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The role of Instructional You Tube Videos in Fostering EFL Students' Listening Skill

The Case of Second Year EFL Students at Biskra University

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Declaration

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

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DEDICATION

To my dear mother may Allah bless her soul Houria

To my beloved father Mohammed

To my precious mamy Djamila

To my sweet unte Khadidja

To my lovely sisters Dalila and Nadia

To my siblings Abdelwahid, Farid, Kaddour, Abdeljawad

To all my friends and the ones I love

To my big family

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Abstract

The research aims for what way can instructional you tube videos improve students' listening skills with second-year EFL students at Mohamed Kheider University of Biskra. The study also focuses on what correlates you tube videos to listening and the way it helps to develop listening comprehension. Therefore, it is suggested in this study that the use of you tube can ameliorate EFL learners listening in the course of oral expression. To achieve the intended research objectives, a descriptive method research approach was applied in this study. To data collection tools. For this purpose, a questionnaire was administered to 31 students and an interview was carried out with 05 teachers. The obtained data were analyzed through descriptive analyses, which is significant for analyzing the nominal data. The research findings showed that students were positive in their beliefs about the benefits of using technology in class. This aims can provide better ways for teaching and learning and create a new space for obtaining new experiences for both teachers and learners.

Key words: Instructional You Tube videos, listening skills, EFL learners, fostering.

List of and Acronyms

L2: Second language

ICT: Information and communication technology

ICTs: Information and Communication Technologies

EFL: English foreign language

TV: Television

ESL: English second language

UNESCO: United Nations Educational, Scientific and Cultural Organization

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General Introduction

General Introduction

Introduction

Information and communication technology has evolved recently on a very quick scale and started to be part of our daily lives. People started paying attention to it in the last decade when they saw that it can be useful in almost every aspect in their lives. To be more specific, internet is one of the most important tools that had a major role in the ICT worldwide spread. YouTube is one of the most common websites in the internet world, and many of EFL learners depend on it as a means to develop their listening comprehension skill. It provides them with the space to practice and test their listening abilities. YouTube can also give them the chance to be able to listen to real native English speakers and be able to interact with them.

2- Statement of the Problem

You Tube videos nowadays have a major importance in the field of educational. EFL learners can benefit from the exposure to educational YouTube videos to ameliorate their listening skill; however, our educational institutions are not paying attention to its benefit and are ignoring it in their process of teaching the English language.

3-Aims of the study

- 1- Improving students' listening abilities with instructional videos
- 2- Determine the efficiency of the teacher in providing information compared to educational videos

4-Significance of the study

This study may have significant contribution in our domain of teaching and learning English as a foreign language. It focuses on how to develop students' listening skill and to improve it. Moreover, it suggested a solution that may help teachers to prepare good learners to be good listeners. Additionally, this study seeks to show the role of the instructional you tube videos for learning because it is important to develop EFL learners in listening skill which is needed for their teaching in class.

5- Research Questions

This research seeks to answer the following questions.

- 1- What kind of listening difficulties do EFL students face?
- 2- How does instructional You Tube videos help students to improve their listening skill?
- 2- What extent does watching instructional videos develop better listening skill?

6- Research Hypothesis

Based on the research questions mentioned earlier, we suppose the following hypotheses

EFL students use You Tube videos to improve their listening skill.

7- Research Methodology

This study employs a descriptive method. The descriptive approach will be used in this study to deal with the variables. In order to know how participants about using YouTube videos to improve listening comprehension, students from the University of Mohamed Kheider second year English language program in Biskra were randomly chosen and given questionnaires. Teachers were also interviewed. For both questionnaires and interviews, data are gathered, and the results are then analyzed and interpreted in order to respond to the research questions and confirm or reject the hypothesis.

8- Limitations of the Study

We had several obstacles in our research. Initially, we had a difficulty with a lack of sources about listening skills, which we needed to solve in our research. Furthermore, the lack of availability of teachers due to a heavy schedule restricted the collecting of study results (in the interview). Besides, some students refused to provide more detailed responses to the questionnaire, resulting in restricted students' feedback. As a result, even though the study was limited by the above problems, the researcher was able to gather input that allowed her to confirm the correctness of the hypothesis.

9- Research Structure

This paper has three chapters two concerned with the theoretical part and the third one deals with the data analysis.

Chapter one is devoted to discuss on definition of listening skills, strategies and its types. Beside the approaches, the problems and the factors for listening comprehension. Then, the improvement and the importance of listening.

Chapter two explains the role of ICT in teaching/learning English, teaching aids. Background of You Tube videos and its types are listed. Also, chapter two gives an overview on how you tube instructional videos can be used as a learning tool and how learners' listening skill can be developed using them.

Chapter three is an analysis of the students' questionnaire and the teachers interview, their view towards videos and the use of technology in listening.

Chapter One

An Overview of the Listening Skill

An Overview of the Listening Skill

Introduction

Language skills are integral parts of the language learning process and need to be developed in the language learning process. Listening skill which plays an important role not only in communication but also in interpersonal relationships is unfortunately, one of those skills that are given the least significance in school education. Therefore, through this chapter, we will discuss the definition of listening; then, strategies, and types of listening. Moreover, its approaches for teaching listening with their two stages and students' listening difficulties. Besides the steps in listening, the factors that affect listening and how to improve it. At the end, the importance of listening.

1. Listening skill

1.1 Definition of listening

According to Rost (2002), "Listening is a challenging skill to acquire for the majority of language learners", because of the distinctive characteristics of spoken discourse. Richard Nordquist explains listening as the active process of receiving and responding to spoken (and sometimes unspoken) messages. It is one of the subjects studied in the field of language arts and in the discipline of conversation analysis. Listening is an important skill as "it enables language learners to receive and interact with language input and facilitates the emergence of other language skills" (Vandergrift & Goh, 2012, p. 4).

Rost (1994, p. 2) considers that: "listening is a process triggered by our attention. In psychological terms, attention is an excitation of nerve pathways, the brain, to organize incoming stimuli in an efficient way." It indicates that the listener employs his or her cognitive faculties to completely comprehend the speaker's message.

Moreover, Ila (1996),(as cited from, Worthigton And Graham, 2017)"The process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages". It means that by splitting the definition into three high-impact segments: receiving, constructing meaning, and responding, it may be integrated into training. Not only is the definition "taught" using these three divisions, but your training is also broken into readily remembered and thus more simply executed chunks.

Barker (1971) claims that the listening is the selective process of attending to, hearing, understanding, and remembering aural symbols. Alternatively, David Nunan (2001, p. 63) defines listening as “a matter of decoding the individual sound to derive the meaning of word and change utterance”. Renandya and Farrell (2011) identify some aspects that distinguish listening and reading, i.e., listening is fast, variable, with blurry word boundaries that need to be processed in real time. To be able to listen comfortably in L2, learners need to possess automaticity and fluency. Unlike writing which is an online activity.

So, Listening is a dynamic activity in which numerous cognitive functions play a role. In other words, listening defines in terms of four forms of processing that overlap: neurological, linguistic, semantic, and pragmatic processing. All four types of processing must be included in a thorough knowledge of hearing, as well as how these processes interact and complement one another.

1.2 Listening Strategies

Listening strategies may be defined as a set of physical and intellectual activities, which are used by individuals before, during and after the listening process, in order to increase the efficiency of it. Instructors help students acquire the capacity and confidence to handle communication problems they may experience outside of the classroom by boosting students' awareness of listening as a skill that involves active engagement and explicitly teaching listening practices. Ho (2006, p.25) states that “Listening strategies refer to skills or methods for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken input”. Means that the listener can understand what heard by sensory receptors from the speaker.

1.2.1 Cognitive Strategies

Cognitive strategies are related to understanding and gathering input in short term memory or long-term memory for later use. According to Derry and Murphy (1986), cognitive strategies are behaviors, techniques or actions used by learners to facilitate the acquisition of knowledge or a skill. They provide greater depth of interaction with the text, including the ability to deny irrelevant information; however, they are considered less efficient because they involve lower processing practices such as translation, repetition, and summary.

1.2.2 Meta-cognitive Strategies

According to Rubin (1988), meta-cognitive strategies are management techniques used by learners to control their learning through planning, checking, assessing, and changing. Meta-cognition refers to the ability to reflect on and affect one's own learning and is one of the most accurate indicators of listening effectiveness. Also, Baker and Brown (1984) and Abdalhamid (2012), there are two kinds of meta-cognitive skill: knowledge of cognition and regulation of cognition. Knowledge of cognition deals with the learners' consciousness of what is going on, and regulation of cognition deals with what learners should do to listen effectively.

1.2.3 Social-affective strategies

Vandergrift (2003) and Abdalhamid (2012) expressed that socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension. Wilson (2003) said that socio-affective strategies are related to students' interaction with other speakers and their reactions towards learning. In other means how they respond and reply to others speakers in the classroom, a lack of social listening sympathy often discourages students from asking questions during the listening process.

1.3 Types of Listening

Different situations need different types of listening. We might listen for information, to build a relationship, to appreciate something, to discriminate, or to conduct a critical review. Therefore, there are various types of listening ability. Brown(2004,p.120) divided listening into four types as follow:

1.3.1 *Intensive Listening*:in intensive listening, the learner focuses on decoding the specific sounds, words, and grammar, or what the speaker actually says. The teacher provides feedback on the accuracy of performance. Although it does not seem that listening intensively is called for in most everyday situations.

1.3.2 *Selective Listening*:the technique of "scanning" for specific information by extending speech, such as short monologues, for several minutes. The goal of this type of performance is to comprehend selected information in the context of larger stretches of spoken language, such as a teacher's classroom direction, a television or radio news item, or a story.

1.3.3 *Extensive Listening*: listening for a lengthy amount of time while focusing on global meaning, comprehension building, and critical thinking is referred to as extensive

listening. Academic listening, also known as listening for academic reasons and sheltered language training, as well as online listening in guided coursework, are examples of extensive listening.

1.3.4 Responsive Listening: Listening to a relatively short stretch of languages, such as a greeting, query, or command, to make a quick answer is known as responsive listening.

Moreover, Stephan & Lucas (1998) added four types of listening that usually take place in daily communication. The types are mentioned as follow:

1.3.1 Appreciative Listening: used to seek out information that will benefit us, such as knowledge that will assist us in achieving our desires and objectives. We use appreciative listening when we listen to wonderful music, poetry. Empathy-based listening When we listen sympathetically, we show our concern for the other person by paying close listening and expressing our regret for their illnesses and enthusiasm for their joys.

1.3.2 Comprehensive Listening: entails comprehending the message being transmitted. This type of hearing is further complicated by the fact that two distinct persons may listen to the same message yet understand it in different ways. As a result, when a speaker uses comprehensive listening, they should be able to first gain the listener's understanding and then employ suitable vocabulary and language skills.

1.3.3 Empathetically Listening: means that the speaker is attempting to comprehend the beliefs and emotions of others in order to persuade them to reveal these hidden aspects of themselves, and the listener must display empathy in their behavior toward them. When a psychiatrist listens to a patient or when someone lends a sympathetic expression to a friend in distress, empathy listening gives emotional support for the speaker (Stephen, Lucas, 1998, p.58).

