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Developing EFL Learners' Listening Comprehension through YouTube Videos

A Case Study of Second Year Students at Mohamed Kheider University of Biskra

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Dedication

I dedicate this work to:

To my beloved mother Allah bless her soul

My dear father

My family members

All my friends and the ones I love

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Abstract

In spite of the importance of listening in the process of EFL teaching and learning, this competency is not getting as much attention as the other ones; consequently, students are less motivated to depend on their listening comprehension as a tool to help them in the process of language learning. The main purpose of this research study is to bring out one of the World Wide Web's most important sites which is YouTube and show its ability to evolve listening comprehension of EFL learners. This research aims to examine the impact of blending the use of YouTube videos within the process of EFL teaching and learning. The study also focuses on what correlates YouTube to listening and the way it helps developing the listening comprehension. The hypothesis indicates that if EFL learners integrate YouTube while learning the English language, they will develop their listening comprehension. In order to confirm this hypothesis, a questionnaire is used with EFL learners at Mohamed Kheider University of Biskra, Another questionnaire is handed to teachers who have an experience with the oral expression module from the English Department. The data are gathered and analysed in order to see whether the findings results positive or negative attitude from EFL learners and teachers toward using YouTube videos as means to enhance the learners' listening comprehension. The findings show that both learners and teachers have a positive attitude towards the internet in general and the use of YouTube videos as a means to develop listening comprehension. This research can provide better ways for teaching and learning and create a new space for obtaining new experiences for both teachers and learners.

List of Abbreviations

EFL: English as a Foreign Language

ELT: English Language Teaching

ICT: Information and Communication Technology

www: World Wide Web

IT: Information Technology

OHP: Overhead Projector

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General Introduction

1. Introduction

Information and communication technology has evolved recently on a very quick scale and started to be part of our daily lives. People started paying attention to it in the last decade when they saw that it can be useful in almost every aspect in their lives, starting from the houses to the markets and from small institutions to bigger industries. What is most important is that ICT has infiltrated the majority of the world's countries and people are no longer able to separate themselves from its tools such as audio-visual systems, internet, and others.

To be more specific, internet is one of the most important tools that had a major role in the ICT worldwide spread, it made the world look so small by connecting people from all over the world and made them share everything with each other. This helped countries to be developed in the educational, economic, and business fields. Algeria is one of the countries that proved its loyalty to such evolution, and the internet became an inseparable part of the Algerian overall systems.

In the field of education, the World Wide Web (WWW) became a reliable source for teachers in the process of English as a foreign language (EFL) teaching and learning. It showed both teachers and learners how to teach and learn using modern ways.

From an EFL learner point of view, using the World Wide Web (WWW) as a reference to develop EFL abilities is something very important and necessary in order to get quick and positive results. Online tools such as web blogs, social media, and YouTube videos can be the right means that can fulfil the needs of the learner. Developing the listening skill needs specific tools which can be found online and one of the most suitable tools is YouTube.

YouTube is one of the most common websites in the internet world, and many of EFL learners depend on it as a means to develop their listening comprehension skill. It provides them with the space to practise and test their listening abilities. YouTube can also give them the chance to be able to listen to real native English speakers and be able to interact with them.

This research study is made to spotlight the importance of using YouTube videos as means to develop EFL learners' listening comprehension by opening the door for both learners and teachers to interact within that space and also to feed them with new ways to teach and learn the English language instead of the traditional ones, it also gives the opportunity for EFL departments to interact with native English universities and share their video publications through YouTube website.

2. Statement of the Problem

YouTube website is a major provider with the largest amount of educational videos.

EFL learners can benefit from the exposure to educational YouTube videos to ameliorate their listening comprehension; however, our educational institutions are not paying attention to its benefit and are ignoring it in their process of teaching the English language.

3. Aim and Significance of the Study

This research study is very important because it shows how the use of YouTube videos is very effective in the area of English language teaching and learning considering the wide spread of the internet and the easiness of its use. In addition to that, it reveals to what extent EFL learners can develop their comprehensive listening through YouTube videos; furthermore, this research provides the proof to accept or deny the idea of using YouTube videos as a means of helping the learners and teachers to enhance the comprehensive listening of the learners.

This research aims to study what links listening comprehension with YouTube videos, and how YouTube can be an effective tool to develop the listening comprehension.

4. Research Questions

This study is intended to address the following questions which investigate the effects of YouTube videos on EFL learners' listening comprehension.

1. To what extent does the use of YouTube videos affect the development of EFL learners' listening comprehension?

2. How can EFL teachers and learners interact through YouTube website?

3. Can YouTube provide EFL learners with new techniques that can help them practise on their listening skill?

5. Research Hypothesis

It is hypothesized that if EFL learners integrate YouTube videos while learning the English language, they will develop their listening skill.

6. Limitations of the Study

While conducting this research study, a number of limitations are encountered. This research needs to be conducted using classroom observation as a tool in the field work, however, the limited period of time prevents the use of such tool. Another limitation is that 30 questionnaires are not answered properly and cannot be used for the data collection and analysis.

7. Research Methodology

This research is conducted using the qualitative method in order to reach more satisfying answers. It has been decided to choose the descriptive way to deal with the variables in this study. A Questionnaire is used for both teachers and students with random selection from the second year of English language at the University of Mohamed Kheider in Biskra in order to have an idea about the participants' attitudes towards the use of YouTube videos to develop the listening comprehension. The data are collected and the findings are analysed and interpreted for both questionnaires in order to answer the research questions and to confirm or reject the hypothesis.

7.1.Population and Sample

To investigate this study, second year students of English language at Mohamed Kheider University of Biskra are chosen. This choice was made for the reason that

second year students are studying oral expression module and they might have experienced studying in the laboratory or they may have been exposed to technological tools in this session, this makes them able to understand the purpose of our study and also makes them willing to give their actual opinions about the subject. Fifty participants in the field of the English language were chosen randomly with a variety of age, gender, and social status. Another questionnaire is used with seven teachers who have a good experience with Oral expression module in order to get some valuable insights about the use of YouTube videos in promoting EFL learning.

7.2. Research Design

This research is conducted using the descriptive way and depending on the qualitative method.

It is planned to study the development of EFL learners' listening comprehension through the use of YouTube videos. The research is divided into two main parts, the theoretical one and the practical one, the theoretical part is concentrating on the two main variables of the topic. The independent variable is YouTube videos and the dependent variable is listening comprehension. In the practical part, the data gathered are analysed in order to check for the results which are going to confirm or reject the hypothesis.

7.3. Instrumentation

This research aims to reach valid answers; therefore, a questionnaire is the most suitable technique. The questionnaire is made for both teachers and students in order to investigate the teachers and students' attitudes and opinions concerning the use of YouTube videos in their educational setting as a means to develop the students' listening comprehension.

7.4. Procedure

The students' questionnaire is distributed to the learners who are required to answer individually by giving their pure thoughts and opinions towards the subject. The answers are gathered and analysed. Statistics show us the students' familiarity with the use of YouTube website. This helps us measure the students' understanding of the topic. The findings also show the percentage of the students who accept the idea of using

YouTube videos in the learning process. It is decided to deal with the data findings manually by entering them in Microsoft Excel 2010. The results are presented in form of: Diagrams, Tables, and Figures. The questionnaire is delivered to seven teachers in order to get information about their opinions about the use of ICT tools in the educational field.

7.5. Research Structure

This research is divided into two parts: the theoretical part, and the fieldwork. The theoretical part is divided into two chapters. The first chapter is meant to introduce the listening comprehension by defining listening and the sense of hearing and then moving to listening comprehension, following it by types and strategies of listening and finishing by the difficulties that EFL learners may face during listening. In the second chapter the focus is on YouTube website. It includes YouTube's potential applications and its usefulness towards the four skills, the chapter also mentions YouTube's effectiveness in teaching the English language and points out its value and then finishes by showing the problems and future hopes for using YouTube videos in education. The third chapter is meant to analyse, interpret, and discuss what is done in the field work.

Chapter One

Introduction to Listening Comprehension

Introduction

This chapter discusses the concept of listening comprehension. The main goal is to have a clear idea about what is meant by listening comprehension and how it could be of any help in the educational field. At first we define listening as a general term, and then we mention hearing and explain the mechanism of its functioning. After that, we point out the difference between listening and hearing. Additionally, we move to the definition of listening comprehension, we cover the top-down and bottom-up cognitive processing as the two major techniques involved in the process of listening comprehension. Furthermore, we present the relationship between listening and speaking, and then we tackle the importance of the listening comprehension in the process of EFL teaching and learning. The main part of this chapter is about introducing the different strategies of listening from listening for gist to listening for main ideas and listening for specific ideas. In addition, the types of listening are presented as means to show what it takes to be a good listener. The last part of this chapter is investigating the challenges and obstacles of teaching the listening comprehension. By the end of this chapter we have a better understanding of listening comprehension and its different constituents. Furthermore, we move in our research to the practical part with theoretical opinions and views about this concept.

1. Definition of Listening

For many years, teaching listening comprehension or using the listening ability as a means for teaching was something partially neglected (Richards & Schmidt, 2010). Listening is a skill that needs to be developed and fostered in a good manner by the teacher because students rarely notice it or even pay attention to it in their learning process.

Listening is an ability that is necessary in the process of teaching and learning, it is also useful for communication. It is regarded as a passive skill but in fact it is an active process "Listening, like all acts of perception, is a dynamic, active process involving the communicator and the recipient"(Steinberg, 2007, p.75). Active listening as a dynamic process is what we activate while we are communicating with others in order to understand them and also to make them feel that we are paying attention to what they are saying "Listening requires entering actively and imaginatively into the other fellow's situation and trying to understand a frame of reference different from your own. This is not always an easy task" (Sen, 2006, p.74). In other words, when we listen to the speaker, we try to see and understand things from his angle, and this is the only way we comprehend what he is trying to convey through the messages he is sending for us to listen.

Listening means more than just a means to fulfil a certain mission. In fact, it is a more complicated ability that involves, besides listening, emotions and feelings while communicating with others and that by interpreting the messages that are being conveyed whether they are verbal or nonverbal messages (Steinberg, 2007); Listening has multiple functions and that proves its complexity through decoding the utterances and also through the ability to comprehend the feelings and emotions of the speaker. In addition to that, listening helps us as humans who are socially connected to one another, to grow the sense of empathy between us as listeners and the speakers. "People in all walks of life like to be listened to, it's only natural, and they feel complimented by your attention, with the result that they will feel valued and appreciated" (Burton, 2007, para.2). Listening therefore requires a good interpretation and understanding of the feelings implied in the speaker's words and that is what makes a good communicator.

EFL students should be active listeners by making the connection between the words and their meanings. "Active listening requires the listener to hear the words and identify the feelings associated with the words" ('Trainer's manual', 2004 p.205). Listening is the best way to receive a considerable amount of knowledge and joy, and also a good way to make others feel interesting to be with. It is clear that the listening ability is made not only for one or two purposes, but it serves many goals in our lives and this makes it more important and more reliable.

2. The Definition of Hearing

Human beings are created with five vital senses that connect them with the world surrounding them, and one of these vital senses is hearing. Hearing is defined by Webster's dictionary as. "The process, function, or power of perceiving sound; specifical*y*: the special sense by which noises and tones are received as stimuli". Those noises which are coming from the outside world, stimulate the ear which is a sensitive organ in the human body and then the ear transmits it as messages to the brain, after that the brain makes sense of it.

Human beings are born with the ability to hear; it is one of their five natural senses that they own and use in their daily life. "Hearing is that sense by which we distinguish sounds" (Preston, 1781, p.42); it is considered to be the connection between us and the outer world by allowing us to make difference between the things through the sounds they make. It also works as a linkage between people through the process of communicating and makes their social lives easier. "By it we are enable to enjoy the pleasure of society, and reciprocally to communicate to each other, our thoughts and intentions, our purposes and desires, while our reason is capable of extracting its utmost power and energy" (Preston, 1781, p.42). Hearing makes our lives easier by functioning in many domains whether they are personal or social.

The process of hearing comes naturally without the need to learn it; we are born with the notion of using that sense spontaneously. The organ that is responsible for the sense of hearing is the ear. "The ear is a complex biological organ with elegant morphology (shape) and design connected to the brain by neurons" (Saab, 2007, p.21). The ear like all other organs is connected to the brain which is the organ that is responsible for processing the sounds that we hear. The ear as a biological organ works in a complicated manner, when we hear an external sound, that sound vibrates and makes the air move back and forth and that makes the sound roll like waves and move through the air (Sedl.org, 2014).

As the sound moves through the air, the outer ear, that is the shaped organ on the sides of the human head, catches the waves that the external sound sends through the air. "The main function of the outer ear is to maximize the amount of sound that reaches the ear, almost like a funnel for sound" (Saad, 2007, p.25). The outsider shape of the ear

functions as a sound lifter which gives the ear the opportunity to process it in a better way.
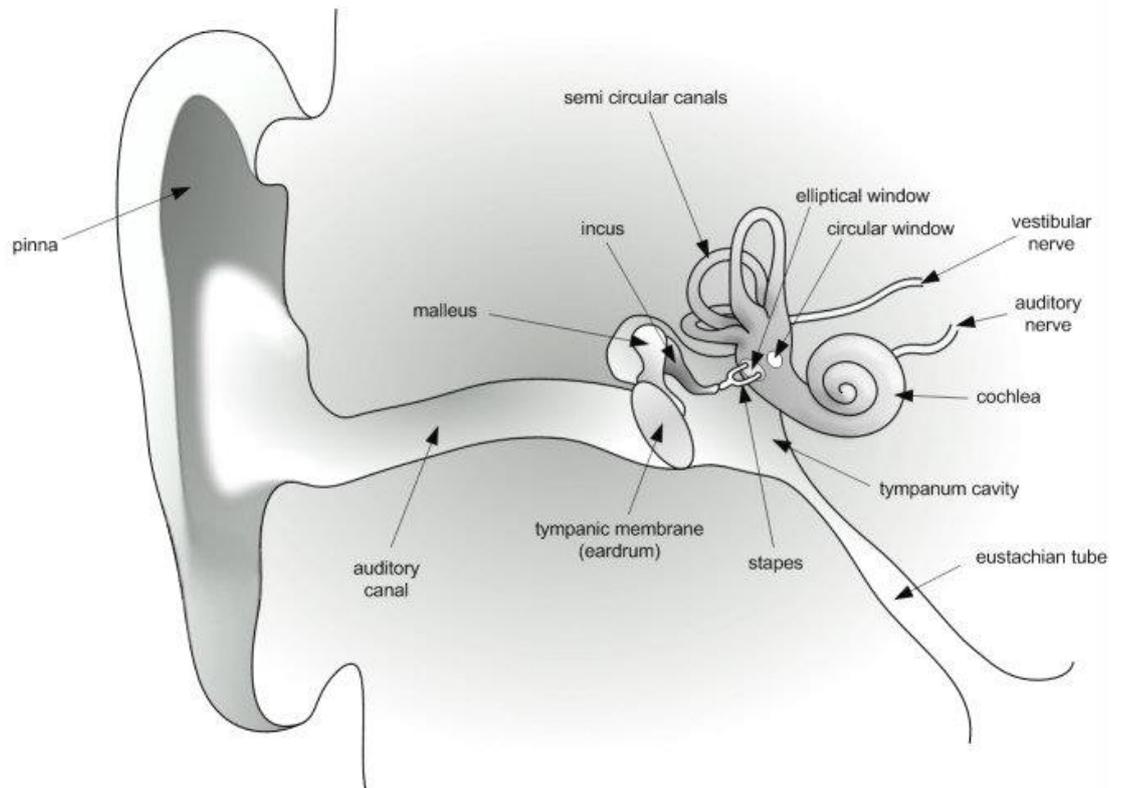
Figure 1: A sample of the ear components from the internet

After that, the sound moves to the middle ear which is a cavity that is located behind the eardrum, and it consists of both the eardrum and the earbones. Those earbones are three, the malleus, the incus, and the stapes. "The malleus has a long process that is attached to the mobile portion of the ear drum. The incus is the bridge between the malleus and stapes. The stapes is the smallest named bone in the human body" (Human Physiology/Senses, 2015). These three bones connect the eardrum with the inner ear; therefore, the sound turns into a mechanical vibration (American Speech-Language-Hearing Association, 2015).

The final processing of the sound is when it reaches the inner ear which is a cavity that is filled with fluid, and it consists of the parts that are responsible for hearing, (Ashmore, 2002). There is a vital organ in the inner ear called the cochlea: "The inner ear consists of a spiral shaped system of three parallel tubes, the cochlea, filled with anionic liquid" (Isnap.nd.edu, 2015, P.180). The spiral shape of the cochlea plays a major role in enhancing the frequency of the low sounds. Once the sound reaches the inner ear , the hair cells stimulate the nerve cells and then those cells send information to the brain (Human Physiology/Senses, 2015).The operation of hearing seems to be a simple process but in fact, it has a very complicated functioning.

3. Listening vs Hearing

It is known that the listening ability is connected to the sense of hearing. Nobody can deny that both complete each other: "Listening is a gift of hearing" (Barr, 2003, p.11). However, listening is considerably different from hearing in term of function: "While hearing provides a basis for listening, it is only a precursor for it. Though the terms hearing and listening are often used interchangeably in everyday talk, there are essential differences between them" (Rost, 2011, p.12). Those differences prove that the way hearing and listening function are distinctive.

One of the most distinctive differences between listening and hearing is our ability to control one of them and not the other: "Hearing is unintentional, whereas listening (by contrast) requires you to pay conscious attention. Our bodies hear, but we need to employ intentional effort to actually listen" (Goddu, 2015, p.2). Listening is what we hear and understand intentionally and do it consciously and we make an effort while doing it, however, hearing is something that is done automatically and spontaneously without putting much effort on using it. Another difference between hearing and listening which is the sense of what we hear: "Hearing is merely noting that someone is speaking. Listening, however, is making sense of what is heard and requires the individual to constantly pay attention, interpret, and remember what is heard." ('Trainer's manual', 2004, p.205). Hearing therefore is an operation that does not require from us to interpret

or make sense of anything we hear, whereas listening demands our full attention to what others are saying.

There were more simplified statements that expressed the difference between listening and hearing. For example Ehrlich who claimed: "Hearing is about sounds while listening is about contextual understanding. Listening requires a conscious choice, to not only sense the sounds (hearing) but to attend to them, interpret and evaluate them, and then respond to them" (2010, para.4). This means that the importance of listening lays in our attention which we pay while we are hearing as well as our intention for doing that. Saha and Talukdar (2008) had a similar opinion and they mentioned that listening is related to hearing but at the same time it was distinctive and their argument was that hearing is a passive process and its job is only perceiving sounds, whereas listening provides an active processing of the sounds which are perceived, and they compared the connection between hearing and listening with that between seeing and reading and claimed: "This correlation is like that between seeing and reading. Seeing is a very ordinary and passive state while reading is a focused process requiring reader's instrumental approach" (2008 p.1). This makes it clear that there are some obvious differences between listening and hearing, however we cannot say that one is more complicated than the other because they both function in a complicated way.

4. Listening Comprehension

Before speaking about listening comprehension, we need to define the term comprehension first. Comprehension is sought by contemporary theories to be an active process; it is the identification of what certain written and spoken pieces of communication mean (Richards & Schmidt, 2010). This means that comprehension is the ability to apprehend whatever we either listen to or read about. There is more simplified definition made by Wang and Gafurov who said: "Comprehension is identified as an ability to understand something, which indicates an intelligent power of abstract thought and reasoning of humans or intelligent systems" (n.d). Those mentioned definitions share the same opinion that the comprehension of something means understanding it, and that it is an intelligent process.

In the 1970's, listening comprehension became a matter of a huge importance after it was only a casual and a shallow subject to be thought of (Abdelhamid, 2012). Xu Fang defined listening comprehension and claimed. "Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge"(2008, p.22). Listening therefore is the concept of focusing on the passages that we hear orally and concentrate on them for the purpose of identifying their meaning.

Listening comprehension needs certain techniques and mental processes that allow people to be good listeners, those processes are top-down processing and bottom-up processing.

