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**Developing EFL Learners' speaking skill using ICTs
(YouTube Videos)**

A Case of Third Year Students at M'sila University

**Dissertation Submitted to the Department of English in Partial Fulfilment of the
Requirements for the Degree of Master in Linguistics**

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Dedication

We dedicate this dissertation

To our great parents who have supported us all this time, and provided us with love and care

To our beloved friends, and families

To everyone who has been with us in every step of our research.

Acknowledgments

We are grateful to ALLAH for giving us health and strength to accomplish this work

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Special thanks go to everyone who provided us with all kinds of help: useful references and guidance.

Abstract

The main aim of this research study is to introduce one of the World Wide Web ' most important sites which is YouTube and show its role in enhancing speaking skill of EFL learners. This research aims at highlighting the main role that YouTube videos play in increasing learners speaking skill in EFL classes. Firstly we give a general overview on ICT (YouTube videos) and speaking skill .we provide a theoretical description of YouTube videos and its role in enhancing EFL learners speaking skill . Research instruments used in this study were two questionnaires that were answered by third year students (40) and 10 teachers of oral expression in the Department of English at Mohamed Boudiaf university at M'sila .The practical part of the study offers an analysis of data gained from the questionnaires and discussion of the results, the results have shown that using YouTube videos is a good method for developing students speaking capacities .

List of Abbreviations

ICT: Information of Communication Technology

EFL: English as Foreign Language

TBL: Technology Based Learning

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General Introduction

1-Background of the study

Information and Communication Technologies or ICTs has played a major part in the last few decades. It had handled many features in our lives. The usage of ICT has been used in almost all aspects of our daily life, especially in learning and teaching methods, particularly in Algerian Universities. The acronym ICT covers all communication technologies, involving the Internet, wireless networks, cell-phones, computers, software, hardware, social networking, and other media applications. Technical literacy has made learning patterns different from those of earlier generations. Several research findings such a study was done by (R.T. Williams and Peter Lutes, 2007) emphasized the importance of using ICTs (YouTube) to improve EFL learners' speaking skill. The new internet-based language learning modes have been considered authentic source of language learning. Due to the appealing aspects connected with games, students can practice language learning through interactive activities such as games. YouTube is an internet-based educational tool which allows the learners easily maintain content and motivate students to learn due to the videos and graphics it presents to the learners (Deng & Yuen, 2011).

Roodt and De Villiers (2011) conducted a study into the use of YouTube as a tool to support collaborative learning. The study was conducted on a first year IS course at the University of Pretoria. The course included a group project in which students used YouTube to create a video on how businesses can use Web 2.0 technologies amongst other tasks. From a sample of 185 students, Roodt and De Villiers (2011) found that the use of YouTube had a positive impact on

the students. In addition, Roodt & De Villiers (2011) found that YouTube was perceived as an innovative learning technology by the majority of students. As cited in (Roodt, Peier, 2013).

Watkins and Walkins, 2011 as cited in Si amer & Meguenni, 2018 mention that the results Of using YouTube videos, whether inside or outside the classroom, improves listening, pronunciation as well as conversational skills. He clarifies that these videos also develop original vocabulary, the understanding of cultural lessons, and promote more realistic exposure to the language. Other recent studies also discovered YouTube videos improve EFL English sentence structure (Wening Sahayu^{1*} & Friyanto², 2019). Si amer & Meguenni, 2018 added EFL learner will overcome their anxiety towards making mistakes when they are exposed to the educational YouTube videos (p.39). A study was done by (Berk, 2009) have shown that the use of multimedia, including videos are effective for learning. The use of multimedia in teaching and learning has been found to be effective for enhancing knowledge (Mohd Arif Ismail, Zamri Mahamood and Norizan Abdul Razak, 2000).

Speaking has always been a challenge for EFL learners in EFL settings. The EFL students have frequently been taught through traditional methods of language teaching where they are not exposed to the target language or to the channels through which they can speak, communicate, and interact using the target language (Zeng & Takatsuka, 2009). Furthermore, speaking is a challenging skill to achieve since it requires students to master a variety of other skills such as vocabulary, grammar, and comprehension.. Silviyanti (2014) reported that YouTube videos are especially useful for speaking skills since they enhance the learners' motivation and make the content comprehensive to the learner.

Based on the previous studies stated above, the current study aims to highlight the significant role of using YouTube videos in improving EFL learners' speaking skill and demonstrate its

efficacy as supplemental material .it also shows teachers' awareness of the efficacy of YouTube videos in EFL classroom.

2-Statement of the problem

Learning a language entails speaking it effectively, fluently, and accurately; hence, good oral performance is crucial to be a goal for teachers to focus on .Speaking perfectly is one of the most challenging tasks for EFL students. However, the current technological wave has provided us with a new conventional path that leads to innovative and simple access to many outlets, such as YouTube videos that offers a much appropriate solution enhance speaking skill, the use of YouTube videos might assist to their language learning and fulfill their endless needs.

As a result, this study attempts to describe the relationship between YouTube videos and the development of speaking skills for EFL learners and teachers. It then attempts to answer the following questions:

- To what extent are YouTube videos beneficial for both students and teachers?
- To what extent can we claim that YouTube videos are effective in attaining the pre-set objective?
- Can YouTube videos foster learner motivation in the classroom?
- What are the main difficulties that encounter students' in speaking?
- Are instructors conscious of the value of YouTube videos in the classroom?

3-Aim and significance of the study

This research aim is to investigate the efficiency of using YouTube videos as a new teaching method and students' speaking skill development, since it attracts attention to the use of YouTube videos as a teaching aid. Thus, the study can assist in obtaining new perspectives and

ideas from students on the use of YouTube Videos as encouragement resources to enhance their speaking skill and make learning English more interesting. It may also enable teachers in improving their teaching instruction. Moreover, this study may help students to incorporate references from this work in their future studies.

The purpose of this study is to promote both students' and teachers' awareness of the benefits of using YouTube videos to improve speaking skill in and out of the classroom, as well as to encourage them in their English learning activities such as classroom participation.

4-Research Hypotheses

1-we hypothesis that exposing EFL learners to YouTube videos may enable them to develop their speaking skill.

2- Teachers are supposed to recognize the significance of incorporating YouTube videos into language teaching techniques in order to improve their students' speaking skill.

5-Research Methodology

5.1Method

The current study attempts to explore the impact of watching YouTube videos in class on developing speaking skill. A descriptive method that emphasizes on the quantitative design to provide us with a comprehensive perspective about the problem, and to promote tis study with more reliable data.

5.2 Sampling

This study is concerned with third-year learners of English language at Mohammed Boudiaf University of Msila . We chose 40 participants as a sample of the study. Our second sample represents 10 teachers who are expected to accept participation in this research. We seek out opportunities to collaborate with university students since they have been learning English more than six years. We believe that they have achieved a certain level of English proficiency.

5.3 Research tool

The current study has been conducted by using descriptive method, which focuses on both quantitative and qualitative design, since the questionnaires contains both close-ended questions (quantitative), and open-ended questions (qualitative). In order to explore students' and instructors' perspectives on using YouTube videos in the classroom to enhance students speaking skill, we have used two questionnaires as a suitable data collection tool. The first is administered for students, and the second is for teachers. Additionally, we have conducted a semi-structured questionnaire that had both closed- and open-ended questions to validate or invalidate our hypotheses.

6- Structure of the study

The present study is composed of two parts: the theoretical and fieldwork. The first chapter includes theoretical overview on speaking skill definition among researchers and illustrating speaking types. It sheds the light on learners' speaking problems. The second chapter provides a background of CTs and an overview on YouTube videos. This chapter discusses the significance of YouTube and how effective it is for teaching and learning other languages. It also explains other YouTube video genres, particularly educational channels. For the third

chapter, field work , is divided into two sections. First, it describes research methodology and design. Second, it defines also research tools which followed by the main findings and the interpretations of results.

Chapter one: An overview

About speaking skill

Introduction

Language, as an essential component of human life, is the tool by which individuals communicate with each other, and learning a foreign language has become a necessity in all specialties in order to be open minded to the different communities, cultures, and traditions as well as to have more opportunities of employment. Thus, this chapter discusses literatures that were written about the history of speaking skill, its definition, its importance, its types, the relationship between speaking and listening, learners' speaking problems, information and communications technology and speaking, and the different classroom speaking activities.

1.1 Brief History of Speaking

In the prehistoric Athens, public speaking was first studied about 2,500 years ago. Men were expected to speak as part of their civic responsibilities, which included doing so in national parliaments and in courtroom. People would gather in the marketplace to discuss political, economic, and military matters. For a notable social life and mingling with the wealthy, good speaking skills were also necessary (Barnard, 2018).

Widdowson (1983) is said to be the first one to give more attention to performance (real language use) in his reflections on the relationship between competence and performance (Bagarić and Mihaljević, 2007) these two terms were introduced by Chomsky in modern linguistics and were the focus of discussions of second language. Chomsky referred to one's intuitive knowledge of the rules and structure of his language and he called it competence, and to his actual use of these rules and structures and he called it performance.

In one hand, he suggested that competence is the tacit knowledge of the language whereas performance is the use of the language in concrete situations, and the native speaker of any language is competent for s/he possesses an internalized set of rules that enable him/her to understand and speak; for example, when reading a new book for the first time s/he can understand its sentences easily. Moreover, his/her competence also makes him/her reject the ungrammatical constructions, recognize an expression as command, request etc. In the other hand, he suggested that performance is what a speaker says and the substance of his competence (NEO English,2010).Thus, while competence refers to grammatical knowledge and language aspects and while it is concerned with linguistic system; performance refers to actual use of language, and focuses on psychological factors during speech production (Çağrı, 2018).

1.2 Definition of Speaking Skill

The four language skills; listening, speaking, reading, and writing are divided into receptive skills (listening, and reading) and productive skills (speaking and writing). Speaking is a productive skill in which the speaker can transfer a message and share notions and ideas. Chaney et al. (1998) defines the speaking skill as a process in which knowledge and meanings are shared through verbal and non-verbal symbols. In addition, Brown (2000, p. 236) claims that speaking is “an interactive process of constructing meaning that involves producing, receiving, and processing information”.

In the same vein, Hedge (2000) asserts that if a teacher wants to test the learners, he/she can evaluate them through their speaking skill abilities and through their oral proficiency. Speaking skill is based on transferring and receiving messages in variant settings using verbal and non-verbal signs that need linguistic and sociolinguistic competence, and the speakers should be aware about those speaking features in order to communicate effectively.

According to Lindsay and Knights (2006, p. 57), “speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people”. Moreover, Brown (2001) states that speaking is a skill in producing oral language that can be considered as an utterance as well as a tool used for communication, and it appears when people are interacting with each other with the purpose of maintaining social relationships. Significantly, speaking can be defined as the active productive skill, as the use of oral production, and as the capacity of someone to communicate orally with others (Widdowson, as cited in Jondeya, 2011).

1.3 Types of Speaking Skill

1.3.1 Imitative Speaking

Rafael (2018) claims that an English language learner (ELL) who imitates speech merely repeats what is being said. The task's sole primary objective is pronunciation. It is crucial to imitate others since it enables English language teachers to evaluate students' pronunciation skills. The following types of evaluations can be applied to imitative speaking:

a. Repeating the phrase: "Repeat after me"

b. Alternative Assessments: Students respond to questions using one- to two-word answers that are already present in the phrase. Alternatively, a sentence is divided into three to four phrases (noun phrases, verb phrases, etc.). The next step is for the learner to put the sentence together (Rafael, 2018).

1.3.2 Intensive Speaking

ELLs must react to intensive speech by producing brief sentences. Semantics do matter in this type of speaking, but just a basic understanding of the L2 language is necessary. The goal of intensive speaking is to assess each student's proficiency in a narrow range of grammar, phrasal verbs, and other language components. Minimum communication with an interlocutor is necessary. Intensive speaking assists English language teachers in evaluating their students' proficiency in particular English-language topics. There are a several types of evaluations that can be applied to intensive speaking, including: (Rafael, 2018).

a. Directed Responses: This type of examination necessitates the least amount of production and thought from the pupils.

b. Read-aloud stimulus: This method of evaluation gauges pupils' reading fluency. Stress and intonation are carefully considered.

c. Dialogue Completion: This type of evaluation gauges students' comprehension of spoken dialogue. After hearing the statement, test-takers are supposed to assume the position of the message recipient.

d. Picture-Cued Assessment: For this type of evaluation, a questioner will show pupils a picture and ask them to describe what they see or what is happening in it. Then, using the image as a visual assistance, participants must respond in one sentence (Rafael, 2018).

1.3.3 Responsive Speaking

Students must play an active role in brief discourse sessions in order to practice responsive speaking. To mimic real-world events, the commencement of responsive speech always begins with a cue. It is crucial because it enables English language teachers to evaluate students'

conversational skills with one or more debaters. The pupils need to be more imaginative (Rafael, 2018). Several tests that can be used to gauge responsive speaking include:

a. Question & Answer: For this type of evaluation, one individual, known as the interlocutor, must ask the student questions. Depending on the subject, students' answers may consist of a single sentence or a longer, more extensive response.

b. Asking Questions of Instructors: For this kind of evaluation, the student questions the instructor. In essence, the student takes charge of the conversation.

c. Giving directions and instructions, as well as comparing things using comparatives and superlatives: students must be able to give directions in light of a specific circumstance. The subjects covered should be current and interesting to the pupils.

d. Paraphrasing: Listening to a four- to six-sentence paragraph is a requirement for this kind of examination. After the paragraph is finished, teachers ask their students to summarise it in one or two sentences (Rafael, 2018).

1.3.4 Interactive Speaking

Although interactive speaking and responsive speaking are quite similar, interactive speaking differs in that it is more popular in the English-speaking world and involves more participants. The ability of pupils to produce logical, in-depth conversations with one or more interlocutors can be assessed by teachers via interactive speaking tests (Rafael, 2018).

a. Interviews: Interviews offer students the chance to apply what they have learnt in real-world circumstances and to conduct in-depth conversations.

b. Role Play: Through role playing, kids can have fun using the English language. Additionally, it gives pupils practise in simulating real-world scenarios.

c. Games: The simplest technique to get pupils interested in studying English is typically through games. Information gap grids are one type of interactive game assessment. Students interrogate one another in English throughout this game to find out the answers to numerous queries (Rafael, 2018).

1.3.5 Extensive Speaking

The hardest type of speaking is extensive speaking, which largely consists of lengthy monologues like speeches and presentations. Rarely do the listeners' opinions get expressed. The importance of extensive speaking cannot be overstated; pupils are left to generate understandable discourse on their own. There is typically some sort of audience present; the presenter and audience members do not converse. During this period, the presenter is the only one who speaks (Rafael, 2018). Several tests that can be applied to extended speech include:

a. Oral presentation: The opportunity to apply what they have learnt in English class is provided via oral presentations, which compile everything into a single compelling and succinct presentation.

b. Picture-Cued Storytelling: This technique aims to show students real-world examples of how to employ chronology in discussions. It is also employed to illustrate circumstances.

c. Retelling a story: For this type of in-depth speaking evaluation, pupils recount a tale they have heard. The narrative can be changed from how it originally was (Rafael, 2018).

The following figure summarizes the speaking skill types.

1.4 The Importance of Speaking Skill

Baily and Savage as cited in Lazaraton (2001, p. 103) argue, “Speaking in a second language has often been viewed as the most demanding of the four skills”. Furthermore, Lindsay and Knights (2006, p. 57) state that we speak because we want something, we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on. In brief, speaking is the ability to use a given language in real communication settings. People may share their own knowledge, interests, attitudes, opinions, ideas, and thoughts through the speaking.

