



Mohammed Khieder University of Biskra
Faculty of Letters and Languages
Department of English Language and Literature

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language major

Submitted and Defended by:
Khadraoui Itab

Title

**Students' Perceptions Towards the use of YouTube Videos in Fostering
EFL learners' Speaking Fluency**

**The case study of Third-Year Students of English at Mohamed Khider University of
Biskra**

Dissertation Submitted to the Department of English Language
in Partial Fulfillment of the Requirements
for a Master's Degree in Sciences of the Language

Board of Examiners

Dr. Samira...BENIDIR.....	MCB	Biskra
Dr. Said ... SLIMANI.	MCB	Biskra
Dr. Turki...BARKAT...	MCA	Biskra
Mr. Walid AOUNALI....	MAA	Biskra.

June, 2024

Declaration

I, Khadraoui Itab , do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed Kheider University of Biskra.

Algeria

Certified:

Miss.

Master student, Department of English

Signature:

Dedication

This dissertation is dedicated to my family, whose unwavering support and encouragement made this work possible. To my parents : thank you for instilling in me the values of hard work, and a passion for learning. Your love and guidance have been the foundation upon which I have built my academic and personal successes.

“The secret of getting ahead is getting started” – Mark Twain

Acknowledgements

I am deeply grateful to Allah, the Almighty, for giving me the strength to complete this work successfully.

I would like to express my sincere thanks to my supervisor, **Dr. Benidir Samira**, for her guidance, assistance, and feedback. She was always a dedicated mentor, taking the time to read my work and provide constructive comments.

I also wish to thank the board of examiners : Dr. Said Slimani , Dr. Turki Barket and Mr.walid Aounali for their time and effort in reviewing my work and providing valuable feedback.

My warmest thanks go to all the third-year LMD students in the Department of English who contributed to this study.

Abstract

This study explores English as a Foreign Language students' perceptions and attitudes towards using YouTube videos to develop their speaking fluency. The main objectives are to investigate the role of YouTube videos in improving students' speaking fluency, to assess students' awareness of the importance of using this resource for developing speaking skills, and to examine their attitudes towards integrating YouTube videos in the EFL classroom for the sake of enhancing the speaking fluency. The research questions investigate how EFL students perceive the use of YouTube videos in improving their speaking fluency, and what their overall attitudes are towards YouTube videos as a language learning tool. The hypotheses propose that regular incorporation of YouTube videos in the EFL classroom will lead to the development of students' speaking fluency, and that EFL students hold positive attitudes towards using YouTube videos for language learning. Using a quantitative descriptive research design, data was collected through a questionnaire administered to randomly selected third-year EFL students at Mohammed Khider University in Biskra, Algeria. The findings reveal that a significant number of students believe that YouTube videos have improved their English-speaking fluency, and find them helpful. Students perceive fluency in terms of communicative competence, and the videos have enhanced their pronunciation/intonation, vocabulary, and grammar. The Majority of the students consider the videos to realistically represent spoken English, and recommend them to other language learners for fluency development. Overall, the study suggests that YouTube videos are viewed as a beneficial supplementary resource for enhancing English speaking fluency among EFL learners.

Keywords: **EFL, speaking fluency, YouTube videos, perceptions, attitudes, language learning.**

List of Abbreviation

EFL: English as Foreign Language

LMD: License Master Doctorate

List of Tables

Table 1	Students Gender	49
Table 2	Students Age Category	49
Table 3	Duration of Learning English Language	50
Table 4	Students Level in English Language	50
Table 5	Students Ranking of Language Skills	51
Table 6	Reasons why students strive to develop and improve their speaking skill	51
Table 7	Importance of speaking to EFL students	52
Table 8	Students best tool to practice speaking	52
Table 9	Students frequency of watching YouTube videos	53
Table 10	Type of English language YouTube video mostly watch by students	53
Table 11	Benefits of English language YouTube videos on students' language learning	54
Table 12	Students rating of YouTube videos helping their speaking fluency in English	54
Table 13	Students frequency of practicing English after watching YouTube videos	55
Table 14	Fluency reference	56
Table 15	Speaking aspects where YouTube videos helped students	56
Table 16	Activities developing students' speaking and speaking fluency	57
Table 17	Engagement of YouTube video in comparison to traditional language learning material	57
Table 18	Students' feeling when watching English YouTube videos	58
Table 19	YouTube videos realistic representation of spoken English	59
Table 20	Students recommendations of YouTube video to other language learners to improve speaking fluency	59
Table 21	Challenges associated with improving the speaking fluency	60
Table 22	Advantages of educational YouTube videos	60
Table 23	Disadvantages of educational YouTube videos	61

List of Contents

Declaration	3
Dedications	4
Acknowledgements	5
Abstract	6
List of Abbreviation and Acronyms	7
List of Tables	8
Contents	9
General Introduction	Error! Bookmark not defined.
Background of the Research	12
Statement of the Problem	13
Research Objectives	13
Research Questions	14
Research Hypotheses	14
Methodology	14
Referencing style of the research	15
Structure of the Dissertation	15
Chapter One: The Speaking Skill	17
Introduction	17
Definitions of speaking	18
Classification of speaking	19
Monologue	19

Dialogue	20
Micro and macro speaking skill	20
The importance of speaking for EFL students	21
The Aspects of speaking skill	22
Comprehension	22
Fluency	22
Pronunciation	23
Grammar	24
Vocabulary	24
Challenges of Improving Speaking	24
Anxiety as a Difficulty in Learning Foreign Language	26
Activities to enhance speaking	27
Discussion	27
Role-play	27
Stimulation	27
Reporting	28
Playing Card	28
Speaking fluency definitions	28
The Importance of Speaking Fluency in Communication Language Teaching	29
Conclusion	30
Chapter Tow: YouTube Videos as an Educational Tool.....	32
Introduction	32
Technology in education	33
Authentic Materials Definitions	33
Types of Authentic Materials	35

Overview of YouTube	36
YouTube Videos as Learning Media for EFL Learners	37
Types of YouTube videos	38
Challenges for YouTube videos as educational innovations	40
The benefits of YouTube videos for improving student's speaking skills	41
Conclusion	45
Chapter Three: Data Analysis	46
Introduction	46
Population of the Study	47
Aim of Students' Questionnaire	47
Description of Students' Questionnaire	47
Description of Students' Questionnaire	48
Questionnaire Discussion	62
Introduction	Error! Bookmark not defined.
Recommendations	66
Recommendations for Teachers	Error! Bookmark not defined.
Recommendations for Learners	Error! Bookmark not defined.
Conclusion	68
General Conclusion	Error! Bookmark not defined.
Reference List	71
Appendix A. Students' Questionnaire	74
ملخص	78

General Introduction

Background of the Research

Technology has become an important part of teaching and learning foreign languages in the classroom. One way technology is used is through online videos, especially from YouTube. These videos allow EFL students to hear native speakers having real conversations in the language they are learning. By watching these videos, students can get better at understanding how the language is spoken and practice their own speaking skills. This helps improve their speaking fluency. YouTube videos expose students to natural language use and cultural elements, giving them a more well-rounded learning experience. Foreign language teachers find that using YouTube videos in the classroom is very helpful for students. It makes learning the language

more engaging and interactive compared to just reading textbooks. Overall, incorporating technology like YouTube into foreign language classrooms is a valuable teaching method. It gives EFL students the opportunity to improve their speaking abilities by listening to and practicing with authentic language materials.

Statement of the Problem

Many EFL students struggle to improve their speaking abilities. Traditional teaching methods don't always provide enough opportunities for students to practice speaking and hear the language used in real, natural conversations. However, with the growing use of technology in education, some teachers have started incorporating YouTube videos into their foreign language classrooms. The videos expose students to native speakers having discussions, which can help develop the students' listening comprehension and speaking fluency. But it is important to understand how the students themselves perceive using YouTube videos for learning. This study investigates the use of YouTube videos in developing EFL learners' speaking fluency. The research aims to explore the attitudes and perceptions of students towards integrating YouTube videos as a method to improve oral fluency in the foreign language classroom.

Research Objectives

This study aims to focus on the importance of integrating YouTube videos on developing EFL learners' oral communication or fluency. Here, the main aims or objectives are:

- 1.To improve students' speaking fluency.
- 2.To make students discover the importance of using YouTube videos on developing their Speaking skill specifically speaking fluency.

3.To investigate students' attitudes towards using YouTube videos in fostering speaking fluency inside classroom.

Research Questions

The research will address the following questions:

RQ1: How do EFL students perceive the use of YouTube videos in improving speaking fluency?

RQ2: What are the attitudes of EFL students towards YouTube videos as a language learning resource?

Research Hypotheses

RH1: A regular incorporation of YouTube videos into the EFL classroom may develop EFL students' speaking fluency.

RH2: EFL students have a positive attitude towards using YouTube videos as a language learning resource.

Methodology

This study employs a quantitative descriptive research method to test the research hypotheses . A single questionnaire is used as the data gathering tool to collect information about students' views and opinions regarding the importance of using YouTube videos within EFL classrooms to improve speaking fluency.

Students' sample

The research sample was chosen randomly from the population of third-year LMD students in the English Department at Mohammed Kheider University in Biskra. The population consists of students across seven groups. However, the sample includes 68 participants who were

randomly selected from the entire groups of third-year students. The third-year students were chosen because they are considered upper intermediate learners who need to use English more flexibly and effectively for all purposes. Additionally, they are familiar with using YouTube videos to develop their oral fluency both inside and outside the classroom. They are also more aware of the importance of improving their speaking fluency.

Data Gathering

The questionnaire is used as the data gathering tool. It is administered for students. They have been selected to provide information about YouTube videos and Speaking fluency.

Referencing style of the research

This dissertation follows the rules of the 7th edition of the American Psychological Association (APA) style, which is commonly used in educational research within the social sciences. APA style provides guidelines for how to format and structure different parts of the dissertation, like the introduction, literature review, methodology, findings, and conclusion.