4.1. Top-down Processing

In order for the listeners to understand what they are listening to, they use certain techniques and cognitive processes. The top-down processing is one of them (Chelli, 2013). The top-down processing is defined by Batova as: "Emphasizing the listener's use of their existing knowledge of a topic and the relevant context in forming hypotheses as to the speaker's meaning and, when appropriate, in modifying them to match new incoming information" (2013, p.4). Meaning that the listener depends on his prior knowledge in order to comprehend what the speaker is saying, or at least have a general recognition of the topic spoken and modify his prior knowledge to fit the new input.

Another similar view made by Richards and Renandya about the top-down processing is that the listener actively reconstruct the meaning of the speaker's utterance and use the sounds as stimuli to waken his or her prior knowledge and understand the incoming utterances, they added: "In this reconstruction process, the listener uses prior knowledge of the context and situation within which the listener takes place to make sense of what he or she hears" (2002, p.239). Therefore, the knowledge that the listener own in his memory plays a major role in understanding the speaker.

4.2.   Bottom-up Processing

As opposed to the top-down process, the bottom-up is a process that works in a more analytical way "bottom-up processing would involve decoding based on the segmenting of the individual words out of the stream of speech" (Batova, 2013 p.3). In other words, the listener tends to divide the speaker's speech into small constituents in order to understand what is said.

Richards and Renandya explained the bottom-up processing in a more analytical way and claimed:

> The bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts. According to this view, phonemic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete meaningful texts (2002, p.239).

According to the aforementioned explanation, it appears that the bottom-up processing functions by breaking the speech into small units and then gathering them piece by piece and move from level to another level until those small pieces form a text or a speech that is meaningful.

As a conclusion to what has been said, Flowerdew and Miller suggest that the learners who are beginners need to work on their bottom-up basics and develop their skills of decoding the language units, whereas the learners who have more advanced level, and are good in phonology and syntax, it is better for them to develop their top-down skills because that would be more appropriate without forgetting that the bottom-up skills are required even in advanced levels like in fast speech (Flowerdew & Miller, 2005). This means that although their differences in terms of function, they are both necessary for the learners in their process of developing their listening comprehension.

5. Listening and Speaking

Among the four language skills, speaking and listening have a major importance in the process of EFL teaching and learning: "The two most basic language skills,

listening and speaking, sound exactly alike when we describe them as oral and aural skills. 'Aural' language, of course, refers to language as we hear it. 'Oral' language is what we say" (McKenzie-Brown, 2006). The aural skill refers to listening and the oral skill refers to the speaking, in spite of their importance in the process of teaching and learning, they are not given the attention they deserve: "The major focus of the concerned teachers and students is on the Reading and writing skills rather than the other two skills. Both the teacher and student give less importance to the listening and speaking skills" (Khan, 2013, p.1). Therefore, teachers are responsible for neglecting those two important skills and not focusing on them while teaching their students.

Both speaking and listening abilities are connected in term of interaction; they are used interchangeably between speakers and listeners. Listening helps in one way or another learners to enhance their speaking ability: "It helps students to acquire good speaking habits as a result of the spoken English they have absorbed" (Saitakham, 2012, P.50). EFL learners need to be good speakers and the listening ability can help them in this. Anderson and Lynch claimed that in order for the learner to be effective in conversations, he needs to be a good speaker as well as a good listener but this wasn't appreciated by most teachers who separated listening from speaking. They stated: "Learners need to be given opportunities to practise both sets of skills (listening and speaking) and to integrate them in conversation" (1988, p.15), because if learners pay attention only to passive listening without speaking then this will not help them be good communicators.

Contrary to what has been mentioned, there were some views who believed that learning a language is better if we only focused on listening first; they said that practising on speaking at the same time with listening will prevent the learners from building their knowledge of the language and they thought that meaningful listening is the only way to receive knowledge of the use of language after that, they will be able to speak the language in a good way (Nation & Newton, 2009). This view neglected the speaking ability in the process of learning a language, but in fact practising on speaking at the same time with listening is more useful for learners: "Research and theory now consider that there is an important role for early spoken production in a language course"(Nation & Newton, 2009, p.39). Therefore, both early listening reception and speaking production are fundamental in the process of language learning.

6. The importance of Listening Comprehension in EFL Teaching and Learning

In the previous few years, foreign language teachers taught the English language focusing on literacy skills (reading and writing) and neglecting the listening ability (Bouziri, n.d.). Probably the reason why listening was being avoided by EFL teachers is that because it was considered as a passive and as a receptive skill and the focus was on literal comprehension (ibid).

Nowadays, teachers started spending extra efforts on helping their students develop their listening comprehension while teaching a foreign language: "Listening is even more important for the lives of students since listening is used as a primary medium of learning at all stages of education" (Gilakjani & Ahmadi, 2011, p.979). Therefore, listening is very important for all levels of education. The importance of listening comprehension lays in the concept of considering it the first thing students learn and through it the learners will learn other things, this means that it is considered to be the gate that provides leaners with the knowledge. Listening is also important at the level of relations between individuals: "When people will see that you've become more attentive to what they say they will treat you better and you will then realize the importance of listening" (Sharma, 2011, p.1). This shows how listening can improve the bond between the teacher and his learners as well as the relation between the learner and his classmates and this is very important for a good classroom atmosphere.

7. Listening Strategies

In order for learners to be effective listeners, they need to use some strategies that can help them decide the purpose of their listening to the text. It is the teachers' duty to present some listening strategies that will help the learners extract the surface meaning of the text presented by the teachers, and also to have a clear realization of how to catch specific information from the texts and how to identify the topics that the texts are talking about. Listening for gist, listening for the main ideas, and listening for specific information are some useful strategies that are needed to be shown to the learners by the teachers.

7.1.   Listening for Gist

Listening for gist is one of the strategies that the learner can follow and even the teacher can show to his/her students in order to get a better understanding of the thing they are listening to. Richards called it listening for global understanding and he defined it as: "Listening in order to understand the general meaning of text without paying attention to specific details" (Richards & Schmidt, 2003, p.246). It helps the students in their listening activities by allowing them to comprehend the general idea of the text presented by the teacher. "Listening for gist enables the students to gather broad information, and then use it to discuss, debate, and support opinions" (Cotter, n.d.). Therefore, it is better for teachers to present this strategy for their students in order to get fruitful results from the listening lessons.

Listening for gist is frequently used in real life in a spontaneous way, for example when we listen to music while we are doing something at home, we are listening to the song but we are not paying attention to details because we are not intending to (Mewald, Gassner & Sigott, 2007). The same thing happens in the study situation.

> Listening for gist is frequently made use of to prepare the learners for more careful listening. This may be done by asking the learners for the main message, the best title for the text (a radio programme, an ad etc.), the purpose or the function of the text (Mewald *et al*, 2007, p.8).

Those general questions made by the teacher will help him/her notice whether the text is well understood by the students or not, also it will make him know if the text is too easy or too difficult for them to understand, the text should be neither too easy nor too difficult because the main aim of the listening session will not be achieved unless the text is medium in the difficulty level.

7.2.   Listening for the Main Ideas

Listening for the purpose of understanding the main ideas of the text presented by the teacher is one of the strategies intended by the leaners as well as the teachers. Teachers may give some situations where the learners are asked to extract the main ideas out of these situations.

An example of a listening situation made by Brown and it is presented as follows:

Woman: We're going out to dinner after class. Do you want to come, too?

Man: Maybe. Where are you going?

Woman: Pizza king.

Man: Pizza? I love pizza.

In this situation Brown mentions a couple of questions that guide the students in their way to target their focus on the main ideas such as: "What's the most important idea in this conversation? What is the main thing they are talking about?" (2006, p.5), this will make students understand that the main idea of the situation is "dinner" without the need of paying any attention to other details.

This strategy that requires listening for main ideas specifies the teacher to mark the main ideas and make them clear for the listeners either by raising his voice when he reads them or by repeating them and that will make the learners aware of them "It requires more careful listening but the solution is still to be found in clearly stated information in the input text and there is no need for making inferences or deductions in order to identify the correct answer" (Mewald *et al*, 2007, p.8). The ideas shouldn't be hidden and there is no need for the listeners to read between the lines.

7.3.   Listening for Specific Information

Listening for specific information requires the listeners to pay attention to almost every detail in the listening text in order not to miss some important pieces of information. Teachers in this level need to give an extra help to their students by either repeating the listening text more than once, and also by stressing the most important pieces of information or even raising their voices when they reach an important point. Richards and Schmidt had a definition for that in which they stated. "Listening in order to understand the specific information contained in a text" (2010, p.344). Therefore, learners need to be very selective when they are listening to the presented text.

Listening for specific information or detail is something we do in real life and not only in the study field, for example when we ask for details about a specific place we

are going to visit, at this case we need to listen to and understand the specific details because we are interested in the instructions given to us and we should not miss even the smallest details (Brown, 2006). The same thing goes with students who are passing a test or an exam; they need to focus on specific parts of the question in order to understand what is meant and what the question's aim is: "The test takers should be able to identify the specific information required" (Mewald *et al*, 2007, p.9). After the specific information required by the question is identified, answering will not be a big problem for the learners.

8. Types of Listening

We use listening for different and varied situations and this requires from us to change the type of listening for each situation. There are many purposes for listening that we frequently use; we may listen to understand something, to empathize with others, to enjoy something, etc. this is why there are five (5) types of listening and they are presented as a statement that is (I Really Appreciate your Critical Discourse) in order to memorize them in an easy way.

8.1. Informative Listening

Informative listening is one of the main types of listening; It is when the listener's main intention of listening is to understand what is being said by the speaker. We can call the listening experience successful when the interpretation made by the listener is closer to what the speaker is trying to say (Simonds & Cooper, 2011 cited in Guettel, 2012). There is a similar idea about the identification of informative listening which says: "Informative listening is the name we give to the situation where the listener's primary concern is to understand the message" (Ibid). In the end, the success or failure of the listening experience is bound to the level of understanding the sender's message.

8.2. Relationship Listening

Relationship listening is related to the therapeutic listening which plays a major role in our social relationships with others. Therapeutic listening usually exists when treating people who are emotionally damaged. Psychiatrists use it as a way to make those

people feel better by listening to their concerns; it can be also used between people who are socially related such as friends. When we listen to those friends while they are speaking they will feel better and that will somehow help pass their negative emotional condition (Kline, 1996).

Kline also suggested three key behaviours that are effective in relationship listening. The first is attending which means showing to the speaker that you are focusing on what he/she is saying by paying attention to the verbal and non-verbal messages he's trying to send, and also through physical gestures such as body position and eye contacts; all these will indicate to the speaker that you are paying attention to him and will help him. The second behaviour is supporting which means avoiding any negative response that may come from you while the other is speaking, such as interrupting or trying to give advices or manipulating the conversation, and replace them with silence which could be useful at that situation or at least knowing when to speak and when to keep silent. The last behaviour which is considered to be a risky behaviour because it demands from the listener to be deeply involved with the speaker and that means to know everything about the speaker and this will help you feel the speaker and understand what he feels and what he's trying to tell you. (1996).

8.3.   Appreciative Listening

Appreciative listening is set to be explained by Kline as: "Appreciative listening includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film" (1996, p.34). This means that appreciation of something we hear is a personal taste for something that we might either enjoy listening to or not. Kline also divided the quality of appreciative listening into three factors. The first factor is presentation; it means the enjoyment of a listener while he/she is listening to something for example a specific type of music, but that doesn't mean that he/she will appreciate or enjoy the way everyone present that type of music, for example when a bad singer presents the listener's favourite song in a bad way without understanding its meaning, this will make the listener hate it. The second factor is perception which means changing your opinion about something for example when the listener hates a specific type of music, and then something happens and makes him/her change his/her perception towards that type of music and make him/her like that type as

if he/she never hated it before. The third and last factor is the previous experience, and it means growing with the habit of listening to something that makes you feel comfortable over the years and makes you have pleasant memories whenever you listened to it for example growing on the sound of nature which makes you prefer to go to country sides just to listen to the sound of nature (1996).

8.4.   Critical Listening

Critical listening almost exists in each and every domain in our lives and we cannot separate ourselves from it; it exists in democracy, at work, in the listeners' community and in everywhere else. There is no place where critical thinking is not vital in our lives: "Politicians, the media, salesmen, advocates of policies and procedures, and our own financial, emotional, intellectual, physical, and spiritual needs require us to place a premium on critical listening and the thinking that accompanies it" (Kline, 1996, p.39). Therefore, critical listening is related with the listener's existence as a human being. In other words, critical listening is listening with the purpose of evaluating, judging, and also forming opinions about what is being said. It demands a considerable amount of cognitive efforts because the listener listens and at the same time analyses what he/she listens to and then relates it to his/her prior knowledge while the listening is happening simultaneously (Changingminds.org, n.d.).

8.5.   Discourse Listening

Discriminative listening is the most important type of all the five types mentioned above, the reason is that it is basic to all the other four types. The informative listener can detect the slightest difference in pitch, rate, and volume in the speaker's voice. The relationship listener can sense the impact of some responses like "I see" or "uhuh". And the appreciative listener can detect the difference between certain instruments which can be for example musical instruments. Finally, critical listener being able to notice the pauses, and understand the verbal and none-verbal messages (Kline, 1996). This proves that without the discriminative listening, there would be no existence to the other types.

There are three things that should be considered about the discriminative listening which they are suggested by Kline. The first one is the hearing ability which

means that people who find some difficulties in their hearing will face bigger difficulties in discriminating the sounds. The second one is awareness of the sound structure, and it is explained as: "Native speakers become quite proficient at recognizing vowel and consonant sounds that do or do not appear at the beginning, middle or end of words" (Kline, 1996, p.42-43). The third and last one is integration of nonverbal cues and this means that the way words are said or even the way the speaker acted while speaking may convey the true meaning of the message, therefore the listener shouldn't only focus on the words being said because sometimes they might not be true (Ibid).

9. Difficulties of Teaching the Listening Comprehension

Teachers of English usually face difficulties while teaching the English language and the first reason for that is the nature of the language since it is foreign and learners are rarely exposed to it in real life. Some of the most common difficulties are problems caused by pronunciation, problems caused by the rate of the speaker's speech, problems caused by failure to concentrate, and problems caused by the use of reduced forms.

9.1. Problems Caused by Pronunciation

Usually when the target language is spoken in certain places, learners do not find difficulties in it because they find opportunities to listen to it or to imitate the words they listen to; however, in the case of countries where English is considered to be a foreign language, it is difficult for learners to imitate English language speakers. One of the most popular challenges that face EFL listeners is how words are pronounced and we take the example of the /t/ which can be pronounced in two ways (Rixon, 1986 cited in Prace, 2009).an example of that is the word "tutor" which when it is pronounced by native English speakers may sound as the word "tudor" and that can be confusing to non-native speakers. Another problem concerning this matter which is the teachers' lack of focusing on teaching pronunciation: "Pronunciation is neglected and teachers think that learning/teaching pronunciation should be left to higher levels" (Kolokdaragh, 2009, p.2) and this is a wrong decision made by the teachers; pronunciation should be taught from basic levels so that the learners get used to it and practise it from an early stage.

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9.2.   Problems Caused by the Rate of the Speaker's Speech

One of the most difficult challenges that face EFL learners is the speed of the speaker's speech. When the teacher speaks in a fast way, students find it hard to follow what he is saying especially if he's reading from a long text or something of that sort. As claimed by Hayati, This is why it is thought that speaking in a slow way will help the learners more: "Slow rate of speech is generally believed to be usually easier to comprehend than natural speech rate; this gives the students enough time to process the stream of information at a slower rate of delivery" (2010, p.1). Therefore, the learners will not respond positively to a spoken passage unless it is spoken in a slower rate and this is not a positive thing because in real life students will not be able to control the speaker's rate of speaking and they need to fully comprehend what the speaker is saying as claimed by Brown: "Live speech is characteristically rapid and difficult to catch. Many words, especially function words are partially pronounced. It is also more liable to fluctuate" (1977 cited in Yahya, 2007, p.24). This is the reason why foreign language learners find it difficult to fully comprehend what native speakers are saying especially when they speak quickly.

9.3.   Problems Caused by Failure to Concentrate

This problem concerns all EFL learners and all teachers are suffering from it all the time. The first reason is the length of the listening exercises that are made by the teacher, and sometimes the reason is the lack of interest from the part of the learners and that could cause a lack of concentration: "Failure to concentrate will result in the students missing some of the lecture content, which will eventually affect their understanding of the whole lecture" (Hamouda, 2013, p.129). In other words, when the students stop concentrating, they will be unable to grasp the information that they have missed during the listening lesson. The teacher at this point should show the learners how to concentrate during the listening session by teaching them some strategies that may keep them concentrating on what is being said because usually students do not know the strategies needed for concentrating: "The absence of the strategy will undoubtedly lead to distraction and lack of concentration which might in turn lead to distress and worry" (Yahya, 2007, p.41). As a result to this distraction, students will fail to get the main ideas

and points of what they listen to or watch, and that will cause them a failure in analysing the text (Yahya, 2007).

9.4.   Problems Caused by the Use of Reduced Forms

Reduced forms are considered as an important obstacle that EFL learners face during their listening experience especially when they are exposed to it only seldom because they study the English language in the classrooms in full forms. Hamouda explained the forms of reduced forms that the learners face as follows:

> Reduction can be phonological ("Djedoit?" for "Did you do it?"), morphological (contractions like "Ill ..."), syntactic (elliptical forms like the answer to "When is the paper due?" "Next Monday."), or pragmatic (The teacher asks a question, then points to a student in the classroom and says, "Tom! Please!") (2013, p.128).

Those different types of reduced forms usually happen in the classroom by the teacher especially where he/she forgets the difference in levels between him as a person who is well experienced with the English language and the learners who are not familiar with the language as much as he/she is.

Conclusion

Through this chapter, we defined the concept of listening. We introduced the relationship between listening and other terms. In addition to that, we explained the mechanisms of the function of hearing and we pointed out the difference between hearing and listening. Listening comprehension then was defined; also two of its main techniques were mentioned which are the top-down and bottom-up cognitive processing. Furthermore, we talked about the importance of listening comprehension in the foreign language process of teaching and learning. We tackled then the challenges that face teaching listening comprehension and presented the strategies that may help overcome these obstacles. To sum up, this chapter will give the reader a basic idea about the concept of listening comprehension and its constituents and will show how teachers can and learners practically use it.

Chapter Two

Introduction to YouTube Video

Introduction

       This chapter presents the concept of YouTube. The main purpose is to gain insights about what is meant by YouTube and how YouTube website can be important in an educational context. The chapter passes through the background of the concept of information and communication technology in order to gain a full understanding of that term. After that, it introduces the internet and gives information about this concept. The chapter also examines the shift from the traditional learning to the e-learning to have a better understanding about those two educational terms. It mentions the audio/visual aids and their types, and then it defines the term podcasting. Additionally, a general overview on YouTube is discussed and the chapter mentions how useful it could be for the four skills. It explains YouTube's usefulness and how it could be used in the teaching process. Finally, some problems are mentioned concerning YouTube's availability and use and the future hopes for using YouTube videos in education.

       This gives an idea about the notion of YouTube in general along with its tools and its different uses in the educational field.

1. Background on ICT

       The world we are living in is changing throughout the centuries, and our lives are changing as well to fit the developments the world is witnessing. Technology now is playing a major role in the human life. The human brain moved to a high level of creativity, and it succeeded in promoting the quality of life and making things easier to be done.

       The 21st century has witnessed a revolution in the field of technology and made it inseparable from the people's life style. It is necessary for those of us who live in an advanced world to be surrounded by technology which penetrated our lives and modified our way of communicating and also the way we search for information, it even changed

our way of shopping. Technology invaded the educational institutions and that through creating computer laboratories and using electronic whiteboards inside the classrooms (Sharpe, Beetham, and De Freitas, 2010). We can say that nowadays wealth, power, and knowledge are counting on society to gain profits from the use of technological system which is represented by computing, microelectronics, and digital communication (Castells & Cardoso, 2005).

The impact of Information and Communication Technology (ICT) touched almost each and every domain in people's lives. Economy is one of those domains that succeeded to benefit from ICT in many ways, according to the Organization for Economic Co-operation and Development: "The use of ICT may help firms expand their product range, customise their services, or respond better to demand, in short, to innovate" (2003, p.8). This indicates that the use of ICT made economy grow and become better than in the past by making their activities easier and also by allowing companies expand their business to reach many places around the globe.

