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Investigate the Use of Educational YouTube Videos for EFL Classrooms

(With First-year pupils a case study held at Khamla Ibrahim
Middle School-Biskra)

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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Declaration

I, 'Ladjailia Ines' hereby declare that this thesis entitled 'Discussing the Use of YouTube Videos in Middle schools for EFL classrooms' is a record of an authentic work that has not been submitted before to any other institution or university for a degree. This research is conducted wholly by me under the guidance and supervision of Mr. Abdelhak CHENINI.

This work is to be carried out and completed at Mohamed KHEIDER University of BISKRA, ALGERIA.

Dedication

At Last...!

I would like to dedicate the present modest work to all those who gave me their support and help;

To my beloved parents, whose unwavering love and support have been my foundation throughout my life. Dear 'PAPA' & 'MAMA' thank you for instilling in me the values of hard work, determination, and kindness. Without you, I would not be where I am today;

To my dear sisters, AFAF, HOUDA, & NANOUE you are the light that brightens up my world, the support that keeps me going, and the joy that fills my heart. Your love and care have been the greatest blessing in my life;

To my dear brothers, BILAL & SOFIANE, these words to express the love and admiration I have for you both. You are not just my siblings, but also my closest friends, and confidants. Your achievements and successes inspire me to strive for excellence and never give up on my dreams;

To my nephews and my niece IYAD, FADI, & LIDYA, as you grow and explore the world around you, I dedicate these words to remind you of the love and support that surround you always. Watching you growing and learning has been a true blessing, and I am grateful for the love and happiness you bring to our family. You are the stars that light up my sky and the rays of hope that shine in my life;

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Abstract

The present study aims to examine the effectiveness of incorporating YouTube videos into English as a Foreign Language (EFL) classes instead of the traditional teaching aids in order to develop better results and to enhance language skills of EFL learners. In addition to raising teachers' awareness of using this tool in the teaching process. We have conducted the main investigation through the use of a classroom observation, a questionnaire administered to EFL pupils, an interview held with a teacher at Khamla Ibrahim Middle School after making a pilot study; following a descriptive research method in quantitative and qualitative research design. The pupils' questionnaire aims at knowing which teaching tool the learners prefer to learn English with. In addition to investigating whether they agree with the use of YouTube as a teaching tool in their lessons or not. The teacher's interview aims at examining her awareness of using such material and the extent to which she uses YouTube clips in her teaching; and showing the difficulties that have faced her while teaching English as a foreign language following the traditional teaching techniques. The findings have indicated that using YouTube videos as a teaching tool contributes in better lesson explanation and thus effective comprehension on the part of the EFL learners. On the one hand, the pupils have had a positive attitude towards this teaching tool and recommend that teachers had better incorporate it into their lessons to make them more effective. On the other hand, the teacher has also supported the use of such material, and suggested that learners are advised to use it outside the classroom to achieve better results.

Key Words: YouTube videos, English as a Foreign Language, traditional teaching, effectiveness of incorporating YouTube videos

List of Abbreviations

EFL: English as a Foreign Language

ICT : Information & Communication Technology

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ملخص

General Introduction

Technology plays a pivotal role in society as it serves various functions in everyday life. For example, individuals utilize social media platforms for leisure activities as well as professional endeavors, such as job searching, conducting business transactions, and gathering information. Moreover, technology provides learners with a wealth of online resources, including specialized websites tailored to specific interests and cultural backgrounds, thereby serving as an invaluable source of information. Nevertheless, it is important to note that within the realm of English language education, certain social media platforms, such as YouTube, can be effectively integrating into traditional instructional methods due to the language's global significance. Language, as a means of constructing and exchanging meanings influenced by social and cultural contexts, is widely regarded as universal. Presently, English has become an indispensable asset for individuals across cultures, facilitating communication and the exchange of ideas on a global scale. Furthermore, English holds a prominent position in the fields of science and technology, serving as a prerequisite in academia and assuming the role of an official language in numerous countries. Proficiency in English not only confers a competitive advantage in various professional sectors but also opens doors to educational and academic opportunities. In summary, Algeria has demonstrated a shift in its educational policy by emphasizing the teaching of foreign languages in middle schools through traditional methods. However, considering the widespread use of social media platforms among students, incorporating social media resources into the learning and teaching process can bring about positive changes and advancements compared to solely relying on traditional materials.

1. Statement of the Problem

YouTube is considering as a source of online materials that can play a key role in teaching and learning field. It is a video-sharing platform where the users could upload and view videos while rating, sharing, reporting, commenting, and subscribing to other user's channels. Chad Hurley, Steve Chen, and Jawed Karim founded YouTube in February 2015 (Grill ET all.2007). YouTube has gained

popularity among adults, especially learners. It offers a wide range of everyday videos and authentic situations, which can greatly contribute to the development of understanding and performance in English language lessons in Algerian middle schools. Additionally, the easy accessibility and abundance of tools and channels for video production and sharing, such as YouTube kid's channel, have further facilitated its effective use. It is worth noting that parents, too, have embraced technology as YouTube provides numerous channels for them to choose. These selected channels allow children to enhance their communication skills, even with limited parental control. Furthermore, the Algerian educational system has incorporated English language as a second language in primary schools and as a foreign language in middle schools. While most teachers focus on teaching students the necessary language and communication skills to express their needs, feelings, and thoughts in social interactions, they primarily rely on traditional methods. However, there is an opportunity to enhance and advance the Algerian educational system by utilizing YouTube videos as teaching resources for English classes in middle schools, replacing traditional materials.

2. Literature Review

Social media have deeply penetrated into space of our needs, in which it has made our lives much easier and convenient. Social media provide a new dimension to artists and taught people to share their interest's knowledge. It covers update and knowledge of everything like health, politics, science, mathematics and education. In fact, education is the sector which is largely influenced by social media tools. Most pupils are connected to online websites like YouTube in which they prefer to watch English videos due to the importance of English language in the world. In addition, Smith L, (2002) mentioned that millions of English speaking children had learned the names of the alphabet letters more easily due to the tune of « Twinkle Twinkle Little Star » by watching the videos the child try to memorize the alphabets letter unconsciously, for this parent might be up-to-date for choosing a specific helpful YouTube channel to facilitate the learning of their children. Also, Moghvemi, Sulaiman, Jaafar, and Kasem (2018) demonstrated the fact that social media platforms such as

YouTube have proven to be the most crucial serving as a teaching method by saying « YouTube as a teaching tool for children ». According to the same source, many learners were interviewed regarding what would be the most influential and helpful mode of learning English from them in classes through the internet, the majority answered with the name of YouTube, as expected. In which YouTube can actively be declared as an incredibly powerful as well as effective tool that can serve to enhance the ability of learning and teaching for both teachers and pupils.

Algeria is a country with a rich and complex linguistic background progressing towards a global modernized society. Ait Si Selmi (2005:23) describes Algeria as a « multilingual country where at least three languages are in competition: Arabic, Tamazight and French » (cited in Fodil, 2017). Accordingly, the linguistic plurality that reigns among Algerian speakers results from military invasions and Islamic conquests as it is a crossroad of civilizations. Hence, English is the last language to find its path to the Algerian linguistic repertoire in a modern and peaceful way, « a language without political past » (Benrabah, 2013). In addition, English has gained a status in the Algerian territory. After that, Algerian youth have gained more interest towards the means of EFL learning so that to reach English language proficiency and fit into the modern world. Concerning this, they have discovered a lack in the available tools despite the presence of technology and the use of social media platforms in teaching and learning process for pupils in middle schools.

3. Research Aims

The general aim of this study is to investigate the use of social media while teaching instead of the traditional ways in middle schools. More specifically, the present study seeks to:

- Explore the use of social media in general and YouTube videos in particular while teaching English in middle schools classes.
- Explore the difference between the use of traditional ways and the use of YouTube platform in teaching English for learners' in middle school.

4. Research Questions

Q1: How can YouTube videos facilitate teaching and learning English for pupils?

Q2: What is the difference between the use of traditional ways and the use of YouTube videos while teaching English for middle school learners?

Q3: How motivated are middle school pupils when using YouTube videos?

5. Research Methodology

The used method in this current study is the mixed method research design, which is a procedure for collecting, analyzing, and mixing both qualitative and quantitative research in a single study. In the case of this investigation, we seek to explore the difference between the use of traditional ways and the use of social media platforms while teaching English in the Algerian middle schools.

6. Context and Participants

6.1. Context:

This study was conducted at **Khamla Ibrahim Middle school, Biskra, Algeria**. The reason for choosing this location as an object of research was that it is near to home.

6.2. Participants:

The subject matter of this study are pupils at middle school, Biskra, whose ages ranged from 9 to 13 years old, pupils were selected for this study to explore the use of social media platforms in teaching English at middle school instead of the traditional teaching materials to enhance the learners' level and to develop the Algerian educational system.

7. Data Collection Tools

7.1. Classroom Observation

This tool is used to gather and describe general bibliographical information about the use of social media in general and YouTube platform in particular during teaching instead of traditional

ways. Moreover, classroom observation sheet is one of the most important research tool. It consists of 5 schedule divided into 6 columns, which are the following: attendance, attention, teaching method, presentation, organization and learning environment of the learners. In which this tool aims to show the effective way of teaching English as a global language for learners in middle school with technology materials.

7.2. Questionnaire

The selected tools for gathering data are the learners' questionnaire; it is used to develop the use of social media platforms in schools. This questionnaire consists of 10 questions, which are arranged in a logical way. These questions were asked to help the research gain deeper about the effectiveness use of social media materials while teaching. These questions also were asked to see whether learners prefer to learn through social media platforms or the traditional ways in classes.

8. Data Analysis

Both qualitative and quantitative analysis were used for the data collection from the opinionnaire and classroom observation. However, quantitative data generated from the questionnaire which was entered to Excel by using frequency measures. In the other hand, the qualitative data generated from questionnaire was analyzed and described manually to show the results.

