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Submitted by:

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**Title**

**Students' Perceptions towards the Educational YouTube Videos  
on Developing the Speaking Skill**

**The Case of First-Year EFL Students at Biskra University**

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## Dedication

This dissertation is dedicated to:

*The sake of Allah Almighty my creator my strong pillar.*

And also it is dedicated to:

- ♥ My beloved parents my father my hero my role model *Said Noureddine* who worked hard to raise me. And my lovely mother *Tabouch Samira* who always encouraged me and supported me to finish this long journey.
- ♥ My beautiful half my sister *Said Amani* for always being there for me.
- ♥ My amazing siblings my supporters *Said Abed Raouf* and *Said Mohamed Karim* who I love the most in this world.
- ♥ To the memory of my beloved grandfather *Tabouch Kadour* RIP my Allah bless his beautiful soul and rest him in paradise” *love you grand*”.

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## **Abstract**

EFL students are supposed to dominate the speaking skill at university so that they be able to communicate with their teachers and fellow student. Though, furthermost of EFL students face some complications and difficulties that hinder them from learning the speaking skill. For that reason, the present study aims to investigate students' perception towards the educational YouTube videos on developing the speaking skill. We hypothesised that first year EFL students have a positive attitude towards the use of educational YouTube videos, also assumed that educational YouTube videos have positive effects on developing EFL students speaking skills. To examine the validity of our hypotheses a descriptive study was conveyed with a quantitative/descriptive method approach to gather, analyse and understand data. The last were collected through, two online questionnaires directed to thirty-seven (37) participants of first year EFL at Mohamed Kheider Biskra University, and another one online survey that was prepared to five (05) teachers of oral expression module at the same university. Consequently, the main results demonstrated that both students and teachers have a positive attitude towards the use of educational YouTube videos on developing their speaking skills. Hence, the study result confirmed the validity of our hypotheses. Finally, on the foundation of the main results some recommendation has been set to both teachers and students. For teachers they should modernize the method of teaching by using new approaches that may enriched the innovative generations and, teachers must be responsive of the vigorous starring role of YouTube videos in producing the content of the lesson more motivating. For students', they had better use new technological tools such as educational YouTube videos to simplify the development of learning skills.

## **List of Acronyms**

**EFL:** English foreign language

**ICT:** Information Communication Technology

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ملخص

# **General Introduction**

## **Introduction**

Speaking is essential to human communication it is the measure, and the capability to transfer a person's messages, emotions, ideas, thoughts, and we can also interchange Knowledge in different situation. Speaking is also known as the ability to talk freely at any Time and any place, and in any case. It plays an ultimate role in helping people how to Communicate with one another. They need to speak fluently, and there are many platforms that facilitate developing the speaking skills and learning a new language without any hard efforts such as YouTube wish its considered as one of the most important applications nowadays especially to EFL students in developing their speaking skills Throw providing an educational video which known as program whose intentions is to Teach or impart knowledge for the sake of learning.

### **1. Statement of the Problem**

Some of the biggest challenges that face the first year university EFL students in developing their Speaking skills while learning new language is the lack of communication between their teachers, also the paucity of their educational sources which then affects students who are supposed to benefit from all their teachers. This lack gives the rise to the need for new forms or platforms for developing their speaking skills, and learning more that normalize the learning process. This study make situation that YouTube is one of those platforms that students use the most in there learning process.

YouTube is becoming a prominent platform for students to self-teach and enhance their own speaking skill. As a matter of fact, the ineffectiveness of the traditional teaching is considered as one of the reasons behind the failure of the current teaching methods. So, we have to look at teaching and learning speaking through a new perspective.

Considering the new widespread of the World Wide platforms we have to provide a real situation of learning in first year EFL students teaching by integrating a new technology material such as YouTube videos that is considered one of the most useful platforms that play a significant role in education. It's an interesting learning resource, which can help learners to cope with their learning difficulties and through it we can memorize and recognize many unfamiliar accents, and words with their meaning and function for a longer time to supply students' attention when focusing on a wide variety of enjoyable audio-visual lessons that can affect students' speaking skill development.

## **2. Significance of the Study**

This study is very important for so many reasons First, because it will bring some benefit in the field of English learning and teaching in general. So, the feedback can help to acquire the new awareness and thoughts from the students towards using of YouTube educational Videos as motivation materials to develop their speaking skills and to make learning English more attractive and involved. Also, it can aid teachers to enhance their teaching instruction, and help students to learn English in an appropriate way. Another reason, it will help the researchers to use references of this work to aid them in their future research, and also to know what student's perception towards this method on developing their speaking skills.

## **3. Aim of the Study**

The aim of this research study is to raise students' awareness on how YouTube videos can contribute in improving students speaking skill capacity and assist them in their English learning practices. Furthermore, we spotlight On the importance of YouTube videos as a useful method for increasing learners' motivation between Students-students

and teacher-students' for a better quality of learning and teaching and Whether this learning resource facilitates the teaching process.

#### **4. Research Questions**

This Study is intended to answer the following questions:

1. What are first year university EFL student's perception towards the use of educational YouTube videos?
2. To what extent the educational YouTube videos have an effect on developing first year university EFL students speaking skills?

#### **5. Hypothesis**

The hypothesis that we will attempt to verify along this study is the following:

1. First year EFL students have a positive attitude towards the use of Educational YouTube videos.
2. Educational YouTube videos have positive effects on developing EFL students speaking skills.

#### **6. Research Methodology and Tools**

The present study has been managed through the descriptive method that focuses on quantitative design that provides a comprehensive picture about the concerned problem. To support this work with more valid data, we have administrated two questionnaires as an appropriate research tool one for students to investigate their perceptions, and attitude towards the use of YouTube videos on developing their speaking skills. And the second for teachers to fulfil their perspective to confirm or disconfirm our hypothesis.

## **7. Population and Sample of the Study**

This study is concerned with the first year EFL students of English language at Biskra University. The reason behind this choice that first year students as beginners in learning English. So, they require a practical technique such as YouTube educational videos That granted their development in the language, especially their improvement of speaking skills that is considered as an essential component in the Target language. Another reason, this population may have exposure to ICT's resources in the process of their studies which give Them the opportunity to provide us with their valuable opinions on the current issue. We chose forty 40 participants among the first year students at the division of English as a sample of the study.

## **8. Structure of the Study**

This research is divided into two main parts. The First chapter is devoted to giving a different definition by various experts about speaking skill. After that, we mention its importance, elements, mental and social processing. Also we are going to mention the characteristics of good speaker, relationship between speaking and listening. Then finishing by showing the difficulties of speaking in foreign language, and students positive/negative attitude towards speaking.

Chapter two devoted to giving a general background of ICT and overview about YouTube and its definition. Through this chapter, we try to present YouTube's usefulness in a foreign language teaching and learning. It also deals with its various types such as educational videos, movies, documentary video, and we finish by providing its benefits in developing students speaking skills



# **Chapter One**

## **Speaking Skills**

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## **Introduction**

In this chapter, we will shed the light on speaking skills. we will start by giving different definitions by various authors so that we can give a clear idea about it, after that we will talk about its importance, elements and characteristics. Later on, we will look at its relationship with listening skill also we will discuss the difficulties which EFL students face during the process of developing their speaking skill. At the final stage of this chapter, we will talk about student's attitude towards speaking skill.

### **1.1 The Definition of Speaking Skill**

Speaking is the major process from which humans be able to orally express themselves, their emotional state, and ideas through human organs. The concept of speaking skill is defined by many writers and each one defined it according to the natural surroundings of his/her study.

Speaking as an important skill refers to the way people think and act and communicate. It is a powerful skill that trait more attention in a first and second language because it refers to people's thoughts and personalities. Richard and Renandya (2002) declared, "In order to learning to speak a foreign language requires more than knowing its grammatical and semantic rules" (p.204).

English students are doing all they can't master the speaking skill and conquer its difficulties. Hedge (2000) described speaking as "A skill by which they [people] are judged while first impressions are being formed" (p.251), in other meaning, speaking is very critical because people are mostly judged on the way they speak with others.

Furthermore, Chaney (1998) appealed that speaking is “the process of building and sharing meaning through the use of verbal and non- verbal symbols into a variety of context” (p.13).

Speaking appears easy to be mastered; on the other hand, it needs special devotion and seriousness. Luoma (2004) claimed that “speaking in foreign language is very difficult and competence in speaking takes a long time to develop.” (p.1) and that means speaking is not an easy skill to be mastered in short prude of time it takes a lots of efforts.

## **1.2 The Importance of Speaking Skill**

Language skills of English are connected, and skillfulness in each one of them is quite needed to become an experienced communicator. Though, having the ability to speak in expert way will provide EFL learners with so many benefits which they require in both of their daily lives and in their progression as students. In fact, most of scientist and experts claim that the speaking skill should be given much tension due to its importance. (UR, 2000) stated that “of all the four skills [listening, speaking, reading and writing, speaking], seems intuitively the most important: people who know a language are referred to as speakers ‘of the language, as if speaking included all other kinds of knowing” (p.12)

The essential of learning the English language is speaking because it is considered as the major skill to be enhanced. It is the tool that humans communicate with, exchange ideas and thoughts, share information, also it is very significant in allowing people to indicate their opinions, purposes, and to communicate in foreign language correctly that is why the focus is mostly on it. Hedge (2000) stated, “They may need this skill for a variety of reasons; for example, to keep up a rapport in relationships, influence people, and win or lose negotiations” (p. 261). She assured the value of speaking skill to deliver intentions, ideas, and keep social relationships.

In speaking, students acquire how to organize ideas, control sentences, and express opinions with good pronunciation and understandable language. As claimed by Nunan (1991) “Mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language” (p. 39). The ultimate success in learning a foreign language is when learners succeed in dealing with conversation with the capability to use the target language.

