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The Impact of Integrating YouTube Videos in EFL Setting on Learners' Speaking Skill:

The case of first year students at BELHADJ BOUCHAIB University Centre-Ain-Temouchnet

An Extended Essay Submitted in Partial Fulfillment of the

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Submitted by:

Ms. Aini Djennet SI AMER
Ms. Hanane EL MEGUENNI

Supervised by:

Dr. Hassiba KORICHE

Board of Examiners:

- **President:** Mr. Boubker BENGUERFI (M.A.A) BELHADJ BOUCHAIB University Centre.
- **Supervisor:** Dr. Hassiba KORICHE (M.C.B) BELHADJ BOUCHAIB University Centre.
- **Examiner:** Dr. Hynd MAHDAD KAID-SLIMANE (M.C.B) BELHADJ BOUCHAIB University Centre.

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<u>Dedications</u>

To my dear mother "Fadela"

To my dear father "Djaff"

Who have never stopped praying for me who supported and buttressed me to reach my goals.

To my sisters "Lamia, Souad, Saida, Sirine, Bouchra, Ibtissem" and their husbands for their

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<u>Dedications</u>

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Abstract

In the current era of globalization, technology is almost everywhere in every part of our life. It is affecting how we work, live, learn, and play. The technological devices such as mobile phones, computers, laptops, and most importantly internet have completely changed and improved the way we live, and most importantly learn. Over the few past decades, new websites have been created to enhance the students' learning and increase their curiosity to study. The dominant website that has become the source of education is YouTube. YouTube is a video sharing website where teachers can post video lectures and share educational topics. Today, it is obvious that education is closely related to YouTube. This free platform has enhanced education, it made it easy to understand and more enjoyable. Speaking skill is regarded as the hardest task in foreign language learning (FLL). The present study attempts to find out the role of implementing YouTube videos in learning setting to improve the learners' level in speaking. This study aims to describe two variables: YouTube videos as an independent variable and speaking skill as a dependent one. The sample of this study is first year students at BELHADJ BOUCHAIB University Centre-Ain-Temouchent. To collect data, two instruments have been used: a questionnaire and an interview. The questionnaire has been devoted to first year students of English BELHADJ BOUCHAIB University Centre, and the interview has been addressed to five teachers from the department of English. In order to investigate their attitudes towards the use of YouTube videos as a new learning tool to improve the students' communication competence. The findings have shown that both teachers and learners are interested towards the use of YouTube videos to develop their oral skill. In addition to that, it increases two essential factors which are motivation and participation.

List of abbreviations and acronyms

CBS: Columbia Broadcasting System.

EFL: English as a Foreign Language.

FLL: Foreign Language Learning.

HD: High Definition.

ICTs: Information and Communication Technologies.

IT: Information Technology.

MGM: Metro-Goldwyn-Mayer.

OHP: Over Head Projector.

SL: Second language.

WWW: World Wide Web

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General Introduction

General introduction

Thanks to the technological progress the world is witnessing, the English language has gained a high status worldwide. Nowadays, it is considered to be the language of technology, scientific research, and as the language of communication among speakers from different backgrounds as well. Considering its importance in various fields, namely in education, the English language is in demand by a large number of learners in almost all the countries. Therefore, learners and teachers make efforts to update the teaching learning methods in order to ameliorate the students' communicative competencies.

According to nearly all foreign learners of English, speaking is the most important and challenging skill to be mastered among the four language skills, because through speaking one can express himself, share his thoughts and ideas, and maintain new relationships with people from different nationalities, and this requires a high proficiency from the speakers.

The adoption of Information and Communication Technologies in teaching and learning foreign languages is strongly required. It is generally assumed that it is a new strategy that contributes in creating a good atmosphere for teachers and learners. In such conditions, both of them will break routine of the traditional classes. Therefore, its implementation in EFL settings is of a paramount importance for the raison of promoting students' oral skills.

Accordingly, For the sake of making the student more familiar with the English language, the integration of YouTube videos is considered as one of the best tools to fulfil this aim. It may be used in EFL classrooms in order to enhance different skills and sub skills such as; listening, speaking, grammar, pronunciation, etc….

In 2004, the Algerian Ministry of Higher Education and Scientific Research has implemented a new degree system called the L.M.D (Licence, Master, and Doctorate) that focuses on students' contributions in the course instead of the teachers' efforts. Consequently,

this system paved the way to teachers and students to incorporate new technological pedagogical tools, especially in teaching foreign language in general, and specifically in teaching English as a foreign language.

The aim of conducting such a research is to investigate the impact of integrating YouTube videos in oral sessions, and how it can affect the students' speaking skills. Besides, it aims at exploring the students' and teachers' attitudes towards implementing YouTube videos in the classroom.

To achieve the research objectives, the researchers try to investigate the following research questions:

1. To what extent are YouTube videos effective in developing EFL learners' oral skills?

2. What are the EFL learners' and teachers' attitudes towards the use of YouTube videos and how does this tool motivate learners?

In an attempt to answer these research questions, the following hypotheses are put forward:

1. YouTube videos are an effective tool that helps learners develop their oral competencies.

2. Both, teachers and learners find the idea to use YouTube videos in oral sessions beneficial and enthusiastic.

The present extended essay is divided into three major chapters. The first chapter is the literature review, it consists of two sections; the first one exhibits the literature review related to speaking skill and its importance, then the second section reveals the role of YouTube videos in learning English as a foreign language. In addition to the second chapter that is concerned with the methodology followed by the researchers and data analysis of the teachers' interview and students' questionnaire. The data collected via two tools will be analysed qualitatively and quantitatively in order to get truthful results. Finally, the third

chapter discusses the interpretation of the main findings and sheds light on some suggestions

and recommendations for both EFL teachers and EFL learners.

Chapter one

Speaking skill and YouTube integration

CHAPTER ONE: Literature review

Section one: Speaking skill

 1.1 Introduction

Learning a foreign language is based on mastering the four language learning skills; receptive skills and productive ones. These skills are of paramount importance in mastering the language. Researchers in the field of applied linguistics have been looking for methods and strategies in order to enhance foreign learners' verbal abilities.

The present chapter is divided into two sections; the first section is devoted mainly to speaking skill, sub-skills and interaction. It reveals the importance of communication in an academic setting. The second section exhibits the role of ICTs in teaching a foreign language, and how we can explore this tool to enhance foreign language learning. The focus is on YouTube integration in teaching. Teaching oral sessions have been the lion share since they are concerned mainly with teaching speaking. It explains also how YouTube videos can contribute to the development of the students' speaking abilities and the understanding of their lessons.

1.2 Definition of language

Language is a system of communication that allows human beings to express their feelings, ideas and thoughts. It can be expressed through speaking, writing or body language.

Scholars in the field of linguistics have given many definitions to language. According to Block and Trager (1942, p. 5) "a language is a system of arbitrary vocal symbols by means of which a social group operates". Language is arbitrary in the sense that there is no inherent relation between the word of a language and meanings they convey. For instance, there is no reason why the label "apple" is given to this kind of fruit. For communicative purposes, social groups invented a set of spoken signals to interact with each other in a particular community. That is why language is considered to be conventional. Sapir (1921, p. 8) views that "language is a purely human method of communication through which

a system of voluntary produced symbols". Language is a species' specific, it is a tool that differentiates humans from the other non-human creatures. To communicate, animals use a limited system of communication, whereas humans use an infinite number of sentences to express themselves.

1.3 Language learning skills

During the process of language learning, learner focuses on developing a set of four main capabilities that allow him understand and produce an oral language for a useful and an effective communication. In the context of first language acquisition, at a very early age, children start to develop the listening skill then start to speak at the age of two years old, followed by the development of reading and writing skills. At the level of the educational instruction, these skills are generally expected to be similar for foreign language learning. Language skills are divided into two types; receptive and productive skills or passive and active skills. The receptive skills are listening and reading, because the learner does not produce a language, he receives the message and decodes the intended meaning of the message being received. However, with speaking and writing which are productive skills, learners speak the language and produce spoken messages or written texts.

1.3.1   The Receptive skills

Listening and reading are receptive skills, because to learn a language, learners initially must have access to natural language models. Sadiku (2015) sheds light on the importance of listening and reading, focusing on the significance of the reading skill, as it helps students to reach high levels in practicing the language correctly. In addition, it is a source of acquiring new words, understanding different meanings and increasing good communicative abilities. She points out that listening skills has an outstanding value in learning languages as well.

1.3.1.1   Listening skill

Listening is the first language skill involved in the learning process. According to the electronic Cambridge Dictionary listening is "to give attention to someone or something in order to hear him, her or it" (www.dictionary.cambridge.org).It requires the use of the ears and the brain to understand what the speaker says. Some researchers consider it as a neglected art. Anderson and Lynch (1988, p. 3) hold up this idea, stating that only while listening to foreign language native speakers, one may become conscious about the value of the listening skills. This means that, after listening to a native speaking, the learner will recognize his mistakes and weaknesses. In addition, to master a language, learners take too much time, because they do not give a great importance to the listening skill, which is the first stage involved in the language learning process before speaking.

Rivers (1966) states that a successful communication requires two principal skills that are listening first then speaking, that is to say, unless the speakers understand each other, they will not be able to convey their intended messages. It can be said also that, listening carefully and trying to comprehend what others are saying contributes to a successful transmission of meaning. On the other hand, if speakers do not understand each other, there will not be a clear comprehension, and the communication will fail to advance

1.3.1.2Reading skill

Reading skill deals with the use of the eyes and the brain to understand what is written. According to Madani (2016, p. 5) "reading is considered as an essential component of ELT[1] and functions as a crucial element to develop language proficiency". That is to say, through reading a foreign language, students may receive new information, be critical thinkers, and increase their awareness to perceive matters from different perspectives.

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[1] ELT: English Language Teaching.

Moreover, it gives them the ability to speak and expand their writing capacities.

1.3.2   Productive skills

The productive skills in English language teaching domain involve the learners'
production of language since students need to utter words or sentences and write to deliver a
language. Students learn the language through listening to native speakers' conversations,
songs, videos, and through reading books, magazines and articles as well. After that, they
continue mastering the productive skills. At this level, learners start to practice the language
in order to reveal their ideas and views.

Speaking is the verbal form of language. McDonough and Shaw (2003, pp. 133-
134) claim that people speak in order to express feelings, ideas and thoughts, also to sustain
relationships and get something by requesting or demanding. There again, writing is a
productive skill of language in a written form, which is of two different types; private and
academic writings. Private writings include personal letters and innovative pieces of writing
such as prose and poetry. On the other hand, academic writings encompass articles, reports,
memoires, textbooks, etc….

1.3.2.1   Speaking skill

Speaking is the conveyance of language through lips for the sake of reaching certain
needs in daily life. According to Nunan (2003, p. 48) "Speaking is the productive aural/ oral
skill. It consists of producing systematic verbal utterances to convey meaning". In order to
speak, people make vocal sounds through the use of different body elements that are
responsible for the act of speaking, these elements incorporate; the lungs, the vocal tract, the
vocal cords, the tongue, the teeth and the two lips.

However, speaking is a complicated skill, because it is more than just delivering
sounds, but it requires mastering various sub-skills such as fluency, accuracy, pronunciation,
grammar and vocabulary, that is why teachers give a great importance to speaking while

assessing learners' performance, so that learners also make much effort to be good speakers.

1.3.2.2   Writing skill

Writing is a productive language skill that serves to convert ideas from the abstract into written words. Flower and Hayes (1981, p. 366) assert that "writing is best understood as a set of distinctive thinking process which writers orchestrate or organize during the act of composing". That is to say, skillful writers have to pay attention to the arrangement of their ideas, choice of words, the structure of sentences and the punctuation that is of a paramount importance. Moreover, writing shows the individual's way of thinking and his aesthetic taste in using the language. Sadiku (2015) considers the writing process as an image of the brain capacity to produce a language, by which one can convey his ideas efficiently.
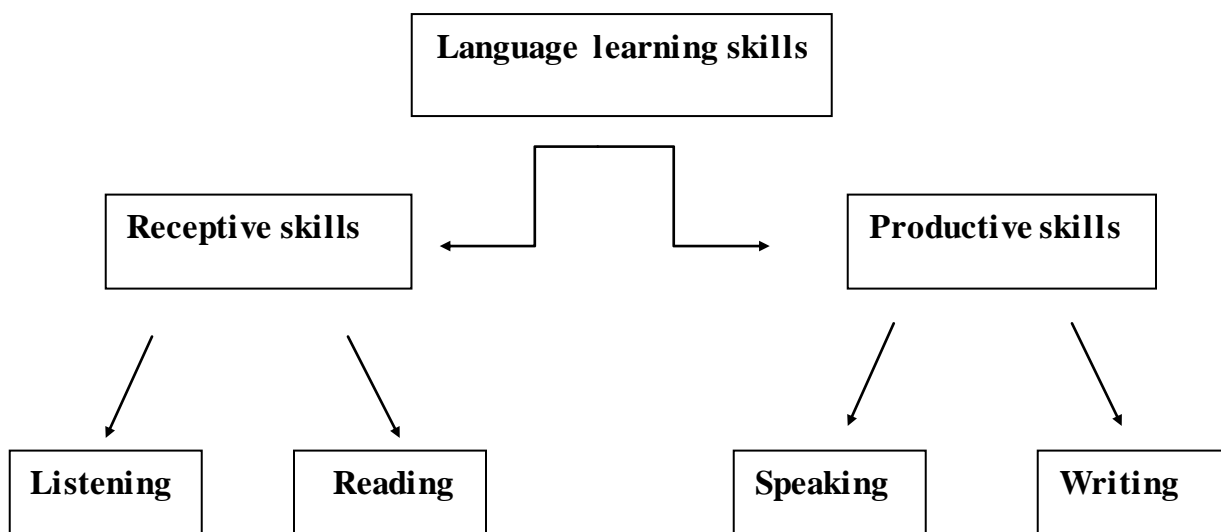
Figure 1.1: Language learning skills.

1.4 Speaking and discourse

Because of its various facets, looking for an exact definition to the speaking skill is actually a hard task. It is   defined for example as "an interactive process of constructing meaning that involves producing and receiving and processing information … often spontaneous, open-ended, and evolving" (Florez, 1999, p.1). Furthermore, in Discourse

Analysis, Brown and Yule (1983, p. 3) defined speaking according to its function, that is to say; interpersonal and transactional purposes. In sociolinguistics, speaking is a skill where people engage to achieve social purposes in different situations and conditions. It requires three fields of knowledge. First, the components of language (pronunciation, grammar and vocabulary) which give the speaker the opportunity to use the exact words with the correct syntactic structure as well as the right pronunciation. Second, the speaking function through which the interlocutor knows the situation if it needs clarification, and which context does not require a deep understanding. Third, the socio-cultural standards which enable the speaker to realize the context in which the conversation occurs , the participants involved , and the ends of the occurring communication.

There are several theories of speaking. Bygate (1987, p.3) believes that in order to reach a communicative purpose through speaking, it must be taken into consideration two linguistic angles; the knowledge and the skill in manipulating this knowledge. He embraces the idea of the necessity to possess a certain linguistic knowledge such as grammar, vocabulary, and pronunciation in order to speak or produce utterances in language. This is what Chomsky referred to as linguistic Competence and linguistic Performance:

> The difference between knowledge of a language and our use of
>
> that language … your knowledge of your grammar and
>
> vocabulary of English, your competence as a speaker of English is
>
> prerequisite in your understanding this sentence …. (Quoted in
>
> smith, 2004, p. 2).

To a more restricted point of view, for Bygate 1987, the skill encompasses two constituents; production skills and interactive skills. The following table gives a clear explanation for a better comprehension.

Table 1.1: Speaking skills (adopted from Bygate's Theory, 1987)

Production Skills	Interactive Skills
• Speakers use tools that help them make the oral production possible or easier through 'facilitation' or make them able to change words they used in order to avoid or replace the difficult ones by means of 'compensation'.	• In addition to having the ability to produce words orally, speakers must be good communicators. That is to say, 'good at saying what they want to say in a way which the listener finds message understandable. • The delivery of the message is built under two sorts of skills; routines and negotiation skills.

1.5 Purpose of speaking

The aim of speaking can be either Interactional or Transactional. In the interactional discourse, speakers use language to build and maintain social relationships. It is also known as interpersonal use of language since it has an important social role (Brown and Yule, 1983). It can be welcoming, greetings or giving compliments.

One on one conversation is the main form of interpersonal communication. For example friends' conversation and job interview. In this form, noise and interference that hinder the meaning from being understood do not occur because the speaker can see if the hearer is disturbed. Whereas, in the transactional purposes of speaking, language is produced basically for conveying knowledge such as giving lectures in classrooms and broadcasting. Speaking in this case tends to be long, requiring already planned information and use of linguistic devices to indicate the order of knowledge type that the speaker will give

(Basturkmen, 2002, p. 26).

1.6 Types of speaking

Brown (2004, pp. 271-272) puts along classification for the oral production that
includes six basic types of speaking. These are: imitative, intensive, responsive, transactional,
interpersonal and extensive.

- **Imitative:** Speaking performance depends massively on the capacity to imitate
  words, phrases, and sentences. In the classroom context, teachers do not give a great
  importance to imitative talk. For instance, if a learner wants to utter a specific part of a
  word, then imitating his teacher or peers will help him pronounce it correctly.

- **Intensive:** To illustrate intensive speaking, differently from imitation, learners work
  in groups or workshops to produce some grammatical or phonological rules, for the
  sake of learning a specific language form.