The social side was also affected as well by the massive growth of ICTs. The benefits that came from the new technologies have enhanced the social performance and made communities contact each other and interact easily. It is argued that ICTs represent a great importance in the domain of social work. In specific, they are effective in organizing people and ideas, they provide access to education, and they make the work more efficient (Perron, Taylor, Glass, & Leys, 2010).

The educational field has become one of the main interests of people especially when it became related to ICTs. Educational institutions embraced the new technology revolution in order to make better improvements: "Some countries and institutions have turned to information and communication technologies (ICTs) and are exploring ways by which ICTs may help them in pursuing their educational goals." (Haddad & Jurich, 2002, p.29), those aims are growing higher along with the big development in the field of ICTs. Educational theorist and technologist Curtis Bonk quoted Brian J. Ford about the necessity of ICT tools such as the internet in the educational field.

> Education is the most fundamental public resource we've ever had. And, over the last two generations, more and more people on more and more occasions have had to pay more and more money to get it. And suddenly, the glacier is melting. Suddenly, the tide

is receding. And education is being offered to larger and larger numbers of people for nothing, for everybody. The whole concept makes me glow with pleasure (2009, p.140).

In other words, the free services provided by the internet for the educational institutions and also for the learners from all over the world helped improve the overall knowledge of people by creating an opened free space to all those who seek knowledge.

Information and communication technologies proved their usefulness in many field and made life easier for the human beings, it is a brilliant invention that will move the humanity to a new era of informatics.

2. An Introduction to Internet

One of the main information and communication technology tools that the human brain created was the internet. The internet world is now considered to be a virtual place where people and organizations are connected to each other.

Before we define internet, we need to explain the term computer network. The definition of this term comes as follows: "A computer network consists of a collection of computers, printers and other equipment that is connected together so that they can communicate with each other" (Bakardjieva, n.d. p.2), this means that in order to create a computer network, the users need to link a group of computers to each other in order to be allowed to either communicate or share information with each other. There are two types of linking the computers to form a network, the first type is using the cable; on the other hand, the second type is called Wireless Network which means connecting two computers or more without using cabling, instead of that, wireless radio signals are used by computers in order to send information from one to another (*Ibid*).

Internet is defined by Merriam Webster: "An electronic communications network that connects computer networks and organizational computer facilities around the world" (n.d), there is another definition which says: "The Internet is at once a world-wide broadcasting capability, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location" (Leiner *et al*, 2009, p.22). In other words, the internet has more

than one function, not only connecting people to one another, but also making it easy for people around the globe to send and receive data virtually.

It is not possible to speak about the internet without mentioning the World Wide Web as an important concept that shapes the internet use. The existence of the World Wide Web (www) was in March 1989 and it was made by Tim Berners-Lee who described it in his proposal as: "A large hypertext database with typed links" (1989, 1990, p.11) and then at the end of 1990, Tim Berners-Lee and Robert Cailliau agreed on naming the system to be known as World Wide Web (Donato, n.d.). The web has always been a suitable place for education because it provides possibilities to search and collaborate. Recently, it became even better especially with the existence of new tools which became known as "Web 2.0" (Freedman, 2006).

3. From Traditional Learning to E-Learning

Education in the past used to be performed by applying specific standards which the educational institutions decide. The teaching and learning process were taking place only in the classroom, and the teacher was the only provider with information. Nowadays, the way of teaching and learning has changed with the involvement of new methods for learning which are more developed.

Using technologies in our society has become inevitable, the focus of educational approaches has now moved to learner-centred pedagogies and technology is the source to provide the learners with new ways of obtaining knowledge. Educational and training institutions lately have been considered as a means for obtaining knowledge not only for students, but for those who cannot study and seek access to learning facilitation. The expansion of information technology (IT) and specifically the widespread of the internet/ World Wide Web (www) means that new opportunities have been discovered for developing distance learning activity and push it into a more advanced online environment (Papanis, n.d.).

Traditional learning is a form of teaching and learning which is viewed as teacher-centre and static. The whole class participate in the learning process and the setting is always the school and inside the classroom. The teacher teaches according to the curriculum and he/she is the one that controls the lesson's structure and the division

of time (Roshty as cited in Titthasiri, 2013). Traditional learning has certain tools to be used during the learning process and they include books, blackboards, a teacher and students inside a classroom. The teacher is usually the one who talks more and the students learn more about "what" instead of "how", and also the teacher is the one who is responsible for setting all of tasks for his/her learners (Titthasini, 2013).

E-learning on the other hand is the other component that came to provide a better condition for learning and an easier way of practicing education. E-learning is known as the use of technology for the purpose of learning without any constraints of time or place; this includes training, and also the delivery of instant information and the service of expert guidance (Gosavi, Thakare, Wadhai, 2014). With the existence of the new style of education which is e-learning, many things have changed along with the shifting from the traditional way to the new way which implements technology within the teaching and learning process. The way of teaching in the past used to be teacher-centred but now, it is changing into learner-centred, and this means that the teacher from now on will only play the role of a mentor, facilitator, and coach instead of being the only source for providing knowledge. Learners on the other hand, will not be passive knowledge consumers; instead they will be more engaged in the learning process through the use of technology in education. With the creation of the internet and the World Wide Web, and also the emergence of the digital gadgets, the way of educating changed to fit these inventions (Nawaz & Khan, 2012).

4. Audio/Visual Aids

There is a number of ways that educational institutions employ in order to facilitate learning for the learners, the governments usually fund those educational facilities for the purpose of obtaining the means needed for learning improvement.

Many new inventions were made in the technological fields nowadays and people who are interested in the educational domain started making use of such inventions in order to enrich their knowledge. The International Journal of Scientific Research explained the importance of integrating technology tools such as Audio Visual aids in the process of learning

Using Audio Visual aids can be useful for making learning easy, effective and permanent. Role of teachers is very important in using technology because on one side if it is used appropriately, it can make the learning interesting, but on other side if not used properly then it can distract the mind of young children (Awasthi, 2014, p.62).

The effectiveness of the technological tools like the audio visuals is directly linked to the way teachers deal with them. It is necessary for teachers to know the ways of using those tools while teaching the students, in the end, the proper use of such tools will cause positive results. A variety of aids is now available for teaching such as films, radio programs, slides, recordings, globes, charts and so on, all of these means could be helpful to enrich and make the learning easy in almost every field (Tyler, 1943).

4.1. Audio Aids

Usually when we speak about audio aids, we mention the visual aids as well since they are directly connected to each other, but sometimes, audio aids could be used separately and could be effective without the use of visual aids.

The use of audio in the field of education is not something newly discovered, in fact is has been used since decades. Middleton pointed out the importance of the use of audio aids in education and how useful it is.

Audio also demonstrated a capacity to facilitate authentic engagement, allowing students to connect in various ways to the outside world, both as listeners and publishers. The ease and speed with which digital audio can be deployed was used to support timely interventions and in some cases promoted information currency and responsiveness (2009, p.153).

Students benefitted from the use of audios in various ways. It made them play the role of publishers of audio recordings and also as listeners to the teacher's voice and this made them involve in the process of learning as passive as well as active contributors in the classroom.

4.1.1. Types of Audio Aids

Audio aids come in many forms; they existed a long time ago and have been used in various fields. At the educational level, audio materials have been of a great help especially in the field of EFL learning. The audio materials should be provided in every educational institution in order to pave the way for teachers to provide a better way for teaching inside the classroom.

4.1.1.a. **Audio Cassette**

This form of audio material is one of the common tools that are being used in educational institutions. It has many advantages in the educational field. The first advantage is the ability for students to have a control over the way of using the material and that by having the power to listen how, where, when, and as they want. The second advantage is that technology provided the students with the ability to stop, fast forward, and re-wind the tape through the audio cassette's player and that paved the way for students to use audio easily with other learning materials and also activities such as reading and writing, and also discussing ideas and expressing opinions. The third advantage is the cost of such tool which is very low and convenient. Multi-copying, packaging, and distribution of audio cassettes are not expensive for the learners and educational institutions can afford providing them easily (Tomas, 2001).

4.1.1.b. **Radio**

Radio is one of the most widespread audio materials in the world. It is a very extensive network, it covers huge areas with its signals and this means that everyone can use it due to its expansion. The field of electronic media is also witnessing a noticeable development as well. Now, a numerous number of radio channels has emerged whether by public or private initiatives (Arulchelvan, 2006). Radio has always been helpful for people in almost every field especially the educational one

> Radio as a medium for information and communication to the masses is predicted to retain its relevance and potency. In particular its reach and efficacy as an educational medium is finding increasing relevance in the wake of information explosion and multiplication of choices available to a student in recent times (Arulchelvan, 2006, p.18).

This means that the radio with its power of reaching almost every group and individual is playing a massive part in providing knowledge through its waves and making itself a favourite option for learners to be their source of learning. One of the positive points in the use of radio is its ability to reach a large number of listeners with its nature of covering large geographical spaces. Also it has the benefit of low cost so that different people with different social statuses could benefit from its use. Radio has the advantage of bringing new and up-to-date information and news to the learners from far distance and students who are involved in open learning. Another advantage the radio is accustomed to which is providing motivation for learners because it relies on people's voices and this makes it a direct and personal medium. It can encourage and support learners when they need to be supported.

4.2. Visual Aids

Teachers are always looking for new methods while teaching their students and the reason for that is to provide a suitable atmosphere for useful and entertaining learning sessions. One of the methods that are helpful for teaching EFL learners is using technological means and specifically using the visual aids: "Visual materials help young learners to motivate them to speak, to create a context with which their speech will have meaning" (Konomi, n.d.). In other words, the use of visual materials will encourage the students to involve themselves in the learning process instead of staying passive without making any efforts to engage in the classroom activities.

Visual aids are not newly discovered and they are not found with the foundation of technology, they have been discovered since ages ago but in different and traditional forms

> Looking back at the use of audio-visual materials, one finds evidence of reliance upon visual aids since the beginnings of history. Cave wall drawings, Babylonian maps (on clay tablets), Egyptian pictographs, medieval art works, Renaissance woodcuts, and early illustrated books show the importance of the visual medium through- out recorded history (Nolan, 1961, p.262).

All these pre-historic materials represent the old visual materials that were used in the early ages and they kept developing along with the human thinking in order to

satisfy the needs of people and this is the evidence which proves how visual aids were useful for humans.

The means that are used for visual aids are now more complicated and developed thanks to the technology that made massive effort in this matter in order to provide the best services necessary for learners. The use of visual materials will not only help the learners understand what the teacher is saying, in fact they will make it more interesting also (Porter & Margaret, cited in Konomi, n.d.).

4.2.1. Types of visual aids

There are many types of visual aids that can be provided in the educational institutions for the classroom to be used properly by the teacher. Every teacher need to know exactly whether he needs to use visual materials in certain lessons or not. After he/she makes a decision to use visual aids, he/she needs to select the type of visuals he/she finds more appropriate for the study content.

4.2.1.a. PowerPoint

PowerPoint is one of the tools that are widely used in educational institutions and business; it is a presentation computer program which contains a series of slides. Slides are represented in form of pages that the teacher designs. It is important that the teacher do the designing of the PowerPoint slides because the design is very essential for the teachers to receive positive results from the learners. The teacher needs to be careful while using PowerPoint because an inappropriate use of it would cause a negative effect from the learners' side (Oregon State University, 2009).

4.2.1.b. Overhead Projector Slides/Transparencies

Overhead projector (OHP) is a very important and a widely used tool which has a function of presenting overhead projector slides/transparencies. This tool should exist in the lecture and seminar rooms. OHP projects make the slides large with the size of screen or a wall without requiring the light to be switched off. The teacher can produce the slides in three (3) ways. The first one is pre-prepared slides which are in form of images

that are drawn by computer or words that are hand written by the teacher. The second way is spontaneously produced slides which can be written as the teacher speaks to illustrate his points and also to record comments and opinions from the learners. The third way is a mixture of each of the two ways mentioned above and in this way the teacher adds to pre-prepared slides while doing the presentation in order to show movements or to highlight changes. The teachers have to do their best not to distract the learners with the use of many pictures or bore them with many written texts (University of Leicester, 2009).

4.2.1.c. Videos

People nowadays are addicted to what television it airing because when they watch movies and shows and TV programs, they gain knowledge through entertainment. Videos are no less entertaining than TVs, now that the internet has invaded every house; people use it to watch videos. Videos can be a source of creating a model for good behaviour and also they can be used to motivate learners. The teacher can use videos for introducing a topic, also to revise a previous lesson. Motivation is where the importance lays so that the learner stays involved in the learning session (Denning, n.d.). Since videos are beneficial for all types of people, students with special needs may find their way to learning through the use of videos a helpful way. Denning mentioned how useful is the use if videos for students who suffer from difficulties in learning

> Videos may help to promote learning in students with high visual orientation in their learning styles. Video can also provide visually-compelling access to information for many learners with learning difficulties who might miss learning opportunities provided solely by print-based materials. In this respect, videos provide important learning opportunities to students working in a second language (p.2).

Teachers may find comfort in the use of videos while teaching students who have some special difficulties and somehow videos can be more efficient and useful than the teacher in such matter.

5. What is Podcasting?

Technology nowadays is being developed through the enhancement of the audio/visual gadgets which are being invented and upgraded each year and they are making our lives easier through their brilliant performance.

Podcasting is one of those means which represent the high level of development technology has reached up till now: "Podcasting refers to the distribution of audio/video files in digital format" (McGarr, 2009, p1); those files are being distributed through downloading or they can be automatically distributed to subscribers. Anyone can access these files directly from the desktop or they can be transferred to portable devices like mobiles and MP3 players and then be displayed for listening (*Ibid*). Podcasting is a good tool to be used in education: "Podcasting usage in education is increasing. The potential is to change the teaching and learning experience significantly. As it can facilitate organization and delivery of information tailored to users' individual preference and learning styles" (Harris & Park, 2008). The aim for integrating such technological tool is to change the style of education from being traditional and modest to a new level of technological generation.

The use of podcasting in the educational field must be very important for students because this tool is well known to them and they think positive towards it. Campbell mentioned how beneficial podcasting could be for both teachers and learners

> What's new about podcasting is the ease of publication, ease of subscription, and ease of use across multiple environments, typically over computer speakers, over a car stereo, and over headphones—all while the listener is walking or exercising or driving or traveling or otherwise moving about (2005, p.34).

This ease of use made podcasting something pleasant to deal with because people nowadays are looking for the easy things to do instead of the complicated things. In addition to its easy use, podcasting can be used in many ways to meet the objectives of the learners, the first way is by recording face to face lectures and this is the easiest and most used way among students, the second way is the ability for teacher to record tutorials in form of short episodes and this is very helpful for students to understand the lesson content better (Chester, Buntine, Hammond & Atkinson, 2011).

The use of such a tool in the process of teaching and learning will be very helpful for teachers as well as learners to overcome many problems by the good use of podcasting.

2.6. An Overview on YouTube

Internet is now considered to be at the centre of every individual's interest since people's lives are now directly connected to this type of online technology. Economic investments are growing fast and people started to be attached to this online world to a level that makes it part of their lives.

The internet world is a wide virtual space that contains many sections concerning many fields of the human's interests. YouTube is one of most important parts in the internet and a World Wide Web source. The source, Youtube.com, is a website that exists in the web. It is considered to be an online reservoir for digital video files, and the videos are stored and can be exhibited for free by anyone (Watkins & Wilkins, 2011).

In the field of English as second/foreign language learning, the use of online tools and especially YouTube website has proven its usefulness. EFL learners now are able to enhance their English learning through the use of YouTube website. Using online videos offers the students a new way to practise on their language skills in any place and this will keep them involved in the learning process (Baniabdelrahman, 2013).

Incorporating user-videos such as youtube.com is very important in education. Students have a changing nature and since they are the population that most support ICT tools in general and the web 2.0 in specific, educators should put that in consideration knowing that students absorb information in videos and images quickly as well as texts and from multiple sources. They expect immediate responses and feedback, and they like to get access to media. In addition, they prefer communication (Duffy, 2008); those conditions will suit the educators if they integrate the lessons with web 2.0 tools and YouTube is one of those most suitable tools.
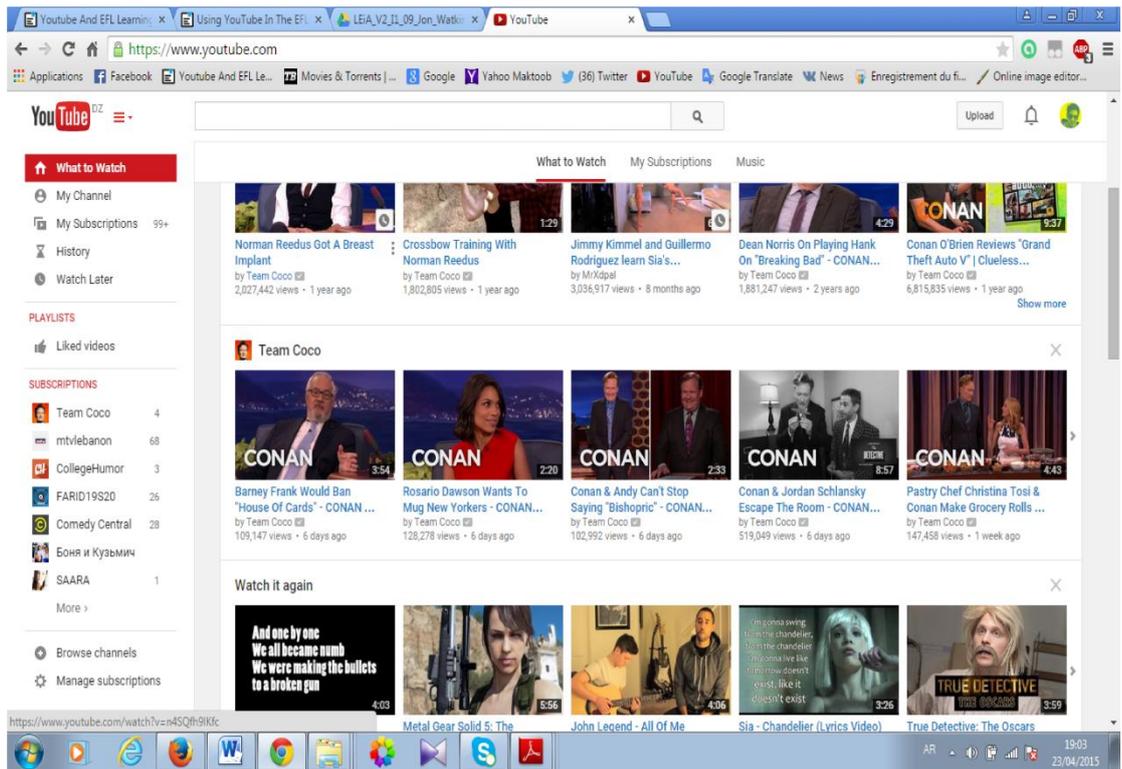
Figure 2: YouTube Home page (https://www.youtube.com/)

The internet is a broad field that contains many resources that are produced and continue to be produced by internet workers. When someone searches for online video resources, many websites appear to provide the service of storing and exhibiting videos and their number is estimated to reach 210 websites with large number of videos shared, but only one video website that is famous and being used million times per day by internet users and that website is youtube.com. "At present the website with the largest market share is www.youtube.com" (Duffy, 2008 p.122); this makes it dominate the field of online videos providing sources.

7. Potential Applications for YouTube

Same as any other online source in the internet, YouTube website is a source which can be very useful if the teachers know how to use it properly for the sake of helping them present their lessons in a more effective and efficient way.

YouTube videos are very important for EFL learners and the reason behind that is that YouTube website can provide learners with the material they need in their learning of the English language. Usually EFL learners try to enhance the four skills (listening, speaking, reading, and writing) and the use of YouTube could help them achieve that goal.

7.1. YouTube for Listening and Speaking

EFL teachers and learners are always searching for ways to enhance their listening and speaking proficiency through the use of many activities. Although some traditional activities could be helpful for practising the listening and speaking abilities, the modern ways which the technology provides are better and they give positive results for both teachers and learners.