9. Structure of the Dissertation

This dissertation follows the traditional simple model that comprises a general introduction, four main chapters and a general conclusion. The general introduction gives the reader an insight into the content and the topic under investigation and presents the aims to reach in this study. The first chapter entitled, review of literature, reviews the main concepts and the previous works related to our topic and presents the main theoretical frameworks. The second chapter, research design, describes the methodological procedures the researcher follows. After that comes the results, chapter that presents the gathered findings. The discussion chapter follows the results. Finally, the general

conclusion provides a holistic summary of the main points tackled throughout the dissertation and seeks to answer the research questions in the basis of the obtained results, besides it checks the validity of the hypotheses, then provides recommendations for further studies in the same research area.

Chapter 1: Teaching English as a Foreign Language

Introduction

Language is taken to be universally functional unless it is widely used to construct and exchange meanings impacted by social and cultural context. Nowadays, English language has become the property of almost all the cultures around the world, for it is increasing the capacity of people to communicate and exchange ideas across the world. In addition, English is the language of science and technology in which it has become an exigency in the academic world, and it is considered as the official language in many countries. However, English provides a competitive advantage for careers and employment in many sectors through the educational and academic fields. In short, Algeria implemented its policy in comparison with the past by offering more importance to teaching foreign languages.

1.1. The Status of English Language in the Algerian system

It was widely agreed that Arabization had failed completely in Algeria for many reasons. As a result, around 2002, the Algerian government reviews policies implemented and made of French which the first compulsory foreign language from the second grade, and hired 1,500 new French teachers (Benrabah, 2007). As for English, the first step made to promote it was in 1969 when the British Public Prosecutors office was created (Mize, 1978). At that period, the ministry of education declared that there was a lack of English teachers, the reason why this ministry brought teachers from other countries and initiated an action of prompt recruitment and training of Algerian teachers. Since 1980, Algeria expanding its economic markets into several Western countries. Mainly UK and US invested in the Algerian oil and gas industrial sector; so that the need to intensively integrate this language increased. As a result, many reforms were made regarding teacher training and extension of class hours. In addition, by that time more English departments at universities were opened. In 1993, a new reform to strengthen foreign language teaching was adopted from an early age to give opportunities to the fourth graders at the primary school to choose between French and English as a

compulsory foreign language. At that time, the government sought to promote English language knowing that it is an international language, which allows being a full member in the international community, and therefore it needed to be taught as early as fourth grade. The English language becomes important and needed more than necessary in various fields in Algeria.

However, Algerian youth nowadays are much more interested in learning English than in any other time. This interest is a natural consequence of the openness to the world and globalization. A great number of students are searching to improve their levels by resorting to other alternatives ways because they consider that the English Language is a global language.

1.2. English in the Globalization Era

David Crystal (1997) states that « a feature of English that makes it different compared with all other language is language is global spread » this shows that the dominant position of English compared to other languages through the large number of English speakers around the world is a sign of its spread. In which English is spoken not only her native speakers, but by millions outside the English speaking countries. In addition, Crystal also states « (...) English is the medium of a great deal of the world's knowledge, especially in such areas and technology ». (Crystal, D.2003).

English is also given the status of lingua franca. Jennifer Jenkins defines lingua franca as « a contact language used among people who do not share a first language, and is commonly understood to mean a second or subsequent language of tis speakers. (Jenkins, 2007).

Barbara Seidelhofer defines the term as « any use of English among speakers of different first language for whom English is the communicative medium of choice, and often the only option » (Seidelhofer, 2011), which means that English lingua franca is the common, trade, bridge language that is the use of the English language as a global means of inter-community communication.

As English is the global language, they can use it around the world, students can go abroad for their studies if they have the proper knowledge of this language in which it is needed more than necessary in various fields in Algeria and the world such as:

1.2.1. International Communication

English is widely considered the dominant language for international communication. It is estimated that over 1.5 billion people speak English worldwide, either as their native language or as a second language; it is the official language of 53 countries and spoken by around 400 million people across the globe.

1.2.2. The Language of the Internet

A large number of websites on the internet nowadays are in English and it is estimated that more than half of the entire online material is published in English. It becomes the unofficial language of the internet, so that, the internet speaks English.

1.2.3. Useful for Learners

Pupils need to become more proficient in the language for their future success. They need to practice English from school age so that they have a solid grasp of the language and can take advantage of various opportunities as they build their careers. Besides this, many universities and schools even the the primary school are offering an increasing number of courses taught exclusively in English.

Since middle school classes are crowded (more than 40 pupils), pupils will not be able to show a wide range of skills. Some would say that this feature turns them to be unmotivated for hard work, or learning a language; therefore, many learners lose their English proficiency because English does not come naturally. However, schools alone cannot solve the problem due to administrative decisions in which the wrong language is taught by the wrong person, in the wrong size of class for the wrong period. In the same time, many teachers in the world are not satisfied with the pedagogical conditions they are working in. Thus, the teacher's duty is to check whether his/her teaching is appropriate for its class that is organized systematically. These two features interlock together in which teachers who use appropriate and well organized materials usually have little difficulty in managing their classes.

1.3.2. Appropriacy

There are two stages in producing appropriate teaching, first in the preparation and selection of materials (course books, exercises...etc.), and second in classroom organization while the lesson is in progress. However, a ministry of education may select the materials used, the initial selection of materials is the teacher's duty to adapt the needs of their individual classes, in which the material must be considered for levels:

- It is the material appropriate culturally
- It is appropriate for the class linguistically (syntax, lexis)
- It is appropriate intellectually (it is worth noting that much EFL teaching material)
- The material may be about the right length for the activities
- The material may be something which the students will find interesting

In addition, if any part of the material is unsatisfactory, teachers will make a decision, either to change the material or to organize their classes' activities to make the work appropriate by means of teaching techniques.

1.3.3. Classroom Organization

In class, the teacher has to decide how to introduce the material, how much time to spend in each stage, how serious may be at any moment in the lesson. However, the more experienced teachers are, the more likely they are able to anticipate requirements of their classes, but all good teaching demands thinking in which the good teacher may always be sensitive to whether the class is alert or sleepy, the discussion is appropriate or irrelevant. In addition, all of this applies to any teaching situation, but it is of particular importance to the secondary schools due to the large size of classes, the lack of motivation. The teacher may be flexible and sensitive because secondary school is a best period for students to establish good habits to make perfect learning. Nevertheless, preparation of lessons is essential by mention several different types of information, in which the lesson should be clearly distinguished, it contain the main points, also it contain detailed organizational information about class activities, finally it may contain great deal of content. Good lessons plan lead teachers to use these different types of information more easily in class with effective learning results.

It is important to emphasize that departmental organization is probably more important in middle school than any other type of institution. However, middle schools tend to be large and to keep pupils over a period of several years. The English department must be well organized to maintain over the many classes by following an effective scheme of work.

<u>CLASS 2A</u>	<u>Friday 12th May</u>	<u>9.30 - 10.15</u>
AIMS =	1 Revise 'giving directions' 2 Punctuation of direct speech via picture story 3 Pair practice = fluency	
A <u>LANGUAGE</u> =		
B <u>INTERACTION</u>		
<u>TAKE IN</u>	Direction cards Plan of 'Balloon dialogue' pictures and story	Pictures in textbook
	<u>Teacher</u>	<u>Pupils</u>
I	(a) ASK 3 pupils 'How can I get to the football pitch, please?' + chemistry lab. secretary's office	Listen and answer if asked
approx. 10 mins	(b) GIVE OUT DIRECTION CARDS EXPLAIN = work in pairs, like last week GO ROUND GROUPS	Work in pairs with cards
II	(a) TELL picture story and WRITE dialogue on board	Listen
not more than 10 mins	(b) Quick DRILL of story (as on attached sheet)	Choral and individual
5 mins	(c) ORGANISE pupils in threes - 2 to retell story and other to check: then move around	Work in threes
5-10 mins	(d) TELL to write story rapidly 5 mins (COLLECT DIRECTION CARDS WHILE THEY WRITE)	write
	(e) TELL to check for punctuation of speech in pairs NB Ask me if there are problems	Check in pairs
10 mins +	(f) (if time) - go through in class	

Figure 2. A sample lesson plan

The language-planning situation in Algeria. (Benrabah, 2007).

1.4. Challenges of Teaching English in Algeria

Most teachers of English in middle schools are not satisfied with the status of English in the educational policy of Algeria. However, the teachers' reason is quite logical by knowing that English is considered as a worldwide and international language in which there is an urgent need on the part of every learner and researcher to learn it before any other language in the world. In Algeria, English is not given the full credit due to:

1.4.1. *The Absence of English in the Early Stages of Education*

Unlike French, which is introduced at the primary school, English is taught in the first year of middle school. This can lead pupils not give it the required importance to develop it.

1.4.2. *The Lack of Vocabulary*

One of the most challenging tasks students encountered is mastering vocabulary. Maruyama (1996) as cited in Hoa and Mai (2016) point the reason why students lack of vocabulary, i.e. « students believed that they did not need to know words because they were not common, even rarely used in their daily lives, therefore, they have no motivation to learn the words » (p.155). In which students with low vocabulary scores tend to have low comprehension.

1.4.3. *Lack of Concentration in Class*

Lack of concentration is one of the biggest problems while teaching in which students do not have the concentration cannot learn the material. However, concentration depends on these factors: fatigue and insomnia, environment, family problems, and lack of motivation. When all these factors are eliminated, the student can do his/her best to learn the language. (Long,1983)

1.4.4. *The Lack of Audiovisual Materials*

English language never gain the desire statue in Algeria since the language laboratories are not sufficiently available. Despite the developed technologies, students still practice English with old materials.(Mize,1978)

1.5. Innovative Approach to Motivating EFL Pupils

Motivating EFL (English as a Foreign Language) learners can be challenging, especially when they are faced with the task of learning a new language that may not be immediately relevant or necessary to their daily lives. However, there are several innovative approaches that teachers can use to help motivate their students and create a positive and engaging learning environment. Here are a few suggestions:

1.5.1. *Personalization*

Encourage students to personalize their learning experience by choosing topics and materials that interest them. This can be done by providing students with a range of choices for reading, writing, and speaking assignments. By doing so, students will feel more engaged and invested in their learning.

