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**The Impact of Using YouTube Videos
And Audio Podcasts Imitation on
EFL Learners' Oral Proficiency**

**The Case of Master One Linguistics Students
At M'sila University**

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Requirements for the Degree of Master

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DEDICATION

I dedicate this work to the precious people in my life

*To my **parents** who have supported me throughout the process of this work*

*To my **beloved family**, to my **friends** who supported me and encouraged me to do my best, to all my **teachers** and **classmates**.*

*To the special **promotion of Master two 2022***

I dedicate this work

Abdelmadjid BOURADJI

I dedicate this work to two beloved people who have meant and continue to mean so much to me. Although they are no longer of this world, their memories continue to regulate my life. First and foremost to my grandmother Hafsa Foudili and my grandfather Omar Ben Houhou.

Thank you so much, I will never forget you. I also dedicate it to:

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Abstract

Although oral proficiency is one of the important skills to communicate in a language, it is not getting enough focus and attention in language learning and teaching process. The aim of this study is to discuss the effect of using YouTube videos and audio podcasts imitation (YAPI) on the development of EFL learners' oral proficiency. The study also focuses on the way watching YouTube videos and listening to audio podcasts can help EFL learners overcome the difficulties that hinder them from speaking and communicating with the target language in their daily life. This descriptive study was conducted quantitatively. This research employed a survey method and a questionnaire was used as a data collection tool. The questionnaire was administered to master one students from Linguistics specialty at the department of English at the University of M'sila. The findings reveal that EFL learners have positive attitudes towards the use of YAPI in enhancing their speaking skill and in the acquisition of the target language in general. Watching YouTube videos and Listening to audio podcasts provide students with new vocabulary items, enables them to improve their pronunciation, to learn grammar structure, and to acquire fluency. The results imply that YouTube videos and audio podcasts are useful authentic materials. The findings also show that YAPI is an effective method for promoting EFL learners' oral proficiency.

Keywords: YouTube, Podcasts, imitation, oral proficiency, EFL learners, M'sila University.

List of abbreviations

SLA: Second Language Acquisition

SLL: Second Language Learning

SL: Second Language

FL: Foreign Language

L2: Second Language

L1: First Language

EFL: English as a Foreign Language

ESL: English as a Second Language

OP: Oral Proficiency

YAPI: YouTube videos and Audio Podcasts

CSs: Communication strategies

NSs: Native speakers

NNSs: Non-native speaker

ICT: Information and communication technology

List of tables

Table 01	Participants' gender.....	36
Table 02	Participants' period spent in studying the English language.....	37
Table 03	Respondents' choice of learning English at the university.....	38
Table 04	Participants' attitude towards communicating with English	39
Table 05	The most important skill for the respondents.....	40
Table 06	Assessment of participants to their oral proficiency.....	41
Table 07	The importance of oral proficiency for EFL learners.....	42
Table 08	The ways that EFL learners use to practice English.....	43
Table 09	Difficulties that EFL learners face when speaking in English	44
Table 10	The frequency of using YouTube for educational purposes.....	45
Table 11	The frequency of using audio podcasts for educational purposes...46	
Table 12	Watching YouTube videos and learning English.....	47
Table 13	Listening to audio podcasts and learning English.....	48
Table 14	Students' use of imitation to develop their oral proficiency.....	49
Table 15	The use the internet to imitate native people.....	50
Table 16	The effectiveness of using YouTube videos and audio podcasts to imitate native speakers.....	51
Table 17	The benefit of YouTube videos and audio podcasts in promoting different subskills of speaking.....	52
Table 18	Practice of speaking by using YouTube and podcast imitation.....	53
Table 19	The impact of using YouTube videos and audio podcasts on developing EFL learners' oral proficiency.....	54

List of graphs

Graph 01	Participants' gender.....	36
Graph 02	Participants' period spent in studying the English language.....	37
Graph 03	Respondents' choice of learning English at the university	38
Graph 04	Participants' attitude towards communicating with English	39
Graph 05	The most important skill for the respondents.....	40
Graph 06	Assessment of participants to their oral proficiency.....	41
Graph 07	The importance of oral proficiency for EFL learners.....	42
Graph 08	The ways that EFL learners use to practice English.....	43
Graph 09	Difficulties that EFL learners face when speaking in English	44
Graph 10	The frequency of using YouTube for educational purposes.....	45
Graph 11	The frequency of using audio podcasts for educational purposes	46
Graph 12	Watching YouTube videos and learning English.....	47
Graph 13	listening to audio podcasts and learning English.....	48
Graph 14	Students' use of imitation to develop their oral proficiency.....	49
Graph 15	The use the internet to imitate native people	50
Graph 16	The effectiveness of using YouTube videos and audio podcasts to imitate native speakers.....	51
Graph 17	The benefit of YouTube videos and audio podcasts in promoting different subskills of speaking.....	52
Graph 18	Practice of speaking by using YouTube and podcasts imitation.....	53
Graph 19	The impact of using YouTube videos and audio podcasts on developing EFL learners' oral proficiency.....	54

Table of Content

Dedication.....	II
Acknowledgments.....	III
Abstract.....	IV
List of Abbreviations.....	V
List of Tables.....	VI
List of Graphs.....	VII
Table of Content.....	VIII

General Introduction

6. Background	02
7. Statement of the Problem.....	04
8. Research Questions.....	05
4. Aims of the Study.....	05
5. Significance of the Study.....	05
6. Research Methodology.....	06
7. Dissertation Structure.....	06
8. Definitions of Research Variables.....	07

Chapter one

The use of YouTube videos and audio podcasts to develop oral proficiency

Section one: Research into oral proficiency

1. Introduction.....	09
2. Speech Production.....	09
3- Differences Between L1 and L2 Speech Production.....	09
4- Definition of Oral Proficiency.....	10
5. Importance of oral proficiency.....	10
6. Components of oral proficiency.....	10
6.1. Grammatical Competence	10
6.1.1. Morphology.....	11
6.1.2. Syntax.....	11
6.1.3. Phonology.....	11
6.1.4. Fluency.....	11
6.1.4.1. Development of Fluency.....	12
6.2. Sociolinguistic Competence (Functional Use).....	12
6.3. Discourse Competence.....	13
6.4. Strategic Competence	13
7. Barriers to Effective Speaking.....	13
7.1. Psychological (Communicator) Barriers.....	14
7.2. Linguistic Barriers.....	14
7.3. Environmental Barriers: fear to make mistakes.....	14
8. Factors Affecting EFL Learners' Oral Proficiency Development	15
8.1. Age.....	15
8.2. Individual Differences.....	15
8.3. The Amount of Exposure to FL.....	15
8.4. Sociocultural Factors.....	16

8.5. Motivation.....	16
8.5. Interaction.....	16
9- Relation between Listening and speaking.....	17
10. Imitation of Native Speakers and Speaking Skill Development.....	17

Section Two: Research Into the Use of YouTube Videos and audio podcasts

1. Introduction to 21st century education	19
1.1. Learner centeredness.....	19
1.2. The Integration of Technology in Language Learning.....	20
1.3. Definition of ICT.....	20
1.4. Importance of ICT in Education.....	21
2. Teaching Aids.....	21
2.1. Audio-visual Aids.....	22
2.2. Advantages of Audio-visual Aids.....	22
3. The Use of YouTube Videos as an Authentic Material.....	22
3.1. Definition of YouTube Videos.....	23
3.2. The value of YouTube for Speaking.....	23
3.3. Future Hopes for using YouTube Videos in Education.....	24
4. Definition of Podcasts.....	25
4.1. History of Podcasts.....	25
4.2. How Podcasts Work.....	26
4.3. Types of Podcasts.....	26
4.3.1. Audio Only.....	26
4.3.2. Audio and Image.....	26
4.3.3. Video.....	26
5. Podcast in Education.....	27
5. Advantages of Using YouTube videos and Audio Podcasts in EFL Classroom.....	27
5.1. Authentic Language.....	28
5.2. Improving Speaking Skill.....	29

5.4. Enhance Motivation.....	29
6. Oral Production in EFL Classes.....	30
7- The Use of Podcasts to Improve EFL learners’ oral proficiency.....	30
Conclusion.....	30

Chapter two

Research Methodology, Findings and Discussion

Introduction.....	26
1. Research Methodology and structure.....	33
1.2. Research method.....	33
1.3. Research Tools.....	33
1.4. The research setting	34
1.5. Research population and Sampling	34
1.6. Description of the Students' Questionnaire.....	34
2. Data Analysis interpretation.....	35
2.1. Analysis Tools.....	35
2.2. Analysis and Interpretation.....	35
3. Discussions of the Findings.....	55
4. Limitations and Recommendations.....	58
4.1. Limitations.....	58
4.1. Recommendations.....	59

General Conclusion.....	60
References.....	63
Appendix.....	70
المخلص.....	74

General Introduction

1. Background:

The aim of learning a second language (SL) or foreign language (FL) is to be able to communicate in that language, with other abilities such as reading and writing coming second. To aid in the learning of this ability, it is critical to build knowledge and grasp the process of speaking and how speech pieces are uttered (Judiitt, 2006). Foreign language is learnt to aid students accomplish an objective in the life. It is clear that “As in daily life, speaking is an important channel of communication in a general English program” (Coombe et al., 2007, as cited in Fatma, 2014).

Therefore, Oral proficiency have to be developed according to this perception of language. McDonough and Shaw (2003, p. 134) explained that “As a skill that enables us to produce utterances, when genuinely communicative, speaking is desire- and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end”. Learners of SL or FL need to develop the oral proficiency in order to communicate correctly.

However, this skill is neglected in the teaching process when compared to other skills including writing and reading. Moreover, many instructors still depend on traditional approaches to teach learners the speaking skill, although information and communication technology (ICT) are regarded to be effective tools in improving the learning process. ICT materials can be used in acquiring vocabulary items (Tsou, Wang, & Li, 2002), developing pronunciation and intonation skill, learning syntax structure, improving speaking and listening ability (Hochart, 1998), and enhancing communication proficiency in general.

Research showed that “It is no longer a question of whether to take advantage of these electronic technologies in foreign language instruction, but of how to harness them and guide our students in their use” (Paulsen, 2001, as cited in Lumturie & Merita, 2016). Audio-visual materials are considered to be effective mediums to teach the language skills for EFL learners especially the speaking skill.

When compared to traditional instruction, implementing videos and podcasts in teaching and learning techniques actually enable learners to expose to real practice.

Incorporating video as supplementary materials in teaching increase learners' motivation and interaction with the input, improve academic achievement, and create a positive educational experience. Therefore, "YouTube has the potential to connect learners with authentic English input through what is quite possibly already a part of their life experience" (Lumturie & Merita, 2016).

YouTube videos are benefit materials that offer relevant and authentic input especially those are created by native speakers, such as educational films, documentaries, TV shows, and teaching videos. By bringing numerous communicative situations into the classroom, video resources aid learners to understand how people interact in and acquire the target culture as well as the language.

Video materials should be selected appropriately because by "using the appropriate video material the teachers can improve and ensure student- centeredness, have their students interested and engaged in activities, be more active, motivated and confident in their communicative language competence" (Lumturie & Merita, 2016) .

In their study, Jun Wang and Clare (2018) found that "instruction based on massive online open course enhanced adult learners' L2 oral proficiency while saving face-to-face class time, and made a difference to their oral proficiency development".

EFL learners have to be exposed to a variety of authentic input in order to develop the listening ability and enhance their comprehension, and audio podcasts are authentic input that introduce the content in real context. Audio podcasts enable EFL learners to expose to authentic language and offer listeners a great deal of authentic content while keeping their focus on the aural information.

Learners can immerse themselves in the vivid environment and culture generated by the podcasts' materials and comprehend the contexts of the language being used by performers while listening the podcasts.

YAP (YouTube videos and Audio Podcasts) are also regarded to be authentic resources for student-centered and self-directed learning. Moreover, integrating authentic YAP in the classroom enables to introduce the environment and culture of the target language in a creative and interactive real context.

This study also looks at the concept of YouTube and audio podcasts imitation (YAPI) and how it may possibly be incorporated and enhanced by using audio podcasts and videos as supplementary material by EFL learners.

Unlike syntax and grammar, oral proficiency can not be taught formally with a set of rules. Oral proficiency requires the employment of listening materials as well as the use of imitation and repetition in order to develop learners' speaking ability (Mona et al., 2019).

2. Statement of the Problem:

Most learners' primary goal in learning a FL or SL is to interact with members who use the target language. Therefore, EFL learners regard speaking proficiency a requirement to succeed in many aspects. However, speaking in the university instruction is undervalued skill (Martin, 2010). EFL learners spend years studying the English language but they are still suffering from many problems when they attempt to engage in communication. These problems were a hindrance in speaking in the target language.

This enquiry tries to spotlight on a solution to these difficulties that prevent them to speak appropriately, by describing the different factors that influence the ability to speak in English from point of view of EFL learners and suggesting effective strategies to improve their oral proficiency.

3. Research Questions:

The aim of this study is to answer these questions:

- 1- Why a lot of EFL learners could not speak the English language although they have been studying it for years ?
- 2- What are the possible causes for the students' speaking problems?
- 2- How can EFL learners overcome these problems and develop their oral proficiency?

4. Aims of the Study:

The purposes of this study are:

- 1- To investigate the difficulties that hinder EFL learners from improving their oral proficiency.
- 2- To explore the impact of using YAPI (YouTube videos and Audio Podcasts imitation) on the development the EFL learners oral proficiency

5. Significance of the Study:

The study was conducted to explore speaking difficulties of EFL learners and causes for these difficulties from learners' view. The findings of the current study will contribute to aid EFL learners, who seek to enhance their oral proficiency, to overcome the difficulties and barriers that encounter them when they attempt to develop their speaking skill. This study highlights the importance of learners' exposure to native speakers' speech as an effective strategy to enhance their speaking performance. Additionally, it raise teachers' awareness towards the use of audio-visuals materials in teaching the speaking skill.

6. Research Methodology:

The researchers adopted a descriptive study to conduct this research work. The study employed a quantitative research as an approach while the survey was considered to be the most appropriate method to reach the study aims. The students' perception about developing their oral proficiency was identified by means of a questionnaire as a data collection tool. The targeted population are students of master one linguistics in the Department of English language and Literature at M'sila University. The sample of the study involved 71 participants who were selected randomly out of 128 students as a whole.