- **Responsive:** Responsive speaking is part of communication. However, it should not
  be a long interaction; it can be from simple greetings, brief comments or short
  requests. The student production should be concise, precise and understandable
  through which he responds to the teacher`s questions or classmates opinions. The
  following example clarifies this idea:

  A: How was the exam for you?

  B: It was good. What about you?

  A: I found it quiet difficult.

- **Transactional conversation:** In this context, the learner communicates his
  message, shares information or a particular belief using deep and prolonged discourse,
  where the major goal is to exchange opinions and thoughts. Hence, transactional

conversation is seemed to be contradictory to responsive conversation because the former is more extended and enlarged than the latter that is very limited.

- **Interpersonal dialogue:** The purpose of the talk in interpersonal dialogues is mainly to establish social contact. This type of dialogues is a little bit complex for foreign learners because these dialogues may include a number or all of these components:

    - casual register

    - colloquial language

    - emotionally charged language

    - ellipsis

    - sarcasm

Thus, it is necessary for foreign learners to know how such components are arranged in a linguistic way.

- **Extensive monologue:** At this level, intermediate and advanced speakers of the language are able to be engaged to produce long discourse, be it verbal information, articles or narrations. The style used here is standardized and reflective. The speech also might be already planned or spontaneous.

1.7 The speaking process

Speaking is a language learning skill through which the individual can communicate his thoughts orally in an acceptable way. Thus, speaking is a face to face interaction between a speaker and a hearer. They are considered as the centre of the speaking process. The relationship between speaker and hearer is that, the speaker encodes or sends signal that goes over the channel to be decoded and inferred by the listener who, in turn, replies to it through the channel through giving a response.
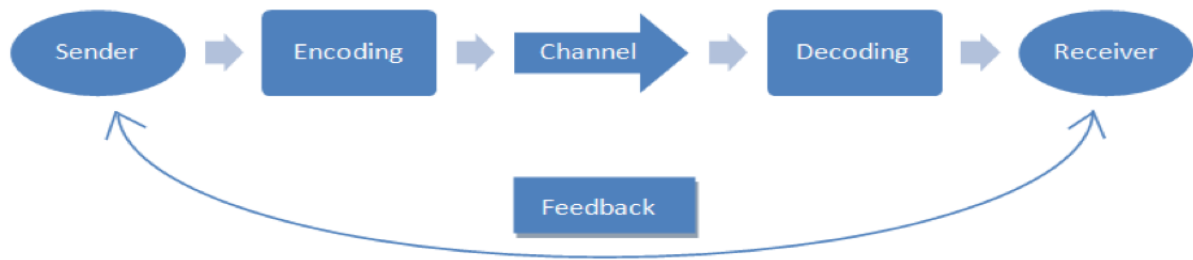
Figure 1.2: Communication process model (Lumen Learning, 2012).

The participants in any communication may interact in a certain situation. There are three different types of speaking situations in which speakers are immersed. These are interactive, partially interactive and non-interactive.

1.7.1 Interactive speaking situation

This kind involves face-to-face or cell-phone communications through which speakers are consecutively listening and responding on each other. In this case, interlocutors are able to ask for more explanation in order to have a clear understanding about what the other side really wants to transmit.

1.7.2 Partially interactive situation

People may find themselves in situations where the listener cannot interrupt the speaker. For instance, in the traditional classrooms students cannot comment about what the teacher is saying. However, the teacher can notice if his students have understood what he said through their facial expressions.

1.7.3 Non-interactive speaking

In some situations, speaking is totally non-interactive; like when listening to a talk in a television programme or a radio show. Here, the audience can neither ask for clarification nor be judged from his facial expressions.

1.8 Speaking sub-skills

Instead of just having students speak in the classroom, one should focus on distinct sub-skills or micro skills.

- **Fluency:** Fluency usually turns over the ability to express oneself orally without interruption. According to Fillmore (1979, p. 93), fluency is the capacity to produce a long speech with less stops. A speaker can exchange his thoughts with coherence, and deal with lexical items and syntactic rules speedily without much effort. This can be achieved when the speaker practice the language in a wide range of contexts, and understand others easily.

- **Accuracy:** Accuracy means to be adequate for a specific person, situation or setting. It also refers to the appropriate control of producing things perfectly. According to (Wolfe-Quintero et al., 1998, p. 4), accuracy refers to how much a learner speaks without errors in real time communication. In EFL context, students practice using words and structures correctly to be understood. They are considered to be good speakers of the language if they use words in their correct place, correct grammar and correct syntactic structures in a correct context.

- **Pronunciation:** Pronunciation is the speaker ability to deliver understandable utterances correctly. In a broader sense, Dalton and Barbara (1994) define pronunciation as the production of meaningful and significant sound in context. It is an important language item by which languages can be different. Furthermore, pronunciation is essential to attain a good transmission of the message. Therefore, incorrect pronunciation may result in confusion or failure when conveying the intended meaning. Harmer (2001) states different components of sounds such as pitch,

intonation, minimal pairs, spelling, rhythm and stress. These components are not

sufficient only for learning the language, but to transfer meaning as well. Learners

need to be conscious and pay attention to what and how pronouncing, because wrong

pronunciation makes the interaction complicated and incomprehensible.

- **Grammar:** Grammar is the study of how parts of speech are connected in order to

  form meaningful sentences. It is a system of rules that govern the structure and the

  arrangement of language (Parson, 2004 p. 8). It is viewed as a process of extracting all

  the possible significant language sentences. Thus, grammar helps foreign learners to

  construct well-formed sentences while speaking or even in writing. Salazar (2006)

  asserts that learners of second language (SL) need to learn grammar of the language in

  the classroom. It is not only necessary to provide the learner with the ability to speak

  or infer what others say, but also for the sake of having the ability to speak as well as

  to write adequately.

- **Vocabulary:** Vocabulary is the words or diction used by speakers while speaking or

  writing. It is one of the most important goals when learning a second language

  (Rahmatilleh, 2014), because it is the basic unit of speaking. The objective behind

  learning vocabulary is to be an independent learner who can communicate freely and

  effectively. Furthermore, acquiring new vocabulary makes the learner an active

  interlocutor who can participate in different debates. Moreover, it is the building block

  of the language, and the learner must know the word, its meaning, its spelling and its

  pronunciation as well. Thoronbury (2005, p.22) proposed three common points done

  by speakers in what they are saying:

1. Speakers include a huge amount of words and phrases to give their opinions about

    what has been already said.

2. Speakers use phrases and sentences to express their positive or negative attitudes towards something.

3. Speakers use pointing expressions to demonstrate persons, places or time.

1.9 Aspects of speaking

Speaking is an important skill designated by numbers of characteristics. They are highlighted for learners to perform a foreign language. These are:

1.9.1 Face-to-face speaking

Nearly all speaking contexts occur as face-to-face conversations or dialogues to make speakers deliver their messages and hearers get information. Speaking takes place mostly in situations where practitioners of the language are together to make the transmission of the information much easier (Widdowson, 1998). Nowadays, due to technology, face-to-face conversations become less frequent; they are done through e-mail boxes, telephone calls and instant messages.

1.9.2 Interaction in speaking

Interaction is considered as the most important feature in the oral delivery. This idea is confirmed by Long (1996, pp. 451-452), claiming that interaction "facilitates language acquisition because it connects input (what learners hear and read); internal learner capacities, particularly selective attention; and output (what learners produce) in productive ways". That is to say, through interactive communication, people produce a speech and receive a meaning, they also can have more clarification and the speech is clearly understood. Hughes (2002) believes that context is of a paramount importance in speaking situation, because it provides a better comprehension and reply appropriately. In addition, Mackey (2007, p. 30) claims that through interaction, learners may notice that unlike native speakers, they cannot express themselves appropriately as it must be done, and this leads them to make efforts to learn new

vocabulary. Moreover, learners may encounter some problems to interact with native speakers or people coming from other cultures. For instance, Turn-taking, occurs differently across distinct cultures. In some cultures, it is not allowed for a hearer to interrupt the speaker, but in other cultures it is accepted. To sum up, interaction context and culture are prominent features for speech delivery.

1.9.3 Speaking real time occurrence

Throughout a conversation, words and ideas are expressed instantly and unconsciously. The speakers' speech designates what they are thinking at the moment of interaction. Speakers stop only if they want to order, arrange or reformulate the expression. They may forget an important point while speaking, so they rephrase what they said in another way (Miller, 2001).

1.9.4 Paralinguistic features

These are part of spoken communication without using words. According to Thornbury (2005), speaking can be expressed not only by oral language, but also by the use of body language, facial expression, tone and pitch of the voice.

David Cristal (1969) has divided paralinguistic features into two types: the Vocal Paralinguistic Features that are related to the tone of voice which may show attitude or intention in some way, such as whispering to show secrecy, breathing to express emotions, huskiness to show importance, nasality to express anxiety, extra lips rounding indicates great intimacy, especially with babies. The second type is Physical Paralinguistic Features through which people can convey different messages using kinesthetic movements.

- **Facial expressions:** They are considered as a powerful conveyor of meaning. For instance, smiling is a common sign of happiness. However, there are others that are not common to all cultures.

- **Gestures:** People use gestures to indicate a lot of meanings, but these gestures may be particular to a specific culture, for instance, when giving Chinese people a gift, do not catch it with one hand no matter how small the gift is.

- **Proximity:** The physical distance between speakers can indicate the relationship between them. It can also be used to concisely convey messages. This feature is both a matter of personal style and is often culture-bound, so that what may seem normal to a speaker from one culture may unnecessarily close or distant to speaker from another culture.

- **Posture:** The position of the speaker can convey meaning too. Hunched shoulders and hanging head give a powerful indicator of the individual's feeling at a particular moment. A lowered head while speaking to the one who is higher in status conveys the appropriate relationship in some cultures. In this situation, EFL learners must have a socio-cultural background of the language they wish to learn to figure out what is permitted to do and what is not permitted (Lydia, 2015, p.9).

1.9.5 Conceptualization, formulation, articulation and self-monitoring.

Bygate (1987) argues that speaking encompasses four main procedures that are as follows: conceptualization, formulation, articulation, and self-monitoring. According to these procedures, it is understood that before speaking, speakers first build knowledge concerning the topic, after that, choosing the words to express the meaning, then pronounce them, and at the last stage, the speaker corrects the mistakes himself. Those levels help EFL learners to speak accurately with self-confidence. However, if learners do not have background information and do not use the language in daily situations, they will fail to reach this process.

1.9.6 Colloquial language

Learners who have been dealing with formal English, most of the time face difficulties to understand colloquial language such as idiomatic expressions, reduced forms, and slang language. Brown (2001) asserts that learners should be exposed to this kind of language and be used in conversations. This can be achieved only if the teacher, in his classroom, uses real-life situations, for instance, using videos or listening to recordings through which learners can watch and listen to different spoken discourses performed by natives of the target language.

1.9.7   Repetitions and contractions

In addition to the previous aspects of speaking, repetitions and contractions are other aspects of speaking brought by Yule & Brown (1983). Speakers repeat what they have just said to make the talk understandable, and the use of reduced forms such as "Ain't, I've, and you'd" for the purpose of saying things rapidly.

1.10 Importance of speaking in EFL classroom

Language serves as a tool for communicating. People talk to each other in order to show their interests, express ideas and feelings, and to know others' too. Thus, the importance of speaking is tremendous for any language learners. That is why foreign language students try to advance in developing their oral abilities. According to Hedge (2000, p. 261) "speaking is a skill by which people are judged while first impressions are being formed", and depending on this one can realize why speaking in EFL classrooms must be encouraged by teachers.

Moreover, speaking may help learners recognize, convince, think deeply and analyze meanings (Egan, 1999), this is an important point, because it makes them expose to real-life situations, such as participating in classroom debates, attending and discussing in scientific conferences, commenting on peers' works, and others. This idea is confirmed by Wisker (2005) declaring that active students in EFL context, who are able to speak fluently,

have a great opportunity to take part in important discussions.

In addition, speaking skills can also promote one's professional life as Baker and Westrup (2003, p. 5) claims "students who can speak English well may have greater chance for further education, of finding employment and gaining promotion", that is to say, proficient speakers of the English language have higher opportunities to obtain scholarships to carry on their further studies abroad and find jobs in different fields and domains. Furthermore, (Ranson, 2000) holds the idea that mastering the speaking skills brings skillful communicators, who are competent in the four language skills, and this skillfulness is a key to develop a sense of pride, pleasure and satisfaction.

Overall, an effective and fluent speaker of the foreign language can gain several positive outcomes that may help him effectively along his life career, that is to say, in the personal life and the professional one as well.

1.10 Speaking difficulties in EFL classroom

Many linguistics scholars agreed on the idea that speaking is the most complex skill among the four language skills. Thus, in EFL classrooms, students may face some challenges in speaking; these can be linguistic and non-linguistic issues. Brown (2001) suggests eight problems that may block learners' good performance, these are as follows.

- **Clustering:** Fluent speaking is viewed as phrasal rather than word by word delivery. Most of the time, learners have the tendency to break down the speech into words, consequently, teachers need to find strategies in order to make the student's speech fluent.

- **Redundancy:** The language spoken form is redundant, that is to say, while performing verbally, the learner can restate or say what he has just said in another way using expressions like; "you know", "like", "I mean", for the sake of making his

speech more understandable.

- **Reduced forms:** English language speakers use many reduced forms while communicating. These forms can be syntactically, morphologically or phonologically reduced, such as; short forms, elisions, weakened forms. The difficulty behind these forms is that learners who tend to study academic language cannot deal with these kinds of expressions.

- **Performing variables:** Thinking process in the spoken language is characterised by thinking loudly. It makes the student use a particular number of stops, hesitations, self-correction, in addition to hedges. For instance, in English, the thinking time is manifested orally using expressions like; "uh", "yes", "well".

- **Colloquial language:** Idiomatic expressions, dialectal language and slang words are considered as a deficit for learners to speak, because they have the tendency to use only standard language inside the classrooms. Hence, students need to be familiar with such forms by performing them in their daily use.

- **Rate of delivery:** Foreign language learners find difficulties in speaking the target language fluently. They tend to use word by word delivery. In this case, teachers should adopt some strategies to make them speak with fluency.

- **Stress, rhythm and intonation:** Such items are the components of English pronunciation. The learners sometimes do not succeed in using them accurately, and the message conveyed will not be clearly understood by the listener. These characteristics are essential to convey the intended idea.

- **Interaction:** Learners often face interaction barriers, it means that they cannot ask for clarification or engage in long discourses, and the reasons are different, for example; lack of vocabulary, weak pronunciation and so on. Moreover, the non-linguistic difficulties are those that are caused by the environment or psychological problems. Ur (2000) proposes other four elements that prevent learners from speaking.

- **Inhibition:** This problem is noticeable when learners want to participate in the classroom discussion, but there are some obstacles preventing them to react. Littlewood (1999, p.93) cites that "it is too easy for foreign language classroom to create inhibition and anxiety". These obstacles deal with the psychological problems such as; fear of committing mistakes, feeling timid, or a sense of inferiority. Bowman et al. (1989, p. 40) affirm that in oral session the teacher calls the learner for expressing himself in front of all his classmates, so even though he is linguistically knowledgeable, he may feel anxious.

- **Nothing to say:** This issue appears when the learner is not motivated towards the topic being discussed, but the teacher obliges him to speak in order to overcome the student psychological issues. In this case however, the student will not find anything to say. Their frequent answers are for example "I don't have any idea about", "I can't answer", or simply they keep quiet. In order to reduce the "Nothing to Say Problem", teachers have to select for their learners topics that are simple for them, through which they can express themselves easily with no fear of teachers' or classmates' evaluation (Rivers, 1968, p.192).

- **Low or uneven participation:** In EFL classroom, it might be observable that there is a student who is the centre of each discussion. He does not give the others the chance to say something, he keeps speaking along all the time devoted to debate, and

this is what makes the other learners speak rarely or not at all. In such circumstances, the teachers' motivation is essential, especially for the less risk takers, otherwise, even the talkative will not find it so important to participate.

- **Mother tongue use:** Students, whose native language is the same, have the tendency to use it outside as well as inside the classroom. They feel it natural and more comfortable to express themselves in their mother tongue. According to Baker and Westrup (2003, p.12) ″barriers to learning can occur if knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language″. Accordingly, to speak correctly, learners of a foreign language need to think in the target language and cease talking in the source language.

Section Two: YouTube videos

1.11 ICTs background

People's life style is changing through time. Before, people were painting and drawing on the cave's walls in order to communicate. However, with the arrival of technology, our life has changed to be better than it was before. Technology has enhanced our life style, it made it much easier, faster, and less difficult, and due to the information and communication technologies (ICTs), people now can communicate with the modern technologies such as computers, smart phones, laptops. Thus, they can talk, chat, send messages, e-mails, share photos…etc. Information and Communication Technologies have made our lives better at very broad scale.

The acronym ICT refers to Information and Communication Technologies. Michiels and van Crowder (2001, p. 8) defined ICTS as "a range of electronic technologies which when converged in new confirmations are flexible, adaptable, enabling and capable of transforming organizations and redefining social relations". This means that, Information and

Communication Technologies refer to all means of communication which help us to
communicate and keep in touch with people while maintaining the distance. Toomey (2001)
defines ICT as "… those technologies that are used for accessing, gathering, manipulating and
presenting or communicating information". According to Per Christensson in TechTerms
dictionary "technologies that provide access to information through telecommunication. It is
similar to information technology (IT) which includes the internet, wireless networks, cell
phones, and other communication mediums" (www.TechTerms.com). This means that, ICTs
cover any communication device that saves, displays, sends, shares, and receives knowledge
through technologies anytime and anywhere.