Moreover, speaking is considered as a bridge between people who speak the same language and it helps them to talk about their feelings, thoughts and ideas. Hedge (2000) argues that speaking is an important skill because it is an essential part in any communication since it is used in daily life. In the twenty first century, with the emergence of the Communicative Approach, the speaking skill was given a central attention, and Ur (2000) considers speaking as the most important skill since it is the main goal for the learners to learn a foreign language.

Speaking is a necessity for English learners, according to Segure (2012, p. 4), it allows conversation and connection with others, as well as flexibility and shared understanding. According to Harmer (2001, p. 53), because it involves the exchange of messages and the evaluation of expressive options, which speakers have a wide variety of, speakers can reword what they are saying, slow down or speed up, use facial expressions, gestures, and body language to successfully communicate the message in face to face interaction, regardless of the actual words they employ.

Moreover, Bygate(1987, p. 1) established the importance of speaking, stating that learners must be able to speak confidently in order to complete many basic transactions; speaking is the skill by which friendships are formed or broken. It is the medium through which language is learnt, and it is particularly favorable to learning for many people.

1.5 The Relationship between Speaking and other Skills

The four language skills have a close link, according to Nan (2018b). It establishes as a system in which is interconnected and incorporated one another, speaking is based on hearing, reading is a source for listening, speaking and listening assist reading and writing, and vice versa. To guarantee that English instruction is comprehensive and thorough, the four language skills should naturally and dynamically converge. That it can enhance English teaching efficiency and achieve the best possible integration of language learning (Crystal, Goh, and Doyle 2015).

1.5.1 The Relationship between Speaking and Listening Skill

In viewing the integration between skills, speaking and listening are obviously two basic skills of the oral communication and then are in highly connected state. Therefore, one condition for being a proficient speaker is listening to oral language and understanding what is said so that the feedbacks will be precise. According to Baygte (2000) the oral communication is a two ways processing between the speaker and the listener, it makes use of both speaking which is a productive skill and listening with understanding which is receptive skill. A speaker has necessity to a listener for speaking is rarely carried in isolation.

According to Redmond and Vrchota (2007, p. 120), speakers are at the mercy of listeners. Besides, listening skill comprises a set of processes of perception, interpretation, evaluation,

recalling, and response to the speakers (ibid. p. 128). Consequently, it can be noticed how much there is a clear dependence upon each other between the speaking and listening skills. To end up, listening is correlated with speaking. For effective communication to occur, both a speaker and a listener must take parts in it through interacting and negotiating verbally. The speaker produces understandable codes, and the listener pays attention and then tries to process the received information effectively.

Moreover, speaking and listening are two essential and interrelated skills in language learning. Any interaction between two people needs both the speaker and the listener. When someone speaks or talks, the listener responds or receives the intended message. If you want someone to listen to you, you have to speak. If you have someone to speak, you have to be willing to listen. Speaking is in the necessity to the listener because cannot be carried in isolation. Brown (2000, p.275) states there is a “natural link between speaking and listening”.

In addition, Brown (2001) points out “from a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined, more often than not curricula that treat oral communication skills will simply be labelled as “Listening/Speaking” courses (p.267)”. That is to say that since the two skills are positively correlated, many interactive techniques that involve speaking will also include listening. Besides, teachers have to pay attention to incorporate both the two skills inside classroom context.

1.6 Learners’ Speaking Problems

The major speaking skill problems are as follow:

1.6.1 Fear of Making Mistakes

Foreign language speakers prefer to remain silent and refrain from participating in speaking activities because they are afraid of making mistakes while speaking. This may hinder the learners' abilities to develop their speaking fluency. In addition, learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened (Willis, 1996: 7, cited in Al Hosni, 2014: 23).

Furthermore, the fear of making mistakes becomes one of the most prominent factors that can obstruct students from speaking. According to Aftat (2008), the fear of making mistakes is linked to the issue of negative correction and evaluation, and it is influenced by the students' fear of being laughed at by their classmates or criticized by the teacher when they produce incorrect forms. Consequently, this leads students to stop participating within the classroom especially in speaking activities in order to avoid embarrassment. Therefore, it is necessary for teachers to persuade their students that making mistakes is not wrong at all since learners can effectively learn through their mistakes. That is to say, "to err is human".

1.6.2 Lack of Self-Confidence

The lack of self-confidence has a negative effect on enhancing students' oral communication skills. Brown (2001, p. 62) states, "learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task". This means that students should believe in their capacities in order to do well in the speaking activities inside or outside the classroom. Students who lack self-confidence about themselves and their capacities in English essentially suffer from communication apprehension. That is to say, lack of confidence leads to difficulties in communication. The main reason behind

the students' lack of confidence is due to their low ability in speaking English. In other words, many students think that their English is not good, and they feel that they cannot speak in an effective way. Moreover, lack of self-confidence can be the result of lack of encouragement by the teacher. Therefore, building students' confidence should have an important part of the teachers' attention. Teachers should adapt different strategies and techniques in order to improve the students' self-confidence (Juhana, 2012).

1.6.3 Shyness

According to Horwitz, and Cope (1986, p. 127-128), shyness is characterized by fear or anxiety about communicating with people, the particular communication apprehension derived from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood”.

1.6.4 Inhibition

This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. “It is too easy for a foreign language classroom to create inhibition and anxiety”. Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the ill development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they will speak to critical audience Littlewood (1999, p. 93).

1.6.5 Nothing to Say

Students will find nothing to say because they are terrified of being judged, have no idea how to communicate in English, and are too lazy to do it. It is brought on by a dull subject and challenging content. Students rarely speak English in class, and students are unsure how to speak

English, which is a problem associated with poor or uneven participation. It is due to their poor grammar knowledge, limited vocabulary, and poor pronunciation (Andi, 2018).

1.6.6 Communication Anxiety

Anxiety is related to the feelings of stress, worry, fear, and nervousness. Usually, it is linked to the situations of FLL. Anxiety can be defined as “a response learned through early experience and that can increase until the whole process of learning is badly affected” (Hedge 2000, p. 21). Moreover, Brown (2001) defines anxiety as emotions of uneasiness, apprehension, worry, and disturbance, fear, and self-doubt. Additionally, it is considered as the most problematic issue that can face learners during their journey of studying. According to Juhana (2012), when FL learners speak a particular language, anxiety can affect their performance.

Moreover, anxiety influences the quality of oral production and makes students appear less fluent. Significantly, anxiety can be the result of different factors including communication apprehension that is due to the learners’ low ability in FLL. This low ability in many cases leads learners to feel anxious and frustrated, and this will automatically result in bad performance. The second factor is test anxiety which refers to the learners’ fear of being tested by their teachers. The last factor is the fear of negative evaluation either by the teacher or by the other students (Juhana: *ibid*: 2012)

1.6.7 Organizational Obstacles

Work plans define what students are expected to do in several academic areas over the course of a specified timeframe, and teachers frequently create a list of assignments and activities for students to do. The tasks are usually categorized into three difficulty levels: low, moderate, and high based on the number of tasks assigned rather than on the variety and difficulty of the academic

assignments (Dalland, 2007). Therefore, the more students organise their works and life the more they control over the learning process by requiring them to plan and organize their own work. In addition, when it comes to completing their work plans, students utilise a variety of strategies. Thus, when implementing work plans, students are typically given the option to work independently, allowing teachers to devote more time to supporting students who require academic support (Cecilie and Klette, 2016).

1.7 Information and Communications Technology and Speaking

Direct feedback on language proficiency is available thanks to technology in a variety of jobs and activities. Additionally, it can save time and serve as a classroom extension. Finally, technology can encourage language acquisition by providing up-to-date, genuine, and inspiring materials that can be accessed immediately from the Internet. There are many additional advantages of using ICT in the classroom as a tool for language acquisition. It encourages students to complete things that they might otherwise put off. The pupils will conduct the tasks on the computer software platform in an ICT-enabled language learning class without any reluctance or inhibition. Repetitive chores would become more entertaining, and the content might be in various format. With the use of ICT-enabled English Language Teaching, the self-paced, autonomous learning methodology is being spread (Kavitharaj, 2017).

1.8 Different Classroom Speaking Activities

In EFL classrooms, teachers often use some speaking activities in order to give learners the opportunity to practise and develop their speaking ability. Significantly, according to Harmer there are certain types of classroom speaking activities that are explained as follows:

1.8.1 Communication Activities

The activities are designed to encourage students to communicate with one another in order to solve a puzzle. The teacher can adapt these exercises from TV games or the radio, such as "describe and draw," in which one student is asked to describe a picture while the other is asked to depict it (Ackerman, 2021).

1.8.2 Communication Games activities

Language communication games are given a great interest by many teachers since they have a significant educational role that aims at improving the communication between students through an information gap. This means that students must communicate with one another in order to solve puzzle problems, draw pictures, arrange items in the proper sequence, and identify similarities and differences between images (Harmer, 2007).

There are many ways to help the students to overcome their difficulties in speaking English. According to Harmer when the teachers want to encourage students to speak, they have to use communicative approach that avoids the concentration towards grammar and vocabulary but emphasizes on the significance of language function (Harmer, 2001). In other words, these activities will involve students in real communication, where the achievement of their communicative task is more important than the accuracy of language they are using.

1.8.3 Information Gap Activities

Transmitting information is considered to be one of the important aspects of CLT and it provides student with extensive talks where the students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Harmer (2001, p. 85 as cited in Kaddour, 2016) described information gap activity as

“a key to the enhancement of the communicative purpose and the desire to communicate.” information gap activity is defined as; “A situation where information is known by only one or some of those present, students use the language they have at their command to bridge the information gap, by asking question, giving information...etc.”(Gower.et al. 1995,p 211 as cited in kaddour, 2016). In information gap, the learners are given different information that all other students may not have. This gap cannot be completed only if the learners use the language. Each learner has an important and specific role in this activity because the activity cannot be achieved unless all the participants give the pieces of information they have. This activity is effective because everybody has the opportunity to talk extensively in the target language.

1.8.4 Discussion Activities

According to Harmer (2000,p. 273 ascited in Kaddour, 2016), some discussions just happen in the middle of lessons they are unprepared for by the teacher ,but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes. In this sense, Littlewood (1981: 47) states that “It (discussion) provides learners with opportunities to express their own personality and experience through the foreign language”.

Discussions have a significant role in EFL classrooms since they give students the opportunity to interact with each other and exchange ideas. According to Harmer (2007), what makes many students' talks fail is their unwillingness to exchange ideas in front of their classmates, their inability to think about anything and their lack of confidence in their language?

There are many ways, strategies, and techniques used by the teacher in order to overcome the difficulties imposed on the learners when engaging in classroom discussion; including, the buzz group that is a method in which students have the opportunity to engage in brief discussions in small groups before they are asked to speak publicly. Interestingly, because learners have the

possibility to think about their ideas and views before being asked to express them in front of their teachers and classmates, this will reduce their level of anxiety and stress (Harmer, 2001, p.272 as cited in Lamrour, 2017).

1.8.5 Acting from a Script

In this type of activity, students are expected to act out scenes from various plays or from their course book. Students may even perform dialogues that they have written themselves. They are expected to come to the front of the class and perform dialogues in front of their teachers and classmates. Importantly, when the instructor chooses the student who will go to the board, he must create a healthy climate in the classroom since students really need that supporting environment. Furthermore, the teacher should allow his students to memorize their monologues before having them performed in front of their peers. In addition, the teacher must pay close attention to the appropriate stress, intonation, and tempo (Harmer, 1998).

1.8.6 Prepared Talks

One of the most known classroom speaking activities used by teachers in order to encourage students to speak is the prepared talks in which students are going to present topics that are chosen by them. This type of talk is not an informal natural conversation since learners prepare for them in advance. However, Students should not read from a screenplay; instead, they should speak from short notes that they have written themselves. Importantly, if properly structured, prepared speeches are of considerable interest to both speakers and listeners (Harmer, 1998).

1.8.7 English Idioms

Mastering English idioms is the key to significantly improving learners' English oral proficiency. In fact, whether in native language settings or in foreign language situations, acquiring English for efficient global communication was long a priority in the field of language education. Overall, oral competency (fluency and accuracy) of EFL learners is viewed as a crucial factor of success when it comes to effective global engagement (Wu et al. 2018).

Conclusion

This chapter provided an overview of speaking skill; its definitions, importance and speaking types. It also dealt with speaking activities, difficulties that face EFL learners when they try to speak. Moreover, this chapter showed the relationship between ICTs and speaking skill and the relationship between the other skills and speaking skill. Finally, the chapter provided some speaking activities used by the teachers in order to give learners the opportunity to practise and develop their speaking ability.

Chapter two:
An overview on
YOUTUBE videos

Introduction

ICT significantly and unavoidably contributed to the development of various fields, including industry, economy, education, Politics and culture, which become essential parts of the global development. The growth of Information and Communication Technologies (ICTs) in the educational learning process is a matter that nowadays is paramount priority. The usage of technology, and specifically the Internet has radically changed the educational era. This chapter's major objective is to highlight the significance of YouTube and demonstrate how both foreign language students and teachers may benefit greatly from using this application. The first section of this chapter starts by defining the key concept of ICT. Then we explore the differences between the old teaching materials and the modern ones.

Furthermore, we move to an overview on YouTube and its educational advantages. Moreover, we identify the different types of YouTube videos, and we show the reason of why it should be incorporated in EFL teaching/learning context, then we mention some techniques for using YouTube videos in EFL classroom.

2.1 Background of ICTs

Nowadays, the evolution of technology innovations, particularly information and communication technology, has significantly changed many aspects of human life, especially the educational process in the teaching and learning of foreign languages. As a result, the internet has created a number of well-known platforms, including web blogs, Face book, Skype, Twitter, and YouTube. "Technology offers new ways practicing language and accessing performance" (Ducknecy and Hockly, 2007 [P.8]) as cited in (Hayet, 2016). Furthermore, it has recently become common to include educational videos from YouTube in EFL classes. Thus, to enable

students to engage in active and interactive learning and encourage them to develop their speaking skills.

In the middle of the 1980s, the term "Information and Communication Technology" or (ICT) initially arose and was described as All kinds of electronic systems used for broadcasting telecommunications and mediated communications (Kevalkumar M. Patel.2017). In addition, the term "ICT" refers to a range of technical applications in the transmission and processing of information, where the computer plays a central role. ICT is a term used to describe a variety of tools and resources that are used for communication as well as to produce, distribute, store, and manage information.

Michiels and Van Crowder (2001) has defined ICTs as “a range of electronic technologies which when converged in new configurations are flexible, adaptable, enabling and capable of transforming organizations and redefining social relations” (as cited in Chapman, Slaymaker, 2003, p. 5). Hence, The usage of all telecommunications devices, such as a computer, smartphone, laptops , internet , radio , television and projectors among others that are widely used in today’s education field as well as in the everyday life . These instruments are used to facilitate and hasten information processing and communication. It permits individuals to communicate rapidly like they were in a small village. ICT may be used in a wide variety of contexts, including the ICT industry, ICT law, health care... etc.

According to Margaret Rouse, “ICT (information and communications technology – or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network (...) ICTs in education,

health care, or libraries. The term is somewhat more common outside of the United States”.

(1946, P 34-42)

Another definition was given by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2010), “as the forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. This broad definition of ICT includes such technologies as radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, and computer and network hardware and software, as well as the equipment and services associated with these technologies, such as videoconferencing, e-mail and blogs.”

As Toomey (2002) stated that, “ICT generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware (e.g. computers and other device); software applications and connectivity (e.g. access to the internet, local networking infrastructure, and videoconferencing)” (p.3).

However, Information and communication technologies (ICT) significantly influence education because it facilitates the use of a diverse variety of resources to enhance teaching and learning.

