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The Use of Educational YouTube Videos To Develop EFL Learners Speaking Skill

Case of 3rd year students at Mohamed Khaider University of Biskra

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the Requirements for the Master's Degree in Sciences of Language

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Dedication

I dedicate this work

To the most precious persons to my heart; my beloved mother and father for their love and support

To all my family members *Benattia* and *Chebri*

To my lovely sisters *Aya* and *Alaa* and my brothers *Diaa* and *Raid* whom I wish happiness and success in life

To the person who was always been there for me, *Achouak*

To my best friends *Rima, Adem, Mohamed, Redouan Ahmed*, whom I shared the university life with its lights and shadows.

To my brothers in this life *Yacine, Mohamed, Bilal and Ahmed*

To all those who I **love**.

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Abstract

The present study aims to determine the effectiveness of educational YouTube videos in enhancing EFL students speaking skill. This research paper highlights the importance of speaking skill in the language learning process, and suggests some helpful strategies that teachers may use in presenting their lectures in the classroom. Throughout this work, we intend to clarify that including the YouTube videos in the education field is not a new task, but it was used for many decades, especially in teaching foreign language. The quantitative research approach was selected, with the descriptive method, in order to test the hypothesis assumed in this study. This study conducted to 3rd year LMD students at Mohamed khaidr university of Biskra. A questionnaire used to collecte data and analyze them from the sample. The findings revealed in this research indicate that speaking skill is quite important, so the implementation of YouTube videos is needed promoting the speaking skill. As a final point, this study emphasis that using educational YouTube videos is widely common among EFL learners, and they find it very useful in both, promoting their speaking skill and developing their oral competence.

Key words: YouTube, speaking skill, EFL learners

List of Abbreviations and Acronyms

=: Percentage

&: and

CALL: computer assisted language learning

EFL: English as a Foreign Language

ESP: English for Specific Purposes

ICTs: Information and Communication Technologies

L3: Third Year License

LMD: License Master Doctorate

SPSS: Statistical Package for the Social Sciences

S/he: She or he

Q : Question

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General introduction

Speaking is the action of conveying information or expressing one's thoughts or feelings in spoken language. Speaking is one of the four language skills in English which demanding the speakers to be productive to provide oral words and phrase into phrase and sentence which finally can make people communicate. We can say that EFL students are facing numerous difficulties in speaking skills, which may be an obstacle in their curriculum in language learning. For instance, some students lack the necessary vocabulary to use in their speech, also the lack of motivation to speak make EFL student's speaking skills more difficult. Moreover, there is psychological factor like felling of fear of making mistakes because of self-esteem. All these factors and difficulties lead the Experts and scholars in the educational field to look for a new technological method to improve EFL students speaking skills; one of these methods is to use YouTube videos in the language learning process.

Higher education in many disciplines has undergone a dramatic change with the incorporation of electronic means to enhance student learning. YouTube is an open-access online website that has gained tremendous popularity in recent years as it allows users to upload videos for social and educational purposes.

Significance of the study

The importance of this research lies in the fact that video as a new technology becomes very popular among both student and teachers. this study is necessary for both students and teachers. For students it gets them rid of negative behaviours and attitudes such as; shyness, fear of public speaking or noise inside classroom...etc. also it makes them curios about the

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speaking activities, which leads them to discover new ways of acquiring the Language. In the other side, using educational YouTube videos to develop EFL students speaking skills is substantial for teachers because it helps them to explain the lessons and pass the message to students as it should be.

Statement of the problem

Students of English used to face difficulties in understanding native English speakers either in oral communication or when they speak on television and movies, but nowadays modern EFL learners can understand some aspects of oral communication. This is due to a wide spread of social media particularly You Tube Videos. The core of this study is to go over the student's reaction about the use of YouTube videos inside or outside the classroom, also we try to educe and highlight the effect of the technique toward the students speaking skill. So this study is conducted to show the effectiveness of educational YouTube videos and its role in promoting EFL learners speaking skill.

Aims of study

This study aims to clarify three main purposes: first of all, to discover the role of YouTube videos in teaching English language. also how can YouTube videos contribute in developing EFL students speaking skill. The last aim of this research is to know to what extend EFL students use YouTube videos during the learning process.

Research hypotheses

The present study is based on two essential hypothesis that must be tested and verified. First of all, we suppose that including YouTube videos in the educational area contributes widely in developing the domain of education in general and language learning in specific.

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Also, if teachers use of educational YouTube video inside the classroom leads to better understanding and creat a good environment for EFL students

Research Questions

Q1: What is the role of YouTube videos in education and specifically in language learning?

Q2: How can educational video develop and improve EFL student speaking skills?

Methodology

The present study tries to illustrate the role and the effectiveness of education Youtube Videos in developing the speaking skill of EFL students. This research will be done by using descriptive quantitative method.

Salmple and population

In this research we select a sample from Mohamed Khaider university. The sample was chosen randomly from the whole population of 3rd year students at Mohamed Khaider university of Biskra.

Data gathering tool

A questionnaire is used in order to collect the data from the students. This questionnaire contains eighteen questions, divided in 3 sections. Each section focus on certain elements, in order cover all needed information od this study

Structure of the study

The thesis is composed of three chapters, two study the topic from a theoretical overview, and last chapter is about the field work.

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Chapter one: this part take the speaking skill in general, and moves from point to another in order to clarify the importance of this skill fot EFL learners.

Chapter two: the second part is about the educational YouTube videos, its characterstics, types and most importantly its tole in the education field.

Chapter three: this chapter contains the practical part, the analyze of the information gather from the questionnaire, the findings of the study and the recommendations for teachers and students.

Chapter 01

The Speaking skill

Introduction

Language is a system of arbitrary vocal symbols and signs, governed by grammatical of combination to communicate meaning. Speaking does not refer to producing words through mouth, it means conveying the message through the words of mouth. The acquisition of speaking involves the different language subsystem to the point that they can be employed automatically in spontaneous communication. Learning to speak requires also a lot of practice and attention. According to Chancy (1998) speaking is considered as the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Similarly, Brown and Yule (1998) stated that speaking is the skill that students will judge upon most in real-life situation, of all four skills, speaking is deemed to be the most important factor in learning a foreign language. Besides, most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. However, scholars and educators nowadays argue that the goal of teaching speaking should improve students' communication skill in order to lead learners articulating their thoughts, feelings or needs without crossing the social conventions of such community. Similarly, the daily conversation of many students confirms that the speaking skill remains unfulfilled in language classroom.

Problems of students arise while speaking English, because of their weakness within the ability to learn the components of speaking. As well as their lack of practice the language inside the classroom, because their peers avoid using English in their speech. Eventually, this problem can be solved by teachers through providing opportunities to EFL learners either inside classrooms or outside classrooms. Practicing English in classrooms should be done by using efficient strategies to develop the speaking skills of learners, and enhance the learning process. One of the techniques that can be used is through YouTube videos.

1. Definition

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Speaking skill is one of the skills that have to be mastered by students. In learning the English language, speaking among the other foreign language skills (listening, writing and reading), seems to be the most important one. Atama (2010) defines speaking as the ability to interact with participants, and to use language to discuss and transmit messages in different and appropriate situations. In Oxford advanced dictionary, speaking is to express or communicate opinions, feelings, ideas, etc., by talking; and it involves the activities in the part of the speaker as psychological (articulator) and physical (acoustic) stage. People use speaking skill to judge others after the first impressions (Hedge, 2008, p.03). Eckard & Kearny (1981), Florez (1999) and Howarth (2001) all adopt the definition of speaking skill based on two ways instructional processes, involve making decisions about the communication of ideas, information or feelings.

Despite the fact that speaking skill is very important in second language learning, it has been neglected, especially in schools and universities, due to many factors like emphasis on grammar and language structure. In same way, teaching speaking is largely absent in computer assisted language learning (CALL) Technology. However, recently CALL programs involve students in all other English language skills like reading, filling in blanks and listening. Whereas producing oral language is totally absent. Speaking is described as the activity to report acts in precise words or the ability to express a sequence of ideas fluently (Ladouse, 1991, p.117). From all the explanations mentioned above, it is obvious that speaking is what we say to what we see when we feel something we want someone to hear us. So, in this process, we can call it interaction between two sides.

2. Element of speaking

To enable learners of English express themselves in real life situation, there are various elements which need to be highlighted and clarified to learners, for the purpose of making them able to produce the knowledge they already know, facilitate this knowledge and compensate it.

2.1 Language features:

Language features literary mean analysing language, and through this element student could connect with other speech by recognizing phonemes, understands the nature of native speakers and their phonological rules (as cited in Saci, 2013, p.16). The following features are necessary for an effective speaking.

