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Exploring the Effect of Using YouTube Educational Videos as a Motivational Factor on Improving Students' Listening Skill

The case of Second year students of English at Mohamed Khider University of Biskra

Board of Examiners

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Dedication

To Allah the almighty for everything

Kindly to myself, my parents and to everyone who supported me during my educational career

Declaration

I hereby declare that my dissertation entitled:

"Exploring the Effect of Using YouTube Educational Videos as a Motivational Factor on Improving Students' Listening Skill"

- Is the result of my own work and includes nothing which is the outcome of work done in any collaboration.
- Is not substantially the same as any that I have submitted, or, is being concurrently submitted for a degree or diploma or other qualification at the University of Mohamed Khider or any other University or similar institution except as declared in the Preface and specified in the text. I further state that no substantial part of my dissertation has already been submitted, or, is been concurrently submitted for any such degree, diploma or other qualification at the University of Mohamed Khider or any other university or similar institution except as declared in the Preface and specified in the text.
- Does not exceed the prescribed word limit.

I have also:

- Submitted this dissertation by my submission date.
- Formally applied for examiners to be appointed.
- Undertaken the minimum requirement of research terms.

III

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Abstract

Learning and teaching processes are being more flexible and sufficient. It turned to be more bright and vital than before as it was focusing on the teachers' explanation only. Yet, the new technology has brought influential tools for students who face boredom, and complete inattention. Tools like Youtube Educational videos can help in enhancing the student's interest, attention and create a positive involvement during classes. Therefore, the aim of this research is to highlight the significant influence of Youtube educational videos on motivating second year students of English to acquire listening. For credible findings, the research adopts qualitative methods, two questionnaires were administered to students and teachers of Second Year at the Department of English in Biskra University during the academic year 2019/2020. The obtained data from the fieldwork were analyzed through a descriptive analysis. Based on the findings, a set of recommendations were given to help both students and teachers to achieve better progress and motivation in second language acquisition namely in the listening comprehension.

Keywords: Youtube educational videos, Motivation, Second year students, Listening.

List of abbreviations and acronyms

EFL: English as a Foreign Language

ESL: English as a Second Language

ESP: English for Specific Purposes

ICT: Information and Communication Technology

LMD: License Master Doctorate.

L1: First Language

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GENERAL INTRODUCTION

Introduction

Today, Algerians believe that English is an authoritative mean in bridging the global communication. Hence, Students in Algerian universities especially Biskra university have different objectives from learning English, and communication with natives is one of these goals. Learning English language involves the listening and the speaking skills which are the most direct way to talk to people, even though the listening skill is an axiomatic process that any student may do however when it comes to classroom communication only few students who may perform excellently this skill. In fact, teacher's hesitation in this context causes a sort of disability in speaking to learners whom should adopt various means to enhance their oral performance of English under the umbrella of student-centered approach. In addition, an important concept must be introduced which is motivation being it a dynamic part that manipulate the effectiveness of the listening skill in the learning process. Yet, among these means, learners may use YouTube Educational videos. Therefore, the current study aims to explore the effect of using YouTube educational videos by First year students of English in Biskra University in enhancing their listening skill. In addition, this research is imperative and significant for both teachers and learners. First, by the End of this research passive and active students of first year in Biskra University must overcome the inability of speaking and of creating a technological area that motivate them to improve their listening skill as well. Yet, technology culture will spread all over the University; also, students will be able to create their personal channels on YouTube to share their Algerian English language. It will also create a chance to fame and creativity, and teachers will produce less effort on teaching listening skill.

1. Statement of the Problem

The age of information and communication technology has paved the way for new advanced processes of teaching. Therefore, old methods of prompting become a source of monotony in comparison to what technology serves as a motivational world. In Biskra University, students still complain of the absence of ICT tools, which is clearly observed in classes of phonetics and oral expression that are supposed to be taught in labs in technological spaces where students may practice their listening by watching called up clips on YouTube instead of repeating sentences from textbook.

Yet, in listening, students must get in touch with natives to hear and interact with them that is exactly what YouTube educational videos provide. In English classrooms students listen

to lecturer for academic purposes, they barely enjoy hearing the English sounds to learn because of different reasons. Additionally, first year students have problems in the speaking skill because of different factors. First, the limits of the old methods, .i.e. teacher cantered approach creates a sort of obstruction to students who have hidden potentials, for example, in the oral expression course teachers tend to ask students to prepare a video outside to show their performance of the language, students in this case do well unlike inside classroom activity. In addition, teachers give less attention to teaching the listening skill when designing their lessons. Second, students who practice English in the classroom seem to be anxious and not confident while performing in front of their colleagues.

Ultimately, because of boredom and oppression caused by the traditional atmosphere and the traditional approaches, learners look for a comfortable place to learn fast and worthily in real linguistic situations. Additionally, time factor represents a sensitive side that affect the learning process, students are limited to a timetable in which they ought to attend lectures to hear, they assume that oral expression is the best course that enable them to listen and speak, but they have one session a week that's why they prefer the technological tool YouTube.

2. Significance of the Study

This academic investigation will hopefully be a significant endeavour to clarify what is vague concerning the use of YouTube educational videos in learning English, specifically, in improving the listening comprehension of EFL learners. Krashen (1992) has argued that language acquisition highly depends on the decoding process of making sense of incoming message; hence, it would be a significant reminder to teachers who neglect the role of teaching the listening skill and to make them aware of the positive effects of using YouTube as a technological aid in comprehending and on strengthening English proficiency. Finally, this study would help in creating an advanced technique in learning English in the Algerian academic society.

3. Aims of the Study

Main aim

To identify the effects of implementing video material to enhance the students listening comprehension.

Specific aims

- To identify the student´s perceptions about video materials.

- To know how students interpret the information received from video material and how they adapt it.
- To emphasize the necessity of using YouTube as an authentic tool to improve the listening skill.

4. Research Questions

The current research objective is to explore the effect of Educational YouTube videos on improving the EFL learner's listening skill. The overreaching research question is: "How can YouTube Educational videos help first year students of English at Biskra University to improve their listening proficiency". To further understand this research question there are several supporting questions that need to be addressed:

RQ1: Are YouTube Educational videos suitable as a tool to learn the listening skill?

RQ2: To what extent can YouTube educational videos help the learners of English?

RQ3: What are the students' perceptions about their listening skills developed through the video based instruction?

5. Research Hypothesis

Based on the above research questions, we propose the following research hypotheses:

H_1: If EFL learners rely on using YouTube educational videos, their listening skill will be improved successfully.

H_2 : Using YouTube educational videos will motivate learners.

6. Research Methodology for the Study

6.1. Research Approach

Regarding the academic credibility for this research, we as academic researchers are supposed to confirm or disconfirm the hypotheses of this inquiry to obtain the required data from the participants. We cannot assert that we will opt for a mixed method i.e. the study would be a combination between qualitative and quantitative approaches ;however, it will be more qualitative because of the nature of our research .

6.2. Research Design

The aim of this investigation is to explore the effect of using educational videos in improving the listening skill. Hence; we will mainly rely on exploring and describing this technological strategy and on its effect on the learner's

comprehension in listening proficiency that is , our research design will be mainly qualitative.

6.3. Data Collection Methods

To deal with the two main variables in a credible way we rely on making online questionnaire for students of Second year in the English department of Biskra. Also, we will conduct other questionnaire for teachers who teach corresponding courses. The analysis of both questionnaires would hopefully help in showing the utility of using YouTube educational videos and its effect on improving the learner's listening comprehension.

6.4. Data Analysis Procedure

To analyse the obtained data, we are going to use different data analysis techniques. For the quantitative data analysis procedure, we will rely on descriptive statistics because we believe it is a suitable one to measure the obtained data from tests.

7. Tentative Outline of the Dissertation

This dissertation would be made up of three chapters; the first two chapters will investigate the relationship between the two variables of the research study and identify other major concepts related to the topic which is motivation. Thus, the third chapter is concerned with the analysis of the results obtained from the employed data collection methods.

Chapter One:

It includes a general overview of listening skill, and its relation with the other skills in second language acquisition, as well as its value in today's teaching and learning mechanism.

Chapter Two:

Includes a general overview of Youtube and its use in Education especially in second language acquisition.

Chapter Three:

Then, we will discuss the relationship between the two variables .i.e. Educational YouTube videos and listening skill, and how would this authentic tool influence the learners listening comprehension through the analysis of the questionnaires.

Chapter One: A General Overview of Listening and the Role of Technology as a Source of Motivation in Improving the Listening Skill.

Introduction

Listening is the basis for a successful communication and successful professional career. It is more than extracting meaning from incoming speech, but a process of matching speech with the background knowledge. In general sense, language learning is a matter of input and output process, as Krashen (1981) claimed. According to this assumption listening skills cover a large part of the input and are an important agent in gaining input in the learning process. Since output highly depends on input, it makes listening skills crucial in the output process, too. In the light of this claim, listening skills can be considered as a significant agent in oral production by establishing a background for communication.

In this chapter, we will review the listening skill. Namely, the various definitions of listening, the difference between listening and hearing, the main types of listening and learners and the importance of listening comprehension. Subsequently, the relationship between listening and the other skills and the listening skill in the second language acquisition will be discussed. Furthermore, a clear description of the obstacles faced by the students in listening comprehension and a set of effective strategies in teaching listening will be mentioned. Finally, we will discover the listening skill at the age of technology and we shed the light on the concept of motivation and its importance in language learning.

1.1. Definition of Listening

Listening is one of the four major challenging skills for language learners. Even though the other skills such as reading, speaking, and writing are essential to develop language proficiency, listening contributes primarily for language expertise. Therefore, Norwood and Waguespack (1984) assumed that the definition changes through time due to many factors, for example, in 1926 Rankin defined listening as: " the ability to understand the spoken language". On the other side Nichols (1948) defined listening as: "The comprehension of expository materials presented orally in a classroom situation". Also, Barker has defined listening as: "The selective process of attending to, hearing, understanding, and remembering aural symbols". Hence, that process is done automatically when the teacher starts to explain the lesson or tell a story, students in this situation hear and remember the spoken words. In 1988, Wolvin & Coakley stated: " The process of receiving attending to, and assigning meaning to aural stimuli.
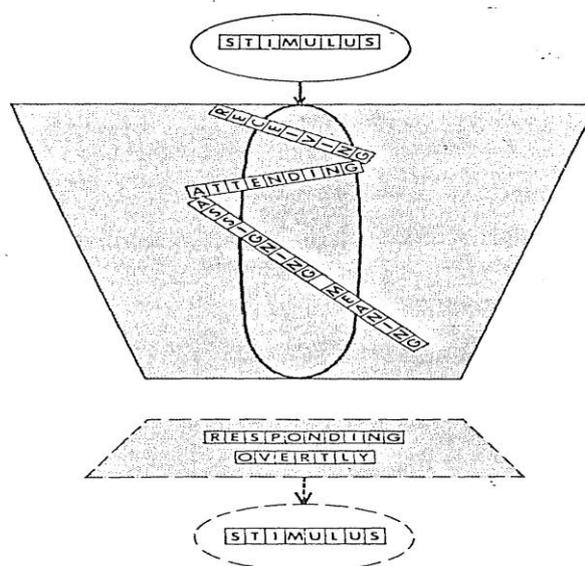
Figure 1: Woalving Coakley model of listening process

(Source: Wolvin, A. D., & Coakley, C. G. (1988). Listening (3rd ed.). Dubuque, IA: Wm. C. Brown).

The figure above is made by Wolvin and Coakley. It is shaped of two important processes which are the feedback process and the listening process that is apart in the top, this last signifies the act of stimuli.