To sum up, Information and Communication Technologies are series or a combination
of information technology with diverse collections of communication technologies used to
develop the way people acquire the knowledge.

1.12 Types of ICTs for teaching and learning

Teaching operation is one of the hardest and the most complex tasks. It requires
creativity and effective strategies to gain the learners' attention and meet their needs. Before,
the teaching process was based on traditional materials such as chalk, black or green board,
textbooks, pictures, or objects in order to explain. These tools are no more adequate. With the
arrival of technology, and due to information and communication technologies, things have
completely changed. The new technologies such as PowerPoint, overhead projector (OHP),
computer and videos have enhanced the learning process.

1.12.2 PowerPoint

PowerPoint is a Microsoft programme. It helps teachers to deliver ideas and
knowledge through series of slides. It consists of texts, images, clips, and sound. According to
Castelli and Fiorentino (2008, p. 70) "Microsoft PowerPoint aids teacher in the creation of
presentation, handouts, interactive animation, …, task-cards, and web pages to deliver

information to students in a visually effective and high-speed fashion". Therefore, PowerPoint allows teachers and learners to create a professional oral presentation. The oral presentation is usually displayed with the help of computer and overhead projector.

PowerPoint software is regarded as an important tool in the pedagogical context. It helps the teachers to transfer knowledge in a very innovative way to fulfill the students' needs.

1.12.3 Overhead projector (OHP)

Overhead projector is one of the most important visual aid devices. It helps the teachers to make their presentations, information, lectures or slides become visible on a projection screen or a wall. According to Stratton (1994, p. 5) "the judicious use of overheads in presentations is essential to captivate the audience and improve their perceptions of what the speaker is saying". Thus, the OHP is regarded as the most popular and dominant device which is used in teaching/learning processes. It enhances the teachers' presentations, motivates the learners, and keeps their attention.

1.12.4 Computer

According to Mugivane (2014, p.2) "a computer is an electronic device that accepts user input (data) and processes it under the influence of a set of instructions referred to as programs to produce the desired output generally referred to as information". Computer is a modern machine, it is considered as a digital brain. It is used to store a large number of information, documents, pictures, videos, sounds, and regain them anytime. This electronic device has made the learning process easier, faster, and flexible. The use of computer makes the learners motivated and excited to learn.

1.12.5 Videos

There is a proverb which says: "it is better to trust the eyes rather than the ears". Video is one of the most important visual-aids that enhance the teaching/learning processes.

Canning-Wilson (2000, p.1) defined video as "the selection and sequence of messages in an audio-visual context". It makes the learners excited since it enables them to see and hear the subject being taught. Besides, it helps the teachers to provide their lessons in a very comfortable and convenient way. According to Arthur:

> Video can give students realistic models to imitate for role-play;
> can increase awareness of other cultures by teaching
> appropriateness and suitability; can strengthen audio/visual
> linguistic perceptions simultaneously; can widen the classroom
> repertoire and range of activities; can help utilize the latest
> technology to facilitate language learning; can teach direct
> observation of the paralinguistic features found in association with
> the target language; can be used to help when training students in
> ESP related scenarios and language   ….(Arthur, n. p, 1999).

Video is a tool based on a combination of moving pictures. It increases the learners' engagement, makes the task easy to understand, and remember for a long period of time.

1.13 YouTube historical background

Nowadays, people cannot live without internet. It is playing an important role in people's life. It is the source of knowledge, and it enables learners to obtain information faster, easier and with less effort. Internet has changed and developed through time, new websites have been created and progressed, and people now can learn and acquire knowledge through different online sources. One of the most popular and wide spread websites which has increased in the recent times is YouTube.

YouTube is a world wide web used to upload and share videos with people. So, how was it created?

These events could not take place without the pioneers of this device. Indeed, the idea was conceived when Chad Hurley, Steve Chen, and Jawed Karim found a problem in how they can share videos. Hurley and Chen were in a dinner party in San Francisco. They took videos in order to share them later on with Karim. However, they could not because the videos were too long, and this will take long time to load. Also, they cannot be sent by email due to the email attachment limitations. Moreover, the inspiration came when Jawed Karim could not access to the videos related to the disaster of tsunami in Indonesia. So, from these needs, they came up with the idea of video-sharing website (Mary Bellis, 2018).

YouTube website started as a video dating site. It was called first (Tune in or Hook up). Later on, it changed to www.youtube.com. According to Jay Baer from Convince and Convert (www.convinceandconvert.com) and Morrel Thompson from "Momothegamer" YouTube channel (2016), the three founders, who were employees in PayPal Company, launched YouTube on February 14th, 2005. On April 23rd 2005, the first YouTube video "me at the zoo" was uploaded in which Jawed Karim was standing in front of elephants, in San Diego zoo. In November 2005, YouTube received $11.5 million investments from sequoia capital. On December 15th 2005, YouTube officially launched and turned into a company. YouTube first office was located in San Mateo, California. On July 16th 2006, 65000 new videos were added to the site, 100 millions video clips were seen every 24 hours. On October 9th 2006, Karim, Hurley, and Chen sold the YouTube website for around $1.65 billion. On June 2007, YouTube was launched in nine countries including the U.K. On July 23rd 2007, in the 2008 presidential election cycle, some candidates announced their campaigns via YouTube. On November 9th 2008, YouTube signed an agreement with three companies: MGM[2], Lions gate entertainment, and CBS[3] permitting them to display some full length television shows and movies on the site. In December 2008, the HD video 720p HD was

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[2] Metro-Goldwyn-Mayer: An American media Company, involved primarily in the production and distribution of feature films and television programs.

[3] Columbia Broadcasting System: Major American mass-media Company.

launched.

In October 2009, YouTube reached one billion views, and the catch-up TV was launched. In November 2009, the full HD video 1080p HD was launched. In May 2010, YouTube reached two billions daily video views, and in May 2011, it reached three billions. In December 2011, YouTube was updated for the first time. In January 2012, YouTube announced four billions daily video views, and in December 2012, PSY "Gangnam style" video was the first ever video which reached one billion views, and nowadays, it hits more than three billions views in addition to Louis Fonsi feat Daddy Yankee "Despacito" video which hits more than six billions views.
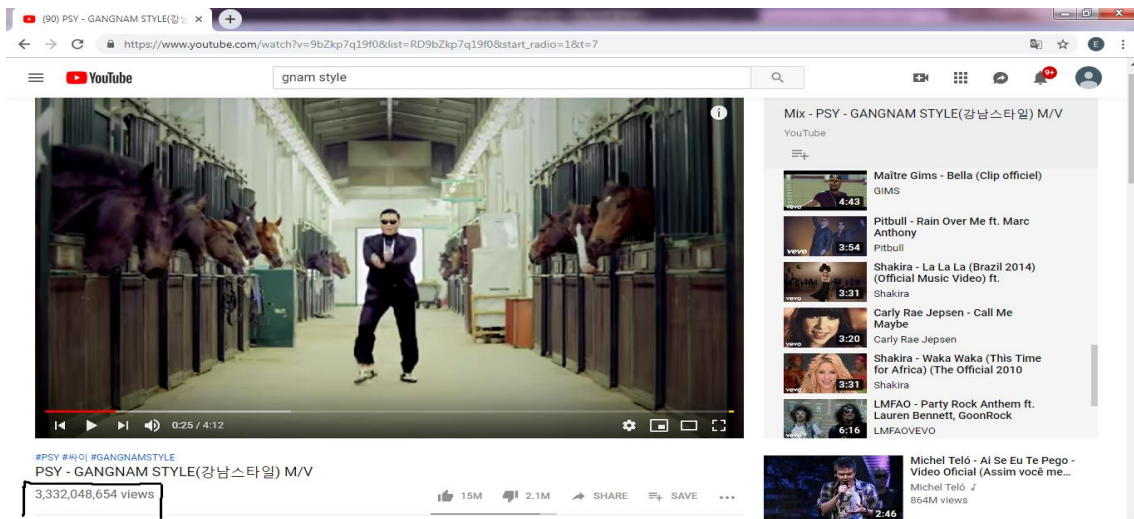
Figure 1.3: Screenshot: Gangnam style (PSY, 2012).
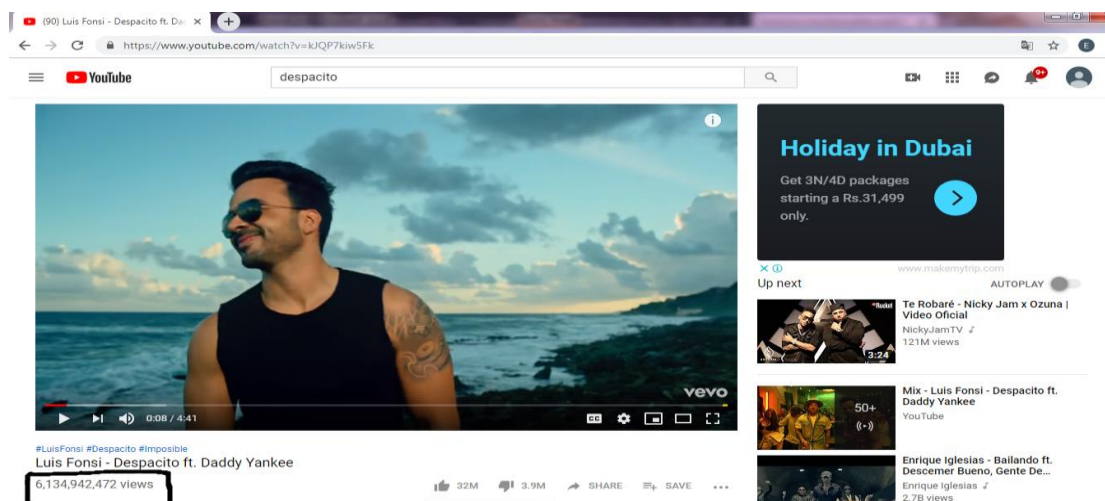
Figure 1.4: Screenshot: Despacito (Louis Fonsi ft. Daddy Yankee, 2017).

1.14 Definition of YouTube

YouTube is a video sharing platform that allows people to upload an unlimited number of videos they have created by their own, and watch any type of video they want for free. It is a compound word of "you" and "tube", tube is an American slang word and it means television. According to Duffy (2008) YouTube is a famous video sharing site in which users are able to share their own clips. Bonk (2009) defines YouTube as an attractive social media that affords a multiple sorts of video clips from all around the world. According to Watkins and Wilkins (2011) YouTube is a free platform users use to store and display videos either to watch or share. Last but not least, according to Jalaluddin (2016 p.1) YouTube is a platform used to share various types of videos such as TV shows, music videos, movies, blogs, educational videos, etc…. Moreover, this website permits the viewers to upload, watch, share, like or give comments.

Therefore, we can say that YouTube is the most common website in which users broadcast themselves and share their own clips with people from all around the world.
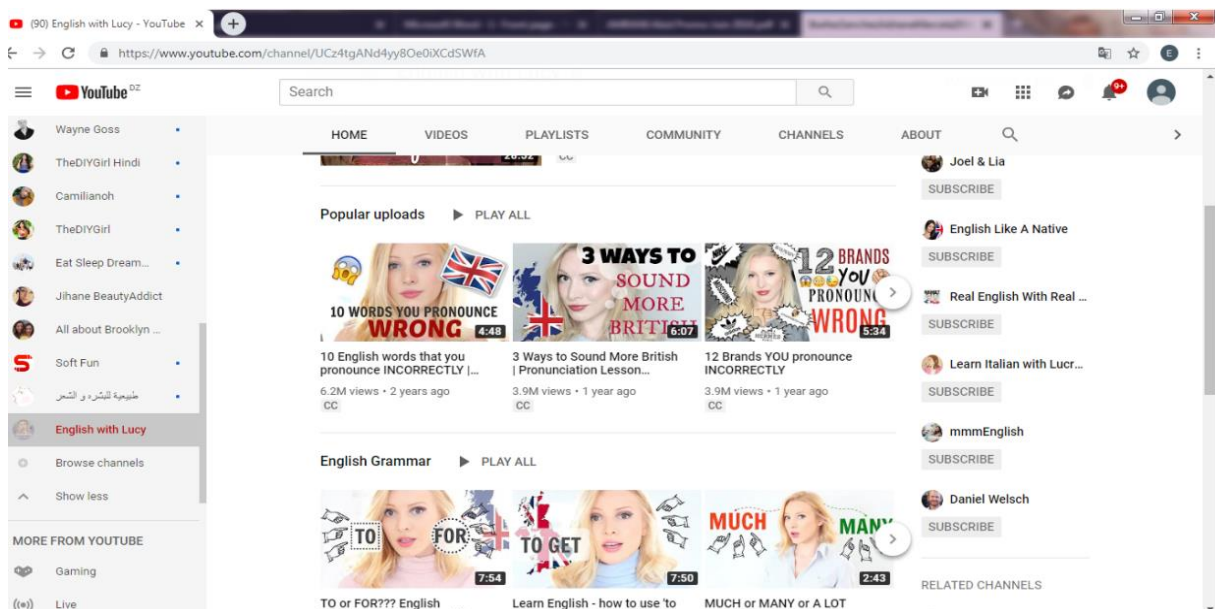
Figure 1.5: screenshot of YouTube website home page.

1.15 Importance of YouTube videos in teaching and learning

Today, learners can learn anything and everything from YouTube. Every single minute, this worldwide web is uploading thousands of videos, and those videos are being viewed by billions of people from all around the world.

Nowadays, YouTube is not only the most useful way to communicate or to be entertained, but also a great way to enhance and develop the teaching and learning processes. It is regarded as the most popular video-sharing website that provides learners with an opportunity to look at the way second/foreign language is used in real life situations. According to Jalaluddin (2016, p. 1) including technological devices such as YouTube will make the teaching and learning atmosphere more interesting and meaningful. Besides, providing the learners with videos will ease the complex concepts since it is based on illustrations.

Through the use of YouTube, learners will be motivated to interact in various tasks and break down their fear of speaking. This modern strategy is considered as a motivational tool that raises discussion in EFL classrooms. In addition, it gives the learners an opportunity to see how people of the target culture live, how they act, how they speak, what are their attitudes, etc….

Integrating YouTube videos within the EFL classroom lessons has become a valuable tool. The teacher has to pick out the right video that matches with the topic being taught and guide his learners. This technique will inspire the learners and encourage them to create their own videos, interact with the others. Therefore, it will improve their level.

1.15.1 YouTube and motivation

Motivation is one of the most essential key in any second/foreign language learning. It is the impulse and the desire that makes anyone's learning successful.

The incorporation of YouTube videos will enhance the students' motivation and make them interested to learn and master the four language skills in a pleasant way. The use of YouTube videos increases the students' participation, engagement, interaction and cooperation. According to Stempleski (1990, p. 3) "Children and adults feel their interest quick en when language is experienced in a lively way through television and video. This combination of moving pictures and sound can present language more comprehensively than any other teaching medium". YouTube videos make learners more active and excited to learn. In addition, teachers will gain the students' attention and make them concentrate on the lessons for a long period of time without getting bored.

1.15.2 YouTube for developing the foreign language learning skills

In the last decade, YouTube short video clips are regarded as a successful common learning tool. It provides learners with unlimited number of information. This website does not only ease the teaching task, that is to say, it is not only beneficial to explain the complex tasks, create an enjoyable learning environment, but provide learners with knowledge as well. Moreover, this platform helps learners to improve their four language skills listening, speaking, reading and writing. Therefore, the incorporation of technological materials especially YouTube videos will help the EFL learners to master the four skills; the receptive and the productive ones, if their teachers select the appropriate activity that boost and promote all skills.

- **Speaking and listening skills:** One of the main concerns of EFL learners is to master the speaking and listening skills. In YouTube, there plenty of video channels which help learners to improve and be competent listeners and speakers. The EFL teachers may provide their learners with the appropriate ways that develop those skills. They can provide them with authentic video conversations in which native speakers of the foreign language are communicating. This will allow them to see their body

language, gestures, and the way they interact. Then, they ask their learners to repeat

after them and imitate their pronunciation, rhythm, and intonation, or they can provide

them with audio visual stories and ask them to summarize orally what they have

understood. According to Watkins and Wilkins (2011, p. 114) "with YouTube,

students and teachers could thoroughly examine any of the essences with a deep focus

on speech cadence, tonal shifts, grammatical nuance, conversational roles, oral most

any other topic currently being examined in class". It is necessary to choose the

appropriate activities and effective strategies to enhance the students' speaking and

listening abilities in order to get a better acquisition and a successful achievement of

the foreign language.

According to Rivers (1966, p. 196) "Speaking does not on itself constitute

communication unless what is said is comprehended by another person". This means that

there is a correlation between speaking and listening skills, they cannot be separated, and one

cannot be competent to communicate unless he understands what the other one is saying and

vice versa.

Speaking is regarded as the most difficult skill when it is compared to listening,

reading and writing, and the EFL oral fluency will not be improved unless through an

effective listening because a fluent speaker is based on a good listener.