1.3.4 Critical Listening: The ability to listen critically is essential everywhere, there is practically no place we can go where critical listening is not important. This kind of listening involves analysis of information when receiving it and compare it to knowledge already known than the listener make an opinion and judgment toward the information.

1.4 Approaches for Teaching Listening

Many researchers on teaching listening comprehension have put a spotlight on how students go through the process and how the two forms of information are applied. As a

result, a contrast is frequently established between two perspective (top-down and bottom strategies) in order to comprehend what our students are experiencing as they learn to listen.

Bottom-up and top-down processing should be applied integrally by doing prelistening activities in order to engage the students and explain the unknown words of the listening activity (Nunan, 2004).

1.4.1 Bottom-up strategies are text-based; the listener relies on the received information to comprehend the meaning in bottom-up processing. He also examines the data to determine the meaning at the level of sounds that make up words, words that make up phrases, and phrases that make up sentences. Understanding the meaning requires an understanding of linguistic structure. The following are steps of bottom-up strategies:

- 1) Listening for specific details
- 2) Recognizing cognates
- 3) Recognizing word-order patterns

1.4.2 Top-down strategies are based on the listener; with top-down methods, the listener is not only reliant on the information received, but outside knowledge also plays a crucial role in comprehending the message. The circumstance, the context, and the speaker's tone all provide indications. This aids him in figuring out the meaning, as follows the techniques that includes in top-down strategies:

- 1) Listening for the main idea
- 2) Predicting
- 3) Drawing inferences
- 4) Summarizing

students' pronunciation benefits from listening because the more they hear and understand English spoken, the more they absorb appropriate pitch and intonation, stress, and the sounds of both individual words and those that blend together in connected speech. Listening readings serve as good pronunciation models; in other words, the more pupils listen, the better they become at not just understanding but also speaking clearly.

1.5 Challenges and Problems That Face Students' In Listening

In general, the learners' challenges with listening stem from a lack of a strong word bank in their memory. According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), there are a lot of difficulties that learners may encounter in the listening comprehension processes

and the purpose is to be aware of these problems and try to solve them. Some of these issues are as follows:

First, quality of recorded materials, in some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening (AzmiBingol, Celik, Yidliz, &Tugrul Mart, 2014). Second, cultural differences, learners should be aware of the cultural aspects of language that have a significant impact on their comprehension. If the listening tasks includes wholly diverse cultural components, the students may have serious understanding issues. It is the responsibility of teachers to give background knowledge about the listening activities in advance (Azmi, Celik, Yidliz, &Tugrul, 2014). Then, accent, Buck (2001) indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the -same time an unfamiliar accent makes comprehension impossible for the listeners.

Also, Unfamiliar Vocabulary, According to AzmiBingol, Celik, Yidliz, and Tugrul Mart (2014), when listening texts contain known words, it would be very easy for students to reach them. When learners understand the meaning of words, it can pique their interest and motivation, as well as improve their listening comprehension. Many words have several meanings, and students will become confused if they are not utilized effectively in their right situations. Finally, Speed of Listening, Underwood (1989) said that the speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.

Steps in Listening

Capacity to master a language is based on the person's their ability to listen. As a result, students must master listening skills in order to learn and master more English skills. Wolvin and Coakley (1994) stated that there are several steps in the process of listening, including:

- 1- Receiving, at this point, a listener will receive an audio simulation of a speaker, in which he or she will hear what the speaker is saying.

- 2- Attending, here the listener will concentrate on important stimulus, such as the important information gleaned from the speaker. This stage is referred to as message attendance.
- 3- Assigning, when a listener receives a message from a speaker and then assigns meaning to what the speaker said, this stage happens. A conversation can be effective if indeed the information is found clearly so that the listener and the speaker do not have any misunderstandings.

1.6 Factors Affecting Listening Comprehension

Boyle (1984, p.35) identifies the factors that influence listening comprehension in three groups:

1.6.1 Listener Factors

- Educational level of the learners is an advantage for learners. Well educated learners stand a better chance of comprehending listening activities. Physical advantages are also required for listening comprehension; for example, a learner with hearing impairments will be unable to comprehend the listening exercises.
- Age is an important factor in language learning. Adults learn at a faster rate than children.
- The environment where listening activities are carried out facilitates comprehension. In a calm learning environment, students concentrate better. This will affect their understanding.
- Language knowledge; the knowledge of vocabulary, grammar and pronunciation helps learners comprehend easily.
- Learners need to have specific knowledge of the text. This knowledge will allow learners to make predictions easily.
- Motivation allows learners to concentrate on the topic, and pay attention to what is being spoken.
- Intellectual knowledge

1.6.2 Speaker Factors

- The ability of the speaker has a significant impact on comprehension. Native speaker listening activities should be preferred by lecturers because they can assist students understand more. Because of pronunciation differences, nonnative speakers' listening activities may be difficult for learners to comprehend.

- The pronunciation and accent of the speaker influences comprehension.
- The speaker's delivery speed is a significant element in listening comprehension. Learners may struggle to understand if the delivery is too rapid.
- Listening to well-known and native speakers can motivate learners. Boyle (1984, p.35)

1.6.3 Factors in the Material and Medium

- The selection of listening materials is critical since the materials will be useless if the message is not transmitted. The material's vocabulary and grammar level have a significant impact on understanding.
- The material's content should attract learners' interest. The material's concepts should be simple to grasp. Listening resources with a lot of technical terminology will not help learners improve their listening abilities.
- The listening environment should be quiet. There should not be any interference in the classroom.
- Lecturers should use gestures and visuals to enhance the learning environment. Boyle (1984, p.35)

1.7 Ways to Improve Listening Skills

It is essential to evaluate your listening skills to select the areas you can improve in. According to Dianne Schilling (2012) that mentioned in her article some steps you may take to help improve your listening skills:

1.7.1 Maintain eye contact with the speaker: when you are listening to someone talk, limit any unnecessary distractions, provide the speaker with your undivided attention and make an effort to look at them. This provides them with a nonverbal cue that you are interested in what they are saying, which encourages them to continue expressing themselves.

1.7.2 Be attentive, but relaxed: now that you've made eye contact, relax. You don't have to stare fixedly at the other person. You can look away now and then and carry on like a normal person. The important thing is to be attentive. Give the speaker your full attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.

1.7.3 Keep an open mind: listen without judging the other person or mentally criticizing the things she tells you. Remember that the speaker is using language to represent

the thoughts and feelings inside her brain. You don't know what those thoughts and feelings are and the only way you'll find out is by listening

1.7.4 Give the speaker regular feedback: show that you understand where the speaker is coming from by reflecting the speaker's feelings. If the speaker's feelings are hidden or unclear, then occasionally paraphrase the content of the message. Or just nod and show your understanding through appropriate facial expressions. The goal is to send signals to the speaker so they know that you are actively listening.

1.7.5 Respond appropriately: active listening is designed to encourage respect and understanding. You are obtaining information and perspective. You add nothing by attacking the speaker.

1.8 The Importance of Listening Skill

Listening is a human sense whose function is to receive information in the form of voice. On the other hand, we compare it with a person who can hear ordinarily, but he/she cannot understand the information he/she heard. It signifies that what he or she has heard is meaningless because it was not fully and completely heard. Listening is important because it allows pupils to set the foundations for speaking and writing. Students can improve their pronunciation and learn numerous valuable words, phrases, and sentences by listening.

Emphasizing the importance of listening in language learning, Peterson (2001, p.87) states that “no other type of language input is easy to process as spoken language, received through listening ... through listening, learners can build an awareness of the interworking of language systems at various levels and thus establish a base for more fluent productive skills”.

Rost (1994) explains the importance of listening in language classroom as follows:

1. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.
2. Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding. Access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.

3. Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.
4. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language (pp. 141-142).

Listening is important for people to maintain successful communication in both their daily lives and academic settings. Anderson and Lynch (2003) emphasize the importance of listening skills, stating that they are just as vital as speaking skills because people cannot communicate face-to-face unless both types of skills are established. Listening skills are also vital for learning since students receive information and gain insights by listening (Wallace, Stariha& Walberg, 2004).

Conclusion

In this chapter, we have presented an overview of some theoretical and practical components of listening skills and understanding. We tried to explain that listening is an active activity and a critical skill to learn in the classroom to gain valuable linguistic input, but students still find it difficult to deal with. So, we tended to tackle this topic by giving so much care to the strategies and the types that affect listeners' listening ability as well as the approaches to listening comprehension. Moreover, we tried to clarify that the needs, levels, and interests of the students will determine by the kind of difficulties listening that learners use in class, it should be always realistic and authentic to provide the learner with more autonomy in his listening. The teacher exploits all these factors to realize successful listening and improves it by guiding his learners to be effective listeners towards a real productive phase.

Chapter Two

Instructional You Tube Videos

Instructional You Tube Videos

Introduction

ICT is mostly implemented to provide learners with actual information. These tools can help students improve their speaking, listening, reading, and writing skills. They also include YouTube, which is an online video resource that contains multimedia video files that can be viewed for free. In this part, we present the concept of Information and Communication Technology and its role in the educational system. Then they investigate the teaching aids and their types. Also, mentioned the overview of you tube videos and discussed their types. After that, how can use you tube videos as material for teaching and the development of listening by it. In addition, speaks about the advantages of You Tube on learners besides the teachers they use instructional videos in classrooms. At the end, the stages of using instructional videos in classes.

2.1 General Overview about Information and communication Technology (ICT)

Life has evolved over the years to accommodate the world's changing circumstances. Humans used to communicate through drawings, sound signals, hand signs, and other means, but now they use modern instruments such as the telephone and the internet. They encourage creativity and provides people with new opportunities by linking them to fresh ideas and accomplishments while also making things easier to accomplish.

Today, we are living in the century of Electronic Media, the age of development that is changing the shape of society in an extremely rapid way with the help of information and technologies (ICTs), which became an essential part of everyday life. Michiels and Van Crowder (2001) have defined ICTs as “a range of electronic technologies which when converged in new configurations are flexible, adaptable, enabling and capable of transforming organizations and redefining social relations” (as cited in Chapman, Slaymaker, 2003, p. 5).

Technology can be used for creation and communication of information. The term 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).Such a discipline which deals in the creation and

communication of information is called ICT. Radio, television, and print media (Newspaper, Books, Magazines, etc.) are the popular technologies used for communication.

ICT is becoming increasingly significant in higher education, with its use impacting many elements of university education, including access to high quality information and doing research (Jacobsen, 1998). Teachers should use ICT more for content transaction of teaching learning directly related to the teaching learning process, rather than keeping records, conducting exams, or downloading information. Training programs on a broad scale must be done in order to achieve this goal. ICT has the potential to influence student learning when teachers are digitally literate and understand how to integrate it into curriculum.

2.2 The Role of ICT in English language teaching/ learning

According to Hartoyo (2010) claimed that the integration of ICT in the field of language learning is inevitable, putting into consideration that ICT and language learning support each other. In other word we can say that both of ICT and teaching language are complete each other. Sekai (2011) suggested that ICT and language teaching have walked hand to hand for a long time additionally, it has contributed as a teaching tool in foreign language classrooms and it has intrinsic features that make its use a valuable source of input.

Therefore, Altun (2015) stated that using technology has positive effects on teaching and learning English and technology can be applied to teaching practices to enhance and facilitate foreign language learning. Accordingly, computer, internet, smart boards, cell phones, video games, music players etc. are used in the target language learning process to raise students' motivation and language awareness.