In fact, when it comes to meaning, the listener has the right to pick what fits his own system categories; however, the feedback cone clarifies that if a listener chooses to respond overtly, the listener, now the source, draws on his or her personal system of categories to encode the message and sends a stimulus that is open to various interpretations by various listeners. The listening process is formed of three separate interrelated components receiving, attending, and assigning meaning. The cylinder runs through the pulp of the listening cone. Which represents the processes of remembering and overtly responding. The broken lines on the feedback part signifies that the process of overtly responding may or may not appear when listeners get into the listening process. Finally, we can assume that the total communication process is very complicated as it is observed in the dotted line running diagonally throughout both processes represent the perceptual filters through which listeners operate while they are encoding. In this light, Brownell considered listening as the process of receiving, constructing meaning from, and responding to spoken and /or nonverbal messages. In addition, De Ruyter & Wetzels defined it as a set of interrelated activities, including apparent attentiveness, verbal and nonverbal behaviours, perceived attitudes, memory, and behavioural responses. This confirms

the credibility of Walvin and Coackley's model. Furthermore, Bress points out the importance of listening declaring that it must be the most practiced one of all the four skills. Thus, we start listening as babies and awfully indulge in it before we even start to speak. In the context of EFL and English as a Second Language (ESL), <u>he</u> has also pointed out that the more one understands, the more one feels confident. However, if we look at the classroom situation, it is usually disappointing to find that teaching of listening is mostly neglected in our language classroom (Bress, 2006). Hence, all the definitions above agree on the point that listening is a human process that is based on receiving and analyzing aural messages, however, Nichols added a sweet touch that is the expository materials in the classroom. Finally, scholars agree that it is an ability. Ability, as defined by Howe (1995:90), is "having sufficient power ". This requires some activity from the performer, which means that no skill can be passive since all skills require some kind of activity or effort.

1.1.1.Difference between listening and hearing. It is important at this point to draw the boundary between listening and hearing in order to emphasize what listening means in real. Here, Fessenden et al. (1954:179) argue that listening is more than mere hearing. Henning (1966) compares listening to hearing, stating that: "... listening is a full-attention, continuing process while hearing is a momentary awareness, possibly marginal to the center of attention, of a recognized auditory stimulus". (1966:31-32)**.** Finally, Lipari assumed that "to listen" is rooted in terms that connote attention and silent obedience, however, "to hear" has more to do with the perception of sound and the faculties of the ear. (Lipari,2010) i.e. We use hear for sounds that come to our ears, without us necessarily trying to hear them, however, listen is used to describe paying attention to sounds that are going on.

1.1.2. Types of listening. Listening has different types, we may distinguish the main types according to the types of learners and the exposed material used to acquire the skill. These are the main types:

- **Extensive Listening**

Extensive listening materials may be found in form of recordings of stories, passages taken from books, television, radio. In addition, Harmer(1998) has claimed that: "foreign language teachers can enrich their classes with effective input carrying out extensive listening through a well chosen and appropriate tapes in different levels, genres and topics". Therefore, taped authentic materials can also be considered as a good tool for learners when dealing with extensive listening.

- **Intensive Listening**

The approach that is still undertaken in foreign or second language classrooms is the intensive listening in which the main goal of the lesson is often to teach students new grammar or vocabulary. The format of the lesson normally consists of a three-step sequence:

1. *Pre-listening:* in which the teachers do some preparatory activities. Pre-teaching of new vocabulary and grammar often occurs at this phase of the lesson.

2. *While-listening:* in which students are asked to fill out some worksheets as they listen to the passage. The purpose of the worksheet is usually to get students' attention focused on some aspects of the passage.

3. *Post-listening:* in which students do some language analysis exercises, answer comprehension questions, and other follow-up activities.

Finally, intensive listening can take many forms; such as the teacher's reading aloud to a classroom. Therefore, students dealing with this task listen to a natural spoken language of a written passage. In addition to other enjoyable activities like storytelling, conversations, and interviews. (Harmer, 1994)

➢ **Listening and critical thinking.**

Critical thinking is the result of mind awareness where the student realizes what to say and what to do logically. Even though, critical thinking is not related to language learning process only but it is applicable in different cases in life. This skill is improved effectively due to the listening skill. Similarly, Stephen and lucas (1998) proposed three kinds of listening which are listening to music for enjoyment to speakers because of interest on a speaker's style on theater, television, radio, or film, this is called the appreciative listening, it is used to find information which will help in reaching the listening's objectives. Therefore, both of Stephen and Lucas (1998) come to define this type of listening to be: "the pleasure or enjoyment, as when we listen to music, to a comedy, or, to an entertaining speech".

In addition, there is the empathic listening category in which the listeners tend to understand human's beliefs and feelings to get them to expose these deep parts of themselves to us, so we need to demonstrate our empathy in our demeanour towards them, by asking them sensitively to encourage self disclosure. Stephen and has also said : "Empathic listening provides emotional support for the speaker, as when a psychiatrist listens to a patient or when we lend a sympathetic ear to a friend in distress"(Stephen, Lucas, 1998, 58)

➢ **Comprehensive listening:**

After the stage of discriminating between the different sounds of a message, comes this type of listening which is the comprehensive one. Therefore, seeking to make sense of

these sounds to comprehend the meaning requires first having a lexicon of words, all rules of grammar and syntax in addition to the visual components of communication. According to Stephen and Lucas (1998):*"Comprehensive listening is devoted for understanding the message of a speaker, as when we attend a classroom lecture"* .In closing, as such listening can be done critically or uncritically insofar as core critical thinking skills can be applied to it. Therefore, critical thinkers must engage in highly active listening to further their critical thinking skills. People can use critical thinking skills to understand, interpret, and assess what they hear in order to formulate appropriate reactions or responses.

   1.1.3. Types of learners. To be consistent, we must mention the types of learners in this chapter, because the impact of YouTube educational videos may differ from one to another according to the type of the learner. Therefore, we can categorize the major two types of learners that are concerned as the visual ones who prefer reading books and looking at pictures, and the auditory type thos who enjoy hearing and interacting with not need to written tasks. This last type of learners are more to be addicted to technological tools when it comes to language learning. Thus they are the target type to be questioned later on about the use of youtube as a motivational factor on improving listening. Moreover, there are also other types of learners mentioned by H.Browns in 1994 as such the field independent learners which is considered as a type of visual learners who enjoy analyzing the details of language through a big picture in contradiction to the global field learners who are interested only in conveying a message without taking into consideration whether it is correct grammatically or not.

1.1.4. The importance of listening. Listening or as it is called by Chastain (1988) "the forgotten skill" used to be neglected by language teachers who have themselves assumed that it would be obtained during the grammar and vocabulary lessons. Despite that the value of listening skills especially in language learning has become more and more esteemed over the years, its value starts to be taken into consideration, Richards (2008) said that teaching listening has attracted a greater level of interest in recent years than it did in the past". Moreover, Morely (2001) stated: "…the status of listening began to change from one neglect to one of increasing importance". In addition, listening said to be the most complicated skill to be acquired as Nuboko(2004) mentioned: "Listening is a critical dimension in language learning but it is the least understood process". Since language learning tends to rely on listening, it also tends to play a fundamental role in the acquisition of language, making it possible for an oral interaction between the learners (Smidt & Hegelheimer, 2004). It tends to

provide the foundation for all language acquisition/learning facets and plays a long-life role in the communication process.

All in all, listening has a great impact on communication. Hedge (2000) declared that listening has an important role in everyday life and when people are engaged in communication nine percent is spent to writing, 16 percent to reading, 30 percent to speaking, and 45 percent to listening which shows the significance of listening in the communication process.

1.1.2. Relationship between listening and the other skills. The four pivots of language development are: speaking, listening, reading, and writing. They are the main focus of EFL teachers. Hence, teachers focus on teaching one skill at a time. This means, in one lesson special attention is paid to speaking, in another is paid to writing and so on. Eventhough, often treated separately, the four skills are dynamically related.

1.1.2.1.Listening and Speaking.

1.1.2.2. Listening and reading. Both listening and reading are considered as receptive skills, they share various parameters as such syntactic, phonological and semantic orchestration. There are also differences between listening and reading, for example, Harris et al (1981) assumed that even though listening is the first developed language that precedes reading, it is considered as the most complicated skill where listeners do not have the adequate control over the comprehension of the speech. Whereas reading is more approachable skill in which readers may easily go back to difficult words or phrases from the text to assess their comprehension. This difference can be clarified saying that a hearer cannot rehear what is said but a reader may reread what is written. Furthermore, oral language is already developed before the schooling period and thus precedes reading ability. Therefore, reading demands a complex visual system of a word, orthography, phonology, and semantics, whereas in listening, the attentions are higher in decoding the oral input which is fast and tentative.

1.1.2.3. Listening and writing. Writing and listening are two essential skills that any language learner may pass through in his/her learning career. They have various dissimilarities that different scholars have mentioned. Therefore, writing skill is considered as a cognitive skill, learners must be cognitively prepared to deal with, unlike the listening skill, writing is built upon strict language parameters and approaches that are taught in school period. Moreover, Shanan declared that writing as an expressive skill is well improved only if there was a strong infrastructure of language, this last is built due to reading and speaking competences. In other words, writing skill development relies on linguistic features as such phonological awareness, syntactic structures, discourse organizations, and pragmatics.

1.1.3. Listening comprehension and second language acquisition. Listening comprehension is a mental operation done in the mind of a listener who is completely involved in communication in order to create meanings from the speaker's speech. Therefore, the listener's comprehension must be activated using both linguistic and non linguistic competence, yet the value of his involvement depends on the situation and the social relationship. (Little Wood, 2000). Furthermore, the listener must realize that comprehending the message word for word is not essential, Since not every clue is equally important to the message. In effect, the listener's function is to find the general meaning to make up for his misunderstanding by continuing being active and involved in the communication (Little Wood, 2000). Also, Renandya (2002) have observed that by the development of powerful theories of the nature of language comprehension, and by the inclusion of carefully developed listening courses in many ESL programs some applied linguists have gone so far as to argue that listening comprehension is at the core of second language acquisition and therefore demands a much greater prominence in language teaching. (p.235)

In fact, the evolution of listening position throughout the history of language learning flourished by the ages of 1960s in parallel with the development of speaking skills. Thus, the idea of audio-visual teaching methods was based on the behaviourist's influence on language teaching and their belief of language learning as a habit formation. In addition to, Long (1989) points out that listening in SLA is more difficult than in the first language. While learning to listen in the L1 requires considerable cognitive development and regular attention to social and linguistic input over a period of time, it is not so in second language. On the contrary, it is confounded by a number of difficulties ranging from social psychology to neurological. There are certain studies by Lynch (1988) which demonstrates that the processes are similar. Both first and second language made similar types of mistakes There is no evidence to suppose that second language is in any fundamental way different from first language listening, only in that the second language listeners have limited knowledge of the language, which is compensated by transfer from their first language. Thus, listening has emerged as a significant component in the process of second language acquisition (Feyten, 1991).

As a conclusion, it is believed that listening helps to internalize the language system and thereby acquire language. In other words, by listening to a language a learner not only will learn to comprehend listening inputs but also will be able to improve his/her reading, writing, and speaking skills.

1.1.3.1. Problems faced by students in listening. The major issue encountered by common students of English language is dealing with natives. Many students often encounter trouble in

listening to foreign people even though they are doing well in the English classroom. In fact, the most widespread phenomenon in Algerian Universities especially in Biskra is the lack of adequate teaching materials. Therefore, when it comes to listening in language learning in classrooms, teachers ask questions based on the content of listening materials after listening to the taped script of a reading textbook, where they ought to choose the right answer to be emphasized later on. In this process, students are tested about their ability of choosing the appropriate answer rather than being taught using the best strategies of how to listen to English. Furthermore, the time factor plays an important role in comprehending the four skills of language learning, for example, listening skill is prompted in a short limited time unlike the other skills because students are not sufficiently exposed to a variety of authentic materials. Thus, we observe that they get frustrated and anxious when they start interacting at a normal speed of English speaking, in addition to the misuse of grammatical utterances, wrong beginnings, and redundancy; this can be solved by providing more authentic materials in classrooms and through teaching strategies of improving the listening skill. More importantly, there must be a deep consideration for teaching this skill by providing sufficient time so that learners speak without anxiety and get familiar with any native's English.

   1.1.3.2. Strategies to teach listening. Listening is what language learning depends on. Yet, it serves the aural input that builds the basis for language acquisition and enables learners to interact in spoken communication (Watkins, 2005). Furthermore, showing students how to adjust their listening behaviour in order to be familiar with any situation or type of input or even listening purpose is a quality of a successful and effective language instructors. (Watkins, 2005).