1.5.2. *Gasification*

Gasify the learning experience by turning language learning into a game. This can be done by using educational apps that allow students to compete against each other or by creating in-class games that promote language use and learning.

1.5.3. *Project-Based Learning*

Implement project-based learning that allows students to work on a long-term project that is relevant to their interests and goals. This type of learning encourages students to use English in a meaningful way and fosters collaboration and critical thinking skills.

1.5.4. *Authentic Materials*

Use authentic materials such as videos, articles, and podcasts to help students connect with the language and culture. Authentic materials provide students with real-life examples of how the language is used in context, which can be more motivating than contrived or simplified materials.

1.5.5. *Technology Integration*

Integrate technology into the classroom to create a dynamic and interactive learning environment. This can include using online resources, virtual reality, and educational apps to engage students and create a personalized learning experience.

Conclusion

In conclusion, language is the ability to acquire and use complex systems of communication, in which it is the divine gift of God. However, language is an extremely important way of interaction with people. Currently, people especially pupils are living in a multilingual world; therefore, it is very important to know more than one language. Today, English has become a worldwide language; that is why, the Algerian educational system has implemented it in schools; in other words, primary, middle, and secondary schools, as a foreign language. In short, both teachers and pupils may develop the way of teaching, and learning English using a technological means to avoid challenges and make an effective teaching- learning processes, in addition to facilitating, and motivating learners to achieve their goals more easily.

Chapter2: The Use of YouTube Videos for EFL Learners.

Introduction

Technology has become a foundational component in many aspects of human life, as well as learner's, in which it is most importantly current moderation in the educational system. Social media is considered as a diverting tool for pupils in context to today's scenario; it has a positive effect on learners. As it is known, effective communication plays an important role in student's life. Although, social media is a high quality online gaining knowledge platforms, It gives extra possibilities for EFL to share the content enjoyably and interestingly. Furthermore, the use of social media in EFL (English as a Foreign Language) classrooms has become increasingly popular in recent years. Social media platforms such as Facebook, Twitter, Instagram, YouTube, and games can be used as tools to enhance language learning and communication skills for EFL pupils. For instance, teachers can create social media groups where learners can interact and communicate in English with their classmates and peers from other countries. This will not only allow them to practice their English language skills, but also expose them to different cultures and ways of thinking. Moreover, it can provide EFL learners with opportunities to learn English language and help them to improve their reading, listening, and comprehension skills through the use of specific platforms, such as YouTube during teaching-learning English language in middle schools. However, it is essential to ensure that the use of YouTube while teaching in classroom is done in a safe and ethical manner, with clear guidelines and policies in place to prevent any misuse or inappropriate behaviour, and to change the traditional way of teaching by the growing of the digital technology for teaching.

2.1. Background of ICT

In today's world, the use of ICT (information and communication technology) has made life simpler and less complicated. In particular, the use of internet by educators, especially teachers, has revolutionized the field of education. In addition to, millions of people on a daily basis access various online platforms, such as web bloggers, social networking sites, Facebook, and YouTube. According

to Ducknecy & Hockly (2007), as cited in (Hayet, 2016), « technology presents novel ways to practice language and access performance » (p.8). Moreover, the use of YouTube to incorporate educational videos into language classrooms is becoming increasingly common encouraging EFL learners to access these platforms may motivate them to enhance their level and achieve better results. In this regard, the current study aims to highlight the significant use of YouTube while teaching English language in middle schools classes, in which ICT provides a range of applications and online tools that facilitate communication and the exchange of information through important websites. Consequently, the internet has introduced a fresh approach to connect people, and provided opportunities for English learners and educators to practice the language that aims to meet the needs of teaching and learning process.



Figure3. Technology for Teaching and Learning.

2.2. Language Teaching Materials

Language teaching materials are resources used by language teachers to aid in the instruction and learning of a particular language. In addition, language materials are considered one of the key components of language teaching and acquisition. According to Tomlinson (1998), instructional materials are « anything used by teachers or learners to facilitate language learning ». His James D.

Brown, cited in Tomlinson (1998), also defines materials as systematic explanation and exercises used in the classroom. Both Richards and Rodgers (1999) identify materials that enable learners to progress at their own pace and take advantage of different learning styles. It also provides opportunities for independent study and self-assessment to facilitate teaching learning process, in which materials may include YouTube videos, readers, grammar book, dictionaries. Additionally, the materials may consist of newspapers, food packaging, and photographs. (Richards and Rodgers, 1999). However, teaching materials fall into two categories for him: traditional materials such as: maps, posters, textbook, board, pictures, CDs, movies, websites, and apps. The latest materials including PowerPoint slides and YouTube videos. Additionally, when selection language teaching materials, it is important to consider the needs and references of the students, as well as the learning objectives of the course. Certainly, the goal is to make lessons engaging, facilitate learning, and improve retention, enable facilitators to deliver successful lessons.

2.3. Traditional Language Teaching Materials

In traditional education, it is well known that the teacher is the preeminent figure in learning process. In such context, textbooks which drafted by program standards are considered as a primary source of knowledge. Furthermore, the traditional teaching materials, which are mostly used, are the chalk and blackboard for lesson presentation. (Hayet, 2016) in which these materials can be useful for acquiring basic language knowledge; they may not always be effective in developing practical language skills. Additionally, some argue that traditional language materials can be dry and uninspiring, leading to disengagement and lack of motivation among learners. Today's teaching style has achieved a transition from memorization to modern methods.

2.3.1. Board

Boards are one of the most commonly available traditional tools used as educational tools which is used in many schools and colleges. Recently, this tradition has changed over the years from panels to green panels to white panels, whatever the color, the purpose is teaching materials, easy-to-use

letter graphics, lists support your words and voice lessons and classes. Harmer (2001) assumes that the blackboard can be viewed as a notepad for teachers to use for presentations, many ideas, phrases or themes. This means that teachers can use colors in multiple perspectives language to facilitate assignments for misunderstanding pupils. Repeatedly, Harmer (2001) argues that tables can be viewed as more than just explanatory aids, for him it can also be used as a picture frame or game board. For example, a teacher can use the blackboard to play games such as word guessing to help pupils understand concept.

2.3.2. Pictures

The use of picture while teaching is one of the oldest techniques employed by teachers in the classroom. This can take the form of small cards, drawings, or other images. As Wright (1989) notes that this approach is intended to facilitate and enhance comprehension of the lesson, it also aimed at generating interest and motivation in pupils, who may be captivated by the images and stimulated to learn. According to Wright (1989), pictures can be powerful tool for promoting learner engagement and motivation, as well as providing a context for language comprehension and serving as a reference point for further study



Figure4. traditional teaching materials

2.4. New Teaching Material

The utilization of innovative technical resources in teaching foreign languages has transformed the conventional teaching approaches and enabled what was not feasible earlier. These resources offer learners numerous possibilities actively participate during the classes (Richards, 2001, 41). Furthermore, they have significantly altered the role of instructors, who are no longer just the primary source of information and knowledge. As an illustration, several audio/visual tools such as PowerPoint slides, videos, YouTube, and podcasts can be employed as new teaching materials in the classroom. House (2008) (Hayet, 2016) contends that: In essence, by integrating modern technology teaching materials into foreign language education, instructors can furnish students with abundant prospects to collaborate and interact, thereby promoting their motivation to engage in classroom activities.

2.4.1. Power Point

PowerPoint is an indispensable tool utilized in various fields. Categorized as a multimedia technology; it also functions as a collaboration and content creation tool. Initially adopted by businesses, it has now become prevalent in many institutions, particularly in the realm of education (Castelli & Fiorentino, 2008). The program's high demands have yielded positive results for both students and teachers, making it a necessary component in EFL classrooms. By utilizing efficient presentation techniques through slides, learners can create innovative and flexible presentations and projects. Essentially, the use of PowerPoint is crucial in foreign language instruction as it provides learners with numerous opportunities to interact and improve their language skills while generating excitement.

2.4.2. Videos

In today's classroom, video is a potent resource that provides a robust framework for instruction. As Frank Smith, the renowned teacher, once said, "All learning is demonstration."

Video is an unparalleled medium for this purpose. According to Inc, students today are predominantly visual learners; furthermore, with the widespread availability of broadband internet, video has become an essential tool for EFL Kl. Videos serve multiple purposes in the classroom, not only do they communicate the specific lesson, but they also provide visual examples for better comprehension. As quoted in Cruz's Convenient Methods (2011), videos facilitate and support teachers in conducting classes. In summary, videos are an excellent resource for language learners who often struggle with vocabulary and for teachers who are comfortable incorporating them into their lessons.

2.5. An Overview about YouTube

YouTube is a popular video-sharing platform that created in 2005. It allows users to upload, share and view videos on a variety of topics such as music, movies, TV shows, comedy, and more. Users can also interact with one another by commenting on videos, subscribing to channels, and creation playlists. However, YouTube has become an important platform from content creators, with many people building successful careers by creating and sharing videos on the site. In addition, to its role as a social media platform, YouTube has also become an important source of information and education, with many people using the platform to learn new skills, get advice, and access news and current events. Senlson (2011) as cited in (Cruse, 2006; Mayaratri, 2015) « YouTube was crettes as a video sharing service for the everyday user, the potential for education use has not gone unnoticed. Over time, scored of colleged and universities as established a presence on YouTube by crating their own videos sharing web pages called YouTube channels.



Figure5. YouTube Videos.