- **Reading and writing:** Technology plays an important role in raising the learners'

  achievement. It has a positive impact on the learning process. The incorporation of

  YouTube videos does not only improve the speaking and listening skills, but also their

  reading and writing. According to Watkins and Wilkins (2011), the use of YouTube

  videos in EFL classes enhances the learners' reading and writing skills. This will be

  through the application of these techniques.

a. **Note-taking and summarizing.** The use of such a technique will improve the note taking and summarizing skills. The teacher selects any lecture from YouTube, he plays the video. The students will listen to the lecture and take some notes on the topic being tackled. Then, they will develop those notes using their own style and write a summary. After that, orally, they read and compare their summaries with the teacher and of their partners'. If there is any different idea, they will clarify why they have included such a point. These tasks are mainly based on speaking. In such condition, the learners are compelled to speak.

b. **The "How-to" writing.** The teacher chooses a long and a complex video. Then, he writes on the board a guide to what is included in the video step-by-step. After that, he asks them to choose another video which is similar to the first one in terms of complexity and length. Then, the students create a guide to the video being selected. Finally, they check their own with their partners. This way will enhance their way of receiving and producing the information.

1.15.3 YouTube for vocabulary mastery

Vocabulary is regarded as the starting point of any foreign language learning. Without vocabulary one cannot master the second/foreign language skills, understand what people are saying, or even communicate. According the Wilkins (1972, pp. 111, 112) "… without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Words are language and being unable to express ideas is the most difficult thing in a foreign language speaking. According to harmer (1991, p. 153) "vocabulary is the core of language, he further suggests that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh".

The traditional way of teaching believed that the only way to enrich vocabulary is through extensive reading and dictionaries. However, due to social media especially YouTube

the learners' second/foreign language acquisition have increased. The integration of YouTube videos in EFL settings will offer learners an opportunity to learn unconsciously new words from different sources such as songs, conversations, documentaries, short movies, etc…. According to Watkins and Walkins (2011, p. 113) "Using YouTube both inside and outside the classroom can enhance conversation, listening, and pronunciation skills. YouTube videos can also be utilized as Realia to stimulate cultural lessons, enhance exposure to world Englishes, and promote authentic vocabulary development".

The use of YouTube videos is modern and attractive. It will help EFL learners to memorize words easily and in an enjoyable way. According to Chun and Plass (1996) "Supporting vocabulary learning with pictorial and verbal cues can help increase the retention and recall of the lexical products".

1.16 YouTube videos teaching difficulties

The integration of YouTube videos in EFL classrooms has a positive impact on learners. First, it is used to ease the advancement of EFL learners' language skills. Second, the use of videos does not only improve their linguistic competence, but it helps them to discover and learn the culture of the foreign language as well. Third, it encourages the learners to speak (Wang, 2015).

 Harmer (2007) states that teachers should take into consideration some difficulties that might obstacle him when using videos:

- **Poor quality**. The poor quality of the video affects negatively the students' motivation and makes them unable them to see clearly.

- **Nothing new syndrome**. The teacher should know when to use the video. Sometimes, he uses it to facilitate complex sentences in interesting way. However, he fails. So, learners consider that the use of videos in learning activities is the same as traditional learning.

- **Poor viewing condition**. The teacher should take into account the classroom condition before providing them with the video lesson.

- **Stop and start technique**. This technique might not motivate EFL learners, the teacher should know when to stop and when to start the video in order not to lose their attention.

- **The length of the video**. The teacher should also take into account the duration of the video. The selection of long video may make learners fall asleep or lose their awareness. So, the effective way to get the students' attention is through the use of short videos.

- **Technical problem**. The teacher should be aware of all the materials such as overhead projector that will be used to provide his lesson through a video.

The teacher should think and expect the problems that may face him. Besides, he has to be able to select the right video (Abukhattala, 2015). Nowadays, there are a lot of YouTube video lessons; the teacher should choose the appropriate one that matches the students' needs. Based on the information above, sometimes, the integration of YouTube video lessons in EFL classrooms does not provide benefits if the teacher does not anticipate the difficulties that may face him.

1.7 Conclusion

The first chapter is devoted to speaking skill (the dependent variable). It highlights the importance of speaking and its difficulties. Moreover, it deals with the role of YouTube videos (the independent variable) and its effectiveness on enhancing and motivating the EFL students to speak and develop their speaking abilities.

As a conclusion, we can say that the use of YouTube videos in EFL classrooms is valuable and beneficial in teaching/learning process. The integration of online resources such

as YouTube has made the learning of English as a foreign language interesting, easy and less

stressful. The educational YouTube videos help learners to enhance both the productive and

receptive skills. Also, they help them to enrich their vocabulary and enhance their motivation.

Besides, the use YouTube platform encourages EFL learners to speak, break their fear of

making   mistakes,   and   help   them   to   become   fluent.

Chapter Two

Methodology
and
Data Analysis

Chapter Two: Research methodology and data analysis

2.1Introduction

This chapter deals with the practical part of this research study. It focuses on the steps and the methodology of this work. It provides an ample description of the sample population, the tools used to collect the data and the research types. Moreover, it deals with data analysis of the results obtained from the students' questionnaire and the teachers' interview. The results will shed light on the researchers' hypotheses.

2.2 The setting

In BELHADJ BOUCHAIB University centre-Ain-Temouchent, the department of letters and English language has been inaugurated in 2012. It is seizing 487 Students. The department of English language is composed of two levels of graduations.

The first level of graduation always referred to as license level, and it holds 351 Students. This level is always divided into three other levels.

➢ First year grade consists of 144 students divided into three groups which deal with eleven subject matters.

➢ Second year grade holds 111 students divided into three groups which deal with ten subject matters.

➢ Third year grade includes 96 students divided into two groups which deal with eleven subject matters.

The second level of graduation referred to as master level which includes two crucial streams: Linguistics and Literature and Civilization.

In the first master level, the linguistics stream holds 63 students; they are divided into two groups and provided with nine subject matters. Whereas, the literature and civilization stream encompasses 21 students of one group, and they deal with nine subject matters.

In the second master level, the linguistics stream holds 40 of one group which tackle nine subject matters during the whole year. On the other hand, the literature and civilization stream encompasses 12 students of one group that deal with eight subject matters.

With regard to teaching, the department of English language at BELHADJ BOUCHAIB University Centre- Ain-Temouchent holds about 22 teachers including full time and part time teachers.

2.2.1 Description of the target situation

This research work has been performed in the department of English at BELHADJ BOUCHAIB University Centre-Ain-Temouchent. The current study does not concern all the first year students; it deals only with 40 students who were chosen randomly from the first year classes 144 students. The first year classes study eleven subject matters, and among these subjects, oral expression is of a great importance, it provides them with the opportunity to improve oral skill.

2.2.2 Research objectives

The aim behind this research is to investigate and question the role of using and incorporating YouTube videos in EFL classes in order to improve the students' speaking skill, besides the attitudes of EFL learners toward this tool in a learning setting. The results of this study may determine whether the use of YouTube videos is an effective tool that motivates EFL learners to speak and develops their oral skill. Also, how it leads the learners to be effective. If so, YouTube videos will be added as an important pedagogical tool for EFL teachers for the sake of improving the students' oral skill.

2.3 Research methodology

The objective behind this study is to investigate the integration of technological aids such as YouTube videos in the pedagogical setting and its effectiveness on enhancing and

developing the EFL learners' speaking abilities.

In the present study, the researchers have opted for case study of first year in order to extract efficient and useful data about the importance of YouTube videos on improving the students' oral skill.

2.4 Sample population

Before mentioning the sample population which was used in this research work, one should first explain what does it mean?

According to Frey et al. (2000, p. 125) sample is "a subgroup of a population". That is to say, a sample is when the researcher takes a small group from the whole population in order to investigate. According to Lohr (1999), the sample should truly exemplify and illustrate the characteristics of the elements of a complete target population. The sampling theory plays an important role in research study, because it helps the researcher to analyze and assess every single participant within the small group rather than an entire population.

The sampling technique which was chosen in this study is random sampling or a representative sampling. Random sampling is a part within the probability sampling type in which the participants of the sample population have an equal chance to be chosen. In this study, 40 EFL students of first year in the department of letters and English language in BELHADJ BOUCHAIB University Centre have been randomly selected out of 487 students, and five teachers out of 22 teachers.

This sample population has been chosen during the academic year 2018/2019.

2.4.1 Students' profile

The students who took part in this study are first year LMD students in the department of letters and English language in BELHADJ BOUCHAIB University Centre. The objective behind selecting this population is because they have an idea about how to manipulate and use

the ICTs. Besides, we want to study their attitudes towards YouTube videos as new teaching tool, as well as its effectiveness on their learning.

2.4.2 Teachers' profile

The target sample is composed of five (05) teachers who were chosen randomly out of 22 teachers from the department of English language in the institute of letters and foreign languages at the university Centre of BELHADJ BOUCHAIB, Ain-Temouchent. The five teachers have taught oral expression, culture and civilization in their teaching career. These different subject matters can provide us with necessary information since the lectures require the use of YouTube videos in order to encourage, motivate and enhance the students' oral skill.

2.5 Tools of research

Research tools or research instruments are means used by the researchers to collect data and gather information about a topic of interest for the purpose of measuring and analyzing. In this study two research tools were used; a students' questionnaire and a teachers' interview. However, before a pilot study has been conducted to evaluate the efficiency of the questions in the way has been planned and reformulate when necessary.

2.5.1 The pilot study

According to William in Collins dictionary pilot study is "a small-scale experiment or set of observations undertaken to decide how and whether to launch a full-scale project" (www.collinsdictionary.com). Thus, a pilot study is a prior study of the questions to assess their efficiency. It is an important step, it helps the researcher to test the questions and decide their validity and reliability. Furthermore, it helps to reveal the errors and change them before the final submission. In the current study, two questions have been reformulated.

Section two:

- Question 01: which skill is the most important for you?

Section three:

- Question 01: How often does your teacher integrate YouTube videos in the classroom?

- Question 04: The use of YouTube videos in EFL classrooms improves the students' speaking skill.

In addition to that, one question has been omitted since it is the same as another one:

- Do you think that the use of YouTube videos encourages you to participate and speak?

2.5.2 Questionnaire

Questionnaire is considered as the first data collection instrument when conducting any research work. The use of questionnaire enables researchers to gather a large number of information quickly and in a very effective way from a large sample of population. It consists of a combination of questions which helps the researcher to easy analyze and draw his conclusion. According to Key (1997, p. 1) "A questionnaire is a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals". The use of questionnaire helps the researcher to collect real and honest data since the participants will answer anonymously without mentioning their names.

Therefore, in order to achieve the needs of this study, a questionnaire of 15 questions was addressed to first year EFL students in order to collect the students' various points of views about the incorporation of YouTube videos in EFL classrooms and its effectiveness on improving the speaking skill. The questions diversified from multiple-choice questions, close ended questions and open ended questions. The questionnaire was submitted on Monday, April 8th, 2019 in building E, and the students spent almost 15 to 20 minutes to complete it.

2.5.3 Interview

Interview is considered as one of the most flexible tools of research that seeks to collect information from individuals. This process is a qualitative technique; it is based on analyzing the different opinions of individuals on a given subject. According to Boyce and Neale (2006, p. 3) this method requires "conducting intensive individual interviews with small number of respondents to explore their perspectives on a particular idea, program, or situation".

In the current study, a structured interview was used to collect information about the role of implementing YouTube videos in EFL classes and its impact on improving the learners' speaking abilities. The interview was addressed to five (05) teachers who were chosen randomly. The questions were sent via email, and the teachers spent two weeks to return them back.

2.6 Methods of data analysis

Data analysis is the process where the research explains and describes the method that he will use to analyze the collected data of the research study. In the present study, two methods of analysis were used. The students' questionnaire was analyzed quantitatively, and the teachers' interview was analyzed qualitatively.

2.6.1 Quantitative research method

According to Adi Bhat in the QuestionPro.com quantitative research is "systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical or computational techniques" (www.questionpro.com). Quantitative research method is a non-descriptive method, it deals with numbers, and it quantifies and presents the results in a form of statistics and graphs.

In the present study, the quantitative method is used to measure and analyze the data collected from the students' questionnaire. In fact, it helps the researcher to draw a conclusion concerning the role of YouTube videos for first year students on improving the speaking skill at BELHADJ BOUCHAIB University Centre- Ain-Temouchent.

2.6.2 Qualitative research method

According to Shank (2002, p.5) qualitative method is "a form of systematic empirical inquiry into meaning". Qualitative research method is a descriptive and exploratory method. It aims to find answers to questions like "how" and "why" instead of "what" and "how much". Qualitative method aims to explore and provide an in-depth understanding of a particular phenomenon through the use of words rather than numbers. In fact, teachers' interview reflects this method.

2.7 Description of the students' questionnaire

In the current study, students' questionnaire is composed of 15 questions which will reveal the learners' attitudes towards YouTube videos in EFL classes. The students' questionnaire consists of open-ended, closed-ended and multiple-choice questions. The questionnaire includes four (04) sections:

➢ The first section is devoted to general information. It consists of three (03) questions. The first question was asked to know the students' acquaintance with the English language. The second question was asked to know their level of competency in English i.e. beginner, intermediate or advanced. The last question is about whether they like learning English or not.

➢ The second section entitled students' attitudes towards speaking skill, and it consists of five (05) questions. In the first question, students were asked to classify language skills in terms of importance. The second question was asked to know the students'

attitude towards speaking English i.e. an easy task, difficult or a very difficult one, followed by a short explanation. The third question is about the students' participation in the oral expression sessions. The fourth question is about speaking opportunity provided by the teacher. The last question is about the difficulties they may face when speaking English, requested by mentioning other problems.

➤ The third section deals with students attitudes towards YouTube videos use in learning settings, and it is composed of six (06) questions. The first question seeks to know if the teacher integrates YouTube videos in the classroom. Then, in the second question, the students were asked about their point of view about the use of YouTube videos as a supporting teaching aid i.e. positive, neutral or negative. Next, the third question was asked to know if the use of YouTube videos motivates and encourages them to participate and speak. After that, the fourth question was asked to know if the students strongly agree, agree, strongly disagree or disagree about the use of YouTube videos to improve speaking skill. Next, the fifth question was asked to know whether the incorporation of YouTube videos facilitates the learning process and makes it more enjoyable and pleasant. In the last question, the students were asked to give their point of view about whether listening to native speakers' videos improves their pronunciation.

➤ The last section is entitled suggestions and recommendations, and it consists of only one question. In this question, the students were asked to mention any other advantages of the integration of YouTube videos in the classroom.

2.8 Analysis of the students' questionnaire

Section one: **General Information**

Question 01:

- How long have you been studying English?

- The aim of this question is to know how many years the students spent in studying English.

Table 2.1: Students' acquaintance with the language.

Options	8 years	9 years	10 years	Total
Response	21	17	2	**40**
Percentage	52.5%	42.5%	5%	**100%**
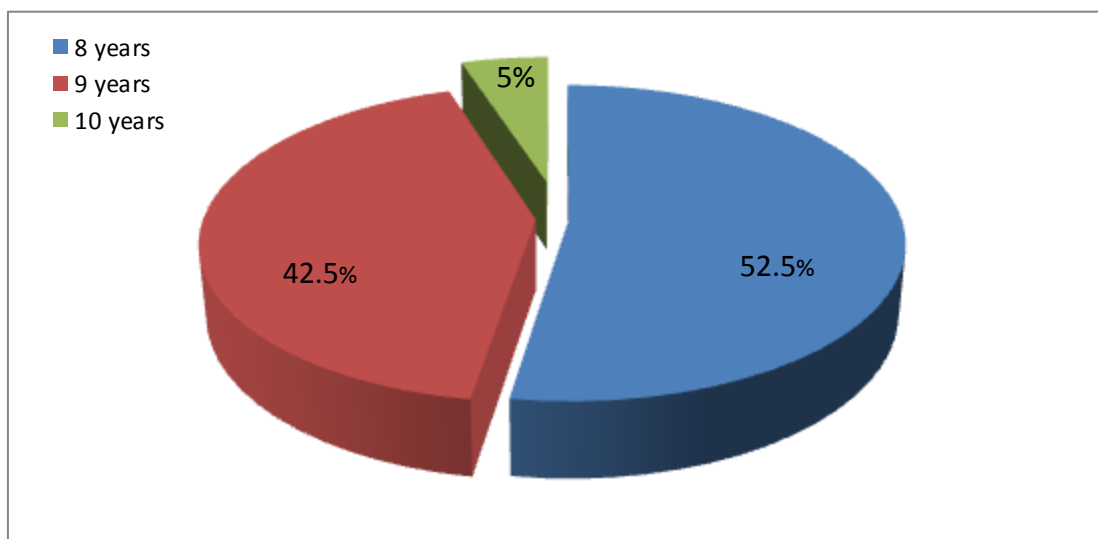
Figure 2.1: Students' acquaintance with the language.

From the previous figure, it is noticed that most of the sample respondents have been learning English for eight years with a percentage of (52.5%); (42.5%) have been learning English for nine years and only two students for 10 years.

Question 02:

- How do you consider your level in English?

- The aim of this question is to know how students perceive their level in English.

Table 2.2: Students' perception of their level in English.

