of their justification:

- 1) "Since we're in age of progression and spread of technology, YouTube is world where it can be used as a tool for teaching and learning. Teachers will benefit more as well as students. The reason why is that they will gain rich knowledge in short time, increase student's motivation and allow them to practice language by themselves, while the purpose of the teacher is to guide them."
- 2) "Due to several advantages which may have on students, improve their pronunciation, increase their vocabulary bank, boost discussion skill, strategies, accuracy and fluency".
- 3) "Something new to experience"
- 4) "Students will have the material to discuss later I mean the information needed about a topic"

Item 15. What might be the reason for practicing English using YouTube videos? (you may choose more than one answer)

Table 3.15 Students' reason(s) behind practicing English using YouTube videos

Option	Participants	Percentage
a) YouTube videos help you recognize and remember new vocabulary.	7	23%
b) YouTube videos increase your motivation and interest towards English language learning.	0	0%
c) YouTube videos facilitate the process of learning.	3	10%
d) All of them	14	44%
e) More than one choice	7	23%
Total	31	100%

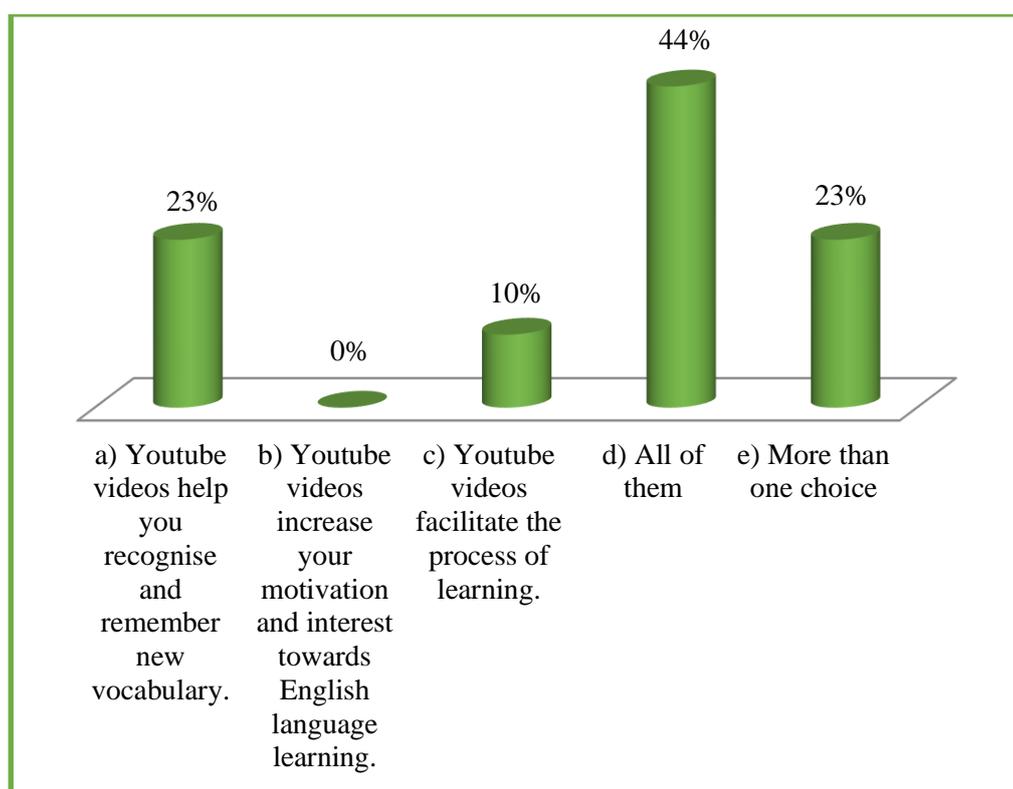


Figure 3.15 Students' reason(s) behind practicing English using YouTube videos

We tended through the question number 15 to know student's purposes for practicing English using YouTube videos. The majority of students (44%) chosen the fourth option "All of them" which means that they practice the English language via YouTube videos not only for one purpose but for different purposes. Here are some different purposes given

- YouTube videos help them recognize and remember new vocabulary
- YouTube videos increase their motivation and interest towards the English language
- YouTube videos facilitates the process of learning

Item 16. Which one of the following aspects do you need YouTube videos for? (you may choose more than one answer).

Table 3.16 The main aspects students need YouTube videos for

Option	Participants	Percentage
a) Pronunciation	0	0%
b) Vocabulary	0	0%
c) Fluency	2	6%
d) Grammar	0	0%
e) All of them	22	71%
f) More than one choice	7	23%
Total	31	100%