2.6. Importance of YouTube Videos for EFL Teaching- Learning

The aim of this learning objective is to accomplish the various objectives of educators and students in the realm of education procedures. The utilization of YouTube videos constitutes a crucial objective in the instruction and acquisition of English and tutorials. It serves as a supplementary resource for your course. Consequently, this study empowers students to acquire English using cutting-edge technology and provides resources for online teaching via YouTube videos. Moreover, employing YouTube videos during the course of instruction facilitates a speedy completion of the curriculum for learners. Ultimately, utilizing YouTube videos during the course of instruction enhances learners' comprehension of English and presents opportunities to learn the language beyond the classroom setting, as indicated in Kabooha and Elyas' (2018) study. The subsequent objective is to enable students to learn and practice English and other foreign languages independently. They are enthusiastic about discovering and mastering new vocabulary, which benefits the educational process and teachers. Additionally, the objective is to enable learners to engage in conversations using YouTube videos to better comprehend their instructors' teachings. Ultimately, the goal is to enable educators to complete numerous assignments more efficiently, as noted in Kabooha and Elyas' (2018) study. Additionally, YouTube is an extremely valuable asset for teaching and learning EFL (English as a Foreign Language). Here are a few reasons:

2.6.1. Access to genuine languages

YouTube is a valuable resource for students to practice their listening and speaking skills in English. It offers a wide range of authentic content, including videos, songs, and speeches that can enhance language learning. Students can improve their listening comprehension, practice pronunciation, and engage with authentic materials. However, caution should be exercised in selecting appropriate and reliable content, and YouTube should be used in conjunction with other resources for a well-rounded language learning experience.

2.6.2. Engaging and pertinent content

YouTube is a valuable tool for language learning as it offers a wide range of engaging and pertinent content. Students can access authentic language use in various contexts, improving their listening skills and comprehension. The visual medium of YouTube aids in vocabulary acquisition and understanding through visual cues. Additionally, the platform provides cultural immersion by displaying different customs and traditions. Students can interact with content creators and fellow learners, fostering a sense of community and providing opportunities for practice. YouTube's supplementary materials, including grammar explanations and vocabulary lessons, complement classroom learning. However, it is essential to use YouTube alongside structured language lessons and guidance from qualified instructors.

2.6.3. Interactive learning experience

YouTube offers an engaging and interactive learning experience through its community features. These features, such as commenting, liking, and sharing, empower educators to prompt students to actively participate and collaborate. Through comments, learners can engage in discussions, seek clarification, and share insights related to the video content. The ability to like and dislike videos allows learners to provide feedback and indicate their preferences. Moreover, the sharing feature enables students to extend the learning experience beyond the classroom, fostering collaboration and

knowledge sharing among peers. Additionally, YouTube Live streams and Premieres facilitate real-time interaction, enabling learners to engage in live chat sessions and directly interact with experts or educators. By leveraging these community features, educators can cultivate a sense of community, collaboration, and active learning, transforming YouTube into a dynamic platform for interactive education. (Crystal,2003)

2.6.4. Flexibility

YouTube's flexibility as a teaching and learning tool for EFL is undeniable. Its availability 24/7 allows students to access educational content at their convenience, enabling self-paced learning. The platform's vast selection of videos caters to individual preferences, allowing learners to choose content that aligns with their interests and proficiency levels. Students can customize their learning experience, replaying or pausing videos as needed fully grasp the concepts. YouTube also offers opportunities for independent exploration, empowering learners to delve into specific EFL topics of interest. However, it is important for educators and learners to approach YouTube with a critical mindset, evaluating the content for accuracy and reliability. Overall, YouTube's flexibility contributes to a more personalized and convenient EFL learning experience.(Graddol,1997)

2.6.5. Different learning styles

YouTube provides a wide range of content that caters to different learning styles. Visual learners can benefit from instructional videos and visual demonstrations, while auditory learners can find podcasts and music videos that engage their preference for sound-based learning. Although YouTube may not directly address the needs of kinesthetic learners, educators can still incorporate interactive elements into videos to engage their senses. Additionally, text-based learners can benefit from closed captions and on-screen text in educational videos. Overall, YouTube's versatility makes it a valuable tool for accommodating various learning styles and preferences, allowing educators to create a more inclusive and effective learning environment. (Hoa,2016)

In recent times, an increasing number of EFL instructors prefer to utilize YouTube videos to facilitate English learning in their classrooms and supplement it with valuable content (Albahiri & Alha, 2020). Although the concept of employing YouTube videos in language teaching is not novel, student-crafted videos and social networking opportunities provided by YouTube offer a newfangled approach to furnish language input and motivate students to interact with the target language. This technique of learning a foreign language centers on the defining traits of digital natives, for whom digital technology and social networks are an integral part of their everyday lives. It is undeniable that it will continue to be a challenging task. However, YouTube serves as a tool that can aid teachers in tipping the scales in their favor. Integrating the use of YouTube videos in foreign language classes is a valuable resource for both teachers and students. Furthermore, YouTube provides an influential social arena where potential reach is crucial (Lenhart et al., 2010; Pausch, 2007; Prensky, 2001).

2.7. Strategies for Using YouTube in EFL Classrooms

According to Duffy (2008), YouTube videos are crucial in promoting active viewing and enhancing the learning process. To maximize this process, educators can display videos in short segments, allowing students to concentrate and contemplate while watching. Additionally, Duffy suggests that videos are an excellent tool for note taking as they enable learners to record essential ideas. To reinforce the learning process, students can review their notes during a second viewing or after a break. Duffy (2008) recommends a pause strategy for integrating YouTube videos into the educational process. This approach provides students with the necessary time to reflect on and recall what they have learned from the videos. Furthermore, Duffy (2008) suggests other strategies, such as switching the audio to focus solely on the visual or verbalizing what is on the screen. These techniques improve memory and storytelling skills, respectively. Teachers can also turn off the image and use audio cues to represent what is on the screen. Finally, Duffy (2008) proposes that educators link lesson activities with YouTube videos to facilitate lesson materials. Additionally, teachers can use summarization strategies to allow students to recap what they

learned from the video. By implementing these strategies, educators can enhance the learning experience and promote active viewing. Consequently, incorporating YouTube in the classroom can be an effective strategy for teaching English as a foreign language. It provides a fun and engaging way for students to practice their listening and speaking skills while also exposing them to different accents and cultural contexts. Overall, YouTube can be a valuable tool for enhancing the EFL learning experience and helping students to develop their language skills in an enjoyable and meaningful way.

2.8. YouTube as a Motivating Tool

In today's digital age, where online platforms have become an integral part of our lives, YouTube has emerged as a powerful tool for education and language learning. This is especially true for English as Foreign Language (EFL) learners, who can harness the vast resources available on YouTube to enhance their language skills and stay motivated throughout their learning journey. By leveraging the following features in the table, EFL learners can effectively improve their English language proficiency while enjoying a rich and engaging learning experience on YouTube. (Kabooha,2007)

2.8.1. Enhancing Listening Skills

YouTube offers a wealth of audiovisual content that can enhance learners' listening skills. Through videos, podcasts, interviews, and lectures, learners have the opportunity to expose themselves to different accents, speech patterns, and topics, thereby improving their listening comprehension.

2.8.2. Keeping Learners' Engaged

The positive effects of videos can make learning more enjoyable and prevent learners from feeling bored. Visual and audio elements, along with engaging storytelling, animations, and

interactive features in YouTube videos, can captivate learners' attention and create a more dynamic and exciting learning experience.

2.8.3. Improving the Teaching- Learning Process

YouTube provides educators with a vast array of resources and teaching materials. Teachers can leverage these resources to supplement their lessons, present complex concepts in a visually appealing manner, and provide real-world examples that enhance understanding and knowledge retention.

2.8.4. Capturing Learners' Attention

The audiovisual nature of YouTube videos can easily capture learners' attention and maintain their focus. Engaging visuals, demonstrations, and compelling storytelling can help teachers communicate ideas more effectively; ensuring learners stay engaged throughout the lesson.

2.8.5. Providing Opportunities for Repeated Practices

YouTube allows learners to access videos repeatedly, providing them with opportunities for repeated practice and reinforcement. They can rewatch videos to solidify their understanding, review difficult concepts, and learn at their own pace.

2.8.6. Time- Saving

YouTube can save time in the teaching and learning process. Instead of spending excessive time on creating or finding specific content, educators can search for relevant videos on YouTube that align with their lesson objectives. Learners can also access videos anytime and anywhere, enabling them to study at their convenience.

2.9. Obstacles of using YouTube

- Lack of materials (computers, internet, datashow...)
- Lack of motivation from both teachers and learners

- Lack of proper training skills
- Lack of expert technical staff
- Poor administrative support
- Lack of effective training
- Lack of teachers competency
- Large number of pupils in the class (more than 40 pupils)

2.10. Challenges of traditional teaching tools

- Lack of motivation
- Lack of attention, interest.
- Boring sessions
- Courses follow the same structure
- Lack of real- word connection
- Difficulty in assessment
- Limited accessibility



Figure6. Challenges of Trditional Tteaching

Conclusion

In conclusion, today`s technological advancements have made it necessary to master and teach English to students. Many media tools are available for language teaching. One of these widely used media is the video website www.YouTube.com. This is because it is one of the most positively rated social media by all learners. With proper access to the internet, learners can use YouTube videos as a valuable tool to develop multiple foreign language skills. Moreover, this chapter emphasizes that YouTube videos serve as a crucial, beneficial, efficient instrument that can be incorporated into the educational process to enhance teaching and learning instead of teaching in the traditional way. Furthermore, YouTube videos are recognized as an authentic source that fosters learners' capacity to acquire knowledge, encourages their engagement in class activities, and promotes language proficiency. Besides, they are also acknowledged to enhance and expand the lexicon of EFL learners. Additionally, the chapter outlines approaches that educators can employ so as to integrate YouTube videos effectively into their teaching methodologies.

