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Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Division of English



The Role of Educational *YouTube* Videos in Improving EFL Learners' Speaking Skill

The Case of Second Year LMD Students of English at Biskra University

A Dissertation Submitted to the Department of Foreign Languages as a Partial Fulfillment for
the Requirements of Master's Degree in English (Sciences of Language)

Submitted by

Ms. Labdi Djahida

Supervised by

Dr. Meddour Mostefa

Board of examiners

Chairman: Mrs. Aichaoui Theldja

(Mohamed Kheider University- Biskra)

Supervisor: Dr. Meddour Mostefa

(Mohamed Kheider University- Biskra)

Examiner: Mr. Slimani Said

(Mohamed Kheider University-Biskra)

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Dedication

I dedicate this work

To the most precious person to my heart; my beloved mother for her love and support

To all my family members

*To my lovely sisters **Ibtissem**, **Salsabil**, **Rahaf** and my brother **Abd-Elkader** whom I wish
happiness and success in life*

*To the person who has always been there for me, my uncle **Mohamed***

*To my other uncles **Ala** and **Laid Labdi** for their help*

*To my best friends **Amina Louafi** and **Mohamed** whom I shared the university life with its
lights and shadows*

To all those who I love.

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Abstract

The present study aims to investigate the role of using educational *YouTube* videos to improve EFL learners' speaking skill. The hypothesis states that the proper use of *YouTube* videos in Oral Expression will improve learners' oral performance. To achieve the objectives of this study, a descriptive method was adopted. It aims to describe two variables: educational *YouTube* videos as the independent variable and speaking skill as the dependent one. To collect data for this research data, a questionnaire was administered to 10 teachers who have taught Oral Expression module and another one to 60 second year EFL students of English who were chosen randomly at the English Division of Biskra University during the academic year 2016/2017. After analyzing the obtained data, the results positively confirmed that both learners and teachers have a positive attitude towards the use of *YouTube* videos as tools to improve and develop speaking skill. Finally, on the basis of the findings, some recommendations and suggestions have been proposed to both teachers and students. For teachers, to guide them to integrate educational *YouTube* videos in order to create a new entertaining ways for learning, they should be aware of the involvement of technology in the educational field and merge Information and Communication Technology (ICT) tools within the curriculum. For students, they should experience the use of some tools such as watching education *YouTube* videos habitually to help them to overcome their language difficulties and improve their oral performance.

List of Abbreviations and Acronyms

C.C: Communicative Competence

EFL: English as a Foreign Language

ICT: Information and Communication Technology

LMD: License Master Doctorate.

OE: Oral Expression

SLA: Second Language Acquisition

TEFL: Teaching English as a Foreign Language.

YTV: YouTube Videos

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General Introduction

Introduction

Technology has a marked influence on everyone's life. In recent years, advancement and easiness of using technology have made everyone wonders how it can improve the way of learning and teaching, where the lights had been shed on the integration of technology in the field of education, through presenting many online courses. Years ago, classrooms were controlled by teachers in other words "teacher centered classes". With technology involved, the students are more active in their learning when the lesson is presented in vivid and modern way, so the teacher is no longer the center of attention. Nowadays, many of the countries are teaching through using modern tools. Integrating Information Communication Technology (ICT) tools is a great deal in schools and universities since it is used in teaching in order to provide both students and teachers with more opportunities in adapting learning and teaching.

In the field of education, EFL teachers look for more motivating teaching sources especially with the spread of technology. One of the most teaching sources that can be used by teachers is the prominent audiovisual website known as *YouTube*. This tool is considered to fulfill the needs of the EFL learners in developing their language skills, especially speaking. Learners improve their speaking skill through the acquisition of vocabulary due to its two sided benefit. First, it provides them with the space to practice and test their speaking abilities. Second, *YouTube* videos can give them the chance to be able to listen to real native speakers and be able to interact with them. Moreover, they will be more engaged with visually stimulating videos and presentations (e.g. TED Talks).In addition, the use of *YouTube* videos in the classroom increases the eagerness of most students to learn and expend upon what has been taught in the class. Many lessons can be enhanced with the right *YouTube* videos. Thus, this proposed research tends to show the role of *YouTube* videos as a means to improve EFL learners' speaking skill.

1. Statement of the problem

Speaking is an important skill to master when learning English as a foreign language. It has been shown that Algerian EFL learners face many difficulties in pronunciation and lack of vocabulary. The main reason of this problem is the teachers' use of the classical methods in teaching. For that reason, the teachers should try to integrate different and modern tools in teaching for improving the learners' oral performance. In fact, the integration and application of ICT such as social networks, media and particularly *YouTube* videos which is the main focus of this research, could give more opportunities for better communication for learners who give the chance to express and exchange new ideas. As a consequence, this issue of the lack of ICT, especially the use of *YouTube* videos in the Algerian context, may negatively affect EFL learners' oral communication. Thus, the objective of this research is to show that the use of *YouTube* videos is an ideal way to improve the EFL learners' speaking skill.

2. The hypothesis

This study hypothesizes that if teachers use *YouTube* videos properly in oral classes, learners would improve their speaking skill.

3. Research questions

This study addresses the following questions:

- How can *YouTube* videos enhance EFL learners speaking skill?
- Are teachers aware of the positive role of using *YouTube* videos inside the classroom?

4. Aims of the study

The major aim of this study is to investigate the role of *YouTube* videos and its effectiveness in improving EFL learners' oral performance. This study, therefore, aims to identify the learners' and teachers' perceptions about the implementation of *YouTube* video

material and its use in motivating learners, and how teachers can use them to enhance their students' speaking skill.

5. Significance of the study

The significance of this study is to clear up that EFL learners feel unmotivated when learning with the classical teaching method. For that reason, researchers have been working on a recent teaching method, which is the use of *YouTube* videos and its relation with the students' improvement in English as a foreign language. In addition, some learners want to learn with new techniques and tools that are suitable to their age and lifestyle. So, this research intends to make teachers aware of the positive effects of using *YouTube* videos on the teaching-learning process and create a successful learning atmosphere in the classroom hoping to improve their students' speaking skill.

6. Research Methodology

The method of this research is the qualitative method. However, interviews and observation are more useful in helping to better understand students' needs, but more time consuming. Because of time constraints, the use questionnaire is needed to achieve a more reliable and comprehensive information. The present research opts for the descriptive way to deal with the variables in this study. Two questionnaires are used for both teachers and students as research tools that are useful in collecting data. The analysis of both teacher's and student's questionnaire have shown the utility of using *YouTube* videos and their effects on learners' speaking skill.

6.1. Population and sampling

The chosen population is the second year LMD students of English at Mohamed Kheider University of Biskra of the academic year (2016-2017). Out of the total population about four hundred seventy one (471) students divided into ten (10) groups, sixty (60) participants were

chosen randomly. This choice was made for the reason that second year students have been studying oral expression module and they may have been exposed to Information and Communication Technology (ICT) tools in this session, which makes them able to understand the purpose of our research. Another questionnaire was used with ten (10) teachers who are experienced in teaching Oral Expression module in order to get some valuable insights about the use of *YouTube* videos in promoting EFL learners' speaking skill.

6.2. Data collection Methods

The questionnaire is chosen as an instrument of research. Two questionnaires were used, the first is for the students and the second is for teachers due the fact that it saves time and effort; one can gather a large amount of data in a short time.

7. Procedures of the study

The students' questionnaire was distributed to the 60 second year students who are required to answer individually by giving their opinions about the subject. Then, the answers were collected and analysed. The findings, then, are shown in statistics about different items related to the topic. Like the students' questionnaire, the researcher administered a questionnaire to ten teachers of Oral Expression in order to know their opinions about the use of educational *YouTube* videos in the classroom.

8. Limitation of the study

As all academic researches, the present study contains some limitations. First, as the questionnaire was distributed to only a representative sample (60 students of second year LMD) the results of this study cannot be generalized to the wider research community. Moreover, the investigation of such research topic needs more valid tools as classroom observation or even an experimentation to see the effectiveness of *YouTube* videos in the ground. However, the limited period of time prevents the use of such tools.

9. Structure of the dissertation

The present research is divided into three main parts. The first part is concerned to present an introduction to the study, statement of the problem, statement of hypothesis, research questions, aims and significance of the study, research methodology and finally the limitations of the study.

Furthermore, the second part is the theoretical that contains two main chapters. The first chapter represents the second variable which is speaking skill. This chapter deals with the various definitions of speaking skill, reasons for teaching it, its main elements, the speaking processes, characteristics of speaking performance as well as the relationship between speaking and the other skills. Then as a final element, some reasons of students' inability to speak English. The second chapter provides a background the concept Information and Communication Technology (ICT), and then it mentions the different teaching aids. Moreover, this chapter highlights a general overview on *YouTube* videos, its role in teaching and how useful it could be for the four skills and introduces some activities that teachers should use when using videos. Finally, this chapter shed the lights on the value of *YouTube* videos.

Finally, the third chapter represents the field work. It includes the analysis and the interpretation of the gathered data from both learners' and teachers' questionnaires.

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Introduction

The main objective of learning receptive and productive skills is the improvement of receiving and producing abilities of the target language. Speaking skill has always been considered as a crucial part in learning a foreign language because learners should have the ability to communicate in English inside and outside the classroom. Moreover; learners are going to be put in different situations where communication in English is necessary. So that, it is the teacher's role to implement contemporary teaching techniques that appreciate students' needs and learning styles to promote their oral proficiency and to increase their opportunities of language use inside and outside classes.

In this chapter, some details about the speaking skill will be discussed. Namely, the various definitions of speaking skill, reasons for teaching speaking, its main elements, the speaking processes as well as characteristics of speaking performance. Subsequently, the relationship between speaking and the other skills will be discussed. Finally, speaking difficulties in foreign language learning will be mentioned.

1.1. Definitions of speaking skill

Speaking skill is regarded as a basic skill that learners are expected to master well to communicate with others (Dewi, 2016). Speaking skill has been defined by several researchers and scholars from different perspectives. Harmer (1998) sees speaking as the process by which learners try to use the language forms at their command to accomplish some types of oral tasks. Luama (2004) argues that "Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop" (p.1). It is a sophisticated productive process that consists of more than just pronouncing words but also being able to use it properly in different situations and putting all element of language together to perform or construct the intended message. Also, Kurniawan (2015) claims that speaking is a skill that is needed in everyone's daily interactions in order to fulfill some own needs.

Speaking is the heart of communication; people speak in order to express all what is in their minds and convey their thoughts. Boonkit (2010) claims that speaking is very useful in the development of effective communication with a native or non-native speakers since it is one of the most important skills to be acquired and enhanced. For that reason, the ability to speak has an increasing focus in L2. Richards and Renandya (2002) asserted that what happens in the speaking process makes of it a complex task to be achieved for L2 learners, they assumed that: “A large percentage of the world's language learners study English in order to develop proficiency in speaking” (p.201). The inclination to prioritize the mastery of speaking is also reflected in the inclination of society to make speaking skill as a measure of one's mastery of English. In the same context, Fauzan (2016) believes that speaking skill is very important to be mastered in the context of English learning because it is the main indicator of mastering the language.

In addition, the majority of EFL learners give the speaking skill the main concern among the other skills. Nazara (2011, p. 29) considers speaking as the most significant skill for EFL learners to be acquired. She assumed that:

Speaking has always been considered as the most essential skill to be mastered for several reasons. First, approaches and methods for teaching speaking have long been major focuses of language teaching researches and conferences. Second, a huge number of conversation and other speaking course books, audios and videos are continuously published. In addition, many language learners regard speaking ability as the measure of knowing a language.

Speaking skill is the main part of the curriculum in language teaching. That is to say speaking skill deserves more attention in both first and second language because it reflects people's thoughts and personalities. Tokoz-Goktepe (2014) confirmed that speaking skill is

one of the important elements of communication that needs to be taken into consideration by EFL teachers.

1.2. Reasons for teaching speaking

The Mastery of speaking skill in English is a priority for foreign language learners. The ability to speak means that learners have the communicative efficiency to interact with others. According to Harmer (1998), teaching speaking can be valuable for three main reasons:

- **Rehearsal**

It gives students the chance to make free discussions in the classroom, which gives them the chance to prepare a discussion outside it. Integrating them to be a part of a role-play leads them to rehearse such a real-life situation. This practice makes students feel what the real communication in a foreign language looks like. (Ibid)

- **Feedback**

Classroom speaking activities provides both teachers and students with feedback. Teachers will observe how teaching and learning processes are going in the class, and they will diagnose learners' language problems. For students, they will try to practice their language and take the advantages to express their knowledge freely, in order to diagnose their strengths and their weaknesses. It enables them to recognize what they should do in order to improve their speaking. (Ibid)

- **Engagement**

Harmer (1998) affirms that teaching speaking through engagement is motivating. It involves students to practice their information about language grammar and structures which leads them to speak the language fluently and easily. To achieve this goal teachers have to create an enjoyable learning atmosphere for their learners. For instance: role-play, discussing, problem-solving, and other similar activities.

In teaching speaking, activities can be inspired if all the students are actively involved in the participation and if teachers present the tasks correctly and give useful feedback properly. Therefore, teachers' task to develop that skill is extremely challenging and it needs much time, as only by practice many learners succeed. (Kuśnierek, 2015)

1.3. Elements of speaking

Learners need to master some necessary elements for their oral production, in order to speak the language confidently and fluently. Harmer (2001) suggests two basic elements: language features that learners should have knowledge about and the language mental/social process.

1.3.1. Language features

EFL learners should know the following features for an effective oral production:

- **Connected Speech**

EFL learners need to be able not only to produce separated phonemes such as in *saying I would have gone*, but also to use fluent connected speech such as in *saying I'd've gone*. They should know how to modify (assimilation), add (linking) and omit (elision) in connected speech (Ibid).

- **Expressive devices**

English native speakers use effectively the phonological rules that consist of the pitch, stress, volume and speed with the use of non verbal means such as body language, eye contact (paralinguistic). Students should be able to use these expressive devices to convey meanings and be effective communicators.

- **Lexis and grammar**

The majority of EFL learners use the same lexical structures when they produce the language functions. So that, teachers' duty is to supply them with variety of phrases for

different functions such as thanking, agreeing, requesting, refusing and surprising. In this case, learners can use them in different stages of interaction. (Ibid)

- **Negotiation language**

In the process of learning a foreign language learners use the language negotiation such as asking for an explanation and clarification when they are listening to someone else conversations. A useful thing that teachers should do is to offer them phrases such as in Harmers' (2001) example:

(I'm sorry) I didn't quite catch that.