Structure of the Dissertation

The dissertation is divided several parts; the general introduction, the theoretical part and the practical part, the recommendation part and the general conclusion. Firstly, the theoretical part includes two chapters; The first chapter is dedicated to the skill of speaking in language learning, with the primary objective of providing a precise definition of speaking ability and exploring its different types and classifications. This chapter delves into the various aspects of speaking, such as pronunciation, grammar, vocabulary, fluency, and comprehension, while emphasizing the importance of speaking as a means of effective communication. It also discusses activities like role-plays, discussions, and presentations that contribute to the

development of speaking skills, and addresses the challenges that EFL students may face, including linguistic, psychological, and environmental factors, with a particular focus on anxiety. Additionally, the chapter covers the concept of speaking fluency and its significance in Communicative Language Teaching.

Moreover, the second chapter aims to explore the role of technology in education, highlighting the importance of using authentic materials and its types. It provides an overview of YouTube and its potential as a learning resource for EFL learners, examines different types of YouTube videos, and addresses the challenges associated with using YouTube as an educational tool. Finally, the chapter explores the benefits of using YouTube videos to enhance students' speaking skills. Furthermore, the second part is the practical chapter which involves a description of the data gathered from questionnaire, and a discussion of the findings. In addition , the study ends with some suggested recommendations and a general conclusion.

Chapter One.

Speaking Skill and fluency

Chapter One: The Speaking Skill

Introduction

English is a widely spoken language around the world, serving as a common means of communication for people from diverse backgrounds and professions. Not only native speakers,

but also around a billion individuals speak English as a second or foreign language. The key to mastering this language lies in developing proficiency in four core skills: listening, reading, writing, and speaking.

Speaking, being an essential tool for effective communication, holds significant importance in language learning. In the classroom setting, teaching speaking is crucial as it provides students with opportunities to express their thoughts, opinions, and ideas. It involves interactive exchanges through verbal and non-verbal communication within specific contexts.

This chapter is dedicated to the skill of speaking in language learning. Its main objective is to provide a precise definition of speaking ability and explore its different types and classifications. The various aspects of speaking, such as pronunciation, grammar, vocabulary, fluency, and comprehension, are discussed in detail. The chapter emphasizes the importance of speaking as a means of effective communication and highlights various activities, such as role-plays, discussions, and presentations, that contribute to the development of speaking skills. Additionally, it addresses challenges that can face EFL students in speaking, including linguistic, psychological, and environmental factors, with a particular focus on anxiety as a common difficulty in language learning. Lastly, the chapter covers the concept of speaking fluency and its importance in Communicative Language Teaching (CLT).

Definitions of speaking

The process of speaking involves sharing knowledge, interests, attitudes, opinions, and ideas with others through interactive communication between a speaker and a listener. It is a means of expressing ourselves in real-life situations and encompasses both verbal and non-verbal symbols. Hedge (2000, p. 261) emphasizes the importance of speaking skills for students, as it is

necessary for maintaining relationships, influencing others, and succeeding in negotiations. Therefore, speaking is a crucial skill that warrants attention in both first and second language learning, as it reflects individuals' thoughts and personalities.

Speaking refers to the ability to use and communicate in a given language, enabling effective communication to occur. The significance of speaking in language learning cannot be overstated, as it is the foundation for interpersonal communication. Without speech, communication between individuals would not be possible. Mastering the skill of speaking provides numerous advantages, such as capturing and holding the audience's attention, thereby enhancing personal and professional life. However, Luoma (2004, p.1) argues that speaking in a foreign language is challenging and requires considerable time to develop proficiency. Speaking skills differ significantly from writing skills in terms of grammar, vocabulary usage, and discourse patterns. Additionally, the cognitive processes involved in speaking differ from those utilized in reading and writing. Furthermore, second language speaking presents additional challenges due to learners' limited grammar and vocabulary knowledge (Thornbury, 2005).

Classification of speaking :Speaking can be broadly classified into two main categories: monologue and dialogue.

Monologue

Monologue speaking refers to solo-speaking performances where there are extended periods of speech without interruption, even though listeners may not always understand what is being delivered. This type of speaking can be categorized into two sections: planned monologue and unplanned monologue. In a planned monologue, speakers have prepared what they will say and are ready to present it. On the other hand, an unplanned monologue occurs when speakers

are prompted to speak without any specific preparation, relying solely on their existing knowledge and insights (Brown, 2001).

Dialogue

As explained by Brown (2001), is a form of oral communication that involves two or more speakers. This type of speaking serves to encourage the development of relationships within society and serves as a means to exchange information in social contexts. When the intention and actions of the speakers are focused on fostering social relationships; it is referred to as interpersonal dialogue. In contrast, when the primary purpose of the speakers is to convey information, it is referred to as transactional dialogue (2019, p. 08)

Micro and macro speaking skill

According to Brown (2004, pp. 142-143), micro skills pertain to the production of smaller components of language, such as phonemes, morphemes, words, collocations, and phrasal units. These micro skills involve the use of simpler linguistic units in speech. For instance, when we communicate, we utilize words as the basic building blocks that are universally understood. Beneath words, there are even smaller components like phonemes and morphemes. Additionally, there are more complex linguistic units like collocations and phrases that surpass the simplicity of individual words.

On the other hand, macro skills encompass larger elements of language use. These include fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. Macro skills focus on how speakers exert an influence on the language they are using. Different speakers exhibit variations in fluency, style, discourse, and strategic options, thus highlighting the complexity of macro skills in language production (2014, n.d, p. 13).

The importance of speaking for EFL students

Sadiku (2005, p.3) emphasized the significance of speaking as a crucial skill that holds equal importance to other skills. The ability to express oneself verbally is essential for conveying ideas, and emotions, as well as fostering understanding and sharing knowledge among individuals worldwide. EFL students can utilize their speaking skills to assess their language proficiency, effectively communicate, convey messages accurately, and enhance their writing abilities by acquiring diverse vocabulary and grammar.

Ur (1996) argued that while reading, writing, and listening skills are important, speaking surpasses them in importance. People often gauge their language proficiency based on their speaking proficiency, and being knowledgeable in language usage is synonymous with being a “speaker of language.”

Bailey and Savage (1994) highlighted the interactive nature of speaking, which plays a crucial role in mastering a foreign language and aiding learners in becoming proficient speakers and competent language users. Consequently, speaking is the skill that individuals strive to improve and develop rapidly.

Speaking encompasses both production and understanding of key language components, such as word combinations, phrases, sentences, accurate pronunciation, and the selection of appropriate vocabulary for fluent and unrestricted communication. Hedge (2000, p. 261) asserted that speakers should effectively employ their linguistic competence to engage with societies and individuals in various contexts.

Celce-Murcia (2001) stated that speaking a language is synonymous with knowing that language since speech constitutes the fundamental means of human communication. Speaking is

indispensable for effective communication, as without mastery of this skill, people cannot comprehend meaning.

Speaking holds great importance in foreign language learning. Moreover, it facilitates the development of other language skills by exposing learners to diverse vocabulary in authentic situations. Additionally, it directly involves learners in communication.

The Aspects of speaking skill

According to Harris (1974), speaking skills consist of five components: pronunciation, vocabulary, comprehension, fluency, and grammar.

Comprehension

Comprehension is an essential aspect of oral communication where participants engage in discussions and are able to understand and respond to the speech being presented (2022, p.73).

Fluency

Fluency as described by Harrell (2007) and Zhang (2009), refers to the smooth and uninterrupted flow of sounds, syllables, words, and phrases in speech. Fluent speakers are able to maintain a regular pace without hesitations or pauses, effectively conveying their message in a simple, clear, and easily comprehensible manner. Factors that can affect fluency, as identified by Nakano et al. (2001), include the quantity of words used, the time taken for pauses and thinking, repetitions of words or phrases, the need for corrections or reformulations, and the average length of the speech (2022, p. 73).

In summary, comprehension and fluency are two important components of speaking skills. Comprehension involves understanding and responding to speech, while fluency refers to the smooth and uninterrupted flow of speech without pauses or hesitations.

Pronunciation

The main objective of oral lessons is to assist learners in speaking accurately and correctly. This entails using the appropriate linguistic forms, without errors that affect the phonological, syntactic, semantic, or other discourse features of a language, as stated by Bryne (1986).

Thornbury (2005) defines pronunciation as the ability of a student to produce understandable utterances that fulfill the requirements of a task. Pronunciation, in a broader sense, refers to the production of meaningful and accurate sounds.

Pronunciation plays a crucial role in differentiating and understanding languages. It is also essential for conveying meaning in specific contexts. Consequently, pronunciation and utterances are closely interconnected. Incorrect pronunciation can lead to confusion or frustration, as pointed out by Celce-Murcia (1995). Developing sound speech habits is crucial for effective language acquisition. Cook (1994) emphasizes that learning to pronounce a second language involves acquiring new pronunciation habits while eliminating interference from the learner's first language.

Harmer (2001) highlights various aspects of pronunciation, such as pitch, intonation, minimal pairs, spelling, rhythm, and stress. Learners need to understand the form and function of these aspects, which are considered integral components of sounds. Learning a language encompasses not only grasping the aspects of pronunciation but also the ability to convey meanings effectively. Poor pronunciation can make communication stressful and unappealing for both speakers and listeners (2022, p. 74).

Grammar

It refers to a set of principles that govern the structure and arrangement of language elements. While languages have specific norms for written communication, people incorporate these norms into their spoken language. Language development starts with the creation of sounds, which then progress into words, phrases, and sentences (2022, p. 74).

Vocabulary

Vocabulary is crucial in language learning, as it forms the basis of speech. Teaching a second or foreign language often prioritizes the development of vocabulary. Semantic development occurs from early childhood to adulthood, and children's vocabulary expands as they grow older and gain more practice. Learning new words and their meanings enhances communication and knowledge acquisition. The goal of vocabulary development is to help children become independent learners who can understand and deduce the meanings of unfamiliar terms.

According to Harley (2013), words can be understood from two perspectives: recognition and meaning. Recognizing a word involves determining its familiarity and accessing all the information associated with it. Word recognition encompasses various skills that students employ to decode words, such as phonemic analysis, analogies, syllable analysis, mastery of sight words, and morpheme analysis (2022, p. 75).

Challenges of Improving Speaking

In the field of language education, effective spoken communication is considered crucial, and students' proficiency in English speaking is often evaluated (Ihsan, Muslem & Aziz, 2018). However, students, particularly those learning English as a foreign language (EFL), may face

challenges in acquiring this skill. It is important for their speaking abilities to be developed gradually and systematically (Ihsan et al., 2018). Several obstacles commonly encountered by students include a limited vocabulary, fear of making mistakes and shyness, lack of confidence, and lack of motivation.