2.2 language Teaching aids

Language aids are materials used to enable the learners to accomplish the learning process productively and impressively. Materials include everything that may be used to enhance students language acquisition, including textbooks, YouTube videos, flash cards, games, grocery bags, websites, and even interaction through smart phones. According to Good’s dictionary of

Education, “a teaching aid is anything by means of which the learning process may be encouraged or carried out on through the sense of hearing or sense of sight.”

Tomlinson (2011) stated that, many people link the term language materials to textbooks, but the term refers to any tool which facilitates the learning and teaching of a language, or raises the learners’ knowledge and experience of language”. Learners may be inspired to participate in the learning process by using these tools, which play a significant role in making knowledge accessible to them.

Brown (1995) added that, teaching materials will be defined here as any systematic description of the techniques and exercises to be used in classroom teaching” (p, 139). In other words, materials could be textbooks, posters, CDS, Movies, software, websites, power point slides, Apps, podcasting, videos.....etc.

To summarize, there are several educational tools that facilitate language learning, and it can be classified into two types; traditional teaching aids such as, Board, Textbook, Pictures. Besides modern teaching aids for instance, Overhead Projector Slides, Videos, and PowerPoint.

2.2.1 Traditional language teaching aids

Old language teaching resources rely heavily on the instructor as the primary source in the teaching/learning process. As Scrivener (2005) claimed “traditional teaching [is imagined to work as] ‘jug and mug’ – the knowledge being poured from one receptacle into an empty one.” (p. 10). The educational program standards include materials like board, textbook, and pictures as traditional resources. Furthermore, the only tools used in the classroom to convey teaching were chalk and a board.

2.2.1.1 Board

One of the primary and most common teaching tools in schools and universities, is the chalkboard. Recently, green boards have replaced black ones, however the primary purpose of the board remains the same. Even the wood that used to make blackboards has been replaced with the most modern plastic, fiber, and glass materials. However, all of these have the same functions, it has been a teacher's most practical and valuable instrument in the classroom.

Harmer (2001) assumes that the board can be considered as a notepad for teachers to present many ideas, phrases, or topics. That is, teachers can use colors to multiple perspectives of language to make the task easier for the students who have misunderstanding. The instructor must have a white chalk on hand to explain things on the blackboard or to write lesson notes for the students. Moreover, colored chalk is utilized to highlight the key points of the lecture.

2.2.1.2 Textbook

The textbook is one of the core components of teaching-learning materials, and it is considered as an essential element of the course curriculum that is implemented in an academic context. Textbook have been a useful material in teaching/learning process, whereby the teacher can read and explain everything that is included in the lesson. Tomlinson (1998) states:

A textbook which provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking (p. 09).

Moreover, it has been recognized that the textbook should have a particular set of criteria, and provide appropriate and accurate language patterns for students to achieve better learning performance. Cunningsworth (1995) proposes four criteria for evaluating textbooks, particularly course books as cited in (Richards, 2001, p. 258) in his book *Curriculum Development in Language Teaching Textbooks*:

1. Should correspond to the learner's needs; that is, they should match the aims and objectives of the language learning program.
2. Should reflect the uses which learners will make of the language. The textbooks should be chosen with the goal in mind that they would help equip students to use language effectively for their own purposes.
3. Must take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method".
4. Should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

2.2.1.3 Picture

Picture is one of the instructional media that has been widely used for centuries to help students understand various aspects of foreign language. Picture is something drawn or painted: a shape or set of shapes and lines drawn, painted, or printed on paper, canvas, or some other flat surface, especially shapes that represent a recognizable form or object.

According to Marianne Celce Murcia and Sharon Hills, the meaning of picture is that pictures are kind of visual instruction materials that might be used more effectively to develop

and sustain motivation in producing positive attitudes toward English and to teach or reinforce language skills. Picture can also be used in various configurations to enhance learning and practice.

At any level, pictures are crucial for keeping pupils' attention when they are learning a new language. As Wright (1989) indicates that pictures contribute to:

- Interest and motivation.
- A sense of the context of the language.
- A specific reference point or stimulus.

From this point, picture establishes an important environment for communication and has a crucial role in aiding the learners in accommodating a variety of concepts through its meaning.

2.2.2 Modern language teaching Materials

During the last 50 years, the world has witnessed important changes, due to technology globalization that facilitated every aspect in our lives. Particularly, in teaching EFL classes. The development of technology has opened multiple ways for instructors and students to use online resources for their teaching and learning. Richards (2001) mentions that "authentic materials which are the use of different technologies materials like, videos, auditory aids that have been widely introduced as one of the best teaching tools that play a powerful function in the educational platform, which constantly thriving to maximize EFL learners practice and support teachers' to developing their activities in the natural and clear way". Additionally, these materials has significantly changed the role of teacher as he was the only source of knowledge, For instance, a variety of audiovisual resources may be used as a new teaching tools in a

classroom , and the most common ones are, Overhead Projector Slides, PowerPoint, Videos.

House (2008) claims:

“In other words, by integrating new technology materials in foreign language teaching, teachers can provide their students with many opportunities to collaborate and interact and foster their motivation to participate in the classroom activities”.

2.2.2.1 Overhead Projector Slides (OHP)

The Overhead Projector or OHP is the most popular and dominant piece of equipment used by instructors and trainers all over the world to conduct lectures and workshops. The National Audio-visual Supply (1992) defined overhead projector as “a simple device that projects transparent materials of any type on a screen, within a normally lit room” (p. 5). OHP has several advantages for both teachers and students since it's simple to transfer a variety of images through it. Thus, the instructor might create a variety of slides with a combination of written words and graphics in order to assure the effectiveness of the lesson.

Some of the characteristics of OHP that are mentioned in the literature:

- “The Overhead projector is designed to be used in front of the viewing audience, thus permitting to maintain eye contact with the audience at all times.
- The Overhead projector features an efficient optical system that projects image bright enough to be seen in normal Light room.
- Through the use of blank transparency film and transparency markers, the overhead projector may be used as an electric chalkboard.
- On-the-spot reviews and repetition of material can be easily accomplished through the use of overhead transparencies” (Sparks, 1981, p.11).

2.2.2.2 Power Point (PPT)

Power point is one of the most important materials that is extensively used to create slide show presentations. This software program, initially arose in business, then expanded throughout various institutions, particularly in educational context. As Castelli and Fiorentino state that:

“Microsoft PowerPoint aids teachers in the creation of presentation, handouts, interactive animation, stand-alone kiosks, task cards, and web pages to deliver information to students in a visually effective and high-speed fashion”. (2008, p. 70).

In other words, it benefits both educators and students, because it helps fulfill the requirements of the EFL classroom through an effective use of slides, and enabling students to prepare their presentations and projects in a creative and flexible manner. PPT “is a complete presentation program that allows teachers to produce professional looking presentations in EFL classroom”. (Fateme Samiei Lari ,2014, p98.) As cited in (SITI NURI NILA SARI, 2017).

This implies that PowerPoint is an effective and appropriate tool for transforming information and fulfill the needs of EFL learners.

2.2.2.3 Videos

Videos are considered as one of the developments that have influenced people's daily lives. With the use of technology in education, videos have emerged as an alternative form of instruction on a learning platform.

Mayer (2005) says that videos are defined as “multimodal texts, which means that the material is presented in both verbal and pictorial form.”P.2. besides Burta (2007) claims that,” online videos are valuable, and they motivate students to be more active while learning.” In EFL lessons,

videos serve a variety of functions that help students to bridge the gap to their language learning. This visual tool can enable students in developing their wealth of knowledge. Additionally, it facilitates and supports instructors' activities and allows them to effectively deliver their lessons. According to Cisco Systems Inc (2012, p. 5), which summarized the impact of video by three key concepts:

- 1- **Interactivity with content** (the learner relates to visual content, whether verbally, by note taking or thinking, or by applying concepts).
- 2- **Engagement** (the learner connects to the visual content, becoming drawn in by video, whether on-demand or real-time).
- 3- **Knowledge transfer and memory** (the learner may remember and retain concepts better than with other instructional media).

2.3 An Overview on YouTube:

People can no longer avoid the online world due to technology, which may provide learners with a variety of online resources including websites, and an endless amount of knowledge. Nowadays, there are plenty different websites that are used, and YouTube is one of the most prominent and well-liked ones that has developed on a very fast scale. YouTube was launched in 2005, it is a website or a platform where individuals from across the world could view videos that other users have uploaded and upload their own videos. It contains a range of video types, including those for entertainment, politics, history, medicine, and personal purposes.

According to Duffy,2008; Roodt & Peier, 2013, “YouTube is a well-known video sharing website where users can upload, view and share video clips “.YouTube has developed to be a

crucial resource, in several schools and institutions all throughout. According to Web Analytics Association (2006), MySpace, Facebook and YouTube are the top three favorable websites for university students. Today, modern technology has made it possible to improve the quality of teaching and learning through the use of the internet and YouTube videos.

Learners remember and understand better when they see, hear and do. The level of a students' understanding of a subject when they see, hear and produce materials during instruction is higher (75%) compared to students who only see during instruction (20%), and see and hear only (40%)” (Lindstorm, 1994). Learning with multimedia elements, such as videos, has been shown to be effective for learning activities, (Krauskopf, Zahn & Hesse, 2012; Zahn, Pea, Hesse, & Rosen, 2010). Generally, with these videos, creative teachers can choose from and expose students to meaningful activities involving the four English language skills namely speaking, listening, writing and reading.

To sum up, YouTube is one of the significant internet-based resources for language learning, it has been shown to be a rich source for teaching speaking in EFL contexts, and it gives a real chance for the students to interact in the class and to speak freely and get improved in pronunciation.

2.3.1 Types of YouTube videos

The variety and vast amount of videos accessible on the YouTube website is beneficial to EFL learners. It is acknowledged as one of the effective methods for enhancing students' abilities (speaking, writing, reading, and listening). Moreover, to improve their vocabulary, which is regarded as the core of learning a second and foreign language. From this point, we will mention the types of YouTube videos that contribute effectively to the context of a foreign language.

2.3.1.1 Documentary Films

Nowadays, with the development of visual aid as an instructional strategy for the teaching and learning process, implementing those tools in the classroom may significantly contribute to improve communication skills. Actually, documentary films provide educational benefits that are increasingly useful to scholars, instructors, learners, and others. Because it involves formal English, pupils may struggle with such movies due to a lack of excitement. As discussed by Morley and Lawrence (1971), there are two purposes of using documentary films in language learning which are linguistic purpose and informational purpose. The linguistic purpose is to provide advanced learners with opportunities for live practice in the four skills of language. The other purpose, informational, is to provide learners with up-to-date, relevant information about contemporary affairs (Morley & Lawrence, 1972). Documentary films are valued as an useful educational resource that assists students in conveying ideas and information, as well as exchanging new perspectives in an efficient and comprehensive manner.

Terantino (2011) asserts that watching documentary film via You Tube can help learner in the aspect of linguistics, motivation and also culture information. From previous literature review, it was found that the role of documentary is very important for learners and lecturers, as supplement materials besides textbooks in classroom. By watching documentaries, students may acquire new vocabulary and learn how to pronounce them correctly. Additionally, the soundtrack's repetition of important phrases can be particularly helpful in acquiring lexical content. Furthermore, documentary films allow students to cope with real-life situations rather than the language of the textbook.

2.3.1.2 Movies

Movies (films) are one of the effective media types that can be a benefit in the teaching-learning process, it also provide a plethora of advantages for students. It has been shown that movies can be exploited in the English classroom to enhance students' critical thinking skills (Eken, 2003), their recognition of pragmatic usage and fluency (King, 2002), and to improve comprehension-based learning (Swaffar & Vlatten, 1997).

Since the goal of language instruction is to provide students with a comprehensive understanding of communication, they can acquire vocabulary through watching films from various perspectives and listening to formal and informal conversations. As a result, they can learn a variety of idioms that will be useful while speaking. According to Hanley & Herron, 1995 Film can also help in developing writing skills through providing interesting and motivating clues, assisting in comprehension and production of foreign language input and output. Additionally, through a variety of appealing pictures and sounds, the movies can be used to increase students' motivation for the language rather than a textbook. Moreover, encouraging students' attitudes by giving them various ideas through watching movies may enhance their performance in oral or writing classes. Studies have also reported some advantages to the integration of movies into foreign language classes. For instance, movies can capture the students' attention towards the target language (Tognozzi, 2010); increase the students' motivation to learn the language (Ruusunen, 2011); supply good material to teach conversations (Martín & Jaén, 2009); and improve the students' awareness of the target language culture (Zhang, 2013).

2.3.1.3 Educational videos

YouTube is a wonderful, free video-sharing platform, particularly, for language learning.

Learners have access to free lessons at any time. On YouTube, there are hundreds of English language channels for various objectives, and targeted at various audiences from children to adults. For instance, **TED Talks Videos** it contains many short, typical speech videos can be found that have amazing ideas and can be used for teaching speaking skills. One of the most well-known channels for learning English is "**BBC Learning English**," where new courses are posted every day. Another channel, the **VOA English language**, it provides a plethora of grammar, vocabulary, and pronunciation series to improve the learners' English language.

2.3.1.3.1 TED Talks Videos

According to TED's organization, the goal of this Foundation is to foster the spread of great ideas. It aims to provide a platform for thinkers, visionaries and teachers, so that people around the globe can gain a better understanding of the biggest issues faced by the world, and feed a desire to help create a better future. Core to this goal is a belief that there is no greater force for changing the world than a powerful idea. TED began in 1984 as a conference where Technology, Entertainment and Design converged, and today covers almost all topics — from science to business to global issues in more than 100 languages .TED talks has its own channel on YouTube TED Speeches are presented by globe individuals who speak about their job or fields of expertise in the style of short, powerful talks (18 min or less)

2.3.1.3.2 BBC Learning English

The BBC (British Broadcasting Corporation) is a British institution, it is difficult to find a better site to study British English better than this channel. Every day, they release a new lesson on

BBC Learning English Channel, each one is intended to help you learn English in a variety of different methods.

This channel provides free resources and activities for teachers and students. There is also a really helpful function called **BBC News Review**, It is responsible for the gathering and transmitting news and current affairs in the United Kingdom and throughout the world. Thus, reporters discuss current events and articles and demonstrate how to apply language from the current news items in everyday English.

2.3.1.3.3 VOA English learning

The VOA is a brilliant concept from Voice of America, a worldwide news and broadcasting organization. They promote learning American English on their VOA Learning English YouTube channel by providing captioned TV news reports using simpler vocabulary. And reading at a much slower pace. You will increase your English proficiency while learning about current affairs, and getting used to watch English news. It is one of the most useful English learning channels for all levels (beginners, intermediate, and advanced). It helps you effectively to reshape the four skills.

2.4 Importance of YouTube Videos in EFL teaching-Learning process

Many language teachers, material designers, and academics have recently been interested in exploring the efficacy of the diversity of strategies and methodologies that may be used in EFL classrooms to facilitate learners' mastery of language skills and improve the teaching and learning process. YouTube is one of the crucial frameworks, that any teacher or learner needs to use in order to enhance the teaching/learning process. YouTube is one of the useful techniques that can be used to develop students' speaking skills (Silviyanti, 2014; Watkins & Wikins, 2011). Besides being motivating and interesting. Furthermore, YouTube has the feature of enhancing students'

pronunciation as well (Wagner, 2007). Moreover, this research would help instructors understand about their students' preferences for utilizing YouTube to engage students in reading, writing, speaking, and listening skills. This study can assist instructors in adopting new technologies by incorporating YouTube into the classroom to raise student competency and participation in the class.

Berk (2009) suggested a list of 20 potential learning outcomes to consider

When using videos in the classroom. These include using videos to: grab students' attention, focus students' concentration, generate interest in the class, draw on students' imagination, improve attitude towards content and learning and to make learning fun. One of the methods of using videos in the classroom is using YouTube.