(I'm sorry) I don't understand.

What exactly does x mean?

Could you explain that again, please?

For that, learners need to well perform their utterances (being precise and concise) to be understood by the interlocutors.

1.3.2. Mental/Social processing

The necessary processing features of the skill of speaking that involves the speakers' productive ability are the following:

- **Language processing**

Language processing refers to the ability to process language mentally through putting it in a coherent order to be comprehensible and convey the intended meaning. Also, students should have the ability to retrieve terms and phrases from their memory and connect them in a comprehensible sequence in order to reach the conversation and use them correctly during the interaction. Moreover, teachers should include speaking activities in language lessons to help the students to be more rapid during the English language processing and develop the ability of speaking more in a less time. (Harmer 2001)

- **Interacting with others**

Most of the speaking situations involve one or more participants, learners should have the ability to listen and understand what others are saying and how linguistically the speeches are connected and how the feelings are represented, then react through taking turns or allow others to do so.(Ibid)

- **(On-the-spot) Information processing**

Effective speakers should have the ability of processing the information in the mind rapidly. The time speakers get the information, they have to be ready to remember it and respond to others' talk which makes the conversation more effective.

1.4. The process of speaking

It has been a long time since the researchers give the speaking process what it deserves in a Second Language Acquisition (SLA). Speaking is an active process that is important for all levels of education. Thornbury (2005) assume that the nature of the speaking process is followed by the teaching of grammar and vocabulary, with a bit of pronunciation thrown in. He indicates that speaking is a complex skill which needs a real practice to be developed because it is more than just a communicative ability.

1.4.1. Speech production

Speaking is a major part in the human daily life; people produce tens of thousands of words per day. Speech production concentrates on this issue: it has to do with the physical processes of producing speech. (Ibid) found that the natural and integral speech production involves three main features. First, speech production is essentially leaner because it takes a place in a real time in which words follow words, phrases follow phrases and speech is produced utterance-by-utterance in response to the addressee's productions of speech. Second, it is contingent because speech is produced words by words and utterances by utterances responding to the person we are talking to without pause. Finally, speech

production is spontaneous because each utterance depends on the preceding one; this is to say that the planning time is severely limited and the planning of one utterance may overlap with the previous produced ones. This real time processing, help speakers to explain and understand the characteristics of spoken language.

1.4.2. Conceptualization and formulation

In the speech production, Thornbury (2005) indicates that speakers do the conceptualization in terms of the discourse type, the topic and the purpose. Speech is initially conceptualize when speakers shifts the topic of conversation by using new concepts to be able to gain the floor. For example, in a particular face to face conversation about the story of “*Junket*”, one of the speakers waits for the appropriate moment to use a new concept “*Kedgeree*” to take the turn since he/she already conceptualizes the story by changing the topic.

Formulation is much easier to describe than conceptualization, because the ideas that exist in the speaker’s mind during conceptual preparation are mapped on to precise words (Garman, 1990: as cited in Goh and Burns, 2012). Speakers map out their ideas by making strategic choices at the level of discourse, syntax, and vocabulary. At the level of discourse, all the types of discourse have an opening, middle and an end. Scripts that are part of speakers’ shared background knowledge are choices that help them in saving the formulation time and easing the load of the listener. Finally, at the level of utterance, specific syntax is selected according to the utterance type and content so that it goes with the intentions of the speaker (Thornburg, 2005).

1.4.3. Articulation

What has been formulated needs to be articulated. Articulation is the process of using the vocal tract. It occurs when a stream of air is produced in the lungs relocate through the vocal cords and shaped by the position of the tongue, teeth and lips. When this physical work

happens, the speakers produce more than 20 phonemes in a second, whereas proficient speakers produce 15 phonemes in a second. Goh and Burns (2012) argue that articulation is more than a physiological process; they linked it to memory and information processing. Learners should have to pay attention of how to use the phonological rules.

1.4.4. Self-monitoring and repair

Self-monitoring is a process which happens during the conceptualization, formulation and articulation. It is the ability in which self repairing take place in response to the message conveyed by the other interlocutors, it can be within the immediate correction at the articulation stage or slowing down, pausing and re-phrasing an utterance at the formulation stage. (Thornbury, 2005). For example, *Dad, I don't think you sh-, I think you should have Anna home Saturday*, the speaker retraces the utterance and starts again (Ibid). That is to say, Self-monitoring allows humans to measure their behavior when the speaker face a linguistic problem in an ordinary speech, such as the difficulty of retrieving lexical items, and pronunciation errors, or grammatical mistakes.

1.5. Characteristics of speaking performance

In recent teaching context, a lot of attention has been paid for designing activities to test the learners' speaking abilities and the need to achieve two main criteria: fluency and accuracy. These two elements are considered as the most important characteristics that help learners to improve their communicative abilities.

1.5.1. Fluency

The importance of fluency in language learning cannot be denied, because in Teaching English as a Foreign Language (TEFL), teachers' primary objective is to achieve the speaking skill fluency; it is the main parameter of the speaking performance, because when we see a person speaks fast, directly we say that he is a fluent speaker. Segalowitz (2003, as cited in

Knapp and Antos, 2009, p. 409) claims that “fluency is the ability to produce utterances smoothly, rapidly and accurately”. This refers to the learners’ ability to talk with normal level of speed. Also, Thornburg (2005) considered that speed and pausing are important factors in fluency, because all speakers pause to take a breath. But if the speaker makes too much pauses he will not be judged as a fluent speaker (lack of fluency). The frequency of pauses is more important than the length of pauses. Speakers should follow a normal speed with clear continuity and logical sequencing of sentences. That is to say, fluency is the speakers’ capability to speak the language effectively, easily and quickly without excessively soon delays.

1.5.2. Accuracy

The majority of second language teacher’s, focuses on the term accuracy since their learners seek more to be fluent and they forget about being accurate. Goh and Burns (2012, p. 43) defines accuracy as “speech where the message is communicated using correct grammar. The notion of accuracy can also be expanded to include correct pronunciation according to target language norms”. Learners should have the ability to produce grammatically correct sentences and well structured utterances, because without structuring accurate speech, speakers will not be understood and their interlocutors will lose their interest about the topic. For that reason, learners should pay thoughtfulness regarding to the correctness and completeness of the spoken language for building language proficiency.

1.6. The relationship between speaking and the other skills

Language development involves four essential and interactive abilities: speaking, listening, reading and writing. In language teaching courses, those four skills are the main focus of EFL teachers; they concentrate on teaching one skill at a time. This means, in one lesson special attention is paid to speaking, in another is paid to writing and so on. Even though, often treated separately, the four skills are dynamically related.

The figure of byrne (1967) below shows how all the four skills are related:

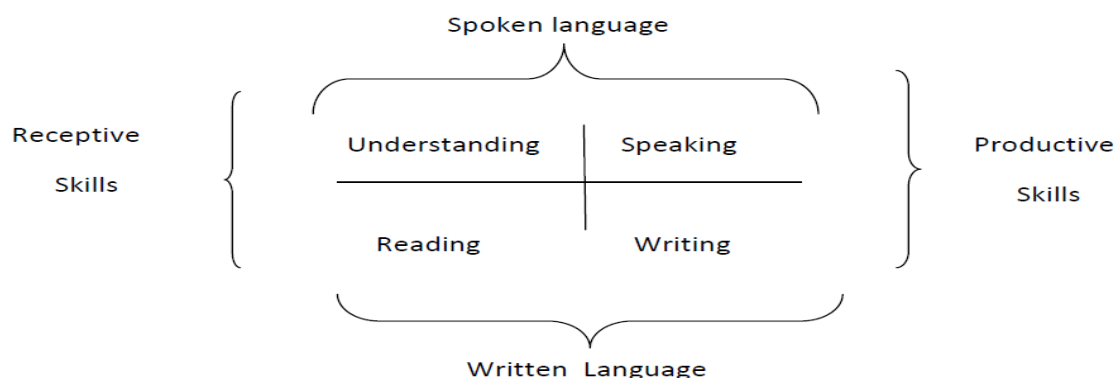


Figure 1: Inter-relationship of the four skills (Byrne 1967)

The four skills have been divided into the so called “the receptive skills” of listening and reading; “the productive skills” of speaking and writing. The receptive skills are useful sources of experience; the productive skills are needed for active participation and feedback.

1.6.1. Speaking and listening

Regarding speaking/listening relation, Anderson and Lynch (1988, p.15) stated that: “A carefully prepared 12 utterance is only a useful aid to Communication if the speaker can deal effectively with the replies he receives. For the 12 learner in conversation, he needs to be skilled as both speaker and listener.” Listening and speaking are two essential skills for acquiring communicative competence for language learning. They cannot be separated from each other, because a part of being a proficient speaker is listening to oral language and understanding what is said so that the responses will be accurate. For example, Pourfarhad, Ahmad Azmey, and Hassani (2012) suggested that speaking and listening skills can play an important role for an effective power point presentation. The accomplishment of a good presentation is related to those two main skills. In the same line, Osada (1994 as cited in Astorga Cabezas 2015, p.45) argued that “Speaking does not of itself constitute communication unless what being said is comprehended by another person”. Listening will

not occur in isolation as well, there must be a speech to listen to as Dawes states “Through a speaking and listening approach children can naturally achieve literacy without being burdened with ridiculous Learning Intentions” (p. 44).

Speaking and listening have a natural link since they happen together in the same time.

1.6.2. Speaking and writing

Speaking and writing are productive skills that have been compared in many ways. In one hand, Harmer (2001) ensures that: “written text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary there are issues of letter, words and text formation, manifested by handwriting, spelling, layout and punctuation” (p. 255). Although speaking and writing are both productive skills they differ from each other. Sentences of writing process are organized cohesively and coherently, but speaking is disorganized since it involves conversational patterns and lexical phrases. Also, Crystal (2005) assumed that speech is dynamic and time-bound since it is temporary, takes place in situation where participants are usually present, and it is characterized by the use of para-linguistic features such as eye – contact, and deictic expressions such as “*this, that, now*”, while the writing process is stable, permanent, and space-bound, which usually takes place in a situation in which the writer is unconnected from the reader. In writing participants are unable to use any kind of deictic expression which is likely to be obscure. Furthermore; the reader cannot stop and ask a question to make things comprehensible whereas in speaking, they have the advantage of interacting with “co-participants”, whether they know them or not. On the other hand, Cahyono and Mutiaraningrum (2016, p. 170) argues that:

Both speaking and writing are productive skills that require the speakers/writers to put their ideas into a written or spoken discourse. Proficiency in writing and ability in speaking are said to be directly proportional, meaning that when the proficiency in writing increases, the ability in speaking also increases.

These productive skills have a strong relation since the writer/speaker has the same ideas, only the writer writes them and the speaker speaks them.

1.7. Speaking difficulties in Foreign Language Learning

Speaking is one of the essential parts in teaching English as a foreign language. EFL teachers' main goal is to enhance their students' communicative proficiency since the majority of their learners find difficulties in practicing speaking. Parrott (1993) asserts that teachers must perform tasks that aim to provide learners with the confidence in order to speak English effectively. In the same context, Alam (2016) state that "students' failure to speak or not getting any opportunity to speak in the language classroom may create disinclination and de-motivation in learning" (p. 28). Students' success can be measured when they have the ability to speak without hesitations or too much pauses. Because knowing the target language is not the same thing as practicing it. Ur (2000) mention that there are four main problems in getting students speaks English in the classroom which are: inhibition, nothing to say, low or uneven participation, and mother-tongue use.



Figure 2: Speaking difficulties (googleimages.com)

1.7.1. Inhibition

This problem happens when learners try to say things in English in front of their classmates, since all the speaking activities require students to have all eyes on them, but they lose their confidence. Ur (2000, p. 111) states that: “Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.” These mentioned features refer to the lack of vocabulary, lack of grammar knowledge and shyness. So, Al Hosni (2015) concluded after designing a classroom observation, that students’ rarely participate, express their opinions, feeling, or ideas because of the fear of making mistakes, being laughed at, or being criticized by both teachers and students. Simply, stress and anxiety are two main psychological factors that make students acting as passive observers during different speaking contexts.

1.7.2. Nothing to say

Another shared difficulty is that learners think that they have nothing to say or they do not know what to say on a particular topic when asked by their teachers to speak in the foreign language. Al Hosni (2014) states that face these expressions (nothing to say or what to say) due to the lack of motivation that learners face when expressing themselves or they think that the given topic is unconnected to anything they know. Students want to speak but they do not know the word they find it difficult to build sentences when they try to express their ideas. To support this idea, Rivers (1986) as quoted in (Tuan and Mai, 2015 p. 10) Believes that learners have nothing to express, whatever in the native language or the foreign language, maybe because the teacher had chosen uncongenial topic which the learner has a little knowledge about. Monath and Kase (2007) believe that people often feel nervous when they have to talk in public which make them think that they have nothing to say, and the public are going to laughed at. Teachers must choose topics which are familiar to the learner to avoid

having “*nothing to say*” or “*what to say*” expressions because EFL learners could not carry out the discussion on topics that are not interesting for them. In 2008, Hadfield and Hadfield pointed out that speaking requires learners to be confident enough and think first about what they are going to say.

1.7.3. Low or uneven participation

This problem reflects the amount of time that each student uses to speak inside the classroom. Al Hosni (2014, p. 10) states that:

Another problem in speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all

Since in every English class there will always be dominant students making it difficult for more reserved students to express themselves freely. This kind of students have no inhibition or shyness to speak in front of their classmates, while the others don't prefer to participate only if they are obliged, other students may choose not to talk because of their doubts of being correct about what they are going to say. Furthermore; Teacher's attention tend to create an environment where more timid students are quite happy to participate and reduce their anxiety and decrease their self confidence for more practice of the language. Harmer (2001) suggests making groups and then streaming weak participants into the work and letting them work together. In such cases, they will not hide behind the strong participants, and the teacher can achieve a high level of participation. For that reason; Teachers should motivate their learners and be careful in selecting the appropriate classroom activities, strategies and emphasize repeating tasks so that learners have further language resources to improve their first performance.