One prevalent challenge is the lack of vocabulary, which hampers students' ability to construct sentences due to a limited range of words (Dewi & Jimmi, 2018). Vocabulary acquisition is a fundamental aspect of English language learning, as highlighted by Dewi and Jimmi (2018), who found a significant correlation between students' vocabulary scores (with a range of 48) and their speaking scores (with a range of 23). Insufficient vocabulary negatively impacts students' confidence and their capacity for meaningful interaction.

Psychological factors such as fear of making mistakes and shyness also hinder students' speaking progress (Juhana, 2018). Juhana (2018) explained that students often experience anxiety, forgetfulness, and concerns about being ridiculed by peers when attempting to speak English. According to Juhana (2018), 37% of students identified fear of making mistakes as a major obstacle, while 26% cited shyness. These psychological barriers significantly influence students' speaking performance. To address these challenges, teachers can adopt personalized approaches and create supportive learning environments within the classroom.

Moreover, a lack of confidence is another psychological factor that affects students when they perceive that their speaking partners do not comprehend their messages (Juhana, 2018). Students' confidence diminishes when they believe their English proficiency is insufficient, leading them to remain silent. Juhana (2018) reported that 13% of students identified a lack of

confidence as a key challenge in speaking English. Encouragement and positive reinforcement from teachers are essential to boost students' confidence levels.

Motivation is a crucial element in language learning, particularly in the context of spoken English (Jin, 2014). Juhana (2018) emphasized the significance of motivation in students' success in language acquisition. A lack of motivation was selected by 6% of students as a challenge, often resulting from dissatisfaction with their teachers' instructional approaches. To address this issue, teachers should strive to create a motivating classroom environment that inspires students to engage actively in the learning process (Ratnasari, n.d, p.p 22-23).

Anxiety as a Difficulty in Learning Foreign Language

According to Krashen (1985a, 1985b, as cited in von Worde, 1998), anxiety experienced by language learners can act as a significant obstacle to acquiring a second language (L2). Krashen argued that anxiety hampers the learner's ability to process incoming language and disrupts the natural process of language acquisition (p. 31). MacIntyre and Gardner (1991, as cited in von Worde) further noted that language anxiety can interfere with the acquisition, retention, and production of the new language. Crookall and Oxford (1991, as cited in von Worde) also suggested that language anxiety can lead to issues with self-esteem, self-confidence, and risk-taking ability, ultimately impeding proficiency in the second language (p. 33). Additionally, instructors and teaching methods may contribute to generating language anxiety (Young, 1991, as cited in von Worde). This implies that a mismatch between teaching style and learning expectations in the classroom can result in more than just a contradiction of preferences in instructional approaches (2006, p. 12).

Activities to enhance speaking

Discussion

Discussion activities serve various purposes and should be focused on the intended goal. The teacher sets the purpose of the discussion, ensuring that students don't engage in irrelevant conversations. One example is an agree/disagree discussion where groups of students present their opinions on controversial statements. The speaking should be evenly distributed among group members, and the class determines the winning group. This activity promotes critical thinking, decision-making, and respectful disagreement. It is recommended to form smaller groups to encourage participation from quieter students. Group formation can be done by the teacher or students themselves, but it should be changed regularly to promote openness to diverse ideas. In discussions, students should be encouraged to ask questions, paraphrase ideas, express support, and seek clarification.

Role-play

Role-play is another method to encourage student speaking. Students assume different social roles and engage in various scenarios provided by the teacher, allowing them to express thoughts and emotions as different characters.

Stimulation

Stimulations are more elaborate than role-plays and involve creating a realistic environment. Students may bring props related to their assigned roles, such as a microphone for a student acting as a singer. Role-plays and simulations have advantages such as motivation and increased self-confidence, particularly for hesitant students who can take on different roles and reduce personal responsibility.

Reporting

Reporting in the classroom activity, students are encouraged to participate in a discussion where they share the most interesting news they have come across in or magazines. During the class session, they take turns reporting this news to their peers. Additionally, students have the opportunity to share any noteworthy personal experiences they have had prior to the class.

Playing Card

Another game that is played in groups of four involves the use of playing cards. Each suit in the deck represents a specific topic, such as earning money (diamonds), love and relationships (hearts), or unforgettable memories (spades). Each student selects a card, and based on the suit, they create 4-5 thought-provoking questions related to that topic. These questions are designed to promote open-ended discussions among group members, encouraging them to provide detailed responses instead of simple yes or no answers. The aim is to enhance their spoken language production skills and foster meaningful communication within the group (Kayi, n.d, pp.2-4)

Speaking fluency definitions

Fluency in language teaching is an essential and crucial xxx XR DX x XR. It serves as a significant indicator of proficiency in spoken English (Diyab, 2013). Fluency refers to the ability to speak consistently and smoothly, with minimal interruptions and delays (Koponen & Riggensbach, 2000). Zhang (2009) also highlights that fluency involves delivering messages and communicating comfortably and comprehensibly.

Furthermore, fluency encompasses the appropriate use of natural pauses, breaks, and filler words. However, Jones (2007 as cited in Buitrago, 2017) explains that fluency does not necessarily imply flawless language usage without any hesitations. Instead, it is considered fluent

when the audience can easily follow the speaker's ideas and message flow. Additionally, Segalowitz (2010) emphasizes that oral fluency is a complex cognitive skill that requires speakers to apply their linguistic knowledge in a seamless manner.

In addition, Zamel (1987 as cited in Buitrago, 2017) suggests that fluency entails using language in oral communication in a manner that resembles a native speaker. This includes appropriate incorporation of pauses, interjections, intonations, stress, and other language features (2019, p. 09).

The Importance of Speaking Fluency in Communication Language Teaching

According to Brumfit (1984), fluency refers to the natural use of language similar to native speakers, enabling individuals to produce continuous and meaningful speech without comprehension difficulties for the listener. Richards et al. (1985) argued that fluency is an indicator of one's communicative proficiency level, emphasizing its significance as a component of communication competence. Hedge (2000) incorporated fluency development into the criteria for successful English speaking within the framework of communicative competence. This is in contrast to the traditional grammar translation method, which prioritizes grammar structures over the development of listening and speaking skills. Conversely, Communicative Language Teaching (CLT) emphasizes the creation and implementation of tasks that promote communicative skills. According to Richards (2006), speaking fluency is developed through various factors such as interaction in problem-solving tasks, negotiation of meaning in pair work, and the use of communication strategies. Ellis and Sinclair (1989) advise language learners to avoid pauses and instead speak meaningfully and naturally, while teachers play a role in correcting misunderstandings and guiding students to prevent communication breakdowns (Richards, 2006).

Fillmore's (1979) definition of speaking fluency includes the ability to speak without frequent pauses, the coherent and reasoned production of sentences, the use of appropriate expressions across different contexts, and language use that is creative and imaginative. Hedge (2000) further emphasizes the importance of speaking fluency, which involves providing coherent responses during communication, employing appropriate discourse markers, and demonstrating intelligible pronunciation and proper intonation. Hedge (2000) emphasizes that focusing on the development of speaking fluency within the CLT approach creates a comfortable learning environment and fosters learners' self-confidence (Yang, 2014, p. 197).

Conclusion

In conclusion, speaking is a crucial component of language proficiency and plays a vital role in effective communication. Developing strong speaking skills enables students to express their thoughts, ideas, and opinions with confidence, both in the classroom and in real-world interactions. By understanding the various aspects of speaking, such as pronunciation, grammar, vocabulary, fluency, and comprehension, educators can design engaging activities and strategies to help EFL students improve their speaking abilities.

Addressing the challenges that EFL students often face, such as linguistic barriers, psychological factors, and environmental influences, is crucial for fostering a supportive learning environment that encourages risk-taking and promotes speaking fluency. Incorporating Communicative Language Teaching (CLT) principles, which emphasize the importance of authentic, meaningful communication, can further enhance the development of speaking fluency.

Chapter Tow.
YouTube Videos as an
Educational Tool

Chapter Two: YouTube Videos as an Educational Tool

Introduction

Foreign language classrooms often face various teaching and learning challenges, particularly in English language classrooms where many students are not proficient speakers. This is primarily because English is not their native language, and there is a lack of innovation in the foreign language teaching process. Consequently, teachers tend to rely on conventional teaching strategies without much variation. However, integrating technology into foreign language classrooms is now considered a suitable solution. It serves to capture learners' attention, generate greater interest in language skill development, and create a more dynamic classroom environment.

This chapter aims to explore the role of technology in education and highlight the importance of using authentic materials and its types. It provides an overview of YouTube and discusses its potential as a learning resource for English as a Foreign Language (EFL) learners. Furthermore, the chapter examines different types of YouTube videos and addresses the

challenges associated with using YouTube as an educational tool. Finally, it explores the benefits of using YouTube videos to enhance students' speaking skills.

Technology in education

In the field of education, there is a wide range of technological tools available for teaching and learning, including radio, television, CD-ROMs, computers, the internet, electronic dictionaries, email, blogs, audio cassettes, PowerPoint presentations, videos, DVDs, and VCDs. Over the past two decades, technology has brought about a revolution that has transformed various industries and influenced how people interact and work in society. This rapid advancement of information technology has led to the emergence of new teaching models, with technology playing a crucial role in English language instruction. Utilizing multimedia to create a context for teaching English offers unique advantages.

The modern teacher is faced with new challenges and responsibilities in this era. The traditional methods of English language teaching have been significantly altered by the introduction of technology. Technology offers numerous possibilities for making teaching interesting and enhancing its effectiveness. It is a major driving force behind social and linguistic changes, as noted by Graddol (1997, p. 16), who emphasizes that technology is central to the globalization process, impacting education, work, and culture. The use of the English language has experienced rapid growth since the 1960s. In

Authentic Materials Definitions

The definition of authentic materials, which encompasses various aspects, remains a subject of debate among methodologists (Rahman, 2014). Different definitions have been

proposed by researchers and practitioners based on their teaching and research experiences regarding what qualifies as “authentic materials.”