To summarize, no one can dispute that internet videos are increasingly being utilized in the classroom to teach EFL learners, and they have a beneficial influence that needs to be explored in many language areas.

2.5 The use of YouTube for speaking

YouTube is considered of as an alternative method for enhancing student speaking ability. It is believed that after watching youtube videos, students would be able to take a cue for speaking from the authentic environments of speakers, giving them the chance to create imitative, intense, responsive, intensive, interactive, and wide speech presentations. Speaking proficiency would be better if it was supported by the actual environment or valid material as a student scheme (Wael Abdulrahman, 2016). According to Meinawati et al.,2020 ,YouTube videos are a combination of visual context with spoken language and develop students' ability to enjoy and understand English lessons so that students are more happy and motivated to learn

English. YouTube video can be applied as an alternative media in language-teaching process include for teaching speaking (Wael Abdulrahman, 2016)

YouTube videos contain images and audios, which may help students to improve pronunciation, enhance their vocabulary, and discover ideas for sentences while speaking. Hence, viewing movies helps students learn grammar effortlessly and instinctively.

2.6 Strategies for using YouTube in classroom

YouTube, as a popular educational site, is becoming increasingly popular among educators in their everyday lives as an educational source, which should make its implementation highly active in the classroom. Duffy, 2008 affirms that YouTube videos are vital for promoting active viewing and maximizing the learning process. He suggests that teachers can play videos in short segments to give their students opportunity to focus and think when watching. Furthermore, he declares that videos are among the excellent tools that help students to develop note-taking skills. That is, YouTube videos can give learners the support to take notes through the primary view and then they will check their notes through the second view. He believes that the pause strategy gives the students the necessary time to guess and recall what they have learned from the video. Then, switch the sound can be a technique that allows the student to concentrate just on the visual image in the video and narrate. In contrast, we can turn the picture off and just utilizing the audio clues and represent what is on screen. (Duffey, 2008). Also, he suggests that integrating and relating the activities with the video aids facilitate the subject matter, and the video as a motivational tool makes the content meaningful and clearer. Furthermore, the teacher can utilize the summary technique to have learners explain what they have learned from the video.

Conclusion

It can be concluded from the present chapter that YouTube videos are an extremely significant, valuable, and effective instrument to be introduced into the teaching-learning process.

Furthermore, YouTube videos are regarded as an authentic resource that encourages students to engage in classroom activities and practice the target language. Moreover, YouTube videos are intended to improve and enrich the EFL learners' speaking skill. This chapter also highlights the ways that teachers can use incorporate YouTube videos into the educational process.

Chapter Three:

Data analysis

Introduction:

This chapter is the practical part of the research work. It seeks for a clear description of the methods used in the research work. This is designed to analyse the data gained from the questionnaire given to both teachers of oral expression and 3rd year students of English at the University of Mohamed Boudiaf of Msila. The result gained will be analysed from two sides using quantitative and qualitative methods. The objective behind this questionnaire is to find the advantages and the importance of the use of YouTube videos in developing speaking skills, and to know the difficulties faced by both teachers and students in using YouTube videos.

3.1 Students questionnaire

3.1.1 Aim of students questionnaire

The primary objective of this questionnaire is to see if the use of YouTube videos in oral classes help EFL learners to develop their speaking skill. And also to see how the YouTube videos can be effective in EFL classroom, and to check the importance of YouTube videos to improve EFL learners speaking skill.

3.1.2 Description of the students' questionnaire:

This questionnaire was given to 3rd year students. Its goal is to understand more the relationship between the students and YouTube videos: frequency of use, attitude towards themit is also to know if YouTube videos help them to improve their learning process and speaking skill. The students questionnaire have seventeen questions divides on three sections, they are combination of closed questions (yes /no answers) .or open questions in which they are requested to answer

the way that best show their opinion ,or to pick up the appropriate answer or the multiple choice questions.

3.1.3 Description of the Data Collection Tools

In this study, we used a qualitative method as a data collection, and this design was gathered through a questionnaire which is considered as one of the appropriate and reliable tools that supply us with valid data.

3.2 Analysis of the students questionnaire

Section one: Background Information

Q1. How often do you have access to internet?

Options	Participants	Percentage
Always	30	76.9%
Often	7	17.9%
occasionally	2	2.6%
Rarely	2	2.6%
Never	0	00%

Table 1: Frequency of Internet Access.

how often do you have access to internet ?

39 responses

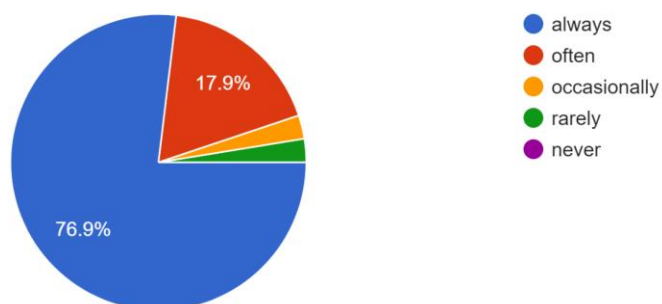


Figure 1 :Frequency of Internet Access.

As shown in table and graph we can notice that 76.9% of the students always have access to the internet and 17.9% of them often have access to the internet while only 2.6% occasionally or rarely however 0% no one never have access to the internet .So the majority of the participants always use the internet .

Q2. Do you practice speaking English language outside the classroom via internet (chatting, watching English videos, reading books online,ect ..) ?

Options	Participants	Percentage
Yes	37	94.9%
No	2	5.1%

Table 2: English Practice outside the Classroom via the Internet.

do you practice speaking English language outside the classroom via internet (chatting, watching English videos ,breading books online,ect ...)?

39 responses

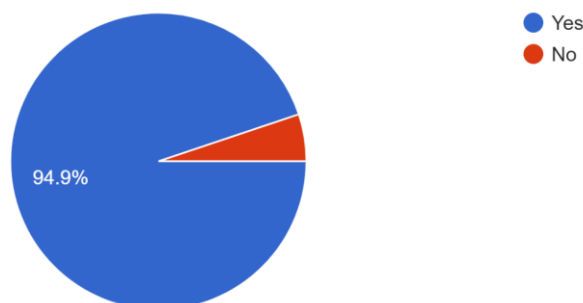


Figure 2: English Practice outside the Classroom via the Internet.

As shown in table 2 and graph 2 94,9% of the students practice the English language outside the classroom via internet (chatting, watching English videos , reading books online...) While only 5.1% answered that they do not practice English outside the classroom via internet. So the majority of students mentioned that they use internet outside the classroom to practice English.

Q3.what kind of websites you often use?

Options	Participants	Percentage
Educational websites	26	66.7%
YouTube	7	17.7%
Social media	5	12.8%
YouTube and Social media	1	2.6%

Table 3: Kinds of websites.

what kind of websites you often use ?

39 responses

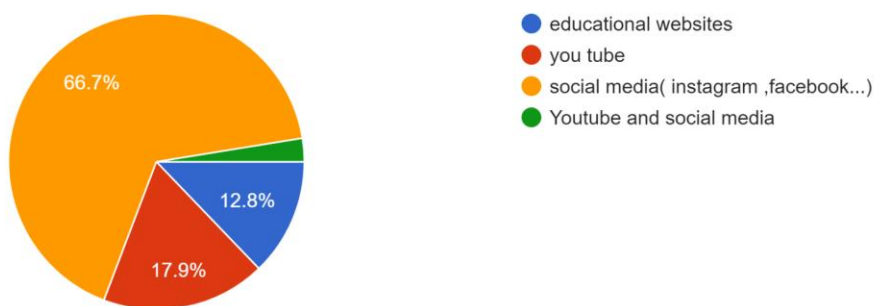


Figure 3: Kinds of websites

The purpose of this question was to determine which websites the students spend time on , As a result we notice that 66.7% of the participants have access to the social media such as Facebook Instagram , whereas 17.9% represents the participants who use YouTube videos, while 12.8% mentioned that they use educational websites , and 2,6% of them mentioned that they use both YouTube videos and social media there is a vitiation of choices but still the social media the dominated website maybe due to many reasons , the Facebook for example nowadays includes everything almost its seems like google .

Q4. How many hour per week do you spend interacting with technological devices ?

Options	Participants	Percentage
0-3	7	17.9%
4-7	6	15.4%
8-11	7	17.9%
More than 12h	11	28.2%
unsure	8	20.5%

Table 4: Internet using frequency

how many hour per week do you spend interacting with technological devices ?

39 responses

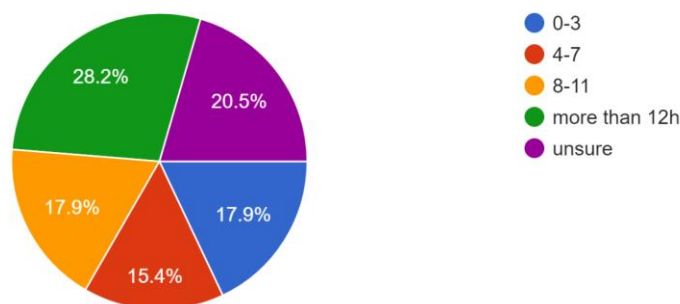


Figure 4: Internet using frequency.

It was asked to know to time spent using internet devices So we can notice that 28, 2% of the participants are using internet More than 12 h per week, while 20.5% of them are unsure about the time they spend using internet, and 17.9% have access to the internet between 0-3h And there is another category with the same percentage (17.9%) have access between 8-11h.

Whereas 15.4% mentioned that the time they spend using the internet is between 4-7h

Q5. Do you visit you tube website?

Options	Participants	Percentage
Yes	35	89.7%
No	4	10.3%

Table5: usage of YouTube by students

do you visit you tube website ?
39 responses

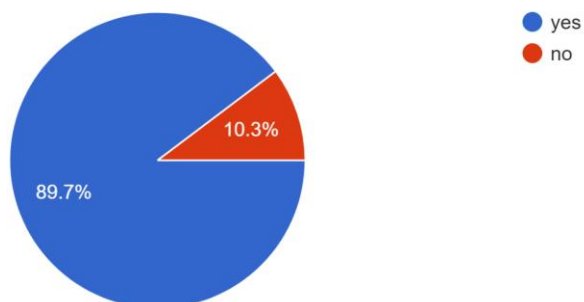


Figure 5: the usage of YouTube by students

Sub-question: if yes, how often ?

Options	Participants	Percentage
Always	10	27%
Often	14	37.8%
Occasionally	11	29.7%
Rarely	2	5.4%
Never	0	0%

Table6: YouTube- Visiting frequency.

if yes , how often
37 responses

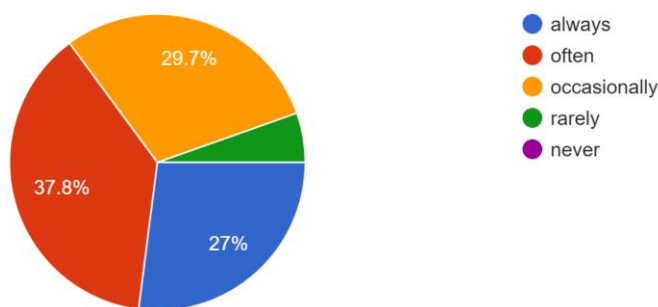


Figure 6 :YouTube- Visiting frequency.

We added this question to know if the EFL learners are really interested with YouTube videos and support the view point of YouTube in developing learning of the English language ,as it is shown that majority of participants answered that they visit YouTube website with

percentage of 89.7% , while only 10,3% answered that they do not visit YouTube website and to know how often do they visit YouTube website we added a sub-question and the majority mentioned that they have often visit YouTube website with 37,8% , than 29.7% of the participants answered that are occasionally visit YouTube website , while 27% mentioned that they are always visit YouTube website , and a percentage of 5.4% of the participants say that they are rarely visit YouTube website so the majority of the students always visit YouTube website 0

Q6. For what purpose do you use youtube website ?

Options	Participants	Participants
educational purpose	17	43.6 %
financial purpose	0	00%
entertainment	22	56.4%

Table 7: The purpose of using YouTube.

for what purpose do you use youtube website ?

39 responses

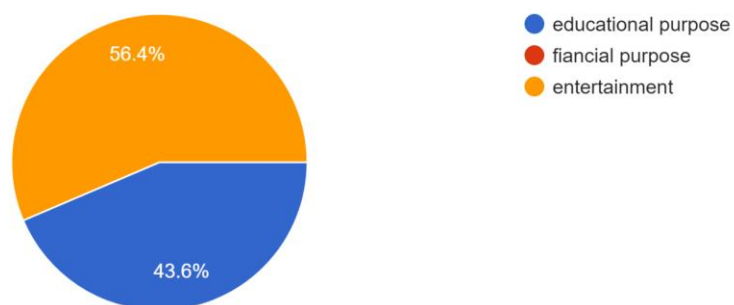


Figure 7: The purpose of using YouTube.

We asked this question to check why do EFL learners use YouTube website 56.4% mentioned that they are using YouTube website for educational purposes. And 43.6% of them mentioned that they are using YouTube website for entertainment while no one voted for financial purpose.

Section two: Students attitudes towards using YouTube videos in the Classroom

Q1: Do your teachers aids such as claimed that during the session their oral expression teacher does not use YouTube videos .in the classroom?

Options	Participants	Percentage
Yes	29	76.3%
No	9	23.7 %

Table 8: Using YouTube in the Classroom.

do your teachers use aids such as you tube videos in oral classroom ?
38 responses

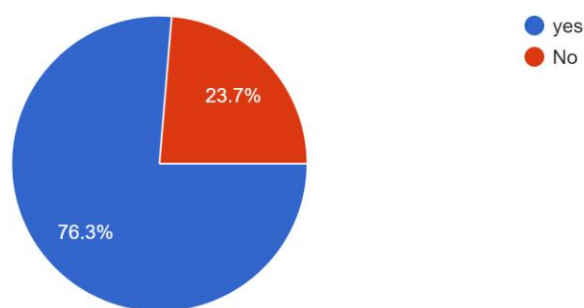


Figure 8: Using YouTube in the Classroom.

As it is stated that the highest percentage of students (76.3%) claimed that during the session their oral expression teacher use YouTube videos. (23.7%) said the oral expression teacher does not use YouTube videos so the majority of teachers use YouTube videos during their sessions.

If yes, how often does your teacher use YouTube videos in oral expression session ?

Options	Participants	Percentage
Always	14	11.8%
Sometimes	19	55.9%
Rarely	4	32.4%

Table 9: Frequency of Using YouTube in the Classroom.

if yes , how often does your teacher use you tube videos in oral classroom?

34 responses

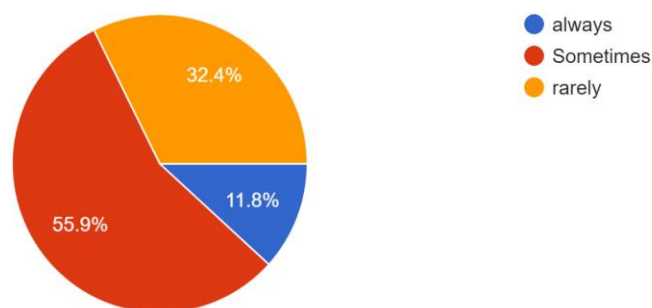


Figure 9: Frequency of Using YouTube in the Classroom.

From this sub-question, we aim to know the frequency use of the YouTube videos in delivering the lesson course. Hence, the data gained from the question have shown that more

than the half of the participants (55.9%) said that their teacher sometimes use YouTube videos during the session and 32.4% said it is rarely when they use YouTube videos .Maybe it is due to the lack of materials and the short time. while 11.8% of the participants said that their oral expression teacher always use YouTube videos.