Chapter3: Data Analysis

Introduction

Watching video materials has become an essential aspect of the current generation. It offers a fresh approach to effectively engage in mastering English skills, and creates a new trend that promotes the inclusion of online materials in EFL educational system. Moreover, this research study tried to examine the effectiveness of using YouTube videos in enhancing EFL pupils' level instead of the traditional teaching materials at Khamla Ibrahim middle school in Biskra. In this study, a quantitative-qualitative approach has been followed because the nature of our research topic needs to be investigated using this mixed method design. To enrich the work with accurate data, two questionnaires 'opinionnaires' were administered, one for the English pupils of the first year, the other one for the teacher. In addition to this data collection tool, a classroom observation method has been held to ensure the validity of the findings, and to explore the attitudes and beliefs of both teacher and learners about the usefulness of YouTube videos in specific, and the ICTs use in the classroom in general.

3.1. Research Methodology

This section describes the research methodology and steps that were made to collect, analyze, discuss, and interpret data. It also describes the approach that was used to achieve the main goals and to answer the research questions

3.2. The Research Approach

This research tends to investigate the use of social media in general and YouTube videos in particular while teaching English for EFL pupils at middle schools classes. However, this study tends to use a mixed method, i.e. quantitative- qualitative, where appropriate, to show the difference between the use of traditional teaching ways and the use of ICT materials as new teaching tools for EFL learners at middle schools. The major section of this research is qualitative in nature, by using

teacher's interview, and classroom observation; however, a part of it is quantitative in nature by using a questionnaire to collect and analyse the data obtained.

3.3. The Research Design

This study presents a descriptive case of first-year learners at middle school in Biskra. The results are not intended to generalize to the entire population but are intended to add further studies existing knowledge. The purpose of this research is to explore the use of YouTube videos inside classes instead of the traditional teaching tools for middle schools learners by discovering possibilities, obstacles and challenges that are facing the Algerian educational system. Furthermore, this research is divided into three main chapters, in which the first two chapters show two variables and the relationship with the practical part. However, the third chapter reported the process of initiating the fieldwork by implementing the data collection tools, followed by gathering data, data analysis, and the discussion of the main findings.

3.4. Data Collection Tools

Several data collection tools were used in this study:

3.4.1. *Classroom Observation*

This tool is used to gather and describe general bibliographical information about investigating the use of social media in general and YouTube videos in particular during teaching as a new teaching material instead of the traditional teaching tools for the Algerian educational context. In this study, the classroom observation will describe the organization, teaching tools, classroom management, and the attention to show the difference between the use of traditional teaching materials and the use of ICTs tools as a modern teaching material in classes for EFL pupils at Khamla Ibrahim middle school, Biskra.

3.4.2. Questionnaire

This tool was selected to gather data, from Khamla Ibrahim middle school through the learners' questionnaire to know their points of view about which teaching material is more suitable for learning- teaching English language for EFL pupils by implementing YouTube videos as a teaching tool or the traditional teaching way. The questionnaire includes seven (7) close-ended questions arranged in a logical way directed to the pupils. The questions were formulated in two languages, English and Arabic. The Arabic language was incorporated since the pupils are young learners of English who have just started their learning process, so they are not able to understand the English questions used in the questionnaire so as to achieve suitable results that fit this study.

3.4.3. Teacher's Interview

This tool is a qualitative research method that involves asking some questions to an English teacher to know her opinion because she is supposed to be more knowledgeable with the status of English language in Algeria. This interview contains 6 open-ended questions which are arranged in a logical way with the possibilities of adding any further suggestions to gather more data.

3.5. Participants

This part identifies the total population surveyed and the selected sample to collect data.

3.5.1. Population

Since this study is concerned with EFL learners, middle school was selected to be studied as a suitable environment. This study will be conducted with first year learners, whose age ranges from 10 to 13 years old, of Khamla Ibrahim middle school in Biskra city.

3.5.2. Sampling

The sample has been taken following Moore's definition (1983) who suggests that "the sample is the representative group of people selected randomly from the population". However, the sample

should also be appropriate for the research question being investigated. In this case, the researcher chose to work with first-year pupils since they are exposed to the English language for their first time, so they are supposed to learn it in new different ways rather than following the traditional methods and techniques. The researcher has also chosen their teacher as a random respondent for the interview as she 'the teacher' may have a better understanding of the needs of this group of learners.

3.6. The Data Collection Procedures

This study tends to provide data from three different sources, namely questionnaire, classroom observation, and interview. First, the questionnaire is used to gather data from the pupils to identify their expectation toward the use of modern teaching material inside the classes instead of the traditional material to develop and enhance the Algerian educational context. This will describe the challenges, strengths of using the traditional tools to give a better alternative and best suited for learners' needs to facilitate the teaching process. Second, the classroom observation aims to collect information by showing the differences between which teaching material is more suitable for EFL in the Algerian middle schools, through attending classes to discover the pupils' needs of which material is more successful for both teachers and learners. The last data collection tool which is used in this research is an interview with a teacher, which intends to examine her point of view about integrating the use of YouTube videos instead of using the traditional methods in teaching.

3.7. The Data Analysis Procedures

In this exploratory study, and based on the type of data and the data collection methods, thematic analysis as a systematic approach to organize and interpret the gathered information. The researcher adopted a thematic data analysis based on open coding because it is the most appropriate method for analyzing the obtained data

3.8. Data Analysis

3.8.1. Classroom Observation

Review Section	Description / Comments
Session 01	<p>Organization</p> <ul style="list-style-type: none"> • Well organized • Fully prepared • Summarize the lesson in given time • The teacher ask question to know whether pupils understood the course or not
Session 02	<p>Teaching Methods</p> <ul style="list-style-type: none"> • Clear explanation with a loud, clear voice • Maintain eye contact • Use of examples to simplify the lecture • Traditional teaching materials (hand writing on the board) • Use of great techniques to involve pupils' attention
Session 03	<p>Learning Environment of Classroom</p> <ul style="list-style-type: none"> • More than 40 pupils • Dirty walls • Old materials (bad tables, no curtains, broken windows)
Session 04	<p>Classroom Managment</p> <ul style="list-style-type: none"> • Use of polite formal language • Use of non- verbal communication • Well organized courses, sessions

	<ul style="list-style-type: none"> • The teacher used positive words (thank you for your answer, very good, excellent..etc)
Session 05	<p>Learners' attention</p> <ul style="list-style-type: none"> • Unmotivated learners • Lack of concentration • Lack of participation • Clear, patient teacher • Lack of interactive sessions

Table2. Classroom Observation.

3.8.1.1. Discussion of the observation

Observation is defined as « the systematic description of events, behaviors, and artifacts in the social setting chosen for study ». (Marshall & Rossman, 1989). Observation enables researchers to observe participants and gather data in a natural setting. The English class that we observed is at Khamla Ibrahim middle school in Biskra the case of first year pupils. Based on our observation, it seems that the teacher is making efforts to keep the class organized and under control. However, the learning environment does not seem to be ideal, with a dirty and old classroom, broken windows, and bad tables. The class size is also quite large, which can make it difficult for the teacher to give individual attention to each learner.

On the positive side, the teacher seems to be using traditional teaching methods effectively, with clear explanations and eye contact. The use of positive words and nonverbal communication can help to create a positive learning environment. Interestingly, social media platforms, specially YouTube videos, are so entertaining and provide a positive learning environment to students of all levels and branches. During our observation, the researcher notices that a group of pupils have been begging their teacher of French to let them go and join the English class with their classmates, since the first half of them studies English and the other half studies French once a week, because they

preferred having a lesson presented with data show rather than without. Therefore, this serves as a positive point and proves our research.

3.8.2. Pupils Opinionnaire

3.8.2.1. Aims of the Pupils' Opinionnaire

The primary purpose of this present questionnaire is to see either the exposure to technology materials, such as YouTube videos will help EFL pupils to improve their English skills instead of the use of traditional materials in classrooms, and how they will benefit from those videos. Besides, whether EFL learners support the implementation of these ICT tools as a new teaching aid in the classroom environment and the way they engage with its use as a part of the course.

3.8.2.2. Description of the Pupils Opinionnaire

This questionnaire contains seven (7) close-ended questions which aim to obtain the learners' preception about the use of YouTube videos inside the classroom and if a teacher uses such a tool as a teaching aid. Additionally, it surveys how YouTube videos can be contributed as an interesting material to improve pupils' learning skills. However, the first section of the questions seeks to discover the frequency of using YouTube and for which reason most pupils nowadays are connecting with it. On the other hand, the last questions point out whether learners prefer using YouTube inside the classroom or the traditional teaching to achieve better results.

3.8.3.3. Analysis of the Pupils Questionnaire

Item1: Pupils age.

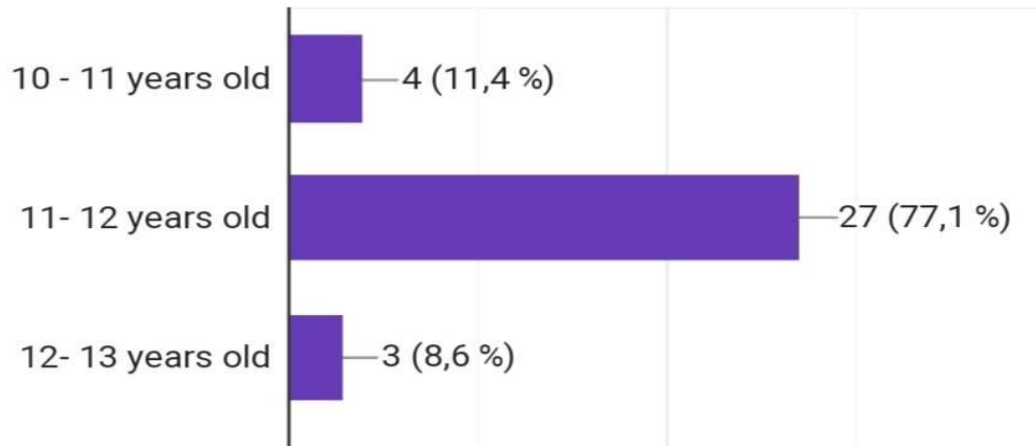


Figure6. Learners Age.