Actually, what is meant by strategies is the techniques that help in understanding the listening input that can be classified from the top-down strategy to the bottom-up strategy. Therefore, in the first type, listeners must have a previous background knowledge so that they may predict what will come next from the speech. From the other side, listeners focus on the detail of language on the patterns of the speech, the combination of sounds, grammar, and meaning. Also, they must listen for specific details and recognize the word-order patterns under what is called the bottom up strategies. Finally, there is also the meta cognitive strategy, in which listeners are able to evaluate their listening process by controlling their comprehension of listening skill and determining their success through what they have achieved. To clarify, a three listening sequences are set to be the basis of the effective strategies which are:

➢ **The pre-listening stage**: which is a preparatory process for learners to achieve success in their listening tasks through what is called it Schemata- activating which is a mental model

based on typical situation for example: " Imagine teacher told his students that he is going to the head of departments' office, the mental models of this activity probably goes something like this: a person wearing a white work coat holding papers and walking toward a room passing a long corridor, knock the door and enter to speak with the manager for five minutes. This is the student's schema for "going to the head of department"

- **Ways to activate schemata :**
- **Brainstorming**
- **Poster display:** Students in this activity create groups and each group must choose a certain topic, the group must write keywords of the topic on posters and stick them on the wall. After, teachers and students wander around looking at the posters and the listening passage will touch on the words that are in the posters**.**
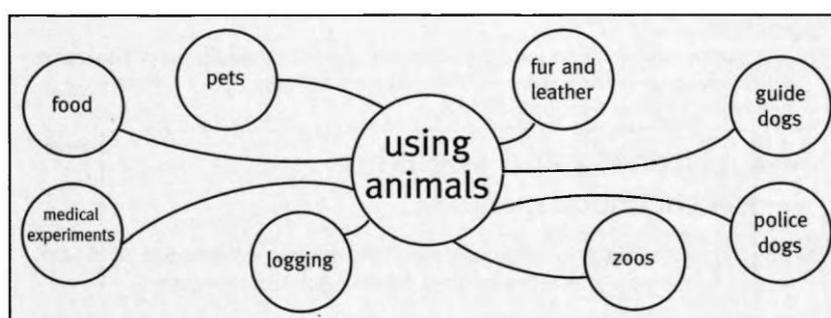
Figure 2: Brainstorming sample

- **Using Visuals**: (Pictures, Videos, Diagrams)
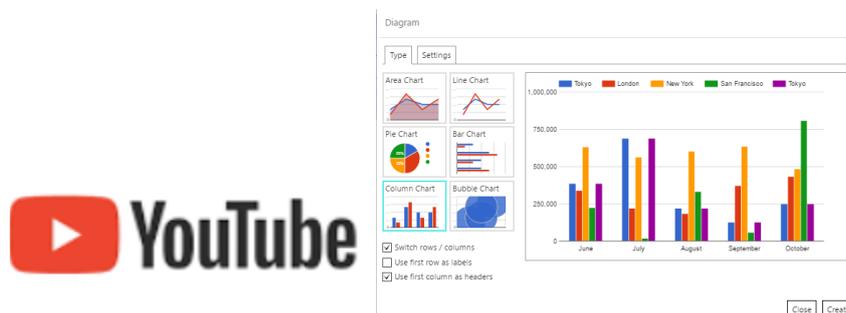
Figue 3:Visual tools sample

- **Using magazines, menus, calendars, maps, brochures**

Figure 4: a sample of map and brochure

- **Opinions and ideas**

✓ **KWL chart :**Students are given a topic and a chart with a K column, a W column and an L column. K stands for Know. In this column the students write what they already know about the topic. W stands for Want to know. Students write questions that they would like to be answered. L stands for Learnt. After hearing the recording, the students write what they have learnt about the topic.
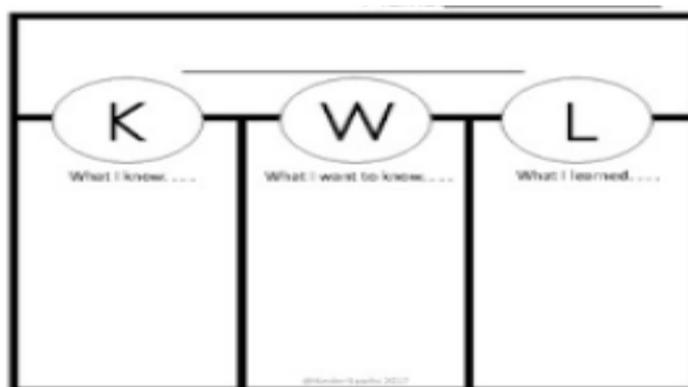
Figure 5 :W.L chart

➢ **While-listening skills and activities:** The students hear the input once, probably listening for gist, although of course there may be occasions when they need to listen for specific information or listen in details. They check their answers in pairs or groups. This is to give them confidence and to open up any areas of doubt. They then listen a second time, either in order to check or to answer more detailed questions. It is important that the students should be required to do different tasks every time they listen.
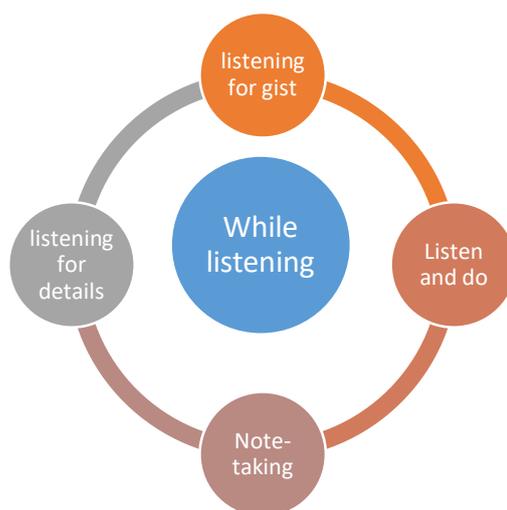
Figure 6: while listening sequence

- **2.1. Listening for gist:** On their first encounter with a passage in the classroom, students usually listen for gist. Here are some examples of typical gist questions:

  ➢ What problems are they discussing?
  ➢ What does the speaker think of the topic?
  ➢ Look at the pictures. Who are the speakers talking about?
  ➢ A simple gist exercise is to ask for basic information under the headings What? Who? Why? When? Table, This works for most listening passages.

- **Listening for details (selective listening)**
- **Bingo:** in this activity, which is particularly enjoyable for young learners, the teacher writes a list of words on the board, all of which occur during the listening passage. These should be content words-nouns and some verbs, the students working alone, choose and write down seven of these words. They then listen to the passage, whenever their words come up, they tick them. They shout Bingo! When they have ticked all seven.

- **Spot the difference:** the students look at a picture and listen to a description of it. The oral description contains several differences from the picture. The students listen for these differences, and mark them on the page.

- **Note-taking:**

  ➢ **Guided note-taking:** instead of starting with a blank piece of paper, the students are

given subheadings, numbers or unfinished notes to guide them. Here are some examples.

- ➢ **Hidden picture:** the students each have one picture of a person, which they keep hidden from their classmates. They describe the picture and their classmates take notes. Each set of notes describing an individual picture is numbered by the students. Afterwards, all the pictures are stuck on the board and the students have to match their notes to the pictures.

- ▪ **Listen and do:**
  - o **"Stand up if**...": this is a very simple listening activity that can energise a class. The teacher simply says imperatives beginning with "Stand up if you", for example, "Stand up if you are wearing blue/like potatoes/ own a dog/ have been to the cinema in the last month, etc".
  - o **"Grab the word":** choose about fifteen key words from the listening passage and write them on individual cards. Stick the cards on the wall or board, or if there are a lot of students, place the cards on the desks after making duplicate copies. The students listen and grab the words when they hear them. The winner is the person who grabbed the largest number of cards.

- • **Post-listening skills and activities**

  The whole class checks answers, discusses difficulties such as unknown vocabulary, and responds to the content of the passage, usually orally, sometimes in writing. This maybe done as a whole class, pairs, or groups. The post-listening stage is where students can reflect on their listening experience without the pressure of having to process real-time speech or do a task.
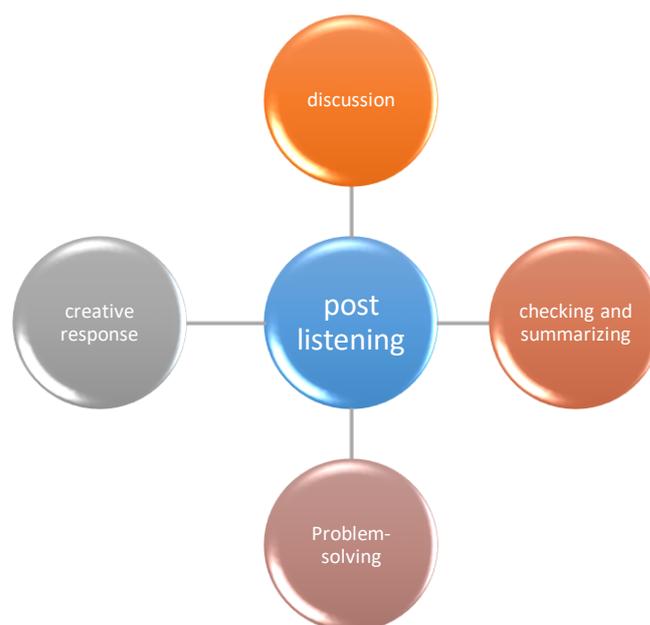
Figure 7: Post listening sequence

- **Discussion**

✓ **Personalise:** ask if the situation is the same for the students. How is it different? In Multilingual classes particularly, teachers can ask if the situation is the same in the students' various countries. Cross-cultural discussions of this nature are often very fruitful and motivating as many students enjoy learning about their classmates' culture.

✓ **Questions:** the teacher can devise questions based on the topic of the listening passage, for example, " Students answer some questions after implementing the while-listening tasks as: Have you ever…….? "Is there any member of your family who……".

✓ **Statements:** the teacher can devise a number of statements based on the listening passage. The students discuss whether they agree or disagree.

- **Creative responses**

✓ **Genre transfer:** one way to engage students in a deeper processing of a listening passage is to ask them to re-fashion the text, for example by transferring it to a different genre. This might involve turning a spoken text into a written version. A piece of conversation can be transformed into a news article. We can listen to a person chatting about their daily life and then write their diary entry.

✓ **Write on:** the students listen to a story and then write a continuation. In order to do this, they must be aware of the main ideas and key features of the original input: its tone, style, characters and story line.

- ✓ **Illustrate:** this activity is particularly enjoyed by children. The students listen

  it might be to a situation, story or description -and then draw an image

  that represents the passage. They then explain their illustration in terms of its

  significance, and how it reflects what they heard.

- **Problem-solving**

  - ✓ **Listing**: Example rubric: "List all the ways to .. (get from A to B/save the whale/get fit)".

  - ✓ **Sorting**: Example rubric: "Put... (the words/food types/people) into groups.

    Sorting demands that students see connections between different items and is good for vocabulary acquisition, in particular".

  - ✓ **Ranking**: Example rubric: "Say which is the best, the second best, the worst, etc.

    Ranking typically has no correct answer. Students need to justify their ideas, and the potential conflict may lead to good discussions".

1.1. Motivation in language learning

Motivation plays a pivotal role in classroom language learning. Dorney considers it as the basis of learning the second language in particular (Dörnyei, 1998, p. 117). From the other side, Zua (2008) believes that motivation is an inner energy, and no matter what kinds of motivation the learners possess, it will enhance their study interest. So far, technology has brought different tools and a new atmosphere to students whom they use those tools to kill the pressure of traditional classroom way of teaching, Youtube is one of this motivational tools that authorize students to learn and prepare their lessons anywhere and at any point of time due to what it serves as a technological sharing videos platform.