Morrow (1977) defines authentic texts as genuine instances of language produced by actual speakers or writers for a genuine audience, with the purpose of conveying a real message. Cook (1981) describes them as real examples of language produced by native speakers. Harmer (1994), in his influential book “The Practice of English Language Teaching,” emphasizes the authenticity of materials written for native speakers of the language, with a genuine purpose. Similarly, Bacon and Finnemann (1990) emphasize the production and intention of materials for native speakers. Sanderson (1999) shares a similar viewpoint, considering a newspaper article written for a native English-speaking audience as a classic example. More recently, Kilickaya (2004) highlights the importance of exposure to authentic everyday language use and how materials are used by native speakers in their daily lives.

From these perspectives on classifying authentic materials, it becomes evident that the authors place significant emphasis on materials produced by native speakers, while disregarding the pedagogical purposes of adapting the materials. These commonly cited definitions have led English language teachers to believe that only materials produced by native speakers are of satisfactory quality to be used as authentic materials. However, whether this belief is appropriate in the rapidly changing context of English language teaching in the 21st century warrants further discussion. Nonetheless, this prevailing belief has resulted in some researchers exclusively employing definitions that highlight materials produced by native speakers. For example, in his study on teachers' attitudes and perceptions towards authentic materials, Murray (2015) only considers definitions that differentiate materials produced by native speakers. Akbari and Razavi (2016), in their examination of how EFL teachers in Iran view the use of such materials in

language classrooms, also assume a definition that recognizes native speakers as the producers of the texts, while disregarding other definitions.

It is evident that the prevailing view in defining authentic materials has unconditionally embraced the controversial notion of “native speakers of English” as a crucial factor in selecting authentic materials. However, this notion is often overemphasized and may not be suitable in the rapidly evolving landscape of English language teaching (Tran-than, n.d, p. 02).

Types of Authentic Materials

Authentic materials refer to real-world resources that are not specifically created for language learning. These can be divided into two main categories:

1. Print materials:

- Posters, signs, menus, maps, advertisements, timetables, bills, labels, websites, etc.
- These are everyday printed materials that can be used to support language learning

2. Auditory materials:

- Phone messages, radio broadcasts, movies, TV shows, news, weather forecasts, announcements, interviews, etc.
- These are real-world audio resources that can be utilized for language instruction.

Also, additional examples of authentic spoken materials, such as commercials, news, weather reports, and debates. It also lists written authentic materials like recipes, articles, forms, and equipment instructions.

Authentic materials, both printed and audio, can be valuable resources for language learners to encounter natural, contextual language use, rather than materials specifically designed for teaching purposes (Danansooriya, 2022, p. 57).

Overview of YouTube

YouTube is a renowned video-sharing website created in February 2005 by Jawed Karim, Steve Chen, and Chad Hurley, who were former PayPal employees]. It quickly gained popularity and became the most visited site in 2006, with over 65,000 new video uploads. Currently, it is the third most visited website worldwide, following Google and Facebook. YouTube offers a range of features, including the ability to watch, upload, and collaborate on videos. Users can engage with the content by commenting, replying to comments, liking or disliking videos, and sharing them on various social media platforms. The platform caters to a diverse range of video types created by both individuals and companies. Accessing YouTube only requires an internet connection, enabling users to enjoy free video content.

Strangelove (2010) describes YouTube as a video sharing community that hosts a wide variety of content, such as private videos, commercials, music videos, historical and classic clips, television shows, educational videos, and scientific content. The platform offers a convenient one-click button for loading and playing these videos. According to Miller (2010), videos can be uploaded in formats such as QuickTime, AVI, MPEG, or Windows Media Video (WMV). To stream YouTube videos, users need to have Macromedia Flash Player installed on their devices. Uploaded videos can be accessed by visiting the creator's channel or using the search function. To upload videos, users must have a YouTube account, which also provides additional features such as saving favorite videos, creating playlists, joining groups and communities, expressing

preferences through likes or dislikes, and subscribing to favorite channels (Lisbiani et al., 2021, p. 1587).

YouTube Videos as Learning Media for EFL Learners

YouTube is a widely accessible platform that offers a vast array of videos for entertainment and education. It has become a valuable resource for English as a Foreign Language (EFL) learners, providing opportunities to interact with native and non-native English speakers and exposing them to various accents, dialects, and English varieties.

Users of all ages utilize YouTube for diverse purposes, including language learning, watching news channels, and entertainment. For EFL learners, YouTube serves as a valuable tool for developing language skills and accessing authentic language materials in different contexts. Studies have shown that using YouTube videos can enhance second language acquisition and promote self-regulated learning of English. It has been found to improve speaking skills and linguistic accuracy, with written and video feedback aiding in this process. Additionally, EFL-YouTube remixes and video-making activities contribute to the development of language, intercultural knowledge, and other essential skills.

Technology, including YouTube, plays a significant role in ESL classrooms by offering engaging and substantive learning opportunities. The internet provides abundant audio-visual resources beneficial for EFL students. YouTube, in particular, is considered a powerful software tool for success in learning English as a foreign language due to its accessibility and versatility. Both teachers and students can benefit from its use, as it can be accessed anytime and anywhere.

Web 2.0 technologies, including YouTube, have revolutionized language education by providing a wide range of resources and enhancing language learning experiences. These

technologies have influenced students' perceptions of learning English positively. The use of technology, particularly YouTube videos, has been proven to have a positive impact on English language mastery. It facilitates language learning, boosts learners' confidence, offers materials created by native speakers, and increases learner engagement. The audiovisual nature of YouTube videos appeals to learners, as it utilizes both visual and auditory senses. The inclusion of authentic materials on YouTube channels motivates learners and exposes them to reliable and accurate language use by native speakers.

In conclusion, YouTube videos are a valuable learning resource for EFL learners. They offer a variety of authentic materials, promote language acquisition, and provide opportunities for interaction and exposure to different English varieties. YouTube, along with other web tools and technologies, has transformed language education and enhanced language learning experiences both inside and outside the classroom (Othman, 2023, p. 269).

Types of YouTube videos

YouTube is full of channels contain two types of videos which show English language lessons. First, videos show a teacher explaining different types of English lessons. These types of videos are considered very effective for English language learners. Second, videos including native English speakers demonstrate various kinds of content, such as blogs, entertainment, reporting events, etc. Such videos will be very convenient for students who are already in the grade of advanced learners in learning English (Ghasemi, et al., 2011). Research handled by (Ofcom,2017) showed that 81% of children aged 8-11 years are intimate with videos found on YouTube channels. Assuredly, this can be regarded as an advantage for watching of YouTube videos in acquiring English language skills for both school students and university students.

For pedagogical purposes, a lot of videos are designed and uploaded to YouTube, they can also as a good an instructor in conveying facts or determining methods in joining the processes of learning and teaching. They aid and ease the process of learning in order to enable learners to improve their skills using social networks or other communication strategies which enable them to exchange knowledge with other EFL learners everywhere. (Tarnopolsky & Degtiariova, 2003) accepted that. YouTube channels afford EFL learner chances to listen, see and detect how native speakers interact with others, this helps them proceed further on their abilities to improve their skills, including pronunciation.

Modern researches on watching YouTube videos in language learning such as (Burke & Snyder, 2008), Clifton & Mann, 2011, Jaffar. 2012, Lee & Liang, 2012, Orús, et.all, 2016,

Styati, 2016), showed positive influence on learners' motivation when they studied particular language area, it motivated them to enhance engagement, and to improve language skills and vocabulary. (Kelsen, 2009) also displayed that YouTube was created to be a source of attractive, admissible and helpful supplementary contents at advanced level for university students.

Students need to be guided by an instructor in order to avoid spending unproductive time and to stop time consuming, this can be achieved by suggesting channels that are made for teaching the English language (Watkins & Wilkins, 2011). In this case, teachers and parents must cooperate in choosing and deciding the appropriate material for their students. For a teacher to effectively incorporate YouTube channels into his English lessons, he must be well- versed in determining what constitutes proper classroom viewing. The professional and educational capability of the teacher is an essential requirement if he wants to be good at his job.

Challenges for YouTube videos as educational innovations

The challenges associated with using YouTube videos as educational innovations are multifaceted. While there are benefits to incorporating videos into educational contexts, concerns regarding security, validity, technical issues, and institutional policies need to be addressed.

One of the disadvantages highlighted by Kay (2012) is the potential decrease in class participation when videos are used as a primary instructional method. This can be attributed to a shift away from traditional teaching methods that encourage direct engagement and interaction. Additionally, technical problems such as video takedowns and geographical restrictions on video playback can disrupt the learning experience. To mitigate these issues, educators are advised to download videos for offline use and familiarize themselves with YouTube's policies regarding copyright and online content protocols (Bonk, 2008; Wilson, 2015).

Despite these challenges, some authors argue that YouTube videos have significant value in practical, medical, clinical science, education, and research. They emphasize the motivation and increased student participation that can result from incorporating videos into the learning process (Guo, Kim, & Rubin, 2014). However, caution is advised to prevent social media from negatively affecting student performance. Guidelines for the suitability of online videos are recommended for producers and teachers to ensure quality and relevance (Gbolahan, 2017).

Academic institutions have increasingly used YouTube as a platform to share course materials, and students have demonstrated a high reliance on YouTube for information (Jafar, 2012). However, challenges persist in the adoption of technology for educational purposes, particularly in developing countries. Diffusion of technology, limited access to equipment and tools, pedagogy issues, accountability, and quality are among the challenges faced. Other

concerns include software licenses, training, maintenance, costs, internet connection speeds, language barriers, and computer literacy (Kremer, Brannen, & Glennerster, 2013; Liyanagunawardena, Williams, & Adams, 2013).

To address these challenges, Ebied et al. (2016) recommend that teachers receive training to effectively manage YouTube videos and enhance the learning process. Universities are encouraged to actively utilize websites and YouTube channels as educational tools. Establishing educational channels specifically for topics and content can foster a productive relationship between teachers and students.

In summary, while YouTube videos offer educational benefits, challenges related to security, validity, technical issues, institutional policies, access, and pedagogy need to be addressed. Training for teachers, guidelines for video suitability, and improved infrastructure are necessary to overcome these challenges and fully leverage YouTube's potential in education (Abbas & Qassim, n.d, p. 347).