### **1.3 Elements of Speaking Skill**

In order to speak the foreign language fluently and perfectly, beginners need to know the following elements that are required for vital speaking. As stated by Harmer (2001), speaking fluently appears in someone’s who masters the language features well and who have the ability to process information instantly. From his point of view, we can consider that there are two basic features of speaking which are: language features and mental/ social processing.

#### **1.3.1 Language Features**

One of the central elements of speaking is language features that comprehend the four major measures which are: connected speech, expressive devices, lexis and grammar, and negotiation language which assistance to speak English accurately and fluently.

##### **a. Connected speech**

A successful speaker is the one who can product sounds and use them easily, those produced sounds can be adjusted, omitted, added, or weakened.

##### **b. Expressive devices**

To be a successful communicator as native speakers, learners must apply particular devices like changing the pitch, stress, vary the volume and speed and surely use paralinguistic means to put into words their emotional state.

### **c. Lexis and grammar**

Typically, most of students have a restricted range of vocabulary. For this reason, they hang only on slight words and expressions. While they speak with others. So, the role of the teacher here is to nourish their vocabulary and store different of phrases for variety of functions such as: approving, disapproving, expressing shock, disbelief or joy.

### **d. Negotiation language**

Successful speaker benefits from the negotiator language we use to pursue for explanation and display the structure of what we are saying.

## **1.3.2 Mental & social processing**

In addition, knowing the language features, EFL students should have the capability to developed information stored in their minds directly; so that they may cooperate with others and express what they want without difficulty.

Mental and social processing are the speaker's creative abilities around the knowledge of language skills and the way of transferring that language skills.

### **1.3.2.1. Language processing**

EFL students should be capable to process language in their thoughts over combining the speaking in a comprehensible order so as to permit the listener to observe the proposed message; furthermore; they should be able to re-claim expressions or words from their memoirs for using them while reacting with others. Harmer (2001) mentioned the ability of the learners' speech to be comprehensible and convey the meaning. Thus, speaking activities during language courses are extremely important since they supply learners with effective tasks.

### **1.3.2.2. Interacting with others**

At most of the time, the process of communication includes interacting with one or more speakers. An active speaker should have the ability to pay attention, watchful thoughtful of the participant's emotional state, and knowing certain linguistic rules such as turn-takings, which is the skill of knowing when to start and when to finish a turn in a conversation or allowing others to do so.

### **1.3.2.3. Information processing**

Information processing discusses to the ability to process, organize information swiftly in the speakers' awareness when they interrelate in the foreign language context, it is the retrieval of information. Therefore, the more time is taken in the process of information, the fewer effective communicators and vice versa.

## **1.4 Characteristics of Good Speaker**

Speaking is a critical skill that characterized by a number of characteristics that are considered essential for mastering a foreign language. On the other hand, for a foreign language learner, these characteristics can be at the same time difficult for him/her to acquire.

In recent times, many teaching methods have emphasized on giving more courtesy to classroom activities that provide students with elements of improving their speaking fluency and accuracy, giving to the communicative method, for example, fluency and accuracy are very significant in accomplishing learning results, and they are clearly complementary.

Richards and Rodgers hence, (2001, p. 157) declare that "Fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract, but in context", also this is a clear idea as, the importance of CLT is in the process of communication amongst students or between teachers and students, rather than mastery of the language methods.

Speaking fluently needs students to produce correct sounds to be fully understood and communicatively skilled.

#### **1.4.1. Fluency**

EFL teachers constantly pursue to achieve oral fluency in teaching speaking skills. Since, it is the skill students are evaluated through and judged in terms of their performance. Hughes (2002, p. 80) describes fluency as "The ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will break down because listeners will lose their interest".

In reaching fluency, teachers are asked to involve their students in the learning process by giving them the chance to speak freely and work together during classroom courses, and through inspiring them not to be frightened of making faults. Hedge (2000, p. 54) as well he includes that "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with the facility and without strain or inappropriate showiness, or undue hesitation." One might speak of fluency as the capability to connect words to form sentences with the usage of stress and pitch also with the right pronunciation, but it must happen rapidly. In this common sense, Redmond and Vrchota (2007, p. 104) claim that "It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood." Others sustain that, fluency and unity refer to the skill to speak in a normal level of stability, amount and effort in addition to the connection of ideas organized in a coherent way.

#### **1.4.2 Accuracy**

In addition of being fluent, the speaker should be precise in creating his words so that his speech will be meaningful and understood by everyone is listening to you. Accuracy is



determined by Wolf-Quintero (1998) as” the conformity of second language knowledge to target language norms” (p.4).

Accuracy refers to how correct learners’ use of the language system is, including their use of grammar, pronunciation and grammar.

In other words, accuracy is the correct use of tenses, verb forms, collocations and Colloquialisms, among other things.

### **1.4.3 Pronunciation**

This part rests the most challenging one for the common speakers, since it needs more than having limitless vocabulary or flawless grammar. In fact, the English language has some sounds that we don’t have in our Arabic language and for that, we will acquire how to make entirely new sound. For this purpose, EFL learner need to acquire the rules of pronunciation. Redmond and Vrchota (2007, p104) defend “it is imperative that you use the correct word in the correct instant and with correct pronunciation. pronunciation means to say words in ways that are generally accepted or understood”.

## **1.5 The relationship between speaking and listening**

The dynamic skill of speaking depends on the approachable skill of listening as listening allows students to comprehend what other people are saying or communicating in order to be capable to answer them.

Foreign language teachers (FLTS) must to dedicate plenty of time to develop their oral creative skills. Though, listening cannot be leftward to take attention of itself. In their book on listening, Avery and Ehrlich (1992, p.36) differentiate between reciprocal and non-reciprocal listening. The latter discusses routines such as listening to the radio or recognized lectures where the transmission of information is in one way, only from the speaker to the listener. While, the last talk about those listening routines where there is a chance for the

listener to cooperate with the speaker and to transfer the content of the communication. They stress the dynamic meaning of the listening.

Byrne (1976, p.8) declare that the listening skill is as vital as the speaking skill, because both the speaker and the listener have a positive purpose to achieve. Therefore, what creates the entire communication is the relationship among the speaker and the listener through face-to face communication. Listening is basically an active process.

In this common sense, Nunan (1989, p. 23) stated “We do not simply take a language in like a tape recorder, but interpret what we hear according to our purpose in listening and our background knowledge”.

The development of communication has need of people who are communicating to listen to their interlocutors in order to answer back to them through voiced statements or speech. Therefore, there is “A natural link between speaking and listening” (Brown, 2001, p. 275), and when teachers focus their attention on speaking, listening is always in attendance. The amount displays the assimilation of speaking and listening.

## **1.6 Difficulties of Speaking in foreign language**

Speaking is one of the most important parts in learning English as a foreign language. EFL teachers’ main aim is to develop their students’ communicative ability as the majority of their students find difficulties in performing speaking. Parrott (1993) states that teachers must perform tasks that aim to provide learners with the confidence in order to speak English effectively. In the similar context, Alam (2016) claimed that “students’ failure to speak or not getting any opportunity to speak in the language classroom may create disinclination and demotivation in learning” (p. 28). Students’ accomplishment can be measured when they have the capability to speak without uncertainties or too much breaks. Because knowing the objective language is not the same object as performing it. Ur (2000) comment that there are

four main problems in getting students speak English in the classroom which are: inhibition, nothing to say, low or uneven participation, and mother-tongue use.

### **1.6.1 Inhibition**

This difficult happens when students attempt to speak in English in front of their colleagues, since all the speaking actions necessitate students to be all of the attention on them, but they be unable to find their confidence. Ur (2000, p. 111) declared that: “Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.” These stated features refer to the absence of vocabulary, also the lack of grammar knowledge and inhibition. Therefore, Al Hosni (2015) resolved after designing a classroom observation, that students rarely participate, express their opinions, feeling, or ideas because of the fear of making mistakes, being laughed at, or being criticized by both teachers and students. Basically, pressure and nervousness are two foremost psychological factors that make students acting as passive viewers during different speaking environments.

### **1.6.2 Nothing to say**

An additional common difficulty is that students think they have nothing to say or they do not know what to say on a specific topic when they are tested by their teachers to express themselves in the foreign language. Al Hosni (2014) she believed that these expressions (nothing to say or what to say) due to the lack of motivation that learners face when expressing themselves or they think that the given topic is unconnected to anything they know.

Students want to express and then again they do not know the terms because they find it difficult to make a sentences when they attempt to express their thoughts. To backup this

idea, Rivers (1986) cited in (Tuan and Mai, 2015 p. 10) learners have nothing to express, whatever in the native language or the foreign language, maybe because the teacher had chosen uncongenial topic which the learner has a little knowledge about. Monath and Kase (2007) trust that people often feel nervous when they have to talk in public which make them think that they have nothing to say, and the public are going to laughed at. Teachers must select subjects which are familiar to the student to avoid having “nothing to say” or “what to say” words because EFL students cannot carry out the conversation on matters that they are not interested with. In 2008, Hadfield and Hadfield indicate that speaking requires learners to be confident enough and think first about what they are going to say.

### **1.6.3 Low or uneven participation**

This problem reveals the amount of time that each student practices to speak inside the classroom. Al Hosni (2014, p. 10) she profess that: Another problem in speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her.

There is a leaning of some students to take over while others speak very little or not at all as in every English class there will be always dominant students making it hard for other kept back students to definite themselves easily. This kind of students have no inhibition or nervousness to speak in front of their classmates, while the others don't prefer to join in only if they are obliged, other students may decide on not to speak because of their worries of being incorrect about what they are going to say. Besides; Teacher's thoughtfulness tends to create an environment where students are quite happy to participate and reduce their concern and lessening there in self-confidence for more preparation of the language.