1.1.1. Motivation and listening at the Age of Technology.
Listening comprehension is considered as a cognitive process in which the hearer tends to transform the spoken utterances into notions and conceptions to create a meaning. Hence, the evolution of listening passed through different stages. Thus, Wagner said: " it has long history, from the readings of analog, phonograph, through the era of the audiotape, and into the realm of digital" (Wagner, 2007). The occurance of technology has brought new tools that facilitate and influence students' achievements under the name of Computer assisted Language Learning, this approach is considered as a bridging point for learners of English as a second language (Vandergrift,2007)

Furthermore, it is considered as an essential aid to develop listening comprehension. Hence, it goes hand to hand with multimedia as well for the other skills like reading and writing. (Rost, 1990). From the other side, there are few researchers believes that the use of technological tools as such videos may destroy the learner's comprehension because it distracts

their attention from the input of audio. (Gruba, 1993). Also, to helps students improving listening comprehension, Grgurović and Hegelheimer (2007) implemented a multimedia listening activity using videos with subtitles of the target language compared with video with transcripts. The use of captions and subtitles in the video lecture was found to stimulate the participation of students who interacted more frequently with subtitles as a help rather than with transcripts. Yet, in order to help students communicate in English within the context of business situations, Brett (1995) developed a multimedia language learning software. Thus, this resulted to better listening skills among students in terms of listening for the gist and guessing the meaning from context. Similarly, the use of verbal and visual annotations was also found to contribute to more positive outcomes in listening comprehension in a study conducted by Jones (2003). The study showed that students are able to recall information better when aided with verbal and visual aids (Jones, 2003). However, not all studies suggest that multimedia-based instruction is necessarily better than traditional instruction with respect to listening comprehension. When it comes to learning in classrooms setting, technology provides different types of applications, and the most effective application that develops the student's intruction is the Audience Response System (Smith, Shon & Santiago, 2011), especially in large classes. Also, there are Additional Applications that have been effective strategies for students to use with their clients including guided relaxation techniques and mindfulness breathing to specifically assist individuals who have experienced various traumas (Brown, Ong, Mathers & Decker, 2017; Goh, 2012; Cunningham, 2004). Thus, the clear links to tasks and the use of technology are needed to positively enhance controlled attention. This supports the professional development of knowledge and listening skills to successfully engage clients, assess needs, develop and implement a plan, and evaluate.

In conclusion, Technology gave and still give aid and benfits to education, especially in settings where direct communication is not possible. So, Colvin and Bullock (2014) acknowledged with words of golds saying: " the time has come to embrace an accepting mindset regarding technology infused field education and rethink the use of technology to be more proactive and effective in developing individualized comprehensive services to include active listening".

Conclusion

In this chapter, we proposed various definitions of the listening skill, its important role in second language acquisition, and its different types. Besides, we stated the main problems

faced by students in comprehending this skill according to their assumptions, hence, we proposed a set of effective strategies to teach listening skill inside classrooms. Since the study aims to discover the effect of a technological tool "YouTube" on improving the students' listening comprehension, a clear description about of the listening skill at the age of technology was mentioned at the end. Finally, we attempt to discover the concept of motivation and its importance on language learning.

Chapter Two: Exploring the effect of using youtube educational videos on language learning especially on improving listening

Introduction

Information and Technology play an authoritative role in education and on achieving the global communication due to its electronic devices and applications, such as Social media which gives language learners in Algeria an immediate access to richer source materials. One of the most popular technological platforms is YouTube which is an audio-visual sharing website that provides free videos in different categories which makes it more entertaining and motivating tool to improve the listening comprehension especially for the second year students of the English department at the University of Biskra.

In this chapter, we will discover the advent of ICT and its effect on Education to directly shed the light on one of its main tools which is Youtube where we are going to propose a set of important definitions and a clear overview of it in general. Then, in the circle of English language learning, we will explore the use of youtube in both the traditional and the flipped classroom by giving examples of the categories of Educational youtube as well as the types of youtube videos used in language learning. Besides, we will identify the authenticity of youtube as a resource of knowledge for students of English. Then, a clear answer to the question of whether youtube Educational video brings motivation to the learners of English, and the effect of this website platform on improving their listening skill.

2.1. A General overview of ICT and Education.

Information and communication technology tools have influenced the world of education in different ways. In fact, ICT is defined as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. Blurton (2002).This can be seen in different aspects of the current life i.e. the used tools and resources are like social media platforms Facebook, Skype, Youtube and other platform used in private business. Otherwise, in English language teaching, while learners escape from their classrooms because of the traditional strategies in teaching, and because of the limited time to teach both speaking and listening skill, lecturers look for the most motivational ICT tool that facilitates the teaching process.

At that time, Gilmore (2005) compares what he calls "the contrived materials of traditional textbooks" with "authentic materials, particularly audio-visual ones, which offer a much richer source of input for learners and have the potential to be exploited in different ways and on different levels to develop learners' communicative competence" (p. 103). Thus, although authenticity is not available in all ICT tools, the audio visual aid is more to be authentic for

Gilmore because of the clear image and sound of the speaker i.e. learners may see the speaker's look and gestures to identify his nationality and his level. Last, Devitt (1997) argues that frequent repetition of vocabulary by native speakers is valuable as input on pronunciation, stress and other phonological features. (p. 466). Therefore, one of the most appropriate tools that provide videos of natives is YouTube, which provides different types of videos to learn pronunciation from natives.

 2.2.A general overview of Youtube

YouTube was firstly found in 2005 as a free web-platform available to all kinds of crowds, where they may publish efficiently video clips or even get access to watch other's videos to give comments and rates and to interact as well. (Biel & Gatica-Perez, 2011).In other words, this platform is considered as and expressive source for people who have talents and also for the ones who advertise for their business. Furthermore, the accessibility of this platform provides fame and popularity. Therefore, Keith Kenney stated in his book "Visual Communication Research Design": "All users have the opportunity to freely share videos on YouTube uploading them under proper categories: Entertainment, News & Politics, Film & Animation, Gaming, Education, However, the most popular are still considered Music, Entertainment and Comedy". (Cheng, Dale, & Liu, 2008). Moreover, one of the features of this platform is restoration, this feature helps language learners to watch youtube videos as any point of time, and they may get access to and original digital video repeatedly.

According to the statistics done by Mansoor Iqbal (2020): "YouTube is ranked as the second most popular website. Starting by the active youtube users that are 2 billion persons monthly from around the world, for the views, statistics has shown that there are and 1 billion viewers of videos per day. Also, 500 hours of content uploaded to YouTube every minute.
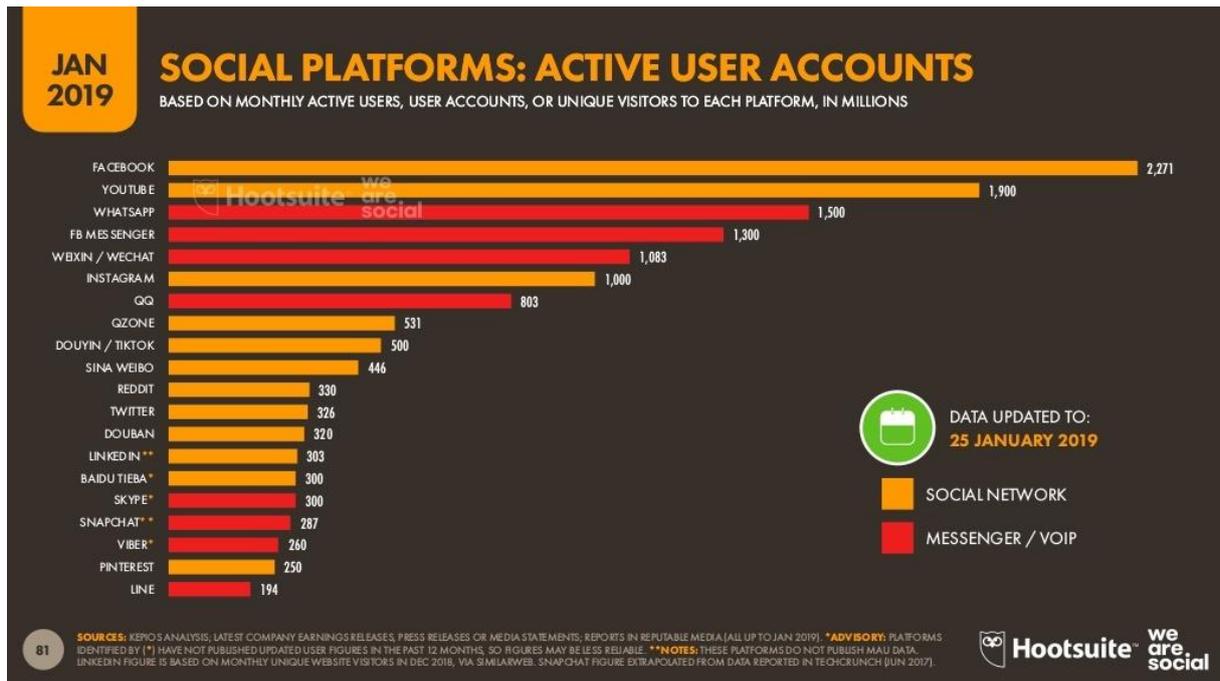
Figure 8: percentage of Social Platform use

Source : https://www.businessofapps.com/data/youtube-statistics/

All in all, the statistics of the platform above are prosperous due to what it serves for people's lives. Further, according to Downes (2008): "YouTube has marked the transition from static to dynamic Internet, and its advantages are the ubiquity of video formats and the wealth of content of the videos. YouTube accommodates private or amateur videos, as well as advertising and highly-quality professional videos". (Downes, 2008).Thus, Youtube provides a distinctive properties that suits all kinds of people especially for academic learners who have distinctive interests to gain knowledge.

2.2.1. Important definitions of the term Youtube and of its derivatives

The following is a list of definitions that can be used by the reader to clarify their

Understanding of YouTube:

YouTube account	"With an account, users can comment on videos, subscribe to channels and create playlists to organize their favorite videos. If an individual has a Google account they will have a YouTube account. **(Google Support, 2015).**
Subscriptions	This feature allows an individual who is signed in to their YouTube account to customize their homepage with content they wish to see(Google Support, 2015). By subscribing to channels, it allows the

	viewer to see the new content when it is uploaded, which will appear on the subscription feed on the homepage.
Channel	A YouTube channel is a homepage for an account. All YouTube Accounts have a channel page that shows the account name, type of account, all videos uploaded and any information that has been entered by the user (Google Support, 2015). Channels can be customized with banners and colors, and they also display playlists and activity logs.
Playlists	Playlists are a feature offered by YouTube that allows videos to be collected and organized together to be watched whenever the user wants (Google Support, 2015). The user can create playlists, title them and then add videos to the playlist. Standard playlists are available for all users including a 'favorite' playlist and a 'watch later' playlist.
YouTuber	A person who creates and uploads videos on the YouTube online video sharing service. (Google Support, 2015).
YouTube influencer	Is someone who builds a massive following on the video platform of YouTube, thus helping in setting trends and providing information for people, regarding many products and services. Many influencers have a blend of many services like visual artists, or athletic kinds. YouTube gives these people a platform to showcase their talents and skills, making them easily accessible. The platform has given many people a chance to show their skills in front of a larger audience, for promotion. (Christine Smith, 2019).

2.3. Youtube and education

In fact, youtube as a technological platform that allows uploading and downloading videos of different categories is a rich source for most educators, MOlyneaux & Gibson believe that those uploaded videos have a predefined educational value. Also, to make those videos more successful, it is better to use meaningful content in a high quality technique where audience may react and comment. At the same context, he mentioned: "Most people are said to watch user-generated videos if they know the person or if the subject matter is of interest to them" (MOlyneaux, Gibson, O'Donnell & Singer, 2008)

Also, it is believed that youtube can be a second source of knowledge and education to all levels starting from primary schools till graduated schools. (Trier 2007, p.598). In addition

to that, "Academia" as an educational website resource where professors and universities post their studies is supported by youtube platform as well. Thus, when teachers post their lessons and research on Academia, anyone then may reach those lectures and get in touch with professors in what they are interested in. (Young, 2008). Finally, due to the technological features proposed by YouTube as such the free availability of videos at any point of time in addition to the variety of educational categories that may serve any student's tendencies in acquiring and sharing knowledge, Youtube platform is better to satisfy academic institutions in particular, as Burk and Snyder (2008) has mentioned: "The YouTube website provides opportunity to create and share own production videos".