- Simple sentences: used to establish one idea, often used as the topic sentence, making clear what the paragraph about or making change place, time, topic... etc.
- Emotive language: it refers to the involving of emotions and feelings into other spoken or written language in order to show the feelings and the attitude of the speaker/writer.
- Lexis and grammar: it refers to what teachers provide as knowledge to learners in terms of phrases, vocabulary... so that they (learners) can use them in different situations in communication with others: success of speakers' productivity is related to the rapid process that speakers depend on. The most necessary processing skills are divided into three main points:

2.2 Language processing

This refers to the process of language inside the learner's mind. According to Jurafsky and Martin (2019) this process should be done in an organized way, in order to make the interlocutors understand the meaning of the intended message. (p.123)

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- Communication with others: an effective speaker is who can get in different speaking situation debate, conversation, interview... and share his point of view with understandable way.
- Information processing: the time that anyone have while the process of the information in the mind is very important, it should be processed as rapidly as possible to avoid pauses during communication with others.

3. The importance of speaking

Speaking is very important in all areas of life. Humans are programmed to speak before they learn to read and write. People need to learn communication skill perfectly in order to express their desires clearly and get success in their respective fields. So, speaking skill is the most important skill among all the four skills, hence there is a need for EFL learners to acquire it. Richared and Rodgres (2001) stated that speaking was ignored in traditional methods, while the focus at that time was on writing and reading skills (p.28). Ur (1996) confirmed what mentioned above by saying that despite its importance for EFL learners, speaking skill is widely overlooked by the scientific community (p. 447).

4. Language teaching

Being able to communicate fluently a foreign language is an important desire every EFL learner wish to achieve. Speaking is not an easy skill to learn or to teach; in fact, many language learners find a huge difficulty while acquiring this skill. For many years, teaching speaking has been undervalued, teachers did not give their attention to this field, then used to teach speaking just as repetition of drills or memorization of dialogue (Saci, 2013). However, today's objectives have changed, experts in the field of language teaching argue that the only way to improve students' communicative skill, is through paying more attention on using new techniques in teaching the speaking skill. In the same context Sunsati (2007) believed that Student can express themselves and learn how to follow the social and cultural convention in each communicative circumstance (p.87) .

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English is considered as the international language and it is spoken all over the world, many companies and organizations look for people who speak English very well, which leads to many second language learners to give speaking skill priority during their learning process. Moreover, speaking skill is matter which needs special attention, regardless how great an idea it is if not communicated properly, it can not be effective. Gilkajani (2016) expressed that speaking seeing as great helpful skill for people's daily interaction. Furthermore, speaking helps learners to develop vocabulary and grammar skills, and upgrade the writing style. In addition, humans can express emotion, ideas, discuss and share opinions only by using the correct language. Therefore, effective language speakers have more chances in their life career than others, due to the ability to speak and express themselves clearly and fluently.

5. Speaking skill

What meant by teaching speaking is to teach English language learners how to pronounce and produce sounds, and the use of words, sentences, stress... (as cited in Gilakjani, 2016, p.56).

Nunan (1989) see teaching speaking as the learning of the production of the English sounds and correcting them in case of incurrance. Also, he added that teaching speaking is refer to the organization of thoughts and sentences in meaningful and logical sequence. He also mentioned that through teaching speaking language can be used as a means of expressing values and judgments, quickly and confidently with few unnatural pauses, which called fluency

6. Teaching speaking

The English teachers should depend on several techniques to develop the speaking skills of their learners. Klancer (2016) mentioned in his study that teachers have to keep in mind always that they have in front of them a mix class with varied abilities, expectations motivational level knowledge and last but not least different learning styles. Thus, teachers must vary the used techniques and introduce new ones in their regular classrooms in order to involve EFL learners more and improve their speaking

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skill. The use of mixed activities such as dialogues, songs and storytelling contributes in growing students' performance up, in parallel with their awareness of social and cultural factors of the foreign language. According to Klancer (2016) applying video in the education field, especially in developing speaking skills is considered the most effective technique For EFL learners nowadays.

Thus, we have to keep mind that watching YouTube videos is important technique as much as interaction and discussion in the classroom. Consequently, teachers should select useful and simple materials and techniques to create more interests and attentive among EFL student towards learning speaking skills.

7. Characteristics of speaking skill

Bygate (1987) stated that speaking represents the social solidarity; people are judged most frequently according to their way of speaking. Hence learners should pay a lot of attention on two main characteristics in order to raise their performance, fluency and accuracy. (p.125)

7.1 Fluency

Hughes (2002) defines fluency as the ability to express ideas, feelings, or opinions in an accurate way without any kind of hesitation, otherwise, the communication will breakdown and the speaker will lose the hearer's attention (p.148) . Clearly fluency here means to speak without having to stop and it should be delivered in an understandable manner showing how comfortable the speaker is. To improve fluency in speaking a foreign language, it is very important for EFL learners to communicate and get their message smoothly to the listeners. Also, they need to use any opportunity in class to speak English and practice their pervious knowledge. Furthermore, they need to be confident while speaking and do not let fear of making grammar mistakes hold them back. In such, case Thornbury (2005) suggested some tricks or production strategies through filling the most common pauses, by some expression such as" I mean" or " In short" or reputation of one word where there is a pause.

7.2 Accuracy

Accuracy, the other hand, is the ability to produce correct sentences using correct grammar and vocabulary. Teachers insist more on teaching accuracy in their teaching program, learners desire more to be fluent and they forget about being accurate. Therefore being fluent at speaking requires at first the correctness and completeness of language form. Subsequently, EFL learners should focus on a number of things in their production of spoken language, mainly the grammatical structure, vocabulary and pronunciation.

- Grammar: According to Oxford dictionary, grammar is defined as “the whole system and structure of language, made up of morphology and syntax (including inflections). Grammar is an important language feature upon which the meaning and interpretation of oral messages are based on(sounds as incomplete sentence). Cummis (1979) stated that grammar is the proper reflection of the whole threshold level (p.222) . Brumfit (1980) also believed that the more EFL learners work on accuracy in grammar the more they become effective on communication. Consequently, the importance of grammar is associated with the accurate use of language for effective communication (151).

- Vocabulary: students often find themselves facing difficulties in choosing the appropriate terms and word while expressing their thoughts or whatever they want to say. This is due to the lack vocabulary; Harmer (2001) stated that the knowledge of word class and when using formal speech is a very important task every EFL learner should know about (p.180) . Moreover, Ur (1996) believed that in learning foreign language, vocabulary should be taught seriously (p.446). In addition, it is supported by Thornbury (2002) that vocabulary is quiet important than grammar because even someone has good grammar, but it will be worthless if you do not know how to formulate one correct sentence without messing some words (p.115). Also, vocabulary is important in university, the ability to understand a professor’s word in a lecture is important to any university student. Knowing vocabulary is the base on

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all university programs. Thus, Vocabulary in language teaching should not be neglected, it has a very huge impact on learners success.

- Pronunciation: English pronunciation is one of the most difficult skill to acquire, it is seen as the basic requirement of learners' competence, because good pronunciation leads to correct learning, while bad pronunciation promotes tow big difficulties in language learning (Gilkajani, 2016, p.55). Furthermore, Richard and schmidit (2002) defined pronunciation as the method of producing certain sounds (p.19) . EFL learners should be aware of the different sounds and their features, they also have to be careful where words should be stressed, when should use raising intonation and when to use falling one. All these contribute mainly in both: the effectiveness of communication and developing EFL learning performance. However, if phrases are not spoken properly, the speaker may not be understood, which leads to inaccuracy.

8. Speaking difficulties

There is no doubt that the main objective of teaching speaking is to develop the communication efficiency (River, 1968, p.88). A fact that is illustrated by language researchers concluded that EFL learners may face many obstacles throughout their educational career, but the following are the most common ones among them:

- Inhibition: sometimes students find themselves worried about making mistakes, shyness and fear of criticism.
- Lack of motivation: often there is a huge gap between teacher and students, because they find nothing to say or to discuss about if they have no interests about the subject.
- Teaching strategies: the traditional way that some teachers depend on their classes may affects difficulties to Learners.