Harmer (2001) proposes making groups and then streaming weak participants into the work and letting them work together. In such circumstances, they will not hide behind the

strong contributors, and the teacher can reach a high level of contribution. For that purpose; Teachers must encourage their students and be careful in choosing the suitable classroom activities, strategies and highlight repeating tasks so that students have additional language resources to develop their first performance.

#### **1.6.4 Mother tongue use**

This difficult is connected to the students' usage of their mother tongue inside and outside the classroom. When teachers fixed up a learning activity in the classroom where setting students into pairs or groups, several of them carry out the assignment by using their mother tongue and dropping the focus on the foreign language. According to Baker and Westrup (2003, p. 12) "Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language. Students may fear causing offence by what they say in a foreign language." EFL students are more likely to use their mother tongue.

As a result, if students keep on being influenced by the usage of their mother tongue, they will not be able to use the foreign language properly. Students usually copy some words from their native language because of the absence of vocabulary. Ur (1991, p. 12) maintains this idea when she states that: In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language and because they feel "exposed" if they are speaking their mother tongue.

Students feel more comfortable and less showing to the target language when using their native language for the reason that it is easier and it senses unusual to speak to one another in a foreign language. Paker and Karağaçaç (2015) claim that the use of mother tongue (L1) has been an inevitable part of second or foreign language teaching in various contexts

where both the teachers and the learners have the same mother tongue. In other opinions, teachers might be including the using of L1 more than L2 which leads them to be unable to remember to focus on the target language. As a result, this issue can be contributed to speaking problems because using L1 means giving up on valuable opportunities for well-motivated foreign use.

### **1.7. Learners' positive attitudes towards speaking**

In general speaking, attitudes can be defined as the communication effects of opinions. Attitude plays a significant role in second/ foreign language learning as it concludes to an enormous level to the students' actions (i.e., the action is taken to learn during the learning process). Attitude in the direction of speaking English is one of the principal conjecturers of accomplishment in English communication. Cognitive features of attitude have the principles of the language learners about the knowledge that they gain and their accepting in the process of language learning. Feng and Chen (2009) stated that emotional attitude affect the learning process. Attitude may support students to express if they like or else dislike the things or surrounding conditions. Furthermore, giving to Kara (2009) who identified that positive attitudes show a positive behavior toward courses of study and learners were observed to be more eager to acquire new information and useful skills for daily life and to engage emotionally.

### **1.8. Learners' negative attitude towards speaking**

The negative attitudes concerning a foreign language can inhibit the learning or even speak with that language. Students with negative attitude will be not as much of prepared to contribute in speaking actions. Punthamsen (2007) established that most of learners do not want to learn English because they find the subject matter boring and also teaching methodology in the classroom is not interesting. Anxiety is related with feelings of

uneasiness, frustration, self-doubt, apprehension, and worry (Brown, 2007). So, the less anxiety that learners have, the more effort that they may do, and it affected their performance in speaking English. A positive and negative attitude to speaking English is one of the dynamics that may possibly be related with students' speaking activities.

## **Conclusion**

In this first chapter, the light was shed on the various definitions of speaking skill and its importance in developing students speaking skills. Its elements also were mentioned discussed, besides that we defined the characteristics of good speaker and its steps. Furthermore; some of the speaking difficulties that EFL students face were discussed. Also we pointed to the relationship between speaking and listening. Moreover, in this chapter the light was spotted on the students positive and negative attitude towards speaking. As a concluding point, speaking is regarded as a necessary skill that students should improve. All the learners need to listen and watch the genuine method of the spoken English language in order to support them to develop their speaking skills.

# **Chapter Two**

## **Educational YouTube**

### **Videos**



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## **Introduction**

In this second chapter we will focus on educational YouTube videos and how it can be a very beneficial tool in developing students speaking skill in English foreign language division. We will start by giving a general background of information and communication Technology (ICT) in order to have a full understanding of this term then we will have an overview on YouTube after that, we will pass directly to the YouTube definition. We tackle it from different sides. First by defining it and then talk about its type and its use as technological tool for both teaching and learning. At the end of this chapter, we will end up by giving the importance of educational YouTube videos on developing students speaking skill.

### **2.1 A General Background of ICT**

Life has been improved during the centuries to suitable the progresses that the world is witnessing. Earlier, people were communicating with drawing, sound signs, hand signals and other methods, but nowadays they communicate with new tools such as the cell phone and the internet. We living in a world in which technology inhabitant every single part of our lives. It encourages imagination and carries new opportunities to people, attaching them to new thoughts and new achievements and making things at ease to be done.

In the earliest period of the twenty-first century, technology has transported deep changes to practically all features of the human life and become attached as of their way of life. This radical world has improved the method of communication and the technique of searching for information, as well it transformed the way of shopping (ordering stuff online). The Internet is a gigantic electronic public library of data and information that developed communication and made the give-and-take of information automatically that is called digital communication.

The term Information and Communication Technology (ICT) come to be more widespread in the late 70's. According to Campwala, Pandya and Mistry (2016) Information and communication technologies (ICT) are simply technologies arising from scientific and technological progress in computer sciences, electronics and telecommunications. They enable us to process, store, retrieve and disseminate valuable information in text, sound and video form. (p.46) ICT is a technology required for information processing; it is the use of electronic communication devices to convert, store, process, transmit, protect and retrieve information from anywhere and anytime. It has already become an importance deal to society since it helped with its progress.

Furthermore, ICT plays a significant role in learning, economic growth and other dimensions of social and political development in the developed countries. Previous observation and studies have showed clear confirmation about the positive relation for example between economy and ICT. Giving to the Organization for Economic Cooperation and Development (2004) ICT affects economic growth and the efficiency of firms such as expanding their product range, customize their services. In short, it makes their activities easier than before.

The social side likewise was affected by the combination of ICT's. Technology has been involved in social work practice, facilitating specialists to collection and share information and contributing to different methods of practice, improving the social performance and made societies rich and work together easily. Embracing new and innovative communication technologies creates opportunities for enhancing human service delivery (Bullock & Colvin, 2015).

Technology has come into the world of education. For utmost countries, the use of ICT in learning and teaching has become a significance through the last decade. Zhang, Yang, Chang and Chang (2016) trust that "Many countries [...] are making significant

investment on developing their respective ICT in education plans and on bringing various ICT equipment and resources for school” (p. 2). In further words, ICT carried enormous enhancements in teaching and the accessibility of classroom tools that empowers teachers and develops students’ learning. In addition, Teachers have a comprehensive choice of tools such as whiteboards, computer workrooms, tablet PCs, Internet resources, apps, and YouTube videos and so many other tools that are used inside the classroom to develop their students’ skills.

At the beginning, the term ICT was known as IT which means Information and Technology but UNESCO has added to this acronym the word ‘communication’ for the reason that its meaning is extremely extraordinary usually in all fields and mainly in education, according to UNISCO (2002) ICT may be regarded as the combination of ‘information technology ‘with other related technology, specifically communication. The various of ICT products available and having relevance to education, such as teleconferencing, email, audio conferencing, television lesson, radio broadcast, interactive radio counselling, interactive voice response system, audio cassettes have been used in education for different purposes.

Technology also has an important involvement in increasing the flexibility of educational background, for this aim teachers nowadays come to be more excited in using the technological implements in different places such as home, office, classrooms, meetings, seminars etc. ICT is playing an active role in higher education, which its practice affects various methods university education like the availability to the advanced level of information, accompanying research (Jacobson,1998). Claimed that, the vital role of ICT can never be neglected because it is the best creative invention that have been established recently and it have changed all aspects of life radically to the best.

## 2.2 An overview on YouTube

In this digital time, the internet has assisted as dynamic measure of the world and nowadays is being depend on as a part of our regular life. It allows people to get information from everywhere with less struggle and more rapidly so it become the midpoint of every person's interest. Eventually, the internet has progressed and its signification has extended due to the developments of technology. It has simply become an enormous and vital part in individual's life ever since it contains many units concerning many fields of their interests.

YouTube is considered as the largest internet video sharing website and one of the most important parts of the internet and a source in the world wild web. YouTube, YouTube.com, is a name of a website that exists in the web. YouTube was founded in February 2005 (Bonk, 2009). It is considered to be an online depository for any digital video file that can be stored and restored anytime. It also allows people to discover, watch and share originally created videos (Watkins & Wilkins, 2011). Moreover; lots of videos have been uploaded and shared, YouTube has numerous ways to catch any online videos about any field in life. Recently, it has come into the world of education.

In the field of learning, several students are using YouTube videos to improve their English learning. It has an unlimited role in effective learning and teaching. Most students become feeble and accomplish unwell when they come to interconnect (in writing or speaking). For that purpose, videos are a new way that offers the students the chance to exercise their language skills.

In the same situation, a research paper written by Gentry (2008) enabled "using YouTube: practical Application for 21set Century Education" discussed online the use of YouTube to develop students' oral skills. In his research, as cited in Trier (2007, p.598) "YouTube can be used as a substantial educational resource from elementary school to

graduate school”. Trier and his scholars “hunted for YouTube videos that articulated ideas found in the required readings, especially those found in the weakly chapter reading” (Gentry 2008, P.1). Teachers should participate the classes with technological tools such as YouTube, which is a massive source for educational content, this will keep students involved in the learning process.

### **2.3 Definition of YouTube**

If we are going to define what is YouTube, we well say that it is an online service where everyone can watch, download and create videos for free. Giving to Terantino (2011), this website began on February 14<sup>th</sup>, 2005 in California and the founders are Steve Chen, Chad Hurley and Jawed Karim (who were employees in PayPal Company) with the domain’s name **<http://www.youtube.com>**. The author added that in 2006, Google purchased YouTube for 1.65 billion. It is classified as the third most visited website on the internet as declared by Al- zyoud and Kabilan (2012).