1.7.4. Mother tongue use

This problem is related to the learners' use of mother tongue inside and outside the classroom. When teachers set up a learning activity in the classroom where putting students into pairs or groups, many of them carry out the task by using their mother tongue and losing the concentration on the foreign language. According to Baker and Westrup (2003, p. 12) "Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language. Students may fear causing offence by what they say in a foreign language." EFL learners are more likely to use their mother tongue. Therefore, if learners keep on being influenced by the use of their mother tongue, they will not be able to use the foreign language correctly. Learners usually borrow some words from their native language because of lack of vocabulary. Ur (1991, p. 12) supports this idea when she states that:

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language and because they feel "exposed" if they are speaking their mother tongue.

Learners feel more comfortable and less exposed to the target language when using their native language because it is easier and it feels abnormal to speak to one another in a foreign language. Paker and Karaàgaç (2015) argue that the use of mother tongue (L1) has been an inevitable part of second or foreign language teaching in various contexts where both the teachers and the learners have the same mother tongue. In other words, teachers might be counting on using L1 more than L2 which leads them to forget to focus on the target language. Thus, this factor can be contributed to speaking difficulties: This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use.

Conclusion

In this chapter, the light was shed on the various definitions of speaking skill and its importance in foreign language learning and teaching. Its reasons also were discussed, its elements and processes of speaking skill, besides its characteristics in oral performance. Furthermore; some of the speaking difficulties that EFL learners face were mentioned. As a final point, speaking is regarded as an essential skill that learners should improve. Learners need to listen and watch the authentic form of the spoken English language in order to help them to develop their communicative competence.

Chapter two: Educational *YouTube* Videos

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Introduction

Educational *YouTube* Videos are considered as one of the authentic materials that have a great importance in the teaching process. Years ago, great efforts have been made by instructors to make the learning process more learner-centered than less teacher-centered to increase interaction inside the classroom. For that reason, with the use of educational *YouTube* videos the teacher can engage more of the students' senses and involve them with the content of the lesson. These videos help teachers to make lessons more effective, more understandable and more memorable which make learners' more motivated. This chapter will give a general background of Information Communication Technology (ICT) in order to have a full understanding of this term. Then, it mentions the different teaching aids and most importantly the use of videos as a teaching aid. After that, a general overview on *YouTube* videos is discussed, its role in teaching and how useful it could be for the four skills and introduces some activities that teachers should use using videos. Finally, this chapter highlights the value of *YouTube* videos.

2.1. Background of ICT

Life has been changed throughout the centuries to fit the developments that the world is witnessing. Before, human beings were communicating with drawing, sound signals, hand signals and other features, but now they communicate with modern tools such as the telephone and the internet. We live in a world in which technology occupies every aspect of our lives. It inspires creativity and brings new opportunities to people, connecting them to new ideas and new achievements and making things easier to be done.

In the first decade of the twenty-first century, technology has brought profound changes to almost all aspects of the human life and become inseparable from their lifestyle. This advanced world has modified the way of communication and the way of searching for information, it also changed the way of shopping (buying things online). The Internet is a vast

electronic library of information that revolutionized communication and made the exchange of information electronically that is called digital communication.

The term Information and Communication Technology (ICT) became more popular in the late 70's. According to Campwala, Pandya and Mistry (2016):

Information and communication technologies (ICT) are simply technologies arising from scientific and technological progress in computer sciences, electronics and telecommunications. They enable us to process, store, retrieve and disseminate valuable information in text, sound and video form. (p.46)

ICT is a technology required for information processing; it is the use of electronic communication devices to convert, store, process, transmit, protect and retrieve information from anywhere and anytime. It has already become an importance deal to society since it helped with its progress. Moreover, ICT plays an important role in education, economic growth and other dimensions of social and political development in the developed countries. Past observation and studies have represented clear evidence about the positive relation between economy and ICT. According to the Organization for Economic Co-operation and Development (2004) ICT affects economic growth and the efficiency of firms such as expanding their product range, customize their services. In short, it makes their activities easier than before.

The social side also was affected by the integration of ICT's. Technology has been involved in social work practice, helping professionals to store and share information and contributing to new forms of practice, enhancing the social performance and made communities rich and interact easily. Embracing new and innovative communication technologies creates opportunities for enhancing human service delivery (Bullock & Colvin, 2015).

Technology has entered the world of education. For most countries, the use of ICT in education and training has become a priority during the last decade. Zhang, Yang, Chang and Chang (2016) believe that “Many countries [...] are making significant investment on developing their respective ICT in education plans and on bringing various ICT equipment and resources for school” (p. 2). In other words, ICT brought vast improvements in teaching and the availability of classroom equipment that empowers teachers and enhances students’ learning. Additionally, Teachers have a wide range of equipment such as whiteboards, computer laboratories, tablet PCs, Internet resources, apps, and other tools that are used inside the classroom to enhance their students’ skills.

2.2. Teaching aids

As it is known that today’s age is the age of science and technology .Technology has an effect in the teaching and learning programs. The process of teaching-learning depends upon the different types of equipments available in the classroom. Teaching aids are means and mediums which help in facilitating the teaching process. Also, they help teachers to do their job easily as Harmer (2001) state “As language teachers, we use a variety of teaching aids to explain language meaning and construction, engage students in topic, or as the basis of whole activity.” (p. 134). Thus, students can learn better when they are motivated properly through different aids.

Teaching aids are classified as follows: Audio aids, visual aids and audio-visual aids.

2.2.1. Audio- aids

Audio aids have a strong connection with visual aids because they are always mentioned together. However, audio aids could be used separately and could be used efficiently without the use of visual aids.

In 2009, Middleton assumes that: “Audio also demonstrated a capacity to facilitate authentic engagement, allowing students to connect in various ways to the outside world, both as listeners and publishers” (p. 124). Audio aids have been used in the field of education for decades; they provide students with the native speakers’ language which makes them more interested and involved in the learning process. Audio aids come in many forms such as audio cassettes (Tomas 20011), tape recorders and radios (Arulchelvan 2006) which are valuable materials in the field of EFL learning.

2.2.2. Visual aids

Visual aids are aids which use the sense of vision. According to Anderson, Maclean and Lynch (2004) "Visual aid is anything which your audience can see, and which helps them to follow your spoken presentation, and keeps their attention and interest". (p. 67). Visual aids may provide the opportunity to learn visually and help to make a lesson vivid. In the same line; Knomi (n.d) asserts that “The use of visual aids such as pictures, posters, postcards, word calendars, charts (...) can help Young Learners easily understand and realize the main points that they have learned in the classroom”. Teachers prefer to use visual aids in the classroom to encourage their students’ learn better and make learning easier and more interesting.

2.2.3. Audio-visual aids

Audio-visual aids or videos are seen as a powerful tools that are used nowadays as a resource for teaching and learning (Beach & O'Brien 2015). Van Els et al (1984) declares that: “The combination of sound and image and the use of rather expensive equipment characterize audiovisual media in the narrow sense of the word, namely films, TV and video.”(p. 289). It means that audio- visual aids are combination between image and sound. Besides, they are devices that help the teacher to clarify and establish precise conceptions. In 2014, Awashti confirmed that:

Using Audio Visual aids can be useful for making learning easy, effective and permanent. Role of teachers is very important in using technology because on one side if it is used appropriately, it can make the learning interesting (p. 62).

In other words, the proper use of such tools will cause positive results because these devices support teachers to make learning more actual, active and motivating. Also, using such aids may save teachers' time and energy.

2.3. An overview on *YouTube*

In this digital era, the internet has served as a vital part of the world and today is being relied on as a part of our daily life. It enable people to get information from all over the world with less effort and faster time so it become the center of every individual's interest.

Over time, the internet has progressed and its content has widened due to the advancements of technology. It has easily become a large and important part in human's life since it contains many sections concerning many fields of their interests. *YouTube* is considered as the largest internet video sharing website and one of the most important parts of the internet and a source in the world wild web. *YouTube*, YouTube.com, is a name of a website that exists in the web. *YouTube* was founded in February 2005 (Bonk, 2009). It is considered to be an online depository for any digital video file that can be stored and restored anytime. It also allows people to discover, watch and share originally created videos (Watkins & Wilkins, 2011). Furthermore; millions of videos have been uploaded and shared, *YouTube* has multiple ways to find any online videos about any field in life. Lately, it has entered the world of education.

In the field of education, many students are using *YouTube* videos to enhance their English learning. It has a great role in successful learning and teaching. Most students become weak and achieve poorly when they come to communicate (in writing or speaking). For that

reason, videos are a new way that offers the students the chance to practice their language skills. In the same context, a research paper written by Gentry (2008) entitled “*using YouTube: practical Application for 21 st Century Education*” discussed online the use of YouTube to develop students’ oral skills. In his research, he quoted Trier (2007, p.598) “YouTube can be used as a substantial educational resource from elementary school to graduate school”. Trier and his students “hunted for YouTube videos that articulated ideas found in the required readings, especially those found in the weakly chapter reading”(Gentry 2008, P.1). Teachers should integrate the lessons with technological tools such as *YouTube*, which is a vast resource for educational content, this will keep students engaged to the learning process.

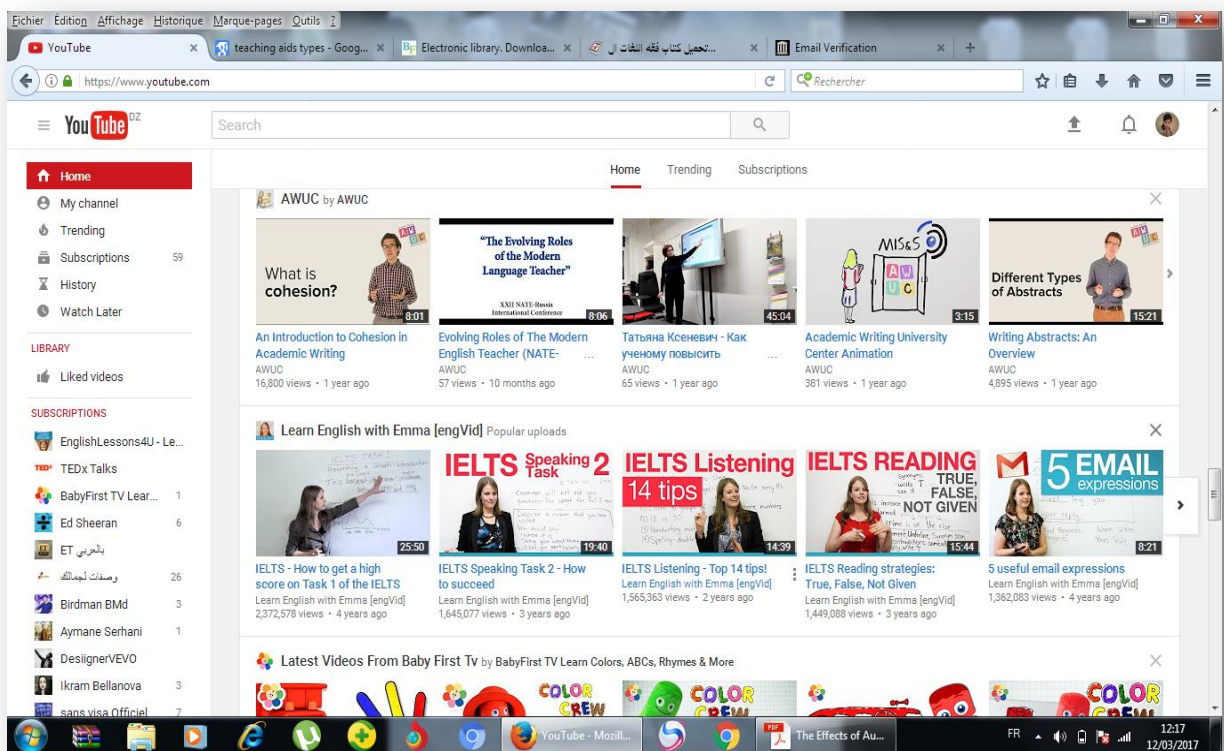


Figure 3: A screen shot of *YouTube* Home page (<https://www.youtube.com/>)

Many websites will appear to the users to provide different storing videos when they search for a specific online video resource. Duffy (2008) confirmed that YouTube.com is the

website that has the largest market share; it was one of the fastest growing websites on the web.

2.4. *YouTube* as a technological tool for teaching

Since the last decade, *YouTube* has been a good web tool not only a tool of communicating or networking, but also as a tool for learning foreign languages. Langer (2010) states that “despite the need for some caution, *YouTube* and other video-sharing sites are the most available tools for teaching English”(p. 66). It entered the world of learning and teaching because it offers ways to use in the classroom when teaching. Furthermore; EFL teachers can bring some fun to the lecture and keep the students more interested in the lecture. By using *YouTube* in the classroom barriers of time and place are broken down, it can give learners a window out of the classroom into a real- English speaking environment which makes the second/foreign language classroom a better place to learn.

Through the use of *YouTube* Videos (YTV) learners can fully engage and be interested in developing their level in learning English. It is considered as a support to students, teachers and educative institutions in the process of teaching and learning. Also, educational *YouTube* videos can be as good as an instructor in communicating facts or demonstrating procedures to bridge between the process of learning and teaching. Videos help students, especially for those who want to develop their language skills through social networks or other communication tools, to exchange information, where an EFL learner engages in social situations with native speakers and learns their language. In other words, Tarnopolsky and Degtiariova (2003) approved that videos provide the chance for students to listen, see and observe how native speakers act and speak. This will help them to practice more on their pronunciation. In addition to Stempleski as cited in Richards & Renandya, (2002) who states that:

The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus the students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities.(p. 364)

The use of videos has become an obligation in the process of teaching. For that reason, teachers should select the appropriate videos that have a relation with the topic and guide students to focus more on the video's content and be more interested in.

2.5. Potential application of *YouTube*

Videos have long been used in the classroom by teachers as an important tool for presenting information, playing different interaction and giving background of the topic. Therefore, educational *YouTube* videos can enhance team working and communication skills. As it known that EFL learners face many difficulties in improving the four skills (speaking, listening, reading and writing) and the use of educational YTV by EFL teachers could be the right solution to develop the learners' skills.