7. Dissertation Structure:

The current research work is divided into two chapters. The first chapter covers the previous literature review related to this study and includes two sections. The first section attempts to define key-concepts of oral proficiency and its sub-skills. It also tackles the different obstacles that encounter EFL learners when they seek to promote their speaking capacity. Moreover, it sheds the light on the imitation of natives as a method to acquire the oral proficiency.

The second section discusses the use of YouTube videos and audio podcast for educational purposes and how it can facilitate acquiring a foreign language.

The second chapter addresses the methodology guideline followed by the researchers to carry out this study, and consists of four sections. The first section introduces the research structure, and gives more details about the research approach, method, population and selection of the sample, data collection tool, and setting. The next section focuses on the data analysis and interpretation. The third section is devoted to the discussion of the findings; while the last one deals with the limitations of this research work and provide recommendations for further research.

8. Operational definitions of Research Variables:

Oral proficiency

The ability to communicate with others accurately and appropriately in different situations and contexts.

English as a foreign language (EFL)

It mean the English language when it is learned by people who are different from native speakers.

YouTube videos and Audio Podcasts imitation (YAPI)

The use of YouTube videos and audio podcast by EFL learners to imitate native speakers by understanding and repeating the same sentences and words many times in order to develop the oral proficiency skill.

ICT

ICT can be defined as the use of “computing devices such as desktop computers, laptops, handheld computers, software, or Internet in schools for instructional purposes” (Hew & Brush, 2007, p. 225).

Chapter one:

Oral Proficiency
and the use of
YouTube and
Audio Podcasts

Section One: Research into Oral Proficiency

1- Introduction:

The purpose of learning English language for most of EFL learners is to improve their speaking skill. Learning to speak a language do not require knowing only the grammatical rules but also the use of language in context (Kang, 2002). Therefore, learners need to develop the various aspects of oral proficiency in order to communicate appropriately.

2- Speech Production:

According to Levelt (1983, 1989), speech production consists of four main stages:

2.1. Conceptualization: it means choosing information and organizing ideas to be said in the suitable context, and the outcome of this stage is the preverbal message;

2.2. Formulation: in this stage the speaker, transform the conceptual message to a linguistic structure. It contains:

a- Lexical encoding (selection of word).

b- Grammatical encoding (words are put together to form a sentence).

c- Phonological encoding (where words are turned into sounds) of the message.

2.3. Articulation: the utterance of speech output.

2.4. Self-monitoring: the speaker examine the accuracy and context of speech message.

3- Differences between L1 and L2 speech production:

In contrast to L2 speech production, In L1 speech production, the mental lexicon great, complete, more organized, and more structured (Peter, 2018, 204). One of the most significant contrasts between L1 and L2 output is that L2 learners' language competence is not full, as they often do not have the language knowledge required to deliver their intended message in the target language (Judiitt, 2006). As a result, L2 speakers have to use many techniques to compensate and overcome these communication difficulties. These techniques are what we call communication strategies. (Færch & Kasper, 1983; Tarone, 1977).

4- Definition of Oral Proficiency:

Maria and Elsa (2019) explain that “Learning to speak a foreign language involves the acquisition of proficiency in pronunciation, grammar and vocabulary, and a certain degree of comprehension and fluency”. A learner is considered to have acquired a foreign language when he master the use of different aspects of that language smoothly in different situations (Maria & Elsa 2019).

5- Importance of Oral Proficiency:

The aim of developing the speaking skill for EFL learners is “to be able to use the language effectively, and to be able to understand its linguistic units and their meanings as well as the cultural message they convey” (Maria & Elsa 2019).

Kang (2002, p. 208) highlighted the importance of speaking in everyday life as it has two roles: interactional role and transactional one. Interaction is the principle role of speaking since it enable learners to make social relationships. Transactional function enables learners to deliver information and messages.

6- Components of Oral Proficiency:

The oral proficiency consists of many competences including the grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Canale & Swain, 1980).

6-1- Grammatical competence:

EFL learners have to own the grammatical competence in order to communicate accurately and fluently. The grammatical competence is “an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation and stress” (Scarcella & Oxford, 1992, p. 141).

6-1-1- Morphology.

It “describes the combination of sounds and sequences of sounds to form words” (Maria & Elsa 2019).

6-1-2- Syntax.

It enable learners to speak accurately. Syntax “describes the combination of words to make up a clause or a phrase, and describes the combination of phrases or clauses to make up a sentence” (Maria & Elsa 2019). Marina and Heidi defines syntax as “the system of rules for the arrangement, interrelationship and form of words, phrases, and sentences in a language”.

6-1-3- Vocabulary.

Even a simple conversation or presentation can be challenging for learners f FL due to a lack of vocabulary items. “One of the most traditional ways of measuring verbal ability is the vocabulary test” (Marina & Heidi, 2014).

6-1-4- Phonology.

Communication can be facilitated when the EFL learner pronounces the target language appropriately. Phonology, also known as pronunciation, “deals with segmental system of sounds and suprasegmental system which includes stress, pitch, intonation, and rhythm” (Maria & Elsa 2019). Pronunciation is not focusing on the accurate pronunciation of individual sounds but also “concentrating more on the broader, communicative aspects of connected speech” (Kang, 2002). However, people from different countries can pronounce the same language with different accents because “accent is more often an indicator of regional background, socioeconomic status, and ethnic or peer group affiliation than of general language proficiency” (Marina & Heidi, 2014).

6-1-5- Fluency.

Fluency can be understood for many people as how good a learner speak the target language (Richard & Roger, 2015, p. 40). Lennon’s (2000) defined the fluency in the sense as the “rapid, smooth, accurate, lucid, and efficient translation of thought or communicative

intention under the temporal constraints of on-line processing” (p. 26). For some researchers fluency describes “the global oral proficiency and the ability to produce talk smoothly within the time constraints of real-life communication” (Judiitt, 2006, p. 165).

Fluent speaker master “the processing of language in real time” (Schmidt, 1992, as cited in Scott, 2005) and “speaks rapidly, smoothly and accurately” (Richard & Roger, 2015, p. 40)

6-1-5-1- Development of Fluency.

The way by which L2 learners’ output can get fluent is explained by different theories of automatization and learning. Judiitt (2006) argue that three mechanisms are included:

- 1- The automatization of syntactic, morphological, and phonological encoding
- 2- The creation of formulaic sequences from smaller units of language (the use of prefabricated language units)
- 3- The deduction of rules from memorized chunks acquired as an unanalysed unit.

According to Judiitt (2006), the mechanisms of conceptualization, formulation, and articulation occur one after the other, with formulation and articulation being automatic. As a result, the last two processes can be synchronized, resulting in rapid and smooth speech.

6-2- Sociolinguistic Competence (Functional Use):

“Another aspect of language consists of its functional use: asking questions, giving commands, making promises or apologies, addressing superiors, etc. Al- though these forms are a basic part of communication, they are difficult to elicit systematically, efficiently, and naturally from large numbers of students” (Marina & Heidi, 2014). Sociolinguistic competence enable learners to “negotiate meaning in a shared context” (Kang, 2002, p. 209). Therefor, learners have to get the knowledge of social and cultural norms of the target language in order to communicate appropriately.

Knowing the social and cultural norms of the target language facilitates interaction for EFL learners and enables them to know how to engage in conversations and start a topic,

when and what to say, and how to answer with nonverbal gestures. That is to say, Learners should consider the social and cultural context when speaking with the target language in order to communicate successfully (Kang, 2002).

6-3- Discourse Competence:

In conversation, listening and speaking requires the competence to recognize and handle stretches of speech and intersentential relationships (Kang, 2002) including discourse markers, cohesion and coherence of sentences, the use of formal and informal words, indicating time and place relationships, and expressing contrast and cause (Scarcella & Oxford, 1992, p. 141).

6-4- Strategic Competence:

Berns (1990) argues that learners use the strategic competence to compensate their weakness in sociolinguistic, discourse, and linguistic knowledge. Strategic competence can be defined as “the way learners manipulate language in order to meet communicative goals” (Brown, 1994, p. 228). When talking about the speaking skill, the strategic competence can be understood as the ability to know when and how to start talking, how to continue and how to stop a talk, and how to deal with conversation and comprehension problems (Kang, 2002).

Furthermore, Communication strategies are techniques employed to overcome the difficulties and problems that encounter the speaker when engaging in communication. These strategies are selected according to the kind of problem, being communicator-related problem, language-related problem, and context-related problem.

7- Barriers to Speaking:

This study shows that the drawbacks in FL or L2 oral conversation are the results of the speakers’ psychological and personal problems, the learners’ limited language knowledge and the negative environment.

7-1- Psychological (Communicator) Barriers:

Learner's attitude is one of the strong influential factors affecting the failure or success of language learning (Oxford, 2011). Scare of making mistakes, lack of self-confidence, worry, and disappointment have all been identified as issues of significant problems or barriers in oral communication in L2 (Somsai & Intaraprasert, 2011; Richards & Renandya, as cited in Alireza, 2020, p. 16).

Senel (2012, as cited in Alireza, 2020) discovered that both professors' and classmates' assessments and views might cause a failure in EFL oral conversation. The biggest inner barriers lowering learners' interaction and participation in oral communications are feelings of "confusion, anxiety, dread, and social distance" (Rubio, 2007, as cited in Alireza, 2020, p. 17).

7-2- Linguistic (Language) Barriers:

Alireza (2020, p. 17) argues that another cause of L2 communication failure is the weak level of language competence in creating the context. Low level of linguistic varieties, such as grammar, vocabulary, and pronunciation of the target language, as well as knowledge of speech and output acts, could create difficulties for EFL learners in oral communication.

Researchers of EFL oral communication have discovered that weak linguistics competence, lack of accuracy in using grammar (Yarnruksa, 1997; Sadiq, 2010; Ya-ni, 2007, as cited in Alireza, 2020), a limited supply of vocabulary items (Liu & Jackson, 2008, as cited in Alireza, 2020), difficulties with pronunciation, and intonation for some EFL learners (Paakki, 2013, as cited in Alireza, 2020), selecting suitable lexical items and using accurate syntactic structures (Fitriani, 2019, as cited in Alireza, 2020) are the essential linguistics barriers.

7-3- Environmental (Context) Barriers:

The social, cultural, and historical elements of the EFL setting also reveal certain constraints on learners' oral performance in L2 communications (Alireza, 2020). Building a

positive stimulating atmosphere can improve the speaking skill in L2 communication.

(Fraser, 2002, 2007; Kolb & Kolb, 2005, as cited in Alireza, 2020).

The absence of exposure to English language in and outside the learning environments, the disappointing atmosphere of the school and university system, neglecting of teaching oral skills in education syllabus, and the lack of opportunities to practice speaking in L2 in and outside of educational settings are the essential environment factors that create difficulties when EFL or ESL learners attempt to improve their oral proficiency (Al Asmari, 2015; Al Nakhalah, 2016; Gan 2012; Littlewood, 2007, as cited in Alireza, 2020).

8- Factors Affecting EFL Learners' Oral Proficiency Development:

8-1- Age:

The process of acquiring a foreign language in early childhood is easier than adulthood. Adults and children do not achieve the same outcome when learning a foreign language “even they can utter words and sentences with perfect pronunciation, problems with prosodic features such as intonation, stress and other phonological nuances still cause misunderstanding or lead to communication breakdown” (Kang, 2002). The more the EFL learners are younger the more better results are achieved.

8-2- Individual Differences:

Kroll & De Groot (2005, p.132) believe that “certain people appeared to be endowed with abilities to succeed [whereas] others lacked those abilities”. That is to say, despite using the same strategies and methods when learning a foreign language, some learners perform better than others do.

8-3- The Amount of Exposure to FL:

Exposure to native speakers enhances the listening comprehension because “while listening learners must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their understanding of what they hear” (Mendelsohn Rubin, 1995, p.35). After that, the listening comprehension contributes to the

development of oral proficiency because the speaker have to understand the speech in order to respond appropriately. In fact, “Speaking feeds on listening which preceds it” (Kang, 2002).

8-4- Sociocultural Factor:

The sociocultural aspect plays a very important role in communication between speakers because “shared values and beliefs create the traditions and social structures that bind a community together and are expressed in their language” (Carrasquillo, 1994, p. 55). That is to say, speakers have to recognize when and how to what to say in various situations. Moreover, different cultures use different non-verbal communication because not only verbal speech build communication, but also” gestures and body language, facial expression, and so on may accompany speech or convey messages” (Kang, 2002). If the learner do not know about the target language’s culture this can make a communication failure.

8-5- Motivation:

Motivation plays an important role in acquiring the different aspects of a foreign language especially the speaking skill. Motivated people have more ability to engage in communication with people. There are two types of motivation: instrumental and interactive (David, 2010). Colin and Sylvia (1998) explained that instrumental motivation drives learners acquire a foreign or second language for a utilitarian aim (getting a job, money, and career). In the other hand, interactional motivation makes learners acquire a foreign language for the aim of discovering the culture or people that speak that language (Gardner & Lambert, 1972). When comparing the two types of motivation, “Integrative motivation is hypothesized to be a better predictor of second language success then instrumental motivation” (Susan & Larry, 2001)

8-6- Interaction:

Rivers (1987) argued that “communication derives essentially from interaction”. Therefore, Teachers should support interaction between learners since “the give-and-take

exchanges of messages will enable them to create discourse that conveys their intentions in real-life communication” (Kang, 2002).

9- Relation between Listening and speaking:

Listening and speaking are interrelated skills. Listening enables the learner to receive, analyse and understand different sounds of the target language system (Maria & Elsa 2019). Kang (2002, p. 205) argued that oral proficiency “is related to or interwoven with listening, which is the basic mechanism through which the rules of language are internalized”. Therefore, EFL learners have to listen to native speakers’ production in order to enhance their speaking ability since “the need for exposure to many kinds of scenes, situations, and accents as well as voices is particularly critical” (Kang, 2002).

Speaking also contribute in the development of listening comprehension since “Pronouncing to hear works on the idea that learning to produce new sounds may improve the learners’ ability to hear them correctly” (Scott, 2005, p. 87).

Most of learners do not exposure to the target language and do not listen to native speakers, which make their oral proficiency very poor (Kang, 2002). Teachers have to motivate learner to speak by using “extensive exposure to authentic language through audio-visual stimuli and with opportunities to use language” (Kang, 2002, p. 209).

10- Imitation:

Teaching speaking can be “relying on imitation and discrimination drills” (Kang, 2002) activities as a method for developing EFL learner’s oral proficiency. Learners need to use authentic materials for imitation since “Sufficient language input and speech-promotion activities will gradually help learners speak English fluently and appropriately” (Kang, 2002). Most of learners agree that repeated drills of motor functions make them master the skill (Rodney, 2002, p. 180).