For Alias, Abd Razak, El Hadad, Kunjambu and Muniandi (2013), this website is considered to be one of the efficient online video sharing destinations. since the unlimited deal of the remarkable videos it contains at its clearance. Moreover, Snelson (2011) states that YouTube announced the creation of YouTube Education (**<http://www.youtube.com/edu>**) which he defines it as “an organized collection of YouTube channels produced by college and university partners” (p. 159).

Bonk (2009) described YouTube as an "attractive social medium that helps in the development of the global education" (as cited in Alhamami, n. d).

Last but not least, TechTerms.com defines YouTube as a " video sharing service that allows users to watch videos posted by other users and “upload” videos of their own". The service was started as an independent website in 2005 and was acquired by Google in 2006. Videos that have been uploaded to YouTube may appear on the YouTube

website and can also be posted on other websites, though the files are hosted on the YouTube server.

Therefore, through these definitions of YouTube, we can say that it is one of the easiest websites for downloading different kinds of videos in a short period of time, and also for watching movies, and listening to music, and for learning the user should be clever enough in choosing the right video to accomplish the wanted goals. It is from these concepts that push us to embrace this technological tool with our target individuals.

## **2.4 Types of YouTube videos**

In actual fact, the plurality of EFL students have just about similar independent dream to be recognized, which is improving their English-speaking skills especially in terms of pronunciation and fluency. Hence, YouTube website is the individual source through which EFL students can be effortlessly wide-open to a quiet of different types of videos that can come up with the improvement of students speaking skills including: Movies, songs, educational videos, and documentary films.

### **2.4.1 Movies**

Aside from watching movies by reason of entertainment, this type of YouTube videos is regarded as the best strategy that may possibly develop students speaking skills. Movies allow students to listen to ordinary conversations spoken by native persons and watch actual life situations of the objective culture. Baro (2014) identified that " There is a special category of films which are created specifically for educational purposes". the process of watching films engages the visual memory centers thus, help the information to be well remembered inside our brains". In addition, the multiple process of watching, hearing and reading the subtitles of the films play a key role in helping students to learn the language.

In similar trace, the writer spoken more about the role of educational videos and he mention some advantages of movies which are listed as follows:

- ❖ They allow students to memorize lot of information without any efforts.
- ❖ They let students get the knowledge easily, involving the emotional centers, so the information is remembered better and faster
- ❖ They teach students throughout giving them the chance to obtain knowledge about different aspects of life.
  
- ❖ They may improve students' skills such as academic writing.

Watching English movies repeatedly give EFL students the ability to speak more liberally and correctly all the way through listening and imitating the same words, terms, phrases, expressions said by natives. Movies are a very effective tool in increasing students' ambition concerning the language for this sake, teachers may depend on such motivational tool to develop students' skills, specifically, their speaking skills and make both methods of teaching and learning at ease and more enlightening.

#### **2.4.2 Songs**

The YouTube songs videos are extremely used via oral expression teachers; mainly, for single purpose which is teaching the language in a delighted method. EFL teachers recognize superbly that students could not isolate themselves from English songs for this exact reason, they attempt to embrace such method in oral sessions to motivate them and at the same time strengthen their considerations of the content. Songs can be used to teach all features of the language as well as vocabulary, pronunciation, gramma and more vitally listening and speaking skills. Hornby (1990) preserved that “song is great language package that bundles culture, vocabulary, listening and gramma and a host of other



language skills in just a few rhymes. Songs can also provide a relax lesson” (as cited in Derradji, 2016, p.35).

This method has a progressive impact on students’ remembering, they can effortlessly memorize words and expression in a cheerful way; more importantly, in the absence of any kind of hard efforts and that’s what utmost of students are searching for, learning but in more content and motivational techniques even teachers can benefit from the effectiveness of songs and acquire them in ordered routine. Delibegovic Dzanic and Pejic (2016) showed that “if well planned, applied and evaluated, songs can become a useful tool for language teaching and learning.

Also, if the right songs are chosen, learning can become a fun and memorable experience” (p.41). As a result, it can be determined that if songs are selected properly by both teachers and students, their aims will be without difficulty recognized in way that please each one of them. In similar trace, Griffie (1990) acknowledged some several of the usefulness of songs in English classes which are abstracted as follows:

- ❖ Songs and music lower anxiety. If they are make known to student in the early years of language learning, songs and music tend to make pleasurable, free- anxiety atmosphere.
- ❖ Songs are useful for teaching vocabulary.
- ❖ Songs help as an excellent listening material.
- ❖ Songs and music can be used to support gramma presentations, practice and revision.
- ❖ Songs and music bring various culture into the classroom.

As a result, we can say that songs have the prospective to enhance all characteristics of the languages, hence, developing English- speaking skills.

### **2.4.3 Documentary films**

Documentary films are made in one form or another in nearly every country in order to document reality mainly for enlightening, instructional, educational or else historical purposes. Teacher and students can with no trouble get into to documentary films just by YouTube websites. English Documentary films have exceptional structures that can be very effective for educational commitments which are significance and the usage of formal language hence, students can profit from these characteristics to upgrade their English language and develop their speaking skills to be extra truthful and confident. Soong (2012) professed 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.

The typical language used in such category of YouTube videos can service students to recognize new expression and pronounce them in very precise way they may possibly use new vocabularies in their everyday life talks in adding, documentary films may afford learners with diverse facts which he or she may undoubtedly need in their life's, more importantly, in theirs studies. Sherman (2003) testified that a documentary film is "highly-planned programs which present facts and opinions about single subjects" (as cited in Soong,2012, p. 113).

### **2.4.4 Educational videos**

Educational Video is a program whose intention is to teach or impart knowledge for the sake of learning. There is no simple definition of what constitutes an educational video. Corl et al. State that videos for learning can range from."Simple slide shows with audio to full-length educational video productions that use combination of video slide, illustration,

animation, audio lecture, and music". (Corl et al.,2008) This definition is very focused on the technical aspects of educational video through the desired outcomes.

## **2.5 YouTube Videos as Educational Innovations**

YouTube has a great approaching for improving the learning skills of students. Fathallah (2007) claimed that educational videos are educational situations recorded on the World Wide Web. Such videos include real features, and they teach specific aims. Videos on YouTube offer several facilities like uploading, downloading, watching, and sharing among people. Clips on YouTube are available anytime and anywhere, they have a great quality of showing contents, and they offer the potential of repeating, stopping, or carrying out at any other time. YouTube videos provide multimedia content as they involve visual and verbal material in them hence, they develop many educational skills.

YouTube videos encourage group work activities through sharing the videos which add exciting and meaning to the learning environment. Thus, YouTube helps to keep the material in long-term memory (Ebied et al., 2016). Frdlinger and Owens (2009) claim that technology and the Internet contribute considerably to the social and educational lives of students. Educational contexts can apply YouTube in teaching; however, some authors have to worry about the security and validity of online videos. Kay (2012) states that videos involve positive attitudes, management of the learning process, enhancement of reading and study behavior, and the performance of students. References made that future studies focus on providing empirical evidence on the influence of online video and new media in the learning process (Gbolahan, 2017).

Several academic organizations use YouTube to upload and share the course material on the Internet. Jaffar (2012) mentioned that 98% of students use YouTube as a resource of information, and 86% of them confirm that it helps their learning. Thus, the

videos were a worthy instructional means. Simultaneously, the amount of users of advanced media has increased all over the world. The use of this innovation still controls educational members, whether students or teachers.

## **2.6 YouTube as a Technological Tool for Teaching**

YouTube has been a good web tool not only of communicating or networking, but also as a tool for learning foreign languages. Langer (2010) claimed that “despite the need for some caution, YouTube and other video-sharing sites are the most available tools for teaching English” (p. 66). It arrived the world of learning and teaching because it proposes methods to practice in the classroom when teaching. Moreover; EFL teachers can carry some fun to their lectures and make the students more intent in the lecture. Via using YouTube in the classroom, obstacles of time and place are broken down, it can provide learners an opening out of the classroom into a real- English speaking atmosphere which makes the second/foreign language classroom a better place to learn.

Over the use of YouTube Videos, students can fully participate and be attentive in developing their level in speaking English. It is considered as a support to students, teachers and educative foundations in the process of teaching and learning. Besides, educational YouTube videos can be as good as a teacher in interconnecting facts or establishing procedures to link between the process of learning and teaching. Videos benefit students, especially those who want to develop their language skills through social networks or other communication tools, to exchange information, where an EFL learner engages in social conditions with native speakers and acquires their language.

In further words, Tarnopolsky and Degtiarova (2003) agreed " videos provide the chance for students to listen, see and observe how native speakers act and speak". This will

help them to practice more on their pronunciation. Additionally, to Stempleski as cited in Richards & Renandya, (2002) who states that:

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

The use of videos has come to be a requirement in the process of teaching. For that purpose, teachers had better select the appropriate videos that have a relation with the topic and monitor students to focus more on the video's content and be more attracted in.

### **2.6.1 YouTube Video Teaching Instruction**

After considering the various techniques of videos that teachers can use in their classroom, we believe that knowing a way to set them is incredibly important.

consistent with El Jarf (2012), the method of using videos in EFL classroom should be supported three instructions. we've got summarized them as follows:

**1. Before viewing.** It means what teachers should do before launching the video to their students. they will for example:

- ❖ Set the target behind watching the video.
- ❖ Introduce the subject to them.
- ❖ Give pre-questions to assist them understand the video.
- ❖ Prepare them cognitively and linguistically for the activity by explaining how they must proceed.
- ❖ Raise their students' consideration, Interests and motivation through stating the advantages' they'll gain from the video.

**2. While viewing.** Here, both teachers and learners have roles to play.

**a- Teachers**

- ❖ Should ensure that the scholars are concentrating on the video concentrate on the fabric.
- ❖ Add new inquiries to ask the learners about.