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- Mother language use: people feel comfortable when they speak their language, it is much easier for them in terms of expressing feelings, thoughts or opinions
- Poor listening: sometimes when listen to native speaker, some EFL learners cannot catch what they are saying this because of poor listening

A. Lack of self-confident and Anxiety

Ur (1996) confirmed that several aspects that cause difficulties in speaking including Inhibition, because of fearing of criticism, worried about committing mistakes or simply shyness, some student prefer to carry their thoughts to themselves (p.447). Dil (2009) investigated Turkish EFL learners' speaking difficulties in English language classrooms, and it reported that anxiety and unwillingness during the English speaking process are considered two of the biggest obstacles for EFL learners. Littelwood (1999) argued that "it is too easy for foreign language classrooms to create inhibition and anxiety". In every foreign classroom it is noticeable that there are some student who prefer to keep silent without any kind of participation and interests all along the course, other speak only when they ensure that what they will say is correct. Harmer (2001) suggested an idea for teachers in case they face this trouble, he proposed to collect the weak student in small groups (3to5) students, and involve them into group work to raise their self-confidence and develop their performance inside the classroom (p.182).

B. Lack of Motivation

Sometimes students have no desire to learn or to speak English this may be because the topic chosen by the teacher does not match their interests. This may lead them to use such expressions like "I don't know", "no comment" or "I have nothing to talk about" to indicate that they are out of the subject. Littelwood (1981) found that the development of speaking skill can only take place if learners have the motivation and the opportunity to express their identity and relate with people around them. Furthermore language is best learned when the learners' attention is focused on understanding, saying

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and doing something with language, but not when their attention is focused on another subject (as cited in Al Nakhala, 2016, p100)

C. Mother tongue Use

Willis (1981) see that teaching English through English as speaking and using English in classroom as often as you possibly can. She believed whenever EFL students are exposed to English through hearing and using it more quickly it the more quickly they will learn. Sometimes teachers fell they cannot control the classroom they take help of students mother longue they use L1 when they have to share cultural things, like jokes and drills. However, students may lose their ability to communicate in English if they get used to expressing their ideas in L1, also this will reduce students' opportunities to practice the English language. Thus it is better to teach English through the medium of English.

D. Poor listening

Effective listening is a valuable skill that helps EFL students to achieve their goals efficiently and improves language productivity. Samuels (1984) conducted a study showing that the interpretation of the meaning of the message depends on the listener's internal knowledge and skills. The student with low level of listening will have a harder time comprehending and understanding a speaker. Ward (1990) stated that when someone listens, no communication takes place, good listening begins with right attitude, so in order to improve listening skill, one must first decide to be a better listener.

E. Teaching strategies

Explicit and effective ELL strategies must be utilized in order for EFL students to gain a true understanding of the content being taught and the language associated with that content. However, the traditional strategies used in the educational field seem to be boring and not-effective nowadays. Consequently, experts tend to adopt new strategies especially for acquiring speaking skill; technology is one the newest strategies used in education. Because learnres find that, it is helpful when they learn by technology rather than old traditional strategies.

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All the factors mentioned above are considered by many scientists and educators in the field of teaching language as speaking difficulties any EFL learners may face, thus they should be taken into account and working seriously to solve these problems to be fluent in speaking.

9. Speaking errors and mistakes

Generally, while speaking students are exposed to commit some mistakes and errors. Norrish (1983) refers to errors as the systematic deviation when learner has not learnt something consistently gets it wrong. Selinker (1972) defined errors as “red flags” that provide of learners’ knowledge of second language. Error is more formal word refers to doing something wrong due to ignorance or poor knowledge. In the other hand, mistakes refer to doing something with wrong way even there is certain knowledge about it. Mistakes generally are performance based and less formal than errors, and usually happened accidentally in daily speech. According to Hedge (2000) those errors and mistakes are of different kinds, he also distinguished between them into two main types:

9.1 Systematic error Vs mistakes

In Merriam-Webster dictionary, systematic errors is an error that is not determined by an accuracy (as of observation or measurement) inherent in the system. Systematic errors appeared generally in the first of studying the foreign language, and they considered as non-zero mean. Whereas systematic mistakes are made because of external physical factors like tiredness, careless and so forth.

9.2 Global errors Vs Mistakes

The communicative skill is mainly the most factor that causes for these errors. Global errors may lead to misunderstanding to the listener and affects the overall sentence organization, like wrong word order, or wrongly placed sentence. Whereas local ones affect single elements like errors in morphology or grammatical functions.

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Even if the above strategies are observed in controlled practice, they can be used also in non-controlled practice. All these strategies are constantly used at the moment of making the error during conversations or discussions which will make some problems in the activity and to learners' way of speaking. Moreover, interrupting learners each time to correct them, will go away from the goal of the activity in hand, cut the students' ideas and the flow of the discussion.

10. Conclusion

Throughout this chapter, we have tried to consult or examine some of the theoretical aspects that concern foreign language speaking skill. As a productive skill, speaking is a very important process that helps to develop learner's performance in the target language. Furthermore, having the privilege mastering any foreign language do not come for nothing, in fact .The development of speaking skill requires students to make active use of the language that is correct units grammar and pronunciation. That is to say fluency and accuracy are two essential aspects to be developed in classroom interaction .Based on the review of the literature of the study, teachers should understand their students' interests and feelings, improve their learners' self-confidence, and choose the best teaching method to keep their learners' involved in the speaking activity. Teachers should praise their students to speak English, they should build a friendly relationship with their students, make them feel very happy with the class and have a feeling of great enthusiasm and eagerness to study English in general and speak English in particular. The literature review of this study represented that teachers should give their learners enough time for speaking skill, help them overcome their timidness through friendly behaviours to make them feel comfortable when speaking, remind their learners not to worry about making mistakes, and give them true instructions and enough guidance. Teachers should give their learners more opportunities to speak English through using some speaking tasks that help them to speak and urge them to take part in speaking activities. In addition, teachers should know when and how to correct their learners' mistakes

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so that they are not afraid of making mistakes. To conclude, According to Wallace (1991): “The late twentieth has been called ‘the age of communication’, and with some justification. The world is turning into ‘the global village’ which has often been predicted. As the pressure to communicate increases the division”. So, teaching and learning speaking skill became more effectively when the teacher uses diffracts materials as video techniques to make the word which student hear more concrete.

Chapter 02

Educational YouTube videos

1. Introduction

YouTube is an online video repository that contains digital video files, these videos are displayed for free on this platform. Wilkins and Wilkins (2011) stated that YouTube presented a variety of English dialect, and he assisted EFL teachers to in promoting learner autonomy. Educational YouTube Videos are considered as one of the veritable materials that have great importance in the learning process (p.113). Most of the students lack English vocabulary which prevents them from using correct language when communication with others. Years ago, great efforts have been made by experts to make the learning process more about the learners depending themselves and their own competences, for the purpose of increasing the interaction in the classroom. For that reason, with the use of educational YouTube videos, the learning process become more learner-centered. Also, it encourages a learners' sense and involves them with the content of the lesson. These videos help teacher to simplify the lesson and make it more understandable and more effective, which leads students to be more motivated. YouTube provides opportunities for EFL students to practice the speaking skill throughout using motivational materials and comprehensive activities. According to Watkins and Wilkins (2011) all these online materials tend to incorporate into two essential features; one is evaluating EFL learners learning style inside the classroom, and allowing them to connect the contents learned in the class to their experience. Second, they contribute in building an effective interaction between teachers and students. The attractive components in the video are better in keeping people's attention, as compared to audio. Al wehaibi (2015) mentioned in her study that educational YouTube videos are more interesting, as many people prefer watching television than listening to audio materials like music and songs (p.26). 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

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discussed, its role in teaching and how useful it could be for the four skills, then introduces some activities that teachers should use using videos. Finally, this chapter highlights the value of YouTube videos.

2. 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. The world that we live in today is getting smaller where the technology control 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.

Technology has brought huge changes to almost all aspects of the human life, and become inseparable from their lifestyle. From communication to online shopping, Technology has crept into every corner of our life. The Internet is a large electronic library of information that revolutionized communication and made the exchange of information electronically, which is called digital communication. The term Information and Communication Technology (ICT) become 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 (p.46). They enable us to process, store, retrieve and disseminate valuable information in text, sound and video form. 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 (UNESCO 2002). It has already become an important 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 establishment in the developed countries. According to the

Educational YouTube videos

Organization for Economic Co-operation and Development (2004) there is a strong combination between economy and ICT, because it 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 the innovative communication technologies creates opportunities for enhancing human service delivery (Bullock & Colvin,2015, p.01).

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. Chang and Chang (2016) believed that many countries are making a clear investment in developing their respective ICT in education plans, and on bringing various ICT equipment and resources for school and university. 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.