Options	Response	Percentage
Beginners	2	5%
Intermediate	32	80%
Advanced	6	15%
Total	**40**	**100%**
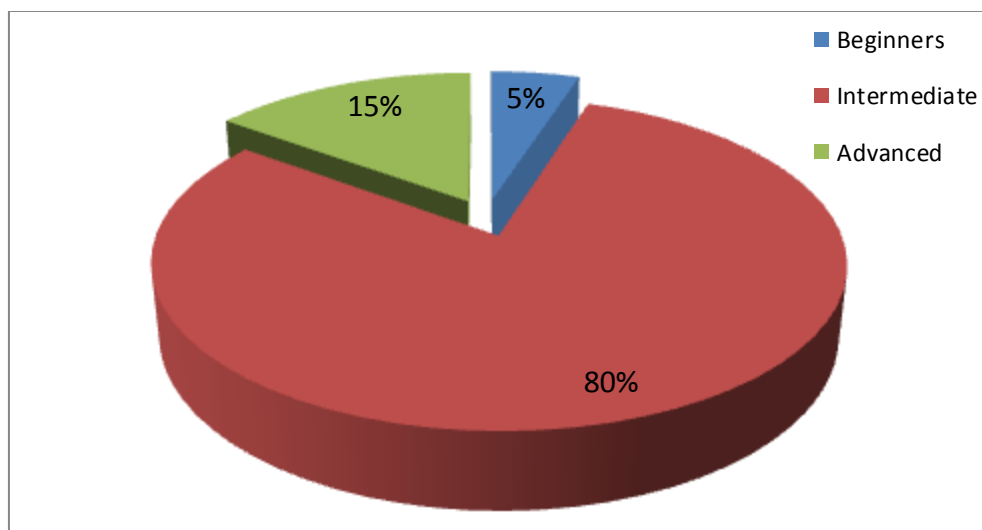
Figure 2.2: Students' perception of their level in English.

The preceding figure reveals the students' level in English. The results show that most of the respondents with a percentage of (80%) consider their level in English as intermediate, six respondents among the whole sample (15%) consider their level to be advanced, and only two students (5%) perceive their level as beginners.

Question 03:

- Do you like learning English?

- The aim behind this question is to know if the students feel enthusiastic while studying English.

Table 2.3: Students' attitude towards learning English.

Options	Response	Percentage
Yes	39	97.5%
No	01	2.5%
Total	**40**	**100%**
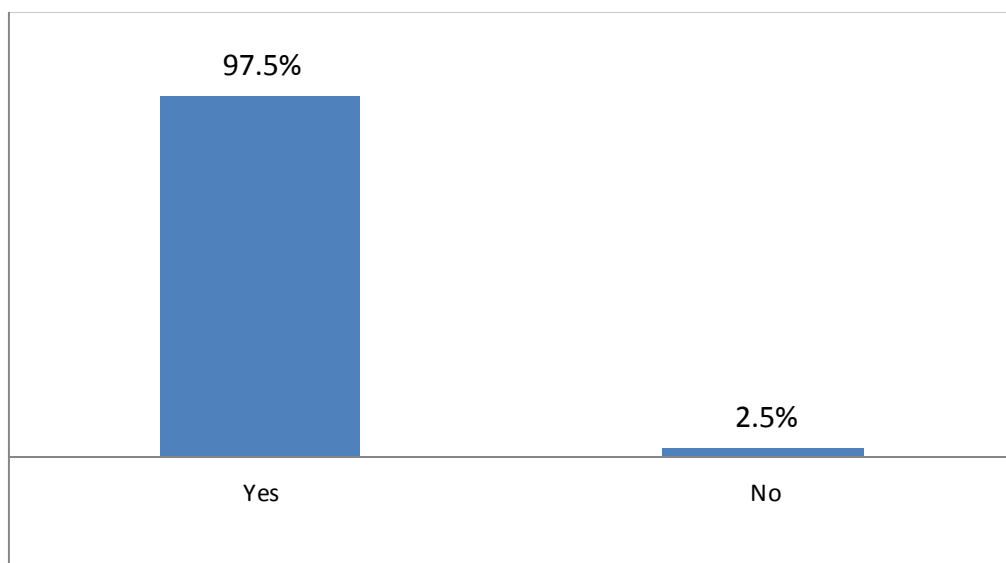
Figure 2.3: Students' attitude towards learning English.

This figure reveals the students' attitudes towards learning English. Nearly all the sample population answered "yes" with a percentage of (97.5%), only one respondent (2.5%) whose answer was "No".

Section Two: Students' attitudes towards Speaking Skill.

Question 01:

- Which skill is the most important for you?

- This question aims to know which skill is more important for the students.

Table 2.4: Students' language skills classification in terms of importance.

Options	Participants	Percentage
Listening	10	25%
Speaking	19	47.5%
Reading	10	25%
Writing	1	2.5%
Total	**40**	**100%**
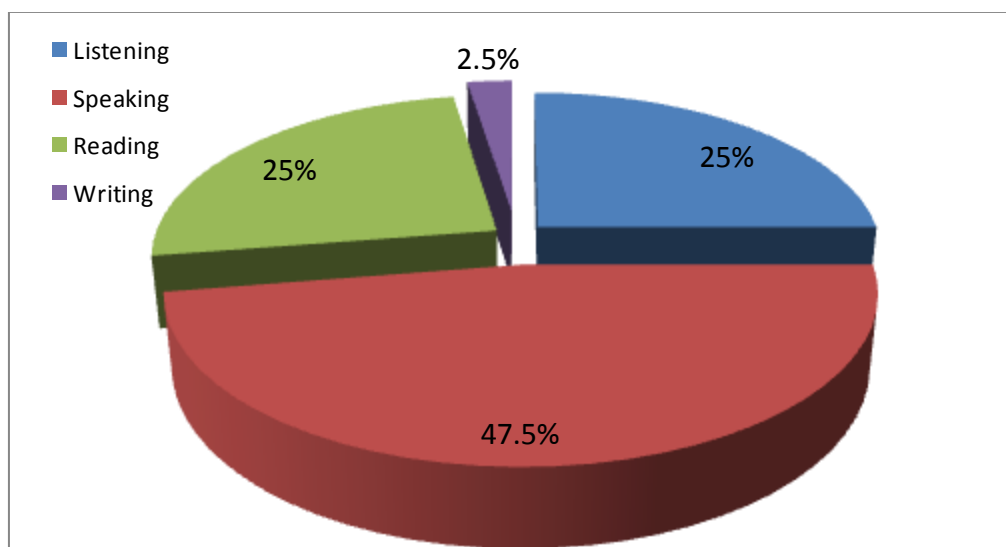
Figure 2.4: Students' language skills classification in term of importance.

From this figure, it can be noticed that most of the students consider the speaking skill as the most important skill to be developed with a percentage of (47.5%) and (25%) was given to listening and reading skills, while only one student (2.5%) believes that writing is the most important skill to be developed.

Question 02:

- How do you consider speaking skill?

- The aim of this question is to know the students' attitude towards speaking skill.

Table 2.5: Students' attitude towards speaking skill.

Options	Participants	Percentage
An easy task	24	60%
A difficult task	15	37.5%
A very difficult task	01	2.5%
Total	**40**	**100%**
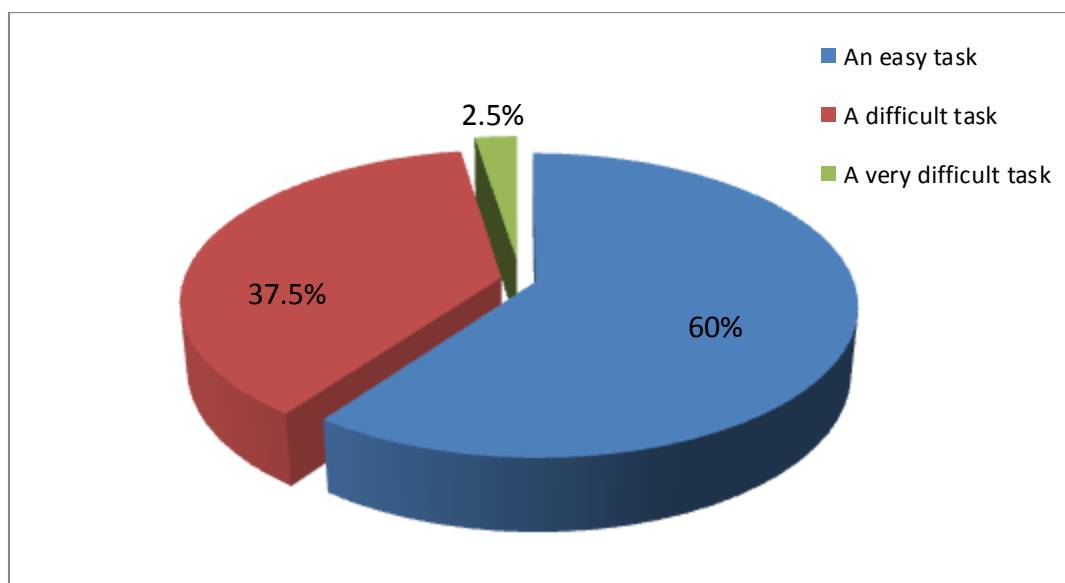
Figure 2.5: Students' attitude towards speaking skill.

The previous figure shows the students' opinion about the speaking skill. As it appears, (60%) of the sample population consider the speaking skill as an easy task, which apparently takes the biggest percentage of the entire population. While (37.5%) constitute the students who consider it as a difficult task, and only one student (2.5%) that perceive it to be a very difficult task.

Justification:

This question was answered by 25 (62.5%) respondents. The answers were as the following:

An easy task:

➢ Because I always express myself in English in different situations.

➢ While speaking, I always use simple sentences, simple tenses and a clear vocabulary.

➢ Because while speaking I try to simplify my speech, using simple sentences, simple tenses and a clear vocabulary.

A difficult task:

➢ It is the fear of making mistakes which makes speaking difficult for me.

➢ Because it needs knowledge and a high scale of pronunciation, and as we are not native speakers, we have the effect of our mother tongue.

➢ Fear of making mistakes in front of the teacher and my classmates and their negative judgement.

➢ Lack of vocabulary.

A very difficult task:

➢ Because it takes me time to translate what I have in my mind into English.

Question 03:

- Do you participate in oral expression sessions?

- The aim of this question is to have an idea about the rate of participation, and to what extent they are willing to be active and take risk.

Table 2.6: Students' participation frequency in oral expression sessions.

Options	Participants	Percentage
Always	14	35%
Sometimes	22	55%
Rarely	4	10%
Never	0	0%
Total	**40**	**100%**
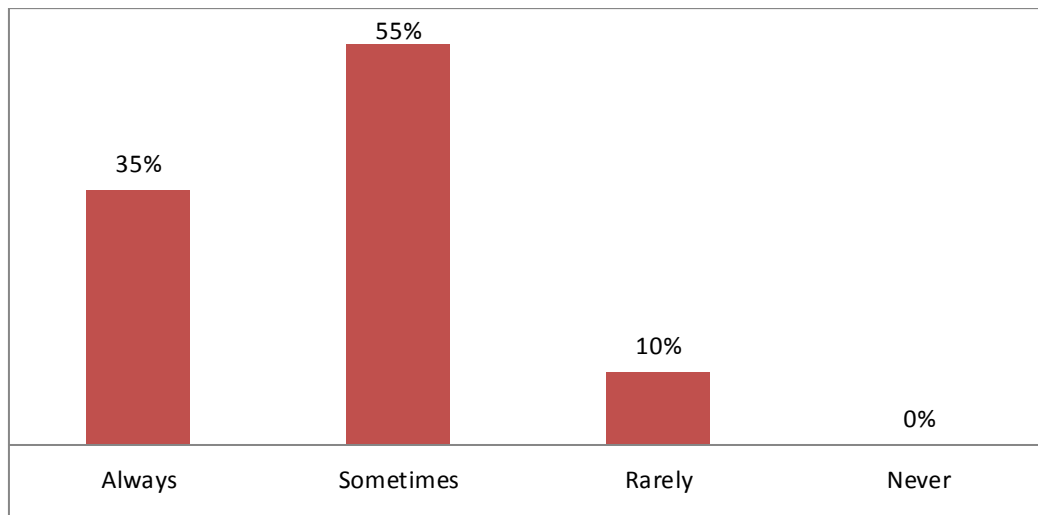
Figure 2.6: Students' participation frequency in oral expression sessions.

The data given in this figure demonstrate that the majority of the respondents have answered that they sometimes participate in oral expression sessions with percentage of (55%), and (35%) of the whole sample said that they always participate in oral sessions. While (10%) of them opted for rarely, and none of them said never.

Question 04:

- Does your teacher give you the opportunity to speak?

- The aim of this question is to know whether the teacher encourages his students as much as possible to intervene.

Table 2.7: Teachers' attitude towards students' participation.

Options	Participants	Percentage
Always	26	65%
Sometimes	13	32.5%
Rarely	1	2.5%
Never	0	0%
Total	**40**	**100%**
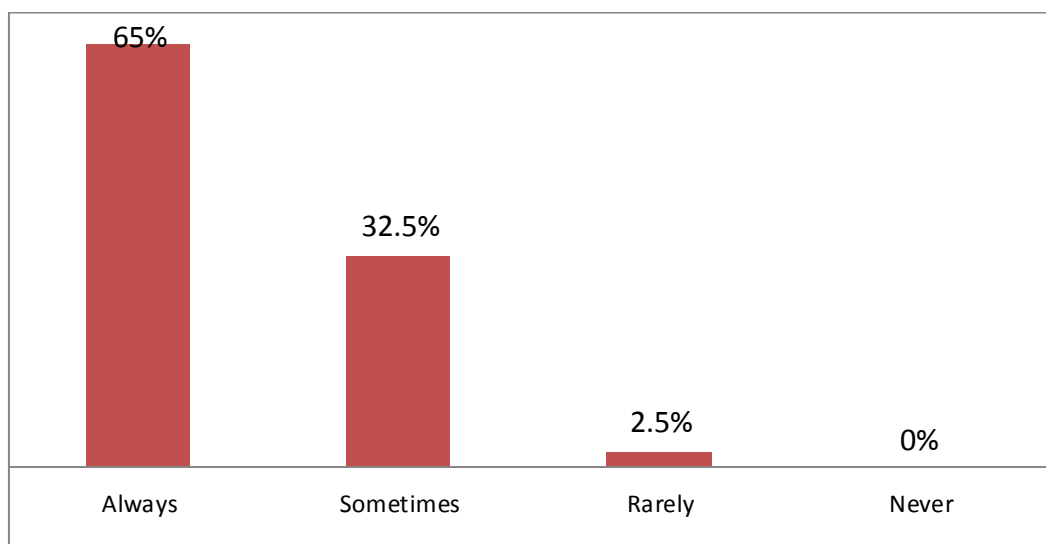
Figure 2.7: The teachers' attitude towards students' participation.

A large number of the total sample population with a percentage of (65%) state that their teacher always gives them the opportunity to speak. (32.5%) said that their teacher sometimes allow them to participate in the classroom discussion. Whereas, only one respondent (2.5%) opted for rarely, and none of them answered never.

Question 05:

- What are the difficulties you face when speaking English?
- The aim of this question is to know the difficulties the students encounter while speaking English.

Table 2.8: Students' difficulties when speaking English.

Options	Participants	Percentage
a. Fear of making mistakes.	19	47.5%
b. Lack of vocabulary.	09	22.5%
c. Fear of others' negative evaluation.	06	15%
d. Lack of self-confidence.	06	15%
Total	**40**	**100%**
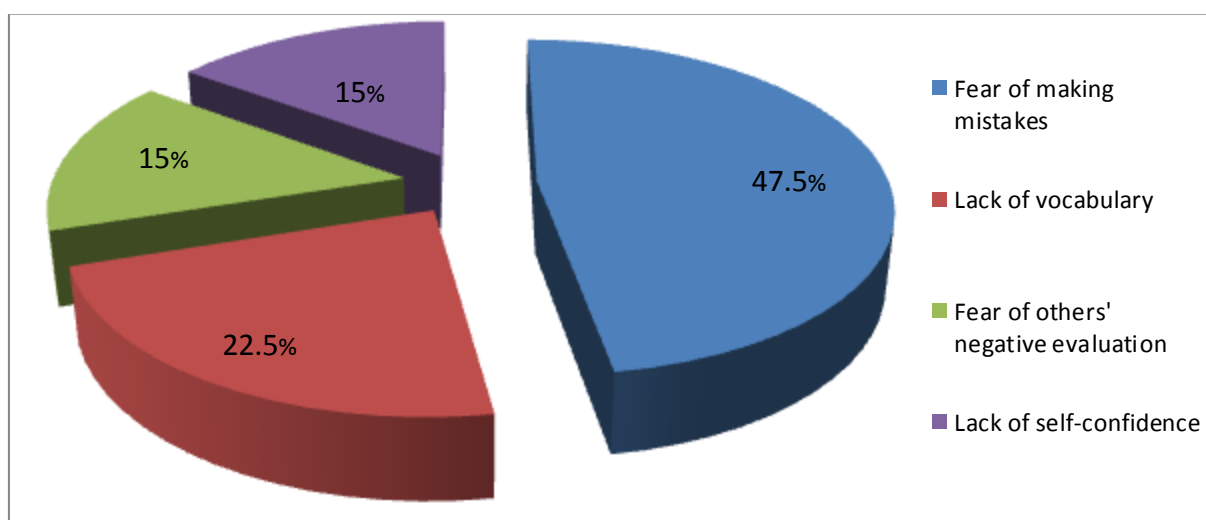
Figure 2.8: Students' difficulties when speaking English.

In this question, students are asked to expose the difficulties they face when they want to speak English. The majority of students (47.5%) state that they are afraid of making mistakes when speaking English. Whereas, 9 students (22.5%) state that they do not speak English because they lack vocabulary. Finally, two similar percentages (15%) state that they lack self-confidence, and that they face problem with the negative evaluation of the others. Other respondents state that they do not speak because of:

- The dominance of some members in any discussion. They do not give them the opportunity to speak.

- The negative attitude of the teacher towards his students.

- The interruption of the teacher and the students.

Section three: Students' attitudes towards YouTube videos' use in learning settings.

Question 01:

- How often does your teacher integrate YouTube videos in the classroom?