Audiolingual method in 1950s was “relying heavily on mechanical drilling of decontextualized words and sentences” (Rodney, 2002, p. 178). Imitation is not only repeating what the learner hear (simple imitation) but it is a “conscious reflective activity on

the part of the learner” Rod et al. (2019) which is called persistent imitation and it is intentional and related to the learner’ objective.

Imitation of authentic production help learners to memorize new vocabulary words. Patsy and Nina (2013) argued that “language learners do more than internalize a large list of imitated and memorized sentences. They also identify patterns in the language and extend them to new contexts”. Learners can learn not only the vocabulary items but also understand their meanings in social context. Gerd and Reinhard (2002) pointed out that “imitation is just one of several processes that can result in social learning”

Although the ‘listen and repeat’ strategy has been assessed as effective method in teaching pronunciation, it was not considered reliable in teaching other language aspect including grammar and syntax (Rodney, 2002, p. 180).

The advantages of imitation drills depend on the input quality and quantity, learners’ ability to use good ears and on their “aptitude for oral mimicry” Rodney (2002, p. 180). Therefore, the input materials should be selected according to the learners’ need, interest, and level of competence.

Pennington (1996) pointed out that exposure to authentic input can enhance the oral output, and drills in oral output can enhance aural comprehension. He also stated that learners’ drills can be more effective by focusing not only on oral and aural materials but also visual aids.

Carrasquillo (1994) said that audio-visual aids provide learners with authentic input, which motivate them by introducing different aspects of language in real situations and contexts.

Section Two: Research into the Use of YouTube Videos and Audio

Podcasts

1- A Brief Introduction to The Trends of 21st Century Education:

On the threshold of the 21 century, technologies such as YouTube and podcasts have become increasingly popular. The pervasive impact of these trends continues to unfold worldwide, the unfolding has not ended even in the entertainment, and these trends has been also suggested to become integral to the teaching-learning interaction.

Access to learning opportunities today is becoming more flexible and advanced, thanks to the rapid technological change that are happening at an ever-increasing pace. Technologies including YouTube and audio Podcasts bring fundamental changes to the lives of students and Teachers, they provide great opportunities to improve the quality of education, new ways of teaching and learning, furthermore they help the teacher to deliver classroom instruction that helps students learn.

1-1- Learner Centred:

Learner centred teaching approach is the key to turn a weakness into a strength. Learner centred is an approach that needs to be incorporated in the current system of education in order to enhance the Engagement of students and develop their abilities. According to Richards and Rodgers (1986) , there has been a shift of focus on teaching , the centre of emphasis switched from the traditional or the teacher-centred to the learner-centred approach, that begun to get more interest in the learning procedure.

Learner centred teaching (LCT) views Students as the centre of learning and focuses on their learning experience to facilitate the learning process. McCombs & Whisler (1997, p .9) claim that “LCT creates such kind of learning environments which is favourable to learning and promotes the highest levels of motivation and achievement of all learners”.

1-2- The Integration of Technology in Language Learning:

In the case of learning a second language, oral proficiency is considered to be the most essential skill among all the foreign language skills. Numerous learners measure their level of performance by how well they can communicate in the target language. In fact, fluency in speaking a foreign language demands a lot of efforts from both learners and teachers. Thus, many studies suggest that the integration of technology in education can assist in the learning and teaching of oral proficiency.

Technology brings fundamental changes to the quantity and quality of learning content. With the integration of technology into universities, the students are able to access what they need to improve their speaking skill through the use of digital media such as YouTube and audio podcasts. Additionally, technology can provide them with fun opportunities to practice what they learn. The benefits of technology are not restricted for only students, but includes teachers as well.

Technology provides them with an assistance to affirm and advance relationships with their students and colleagues and allows them to accommodate every learning style. Furthermore, it encourages active participation in the classroom. Bialo and Sivin-Kachala, (1995) affirm that using technologies in education have recently been considered as a crucial component in promoting the process of education and enhancing the level of student learning.

1-3- What is ICT:

The acronym ICT is taken to stand for information and communication technology. It refers to technological tools that deal with the transmission and reception of information between humans and machines alike globally.

The term of ICT has multiple definitions where digital media such as YouTube and podcasts play a focal role. ICTs refers to information and communication technologies has the aim, as a various digital instruments and resources utilized for formation, distribution, storage, exchange and control of information (Statistics Canada, 2008).

Moreover, Bates (2005) defines ICT as technologies that allow, by digital mediums, the obtainment, storage, procedure, transfer, and the distribution of data in all areas such as: video, graphics, and voice.

1-4- The Importance of ICT in Education:

ICT today plays a vital role in ameliorating teaching and learning in classrooms of EFL learners. There have been many investigations that characterized the various methods in which ICT can assist the learning and teaching process in numerous areas including: providing several computing and networking materials to encourage the student to interact more during the course, save time, and improving knowledge retention.

2- Teaching Aids:

Today's age is marked by rapid adoption of new technologies. This has affected the classroom teaching-learning process positively. Since teaching students is not an effortless profession and even to get knowledge is not easy as we may think, teachers are required to use the teaching aids that include instruction aid or device in order to create an interesting teaching-learning environment, to save time and energy, and to achieve teaching goals and objectives. Teaching aids provide the students with opportunities to practice what they learn and assist them to reinforce the four skills especially the speaking skill.

Facilitating learning carries many advantages for both teachers and students. In order to achieve this purpose, teachers should use effective teaching aids for classroom activities. There are various characteristics of good teaching aids. The teacher should pay attention to the size (it must be large enough to be seen by all the students), and use colourful and beautiful materials to attract the students and increase their memory performance. Moreover the teaching Aids must promote collaboration among students.

2-1- Audio Visual Aids:

The term of audio-visual aids is previously owned by John Amos Comenius (1592–1670), a Bohemian educator, when he considered pictures as teaching aids in his book.

People learn through their sense organs. Audio visual aids teaching depends on the sense of hearing and sight. According to Singh (2005), “Any device which by sight and sound increase the individual’ s practice, outside that attained through read labelled as an audio visual aids”. Audio visual aids are devices used by the teachers in the classroom to provide a complete and appropriate learning atmosphere. For instance, students tend to forget what they have been taught, but with the use of audio visual aids such as YouTube videos as a mode of learning students can retain what they learn.

2-2- Advantages of Audio-visual Aids:

Talking about the advantages, audio visual aids can:

- 1- Motivate the students towards the subjects they find boring.
- 2- Develop the ability to listen.
- 3- Make learning more permanent.
- 4- Enhance the oral and communication and critical thinking skills of students.
- 5- Encourage active participation of students.
- 6- Offer a reality of experience which stimulate self-activity on the part of students.
- 7- Facilitate the learning of the students.
- 8- Assist teachers to communicate information in places where regular teaching fails.

3- The Use of YouTube Videos as an Authentic Material:

One of the difficulties encountered by EFL learners is the weakness of speaking ability. Most of the students are passive in learning that means they can only apply English in writing rather than speaking. They think they cannot learn English well because of their low speaking proficiency. Many recent studies have focused on the use of the authentic material in the classroom to motivate and assist EFL learners improve their English proficiency.

Authentic materials are videos, audio, and print materials that can facilitate the teaching-learning process. They are used to imitate the real-world situations in order to enhance learning and improve EFL learners’ speaking skill.

Martinez (2000) claims that authentic materials are Tools which are provided by native speakers and not prepared to be utilized for teaching aims. As authentic materials, YouTube videos can provide the real-world situations .They are so much more than entertainment and music videos, but they are regarded as a useful tool that can be integrated into English lessons. Providing the students with everyday videos and authentic situations can assist them to learn complex concepts and improve communication and listening skills.

3-1-Definition of YouTube:

It is a public website that was launched in 2005, and owned by Google. You tube is a popular website on which people can view, share, and post various categories of videos.

3-2-The value of YouTube for Speaking:

In addition to being interesting and motivating, YouTube videos can play a pivotal role in the education of EFL learners. Moreover, they improve learners' aural and oral competence as they provide many real-life and authentic input.

Riswandi (2016) Affirms that using YouTube videos during the course can assist learners to learn new words, aid them in pronouncing terms, and facilitate obtaining the notion to make English sentence. Furthermore, it provides learners with motivation to learn English.

Many researchers have tried to shed light on the key role of YouTube videos in enhancing the teaching-learning process. Terantino (2011, p. 3) stated that “YouTube offers fast and fun access to language and culture-based videos and instruction from all over the globe”. Another study by Barrs (2012) pointed out that YouTube plays a major part in the cross-cultural competence, as it enables people from various cultures to upload videos. Furthermore, Alastuey (2011) claims that YouTube videos have a crucial function in enabling students to talk and communicate with their classmates and teachers in the classroom when they watch videos and understand the topic.

YouTube videos are considered supplemental resource that assists students to improve their speaking skill, learn complex concepts, and understand the course work better.

Furthermore, with the use of YouTube videos as an instrument for teaching, teachers can manage time more efficiently, focus on students' learning capacities, and connect the classroom to the real world.

3-3- Future Hopes for Using YouTube Videos in Education:

In the traditional method of English teaching, the teacher is the only source of knowledge, his main purpose is to prepare students to pass the exams and get good grades. Learners might be well versed in theoretical subjects of learning, but lack the practical skills necessary to excel in the real world situations. These characteristics of old educational system do not seem suitable for generation of EFL learners who grew up in the digital age.

The age of technology requires some modifications in the scenario of teaching style and methods. Several studies have focused on the use of educational technology tools such as YouTube to adapt to the broad scope of educational innovation. YouTube videos offer limitless opportunities to make the learning process more fun, facilitate teaching, and develop the students' learning autonomy levels.

Albahlal (2019) showed in his study that teachers of English language have affirmative perceptions of using YouTube to improve learners' speaking performance. It instructs learners to guess the sense of new terms and develop the listening comprehension ability. Arianti et al. (2018) added that the use of YouTube Videos as instrument for teaching speaking during the course can relish the learning process and can be made into several teaching activity for instance role-playing, discussion, and problem solving which cover personalized learning.

YouTube videos allow EFL learners to view English from another perspective and expand their understanding of English as a global language that they had been inappropriately informed about in their traditional learning. In addition, they can maintain the balance of theoretical and practical learning. Furthermore, YouTube videos assist the students to enhance their speaking skill in three parts: accuracy and overall performance, and fluency.

4- Definition of Podcasts:

Podcasts are a type of digital content, which provides numerous categories of audio and video programs that contain a record. It requires access to the Internet and the use of technological devices. Furthermore they are available for everyone to download or upload. Furthermore, “podcasts can be used with a variety of digital audio formats and play on almost any MP3 player or portable digital audio device - as well as any brand of desk-top computer or laptop.” (Meng, 2005, p. 1).

4-1- History of Podcasts:

Podcasts, preliminarily known as “audio blogs”, has its roots dating back to the 1980s. With the arrival of broadband internet access and movable digital audio playback bias similar as the iPod, podcasting began to catch hold in late 2004. (Hamersley, 2004)

The first notion of what would develop into podcasting was drafted by the author, Tristan Louis in 2000. This notion suggested the theoretical scope for modifying the RSS (Really simple syndication) specialization to deliver data files. The author of the RSS format, Dave Winer, evolved the practical specializations for another component termed “enclosure” which would replace the URL of a data file by a RSS aggregator for download. The podcaster Adam Curry was the one who assisted and enhance the means. Furthermore, The Daily Source Code was the first podcast and was produced in August 2004. Finally, Ron Bloom, along with Curry started the company Podshow, devoted to assisting individuals learning understand how to podcast, publish podcasts, and find podcasts for entertainment (History of Podcasting, 2006).

4-2- How Podcasts Work:

Indeed, it is easy to use a podcast since it simply only requires an internet connected device, such as: smartphone, computer, or tablet. Spotify, Apple podcasts, Stitchery, Podbean, and Sound Cloud are among the most popular websites and apps for podcasts, the user just needs to decide which one is the best fit.

On an Android phone, the user must search for “Spotify” or any other podcast app in the play Store app and install it. Once the app is installed, the user should open it, type the name of the podcast he wants in the search box, and select the podcast from the search results, the later will take the user to the home page of the podcast that provides a list of the latest episodes. In the last step the user is required to tap on the episode he likes to play it.

On an iPhone or iPad the user must search for” the Apple podcasts app” in the app store and download it. Once the app is downloaded, the user should open it, type the name of the podcast he wants in the search box, and select the podcast from the search results. The later will take the user to the home page of the podcast that provides a list of the latest episodes. In the last step, the user is required to tap on the episode he likes to play it.

The user can listen to podcasts easily on a web site from a web navigator on a phone or from a computer. All he needs is finding the player of “SoundCloud "or any other podcast website, and clicking play to listen to the podcast he wants.

4-3- Types of Podcasts:

Bannet (2007) categorized the types of Podcasts according to the content of files. He claimed that the most popular forms for podcasting are audio or video; however the files could be of any type of file including images and PDF. The following are the major types of podcasts:

4-3-1- Audio only: it is an audio program, similar to the radio. They are usually in MP3 format. This is a common form of podcasting and they are facile to create and listen to. It requires a small storage space. (Best type of the file is MP3).

4-3-2- Audio and image: known as enhanced podcasts. The familiar educational form is PowerPoint presentation with an audio attachment. The size of its file is small compared with video. (The best type of the file is M4A, or M4B).

4-3-3- Video: they are similar to the TV, the size of its file is large. (The best type of file is M4V).

4-4- Podcasting in Education:

Advanced technologies frequently has severe influence on education, and podcast is no exception. Many researchers have stated that podcasts can be an effective educational tool, especially in foreign language classes.

Bahadorfar and Omidvar (2014) stated that podcasts enable learners to utilize their environmental based program for didactic objective in which it allows to shift from the conventional face to face teaching without Spoiling teacher and students relationship. Additionally, Fernandez et al. (2009) claim that podcast improves the relationship between students and teachers. Integrating podcasts in learning process enables teachers to rotate their instruction methods and aid learners to feel belonging and included to educational world.

Podcasting in education is the current trend. One of the significant didactic advantages provided by educational podcasting is the opportunity to study through listening. Since 85 % of our learning arise from listening, podcasting in education must be viewed as a vital part of learning in the classroom. Learners may encounter obstacles when it comes to reading through mental disabilities. For instance: Dyslexia, and podcasts can provide a strong support for this. It promotes mindful thinking, which can reduce anxiety and depression in learners.