**b- Learners**

- ❖ Should listen carefully to the video.
- ❖ Can take notes as the way to be prepared for oral practices.
- ❖ try and organize their ideas by making schemas.

**3. After Viewing.** during this stage, teachers can for instance:

- ❖ Ask learners to figure individually, in pairs or in small groups and discuss about the answers to the questions.
- ❖ Ask them to interpret what they saw within the video.
- ❖ Summarize the video content orally.
- ❖ Tell them to imagine themselves the characters within the video, and ask them what their reaction would be.
- ❖ Ask learners to perform role plays.

During a nutshell, therefore we recommend that teachers should set time span for every of those instructions so as to arrange their teaching. In our case, we might give longer for the last instruction because we strongly believe that learners must practice their speaking skills so as to be fluent. Additionally, to the current, teachers who are using videos or about to use them within the future have to design meaningful communicative activities which will help learners transfer the knowledge they already know into different contexts and situations.

## **2.7 The benefits of Using educational YouTube videos on developing students' speaking skill**

Using videos or films in acquisition is with a good benefit to both teachers and learners. Harmer (2001) notes that, "to some people videotape is simply a glorified version of audiotape, and also the use of video at school is simply listening with pictures" (p. 282).

Currently, most teachers opt to use video or film instead of the other aid because it helps to motivate their students and to interact them within the lesson. in line with Wilson, video is dynamic because it presents moving images. for college students who can't read or write well, it provides a ready-made context. Video also can be controlled; teachers can use the pause button to split the recordings into pieces. The rewind button is additionally lifesavers for the confused student.

YouTube gives many contributions to the teaching and learning process. Harmer (2001) declare that many videos on YouTube can help students in their study. It helps students to improve their speaking skill because videos support a variety of learning needs, especially in language learning, the videos on YouTube often provide a cultural context relevant to the language thus students can learn from the authentic English video, acquire the language from the video by a native speaker is helpful for students to improve their speaking skill, students easy to understand how to use the language properly by imitating and practicing speaking. Also they get new vocabulary wish help them to improve their pronunciation. YouTube video also can be online resources both for students and teachers.

Students are able to use YouTube video both inside and outside the classroom. To improve students speaking skill, it is not only obtained in the classroom but also outside of the classroom. Studying in the classroom has a limited time, sometimes teachers run out of the time when they give the materials to the students and ask students to practice their speaking. Many students also felt difficult to practice speaking in the classroom it can be

caused by the lack of students' confidence when they speak in front of the classroom or they are afraid of making mistake. Some students also hard to understand when the teachers give the material in the classroom. Using YouTube gives students access to learn anywhere and anytime Students also have the opportunity to upload their video to share and give likes and comments to each other video.

## **Conclusion**

To conclude, this chapter shed the light on the efficiency of using YouTube videos in and outside EFL classrooms. We started tackling ICTs by giving a general background of it, and overview on YouTube plus its definition; furthermore, in this chapter we try to present YouTube's usefulness to see the impact of it in foreign language teaching and changing the world of education. Additionally, in this chapter we spoken about the various types of YouTube videos and its importance in improving speaking skills. At the end, we provided some advantages of using educational YouTube videos on developing students speaking skills.



**Chapter Three: Data  
Analysis and Research  
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Appendices

المخلص

## **Introduction**

In the former chapters we have speak about the main features that related to our two variables which are speaking skill and educational YouTube videos. In this chapter, we are going to deal with the practical part of the current study. Its aim is to offer answers to the questions we have asked and approve or reject the hypothesis we have submitted. This third chapter is separated into two sections. The first one describes the population and sampling, research methodology and design, data collection tools, procedures for analyzing and treating data, and validity as well as reliability of the instruments. The second one is about the analyses and interpretations of the results. Then, we will finish with a general conclusion in which we will summarize the thesis, state the validity and reliability of the research questions, report the limitations encountered, and finally, provide implications as well as suggestions for further research.

### **3.1 An Overview about Research Methodology**

In this section we are going to speak about the research methodology that we have used in this work in order to gather data information, and the research approach of this study. Also the population and sample of the participants, and last but not least we are going to mention the data gathering tools that we have adopted in our work.

#### **3.1.1 The research approach of this study**

As the aim of this study is to describe student's perception towards the educational YouTube videos on developing their speaking skill and to discover the relation between these two variables; this study has been managed through the descriptive method approach (quantitative approach) because it is more appropriate for the nature of our current study.

#### **3.1.2 Population and sample**

This study population is concerned with first year EFL students at Mohamed Kheider Biskra University. we have chosen 40 students from first year classes as a sample to

participate in the online designed questionnaire, 37 students from the whole population participated in it. The reason behind the choice of first year students is the fact that they are still beginners in learning English and they require a practical technique in order to develop their language. Additionally, another online questionnaire was designed to the oral expression teachers due to the time limit and teachers' business. And it was submitted to teachers via emails and Facebook the questionnaire was answered only by five volunteer's teachers from English language division at Mohamed Kheider Biskra University.

### **3.1.3 Data gathering tools**

There are numerous methods that can be used to collect data such as: questionnaire, forms, observations, online tracking, focus group and also interviews. But in our case two questionnaires were used, the first one is for the students and the second is for teachers in order to collect data from EFL students and teachers in Biskra university, also due to the fact that it saves time and effort; and it is a successful method that can gather a large amount of data and information in a short time.

## **3.2 Data Analysis**

### **3.2.1. Students' Questionnaire**

#### **3.2.1.1. Description of the students' questionnaire**

This survey was designed to first year EFL students at Mohamed Khaider Biskra University. The questionnaire utilized in the research study is a semi- structured questionnaire which contains of both closed-ended questions in which students are supposed to answers by "yes" or "no". And, open-ended questions which they be able to give a free-form of answers and share more information. Furthermore, it includes of questions where they can select one option or more than one and there are parts in which they can justify their answers and give more opinions.

In addition, our questionnaire was presented by an insignificant introduction where we definite the subject of our research study and the purpose behind it. This questionnaire consists of 13 questions which were divided in two main sections. The first section involved of two questions in attempt to obtain some general information about the participants. While the second section contained of 11 questions and it was normally designed to develop some information about the student's speaking skill, and we have asked theme about their use to educational YouTube videos in developing their speaking skill. Finely we have ended this questionnaire by giving space to thank the participants for their collaboration and effort's.

### **3.2.1.2. Aims and administration of the students' questionnaire**

The purpose of this questionnaire is to know the students' perceptions towards the educational YouTube videos on developing their speaking skill. Also, the aim of this research study is to raise students' awareness on how YouTube videos can contribute in improving students speaking skills capacity and assist them in their English learning practices. Furthermore, we spotlight On the importance of YouTube videos as a useful method for increasing learners' motivation between Students-students and teacher-students' for a better quality of learning and teaching and Whether this learning resource facilitates the teaching process.

### **3.2.1.3. Analysis of the students' questionnaire**

**Item 1.** Would you specify your gender, please?

**Table 3.1: Students gender distribution**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a. Male	4	11%
b. Female	33	89%
<b>Total</b>	<b>37</b>	<b>100%</b>

The table 3.1 showing us the results that obtained from the participants where percentage of females is more than male participated. The result of the former is 33 (89%), and the results of the latter are 4 (11%).

**Item 2.** What is your age?

**Table 3.2: Students age distribution**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a. 18-20	9	24%
b. 20-24	20	54%
c. More than 24	8	22%
<b>Total</b>	<b>37</b>	<b>100%</b>

The results in table 3.2 display that students' ages range from 20 to 24 years (54%). Out of the total number of the sample (37), there is eight students (22%) who are more than 24 years old; this may mean that they had failed in their education or did not start early their primary education than others. There are only 9 respondents (24%) who are 18 to 20 years old; which mean that they have always succeed in their education.

**Item 3.** How do you consider your English level?

**Table 3.3: Students English level distribution**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a. Good	21	57%
b. Average	15	40%
c. Weak	1	3%
<b>Total</b>	<b>37</b>	<b>100%</b>

The results in table 3.3 display that 21 of the total participant (37) who their percentage (57%) claim to have “a good” English level, and 15 participants (40%). Consider their level in English as “Average”. On the other hand, only one student (3%) of the total participants responded by having a “weak” English level.

**Item 4.** How do you find speaking in English?

**Table 3.4: Students perception of speaking skill**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a. Easy	15	40%
b. Difficult	5	14%
c. Average	17	46%
d. Very difficult	0	0
<b>Total</b>	<b>37</b>	<b>100%</b>

As it seems from the table 3.4 above, fifteen (15) participants (40%) find speaking “easy”. Though; five (5) students (14%) consider speaking in English is “difficult”. And seventeen (17) participants (46%) believe that their skill in speaking English is “average”. Then, zero (0) students find English “very difficult”. Students who find speaking in English is difficult may represent the percentage of students’ who don’t feel encouraged inside or outside the classroom or they may have mental or linguistic difficulties.

**Item 5.** Does speaking in English correctly seem difficult to you?

**Table 3.5: The difficulty of speaking in English correctly**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a. Yes	22	59%
b. No	15	41%
<b>Total</b>	<b>37</b>	<b>100%</b>

The table 3.5 above shows that the participants who said “yes” are 22 about (59%), and those who answer with “no” are 15 about (41%).Of the results obtained we can say that the majority of the participants find it difficult to speak in English correctly and that for several reasons such as; lack of motivation, vocabulary, and grammar.