It is clear that from the data findings that the percentage of the learners' grouped into three parts. Out of 27 pupils with percentage, 77.1% their age is around 11 to 12 years. While 11.4% of the sample are around 10 to 11 years old. Out of 3 learners are around 12 to 13 years old with percentage of 8.6%. it means the English learners of first year in middle school includes young learners.

Item2 : English language learning.

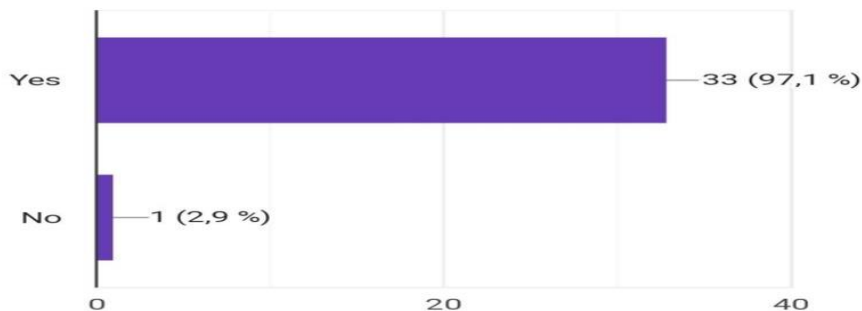


Figure7. English Language Learning.

The overall results indicate the vast majority; more than 30 learner enjoy English language learning with the percentage of 97.1%. Hence, just 2.9 did not enjoy English language.

Item3: Reasons of learning English.

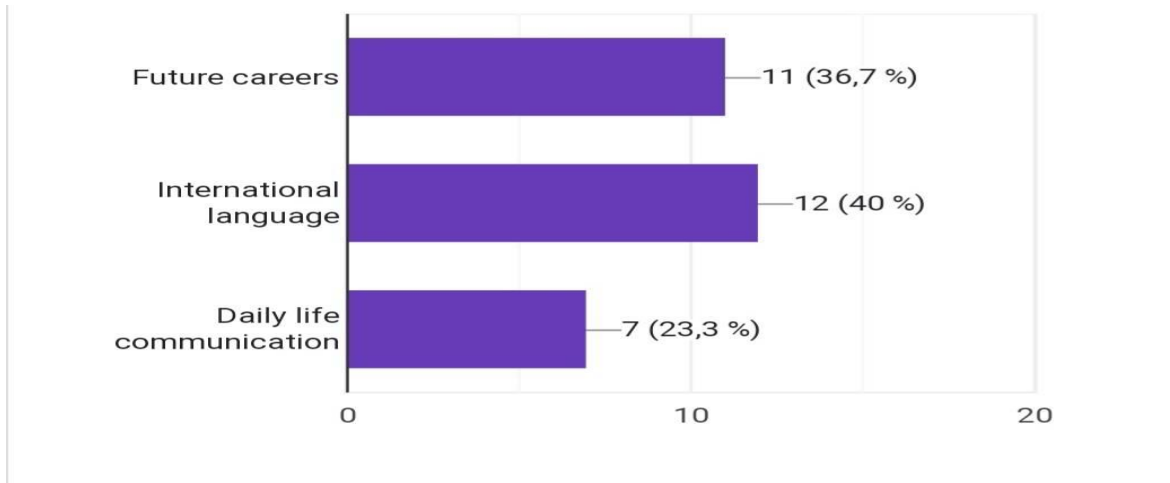


Figure8. Reason for Learning English.

Based on the data results that display above, most of the participants with percentages 40% they learn English due to its status in the world as an international language. 36.7% indicate that they study English for their future careers. Out of 23.3%, learn English for their daily life communication.

Item4 : Use of social media

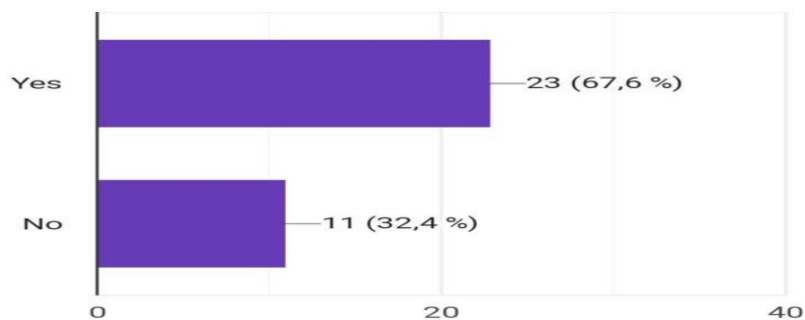


Figure9. Use of Social Media

Based on the above results, we can say that most of the learners with percentage of 67.6% they use social media to improve their English, while 32.4% sign of refusing.

Item5: The use of social media platforms

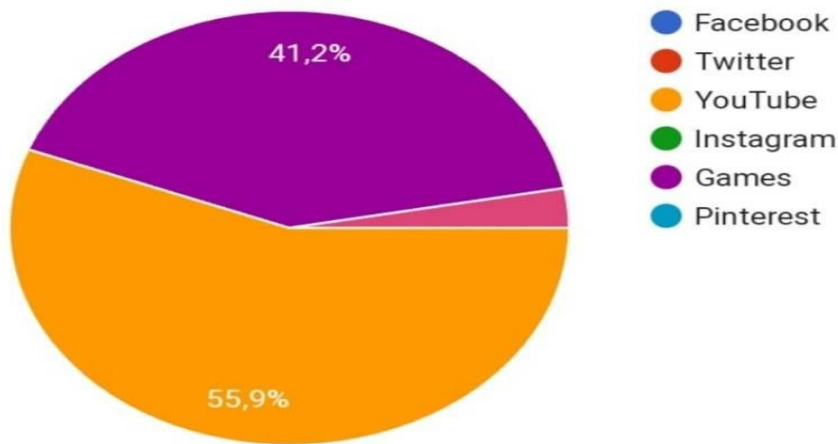


Figure10. Preferred Platform

From this question, we aim to know the frequency of which platform is most used by EFL pupils to learn English. Hence, the data findings that more than half of the class with percentage 55.9% use YouTube platform as a teaching tool to facilitate their learning. Whereas 41.3% they learn English from games, nowadays games show a positive support to learners in which it improves the learners' level unconsciously.

Item6 : Study English Language

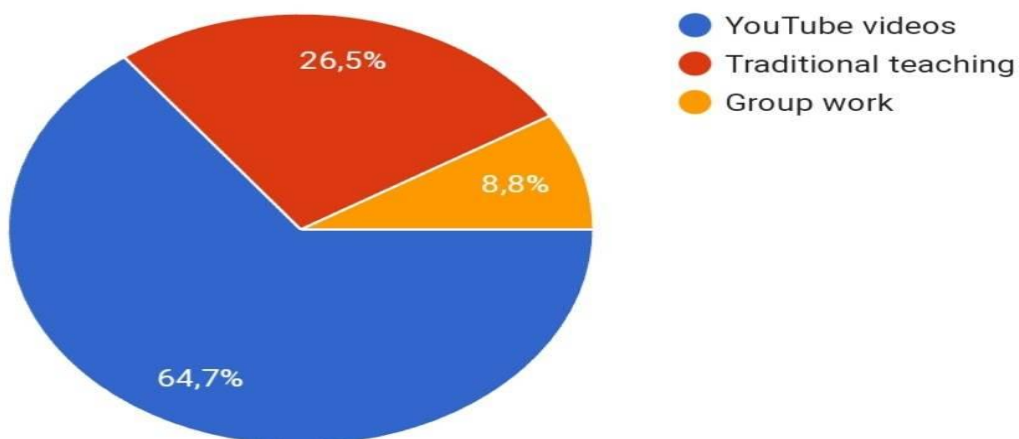


Figure11. The Used Materials

The aims behind this question and the next question as well is to determine if learners agree with the integration of YouTube videos in their learning as a teaching tool. However, according to the data findings that show out of 64.7% of learners prefer to study English language from YouTube videos, while 26.5% prefer to study in a traditional way. In contrast, a few section prefer to learn in a group work with percentage 8.8%.

Item7 : Achievement

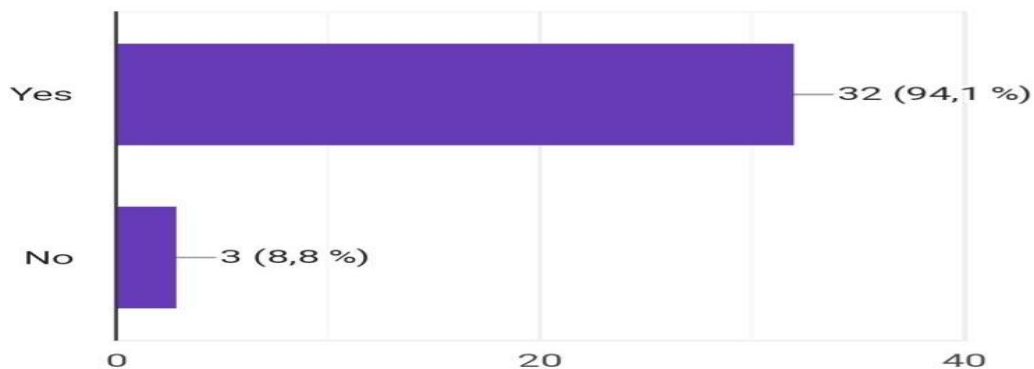


Figure12. Achieve better results

According to the learners' response, we can notice that the majority out of 94.1% strongly agree with the idea of integrating YouTube videos into lessons as a new teaching aid to achieve better results. While 8.8% showed their disagreement concerning the idea that claims that YouTube platform can be an effective modern teaching tool, in this section learners believe that they will not achieve better results.