3. Teaching aids

Technology has an effect on 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 which assist teachers in the class. Remillar and Heek (2014) emphasized that teaching aids could be any human or non-human materials that used to promote teaching and learning activities (p.04). Also, they help teachers to do their job, as Harmer (2001) argued that the use of variety teaching aids to explain language meaning and construction, engage students in the topic or as the basis of the whole activity. Thus, students can learn better when they are motivated properly

Educational YouTube videos

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

4. Audio- aids

Audio aids function as learning facilitators and teaching machines, and motivate the learners and arrest their attention during the learning process. There is a strong relation between audio and visual aids, however audio aids could be used separately and could be used efficiently without the use of visual aids. Middleton (2009) in his work assumed 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. Audio aids have been used in the field of education for many years; 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 or tape recorders and radios which are valuable materials in the field of EFL learning (Thomas, 2001).

5. Visual aids

Visual aids are resources that tend to keep the subject or lesson understandable. According to Anderson, Maclean and Lynch (2004) Visual aids refer to anything your public can view, and which leads you to catch their attention during your presentation. Visual aids such as: pictures, models, charts or actual objects are important in encouraging students and creating an environment of interests for their studies (Cuban, 2001, p.104) . More significantly, the use of visual aids contributes in simplifying the main point for learners. The utilization of learning aids is preferable for teachers because it enables them to increase student's performance, and spread positive vibes among them.

6. 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). 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 (Van Els et al., 1984). It means that audio- visual aids are a combination between image and sound. Besides, they are devices that help the teacher to clarify and establish precise conceptions. Awashti (2014) confirmed that using Audio Visual aids can be useful for making the learning earning process 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. 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.

7. An overview on YouTube

In this digital era, the internet has served as a vital part of the world and today humans dependent on it as part of everyday activities. It enables people to get information from all over the world with less effort and faster time, so it becomes the centre 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 in world wild web. YouTube, YouTube.com, is a name of a website that exists on the web. It is considered to be an online depository for any digital video file that can be stored and restored anytime. It also allows millions of people to easily upload, download, view, and share video clips through several different platforms (Watkins & Wilkins, 2011, p.113). 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

Educational YouTube videos

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 opportunity to practice their language skills, a research paper written by Gentry (2008) entitled “using YouTube: practical Application for 21st century Education” discussed 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”. Teachers should integrate the lessons with technological tools such as YouTube, which is a vast resource for educational content; this will keep students engaged in the learning process (p.05).

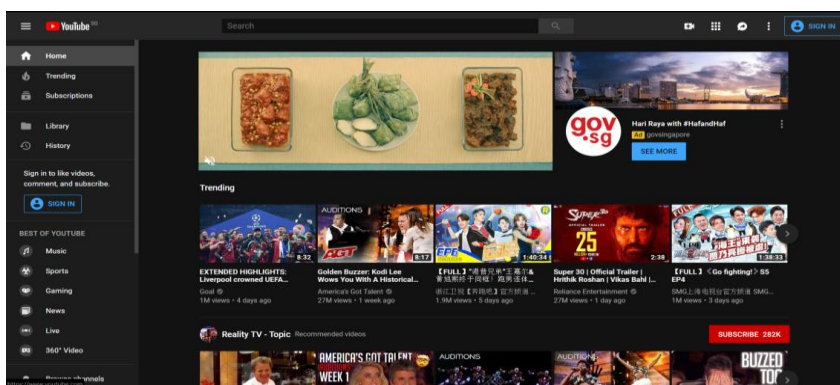


Figure 01: A screen shot of YouTube Home page

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 mark share, and the fastest-growing websites on the web (119).

8. YouTube as tool for teaching

Since the last decade, YouTube was not only a successful online resource of communicating or networking, but also as a tool for learning foreign language. According to Langer (2010) YouTube and many other video-sharing platforms, considered to be the most fundamental tools used to teach

Educational YouTube videos

English. Moreover, it reached the learning process by including several ways of teaching in classroom. In addition; EFL instructors can make the lecture enjoyable and keep the students more involved in the lecture. Engaging YouTube in the classroom leads to reduced time that teachers used to spend in explaining the lessons. Consequently, this provides a proper atmosphere where EFL students engage in developing their level in learning the English language. Educational YouTube videos, also seen as a bridge that connects students, teachers and educative institutions together. Another feature presented by Tamplosky and Degtiariova (2003) stated that YouTube videos involve EFL learners into a social situation with native speakers, by providing the chance to listen, see or observe native speakers act and talk (p.169). However, teachers should not step back and let educational videos do the entire work. In fact, their job is to include convenient concepts, prepare students for the viewing experience and design the needed tasks that have a relation with the subject taught in the classroom.

9. YouTube for listening and speaking

Speaking and listening are interrelated skills in the process of constructing learners' communicative competence. EFL teachers' main concerns is to enhance the 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) asserted that Supplementing the (often) scripted and stilted textbook listening with the real life authentic conversations, which you can find on many podcasts, is an attractive option for language teachers (not to mention their students (p.01). 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

Educational YouTube videos

according to the context. Moreover; Watkins and Wilkins (2011) 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.113).

10. Conversation analysis

Analysis of conversation is recognized as the approach that investigates how the human being contact and exchanges information (discussions, dialogue, conversations and others), it embraces both verbal and non-verbal language, but uses mainly with verbal once, whether in work, teaching or learning, in social circumstances. In this activity, the role of EFL teachers is to look for effective educational videos on YouTube and present them to the students in classroom. Through searching for appropriate communication approaches on YouTube, students are also able to test their comprehension and evaluate their performance. The dialogue may or may not be well-organized, students have to identify the signs and develop a clear understanding whether it is a proper usage of the language or a misuse. The amount of illustrative video discussions contained on YouTube would be measured for the students. Additionally, the students could share videos with their classmates.

11. Movie trailer voice-over

This type of listening and speaking activities focus more on practice student's pronunciation and providing some tricks to improve their vocabulary. In this activity, students choose two-minutes from the trailer. After that, students download the video and delete the original voice by using some software programs. With the aid of transcription, students replace their own voice that recorded and copy it in the video, but they have to pay attention to the mimicry and synchronization. This experience allows students to act like native speakers in terms of using intonation, pronunciation, this will provide students the chance to invoke the intended emotions and

Educational YouTube videos

involve them while telling the story in their own way. Watkins and Wilkins (2011) stated that teachers by the end of this experience can evaluate their students' performance in speaking and listening. Consequently, trailers are ideal for students' literacy, they engage students with the lesson and help them to improve their learning process.

12. Famous Movie Scene Reenactment

Watkins and Wilkins (2011) explained this activity by saying that the student can re-enact any famous movie scene. This creative project engages students to improve their English in a physical and dramatic way (p.113). The student can re-enact either in the classroom or record it in a form of a short video. Furthermore, the re-enactment could highlight any concept discussed in the class. EFL learners will be evaluated based on the re-enactment, exactly in the way it reflects the speech and pronunciation discussed in the session.

13. Vlogging

The word "vlog" combines two words "video" and "blog". It derives from the words web, log. A vlog is created to express feelings, tell stories, and connect with the audience in a form of video rather than scripts. YouTube has gathered many vloggers which facilitates to EFL students listening to their English language in different contexts. Furthermore, According to Watkins and Walkins (2011) EFL learners can do their own Vlogs by Staying in front of web camera, speaking loudly about any topic in short duration, then listen to their teachers and classmates' evaluation replies. This makes students depend on different entertaining activities and use them correcting their mistakes. Ferrante (as cited in Beach, R., & O'Brien 2015) argued that thinking through the problem forces EFL students to see whether they act correctly and incorrectly, it seems like they are able to be aware about problems quickly, and they're not repeating the same mistakes (p.205).

Educational YouTube videos

YouTube's job is not only about learning, but also about motivating learners. Creating their own videos leads EFL learners to be more confident about their competences. Additionally, Vlogs save the privacy of students because it allows only invited people to see the videos shared by students. Finally, teachers concern should be only about evaluating students based on three main point vocabulary, pronunciation and grammar use (Witkins & Wilkins 2011, p.113).

14. 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, also there are reading and writing activities that can be improved by using YouTube. Hyan & Kaplan (2012) declared that 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 can be helpful in promoting EFL students reading and writing abilities (p.115).

15. 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 about the information included in the summary.

16. "How-to" writing

Educational YouTube videos

In this activity, the teacher starts by choosing videos based on the duration and simplicity. Then he/she writes the content of the video on board, and then it comes the students' role, they will complete the activity by recreating their own video, the exchanging them with their classmates. Finally, the teacher evaluates the students according to the accurateness in writing the essential points. Such kind of activities provides basic literacy for EFL students (Watkins & Wilkins, 2011, p.113).