Q2. Are you with or against the integration of YouTube videos as a teaching material in classroom?

Options	Participants	Percentage
Positive	34	87.2%
Neutral	5	12.8%
Negative	0	00%

Table10: Students' Attitude towards the Integration of YouTube videos in classroom

are you with or against the integration of youtube videos as a teaching material in classroom
39 responses

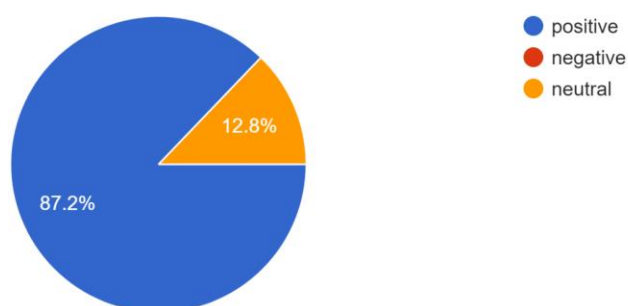


Figure 10: Students' Attitude towards the Integration of said the oral expression teacher as a Teaching Aid.

According to the results that mentioned above, it is clear that more than the half of respondents with 87.2% percentage have a positive opinion about the incorporation of YouTube videos inside the classroom; whereas 12.8% of the participants are neutral with this view, they neither positive nor negative. In addition, 0% of them said they have a negative attitude about the integration of YouTube videos as a teaching aid. As a result, we realize that the majority of the students are extremely positive about this idea, probably because EFL learners as a digital generation need more authentic materials to match their needs.

Q3. Do YouTube videos raise your attention to develop your speaking skill?

Options	Participants	Percentage
yes	35	87.5%
No	4	12.5%

Table 11: Students' Interest towards YouTube Videos for Developing speaking skill.

do youtube videos raise your attention to develop your speaking skill
40 responses

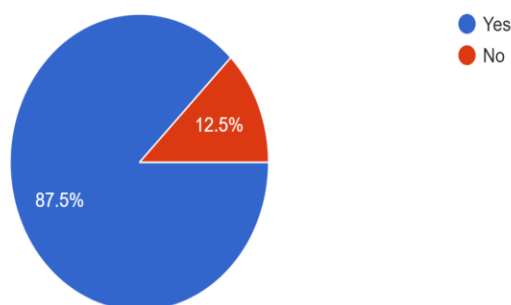


Figure 11: Students' Interest towards YouTube Videos for Developing speaking skill.

The majority of participants (87.5%) consider that while they use YouTube videos in their interest for developing speaking skill is raised efficiently. Unlike 12.5% of the respondents who reported that YouTube videos did not bring up their interest to enhance their speaking. We note that YouTube very helpful in raising the interest of EFL learners.

Q4. In your opinion, the use of YouTube videos in oral expression sessions will be more interesting and motivating than the traditional method ?

Options	Participants	Percentage
Strongly agree	17	42.5%
Agree	19	47.5%
Neutral	3	7.5%
Disagree	0	00%
Strongly disagree	1	2.5%

Table 12: Students' Preference of YouTube Videos over Traditional Method

in your opinion , the use of youtube videos in oral expression sessions will be more interesting and motivating than the traditional method ?

40 responses

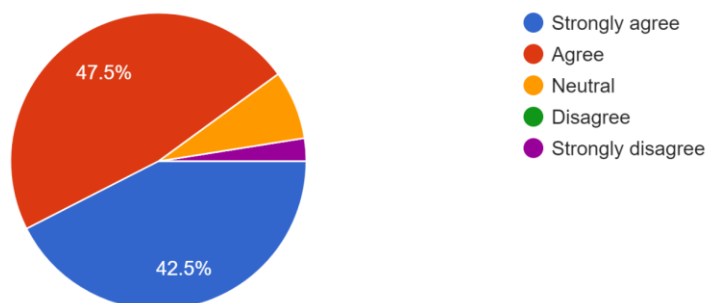


Fig12 Students' Preference of YouTube Videos over Traditional Method.

This question seeks to investigate the learners' attitude about whether the use of YouTube videos in the classroom lectures will be more interesting than the traditional method or not. We can see from the table that 47.5% of the students are agreeing that the classroom lectures will be more interesting with the use of YouTube videos and also 42.5% of them have strongly agreed with this idea. While 7.5% of the participants who asserted that they are neutral between the uses of both methods. 2.5% voted for strongly disagree. .However, no one voted disagree the participants who agreed that the lectures will be more interesting with the use of YouTube videos have stated particular reasons which presented below:

- It can change the mood in the class when we enter something new to the teaching system
- Because we can use 2 skills of learning at the same time reading and listening which are very important in oral expression session because they lead us to the third skill which is speaking.

- in my opinion, YouTube videos only focuses on the listening skills. Traditional method is more convenient as it allows students' involvement and engagement in the classroom and therefore it enhances their speaking skills and boost their confidence..
- The use of YouTube videos in oral expression session can help students a lot in pronunciation, vocabulary load. This is an effective way to fast the learning process.

Q5. In your opinion, which one of this skills requires the use of YouTube vides?

Options	Participants	Percentage
listening skill	21	52.5%
speaking skill	19	47.5%
reading skill	0	0 0%
writing skill	0	0 0%

Table 13: Students attitude towards the four skills.

in your opinion, which one of these skills requires the use of YouTube videos?

40 responses

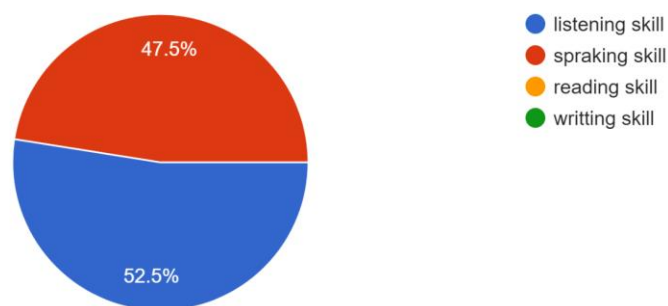


Figure 13: Students attitude towards the four skills.

It is clear from the findings that the participants agree that both listening skill and speaking skill are the most skills require the use of YouTube videos (52.5% for speaking skill and 47.5% for listening skill) while no one voted for the rest of skills.

Q6. what kind of YouTube videos that contributes to improve your learning of English?

Options	Participants	Percentage
Music videos show	9	22.5%
YouTube channels	19	47.5%
Movies videos	7	17.5%
Documentary videos	5	12.5%

Table 14: Types of YouTube Videos Students Prefer.

what kind of youtube videos that contributes to improve your learning of english
40 responses

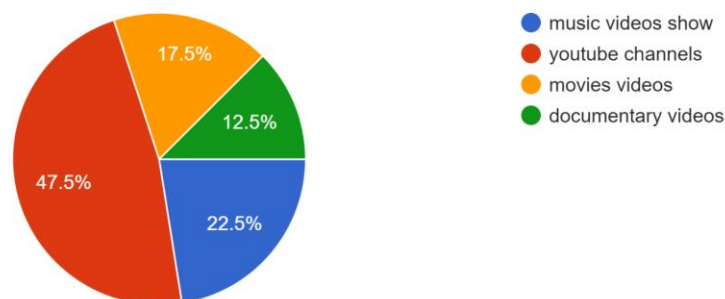


Figure 14: Types of YouTube Videos Students Prefer.

From this question, we want to explore the most types of YouTube videos that students preferred and at the same time contributed to developing their English. Almost the half of the participants like YouTube channels to learn English English and 22.5% prefer Music videos show that in their opinions help them to improve their learning of English language and 17.5% prefer watching movies videos .while Documentary videos had a 12.5% of the Percentage.

Q7. To what extent, listening to native speakers videos can develop your speaking skill?

Options	Participants	Percentage
High	24	61.5 %
medium	15	38.5%
low	0	00%
Not at all	0	00%

Table 15: Developing speaking skill through listening to native speakers.

to what extent ,listening to native speakers videos can develop your speaking skill ?

39 responses

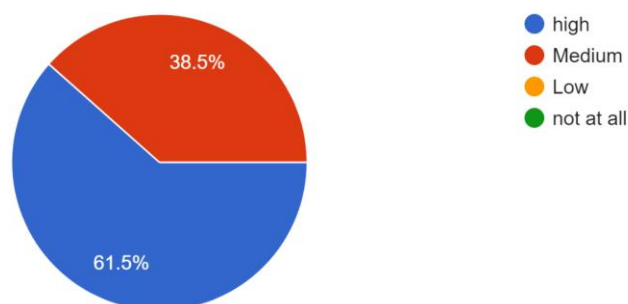


Figure 15Developing speaking skill through listening to native speakers.

We can notice from the findings that more than half of the participants think that listening to native speakers has a high extent in developing their speaking skill with percentage of 61.5%.while 38.5% of the participants voted for medium extent maybe they faced difficulties in understanding native speakers. Whereas 0% for low extent and not at all. We can say that listening to native speakers may help the developing of speaking skill

Section Three: Improving speaking skill through YouTube

Q1. In your opinion, oral expression module is more important than other modules of The English language?

Options	Participants	Percentage
Very important	37	94.9%
less important than the other modules	2	5.1%
not important	0	00%

Table 16: Importance of oral expression module.

in your opinion, oral expression module is more important than other modules of tz english language ?

39 responses

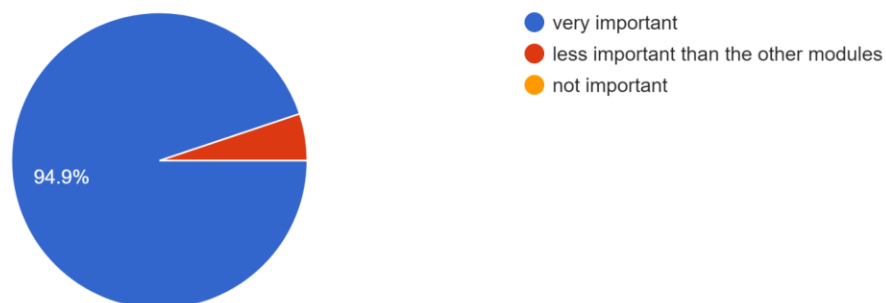


Figure16: Importance of oral expression module.

It is clear from the results that most of participants think that oral expression module is very important with 94.9% of percentage. While only 5.1% see that oral expression module is less important than the other modules. and no one claimed that it is not important .the participants who voted for very important have stated particular reasons which presented below :

- -It feeds the vocabulary of the learner and develop his fluency.
- -Oral expression module is the most important module because everything depends on the language (system of communication) our knowledge has no value without sound I need to translate what I know to the language that people use and know and understand and to make all of that happen I have to express orally and raise my voice until they got it.
- It allows students to use the language.

- It is the most important module because w exchange ideas, debates..... It makes me feel free to express my ideas.

Q2. What are the main reasons that prevent students from improving their speaking skill ?

Options	Participants	Percentage
lack of interest in the current method of teaching (textbook, printed materials)	10	25.6%
lack of practice meaning of the new words in natural context	12	30.8%
lack of strategies and techniques in learning vocabulary	6	15.4%
fear of making mistakes and feeling embarrassment when pronouncing the words	7	17.9%
lack of motivation and interest speaking English	4	10.3%

Table 17: Difficulties faced to improve speaking skill.

what are the main reasons that prevent students from improving their speaking skill ?

39 responses

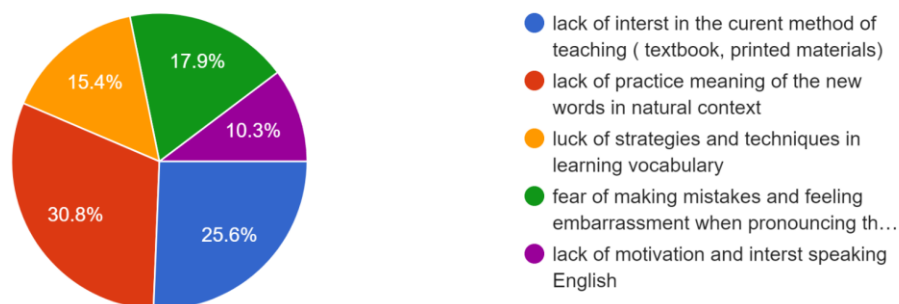


Figure 17: Difficulties faced to improve speaking skill.

As the graph shows that there are different opinions about the reasons that prevent students from improving their speaking skill. 25.6 % said the reason is the lack of interest in the current method of teaching (textbook, printed materials) 30.8 % voted for lack of practice meaning of the new words in natural context 15.4% think that lack of practice meaning of the new words in natural context is the reason .while 10.3% see that the lack of motivation and interest speaking English is the reason.

Q3 How is the combination of audio visual techniques necessary for speaking skill?

Options	Participants	Percentage
very necessary	32	82.1%
necessary	6	15.4%
Not necessary	1	2.6%

Table18: The importance of the combination of audio visual techniques for speaking skill.

how is the combination of audio visual techniques necessary for speaking skill
39 responses

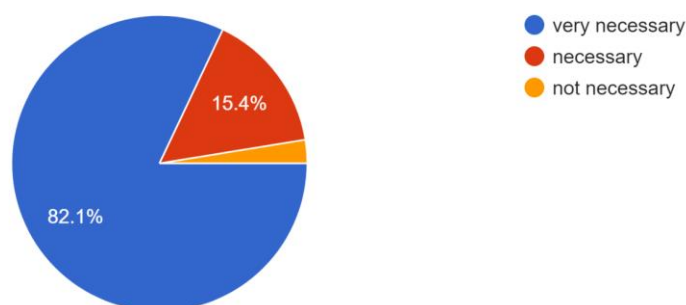


Figure 18: The importance of the combination of audio visual techniques for speaking skill.

It is stated that the highest percentage of students 82.1 %claimed that the combination of audio visual techniques necessary for speaking skill is very necessary due to the development of modern technologies in the current time while 15.4 %said it is necessary. Whereas 2.6 % did not consider that the combination is necessary.

3.2 Teachers' Questionnaire

3.2.1 Aim of the Teachers' Questionnaire

This objective of this survey is to collect information concerning teachers' perceptions towards the advantages of using ICT and visual materials, and to realize the value of YouTube videos as a dynamic pedagogical resource in EFL classrooms, and its purpose in developing learners' speaking skill. Besides, to show clearly whether teachers and students share the same perception

3.2.2 Description of the Teachers' Questionnaire

Our survey made up of two sections which include of twenty-one questions (17) with both types close ended and open- ended questions. The First section deals with the background information which is composed of (2) questions. Thus, the teacher were asked about their teaching experience, and if they were familiar with the use of ICT. The second section, Teachers' Attitudes towards Using YouTube Videos in the Classroom (Questions 3 to 17), this section aims to discover e teachers' point a view toward the integration of YouTube videos and if they are aware of its use as a teaching technique. Furthermore, if they have any challenges in implementing the authentic material into the classroom. Also to know how YouTube videos can be effective in enhancing EFL students speaking skill. And at the end of this questionnaire, we have asked the teachers for further advantages of using YouTube videos in EFL classroom.

3.2.3 Participants

This survey is addressed to the ten teachers (10) who are engaged in oral expression module. Their selection was randomly and from different teaching level. However, the online questionnaire was administrated to the teachers of English classes at Msila University to gain time. We took 10 days to collect back 10 complete surveys. We appreciate all the teachers' contributions and their precise answers.

3.2.4 Analysis and Description of the Results

Section one: Background Information

Q1. How long have you been teaching English?