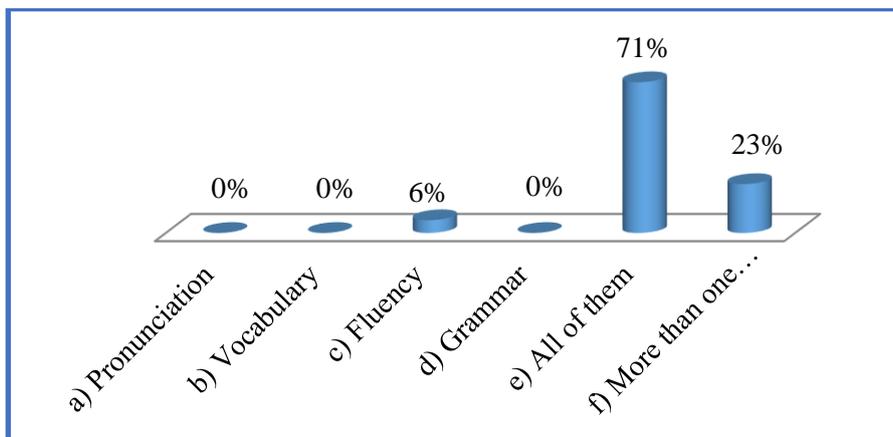


Figure 3.16 The main aspects students need YouTube videos for

The results illustrated on the figure 3.16 shows that 23% of EFL students need YouTube videos for more than one aspect. We can see again that the majority of students 71% need them for all the previous mentioned aspects (pronunciation, vocabulary, fluency, grammar). And as a final remark, we can notice that only few of them need such videos just to be fluent. Therefore, we can determine that YouTube videos have a significant role in responding to students' different needs.

Item 17. What kind of YouTube videos that developed your English-speaking skill? (you may choose more than one answer)

Table 3.17 Kinds of YouTube videos that really developed students’ English-speaking skill

Option	Participants	Percentage
a) Music videos (videos which contain music lyrics)	2	6%
b) Movies videos (i.e. Movies which contains subtitles)	4	13%
c) Documentary videos	1	3%
d) Tv shows	2	6%
e) Educational videos	2	6%
f) More than one choice	20	66%
Total	31	100%

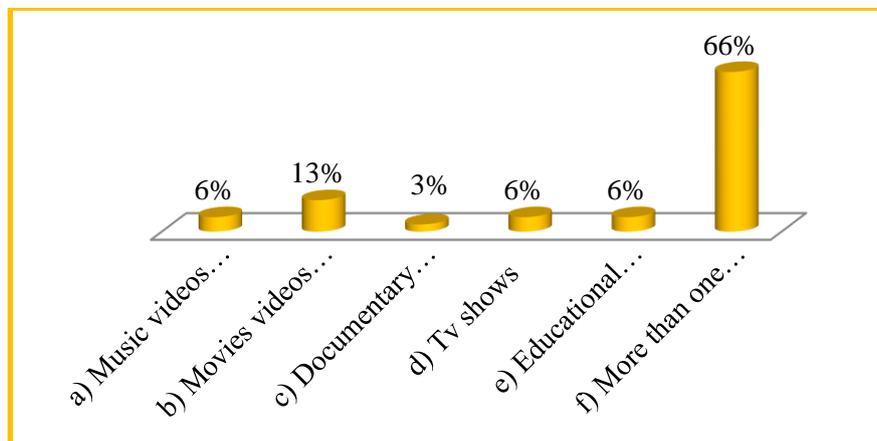


Figure 3.17 Kinds of YouTube videos that developed students’ English-speaking skill

The above figure shows that 6% of students have really developed their English-speaking skill throughout listening to “music videos”, watching “tv shows” and “instructional videos”. Moreover, we can see that another 13% of them developed their speaking skill just via watching “movies videos”. However, a big rate of students 66%

affirmed that they rely for more than one kind of YouTube videos to enhance their speaking skills. So, from these results it is confirmed that each kind/ type of YouTube videos has a special importance in reinforcing students speaking skill and make it better.

Item 18. Do you think that YouTube videos can reinforce the understanding of the lesson content?

Table 3.18 Students' opinions about whether YouTube videos can reinforce the understanding of the lesson content or not

Option	Participants	Percentage
a) Yes	22	71%
b) No	1	3%
c) Somehow	8	26%
Total	31	100%

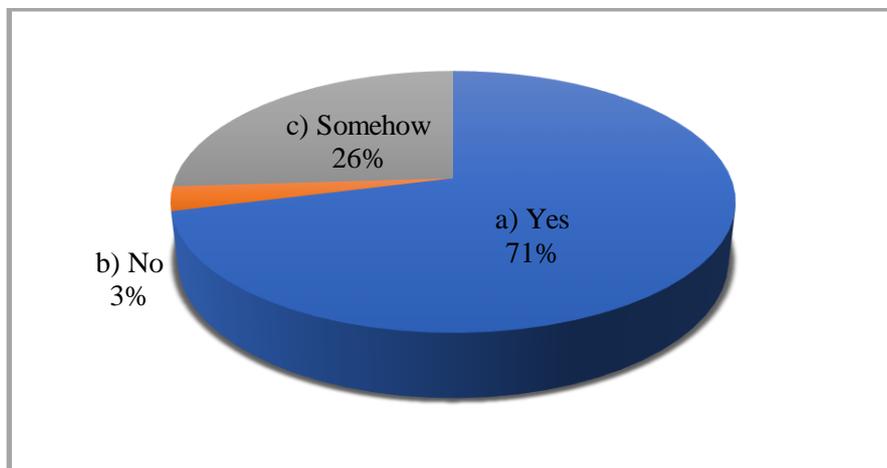


Figure 3.18 Students' opinions about whether YouTube videos can reinforce the understanding of the lesson content or not

We tend from the final question to know students' opinions about whether YouTube videos can reinforce the understanding of lesson content or not. And we found that 71% of student's answers were positive which means that they strongly agree with the idea. On the other hand, 3% of student's answers were negative that means they disagree with this idea.