17. The value of YouTube

YouTube is among the web's most successful video-sharing platform, that attracted millions of viewers, because it contains much different data. YouTube becomes widely popular over the past three years. Millions of videos watched everyday makes YouTube the most effective websites that have various sources for its subscriber (Godwin, 2007, p.16). Furthermore, teachers nowadays use YouTube to download any video that can help them while educating their students especially in foreign language classes..

YouTube is not just about internet services, but also about learning Language lessons. There are several videos dealing with various English dialects provided by native and non-native speakers, that can be used by learners. In the same context, Alimemaj (2010) confirmed that YouTube is a platform that is deemed to be an interactive network with several educational services, it aims to improving students skills (p.113). Furthermore, some examples of short educational YouTube videos websites are given by Snelson (2011) named some effective channels on YouTube that provide educational videos: Big Think, Fora.tv, Teacher Tube and TED Talks. Therefore, higher education organizations should substitute ancient approaches and tools with new useful ones, including such YouTube videos for education (p.159). However, this should be done under special instruction from the teachers for the students to use YouTube in an appropriate way.

Conclusion

To conclude, the importance of using online resources such as educational YouTube videos in teaching and learning English cannot be neglected. It could be concluded that the implementation of YouTube-based videos in teaching speaking can improve the students' speaking skills, this improvement is proven by the students' speaking achievement. In this chapter, the development of technology 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 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 lifestyle and also modern teaching process.

Chapter 03

The field work

Introduction

The present research aims to illustrate the role of educational YouTube videos in developing EFL learners speaking skill. In the previous chapters a literature review about the topic and what researchers discuss on the speaking skill and YouTube videos is presented; for the purpose of testing the stated hypothesis this study settles on choosing a questionnaire for students as research tool.

This chapter dedicated to analyze and describe the questionnaire results, also to study the findings of this research about the effectiveness of using educational YouTube videos in enhancing EFL students speaking skill. As for the questionnaire intend to discover the awareness of the learners about both the importance and the value that educational YouTube Videos can offer to them to improve their oral performance

Research approach

This research paper has been done by using quantitative methods, for the investigating the effectiveness of educational YouTube videos in developing EFL learners speaking skill. The use of this approach is due limited amount of time, also the identification of the patterns and measuring of data

Research design

The present study requires involving EFL learners to illustrate the objective of the research. So a questionnaire has been used and delivered to 3rd year students at university of Biskra, in order to know their viewpoints concerning the effectiveness of YouTube videos in enhancing their speaking skill. The data collected through this questionnaire has been analyzed by using Excel application and SPSS programs for calculating and collecting data

Data collection method

Educational YouTube videos

In order to gather data for this study, we depend on the questionnaire as tool to take out EFL participant's opinions. The students questionnaires' was delivered to them through social media applications and E-mails. Moreover, it involves both close-ended and open-ended questions. The use of this type of question allows the students to express their points of view, and enable the researcher to data and statistics, which provide accurate findings.

Methodology

To serve the requirement of this research paper, it is decided that the descriptive method would be the most appropriate instrument that can be useful in collecting and analyzing the data. The used questionnaire is to define the fact about this research, whether the educational YouTube videos can affect positively in enhancing student's speaking skill. The descriptive method is used for the purpose of providing an accurate description of the study, also as it is common in descriptive research the data collection is quick to conduct and is inexpensive.

Population and sampling

The sample of the presented study is students of English language at Biskra University. Those students are 3rd year LMD of English language at Mohamed khaidar University of Biskra during the academic year 2019-2020 from a total number of 470 students, we selected randomly 40 students 10% and sent them the questionnaire Via E-mail and social media websites. The reasons behind choosing this population are: firstly third year students this year have completed three years of studying oral expression and they may have experienced the use of ICT tools during their lectures. Furthermore after three years at university, students will be aware about the importance of speaking skill and they start to work hard in order to improve their competence by using several methods and techniques

Student's questionnaire

Administration of the questionnaire

Educational YouTube videos

The questionnaire was supposed to hand to third year LMD students of English Language at Mohamed khaidar university of Biskra. However, due to compelling circumstances (COVID 19) the study on the University was paused on march 2020 four months before the usual date, we found ourselves obliged to deal with the situation, so the questionnaire was delivered on July 2020 Via Social media applications and websites and by E-mail to 3rd year participants.

Description of the questionnaire

This questionnaire consists of eighteen (18) questions which are divided into three sections and arranged in a logical order. The participants supposed to answer a multiple choice type and put tickets on the appropriate answer; also they will give their point of view and fully answers whenever necessary.

Section one: General information (Q1-Q3)

In this section there are three questions that aim to educe the gender of the students if they have a real tendency to English, or it was imposed to them; and their level of proficiency in English very good, good, average, less than average

Section two : Students' perception of speaking skill (Q4-Q10)

In this section students will indicate their understating of the speaking skill through answering six questions. In (Q1) students are asked to say what is the most important skill : Reading, Writing, Speaking or Listening. In (Q2) they are asked if they find speaking skill easy, difficult or very difficult. In (Q3) of this section students suppose to tell their main speaking difficulties. In (Q4-Q5) students were asked about their participation inside the classroom, and if they get the chance to practice their speaking skill from the teacher. The last question is to show the agreement of requiring English through the exposure to native speakers talk videos.

Section three: Student's attitude towards the use of educational YouTube videos in teaching speaking (Q11-Q18)

the first question in this section looks for determine the use of YouTube videos in the classroom. (Q2) seeks to know if students find that educational YouTube videos can be effective in learning process followed by brief justification. In (Q3) students are supposed to say if they find educational YouTube videos preferable. In (Q4-Q5) participants are requested to tell if they watch educational YouTube videos, and if it promotes their vocabulary, pronunciation or grammar. In (Q6) is devoted to know student's point of view on what educational YouTube videos can offer to EFL students. In (Q7) respondents are requested to name three educational YouTube videos they find useful for EFL students. The last question is to add any comments or observations about the topic

1. discussion of results

Section One: General Background

Q1: Student's gender

Table 01

Student's sex Distribution

Presences	Male	Female	Total
Participants	12	28	40
Percentage	30%	70%	100%

Educational YouTube videos

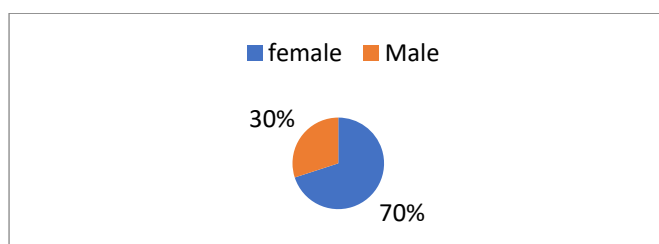


Figure 2. *Diagram representing students' gender*

Results in table 02 show that the number of females is higher than the number of males, like many universities, the high number of females enrolled in the department of English at the University of Biskra confirms the common belief that females have more tendency towards studying foreign language and English in particular. It means to get a profession as language teachers or interpreters which are commonly consider as feminine jobs in this country. Males generally tend to prefer scientific and technical branches (computing, technology, etc).

Q2: the choice of English branch.

Table 02

Students' choice of English

Option	Personal	Parental	Results
Participants	36	04	40
Percentage	90%	10%	100%

From the results we notice that the majority of participants 90% choose to study English Language due to their personal willingness and only 10% was imposed to them.

Q03: Student's level of English

Table .03

Educational YouTube videos

Students' proficiency level

Option	Very good	Good	Average	Less than average	Total
Participants	09	26	05	00	40
Percentage	22.5%	65%	12.5%	00%	100%

As it is clearly observed from the table above, 65% of the total participants 40 claim to have “a good” level. 22.5% consider their level in English as “very good”. However, 12.5% who 05 participants assume that their level is “average” and no one responded by having a poor English proficiency level.