Options	Participants	Percentage
1-4 years	5	50%
7-12 years	3	30%
14 years	2	20%

Table 19: Teaching experience

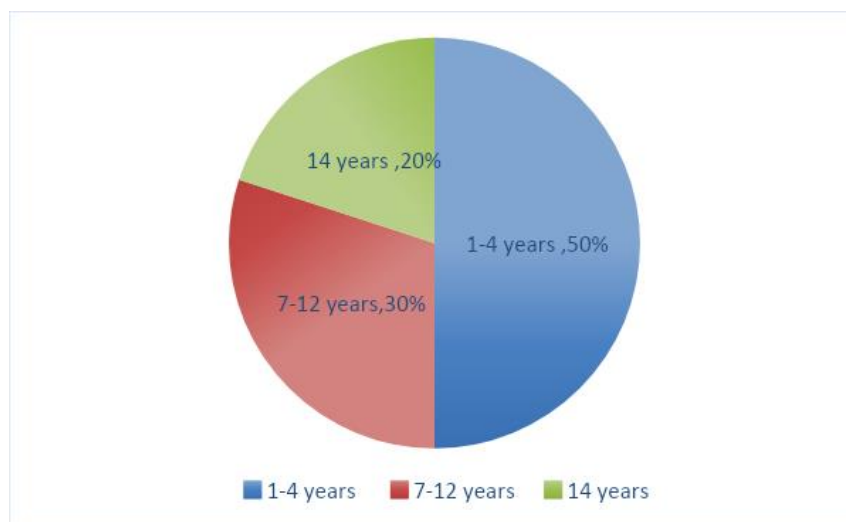


Figure19: Teaching Experience

The overall findings show that the majority of teachers is experienced. Hence 50% of them, they have teaching experience between 1-4 years , and 30% have more teaching experience between 7-12 years .while we have 2 teachers with 20% who have a long experience of 14 years .

Q2. Are you familiar with the use of technology tools in your daily life?

Options	Participants	Percentage
Yes	10	100%
No	0	00%

Table 20: The use of technology tools

Based on the data findings shown above, we can conclude that 100% of the total participants are familiar with the usage of ICT in their daily lives.

Section two: Teacher's attitudes towards using YouTube videos in the classroom.

Q3. Do you prefer to use technology material like YouTube videos for language teaching inside the classroom?

Options	Participants	Percentage
Yes	10	100%
No	0	00%

Table 21: Teachers' use of YouTube videos

The data findings reveal that all the teachers (10) with percentage 100% they use YouTube videos for language teaching in EFL classroom. 100% of teachers use visual materials positively, and no sign of refusing. We can conclude that the teachers are aware of the use of such technological educational methods.

If yes, would you please mention how often do you use them?

Options	Participants	Percentage
Always	0	00%
Often	4	40%
Occasionally	5	50%
Rarely	1	10%

Table22: Frequency of using YouTube videos for language teaching

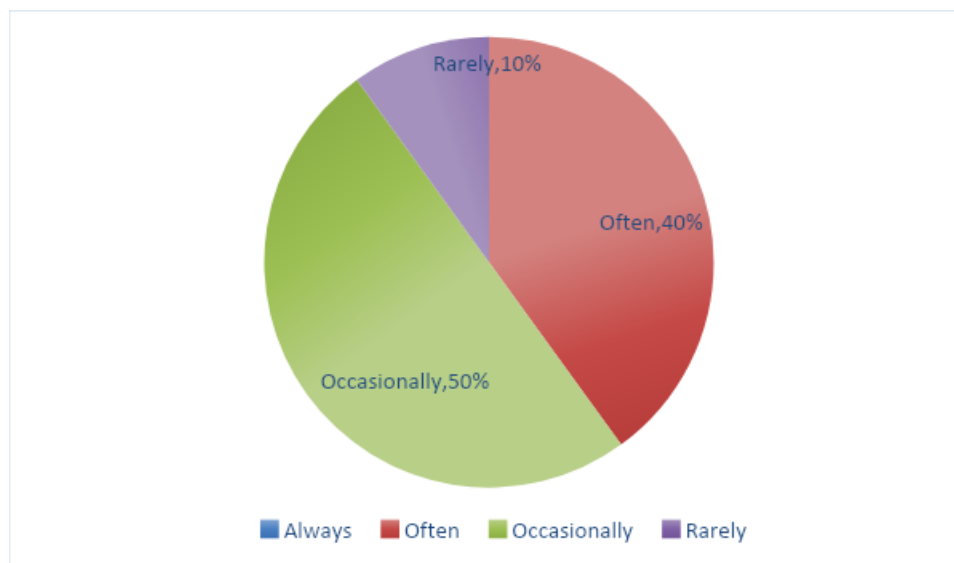


Figure 20: Frequency of using YouTube videos for language teaching

This sub-question seeks to discover the frequency use of YouTube videos in language teaching inside the classroom. Hence, the data findings from table () demonstrate that no one uses YouTube videos consistently in language teaching. While 40% are using it often. Whereas the majority of the respondents out of 5 teachers (50%) indicated that they have occasionally used it in teaching language, which also demonstrate their positive support to those techniques. Only one teacher, with a percent of 10%, who rarely uses YouTube videos as a supplemental aid in their teaching course. It implies that not all teachers constantly use YouTube videos in their classroom that might be related to their teaching circumstances. However, they integrate it within a classroom lesson.

Q4. What materials do you often use in the classroom?

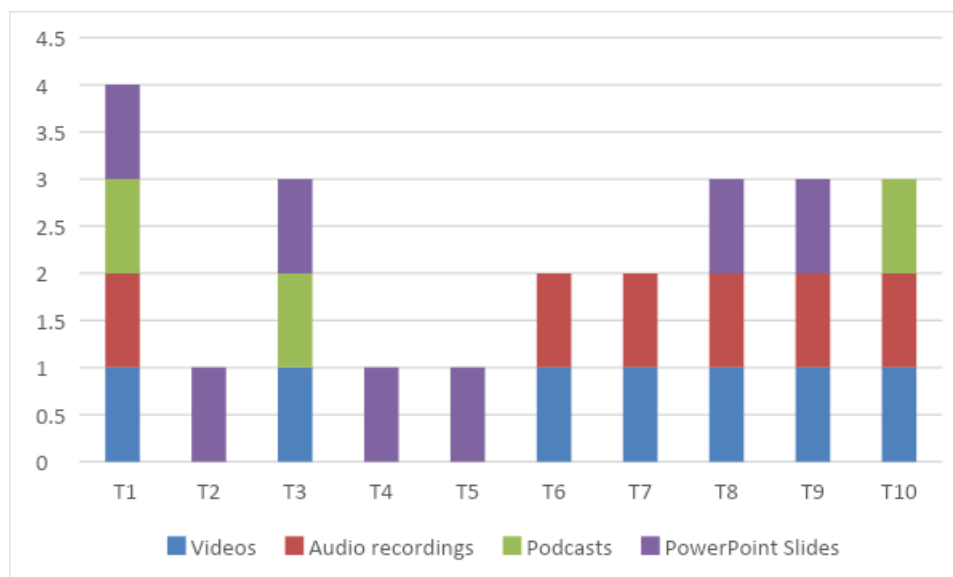


Figure21: Teachers' materials

Based on this question, we seek to discover the materials that the teacher count on inside the classroom. According to figure (), there are significant differences in the teaching tools chosen by teachers. We can see that the teachers use more than one device in the classroom. Among 3 teachers they indicated that they use videos, PowerPoint, podcasts, and audio recordings. While 2 teachers use both video and audio recordings as teaching materials. Hence, 3 teachers use only power point slides in classroom. Also one participant uses videos, PowerPoint, and podcasts. While, one teacher use all of the materials above. The findings indicate that the teachers have used a several tools in teaching process inside the classroom. We conclude that teachers' selection of teaching materials may be influenced by the nature of the course.

Q5. Does the technology aids help your students to interact in classroom discussion?

Options	Participants	Percentage
Yes	10	100%
No	0	00%

Table 3.23: Efficacy of Using Visual Materials to increase students' interaction

According to the data findings that mentioned above, 100% of the teachers stated that they consider the technology aids help students to interact in classroom discussion.

Q6. What is your opinion on the usage of teaching tools such as YouTube videos in the EFL classroom?

Options	participants	Percentage
Positive	8	80%
Neutral	2	20%
Negative	0	00%

Table 24: Teachers' opinion towards the use of YouTube Videos as teaching aids

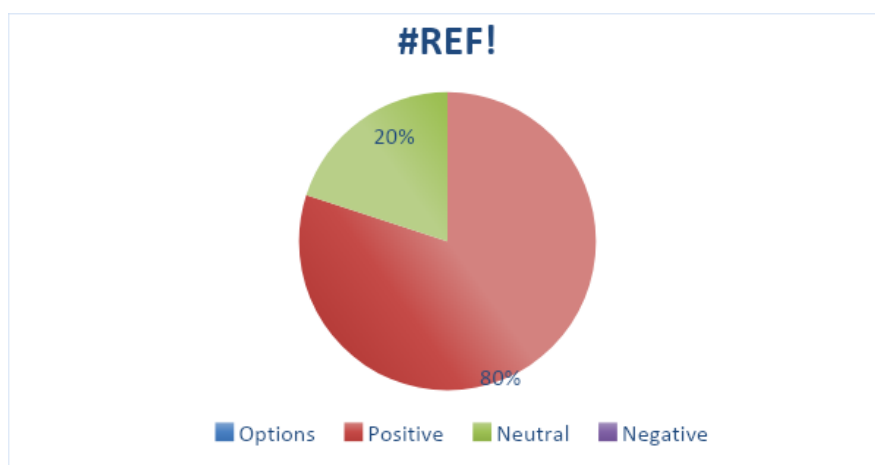


Figure 22: Teachers' opinion towards the use of YouTube Videos as teaching aids

It is apparent from the data shown in the table above that 80% stated the positive attitude on the usage of teaching tools such as YouTube videos in the EFL classroom and 20% of them show their neutral response towards this material. While, there is no sign of negative response.

- Would you please state why?

- Because they interact with everything that is animated and out of the ordinary, which makes them ever more productive.
- It encourages students to imitate what they hear, to retain new vocabulary, to develop their speaking skills as well as it promotes social interaction among students.
- Because it broadens students' understanding and it contributes to higher assimilation of the course content.
- It helps with most of students learning styles.
- Using YouTube videos from time to time is good. Personally, I believe we shouldn't always use them because they can get boring with time and students sometimes understand better with the teacher, they also like having direct discussions. So I believe that they should sometimes be used in the classroom, other times at home.
- They are highly effective at engaging and motivating learners. They also develop active learning and create positive classroom atmosphere. And most importantly, they are greatly adequate to the current generation of digital natives.
- Using tools such as YouTube videos is of vital importance in helping the students to interact with the teaching materials. The availability of pictures, music, audio, in one

single video assists the learner to process information by making use of their critical thinking and background knowledge.

- It triggers the learner's motivation and boost his/her productivity inside the classroom.
- Because it can help them searching for right information, and this make them feel more confident in class.

Q7. Do you think that students would be more interested in learning the English language if the teacher uses videos in English teaching as a material?

Options	Participants	Percentage
Yes	10	100%
No	0	00%

Table 3.25 :Teachers' opinion towards the use of YouTube videos raise students interest in learning English

The data findings reveal that all the teachers 10 with percentage 100% show them full agreement towards that suggests that the students would be interested and motivated in learning English if they use YouTube videos as a teaching material

Q8. Does the use of YouTube videos allow teachers to design follow-up activities in which students may actively participate?

Options	Participants	Percentage
Yes	09	90%
No	1	10%

Table 26: Creating Inclusive Follow-up Activities Using YouTube

According to the teacher response, we can notice that the majority 90% agree with the idea which claims that YouTube video enables the teacher to create follow-up activities where the students can be actively involved. While 10% disagree on this statement. We conclude that those teachers completely agree on the value of YouTube videos in promoting the activity assignment.

Q9. Do you believe that the use of YouTube videos as a pedagogical tool for developing the learner's speaking skills is effective?

Options	Participants	Percentage
Yes	8	80%
No	2	20%

Table 27: Pedagogical Efficiency of Using YouTube Videos

According to the data findings that mentioned above, 80% of the teachers stated that they consider the YouTube videos as an efficient tool for developing learner's speaking skill. While, 20% disagree that YouTube videos are efficient as a teaching material.

Q10. What tools and techniques do you use in class to help your students to develop their speaking skill?

- Podcasts, recordings, plays, videos..
- Interaction, pair work, cooperative activities.
- Imitation games, puzzles, presentations, role plays, group activities, discussions
- PowerPoint slides
- Communication in the class

Pictures, debates, games and challenges

- Listening to native speakers in class, inviting them to watch TV and to listen to music as often as possible at home
- Songs and games and picture interpretation
- Chats, interaction, flashcards, and reading aloud tasks.
- YouTube videos, speaking videos, listening tapestries because the key to be a good speaker is to be a good listener at first. Video narrative projects by which they produce videos on their own, problem solving activities

Q11. Which YouTube videos do you use in EFL learners classroom?

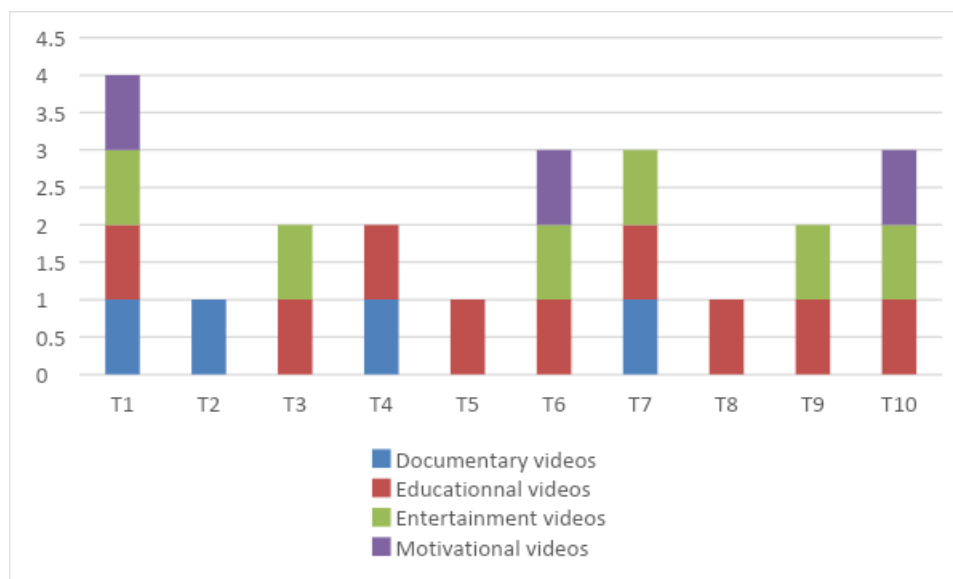


Figure23: Most Used YouTube videos

We aim through this multiple choice question to elucidate how teachers use YouTube videos inside the classroom because it depends on the teacher's objective. However, among 2

teachers, the most used videos are educational, entertainment, and motivational videos. While, 2 teachers use only educational and entertainment videos. Hence, 2 participants utilize only educational videos in classroom, and one teacher indicated that he uses only documentary videos and one teacher indicated that he uses all of the videos types. Consequently, we deduce that the educational videos seem to be the suitable input that teacher use it, and this probably because they are the appropriate videos that suit the content of the lesson.

Q12.The implementation of educational YouTube videos into classrooms has a beneficial effect on English learning.