The benefits of YouTube videos for improving student's speaking skills

YouTube videos have been found to have a positive impact on the development of speaking skills in language learners. Mastery of pronunciation, grammar, vocabulary, fluency, and comprehension are essential for effective speaking. YouTube videos by native English speakers provide exposure to correct pronunciation, allowing students to practice and mimic the pronunciation repeatedly. The visual and audio components of the videos make them engaging and appealing to students, encouraging them to watch and listen repeatedly, which helps embed the correct pronunciations in their minds. Mimicking the pronunciation in the privacy of their

own space allows students to practice without feeling embarrassed. Students can also record their practice to condition themselves to pronounce words properly.

YouTube videos also contribute to the improvement of intonation skills. Students can observe and imitate how native speakers use proper intonation in their sentences. They can pause the videos or lower the sound to repeat sentences and mimic the intonation. Students can also record their own speech and compare it with that of native speakers, aiding in the enhancement of intonation skills.

Vocabulary development is another area where YouTube videos can be beneficial. The wide range of videos on various topics exposes students to new words and their usage. Students can choose videos based on their interests, and while watching, they encounter new vocabulary in context. This incidental learning of vocabulary while enjoying the content is argued to be key to vocabulary improvement. YouTube videos provide authentic language use and cover different topics, exposing students to a diverse range of vocabulary. Interactive videos allow students to practice vocabulary usage by imitating how native speakers use the words in appropriate contexts. Subtitles in videos provide a connection between sound, image, and spelling, helping students check the meanings of words and reducing frustration.

Grammar skills can also be enhanced through YouTube videos. The videos present authentic uses of grammar rules by English speakers, allowing students to internalize the grammatical structures. Additionally, videos specifically focused on grammar rules are available, making the learning process more entertaining and engaging. Mimicking sentences and producing short videos as assignments can further reinforce the proper use of grammar and other communicative aspects.

Speaking fluency, which involves speaking spontaneously and continuously without frequent pauses, can be developed through YouTube videos. Students can practice their fluency by watching and orally sharing information, creating vlogs, and editing videos. The editing process allows students to assess their fluency and make their videos more enjoyable. Vlogging activities not only improve fluency but also enhance creativity.

fluency in speaking involves the ability to speak spontaneously, at an appropriate speed, and in a way that is easily understood. Technology, such as YouTube, can assist in achieving this fluency by providing a platform for EFL learners to practice their speaking skills.

Aldukhayel and Listiani, among others, suggest that YouTube can be used as a medium for students to practice their fluency by engaging in extended watching and sharing information orally. By utilizing YouTube, learners can create and upload videos, such as vlogs, where they can practice speaking in a more authentic and interactive manner.

The process of editing vlogs allows students to assess their fluency and make improvements while creating enjoyable content. As they edit their videos, learners can focus on adjusting their fluency to ensure a smooth and coherent delivery. This hands-on approach to language practice through vlogging encourages students to communicate more effectively and think creatively about presenting their ideas.

In addition to developing speaking fluency, vlogging activities also promote creativity among students. Learners are encouraged to enhance their videos by editing them in an attractive and engaging manner. This process not only helps students improve their technical skills but also encourages them to think critically and creatively about how to communicate their ideas visually.

Overall, incorporating vlogging activities through platforms like YouTube into language learning can be a valuable tool for fostering speaking fluency and encouraging creativity. It provides EFL learners with an interactive and engaging method to practice their language skills in a real-world context, while also developing their ability to think critically and express themselves effectively.

YouTube videos contribute to the improvement of comprehension skills as well. The variety of topics and audio-visual presentations in the videos capture students' interest and help them understand the content. Context-based vocabulary acquisition expands students' comprehension, and increased exposure to the target language improves listening skills. YouTube videos also promote group work, confidence, and creativity in sharing information, thereby enhancing students' overall comprehension and general knowledge.

The accessibility and versatility of YouTube videos make them valuable tools for language learning. They provide engaging audio-visual materials that sustain students' interest and allow for independent practice. Students can choose topics of interest, learn actively and interactively, and become autonomous learners. YouTube videos expose students to diverse language use and prepare them for real-life social situations.

In conclusion, YouTube videos have a positive impact on various aspects of speaking skills, including pronunciation, intonation, grammar, vocabulary, fluency, and comprehension. They promote autonomy among students and provide a platform for independent and directed learning. The ability to repeat, mimic, and practice at their own pace contributes to the effectiveness of YouTube videos as a language learning resource.

(Parawanti et al., 2022, p.p 69 – 70).

Conclusion

The Integrating YouTube videos into the classroom can be a highly effective strategy for developing students' speaking fluency. By exposing learners to authentic language used in a variety of real-world contexts, YouTube videos provide valuable linguistic input that can help improve pronunciation, intonation, vocabulary, and conversational skills. Teachers can carefully select videos relevant to their curriculum and language learning objectives, then design interactive activities around the video content. For example, students could watch a video and then engage in pair discussions to summarize the key points or share their reactions. Moreover, the benefits of YouTube videos integration in the classroom can be the solution for second language students to improve their speaking skills.

Chapter Three: Data Analysis

Chapter Three: Data Analysis

Introduction

This study aims to investigate how students perceive and feel about using YouTube videos to improve their English-speaking fluency. A single questionnaire was designed and given to third-year students in the English department at the University of Biskra. This chapter looks at the students' perceptions and attitudes towards using YouTube videos to develop their English-speaking skills, especially fluency. It analyzes the data collected and explains the descriptive research method used, as well as the population, sample, and setting. The chapter analyzes and describes all the questionnaire items in detail. Finally, it provides some general

recommendations based on the research findings. This chapter concludes with an overall summary of the research results and findings.

Population of the Study

The study population included third-year LMD (Licence, Master, Doctorate) students in the Department of English at the University of Mohammed Kheider in Biskra during the 2023-2024 academic year. A random sample of 68 participants from seven different groups was selected, and the student questionnaire was administered to them in separate sessions, with their responses then gathered for analysis. Third-year students were chosen as the sample because they had studied oral proficiency for a full semester, making them more aware of the importance of developing speaking skills, especially speaking fluency, to effectively master the English language. As third-year students, they also had more overall experience and understanding of the topic compared to lower-level students.

Aim of Students' Questionnaire

The questionnaire was designed to understand learners' perspectives on using YouTube videos to improve speaking fluency in EFL classrooms. It examined learners' views on the impact of implementing YouTube videos to enhance oral fluency.

Description of Students' Questionnaire

The study population included third-year LMD (Licence,) students in the Department of English at the University of Mohammed Kheider in Biskra during the 2023-2024 academic year. A random sample of 68 participants from seven different groups was selected, and the student questionnaire was administered to them in separate sessions, with their responses then gathered for analysis. Third-year students were chosen as the sample because they had studied oral

proficiency for a full semester, making them more aware of the importance of developing speaking skills, especially speaking fluency, to effectively master the English language. As third-year students, they also had more overall experience and understanding of the topic compared to lower-level students.

Description of Students' Questionnaire

The questionnaire begins with the Personal Information section, which asks the learner about their age range (question 1) and how long they have been studying English (question 2).

The next section on Background Knowledge explores the learner's self-assessed English proficiency level (question 3), which language skill they consider most important (question 4), and their views on the significance of speaking skills for English language learners (questions 5 and 6). It also asks what the learner believes is the best tool for practicing speaking (question 7).

The YouTube Videos Usage section focuses on how frequently the learner watches English-language YouTube videos (question 8), the types of videos they prefer (question 9), and how they think these videos benefit their language learning (question 10).

The Speaking Fluency and YouTube Videos section is a major part of the questionnaire. It examines whether the learner feels watching YouTube has improved their speaking fluency (question 11), how often they practice speaking after viewing the videos (question 12), and what aspects of fluency the videos have impacted (question 14). The learner is also asked to define fluency (question 13) and identify the best activities for developing speaking skills (question 15).

Finally, the Perceptions and Attitudes section explores the learner's engagement and emotions around using YouTube for language learning (questions 16-17), as well as their views on the realism of the English shown in the videos (question 18). The learner is asked if they

would recommend YouTube for improving speaking fluency (question 19) and what they see as the biggest challenges in developing fluency (question 20). The section also covers the perceived advantages and disadvantages of educational YouTube content (questions 21-22).

Section 01: Personal Information

Q1: Please specify your gender.

Table 1

Students Gender

Gender	Number	Percentage %
Male	25	36.75
Female	43	63.24
Total	68	100.00

Table 1 shows the distribution of the students' gender. The results show that the majority of the students are females with 63.24% while the rest are males with 36.75%. This is an observation that is highlighted throughout the language research, as females prefer to major in languages unlike males who prefer more technical majors.

Q2: Please specify your age category.

Table 2

Students Age Category

Age	Number	Percentage %
18-25 years old	58	85.29
Older than 25 years	10	14.71
Total	68	100.00

Table 2 shows the distribution of students' age. The results show that the majority of students are between the ages of 18 and 25 with 85.29% while the rest are older than 25 years with 14.71%. The majority of the students belonging to the same age category would mean the

sample is somewhat uniform, which means a similar background. Having a similar background would give more reliable answers and insights.

Q3: How long have you been learning English language?

Table 3

Duration of Learning English Language

Duration	Number	Percentage %
10 years	49	72.06
More than 10 years	19	27.94
Total	68	100.00

Table 03 show the students' duration of learning English language. The results show that the majority of students have been learning English for at least 10 years with 72.06% while the rest for more than 10 years with 27.94%. The totality of the sample seems to have been learning English long enough to give valuable insights to the topic of investigation.

Section 02: Background Knowledge

Q1: What is your level in the English language?

Table 4

Students Level in English Language

Level	Number	Percentage %
Good	36	52.94
Very good	26	38.24
Bad	06	08.82
Very bad	00	00.00
Total	68	100.00

Table 4 shows students' level in English. The results show that more than half the students consider their level to be good with 52.94% while 38.24% consider their level to be very good. Only 08.82% consider their level to be bad. Thus, students are more likely to strive to enhance their level in English using all available options including YouTube videos.