In addition to that, 26% of them were in between “somehow” and this answer indicates that they do not consider YouTube videos as the appropriate tool to reinforce the understanding of the lesson content.

Students’ comments and suggestions

At the end of this questionnaire, we left this part to participants to feel free to state any further comments or suggestions about the research study. Most of them acted positively with the topic given and also with the questions that have been asked. Others gave positive comments of encouragements and wishing best of luck.

3.4.4 Discussion and interpretations of the Findings

The analysis of students’ questionnaire provided us with a very rich information which supports our hypothesis and gives us the opportunity to answer some of the vital research questions that were intended to be answered. Regarding student’s answers revealed in section two, it can be deduced that most of EFL learners (78%) like oral expression course because it is supposed to be the best place where they can speak freely, interact and communicate more with both classmates and teachers. However, the problem is that oral courses are less motivating and they do not urge them to be active and to be enthusiastic besides, they face lot of challenges that prevent them from speaking or interacting as EFL learners. Furthermore, they stated that the use of some techniques in oral sessions change positively the atmosphere; for example, role plays, group discussion, information gaps and also the use of instructional YouTube videos.

In addition to that, it is revealed in section two which was designed to know students’ attitudes about YouTube videos that the majority of students are very familiar with ICTs, precisely, with instructional YouTube videos. Also, they claimed that they rely on such new materials to practice the language and more importantly to enhance their speaking skill. In

the same path, students' responses highlighted that such new material are rarely used by teachers especially in oral expression thought, all teachers know the fact that students get highly enthusiastic and please during sessions with the implementation of such motivational aid.

Furthermore, they confessed that the different types of this source (YouTube videos) have a vital role in developing different language aspects such as vocabulary, pronunciation, grammar and so on. More importantly, they have a great impact on enhancing their speaking skill via watching and listening in same time to natives and then trying to imitate them just as they do.

To sum up, we found that the frequent and regular use of instructional YouTube videos by teachers at university of Mohammed Kheider Biskra has a significant role in changing students attitudes positively, attracting their attention until the end of the session and urging students to develop their speaking

3.5 Teachers' interview

3.5.1 Aims of interview

The second tool which we relied on to collect data is teacher' interview. It was designed mainly to know teachers views and attitudes towards the integration of instructional YouTube videos in oral expression classrooms also, to see whether such supplementary aid is Widely used by EFL teachers or not.

3.5.2 Description and Administration of the Interview

As we have said earlier, this interview was prepared to be done face-to face with oral expression session teachers of second year but unfortunately the general health condition

(the spread of Corona virus) did not allow us to finish the work, so we decided to prepare questions of the interview and share them via emails and Facebook.

Six teachers from different levels answered the questions and their answers were very beneficial especially in this exceptional case. The interview consists of twelve questions. It basically consists of direct questions which give the respondents opportunity to answer freely and give more feedback at same time. We started by asking them about their degrees and finished by leaving a space for them to give comments and suggestions

3.5.3 Analysis of the teachers' interview

Item 1. Would you specify your degree, please?

From the item number1, we wanted to know the degrees of teachers that we are were going to work with.

Table 3.19 Teachers' degree

Answer	Respondents	Percentage
a) Master	0	0%
b) Magister	5	83%
c) Doctorate	1	17%
Total	6	100%

As we can see from the table above, the majority of teachers (6) has a magister degree, whereas only one teacher (1) has a doctorate degree and none of them have a master degree. So, we can say that most of EFL teachers at Biskra university have a magister degree

Item 2. How long have you been teaching oral expression?

We estimated from this item to know how long teachers that we are working with have been teaching oral expression.

Table 3.20 Teachers' years of experience in teaching oral expression

Answer	Respondents	Percentage
a) 1-5 years	2	33%
b) 5-10 years	3	50%
c) More than 10 years	1	17%
Total	6	100%

We can see from the table, that two teachers have from 1-5 years' experience in teaching oral expression and three teachers have an experience from about 5 to 10 years and only one teacher has more than 10 years in teaching such course. Well the variety of teachers' experiences is very beneficial for us because we gather different responses from well experienced teachers.

Item 3. What do you think of the traditional ways of teaching which are based on textbooks, blackboards, etc.?

As for the third item, it was given to know teachers point of views and thoughts concerning the old ways of teaching the foreign language.

T1: "There's nothing better than a concrete reference, old is gold".

T2: "Trick question! Still working but not enough with ICT implementation in curricula."

T3: "Outdated"

T4: "They have advantages and disadvantages. They keep learners' attention but they might be boring in case they are used for a long period of time.

T5: "Helpful but not enough"

T6: "They are effective but became boring and traditional for learners and teachers. Learners, in particular, prefer new, technological materials that brings

authenticity, originality and attract their attention and engage them in the lesson and tasks”.