Teachers can depend on videos while trying to develop their learners' listening and speaking abilities. Providing the students with real life native conversations along with the printed text to reinforce their understanding and their proper pronunciation could be very helpful. "Supplementing the (often) scripted and stilted textbook listenings with the real life authentic conversations you can find on many podcasts is an attractive option for language teachers (not to mention their students)" (Stanley, 2006 p.2).

The best way for EFL learners to practise better on their listening and speaking abilities is through the exposure to videos that contain native English speakers. Watkins and Wilkins suggest a number of activities that can enhance the learner's listening and speaking abilities through the use of YouTube videos.

7.1.1. Conversation Analysis

This type of activity is very useful to practise to be effective in the conversation techniques and to avoid problems that occur in conversations. In this activity, the teacher shows selected video clips to the students (or the students could brows YouTube to select videos to view). Those videos contain effective or ineffective conversational techniques for the reason of reinforcing the material taught inside the classroom. Students could search for conversations or scenes from TV or from movies but those conversations might suffer because there is no follow-up or lack of clarification questions. Instead of

that, students can find more effective videos through the search in YouTube and by searching for effective conversations; students could evaluate their understanding of the conversation techniques. Students' assessment of their understanding could be through the look on the videos they have chosen from YouTube; also students could share the videos they have chosen with their classmates (Watkins & Wilkins, 2011).

7.1.2. Movie Trailer Voiceovers

This kind of listening and speaking project is useful and entertaining at the same time and it suites the Oral sessions. The main aim of practising it is to make a better pronunciation and recognize the student's weaknesses in it. In this activity, students search for a two-minute movie trailer from YouTube. After that, the student transcribe the audio of the trailer , then the video can be downloaded by the student and the audio track could be deleted using any kind of free software. After this, students can record their voices on the video instead of the original voice track of the movie trailer. The student has to pay attention to mimicry and synchronization. This activity involves the students using their voices to recreate native-like cadence, pronunciation, and intonation. In the end, the teacher assesses the student's listening and speaking accuracy (Watkins & Wilkins, 2011).

7.1.3. Famous Movie Scene Re-enactment

This activity demands creativity from the part of the students and it is concerned with their English speaking ability; it also suits the Oral sessions where plays and presentations are needed. In this activity, the students are required to choose any scene from any movie and then act like it. This can be either through a presentation in front of classmates, or the students could record it in form of a video clip. The re-enactment could be concerned with certain concepts discussed during the lesson, for instance, if the lesson was about the "stress", then the student should focus on the stress while preforming the re-enactment. The teacher's assessment will be based on the quality of the pronunciation according to what has been discussed in the session (Watkins & Wilkins, 2011).

7.2. YouTube for Reading and Writing

Usually there are certain objects and tools that are made to help EFL learners develop their reading and writing abilities. Sometimes the use of videos could help the students in this matter apart from listening and speaking. Teachers could use the help of some activities using YouTube videos in order to enhance the reading and writing abilities of their students.

EFL teachers could browse in the internet to find some useful activities concerning the reading and writing. Watkins and Wilkins suggest an activity which is note taking and summarizing, this type of activity targets students from all levels of English proficiency, it requires students to use YouTube for the purpose of listening to lectures, and then take notes of the most important points and the main details. After that they check verbally with their partners and then listen again in order to expand their notes. After they finish, they can compare what they have written with the transcript of the video clip and with their partners' and teacher's summaries. There is a good source that provides short videos with useful topics that suit such activity which called TED Talks. YouTube provides opportunities to practise the reading and writing skills (2011)

The good and appropriate use of YouTube videos will provide the teacher and the students and all educators with all kinds of educational sources they need to enhance their four skills and abilities in their process of learning the English language.

8. YouTube as a Technological Tool for Teaching

Videos have always been useful in the educational field, but many educational institutions lack the interest and motivation to integrate this tool within the classroom settings because they still do not know much about the way they should use them for the learning process in an appropriate way.

It is the responsibility of EFL teachers to have a full understanding of the benefits of integrating YouTube videos within the study process. Recently, connecting the videos with the information technology (computer-based streaming audio and video) has been enhanced (Tarnopolsky & Degtiariova, 2003). It gives the opportunity to

transport virtually the environment of the target language directly into the classroom so that it allows the viewing of music, sport, live, and pre-recorded news on the student's computer in real time (Jean & Robert, 1997).

There is a great advantage for teaching especially the oral communication which is the ability that videos possess in transmitting not only the verbal but also the non-verbal communication. Another advantage for videos is the ability to provide learners with native speakers' video recordings and live streaming. In this respect, Tarnopolsky and Degtiariova explained this benefit more thoroughly:

> It may be said that video is the best means of demonstrating native speakers' natural fluent communication and their natural behaviour in the process of communication. Learners can not only hear how native speakers speak, they can observe and learn how they behave when speaking (2003, p.170).

Watching videos of native speakers communicating was something EFL learners didn't expect to achieve in the past but now after this option became available to them, learning the English language and its components is becoming an easier task and more interesting for them.

It is clear that there is no other way to avoid the use of videos in the process of teaching the English language. The use of videos has become an obligation for educators because it eases their quest for spreading knowledge among students and this is what EDC's Center for Children and Technology mentioned: "Indeed, it is increasingly difficult to view educational video as an isolated instructional medium because video elements are so pervasively intertwined and interconnected with other communications media, from the latest computer technologies to print" (2014, p.9), meaning that educators are no longer able to deny the importance of using videos in the process of the teaching.

9. The Value of YouTube

YouTube is a website that was created recently and exactly in February 2005. It is a website that is made to publish short videos. At first his creators did not think that it

is going to become very famous, but soon and by time, the numbers of YouTube users grew and in a fast way, now it is the website number one in the internet.

YouTube is a website that is considered to be an attractive social medium which has many contributions in education. According to June 2009 report, in each minute, 13 hours are posted to YouTube. There is also an estimation that internet users watched 13 billion online videos only in November 2008. 136 million people have watched videos with professional contents in January 2009. Educators can search and find a big number of useful videos and that because there are millions of educational videos that are available for free.

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

After that, a number of YouTube channels emerged such as Big Think, Nomadsland, Link Tv, Howcast, Wonderhowto, CNN Vidoes, TeacherTube, and BBC Audio and Video. There are many educational institutions that have their own channels in YouTube (Bonk, 2009).

Teachers have the ability to open their own YouTube channels as well and publish videos concerning the lesson contents to their students. Sometimes a teacher could turn into a celebrity just by sharing his own videos on YouTube, for example professor Marion Diamond who was specialized in Biology, published videos that attracted people who are interested in the areas of physics, law, computer science, and other subject areas in which he recorded his own lectures. His videos received hundreds of thousands of views and now around quarter million are following his video publications (Bonk, 2009).

YouTube will be the best source for educators in their way of pursuing knowledge because of its availability and its ease of work; all what needs to be done is to have an internet connection.

10. Problems and Future Hopes for Using YouTube Videos in Education

Although the use of technological terms such as the internet and computers is something usual in many parts of the world, there still are some countries that do not possess such developed means and still performing education through the use of traditional means and under modest conditions.

In Algeria, people are no longer strange to the use of technological tools and internet is becoming something inseparable from the individual's life style. There are some obstacles that some educational institutions are still encountering: "Some institutions find on demand streaming video to be a challenge due to access to the technology, especially when bandwidth is lacking an issue frequently found in rural areas" (Greenberg & Zanetis, 2012, p.25). The reason for this kind of problems sometimes could be related to financial issues and other times it could be related to technical difficulties. For the financial problems, usually the government is responsible for that thing and this is what we call legislative barriers because the government sometimes does not seem to find the point of funding the educational institutions for the sake of obtaining some equipment that might seem not necessary in the study process (*Ibid*).

Sometimes teachers struggle with certain problems concerning the use of YouTube videos in the classroom. Some of these problems are connected with the website itself and one of these problems is the problem of choosing the appropriate videos to watch with the learners: "There are issues. Mostly they involve sorting out the good and worthwhile from the bad and to be avoided. Just as with all other media, there are lowbrow YouTubes" (Prensky, 2010, p.8). There are some videos that contain vulgar pictures and foul language that should be avoided from the use inside the classroom, and the teacher should take full responsibility concerning this matter.

There is a big hope that one day the educational system in many countries changes and adapt the development that is invading the educational field around the world, technology is the new and only way to make the EFL teaching and learning process easier and more entertaining than the traditional one. Modifications should be made in order to refine the system and make it better.

Conclusion

As a conclusion for this chapter it can be said that although there are many sources that can provide online streaming videos. YouTube will remain a very important tool for the World Wide Web users. By the end of this chapter, a basic understanding of YouTube is now recognized along with the concept of YouTube surfing with the diversity in its content. An introduction is held to YouTube and explained how it contributes in the new style of education which is e-learning by providing help to every internet user. With its growth, YouTube will remain a sharing platform that will always go through a continuous growth and innovation. The numerous uses of YouTube are seen and how YouTube can contribute in the classroom activities. More importantly, the chapter has tackled its use as a teaching tool that can help EFL teachers in their job and how can EFL learners use it to enhance their English proficiency. Finally, the chapter discussed the challenges of using YouTube videos and the future hopes for overcoming them and integrating YouTube within the educational system. It can be said that YouTube was created to fit the need of any individual. In the case of EFL teaching and learning, YouTube can be used in various ways in order to develop the practice of EFL teaching and learning.

Chapter Three

Discussion and Analysis of the Results

Introduction

This research cannot be studied only from a theoretical point of view in order to reach some results. The research examines two complicated variables which are listening comprehension and YouTube videos, thus it needs much time to cover both variables in a good way. In order to reach better results for this research, the descriptive method is used and both students and teachers' questionnaires are used concerning the field work.

Due to the limited amount of time, it is decided that the questionnaire would be the most appropriate instrument which provides us with clear insights. The questionnaire is distributed to the second year students of English language. The questionnaire is parted into three sections; the first section was to have an idea about the students' knowledge about the internet. The second section was designed to investigate the students' attitudes towards the use of YouTube videos inside the classroom. Finally, the third and last part was made to provide us with information about students' visions and opinions concerning future learning conditions and whether integrating YouTube videos would make positive impression in their learning environment especially to develop their listening comprehension or not.

In general, the students' questionnaire will give us an idea about the students' familiarity with ICT tools and specifically the internet and whether or not it will be a suitable environment to develop their listening ability. The second type of our instrument is also a questionnaire but this one is made for seven teachers who have experience with the Oral expression module at the English Language Branch of Mohamed Kheider University of Biskra. The teachers' questionnaire is divided into the same three sections as the students'. The main goal is to get an idea about the teachers' familiarity with the internet and to investigate their attitudes towards integrating YouTube videos within the classroom.

At the end of this chapter, the obtained results will help us understand the students and teachers' perceptions towards the use of ICT tools in the classroom environment in general and how can an internet tool such as YouTube help develop EFL learners' listening comprehension.

1. Students' Questionnaire

1.1. Aim of the Survey

The overall purpose of this study is to urge, through the descriptive method, the curriculum designers as well as the teachers to take into consideration the need of integrating information and communication technologies in general and the internet in particular in the process of teaching the English language. Additionally, the main purpose is to investigate how students perceive the use of YouTube within the listening course and how will they benefit from this technological tool to develop their listening comprehension.

The secondary purpose of this research is to support the use of information and communication technologies in teaching the English language. Therefore, our intention is, through this questionnaire, to investigate the students' attitudes towards the use of these technologies. More importantly we want to see in which way the students use these technologies.

1.2. Description of the Students' Questionnaire

The principal purpose of this questionnaire is to introduce and explain one of the internet tools which is YouTube. The main part of the survey is to have a clear idea about the students' attitudes towards the use of YouTube videos in the process of teaching and learning the English language. The first section of the questionnaire aims to test the students' knowledge about the internet and find out whether they use it for educational purposes or not. The second section is meant to know how EFL students can benefit from the use of YouTube videos in EFL teaching and learning settings and how could that be helpful to develop their listening comprehension. The goal is to understand the value of

this tool to EFL learners and whether or not it will help them enhance their listening abilities.

1.3. Participants

This survey is made to target the second year students of English language at Mohamed Kheider University of Biskra. The students' selection is at random with no regards to their age, gender, or social status and also without taking any consideration their knowledge with the use of internet. The reason for choosing this population is because they study oral expression and they may have experienced the use of laboratories or any other technological tools and have an idea about them.

1- I access the internet:

Frequency of using internet	Percentage	Participants
Always	36%	18
Very often	16%	8
Often	18%	9
Occasionally	18%	9
Rarely	10%	5
Never	2%	1

Table 1: Frequency of Internet Use
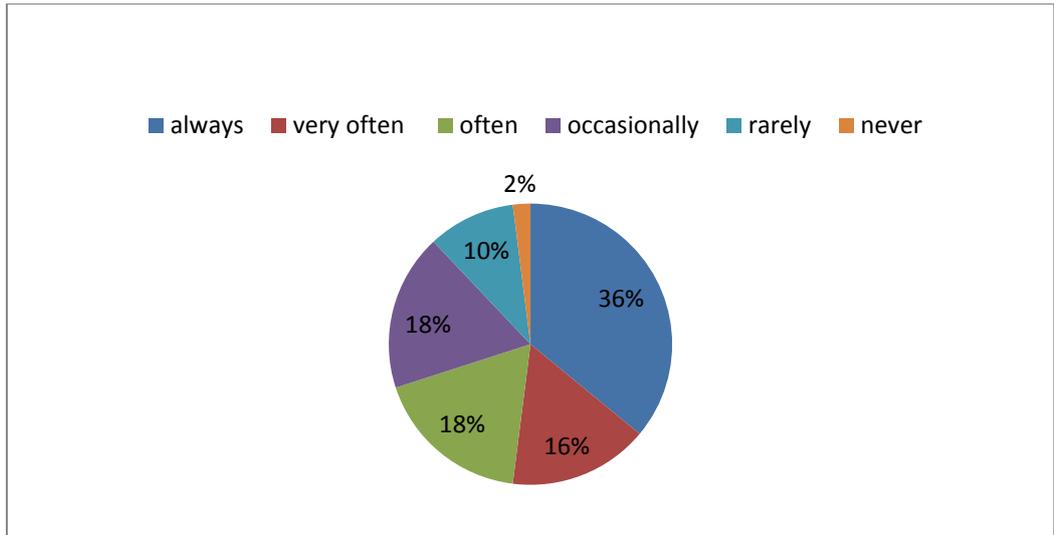
Graph 1: Frequency of Internet Use

The results from asking the learners about the frequency of using the internet showed that 36% of them access the internet always while 18% of the participants access the internet often and the same percentage goes to the ones who access it occasionally. On the other hand, 10% of the participants are rarely using the internet; the results show that most of the participants are familiar with the use of the internet because only 2% of them have never accessed it.

2- I frequently access the internet from:

Settings	Percentage	Participants
Home	66%	33
Cyber net	30%	15
University	14%	7
Other	4%	2

Table 2: Setting of Internet Access
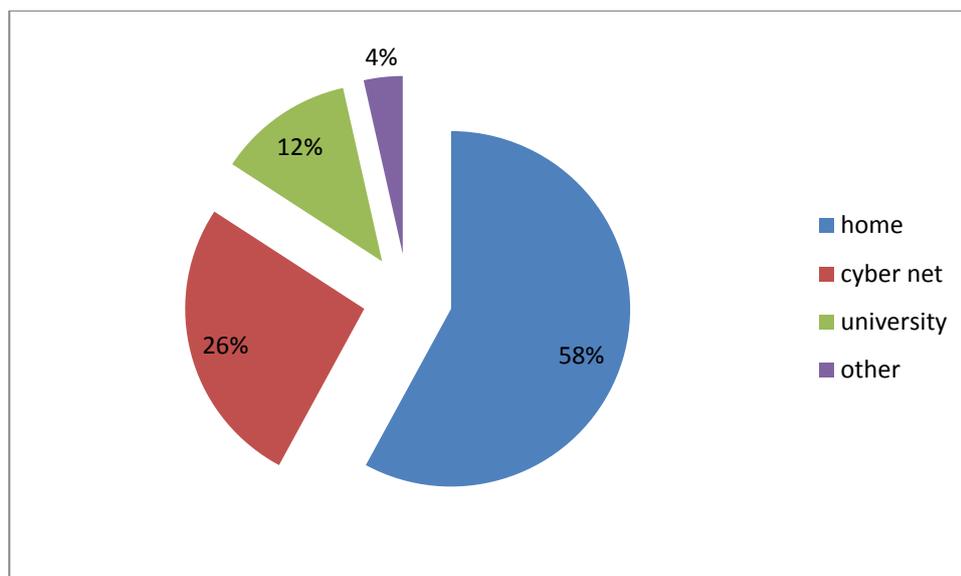
Graph 2: Setting of Internet Access

According to the results shown in the second table **(table 2);** more than half of the participants 66% have access to the internet from their homes, while 30% of them access it through cyber net or any other public place. The findings also indicate that 14% of the participants use the internet inside the university whereas 4% access it from other different places. This means that all participants are familiar with the use of internet.

3- When I access the internet, I usually visit:

choices	Percentage	Participants
Social Network	62%	31
Educational Websites	54%	27
Entertainment	16%	8
News/Sports	12%	6
YouTube Website	46%	23
Other	8%	4

Table 3: The Visited Websites
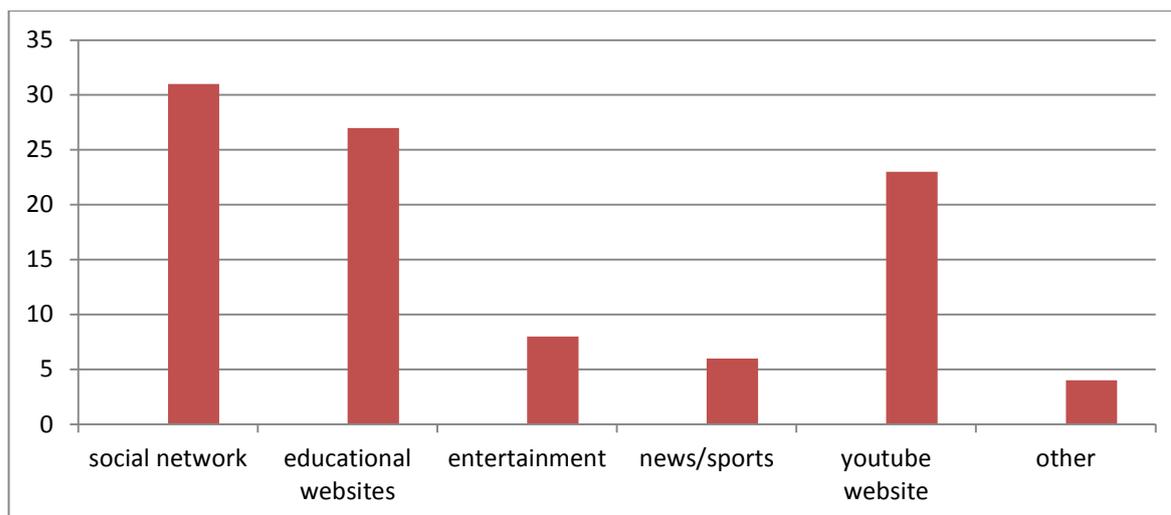
Graph 3: The Visited Websites

According to the findings that are shown in **(Graph 3)**, 62% of the participants visit social media websites (Facebook, Twitter …) whereas 54% of them use the internet to visit educational websites. The findings also show that 46% of the students visit YouTube website meanwhile 16% of them uses the internet for entertainment, and 12% of the participants access the internet for news/sport websites. The results showed that 8% of the students visit other different websites

4- I use the internet for educational purposes:

Choices	Percentage	Participants
Always	22%	11
Very often	22%	11
Often	36%	18
Occasionally	18%	9
Rarely	2%	1
Never	00%	0

Table 4: Internet for Educational Purposes
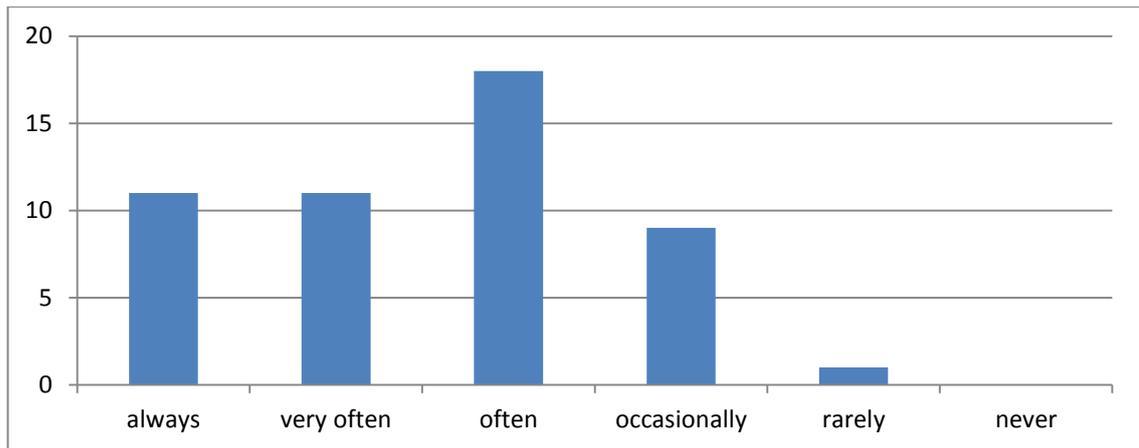
Graph 4: Internet for Educational Purposes

As it can be seen in **(Graph 4),** the use of internet for educational purposes vary between students, the findings show that 36% of the participants often use the internet for educational purposes whereas 22% of them use it always and the same percentage for the ones who use it very often.18% of the students who occasionally have some educational activities while surfing the internet. The findings also show that only 2% of the participants who rarely use the internet for educational purposes and 00% of them who never did.