3.8.3.4. Discussion of the Findings

First, the results reveal that the majority of the learners are very familiar with the use of Information and communication technology (ICT) through their daily use of the internet. Moreover, the English language learners are aware of practicing the language independently outside the classroom setting via many online activities. In addition, they have visited the YouTube website on a daily basis, and they are conscious of its pedagogical features. This means that EFL learners have a

willingness to develop their Level of English through the many useful Educational videos via this popular platform. On the other hand, EFL learners show their positive attitude towards the integration of YouTube videos as a teaching tool in middle school classrooms, in which they choose to learn English language due to its position in the world as an international language and to improve their daily life communication, or for their future careers. Besides, out of 41.2% use games as a learning tool in which games can be a fun and low-stress way to learn and practice new language skills, reducing anxiety and stress associated with traditional learning method. Ultimately, games can make learning more fun and enjoyable, leading to increased engagement and better learning outcomes for EFL learners. However, some of pupils around 8.8% prefer to study English language in a group work, in which it provides an opportunity to learn from other people's perspective, ideas, and experience. It can promote critical thinking and problem-solving skills by allowing individuals to challenge their own ideas and learn from others. Furthermore, many pupils around 26.5% are familiar with traditional teaching ways, which can make it easier for them to learn and engage with the material. For example, lectures, textbooks, and exams are all familiar formats that learners may have encountered in previous educational experiences. Although, traditional teaching can be an effective way to deliver education and has been proven to be successful for many generations. However, it is important to recognize that there may also be limitations and drawbacks to this method, and that alternative approaches may be necessary to address the diverse needs and learning styles of students. In addition, with the use of YouTube videos the lecture will be more interesting than the traditional method. On the contrary, YouTube videos facilitate the information the learners' need and make the classroom an active context rather than having instruction in an inflexible method. Although, they asserted that YouTube videos can play as a facilitator tool to simplify understanding the lesson content in general and raise their interest to develop and achieve better results.

3.8.4. Interview for the Teacher

3.8.4.1. Aim

The purpose of this survey is to collect useful data from the teachers' perspectives about the strengths of ICT and videos materials, and the most important point is to show the usefulness of YouTube videos as an active, positive teaching resource for EFL classroom, and its role in increasing the teaching process context and to enhance pupils' language skills. Otherwise, to indicate whether teachers share the same preception with the learners.

3.8.4.2. Structure of the teacher interview

As mentioned above, this interview attempts to examine the teacher's attitude on the use of YouTube videos as a modern teaching material to improve the learners English language skills for EFL pupils. As well as gathering data about teaching experiences, by asking the teacher to answer some question to provide a full data.

3.8.4.3. Analysis of Teacher Interview

Item1: Motivation

« Motivation is very important in learning. It is one of the key factors that helps make learning successful. Personally, I creat a pleasant, calm, secure and ordered atmosphere. Bring in humor and laughter and smile ».

Based on the teacher, motivation in education is an important tool in facilitating the teaching learning process. By following the teachers' steps, they can maintain pupils attention for a long period in which motivated learner's exhibit to achieve their goals.

Item2: Classroom organisation

« Show a good example by being committed and motivated; point out the purpose and usefulness of every task; offer a variety of materials and activities; encourage creative and imaginative ideas, encourage learners to set goals... ».

The teacher response, good classroom management create meaningful academic learning opportunities and foster social and emotional growth and it reduce negative behavior and spend more time. Overall, effective classroom management requires a combination of clear expectations, positive reinforcement, and build strong relationship with pupils.

Item3: YouTube as a motivating tool.

« Certainly yes, because it helps us (teachers) vary lessons, provide visual context, focus on individual skills, gives extra practice, learners can work alone without teachers' help, create enjoyment...etc ».

Through the teacher response, it shows that the use of YouTube videos helps students to develop their ability to master language skills. Thus, the students can acquire and enhance their goals more easily through the practice of technology resources. In which this platform helps learners stay motivated and engaged as they work towards their learning goals.

Item4: Traditional teaching way

« Teaching English in the traditional ways create many obstacles for both learners and teacher since each unit (in the course book) follows the same pattern so, there's no variety, no fun and no change, generally boring sessions ».

The goal behind this question and the next question as well as to determine the usefulness of YouTube videos in teaching by showing the challenges that faced teachers during teaching in the traditional ways.

Item5: Lessons with YouTube videos.

« Replacing unsuitable material in the course book, provide material missing from the course book, add variety to our teaching, show body language, allows learners to choose, developing speaking skills, and pronunciation and practice ...etc ».

From the teacher perception about how YouTube videos can simplify the lesson, it is clear that YouTube videos have made learning more accessible and enjoyable for both teacher and learners, by providing a variety of resources to help learners improve their language skills and to enhance the Algerian educational context in middle schools.

Item6: Use of social media in teaching

« For advanced learners (high school) it's ok, less with limited results because of the lack of teacher control. Preparation may take a long time; classroom management in middle school may be complicated ».

According to the teacher point of view about YouTube videos for middle school pupils, it can be for both sides negative as a complicated tool for early learners, and positive as a facilitator tool for EFL learners to enhance their English abilities skills.

3.8.4.4. Discussion of the teacher interview

Based on the findings obtained from the teacher interview. First, the main aim was to explore the importance of using YouTube as a teaching tool for EFL learners instead of the traditional teaching material at middle school classes. The findings showed that YouTube offers a wealth of educational resources and can be used as a powerful tool to enhance the learning experience for students. The interviewee emphasized that YouTube is a great way to supplement classroom instruction, as it provides visual and engaging content that can help pupils had better understand complex topics. Furthermore, YouTube allows for personalized learning, as students can access content at their own pace and in their own time. The teacher also highlighted the importance of using caution when selecting YouTube videos, as not all content is suitable for educational purposes.

Overall, the interview demonstrated that YouTube could be a valuable addition to the classroom, providing students with a dynamic and interactive learning experience.

3.8.5. General Discussion of the Main Results

This chapter is dedicated to analyse the research on the effectiveness of using YouTube videos as a teaching tool for enhancing EFL learners' language skills, by using a comprehensive approach to gather data and validate the research questions, including administering a questionnaire to learners, conducting an interview with the teacher, and making a classroom observation. Additionally, the positive affirmation and interest expressed by both learners and the teacher towards the use of YouTube videos as a teaching tool are significant findings, highlighting the potential contribution of YouTube videos in creating a more engaging and attractive atmosphere in the classroom. It is also noteworthy that some learners preferred the traditional teaching methods, while others preferred to study in group work to achieve better results.

Based on the findings, it would be useful to explore further how to incorporate YouTube videos effectively into the EFL classroom. For example, identifying the types of videos that are most effective, creating a systematic approach for integrating videos into lesson plans, and providing training to teachers on how to effectively use YouTube videos in the classroom.

Overall, the study provides valuable insights into the potential benefits of using YouTube videos as a teaching tool and how they could enhance EFL learners' language skills and motivation.

3.8.6. Recommendations and Suggestions

3.8.6.1. Implications for teachers and learners

For Teachers

- ❖ English teachers should be aware that the use of the technological resources requires a training in order to meet curriculum goals. For this end, teachers should be involved in the technological training program.

- ❖ English teachers should establish a good teacher-learner partnership, because effective classroom discipline relies on teachers' competence to create a good relationship with their pupils

For Pupils

- ❖ Creating a pedagogical channel for learners and teachers to interact online presents a valuable opportunity, similar to online courses and educational groups on social media. This platform facilitates the exchange of comments and the sharing of valuable thoughts, promoting social interaction among learners. It serves as a beneficial space for learners to engage with one another, reinforcing their learning experience and fostering a sense of community.
- ❖ Many learners express dissatisfaction with traditional teaching methods and believe that English is a dynamic language. Consequently, it is suggested to gather students' opinions on utilizing authentic YouTube videos as a learning tool. These videos would feature native speakers explaining various English situations, providing learners with a natural context to enhance their language skills according to their specific needs.

3.8.6.2. *Implications for Educational Institutions*

The researcher presented recommendations and suggestions derived from the research findings, as well as their own experience and knowledge of the subject matter. These recommendations aimed to guide future research endeavors in the field.

- ❖ Educational organizations and institutions should recognize the importance of incorporating multimedia formats to enhance the teaching and learning process. By leveraging various forms of multimedia, they can provide stakeholders with valuable resources that make learning more effective and teaching more engaging.
- ❖ It is the responsibility of schools to ensure that teachers have access to all the necessary facilities and optimal conditions effectively utilize ICT (Information and Communication Technology) materials, such as YouTube videos, in the classroom. This includes providing

reliable internet access, well-organized classrooms, and any other resources or tools that are essential for incorporating ICT into teaching practices. By equipping teachers with the necessary resources, schools can empower them to leverage technology effectively and enhance the learning experience for their students.

- ❖ Examining the efficiency of educational channels on YouTube presents an opportunity to evaluate their effectiveness in providing value for foreign language education. Given the wide array of channels available across various domains on YouTube, it is possible to conduct experiments focused on specific channels to determine their efficacy in facilitating positive learning outcomes for foreign language learners.

3.8.7. Suggestions for Further Studies

- ❖ It is essential to include the perspective of parents in additional research, as they play a crucial role in their children's education. Parents have the responsibility for their children's learning and possess the right to evaluate and approve educational content, materials, and tasks based on their social and cultural perspectives. Therefore, future research should take into account the opinions and preferences of parents to ensure the educational approaches align with their expectations and values
- ❖ Examine the long-term effects of utilizing YouTube videos in the classroom on students' language proficiency, critical thinking skills, and overall academic achievement. Follow up with students over an extended period to assess the sustained impact of this approach.
- ❖ Technological Challenges and Distractions Incorporating YouTube videos requires reliable internet access and functioning devices. Technical issues, buffering, or slow internet connections can disrupt the flow of the lesson and impede student learning. Additionally, students may be tempted to get distracted by unrelated videos or engage in off-task behavior during video viewing.

- ❖ Examine how YouTube videos can provide authentic learning experiences by exposing students to real-world contexts and applications of the subject matter. Investigate how teachers can design activities and assessments that bridge the gap between classroom learning and real-world applications depicted in the videos.