Here we can conclude the some researchers agree that ICT has the stamina to meet the needs of the individual student by providing opportunities to direct their learning and to pursue information because of its interactive and dynamic nature. With the usage of ICT students can learn any subject especially English with ease. The use of ICT has become essential in every day classroom teaching and learning. Its use gives a chance to teachers as well as students to increase the quality of education and meet the requirements set by the coeval knowledge society. ICT has become essential tool for educational change and reform.

2.2 Teaching Aids

Teaching aids are necessary today. They motivate and promote students to learn and engage them in learning in various ways. For years, only textual structure had been followed to teach, but now different types of teaching aids are available such as video, audio, and others. These different types of teaching aids require different tools such as computers and laptops to establish an interaction with students with effectiveness. These teaching aids assist in faster learning, enhance students-teachers' interaction, make students take active involvement etc. The importance of teaching aids is high as it combines both textual material with visual matter, audio and videos to teach students and it enhances the learning experience of students and teaching experience of teachers. Students tend to learn fast when they are taught with visual representation. There are many types of teaching educational aids available but only a teacher has to decide with their skills which tool will work for his/her students.

2.2.1 Visual Aids

Visual aids are tools that integrate learning through visual representation. Visual aids are materials that can be seen with the naked eye. It is the most essential teaching aid that teachers utilize in their teaching-learning process on a daily basis, such as books, blackboards, chalk, dusters, indicators, pictures, maps, graphs, charts, posters, bulletin boards, museums, projectors, and other visual aids. Maclean and Lynch (2004) claim that visual aids refer to anything your public can view, and which leads to catch their attention during presentations. Mayer (2003) investigated the role of visual aids in L2 learning among English as a Foreign Language (EFL) students using pictorial stimuli paired with text, and found that the use of illustrations does aid in L2 acquisition. Here are some types of visual aids:

- **Image:** Pictures affect students very much. Students are lost in reality by seeing pictures, so teachers also present any story or science or any other subject related picture to the students so that they can be shown and explained. The things taught through the picture can be remembered by the students for a long time.
- **Slides and Films:** Slides and film are used as teaching aids and a projector is used for this. Slides of pictures or film strips can be shown by the projector in a sequence to give students knowledge.
- **Bulletin board:** A bulletin board is a board where students display pictures, villages, figures, articles or essential information in relation to the country's political, economic and social problems. Bulletin boards continuously increase the knowledge of the students.

2.2.2 Audio Aids

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 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). This teaching aids targets to enhance the listening and communication skills of the students. There are some students in every classroom who are auditory learners, such students can get benefit with audio aids. Audio aids are included in audio content such as gramophone, radio, telephone, teleconferencing, and tape recorders in which students develop their mental powers and hearing powers by listening to contents, and some kind of audio aids like :

- **Radio:**Through radio, the students are informed about the latest happenings and information. Teaching programs related to different subjects of different classes are narrated on the radio which develops the ability of the students' learning, listening, understanding and remembering as well.
- **Tape Recorder:** Tape-recorder is a popular tool in the education world. With the help of a tape recorder, students can enjoy and learn through speeches of great leaders and poems of famous writers, their stories and the music of famous artists. It helps to correct all errors and thoughts related to students' speed of speech.
- **Teleconferencing:**teleconferencing is a medium through which many schools can be linked together. Different teachers and different learners can gain important information by talking through teleconferencing.

2.2.3 Audio-Visual Aids

Audio-visual elements are well-known for their ability to stimulate and facilitate the learning of a foreign language. 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). Videos are used in the classroom to explain concepts better. With the development of technology, students have the opportunity to actually see how digestion takes place, understand the water cycle, can understand motion of vehicles, everything can be explained in a much detailed and better manner. Students understand new concepts better when they see it and experience it firsthand.

2.3 An Overview about You Tube Videos

2.3.1 Definition of YouTube

YouTube is one of the largest and most popular video distribution platforms on the Internet. YouTube was founded by Chad Hurley, Steve Chen and Jawed Karim. Hurley and Chen developed the idea for YouTube in 2005, with the domain name www.youtube.com, after having experienced difficulty sharing videos. YouTube is a compound noun of "You" and "Tube", in which "Tube" is American slang language means television, so YouTube would mean something like a "TV in your hands". The original idea for YouTube was for users to be able to upload videos, introducing themselves, and saying what they were interested in. This didn't really take off, and the co-founders soon pivoted to a more general video-sharing site.

This web site is popular creates for sharing videos in different domains. Over time, the internet has progressed and its content has widened due to the advancements of technology. It has quickly become a huge and important aspect of people's lives, as it has numerous parts covering a wide range of topics. It has also enabled the creation of an entirely new profession – YouTube content creator, which can be a very profitable career for some YouTubers around the world.

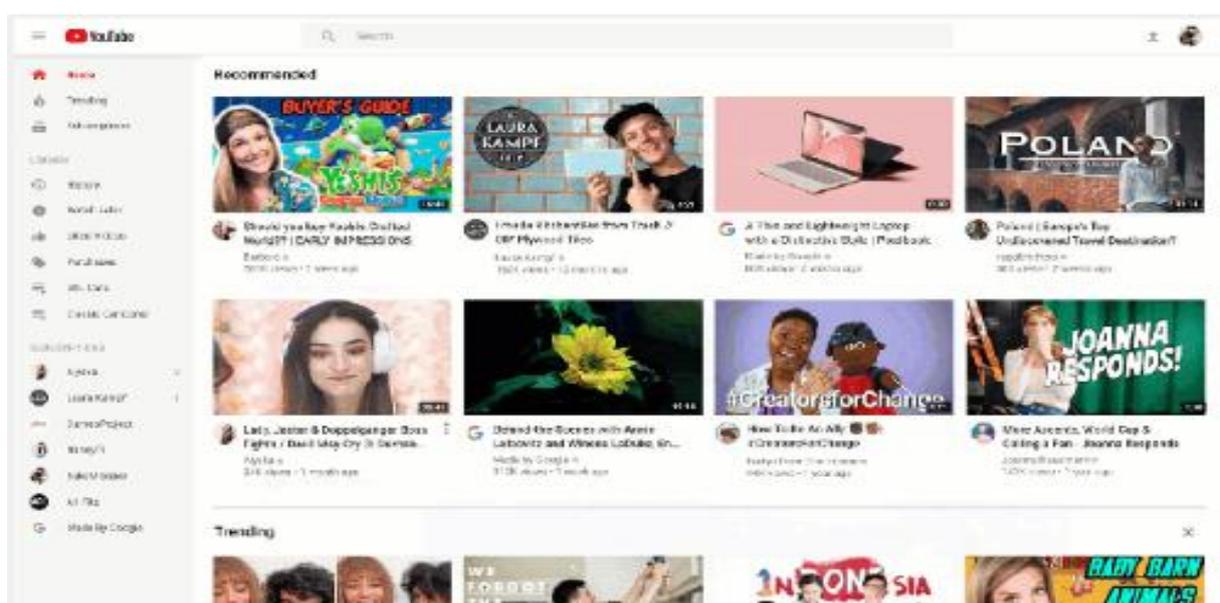


Figure 01: You Tube Homepage(www.youtube.com)

2.3.1 Types of YouTube videos

The variation and huge number of videos on the YouTube website are helpful to EFL students. It is regarded for being one of the most effective techniques for improving learners' abilities. As a consequence, the YouTube platform is the main place where EFL learners can easily obtain a variety of different kinds of videos that can help them improve their listening skill. The most effective types of YouTube videos that add to the foreign language context will be explored.

2.3.1.1 Movies

EFL students can improve their ability to speak fluently and correctly by listening to and repeating the same words, phrases, and expressions used by native speakers. Movies are a very effective technique for motivating students to learn a language. For this purpose, teachers can use such a stimulating tool to improve students' skills, namely their speaking skills, and make both teaching and learning processes easier and more informative. Herron and Hanley (1992) conclude that “using movies in EFL classroom offers background information that activates prior knowledge, which is essential in stimulating the four skill activities in the classroom” (cited in Ismaili, 2013, p. 122).

2.3.1.2 Songs

According to Hornby (1990), “Song is a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson” (cited in Arevalo, 2010, p. 124). Songs have a positive effect on student preservation; they can easily memorize words and expressions in an enjoyable manner; more importantly, they can do so without expending any effort, which is exactly what most students want. In 35 ways, even teachers can benefit from the effectiveness of songs and implement them on a continuous basis. So, it can be determined that if songs are chosen appropriately by both teachers and students, their objectives will be easily realized and in way that satisfy each of them.

2.3.1.3 Documentary films

Students can learn new words and explain them effectively by watching a documentary. The soundtrack can be extremely beneficial in acquiring lexical content because

it repeats important information. Furthermore, documentary films give learners the potential to cooperate with real-life situations rather than the language employed in textbooks. Soong (2012) declared that unlike audio-visual materials such as: movies and TV programs which use informal language and tend to be an enjoyable tool, documentary films tend to transfer reality to society in a very serious manner and with more clear and appropriate English language. In addition, because they employ formal English, documentary videos have educational value which is becoming increasingly useful to academics, teachers, and learners. However, students may encounter difficulty with such videos if they do not have exposure to a teacher.

2.4 Instructional YouTube Videos

2.4.1 Using YouTube videos as a learning tool

Farlinger and Owens (2009) states that technology and the Internet contribute considerably in the social and educational lives of students. Videos have always been beneficial in the academic context, but many educational institutions lack the drive and motivation to combine this material into classroom settings when they're still unclear how to use them effectively in the learning process.

YouTube has a high potential for improving the learning skills of students. Fathallah (2007) claims that educational videos are educational situations recorded on the worldwide web. Such videos involve real elements, and they teach specific goals. Videos on YouTube offer several services like uploading, downloading, watching, and sharing among individuals. Clips on YouTube are available anytime and anywhere, they have a high quality of showing contents, and they offer the potential of repeating, stopping, or completing at any other time. Instructional YouTube videos provide multimedia content as they engage visual and verbal material in them thus, they develop many educational skills.

Instructional YouTube videos encourage group work activities through sharing the videos which add fun and meaning to the learning environment. Thus, YouTube helps to keep the material in the long-term memory (Ebied, Kahouf&Rahman, 2016). Tamplosky and Degtiarova (2003; p.169) 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. However, Teachers should not give way and allow educational videos

take care of everything. In fact, it is their role to integrate useful concepts, educate students for the viewing experience, and construct the necessary assignments that are related to the classroom subject.

2.4.3 Developing listening skill through YouTube videos

Listening is considered as the most important language skill that plays a significant role to empower learners' communication skills. Liang (2013) indicated that the main benefit from videos was that students not only listen to the language but they could also see it through video clues and gestures which consequently allowed students to go beyond of what they listened to. According to Duffy (2008), YouTube videos were increasingly being used by educators as a pedagogic resource for everything to teach students within an ESL (English as a Second Language) course.

Berk (2009) described a review of theoretical and research-based studies related to the use of videos and the brain. He focused that utilizing YouTube videos in informative manner was effective for generating a concept, presenting an alternative viewpoint, stimulating a learning activity, and motivating the students. Subramaniam et al. (2013) showed that students understood the learning materials better with the use of Instructional YouTube videos.