From teachers’ responses, it is observed that the majority of them agreed that old teaching materials are helpful, effective and original however, they are not enough to teach the language as it should be especially in advanced settings. Also, they added that old ways of teaching are outdated and they cannot bring learners attention during lectures and lessons. On the other hand, only one teacher (first teacher) supports old materials and he saw them as gold ones since they are concrete references.

Item 4. Do you think that the traditional ways are sufficient/effective for teaching speaking skills or is it better to adopt new ways? Explain, please.

Item 4 aimed to check teacher’s thoughts about whether they see old methods are sufficient to teach speaking skills or not.

T1: “I believe a method that blends traditional and modern way cab be very effective”.

T2: “Be eclectic: keeps what is still effective and add new ways (approaches/strategies/ tools...)”

T3: “Contemporary teaching methods should take place to meet the needs of 21st century students”

T4: “Traditional methods proved their effectiveness for a particular generation of learners. We all learned traditionally. But with the advance of technology and social media, teachers have to keep up with these developments to attract student’s attention and help them learn in a more updated environment”

T5: “The new ways are motivating. Attractive. More appealing to this generation and less time consuming”

T6: “Concerning speaking, the traditional methods are not really sufficient to develop students' oral performance. First, motivation is known to be the key success for every learning. However, students do not seem to be motivated when learning with traditional/ old fashioned techniques that do not encourage creativity and involvement. Consequently, demotivated students will not see their speaking skill develop. The new ways, on the other hand, which rely on audio visuals attract students' attention, increase their motivation and offer authentic modals of listening and speaking. Varying materials and topics make students know correct pronunciation, intonation, word stress, word use, vocabulary in context, etc.”.

From teacher's responses, we can say that all of them argued on same idea which is old teaching materials are not sufficient to teach oral expression due to so many reasons which are summed up as follows:

- Old materials make Learner become less motivated and enthusiastic
- Old materials do not bring learners attention during oral expression sessions and do not encourage learner's creativity and involvement.

In addition to that, according to their responses, new ways of teaching must be used during oral expression sessions because they have a significant role in helping learners to develop their speaking.

Item 5. Do you use audio-visual materials when teaching oral expression? Please justify.

We tried to know from item number five whether the teachers of oral expression sessions use audio-visual aids in presenting their lessons or not.

Table 3.21 Teachers’ use of audio-visual materials when teaching oral expression

Answer	Respondents	Percentage
a) Yes	5	83%
b) No	1	17%
Total	6	100%

From the table revealed above, it is observed that five out of six teachers use audio-visual aid inside classes; whereas, only one teacher do not rely on such strategy inside the class.

Teachers’ justifications

a) For ‘Yes’

T1: “I personally use data show and audio”

T2: “To vary the types of activities which would help us reach all types of learners”

T3: “They increase learners' motivation and help them learn in an a more authentic setting”

T4: “Videos in particular are motivating. Attractive. More appealing to this generation and less time consuming”

T5: “As I explained before, they are highly motivating. Also, they offer native/ authentic/ perfect language form and use in terms of pronunciation and context.

Moreover, they are easy to use, save time and effort for the teacher. In addition, they are attractive and encourage interaction in class”

b) For ‘No’

T6 “Awkward timetable+ lack (or absence) of Avas at your disposal as a teacher”

Teachers' justifications are positive which indicates that they highly appreciate the use of such authentic materials in EFL courses.

Item 6. What is your attitude towards the use of YouTube videos inside the EFL classroom? Please justify

The sixth item's aim was to know teachers' attitudes towards the use of YouTube videos inside classroom.

Table 3.22 Teachers' attitude towards the use of YouTube videos inside the EFL classroom

Answer	Respondents	Percentage
a) Positive	6	100%
b) Neutral	0	0%
c) Negative	0	0%
Total	6	100%

Teachers' justifications

T1: "A video is always an entertaining method for the learners".

T2: "It is a strategy for immersive learning that entails motivation, interaction and autonomous learning"

T3: "It's motivating and very close to students' world".

T4: "YouTube becomes a part of our daily routine and culture. So, using it in class makes learning more natural and interactive. It exposes learners to various aspects of the target culture and helps them learn English in its diverse forms"

T5: "Extra effort that supports students with a new way that allows them to be in touch with technology"

T6: “YouTube videos are highly appreciated by learners who watch them daily everywhere for a multiple of purposes. They can be easily and effectively used in class as a huge variety is available. Their selection by the teacher depends on the students' level and the objective of the lesson. Also, students can watch them autonomously in their smartphones without the need for the teacher to use the language lab or bring a data show or a lap top”.

From the table above and teachers' justifications, we can see that all teacher's (six out of six) attitudes towards the use of YouTube videos are extremely positive, and none of them saw its use inconvenient. So, we can deduce that teachers welcomed the use of such new aid and confirmed that relying on it will facilitates the process of teaching and help learners to become more engaged inside classrooms

Item 7. What are the main challenges that prevent teachers from using instructional YouTube videos in the classroom?

Throughout this item, we tried to know the main challenges that prevent EFL teachers from using instructional YouTube videos.