**Item 6.** In your opinion should speaking skill be given more importance in English language class? Why?

### **Students’ justifications**

- Yes, because it important and nowadays it becomes an international language which we need it in our daily life.
- Yes, because the first reason for the human language creation is for communication and speaking is the first tool used in communication.
- Yes Speaking helps learners to improve their vocabulary and writing skill.
- Yes because it helps us to develop our level in communication.
- Yes, it may be an exercise of the language, so it’s important to practice the language so you improve your speaking skill.
- Yes because any language is not just written we deal with people we need speaking.
- Yes of course, speaking is very crucial in learning language since the main aim of language is communication, so it should be given a significant importance.

**Item 7.** Have you used educational YouTube videos before?

**Table 3.6: Students use of educational YouTube videos**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
Yes I did	36	97%
No I did not	1	3%
<b>Total</b>	<b>37</b>	<b>100%</b>



This question seeks to investigate whether students used educational YouTube videos before or not. As it is seeming from the table above thirty-six (36) participants (97%) there answers were “yes I did “but only one (1) participant (3%) answered with “no I did not”. so we can say it’s clearly that the majority of students have used educational YouTube videos before.

**Item 8.** How often do you watch educational YouTube videos?

**Table 3.7: Students response about how often they watch educational YouTube videos**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a. Everyday	2	6%
b. Only at weekends	9	24%
c. Rarely	18	49%
d. Never	0	0%
e. Only during exams	8	22%
<b>Total</b>	<b>37</b>	<b>100%</b>

The results in table 3.7 display that two (2) participants (6%) watch educational YouTube videos “everyday” wail nine (9) participants (24%) answered with “only at weekends”. And eighteen (18) participants (49%) declared that they “rarely” watch those videos; on the other hand, eight (8) participants (22%) answered with “only during exams”. And as we can see in the table above that there is zero (0) participants (00%) answered with “never”.

**Item 9.** Why do you usually watch educational YouTube videos? (You can choose more than one answer)

**Table 3.8: Students responses on why do they usually watch educational YouTube videos**

Option	Number	Percentage
a. To improve my English language	4	11%
b. To improve my speaking skill	5	13%
c. For preparing to the tasks	2	6%
d. Only for research paper	3	8%
e. More than one reason	23	62%
<b>Total</b>	<b>37</b>	<b>100%</b>

As the table 3.8 above reveal, 4 students representing (11%) indicate that they usually watch educational YouTube videos “to improve their English language”. And 5 students that representing (13%) indicate that they usually watch educational YouTube videos in order “to improve their speaking skill” wail 2 students representing (6%) indicate that they using it “for preparing to the tasks”. Then again 3 students representing (8%) indicate their usage “only for research paper”; and last 23 students representing (62%) indicate that they usually watch educational YouTube videos for “more than one reason”.

**Item 10.** YouTube educational videos are a good source for practicing your English speaking skill.

**Table 3.9: Students responses about YouTube educational videos if it is a good source for practicing their English speaking skill**

Option	Number	Percentage
a. Agree	27	73%
b. Disagree	1	3%
c. Strongly agree	7	18%
d. Neutral	2	6%
<b>Total</b>	<b>37</b>	<b>100%</b>

The majority of 27 students in table 3.9 representing (73%) they “agree” that YouTube educational videos are a good source for practicing their English speaking skill. And 7 students representing (18%) say that they” strongly agree”. However, 1 participant making up (3%) and also two participants making up (6%) say they “disagree” and “neutral “when it comes to think that YouTube educational videos are a good source for practicing your English speaking skill.

**Item 11.** Teachers should start Using YouTube videos in class as teaching method.

**Table 3.10: Students responses whether teachers should start using YouTube videos in class as teaching method**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a. Agree	27	73%
b. Disagree	3	8%
c. Not interested	6	16%
d. No answer	1	3%
<b>Total</b>	<b>37</b>	<b>100%</b>

This question aimed to see student’s opinion on whether teachers should start using YouTube videos in class as teaching method. As it is appeared in table above 27 students representing (73%) said that they “agree”, and that means the majority of participants approve on this method. However, 3 students representing (8%) assumed that they “disagree” and perhaps because they prefer the traditional methods of teaching, wail 6 participant making up (16%) and also one participant making up (3%) say they “not interested” or “no answer”, and that’s mean that they don’t pay much attention to the method they taught or that used in class.

**Item 12.** Rate from scale 1 to 5, Do you think the YouTube educational videos that you are using in your study are beneficial?

**Table 3.11: What students think about YouTube educational videos that they are using in their study**

Option	Number	Percentage
1	1	3%
2	3	8%
3	11	30%
4	12	32%
5	10	27%
<b>Total</b>	<b>37</b>	<b>100%</b>

In table number 3.11, students were asked to rate from scale 1 to 5, if they think the YouTube educational videos that they are using in their study are beneficial. 1 student representing (3%) answered with option “1”, and 3 students representing (8%) answered with option “2”. Also, 11 student representing (30%) participants answered with option “3”. However, 12 students representing (32%) participants answered with option “4”, and 10 students answered with option “5” in other words we can say from the replays given by the participants that they fined YouTube educational videos that they are using in their study are beneficial.

**Item 13.** Do you think watching educational YouTube videos develops students ‘speaking skill? Why?

#### **Students’ justifications**

- Absolutely. Educational YouTube videos provide input for students to learn all kinds of language aspects, and speaking can be one of them.

- Yes, because these videos are in the mother tongue, and therefore the video presenter is proficient in his native English, and thus the student can understand and develop his English and speaking skills.
- Yes, since it helps in learning grammar and gain vocabulary and pronunciation what help the students to develop their speaking skill
- Of course, watching YouTube educational channels is very useful in acquiring and developing speaking skill because it motivates followers to learn more and in very simple and fun ways.
- Yes. You will see native people speaking their language which will make you learn how to speak like them
- Yes education YouTube videos are crucial and beneficial to our studying as well as we can learn from those authentic videos how to speak correctly and efficiently

### **3.2.2. Teachers' Questionnaire**

#### **3.2.2.1. Description of the teachers' questionnaire**

This online survey was designed to oral expression teachers at Mohamed Khaider Biskra University. The questionnaire utilized in the research study is a semi- structured questionnaire which contains of both closed-ended questions in which teachers are required to answers by “yes” or “no” followed by a brief justification when its necessary. And, open-ended questions which they can be able to give a free-form of replies and even more information. Moreover, it includes of questions where they can select the proper answer from a set of options or even more than one and there are parts in which they can justify their answers and give more feedback.

Furthermore, our form was presented by an appropriate introduction where we definite the subject of our research study to the teachers and the purpose behind it. This questionnaire consists of 16 questions which were divided also in two main sections. The first section tangled two questions in try to gain some general information about the participants. While the second section contained of 14 questions and it was generally designed to collect some information from oral teachers about their student's speaking skill, and we have asked theme about their use to educational YouTube videos in and outside the class room; also, its importance in developing their students speaking skill. Finely we have ended this survey by giving space to the teachers for more comments or opinions that mate be very helpful to fulfill our study, and we made another space to thank the participants for their time, collaboration and effort's.

#### **3.2.2.2. Administration and aim of the teachers' questionnaire**

The purpose of this questionnaire is to know the teacher's perceptions towards the educational YouTube videos on developing their students speaking skill. Also, the aim of this research study is to raise teacher's mindfulness on in what way YouTube videos can contribute in improving students speaking skills ability and support them in their English learning performs. In addition, we highlight on the importance of YouTube videos as a beneficial method for teaching English and increasing learners' inspiration between Students-students and teacher-students' for a better quality of learning and teaching, and Whether this learning source simplifies the teaching method.

### 3.2.2.3. Analysis of the teachers' questionnaire

**Item 1.** Would you specify your gender, please?

**Table 3.12: Teachers gender distribution**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a. Female	3	60%
b. Male	2	40%
<b>Total</b>	<b>5</b>	<b>100%</b>

The table 3.12 above display the results that acquired from the participants where percentage of female's teachers is more than male participated. The result of the former is 3 representing (60%), and the results of the latter are 2 teachers representing (40%).

**Item 2.** How long have you been teaching Oral expression at university?

#### **Teacher's responses**

- 3 years
- 4 years
- 7 years
- 7 years
- 7 years

As we can see from the answers above two teachers have from 3 to 4 years' experience in teaching oral expression at university. And three teachers have 7 years in teaching this module, the truth is that the teachers experience is very beneficial for us in order to gather different information from such capable and well qualified teachers.

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

**Table 3.13: Teachers evaluation their learners speaking performance**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a. Very good	0	0%
b. Good	2	40%
c. Average	3	60%
d. Weak	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

The table 3.13 indicate that the entire teachers approve that their students' level in speaking performance is either good (40%) or average (60%). None of the teachers chose the option "very good" or "weak". It looks like the majority of learners are extremely interested in using English inside, and outside the classroom this means that learners can develop their speaking skill by taking chances to speak the language; and this can be prepared by applying new technological tools such as educational YouTube videos that they can use anywhere, and at any time.

**Item 4.** What do you think of the traditional ways of teaching which are based on textbooks, black boards, etc.? Explain your answer please.

1. They are effective at a certain point and are suitable for a certain kind and level of students. However, nowadays, there is a shift to ICT that prove to be more attractive, motivating and save time and effort.
2. The traditional ways of teaching oral expression are no longer efficient because they are not congruent with the demand of the current Era.



3. They have been widely used as teaching aids in classrooms with their advantages and disadvantages. They proved to be effective especially if they are properly used.
4. They are very effective.
5. Speaking skill requires new ways of teaching, they need both visual and auditory tools which help the learners to acquire this productive skill not the traditional ones that becomes boring tool to them

**Item 5.** Do you think that the traditional ways are sufficient/effective for teaching speaking skills or is it better to adopt new ways? Explain please.