- This question is to know if students are familiar with this tool in a learning setting.

Table 2.9: Teachers' integration of YouTube videos in the classroom.

Options	Always	Sometimes	Rarely	Never	Total
Response	03	22	08	07	**40**
Percentage	7.5%	55%	20%	17.5%	**100%**
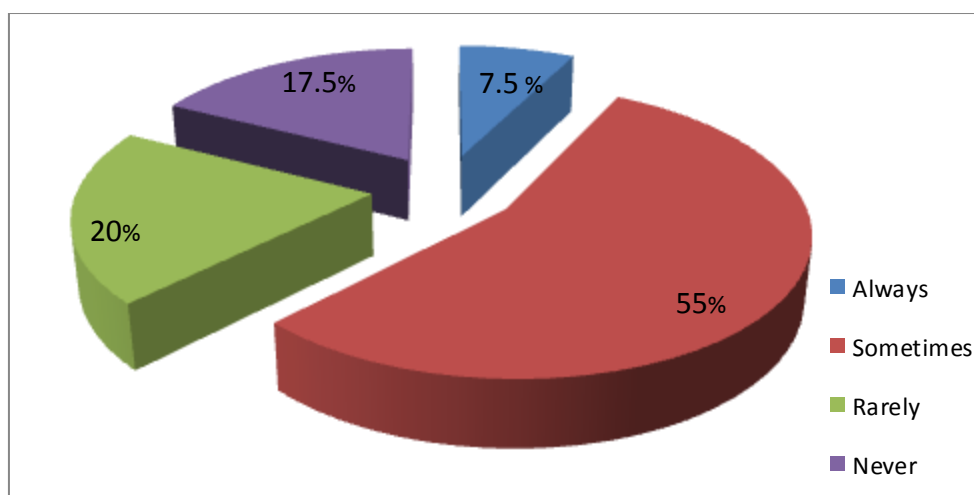
Figure 2.9: Teachers' integration of YouTube videos in the classroom.

Out of 40 participants, 03 students (7.5%) state that their teacher always integrates YouTube videos in the classroom. Whereas, the majority of (55%) state that he sometimes use

this tool. 08 students (20%) claim that he rarely uses YouTube videos to teach. Lastly, 07

students (17.5%) state that they have never been taught through YouTube videos.

Question 02:

- What is your point of view about the use of YouTube videos as a supporting teaching

  aid?

- This question is to know the students' viewpoint about the integration of YouTube

  videos as a supporting teaching aid and to see whether they welcome the use.

Table 2.10: Students' attitudes towards YouTube videos.

Options	Positive	Neutral	Negative	**Total**
Participants	37	03	00	**40**
Percentage	92.5%	7.5%	00%	**100%**
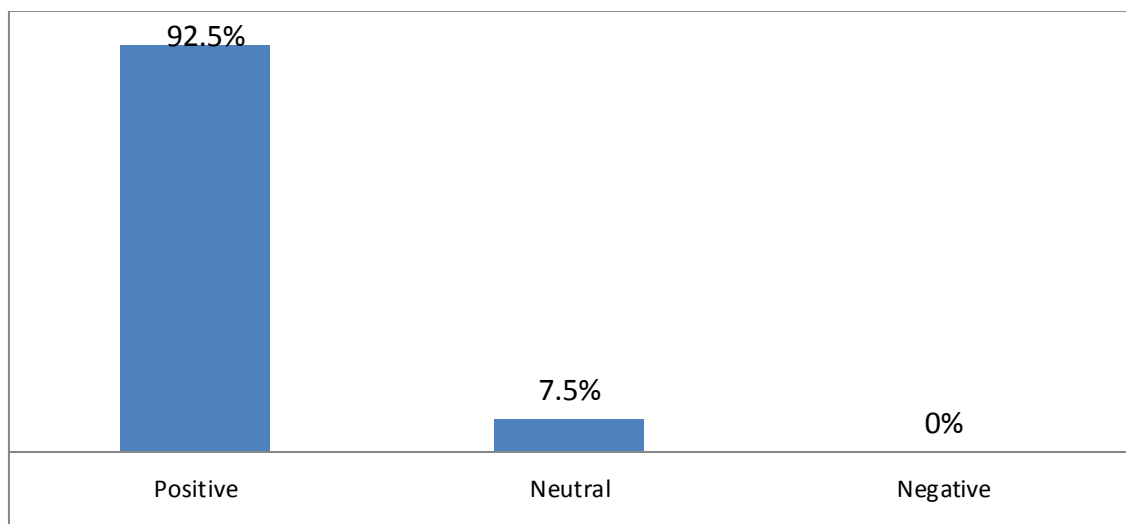
Figure 2.10: Students' attitudes towards YouTube videos.

From the table and the figure above, we notice that the majority of students (92.5 %)

state that they are positive and support the use of YouTube videos in the pedagogical settings.

Whereas, three students (7.5 %) are neutral.

Question 03:

- Do you think that the use of YouTube videos motivate the students' to participate?

- The aim behind this question is to know if the incorporation of YouTube videos motivates the EFL learners to participate and take risk.

Table 2.11: YouTube videos as a motivational tool.

Options	Yes	No	Total
Response	40	00	**40**
Percentage	100%	00%	**100%**
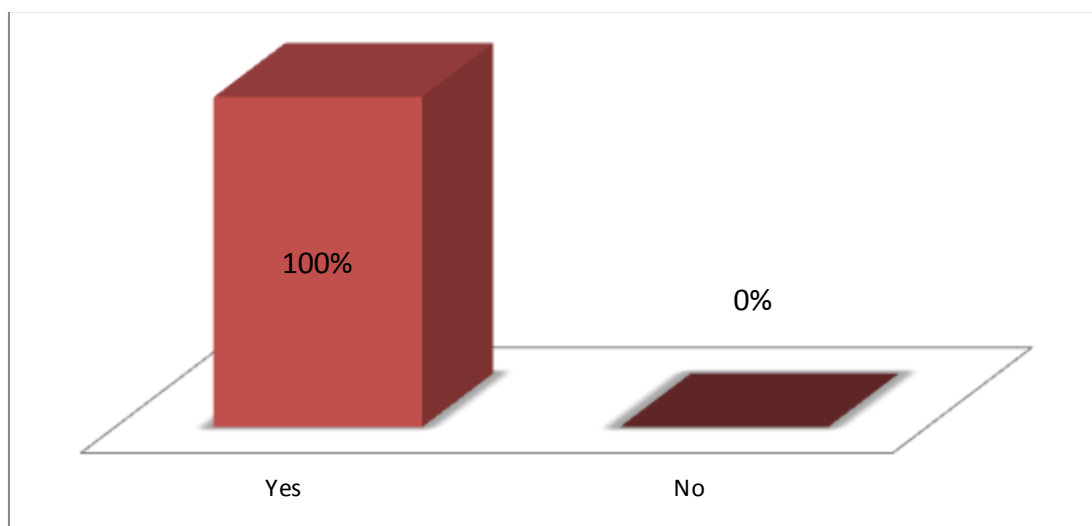
Figure 2.11: YouTube videos as a motivational tool.

The table and the graph above show that no one has opted for the "no" answer. This means that all the participants (100 %) agree that the incorporation of YouTube videos motivate the learners to participate and speak.

Question 04:

- The use of YouTube videos improves the students' speaking skill.

- The objective of this question is to know the students' viewpoint about the use of YouTube videos in improving the speaking skill.

Table 2.12: The use of YouTube videos in improving the students' speaking skill.

Options	Participants	Percentage
a. Strongly agree.	15	37.5%
b. Agree.	25	62.5%
c. Strongly disagree.	00	00%
d. Disagree.	00	00%
Total	**40**	**100%**
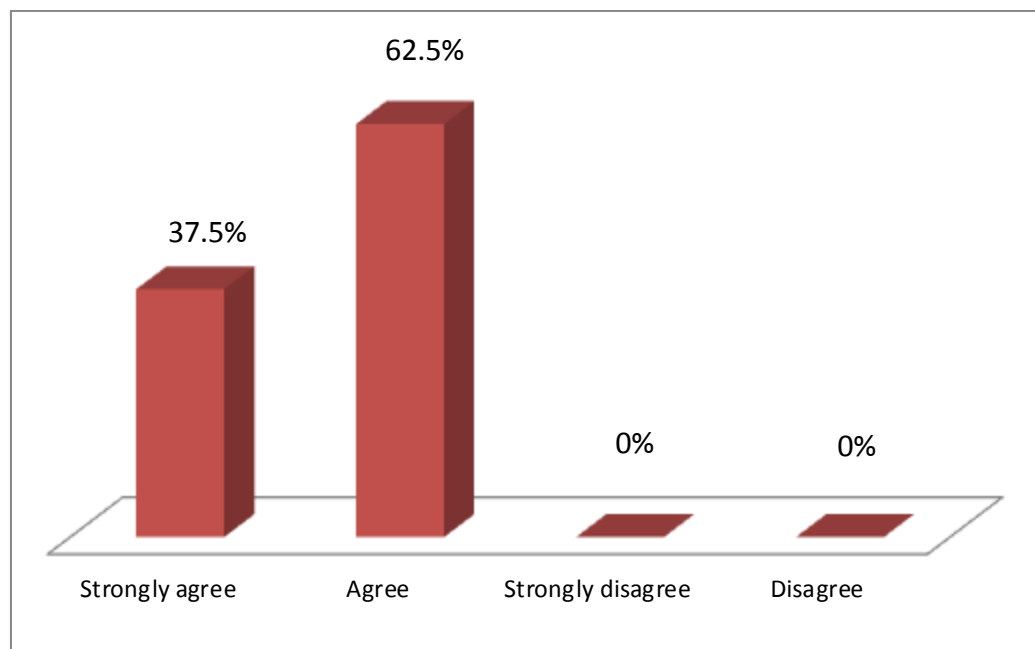
Figure 2.12: The use of YouTube videos in improving the speaking skill.

The results from the figure above show that 15 students (37.5%) strongly agree with the use of YouTube videos in the classroom to develop the students' speaking abilities. Whereas, the majority 25 students (62.5%) said that they "agree". Concerning the two last options "strongly disagree" and "disagree", no one has opted for these answers.

Question 05:

- The incorporation of YouTube videos facilitates the learning process and makes it more enjoyable and less stressful.

- This question seeks to know if YouTube videos facilitate the learning process and makes it less stressful.

Table 2.13: YouTube videos as an enjoyable tool that facilitates the learning process.

Options	Yes	No	Total
Response	40	00	**40**
Percentage	100%	00%	**100%**
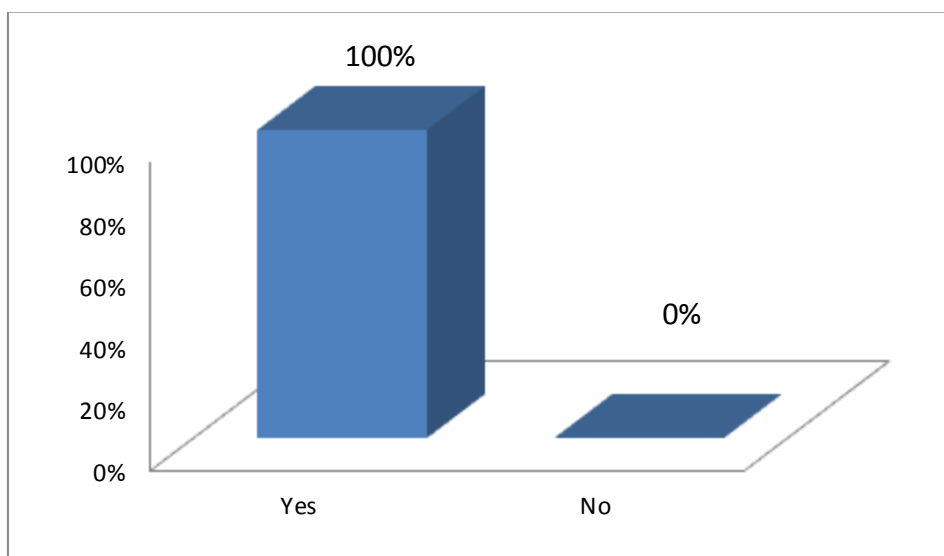
Figure 2.13: YouTube videos as an enjoyable tool that facilitates the learning process.

As it is shown in the figure above, all the participants (100%) agree that the incorporation of YouTube videos ease the learning process. Besides, it makes it more enjoyable and less stressful.

Question 06:

- In your opinion, listening to native speakers videos improves your pronunciation.

- This question seeks to know the EFL learners' opinion about the use of authentic videos of real native speakers in developing their pronunciation level.

Table 2.14: Improving pronunciation through listening to native speakers' videos.

Options	Response	Percentage
Agree	35	87.5%
Neutral	05	12.5%
Disagree	00	00%
Total	**40**	**100%**
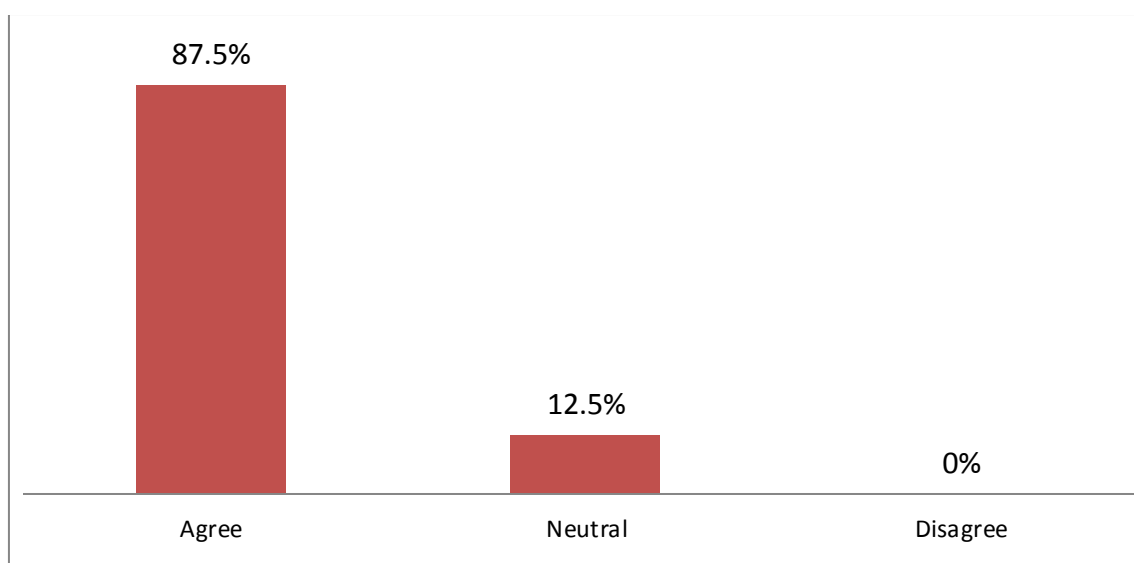
Figure 2.14: Improving pronunciation through listening to native speakers' videos.

We can see from figure 2.14 that almost all the respondents (87.5%) agree that listening to native speakers' videos improves their pronunciation. (12.5%) of the respondents state that they are neutral, and none of them opted for the disagree option.

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Section four: suggestion and recommendations.

Question 01:

- Would you please suggest any other advantages of the integration of YouTube videos in the classrooms?

- The objective of this question is to mention other advantages and benefits of the incorporation of YouTube videos in EFL classrooms.

The major suggestions and comments which were stated by only 19 students (47.5 %) out of 40 are as follows:

➢ YouTube videos are useful source to look for further information.

➢ It helps learners to improve their listening skill, enrich their vocabulary, develop their pronunciation and improve their accent.

➢ The use of YouTube videos enhances the students' motivation inside and outside the classroom.

➢ It helps the students to study and to understand the lesson better.

➢ It facilitates the process of learning.

➢ It makes the lesson more enjoyable and pleasant.

➢ It helps the learners to involve in the discussions.

➢ Using YouTube videos inside classrooms is beneficial for both teachers and learners. It develops their level of speaking and comprehending the lecture.

2.9 Description of the teachers' interview

As we have mentioned above, this interview seeks to examine the EFL teachers' attitude towards the role of YouTube videos in promoting the learners' communicative competencies. The interview is made up of three sections that include eleven questions, and it consists of open-ended, closed-ended and multiple-choice questions.

The first section deals with the teachers' general information, and it is composed of two questions. In the first question, we asked the teachers about their degree, and in the second one, we asked them about their teaching experience of oral expression session at the university.

The second section deals with the teachers' experience in using YouTube videos inside classrooms, and it consists of eight questions. The first question is about the assessment of the level of students' speaking skill. The second one is about the frequency of employing information and communication technologies tools when teaching. Then, the third question is set to know if these technological teaching aids help the students to develop their speaking skill. Furthermore, the fourth question shows the teachers' opinions towards the utilization of ICTs mainly YouTube videos in a pedagogical setting. Then, the fifth question seeks to know if the teachers use YouTube videos or not. The sixth question is related to the previous one, and it aims to know if the use of this new tool is efficient to develop the learners' oral skill. Besides, the seventh question aims to know whether YouTube videos are a motivational tool more than any other pedagogical tool. The eighth question was asked to know how do the teachers find teaching oral skills through the implementation of YouTube videos in the classroom, then they have to give an explanation for their answers.

Lastly, in the final section, we asked the teachers for further comments about the use of YouTube in EFL classrooms.

2.10 Analysis of the teachers' interview

Section one: General information

Question 01:

- Would you please specify your Degree?

    a. Master.

    b. Magister.

    c. Doctorate.