Table 3.23 The main challenges that prevent teachers from using instructional YouTube videos in the classroom

Answer	Respondents	Percentage
a) Lack of time	0	0%
b) Lack of internet	3	50%
c) Lack of materials (data show...)	3	50%
Total	6	100%

From the results revealed above, we can deduce the basic problems that prevent teachers from using instructional YouTube videos inside classes are lack of internet and lack of materials , to be more precise, Three (3) teachers out of (6) have problem with internet while the rest (3 teachers) do not have the needed materials such as data show. On the other hand, no one of them has a problem with time which means that if all the needed materials are available, they will for sure devote time to use them. Besides, two teachers added other problems, one of them stated that the administration is not serious and the other one stated again that he faced problems with all the previous aspects. So, we can say that the absence of necessary materials is the basic reason that prevent teachers from relying on YouTube videos during lectures.

Item 8. According to you, does relying on instructional YouTube videos enhance EFL students’ speaking skills?

The item 8 was designed to know teacher’s thoughts about the developments of speaking skill via YouTube videos. Also, we left a space for their justifications.

Table 3.24 Teachers’ views about whether relying on instructional YouTube videos enhances EFL students’ speaking skills or not

Answer	Respondents	Percentage
a) Yes	6	100%
b) No	0	0%
Total	6	100%

Teachers’ justifications

T1: “This will help the listening skill develop and motivates learners to distinguish language nuances to enhance their speaking skill and decrease anxiety”

T2: “Students get inspired by those videos and they usually try to imitate native speakers and that would improve their language proficiency”

T3: “It allows them to see the authentic language spoken by its native speakers in different settings and scenarios in a spontaneous and natural environment. So, learners become more aware of how to speak in a native-like way”

T4: “It contains a wide variety of skills and strategies that enhance students' level”

T5: “They are generally videos that are made by natives or very skilled teachers and experts. So, they offer a modal of instruction in terms of showing perfect pronunciation and language use in context. Students can watch, listen, and replay the video for rehearsal and practice. Therefore, students can see and hear how words are pronounced, how stress is put, how idioms and expressions are used in specific contexts, ...Also, they provide advice, they go with the level of the student, they are detailed and well explained but not very long to avoid boredom. They are easy to use, clear, attractive, interesting and offer a wide range of lessons, tasks and topics. They can be saved in the students' phones or tablets and visualised whenever and wherever they want.”

Before analyzing teacher’s justification, we can see from table 3.24 that six out of six teachers confirmed that instructional YouTube videos can be a great audio-visual aid in enhancing learners speaking skills. As for teacher’s justification. We can see that one major reason behind the vital role of instructional YouTube videos, is that they have a significant role in enhancing speaking skill via making students more exposed to authentic videos which are mainly done by natives (reported by teacher 3 and teacher5).

Another reason is that students listening skill will be reinforced unconsciously in each time they try to focus on native speaker’s language, that process of listening and imitating and trying to speak just as natives do will help them unconsciously to develop their speaking skills and language proficiency (reported by teacher 1 and teacher 2). Another response given by teacher 4 is that YouTube videos contain of wide variety of skills and strategies that may increase students level (speaking skill).

Item 9. Do you use instructional YouTube videos in your oral expression sessions?

We wanted to know from this item if the teachers of oral expression use instructional YouTube videos as supplementary aid during the lessons or not.

Table 3.25 Teachers’ use of instructional YouTube videos in your oral expression sessions

Answer	Respondents	Percentage
a) Yes	4	67%
b) No	2	33%
Total	6	100%

As it is illustrated above, a considerable number of teachers (4 out of 6) answered positively while only two teachers (2) answered negatively which gives an idea that teachers do not support the use of such supplementary material or they face some problems that prevent them.

If yes, for what purpose(s)? You may choose more than one answer.

Table 3.25.1 Teachers’ purposes of using instructional YouTube videos in your oral expression

Answer	Respondents	Percentage
a) To motivate your students	0	0%
b) To illustrate the lesson to your students	0	0%
c) To foster their understanding	0	0%
d) To expose them to different English variations/accents	0	0%
e) All of them	2	50%
a+ d	1	25%
a+ c+ d	1	25%
Total	4	100%

This sub question was designed to teachers whose answers was ‘yes’, to know for what purpose exactly they are applying instructional YouTube videos in oral expression. As it is revealed above we can see that 50% of respondents said that they need YouTube videos for all the previous mentioned purposes (a+ b+ c+d), whereas, 25% of respondents needed such videos to motivate students and illustrate lessons, the rest 25% of teachers chosen three purposes which are motivating students ,foster learners understanding and expose them to different accent/ variation. furthermore, two teachers stated another two different purposes which are: attracting learners’ attention and keep them focused, integrating them in real English and real-life situations.

Item 10. Which type of YouTube video channels do you rely most on? Justify your answer, please.

This item is an attempt to see which YouTube video channels do EFL teachers rely most on.