Students also enjoyed their learning process and admitted that they became creative in thinking when YouTube videos were used in the classroom. Chang and Chang (2014) also discovered that YouTube video- contents increased students' listening comprehension. Indeed, even as native speakers, when people interact or converse with others, they usually see their faces. Choi and Johnson (2005) found that there was a significant difference in learners' motivation and retention compared to traditional text-based instruction. Similarly, Castro (2011) investigated the use of videos as an educational tool to increase student motivation at the School. Liang (2013) found that if the sound messages were closely correlated with the visual ones, pupil's cognitive schema could be stimulated and enriched which would give concrete and vivid clues to their treatment of the sound materials, and would improve their level of listening comprehension.

However, in contrast to these studies, Educause (2006) argued that it was unknown as to whether students learnt from what they heard or from what they saw. York (2011) argued that video alone did not provide sufficient impetus for language learning, however, when used with appropriate support material, it would activate the passive knowledge of

language learners in particular, and would assist with language assimilation and transfer, both in terms of that language presented as well as that which is implicitly suggested.

2.5 Advantages of Using YouTube for Students

YouTube is a popular video-sharing website that is available to the public, and YouTube videos will display in both YouTube and Google search engines. It is not intended to sell items or services. In fact, YouTube learning has been popular since the dawn of education. All videos relating to study, from pre-school to higher education, are available on YouTube. There are various how-to tutorials available, making technology aided learning possible. And Mishal Roomi mentioned in her article this advantages of You Tube for students:

First, we have improved Learning, YouTube can be used by students as a teaching tool. These videos can be used by students who like to work with visual elements. Instructors from all around the world post You Tube videos about their research. Like a result, many videos of the same course are available on YouTube, giving students to select the one that best suits their needs. For certain problems, videos in YouTube are equipped with step-by-step instructions which make them easily understandable. Second, remote Access means YouTube is a platform that is available at all times as long as students have internet access. This is extremely effective during pandemics such as Covid19, when social distance must be preserved. Therefore, teachers are not need to be in a specific area in order to publish a video. As a result, YouTube is an excellent tool for distance learning. Then, Cost Savings here YouTube is a totally free service. It does not require any form of purchase or subscription (Unless it is a Premium version). In addition, a Google account is not needed. As a result, students can exploit this opportunity to study without having to worry about prices.

Also, Stress Relief which students can use YouTube to watch videos related to entertainment in addition to their education. YouTube is a video-sharing website where you can upload videos from gaming, music, and other shows. These tutorials can help students deal with the stress that comes with learning. Finally, Expression students will be able to promote their skills on YouTube as well. You Tube enables them to publish their own videos and become famous, whether it is for education or fun. Students can pay their YouTube channels by using advertising networks like Google. Many you tubers have made millions of dollars despite having zero subscribers at the outset of their careers.

2.6 The Role of the Teacher in Using Educational Videos in EFL Classrooms

In EFL classrooms, using technology can be an effective strategy and practice. Many EFL teachers have courses on educational videos in order to be prepared to use them in their EFL classes. According to Bull and Ma (2001), the use of technology provides language learners with a lot of resources. Moreover, Boukadi (2014) conducted a study to investigate teachers' experiences and perceptions regarding the use of technology in foreign language teaching. According to the study, three teachers were interviewed. One of the study's findings was that the teachers agreed that the students still need the training to be able to use technology properly. Furthermore, they were all in favor of the use of technology as it makes their teaching more effective and helps meet the needs of the students. Besides, they agreed that teachers need to be proficient in using technological devices to apply them in their teaching classes. 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 (Cited in Richards&Renandya, 2002, p. 364)

Cutter (2015) also claims that technology helps increase learners' motivation. When students use computers and modern devices, they become more motivated than when using their own textbooks. On the other hand, some teachers have a negative attitude toward the use of technology in general and in their classes in particular. PourhoseinGilakjani&Sabouri (2017) states that the attitudes of the teachers toward the use of technology affect the way they apply it in their classes. According to Susan Stempleski (as cited in Richards &Renandya, 2002, p. 364), using videos in teaching English may become more enjoyable for many learners; since it includes visual element, audio experience, and spoken language. Teachers, of course, occupy a great role in determining whether a video's use in the classroom has affected positively or negatively students' enhancement in the language classroom.

2.7 Stages of Using Educational Videos in EFL Classrooms

There are three stages which are: pre-viewing stage, viewing, stage and post-viewing stage (Stoller, 1988; p: 9) that achieve effective the use of educational videos in classrooms. Each stage mentioned has its own practices that teacher choose in classes.

2.7.1 Pre-viewing :Stoller in Koksai (2004, p. 65) states that any pre-viewing activity will be associated with developing learners' comprehension strategies and preparing students to see the video by means of activating schema, that is, tapping students' background knowledge or trying newly introduced information to materials previously introduced. It means to explore learners with the background of understanding in enhancing their knowledge.

2.7.2 Viewing:Attention training is usually related with tasks done while watching a video for the first time. Students are listening for understanding here. Gathering particular information and presenting or reinforcing language are frequently related with activities for a second viewing (grammar, vocabulary, functions). Koksai (2004; p: 65) adds that the teacher can have students watch the video more than once. The aim for watching the video for the first time will probably be different.

2.7.3 Post-viewing:The purpose of post viewing practices is to encourage and promote the usage of any learned knowledge from the video, as well as the use of both written and spoken language. Post viewing activities, video summaries, alternate endings, comparisons, discussion, and agree/disagree/unsure activity, structure in writing, speed writing, role-plays, simulations, and debates are all suggested by Stoller in Koksai (2004:p: 66).

Conclusion

Integrating ICT into the classroom improves student achievement by providing them with useful strategies that complement modern teaching methods. These tools offer students valuable experience to a realistic foreign language, allowing them to learn how to communicate effectively in English. This theoretical chapter has focused on providing a general view on the use of Instructional YouTube Videos by teachers and students in the classroom and its effects on EFL teaching and learning. It was indispensable to talk about and make clear all terms linked to this teaching tool such as teaching aids and showing the role and stages for using it in teaching and learning.

Chapter Three

FILED WORK

&

DATA ANALYSIS

1. Analysis of the Students' Questionnaire

Introduction

The current study aims to investigate the role of You Tube videos in enhancing the learners listening skill. The present chapter deals with the field work of the study that consists of two parts. The first part deals with the questionnaire of students and the second part is devoted to the description and analysis of the teachers' interview. The students questionnaire comprises eighteen items divided into three sections: General Information, Listening skill and Educational videos. Its aim is to detect learners problems in listening and how to solve them in classes by You Tube videos.

Section One: General Information

Item 1. Would you specify your gender, please?

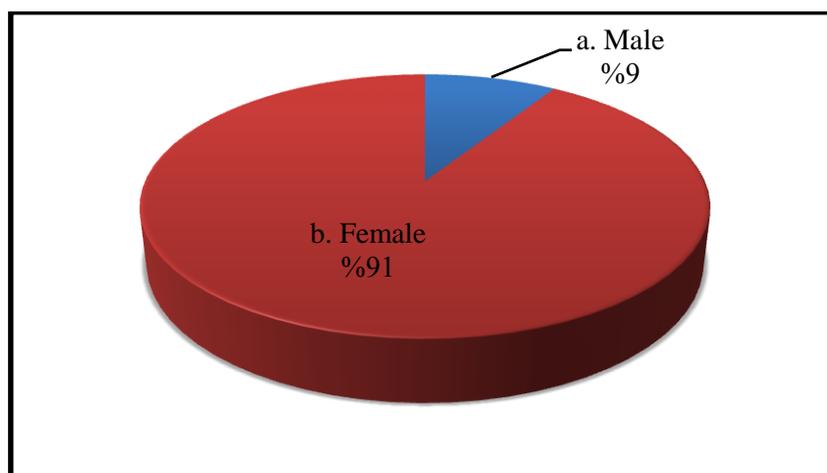


Figure 3.1: Students' Gender

The figure 3.1 above represents students' gender distribution. Out of thirty one participants, students with the percentage (91%) are females and the percentage (9%) are males (9%). It is remarkable that female students' number is more than male students' number. This result shows that the difference between the numbers of both genders is big which means that females are becoming interested more than males in studying English language.

Item2. You have chosen English as:

Option	Respondents	Percentage
a. Personal choice	28	91%
b. Parent's choice	2	6%
c. Someone's advice	1	3%
Total	31	100%

Table 3.2: Students' Choice of Learning English

As it in table above, most of EFL students chose the English language at university by themselves with the percentage of (91%). However, the choice of students with the percentage of (06%) was their parents' choice, while Someone's advice with the percentage (03%). As a consequence, the majority of students are interested in studying English as a branch of study at university.

Item3. How do you consider your level in English?

Table 3.3: The way students conceive their level in English

Option	Respondents	Percentage
a. Very good	7	22%
b. Good	15	49%
c. Average	8	26%
d. Poor	0	0%
e. No answer	1	3%
Total	31	100%

As it is revealed in table above, we asked students to evaluate their level in English whether they are very good, good, average or poor. The percentage of (22%) said that they found themselves as very good students, the percentage of (49%) tell that they are good. However, the percentage of (26%) said that they are average. No one opted poor and no response to these question only 30 students answer it.

Item 4. Which of the following skills is the most important for you?

Table3.4: Students’ Most Important Skill

Option	Respondents	Percentage
a. Reading	2	6%
b. Listening	3	9%
c. Speaking	9	29%
d. Writing	1	3%
e. More than one skill	4	13%
f. All of them	12	40%
Total	31	100%

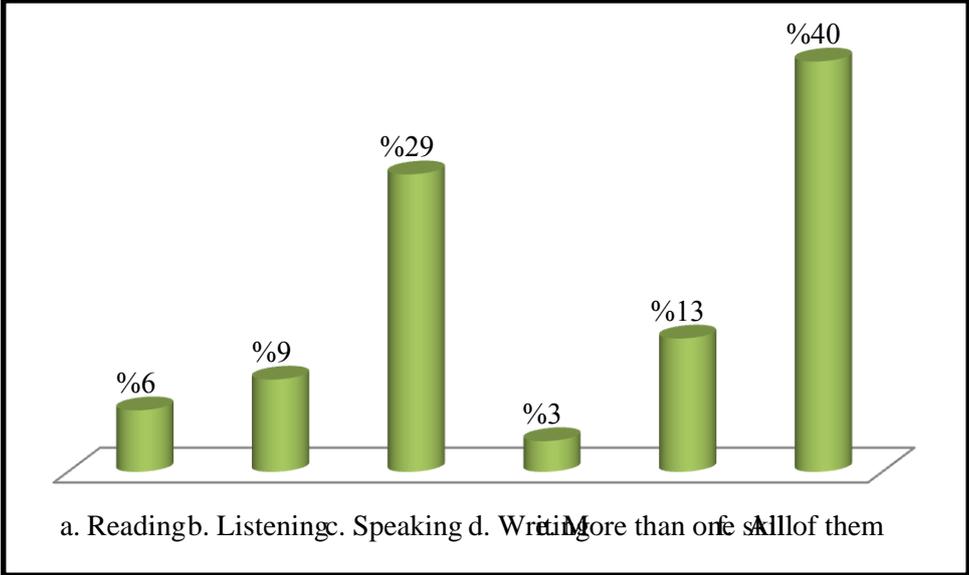


Figure 3.4: Students’ Most Important Skill

This question item aims to find out which of the four skills matters most to the students. In fact, and as it is shown in both graph 3.4 , The majority of learners are aware that speaking skill is a must in mastering a language with of percentage of(29%). After it immediately comes the listening skill with the percentage of (09%) . After the listening skill comes the reading skill with the percentage of (06%). Then, with writing skill just one students only said isn’t important to him. Maybe he finds it as the most necessary skill to be developed before the others. As a result of this investigation, we can conclude that speaking ability is quite significant for the majority of them.