Q2: Which the most important language skill?**Table 5***Students Ranking of Language Skills*

Language skills	Number	Percentage %
Listening	08	11.76
Speaking	30	44.12
Reading	05	07.35
Writing	25	36.76
Total	68	100.00

Table 5 shows the students' ranking of the four language skills. The results show that speaking is considered the most important of skills with almost half the sample (44.12%), then, writing (36.76%), listening (11.76%), and reading (07.35%), respectively. Hence, students considering the speaking skill to be the most important among the four language skills would prompt them to further develop it with all available sources including YouTube videos., which would give deep insights to the topic at hand.

Q3: Why is speaking the skill that students strive to develop and improve?**Table 6***Reasons why students strive to develop and improve their speaking skill*

Reasons	Number	Percentage %
Confidence and self-expression	10	39.71
Academic success	23	33.82
Better communication	21	30.88
Career advancement	14	20.59
Total	68	100.00

Table 6 shows the students' reasons for striving to develop their speaking skill. The results show that the majority develop their speaking skill to boost their confidence and self-expression (39.71%). Then, this is followed by both enhancing their academic success (33.82%) and to better communicate (30.88%) while ranking last is career development (20.59%). The main

observation is that despite the differences in the reasons, the percentages are not far apart. This means that all the given reasons are as important and prompting students to strive to develop their speaking skill.

Q4: What is the importance of speaking for EFL students?

Table 7

Importance of speaking to EFL students

Importance	Number	Percentage %
Language mastery	27	39.71
Cultural awareness	09	13.24
Fluency and confidence	11	16.18
Academic performance	21	30.88
Total	68	100.00

Table 7 shows the importance of the speaking skill according to students. The results show that students consider the speaking skill important primarily to master the language (39.71%) and for academic performance (30.88%). Fluency and confidence (16.18%) as well as cultural awareness (13.24%) comes after academic purposes and linguistic mastery. Thus, the overall observation is that students regard speaking as important primarily for academic advancement and future career projections.

Q5: what is the best tool to practice speaking?

Table 8

Students best tool to practice speaking

Tools	Number	Percentage %
Language courses	13	19.12
Textbooks and workbooks	09	13.24
Audio materials	23	33.82
YouTube videos	23	33.82
Total	68	100.00

Table 8 shows students' preferred tool to practice speaking. The results show that students prefer the audio materials and YouTube videos (33.82%) over language courses (19.12%) and text books (13.24%). This means that students are more drawn to modern tools than traditional tools especially au audio-visual tools.

Section 03: YouTube videos usage

Q1: how frequently do you watch YouTube videos in English?

Table 9

Students frequency of watching YouTube videos

Frequencies	Number	Percentage %
Multiple times a day	17	25.00
Once a day	23	33.82
Few times a week	21	30.88
Rarely or never	07	10.29
Total	68	100.00

Table 9 shows students' frequency of watching YouTube videos. The results show that students majority watch them either multiple times a day (25%), once a day (33.82%), or few times a week (30.88%), with close percentages. According to these rates, students' clearly find that YouTube videos are helpful and resort to them in a frequent manner.

Q2: what type of English language YouTube videos do you watch the most?

Table 10

Type of English language YouTube video mostly watch by students

YouTube video Types	Number	Percentage %
Educational video (e.g. language lessons, tutorials)	15	22.06
Entertainment (e.g. vlogs, comedy)	23	36.76
News	07	10.29
Music videos	21	30.88
Total	68	100.00

Table 10 shows the YouTube video types that students mostly watch. The results show that the students majority watch entertainment (36.76%) and music videos (30.88%) more than they watch either educational videos (22.06%) or news videos (10.29%). Despite students' preferring entertainment themed YouTube videos, they also take interest in the educational videos to promote their language as well as other purposeful videos.

Q3: how do you find English language YouTube videos benefits for language learning?

Table 11

Benefits of English language YouTube videos on students' language learning

Benefits	Number	Percentage %
Improving pronunciation and accent	16	23.53
Expanding vocabulary	15	22.06
Enhancing the listening skill	18	26.47
Developing speaking fluency	19	27.94
Total	49	100.00

Table 11 shows the benefits of English YouTube videos on students' language. The results show with close percentages that students' benefit from English YouTube video in developing their speaking fluency (27.94%), enhancing their listening skill (26.47), improving their pronunciation and accent (23.53%) and expanding their vocabulary (22.06%), respectively. The close values indicate that YouTube videos have an ability to improve the necessary linguistic aspects in a balanced manner.

Section 04: Speaking fluency and YouTube videos

Q1: do you think watching YouTube videos has helped improve your speaking fluency in English?

Table 12

Students rating of YouTube videos helping their speaking fluency in English

Ratings	Number	Percentage %
---------	--------	--------------

Yes, significantly	31	45.59
Yes, to some extent	30	44.12
No, not really	07	10.29
Total	86	100.00

Table 12 shows the rating of YouTube video helping students' speaking fluency in English. The results show that the majority of students believe that YouTube videos have helped their English-speaking fluency significantly (45.59%) or to some extent (44.12%). Only very few regarded them as unhelpful to their speaking fluency (10.29%). Overall, the YouTube videos are considered a valuable aid that aids the students to develop their English-speaking fluency.

Q2: how often do you practice speaking English after watching YouTube videos?

Table 13

Students frequency of practicing English after watching YouTube videos

Frequencies	Number	Percentage %
Almost always	09	13.24
Often	13	19.12
Sometimes	25	36.76
Rarely or never	21	30.88
Total	86	100.00

Table 13 shows students' frequency of practicing English after watching YouTube videos. The results show that the majority of students practice English either sometimes (36.76%) or rarely (30.88%) after watching YouTube videos. In contrast, the rest practice either often (19.12%) or almost always (13.24%). On the whole, students make a considerable effort to

practice their English after watching YouTube videos, which means it can be regarded as a prompting tool for language improvement.

Q3: what fluency refers to?

Table 14

Fluency reference

References	Number	Percentage %
Cohesion and coherence	18	26.47
Cultural understanding	13	19.12
Communicative competence	37	54.41
Total	68	100.00

Table 14 shows students' understanding on the meaning of fluency. The results show that more than half the students regard fluency as being communicatively competent (54.41%). The rest either regard it as being coherent and in cohesive (26.47%) or to be culturally understandable (19.12%). Despite all being partly related to fluency, the apparent reflection of fluency is to be communicatively competent. Accordingly, students are aware that fluency refers primarily to communicative competence and the ability to speak in an articulate manner to be properly understood, which includes partly being cohesive, coherent, and culturally understandable.

Q4: which aspects of speaking fluency do you think YouTube videos have helped you with?

Table 15

Speaking aspects where YouTube videos helped students

Speaking aspects	Number	Percentage %
Vocabulary and word choice	18	26.47
Sentence structure and grammar	16	23.53
Pronunciation and intonation	23	33.82
Confidence in speaking	11	16.18
Total	86	100.00

Table 15 shows the speaking aspects that YouTube videos helped students with. The results show that YouTube videos were able to help students with the speaking aspects of pronunciation and intonation (33.82%), vocabulary and word choice (26.47%), sentence structure and grammar (23.53%), and confidence in speaking (16.18%), respectively. The overarching observation is that despite the varying percentages, it can be said that YouTube videos are a helpful tool in enhancing the majority of the speaking skill aspects.

Q5: which activities help to develop speaking and speaking fluency?

Table 16

Activities developing students' speaking and speaking fluency

Activity types	Number	Percentage %
Public speaking	10	14.71
Debate and discussions	20	29.41
Role playing	09	13.24
Contact with native speakers	29	42.65
Total	68	100.00

Table 16 shows the type of activities that help students develop their speaking fluency. The results show that on the top of list almost half the students consider contact with natives-speakers the best activity to develop their speaking fluency (42.65%), followed by the rest of the activities. This fact explains why they prefer watching native speakers YouTube videos and their belief that they are a good tool for language speaking enhancement and fluency development.

Section 05: perceptions and attitudes

Q1: do you find YouTube videos more engaging than traditional language learning materials?

Table 17

Engagement of YouTube video in comparison to traditional language learning material

Engagement level	Number	Percentage %
------------------	--------	--------------

Yes, definitely	21	30.88
Yes, to some extent	20	29.41
No, not really	16	23.53
I am not sure	11	16.18
Total	68	100.00

Table 17 shows the level of engagement that students demonstrate when watching YouTube videos in comparison with traditional language learning materials. The results show the student majority find watching YouTube videos engaging, with definitely (30.88%) and to some extent (29.41%). The rest either were not sure (26.18%) or did not find them engaging (23.53%). Because of the high level of engagement of students' when watching YouTube videos, they can be regarded as valuable educational tools to supplement traditional learning materials to reach a better educational outcome.

Q2: how do you feel when watching YouTube video in English?

Table 18

Students' feeling when watching English YouTube videos

Students' feelings	Number	Percentage %
Excited	29	42.65
Motivated	23	33.82
Anxious	05	07.35
Bored	04	05.88
confident	07	10.29
Total	68	100.00

Table 17 shows the students' feelings when watching English YouTube videos. The results show the student majority are either excited (42.65%), motivated (33.82%) or confident

(10.29%), with very few feeling either anxious (07.35%) or bored (05.88%). This is another indication on the beneficiality of YouTube videos on Students' English language advancement, which make them a recommended tool for educational purposes.

Q3: do you think YouTube videos provide a realistic representation of spoken English?

Table 19

YouTube videos realistic representation of spoken English

Representation	Number	Percentage %
Yes	43	63.24
No	05	07.35
I am not sure	20	29.41
Total	68	100.00

Table 19 shows the YouTube videos' realistic representation of spoken English. The results show that the majority of students find YouTube videos realistically representative of spoken English (63.24%). With the variety and unlimited amount of YouTube videos, students are given the opportunity to have a good idea on the diverse variations and accents of spoken English, which broadens their knowledge of spoken English in general.

Q4: would you recommend YouTube videos as a tool for improving speaking fluency to other language learners?

Table 20

Students recommendations of YouTube video to other language learners to improve speaking fluency

Recommendations	Number	Percentage %
Yes	47	69.12
No	08	11.76
I am not sure	13	19.12
Total	68	100.00

Table 20 shows students' recommendations of YouTube videos to other language learners to improve the speaking fluency. The results show that more than half the students

(69.12%) recommend YouTube videos to other language learners as a tool for fluency improvement. This recommendation is additional proof of the beneficiality of YouTube videos for linguistic and educational purposes, especially for the improvement of the speaking fluency.