2.3.1. The use of Youtube in language learning

Several studies were done by researchers to determine the rate of using YouTube by educational institutions. Yet, it is discovered that youtube is the most attractive used platform by them, where over half of the schools use this video-sharing platform, other institutions and universities have their official channel on Youtube. (Reuben, 2008)Furthermore, the spread of Web technology and its use by students is changed the conditions of faculty members who adapts it. Therefore, according to Hartman (2007):

> "a plethora of social networking and resource-sharing sites that has appeared over the past few years, including Facebook, Myspace, Flickr, YouTube, Live Journal, Twitter, and Second Life. Students have increasingly turned to these sites as the nexus of their social and even academic universe. Faculty members are beginning to follow, using these sites as a means of getting to know their students, as a rapid and reliable way to reach students, and as a method for sharing faculty-produced and student-produced content". (Hartman 2007, p. 4)

Until now, studies concerning the use of youtube are still under the microscope of scholars, there is no definite knowledge about what a youtube videos contains; however, surveys showed that even professors create channels and upload their videos to gain familiarity and popularity by sharing a specific knowledge. Accordingly, it is possible to test the same experience in the University of Biskra. Thereupon, creating an official YouTube channel of the English department is suggested to be a helpful tool for teachers to reach their teaching objectives as well as for students who want to enjoy learning but they have anxiety inside the traditional classrooms. For instance, Mr. Elhamel Abdelmadjid, Who is a teacher of written

expression in the English department, is currently using youtube by sharing videos on his channel, he declared that: "youtube is a helpful in gaining familiarity with students", hence, students who watch their teacher on youtube before meeting him in class are more dynamic.

2.3.1.1. Youtube and flipped classroom

Flipped classrooms are one of the newest techniques to make learners engaged with their studies in technological conditions. Therefore, definitions of a flipped classroom vary from one scholar to another. In 2012 Tucker states that a flipped classroom is when a lecturer is an audiovisual creator himself where he teaches his students using technological instructions and enable them to interact and exchange ideas. (Tucker, 2012) So, to gain time in classroom and to make the lesson successful, flipped classrooms transfer the traditional instruction to take place at home. Then, the classroom here becomes an attractive place to discuss problems and find solutions due to what it provides as technological resources as such audio-visual.

In this context, statistics have been done to determine if teachers use flipped classroom guidance while teaching, the results was that the most used technique in a flipped classroom is that teachers post introductory videos for their students on social media to prepare them for class at morning. Furthermore, the studies shown that youtube have a great impact on teaching and learner, however, the efficient strategy of using it is not clear yet, some teachers rely on youtube videos to prepare their lessons, and others upload their own videos on the platform. (Herreid and Schiller, 2013)

Despite the fact that youtube have a great turnout from students, where 57% prefer to watch videos to learn and 70% like to learn in a more technological area (Herreid and Schiller, 2013), according to Johnson (2012): "Students mentioned that they had a hard time self-pacing if they fell behind, or they had a hard time motivating themselves to stay on task".

2.3.1.2. Effect of Youtube on traditional class habits

Traditional classroom is where the teacher use traditional methods to make the lesson successful. Therefore, different studies were made to differentiate between the importance of the new technological instructions and the traditional one, and to indicate the process of using instructional materials on elementary schools. Thus, one of them showed that most of teachers use videos sharing websites only when they are designing their lectures in order to find "up to date" information to their students assuming that they spend a long time on finding the appropriate resources and they need a "true life information" like videos in order to make the class more interesting. Others said that it is better for teachers to keep archives of useful

educational videos from Youtube because they are very needed in preparation. (Chen and Wu, 2005).

2.3.2. Categories of Youtube educational videos

Youtube is rich with fields and contents. Therefore, the categorization is too long and not limited, there are videos that cover science and technology, others represents music video clips, and movies of different types like cartoons and animation; however, people have their own interests. For example, a language learner tends to watch educational videos of a native speaker of his target language.

In fact, Educational videos are a category that most of EFL teachers rely on as a source when they are preparing their lessons, others upload their videos to teach and interact. (Hong, 1997). Actually, the youtube videos vary in terms of content, quality, and length. Therefore, a researcher may find hundreds of videos sharing the same content from the same category. Though, the categorization provided by youtube is one of the benefits of this platform, it does not limit the student to learn from one resource under pressure, yet, it add a sense of motivation and freedom to pick any kind of authentic video to listen and comprehend.

- *Examples of youtube channels from the educational category*

  - TED-Ed   -   Lessons   Worth   Sharing: https://www.youtube.com/user/TEDEducation/videos
  - BBC   learning   English :   https://www.youtube.com/channel/UCHaHD477h-FeBbVh9Sh7syA
  - Smarter Every Day: https://www.youtube.com/user/destinws2/videos
  - Vox : https://www.youtube.com/user/voxdotcom/videos
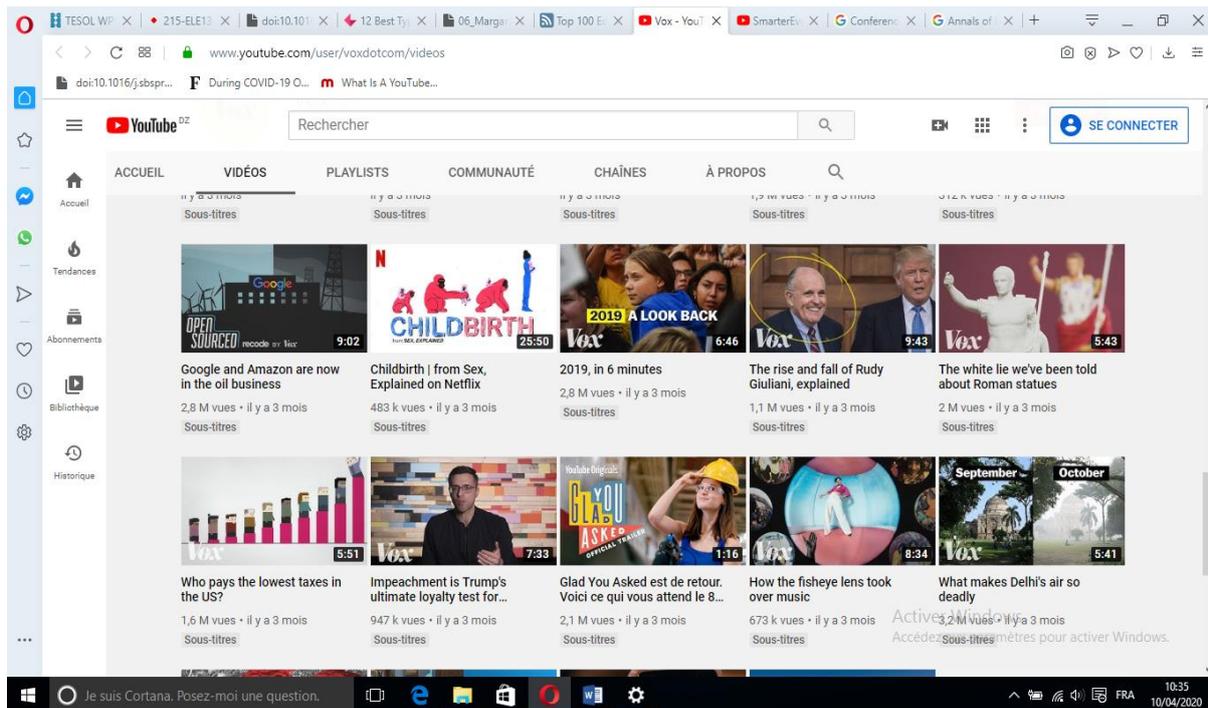
Figure 9: Educational category

2.3.2.1. Types of videos on Youtube for language learning

Today, Youtube videos become a source of knowledge for all students of different grade. But, when it comes to its use for language learning, researchers divided two main types. The first types is were beginners find themselves i.e. where teachers upload regular lessons of English concerning grammar or vocabulary. Second, mainly this type contain more joyful tips, where natives share podcasts of different educational contents. Here, the learner may rely on those sources to improve their communicative skills and to create professional relations with speakers from all around the world, for others, this type is a kind of test to their language competency where they comprehend more the structure, pronunciation and taboos. In the same context Liaw said: "What learners should do is watch these videos and use them to discover new words that they don't know or sentence structures and grammar that they weren't aware of before". (Liaw, M, 1998). Actually, language learning is much more than a classroom experience. Therefore, according to Gros, Walf and Javis: "As far as language learning is concerned, YouTube is an unlimited resource for language acquisition/learning. To illustrate, one can listen to all kinds of spoken language (formal, neutral, informal) and genres (songs, parodies, debates, political speeches, talk shows, lectures) and learn a lot of vocabulary in context, which, without doubt, will help memorize more easily. Language teachers can easily benefit from YouTube in terms of reading comprehension and use YouTube texts so start

discussion/writing tasks. Finally, YouTube can offer more as well as its authentic texts heavily addressing cultural competence and pragmatic considerations. It is also a widespread perception that students should be provided with real life language as much as possible and that language teachers should helps their students explore the world of online language learning possibilities (Gros and Walf 2001; Javis 2004). Yet, using youtube during the classroom is beneficial also, it makes learners feel fun and free to learn, it is being exposed beneficial in language learning concerning the speaking and listening skill.

2.4. The authenticity of Youtube

The term authenticity has been defined from different perspective. Gilmore (2007) defined authenticity as: "it is related to notions of 'realness' or 'trueness to origin'". He claimed that authenticity has been used to characterize written and spoken texts, learning material, tasks, cultural artefacts, multimedia products, forms of assessment, and even types of teacher and audience, hence, authenticity covers the originality on its all meanings. It is an important element to be taken into consideration for language learners, as Porter and Robert (1981) said: "authenticity relates to the language produced by native speakers for native speakers in a particular language community". Therefore, it helps learners to understand the cultural background of the target language, as Kramsch stated: "authenticity relates to culture, and the ability to behave or think like a target language group in order to be recognized and validated by them" (Kramsch 1993).

Furthermore, Babak Ghasemi and Masoud hachemi (2011) has assumed: 'When you have learned individual words and some grammar then, you can try your listening comprehension skills on YouTube. Once you know a critical level say 3000 high frequency words and phrases, using YouTube is not a bad idea, but more for fun'. From the other side, by browsing videos in YouTube, teachers and learners can find videos on almost any topic (religion, politics, science, sports), and at different levels of difficulties. However, what is positive is that YouTube is a powerful personal branding tool that allows the user to use his own images and links to his channel, and if someone posted other's personal work on his channel, the youtube administration would prevent him and delete his channel declaring a thief, So the original youtube video will stay original forever with the user's permission.

2.5. Youtube as a motivational

Motivation is a psychological situation were learners feel excited to reach their goals in a particular environment. Therefore, it is with no doubt an important moral support that helps in determining the learner's orientations, Lightbrown (2000) said: " Motivation is a complex phenomenon which can be defined in term of two factors: learners' communicative needs and their attitude towards the second language community", that means that motivation is the result of knowing what and why are learning. Also, Gardner (1972) believes that motivation is the ambition that come to the learner when he decides to get engaged with a particular language activity, this ambition results a sort of self-cultivation to the learner himself.

In fact, youtube as a social web platform is considered as a source of motivation due to its availability and the diverse subjects proposed by different people from all around the world in form of videos of distinctive qualities and contents. Furthermore, the use of using it inside classrooms gives a charm of technological way of learning. In addition, the sense of curiosity of students will increase immediately toward the huge amount of knowledge proposed on youtube. Finally, Youtube is the event of the era, and using it inside and outside the classroom results motivation to all audio-visual learners.

2.6. Effect of Youtube on Improving Listening

Since Youtube is considered as an audio visual platform, it is an effective source for students to hear and to improve their listening skill. Therefore, Van Lier (1984) declares that the use of sound and image to convey a message summarize hundreds of complicated words and it helps also in teaching the hearer sentence structure and pronunciation in form of scenes downloaded from films or vloggs (Van Lier, 1984 p.289). Besides, Ghulam Shabiralyani (2015) assumed that nowadays audio-visual aids or videos are considered as powerful tools that are used as a resource for teaching and learning. Thus, the audio visual feature of youtube makes listening comprehension more effective due to what is shared by natives from speeches, music, poems and other video categories.