Section Two: Listening Skill

Item5.To what extent do you think that the listening skill is important?

Table 3.5: The Importance of the listening Skill

Option	Respondents	Percentage
a. Very important	26	84%
b. Somehow important	5	16%
c. Not important	0	0%
Total	31	100%

This item shows that the percentage (84%) of students sees the importance of listening as very important, the rest of the percentage (16%) considers it to be somehow important. Thus, most of the students think that the listening for appropriate method to teaching English language.

Item6.Which of the following skills you think is strongly related to listening?

Table 3.6: Skills Related to Listening

Option	Respondents	Percentage
a. Reading	1	3%
b. Speaking	29	94%
c. Writing	1	3%
Total	31	100%

This question expressed the relationship between listening skill with the other skills. The percentage of (94%) states that it is strongly related with speaking skill. The rest of the percentage is divided between three percent both for reading and writing skills.

Item7.How do you rate your level in listening?

Table 3.7: Students' Evaluation of Their Level in Listening

Option	Respondents	Percentage
a. Good	19	61%
b. Very Good	4	13%
c. Somewhat poor	8	26%
d. Poor	0	0%
Total	31	100%

This question seeks to find out the evaluation of listening according to their level. We record a majority of students (61%) have good level. 8 students (26%) rate their level with somewhat poor and less percentage with (13%) said that listening is very good. This may be the result of their exposure to the native English language or the effectiveness of teachers' tasks and activities.

Item 8. Do you face any listening difficulties?

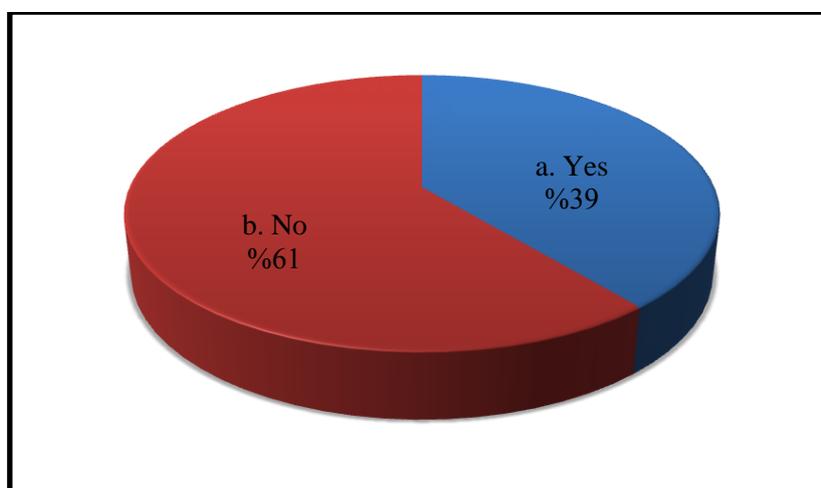


Figure 3.8: Students' Listening Difficulties

The main purpose of this question is to find out whether students encounter difficulties in listening. We see that 12 students (39%) who say that they encounter difficulties in listening. It appears that those students must work harder to develop their listening skills, indicating that teachers must pay particular attention to this skill in order to assist students in improving their listening skills. However, the majority 12 students (61%) indicate that they do

not have difficulties in listening whatsoever. The significant difference is demonstrated in figure above.

If yes, please specify some of them

- Because it's not my first language
- Because of the bad accents and pronunciation of others
- Sometimes I cannot understand what they want to say because of the speakers dialect
- Sometimes did not listen well that's led me to misunderstanding
- Understanding the speaker's accent or rate of speed
- I mostly don't, except if somebody is talking very quickly
- When we listen to the original speaker, we are exposed to the actual environment of the target language, and this means enormous pressure on the listening skill of the learners, especially when the original speaker uses metaphors frequently, idioms and compound verbs Which usually carry different and complex meanings in addition to the fact that the original speaker uses gestures and body language, which some may mistranslate. In addition, pronunciation problems for the speaker may contribute to listening problems, and this applies when the speaker is not fluent or native speaker...
- Native speakers speak very quickly and are short
- sometimes I don't understand the English native accents
- When the words are new after all we know that English is not our first language .
- I can't tell what's the problem exactly but sometimes I can't figure out some words
- I face a problem at identifying what a native speaker say
- Understanding when the accent isn't familiar
- I have no problems
- The understanding of words

This sub-question is necessarily related to the previous one in terms of answers. 19 students answer “no” in the previous question, and consequently, they did not answer this question. Hence, the table above reveals that 12 students (39%) choose multiple answers. That means, they have more than one problems in listening, for example, some say that they have listening problems in terms of pronunciation, new language, unfamiliar with vocabulary, others in misunderstanding the speaker. Finally, as the results reveal, students do not have just one issue in listening, rather many issues that affect their listening skill.

Item 9. What are the main reasons behind EFL students' listening difficulties? You may choose more than one answer.

Table 3.9: Reasons Behind Students' Listening Difficulties

Option	Respondents	Percentage
a. Listener personal factors	1	3%
b. Speakers factors	6	19%
c. Process factors	2	7%
d. The task factors	5	16%
e. The effect factors (the affective responses in listening comprehension)	5	16%
f. More than one reason	12	39%
Total	31	100%

This item is intended to capture the main causes of listening difficulty in EFL students. The above table indicates, 06 students (19%) believe that the reason of speaker factors because of less understanding. However, ten students (32%) shared between two factors: tasks factors and effect factors it is because of lack of practices and concentration. Two students (7%) state that process factors. And one students choose listener personal factors may be for none realize the native speaker. The rest (39%) go with more than one reason that mentioned before.

If others, please specify

- Hard to understand
- Reading factors
- Lack of training on listening
- Some listening problems are manifested in the lack of understanding of the message that the speaker is trying to deliver, and this is known as the relationship between interlocutors which can lead to misunderstanding and difficulties in conveying the message thus the conversation wouldn't be completed however the listener He may find it difficult to communicate, so we associate correct and effective speaking with good listening. good listener is a fluent speaker

- Speech rapidity among native speakers

Item 10. Does your teachers assign listening tasks inside the classroom?

Table 3.10: Teachers Assigning Listening Tasks Inside the Classroom

Option	Respondents	Percentage
a. Yes	23	74%
b. No	8	26%
Total	31	100%

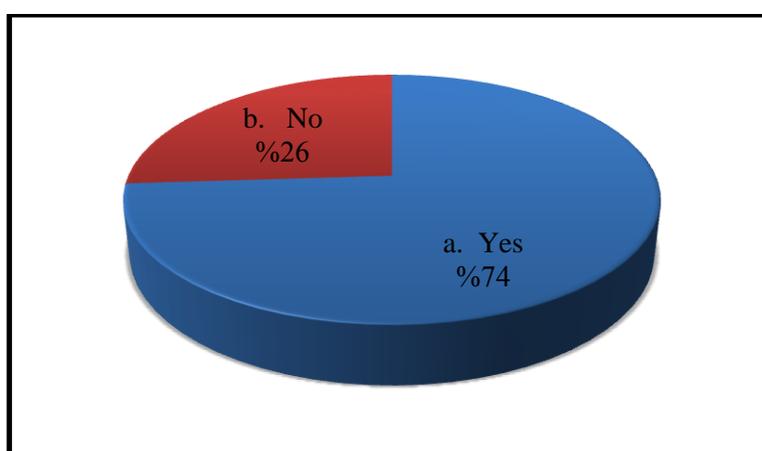


Figure 3.10: Teachers Assigning Listening Tasks Inside the Classroom

Students are asked to state whether their teacher provides them with listening tasks or not. The majority of the students (74%) respond that their teachers provide them with listening tasks in the classroom, however, only 8 students (26%) say that their teacher does not provide them with listening tasks. The results are illustrated in figure above.

If yes, what kind of tasks does your teacher use in the classroom?

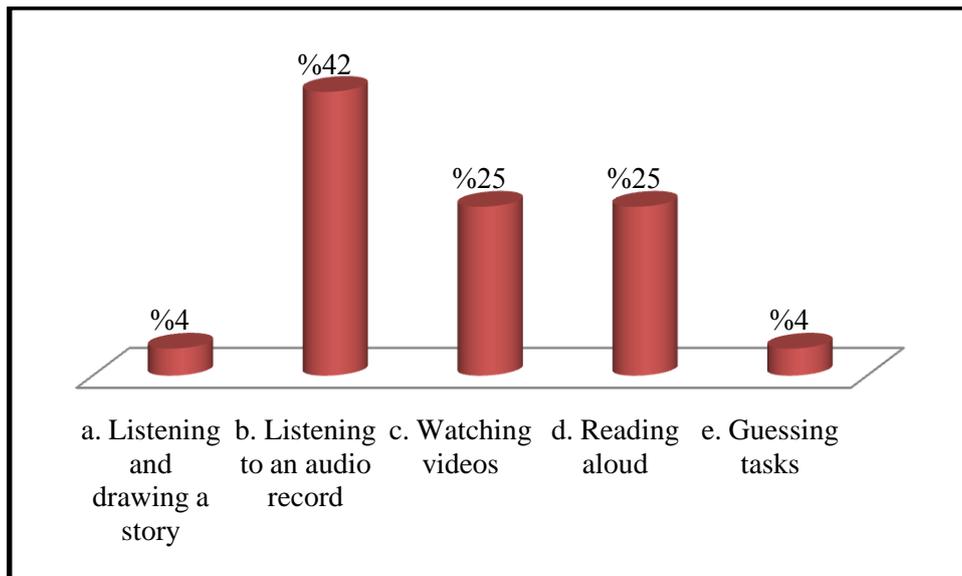


Figure 3.10.1: Kinds of Listening Tasks Teachers use in the Classroom

Here the question is out of 24 students. The students' responses in the above table indicate that 12 students (50%) say both of watching videos and reading aloud. Ten students (42%) said that listening to an audio record is the most tasks that teacher used in class because it is the usual method. The rest of the percentage is between listening and drawing a story (4%) and guessing tasks (4%) (see the table above).

If others, please specify

- Listening to class mates sometimes is better
- Plays videos
- Only audio records or videos
- Put in order and Listening dialogs while playing a role or presentation at oral expression classes another one we used to do a task where you have to guess the idioms while listening to a short story about it or while listening and watching the description and the play about the idiom using cards and so on
- All of them

Section Three: Educational Videos

Item 11. Do you watch English videos?

Table 3.11: Students' Responses about whether they Watch English Videos or Not

Option	Respondents	Percentage
a. Yes	30	97%
b. No	1	3%
Total	31	100%

In this section we focus on Instructional you tube videos. The first question was if the students watch videos in English; all of the students (97%) as we can see that responded yes with thirteen students except one student said the no. It means that whatever they watching videos is beneficial to enhance the English language.