5- I visit YouTube website:

Frequency	percentage	participants
always	**30%**	**15**
Very often	**14%**	**7**
Often	**26%**	**13**
Occasionally	**14%**	**7**
Rarely	**12%**	**6**
Never	**4%**	**2**

Table 5: Frequency of using YouTube Website
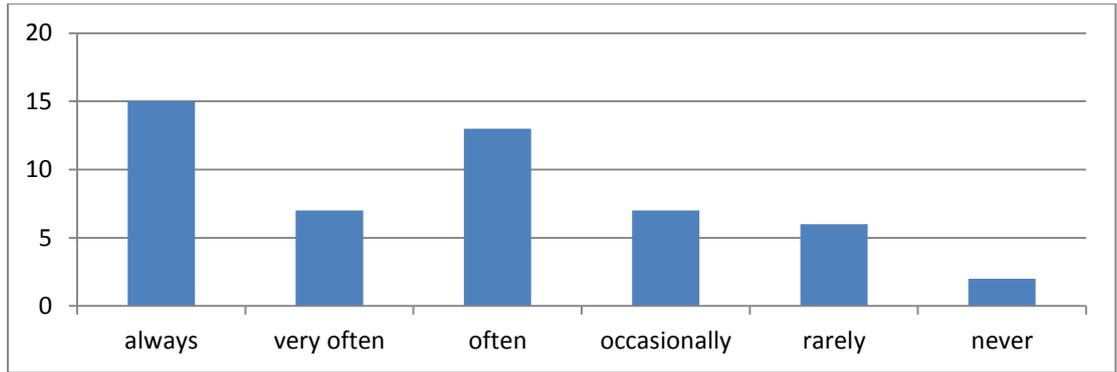
Graph 5: Frequency of using YouTube Website

The findings from this research indicate that the majority of the participants are familiar with YouTube website, 30% of the students use YouTube website all the time, whereas 26% of them use it often. The results also show that 14% of the participants use YouTube very often and the students who use it occasionally have the same percentage as the latter. 12% of the students said that they rarely use YouTube website and only 4% of them never used it.

6- I use YouTube website for educational purposes:

frequency	percentage	participants
Always	**14%**	**7**
Very often	**12%**	**6**
Often	**24%**	**12**
Occasionally	**24%**	**12**
Rarely	**18%**	**9**
Never	**8%**	**4**

Table 6: YouTube for Educational Purposes
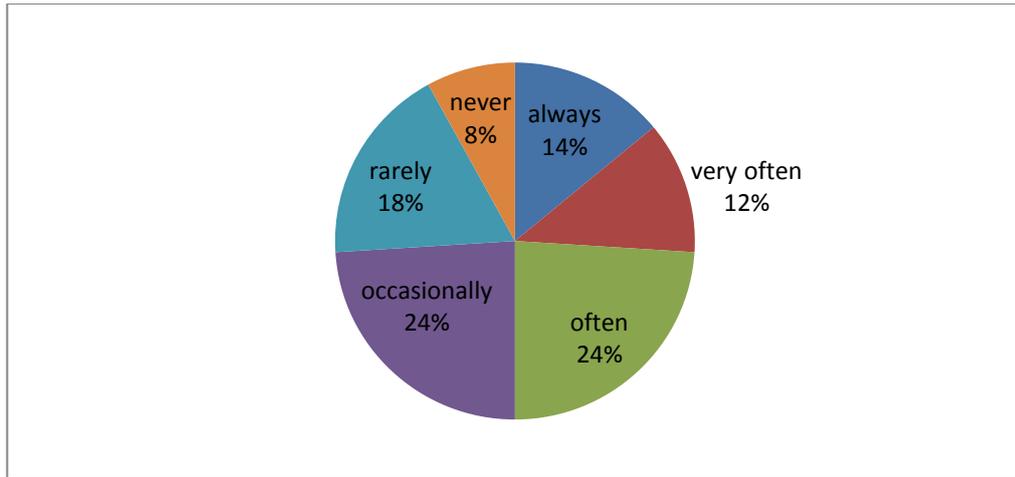
Graph 6: YouTube for Educational Purposes

The findings that are obtained from **(Table 6)** show that the students who are using YouTube website for educational purposes differ from using it often to using it occasionally with the same percentage 24%, on the other hand, 18% of the participants said that they rarely use YouTube website for educational purposes. For the rest of the results; 14% of the students use the YouTube website for educational purposes all the time, whereas 12% of them use it very often. The findings also show that 8% of the students have never used YouTube website as an educational tool.

7- Using videos inside the classroom motivates you:

Choices	Percentage	Participants
Strongly agree	**32%**	**16**
Agree	**60%**	**30**
Disagree	**4%**	**2**
Strongly disagree	**4%**	**2**

Table 7: Videos and Motivation
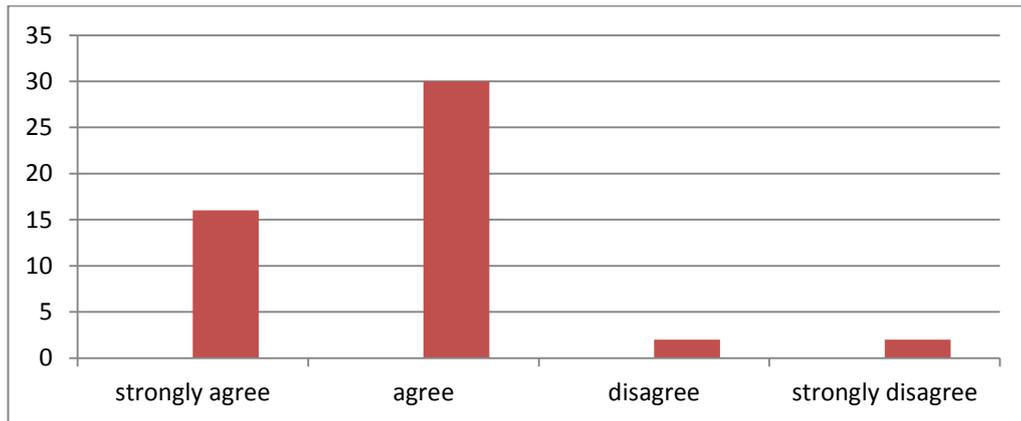
Graph 7: Videos and Motivation

The findings in **(Graph 7)** show that more than half of the participants agree with the idea which says that using videos inside the classroom motivates the learners, 60% of the participants agree whereas 32% of them strongly agree with this idea. In contrast, 4% of the participants disagree with the statement that says that using videos in the classroom motivates the learners and others are strongly disagreeing with the same percentage.

8-Using videos in the classroom increases your participation in the classroom:

Choices	Percentage	Participants
Strongly agree	**24%**	**12**
Agree	**58%**	**29**
Disagree	**18%**	**9**
Strongly disagree	**00%**	**0**

Table 8: Videos and Participation
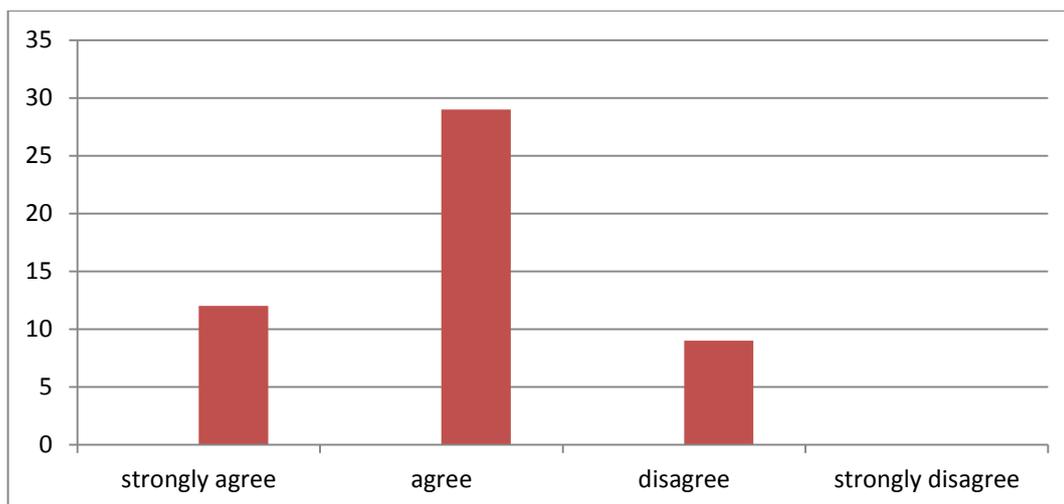
Graph 8: Videos and Participation

As it is seen in **(Graph 8),** the majority of participants agree on the statement which says that using videos inside the classroom increase participation of the students in the class and heir level of agreement differs. 58% of the participants agree with this idea whereas 24% of them are strongly agreeing with it and supporting it. On the contrary, the percentage of the students who disagree with the idea of (using videos inside the classroom increases the participation of students in the class) is 18%.

9- Using videos increases your comprehension of the lesson content:

Using videos increases your comprehension of the lesson content	Percentage	Participants
Strong agreement	38%	19
Agreement	50%	25
Disagreement	10%	5
Strong disagreement	2%	1

Table 9: Videos and Comprehension
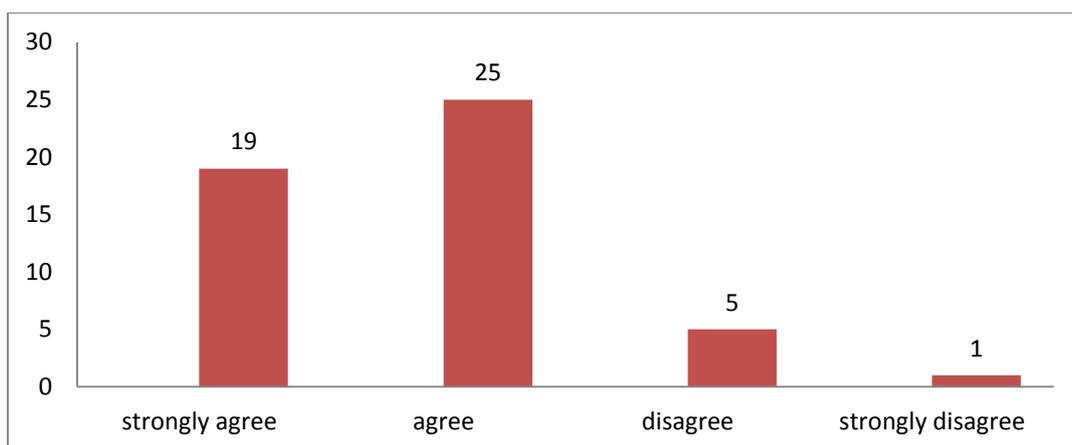
Graph 9: Videos and Comprehension

When we look at **(table 9),** we will see that most of the participants think that the use of videos increase the students' comprehension of the lessons content. The overall percentage of the participants who agree with this idea is 88% between strong agreement and agreement. On the other hand, findings indicate that 10% of the participants disagree with this idea while 2% of the others are strongly disagreeing with the statement which says that using videos increases the students' comprehension of the lesson content.

10- Watching educational YouTube videos inside the classroom has beneficial effect on learning English:

watching educational YouTube videos inside the classroom has beneficial effect on learning English	Percentage	Participants
Strong agreement	**42%**	**21**
Agreement	**50%**	**25**
Disagreement	**8%**	**4**
Strong disagreement	**00%**	**0**

Table 10: The benefit of Educational YouTube Videos
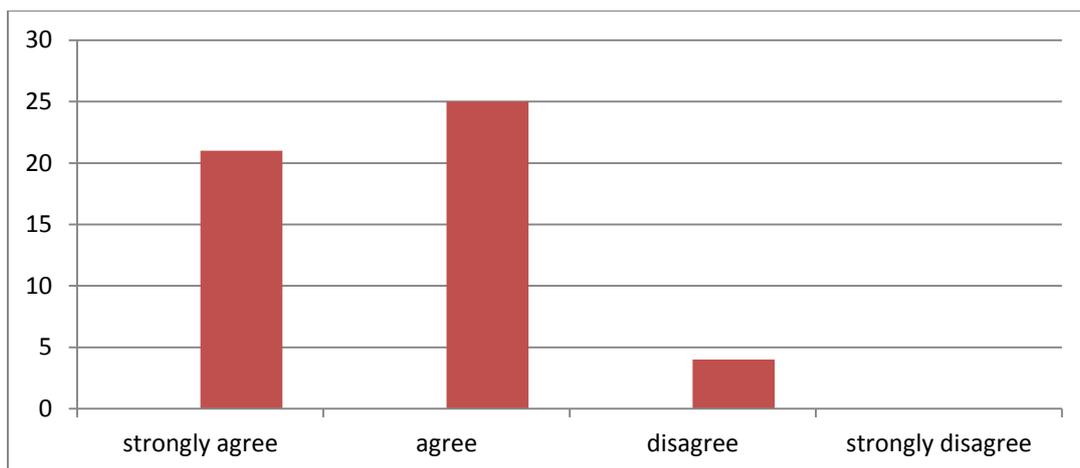
Graph 10: The benefit of Educational YouTube Videos

In this research, the survey results show that the majority of the participants agree with the idea that watching educational YouTube videos inside the classroom has beneficial effect on learning English. Students who agree with this idea are grouped between 50% of agreement and 42% of strong agreement. In contrast, the percentage of participants who disagree with this idea has reached only 8%.

The participants who agreed with this idea had a number of reasons which are presented as follows:

- Watching educational YouTube videos in the classroom provide the learners with a huge sum of information.
- The use of educational YouTube videos is somehow practical and it is better than theoretical teacher talks.
- Because watching educational videos requires the use of most senses (sight, listening), in addition to that, while watching videos attention increases.
- The use of educational YouTube videos can improve the learners' speaking of English by listening to native speakers' video recordings of courses or social experiences.

11- YouTube videos are good source for practicing listening ability

YouTube videos are good source for practicing listening ability	Percentage	Participants
Strong agreement	52%	26
Agreement	48%	24
Disagreement	00%	0
Strong disagreement	00%	0

Table 11: YouTube Videos and the Listening Ability
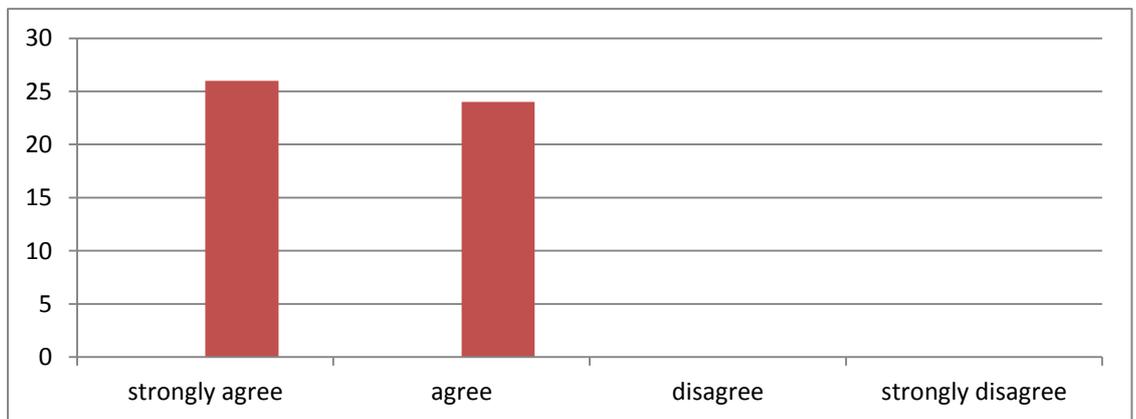
Graph 11: YouTube Videos and the Listening Ability

According to the survey, all participants agree that the use of YouTube videos is a good source for practicing listening ability, and their agreement differs. 52% of the students are strongly agreeing with this idea whereas 48% of them agree with it and they had different explanation for their choices and they are summed up as follows:

- YouTube videos are good source for practicing the English languages because they provide the learners with the ability to recognize different accents.
- Listening to a lot of YouTube videos makes the ears familiar with the utterance so learners become better in listening.
- Videos that are made by native speakers or professionals are motivating and they enrich the students with new vocabulary, they are also very helpful to improve the students' pronunciation.

12- Will you be more interested in learning the English language if the teacher uses videos as a teaching material?

Choices	Percentage	Participants
Yes	90%	45
No	10%	5

Table 12: Videos as a Teaching Material
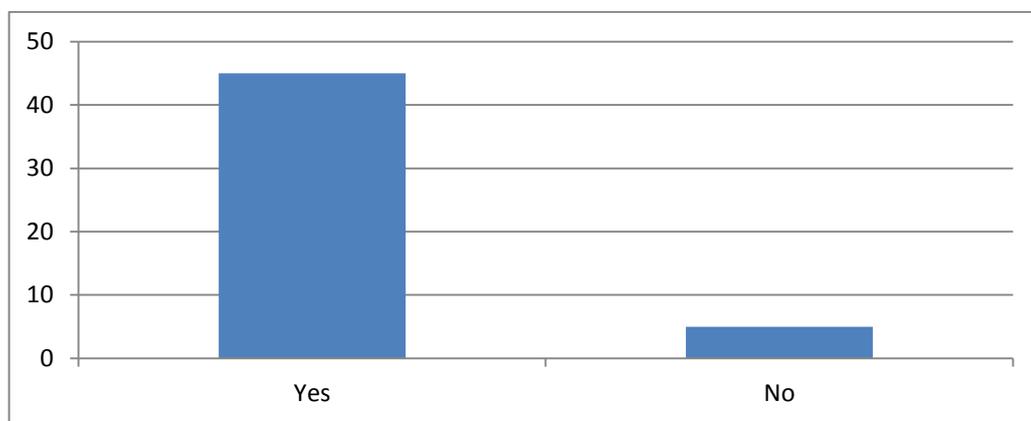
Graph 12: Videos as a Teaching Material

It is clear from the **(Graph 12)** that the majority of the participants are interested in the idea of using the videos by the teacher as a teaching material. 90% of the participants showed their satisfaction with this idea and they had some reasons that support their choice and they are as follows:

- The session will be more active with using videos as a teaching material.
- Using videos is more accurate and goes directly to the point and it is less time consuming.
- In this way the teacher will help the learners learn something new rather than the usual way.
- Videos motivate the learners to study harder.
- It will be better if the teacher provide additional time for playing videos to enrich the vocabulary of the students.