Conclusion

Information and communication technology tools encouraged learners of the new generation to solve issues that they face during their educational career. Youtube is one of this effective tools that allows to upload, view, and share videos that changes the traditional attitude of teaching and learning to modern technological one. Therefore, in this chapter, we initiated by giving a general overview of ICT and Youtube within the circle of education. Thereafter,

we clarified a set of terms related to youtube as well as the use of this platform in language learning and teaching. Finally, we shed the light on the authenticity of Youtube and its significance on listening comprehension, and its role as a motivational tool for students of English as a second language.

Chapter Three: Fieldwork and analysis

Introduction

A successful research is a result of a systematic procedure and a high quality of data collected which includes credibility and reliability. Therefore, to reach the purpose of this research which is exploring the effect of Youtube educational videos as a motivational factor to improve listening for students of Second year, it was required to use a set of data collection methods.

The educational videos on improving listening comprehension. Hence, those findings are presented qualitatively in statistical form. For, to gather views and information about the subject of the study, an online questionnaire was addressed to the students of second year at Biskra University, and another online questionnaire that was addressed to teachers.

Research Methodology: Theoritical Background

This section represents a general theoretical background of a research methodology.

3.1.Methods

Generally, the nature of the current study is descriptive and its purpose is to explore whether Youtube Educational videos encourage and motivate students to improve their listening comprehension or not. Thus, it was desirable to obtain knowledge and opinions from EFL teachers and students using online questionnaires.

3.2.Population and sampling

3.3.1. Students. To be fair, the questionnaires were addressed to (45) students from second year license.

3.3.1.1. Questionnaire for students. The current section is devoted to describe the student's questionnaire and analyze its findings.

3.3.1.2. Description of the questionnaire. To gather enough information about students' attitudes toward their use of Youtube educational videos in enhancing their listening skill, this questionnaire was addressed to students of second year at Biskra University. It was posted online through their official Facebook group. This is considered as one of the data collection methods used in the current study.

3.3.1.3. *Student's questionnaire*. This questionnaire contains three sections. The first section includes general questions of student's background information which are two main multiple

choice questions concerning their general level of English language and if they use Youtube in their studies or not. The second section is entitled "Youtube and Motivation", it contains (03) questions, (Q3, Q4) it requires short and long paragraph answer which aims at exploring the effect of Youtube as a motivational factor to improve listening. However, the third question of the section (Q5) is a checkbox question related to the same previous content. Finally, the third section that is devoted to collect opinions and suggestions concerning the best strategies to improve listening and how to include youtube educational videos among these strategies, the students have are free to express their opinions about the subject of study.

3.3.1.4. Analysis of the student's questionnaire. This part is devoted to analyze the student's questionnaire which is made up of three sections.

Section one : Student's background knowledge

Item (1): How do you consider your level in English?

This question is directed in order to know students' general level in English language. The findings are in the following table and graph:

ANSWERS	PERCENTAGES	STUDENTS NUMBER
excellent	**8.9** %	**04**
good	**62.2** %	**28**
average	**26.7** %	**12**
poor	**2.2** %	**01**
TOTAL	**100**%	**45**

Table 2.1: Students' level
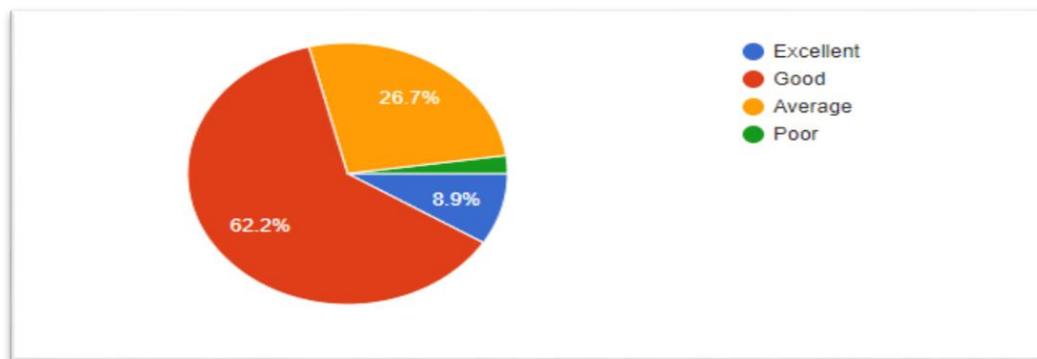
Graph 1: Students' level

Learners in Table (3.1) and Graph (1) are required to determine their level in English language according to their achievements inside and outside the classroom. Thus, their level differs from one to another; (28) of students believed that they have a Good level; (12) students said that they have an Average level; whereas (04) students determine that they have an excellent level, and only (1) student considers his level as poor. Finally, knowing the students' level as an introductory question helps in concluding the main weaknesses in their language acquisition career especially in their listening comprehension progress.

Item (2): How often do you use Youtube in your studies?

This question is intended to determine how often students use youtube, the following table and graph show the results.

ANSWERS	Percentages	Number of students
always	33.3	15
sometimes	53.3	24
rarely	13.4	6
never	0	0
total	100	45

Table 2.2: Time of using Youtube

45 responses
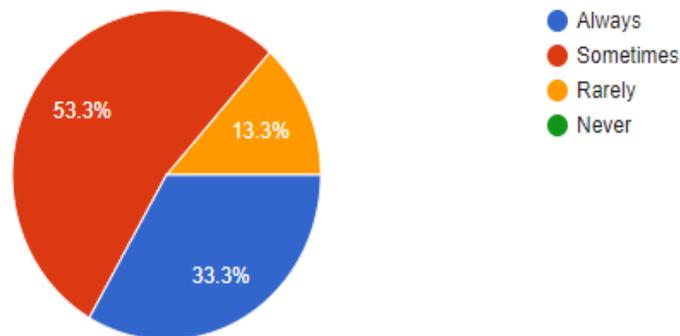
Graph (2): Times of using YouTube

Table (3.2) and Graph (2) above shows that (24) of students sometimes use youtube, however, only (15) of them use Youtube always; and (6) students use it rarely due to various factors.

Section two: Youtube and Motivation

Item (3): Do you feel motivated when you learn from Youtube educational channels? (Answer with Yes or No and justify in both cases please)

The answer of this question was a "Yes" from 43 students, but their justifications were different; (19) of them agreed that youtube provides short and clear videos that makes them feel excited to learn quickly without boredom, (11) of students claimed that youtube is a wealthy platform that provides different tips in a very clear and different strategies that enables them to acquire new knowledge. (1) student said that when he faces a difficulty in understanding a point inside the classroom, he checks it on youtube and finds it more understandable that's what makes him feel motivated and excited to use this platform whenever he fac<u>e</u>s an educational issue inside or outside the classroom. Also, (12) students said that Youtube educational videos were a source of motivation in the period of quarantine, they declared that they feel cultivated and interested in improving their language proficiency.

Item (4): Do you use Youtube videos in your oral presentation work?

If "yes", how does it serve your presentation?

This "Yes/ No" question is to determine learner's use of youtube in his learning career.
Student's answers are in the table bellow:

ANSWERS	PERCENTAGES	NUMBER OF STUDENTS
Yes	46.3%	19
No	53.7%	22
Total	100%	41

Table 2.3: Students' use of youtube
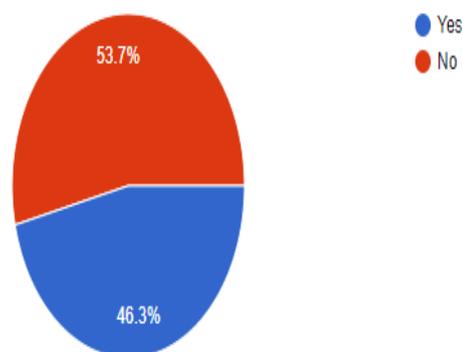
Graph 3: Students' use of youtube

In table (3.2) and graph (2), only 19 students said that they use youtube, and 22 others are not concerned with it as an educational tool, this goes back to different factors. Generally, the students who answered with "yes" have justified their answers differently. Therefore, 12 of them declared that youtube videos help them in their oral presentation especially in finding interesting topics and imitating native's gestures in role plays, and 4 students said that it is helpful to improve their pronunciation, the other 2 students declared that youtube help them to acquire a good vocabulary package.

Item (5): Which of these skills you strongly improve when you use Youtube Educational Videos?

This question is to know which skill is truly improved by youtube for student.

ANSWERS	PERCENTAGES	VOTES
Listening	2.25%	**5**
Speaking	1.8%	**4**
Writing	0.45%	**1**
Reading	0%	**0**
More than a Skill	**10.8%**	**24**
		45

Table 2.4: Language skills improved by YouTube
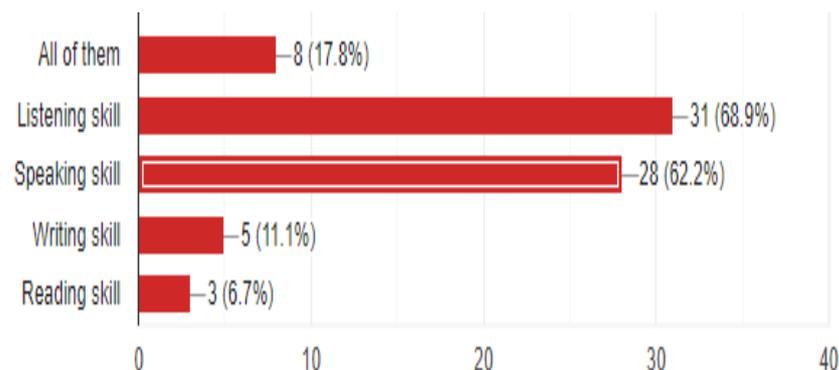
Graph 4: Language skills improved by Youtube

In table (3.3) and Graph (3), the total number of participants, which are 45 students answered differently on the checkbox question above. Where the biggest percentage is concerned with the first option which is listening, votes on this option were (31), the second skill that is thought to be improved is speaking which took 28 votes from students. In fact, this question shows the student's experience with the use of youtube in learning English.

Section Three: Opinions about the best strategies to improve listening

Item (6): According to your knowledge, tick the appropriate answers.

This multiple-choice grid question is to valid opinions concerning the benefits they got from youtube outside the classroom.

Opinions	Percentage "Yes"	Number of students	Percentage "No"	Number of students
Youtube channels like the British Council and BBC are worthless for university students of English.	5%	11	15.3%	34
Youtube is a worthless material to learn English inside the classroom.	5.5%	12	14.85%	33
Students must improve their listening skill by watching native speakers on Youtube.	18.45%	41	1.8%	4
Students may learn to speak English fluently without listening to natives.	4.05%	9	16.2%	36

Table 2.5: Validating opinion of using youtube outside classroom
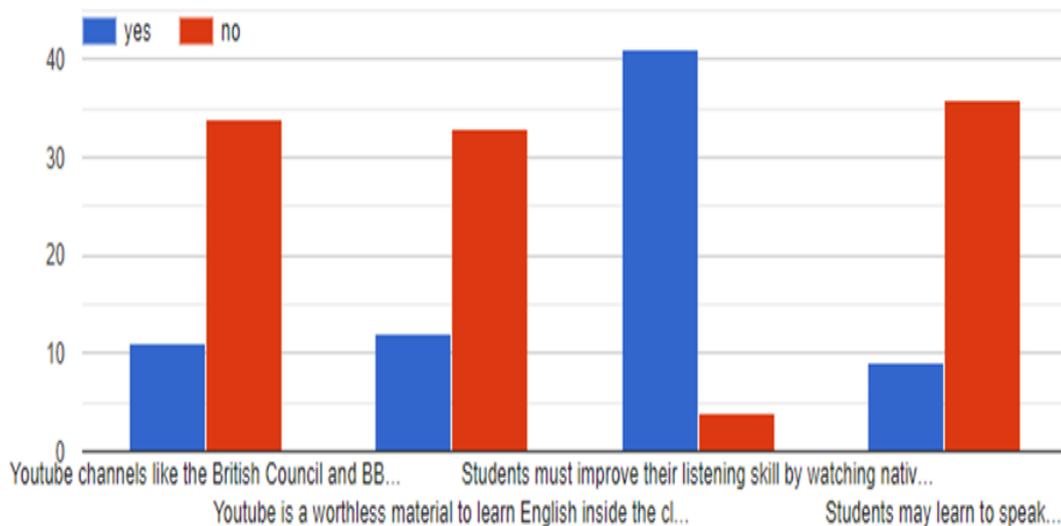
Graph 5: Validating opinions of using youtube outside classroom

Table (3.5) and graph (5) shows that (34) of students do not agree on the fact that Youtube is worthless for language learning, However, (12) of them said that Youtube is a worthless material to learn English language. From the other side, (41) students believed that watching youtube videos of natives help on improving the listening skill, in addition, (36) participants agree on the fact that neglecting youtube videos may help in speaking fluently.