Section Tow: Student's Perception of speaking skill

Q04: The most important skill

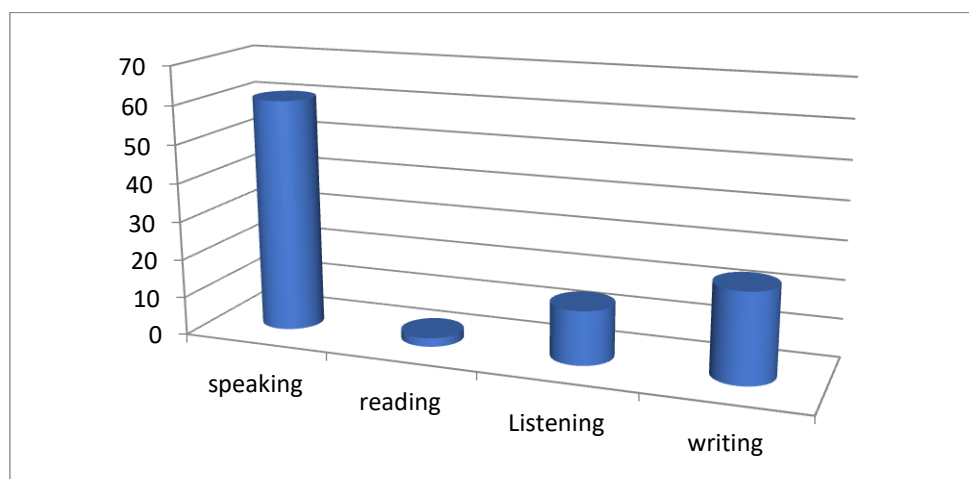


Figure 03: *The most important skill*

From the figure mentioned above it is clear that most of the participants 60% consider speaking skill is the most important skill, this refer to the status of this skill in learning English language, so that EFL student must work hard in order to mastering speaking skill. In the other part 23% of the students who

Educational YouTube videos

answer this question see that Writing also is important in learning English. 14 participants believe that Listening to native speaker's talk also can be more important than other skills an acquiring the language. Whereas only 1 participant sees that Reading is necessary then all 3 skills in the learning process.

Q5: Speaking level of Difficulty

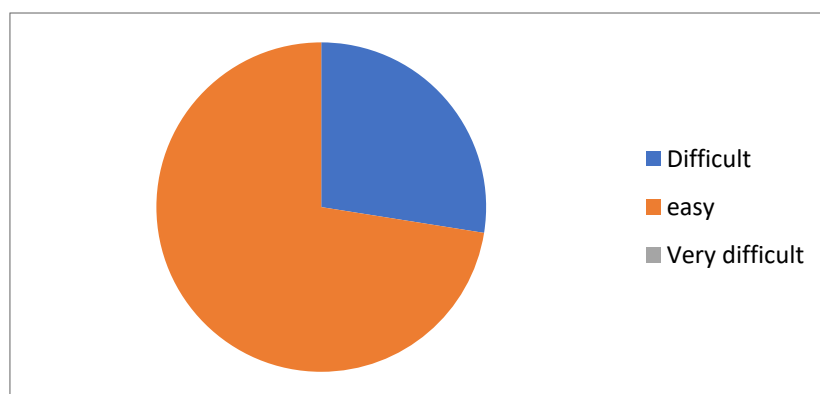


Figure04: speaking level of difficulty

In this question majority of the students mentioned that speaking seems to be easy for them, However 27% of those students face some difficulties in speaking.

Q6: Students main problems when speaking

Table 04

Students' problems when speaking

Option	Pronunciation	Lack of vocabulary	Mother tongue interference	Lack of practice	All of them	Results
Participants	5	12	4	18	1	40
Percentage	12.5%	30%	10%	45%	2.5%	100%

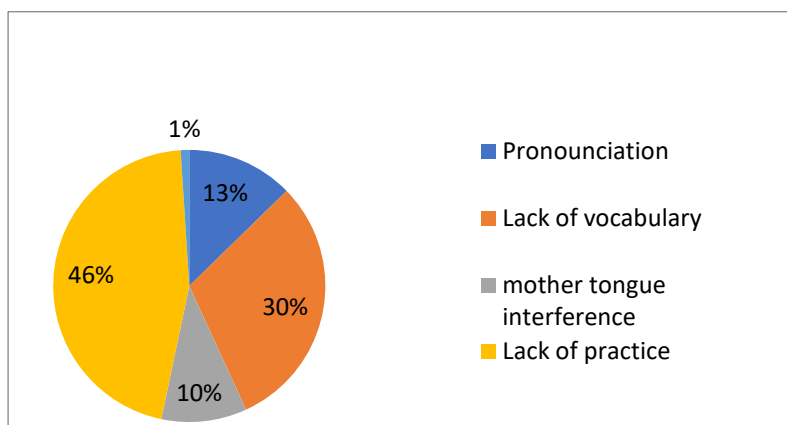


Figure 05: Students' problems when speaking

In this question, students asked to pick up the most difficulties they face during their speaking. . 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, 45% of the students do not practice the speaking skill enough or as it should be to have native speakers tongue, in the same context 10% of the participants have mother tongue interference which affect on their ideas while speaking. The third problem which is widely common with EFL students is the lack of vocabulary, 30% of the students state that they have some vocabulary difficulties while expressing their thoughts. Out of 40 participants, only one participant 2.5% who said that the main difficulties in speaking and he could not develop their speaking skill because of the use of first language or the mother tongue, luck of practice, luck of vocabulary and pronunciation difficulties.

Q7: How often do you participate in the oral expression course?

Table 05

Students' frequency of participation

Option	Never	Occasionally	Usually	Always	Total
Participants	1	16	17	6	40
Percentage	2.5%	40%	42.5%	15%	100%

:

This table indicates that 06 participants 15% state that they always participate in oral expression session because they might be highly motivated. Then 5 participants 42.5% they usually participate and 16 participants 40% state that they participate only when they get a suitable occasion. However, there is only one student 2.5% who claimed that he/she never participates; maybe this happens because of some reasons such as anxiety or fear of making mistakes, this may indicate that these students participate whenever necessary or only if they are required to do so. These results show that the majority 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 a deficiency in language so they do not participate.

Q7: How often the teacher gives you the opportunity to speak?

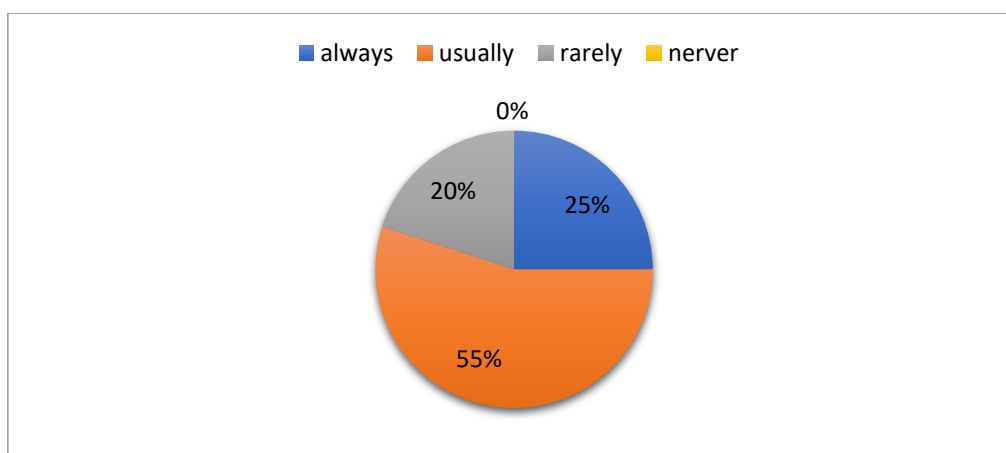


Figure 06: representing the opportunity to speak.

Out of 40 participants, 55% have claimed that their teacher sometimes gives them the opportunity to speak in class room, and only 20% and 25% between always and rarely. In oral expiration all the student have the same chance to speak but some student feel boring and they want some materials which motivate them.

Q9:Do you think that speaking in English requires the exposure to native speakers' talk ?

Table 07

The requirement from an exposure to natives' videos

Option	Participants	Percentage
Strongly agree	10	25%
Agree	23	57.5%
Disagree	7	17.5%
Total	40	100%

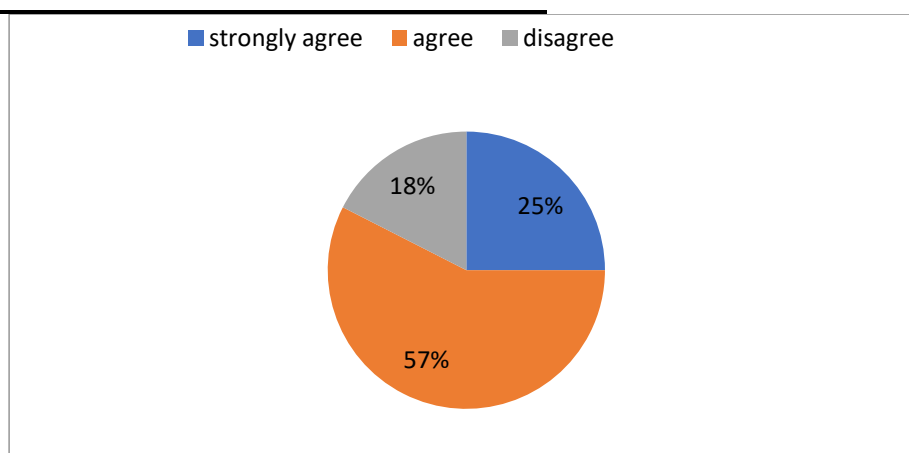


Figure 07: *The requirement from an exposure to natives' videos*

The majority of students 57% agree that anyone who wants to speak English has to watch native speakers' talk videos since they are aware of its importance in learning English. Others say that they strongly agree on the requirement of native speakers talk. However, 7 participants making up 17.5% 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.