If yes, for which purposes? You may choose more than one answer

Table 3.11.1: Students' Reasons for Watching English Videos

Option	Respondents	Percentage
a. For entertainment	3	10%
b. For research purposes	0	0%
c. For educational purposes	2	6%
d. For training purposes	1	3%
e. All of them	16	52%
f. More than one purpose	9	29%
Total	31	100%

These part is related to the question before, asked to answer if they watch English videos and the following is for what purposes. Here, (10%) for watch videos for entertainment purpose, two students for educational purposes, one students for research purposes. More than half of percentage (52%) gathering the aspect of all of the them and (29%) choose more than purpose to use when watching English videos.

Item 12.Using educational videos in the classroom will be more effective for teaching English language than the traditional method.

Table 3.12: The Degree of Students' Agreement about the Use of Educational Videos in the Classroom

Option	Respondents	Percentage
a. Strongly agree	15	48%
b. Agree	14	45%
c. Strongly disagree	0	0%
d. Disagree	2	7%
Total	31	100%

The main purpose of this question is the teachers' use educational videos. The table shows that most of students (48%) strongly agree to teach with videos instead of traditional teaching. (45%) students agree with new method. However two students disagree.

Item 13. Does your teacher use the videos in the classroom?

Table 3.13: Teachers' Use of Videos in the Classroom

Option	Respondents	Percentage
a. Yes	13	42%
b. No	18	58%
Total	31	100%

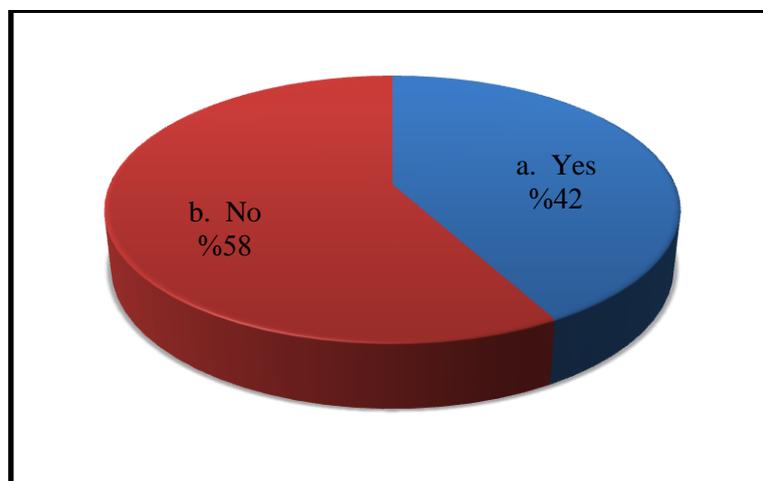


Figure 3.13: Teachers' Use of Videos in the Classroom

In the table, we see more than fifteen percent mention that said no about teacher do not use videos in classroom and rest of the percentage speak that the teacher use it.

If yes, how often?

Table 3.13.1: The Frequency of Teachers' Use of Videos in Classroom

Option	Respondents	Percentage
a. Always	0	0%
b. Sometimes	15	65%
c. Rarely	8	35%
Total	31	100%

The above table indicates, 15 students (65%) have common answer that is sometimes teacher use videos in classroom whereas 8 students (19%) say it is rarely. There is no one reply on always because of lack of materials.

Item 14. Do you think watching YouTube videos is a useful teaching technique?

Table 3.14: Students' Attitudes towards the Usefulness of Watching YouTube as a Teaching Technique

Option	Respondents	Percentage
a. Yes	31	100%
b. No	0	0%
Total	31	100%

As it is clearly observed from the table 3.14 that all of EFL say that they are interested of teaching by You Tube videos in classes. Because of easiest and funny way to teach English language.

Item 15. What kind of language skills did educational videos improve in you?

Table 3.15: Educational Videos and Language Skills Improvement

Option	Respondents	Percentage
a. Vocabulary acquisition and use	5	16%
b. Grammar acquisition and use	0	0%
c. Verbal and non-verbal communication skills	0	0%
d. Listening comprehension	3	10%
e. Pronunciation	4	13%
f. Culture	0	0%
g. All of them	19	61%
Total	31	100%

We can see here that culture, verbal and non-verbal and grammar acquisition with the rest of the other language skills have the higher percentage of (61%). Then vocabulary acquisition with (16%) and listening with pronunciation (23%).

Item 16. Does studying in the classroom and educational videos as separate materials reflect the real teaching of language skills?

Table 3.16: Students' Responses about Whether Studying through Educational Videos Reflects the Real Teaching of Language Skills or Not

Option	Respondents	Percentage
a. Yes	24	78%
b. No	6	19%
c. No answer	1	3%
Total	31	100%

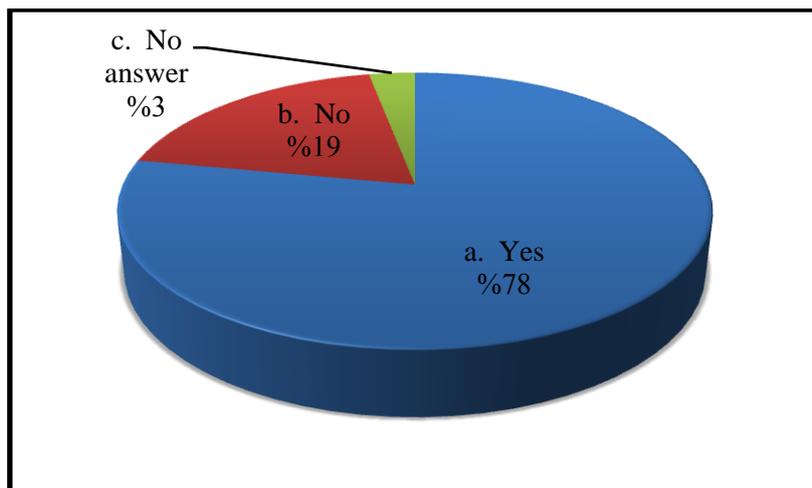


Figure 3.16: Students' Responses about Whether Studying through Educational Videos Reflects the Real Teaching of Language Skills or Not

The table above presents that (78%) agree that studying using educational videos reflects the real teaching of language skills while (19%) disagree that with only (3%) stay neutral.

Item 17. Do you think that using educational videos in the classroom can enhance students' listening skills?

Table 3.17: The Use of Educational Videos to Enhance Students' Listening Skills

Option	Respondents	Percentage
a. Yes	31	100%
b. No	0	0%
Total	31	100%

As the figure above shows that all of the students agree that the use of educational videos enhance their listening skills. Which prove its proficiency.

If yes, is that because:

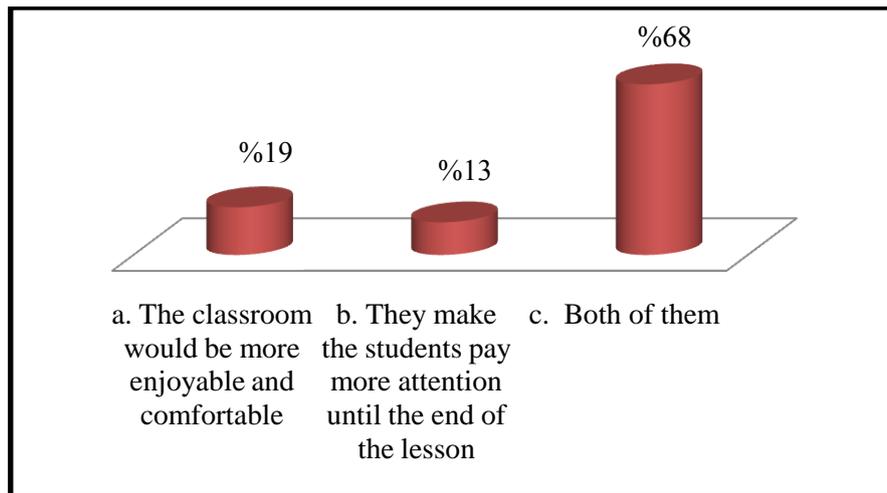


Figure 3.17: The Use of Educational Videos to Enhance Students' Listening Skills

The second part of the item shows that (19%)said that educational videos enhance their listening skill because of that the classroom would be more enjoyable and comfortable while(13%) said that it makes them pay

If others, please specify

More attention until the end of the lesson.And (68%) choose both of the previous reasons.

- Better than the traditional methods
- It could be so helpful for students to improve their skills
- Provide real situations could not be possible to get to
- It can be helpful especially if the videos are conducted by native speakers.
- Since it's a part of their evaluation would make students pay more attention to the material and videos used inside classroom this would increase their interest towards the subject matter and therefore enhancing their listening skills
- Students will improve their level
- Very beneficial for student performance
- Using educational videos in the classroom make the student better in learning English and higher his level .
- Improve the listening skill
- It increases the student engagement
- To let them want to learn more about other lessons
- Yes it breaks the traditional way of study...the study becomes more funny

Item 18. Please mention to what extent do you agree or disagree with the following statements: 18

Table 3.17: The Degree of Students' Agreement / Disagreement about the Benefits of Educational Videos

Option	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Educational videos are an effective teaching material that enhances my listening ability.	8/44%	9/50%	1/6%	0/0%
b. Educational videos help me to recognize and remember what I listen to	9/50%	6/33%	3/17%	0/0%
c. Educational videos provide a break from the usual traditional materials.	8/44%	10/56%	0/0%	0/0%
d. Educational videos enhance my motivation and interest towards learning EFL.	11/61%	6/33%	1/6%	0/0%
e. Educational videos facilitate listening comprehension.	11/61%	4/22%	3/17%	0/0%

This item presents that (94%) agree that educational videos are an effective teaching material enhance listening abilities while (6%) disagree. (83%) agree that educational videos help them recognize and remember what they have listen to and 17% do not agree. (100%) approve that educational videos provide a break from the usual traditional materials with (44%) strongly agree and (56%) agree.(61%) strongly agree and (33%) agree that educational videos enhance their motivation and interest towards learning EFL wile only (6%) disagree that (83%)of students choose that educational videos facilitates listening comprehension with (17%) disagree that

Teachers' Interview

The teachers' interview was chosen as the second data collection tool to gain teachers' diverse views toward the use of ICT to enhance EFL learners' listening comprehension.

Description of the Teachers' interview

Teachers' interview was conducted to obtain information about the teachers' experience in teaching English using ICT in lectures. Our aim is also to explore if teachers are aware of the problems that third EFL students encounter by third year EFL students in the module of Orel expression as well as to explore teachers' opinions towards the role You Tube videos in learning.

Item 01: How long have you been teaching Orel expression module?

Teacher 1: 4 years

Teacher 2: 2 years

Teacher 3: 7 years

Teacher 4: 3 years

Teacher 5: 4 years

Based on the teachers' responses, it can be determined that the instructors' experience in teaching English specifically ranges from two years to seven year taking in consideration that they have longer experience n teaching English in general . This is a good thing since it means that we will all have a varied point of view on the matter under study.

Item 02: To what extent do you think that the listening skill is important? Justify.