Item (7): Say whether you Agree, Strongly Agree, Disagree, Strongly Disagree or not on the following options?

This question is related to item (6), but it contains different content and it aims at investigating their agreement concerning their use of youtube inside the classroom. The following graph and table shows all the related findings.

Choices	agree	Strongly agree	disagree	Strongly disagree
Do you agree on the fact that courses presented by teachers are enough to improve the learner's listening skill?	**0**	**0**	**26**	**9**

Table 2.6: Validating opinions of using youtube outside classroom

Do you agree on the fact that listening is the easiest skill to learn thanks to ICT?	7	4	22	2	
Do you agree on providing our department with Youtube labs to teach oral expression?	5	22	5	3	
					5
Do you agree on the idea of revising and doing homework online using youtube?	0	6	14	5	
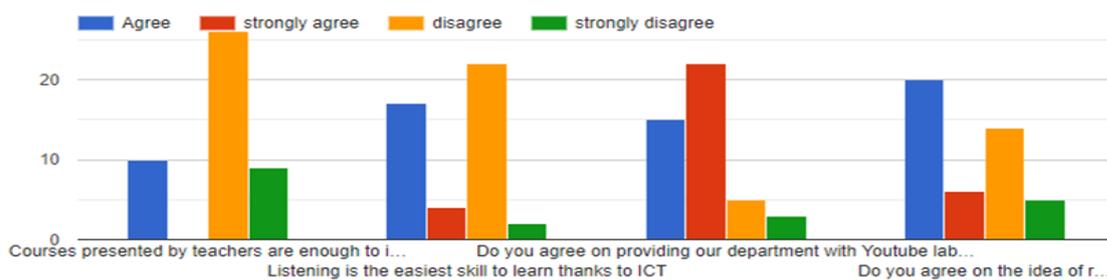
Graph 6: Validating opinions of using youtube outside classroom

Table (3.6) and the graph (6) shows that (26) of students disagree on the fact that teacher's effort inside the classroom is not enough to improve listening skill, (9) emphasized the disagreement on it. However, a strong contradiction in opinions about the fact that listening is the easiest skill to comprehend through ICT tools, where (17) participants agreed, (22) disagreed. Thus, for the idea of providing the department with Youtube labs to teach oral expression, (15) students agreed, and (22) disagreed. Finally, (20) students agreed on youtube for revision at home.

Item (8): Be free to add any comment concerning our subject of study, and if you have any comment concerning your use of youtube videos during this quarantine.

Since the study is conducted to explore, it was better to give students to express more about their use of youtube at home.

Generally, (2) participants claimed that YouTube is a beneficial learning platform for learning any new language only if the visitor used it carefully. Yet, about (6) students said that youtube educational videos are a source of motivation for them to ameliorate their level during the quarantine, and that it is a great chance to watch channels like: "Lucy/ MMM English, Rachel's channel for Learning American English"; (1) student said that youtube was a motivational factor for him in a way that it contains entertaining videos that <u>aim </u>to teach listening and speaking. Also, (3) students said that they use youtube to clarify ambiguous points especially in the course of Civilization. Finally, (7) Volunteers expressed their appreciation to the videos that contain lessons, tips, and explanations in different modules posted by the teacher of Mr. Elhamel.

3.3.2.Teachers. The study was conducted with a sample of (5) teachers teaching different modules at the same department from the whole population that is about (45) teachers in order to gather general data about the use of youtube in teaching.

3.3.2.1. Questionnaire for teachers. This part was mainly devoted to analyze the findings of the questionnaire after describing it, and it also aimed at showing its goals.

3.3.2.2. Description for the questionnaire. In the sake of exploring the effect of using youtube educational videos on improving listening, teachers' online questionnaire was one of the selected data collection methods for the present study. Even though the questionnaire was online, it was addressed to (8) of EFL teachers teaching different subject to second year students at Biskra university.

3.3.2.3. Teacher's questionnaire. This questionnaire contained questions of multiple choice type, and checkbox questions where teachers put a tick in the corresponding , it also contained open ended questions. Generally, questions were distributed in order into two sections. Section one was for Teacher's background (Q1-Q3-Q3). It included general question about teachers' experiences in teaching, also the main method that they relied on in teaching EFL. However, section two included teacher's attitude towards the use of Youtube Educational Videos and its impact on teaching (Q4- Q5-Q6). Whereas, Section three was to gather teachers opinions about its role in motivating students (Q7-Q8).

3.3.2.4. Analysis of the teachers' questionnaire. In this part from chapter three, a clear analysis of teacher's questionnaire will be mentioned:

Section One: Teacher's background

Item (01): Which module de you think is the easiest and the more joyful to teach?

This introductory question was proposed to know the teachers' different opinions about the easiest modules they prefer to teach. In fact, the whole number of teachers who answered on this questionnaire were (8). Yet, (6) teachers considered oral expression module as the best to teach; (1) teacher preferred to teacher Research Methodology module, and the other one considered ESP module as the preferable lecture to teach.

Item (2): Are you satisfied with the general level and the achievement of second year students?

This item was intended to know if the teacher were satisfied of second year student's achievement when teaching English. The table below shows the findings:

	Percentage	Number of teachers
Yes	50%	**4**
No	50%	**4**
TOTAL	**100**%	**8**

Table 3.1: Teachers' satisfaction of Students level
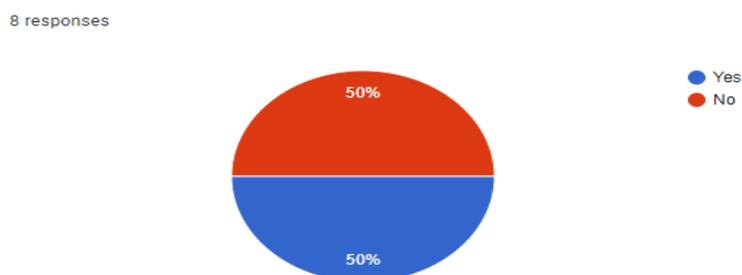
Graph 7: Teachers' satisfaction of Students level

Table (3.1), and graph (7), indicate that the results were neutral, where (4) teachers were satisfied with the second year student's achievement and (4) were not satisfied of it.

Item (3): Which method do you follow in teaching students of second year license, and why?

This question aimed at knowing the best strategy to teach students of second year and the reason of using it.

All the answers seems to be similar, (7) teachers rely on the new method of teaching; they believe that the communicative approach is the more practical inside the classroom, and it helps in reaching the objective of the lecture. By discussion and interactions, students show their comprehension and their creativity to the teacher; also, they feel motivated when communication is done in a technological atmosphere like watching a video and commenting on it. However, one teacher prefer to rely on the traditional method in teaching where he feels satisfied in giving the enough information to his students while they are listening in silent.

Section Two: The use of Youtube Educational Videos.

Item (4): Do you use youtube in your teaching career?

This question is to know how many teachers use Youtube in teaching. The results are shown in the table and graph below:

	Number of teachers	percentage
Yes	7	87.5%
No	1	12.5%
Total	8	**100**%

Table 3.2: Number of teachers who use Youtube in teaching

8 responses
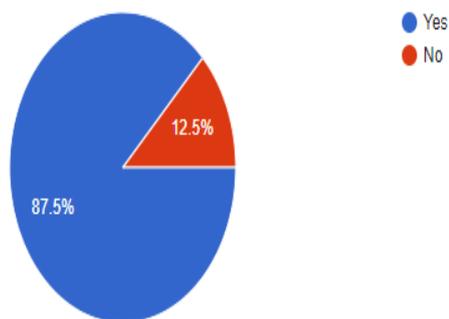
Graph 8: The number of teachers who use Youtube in teaching

Table (3.2), and Graph (8) indicate that (7) of teachers use Youtube and only (1) participant does not use it.

Item (5): When do you use Youtube Educational videos?

This item was asked to know the main periods the teacher uses Youtube Educational videos. Results are in the following table and graph

	Number of teachers	Percentage
a- At home, when I prepare for the lecture.	5	63%
b- In class, when I receive a difficult question from the students.	0	0%
c- In class, in order to clarify a point	2	25%
A+c	1	12
TOTAL	8	**100**%

Table 3.3: Times of using Youtube for teachers
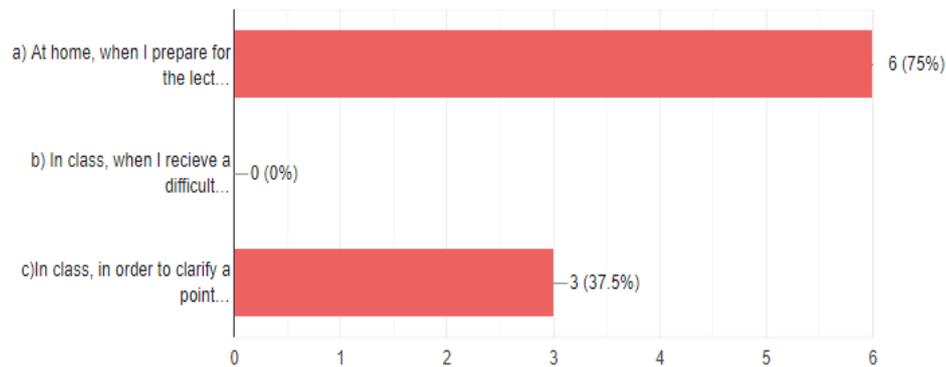
Graph 9: Times of using Youtube for teachers

Findings of this question showed that (5) teachers used Youtube for preparation at home however, (2) teachers' use was inside the classroom as an aid to clarify the lesson for the students, none of them mentioned that they used Youtube whenever they had a difficult question inside the classroom, and only one said it was useful in in preparing the lesson and while clarifying a point inside the classroom.

Item (6): Do you think that the failure of learners who lack listening comprehension is related to their hesitation toward watching Youtube Educational videos? (Please explain your answer)

This questions aimed at gathering teacher's opinions and perspectives about the reason behind student's failure in comprehending listening skill.

Generally, the majority of answers (6 teacher) indicated that the failure of the learners in listening comprehension went back to the lack of listening to native speakers, also an interesting spot was mentioned by a participant, which was the lack of attention and motivation in learning. He explained that listening is related to the effective exposure of learners to several tasks either academically or socially.

Section three: The use of Youtube Educational videos for motivation

Item (7): In your opinion , what is the best strategy to teach listening skill inside the classroom?

The objective of this question was to gather opinions about best strategies teaching listening. In fact, teachers in this question proposed different suggestions to teach listening. First, using recordings and comprehension questions survey may help students to improve

their listening by testing. Furthermore, exposing students to authentic materials as such Youtube videos, plays, and audio recordings. Also, one said that listening is an inner practice, students must do efforts outside the classroom as well.

Item (8): Say whether you agree or disagree on the ideas bellow?