Options	Participants	Percentage
Strongly agree	7	70%
Agree	3	30%
Neutral	0	00%
Disagree	0	00%
Strongly disagree	0	00%

Table 28: Teachers' Attitude towards the Impact of YouTube Videos

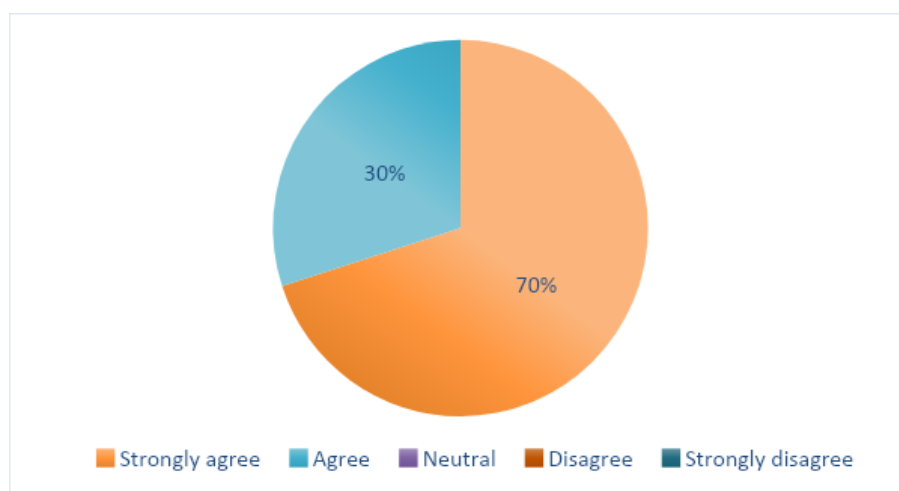


Figure24: Teachers' Attitude towards the Impact of YouTube Videos

Results revealed that the vast majority of teachers showed their strong agreement towards the integration of educational YouTube videos in the classroom, and they consider this data input as having beneficial impact in learning English. However, the overall percentage is grouped between 70% for strongly agree and 30% for agree and none of the teachers disagreed with the idea. The data results approved the effectiveness of YouTube videos in learning English.

If you agree, please state how educational YouTube videos has a beneficial effect on English learning :

- These videos can inspire students and raise the sense or engagement
- It helps them remember courses contents and develops their long term memory
- EFL learners look forward to competent speakers, when they watch educational YouTube videos they get motivated to learn more and to get over the obstacles that prevent them from expressing themselves correctly, using educational YouTube videos creates a healthy environment for social interaction between students, which helps them to discover their abilities to participate in discussions, to use their vocabulary, to communicate effectively, to express themselves correctly and how far they would go.
- Listening to new vocabularies and learn them ,have new ways of expressing their selves
- They can fasten the learning process in make it more fun
- Attract learners' attention through colors, movements, music, in addition to the authentic language itself that raises their curiosity and spirit of challenge and entertainment while rehearsing or practicing
- It educates, informs and incorporate the learner in the speaking/ listening realm

- We are living in the age of technology. It is a part of our daily lives. It is necessary to integrate this tool into the classroom environment in order to make the students motivated and attracted to the learning material. Educational videos do not only help to increase fun and motivation in the classroom but also to improve speaking skills, listening skills. In addition to soft skills such as critical thinking, problem solving. The integration of this kind of videos sets the stage for the exposure to native speaker's speech, lifestyle, culture...

Q13. What is the optimal duration for YouTube videos use in the classroom?

options	Participants	Percentage
1 min	1	10%
2-4 min	5	50%
5- 10 min	4	40%
11- 30 min	0	00%
More	0	00%

Table 3.29: The Most Appropriate Duration of YouTube Video Used in Class

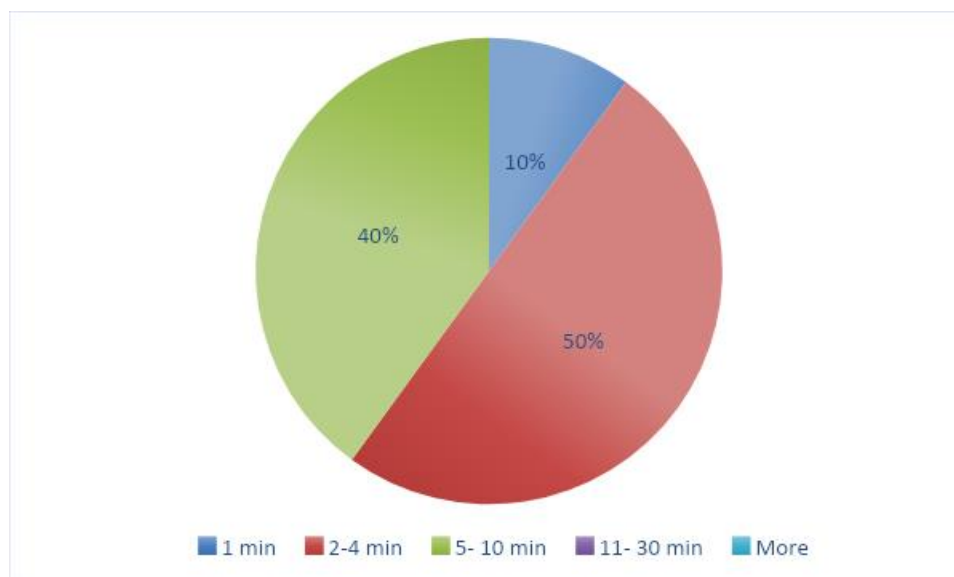


Figure25: The Most Appropriate Duration of YouTube Video Used in Class

The reason behind this particular question is to specify the optimal duration for YouTube videos in the classroom. As a matter of fact, learners can benefit from the use of educational videos inside the classroom, in which teachers should take into their consideration the length of videos to be used. In this regard half of the participants (50%) state that 2-4 is the appropriate time for played a video while 40% of them considered 5 to 10 min is the proper length. Otherwise, one teacher with percentage 10% said that 1 min in his/her perception is the suitable duration, and no one choose '11- 30 min.

Q14. Does the use of YouTube videos in classroom help you improve your student's oral performance and intonation?

Options	Participants	Percentage
Yes	10	100%
No	0	00%

Table 30: The use of YouTube videos in enhancing student's oral performance

It appears from the results that obtained, 100% of the participants agreed that YouTube videos help students to enhance his/her oral performance and intonation.

Q15. What are the main challenges that teachers face in integrating the YouTube videos in the classroom?

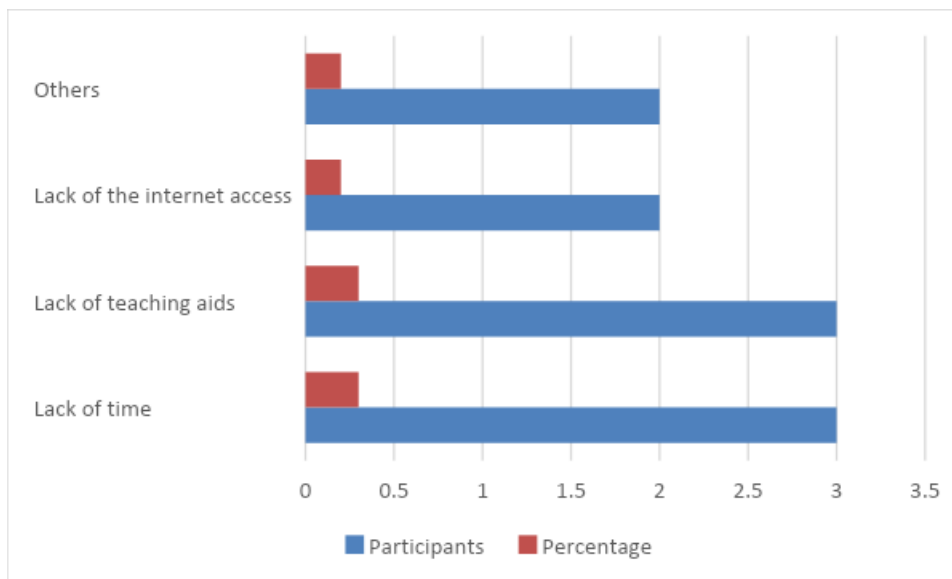


Figure26: Constraints and challenges that faced teachers in using YouTube videos

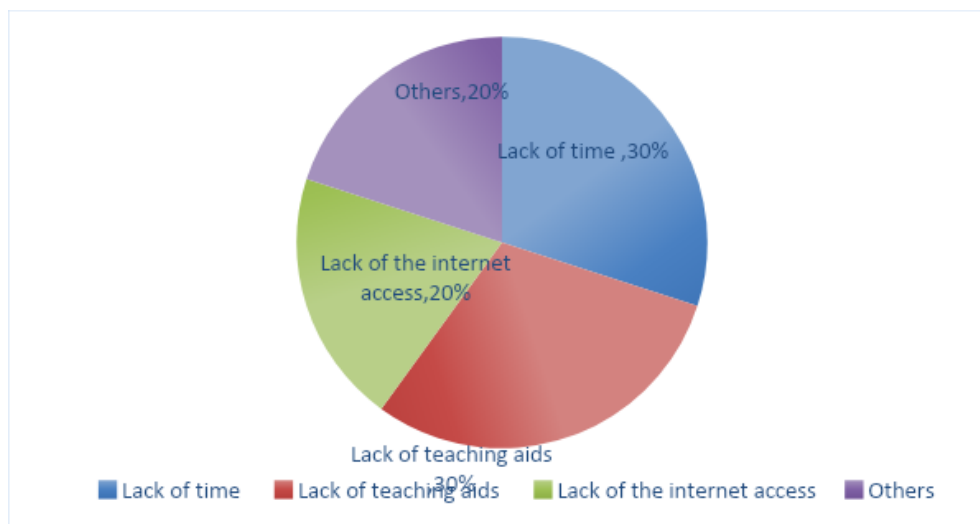


Figure27: Constraints and challenges that faced teachers in using YouTube videos

In this question, we want to discover the main obstacles that affecting the use of YouTube videos in the classroom instruction. According to the responses of the participants shown in figure (27) it can be seen that there are no big differences in the data results since 30% of the teachers asserted that lack of teaching aids unable them from using YouTube videos. Whereas 30% of them declared that lack of time is one of the main obstacles, probably because they need to finish the syllabus and the equipment of YouTube videos require more time. Also 20% respondents considered that the problem is the lack of internet access. However, it is noticeable that the internet connection is one of the necessities that teachers need to access and benefit from that online website. There are 2 teachers added other difficulties which are:

- Holding equipment from one classroom to another instead of having a stable equipped classes with technological furniture and connected devices. Sometimes the problem of electricity provision.
- Lack of equipment...Equipment...non-suitability of rooms.

Q16. How do you encourage your students to improve their speaking skill?

The following answers were given by teachers about the way they motivate their students:

- By breaking their psychological barriers
- Through creating an English speaking community of their own
- Open discussions, educational games, YouTube videos
- To listen to native speakers, trying to speak and express their ideas in English ,trying to think in English not in Arabic

- By setting myself as an example. In other words, they all love me and want to talk like me. It's effective, half of them have a beautiful American accent and some accents are even better than mine.
- Watch and listen to natives speaking, be it in movies, podcasts or music
- No laughter, satire, mocking or humiliation at my class. Learn through error and trial is my doctrine. Supporting learners psychologically gives them a great prompt and energy to participate with high confidence
- Through improving their listening skills such as listening to audiobooks and podcasts, also watching series is recommended.
- By listening a lot, watching videos, watching movies, practicing with native speakers or friends

Q17. Would you please suggest other advantages of using YouTube videos in EFL classroom?

- Involvement/ engagement/ interest/ motivation/ inspiration ...
- Gaining time, sparing trackers' energy
- Students may develop their listening skills through YouTube videos as well as their communication skills, they will learn how to listen effectively to other interlocutors, to receive their message, to process that message and send them back the feedback through using their speaking skills.
- Helping the teacher rest, buying time for the teacher to brush the board, write down absences etc...
- Broaden the learner's perspective and invite him to perceive new horizons as s/he will be able to flee the restrictive comfort zone.

- Save teachers time and effort to simplify abstract ideas. Encourage learning unconsciously and hence reduce learning stress and obligation but rather smoothly learn with fun and enjoy the whole process for both learners and teachers. Simplify the teacher's role in the class and decrease his talking time at the expense of learners talking time and participation. Embody learner centered approach entailing creativity, engagement, critical thinking and being responsible for one's own learning
- Familiarizing students with the native accent and the structural aspects of the language such as syntax and semantic.
- The direct exposure to native speakers. They bring the natives daily spoken English into the classroom

3.2.5 Discussion of the findings

Based on results obtained from the section one, which revealed that they have a long experience with the language with high qualification were providing us with vital information, and they are familiar with the use of ICTs.

Section two tackles several questions concerning technological aids and YouTube videos, on the one hand. Also, we see its effectiveness on learning English in general and on speaking proficiency on specific. Therefore, the data findings demonstrate that the vast majority of English language teachers are familiar with the use of visual materials in delivering their lesson courses. Additionally, teachers reported that the technological aids develop the ability of the students to enhance their speaking skills. All participants tend to use a variety of tools as teaching materials such videos, Audio Recording, PowerPoint Slides, etc. Which implies that the educational process is fruitful with modern technological procedures. In the same context, we

questioned teachers' perception towards the use of YouTube videos as a teaching aid in the EFL classroom, and the majority of them showed positive attitude. They presumed that students prefer to watch and listen language being spoken because they get bored from the traditional method of dictation and handouts. So, videos take the advantage of being a relevant and motivating tool that breaks the routine and involve the learners directly with the atmosphere of learning English and vivid the classroom activities. Furthermore, it assists them in developing follow-up exercises in which all learners actively participate. Another advantage of the videos is that make the students more enthusiastic which increase mainly the classroom interaction. The results show that there are some difficulties which impede teachers from organizing such tasks, especially with lack of internet access. Besides, lack of time and lack of teaching aids.

Concerning learning techniques, the majority of EFL teachers assume that YouTube videos will increase student motivation more than written texts since the current generation is familiarized with the usage of new technologies that attract their interest as a real and authentic input. Most teachers agree that YouTube videos are one of the most educational and entertaining resources for creating a positive learning environment. Otherwise, they strongly support that the exposure to YouTube videos can help students, unconsciously with the stream of speaking process, especially the exposure to native speakers videos which is a good source to enhance their speaking skills that mainly motivate the students to be more interested and give them the opportunity to learn the authentic language in the context which helps EFL learners to listen to the way of pronouncing a word, this is what the data results show. Meanwhile, the teachers should be determining the type of the videos, also the duration of these videos, etc. before use with the students. However, most of the teachers seem that they were relying on educational videos that assist them to deliver their courses.

Moreover, they consider that the optimal duration of the videos is between 2- 4 and 5-10 and it is up to the teaching aims. Teachers also emphasized the necessity of incorporating educational YouTube videos into classrooms, they claimed that it has a significant and positive impact on English learning in general. That is, videos have numerous potential uses, and the reason for this is the effective exposure to the various educational YouTube videos, which increase student motivation, and improve the students' pronunciation in terms of genuine accent and natural fluency, which serve to achieve the objective of teaching learning process.

First of all the findings of our research showed EFL learners are familiar with the use of the internet in their daily lives. EFL learners have a willingness to improve their speaking abilities the many useful videos via YouTube videos. On the other hand, EFL learners have shown their positive attitude towards using YouTube videos as a teaching material in the classroom. They indicate that YouTube videos can raise their attention to develop their speaking skill, although they asserted that the use of YouTube videos during oral class can be more interesting and motivating than the traditional method of teaching. The third section showed that the majority of students claimed that oral expression is more important than other modules of the English language and most of the participants said that the combination of audio visual techniques is very necessary for speaking skill.

Conclusion

YouTube videos play a big role in the teaching/ learning process. Researchers support the use of YouTube videos in oral classes in order to develop EFL learners speaking skills in this chapter that demonstrate analyze the demands of the research that have been assembled using two questionnaires .One was submitted to teachers of oral expression and the other to 3rd year students .Through this chapter we have tried to investigate students and teachers attitudes concerning the use of YouTube videos in the academic setting. By the end of this chapter it can be said that the findings showed that the students seem to be very interested towards the use of YouTube videos in oral classes and they believe that videos can have a positive effect on the learners' speaking skill and also can be a good helping tool for the teachers as well.