2.5.1 *YouTube* for listening and speaking

Speaking and listening are interrelated skills in the process of constructing learners' communicative competence. EFL teachers' main concern is to enhance their learners' skills through many activities. Whatever the kind of activity, the teacher has to work harder not to let their students mentally switched off. However, the majority of EFL learners are not competent in using English language skills, especially listening and speaking skills. Also, Teachers can reach their goals by integrating educational YouTube videos which provide the students with real life native conversations and interactions. In the same line, Stanley (2006) asserts that: "Supplementing the (often) scripted and stilted textbook listening with the real life authentic conversations you can find on many podcasts is an attractive option for

language teachers (not to mention their students)” (p.2). That is to say, listening to the target language helps students to acquire vocabularies, to improve their pronunciation, and helps also to produce the appropriate utterances according to the context. Moreover; Watkins and Wilkins (2003) have listed some few possible activities of using *YouTube* videos by EFL teachers to help their students to develop their speaking and listening skills (P. 115-117).

2.5.1.1. Conversation analysis

Conversation analysis is known as the approach that study how human being interact and exchange information (conversation , dialogue , introductions and other), It embraces both verbal and non-verbal language but mostly used on verbal once, in life situation whether it's in job , teaching or learning. This activity helps students to understand the conversation clues or techniques and avoid problems that happen during the conversation. In this activity, EFL teachers select some random videos or clips (or the student could browse *YouTube* and select by themselves) and show them to the students at class. Students can find films or TV clips conversations but they may lack of follow-up or clarification questions. For this reason, by searching through *YouTube* for an effective conversation techniques allows students to evaluate their understanding of the discourse. The conversation could be well-organized or not, students must discover the clues and generate an idea if this is a correct use of language or a wrong one. Students will be assessed through the number of illustrative videos conversations found on YouTube. Additionally, students could share videos they have chosen with their classmates (ibid).

2.5.1.2. Movie trailer voiceovers

This type of listening and speaking activity helps students to practice more on their pronunciation and improve their vocabulary. In this activity, students select two-minutes from the trailer. Then, students transcribe the audio in this video which can be downloaded the students and delete the audio track using any kind of free software program. With the aid of

transcription, students can record their voices in the movie trailer instead of the original ones while paying attention to the mimicry and synchronization. This activity involves students own voices recreation of native-like cadence, intonation, and pronunciation this can give students the opportunity to provoke the intended emotions and begin to tell the story in their own way. At the end of this activity, teachers will assess their students speaking and listening accuracy (Watkins & Wilkins, 2011). Trailers are ideal for students' literacy; they engage students with the lesson and help them to improve their learning process.

2.5.1.3. Famous Movie Scene Re-enactment

This creative project helps students to improve their English in a physical and dramatic way. In this activity, students select any famous movie scene then reenact it, either in the classroom or record it in a form of a video. Furthermore, the re-enactment could spotlight on any concept discussed in the class. Students will be assessed based on the reenactment, exactly in the way it reflects the speech and pronunciation discussed in the session (Watkins & Wilkins, 2011).

2.5.1.4. Vlogging

The word vlog is a combination of two words "video" and "blog". A blog originate created from the words web, log. A vlog is made to express feelings, tell stories, and connect with audience in a form of video rather than scripts. Many vlogers have joined to *YouTube*; students can be directed to them to listen to their English language in different contexts. After that, students can do their own vlogs by speaking in a limited period of time before the web camera, watching their records before posting them and then seeing and listening to their teachers or classmates evaluation replies (Watkins & Wilkins, 2011). This makes students do different entertaining activities and correcting their mistakes. Ferrante (as cited in Beach, R., & O'Brien 2015 p. 205) states approve that:

Thinking through the problem forces them to see what they're doing correctly and incorrectly... It seems like they are catching their problems a lot more quickly, and they're not just doing the same thing over and over again incorrectly (p.22)

YouTube is not only a source to learn but it also inspires the students. Creating videos by their own helps them to correct their mistakes and avoid making them again. Besides, students can upload their vlogs in a private setting that only the people who are invited by them can see them. Finally, teachers' assessment will be based on students' vocabulary, pronunciation and grammar use (Watkins & Wilkins, 2011).

2.5.2. *YouTube* for reading and writing

Students are searching for new resources to help them in improving their reading and writing skills instead of the old ones such as reading books. *YouTube* videos help students to enhance their speaking and listening skills, but also there are reading and writing activities that can be improved by using *YouTube*. Powel (as cited in Hyan & Kaplan 2012, p. 269) asserts that his students transform the books that they have read into films then post them to their peers to evaluate them. Watkins and Wilkins (2011) have listed two main activities that help EFL teachers to develop their students reading and writing abilities.

2.5.2.1. Note-taking and summarizing

This type of activity could be used by all students' levels. The note-taking and summarizing activity requires using *YouTube* videos for the reason of listening to lectures on various topics, and then students take notes of the essential points and details. Orally, students check their notes with a partner, and then write summaries from their notes. After that, they compare what they have written with the transcript clip and with those of their classmates and teachers. If the students' summary is different from students, then the teacher can ask them

why they chose the information included in the summary. Furthermore, TED talks speeches are considered as good sources that are rich with different topics, those videos are limited to 20 minutes (not too long and not too short). Through the engagement with educational *YouTube* videos, students will improve their reading and writing skills (Watkins & Wilkins, 2011).

2.5.2.2. “How-to” writing

In the “how-to” activity, the teacher first chooses the appropriate video in terms of its length and complexity. Then, he/she writes on the board what is included in the video, creates an activity and then students complete the activity. Second, students are asked to choose a video they are interested in but with a similar length, complexity and topic. Then, each student should create their own activity then exchange it with their classmates. Finally, the teacher assesses their students according to the accurateness in writing the important points of the video. These kinds of activity enable students to achieve basic literacy (Watkins & Wilkins, 2011).

2.6. The value of *YouTube*

YouTube videos are considered as the most popular video-sharing website in the internet that attracted millions of viewers. It is a mean of communication that contains much different information in a form of images and mentions, besides new videos are uploaded every minute. Godwin-Jones (2007) states that “Over the past year YouTube has become enormously popular. A recent article in *Wired* cites an average of 65,000 uploads and 100 million videos viewed per day on YouTube”(p. 16). This makes it the most suitable fresh websites that provides its users with different sources. Because of the availability of millions of Educational videos, teachers now have the chance to download any videos on learning English. Greenburg (as cited in Snelson 2011, p. 159) asserts that:

In March 2009, YouTube announced the launch of YouTube EDU (<http://www.youtube.com/edu>). YouTube EDU is an organized collection of YouTube channels produced by college and university partners. At the end of its first year, YouTube EDU had grown to include more than 300 colleges and universities and over 65,000 videos of lectures, news, and campus life were freely available for public viewing (Greenberg cited in Snelson, 2011, p.159).

YouTube is not only about entertainment videos but also on learning English videos. There are many videos that are concerned with different English dialects which made by native and non-native speakers that learners can use. Alimemaj (2010) asserted that *YouTube* is a website that is considered to be an attractive social medium which has many contributions in education .It targets students to use it for the purpose of listening. Students could use YouTube to enhance their skills. Furthermore, some examples of short educational *YouTube* videos websites are given by Snelson (2011) namely, *Big Think*, *Fora.tv*, *TeacherTube* and *TED Talks that has its own channel on YouTube* (<https://www.youtube.com/user/TEDtalksDirector>). Therefore, higher education institutions can replace old methods and resources with the new valuable ones such as educational *YouTube* videos (Bonk, 2009). There should be special instruction from the teachers for the students to use *YouTube* in appropriate way.

Conclusion

To conclude, the importance of using online resources such as educational *YouTube* videos in teaching and learning English cannot be neglected. In this chapter, the development of ICT in different fields especially in the educational system has been discussed. Then, this chapter dealt with the use of different teaching aids and their role in the classroom. Also, this chapter has tackled a basic understanding of the term *YouTube* along with its important function in the domain of English teaching and learning. Teaching EFL learners with the use

of *YouTube* motivates them to construct and understand the content that is going to be discussed in the classroom. It is considered that learning with this teaching tool is a source of challenging that requires potential application of using it. Also, Learners now can recognize how *YouTube* can be contributed in different enjoyable classroom activities that is concern the four skills. Finally, Integrating *YouTube* instructional techniques in the classroom enhances and motivates students level by offering them an enjoyable strategy that goes with their modern life style and also modern teaching process.

Chapter three: The field work

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Introduction

The present research investigates the role of using educational *YouTube* videos in improving EFL learners' speaking skill. In the theoretical part, literature review about speaking skill and *YouTube* videos is presented to test the stated hypothesis; this study opted for two research tools: questionnaires for both students and teachers.

This chapter is devoted to discuss, to analyze, and to describe the questionnaires' results and presenting the research findings about the effectiveness of using educational *YouTube* videos in enhancing students' speaking skill. Students' questionnaire is meant to discover if they are aware of the importance and the value of using *YouTube* videos inside the classroom, while teachers' questionnaire aims to investigate their opinions about the advantages of using *YouTube* videos in classroom as an essential tool to enhance and improve their students' oral performance.

1. Rational of the study

1.1. Method

To serve the need of the research hypothesis and due to the limited amount of time, the descriptive method is used; it is decided that the questionnaire would be the most appropriate instrument that can be useful in collecting and analyzing the gathered data, and they save time and efforts by gathering the needed information in a short time. This questionnaire can determine the facts about this investigation to explain whether the use of educational *YouTube* videos can affect positively in improving students speaking skill and. The present study focuses on the description and identification of students attitudes about using *YouTube* videos in preparing and presenting lessons which can help them to understand and engage in the lesson without any difficulties.

1.2. Population and sampling

The presented study deals with students and teachers of English language at Biskra University from which this sample was taken.

1.2.1. Students

The sample of this study consists of second year LMD students of English language at Mohamed Kheider University of Biskra during the academic year 2016-2017. From a population of about 500 students, we randomly selected 60 students to be the sample of this study. The reasons for choosing this population is because they have studied oral expression for 2 years and they may have experienced the use of some ICT tools, and therefore has an idea about them. Furthermore, they obviously know about the importance of speaking as a necessary skill to use and practice orally their language.

1.2.2. Teachers

Teachers of English at Biskra University are the total population. As a sample, we randomly choose ten (10) teachers of oral expression out of 37 teachers. The selection of such sample is because of oral expression teachers can provide the necessary information about the use of educational *YouTube* videos since their module is concerned with teaching speaking and can only be taught orally, and its courses need the use of such pedagogical material in order to help learners promote their speaking proficiency which is the research concern.

1.3. Data gathering tools

The objective of the data gathering tools depends on the objective of this research. It aims at fulfilling and discovering two major goals; first, understanding how the use of educational *YouTube* videos improve students' speaking skill. Second, investigating teachers' and students' views about the use of videos during the learning process. Therefore, we used

two questionnaires for both teachers and students as the main tools. The questionnaire is a common tool used by researchers which provide data and get more accurate findings.

2. Students' questionnaire

2.1. Administration of the questionnaire

The questionnaire was administered to second year LMD students of English at Mohamed Kheidar University of Biskra. Since the total number of students is huge and out of control, a sample of sixty (60) students was chosen randomly. The questionnaire was handed on March 2017. Students were given identical instructions and explanations that may help them to complete the questionnaire. Moreover, students took nearly fifteen (15) minutes to complete it. Therefore, the questionnaire was administered in a friendly and a relaxed environment and this helped the students to comprehend and answer appropriately. Hence, the administration process was positive and properly done.

2.2. Description of the questionnaire

In the current work, students' questionnaire consists of fourteen different (14) questions which are arranged in a logical order. The questionnaire contains questions of the multiple choice type, and open ended questions where students put a tick in the corresponding boxes of the appropriate answer for them and give a full answer whenever necessary.

2.2.1. Background information: General questions (Q1_ Q2)

In this section, there are two questions which aimed to find out general information related to the age (Q1) and the level of proficiency in English i.e. very good, good, average or less than average.

2.2.2. Section one: Students' Perception of Speaking Skill (Q1-Q5)

This section investigates students' perception of the speaking skill. It contains five questions. In (Q1), students are asked to say whether they find speaking very easy, easy, difficult or very difficult. In (Q2), students are asked about their participation in oral expression course. Then, in (Q3) they are supposed to identify the reasons behind their fear of participation in oral expression class. In (Q4), they are asked to say whether they try to speak English outside the classroom or not. The last question of this section (Q5) is about the degree of agreement in acquiring English through the exposure to native speakers' talk videos, followed by a brief justification.

2.2.3. Section two: Educational *YouTube* videos as a pedagogical material for teaching speaking (Q1-Q7)

The first question of this section seeks to find if students support the use of technological tools such as *YouTube* videos in oral expression class or not (Q1). In (Q2), students are asked to say if their teacher uses *YouTube* videos in oral expression class or not. Then, in (Q3) students are supposed to state whether the use of videos helps them to promote their participation in oral expression course or not. After that, in (Q4) they are asked to say if the use of videos inside the classroom affects their communicative competence with a brief justification if the answer is "yes". In (Q5), the participants are requested to select the right answer about whether *YouTube* videos improve their vocabulary, pronunciation or grammar. In next question (Q6), the respondents are asked to give their opinions if the use *YouTube* videos are necessary to improve their speaking skill. The last question in this section (Q7) is devoted to know the students' opinions about the importance of watching *YouTube* videos in recognizing how English is spoken in different contexts.

2.3. Analysis of the results

Section I: Background information of students

Q1: Students' Age

Age	18	19	20	21	22	Total
participants	1	16	27	10	6	60
Percentage	2%	26%	45%	17%	10%	100%

Table 01: Students' Age distribution

The results in table 1 show that students' ages range from 18 years to 22 years. Out of the total number of the sample (60), there is one student (2%) who is 18 years old; this may mean that he/she had started early her/his primary education than others. There is only 16 respondents (26%) who are 19 years old; which mean that they have never failed in their education. 20 Years old students represent the majority (45%). Besides 21 years old (17%) and 22 years old (10%) students are believed to be older than others, which can be explained by either a failure or a change in the field of study. Consequently; the results shows the diversity in students' ages that indicates the difference and variation in students' backgrounds in terms of abilities and learning experiences

Q2: Students' level in English

Options	Very good	Good	Average	Less than average	Total
Responses	10	29	21	0	60
Percentage	17%	48%	35%	0 %	100%

Table 02: Students' proficiency level.

As it is clearly observed from this table, 48% of the total participants (60) claim to have "a good" level. 17% consider their level in English as "very good". However, 35% who

assumes that their level is “average” and no one responded by having a poor English proficiency level.

Section II: Students’ perception of speaking skill

Q1: How do you find speaking in English?