1. They are no sufficient esp. if it concerns a productive skill like speaking in which specific materials need to be used. Indeed, such a skill cannot be effectively enhanced only by reading a book or taking notes from a board. Therefore, new (Technological) ways should be adopted.
2. I think It is better to opt for new ways of teaching oral expression in order to foster learners' engagement and enhance their motivation when speaking in English.
3. With the advancement of technology, it is high time to keep up with the new developments in teaching through modern media. Teaching Speaking is not an exception.
4. Yes, they are. They have always been enough.
5. Nowadays learners are familiar with new technologies, devices. So, it is better to adopt new ways of teaching speaking which is more effective.

**Item 6.** What is your attitude towards the use of YouTube videos inside the EFL classroom?

**Table 3.14: Teachers attitude towards the use of YouTube videos inside the EFL classroom**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a. Positive	4	80%
b. Neutral	1	20%
c. Negative	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

In table number 3.14 we seek to investigate what is the teacher's attitude towards the use of YouTube videos inside the EFL classroom. As results shows in the table above 4 teachers representing (80%) of the participants their attitude was "positive", and 1 teachers representing (20%) of the participants he/she attitude was "neutral". When there is no teacher answered with "negative", so we can say that the majority of the teachers have positive attitude towards the use of YouTube videos inside the EFL classroom.

**Item 7.** What are the main challenges that prevent teachers from using YouTube videos in the classroom?

**Table 3.15: The main challenges that prevent teachers form using YouTube in the classroom**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a. Lack of time	0	0%
b. Lack of necessary materials	2	40%
c. Lack of interest in technology	2	40%
d. Lack of internet	1	20%
<b>Total</b>	<b>5</b>	<b>100%</b>

As it seems in the table 3.15 no teacher of the five that have participated complained about the “lack of time”, and that’s mean it did not prevent them from using YouTube videos inside their classroom. However, 2 teachers representing (40%) of the participants they answer with “lack of necessary material”, wish leads to one of the most significant problems and that is the absence of instruments at the university.

In addition, another 2 teachers representing (40%) of the participants they answer with “lack of interest in technology”, and this is a huge problem because we are now living in digital world and teachers must adopt with that in order to bond or communicate with their students. Only 1 teacher representing (20%) of the participants answered with “lack of internet”, it is the fact that teachers /students are obliged to go outside the university to do their work or print their research papers; or prepare their lessons and the main reason is the lack of the internet connection.

**Item 9.** Do you believe that relying on instructional YouTube videos will enhance EFL students’ speaking skills?

**Table 3.16: Teachers believe that relying on instructional YouTube videos will enhance their EFL students speaking skill distribution**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a. Yes	4	80%
b. No	1	20%
<b>Total</b>	<b>5</b>	<b>100%</b>

The percentage in table 3.16 above shows that 4 teachers representing (80%) of the participants answered with “yes”, that means they strongly agree and believe that relying on instructional YouTube videos will enhance their EFL students’ speaking skills. On the other hand, 1 teacher representing (20%) of the participants answered with “no”, and that’s

probably because he/she may not be very interested in technology or developing new methods of teaching and learning.

**Item 10.** Do you use instructional YouTube videos in your oral expression sessions?

**Table 3.17: Teachers use instructional YouTube videos inside their oral expression session**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a. Yes	4	80%
b. No	1	20%
<b>Total</b>	<b>5</b>	<b>100%</b>

**If yes, then for what purpose?**

**Table 3.18 : Students responses distribution**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a) To motivate your students	2	40%
b) To illustrate your students	1	20%
c) To foster their understanding	2	40%
<b>Total</b>	<b>5</b>	<b>100%</b>

The results displayed in the two tables above 3.17 and 3.18 indicate that 4 teachers representing (80%) of the participants answered with “yes”, only 1 teacher representing (20%) of the participants answered with “no” because the lack of interest in technology. The former teachers indicate that they use instructional YouTube videos in their oral expression sessions; and when we asked them for what purpose 2 teachers representing (40%) of the participants replied with “to motivate their students”, 1 teacher represent (20%) respond with “to illustrate their students”; and 2 teachers represent (40%) reply with “to foster their understanding”.

**Item 11.** What are the tools do you usually suggest for your students to use?

**Table 3.19: The tools that teachers usually suggest for their students to use**

Option	Number	Percentage
a. Educational videos	3	60%
b. Songs	1	20%
c. Documentary films	1	20%
d. Movies	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

We can see from the table 3.19 above 3 teachers represent (60%) indicate that they suggest for their students to use “educational videos”, also 1 teacher represent (20%) show that he / she suggest for their students to use “songs”; on the other hand, 1 teacher represent (20%) display that he / she suggest for their students to use “documentary films”. And there is no participant suggest to shows “movies”.

**Item 12.** Do you consider educational YouTube videos as a good source for developing students speaking skill?

**Table 3.20: Teachers consider educational YouTube as a good source for developing students speaking skill**

Option	Number	Percentage
a. Yes	4	80%
b. No	0	0%
c. Maybe	1	20%
<b>Total</b>	<b>5</b>	<b>100%</b>

As for the table 3.20, it was given to know teachers point of view considering educational YouTube videos as a good source for developing their students speaking

skill. 4 teachers represent (80%) answered with “yes”; and 1 teacher represent (20%) participant answered with “maybe” but no teacher shoos to respond with “no”, and that mean that all the teachers consider the educational videos a very good and beneficial source that develop their students speaking skill.

**Item 13.** Would you suggest for your students to watch educational YouTube channels in order to improve their language competence?

**Table 3.21: Teachers suggest for their students to watch educational videos**

Option	Number	Percentage
a. Yes, I would	4	80%
b. No, I would not	1	20%
<b>Total</b>	<b>5</b>	<b>100%</b>

The table 3.21 display results of the teachers. 4 teachers represent (80%) participant respond with “yes, I would”, and that’s mean they usually suggest for their students to watch educational YouTube channels in order to improve their language competence. However, 1 teachers represent (20%) participant respond with “no, I would not”; perhaps he/she prefer the traditional methods in developing their students speaking skill or competence.

**Item 14.** Which part of the language you think that will be improved because of the use of YouTube videos?

**Table 3.22: Teachers views which part of the language they think that will be improved because of the use of YouTube videos**

Option	Number	Percentage
a. Vocabulary	5	100%
b. Spelling	0	0%
c. Grammar	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

As it is illustrated above in the table 3.22, we can say that all the teachers (five out of five) that representing (100%) participant agree that the part of the language they think that will be improved because of the use of YouTube videos is “vocabulary”.

**Item 15.** How can you describe your students’ reactions when using YouTube videos in the classroom?

**Table 3.23: Teachers describe their students’ reaction when using YouTube videos in the classroom**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a. Interested	4	80%
b. Normal	1	20%
c. Not interested	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

From the table 3.23 we required the teachers to describe their student’s reaction when they used YouTube videos inside the classroom. And 4 teachers represent (80%) participant indicate that their students are “interested”, when 1 teacher represent (20%) participant indicate that their student’s reaction is “normal”; but no one said that they were “not interested”.

**Item 16.** In your opinion how do you find using YouTube videos?

**Table 3.24: Teachers opinion on how they find using YouTube videos**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
d. Effective	4	80%
e. Somehow effective	1	20%
f. Not effective at all	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

As it is demonstrated in the table 3.24, we can say that the majority of teachers (four out of five) that representing (80%) participant fined the use of YouTube videos” effective”. Though 1 teacher represent (20%) participant fined the use of YouTube videos” somehow effective”; and no participant said that it is “not effective at all”.

**Item 17.** If you have any comments or suggestions, please feel free.

1. YouTube videos are also a way to enhance learners' autonomy: they can watch them at home or in the bus.
2. YouTube videos need to be properly selected by considering the level of language, authenticity, cultural dimensions and relevance to students' field of study. They should not be too long as they are only used to attract students' attention and increases their motivation. Teachers can break up the content of lengthy videos into small clips to make the most of them.
3. Very good topic and it is beneficial for the new generation to acquire the speaking skill effectively.

### **3.3 Discussion of the Main Results**

Teachers and student’s questionnaire are used as a research implements in this work in an attempt to investigate the student’s perceptions towards the educational YouTube videos on developing their speaking skill. The analysis of the teacher’s questionnaire provided us with valued facts which facilitated for us to response on most of our research questions that we aim to answer. From teachers’ responses, it is confirmed that educational YouTube videos are very significant in EFL teaching and learning development.

At first, the majority of EFL teachers who participated in this work agreed that traditional ways of teaching were effective at a certain point and were suitable for a certain kind and level of students. However, they indicated that the traditional ways of teaching



oral expression are no longer efficient because they are not congruent with the demand of the current era. In addition, at most of teachers' replies spot the light on the importance of using educational YouTube videos inside and outside the classroom as a learning and teaching method because it is considered to be the finest instrument that may suit well in the process of teaching /learning due to so many reasons. Generally, they attract learners' attention and increase their understanding of the information that was given to them and their modules. Besides, they are very effective in building learners' motivation and comprehension towards their studies.

Highly, teachers pointed out that they are similar to the use of educational YouTube videos; specifically, in oral expression module because they observed that their students' attitudes change positively in every time they use such a fresh strategy's. They added that the process of listening and imitating native speakers will enhance their students' language levels and skills, mainly their speaking skills. Though, all of the participant teachers complained from the lack of necessary materials such as: internet connection, lack of materials and time, and more which hinder them from relying on YouTube videos on a regular basis.

## **Conclusion**

This chapter shed the light on the analysis of fieldwork main results. Of both EFL students and teachers at Mohamed Khaider Biskra University in order to investigate students' perception towards the educational YouTube videos on developing their speaking skills. The major tools conducted in this research study is questionnaire for both teachers and students. The positive results from our participants confirm that educational YouTube videos are very valued tools to develop EFL students' speaking skill. This means that there is a strong connection amongst YouTube videos and speaking skill. It inspires students to advance their self-confidence, and have an actual experience to the language in its

environment, also remain aware with diverse accents and have a wide choice of ideas and assist them to enhance their vocabulary and encourage their oral invention. As a result, it has an effective pedagogical effect on the process of learning. At the end we can say that our hypothesis is confirmed and the questions that have been asked are now well answered.