However, 10% of them refused this idea and their reasons were:

- Sometimes the teacher uses videos in which native speakers are talking and students cannot understand them.
- Students want to speak; they do not want to listen to video recording the whole time.
- When we leave it to the videos, the teacher will have nothing to do and it will not be important if the students come to the classroom or not because they can study from the net.

13- Do you think that studying in the laboratories will help you more in practicing your listening ability better than in the classroom?

Answers	Percentage	participants
Yes	78%	39
No	11%	11

Table 13: The Study in Laboratories
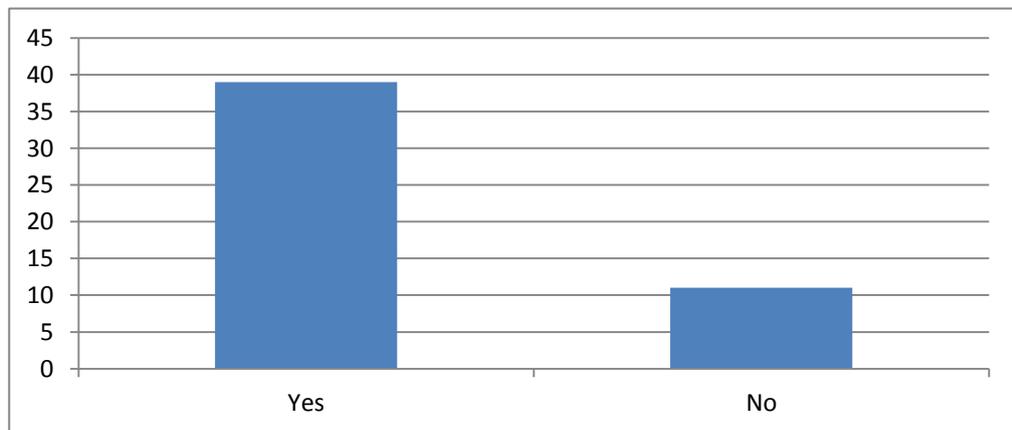
Graph 13: The Study in Laboratories

It is shown in the **(Table 13),** more than half of the participants said yes to the idea which says that using the laboratories helps practicing the listening ability better than the use of the classroom setting. The percentage of the students who said yes to this statement reached 78% and they had some reasons concerning their choices and they are summed up as follows:

- In the laboratories the focus will be on both listening and speaking.
- In laboratories learners can learn the pronunciation of the words better.
- Laboratories are well equipped with listening tools and this is helpful.
- In laboratories the learners will be able to speak because in class they are not able to listen and speak well.
- The environment may help if students are surrounded by technology; it will motivate them.

On the contrary, the **(Table 13)** shows a low percentage of the participants who refused this idea with 11% and they also had different reasons for their choice:
- Studying in the laboratories or in the classroom has the same effect.
- The setting is not necessary to improve the students' ability in listening.

14- Do you believe that using videos within the classroom lessons will be fun and entertaining more than the printed texts?
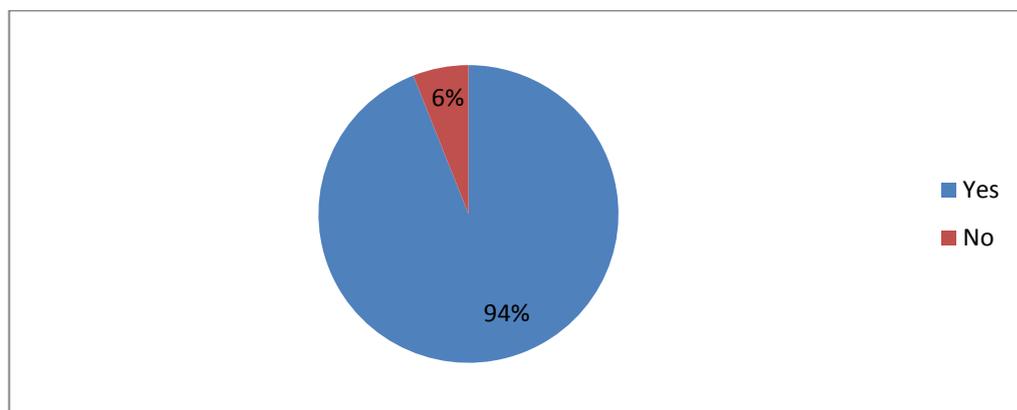
Graph 14: Videos vs Printed Texts

Answers	Percentage	Participants
Yes	94%	47
No	6%	3

Table 14: Videos vs Printed Texts

As can be seen from the **(Graph 14),** it is clear that there is a significant percentage concerning the participants who agree with the idea saying that using videos inside the classroom is more entertaining and fun then the printed texts (94%) and they had their reasons for agreeing with this idea, those reasons can be summed up as follows:

- Reading a text is boring quite frankly but videos are far more interesting.
- This material makes students feel like they are not controlled, it makes them feel comfortable.
- Videos are more attractive than printed texts.
- Videos will keep learners curious about what is going to be shown in the video and do not feel bored.

Also the participants who refused the idea reached 6% and they too had their own reasons and they came up as follows:

- Videos and printed texts complete each other not replace each other.
- Students need them both because videos can be quick and students will not be able to follow.

15- Do videos in lessons help you improve your pronunciation and intonation?
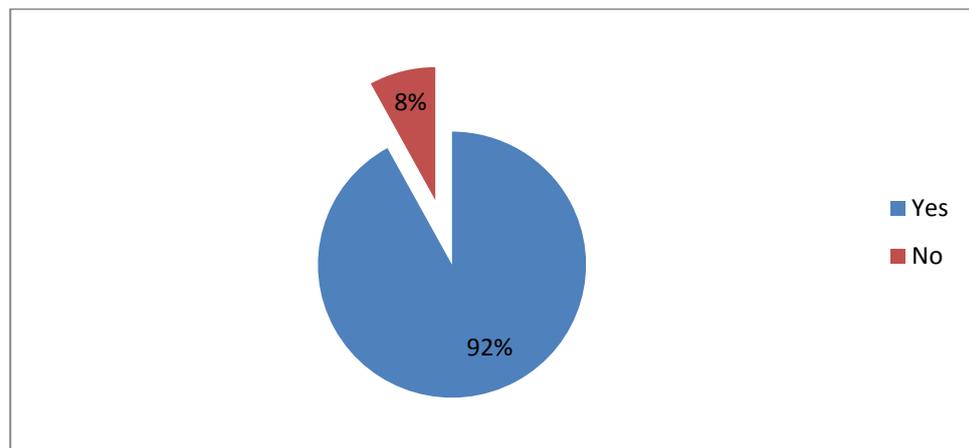
Graph 15: Videos' Improvement of Pronunciation and Intonation

Answers	Percentage	Participants
Yes	92%	46
No	8%	4

Table 15: Videos' Improvement of Pronunciation and Intonation

From the **(Table 15),** it is seen that there is a great number of participants who accept the idea of videos in lessons help improve the students' pronunciation and intonation with a percentage of 92% and they had different explanations which are listed below:

- Learners get the correct pronunciation and intonation of native speakers in authentic videos.
- Videos are clearer than the teacher's voice.
- When learners listen to a video they will be able to repeat it and correct their mistakes.

In contrast, the students who disagreed with this idea are 8% and they also explained why they disagreed as the following:

- In the class there is a teacher who can teach the learners better about pronunciation.

16- . Do you think that videos in English lessons help you understand oral English better than just ordinary audio sound recordings (CD, etc.)?

| Answers	Percentage	Participants
Yes	70%	35
No	30%	15

Table 16: Videos are better than Audio Sound Recordings
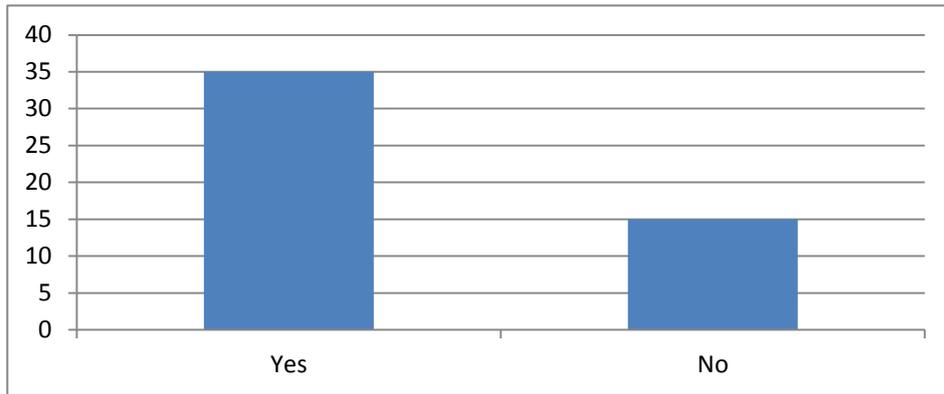
Graph 16: Videos are better than Audio Sound Recordings

As it is illustrated by the graph in **(table 16),** more than half of the students said yes to the idea which says that videos are better to understand oral English than the ordinary audio sound recordings and they were represented in a percentage of 70% and they had different explanations in which we can sum them up as follows:

- Videos contain audio/visuals and body language which helps the students understand more about the topic
- When the learners only listen to audio sound recordings, they start imagining and that doesn't help them concentrate, but when they watch videos they concentrate more.
- In videos, the learners are using eyes and ears but in audio recordings they are using ears only which doesn't help to focus better.

The participants who refused the idea were 30% and their reasons were listed as the following:

- It is better if the students listen to audio alone so they can focus on speaking itself.
- The audio part is more important than the visual one.
- The images of videos distract the student's concentration.
- Videos can make confusion in students' minds because of cultural differences.

17- Is the traditional method in teaching listening skills very helpful for the students nowadays?
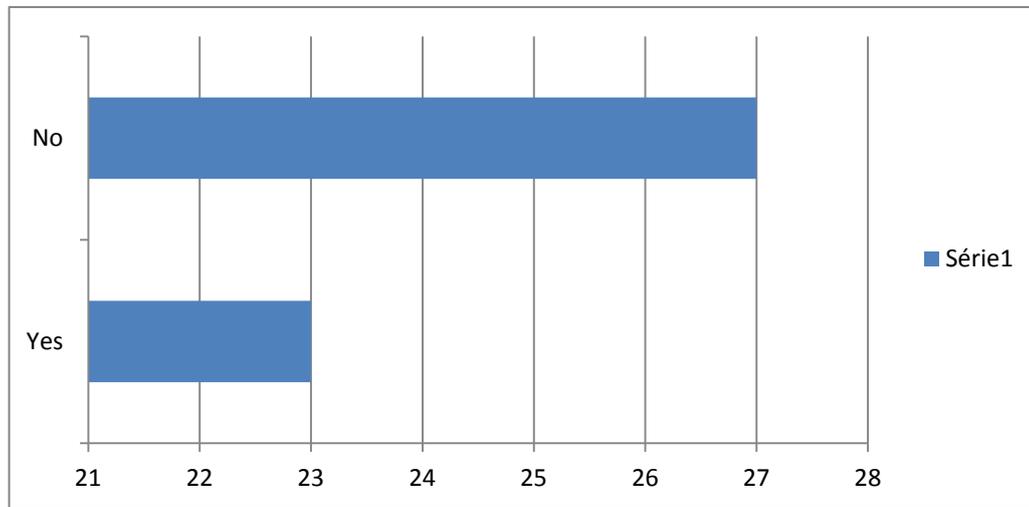
Graph 17: Traditional Method in teaching Listening Skills

Answers	Percentage	Participants
Yes	46%	23
No	54%	27

Table 17: Traditional Method in teaching Listening Skills

As it can be seen from the **(Table 17),** the percentage of the participants who accepted the idea and the ones who refused it is very close. The students who refused the idea that says that traditional method in teaching listening skills is very helpful are 54% and they stated a number of reasons which are listed as follows:

- Students need new methods to break the routine because they feel bored with the traditional method.
- Students are seeking interactive listening where they use technology.
- The new method is faster and more effective to learn English.
- The traditional methods cannot help the speakers to improve their level.
- Traditional methods don't make a new subject to discuss and the routine kills the learners' mood.

On the contrary, the participants who accepted the idea were 46% and they also had their reasons for that, those reasons are:

- Traditional methods are useful also because students enjoy doing role plays and talks.
- Using the traditional method makes students participate and learn at the same time.
- Traditional method gives the students self-confidence and make them can give more.

1.4.Discussion

The results found in this research work can be categorized into three main parts. The learners' familiarity with the use of internet, the learners' attitudes towards the use of YouTube videos in the educational field, and the learners' future hopes concerning the integration of YouTube videos in the educational settings.

First of all, the findings of our research showed that English language learners are familiar with the use of ICT tools since their use infiltrated every aspect in their lives: "With the growth of the Internet, a wide range of ICTs have transformed social relationships, education, and the dissemination of information" (Perron, Taylor, Glass, & Leys, 2010, p.68). The majority of the learners can access the internet all the time from different settings and use it for educational purposes. In addition to that, EFL learners seem to be familiar with YouTube as a concept and as a popular website that can provide them with all the types of educational videos they need. Most of them appear to be constant visitors to YouTube website and they access it as one of their most visited websites to be used for educational purposes. Furthermore, almost all the learners pointed out that they will be very motivated if videos are used in the educational setting and they believe that if videos were integrated in the classroom, they will interact more and participate in the sessions. They also consider that videos can be the reason for increasing the comprehension of the lesson content. Concerning the positive effect of using educational YouTube videos inside the classroom, most participants seemed positive towards this assumption and they agreed upon its usefulness in the classroom.

Most participants appear to be curious and positive towards the idea of considering videos as a good source for practising their listening ability and they have shown their interest to experience the use of videos in the classroom by the teacher as a teaching material. Videos have many advantages in the field of teaching, one of them maybe its ability to create a communicative atmosphere. Another advantage which is the videos' ability to cover the non-verbal communication and that will help the learners to comprehend better (Tarnopolsky & Degtiariova, 2003). Although most of the students have not experienced studying in laboratories, but they feel good about this idea since laboratories will provide an opportunity to study using certain equipment and learners are interested in using new technological tools in their studies. Compared to the printed texts, videos seem to gain the support of most of the students and the reason is their desire to break the routine and bring new things to the educational setting which - as they pointed out - will be fun and entertaining. Almost all of the students also believed that the use of videos can be a way to solving their pronunciation and intonation problems through the listening to the content of those videos which can contain native English speakers who probably will bring a correct form of clearly pronounced words. This would make the students imitate what they listen to and eventually turn to native like speakers.

Comparing videos with audio sound recordings, participants agreed that both tools are very helpful for understanding oral English with a bigger hope that videos would bring an additional help to them since they will be watching and listening at the same time. The traditional method have always been the usual way for studying concerning the participants and almost half of them were positive towards its usefulness concerning developing the listening ability. On the other hand, more than half of the participants were more opened to try new methods and they hoped to be able to experience new things in order to break the routine and witness methods that kill their boredom, plus their desire to integrate technological tools in educational settings made them want to discover modern methods.

2. Description of the Teachers' Questionnaire

Same as the students' questionnaire, this survey which is concerned with EFL teachers made for the purpose of introducing YouTube as an effective tool for education and also to investigate the teachers' attitudes and opinions about the use of YouTube

videos in the teaching of English as a foreign language. The questionnaire is divided into three sections. The first section is made to know the teachers' knowledge about this technological tool. The second section is meant to have an idea about the teachers' attitudes towards the use of YouTube videos in the educational settings. The third chapter is meant to find out the teachers' future hopes concerning the use of such technological tools in the process of teaching and learning the English language.

2.1. Participants

In order to investigate this subject, we have chosen seven teachers who may have an experience with oral expression module. The reason behind choosing specifically the oral expression module is because of its nature where teachers at some point are required to do activities that may require the use of some ICT tools. Teachers were selected randomly without taking into consideration their knowledge about the internet use.

1- Teachers' Age :

Choices	Percentage	Participants
20-25	29%	2
26-30	14%	1
31-35	29%	2
36-40	14%	1
41-45+	14%	1

Table 18: Teachers' Age
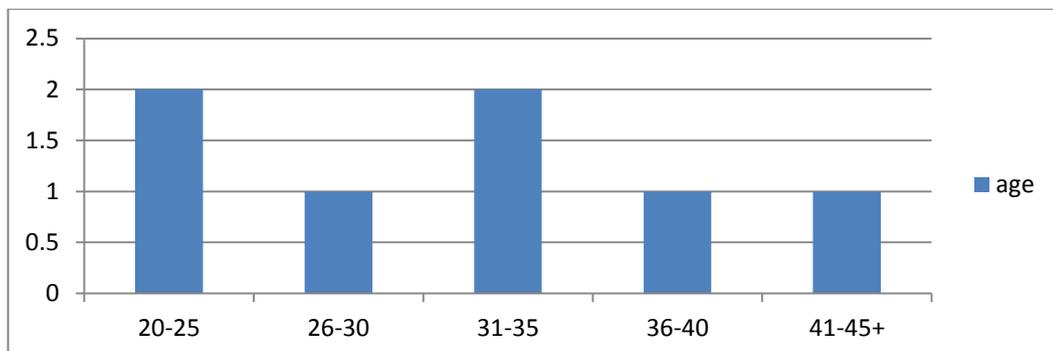
Graph 18: Teachers' Age

From what can be seen in **(Graph 18),** the range of teachers' ages varies from one another. The percentage as it is presented in the figure is divided into two parts, teachers whom their age is around 20 to 25 and 31 to 35 are 29% for each, on the other hand, teachers who are around the ages of 26 to 30 and 41 to 45 + are 14% for each which shows that there is a mixture between young and old teachers.

2- Years of teaching experience

Years of Teaching	Percentage	Participants
Less than 1 year	00%	0
1-4	29%	2
5-8	14%	1
9-12	43%	3
13+	14%	1

Table 19: Years of Teaching Experience
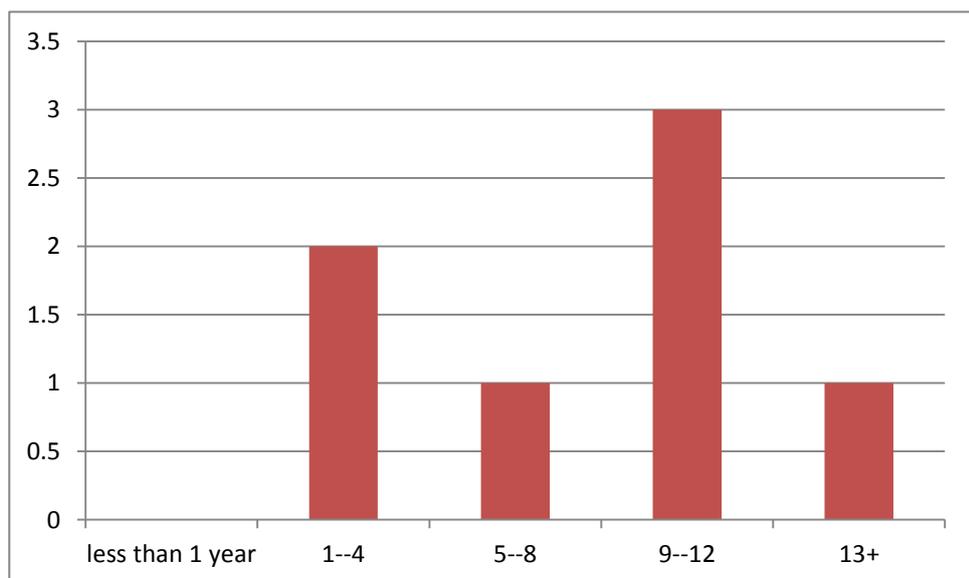
Graph 19: Years of Teaching Experience

As the **(Table 19)** illustrates, there is an increasing number of the teachers who have an experience of teaching between 9 and 12 years with a percentage of 43% followed by 29% of the teachers who have less experience between 1 and 4 years. Teachers who have 5 to 8 years of teaching experience are 14% and the same thing for the teachers who are teaching for more than 13 years. This shows the diversity of the teaching experience.