T1: “Educational (Ted talks) and environmental (national geographic) and news channels (BBC learning channel)”

T2: “engvid.com. it is very serious, and beneficial. It contains videos of a huge number of topics (for discussion) as well as a lot of lessons about all aspects of language: vocabulary, pronunciation, speaking tips... They are done by very skilled teachers from different nationalities. They are precise, concise, sometimes with a pinch of fun and humor. The sound is very clear and the lesson is attracting as it is short and not boring”

T3: “BBC videos are the best”

T4: “Educational”

T5: “Educational, entertaining, short films”

T6: “BBC learn English and Ted talks because they provide a content which is appropriate to the classroom”

From what the interviewed teachers demonstrated above, it is noticed that BBC and educational videos are considered to be the best YouTube channels for most of EFL teachers, to be precise, teacher 3,6 support BBC videos and 4,5 support educational videos; whereas, teacher number 1 supports both of them. As for teacher 2, we can deduce from his response that he supports so much the website of engvid.com which contains a huge number of topics, lessons and all aspects of the language. Another preferable YouTube videos that teachers like to visit are TED talks video, entertaining videos, short films and national

geographic (teacher 1 and 5). Consequently, teacher’s responses confirm that the different categories of YouTube videos are very helpful since they contain all language aspects that may any EFL teacher need.

Item 11. How do you find using instructional YouTube videos in oral expression sessions?

This item is designed to know teachers point of views concerning YouTube videos in oral expression sessions.

Table 3.26 Teachers’ views about how they find using instructional YouTube videos in oral expression

Answer	Respondents	Percentage
a) Effective	4	67%
b) Somehow effective	2	33%
c) Not effective at all	0	0%
Total	6	100%

As it is revealed in table 3.26, it is noticeable that four out of six teachers find the use of instructional YouTube videos as a very effective tool in oral expression sessions and only two teachers found it somehow effective.

Item 12. How can you describe your students’ reactions when using instructional YouTube videos in the classroom?

From the twelfth item, we demanded from teachers to describe student’s reaction when they used YouTube videos inside classroom.

T1: “They are motivated and interested. They learn better and enjoy the experience of learning in an updated classroom”

T2: “Motivated, engaged, attracted”

T3: “Exciting”

T4: “As an overall answer, it is stimulating and motivating for research, interaction, materials selection, adaptation to local context, use of language registers appropriately, and language content updating”

T5: “Excited, cheerful, motivated”

T6: “Highly motivated”

Teachers’ answers that are revealed above are so positive. They declared that students were highly motivated and exciting in each time they use YouTube videos in classes. They added that learners enjoy the experience of learning in an updated classroom besides this, they become more active and cheerful. Hence, it is confirmed that the use of new materials has a great impact in attracting student’s attention and make them more enthusiastic towards their studies.

Teachers’ comments and suggestions

This part was left intentionally for teachers to feel free and indicate whatever they want from comments and suggestion. As a repeated comment, Teachers stated that YouTube channels should be chosen in a very appropriate manner to suit better students’ needs and teacher’s objective.

3.6 Discussion of the Findings

The analysis of the interview provided us with valuable information which helped us to answer some of the research questions that were intended to be answered. From teachers’ responses. It is confirmed to us that instructional YouTube videos are very important in EFL teaching and learning. Initially, the majority of EFL teachers agreed that traditional ways of

teaching are very effective and helpful but in the same time they are considered to be insufficient especially in teaching nowadays generations. On the other hand, most of teachers' responses highlighted the idea that updated ways of teaching are considered to be the best tools that may suit better the process of teaching due to so many reasons; mainly, they attract learner attention and boost their understanding of the lessons. Also, they are effective in making learners highly motivated and enthusiastic towards their studies.

More importantly, teachers pointed out that they like the use of instructional YouTube videos; precisely, in oral expression session because they noticed that their students' attitudes change positively in each time they use such new strategy. Furthermore, they stated that instructional YouTube videos can be a great audio-visual aid through which learners can see and hear at same to these videos which are basically done by natives and experts. They added that the process of listening and imitating will enhance their language level and skills, particularly, their speaking skills.

However, most of teachers complained from the lack of materials which prevent them from relying on YouTube videos frequently and they added that even the administration is a bit unserious and it does not provide them with the needed materials in each time they request.

Among the best YouTube video channels that EFL teachers used during sessions are: BBC and educational videos. They stated that such channels have wide range of different lessons which provide the appropriate content to the classrooms.

To sum up, it is observed from teachers' responses that instructional YouTube videos are highly recommended by students during oral sessions due to its importance in enhancing their speaking skills.

Conclusion

All in all, the present chapter provided the analysis, results and interpretations of the research methods that were used under the investigated study. As it is mentioned before, the results were gathered from student's questionnaire and teachers' interview to see the role of instructional YouTube videos in enhancing EFL students speaking skills; in addition, to know whether such tool is widely used by teachers or not.

First of all, the questionnaire findings show that YouTube videos are highly recommended by EFL learners due to its vital role in boosting their understanding and making the atmosphere more motivational. They insisted on its role in developing their speaking skills via watching different YouTube channels which are mainly done by natives though In the same vein, the conducted interview showed that that instructional YouTube videos are one of the best audio-visual aids that must be used in EFL classes, precisely, in oral sessions due to their advantages on EFL learners speaking skills. It is confirmed from their responses that this strategy keeps the learners more focused and engaged at same time and that is what any teacher needs in his class.

At the end we can say that our hypothesis is confirmed and the questions that have been asked are now well answered.