Option	Very easy	Easy	Difficult	Very difficult	Total
Response	10	30	15	05	60
Percentage	17%	50%	25%	8%	100%

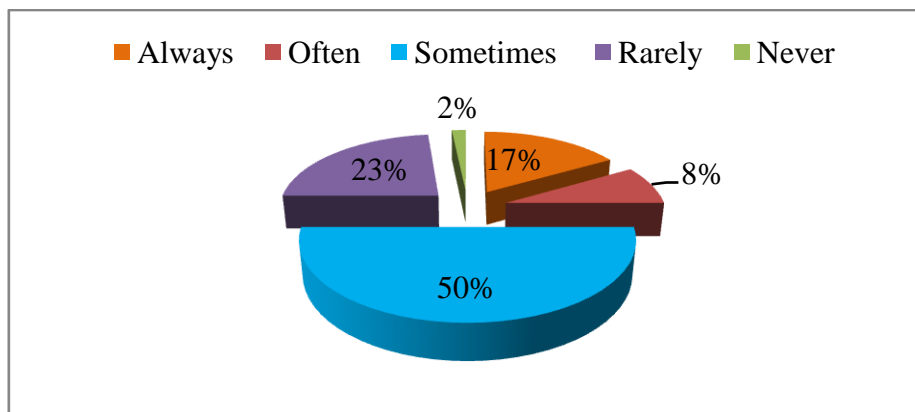
Table 03: Students’ perception of speaking skill

As it is apparent from the table above, ten (10) participants (17%) find speaking very easy. However; fifteen (15) students (25%) believe that speaking in English is difficult. Then, only five (5) students (8%) find English very difficult; whereas, half of respondents (50%) believe that English is easy. This does not necessarily mean that they are good enough or fluent speakers. Students who find speaking in English is difficult may represent the percentage of students’ who don’t feel motivated inside or outside the classroom or they may have psychological or linguistic problems.

Q2: How often do you participate in oral expression course?

Option	Always	Often	Sometimes	Rarely	Never	Total
Response	10	05	30	14	1	60
percentage	17%	8%	50%	23%	2%	100%

Table 04: Students’ frequency of participation



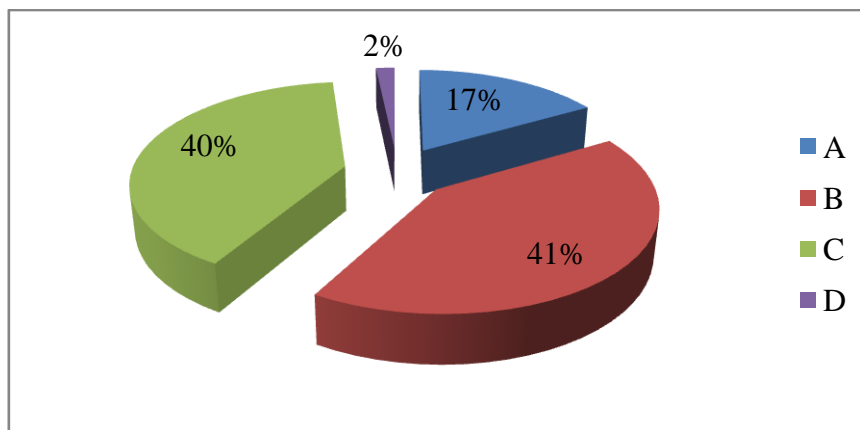
Graph 01: Students' frequency of participation

This table and graph indicate that 10 participants (17%) state that they always participate in oral expression session because they might be highly motivated. 5 participants (8%) they often participate and 14 participants (23%) state that they rarely do. However, there is only one student (2%) who claimed that he/she never participates; may be this happen because of some reasons such us anxiety or fear of making mistakes. While; half of the students (50%) state that they sometimes participate in the classroom; this may indicate that these students participate whenever necessary or only if they are required to do so. These results show that half of students have the ability to speak easily inside the classroom. However; those students who answered by “rarely” or “never” may feel shy and anxious or they have deficiency in language so they do not participate.

Q3: Which of the following problems do you usually encounter when you speak in oral expression class?

Options	Response	Percentage
1-Fear of making mistakes	10	17%
2-Difficulties of expressing ideas because of the lack of vocabulary	25	41%
3- Lack of self-confidence	24	40%
4- Teachers' negative feedback	01	2%
Total	60	100%

Table 05: Students' problems when speaking



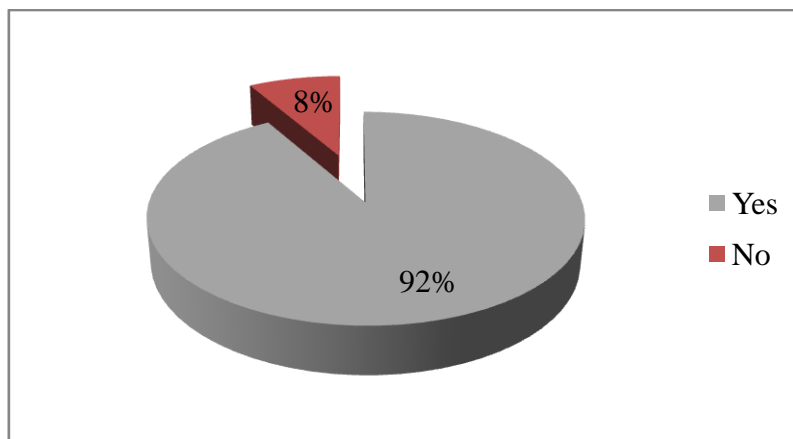
Graph 02: Students' problems when speaking

In this question, students are asked to pick up the problem they face when they want to participate in the classroom. They are provided with a set of possible choices from which they have to choose those that describe their reasons of inability to speak. As it is shown in table 5, 10 students (17%) state that they are afraid of making mistakes. Whereas the majority of the participants (41%) state that they do not participate in the classroom because they face some vocabulary difficulties when expressing their ideas. Then, twenty four (24) or (40%) of the participants said that they have lack of self-confidence. Lastly, only one student who represents (2%) mentioned that the teachers' negative feedback is his/her problem that he/she faces in the classroom. All those problems may hinder the students' participation in the classroom, so the teacher responsibility is to help their students to overcome their fear of participation.

Q04: Do you try to speak in English outside the classroom?

Options	Yes	No	Total
Response	55	5	60
Percentage	92%	8 %	100%

Table 06: Students' will to speak English outside the classroom



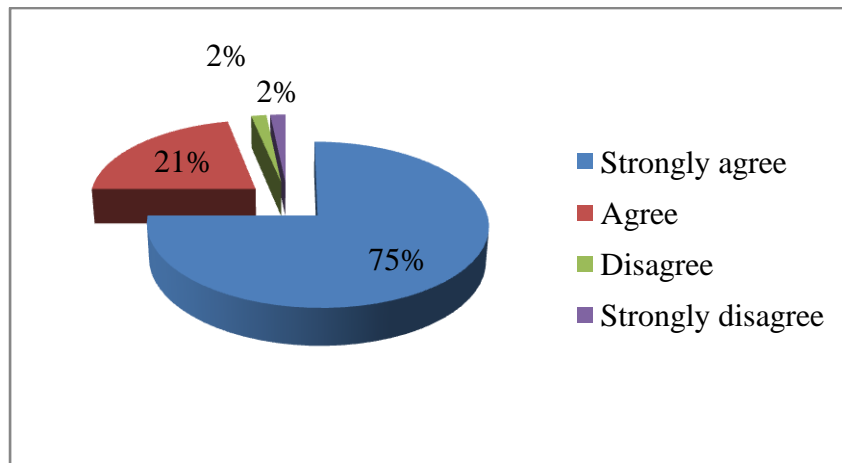
Graph 03: Students' will to speak English outside the classroom

Fifty five students (92%) opted for “Yes” the classroom this may be due to the huge impact of English songs, series, and movies that students are exposed to, while only five (5) participants (8%) opted for “No”. We assume that the majority of the EFL learners at Biskra University have try to speak English outside the classroom; this may be due to the domination of French language in the Algerian daily life more than the use of English language.

Q06: Do you think that speaking in English requires the exposure to native speakers' talk videos? - Whatever the choice, please justify

Option	Response	Percentage
Strongly agree	45	75%
Agree	13	21%
Disagree	1	2%
Strongly disagree	1	2%
Total	60	100%

Table 07: The requirement from an exposure to natives' videos



Graph 04: The requirement from an exposure to natives' videos

The majority of students (75%) strongly agree that any one who wants to speak English has to watch native speakers' talk videos since they are aware of its importance in learning English. Others just say that they agree (21%). However, 1 participant making up (2%) and also one participant making up (2%) say they disagree and strongly disagree since speaking English does not necessarily require the exposure to native speakers' talk videos. From the result, it is shown that the majority of students prefer to watch native speakers' talk videos to enhance their speaking skill.

For this question, students are asked to justify their responses

Students who chose "strongly agree" and "agree" justified their option by saying that watching native speakers' talk videos enables them to know how to pronounce words, learn their accent and how to use utterances appropriately according to the situation. Also, students said that native speakers' videos help them to learn English from the original source. However, the two (2) respondents who "disagree" and "strongly disagree" state that it is not important to watch videos to learn English. One may consider this answer as related to their inability to use the internet for education purposes. Consequently; students agree that native

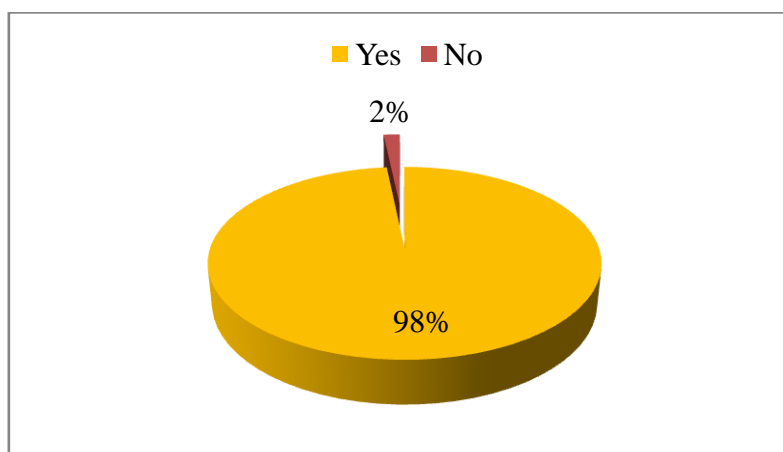
speakers' videos help them to learn English as well as to recognize the native speakers' attitude, language use, and most importantly the pronunciation.

Section III: Educational *YouTube* videos as a pedagogical material for teaching speaking

Q1: Do you support the use of technological materials such as *YouTube* videos in oral expression class?

Option	Yes	No	Total
Response	59	1	60
Percentage	98 %	2%	100%

Table 08: Students' support for using *YouTube* videos inside the classroom



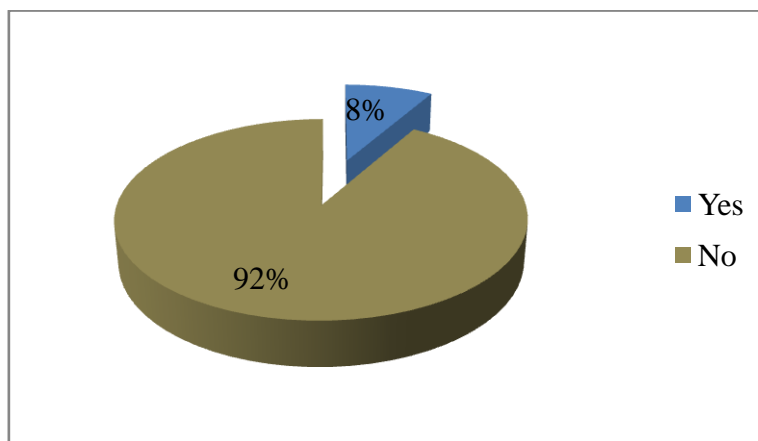
Graph 05: Students' support for using *YouTube* videos inside the classroom

Table 04 shows that almost all of the respondents (98%) support the use of *YouTube* videos in oral expression class and they are aware of the concept of technology in learning, while only one respondent (2%) does not support the use of technology especially videos inside the classroom. This indicates that most of the students are aware of the fact that using *YouTube* videos inside the classroom is necessary to improve their speaking skill. Unfortunately, in the Division of English at Biskra University. Teachers and students alike miss the technological materials that can help to facilitate the learning process.

Q2: Does your teacher use *YouTube* videos in oral expression class?

Option	Yes	No	Total
Response	5	55	60
Percentage	8 %	92%	100%

Table 09: Teachers' use of *YouTube* videos in oral expression session



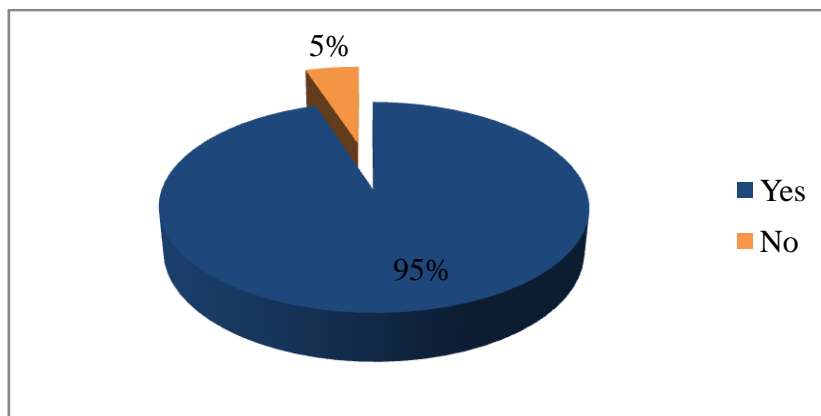
Graph 06: Teachers' use of *YouTube* videos in oral expression session

It is noticed that the highest percentage of students (92%) claims that their oral expression teacher does not use *YouTube* videos during the session. This may indicate that the time is not enough or the equipments such as data show are not provided. While 5 students (8 %) state that their teacher of OE uses *YouTube* videos in the class. All in all, the vast majority of students said that their teacher does not use *YouTube* videos inside the classroom, not surprising, this is may be due to the teacher's traditional ways of teaching.

Q3: Do you think that videos promote your participation in oral expression class?

Option	Yes	No	Total
Response	57	3	60
Percentage	95%	5%	100%

Table 10: Students' opinion about the role of videos in promoting their participation



Graph 07: Students’ opinion about the role of videos in promoting their participation

As table 10 shows, the vast majority of students (95%) said “yes”; they agree that the use of videos in oral expression class may promote their participation. In opposition to 3 students (5%), who said “No” According to these results which are obtained from the students answers, we conclude that students do really agree that videos help them to have the ability to communicate in the classroom.