3- Currently teaching at level:

Classes	Percentage	Participants
First year	43%	3
Second year	43%	3
Third year	43%	3
Other	43%	3

Table 20: Classes of Teaching
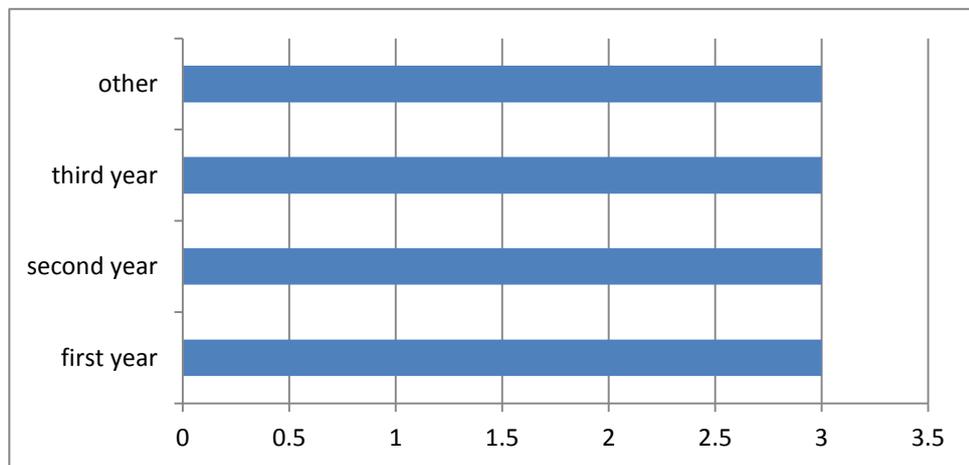
Graph 20: Classes of Teaching

The findings from this research indicate that all the participants are spread equally on the English classes and all of them are in touch with the English levels. 43% of the participants are teaching the first year, 43% of them also are teaching the second

year level of students, and the same percentage for the third year level. Another 43% of them are teaching the masters levels.

4- Are you familiar with the use of technology tools in your daily life?

Answers	Percentage	Participants
Yes	86%	6
No	14%	1

Table 21: Teachers' use of Technology Tools in Daily Life
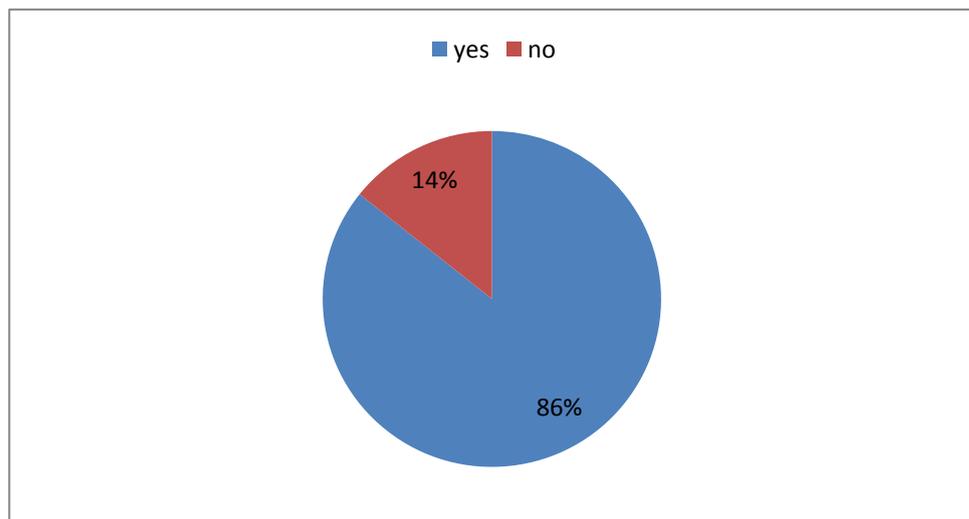
Graph 21: Teachers' use of Technology Tools in Daily Life

The findings that are obtained from the graph **(Table 21)** show that almost all the teachers are familiar with the use of technological tools in their daily life. It is shown that 86% of the teachers use ICT tools on a daily basis. However, 14% of the teachers appeared to have no contact with the technological tools in their daily life.

5- Do you have any kind of phobia towards the use of technology?

Answers	Percentage	Participants
Yes	29%	2
No	71%	5

Table 22: The Phobia of using Technology
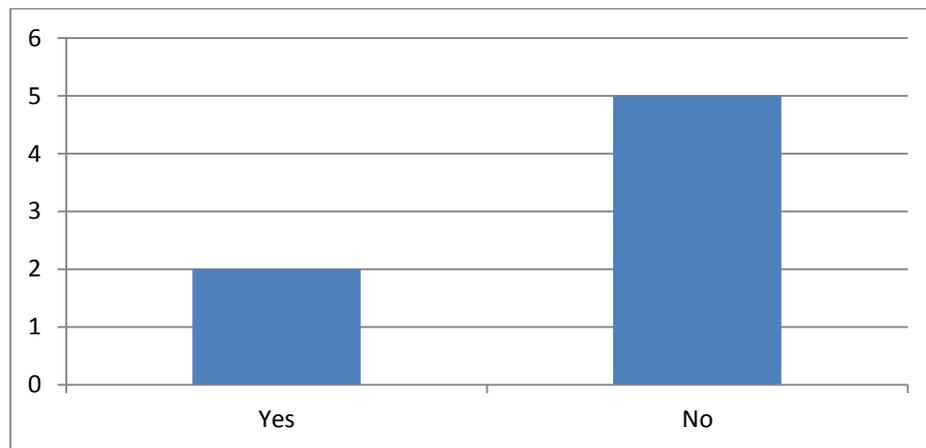
Graph 22: The Phobia of using Technology

According to the results that are shown in (**Table 22**), most of the participants seem to have no fear towards the use of technology whether in their daily life or at the work place or anywhere else. 71% of the teachers appear to be tolerant with the use of technology without showing any kind of phobia towards it and their reasons were summed up as:

- It is a natural part of life
- It is the era of technology, and we have to live the era with all its components
- Passion for new things especially the things that are related to technology because they facilitate life and improve it.

Only 29% of the participants shown their fear against the use of technology in their lives and seem to be scared of the use of ICT tools and we can sum up the reason for their phobia as follows:

- Being scared to plan to work with ICT tools (computer, datashow) and finding problems dealing with technical issues that may occur while presenting the lesson using those tools.
- Not being familiar with the use of technology tools.

6- Do you prefer to use technological material for language teaching inside the classroom?

Choices	Percentage	Participants
Yes	100%	7
No	00%	0

Table 23: The use of Technological Material inside the Classroom
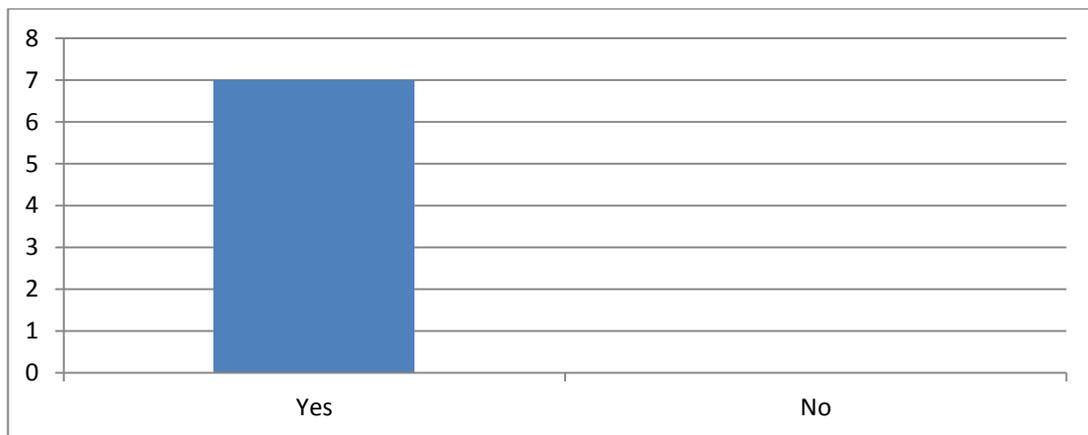
Graph 23: The use of Technological Material inside the Classroom

As it is illustrated by the graph in **(Graph 23),** all the teachers who participated in this survey welcomed the idea of teaching the English language using technological material in the classroom. 100% agreement is positive sign from the part of the teachers who have not showed any sign of refusing this idea and that proves that they are open to new thoughts or methods concerning the way of teaching.

7- Do you think that students will acquire best the listening skill through the exposure to a native speaker talk?

Choices	Percentage	Participants
Yes	100%	7
No	00%	0

Table 24: Practising through Native speakers' Speeches
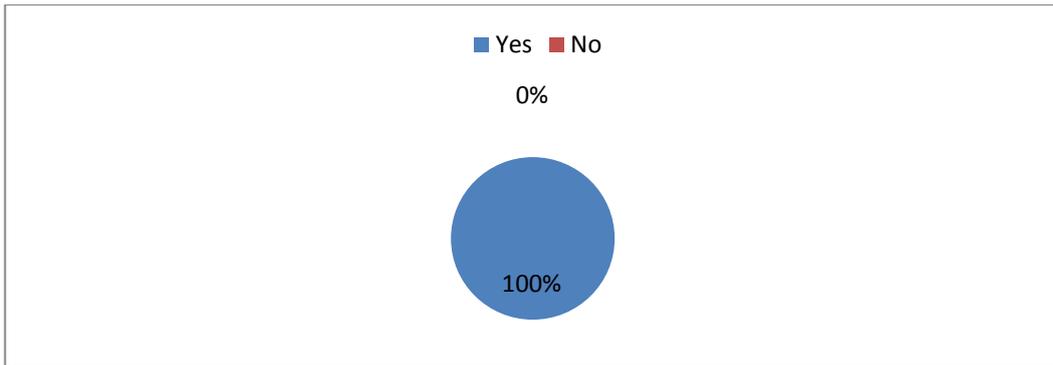
Graph 24: Practising through Native speakers' Speeches

As it appears in the graph **(Graph 24),** there is no doubt that all the participants agreed upon the idea which suggest that students will acquire best the listening ability through the exposure to a native speaker talk. 100% of the participants showed their support to this idea and they seem to be sure that it would make a positive difference in the study field.

8- Do you rely on technology while teaching listening?

Answers	Percentage	Participants
Yes	86%	6
No	14%	1

Table 25: Teachers' Reliance on Technology in Teaching
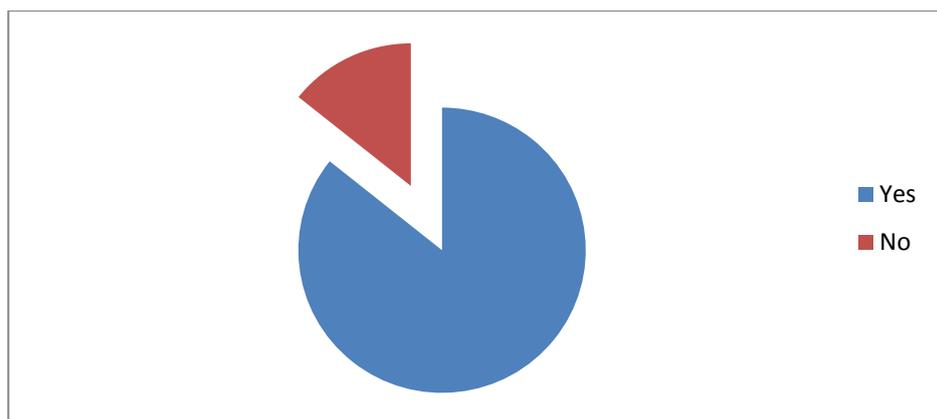
Graph 25: Teachers' Reliance on Technology in Teaching

According to the results shown in **(Table 25),** there is a significant percentage concerning the teacher participants who appear to be relying on the use of technological tool concerning the teaching of listening ability. There are 86% of the participants who approved to be ICT tools users in the work place. On the contrary, 14% of the participants denied the use of technology in the classroom.

9- What are the tools you usually use?

The tools	Percentage	Participants
Video	43%	3
Audio recording	71%	5
Podcasting	29%	2
PowerPoint	71%	5
Others	00%	0

Table 26: Teachers' Tools
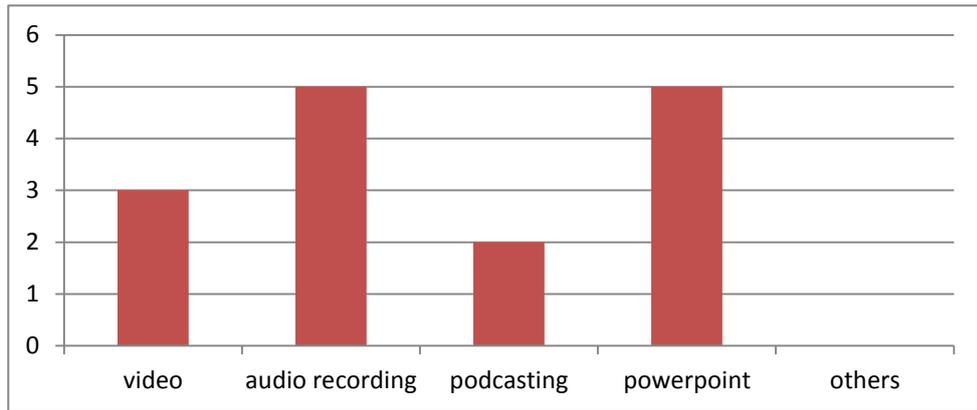
Graph 26: Teachers' Tools

      The findings from this research indicate that the teachers' choices of tools vary from one object to another according to what suits the nature of the lessons. The most used objects are audio recordings and PowerPoint with 71% for each, participants also chose videos as a suitable object for their use with 43% whereas the participants who have chosen podcasting are 29%, those tools are the usual ones which can be found in educational institutions.

10- Do you think that YouTube videos are a good source for teaching listening?

Choices	Percentage	Participants
Yes	**100%**	**7**
No	**00%**	**0**

Table 27: YouTube is good Source for Listening

As it can be seen in **(Graph 27),** there is a total agreement concerning the idea of using YouTube website and videos as a good source for teaching listening. 100% of the participants showed their support and said that YouTube can be considered as a good source for teaching listening and none of them refused this statement.

11- Do you think that students will be more interested in learning the English language if the teacher uses videos in English as a teaching material?

Answers	Percentage	Participants
Yes	100%	7
No	00%	0

Table 28: Opinions about the Use of Videos in Teaching
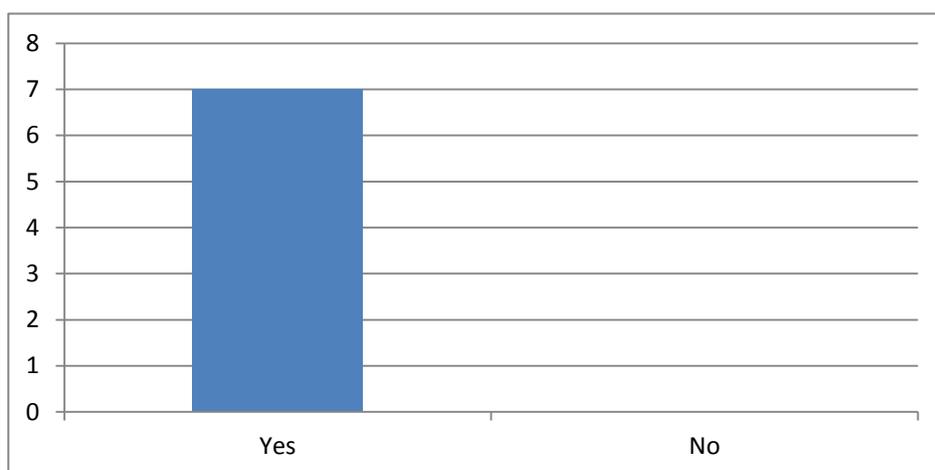
Graph 28: Opinions about the Use of Videos in Teaching

According to **(Table 28),** the graph illustrates that all the participants in the survey have the same opinion and think that students will be interested in learning is the teachers use videos as a teaching material. 100% is a proof that teachers know what interests their students and are sure that videos will attract the attention of the learners if

they are used as a teaching material and they explained how that happen through the following reasons:

- Students prefer to see something different than the material used generally
- It breaks the routine of blackboard.
- Putting the students in an authentic context where language is presented by native speakers is always a positive thing
- By doing so, the teacher puts the students in real life situation with conversations, dialogues or any other situation.

12- Do you think that teaching in the laboratories will ease your way helping the students work on their listening ability better than in the classroom?

Answers	Percentage	Participants
Yes	100%	7
No	00%	0

Table 29: Laboratories are better than Classroom
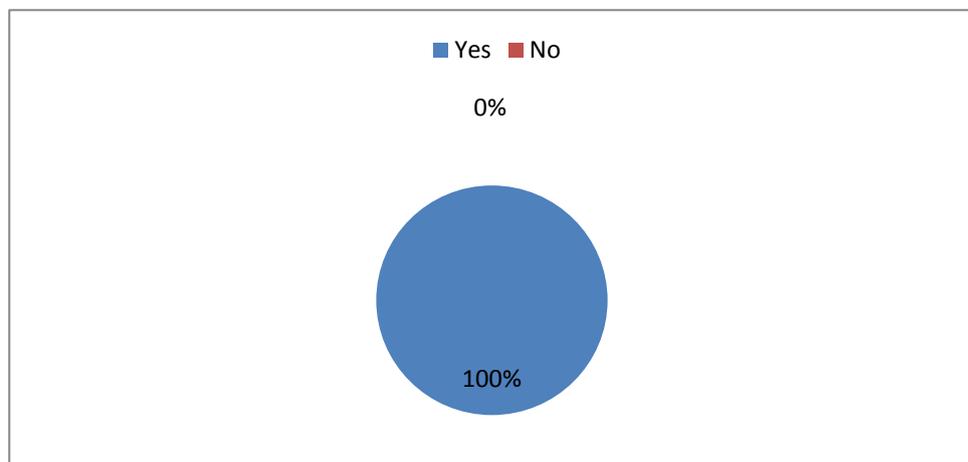
Graph 29: Laboratories are better than Classroom

The findings from the **(Table 29)** shows that all the participants think that teaching in the laboratories will ease their way in helping the students work on their

listening ability better than in the classroom with 100% acceptance of this idea, and they explained the reasons behind their choices as they are summed up here:

- Laboratories are more comfortable than classrooms.
- The laboratory creates a calm environment for students to focus on this skill and get rid of all the other distractions.
- Classrooms are good for discussing and role plays however in laboratories students are able to sit alone and use headsets in order to listening to videos or tape recorders so that they can focus on what is said.

13- Do you believe that using videos within the classroom lessons will be fun and entertaining more than using printed texts?

| Choices	Percentage	Participants
Yes	100%	7
No	00%	0

Table 30: Videos are more entertaining than Printed Texts
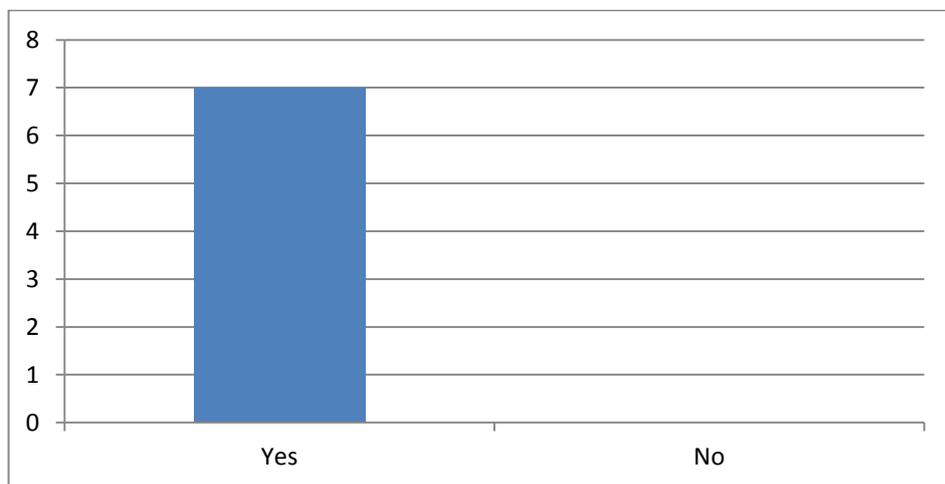
Graph 30: Videos are more entertaining than Printed Texts

As it can be seen from **(Graph 30),** there is an agreement concerning the idea that says that it would be fun and entertaining if the videos were used in the classroom

more than the use of printed texts. 100% of the teacher participants said yes to this statement and they provided reasons for their choices, those reasons are listed as follows:

- Videos are more fun especially if the teacher is clever enough to select an interesting material.
- Students will be exposed to native speakers and in both modalities hearing/seeing.
- Life context learning enhances creativity.
- Students will not be bored and be more vivid for interaction

14- Do videos in lessons help you improve your student's pronunciation and intonation?