General conclusion

The present study aimed to shed the light on developing EFL learners speaking skills via the use of instructional YouTube videos as new-fashioned technique. Thus, this study attempted to answer all the questions given in the research question and the answer the hypothesis as well.

The research contains of three chapters, the first two chapters dealt with the theoretical background of the conducted study while the third chapter dealt with the fieldwork of the study. The first chapter was about speaking skills, to be precise; it dealt with different aspects of speaking skills beginning by giving general background of it, talking about its nature, elements and importance and ending up by giving some activities that may enhance the speaking skill.

As for the second chapter, it was about instructional YouTube videos. We introduced the chapter by giving the main differences between old and new teaching materials. Then we passed directly to tackle different points concerning YouTube videos; namely, general background, its types, its characteristics and more importantly, we shed the light on its importance.

The last chapter was devoted to the fieldwork. the first part of the chapter dealt with a theoretical background of the study through which we talked about research approach, sampling and population and data collected methods. Besides this, the second part of the chapter was devoted to analysis and interpretation of both students' questionnaire and teacher's interview and to the discussion and conclusion o of the findings.

As it is mentioned earlier, the study adopted a mixed method approach. The study was based on two methods; first an online questionnaire, which was designed to second year EFL students at Mohamed Khaider Biskra university; and an interview, which was administered to EFL teachers of the same university. In addition to that, the number of students and teachers who participated in both used methods (sample) are thirty-one (31) students from the whole population and six (6) teachers.

Consequently, the obtained data gathered from teachers' interview and students' questionnaire confirmed two main points; first, both of respondents (teachers and students) have a positive attitudes concerning the use of YouTube videos inside classes; second, their responses proved that instructional YouTube videos have a great impact on enhancing EFL students speaking skills.

All in all, we can say that using instructional YouTube videos as an authentic tool to increase students speaking skills is highly effective. Due to the fact that they have so many advantages which were mentioned previously. Despite the lack of materials, teachers should do their possible to adopt such strategies during lectures and they have to divide the class into small groups to make the process of teaching via YouTube videos easier and more successful.

Pedagogical Implications

As a final point, we suggest some recommendation which seem to be helpful for both teachers and students.

For teachers

- ✓ EFL teachers should update the process of teaching via using different new strategies that may suit better the new generations.
- ✓ EFL teachers should be aware of the vital role of YouTube videos in making the content of the lesson more interesting and informative.
- ✓ EFL teachers should raise student's enthusiasm inside classes by providing them with different practices
- ✓ EFL teachers should impose the administration to provide them with all new materials that they need to present the lectures.

For students

- ✓ Students should be more active inside the class and should reinforce their abilities to learn autonomously.
- ✓ students should look for the appropriate strategy that may suit better their learning styles.
- ✓ Students should use new technological tools such as YouTube videos to facilitate the process of learning.

Suggestions for the administrations

- ✓ It is highly recommended to lessen the number of modules so that students will have the time for more practices and revisions.
- ✓ It is highly recommended facilitates the access to the internet for teachers so that they can present lectures via YouTube videos
- ✓ It highly recommended to minimize student's number in each class
- ✓ As a final point, it is recommended from the administration to lessen teacher's lectures so that they gain more time to relax and give the best for the students.

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Appendices

Appendix 1: Students' Questionnaire

A Questionnaire for Second Year EFL Students

Dear student,

This questionnaire is an attempt to collect data for the accomplishment of my master dissertation. It is about the "Importance of Youtube Videos in Enhancing EFL Learners' Speaking Skills". Therefore, you are kindly requested to answer the following questions. Please tick (✓) the appropriate box(es), or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

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2019-2020

d) Fear of teacher's negative feedback

Q8. Which one of the following techniques do you enjoy most?

- a) Discussion
- b) Information gap
- c) Role play
- d) Watching instructional YouTube videos

Q9. Does watching videos of native speakers enhance your speaking skills?

- a) Yes
- b) No

If yes, please state how

.....

.....

.....

Section Three: student's attitudes towards the use of YouTube videos in the classroom.

Q10. Do you practice English language outside the classroom via internet (chatting, watching English videos, reading online books, etc)?

- a) Yes
- b) No

Q11. Do you visit YouTube websites for instructional purposes?

- a. Yes
- b. No

Q11.If yes, how often do you rely on them?

- a) Always
- b) Often
- c) Occasionally
- d) Rarely
- e) Never

Q12. Does your teacher use teaching aids such as YouTube videos in the classroom?

a) Yes

b) No

If yes, how often?

a) Always

b) Sometimes

c) Rarely

If no, would you accept the idea of using YouTube videos by your teachers inside the classroom sessions (does this makes you more pleased and motivated)?

a. Yes

b. No

Q13. How do you find the idea of using YouTube videos inside the oral expression courses?

a) Positive

b) Neutral

c) Negative

Please state why?

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

Q14. What might be the reason for practicing English using YouTube videos?

(you may choose more than one answer)

a) YouTube videos help you recognise and remember new vocabulary.

b) YouTube videos increase your motivation and interest towards English language learning.

c) YouTube videos facilitate the process of learning.

d) All of them

Others, please specify

.....
.....