3.8.8. Limitation of the Research

Despite the valuable contributions of the research, it is not without limitations. The researcher encountered some limitations in this study. Sample size refers to the number of participants or data points included in the study. With the small sample size, the findings of the study may not be representative of the broader population, in which small sample size diminishes statistical power because there is less data available to analyze. However, the research is often limiting by technical problems that researchers encounter. These limitations can include equipment and technology constraints, such as outdated or malfunctioning equipment, limited access to specialized tools, or the high cost of advanced technology. It is essential for researchers to acknowledge these limitations and communicate them transparently to provide a comprehensive understanding of the study's scope and reliability.

Conclusion of the Chapter

To solve the research problem, we have dedicated the third chapter for the practical part of our research. We have used a questionnaire for first year pupils of middle school, an interview for the teacher, and a classroom observation. Based on the data analysis using Microsoft Excel 2007, the study found that incorporating youtube videos could be an effective way to achieve better results and to improve the level of first year EFL pupils of middle school. The results, presented in frequency charts, tables suggest that EFL learners have a positive attitude towards using youtube as a learning tool. In contrast, few pupils prefer the traditional teaching way believing that they will achieve better results with it; other pupils prefer to study in a group work. Interestingly, the study also found that EFL teacher is aware of the benefits of using YouTube videos while teaching to avoid the obstacles of the traditional method. However, using games while learning the foreign language may also help learners to enhance their English language level. Furthermore, the presence of ICT (Information and Communication Technology) materials, such as YouTube videos, in the classroom creates an environment conducive to active learning. By incorporating these resources into their lessons, teachers can stimulate students' curiosity, encourage their active participation, and facilitate deeper engagement with the language. The accessibility and versatility of YouTube videos allow teachers to tailor their instructional materials to suit the diverse needs and preferences of their students, promoting personalized and meaningful learning experiences. Overall, this chapter and the thesis as a whole demonstrate the effectiveness of implementing YouTube videos as a modern teaching tool in EFL classrooms and highlight the potential benefits of technology.

GENERAL CONCLUSION

The widespread influence of social media has permeated every aspect of our lives, making even our smallest needs accessible with a simple click, thereby enhancing convenience and ease. Within this context, social media has opened up new avenues for artists and knowledgeable individuals to share their creations and expertise. It serves as a platform that encompasses a wide range of topics, including health, politics, discoveries, inventions, science, mathematics, and education. With a significant impact on the education sector, this research specifically delves into how social media tools, particularly YouTube, are revolutionizing the process of education and learning. However, YouTube has had a significant impact on education and learning experience of students. It has revolutionized the way people access and share knowledge. With millions of educational videos available on YouTube, students have access to a wealth of information from across the world. The platform has made learning more interactive, engaging, and fun. One of the most significant advantages of YouTube is that it provides an opportunity for visual and audio learning. Videos with animations, graphics, and simulations help students understand complex concepts and theories easily. Moreover, YouTube has made it possible for educators to create and upload their own content, which has made education more accessible and affordable for students. Another benefit of YouTube is that it provides access to a diverse range of educators from different parts of the world. Students can learn from experts in their fields, and they can choose the teaching style that suits those best in which this has made education more personalized and effective

In the first chapter, language is a valuable tool for communication, and it is crucial to be proficient in multiple languages in today's globalized world. English has become a dominant language, leading to its inclusion in the Algerian educational system. To enhance teaching and learning processes, teachers and students can utilize technology and materials, making it easier to achieve goals and promote effective learning. The second chapter focuses on the technological advancements make it necessary for students to master and teach English. YouTube videos are widely

used and highly rated by learners, serving as a valuable tool to develop language skills. They enhance teaching and learning, foster knowledge acquisition, engage students, and promote language proficiency. YouTube videos also expand EFL learners' vocabulary. Educators can effectively integrate YouTube videos into their teaching methodologies. Additionally, the last chapter presents an analysis of the research data gathered from first-year pupils of a middle school through questionnaires, teacher interviews, and classroom observations. The study, conducted using Microsoft Excel 2007, concludes that incorporating YouTube videos is an effective method for improving the performance of first-year EFL pupils. The results, presented through frequency charts and tables, indicate that EFL learners have a positive attitude towards using YouTube as a learning tool. Conversely, a minority of students prefer traditional teaching methods, while others prefer group work. The study also reveals that the EFL teacher recognizes the benefits of using YouTube videos to overcome the limitations of traditional methods. Additionally, the use of educational games by a specific group of students can enhance their English language proficiency. However, the presence of ICT materials, particularly YouTube videos, in the classroom fosters an environment conducive to active learning. By integrating these resources into their lessons, teachers can stimulate students' curiosity, encourage active participation, and facilitate deeper engagement with the language. YouTube's accessibility and versatility enable teachers to tailor instructional materials to suit the diverse needs and preferences of their learners, promoting personalized and meaningful learning experiences.

For the most part, the results of this study indicate that integrating YouTube videos as a new teaching tool, instead of relying solely on traditional teaching materials, is widely supported by both learners and teachers in the context of English as a Foreign Language (EFL) instruction in middle school classrooms. The research questions posed in the study were effectively addressed, as most participants expressed a positive response towards the use of YouTube videos. These videos were seen as valuable facilitators, capable of motivating learners and assisting teachers in enhancing the

teaching and learning process. The consensus is that incorporating YouTube videos into EFL classrooms can yield improved outcomes and contribute to a more effective educational experience for both students and educators.

Consequently, YouTube has undoubtedly made a significant impact on education and learning experience of students. It has made learning more accessible, engaging, and fun. The platform has revolutionized the way people access and share knowledge, and it has made education more personalized and effective. Overall, this chapter and the thesis as a whole demonstrate the effectiveness of incorporating YouTube videos as a contemporary teaching tool in EFL classrooms, highlighting the

Appendices

Pupils Questionnaire

Dear EFL Learners,

You are kindly requested to respond to this questionnaire, which attempt to gathering necessary information concerning the implementation of YouTube videos as a new teaching tool instead of the traditionaal teaching materials in classroom to enhance the Algerian educational context, and to facilitate teaching, learning process for EFL learners' for first year pupils at Khamla Ibrahim middle school, Biskra. We would be so grateful if you could sincerely answer the following questions.

LADJAILIA INES

MASTER TWO RESEARCHER.

1. How old are you?

- 10 – 11 years old
- 11 – 12 years old
- 12 – 13 years old

2. Do you enjoy English language learning?

- Yes
- No

3. For which reason do you learn English?

- Future careers
- International language
- Daily life communication

4. Do you use social media to learn English?

- Yes

- No

5. Which of the following social media platforms do you use to learn English?

- Facebook
- Twitter
- YouTube
- Instagram
- Games
- Pinterest

6. In school, do you prefer to study English language from:

- YouTube videos
- Traditionnal teaching
- Group work

7. Do you think that you will achieve better results if social media are integrating into lessons?

- Yes
- No

1. كم عمرك

11-10 سنة

12-11 سنة

13-12 سنة

2. هل تستمتع بتعلم اللغة الإنجليزية

نعم

لا

3. لأي سبب تتعلم اللغة الإنجليزية

وظائف المستقبل

لغة عالمية

المحادثات اليومية

4. هل تستخدم وسائل التواصل الاجتماعي لتعلم اللغة الإنجليزية

نعم

لا

5. أي من منصات وسائل التواصل الاجتماعية التالية تستخدمه لتعلم اللغة الإنجليزية

فاسبوك

تويتر

انستغرام

العاب

بينتيرست

6. في المدرسة. هل تفصل دراسة اللغة الإنجليزية من

شرطة اليوتيوب

التدريس التقليدي

العمل الجماعي

7. هل تعتقد أنك ستحقق نتائج أفضل اذا تم دمج وسائل التواصل الاجتماعي في الدروس

نعم

لا

Teacher's Interview

Q1 : How do you motivate your students to become active learners in your classroom ?

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Q2 : How do you organize, manage your classroom ?

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Q3: Do you believe that YouTube can be motivating tool for pupils to enhance their level? If yes, mention how.

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Q4: Do you think that teaching English via social media platforms serves as a trigger to middle school pupils to achieve better English language learning outcomes?

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Q5: Have you ever encountered any sorts of difficulties while teaching English in the traditional ways? If yes, mention some of them.

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Q6: In what way did YouTube videos simplify the lesson of the English language?

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.....
.....

Thank you very much for your collaboration.

المخلص

بدلاً (EFL) هدفت الدراسة الحالية إلى دراسة فعالية إدماج مقاطع الفيديو في يوتيوب في دروس اللغة الإنجليزية كلغة أجنبية من وسائل التعليم التقليدية، بهدف تحقيق نتائج أفضل وتعزيز مهارات اللغة لدى المتعلمين وزيادة وعي المعلمين في استخدام هذه الأداة في عملية التدريس. كانت الدراسة طبيعتها وصفية، وتم إجراء استبيان لطلاب اللغة الإنجليزية كلغة أجنبية، ومقابلة مع المعلمين، ومراقبة الصفوف. استهدف استبيان الطلاب معرفة الأداة التعليمية التي يفضلها المتعلمون لتعلم اللغة الإنجليزية، ومدى موافقتهم على استخدام يوتيوب كأداة تعليمية في دروسهم. واستهدفت المقابلة مع المعلمين التحقيق في وعيهم بالاستفادة من هذه المواد ومدى استخدامهم لمقاطع يوتيوب في التدريس، وإظهار الصعوبات التي واجهها المعلمون أثناء تدريس اللغة الإنجليزية بالطرق التقليدية. أشارت نتائج الدراسة إلى أن استخدام مقاطع الفيديو في يوتيوب كأداة تعليمية كان فعالاً في تحسين مهارات المتعلمين في اللغة الإنجليزية وتطوير سياق التعليم في الجزائر. أبدى الطلاب مواقف إيجابية تجاه هذه الأداة وأوصوا بضرورة دمجها بشكل أكبر في الدروس. كما أيد المعلمون استخدام مثل هذه المواد واقترحوا أن يستخدم المتعلمون يوتيوب خارج الفصل الدراسي

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