Q5: in your opinion, what are the challenges associated with improving speaking fluency?

Table 21

Challenges associated with improving the speaking fluency

Challenges	Number	Percentage %
Lack of motivation	00	00.00
Lack of confidence	05	07.35
Anxiety	09	13.24
All of the above	54	79.41
Total	68	100.00

Table 21 shows the challenges associated with improving the speaking fluency. The results show that students' experience a variety of affective challenges (79.41%) that include anxiety and lack of confidence and motivation. In relation to YouTube videos, it can be expected to overcome a good number of these challenges as students can practice fluency without being watched by others or judged, which lowers these affective challenges.

Q6: what are the most needed advantages of educational YouTube videos?

Table 22

Advantages of educational YouTube videos

Advantages	Number	Percentage %
Accessibility	07	10.29
Variety of content	12	17.65
Self-learning	31	45.59
Visual and engaging learning	18	26.47
Total	68	100.00

Table 22 shows the advantages of educational YouTube videos according to students. The results show that students believe YouTube videos to be advantageous in the first place for

self-learning (45.59%), visually engaging for learning (26.47%), varied in terms of content (17.65%), and also accessible (10.29%), respectively. These diverse advantages explain students' preference of YouTube videos as improvement tool for their speaking fluency and the prompting of autonomous and responsible learning.

Q7: what are the disadvantages of educational YouTube videos?

Table 23

Disadvantages of educational YouTube videos

Disadvantages	Number	Percentage %
Lack of quality control	06	08.82
Limited interactivity	08	11.76
Limited collaboration and discussion	37	54.41
Limited assessment and feedback	17	25.00
Total	68	100.00

Table 23 shows the disadvantages of educational YouTube videos according to students. The results show that students believe YouTube videos to be disadvantageous in the first place in the limited collaboration and discussion (54.41%), limited assessment and feedback (25%), limited interactivity (11.76%), and lack of quality control (8.82%), respectively. The lack of quality control can be hindering to find specific and high-quality content in some cases, which consumes considerable effort and time to locate relevant educational content. The limitations of collaboration, interactivity, and discussion can be a driving force for the students to learn self-reliance and looking for details that allows them to assess themselves and to assess the relevance of the content. However, these disadvantages can be managed with time as students get more knowledgeable with the frequent consumption of YouTube videos, they learn how to overcome them, such as selecting the appropriate search key words to locate the relevant educational content.

Questionnaire Discussion

The gender distribution of the students in this study shows that the majority are female. This aligns with the broader trend observed in language research, where females tend to exhibit a stronger preference for language-related academic majors compared to their male counterparts, who are more inclined towards technical fields. This skewed gender distribution is a commonly observed phenomenon in the realm of language studies, as female students often demonstrate a natural affinity and aptitude for language-based subjects.

Regarding the age distribution, the data indicates that the vast majority of students fall within the 18-25 year old age range. This suggests a relatively uniform background among the participants, as they are likely to have similar life experiences and educational trajectories. Having a sample population with a similar age profile can be advantageous for the study, as it helps to ensure a certain level of consistency in their perspectives and responses, which can contribute to the reliability and validity of the research findings.

The analysis of the students' English language learning experience reveals that the majority have been learning the language for at least 10 years. This extensive learning history implies that the participants have acquired a significant level of proficiency in English, which positions them well to provide valuable insights and perspectives on the topic under investigation. The prolonged exposure to the English language is likely to have equipped them with a deeper understanding of the nuances and complexities involved in language learning and usage, allowing them to offer informed and insightful contributions to the study.

The data reveals that the majority of students have a positive perception of their English language abilities, with over half considering their level to be good and nearly 40% viewing it as

very good. This suggests the students are generally confident in their language skills and likely motivated to further develop and enhance them.

The importance placed on speaking skills is particularly noteworthy. Students overwhelmingly ranked speaking as the most crucial language skill, with nearly half of the respondents identifying it as the top priority. This emphasis on communicative abilities highlights the students' desire to be able to effectively express themselves orally. The data indicates speaking is seen as vital for overall language mastery and academic performance.

The reasons students strive to improve their speaking skills are multi-faceted. Building confidence and self-expression emerge as the primary motivations, closely followed by enhancing academic success, improving general communication, and advancing career prospects. This underscores the wide-ranging benefits students associate with strong speaking proficiency.

In terms of tools and resources, students show a clear preference for audio-visual materials, particularly audio recordings and YouTube videos. This preference for modern, interactive platforms over more traditional options like language courses and textbooks suggests students are drawn to engaging, technology-driven approaches when it comes to practicing and developing their speaking abilities.

Students seem to watch a lot of YouTube videos in English. The majority of them watch videos multiple times per day or at least once a day. This indicates that YouTube is a very common and important source of information, entertainment, and learning for these students.

The most popular types of English YouTube videos that students watch are entertainment and music videos. However, they also watch a significant amount of educational and news

videos. This suggests that while the students enjoy entertainment content, they still find value in educational and informative videos as well.

The data also shows that students get several benefits from watching English YouTube videos when it comes to language learning. These include improving their pronunciation and accent, expanding their vocabulary, enhancing their listening skills, and developing their speaking fluency. This highlights how YouTube can be a useful tool to support different aspects of language development.

The data indicates that the majority of students believe watching YouTube videos has helped improve their English speaking fluency. This suggests that YouTube videos are seen as a valuable tool for developing speaking skills.

The frequency of students practicing English after watching YouTube videos varies. While many students practice English sometimes, a significant portion practice often or always. This implies that YouTube videos can inspire students to actively use and apply what they've learned in their speaking practice.

Most students also reported feeling more confident in speaking English after watching YouTube videos. This highlights the positive impact YouTube can have on students' confidence levels, allowing them to communicate more effectively in English.

The primary factors contributing to improved speaking fluency were exposure to natural spoken English and learning new vocabulary. Practicing pronunciation and imitating native speakers were also important factors. This shows the diverse ways YouTube videos can facilitate language learning and speaking development.

Furthermore, the majority of students found YouTube videos to be engaging and reported feeling excited and motivated when watching them. This suggests YouTube has the potential to create a more enjoyable and effective learning experience.

Importantly, most students believe YouTube videos provide a realistic representation of spoken English, exposing them to authentic language use. This can be beneficial for improving listening and speaking abilities.

Recommendations

The study shows that how using YouTube videos can help students who are learning English as a foreign language (EFL students) improve their speaking skills especially speaking fluency. The results showed that the students were able to speak more fluently by watching and working with the YouTube videos. This confirms the hypotheses of the thesis and there is a positive relationship between using YouTube videos and improving speaking fluency.

Recommendations for learners:

1. It is advised that learners not simply watch the YouTube videos, but rather pay close attention and actively engage with the content.
2. Using the videos to practice English outside of class, particularly on topics of personal interest, may be an effective way to improve speaking skills.
3. Taking notes on new vocabulary and expressions learned from the videos could be a helpful practice.

4. Discussing the video content with classmates or the teacher could provide valuable opportunities to practice speaking.
5. Learners should be patient and persistent, as improving speaking skills takes time, but the YouTube videos can be a valuable resource.
6. Watching the same YouTube video multiple times may enhance understanding and ability to discuss the content.
7. Reviewing notes taken while watching the videos could reinforce new vocabulary and expressions.
8. Trying to shadow the speakers in the videos, repeating what they say, may aid in practicing pronunciation and fluency.
9. Comparing one's own recorded speaking about the video content to the original may help identify areas for improvement.
10. Connecting with classmates or an online language partner to practice discussing the YouTube videos together could be a beneficial strategy.

11. Setting specific goals for improving aspects of speaking, such as fluency or confidence, and using the videos to work towards those goals, may be a productive approach.

Conclusion

The study on the use of YouTube videos for improving the speaking fluency of English language learners found that these videos play a significant role. The surveyed students reported frequently watching YouTube videos and recognizing their educational value. The main benefits of using YouTube videos for language learning include improving pronunciation, expanding vocabulary, enhancing listening skills, and developing speaking fluency. Overall, watching YouTube videos has a positive influence on students' speaking abilities and boosts their confidence. While there are some limitations, such as less collaboration and interactivity, students see these as manageable challenges and recognize the potential of using online resources like YouTube. The study suggests that both educators and learners can leverage the accessibility, content variety, and engaging nature of YouTube videos to support interactive language learning experiences.

General Conclusion

This study explored the use of YouTube videos to help EFL students improve their speaking skills and examined their attitudes towards integrating this technology into their language learning. The researchers were interested in understanding how students perceive the value of YouTube for developing their speaking fluency, as well as whether they have a positive view of using this resource in the classroom.

To explore these questions, the study employed a quantitative descriptive research method, using a questionnaire as the data collection instrument. A sample of 68 randomly selected third-year EFL students at Mohammed Khider University in Biskra participated in the study, as they were considered advanced learners familiar with using YouTube for language practice.

The findings suggest that when implemented thoughtfully, incorporating YouTube videos can be an effective strategy for enhancing EFL students' speaking abilities. The key is selecting videos that match students' interests and language proficiency, and engaging them in a variety of activities before, during, and after watching the content. This helps students better comprehend the material and provides them with valuable practice opportunities to use the target language.

Additionally, the study indicates that EFL students generally have a favorable attitude towards using YouTube as a language learning tool. They recognize the potential benefits of this multimedia resource, especially when teachers take a structured approach to integrating the videos and related activities into the curriculum.

To maximize the effectiveness of YouTube integration, the researchers recommend that teachers make these resources a regular part of their lesson plans. They also suggest facilitating

small group discussions, assigning speaking tasks linked to the video content, and providing targeted feedback on students' fluency, vocabulary, and pronunciation. By fostering a more learner-centered approach and encouraging students to find and share their own relevant YouTube videos, teachers can help increase engagement and motivation in developing speaking skills.

For learners, the study suggests that taking an active role in finding and sharing YouTube resources that align with their interests and language level can be a valuable way to supplement their learning. Additionally, engaging with the video content through discussion and practice activities can help them more effectively utilize YouTube as a tool for improving their speaking fluency.

Overall, the findings highlight the promise of YouTube as a versatile and engaging platform for improving EFL students' speaking fluency, when implemented thoughtfully and systematically within the language learning context.