Teacher 1: "It is extremely important as it can help learners Foster their oral-aural skills, and thus, communicative potentials"

Teacher 2: "It is very important as an essential productive skill"

Teacher 3: "Very important Listening and speaking are two interrelated skills; one cannot be fully developed/improved without the other. Listening enhances our ability to understand and comprehend in order to respond appropriately and be a better communicator and speaker: It is the key to effective (perfect) communication). Without the ability to listen effectively, messages are easily misunderstood. Therefore, communication breaks down and the sender of the message can easily become frustrated or irritated. Moreover, listening permits the listener (learner) to see/analyses how language is formed and used: he/she can pay attention to pronunciation, intonation, stress, vocabulary, grammar and use that as a modal to replicate it in his own speech"

Teacher 4: “Very important”

Teacher 5: “The listening skill the basis of the four skills. It's the backbone of a learning a language. Without listening there's no effectiveness in learning”

As far as the four skills are concerned, the participants' responses to the importance of the listening skill in language learning were positive. Some of the teachers proved its importance as it is the backbone of learning a language. Moreover, it also helps the learner to improve his/her overall communication, build a better understanding and foster his/her oral-aural skills. Therefore, based on the teachers' feedback, listening is an essential skill in language learning.

Item 03: How do you find teaching listening? Explain.

Teacher1: “I find it essential and very useful because this again enables students to familiarize themselves with the habit of listening and learning through listening”

Teacher 2: “Interesting since it is interactional and lively”

Teacher3: “Somehow Difficult. It is often complicated to find adequate materials, and interesting topics/ tasks as well as the suitable approach to work with. It is challenging for teachers to identify the listening aspects that learners find the most difficult. This what makes challenging the design of listening activities and tasks Moreover, Listening is the skill that most of our students feel the least confident about and are not really motivated to practice it”

Teacher 4: “Challenging yet rewarding”

Teacher 5: “Hard but effective. I can't emphasize enough on how important listening is”

The teachers' feedback has provided various illustrations that listening skill is difficult and challenging but effective. Their responses show that listening skill is very useful for the students in a way that it creates a habit of learning through listening. However, one participant argued that listening is challenging not only for the students but for the teachers as well. It is often hard for them to find suitable listening tasks and materials that fit the learners' level.

Item 04: What kind of listening difficulties do your students face?

Teacher 1: “Listening comprehension, memory problems, making inferences, and sometimes ...lack of concentration and motivation”

Teacher 2: “shyness, fear of errors, no practice”

Teacher 3: “-Difficulty to understand the language in context - Difficulty with accents and rate of speed (speech going too quickly) - understanding the message but not the intended message -

Difficulty with some vocabulary (limited vocabulary) and not understanding esp idioms, slangs - Loss of attention/focus - Demotivation - Anxiety and lack of confidence - Lack of background which makes students find the task difficult - Difficulty remembering what they listened to”

Teacher 4: “Comprehension usually”

Teacher 5: “Some students lack focus”

The feedback of the participants presented above shows various kind of listening difficulties that the learners encounter when they are exposed to audio materials. Listening comprehension is ranked as one of the major problems that learners face when listening, as well as the loss of attention or focus: some students lack concentration. Additionally, the learners also find it difficult to understand what they are listening to when it exceeds their level of comprehension and likewise when it comes to the speakers’ accent. The latter may cause confusions in listening and understanding in terms of phonological rules such as assimilation and elision. Moreover, another cause is due to lack of motivation, which obviously causes difficulty of listening to audios.

Item 05: What do you do to help your students overcome their listening difficulties?

Teacher1: “Selecting interesting audio tapes and engaging them in team work and most importantly, asking them interesting questions about the material. Giving positive feedback also works very effectively for me”

Teacher 2: “Involve them in discussions and dialogues”

Teacher 3: “- Choose appropriate and attractive ICT materials - Choose clear, understandable listening tapes. With neuter accent clips - Use leveled audio texts with not so challenging vocabulary - Use interesting and listening topics and vary them. - Motivate students and encourage them to do tasks by overcoming their stress and enhancing their confidence, and tolerating mistakes”

Teacher 4: “Prepare tasks they are interesting in with I am engaging subject”

Teacher 5: “I constantly advise them to pay close attention while listening”

The participants’ answers revealed that each teacher has his/her own way to help learners overcome their listening difficulties. First, choosing interesting audio tapes and interesting subjects can help learners to cope with their listening problems. The other teacher demonstrates that peer interaction can help them overcoming their stress and tolerate their mistakes. Furthermore, motivating students and encourage them to do the tasks can help them to get accustomed with different language features that may manipulate the meaning when listening such as stress and

intonation. Accordingly, selecting appropriate and attractive ICT materials help learners to get motivated, get acquainted with the language through exposing them to variety of accents and oral language.

Item 06: In your opinion, using educational videos in the classroom is more effective for enhancing EFL students' listening skills? How.

Teacher 1:“Not necessarily, but yes, if they are carefully selected and treated, they can lead to positive outcomes”

Teacher 2: “yes, it is more motivating and authentic”

Teacher3:“Yes they are. First, videos in general introduce learners to a wide range of real life language experiences that enrich their learning environment and make them contextualize their learning process. Moreover, using educational videos provide background knowledge (in terms of vocabulary) and specific examples that provide a focus for learning activities. In addition, comparing to textbooks, which students find boring, videos can make learning (listening) more fun/motivating and capture their attention. Indeed, even though students find listening difficult and challenging, using this tool (videos) would reduce their anxiety and enhance their confidence because they are used with technological devices More importantly, videos include correct pronunciation, grammar, stress, varied vocabulary, varied accents, real-life contexts....which are modal examples for students to follow (they will listen then do the same in their own oral productions)”

Teacher 4:“Yes it is because they serve educational purposes which is very important and they meet the new generation's preferred learning style”

Teacher 5:“Definitely. An audio visual tool is always helpful as it provides the full scene, the articulation, the emotion”

The answers of the participants proved the effectiveness of using educational videos in the classrooms. According to them, audio visual tools are helpful as it provides the students correct pronunciation, grammar stress, varied vocabulary and different accents. It is also remarkable that one of the participants added that this tool (video) “meet the new generation’s preferred learning style”, which may raise their motivation and capture their attention.

Item 07: Do you use YouTube videos in classroom? Why.

Teacher1: “No, I don't”

Teacher2: “Not in the class, but I recommend some videos for them to listen to them at home, and then, we meet to discuss content, linguistic expressions and formulations as well grammatical structures”

Teacher3: Yes I do. Because they are attractive, motivating , modern (used by technology) They save time and effort They offer a wide range of topics and serve as a good basis for lessons and activities They develop many skills esp listening and speaking They are adaptable, easy to use, appropriate to different students’ levels and learning styles”

Teacher4: “yes, I select educational videos”

Teacher5: “Sometimes. They are engaging and attract learners' attention”

According to the teachers’ responses, two of them claimed that they do not use YouTube videos in classroom, and the reason is maybe due to the time shortage. However, the other two teachers advocated that they use YouTube videos as a way to attract and motivate learners. Unlike one participant who answered with “sometimes”, which means that s/he uses this material depends on the lesson objective or when it is only needed.

Item 08:According to you, what are the main criteria for selecting instructional videos in theclassroom?

Teacher1: “They should be interesting, modern, exciting, song related, context related”

Teacher2: “Importance (interesting for students), relevance (they serve the teaching objectives), appropriateness (in terms of language, content and values)”

Teacher3: “Nearly same answers as question 5 - Choose clear, understandable listening tapes. With neuter accent clips - Use leveled audio texts with not so challenging vocabulary - Use interesting and listening topics and very them”

Teacher4: “authentic, realistic,”

Teacher5: “Topic, length, content, objective, organization, editing usefulness, and validity/feasibility”

According to the above answers, selecting the appropriate instructional videos in the classroom should be interesting, relevant, unchallenging vocabulary so that they will arouse the students’ interest and curiosity. Furthermore, the teacher should choose clear content and understandable tapes so that the students reproduce positive outcomes. Additionally, one teacher said that the main criterion for selecting videos is “context related”, when the teacher designs tasks and chooses a text from its original environment, it will help students to contextualize the listening and

access their knowledge to help them understand the text. Hence, choosing videos should be based on certain criteria that meet the students' requirements.

Item 09: How often do you use instructional videos to teach listening? Explain

Teacher1: "Sometimes"

Teacher2: "Rarely"

Teacher3: "Sometimes because time is not enough to vary materials and to focus on both listening and speaking"

Teacher4: "sometimes"

Teacher5: "Whenever i have the chance given that the context is not very helpful"

This question is designed to know the frequency of using instructional videos to teach listening. The majority of teachers reported that they sometimes use them due to the shortage of time. This means that instructional videos are not an easy task to do.

Item 10: How can instructional You Tube videos help students to improve their listening?

Teacher1: "They can be effective as they help learners have a full context on the target language"

Teacher2: "As I said earlier, it mainly an interesting, joyful and effective experience for them, especially if they are listening to native speakers using more authentic language. That should be beneficial on all levels"

Teacher3: "Same as question 6"

Teacher4: "getting them used to native accent and language"

Teacher5: "By diversification of input channel and technique"

The results indicate that instructional YouTube videos can help learners improve their listening skill. As it can be noticed that all the participants proved the effectiveness of YouTube videos in enhancing listening ability, as they help learners to have a full exposure to the target language and to native speakers.

Item 11: What are the advantages of using Instructional YouTube videos in teaching and learningprocess?

Teacher1: "Better context more exciting an animated image is always expressive"

Teacher2: “They make learning and teaching more meaningful, joyful, and they can Foster learning autonomy, self-regulation, motivation and engagement. They can even reduce stress or lack of willingness to learn”

Teacher3: “Same as question 7”

Teacher4: “getting them used to native accent and language”

Teacher5: “They are attractive and informative”

All of the teachers considered using instructional YouTube videos to be useful method in teaching and learning process. YouTube video has the ability to bring different informative topics because they are always filled with information. Not only that, but they are attractive and can increase the willingness to learn. Further, that alone makes learning and teaching more meaningful, exciting and motivating. This indicates that in order to obtain more meaningful learning experience, teachers should consider using instructional videos in their classes.

Item 12: How can you describe your students’ reactions when using YouTube videos in the classroom?

Teacher1: “I already described for you some of the positive outcomes of using them based on my own observation despite the fact that I use them rarely”

Teacher2: “I unfortunately never used them”

Teacher3: “Motivated, attentive, engaged, interactive, relaxed”

Teacher4: “Very positive”

Teacher5: “very excited and motivated”

The obtained data portrayed that EFL students reacted very positive when using YouTube videos in the classroom. Some of them said that they were motivated, interactive and relaxed. However, only one participant answered differently, s/he has never used this tool despite the long experience in teaching, which may raise the probability of lacking the knowledge about the description of YouTube videos.

- If you have any comments or suggestions, please feel free

Teacher1: “I don't”

Teacher2: “Best wishes”

Teacher3: “You Tube videos can also be used out of the class. The teacher can send the video or the link to the students via social media and let them work autonomously. The teacher just gives guidance and instructions or related activities. Therefore, students will develop their autonomy and independence”

Teacher4: “one should be selective to meet the students' needs as well as the syllabus's objectives and not randomly”

The analysis of the students' questionnaires gave us with a wealth of information that supports our hypothesis and allows us to address some of the main research questions that were asked. Regarding student's answers revealed in section two, it can be deduced that most of EFL learners like to use instructional you tube videos in class because it is supposed to be beneficial and effective method and its importance in teaching. However, all of them agree that having difficulties in listening skill and mentioned some solutions that back to each one. Furthermore, some mentioned the reasons that retreat for being listener and provide solutions that is easiest to them. And some stated that is weak skill with others skills because of less using the tool mentioned.