Pedagogical Implication and some Recommendation

The use of audio-visual methods in teaching and learning has become a current trend, and the University of Msila has adopted this new tendency. The purpose of this section is to allow researchers to use it as a key platform for further study. Hence, this study propose student these following recommendations:

- **The use of YouTube web site as a teacher/learner connector**

This notion involves the procedure of opening a YouTube channel dedicated to each subject of the study and controlled by a supervised teacher who in turn is going to provide student with lessons, activities, projects and notes that he/she did not have the opportunity to explain during the sessions.

- **Testing some (YouTube) educational channels Efficiency**

YouTube videos contain a wide range of channels. This feature may be used to test the efficiency of a certain channel in adding value to foreign language instruction.

- **YouTube videos as authentic cultural source**

YouTube videos contain authentic cultural sources; these sources reflect actual individuals speaking in their mother tongue as they are embodied in reality. Learners may utilize this platform to become more involved in l2 learning.

- **The negative aspect of technology-based learning**

the majority of research studies led the use of Technology based learning in a positive direction; they supported its usage for education. This does make students wondering about the other side to TBL which possibly hides a negative aspect that neither of the current studies covered.

General Conclusion

The use of ICTs (YouTube videos) to develop EFL students' speaking skill has been proven effective and contains magnificent results. EFL students at M'sila University are extremely aware of such resources. They have already used YouTube to help them improve their knowledge, whether inside or outside the classroom. They use the YouTube platform to have clarifications for lesson content. They consider YouTube videos as a facilitator tool that help them to understand the lesson, YouTube videos allow them to enhance their speaking skill in great way. The findings indicate that both EFL learners and teachers show a high level of interest and positive affirmation towards the importance of YouTube videos as a teaching technique in the learning environment. From this study, we found that certain students are unfulfilled from old teaching method.

This research reveals that teachers and students highlight the good contribution of YouTube videos in creating a most attractive atmosphere to make the student more motivated, and sustain their attention. Correspondingly, YouTube videos represent a new way of authentic input that assists students in their educational setting that offers EFL learners with diverse information and knowledge to give them an extra help in their English studies.

Concerning the research questions and assumptions raised, the study confirms their validity through the data and results extracted from the statistical analysis of the practical part:

- EFL students are aware of and often utilize YouTube videos outside of the classroom. They want to use more this tool inside the classroom.
- Using YouTube videos help EFL speakers to improve their conversational skills and their oral proficiency.

- Teachers are aware of this common technique and encourage their students to utilize it outside of the classroom.
- However, it is only used in classrooms when extra explanation is required or as a motivation booster.

The findings ensured our hypothesis that there is a positive link between YouTube videos and learners' oral proficiency. The positive results show that the use of YouTube videos inside EFL classes contributes in the development of speaking skill. This research emphasizes the effectiveness of YouTube videos on speaking skill development and stresses that teacher should use it more often.

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APPENDICES

Q5. Do you visit YouTube website?

a.yes

b.No

-If yes, how often ?

a. Always b. Often c. occasionally d. Rarely

Q6. For what purpose do you use YouTube website?

a. Educational purpose c. financial purpose b. Entertainment

Section two : Students attitudes towards using YouTube videos in the classroom.

Q7: Do your teachers use aids such as YouTube videos in Oral classroom?

a. Yes

b. No

Q8. If Yes, How often does your teacher use YouTube videos in oral classroom?

a. Always b. Sometimes c. Rarely

Q9. Are you with or against the integration of YouTube videos as a teaching material in classroom ?

a. Positive

b. Negative.

c. Neutral

Q10. Do YouTube videos raise your attention to develop your speaking skill ?

a. Yes

b. No

Q11. In your opinion, the use of YouTube videos in oral expression sessions will be more interesting and motivating than the traditional method?

- a. Strongly agree b. Agree c. Neutral d. Disagree
 e. Strongly disagree

would you please explain why?

.....

Q12. In your opinion, Which one of the following skills requires the use of YouTube videos ?

- a. listening skill b. speaking skill c. reading skill d. reading skill

Q13. : What kind of YouTube videos that contributes to improve your learning of English?

- a. Music videos show b. YouTube channels
 c. Movies videos d. Documentary videos e. TV

Q14. To what extent, listening to native speakers' videos can develop your speaking skill ?

- a. High b. Medium c. Low d. Not at all

Section three : Improving speaking skill through YouTube

Q15. In your opinion, oral expression Module is more important than other modules of the English language?

- a. Very important b. Less important than other modules c. Not important

Would you please state why?

.....

.....

Q16. What are the main reasons that prevent students from improving their speaking skill ?

- a. Lack of interest in the current method of teaching(textbook, printed materials)
- b. Lack of practice the meaning of the new words in natural context
- c. Lack of strategies and techniques in learning vocabulary
- d. Fear of making mistakes and feeling embarrassment when pronouncing the words
- c. Lack of motivation and interest to speak English

Q17. How is the combination of audio visual techniques necessary for speaking skill ?

- a. Very necessary b. Necessary c. Not very necessary

Appendix two

Teachers' Questionnaire

Dear teacher,

You are kindly requested to fill in this questionnaire to help us collect information needed for a master dissertation completion. Our study is about developing EFL learners speaking skill using ICT (YouTube videos). We would be grateful if you would answer fully the following questions

Section one: Personal Information

Q1. How long have you been teaching English?

.....

Q2. Are you familiar with the use of technology tools in your daily life?

a. Yes b.No

Section two: Teacher's attitudes towards using YouTube videos in the classroom.

Q3. Do you prefer to use technology material like YouTube videos for language teaching inside the classroom?

a. Yes b. No

If yes, would you please mention how often do you use them?

a. Always b. Often c. Occasionally d. Rarely

Q4. What materials do you often use in the classroom?

a. Videos b. Audio recordings
c. Podcasts d. PowerPoint Slides

Q5. Does the technology aids help your students to interact in classroom discussion?

a. Yes

b. No

Q6. What is your opinion on the usage of teaching tools such as YouTube videos in the EFL classroom?

a. Positive

c. Negative

b. Neutral

please state why?

.....

Q7. Do you think that students would be more interested in learning the English language if the teacher uses videos in English teaching as a material?

a. Yes

b. No

Q8. Does the use of YouTube videos allow teachers to design follow-up activities in which students may actively participate?

a. yes

b. no

Q9. Do you believe that the use YouTube videos as a pedagogical tool for developing the learner's speaking skills is effective?

No

Q10. What tools and techniques do you use in class to help your students to develop their speaking skill?

.....

Q11. Which YouTube videos do you use in EFL learners classroom?.

a. documentary videos b. Downloaded video

c. Modified videos d. Motivational videos

others

Q12. The implementation of educational YouTube videos into classrooms has a beneficial effect on English learning.

a. Strongly Agree b. Agree

c. Neutral d. Disagree e. Strongly Disagree

Please state how?.....

Q13. What is the optimal duration for YouTube videos use in the classroom?

a. 1 min b. 2 to 4 min

c. 5 to 10 min d. 11 to 30 min e. More.....

Q14. Do the YouTube videos in lessons help you improve your student's oral performance and intonation?

Yes

No

If yes, please explain how videos help to enhance students' performance?.....

Q15. What are the main challenges that teachers face in integrating the YouTube videos in the classroom?

a. Lack of time b. Lack of teaching aids c. Lack of the Internet access

d. Other please specify.....

Q16. How do you encourage your students to improve their speaking skill?

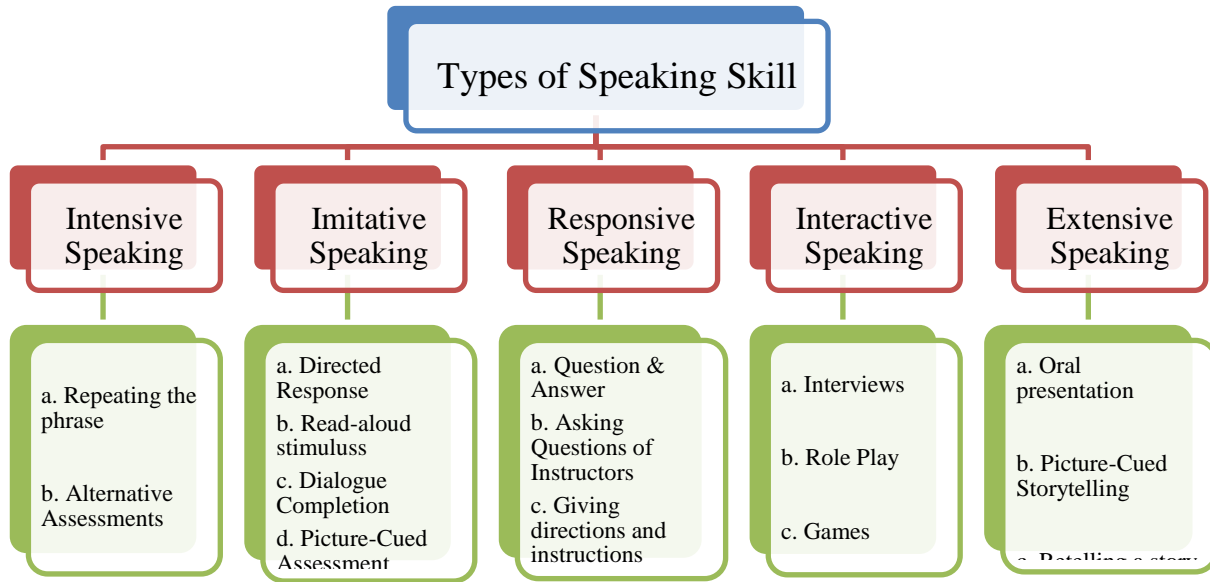
.....

Q17. Would you please suggest other advantages of using YouTube in EFL classroom?

.....

Thank you for your collaboration.

Appendix Three



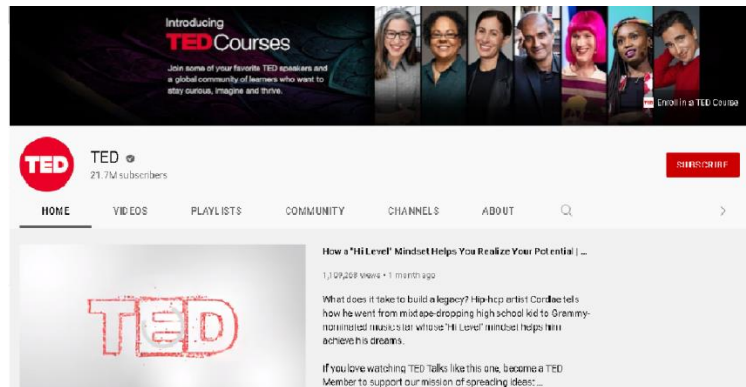
Speaking Skill Types



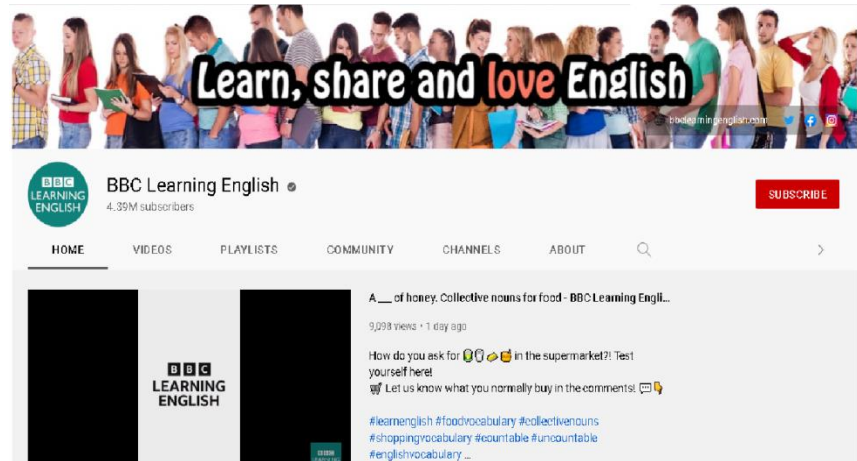
Learners' Speaking Problems



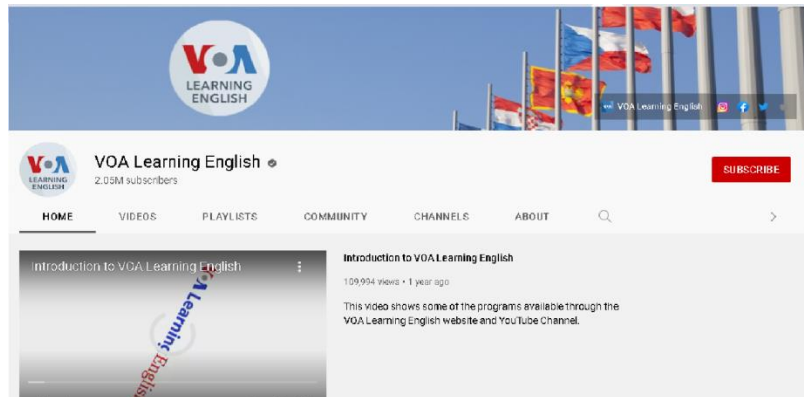
Different Classroom Speaking Activities



TED YouTube channel



BBC learning English YouTube channel



VOA learning English YouTube channel

Abstract in Arabic

الملخص

يتطلب تحسين مهارات التحدث لدى الطلاب أن يتواصل الطلاب مع المحاورين بشكل تفاعلي. في سياق العولمة ، أصبحت وسائل التواصل الاجتماعي وسيلة اتصال يمكن أن تعزز مهارات التحدث لدى الطلاب. تهدف هذه الدراسة في الكشف على تأثير استخدام وسائل الإعلام والاتصال خاصة فيديوهات اليوتيوب في تطوير مهارات التكلم لدى الطلاب و تهدف إلى التحقق من فعالية دمج أشرطة فيديو اليوتيوب في فصول طلبة اللغة الإنجليزية كلغة أجنبية .

الغاية من هذه الدراسة رفع مستوى الوعي لدى الطالب اتجاه فيديوهات اليوتيوب وكيفية مساهمتها في تطوير مهارات التكلم سواء داخل القسم أو خارجه . و أيضا رفع مستوى الوعي للأساتذة لإستعمال هذه الأداة التي تساهم في رفع محفزات الطلبة أثناء إلقاء الدرس. فرضية هذا البحث تشير إلى إمكانية تطوير مهارات التكلم لدى طلبة اللغة الإنجليزية كلغة أجنبية عند استخدامهم لتطبيق اليوتيوب ، وزيادة تحفيزهم في الفصول الدراسية. كما افترضنا أن أساتذة اللغة الإنجليزية مدركين بمنافع فيديوهات اليوتيوب لتحقيق الهدف من هذه الدراسة وتأكيد فرضيتنا اعتمادنا على المنهجية الوصفية التي ركزت على التحليل الكمي حيث استخدمنا استبيانين احدهما الى عشر أساتذة و أربعون طالبا من السنة الثالثة لقسم اللغة الإنجليزية جامعة محمد بوضياف المسيلة لصب آرائهم حول أهمية فيديوهات اليوتيوب كأسلوب جديد لتطوير مهارات التكلم باللغة الإنجليزية . النتائج المتحصل عليها أثبتت الجانب الإيجابي للطلاب لإستخدام اليوتيوب ورغبتهم بتطوير مهارات اللغة المنطوقة. كما أكد الإستبيان أن الأساتذة مدركين بالفعل بالخصائص الهائلة لفيدويوهات اليوتيوب في تحسين مهارات التكلم للطلاب.