Q15. Which one of the following aspects do you need YouTube videos for?

- a) Pronunciation
- b) Vocabulary
- c) Fluency
- d) Grammar

If you have others, please state them

.....

.....

.....

Q16. What kind of YouTube videos that really developed your English-speaking skill?

(you may choose more than one option)

- a) Music videos (videos which contain music lyrics)
- b) Movies videos (i.e. Movies which contains subtitles)
- c) Documentary videos

Q17. Do you think that YouTube videos can reinforce the understanding of the lesson content?

- a. yes
- b. No
- c. somehow

If you have any comments or suggestions please feel free

.....

.....

.....

Thank you for your time, effort and collaboration

Appendix 2: Teachers' Interview

Teachers' Interview

Dear teacher,

This interview is a tool to collect data for the accomplishment of my master dissertation. My research work is about the "Importance of Youtube Videos in Enhancing EFL Learners' Speaking Skills". Therefore, you are kindly requested to answer the following questions. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time, effort and collaboration

Researcher's name

YAGOUB Ikram

Email: ikrambellaperrone@gmail.com

Supervised by:

Dr. BENIDIR Samira

2019-2020

Q1. Would you specify your gender, please?

a) Female

b) Male

Q2. How long have you been teaching oral expression?

.....
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Q3. What do you think of the traditional ways of teaching which are based on textbooks, black boards, etc?

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Q4. Do you think that the traditional ways are sufficient/effective for teaching speaking skills or is it better to adopt new ways? Explain please.

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Q5. Do you use audio-visual materials when teaching oral expression?

a) Yes

b) No

If yes, how often?

a) Always

b) Occasionally

c) Rarely

Q6. What is your attitude towards the use of YouTube videos inside the EFL classroom?

a) Positive

b) Neutral

c) Negative

Justify your answer please

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Q7. What are the main challenges that prevent teachers from using Youtube videos in the classroom?

- a) Lack of time
- b) Lack of internet
- c) Lack of materials (data shows...)

Justify your answer please

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Q8. Do you believe that relying on instructional YouTube videos will enhance EFL students' speaking skills?

- a) Yes
- b) No

Justify your answer please

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Q9. Do you use instructional YouTube videos in your oral expression sessions?

- a) Yes
- b) No

If yes, for what purpose?

- a) To motivate your students
- b) To illustrate your students
- c) To foster their understanding

Q10. Which type of YouTube video channels do you rely most on? Justify your answer please.

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Q11. How do you find using YouTube videos?

- a) Effective
- b) Somehow effective
- c) Not effective at all

Q12. How can you describe your students' reactions when using YouTube videos in the classroom?

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If you have any comments or suggestions, please feel free

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Thank you for your time, effort and cooperation

الملخص

من المفترض أن يتقن متعلم اللغة الإنجليزية كلغة أجنبية مهارة التحدث في الجامعة ليكون قادرًا على التواصل بشكل أفضل مع معلميه وزملائه في الفصل، وكذلك للحصول على أفضل الدرجات في جميع الوحدات. ومع ذلك، يواجه معظم طلاب اللغة الإنجليزية كلغة أجنبية بعض العقبات والصعوبات التي تمنعهم من إتقان مهارة التحدث. لهذا الغرض، تهدف الدراسة الحالية إلى التحقق من دور مقاطع فيديو YouTube التعليمية في تحسين مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. تقترح الفرضية أنه يمكن تحسين مهارات تحدث طلاب اللغة الإنجليزية كلغة أجنبية من خلال الاستخدام الفعال لمقاطع فيديو YouTube التعليمية. لاختبار صحة فرضياتنا، أجريت دراسة وصفية باستخدام منهج مختلط لجمع وتحليل وتفسير البيانات. تم جمع البيانات من خلال أداتين مختلفتين، استبيان عبر الإنترنت موجه إلى واحد وثلاثين (31) طالبًا في السنة الثانية من كلية اللغة الإنجليزية كلغة أجنبية في جامعة محمد خير بسكرة، ومقابلة عبر الإنترنت تم إجراؤها مع ستة (6) مدرسين لجلسة وحدة شفهية من نفس الجامعة نتيجة لذلك، أثبتت النتائج أن كل من المتعلمين والمعلمين لديهم موقف إيجابي تجاه استخدام مقاطع فيديو YouTube التعليمية كأداة لتعزيز مهارة التحدث وبالتالي، أكدت نتائج الدراسة صحة فرضيتنا. في النهاية، بناءً على النتائج، تم تقديم بعض التوصيات والاقتراحات لكل من المعلمين والطلاب. للمعلمين، لدمج مقاطع فيديو YouTube التعليمية من أجل إنشاء إعدادات تحفيزية للطلاب وفي نفس الوقت تعزيز مهارات التحدث لديهم. بالنسبة للطلاب، يجب عليهم الاعتماد على مقاطع فيديو YouTube بشكل متكرر للتغلب على الصعوبات التي يواجهونها في التحدث.

الكلمات المفتاحية: مقاطع الفيديو التعليمية، يوتوب، التحدث، تطوير، طلبة السنة الثانية للغة الإنجليزية

كلغة أجنبية