Section three: student's attitude towards the use of educational YouTube videos in teaching speaking

Q11: Do your teachers use YouTube videos in their lectures ?

Educational YouTube videos

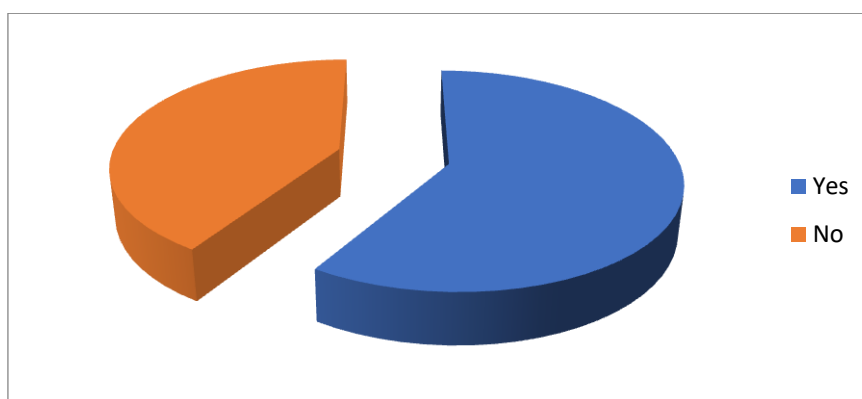


Figure 08: *The use of YouTube videos.*

This graph shows that the majority of teachers use the educational YouTube videos to help their EFL student in acquiring English language, and particularly the speaking skill. However there are some teachers who consider YouTube educational videos not that important, they depend on traditional ways of teaching language.

Q12: Do you agree that the use of educational YouTube videos can be effective in the learning process? And Justification.

Table 07

Effectiveness of YouTube videos

Option	Strongly Agree	Agree	Disagree	Total
Participants	13	25	2	40
Percentage	33%	62%	5%	100%

From the table above, we notice that the majority of students agree that educational YouTube videos are an effective material in learning languages. Also, some students strongly agree on the considering YouTube videos as useful material in the learning process. However 2 participants disagree on the question above and they see YouTube videos not effective during the teaching English.

Educational YouTube videos

For this question, students asked to justify

Many students who choose “strongly agree” and “agree” justify their answers by claiming that educational YouTube videos help EFL simplify the understanding process for EFL students, also they believe that educational YouTube videos may be better instructor than the teacher because when you learn from a video you can repeat the lesson and come back whenever you want. In the other hand, participants who do not agree said that educational YouTube videos maybe help in apprehensive learning, but not much on communication, also some respondents 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 educational YouTube videos are effective material and it helps them to learn English as well as to recognize the native speakers' attitude, language use, and most importantly the pronunciation.

Q13: Do you think that the use of educational YouTube Videos is preferable for EFL students?

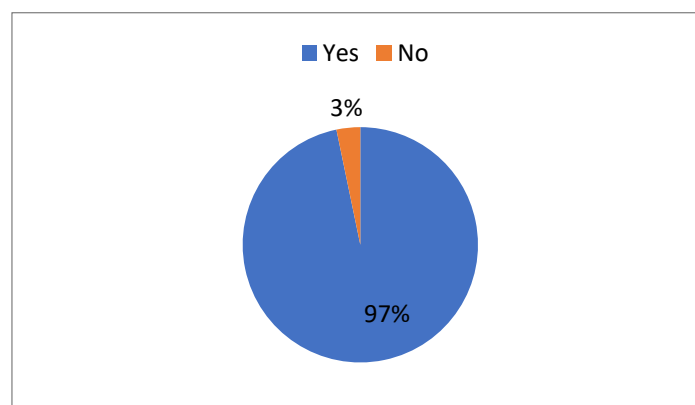


Figure09 : Do EFL students prefer using educational YouTube videos?

This graph indicates that most EFL learners prefer the using of educational YouTube videos because it motivated them during the learning and provide them with several benefits. However some of the

Educational YouTube videos

participants do not prefer to watch educational videos and they justify their opinions by saying "Usually this kind of videos are boring so we won't be interested in it that much we'll just chat during it"

Q14: How often do you watch educational YouTube Videos?

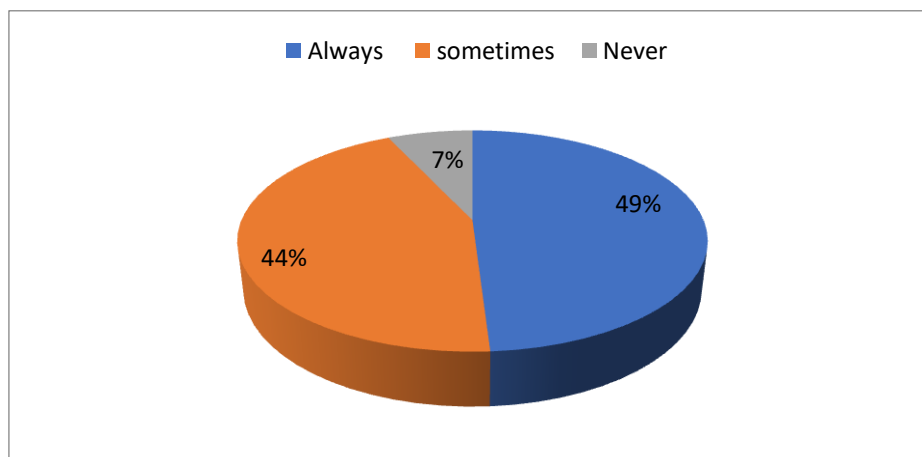


Figure 10: *Participants' watching Educational videos*

From this we notice that majority of EFL student watch YouTube videos, only few students do not use educational videos; this refers to the role of YouTube in developing learners' competences, so that they depend on during the learning process.

Q15: educational YouTube videos promote your: Vocabulary, Pronunciation or Grammar.

Table08

Educational YouTube features

Option	Pronunciation	Grammar	Vocabulary	Total
Participants	17	2	21	40
Percentage	44%	2%	54%	100%

Educational YouTube videos

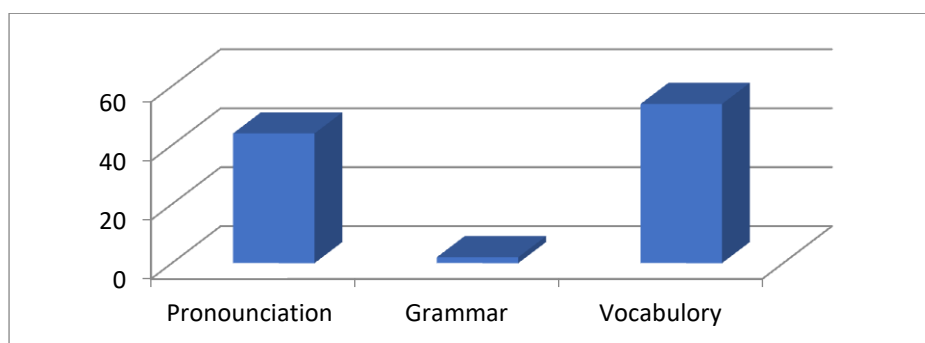


Figure04 : *Educational YouTube features*

From a total number of 40 students 21 of them said that educational YouTube videos promote their vocabulary, and 17 respondents declared that it developed their pronunciation. In other part, only 2 students, which their grammar has been promoted after watching educational YouTube videos.

Q16: In your point of view, what can educational YouTube videos offer to EFL students?

In this question we try to extract participants' points of view regarding the topic. Honestly their opinions were extremely different but most of them were focused on the following points:

Building a wide background of new vocabulary

Improving EFL's fluency through listening and watching native speakers talk

Ameliorate the pronunciation of EFL student

A modern less complicated way of learning that motivated EFL learners

Q17: Name three educational channels you follow on YouTube

From a total number of 40 participants, only 26 students answered this question. They named many educational YouTube channels, but the following are the most common ones in the suggestions:

Educational YouTube videos

English with Lucy

Learn English with TV series

Ted-Talks

Q18: Would you please add any other comments you consider important for the use of educational YouTube videos in teaching speaking?