4-5- Advantages of Using Authentic Podcasts in EFL classroom:

Since authentic podcasts are not mainly created for the EFL classroom, they are original sources of the use of language in the real situation and beneficial for language learning, For that reason language learning has been considered as one of the branches about to get assistance from fast podcasting process. Many recent studies on podcasting have already confessed its effectiveness and have documented numerous proofs that podcasts can tremendously assist and enhance learners' Language skills, mainly in in improving learners' listening an speaking skills. Vyas and Patel (2015, pp. 102-102) stated that podcasts allow teachers and students to:

- Share information with anyone at any time.
- Absentees can get access to missed lectures by downloading the podcast of the recorded lesson.
- Getting access to lectures of experts that may not be available because of geographical or other reasons.
- It can be a tool for teachers or administrators to communicate curriculum, assignments, and other information with parents and others.
- Teachers can record discussions, vocabulary, interviews, and debates.
- Students as well could create their own podcasts like recording oral presentation, activities, thoughts, and other points of interest.

Authentic podcasts in EFL classroom are an innovative method to enhance learning not just in listening and speaking but also in other language skills and areas for instance: pronunciation, grammar and vocabulary. Podcasts provide learners with activities to practice their listening comprehension, which encompasses the various procedures involved in comprehending spoken language. These include: understanding the meaning of complex terms, recognizing speech sounds, and improving listeners' ability to speak.

4-5-1- Authentic Language.

Authentic language is a vital component of language learning which provides numerous sources of knowledge that are not specifically created for EFL learners but can be used to teach the foreign language in order to make the learning process more engaging, bring creativity to the classroom, and promote the learners' oral proficiency.

Podcast is one of the effective sources of authentic English language instruments that assist learners to imitate native accent and accelerate their learning. The podcast provides the teachers as well with opportunities to transfer knowledge in a modern interactive method in order to enhance the teaching and learning process.

4-5-2- Improving Speaking Skill.

Oral proficiency is one of the most challenging skills to master. Many undergraduate learners who study English as a foreign language are unable to speak and use language correctly (Alsalihi, 2020, p. 19). With the growing emphasis on the integration of technology in EFL classrooms, digital resources have gained more importance. Among different digital resources, podcast is an effective and innovative medium that can encourage learners in improving speaking performance especially fluency and pronunciation. This notion has been discussed by Dan Schmit (2005, p. 8) who stated that educators are as starting points to see how podcasting can help students' vocabulary, writing, editing, public speaking, and presentation skills. Students can also learn skills that will be valuable in the working world, such as communication, time management and problem-solving.

Podcasts providing students with opportunities to memorize new vocabulary and enhance their capacity to speak. Giving students lists of words to memorize and be tested on is inefficient and boring because most of students memorize the list of words for the test and forget half of them after passing the exam. It is preferable to give students the chance to memorize words that they have learned in context. Podcasting is a teaching aid that can provide that context, and assist the learner make words stick in his mind and use them in conversation.

4-5-3- Enhancing Motivation.

Motivation has been called the “neglected heart” of language teaching. The level of motivation of students and teachers differ according to the level of engagement. One method to boost engagement in English language classroom is to introduce podcast as a fundamental tool utilized to impart education in a new interactive way to improve the teaching and learning process. Tryanti et al. (2018) affirm that podcast has Considerable influence on learners' listening comprehension, and raised student's motivation to learn English.

Podcast represents a familiar tool that is used for entertainment, and can provide some of the necessary factors and conditions to the learning environment of EFL learners, including: increasing their attention, focus, and interaction with peers and teachers. It can also be used to increase the motivation of students to learn English. Since motivation is the key to successful teaching, podcast can be the motivational tool the teachers need to be passionate about teaching, dedicate more time to students, and impart education in a new interactive way to improve the teaching process.

4-6- Oral Production in EFL Classes:

Oral production is a key factor in creating successful communication. In fact the process of communication is crucial because it assists learners to understand each other and takes place around us in every time, situation, and place including classroom. Classroom is a place where students interact and communicate with their teachers and peers. During educational process, knowledge is transmitted from teachers to students. Thus good communication is needed to ensure the transfer of learning in the classroom.

1-6-1- The Use of Podcasts to Improve EFL learners' oral proficiency.

Today, many learners encounter numerous requirements to be successful in any field substantially in foreign language learning. They have to show a good level in their communicative capacities that enable them to have further opportunities to bring successful learning process. Improving EFL learners' oral proficiency, means improving the skills and knowledge which go into speaking and listening. Unfortunately, Most EFL learners do not have enough opportunities to practice speaking. As they live where English is not the first language, opportunities to ameliorate their oral communicative skills are reduced.

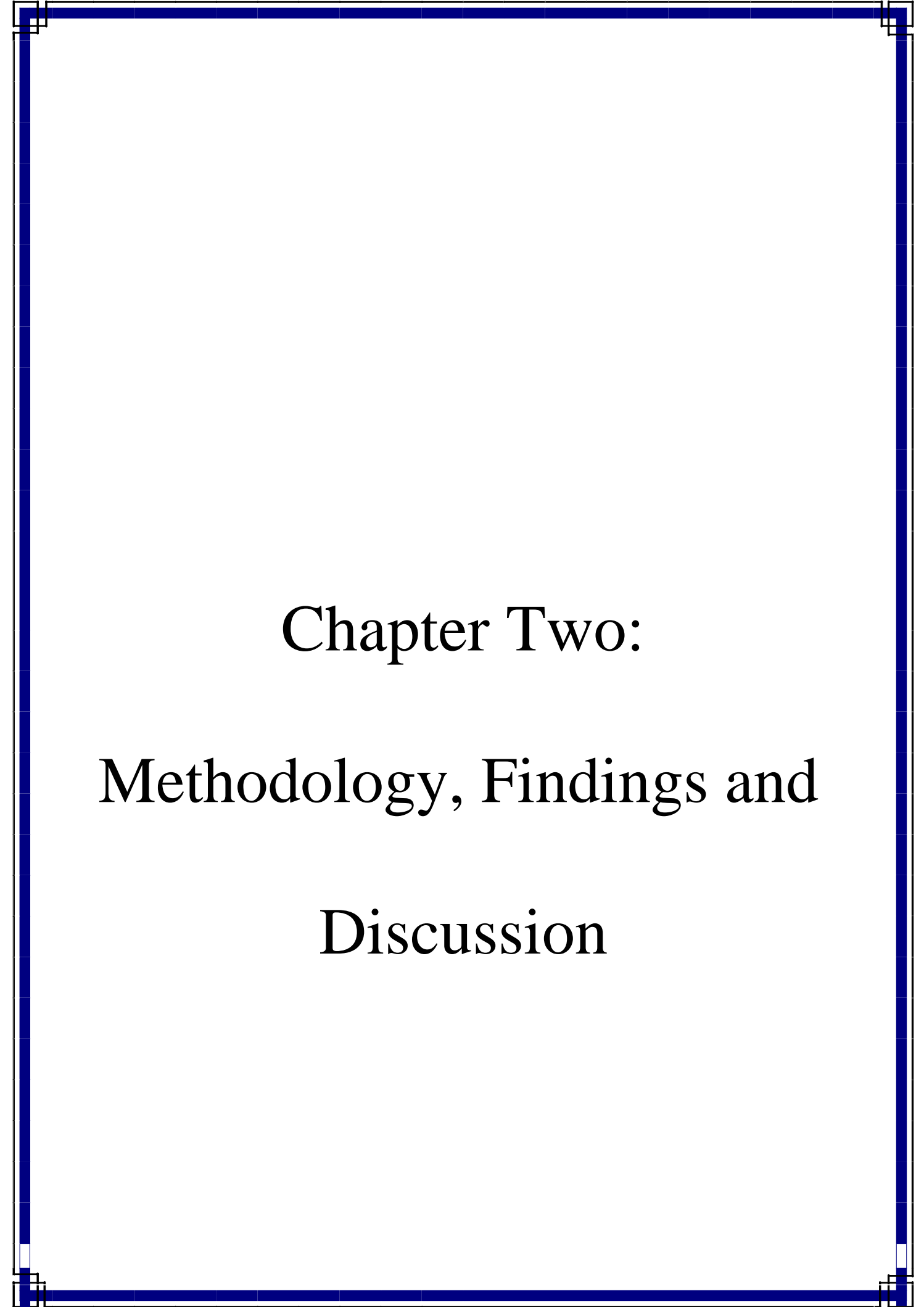
Communicative Language Teaching is grounded on the notion that students are required to be involved in oral communication situations. To achieve this aim, an innovative and effective teaching aid is needed. Sze (2006) states that Podcasts is the innovative means that can meet the Learners' and classroom requirements. Edisingha (2007) adds that by utilizing podcasts, the learners found it facile to access listening practice because podcasts

assist them to ameliorate their oral presentation skills as well. Moreover, Fitria et al. (2015) claim there are fundamental differences in the development of skills in oral perception and production among learners who used the podcast and those who did not.

Listening to native English podcasts provides students with opportunity to acquire the language instead of learning it. Frequent exposure to native English provides the students with numerous examples of proper ways to understand, structure and produce sentences. It assists the students to make expectations about what seems correct and what does not. Then, when speaking, the students can rely on these examples to build oral language skills.

4-7- Conclusion:

It can be said that the lack of good speaking skills is a common obstacle encountered by most EFL learners. One of the factors that can improve EFL learners' oral proficiency is the integration of YouTube videos and audio podcasts. Since technology is becoming more widespread and the instructional process is taking advantages from this spread. Podcasts and YouTube are effective and innovative teaching aid that have showed good outcomes at the students' speaking proficiency level and achieve great efficiencies in teaching foreign language.



Chapter Two:

Methodology, Findings and
Discussion

Introduction

Whereas the previous chapter tackled the theoretical background of the research study, this one shed light on the methodology framework followed to carry out the current research. This chapter consists of four sections. The first section describes the structure of the research (the method, the research population, the sample, and data collection tool). The second section focuses on data analysis. The third section provides a discussion of the findings. Finally, limitations and recommendations are provided.

1. Research Methodology and Structure:

This section is devoted to the research methodology and structure. It provides detailed account of research method, research setting, population, sampling, and data collection tool.

1.1. Research Method:

This research work investigates the effect of using YouTube videos and audio podcasts imitation on EFL learners' oral proficiency. The current research is a descriptive study that uses a quantitative approach and adopts a survey as a research method in order to answer the research question. A survey research is defined as a method adopted for descriptive research to get responses of a sample on a number of particular questions. (Williem E. S. & Irmtraud N. G, 2007, p. 4).

1.2. Research Tool:

An online questionnaire was used as a research tool to collect quantitative and qualitative data. One of the most effective tools of data collection is using questionnaire. Research "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." (Brown, 2001, p. 6). The questionnaire consists of 19 closed-ended items that explore learners' attitudes towards the use of YouTube and audio podcasts to develop their speaking skill.

The researchers designed the questionnaire structure and content after reviewing previous related literature and with the aid and guidance of the supervisor.

1.3. The Setting:

The study was conducted at English language department of M'sila University during the second semester of the academic year 2021/2022.

1.4. Research Population and Sampling:

The questionnaire was administered to Master one Linguistics EFL students of M'sila University as the targeted population (128 students). The study selected Master one students since they are more familiar with using pedagogical technologies and they seek to develop the speaking skill more than learners of other levels do. In addition, Linguistics' students are more aware of the speaking difficulties as their specialty tackles such items of language concepts. The sample of the study includes 71 EFL students who were selected randomly from Master one Linguistics specialty whereas 16 participants are males and 55 participants are females.

1.5. Description of Students' Questionnaire:

The online questionnaire was delivered to EFL students who study Master one linguistics to investigate the advantage and effect of YouTube videos and audio podcasts imitation on their speaking ability. The first section of the questionnaire, which is entitled by the 'background information', consists of four close-ended questions and describes the participants' information. The second section, which is entitled by 'students' perception towards the oral proficiency', consists of five close-ended questions and it enquires the participants about the importance of speaking ability for them and the difficulties they face when developing this skill.

The third section, which is entitled by ‘the effect of using of YouTube videos and audio podcasts imitation on the oral proficiency’, consists of ten closed-ended questions and explore how the speaking skill can be promoted by using authentic materials such as YouTube videos and audio podcast to imitate native speakers.

2. Data Analysis and Interpretation:

2.1 Analysis Tools:

As mentioned above, the researchers collected data with the use of a questionnaire. After receiving participants’ answers to the questionnaire, this data needs to be analysed and interpreted in order to obtain outcomes that assist to answer the research question. The researchers used Microsoft program (Excel) and statistical tools (percentage and frequency) to describe and analyse collected data.

2.2. Analysis and Interpretation:

The questionnaire’s data is analysed and the findings are tabulated as under. Frequencies and percentages are calculated for analyses.

2.2.1. Background Information.

The following table and graph provide information about the participants' gender

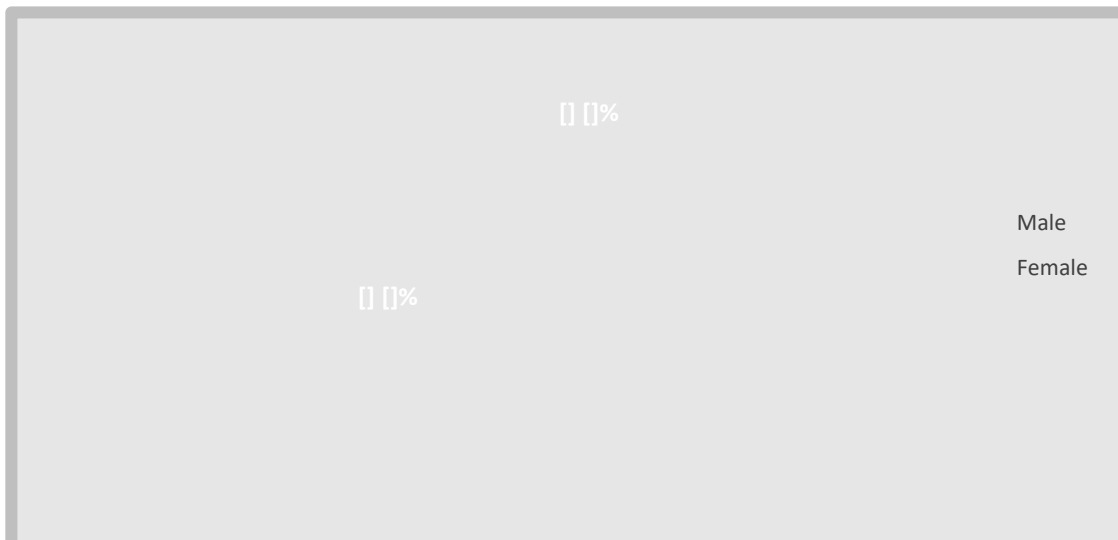
Table 01

Participants' Gender

Gender	Frequency	Percentage
Male	16	22,5 %
Female	55	77,5 %
Total	71	100 %

Graph 01

Participants' Gender



The table above reveals that the number of female participants was more than the males. From the total number of sample participants, which is 71 students, 55 females responded the questionnaire (77.5%) whereas the number of males who answered the questionnaire was only 22 students, which make a percentage of 22.5%. This is understandable because females are the majority of students in the English language department at M'sila University as they prefer to study languages to other fields.