References

- Abbas, N. F., & Qassim, T. A. (2020). Investigating the Effectiveness of YouTube as a Learning Tool among EFL Students at Baghdad University. *Arab World English Journal (AWEJ) Special Issue on CALL* (6), 344-356. DOI: <https://dx.doi.org/10.24093/awej/call6.23>.
- Al Nakhalah. A. M. M. (2016). Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*, 5(12), 96-101.
- Almurashi, W. A. (2016). The Effective Use of YouTube Videos for Teaching the English Language in Classrooms as Supplementary Material at Taibah University in Alula. *International Journal of English Language and Linguistics Research*, 4(3), 32-47.
- Bangbeddab, N. (2019). Teachers' and Students' Attitudes towards the Use of YouTube Videos in Developing EFL Learners' Speaking Skill: A case of third-year students, Department of English, at the University of 8 Mai 1945, Guelma [Master's thesis]. University of 8 Mai 1945, Guelma.
- Batnasari, A. G. (2020). EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering. *Journal of Foreign Language Teaching and Learning*, 5(1). jurnalynxas.id/index.php/FTL/issue/view/610.
- Bishop, J. L., & Verleger, M. A. (2013). The Flipped Classroom: A Survey of the Research. *Proceedings of the ASEE National Conference*, 30(9), 1-18.
- Bonk, C. J. (2008). *YouTube Anchors and Enders: The Use of Shared Online Video Content as a Macro context for Learning*. American Educational Research Association (AERA) Annual Meeting: New York, NY.
- Bonk, J (2009). *The World is Open: How Web Technology is Revolutionizing Education*. San Francisco, Jossey-Bass.
- Bonus, P. (2010). The Social Network Classroom. In M. D. Lytras et al., Technology Enhanced Learning: Quality of Teaching and Educational Reform. *Communications in Computer and Information Science*, 73, 517-524.

- Danansooriya, M. (2022). The importance of authentic materials and their integration in teaching German as a foreign language. *International Journal of Scientific and Research Publications*, 12(1).
- DeWitt, D. et. al. (2013). The potential of Youtube for teaching and learning in the performing arts. *Social and Behavioral Sciences*, 103, 1118-1126.
- Geisa, W. H., & Kumar, M. K. (2022). The effectiveness of authentic materials in promoting speaking skills in English classroom: The case of grade nine students in Kellem Wollega Zone. *Journal of Positive School Psychology*, 6(3), 3425-3429, <http://ournalpow.com>.
- Holmes, D. (2004). *Speaking activities for the classroom*. Chulalongkorn University Press.
- Listiani, N. K. M., Suwastini, N. K. A. Daptes, G. R., Adnyanj. N. L. P. S., & Jayantin, I. G. A. S. R. (2020), *YouTube as digital learning resources for teaching bilingual young learners* [Conference session]. In Proceedings of the 2 International Conference on Technology and Educational Science (ICTES 2020), Vol. 540. Advances in Social Science, Education and Humanities Research.
- Masruddin, S. (2017). The Importance of Using Technology in English Teaching and Learning. *Journal of English Language Teaching and Learning*, 2.
- Mutarrobab, S., Munis A., & Anam, S. (2022). Authentic Materials of Choice among English Lecturers. *Linguistic, English Education and Art (LEEA) Journal*, 5(2).
<https://doi.org/10.31539/leea.v5:2.1280>
- Othman, K. (2023). Exploring the Impact of YouTube Videos on Improving Listening Skills for EFL Secondary School Students in Sudan. *International Journal of Language and Literary Studies*, 5(2), 368-383. <https://doi.org/10.36892/ijlls.v5i2.1234>
- Punvanti, N. K. R., Suwastini, N. K. A., Adnyapi. N. L. P. S., & Kultsum, U. (2022). YouTube videos for improving speaking skills: The benefits and challenges according to recent research in EFL context. *Journal Pendidikan Teknologi dan Kejutuen*, 19(1).
- Tran-Thanh, V. P. (2019, May 24). *Authentic Materials in Teaching English: A Reconsideration of Existing Definitions* [Unpublished manuscript].

Vu Tran-Thanh Phú Hoa High School. (2019, May 24). *Authentic Materials in Teaching English: A Reconsideration of Existing Definitions* [Unpublished manuscript].

Yang, Y. 1. J. (2014). The Implementation of Speaking Fluency in Communicative Language Teaching: An Observation of Adopting the 4/3/2 Activity in High Schools in China. *International Journal of English Language Education*, 2(1). <http://dx.doi.org/10.5296/jele.v2i1.5136>.

Appendix A. Students' Questionnaire

Exploring EFL students' perceptions and attitudes towards YouTube videos in fostering speaking fluency.

Dear Students,

This questionnaire is a part of research work carried in the department of English at the University of Biskra. This research aims to investigate the importance of using YouTube videos to EFL learners in order to develop speaking fluency. Your answers will provide more information about this research.

Please, try to choose the appropriate answers, and give your own answer when needed.

A/Section 1: personal information

1. Age:
 - 18-25
 - Older than 25
2. How long have you been learning English?

B/Section 2: background knowledge

3. What is your level in English?
 - Good
 - Very good
 - Bad
 - Very bad
4. Which is the most important language skill?
 - Listening
 - Speaking

- Reading
 - Writing
5. Why is speaking the skill that students strive to develop and improve?
- Confidence and self-expression
 - Academic success
 - Better communication
 - Career advancement
6. What is the importance of speaking for EFL students?
- Language mastery
 - Cultural awareness
 - Fluency and confidence
 - Academic performance
7. What is the best tool to practice speaking?
- Language courses
 - Textbooks and workbooks
 - Audio materials
 - YouTube videos

C/Section 3: YouTube videos usage

8. How frequently do you watch YouTube videos in English?
- Multiple times a day
 - Once a day
 - Few times a week
 - Rarely or never
9. What types of English language YouTube videos do you watch the most?
- a- Educational videos (e.g., language lessons, tutorials)
 - b- Entertainment (e.g., vlogs, comedy)
 - c- News
 - d- Music videos
10. How do you find English language YouTube videos beneficial for language learning?
- a- Improving pronunciation and accent

- b- Expanding vocabulary
- c- Enhancing listening skill
- d- Developing speaking fluency

D/Section 4: speaking fluency and YouTube videos

11. Do you think watching YouTube videos has helped improve your speaking fluency in English?

- a- Yes, significantly
- b- Yes, to some extent
- c- No, not really

12. How often do you practice speaking English after watching YouTube videos?

- a- Almost always
- b- Often
- c- Sometimes
- d- Rarely or never

13. What fluency refers to?

- a- Cohesion and coherence
- b- Cultural understanding
- c- Communicative competence

14. Which aspects of speaking fluency do you think YouTube videos have helped you with?

- a- Vocabulary and word choice
- b- Sentence structure and grammar
- c- Pronunciation and intonation
- d- Confidence in speaking

15. Which activities help to develop speaking and speaking fluency?

- a- Public speaking
- b- Debates and discussions
- c- Role-playing
- d- Contact with native speakers

E/Section 5: perceptions and attitudes

16. Do you find YouTube videos more engaging than traditional language learning materials?

- a- Yes, definitely
- b- Yes, to some extent
- c- No, not really
- d- I'm not sure

17. How do you feel when watching YouTube videos in English?

- a- Excited
- b- Motivated
- c- Anxious
- d- Bored
- e- Confident

18. Do you think YouTube videos provide a realistic representation of spoken English?

- a- Yes
- b- No
- c- I'm not sure

19. Would you recommend YouTube videos as a tool for improving speaking fluency to other language learners?

- a- Yes
- b- No
- c- I'm not sure

20. In your opinion, what is the most challenge associated with improving speaking fluency?

- a- Lack of motivation
- b- Lack of confidence
- c- Anxiety
- d- All of them

21. What is the most needed advantage of educational YouTube videos?

- a- Accessibility
- b- Variety of content
- c- Self-learning
- d- Visual and engaging learning

22. What is the prominent disadvantage that educational YouTube videos can cause?

- a- Lack of quality control

- b- Limited interactivity
- c- Limited collaboration and discussion
- d- Limited assessment and feedback

ملخص

هذه دراسة تستكشف تصورات واتجاهات طلاب اللغة الإنجليزية كلغة أجنبية (EFL) نحو استخدام مقاطع الفيديو على يوتيوب لتطوير طاقاتهم الكلامية. الأهداف الرئيسية هي: التحقيق في تأثير مقاطع الفيديو على يوتيوب على تحسينطلاقة الطلاب في الكلام، وتقييم وعي الطلاب بأهمية استخدام هذا المورد لتطوير مهارات الكلام، وفحص مواقفهم نحو دمج مقاطع الفيديو على يوتيوب في فصول اللغة الإنجليزية كلغة أجنبية لتعزيزطلاقة الكلام. تم جمع البيانات من خلال استبيان موزع على عينة عشوائية من طلاب السنة الثالثة في اللغة الإنجليزية كلغة أجنبية في جامعة محمد خيضر في بسكرة، الجزائر. وكشفت النتائج أن عدداً كبيراً من الطلاب يؤمنون بأن مقاطع الفيديو على يوتيوب قد حسنت طاقاتهم في اللغة الإنجليزية وأنهم يجدون هذه المقاطع مفيدة. يُدرك الطلاب الطلاقة من حيث الكفاءة التواصلية، وقد عززت مقاطع الفيديو نطقهم وتنغيمهم وقواموسهم وقواعدهم. يعتبر معظم الطلاب أن مقاطع الفيديو تمثل الإنجليزية المنطوقة بواقعية، ويوصون بها لطلاب اللغة الآخرين لتطوير بطلاقة. التحديات الرئيسية هي فعالة ، والتي يمكن للطبيعة الموجهة ذاتياً للفيديوهات المساعدة في التغلب عليها. من المزايا الرئيسية التعلم الموجه ذاتياً والمشاركة البصرية. وتشير الدراسة إلى أن مقاطع

الفيديو على يوتيوب تُنظر إليها على أنها موارد مكملة مفيدة لتعزيز طلاقة الكلام باللغة الإنجليزية بين
متعلمي اللغة الإنجليزية كلغة أجنبية.