Most students who answer this question have suggested several tips that may help EFL learners as follows: the use of YouTube videos is useful in improving the speaking skill. Also, some respondents advised EFL students to learn how to speak like natives and learn the culture of other foreign countries, as for new terms. Moreover, they suggest seeing British or American shows and some interviews which to be helpful to get a right pronunciation and see native speaker who react with words it will be more motivated to the student and the teacher too.

2. Discussion and Interpretation of results

First of all, the analysis of the questionnaire results that the majority of participants are females and they choose to study English language because of their personal willing. This demonstrates that respondents are good in English and specifically in speaking skill. Secondly, it is apparent from the results that students consider speaking skill as the most important among the other skills. The majority of students found speaking easy for them, while a few of the found it difficult to understand. Furthermore, the majority of students believe that speaking skill is the most important skill, that needs

Educational YouTube videos

to be taken seriously, they focus their attention on developing this skill and promoting the communicative competence, depending on several tools and techniques.

From another angle, the lack of practicing the English language inside or outside the classroom is the most common problem among EFL learners who participate in the questionnaire, and then comes the lack of vocabulary and pronunciation. Those are most popular obstacles faced by learners during learning the speaking the language. This confirms that EFL learners need to practice more, and let themselves involve into a real-life situation with native speaker whenever possible, in order to evaluate their performance, and train themselves to obtain a pure accent that should be understandable for everyone. Moreover, the outcomes show that most of the participants prefer to use educational YouTube video while learning the English language, because it offers simple understandable resources.

In short, through a general overview we notice that the use of YouTube videos become more popular among the majority of EFL learners aournd the world. Which indicates that srudents appreciate the implementation of this tool in the learning process. Consequently, the experts in the eild of education in general must take this task seriously and involve the use of YouTube videos to touch all aspects of education, no only foreign language teaching.

Finally, in this section students confirm that educational YouTube videos offer several features such as: building huge background of new vocabulary, ameliorating the pronunciation and acquiring the fluency like native speakers. All these features show that YouTube contribution in the educational field and particulary in language learning, can not be neglected or overlooked. Also, most of EFL learners agree that YouTube videos provide them with multi resources for learning new tasks, which points out its effectiveness in developing EFL learners speaking skill.

Conclusion

In the end of this chapter, all the information analyzed has shown that the use YouTube videos is widely popular among EFL students. Also, speaking skill need to be taken seriously in language learning, because it is the most important skill that every learner want to get.

After all of this, YouTube videos are preferable for students and effective in the language learning process, thus to increase learners' level of performance in speaking any foreign language, teachers have to use the videos, and involve them in all the lectures.

General conclusion

We are going to conclude this study, which investigate the effectiveness of educational YouTube videos and in developing learners' speaking skill. This research limited to 3rd year students at Biskra University. This study hypothesized that educational YouTube videos influence positively the language learning process, specifically EFL learners speaking skill. Also, it supposed that the use of YouTube videos leads to obtain variety of resources for EFL teachers as well during the learning process.

This research is divided into three chapters, the theoretical part and a practical part. The first theoretical chapter sheds the light on the nature of the speaking skill, its elements, process, features and common difficulties. The second chapter comes up with a deep understanding about the educational YouTube videos, and its role in developing the learning and teaching process. In another part, the practical chapter was all about the data analysis of the students' questionnaire with the discussion of the findings.

The data analysis indicated that the majority of the students, who were chosen randomly, are interested in the use of educational YouTube videos in their learning process. Also, they agreed on the effectiveness of this technique in promoting their speaking skill and enriching their vocabulary store. Thus, teachers should believe in the importance of this issue, and they need to apply YouTube videos more often in their lectures, in order to provide EFL learners the chance to participate in class, and improve their oral performance.

As a final point, this research investigates the role of educational YouTube videos in improving EFL learners speaking skill, has confirmed that implementing this technique is not effective in enhancing students' oral performance, but also it is an essential issue that requires the attention of teachers and experts responsible for promoting the teaching and learning process.

3. Limitations of the study

As many research papers, this work has its flaws, although we work to resolve as much as possible, but we may overlook some or did not catch any of those flaws. The current situation of closing the universities hinder our way to complete the third chapter. Additionally, we tend to contact some teacher who produce educational YouTube videos, however, it was cancelled due their commitments and compelling circumstances.

4. Recommendation

First, students should be aware about the importance of speaking skill, they must focus more concerning the learning process of acquiring this skill. Because, without good speaking skill learners cannot express their need, feelings, involve in discussion or even understand other skills (i.e. reading, listening and writing). This study has shown that the implementation of technology in language learning process, leads students to practice the target language, inside and outside the classroom. Thus, teachers recommended to do not neglect the use of technology, especially educational YouTube videos in their lectures. Also EFL learners must know the effectiveness of the educational YouTube videos, and use them not only in class, but also in their houses in practicing their speaking and evaluating their performance.

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Harlow.

Dear students, you are kindly invited to answer a set of questions. This questionnaire is a data gathering tool for a research conducted to get the master degree of , under the title “the use of educational YouTube videos to develop EFL students speaking skill” the case of 3rd year LMD students at Mohamed khaidar university of Biskra.

Section one

Q1: students' gender:

Male

Female

Q2: your choice of English was:

Personal

Parental (family)

Q3: Do you consider your level in English:

Very good

Good

Average

Less than average

Section two: Student's perception of speaking skill

Q4: which one of the following you think is the most important ?

Speaking

Writing

Reading

Listening

Q5 : How do you find speaking in English ?

Easy

Difficult

Very difficulte

Q6: what are your main speaking difficulties?

Pronunciation

Lack of vocabulary

Mother tongue interference

Lack of practice

All of these

Q7: if it is another option, tell us:

.....
.....

Q8: How often do you participate in oral class ?

Never

Occasionally

Usually

always

Q9; How often the teacher gives you the opportunity to speak?

Always

Usually

Rarely

Never

Q10: do you think that speaking in English requires the exposure to native speakers' talk ?

Disagree

Agree

Strongly agree

Section three: students' attitude towards the use of educational YouTube videos in teaching speaking ?

Q11: Do your teacher use YouTube videos in their lectures?

Yes

No

Q12: Do you agree that the use of educational YouTube videos can be effective in the learning process?

Agree

Disagree

Strongly agree

Please, justify

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

Q13: Do you think that the use of educational YouTube videos is preferable for EFL learners?

Yes

No

If no, why?

.....
.....

Q14 : How often do you watch educational YouTube videos?

Always

Sometimes

Never

Q15: educational YouTube videos promote your:

Vocabulary

Pronunciation

Grammar

others, please specify

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

Q16: In your point of view, what can educational YouTube videos offer to EFL students?

.....
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.....
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Q17 : Name three educational channels YouTube videos you follow on YouTube

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.....
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Q18: 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 for your collaboration

الملخص

يهدف هذا البحث الى ابراز مدى فاعلية فيديوهات اليوتيوب التعليمية في تحسين المهارات الكلامية لطلاب اللغة الانجليزية الاجانب. تبرز هذه الدراسة الى ابراز الدور المهم للمهارة الكلامية للطلاب اثناء عملية التعلم. بالاضافة الى ذلك فهناك بعض المقترحات لوسائل قد تكون ذات فائدة لهؤلاء الطلبة. من خلال هذا البحث قمنا بتوضيح أن ادراج فيديوهات اليوتيوب التعليمية ذات اهمية كبيرة من في شتى المجالات التعليم وخاصة اللغات الاجنبية. تم اعتماد منهج البحث الكمي بالمنهج الوصفي لاختبار الفرضيات في هذه الدراسة. قمنا بالاختيار العضوائي لطلاب اللغة الانجليزية سنة الثالثة ل م د في جامعة محمد خيضر بسكرة حيث تم توزيع الاستبيان عليهم قصد جمع الكم الكافي من المعلومات والمعطيات لدراستها تحليلها. النتائج أظهرت معظم الطلاب يؤمنون بأن المهارة الكلامية هي دذ مهمة لأكتساب اللغة الانجليزية. وعليه فانهم يجدون ان ادخال الفيديوهات التعليمية هي ذات منفعة كبيرة عليهم. أيضا النتائج المحصلة أظهرت أن استعمال اليوتيوب منتشر بكل كبير بين معظم الكلاب واستعماله قد يكون روتيني بالنسبة. وعليه فان هذا اكبر دليل على صحة الفرضيات وتأكيد جازم بأن فيديوهات اليوتيوب التعليمية ذات فائدة كبيرة.