The following table and graph provide information about the years spent by participants in studying the English language.

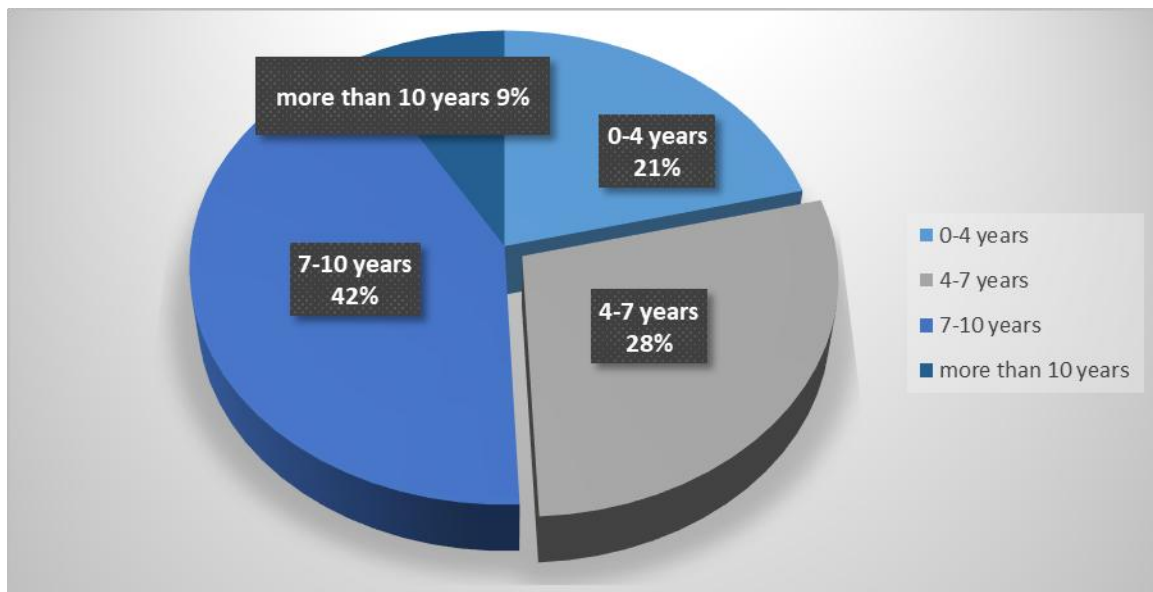
Table 02

Participants' Period Spent in Studying the English Language

Years spent in studying English language	Frequency	Percentage
4 years	15	21.12 %
4-7 years	20	28.16 %
7-10 years	30	42.25 %
More than 10 years	6	8.45 %
Total	71	100%

Graph 02

Participants' Period Spent in Studying the English Language



It is clear from the table above that the majority of participants have a long experience in studying the English language. Thirty of the respondents have been studying English for a period between 7 and 10 years (42 %), while 20 of them have an experience between 4 and 7 years (28%). The participants who have been studying English for 4 years are 15 students (21%), and only 6 students (9%) have spent more than 10 years. Thus, the participants are aware of the English learning process and they are able to answer the questionnaire items.

The following table and graph illustrate respondent's choice of learning the English language at university.

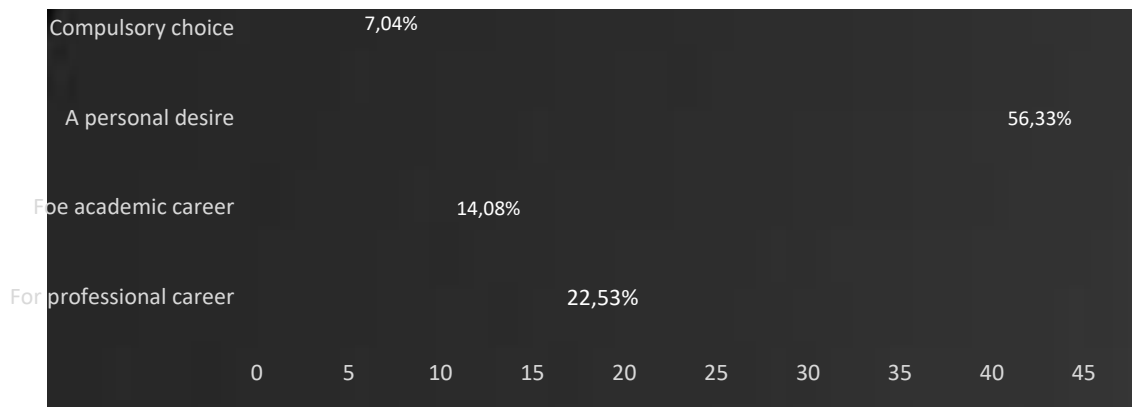
Table 03

Respondents' Choice of Learning English Language at University.

Choice of studying English	Frequency	Percentage
For professional career	16	22.53 %
For academic career	10	14.08 %
For personal desire	40	56,33 %
Compulsory choice	5	7.04 %
Total	71	100 %

Graph 03

Respondents' Choice of Learning English Language at University.



The table illustrates that the majority of respondents (40 students) selected to study the English language as a choice at the university (56 %). while 16 students chose it for professional career (22 %). The number of students who opted for this speciality for academic career was 10 students making up a percentage of 14 %. The English language was a compulsory choice for only 05 participants (7 %). Studying the English language speciality was a personnel desire for most of the respondents because they wanted to acquire a new language that can aid them to succeed in their professional and academic career.

The following table and graph investigate if the participants are comfortable with using the English language as a medium of communication

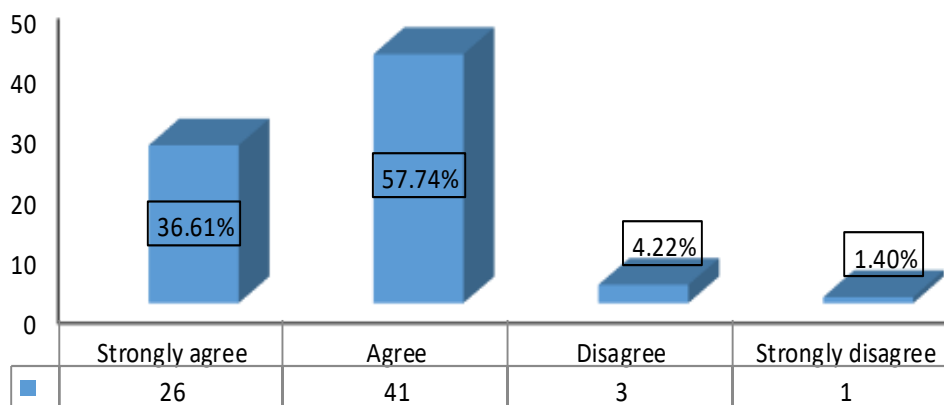
Table 04

Participants' Attitude towards Communicating with the English Language

you are comfortable using English as a medium of communication	Frequency	Percentage
Strongly agree	26	36.61 %
Agree	41	57.74 %
Disagree	3	4.22 %
Strongly disagree	1	1.40 %
Total	71	100 %

Graph 04

Participants' Attitude towards Communicating with the English Language.



In this question, participants were asked to comment on the item “you are comfortable with using English as a medium of communication”. The statistics above show that 36 % of students strongly agreed and 57 % of them agreed with this claim. However, 03 participants disagreed (4 %) while one student strongly disagreed (1 %). Given the fact that the participants are EFL learners, these results could be considered natural. Moreover, English language enables them to communicate with a wide range of people around the world.

2.2.2. Students' Perception Towards the Oral Proficiency.

The following table and graph display answers of the participants about the most important skill for them

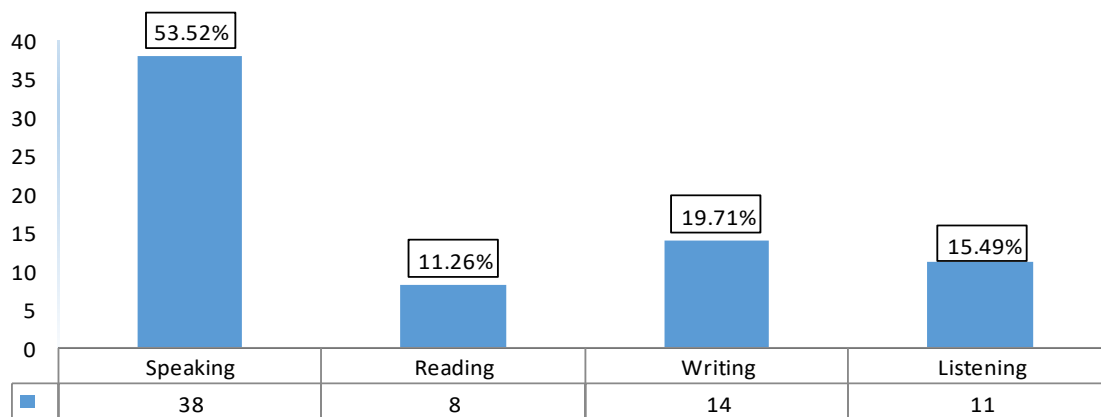
Table 05

The most Important Skill for the Respondents.

The most important skill	Frequency	Percentage
Speaking	38	53.52 %
Reading	08	11.26 %
Writing	14	19.71 %
Listening	11	15.49 %
Total	71	100 %

Graph 05

The most Important Skill for the Respondents.



It is clear from the table above that the speaking is the most dominant skill for participants (53 %). This result was expected since speaking is the main medium of communication between people. Writing and listening came next with percentages of 19 % and 15 % respectively. Learners are interested in the study of writing as it aids them to success in exams of their academic study. Unfortunately, learners do not focus on listening although it is very important to develop their language comprehension. Only 11% of participants selected the reading skill. EFL learners do not give the reading skill great importance.

The following table and graph represent the assessment of participants to their oral proficiency.

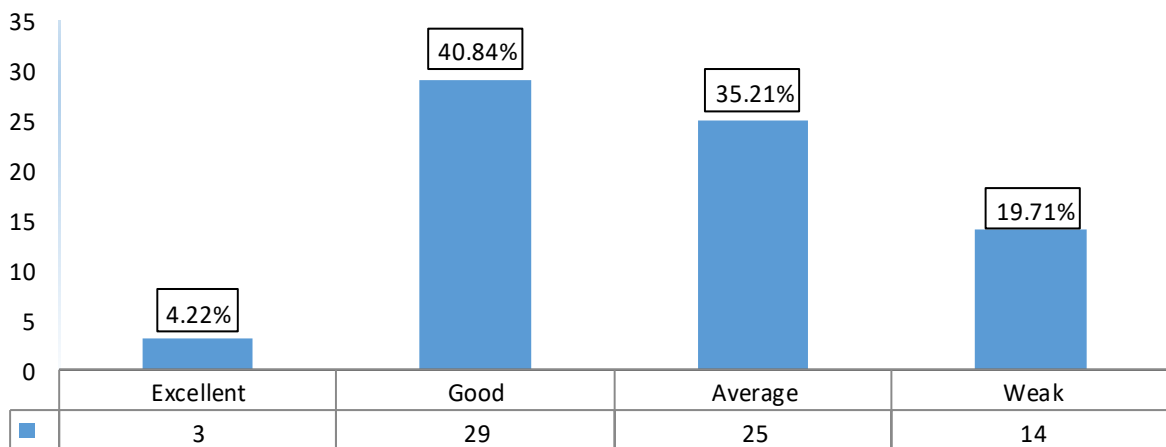
Table 06

Assessment of Participants to their Oral Proficiency.

How do you assess your oral proficiency level	Frequency	Percentage
Excellent	3	4.22 %
Good	29	40.84 %
Average	25	35.21 %
Weak	14	19.71 %
Total	71	100 %

Graph 06

Assessment of Participants to their Oral Proficiency



The results show that 40 % and 4 % of participants assessed their oral proficiency level as being good and excellent respectively. However, 35 % of respondents evaluated their level to be average while 19 % of them considered themselves weak in speaking. More than half of the student said that they had an average or weak speaking performance and this could make difficulties for them when they engage in communication.

The following table and graph measure the importance of developing the oral proficiency for EFL learner .

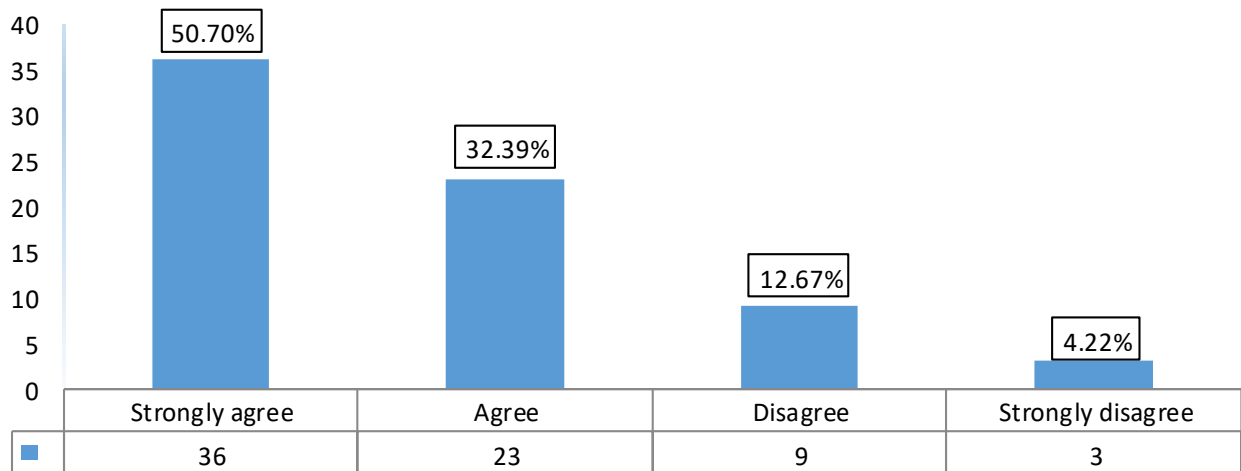
Table 07

The Importance of Oral Proficiency for EFL Learners.