The aim of this was to explore the teachers' perspectives and agreements concerning using youtube as an authentic material inside and outside the classroom.
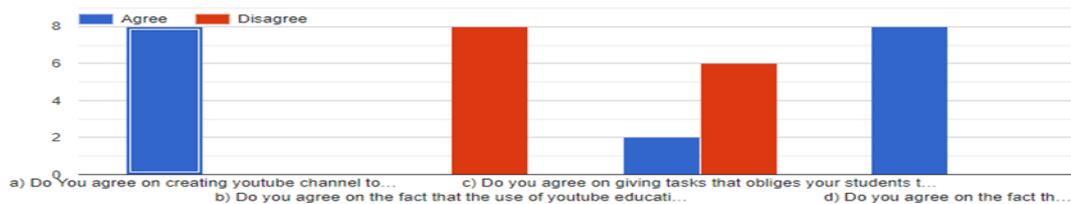
Graph 10: Teachers' perspectives of using youtube in teaching

	Agreement	**percentage**	**disagreement**	**percentage**
Do You agree on creating youtube channel to share knowledge with your students and to prepare them for class time?	**8**	100%	**0**	0%
Do you agree on the fact that the use of youtube educational videos may harm the learner's attention inside the classroom?	**0**	0%	**8**	100%
Do you agree on giving tasks that obliges your students to rely on youtube only?	**2**	25%	**6**	75%
Do you agree on the fact that watching youtube videos motivate learners to work harder and imitate natives?	**8**	100%	**0**	0%

Table 3.4: Teachers' perspectives of using youtube in teaching

.Table (3.4) and Graph (10) indicated that the (8) teachers did not mind on creating youtube channels to share knowledge and teach their students. However, (2) agreed on the fact that Youtube might be considered as an authentic material that students rely on in their research, and the other (6) participant did not agree.. Yet, (8) teachers believed that watching youtube educational videos helps in motivating learners to work hard and imitate natives.

Item (9) : According to your experience, what are the main reasons that prevent students from improving their listening skill?

This question aimed to collect information about the reasons behind the student's failure in learning English especially the listening skill. Teachers believed that it goes back to the carelessness of the students themselves, if there is a desire to improve listening skill than the materials are easy to find and the best example for that is Youtube platform tool. Furthermore, neglecting the role of listening prevent students to be motivated to learn and search as well as the lack of practice like watching videos from youtube and listening to natives are both sources of success to improve language skills in general.

Conclusion

This chapter dealt with gathering data from students and teachers using two main online questionnaires, the first was administered to students of second year, the second was to the EFL teachers of Biskra university**.** All in all, the analysis of the results comfort and improve our hypothesis about the effect of youtube educational videos as a motivational factor on improving listening.

General Conclusion

This research study was an attempt to shed the light on the influences of Youtube videos, especially the educational ones, on the progress of listening as one of the important language learning skills. In addition, it explores Second year student's perspectives toward using this platform in their educational career. At the beginning, the hypothesis was that youtube videos may affect student's listening comprehension level positively. Therefore, we attempt to investigate and explore this relation by writing three chapters, the first two of them were theoretical; however, the last was more practical.

In the first chapter, we dealt with the concept of listening and its importance. For a clearer understanding, a set of related definitions and clarifications was mentioned in addition to some elements and examples. Moreover, this chapter indicates the value of listening among the other skills, it also represents its status in today's attitudes toward second language acquisition. The next section of the chapter was to represent the main obstacles faced by students in acquiring this skill. At the same line, a set of efficient teaching strategies were mentioned to succeed in overpassing those problems. Finally, a concise definition was mentioned for the term motivation and its importance as a factor to improve listening at the age of technology.

The second chapter, was about the use of Youtube, it started with general overview of ICT, in addition to general definition of Youtube as a social media platform, and its role in the world of education especially in language learning and teaching. Also, a clear explanation of Youtube educational videos, its types, its authenticity for learning, and its role in motivating EFL learners was clarified as well. Finally, the light was shed to the effect of Youtube on listening which is the pulp of the study.

The third chapter, is concerned with analyzing the findings of the distributed questionnaires for both teachers and students. Hence, in order to gather the learner's opinions about the use of youtube, we included closed and open- ended questions. To confirm their perspectives, we asked questions of different forms as such multiple choice questions. Furthermore, for a credible and reliable findings, another questionnaire was conducted and administered to EFL teachers of Biskra University. The questionnaire contains various types of questions, starting by closed ended, multiple-choice questions, and an open-ended item, they all aim to collect their opinions about the use of youtube to improve listening inside and outside the classroom.

All in all, based on the two theoretical parts in addition to the obtained results from the questionnaire, also taking into consideration the positive opinions of teachers and students about the effect of youtube educational videos on motivating EFL learners, the fact was successfully confirmed.

Pedagogical Recommendations

Based on the findings obtained from the students and teacher's questionnaire, which have confirmed the positive effects of youtube educational videos on learner's listening and motivation as an innovative learning tool, we suggest some pedagogical recommendations for the successful implementation of youtube educational videos in EFL classes.

For Teachers

- Teachers are advised to implement youtube educational videos inside the classroom to explain the lesson.
- Teachers have to increase learners' awareness about the advantages of youtube educational videos in improving their listening and speaking comprehension.
- Teachers need use different types of activities not only the traditional one, in order to increase EFL learners' motivation, engagement, and interest.
- Students need to

For Students

- Students are advised to work on developing their language skills by themselves, and not to rely only on the teacher's courses.
- Students have to be involved in a more technological environments that facilitates communication and provides native's paroles.
- Students need to bridge the gap between motivation and listening.

For future researchers

In this research, the positive influences of Youtube educational videos on listening are confirmed successfully. Therefore, researchers are advised to investigate this technological tool's effects on the other skills.

Limitations of the study

The current study has been conducted to promote EFL learners' listening comprehension and increase their motivation through using Youtube educational videos ; however, it has faced some obstacles and limitations. The first limitation is the difficulty to get

access to the selected teachers to be questioned. The second limitation is the lack of references that have relation with the two variables especially Youtube educational videos. The third limitation is the inability to make classroom observation or direct interviews with teachers because of the quarantine.

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Appendices

Appendix A: Students' online questionnaire

Dear students,

This questionnaire is a part of a study that investigates the role of educational YouTube videos as a motivational factor on improving EFL learners' listening skill. You are hereby requested to answer the following questions. Make sure that your names will be kept anonymous and feel free to answer or refuse to answer our questions. We count on your cooperation.

-Student's Name: Zahaf Souha

-Email: zahafsouha19971997@gmail.com

-Supervisor: Dr. Mehiri Ramdane

Section One:

Students' background information

Description: This section includes general questions of your background information

Question (1)   (multiple choice)

How do you consider your level in English?

- ➢ Excelent
- ➢ Good
- ➢ Average
- ➢ Poor

Question (2)

How often do you use Youtube in your studies?

- ➢ Always
- ➢ Sometimes
- ➢ Rarely
- ➢ Never

Section Two:

Youtube and Motivation

Description: This section is concerned with the use of youtube educational videos for the improvement of listening skill.

Question (3):

Do you feel motivated when you learn from Youtube educational channels? (Answer with Yes or No and justfy in both cases please)

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Question (4):

Do you use Youtube videos in your oral presentation work ?

➢ Yes
➢ No
- If "yes", how does it serve your presentation?

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Question (5):   (checkboxes)

Which of these skills you strongly improve when you use Youtube Educational Videos?

☐ Listening
☐ Speaking
☐ Reading
☐ Writing
☐ All of them

Section three:

Opinions about the best strategies to improve listening

(Description: this section is devoted to collect opinions and suggestions concerning the best strategies to improve listening and how to include youtube educational videos among these strategies)

Question (6): (multiple choice grid)

According to your knowledge, tick the appropriate answers.

- Youtube channels like the British Council and BBC are worthless for university students of English. yes .   No
- Youtube is a worthless material to learn English inside the classroom. Yes…..   No
- Students must improve their listening skill by watching native speakers on Youtube. Yes ………No
- Students may learn to speak english fluently without listening to natives. Yes……No

Question (7): (multiple choice grid)

Say whether you Agree , Strongly agree, Disagree, Strongly disagree or not on the following options?

- Do you agree on the fact that courses presented by teachers are enough to improve the learner's listening skill?
- Do you agree on the fact that listening is the easiest skill to learn thanks to ICT?
- Do you agree on providing our department with Youtube labs to teach oral expression?
- Do you agree on the idea of revising and doing homework online using youtube?

Question (8):

Be free to add any comment concerning our subject of study, and If you have any comment concerning your use of youtube videos during this quarantine. Write it down here please

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Thank You for your participation

Dear Teachers,

This questionnaire is addressed to teachers of English at Biskra university. It aims to investigate their attitudes toward using Youtube Educational videos in teaching listening to students of second year, in attempt to explore their perspectives concerning the importance and the way Youtube educational videos serves their classes.

Therefore, your contribution would be both helpful and efficient to this study, and we will be grateful if you answered the following questions.

Supervisor: Dr. Mehiri Ramdane

Student's Name: Zahaf Meryem Souha

Email: zahafsouha19971997@gmail.com

Section One:

Teacher's background

Description: (This section includes general questions of your background information)

Question (1):

Which module do you think is the easiest and the more joyful to teach?

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Question (2):

Are you satisfied with the level and the general achievement of second year students?

➢ Yes
➢ No

Question (3):

Which method do you follow in teaching students of second year license, and why?

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Section Two:

The use of Youtube Educational Videos

Description: (The following questions are related to your attitudes toward the use of Youtube Educational videos)

Question (4):

Do you use youtube in your teaching career?

- ➢ Yes
- ➢ No

Question (5):

When do you use Youtube Educational videos?   (Checkbox question)

- ☐ At home, when I prepare for the lecture.
- ☐ In class, when I recieve a difficult question from the students.
- ☐ In class, in order to clarify a point.

Question (6):

Do you think that the failure of learners who lack listening comprehension is somehow related to their hesitation toward watching Youtube Educational videos? (Please explain your answer)

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Section Three:

Youtube Educational videos for motivation

Description

(The following questions are to gather your opinions about the role of youtube as a motivational factor)

Question (7):

In your opinion , what is the best strategy to teach listening skill inside the classroom?

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Question (8):   **(Checkbox grid)**

Agree - disagree

- o Do You agree on creating youtube channel to share knowledge with your students and to prepare them for class time?
- o Do you agree on the fact that the use of youtube educational videos may harm the learner's attention inside the classroom?
- o Do you agree on giving tasks that obliges your students to rely on youtube only?
- o Do you agree on the fact that watching youtube videos motivate learners to work harder and imitate natives?

Thank you for your collaboration

الملخص

ان حقيقة تطوير اللغة الإنجليزية كلغة أجنبية ثانية يستوجب التمكن من تحقيق المهارات الأساسية الأربع وأهمها الاستماع،

من جهة أخرى تعتبر الإرادة والتحفيز من أعمدة اكتساب المعرفة والتعلم. في حقيقة الأمر يواجه العديد من الطلبة مشكلة

في تطوير ذاتهم المعرفية وخصوصا عدم قدرتهم على التواصل بطلاقة باللغة الإنجليزية ويعود السبب الرئيسي الى تهاونهم

في الانخراط في المجتمع التكنولوجي للتواصل مع أهل اللغة الأصليين عبر مواقع التواصل الاجتماعي مثل يوتيوب وكذا

تكاسلهم عن مشاهدة الأشرطة الوثائقية التعليمية. ومن هذا المنبر طرحنا مجموعة من التساؤلات حول هذا الموضوع،

أولها هل تعتبر مشاهدة الأشرطة التعليمية عبر اليوتيوب حافزا مساعدا لتطوير مهارة الاستماع لدى طلبة السنة الثانية

ليسانس في جامعة محمد خيذر ببسكرة؟ وهل هي وسيلة فعالة ومساعدة في تعلم وتعليم اللغة؟، استعنا بطريقة أكاديمية

إضافة الى بحث نظري للإجابة على هذه الأسئلة، فكانت الطريقة هي توزيع استبيان الكتروني لكلا من أساتذة وطلبة السنة

الثانية ليسانس المعنيين بالأمر، وبعد وصف وتحليل نتائج الاستبيانين تبين أن لمشاهدة الأشرطة التعليمية عبر موقع

اليوتيوب وقعا فعالا وتأثيرا إيجابيا في تطوير مهارة الاستماع وبالتالي تحسين أداء التكلم والتواصل بطلاقة.