Q4: Does the use of videos inside the classroom affect your communicative competence?

If yes, say how?

Option	Yes	No	Total
Response	51	9	60
Percentage	85%	15%	100%

Table 11: The effect of videos on students’ communicative competence

One can notice from the results shown in table 11 that the majority of students (51) making up 85% state that the use of videos inside the classroom has a great effect on their communicative competence. While only 9 respondents (15%) said that videos cannot affect their communicative competence. For better understanding of students’ opinion, they are asked to say how it can affect their C.C.

Respondents who said that the use of videos inside the classroom affect their communicative competence, the results were summed up as follows:

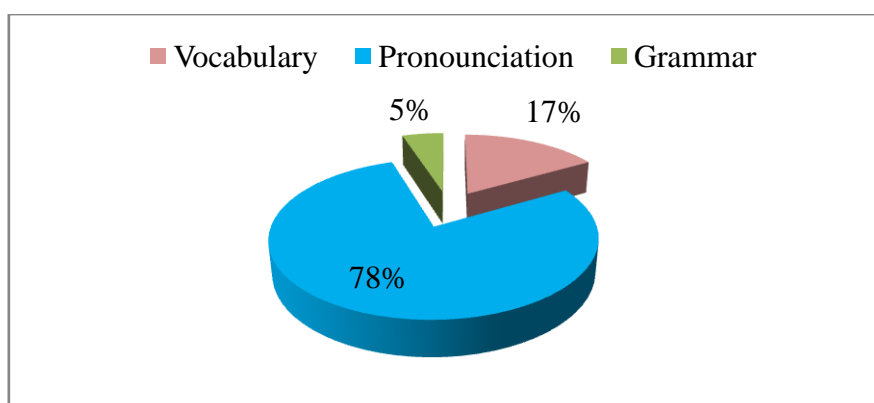
- ❖ I can know how, why and when to say words.
- ❖ It already helped me in using my vocabulary.
- ❖ Videos already helped me in developing my language.
- ❖ It refines my speaking skill.
- ❖ It makes me more confident when it comes to answering some questions.

Consequently, this indicates that students are conscious of the value and the importance of using videos inside the classroom to improve their communicative competence.

Q5: *YouTube* videos improve your:

Option	Response	Percentage
Vocabulary	10	17%
Pronunciation	47	78%
Grammar	3	5%
Total	60	100%

Table 12: Students' language features that are improved by *YouTube* videos



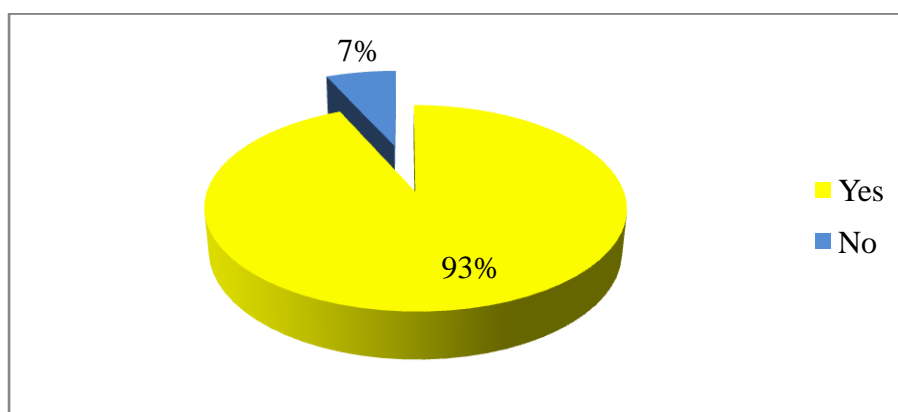
Graph 08: Students' language features that are improved by *YouTube* videos

As the table and the graph reveal, 10 students representing (17%) indicate that watching *YouTube* videos improves their vocabulary, while only 3 students (5%) state that it improves their grammar. Interestingly, 47 students making up (78%) value the importance of *YouTube* videos in improving their pronunciation. According to these results *YouTube* may play an important role in helping students acquire the correct pronunciation and enrich their vocabulary store.

Q6: Do you think that using *YouTube* videos are necessary to improve your speaking skill?

Option	Yes	No	Total
Response	56	4	60
Percentage	93%	7%	100%

Table 13: The use of *YouTube* videos in developing students’ speaking skill



Graph 9: The use of *YouTube* videos in developing students’ speaking skill

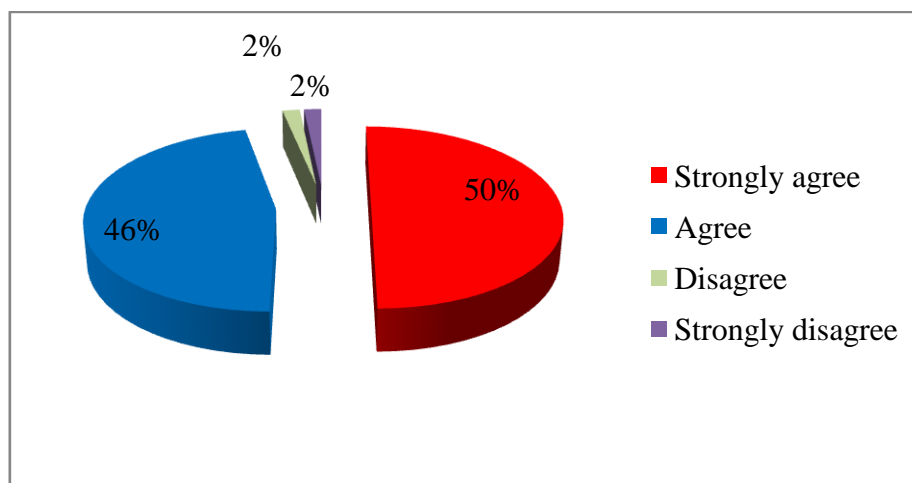
From the result in Table 12, it is visible that the vast majority of students (93%) said “Yes” that *YouTube* videos are necessary to develop their speaking skill, which means that it already helped them in their speaking and they often use it. However only 4 students representing (7%) from the total participants state that *YouTube* videos are not necessary in

helping them to develop their speaking skill; it could be due to their unfamiliarity or preference to use other methods that can help them improve their speaking skill.

Q7: Do you think that watching educational *YouTube* videos inside the classroom grants you the opportunity to recognize how the English language is spoken in different contexts?

Option	Response	Percentage
Strongly agree	30	50%
Agree	28	46.66%
Disagree	1	1.67%
Strongly disagree	1	1.67%
Total	60	100%

Table 14: The role of Educational *YouTube* videos in recognizing how English is spoken in different contexts



Graph 10: The role of Educational *YouTube* videos in recognizing how English is spoken in different contexts

From the table and the graph above, we can notice that half of students (50%) strongly agree that watching educational *YouTube* videos inside the classroom helps them in

recognizing how the English language is used in different contexts. Others (46%) just say that they agree. However, 2 participants making up (2%) and one participant making up (2%) say they disagree and strongly disagree since speaking a language or using it in different contexts does not necessarily require watching videos.

2.4. Discussion of Students' questionnaire (results/ findings)

First of all, the analysis of the questionnaire reveals that the respondents' age range from 18 to 22 years this signifies that the participants and the majority of them are good at English, this demonstrate that the respondents are good at the speaking skill.

Secondly, it is apparent from the results that students considered English as easy to speak; some students seem to be comfortable and highly motivated to participate in the classroom while others do not, because they are afraid of making mistakes or they lack vocabulary, or lack of self-confidence. In addition to that, the vast majority of students try to speak English outside the classroom but obviously the environmental conditions (social, cultural and educational) do not make it comfortable to use their English. Moreover; over half of the students confirmed that speaking English requires the exposure to native speakers' talk videos because it's the only opportunity to learn from the original source, while others prefer to study with the old methods.

Thirdly, the statistics calculated from section three of the students' questionnaire the main focus was shedding the light on the importance and benefits of *YouTube* videos as a pedagogical tool for teaching speaking. Therefore, the first question in this section shows that students support the use of technological materials such as *YouTube* videos in oral expression classes. This may help them to participate during the session. Even though the vast majority of the respondents state that their teacher does not use this material in the classroom; this may be due to the limited time or the department does not provide some classroom equipments to be applied in class. In addition to that, students think that videos have a positive effect on their

communicative competence. Learners get the correct pronunciation and intonation of native speakers in authentic videos, while a few of them state that *YouTube* videos help them to enrich their vocabulary and grammar. Moreover, almost all of the respondents state that *YouTube* videos are necessary to develop their speaking skill and expose them to the spoken English in its natural surroundings so that they will know how to use utterances in accordance with specific situations. However, only a few of the participants said it is not necessary to use it may be because they do not see it as a teaching material. Furthermore, more than half of the respondents agree that watching *YouTube* videos grants them the chance to recognize how English language is spoken in different contexts.

Finally, these results give the current research a proof that educational *YouTube* videos are really an effective tool for developing the students' speaking skill.

3. Teachers' questionnaire

3.1. Administration of the questionnaire

The questionnaire was administrated to ten teachers of English. Most teachers preferred to take the questionnaire with them, while only two of them returned it on the same day. They were given a period of 4 days to answer the questionnaire but unfortunately the questionnaire was handed back after 4 weeks, which obstruct the path to start analyzing the questionnaires.

3.2. Description of the questionnaire

Teachers' questionnaire consists of eleven (11) different questions such as closed-ended questions and open-ended questions. Teachers are required to pick up the appropriate answer from a set of options, or to choose yes/no answers followed by a brief justification whenever necessary whereas open-ended questions are asked to give an explanation. The first two questions are given to collect general information about the teachers' participants. The

first question (Q1) seeks information about the teachers' degrees(s) held while the second question (Q2) is about their teaching experience of oral expression at University because we need to know whether those teachers have already experienced teaching with *YouTube* and those who have not. Furthermore; the third question (Q3) is about how teachers evaluate their learners' speaking performance; if is it good, very good, average or less than average. In (Q4) teachers are asked to indicate the frequency of using ICTs while teaching speaking, then (Q5) is related to the previous one, they are asked to tick which tool they mostly use. (Q6) is put to know whether teachers use *YouTube* videos in class.

Then, the aim of (Q7) is to show whether teachers support the idea of using educational *YouTube* videos as a good source for teaching speaking or not, then teachers who said "yes" are asked to indicate in what way they see them efficient in developing learners' speaking skill. Q8 requires teachers to answer whether they find difficulties when using educational *YouTube* videos in oral courses, if "yes" they are asked to indicate some of them. Then the aim of (Q9) is to show if teachers and students have the same responses about whether the exposure to native speakers' talk videos develop their students' vocabulary and pronunciation, then they have to justify their answer. The (Q10) is designed to figure out the advantages of using educational *YouTube* videos in oral expression classes.

Finally, the last question (Q11) requires teachers to add further comments or suggestions about the use of educational *YouTube* videos in teaching speaking.

3.3. Analysis of the questionnaire

Q1: Teachers' degree

Option	Response	Percentage %
License	0	0%
Magister	4	40%
Master	2	20%
PhD (doctorate)	4	40%
Total	10	100%

Table 15: Teachers' academic degree

According to the table, teachers have different degrees starting with the equal percentage (40%) of the teachers who have Magister degree and those who have PhD degree, and (20%) representing two teachers who have Master degree, and (0%) for License degree which means that all teachers of this sample have enough experience in teaching oral expression module. Consequently, their experience will be helpful and beneficial for the reliability of this work.

Q2: How long have you been teaching oral expression at university?

Option	Response	Percentage %
1 year	1	10%
2 years	3	30%
3 years	2	20%
5 years	1	10%
6 years	2	20%
10 years	1	10%
Total	10	100%

Table 16: Experience in teaching oral expression

As the table shows, teachers spent more than one year in teaching oral expression. Only one teacher who is the most qualified teacher that have been teaching it for 10 years, 2

teachers for 6 years, 1 teacher for 5 years, 3 teachers for 3 years another 2 teachers for 2 years and only 1 teachers who have taught oral expression only for 1 year because she is at the beginning of her teaching career at university. Teachers experience makes them familiar with teaching materials and knows how to enhance their students' speaking skill.

Q3: How do you evaluate your learners' speaking performance?

Option	Response	Percentage
Very good	0	0%
Good	4	40%
Average	6	60%
Weak	0	0%
Very weak	0	0%
Total	10	100%

Table 17: Teachers' evaluation of students' level of oral skill

The table 17 shows that all of the teachers agree that their students' level in oral performance is either good (40%) or average (60%). None of the teachers chose the option "very good" or "very weak". However, only one teacher adds a remark that he has only few students who have a weak level. It seems that the majority of students are not highly motivated to use English inside or outside the classroom; this means that students can develop their speaking skill by having opportunities to speak the language; and this can be done by implementing new technological tools such as educational *YouTube* videos.

Q4: How often do you use ICTs while teaching speaking?

Option	Response	Percentage
Usually	0	0%
Sometimes	4	40%
Rarely	6	60%
Never	0	0%
Total	10	100%

Table 18: the frequency of using of ICTs while teaching speaking

The percentages in the table 18 above show that only 4 teachers (40%) affirmed that they sometimes use ICTs while teaching speaking. Whereas, 6 teachers representing (60%) stated that they rarely use this instructional tool. None of the teachers chose the two options “never” and “usually” .As a result, we can say that not surprisingly, the majority of teachers do not rely on the use of ICTs while teaching speaking; this may mean that the teacher is not trained enough to use this tool inside the classroom or because of the large classes that enables its effectiveness.

Q5: What are the tools do you usually use?