It is important for EFL learners to develop their oral proficiency	Frequency	Percentage
Strongly agree	36	50.70 %
Agree	23	32.39 %
Disagree	9	12.67 %
Strongly disagree	3	4.22 %
Total	71	100 %

Graph 07

The Importance of Oral Proficiency for EFL Learners.



Half of the respondents strongly agreed and 32 % of them agreed on considering oral proficiency a very important skill. Students recognize that interaction with people who speak English cannot be achieved without enhancing their speaking skill. Only 12 % agreed and 4 % disagreed with this claim, this does not mean that participants neglect this skill but they consider the four skills to be equal in the importance.

The following table and graph represent the ways used by EFL learners to practice the English language.

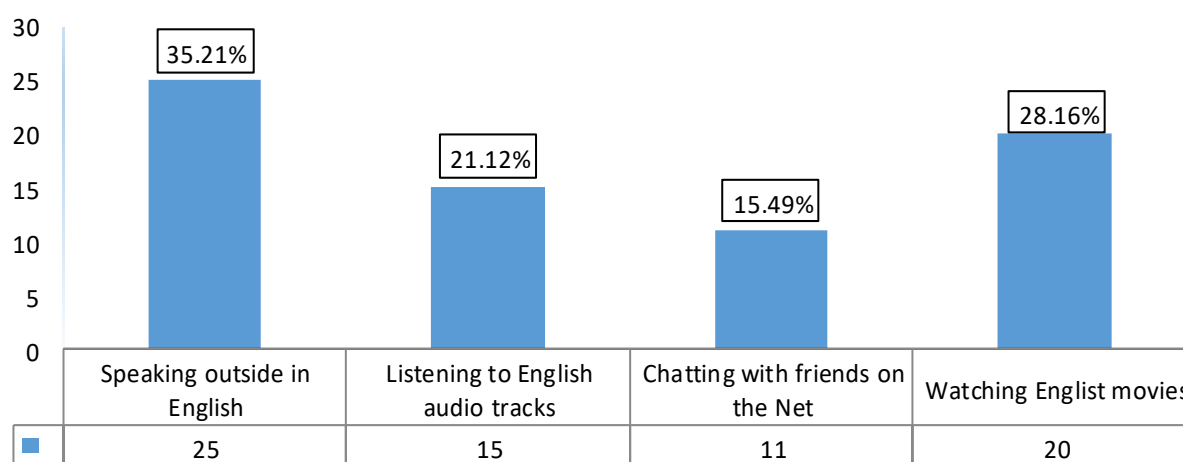
Table 08

The Ways that EFL Learners Use to Practice English.

Ways used to practice English	Frequency	Percentage
Speaking outside in English	25	35.21 %
Listening to English audio tracks	15	21.12 %
Chatting with friends on the Net	11	15.49%
Watching English movies	20	28.16 %
Total	71	100 %

Graph 08

The Ways that EFL Learners Use to Practice English.



According to the percentages provided in the table, 35 % of participants stated that output production is the most effective way to practice the English language. Therefore, they argued that speaking to people outside the classroom could improve their language competence. In addition, 28 % of respondents find watching English movies very useful for understanding the language in context while 21 % of them listen to audio tracks to enhance the input comprehension. Moreover, 15 % of students selected chatting with friend to practice their language knowledge.

The following table and graph illustrate obstacles that hinder EFL learners from speaking in English.

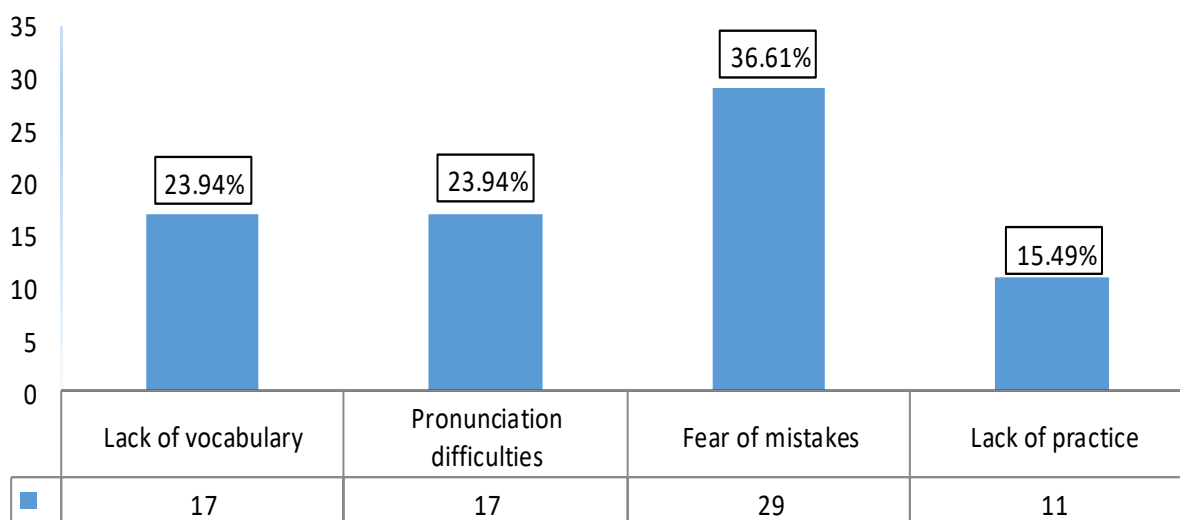
Table 09

Difficulties that EFL Learners Encounter when Speaking in English

Difficulties when speaking in English	Frequency	Percentage
Lack of vocabulary	17	23.94 %
Pronunciation difficulties	17	23.94 %
Fear of mistakes	26	36.61 %
Lack of practice	11	15.49 %
Total	71	100 %

Graph 09

Difficulties that EFL Learner Encounter when Speaking in English



Fear of mistakes was considered as the first barrier that prevents participants to speak in English (36 %). Pronunciation difficulties and lack of vocabulary items shared the same rank (24 %) as factors that cause speaking breakdown. Moreover, 15 % of participants affirmed that difficulties of speaking in English are due to the lack of practice. The results indicate that many factors prohibit learners to improve the speaking skill.

2.2.3. The Effect of Using of YAPI on the Oral Proficiency.

The following table and graph explore how often the participants use YouTube videos for educational purposes.

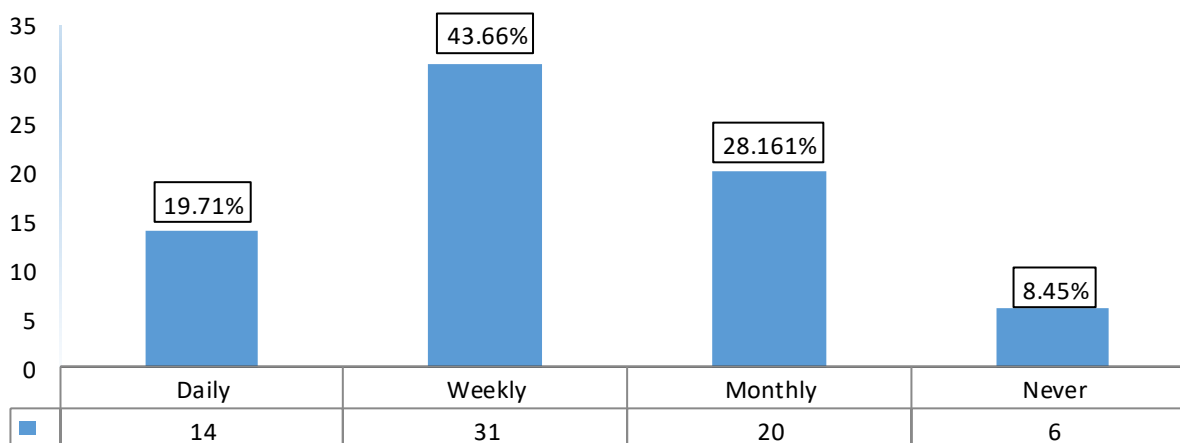
Table 10

The Frequency of Using YouTube Videos for Educational Purposes.

Frequency of using YouTube videos	Frequency	Percentage
Daily	14	19.71 %
Weekly	31	43.66 %
Monthly	20	28.16 %
Never	6	8.45 %
Total	71	100 %

Graph 10

The Frequency of Using YouTube Videos for Educational Purposes.



The data of the table show that a remarkable number of the participants are acquainted with the use of YouTube for educational purposes. As displayed, 19 % of the respondents used YouTube everyday whereas 43 % and 28% of them used it weekly and monthly respectively. However, 8 % of the participants never use YouTube for education. Participants depend on YouTube to expand their language knowledge as it contains useful material that help them in enhancing the different aspect of language.

The following table and graph explore how often the participants use audio podcasts for educational purposes.

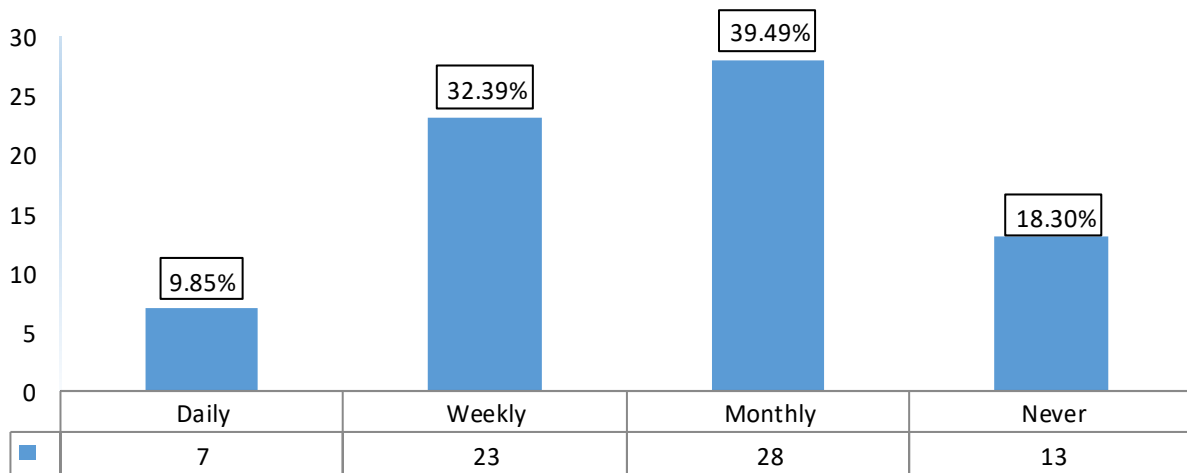
Table 11

The Frequency of Using Audio Podcasts for Educational Purposes.

Frequency of using audio podcasts	Frequency	Percentage
Daily	7	9.85 %
Weekly	23	32.39 %
Monthly	28	39.49 %
Never	13	18.30 %
Total	71	100 %

Graph 11

The Frequency of Using Audio Podcasts for Educational Purposes.



As the statistics represent, only 9 % of the participants use audio podcasts every day. Students who use audio podcast weekly and monthly are 32 % and 39 % respectively, while 18 % of respondents never use podcasts. This can be explained as the majority of podcasts are not broadcasted everyday but either weekly or monthly. Audio podcasts are less used by EFL learners than YouTube videos because podcasts are not collected in one site like YouTube.

The following table and graph include answers of students who were asked about the extent that watching YouTube videos motivate them to learn English

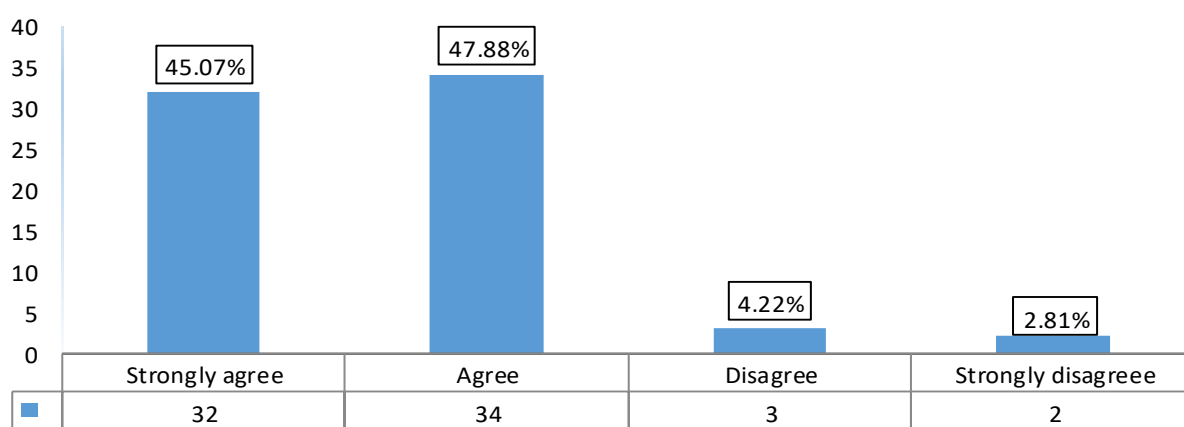
Table 12

Watching YouTube Videos Learning English.

Watching Youtub videos help to learn English	Frequency	Percentage
Strongly agree	32	45.04 %
Agree	34	47.88 %
Disagree	3	4.22 %
Strongly disagree	2	2.81 %
Total	71	100 %

Graph 12

Watching YouTube Videos and Learning English.



As far as the results obtained, 45 % and 48 % of respondents strongly agree and agree respectively on the claim that watching YouTube videos aid them to learn English. Students who do not regard YouTube videos useful for learning (6 %) seem to be more inclined to the traditional way of learning.

The following table and graph contain answers of respondents who were asked about how much does listening to audio podcasts help them to learn English.