- The main concern of this question is to know the teachers' degree.

The results showed that three of our participants hold a doctorate degree. Whereas, two have magister. Concerning master degree, no one in our sample hold this degree.

Question 02:

- How long have you been teaching oral expression at university?

- The objective is to know the teachers' experience in teaching oral expression.

Concerning this question, only four teachers have provided an answer, and one teacher did not. They have stated that they have been teaching the oral sessions for two years.

Section Two: Teachers' experience in using YouTube videos inside classroom.

Question 01:

- How do you evaluate the level of your students' speaking skill?

    a. Excellent.

    b. Good.

    c. Average.

    d. Weak.

- This question was asked to know to what extent the students master speaking skill.

Three teachers have asserted that their students' speaking skill level is average. Whereas, one teacher has declared that the learners are "good", and one teacher has declared that they are "weak". No one opted for "excellent".

Question 02:

- How often do you use ICTs when teaching?

    a. Always.

- b. Sometimes.

- c. Rarely.

- d. Never.

- The aim is to know how often the teachers integrate ICTs tools in their teaching process.

The responses taken from two teachers revealed that they always use ICTs tools in the learning setting, and the same for "sometimes". Whereas, only one teacher has stated that he "rarely" integrates these tools, and no one opted for "never".

Question 03:

- Do the ICTs tools help your students to develop their speaking?

- a. Yes.

- b. No.

- The goal is to know if the integration of technological aids helps their learners in promoting their speaking.

All of the teachers have shown their full agreement that information and communication technologies do help their learners in promoting and enhancing their communicative competence.

Question 04:

- What is your point of view towards the use of technology in pedagogical settings such as YouTube videos?

- a. Positive.

- b. Neutral.

- c. Negative.

- The aim is to reveal the teachers' attitude towards the use of technological aids such as YouTube videos in the teaching/learning processes.

Concerning this question, all the teachers have shown their positive agreement towards the use of YouTube videos in the pedagogical settings. This means that, the whole population supports the incorporation of ICTs mainly YouTube in teaching.

Question 05:

- Do you use YouTube videos?
  a. Yes.
  b. No.

- The objective is to know if the teachers rely on YouTube videos in their teaching.

We have observed different perceptions towards the use of YouTube videos in the pedagogical settings. The results revealed that three teachers use YouTube videos when teaching. Whereas, two teachers do not use this tool. This relies on the teachers' way of presenting their lectures and delivering information.

Question 06:

- Do you consider the use of YouTube videos as an efficient pedagogical tool for developing and enhancing the learners' speaking abilities?
  a. Yes.
  b. No.

- The aim to know if the teachers consider YouTube videos as an efficient tool that improves the students' oral skill.

All the respondents agree that the use of YouTube videos is considered as an efficient pedagogical tool that promotes the learners' oral skill.

Question 07:

- Do YouTube videos motivate the learners more than any other pedagogical tool?

  a. Yes.

  b. No.

- The objective is to know if YouTube videos motivate the learners, and if it is more effective than the other pedagogical tools such as printed texts,etc….

We have noticed from the results that four teachers have agreed that YouTube videos enhance the students' motivation more than any other pedagogical tool. Whereas, only one teacher has opted for "no" answer.

Question 08:

- Do you consider teaching speaking using YouTube videos as:

a. An educational strategy.

b. An entertaining strategy.

c. Both.

d. Waste of time.

- The aim is to know the teachers' viewpoint about how they find teaching speaking through the incorporation of YouTube videos.

The results revealed that the entire sample has agreed that teaching speaking using YouTube videos is both an educational strategy and an entertaining one. This means that the use of this tool in teaching facilitates the learning and creates an enjoyable educational environment.

Justification:

Only four teachers have given their explanation, the justifications were as follows:

➢ The use of YouTube videos is a useful strategy to teach oral expression through listening to native speakers and repeating, at the same time, it is an entertaining because the session becomes attractive and more interesting.

➢ YouTube videos can contribute in raising learners' attention towards the point or points to be taught. They expose learners to genuine speaking situations and to native language used by native speakers.

➢ Audio-visual materials are all important to enhance the students' listening and oral skills.

➢ It attracts the learners.

➢ It creates a positive environment that makes the learners feel at ease.

➢ It alleviates stress and foreign language speaking anxiety.

Section three: Teachers' suggestions and recommendations.

Question 01:

- Could you elicit other advantages of using YouTube videos in EFL classrooms?

Concerning this question, the teachers were asked to mention further advantages on how we can get benefits from incorporating YouTube videos in EFL classes. The proposals were as follows:

➢ YouTube videos help to cope with the generation (generation Z).

➢ YouTube videos promote flexibility in giving instructions.

➢ YouTube videos develop note-taking skill.

➢ YouTube videos help to illustrate and explain some difficult concepts and involve students' into discussions.

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➢ You Tube videos can also be helpful in presenting courses or a given number of points related to courses in a more animated way. This way one can easily break routine.

➢ YouTube videos get the students attention since it is based on seeing and listening at the same time.

➢ Some videos contain real life experiences. Thus, the students can relate to their own and find solutions for similar problems such as how to be confident when speaking, how to present, and … etc.

➢ YouTube videos motivate the learners.

➢ YouTube videos help the teacher to avoid discipline problems.

➢ YouTube videos improve the students' listening and speaking skills.

➢ YouTube videos are easy to access, and can be used at home.

All in all, the results obtained from the students' questionnaire and the teachers' interview show the students' positive agreement towards the use of YouTube videos as a supporting teaching aid that increases their motivation, enhances their participation, and develops their speaking abilities. In addition to that, all of the teachers support the use of YouTube videos in EFL learning setting to help their learners in promoting and improving their oral skill.

2.11 Conclusion

This study was accomplished to study the impact of technological teaching aids mainly YouTube videos on the students' speaking abilities. Two instruments were used a questionnaire and an interview to check the different perceptions of both students and teachers towards the implementation of YouTube videos in the learning setting, and how it helps to enhance and increase the students' curiosity towards learning and mastering the four skills. This chapter has analyzed the results obtained from both the students' questionnaire and the teachers' interview. The findings will be interpreted in the following chapter.

Chapter Three

Data
Interpretation
and
Recommendations

CHAPTER THREE: Data interpretation and recommendations

3.1 Introduction

This chapter is devoted to the interpretation of the data obtained from both the students' questionnaire and the teachers' interview. Moreover, we have provided some advantages about the use of YouTube videos to improve speaking since it is an important skill in foreign language learning that has to be mastered. In addition to that, we have attempted to provide some YouTube videos teaching techniques and some teaching instructions for EFL teachers that we think may help enhance their students' speaking skill. Finally, we tried to shed light on some suggestions and recommendations for both teachers and learners to take into consideration the value and the role of YouTube videos on enhancing and motivating the learners' oral skill.

3.2 Interpretation of the students' questionnaire

This part deals with the main findings and their effects. Therefore, the interpretation emphasizes on the results gathered from the students' questionnaire and their viewpoint concerning the role of YouTube videos in improving the communicative competence of EFL learners.

Results in the first section show that, the majority of the students (52.5 %) have been studying English for 8 years and (42.5 %) for 9 years. However, studying English for a long time does not necessarily assure that the student masters the language in a good way. Large numbers of learners study English for long periods of time, but still cannot express themselves correctly compared to their intensive experience with the English language. This problem may be caused by several reasons, for instance the absence of practice and the lack of communication in English inside and outside the classroom. On the other hand, there are many learners who have been studying English for short periods can use the language fluently and effectively. This can be due to their familiarity with the English language as well as the

target culture.

Moreover, most of the learners (80%) affirm that their level in English is intermediate. This does not mean that they are fluent speakers. However, their answers are depending on their knowledge about the language, that is to say, the rules that govern the English language. A small portion of the students (15%) consider themselves to be advanced in level, and this may be because they reach a high level in performing the English language and the use of complex grammar rules. Finally, very few students (5%) assert that they are beginners, maybe because of difficulties in producing the language. Also, the majority of the students (97.5%) like learning English. Having a positive attitude towards learning English means that the student himself who chose to study this language. Therefore, in order to reach high levels in learning the language, he is going to make efforts inside the classroom and outside as well. They may try to have contact with native speakers, listening to BBC broadcasting, reading books, etc….

Concerning the second section, (47.5 %) of EFL learners state that the speaking skill is the most important skill for them. This means that, most EFL learners try to be fluent speakers. Therefore, they consider the speaking skill as the most important skill to work on among the four language learning skills, because they are judged first by others according to their oral abilities, be it at the university or in their professional life.

Furthermore, more than a half of the sample population considers speaking in English as an easy task. This can be explained by the fact that they are more risk takers, and that they possess a sufficient understanding about the essence of the language and its rules which makes them able to express themselves freely. Contrary to students who consider speaking as a difficult or a very difficult task, because they may face some psychological barriers that prevent them from speaking, these may include anxiety, inhibition, low self-esteem, etc…. Besides, they may encounter some linguistic problems while speaking such as lack of

vocabulary, the use of their native language, etc…. In order to control the students' psychological and linguistic problems while speaking, they must practice it inside and outside the classroom by interfering in different situations. Hence, this may help them to learn new vocabulary and gain self-confidence. In addition to the role of the teacher who assumes the responsibility in helping the student's developing his verbal capacities. Choosing updated and interesting topics to discuss makes the learners eager to talk and participate.

In addition to that, (55%) of the students sometimes participate in the oral expression sessions. This relates to the different kinds of learners. In EFL classrooms, we may find different kinds of learners. There are risk takers and less risk takers. The risk takers are the self-confident ones; they participate in all the topics given by their teacher and try to overcome the difficulties preventing them to participate in the classroom discussions. However, the less risk takers participate rarely and sometimes do not participate at all. This is because they have no idea about the topic or in order to save their face from the teacher's or classmates' negative evaluation.

On the contrary, Most of the respondents' answers (65%) about the teacher's encouragement to speak were positive. The answers reveal that nearly all the oral expression teachers, in the department of English at BELHADJ BOUCHAIB University Centre, create a comfortable and a pleasant environment to encourage their learners to speak, and give them the opportunity to participate as much as possible.

Conversely, while participating, students are facing a lot of problems when they try to speak a foreign language. Most of them (47.5 %) state that they do not participate because they fear making mistakes. Other students state that they lack vocabulary, fear others' negative evaluation, etc….These problems are preventing them from speaking fluently. However, it is said that "practice makes perfect". The students have to do some efforts in order to overcome these problems. The classroom is not the only place where students can

speak English; they can use it everywhere inside and outside the classroom. Moreover, they have to read in order to learn and be aware of all the target language features and structures. Also, they should forget their mother tongue language and rely only on the foreign one. Whenever they miss a word, students should use some techniques to explain the missing word without using their mother tongue. This will help them to break their fear of participating. Besides, teachers are here to support their learners to be more confident, break their shyness and speak.

The third section focuses on the students' attitude towards the use of YouTube videos in the learning settings. The main findings show that half of the respondents (55 %) said that their teachers sometimes integrate YouTube videos in the classroom. The English department of BELHADJ BOUCHAIB University Centre does not miss technological materials. However, the integration of YouTube videos in the EFL classrooms relies on the teachers' way of teaching, and the nature of the subject matter itself. Besides, the majority (92.5%) of the students' viewpoint about the use of YouTube videos as a supporting teaching material is positive. They prefer such materials because they are aware of the great benefit they will gain from these tools especially YouTube videos.

In terms of motivation, all the participants profess that the use of YouTube videos in EFL classrooms motivates the learners to participate and enhances their curiosity to speak and share ideas. Moreover, the incorporation of technological teaching/learning materials such as YouTube videos has a great importance on the EFL learners. Most of the students (62.5%) agree and (37.55%) strongly agree that it develops their level of speaking and stimulates them to speak. YouTube videos encourage the students to face their fears and speak. It improves their pronunciation and matches their needs.

Furthermore, all the participants agree that YouTube videos not only improve their speaking, but it facilitates the learning process as well. Indeed, it helps the students to

remember the lectures in a very enjoyable way. Most of the students are fed up with the traditional way of learning. This new teaching tool is more interesting; it activates and inspires them to learn and to be entertained at the same time.

In addition to that, Most of the participants (87.5%) confirmed that listening to native speakers videos improves their level of pronunciation. The native language of the students, which is Arabic, may have different sounds from the target one. Listening to authentic English videos of real native speakers will help them to improve the different sounds, learn them correctly, be fluent speakers and get the accent. Pronunciation is an essential aspect in foreign language learning, the better you get while listening carefully, the better you will increase and improve your pronunciation.

Lastly, the final section sheds light on the students' suggestions and recommendations. Only (47.5 %) answered this question and gave their opinions about how we can take other advantages and get benefits from using YouTube videos in EFL classrooms. Nowadays, YouTube is a key for a successful teaching and learning. It offers the learners with a multiple subjects where they can improve their foreign language learning skills. It provides the learners with unlimited opportunities to learn anything without paying. YouTube videos are a powerful pedagogical tool that keeps the students' attention and encourage them to enhance their communicative competence.

The use of YouTube videos in EFL classrooms enables the learners to feel and understand the target foreign language in its real context, interact with the native speakers and discover new accents and dialects.

3.3 Interpretation of the teachers' interview

Based on the findings obtained from the first section, we found that there is a diversity concerning the teachers' degree. However, the majority hold a doctorate degree. This means that they are full time teachers. In addition to that, almost all the teachers taught oral

expression sessions for two years. This means that, they have experienced a sufficient period of time in teaching which makes them able to evaluate the students' language mastery level. However, the two years of teaching oral subject may not be a long period to ameliorate their teaching methods. Despite the fact that the period of teaching does not guarantee the quality of teaching, but it depends on the updating way of teaching.

The second section which deals with the teachers' experience in using YouTube videos inside classroom, we noticed its impact on learning English and on improving the students' oral skill. Thus, the results show that the majority of the students' level is average. This might be because of some linguistic and psychological barriers that learners can encounter while talking, such as lack of vocabulary, weak pronunciation, fear of making mistakes, inhibition, and so on. Therefore, it is their duty to look up for new techniques in order to overcome these kinds of problems. Additionally, since we are living in an era of technology, one can find its aspects spread in different domains of humans' daily life, arriving to the educational field. It can be said that it took an important status in teaching foreign languages which reflects all the teachers' answers who state that their frequency of using technological materials when teaching. However, this depends on the teachers' way of presenting the lectures. Moreover, all of them report that these visual aids help their learners to develop their ability of speaking. They motivate the learners to speak and pave the way to willingly express themselves.

In addition to that, all of the teachers show their positive attitude towards the use of technological materials such as YouTube videos. The majority state their use of YouTube as new pedagogical tool since it attracts the learners' attention and breaks the routine. However, some of the teachers state that they do not use it not by their will, but because of some constraints such as; lack of materials: language labs, internet access, speakers, cables, data shows, etc.…

Furthermore, all the members in our sample state that the use of YouTube videos is efficient and plays an important role in promoting the EFL students' speaking abilities. In the same context, the majority state that it is a motivational tool that reinforces the learners more than the traditional ways of learning such as the use of handouts, black/green board, etc.... Besides, the main findings show that, all the participants agree that the incorporation of YouTube videos is not only considered as an educational tool but an entertaining one as well. It raises the learners' curiosity to learn at the same time, they will learn in a very enjoyable atmosphere. Additionally, the teachers were asked to justify their answers and mention further explanation.

The last section sheds light on the teachers' suggestions and recommendations. In this section, the teachers gave further benefits about the implementation of YouTube videos in EFL classes.

3.4 Suggestions and Recommendations

Language is a process of communicating and interacting with people from all over the world. The first international language that allows us to communicate globally is English. English is the most world widely language to communicate. There is over one billion persons who speak English all around the world. Nowadays, mastering English is very important, it opens the doors for a multiple career options and to continue studies abroad. It helps to share ideas and thoughts with different people internationally and increases knowledge. Mastering English and communicating perfectly helps the learners to have an effective and an impressive personality and to be distinct.

English language has become a crucial part in every existing field. Thus, it is obvious that speaking skill is the most important skill when learning English. However, the learners are facing a lot of problems that prevent them from being competent to speak that language.

They feel nervous because they fear making mistakes, they are afraid from their classmates' negative evaluation, they do not feel confident, their mother tongue prevent them from thinking and speaking English, they do not master the grammatical patterns, etc…. all of these problems are prohibiting the students from speaking fluently. However, to overcome this phenomenon, the teacher has to look for solutions to make the learners motivated and interested when learning. He has to look for new strategy to improve their communicative competencies. To overcome these problems, the teacher should incorporate some technological teaching aids to enhance the students' motivation and increase their curiosity towards learning. One of the best alternative tools that develop the learners' speaking abilities is the use of YouTube videos.

YouTube is a free website used to share videos with people from all around the world. It provides the learners with different kinds of educational videos that promote and facilitate their learning process. There are a lot of studies which have been conducted and proved that the implementation of YouTube videos in learning settings enhances the learners' oral skill. YouTube videos are regarded as a motivational tool that breaks up the routine, makes the learners more attentive, creates an enjoyable atmosphere, encourages them to speak and become fluent. YouTube offers the learners with authentic videos of real life situations spoken by real native speakers. Moreover, it enables us to figure out the different English dialects and the different English accents spoken from all around the world. In addition to that, it is easy to access; it provides the learners with free videos that explain any lecture by professional teachers from all around the world. These videos will help them to increase and develop their knowledge, vocabulary, listening and note-taking skills.

YouTube videos can be used in different ways, they depend on the teachers' instructions and techniques he uses to fulfill the learners needs.