Option	Response	Percentage
Videos	4	40%
Videos recording	0	0%
Podcasts	5	50%
Audio tapes	1	10%
Total	10	100%

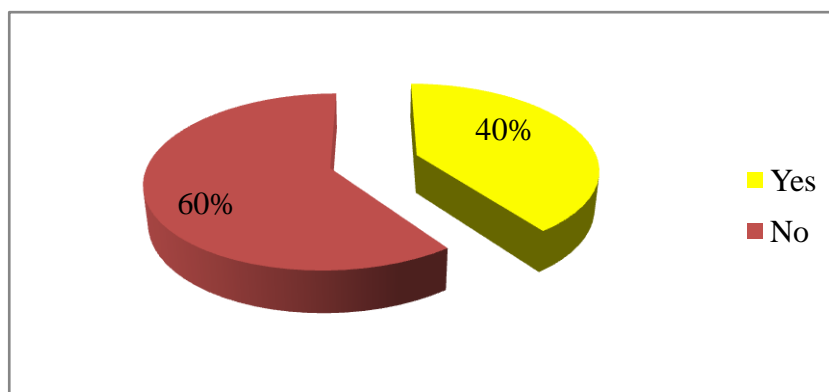
Table 19: Types of the ICT tools that teachers usually use

According to table 19, half of teachers (50%) claimed that they use podcasts in the course and only 4 teachers making up (40%) stated that they use videos, however, none of them chose video recording, while only one teacher (10%) ticked two options which are “videos” and “audio tapes”. She stated that she rarely use videos. The teachers’ answers show that the majority of teachers use podcasts as well as videos or data show in oral expression course.

Q6: Do you use *YouTube* videos in class?

Option	Response	Percentage
Yes	4	40%
No	6	60%
Total	10	100%

Table20: Teachers’ use of *YouTube* in the classroom



Graph 11: Teachers’ use of *YouTube* in the classroom

The results in the table above indicate that 4 teachers making up (40%) stated that they use *YouTube* videos in class, while 6 teachers (60%) out of 10 said that they do not use such tool when teaching. Teachers who do not use *YouTube* videos may have some problems such as; the department does not provide such tool, teacher instead should prepare their own. The

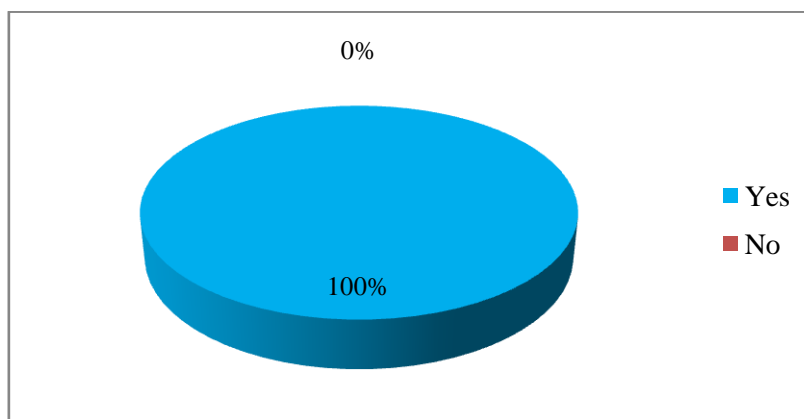
administration provides equipments (Data show, laboratories) only and it is up to the teacher to download appropriate videos for his/her students.

Q7: Do you consider educational *YouTube* videos as a good source for teaching speaking? a. Yes b. No

If yes, in what way do you see them efficient in developing learners' speaking skill?

Option	Response	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table21: *YouTube* videos as good source for teaching speaking



Graph 12: *YouTube* videos as good source for teaching speaking

The table and the graph above indicate that all the participants (100%) answered positively. They agree that *YouTube* videos are good source for teaching speaking. Teachers, then, are asked to explain their efficiency in developing learners' speaking skill.

As it shown, all the teachers consider that *YouTube* videos as good sources for teaching speaking and they revealed the ways they see them efficient in developing learners' oral performance as follows. They bring the real world to the classroom boundaries. Also, they give EFL learners the opportunity to be exposed to English in its natural contextual use. Through *YouTube* videos learners can hear and see how native speakers use language, it gets

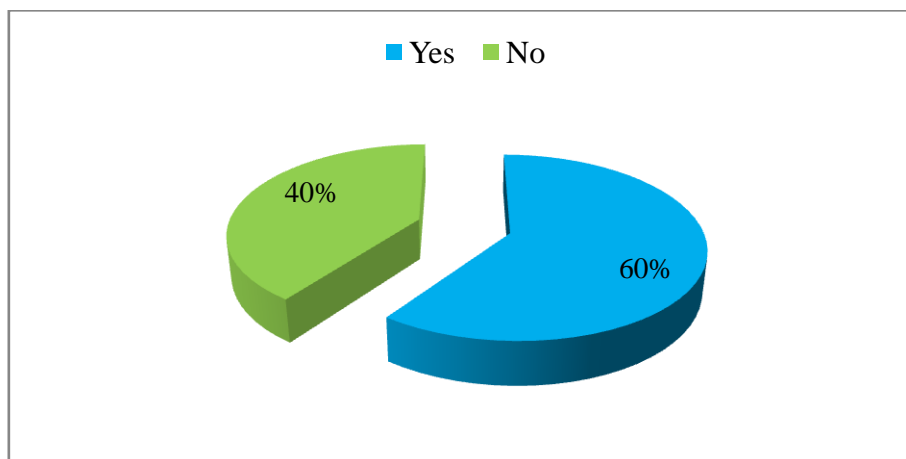
their attention which makes the class active; this will raise students' engagement to the topic. Videos keep the teaching process vivid, active, and funny thus learners never feel bored. Moreover, this kind of videos works as a reference for correcting students' pronunciation, grammar and vocabulary use. Consequently, learners will try to imitate and produce their own utterances using what they hear and see. Finally, *YouTube* videos will enhance their speaking proficiency and make them using the language accurately.

Q8: Do you find any difficulties when using educational *YouTube* videos in your oral courses? a. Yes b. No

If yes, what are they?

Option	Response	Percentage
Yes	6	60%
No	4	40%
Total	10	100%

Table 22: Teachers' difficulties they face when using educational *YouTube* videos in oral class.



Graph 13: Teachers' difficulties they face when using educational *YouTube* videos in oral class.

From the results in the table and the graph, four (4) teachers representing (40%) state that they do not face any difficulties when using educational *YouTube* videos in oral courses.

However, 6 out of 10 making up (60%) state that they face some difficulties when using educational *YouTube* videos in their oral expression courses.

If yes, what are they?

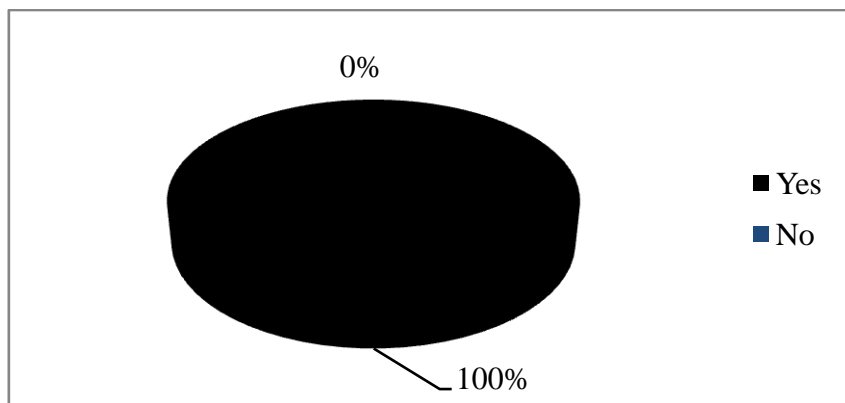
Teachers who answered “Yes” and said that they face problems when implementing such tool during the course justified their answers as the following: technical problems of not having the right equipment in the classroom may be is one difficulty that hinders the effective use of such a material in the classroom. Also, the huge numbers of students hinder the operation of learning through the use of videos; students will not be involved to the task/topic because the sound is not clear. Besides, one teacher states that she finds some difficulties in selecting the videos content, purpose and time. Another one indicates that the nature of the language in the used video, the accent and the quick rate of delivery, is difficult to be understood by the students. Actually, some of these problems can be eliminated easily if the teacher chooses the right video that fits his/her students’ level.

Q9: Do you think that the exposure to native speakers’ talk videos helps your students develop their ability to master some aspects of language like vocabulary and pronunciation? a. Yes b. No

*** In both cases, please justify your answer**

Option	Response	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table 23: Teachers’ opinion about the use of videos in helping their students to master some aspects of language



Graph 14: Teachers’ opinion about the use of videos in helping their students to master some aspects of language

According to the graph above, all teachers (100%) affirmed that the exposure to native speakers’ talk videos helps their students to develop their ability to master some aspects of language like vocabulary and pronunciation. When justifying their answer, all the participants in this sample ensure that the exposure to native speakers’ talk videos helps their students to develop their ability to master some aspects of language like vocabulary and pronunciation and they justified why as follows: natives’ videos are useful in making EFL learners proficient in the taught language, it provides them with correct/perfect pronunciation and vocabulary use. Indeed, learners see how the language is structured and used in real life situation. They can see also how natives use certain vocabulary and gestures to express specific meaning. Additionally, the exposure to such videos enables learners to hear from a native without a face to face interaction, and it is the closest way they can get to a native speaker’s experience.

Q10: What are the advantages of using educational *YouTube* videos in oral expression classes?

In this question, teachers were asked to indicate the advantages of using educational *YouTube* videos in oral expression classes. Out of 10 teachers , only 7 teachers have answered this question. Teachers believe that there are many advantages which are stated as follows;

educational *YouTube* videos are entertaining, they attract and raise learners' attention which facilitates the flow of the lesson. Also, these educative videos develop students' listening and speaking skill. Moreover, *YouTube* videos enable learners to be familiar with English and motivate them more to use it freely and naturally. Finally, educational *YouTube* videos make teachers gain time and energy because they provide students with the correct language form and use and let them speak freely without obstacles and fears.

Q11: Would you please add any other comments you consider important for the use of educational *YouTube* videos in teaching speaking?

In the last question, only 6 teachers answered this question. Respondents are asked to add any other comment they consider important for the use of educational *YouTube* videos in teaching speaking. Teachers answered in different ways; presenting some comments as follows; the use of *YouTube* videos is beneficial in the language classroom. However, their selection on behalf of the teacher should be careful and thoughtful, simply for the ultimate goal of rendering the learners more motivated and use them to speak in the target language quite after. They should be selected according to students' level, needs, interests and preferences. Additionally, educational *YouTube* videos break the routine of the old traditional methods when learners do not have the right amount of time to express their thoughts freely.

3.4. Discussion of Teachers' Questionnaire (results/ findings)

The different answers that teachers gave in this questionnaire have revealed some facts concerning teachers' attitudes towards implementing educational *YouTube* videos to improve the students' speaking skill. Teachers' questionnaire starts with the teachers' profile were the majority of them having Magister and PhD degree and their teaching oral expression experience varied from one teacher to another (1-10 years). This indicates that this sample have enough experience in teaching oral expression module which will be valuable to the

current study. For teaching speaking skill, the evaluation process is considered by teachers to be essential part for teaching English as a foreign language, the majority of them state that their students' level is between good and average; this may be due to the fact that teachers use the old methods in teaching which make the student less motivated to the task. Furthermore, the majority of teachers state that they rarely use ICTs tools such as *YouTube* videos and podcasts; this due to the nature of the language in the used video, the accent and the quick rate of delivery, is difficult to be understood by the students. However, most of them face many difficulties when using *YouTube* videos in their oral expression courses such as selecting the video content according to the topic, they consider this tool as a good source for teaching speaking and they are aware of the vital role that this tool plays in the learning process. They ensure that videos help their learners to learn the right pronunciation and vocabulary and to correct it as well. Also, it motivates them to use English more comfortable without fear of making mistakes.

Moreover, this tool has an effective role to solve students' problems in speaking skill and improve their oral production. *YouTube* videos are considered as a fresh and fun way of sharing knowledge, particularly for this generation of students who have an endless love for ICT tools. Finally, the findings give the conducted research a confirmation that educational *YouTube* video plays an important role in developing students' speaking skill.

4. Suggestions and Recommendations

The results obtained from this research have powerfully confirmed that student's speaking skill can be enhanced through the implementation of *YouTube* videos in the classroom. On the basis of these results, some recommendations for teachers and students can be set.

4.1. Recommendations for teachers

First, teachers should be aware of the contribution of technology in the educational field, and hence should combine ICT tools within the syllabus, because technology is the new way to create a new teaching learning atmosphere, the EFL teaching and learning process will be easier and more entertaining than the traditional one. For that reason, teachers need special training concerning the use of *YouTube* videos because new strategies always need training. Second, they have to take into consideration the value of *YouTube* videos while teaching foreign languages especially oral skill which gives EFL learners more opportunities to interact and communicate in real classroom situation, this leads them to practice more the English language. Moreover, it is advisable for EFL teachers to choose updated and interesting activities to engage their students in the learning process. Also, if teachers open channels on *YouTube* will give them opportunity to interact with their students through video posting, then comment on them. For example, teacher of grammar has presented the lesson of the present continuous, then the same lesson is posted online on *YouTube*; this gives students the opportunity to have more extended lesson since the formal session is limited but when having a lesson in a form of video they can gain more examples and they can watch it when they need it. Furthermore, teachers need to encourage students' talk inside the classroom to be exclusively in English by using videos which makes them more comfortable.

4.2. Recommendations for students

Students need to overcome their speaking difficulties and problems through trying to practice more the language inside and outside the classroom and be an autonomous learner; that means the learners should be independent and have the ability to work on himself, for example, if the learner did not understand the intended lesson he/she can back home and watch some educational videos talking about the same topic. Also, students should experience the use of some tools like watching education *YouTube* videos habitually. Furthermore, they

have to participate and interact with others more in the classroom not only when they have got the right answer, because mistakes are part of the learning process. Also, as a suggestion, because of the overcrowded groups students should request for more than two oral expression sessions per week or ask for dividing them into sub-groups. Finally, as an advice, they have to believe in their abilities and be optimistic.

Further research can be also achieved on the impact of *YouTube* videos in promoting EFL learners' writing products.

4.3. Examples of a Video-Based Lesson

A suggested lesson plan for the use of videos inside the classroom can be as follows:

Step 01: warming up (5-10 min)

Step 02: the core lesson

- * Introducing the notion
- * Examples on the lesson
- * Playing the video of the lesson

Step 03: Assessing comprehension through questioning

Step 04: Activities/homework

Here are two examples of lessons on *YouTube*; one is a lesson in Grammar and the other is a lesson in speaking.