In addition to that, it is revealed in section three which was designed to know students' attitudes about the instructional YouTube videos that the majority of students are very familiar with ICTs, precisely, with instructional YouTube videos. Also, the students claimed that less use of these technique related to less educational attainment.

To sum up, we found that using instructional you tube videos is much effective in teaching and learning listening skill by frequent and regular use of videos in classroom by learners and teachers have a significant role in changing students attitudes positively to develop their listening.

DISCUSSION OF THE FINDINGS AND INTERPETATION

The overall findings of the teachers' interview provide positive responses towards the use of YouTube videos in EFL teaching and learning in the classrooms. Approximately, all of the teachers are attached to using educational videos as an aid to facilitate the process of teaching and learning such as instructional YouTube videos, which shows the support of using this tool in the Department of English at Mohamed Khider University, Biskra.

As far as the educational videos are concerned, the findings proved the usefulness of YouTube videos in enhancing the learners' listening skills through exposing them to varieties of oral language and different English accent. As it also considered as new learning style that breaks the routine and grants a new learning experience which may increases the students' interest, motivation and autonomy to learn English. Therefore, YouTube videos are good source for teaching listening; this is what all the respondents agreed upon confirming that the authenticity of YouTube videos gives the privilege to be

a good resource for enhancing learners' listening skill. Furthermore, using this tool can bring the entertainment atmosphere to the classroom and hence, the teachers need it: videos can be the best solution for the teachers to attract learners' attention and serve as a good basis for lessons and activities.

However, the findings also revealed that all the teachers complained from the learners' difficulties to understand the language in context, shyness and demotivation. Not only that, but they also complained from the learners' memory issues and their lack of vocabulary, in addition to the difficulties of listening comprehension and lack of concentration. Thus, in order to prevent this from happening, teachers use different methods to overcome the students' listening difficulties. Among these methods is students' engagement: involve learners in discussions and dialogues as well as engage them in team work. Some other teachers try to choose attractive and appropriate ICT materials in terms of their clarity and understanding content, besides selecting audio texts without challenging vocabulary. Thus, using these methods can help learners to overcome their stress and tolerate their mistakes.

Selecting instructional YouTube videos is based on specific criteria. According to the participants' feedback, YouTube videos should be interesting, relevant (they serve the teaching objectives) and contain appropriate content. They also should consist of clear and understandable listening tapes with easy vocabulary.

To conclude, through the review of teachers' interview, it is confirmed that YouTube videos can be a very useful way of practicing the listening ability for EFL learners and provide them with new and exciting methods to learn the English language.

Conclusion

In conclusion, the results of the teachers' and students' questionnaires indicated the effectiveness of instructional videos and how they might help students improve their listening skills. To obtain accurate results, the students' responses to the questionnaire were first carefully analyzed and interpreted both analytically and clearly in tables and graphs using traditional methods. The data collected from the interviews with the teachers was then studied and reviewed, as well as thorough explanations of the findings. Finally, the data from the head interviews with the teachers was interpreted and descriptively analyzed. An in depth discussion and interpretation was offered at the end of this chapter to address the research questions and verify the hypotheses.

General Conclusion

General Conclusion

We attempted to discuss the extensive use of ICT technologies and their popularity around the world. YouTube videos are one of the most popular ICT tools. We also discussed the function of YouTube videos in the teaching/learning process, attempting to demonstrate that their utilization will encourage them to be effective listeners in class. Also, it encourages and motivates the third year students of English to integrate ICT in their learning in order to promote their independent learning and be more active in classes.

The theoretical part had covered and discussed two different variables: listening skill and YouTube videos. The first chapter highlights students' listening difficulties, approaches for teaching listening and the factors that affect on this skill, while, the second chapter explained the role of using ICT in class, YouTube videos as learning tool, students' development in listening and teachers role of using videos in lectures. In addition, both of the chapters provide background information about the two variables as well as present different definitions, concepts, characteristics, advantages, importance and relations between the variables.

To examine those theoretical chapters, two types of data gathering tools have been used, questionnaires have been administered to EFL learners in university, interviews were conducted with English teachers of oral expression.

The aim of this research was to confirm the hypothesis that if EFL learners integrate instructional YouTube videos while learning the English language, they will foster their listening comprehension. Based on the data obtained from the analysis of the questionnaire, interview, we reached the following results: learners are interested in the use of internet tools like YouTube in their learning process since it represents to them a new way which they think is going to help them in the educational setting and enrich their English language knowledge. Most of teachers agree that ICT use can help them to improve their teaching and presenting their lesson in a good way beside to responding to students' different needs.

To conclude, it can be said that the study of the topic of encourage EFL learners' listening comprehension through YouTube videos can benefit them in educational competence and achievement to be good listener. Thus, EFL learners who are used this method are likely to enhance their level in listening competence development. However, the success of being listener based on the good selection of the instructional YouTube videos that chosen by the learners.

Recommendations

At the end of this research, it can be said that in order to be able to enhance listening skill by the use of instructional you tube videos in the process of teaching and learning English as a foreign language, some conditions need to be addressed:

- Curriculum designers should be aware of the important role of listening skillto the EFL learners.
- Laboratories should be provided for EFL learners to practice on their listening abilities.
- Teachers need to include you tube videos more often to their lectures.
- Students should get more knowledgeable about the use of ICT tools in their learning.
- Engaging in YouTube website in which and students could interact through video postings and comments will be a good method for getting more familiar to the foreign language which will enhance the listening skill.

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Appendix 01

A Questionnaire for EFL Students

Dear student,

We are conducting a research on **The role of instructional You Tube videos in fostering the Students' listening skill**. So, you are kindly requested to answer the following questionnaire, which is an attempt to gather necessary information for the accomplishment of my investigation. Please put a tick (√) next to the right answer and write full statements whenever necessary.

Thank you for your time, effort and collaboration.

Section One: General information

Q1. Would you specify your gender, please?

a) Male b) Female

Q2. You have chosen English as:

- Personal choice
- Parent's choice
- Someone's advice

How do you consider you level in English?

- Very good
- Good
- Average
- Poor

Q4. Classify the following skills in terms of importance (put 1.2.3and 4)

- Reading
- Listening
- Speaking
- Writing

Q6. Does your teacher assign listening tasks inside the classroom?

a) Yes

b) No

If yes, what kind of tasks does your teacher use in the classroom?

- Listening and drawing a story
- Listening to an audio record
- Watching videos
- Reading aloud
- Guessing tasks

If others, please specify

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.....

Section Three: Students' attitudes towards the Use of You Tube channels as a Teaching material

Q1. Do you watch English videos?

a) Yes

b) No

If yes, for which purposes?

- For entertainment
- For research purposes
- For educational purposes
- For training purposes
- All of them

Q2. Using educational videos in the classroom will be more effective for teaching English language than the traditional method.

a) Strongly agree agree Disagree Strongly disagree

Q3. Does your teacher use the videos in classroom?

a) Yes

b) No

If yes, how often?

- Always
- Sometimes
- Rarely

Q4. Do you think watching You Tube videos is a useful teaching technique?

a) Yes b) No

Q5. What kind of language skills did educational videos improve in you?

- Vocabulary acquisition and use
- Grammar acquisition and use
- Verbal and non-verbal communication skills
- Listening comprehension
- Pronunciation
- Culture
- All of them

Q6. Do studying in classroom and educational videos as separate materials reflect the real teaching of language skills?

a) Yes b) No

Q7. Do you think that using educational videos in the classroom can enhance students' listening skills?

a) Yes b) No

If yes, is that because:

- The classroom would be more enjoyable and comfortable
- They makes the students pay more attention until the end of the lesson
- Both of them

If others, please specify

.....

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.....

Q8. Please mention to what extent do you agree or disagree with the following statements:

SA: Strongly agree **A:** Agree **D:** Disagree **SD:** Strongly disagree

Statements	SA	A	D	SD
a. Instructional videos are an effective teaching material that enhances my listening ability.				
b. Instructional videos help me to recognize and remember what I listen to.				
c. Instructional videos provide a break from the usual traditional materials.				
d. Instructional videos enhance my motivation and interest towards learning EFL.				
e. Instructional videos facilitate listening comprehension.				

Thank you for your collaboration

Appendix 02

An Interview for EFL Teachers of Oral Expression

Dear teacher,

This interview aims at collecting data about “**The role of Instructional You Tube Videos in Fostering EFL Students’ Listening Skill**”. We would be very grateful if you could provide us with valuable answers. Your responses will be helpful and necessary for the success of this research work. Please, tick (✓) the answer(s) that works best for you and provide full answers whenever necessary.

Thank you in advance.

Prepared by:

Nabila ABDELLATIF

Supervised by:

Dr. Samira BENIDIR

2021-2022

1- How long have you been teaching Orel expression module?

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2- To what extent do you think that the listening skill is important? Justify.

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3- How do you find teaching listening? Explain.

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4- Whatkind of listening difficulties do your students face?

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5- What do you do to help your students overcome their listening difficulties?

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6- In your opinion, using educational videos in the classroom is more effective for enhancing EFL students' listening skills? How

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7- Do you use YouTube videos in classroom? Why.

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8- According to you, what are the main criteria for selecting instructional videos in the classroom?

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9- How often do you use instructional videos to teach listening? Explain

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10- How can instructional You Tube videos help students to improve their listening?

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11- What are the advantages of using Instructional YouTube videos in teaching and learning process?

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12- How can you describe your students' reactions when using YouTube videos in the classroom?

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- If you have any comments or suggestions, please feel free

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Thank you for collaboration and time

المخلص

غايئنا من هذا البحث إلى معرفة الطريقة التي يمكن بها لمقاطع الفيديو التعليمية أن تحسن مهارات الاستماع لدى الطلاب مع طلاب السنة الثالثة من اللغة الإنجليزية كلغة أجنبية في جامعة محمد خيدر في بسكرة. تركز الدراسة أيضًا على ما يربط مقاطع فيديو YouTube بالاستماع والطريقة التي تساعد بها على تطوير فهم الاستماع. لذلك، يُقترح في هذه الدراسة أن استخدام تكنولوجيا المعلومات والاتصالات يمكن أن يحسن الاستماع لمتعلمي اللغة الإنجليزية كلغة أجنبية في سياق التعبير الشفهي. لتحقيق أهداف البحث المقصودة ، تم تطبيق منهج البحث الوصفي في هذه الدراسة من خلال استخدام طريقتين لجمع البيانات. لهذا الغرض ، تمت إدارة استبيان على 31 طالبًا وأجريت مقابلة مع 05 مدرسًا للتعبير الشفهي في جامعة بسكرة. تم تحليل البيانات التي تم الحصول عليها من خلال التحليلات الوصفية ، وهو أمر مهم لتحليل البيانات الاسمية. أظهرت نتائج البحث أن الطلاب كانوا إيجابيين في معتقداتهم حول فوائد استخدام التكنولوجيا في الفصل. يمكن أن توفر هذه الأهداف طرقًا أفضل للتدريس والتعلم وخلق مساحة جديدة لاكتساب خبرات جديدة لكل من المعلمين والمتعلمين.