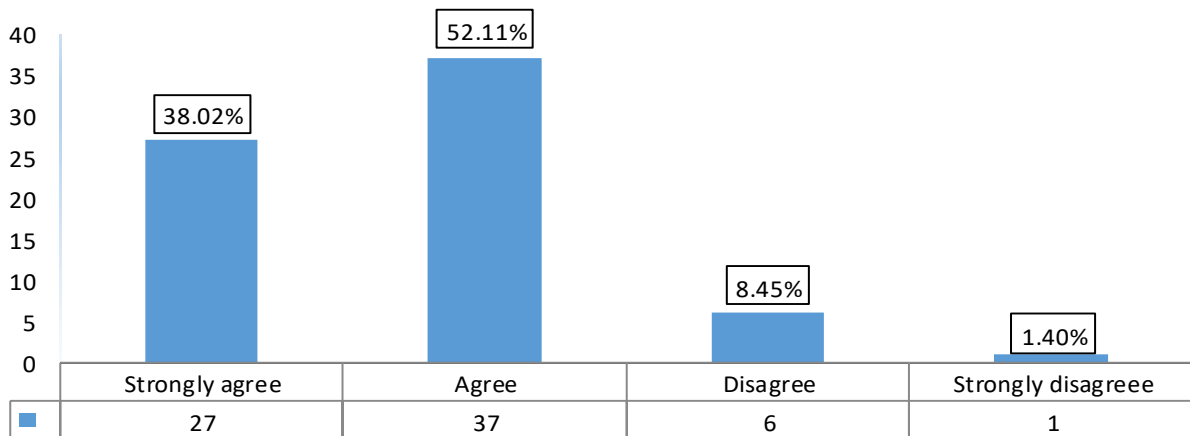
Table 13

Listening to Audio Podcasts and Learning English.

Listening to audio podcasts help to learn English	Frequency	Percentage
Strongly agree	27	38.02 %
Agree	37	52.11 %
Disagree	6	8.45 %
Strongly disagree	1	1.40 %
Total	71	100 %

Graph 13

Listening to Audio Podcasts and Learning English.



According to the table, the majority of participants stated that audio podcasts help them to learn English (91 %). Only 9 % of them did not agree with this idea. It is very clear that audio podcast are authentic materials for developing different aspects of language including vocabulary, pronunciation, grammar, and especially listening comprehension.

The following table and graph display answers of respondents to the item ‘Imitation of native speakers contributes effectively in developing oral proficiency’.

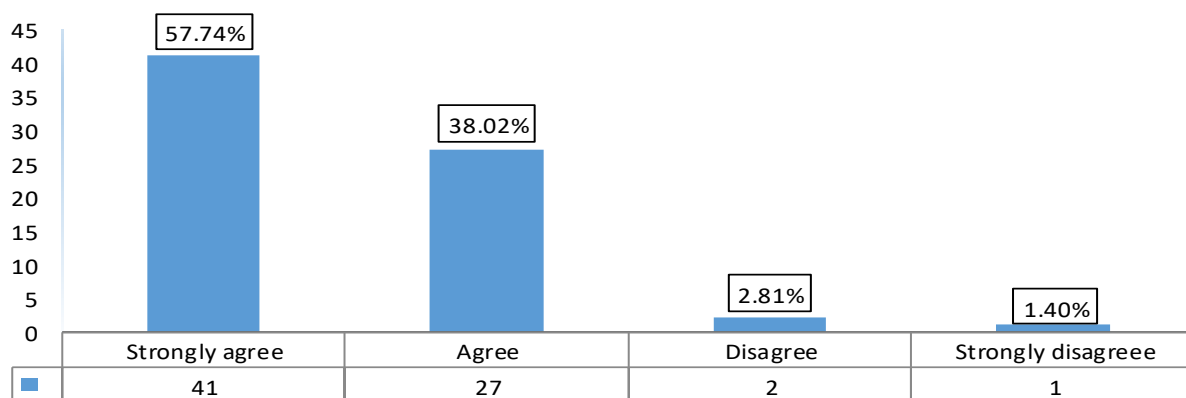
Table 14

Students’ Use of Imitation to Develop their Oral Proficiency

Imitation of native speakers contributes effectively in developing oral proficiency	Frequency	Percentage
Strongly agree	41	57.74 %
Agree	27	38.08 %
Disagree	2	2.81 %
Strongly disagree	1	1.40 %
Total	71	100 %

Graph 14

Students’ Use of Imitation to Develop their Oral Proficiency



This question measures the participants’ attitude towards using imitation of native speakers to improve their oral proficiency. The statistics reveal that participants who strongly agree and agree on the claim were 57 % and 38 % respectively. Only 03 respondents had opposite opinions. Approximately, all participants considered the imitation of native speakers to be a reliable and efficient approach for enhancing the speaking skill.

The following table and graph contain answers of respondents who were asked if the best way to imitate native speakers is to use the internet.

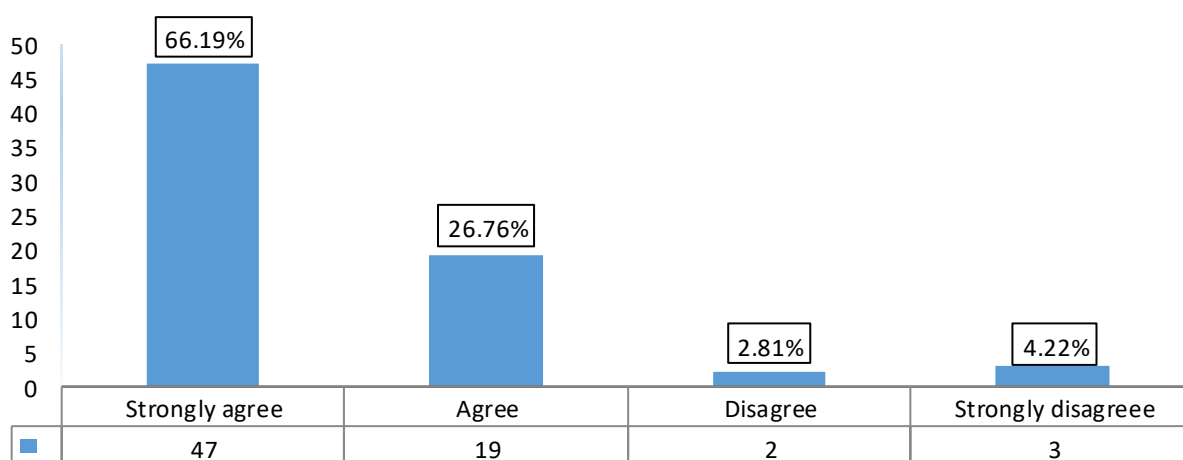
Table 15

Answers about Using the Internet to Imitate Native People

Using the internet is the best way to imitate native speakers	Frequency	Percentage
Strongly agree	47	66.19 %
Agree	19	26.76%
Disagree	2	2.81 %
Strongly disagree	3	4.22 %
Total	71	100 %

Graph 15

Answers about Using the Internet to Imitate Native People



The table indicates that 66 % of the respondents strongly agree and 26 % of them agree on the idea that best way to imitate native speakers is to use the internet. In the other hand, 2 % disagree and 4 % strongly disagree on this claim. Learners highlighted the importance of using the internet as medium to expose to native speakers.

The following table and graph represent opinions of participants when they were asked if YAP help them to imitate native speakers.

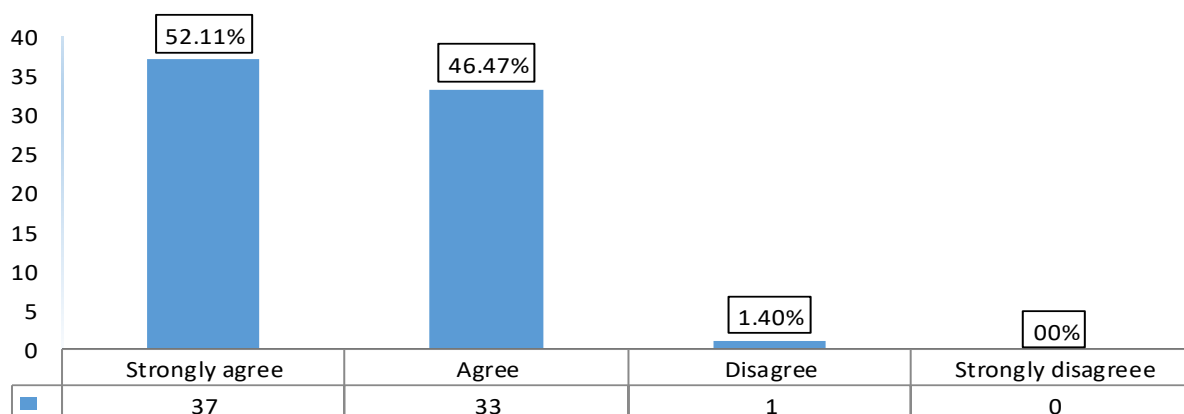
Table 16

The Effectiveness of Using YAP to Imitate Native Speakers.

YAP help you to imitate native speakers.	Frequency	Percentage
Strongly agree	37	52.11 %
Agree	33	46.47 %
Disagree	1	1.40%
Strongly disagree	0	00 %
Total	71	100 %

Graph 16

The Effectiveness of Using YAP to Imitate Native Speakers.



The results obtained denote that 52 % of respondents strongly agreed and 46 % agreed on considering YAP useful materials for imitating native speakers. Only one participant disagree on this claim. Without being astonished, EFL learners find YAP rich resources in which native speakers introduce authentic input for imitation.

The following table and graph measure the advantage of YAP in improving learners' vocabulary, accuracy, pronunciation and fluency.

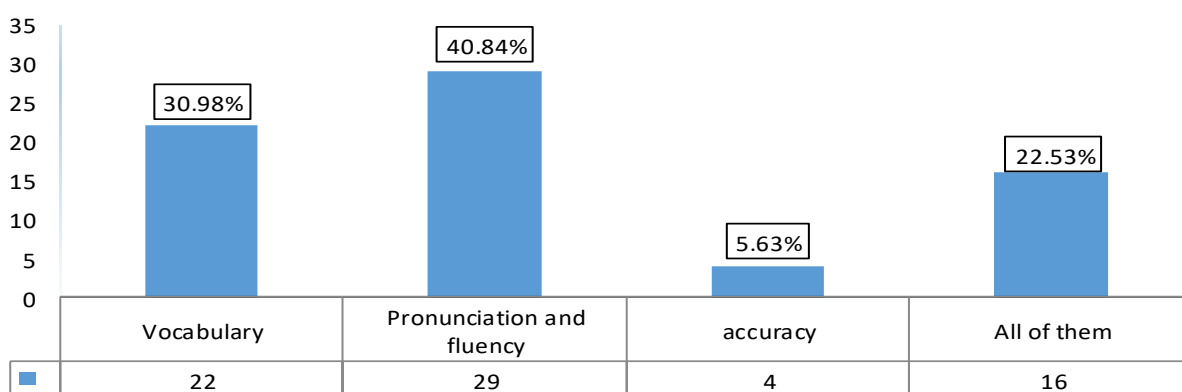
Table 17

The Effectiveness of YouTube and Audio Podcast in enhancing Sub-skills of Speaking.

What YAP help you to improve	Frequency	Percentage
Vocabulary	22	30.98 %
Pronunciation and fluency	29	40.84 %
Accuracy	4	5.63 %
All of them	16	22.53 %
Total	71	100 %

Table 17

The Effectiveness of YouTube and Audio Podcast in enhancing Sub-skills of Speaking.



This question undertakes the discussion of the effectiveness of using YAP materials on improving the speaking sub-skills. The findings show that 40 % of respondents regarded these materials as beneficial for promoting their pronunciation and fluency while 30 % of participants stated that the number of their vocabulary items increased by using these materials. A part from the sample, which is described by the rate 5%, indicated that accuracy could be enhanced by using YAP while 22 % opted for all sub-skills.

The following table and graph display opinions of respondents about the claim that YAPI aids them to practice speaking in English.

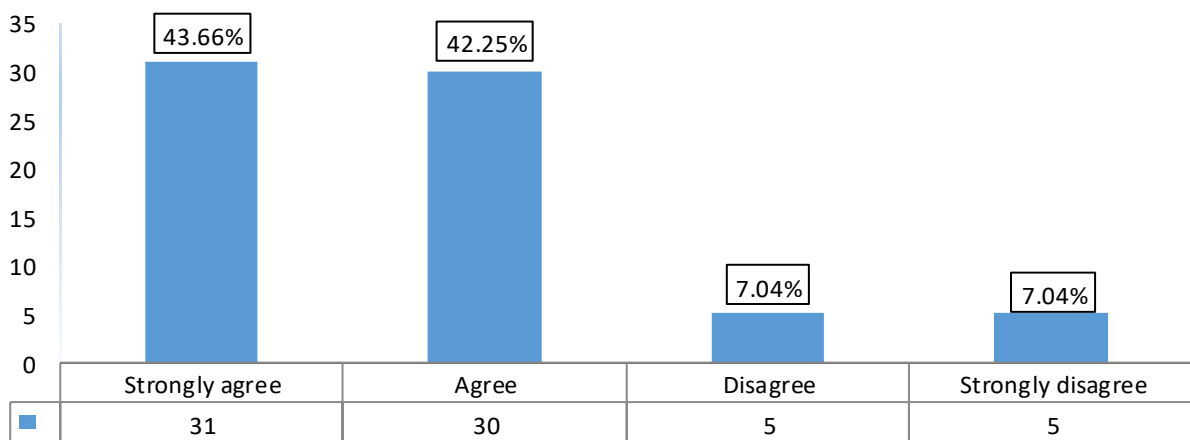
Table 18

The Aid of YouTube Videos and Audio Podcasts Imitation in Practice Speaking

YAPI helps you to practice speaking in English	Frequency	Percentage
Strongly agree	31	43.66 %
Agree	30	42.25%
Disagree	5	7.04 %
Strongly disagree	5	7.04 %
Total	71	100 %

Graph 18

The Aid of YouTube Videos and Audio Podcasts Imitation in Practice Speaking



This question was devoted to know if imitation of native speakers help them to practice English. In this context, a significant percentage (86%) of respondents strongly agreed and agreed on the claim that YAPI aid them to practice English, while participants who disagreed or strongly disagreed on this claim share the same rate (7 %). It is clear that EFL learners considered YAPI as effective strategy for practicing English.

The following table and graph represent respondents' answers about the benefit of using YAD in developing their oral proficiency.