## General Conclusion

The present study investigated students' perception towards the educational YouTube videos on developing their speaking skills. To reach this objective, a descriptive method has been used, and data have been collected quantitatively (by using two questionnaires). Through this study we attempted to answer all the questions given in the research question and the hypothesis as well.

This research contains of three chapters, the first two chapters distributed with the theoretical background of the led study while the third chapter dealt with the fieldwork of the study. The first chapter was about speaking skills, to be more specific; it gives different features of speaking skills beginning by giving diverse definitions of it, speaking about its importance and elements, its mental and social processing, we have also mention the characteristics of good speaker and so much more. We ending up by giving some of the students positive and negative attitude towards speaking.

As for the second chapter, it was about educational YouTube videos. We presented the chapter by giving a general background of ICT, and an overview on YouTube. Then we passed directly to define the YouTube; also, we have tackled diverse points regarding YouTube videos; specifically, its types, its use as educational innovation and teaching tool more importantly, we shed the light on its benefits on developing students speaking skill.

The last chapter was devoted to the fieldwork and data analysis of both teachers' and students' questionnaires with the discussion of the findings. The first part of the third chapter dealt with a theoretical background of the study through which we spoken about the research approach, sampling and population and data collected methods. Furthermore, the second part of the chapter was dedicated to analysis and explanation of both students' and teachers' questionnaire and to discuss and conclude the main results.

As it is revealed previous, this study adopted a quantitative descriptive method approach. The study was established through individual method; which is an online questionnaire, that was designed to both teachers, and first year EFL students at Mohamed Khaider Biskra university. In addition to that, the total of students and teachers who participated (sample) in this research are thirty-seven (37) students and five (5) teachers.

As a result, the acquired data collected from teachers' and students' questionnaire confirmed two main points; first, both of respondents (teachers and students) have a positive attitude towards the use of educational YouTube videos; second, their responses proved that educational YouTube videos have a positive effect on developing EFL students speaking skills.

In general, we can say that using educational YouTube videos as reliable instrument to develop students speaking skills is extremely effective. The fact that they have numerous benefits which were mentioned earlier. Regardless of the absence of materials, teachers had better to do their best in order to adopt such strategies through lectures.

## **Recommendations**

To end with, we mention some recommendation that seem to be useful for both teachers and students.

### **For teachers**

- ❖ EFL teachers should modernize the method of teaching speaking by using new approaches that may enrich the innovative generations.
- ❖ EFL teachers must be responsive of the vigorous starring role of YouTube videos in producing the content of the lesson more motivating and educational.
- ❖ EFL teachers should create a comfortable environment by strengthening the confidence of English language students.

- ❖ EFL teachers should motivate, encourage, and recommend their students to use new technological tools such as educational YouTube videos to develop their speaking skill.

#### **For students**

- ❖ EFL students have to be more energetic inside the class and should strengthen their capacities to learn independently.
- ❖ EFL students had better use new technological tools such as educational YouTube videos to simplify the development of learning skills.
- ❖ EFL students need to overcome their speaking complications through practicing the language more.
- ❖ EFL students should experience the use of some technological tools like watching educational YouTube videos regularly.

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# **Appendices**

**Appendix 01**  
**Students' questionnaire**

Dear students

You are kindly requested to respond to this questionnaire, which is an attempt to gathering necessary information about Students perception towards the educational YouTube videos on developing their speaking skills for the first-year students of English at Biskra University.

We would be so grateful.

\* Required

Personal information

Male

Female

What is your age?

18-20

20-24

More than 24

1. How do you consider your English level?

a. Good

b. Average

c. Weak

2. How do you find speaking in English?

a) Easy

b) Difficult

c) Average

d) Very difficult

3. Does speaking in English correctly seem difficult to you?

Yes

No

4. In your opinion should speaking skill be given more importance in English language class? Why?

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5. Have you used educational YouTube videos before?

- a. Yes
- b. I did
- c. No I did not

**Other :**

.....

.....

6. How often do you watch educational YouTube videos?

- Every day
- Only at weekends
- Rarely
- Never
- Only during exams

7. Why do you usually watch educational YouTube videos? (you can choose more than one answer)

- To improve my English language
- To improve my speaking skill
- For preparing to the tasks
- Only for research paper

8. YouTube educational videos are a good source for practicing on your English speaking skill.

- Agree
- Disagree
- Strongly Agree

Other: .....

9. Teachers should start Using YouTube videos in class as teaching method.

- Agree
- Disagree
- Not interested

10. Rate from scale 1 to 5, Do you think the YouTube educational videos that you are using in your study is beneficial?

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Do you think watching educational YouTube videos develops students speaking skill? \*

Why?

.....

.....

**Thank you for your cooperation.**

## Appendix 02

### Teachers' Questionnaire

Dear teachers,

This questionnaire is a tool to collect data for the accomplishment of my master dissertation. My research work is about “students’ perception towards the educational YouTube videos on developing their speaking skill”. We would be grateful if you could answer these questions, be sure that your responses will be used for research purposes only.

Thank you for your time, effort and collaboration

\* Required

Q1. Would you specify your gender, please? \*

- a) Female  
 b) Male

Q 2. How long have you been teaching Oral expression at university? \*

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Q 3. How do you evaluate your learners’ speaking performance? \*

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

Q 4. What do you think of the traditional ways of teaching which are based on textbooks, black boards, etc.? Explain your answer please.

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Q 5. Do you think that the traditional ways are sufficient/effective for teaching speaking skills or is it better to adopt new ways? Explain please.

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Q 6. What is your attitude towards the use of YouTube videos inside the EFL classroom? \*

- a) Positive
- b) Neutral
- c) Negative

Q 7. What are the main challenges that prevent teachers from using YouTube videos in the classroom?

- a) Lack of time
- b) Lack of interest in technology
- c) Lack of necessary materials
- d) Lack of internet

Q 8. Do you believe that relying on instructional YouTube videos will enhance EFL students' speaking skills?

- a. Yes
- b. No

Q 9. Do you use instructional YouTube videos in your oral expression sessions? \*

- a) Yes
- b) No

If yes, then for what purpose? \*

- a) To motivate your students
- b) To illustrate your students
- c) To Foster their understanding

Q 10. What are the tools do you usually suggest for your students to use? \*

- a. Educational videos
- b. Songs
- c. Documentary films
- d. Movies

Q 11. Do you consider educational YouTube videos as a good source for developing students' speaking skill?

- a. Yes
- b. No
- c. Maybe

Q 12. Would you suggest for your students to watch educational YouTube channels in order to improve their language competence?

- a) Yes I would.
- b) No I would not.

Q 13. Which part of the language you think that will be improved because of the use of YouTube videos?

- a. Vocabulary
- b. Spelling
- c. Grammar

Q 14. How can you describe your students' reactions when using YouTube videos in the classroom?

- a) Interested
- b) Normal
- c) Not interested

Q 15. In your opinion how do you find using YouTube videos? \*

- a) Effective
- b) Somehow effective
- c) Not effective at all

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

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**Thank you very much for your time and your collaboration.**

## المخلص

من المفترض ان يتمكن طالبو اللغة الانجليزية كلغة اجنبية من اتقان مهارة التحدث في الجامعة حتى يتمكنوا من التواصل مع مدرسيهم وزملائهم الطلاب. بالرغم من ذلك ، يواجه اغلبية طلاب اللغة الإنجليزية بعض العراقيل اوالصعوبات التي تعيقهم عن تعلم مهارة التحدث. لهذا السبب ، تهدف الدراسة الحالية إلى التحقيق في تصور الطلاب تجاه مقاطع الفيديو التعليمية في YouTube حول تطوير مهارات التحدث لديهم. تشيرالفرضيتين الى ان طلاب السنة الأولى من اللغة الإنجليزية كلغة أجنبية لديهم موقف إيجابي تجاه استخدام مقاطع فيديو YouTube التعليمية ، واطافة الى أن مقاطع الفيديو التعليمية على YouTube لها تأثيرات إيجابية على تطوير مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية. و لتأكد من صحة فرضياتنا ، اجرينا دراسة تعتمد على المنهج الوصفي لجمع البيانات وتحليلها. تم جمع البيانات في هذا البحث العلمي من خلال استبيانين عبر الإنترنت موجّهين إلى سبعة وثلاثين (37) طالبا في السنة الأولى من كلية اللغة الإنجليزية كلغة أجنبية في جامعة محمد خيذر ببسكرة ، واستبيان آخر عبر الإنترنت تم إعداده لخمسة (05) مدرسين من تخصص التعبير الشفهي في نفس الجامعة . وبالتالي ، أظهرت النتائج الرئيسية أن كلاً من الطلاب والمعلمين لديهم موقف إيجابي تجاه استخدام مقاطع فيديو YouTube التعليمية في تطوير مهارات التحدث. ومن هنا أكدت نتائج الدراسة صحة فرضياتنا. و في الأخير ، تم وضع بعض التوصيات لكل من المعلمين والطلاب. بالنسبة للمعلمين ، يجب عليهم تحديث طريقة التدريس باستخدام مناهج جديدة قد تثري الأجيال المبتكرة ، ويجب أن يستجيب المعلمون لدور القوي لمقاطع فيديو YouTube في إنتاج محتوى الدرس بشكل أكثر تحفيزاً. بالنسبة للطلاب ، من الأفضل لهم استخدام الأدوات التكنولوجية الجديدة مثل مقاطع فيديو YouTube التعليمية لتبسيط و تطوير مهارات التعلم و التحدث لديهم.