3.4.1 YouTube videos teaching techniques

The utilization of YouTube videos as a supportive tool to enhance the students'
learning should not happen randomly. However, the teacher must follow some strategies in
order to fulfill the students' needs. According to Harmer (2007) there are some techniques
which the teacher can apply when using videos in EFL classrooms.

1.9.7.1   Viewing techniques

This technique aims to make the learners curious and inquisitive about the topic of the
video. This technique can be done through different ways:

- **Fast forward.** This means playing the video for four or five seconds and
  then speed it up until the end. Then the teacher asks his learners if they
  have gotten any idea about the topic of the video.

- **Silent viewing.** The learners watch the video without any sound. Then, the
  teacher asks his learners if they can guess what was said in the video.

- **Freeze framing.** The teacher plays the video for few minutes and then
  stops it. Then, he asks the students to share information about the topic.
  After that, he replays it again and stops it for several times. This method is
  considered as an efficient one since it helps learners to anticipate what will
  happen.

- **Partial viewing.** In this method, the teacher plays part of the video and
  asks them to predict the rest of the video.

1.9.7.2   Listening techniques

- **Pictureless listening.** In this method, the teacher plays the video, and the
  learners are allowed only to listen without viewing. So, it is an audio
  method. Then, the teacher asks them to guess the situation and share ideas
  with their partners.

- **Picture of speech.** In this technique, the learners should be divided into two groups. Group A watches the video being presented by their teacher and understands it very well. Then, group B should guess what the video is about depending on the signs and the clues stated by group A. this strategy helps them to enhance their oral fluency of the language.

According to Çakir (2006), there are also other techniques that can be used in EFL classrooms. Some of the techniques are similar to the ones pointed by Harmer such as active viewing, freeze framing, prediction, silent viewing, and sound on and vision off activity. However, some are not. Çakir has inserted other strategies:

- **Repetition and role play.** This means the teacher plays the video for his learners and replays it many times until they catch the meaning and understand the video very well. Then, he asks them to take the role play and repeat the information.

- **Reproduction activity.** In this activity, the teacher supports his learners to apply the information being learned in their daily life. For example: they try to speak the foreign language and imitate how the native speakers interact outside the classroom. This will help them to develop their use of the language through the video lessons.

- **Dubbing activity.** This means, the teacher plays the whole video two or three times. Then, he will play it for the fourth time. However, he will miss some parts of the dialogue. In this case, the learners have to complete the missing parts. This activity is considered as an interesting one. Besides, it will increase their motivation to speak.

- **Follow up activity.** In this activity, the teacher gives his learners follow up activities such as making a debate about the topic of the video after watching it. This will help them to develop their speaking skill.

Furthermore, Berk (2009) has mentioned other techniques to use videos in EFL classrooms.

- Provide your learners only with the important parts of the video and try to discuss them.

- Provide your learners with a well-organized guideline. Providing the students with the video without instructions will confuse them about what should they do after watching the video?

- Provide your learners with a short introduction about the video.

- Pause the video at any difficult idea and try to explain it.

- After watching the video, provide the learners with few minutes to gather their ideas about the topic.

Moreover, the use of subtitled video is considered as an efficient method since it helps learners to develop their grammatical skill (Mohammed, 2013).

Hence, the teacher should make a lesson plan before providing his learners with any video. This will help him to enhance the teaching and learning activities and fulfill the students' needs.

3.4.2 YouTube video teaching instructions

The use of YouTube videos in EFL classrooms is based on the techniques being chosen by the teacher. However, the most important question is how will the teacher apply them?

According to Al-Jarf (2012, pp. 19, 20) the application of those techniques is based on three instructions: before, while and after watching the video.

- **Before watching the video**. Before playing the video, the teacher should provide his learners with a short introduction about the topic and sum up for them what the video is about. Also, he should provide them with the guidelines and explain what they should do. Moreover, he should provide them with pre-questions to help them get the

idea behind the video. Besides, he should explain what are the benefits they can gain through this method.

- **While watching a video**. While viewing the video, the learners should listen carefully to the video. They can take some important points using acronyms and symbols. They can summarize the content of the video. They should be active and take a role in the lesson through participating and sharing ideas. On the other hand, teacher should guide his learners and ask them questions.

- **After watching the video**. After viewing the video, learners can work either individually or in pairs. They can share their notes orally. The teacher can provide them with a test in order to assess them through asking them to make groups, and each learner within the group takes a role to play one character from the characters being presented in the video. He can ask them to prepare short video in which each student films himself imitating one character from the ones of the video. He can also ask them to watch another YouTube video at home and share what they have learned from it orally with their partners. This will encourage them to speak, interact with each other and use the foreign language inside and outside the classrooms.

YouTube in pedagogical settings plays an important role in promoting the quality of teaching. As a result, it helps making a shift in the student's status from being a receptive learner to a productive one. Moreover, the integration of YouTube reinforces the new way of teaching. In fact, tutors should be proficient and provide a clear comprehension for the concepts of technology tools in order to deal with the technical problems that may happen in the classroom in order to avoid interrupting the student from learning. Likewise, the teacher has to consider the student's learning deficiencies and difficulties in order to supply them with the suitable notions and strategies via videos to fulfil their needs.

Since the teacher plays the role of a guide in the classroom, he has to choose for his learners the appropriate type of video that serves their needs and enhances their oral competencies as well as their speaking fluency. Furthermore, to overcome the learner's ignorance about how to take advantage from the videos, the teacher has to provide them with various instructions, such as; note taking, summarizing, listening activities, etc…. Hence, it is recommended for teachers to have an extensive practice with YouTube videos in order to supply the students with truthful knowledge and a high rate of information to boost learners' verbal abilities in English. Thus, it is obligatory for foreign language teachers to update their teaching strategies each time to be innovative and creative.

3.4.3 Recommendations for learners

Speaking is an important part in learning a foreign language. Thus, English language learners are recommended to use YouTube in order to increase their communicative competencies. YouTube channels afford learners of foreign languages with many advantages that enable them to communicate easily and be in touch with the target culture. First, they contribute in achieving the students-centred approach that necessitates the activeness of the learner. Moreover, watching different types of YouTube videos provides opportunities for students to learn new lexis and discover its appropriate use in its appropriate context to retrieve them later. Those videos also enable the learners to differentiate the different accents of the English language.

Through the use of language laboratories, students can watch YouTube videos via data show screens and listen to them through speakers. In fact, in such conditions, learners will get a high possibility to train their listening and speaking skills as well as the good observation. As a result, they benefit from listening to real samples of authentic language and practise to develop their pronunciation under the supervision of the teacher. At that moment, all learners are considered as active learners, this means that:

- Learners imitate the native speakers talking in the videos.

- Learners practice the language with their classmates in pairs or in groups, providing each one with a limited time to train their speaking and listening skills.

3.6 Conclusion

The researchers have devoted the third chapter to the interpretation of the results obtained from the data analysis .We have provided some recommendations. From what has been discussed through the findings obtained through this study, we can confirm that both of EFL students and teachers appreciate the incorporation of YouTube videos to develop the students' speaking skill. Moreover, their positive attitude towards the use of YouTube as new pedagogical tool not only enhances and facilitates their learning, but motivates them and improves their listening skill and increases their vocabulary as well.

As a conclusion, YouTube videos present a significant teaching and learning tool. It is considered as a useful technological instrument to reach educational ends. As far as EFL setting is concerned, such tool should be implemented to update the teaching/ learning process and in order to be on line with the technological progress the world is living.

General Conclusion

General conclusion

During the era we currently live in, educational technology is reaching its potential. Accordingly, technological devices are in present days a fundamental factor that leads to a creative and an innovative way of teaching and learning especially foreign languages. To that end, it is generally assumed that YouTube is one of the best pedagogical tools to be implemented in EFL classrooms in order to construct competent communicators.

The researchers of the study at hands attempted to explore the impact of integrating YouTube in educational setting on improving EFL learners' speaking skill, they tried also to investigate the teachers' and students' attitudes towards such tool at the Department of English Language, at BELHADJ BOUCHAIB University Centre-Ain-Temouchent.

This research work consists of three main chapters. The first one dealt with the review of the available literature. It reported background knowledge about the two variables; speaking skill and YouTube. The researchers first reviewed the different language skills, speaking sub skills, then, its purpose, its aspects, and listing the substantial role of the speaking skill in EFL classroom, in addition to some speaking barriers that hamper learners to communicate fluently. Moving to the second section, where they introduced the background of Information and Communications Technology. Indeed, it was necessary to shed light on the history of YouTube, its importance in the teaching and learning process, and its relation with motivation, in addition to the difficulties the teachers face while using YouTube videos.

The second chapter of the present study represented the practical part. It illustrated the research methods used by the researchers to test the hypotheses, the chosen sample, in addition to instrumentation and procedures followed in the current study. Then, it revealed the analysis of the data gathered from the teachers' interview and the students' questionnaire. The findings demonstrated that YouTube provides both EFL learners and teachers with many advantages; it simplifies the teaching tasks and makes them more practical, dynamic and

creative. It also supplies students with authentic language from native speakers that helps them in communicating effectively and correctly. Accordingly, this leads to motivate the learners and offers a significant advance in terms of developing their oral capacities. Indeed, both EFL teachers and students are strongly in favour for using this tool in oral sessions.

The last chapter was set for data interpretation and recommendations. It demonstrated deeply the findings analysed in the second chapter. Then, it provided some suggestions and recommendations for students as well as teachers to have fruitful results from using YouTube in educational setting.

Before conducting the present study, the researchers intended to use pre-test, post-test and classroom observation as data collection tools as they are the adequate instruments to measure the development of EFL learners speaking skills while integrating YouTube in oral courses. However, due to the continuous strikes that have lasted for nearly four months, the investigators could not achieve the experiment as the student were always absent. Furthermore, the sample chosen was limited to 40 students, bearing in mind their unwillingness to answer too many questionnaires; our questionnaires and others' too, which affect somehow the study.

Overall, despite what is mentioned above, these limitations do not affect strongly the results, but, they are certainly put into consideration.

In the current investigation, the researchers' focus was upon the English language in higher education. The findings can open the door for further research on the impact of YouTube on the speaking skills in the different educational levels and not only for the English language. Hence, future studies can include different research tools such as; classroom observations, pre-tests and post-tests, in order to obtain valid and reliable results. Furthermore, it is suggested to explore the following themes:

- Enhancing EFL learners' listening skills through YouTube.

- The impact of YouTube on promoting autonomous learning.

- The role of YouTube in lifelong learning.

All in all, this extended essay has attempted to investigate the impact of integrating YouTube in education on EFL learners' oral abilities. In this study, the aim was to highlight how this tool can enhance the students' speaking skill since it is perceived as a crucial tool that should be integrated in the teaching and learning process in order to attain the goal of teaching foreign languages. As a general rule of thumb, the implementation of YouTube in oral courses is highly recommended by researchers for the sake of creating opportunities for learners to perform and practise the English language.

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Appendices

Appendix I

Students' questionnaire

Dear students;

This questionnaire is a part of a master project, designed to investigate the role of YouTube videos in improving EFL learners' speaking skill. So, would you please answer the following questions by putting a tick (√) in the corresponding boxes and providing a full statement when necessary.

Section one: General information

Q1. How long have you been studying English?

…………… years

Q2. How do you consider your level in English?

a. Beginner ☐

b. Intermediate ☐

c. Advanced ☐

Q3. Do you like learning English?

a. Yes ☐

b. No ☐

Section two: Students' point of view about the speaking skill.

Q1. Which skill is the most important for you?

a. Reading ☐

b. Speaking ☐

c. Writing ☐

d. Listening ☐

Q2. Do you consider speaking English as?

    a. an easy task   ☐

    b. a difficult task   ☐

    c. A very difficult task   ☐

Why?

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Q3. Do you participate in oral expression sessions?

    a. Always   ☐   c. Never   ☐

    b. Sometimes   ☐   d. Rarely   ☐

Q4. Does your teacher give you the opportunity to speak?

    a. Always   ☐   c. Never   ☐

    b. Sometimes   ☐   d. Rarely   ☐

Q5. What are the difficulties we may face when speaking in English?

    a. Fear of making mistakes   ☐

    b. Lack of vocabulary   ☐

    c. Fear of others' negative evaluation   ☐

    d. Lack of self-confidence   ☐

Others…………………………………………………………………………………………

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Section three: Students' attitudes towards YouTube videos use in learning settings.

Q1. How often does your teacher integrate YouTube videos in the classroom?

a. Always ☐   c. Rarely ☐

b. Sometimes ☐   d. Never ☐

Q2. What is your point of view about the use of YouTube videos as a supporting teaching aid?

a. Positive ☐

b. Neutral ☐

c. Negative ☐

Q3. Do you think that the use of YouTube videos motivates the students to participate and speak?

a. Yes ☐

b. No ☐

Q4. The use of YouTube videos improves the students' speaking skill.

a. Strongly agree ☐   c. Strongly disagree ☐

b. Agree ☐   d. Disagree ☐

Q5. The incorporation of YouTube videos facilitates the learning process and makes it more enjoyable and less stressful.

a. Yes ☐

b. No ☐

Q6. In your opinion, listening to native speakers videos improves your pronunciation.

      a. Agree

      b. Neutral

      c. Disagree

Section four: Suggestion and recommendations

Q1. Would you please suggest any other advantages of the integration of YouTube videos in the classroom?

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THANK YOU.

Appendix II

Teachers' interview

This interview is a part of a master project, designed to investigate the role of YouTube videos in improving EFL learners' speaking skill. So, would you please answer the following questions by putting a tick (√) in the corresponding boxes and providing a full statement when necessary.

Section One: General information

Q1. Would you please specify your degree?

a. Master ☐

b. Magister ☐

c. Doctorate ☐

Q2. How long have you been teaching oral expression at university? …………….. Years.

Section Two: Teachers' experience in using YouTube videos inside classroom.

Q1. How do you evaluate the level of your students' speaking skill?

a. Excellent ☐

b. Good ☐

c. Average ☐

d. Week ☐

Q2. How often do you use ICTs when teaching?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

d. Never ☐

Q3. Do the ICTs tools help your students to develop their speaking?

a. Yes ☐

b. No ☐

Q4. What is your point of view towards the use of technology in the pedagogical settings such as YouTube videos?

a. Positive ☐

b. Neutral ☐

c. Negative ☐

Q5. Do you use YouTube videos?

a. Yes ☐

b. No ☐

Q6. Do you consider the use of YouTube videos as an efficient pedagogical tool for developing and enhancing the learners' speaking abilities?

a. Yes ☐

b. No ☐

Q7. Do YouTube videos motivate the learners more than any other pedagogical tool?

a. Yes ☐

b. No ☐

Q8. Do you consider teaching speaking using YouTube videos as:

a. An educational strategy ☐

b. An entertaining strategy ☐

c. Both ☐

d. Waste of time ☐

Why?

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Section Three: **Teachers' suggestions and recommendations.**

Q1. Could you elicit other advantages of using YouTube videos in EFL classroom?

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THANK YOU FOR YOUR COLLABORATION

ملخص

تهدف هذه الدراسة إلى اكتشاف تأثير دمج مقاطع من فيديوهات يوتيوب في حصة التعبير الشفهي على مهارة الكلام لدى متعلمي اللغة الإنجليزية كلغة أجنبية، بالإضافة إلى دراسة موقف كل من الأساتذة والمتعلمين تجاه هذه الإستراتيجية. لإجراء هذا البحث، تم إرسال استبيان لطلاب قسم اللغة الانجليزية السنة الأولى في المركز الجامعي بلحاج بوشعيب، إضافة إلى مقابلة موجهة إلى خمسة أساتذة من نفس القسم. تم تحليل البيانات التي تم جمعها من الناحية الكمية والنوعية. كشفت النتائج أن كلا من الأساتذة والمتعلمين يفضلون استخدام يوتيوب كأداة تعليمية من اجل تحسين كفاءات التواصل لدى الطلاب وإثراء رصيدهم اللغوي والمعرفي.

الكلمات المفتاحية: يوتيوب، مهارة الكلام،متعلمي اللغة الإنجليزية كلغة أجنبية،كفاءات التواصل.

Résumé

L'objectif de cette étude est d'explorer l'impact de l'intégration des vidéos YouTube dans les séances de l'oral sur les capacités de parole chez les apprenants de la langue anglaise comme une langue étrangère, ainsi que d'enquêter sur les attitudes des enseignants et des apprenants face à cette stratégie. Pour mener cette recherche, un questionnaire a été adressé aux étudiants de première année d'anglais du centre universitaire BELHADJ BOUCHAIB, en plus d'un entretien avec cinq enseignants du même département. Les données recueillies ont été analysées quantitativement et qualitativement. Les résultats ont révélé que les enseignants et les apprenants sont favorables à l'utilisation de vidéos YouTube comme outil d'apprentissage afin d'améliorer les compétences communicatives des étudiants.

Mots clés: YouTube, compétence orale, les apprenants d'anglais, compétences communicatives.

Summary

The present study aims to explore the impact of integrating YouTube videos in oral session on EFL learners' speaking skill, as well as, investigating the teachers' and learners' attitudes towards this strategy. To conduct this research, a questionnaire was addressed to first year students of English at BELHADJ BOUCHAIB university centre, in addition to an interview that was addressed to five teachers from the same department. The data gathered were analysed quantitatively and qualitatively. The findings revealed that both teachers and learners are in favour of using YouTube videos as a learning tool in order to improve students' communicative competencies.

Key words: YouTube, speaking skill, EFL learners, learning, communicative competencies.