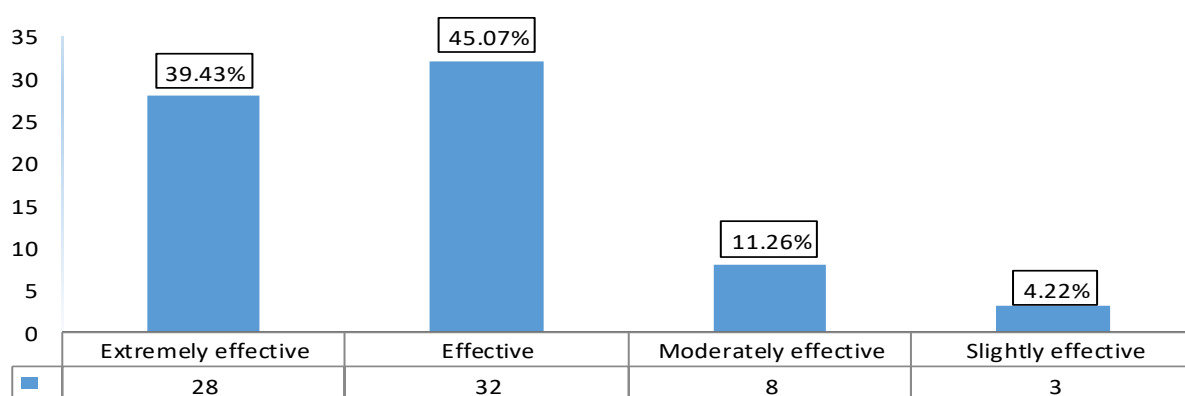
Table 19

Answers of Students about the Effectiveness of Using YAP on Developing their Oral Proficiency

To what extent do you think that YAP are effective in developing your oral proficiency	Frequency	Percentage
Extremely effective	28	39.43 %
Effective	32	45.07 %
Moderate effective	8	11.26 %
Slightly effective	3	4.22 %
Total	71	100 %

Graph 19

Answers of Students about the Effectiveness of Using YAP on Developing their Oral Proficiency



This part measures the participants' attitude towards the use of YAP in enhancing their oral proficiency. The table indicate that 39 % of sample considered YAP extremely effective in enhancing the oral proficiency while 45 % of participants assessed these materials as effective tools .Respondents who considered YAP to be moderate effective and slightly effective are 11 % and 4 % respectively.

3. Discussion of the findings:

This section sought to discuss the results and findings that have been achieved through this enquiry

The gender statistics indicate that most students in the Department of English Language at M'sila University are females. The participants' choice for learning the English language was either personal desire or using it for academic and professional career. Therefore, they are comfortable in using English to communicate.

The majority of respondents highlighted the importance of oral proficiency since it enables them to communicate and interact with people who speak the same language. Thus, Speaking gets the most interest and focus by EFL learners followed by writing, then listening, and finally reading. Learners think that developing productive skills (speaking and writing) is more useful than acquiring receptive skills (listening, and reading). However, the output production cannot be developed without receiving authentic input. Neglecting the receptive skills lead to breakdown in the productive skills. Therefore, more than half of the participants described their level of oral proficiency as average or weak.

Students pointed out that psychological factors such as fear of mistakes and anxiety are the main factors that prevent them from speaking smoothly in English. It is obvious that "the sensitivity of adult learners to making mistakes, or fear of face losing, has been the explanation for their inability to speak English without hesitation" (Jack el., 2002). Teachers need to motivate and support learners to speak and complement their performance in order to make them confident. Moreover, factors related to poor pronunciation contributed to the breakdown of speech production. Learners found troubles in pronouncing some words, which made them unable to communicate smoothly.

These findings support the study of Mehrak and Samaneh (2011) which revealed that EFL teachers uses technology mostly in teaching listening followed by speaking, vocabulary, pronunciation, reading, grammar, and writing.

In addition, limited vocabulary prevented and hindered the flow of learners' thoughts and ideas. Learners should have the lexical items needed to engage in conversations and express their thoughts. They also have to master the pronunciation of different language patterns to be understood listeners. Lack of opportunities to practice the target language was selected in the final rank as a cause of speaking failure.

Nevertheless, drill and practice should get more attention by EFL learners since they can overcome all the previous problems including fear of mistakes, anxiety, pronunciation difficulties, and limited vocabulary by practicing the language. Learners stated that they practiced the language through speaking outside the class, listening to audio track, watching movies, or chatting with friends

Without being astonished, the number of those who were depending on YouTube exceed those who were familiar with using audio podcasts. Gestures and facial expressions in YouTube videos aid learners to understand the meaning and master the pronunciation of unfamiliar words. In addition, video scenes facilitate remembering new vocabulary items.

Nevertheless, some learners argue that audio podcasts help them to concentrate on listening and do not distract their concentration. However, all learners agree that both YouTube videos and audio podcasts are authentic materials for developing the language knowledge and enhance the speaking performance.

The findings indicate that learners need authentic input to imitate and YAP introduce appropriate materials, which are considered as models that learners attempt to imitate.

As far as the term imitation is concerned, the results obtained denote that imitation of native speakers is a very effective strategy for developing oral proficiency sub-skills. Learners seemed to share a common view that imitation of native speakers has positive effect on improving different component of their oral proficiency.

Students indicated that YAPI is an effective approach for acquiring new vocabulary words as well as developing pronunciation and intonation. Listening to appropriate input enable learners to get to know new lexical items. In addition, watching YouTube videos facilitate learners to understand the meaning of these words since “video communicates meaning better than any other media” (Tomalin, 1992). In addition, language accuracy of learners would be improved by listening or watching these materials since as they are used in real-world context.

According to respondents, listening to authentic materials does not enhance only the listening comprehension but also allows learners to pick up the accurate pronunciation and intonation of different words introduced by the speaker.

After that, learners attempt to imitate the speaker by understanding the speech in context and repeating the same speech many times until they master the right pronunciation. The imitation enables learners to practice speaking and makes them think in English so they get more fluent since they do not need to stop and think of the word to be uttered. These results confirm Lumturie and Merita (2016) statement that the key emphasis of the recorded videos is improving learners' fluency in the language acquisition process in a genuine continuous day-to-day contact with native speakers. Learners deemed it beneficial to use YAPI to enhance the oral proficiency skill.

4. Limitations of the study:

The self-reported nature of the data obtained is the study's principal limitation, it's possible that learners exaggerated YAPI effectiveness.

Because the research was carried out in such a short amount of time, the results may have been affected unfavourably.

The fact that the research was conducted with only the level of Master one linguistics students in M'sila University may restrict the generalization of the findings to other levels.

Further, this study was limited to a quantitative approach; future studies should examine the phenomena identified herein using mixed methods.

4. Recommendations:

On the basis of the study findings, the following recommendations are deduced:

- Learners should expose to native speaker' speech in order to develop their listening comprehension and acquire the language.
- YouTube videos and audio podcasts materials can be used as authentic material input.
- Imitation of native speakers aid learners to enhance the different sub-skills of oral proficiency
- Teaching speaking should get more attention and focus in university instruction.
- Teachers should more focus on use of audio-visual materials as a medium of teaching the speaking skill.
- Teachers should promote interactive environment for teaching speaking
- Learners could practice speaking by organizing group conversations with classmates.
- Teachers should encourage and support learners to speak in English.

Further research should be conducted to find new techniques and approaches to improve learners' oral proficiency to communicate smoothly in different contexts. In addition to YouTube and podcasts, it is worth searching at the advantages of using other digital materials.

General Conclusion

The primary aim of this study was to explore the problems that encounter EFL learners when they attempt to speak in English; and in particular, to investigate the possible causes for these problems. The secondary objective of this research was to examine the effectiveness of using YAPI in overcoming these difficulties and enhancing EFL learner's oral proficiency.

The study was conducted in the Department of English language and Literature at M'sila University, and students of master one linguistics were regarded appropriate to be the targeted population. In terms of the research questions and the aim of the study, a quantitative approach was adopted and a survey method was selected in order to collect data by means of a questionnaire.

The findings of this research showed that learners attribute speaking difficulties to many problems. These problems stem from poor vocabulary, inadequate pronunciation, fear of mistakes and anxiety, and lack of practice.

The findings of the study have also affirmed that exposure to authentic materials is an approach that must be recognized as important for promoting learners' listening comprehension, learning new vocabulary items, acquiring words' pronunciation, and improving the fluency.

This findings echoes Rivers statement that "all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learners use their eyes as well as their ears; but their eyes are basic in" (Rivers, 1981, as cited in Lumturie & Merita, 2016)

Clearly, Watching YouTube videos and listening to audio podcasts, coupled with imitation enable learners to train the tongue many times in order to acquire the accurate pronunciation of different words. Moreover, imitation of native speakers allow learners to practice communicating in English in order to overcome their fear of speaking and become more confident.

In addition, YATI make learners think in English and avoid translating words and sentences from their mother language, which enable learners to speak fluently without stopping out or thinking of words before talking.

Relying on the information deduced from the findings, oral proficiency cannot be developed without enhancing the listening comprehension because “speaking feeds on listening which precedes it” (Jack el., 2002). Speaking and listening are interrelated skills. Therefore, “sufficient language input and speech-promotion activities will gradually help learners speak English fluently and appropriately” (Jack el., 2002).

General overview about the findings approves that YATI has positive impact on learners’ oral proficiency including pronunciation and intonation, fluency, accuracy, and vocabulary. This makes YAPI technique a beneficial method which can be improved and employed by syllabus designer to enhance listening and speaking skills of EFL learners.

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Appendix: Students' Questionnaire

The impact of using YouTube videos and audio Podcasts imitation on the EFL learners' oral proficiency

Dear participants, we are currently conducting our master dissertation research to examine the impact of using YouTube videos and audio Podcasts imitation on the EFL learners' oral proficiency. Thus, you are kindly invited to answer this questionnaire, which consists of 20 questions and requires approximately 5-10 minutes. Your contribution is very important and greatly appreciated. Finally, we assure you that we will keep the information confidential and only use it for academic purposes. Thank you in advance for your cooperation.

Put a tick (✓) mark in the right answer.

Section One: Background Information

Q1. What is your gender?

- Male
- Female

Q2. How long have you been studying English?

- a) - For 4 years
- b) - 4-7 years
- c) - 7-10 raears
- d) - more than 10 years

Q3. Your choice of learning English at the university was

- a) - For professional career
- b) - For academic career
- c) - A personal desire
- d) – Compulsory choice

Q4. Since you are an English student and have been studying English for years, you are comfortable using English as a medium of communication.

- a) - Strongly Agree
- b) - Agree
- c) - Disagree
- d) - Strongly disagree

Section Two: Student's perception towards Oral proficiency

Q5. Classify the four skills according to their importance (from 1 to 4)

- a) - Speaking
- b) - Reading
- c) - Listening
- d) - Writing

Q6. How would you assess your oral performance?

- a) - Excellent
- b) - Good
- c) - Average
- d) - Weak

Q7. It is very important for an EFL learner to develop the oral proficiency skill

- a) - Strongly Agree
- b) - Agree
- c) - Disagree
- d) - Strongly disagree

Q8. Usually, how do you practice English?

- a) - Speaking outside in English
- b) - Listening to English audio tracks
- c) - Through chatting with friends on the Net
- d) - Watching English movies

Q9. What are the difficulties that face you when you try to speak in English?

- a) - Lack of vocabulary
- b) - Pronunciation difficulties
- c) - Fear of mistakes
- d) - Lack of practice

Section Three: the effect of using of YouTube videos and audio podcasts imitation on the oral proficiency'

Q10. How often do you use YouTube videos for educational purposes?

- a) - Daily
- b) - Weekly
- c) - Monthly
- d) - Never

Q112. How often do you use audio podcasts for educational purposes?

- a) - Daily
- b) - Weekly
- c) - Monthly
- d) - Never

Q12. Watching YouTube videos motivates you to learn English.

- a) - Strongly Agree
- b) - Agree
- c) - Disagree
- d) - Strongly disagree

Q13. Listening to audio podcasts motivates you to learn English.

- a) - Strongly Agree
- b) - Agree
- c) - Disagree
- d) - Strongly disagree

Q14. Imitation of native speakers contributes effectively in developing oral proficiency

- a) - Strongly Agree
- b) - Agree
- c) - Disagree
- d) - Strongly disagree

Q15. Since you do not live with native people, the best way to imitate them is to use the Internet.

- a) - Strongly Agree
- b) - Agree
- c) - Disagree
- d) - Strongly disagree

Q16. YouTube videos and audio podcasts help you to imitate native people.

- a) - Strongly Agree
- b) - Agree
- c) - Disagree
- d) - Strongly disagree

Q17. YouTube videos and audio podcasts help you to improve your

- a) - Vocabulary
- b) - Pronunciation and fluency
- c) - Accuracy
- d) - All of them

Q18. YouTube videos and audio podcasts imitation help you to practice speaking.

- a) - Strongly Agree
- b) - Agree
- c) - Disagree
- d) - Strongly disagree

Q19. To what extent do you think that YouTube videos and audio podcasts are effective in developing EFL learners' oral proficiency?

- a) - Extremely effective
- b) - Very effective
- c) - Moderately effective
- d) - Slightly effective

ملخص

على الرغم من أن الكفاءة الشفوية هي واحدة من المهارات المهمة للتواصل بلغة ما ، إلا أنها لا تحصل على ما يكفي من التركيز والاهتمام في عملية تعلم اللغة الانجليزية وتدريسها. تهدف هذه الدراسة إلى مناقشة تأثير مشاهدة مقاطع فيديو اليوتيوب و الاستماع الى البودكاست الصوتي مع استخدام التقليد و التكرار على تطوير الكفاءة الشفوية لمتعلمي اللغة الإنجليزية كلغة أجنبية.

وتركز الدراسة أيضا على الطريقة التي يمكن أن تساعد بها مشاهدة مقاطع فيديو يوتيوب والاستماع إلى البودكاست الصوتي متعلمي اللغة الإنجليزية كلغة أجنبية على التغلب على الصعوبات التي تعيقهم عن التحدث والتواصل باللغة الانجليزية في حياتهم اليومية. أجري هذا البحث باستخدام دراسة وصفية كمية. استخدم هذا البحث أداة الاستبيان لجمع البيانات. شارك في هذا الاستبيان مجموعة من طلبة تخصص لسانيات مستوى ماستر من قسم اللغة الإنجليزية بجامعة المسيلة.

وتكشف النتائج أن الأشخاص الذين شاركوا في الاستبيان لديهم مواقف إيجابية اتجاه استخدام مقاطع فيديو اليوتوب و مقاطع البودكاست الصوتي مع التكرار و التقليد كوسيلة لتطوير مهارة التحدث باللغة الانجليزية. مشاهدة مقاطع اليوتوب و الاستماع إلى البودكاست الصوتي يساعد على اكتساب عناصر و مفردات جديدة ، تحسين مهارة النطق ، تعلم قواعد اللغة ، اكتساب الطلاقة و تطوير مستوى التحدث باللغة الانجليزية بشكل عام.

الكلمات المفتاحية: يوتيوب، بودكاست، تقليد و تكرار، كمهارة التحدث، متعلمي اللغة الإنجليزية كلغة أجنبية، جامعة المسيلة