- Grammar Lesson

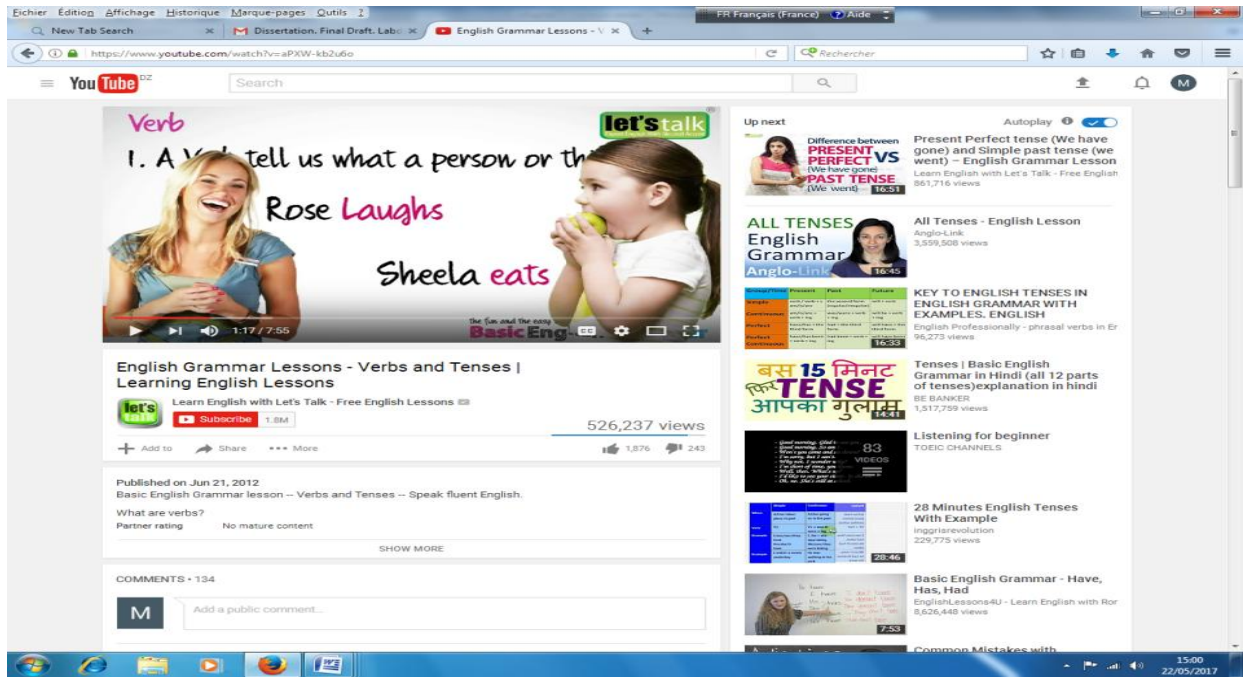


Figure 04: A screenshot of a video-based lesson in Grammar

(<https://www.youtube.com/watch?v=aPXW-kb2u6o>)

➤ Speaking lesson

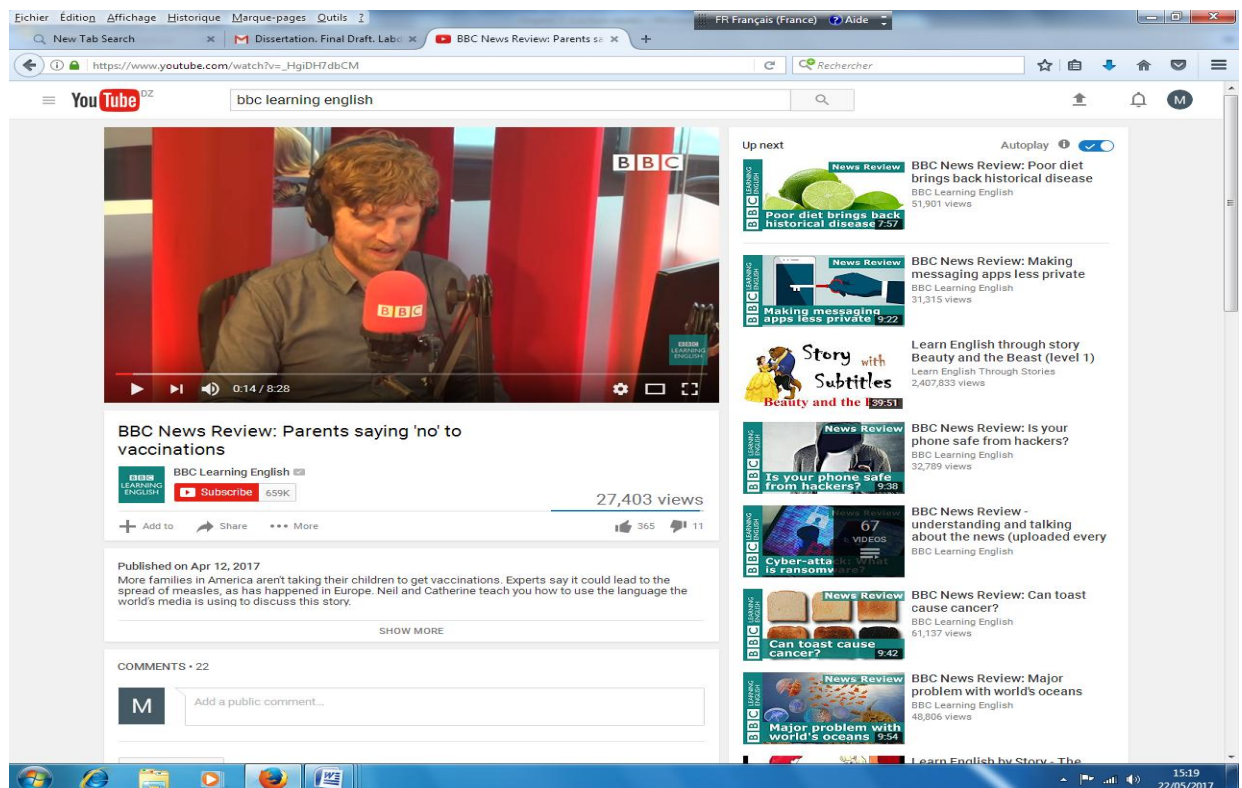


Figure 05: A Screenshot of a speaking lesson

(<https://www.youtube.com/watch?v=HgiDH7dbCM>)

Finally, teachers' should be aware of the importance of using *YouTube* videos in facilitating the process of teaching and establishes a positive connection between teachers and their students and makes students more concentrated and active.

Conclusion

To conclude this chapter, the positive results from both teachers' and students' questionnaires confirm that educational *YouTube* videos are valuable tools to improve EFL learners' speaking skill. This means that there is a strong link between *YouTube* videos and speaking skill. It motivates students' to develop their self-confidence, have a real exposure to the language in its context, be familiar with different accents and have a wide range of ideas and help them to enrich their vocabulary and promote their oral production. Thus, it has an effective pedagogical outcome on the process of learning. All in all, the present study findings confirmed the research hypothesis.

General Conclusion

General Conclusion

This study has transacted the strong relationship between educational *YouTube* videos and speaking skill. Its main concern was to examine whether the use of educational *YouTube* videos improves students' speaking skill. This study is limited to LMD second year students of English at the University of Biskra where students have three hours of oral expression per week. This research hypothesized the important role of educational *YouTube* videos in providing students more opportunities to use their English language and help them overcome their fears and weaknesses during the learning process.

Therefore, this research was divided into three chapters; the theoretical part and the practical part. The first theoretical chapter shed the lights on the nature of speaking skill as well as its elements, process, characteristics and its common difficulties. The second chapter provides a deep understanding about educational *YouTube* videos and their positive role in the learning and teaching process. The third chapter; the practical part was concerned about the data analysis of both teachers' and students' questionnaires with the discussion of the findings.

Both teachers and students were chosen randomly. The data analysis of students' questionnaire showed that the majority of them are interested in the use of *YouTube* videos in their process of learning. Also, they agreed that this new educational medium is an effective tool that helps them to promote their speaking skill and enrich their vocabulary store. Moreover, the analysis of teachers' questionnaire indicates their acceptance and support concerning the use of technological tools such as *YouTube* videos that provide them the chance to solve many problems happening during the session such as the session routine. Teachers are aware of the importance of this tool in helping their students to overcome their anxiety and express their thoughts freely in much different and profound ways. Thus, teachers

need to apply *YouTube* videos more often, in which all students have the chance to participate in order to improve their oral performance.

As a final point, this study that investigates the role of educational *YouTube* videos in improving EFL learners speaking skill has confirmed that implementing this tool is not only effective for the enhancement of students' oral performance , but also an essential issue that deserves the attention of every teacher responsible for the encouragement of teaching and learning process.

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Appendices

Appendix I : Students' Questionnaire.

Appendix II: Teachers' Questionnaire.

Mohammed Khider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Division of English

The students' questionnaire

Dear students,

This questionnaire is a part of a study that investigates the role of educational *YouTube* videos in improving EFL learners' speaking skill. You are kindly requested to answer the following questions by ticking the appropriate box or filling in the blanks where necessary.

Thank you.

Background information

Put a tick (✓) mark in the right box.

1. Age:
2. Do you consider your level in English?
 - a. Very good
 - b. Good
 - c. Average
 - d. Less than average

Section one: Students' perception of speaking skill

1. How do you find speaking in English?
 - a. Very easy
 - b. Easy
 - c. Difficult
 - d. Very difficult
2. How often do you participate in oral expression course?
 - a. Always
 - b. Often
 - c. Sometimes
 - d. Rarely
 - e. Never

3. Which of the following problems do you usually encounter when you speak in oral expression class?

Problems	×
Fear of making mistakes.	
Difficulties of expressing ideas because of the lack of vocabulary.	
Lack of self-confidence.	
Teacher's negative feedback.	

4. Do you try to speak in English outside the classroom?

a. Yes

b. No

5. Do you think that speaking in English requires the exposure to native speakers' talk videos?

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

Whatever the choice, please justify.

.....

.....

.....

Section two: Educational YouTube videos as a pedagogical material for teaching speaking

1. Do you support the use of technological materials such as *YouTube* videos in oral expression class?

a. Yes

b. No

2. Does your teacher use *YouTube* videos in oral expression class?

a. Yes

b. No

3. Do you think that videos promote your participation in oral expression class?

a. Yes

b. No

4. Does the use of videos inside the classroom affect your communicative competence?

a. Yes

b. No

If yes, say how?

.....
.....

5. *YouTube* videos improve your:

a. Vocabulary

b. Pronunciation

c. Grammar

Other, please specify

.....
.....
.....

6. Do you think that using *YouTube* videos are necessary to improve your speaking skill?

a. Yes

b. No

7. Do you think that watching educational *YouTube* videos inside the classroom grants you the opportunity to recognize how the English language is spoken in different contexts?

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

Thank you for your collaboration.

Ms. Labdi Djahida
Master student researcher
March 2017

Mohammed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Division of English

Teachers' questionnaire

Dear teachers,

This questionnaire is a part of a study that investigates the role of using educational *YouTube* videos in improving EFL learners' speaking skill. We would be grateful if you could answer these questions to help us collect data for the study. Your answers are very important for the validity of this research.

Please, put a tick mark (✓) in the appropriate box for each item, and fill in the blanks where necessary.

1. Degree(s) held:

- a. License
- b. Magister
- c. Master
- d. PhD (doctorate)

2. How long have you been teaching oral expression at university?years

3. How do you evaluate your learners' speaking performance?

- a. Very good
- b. Good
- c. Average
- d. Weak
- e. Very weak

4. How often do you use ICTs while teaching speaking?

- a. Usually
- b. Sometimes
- c. Rarely
- d. Never

5. What are the tools do you usually use?

- a. videos
- b. Videos recording
- c. Podcasts
- d. Audio tapes

6. Do you use *YouTube* videos in class?

- a. Yes
- b. No

7. Do you consider educational *YouTube* videos as a good source for teaching speaking?

- a. Yes
- b. No

If yes, in what way do you see them efficient in developing learners' speaking skill?

.....

.....

.....

.....

8. Do you find any difficulties when using educational *YouTube* videos in your oral courses?

- a. Yes
- b. No

If yes, what are they?

.....

.....

.....

.....

9. Do you think that the exposure to native speakers' talk videos helps your students develop their ability to master some aspects of language like vocabulary and pronunciation?

- a. Yes
- b. No

In both cases, please justify your answer.

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10. What are the advantages of using educational *YouTube* videos in oral expression classes?

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11. Would you please add any other comments you consider important for the use of educational *YouTube* videos in teaching speaking?

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Thank you very much for your collaboration

المخلص

يهدف البحث الحالي إلى دراسة دور استخدام فيديوهات اليوتيوب التعليمية في تطوير المهارة الكلامية لطلبة اللغة الانجليزية. يقوم البحث على فرضية أن استعمال فيديوهات اليوتيوب التعليمية في حصص التعبير الشفهي لأقسام اللغة الانجليزية يساعد على تحسين الأداء الكلامي للطلبة. الدراسة الحالية قائمة على المنهج الوصفي بحيث يهدف إلى وصف العامل المؤثر المتمثل في فيديوهات اليوتيوب التعليمية و وصف العامل المتأثر المتمثل في مهارة الكلام لطلبة اللغة الانجليزية. ولتأكيد فرضيات البحث, وزع استبيانين على كل من طلبة السنة الثانية جامعي اختيروا بطريقة عشوائية و أساتذة التعبير الشفوي في شعبة اللغة الانجليزية بجامعة محمد خيضر في بسكرة خلال العام الدراسي 2016-2017. النتائج المتحصل عليها من خلال تحليل المعطيات تؤكد الدور الايجابي لاستعمال فيديوهات اليوتيوب التعليمية في تطوير القدرة الكلامية للطلبة. وبناءا على النتائج, تم اقتراح بعض التوصيات والاقتراحات الموجهة لكل من الأساتذة والطلاب. فيما يخص الأساتذة فيجب عليهم استخدام هاته الطريقة والتي تتمثل في إدماج فيديوهات اليوتيوب التعليمية من أجل خلق طرق مسلية جديدة للتعلم, وان يكونوا واعين لأهمية ودور أدوات التكنولوجيا وتأثيرها الايجابي على عمليتي التعليم والتعلم ومحاولة إدماجها واستعمالها في العملية التعليمية في أقسام اللغة الإنجليزية. بالإضافة إلى محاولة الطلبة في خلق جو يسمح لهم بمشاهدة اليوتيوب فيديو التعليمي الخاص بمجال المحادثة باللغة الانجليزية من أجل تحسين أدائهم الكلامي مع التغلب على صعوبات التواصل باللغة الانجليزية.