Answers	Percentage	Participants
Yes	100%	7
No	00%	0

Table 31: Videos' improvement of Students' Pronunciation and Intonation
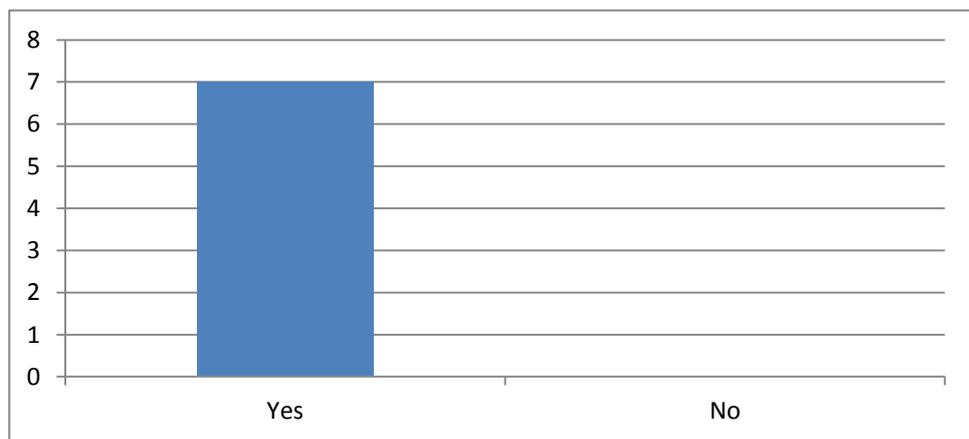
Graph 31: Videos' improvement of Students' Pronunciation and Intonation

According to **(Table 31),** it appears that all participants support the idea which says that videos help teachers improve their students' pronunciation with a significant

percentage of 100% of yes and 00% of no, the participants gave reasons for their responses which are presented below:

- Since students show their interest in such new material they concentrate more; hence they will imitate native speakers' intonation.
- It is a good practice for students and an opportunity to listen to natives.
- Students when dealing with videos they listen and watch or even the way characters in the videos move their lips can help them pronounce better.

15- Is the traditional method in teaching listening very helpful for students nowadays?
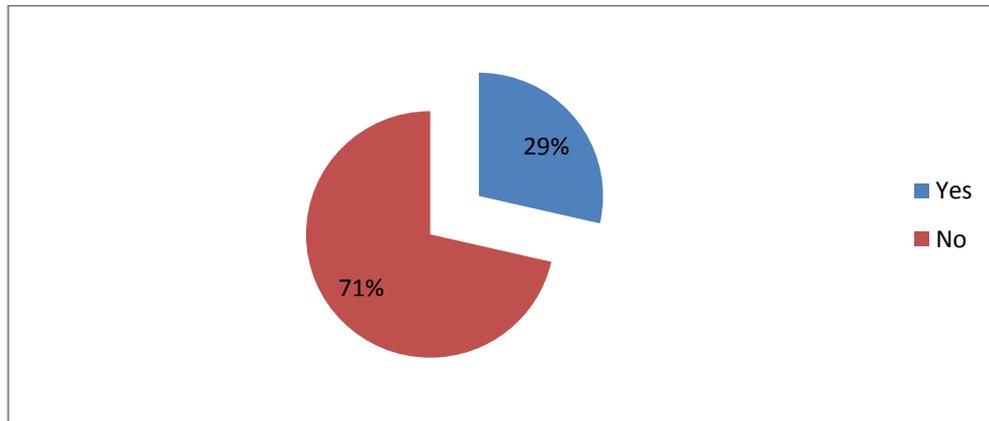
Graph 32: Traditional Method in Teaching Listening

Answers	Percentage	Participants
Yes	29%	2
No	71%	5

Table 32: Traditional Method in Teaching Listening

According to the findings in **(Graph 32),** it can be seen that more than half of the participants think that the traditional method is not very helpful for teaching the listening comprehension with 71% and they followed their choices with reasons which are:

- Modern student feel bored when the teacher use old materials but when the teacher uses a computer plus Datashow and project video they feel more interested in the lesson and thus they take much benefit.
- Students belong to the globalized era and they show interest towards its new tools
- Students are no more interested in printed texts, and the life style of this generation differs a lot from the previous one.

On the contrary, the participants who said that the traditional method is helpful are 29% and they also had a reason for that which is:
- If we choose well our subject, support them with audio files and role plays or games I think it will give good results.

16- Do you believe you need training for guiding students in the use of YouTube videos for practicing listening comprehension?
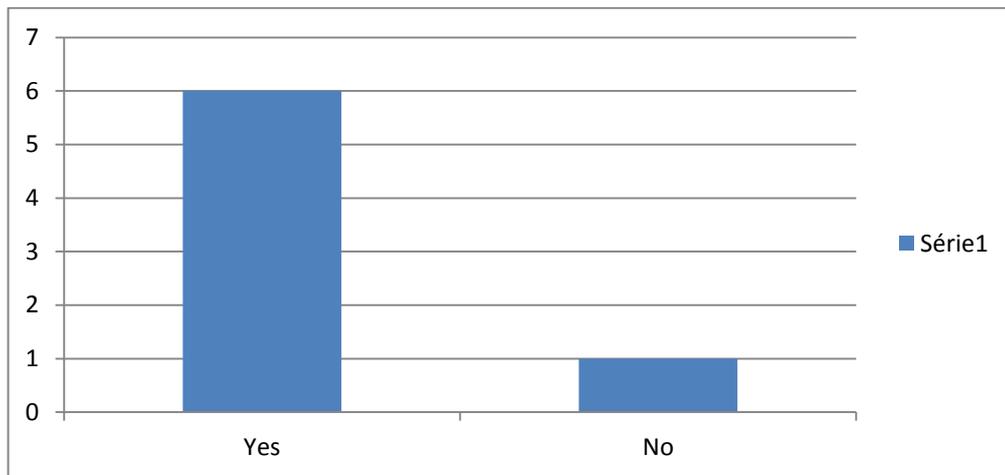
Graph 33: Teachers' Need for Training

Answers	Percentage	Participants
Yes	86%	6
No	14%	1

Table 33: Teachers' Need for Training

From what can be seen in **(Table 33),** it is clear that the majority of the participants think that teachers need to get a special training in order to guide their students in the use of YouTube videos in order to practise listening comprehension. 86% of the teachers said yes to this idea whereas only 14% of them said that they don't need training and refused this thought. The ones who said yes added a number of reasons which are summed up as follows:

- Training is always good; it gives you the opportunity to know many things
- Teachers need to know more about technology so they can face different obstacles.
- New strategies always need training.
- We all need little knowledge for good practice.

2.2. Discussion

The overall findings that appear in this survey which is made for the teachers show positive responses when speaking about the ICT tools in general and about the use of videos in specific even if there are some reservations from a small part of the participants concerning some of the details but the general opinions are promising and almost all participants are opened up to suggestions.

Firstly, what can be seen from the findings is that there is diversity in the age concerning the English language teachers and the mixture of age can be a positive thing. The majority of the teachers are in touch with ICT tools in general and with the internet and the World Wide Web in specific which means that they have a clear idea about them and their use. Additionally, more than half of the teachers appeared to have no fears concerning the use of technology and showed that they are ready to use it whenever the chance gets to them; in fact all of the teachers prefer to use technological materials while they are teaching in the classroom. Furthermore, participants think positively concerning the idea which says that students will acquire best the listening skill if they are exposed to native speakers' talk. Videos that contain native speakers are the best solution for teachers who want to help their students with the listening skill. Most of the participants also appear to be using some of the technological objects while they are teaching such as

PowerPoint, Datashows, and videos and this is a sign that the educational system supports modern ways of teaching.

Videos are a good source for teaching listening; this is what all the participants agreed upon confirming that the authenticity of the videos gives them the privilege to be a good source for teaching the students listening. All participants also think that using videos as a teaching material will attract the interest of the students and make them want to study and that because of the power of videos in putting the students inside the situation and make them live it, and also the videos ability to bring real life situations inside the classroom and this will break the routine that the students used to live in. Furthermore, findings show that all the participants feel that the laboratories are the best place for students to practise on their listening ability because classrooms have some weaknesses concerning this matter. Entertainment is one of the things that bring good atmosphere to the classroom and teachers need it and this is what the findings show, videos are the solution for the teachers to bring a funny atmosphere to the class.

Authentic materials such as videos are always the best way to improve the students' pronunciation and intonation. This is what the results of the participants showed and it appears that all the teachers agree on this point. YouTube, particularly speaking, is the most suitable source for the teachers.

> When you broaden the term You Tube to include the many specialized short video sites Teacher Tube, School Tube, Big Think, TED, hulu and the many how-to video sites you can find, in video, the entire range of human communication, from clueless kids babbling, to sophisticated discourse and dialogue, world-class creations, and deep debates and discussions (Prensky, 2010, p.2).

In other words. YouTube can provide all sorts of videos the teachers need in their process of English language teaching.

Most of the teachers agree that the traditional method is not very helpful for teaching the listening comprehension because people are living a new era and they need to modify their way of educating to what suits this new technological generation.

Teachers also admitted that they need special training concerning the use of YouTube videos inside the classroom and the reason for that is to get used to such a method and such an object for teaching. They think that learning and mastering its use will bring better results for both learners and teachers.

Conclusion

The results that have been found in this research can be divided into two main parts: EFL learners 'positive attitude concerning the use of videos to enhance their listening comprehension, and the positive points of view of the teachers concerning the use of such technology in the educational setting in order to improve their students' listening ability and bring a better feedback for the teachers. In this research, it was meant to be proved that the internet can provide learners with some beneficial tools in order to help them improve their listening comprehension. Through this simple field work, we have tried to investigate students and teachers' attitudes concerning the use of such technologies in the academic setting. By the end of this chapter, it can be said that the findings showed that the students seem to be very interested towards the use of YouTube videos inside the classroom for the reason to improve their listening comprehension. According to them, it is going to be a good experience and a good way to break the routine of the usual study. Teachers also showed their curiosity towards the use of YouTube videos inside EFL classes and they believe that videos can have a positive effect on the learners' listening ability and can also be a good helping tool for the teachers as well.

General Conclusion and Recommendations

General Conclusion

Alongside this work, we tried to talk about the widespread of the ICT tools and their affection on the globe. Internet is one of ICT's most affectionate tools which is invading every aspect in our lives, one of them is education. Also, we spoke about the use of YouTube videos in the teaching/learning process and we tried to prove that its use will promote EFL students' comprehensive listening.

This research was divided into two parts, the theoretical part and the field work. The theoretical part consists of two chapters in which the study was about the two variables of the topic. The first chapter concentrated on the listening comprehension variable in which it covered some aspects concerning that ability. On the other hand, the second chapter concentrated on YouTube videos as a second variable in this study. The field work was concerned about the data analysis of the teachers and students' questionnaires with the discussions of the findings.

Classrooms are the prime setting for EFL learners to learn the English language in Algeria. This setting could be the cause for certain limitations that learners may encounter. One of these limitations is the lack of laboratories where the students could learn through relying on their listening abilities. Another limitation which is the numerous number of the classroom members where the teacher feels obliged to shout while explaining the lesson and that may result a frustration for both the teacher and the learners, crowded classrooms make it hard for students to listen to the teacher or to each other and that is an obstacle that makes learners lack the motivation to be good listeners.

The investigation took place at Mohamed Kheider University of Biskra with both teachers and learners. The population was second year students of English language and the reason for choosing them was because they have oral expression module. The students were chosen randomly without any consideration of age, gender, or social status. The questionnaire was handed to them in order to know their attitudes towards the adoption of such technology such as YouTube website for enhancing their listening

comprehension. In order to support this investigation, another questionnaire was handed to seven teachers who taught or currently teaching oral expression module in order to get an insight about their opinions and attitudes towards the use of YouTube videos in the process of teaching and learning. The aim of this research was whether to confirm or reject the hypothesis that if EFL learners integrate YouTube videos while learning the English language, they will develop their listening comprehension.

The findings of the investigation showed that English language learners are interested in the use of internet tools like YouTube in their learning process since it represents to them a new way which they think it is going to help them in the educational setting and enrich their English language knowledge. The majority of the students are interested and curious about how can YouTube change the way of their learning and be presented to them as a new method of teaching them the English sessions. The research findings also revealed EFL teachers' acceptance and support concerning the use of the new methods which the technology provides to the teachers. Teachers think that YouTube videos could be a solution to many problems such as boredom and routine. However, the success of the use of this technology depends on the teachers' experience of using such tools and the way they guide the students through the use of its features. Through the review of the students and teachers' questionnaires, this study has made us sure that YouTube videos can be used as a new and authentic source for providing knowledge that learners can depend on for the purpose of gaining new information beside the teacher. YouTube videos can be a very useful way of practicing the listening ability for EFL learners and provide them with new and exciting methods of learning the English language.

To conclude, it can be said that the study of the topic of developing EFL learners' listening comprehension through YouTube videos using the descriptive method is not as good as can be expected, but the problem of the limited period of time forced the use of such method in order to obtain some results. The most suitable way for this topic is the experimental way. The limitation of time also prevented the use of interviews if we take into account that the interview's analysis is a time consuming. Another limitation faced this work which is the technical problems concerning the laboratories of the English department which led us to count only on the students and teachers' questionnaire in the field work without depending on the observation.

Recommendations

At the end of this research, it can be said that in order to be able to integrate the use of technology in the process of teaching and learning English as a foreign language, some conditions need to be addressed:

- Curriculum designers should be aware of the involvement of technology in the educational field and merge ICT tools within the curriculum.

- Laboratories should be provided for EFL learners to practise on their listening abilities.

- Teachers need special training concerning the use of ICT tools.

- Students should experience the use of some tools such as Overhead Projectors and Datashows more often.

- Opening channels in YouTube website in which teachers and students could interact through video postings and comments will be a good method for both teachers and learners.

Those technology tools would not be effective without taking the aforementioned qualifications into consideration

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Appendix One

Students' Questionnaire

Developing EFL learners Listening Comprehension

Dear students,

You are kindly requested to answer the following questions concerning the use of YouTube videos to enhance EFL learners' listening comprehension. this is not a test so there are no right or wrong answers and you don't even have to write your names, we are interested in your personal opinion, please give your answers sincerely, as only this will guarantee the success of the investigation.

General Information:

Gender: Male ☐   female ☐

Age: …………..

SECTION ONE: Background information

For the following items, please *tick* [v] the answer that best show your opinion

1. I access the internet:

a. [ ] always   b. [ ] very often   c. [ ] often   d. [ ] occasionally   e. [ ] rarely

f. [ ] never

2. I frequently access the internet from:

a. [ ] Home   b. [ ] Cyber net   c. [ ] University   d. [ ] other

3. When I access the internet, I usually visit:

a. Social media (Facebook, Twitter …) [ ]

b. Educational websites [ ]

c. Entertainment [ ]

d. News/Sport [ ]

e. YouTube website [   ]

f. other [   ]

4. I use the internet for educational purposes:

a. [   ] always   b. [   ] very often   c. [   ] often   d. [   ] occasionally   e. [   ] rarely

f. [   ] never

5. I visit YouTube website:

a. [   ] always   b. [   ] very often   c. [   ] often   d. [   ] occasionally   e. [   ] rarely

f. [   ] never

6. I use YouTube website for educational purposes:

a. [   ] always   b. [   ] very often   c. [   ] often   d. [   ] occasionally   e. [   ] rarely

f. [   ] never

SECTION TWO: Students' Attitudes towards Using YouTube Videos inside the Classroom

For the following items, please *tick* [v] the answer that best show your opinion.

1. Using videos inside the classroom motivates you:

a. [   ] strongly agree   b. [   ] agree   c. [   ] disagree   d. [   ] strongly disagree

2. Using videos inside the classroom increases your participation in the classroom:

a. [   ] strongly agree   b. [   ] agree   c. [   ] disagree   d. [   ] strongly disagree

3. Using videos increases your comprehension of the lesson content:

a. [   ] strongly agree   b. [   ] agree   c. [   ] disagree   d. [   ] strongly disagree

4. Watching educational YouTube videos inside the classroom has beneficial effect on learning English:

a. [   ] strongly agree   b. [   ] agree   c. [   ] disagree   d. [   ] strongly disagree

If you agree, How?

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5. YouTube videos are good source for practicing listening ability:

a. [   ] strongly agree   b. [   ] agree   c. [   ] disagree   d. [   ] strongly disagree

If you agree, How?

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6. It is helpful for students to practice English listening comprehension with computers using videos:

a. [   ] strongly agree   b. [   ] agree   c. [   ] disagree   d. [   ] strongly disagree

If you agree, How?

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SECTION THREE: Students' opinion on Future Learning Conditions

For the following items, please *tick* [v] the answers that best show your opinion.

1. Will you be more interested in learning the English language if the teacher uses videos in English as a teaching material?

a. [   ] Yes   b. [   ] No

How?

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2. Do you think that studying in the laboratories will help you more in practicing your listening ability better than in the classroom?

a. [   ] Yes   b. [   ] No

How?

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3. Do you believe that using videos within the classroom lessons will be fun and entertaining more than the printed texts?

a. [   ] Yes   b. [   ] No

Why?

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4. Do videos in lessons help you improve your pronunciation and intonation?

a. [   ] Yes   b. [   ] No

How?

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5. Do you think that videos in English lessons help you to understand oral English better than just ordinary audio sound recordings (CD, etc.)?

a. [   ] Yes   b. [   ] No

How?

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6. In your opinion, is the traditional method in teaching listening skills very helpful for the students nowadays?

a. [   ] Yes   b. [   ] No

 Why?

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7. State any further suggestions if there are.

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Appendix Two

Teachers' Questionnaire

Developing EFL Learners' Listening Comprehension through YouTube Video

Teachers' Questionnaire

Dear teachers,

You are kindly requested to answer the following questions concerning the use of YouTube videos to enhance EFL learners' listening comprehension. We are interested in your personal opinion; please give your answers sincerely, as only this will guarantee the success of the investigation.

Section One: Background Information

Please *tick* (√) the appropriate choices and provide the necessary information below.

1. Age: [   ] 20-25 [   ] 26-30 [   ] 31-35 [   ] 36-40 [   ] 41-45+

2. Gender: [   ] Female [   ] Male

3. Years of teaching experience

[   ] Less than 1 year [   ] 1-4 [   ] 5-8 [   ] 9-12 [   ] 13+

4. Currently teaching at level:

First year [   ] Second Year [   ] Third Year [   ] other [   ]

5. Are you familiar with the use of technology tools in your daily life?

[   ] Yes [   ] No

6. Do you have any kind of phobia towards the use of technology?

[   ] Yes [   ] No

Why?

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SECTION TWO: teachers' Attitudes towards Using YouTube Videos inside the Classroom.

For the following items, please *tick* [v] the answer that best show your opinion.

1. Do you prefer to use technological material for language teaching inside the classroom?

Yes [   ] No [   ]

2. Do you think that students will acquire best the listening skill through the exposure to a native speaker talk?

Yes [   ] No [   ]

3. Do you rely on technology while teaching listening?

Yes [   ] No [   ]

If yes what are the tools do you usually use?

a. Videos [ ]

b. Audio recording [ ]

c. Podcasting [ ]

d. PowerPoint [ ]

e. Others [ ]

4. Do you think that YouTube videos are a good source for teaching listening?

Yes [ ] No [ ]

SECTION THREE: Teachers' opinion on Future Learning Conditions

For the following items, please *tick* [v] the answer that best show your opinion.

1. Do you think that students will be more interested in learning the English language if the teacher uses videos in English as a teaching material?

a. [ ] Yes   b. [ ] No

How?

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2. Do you think that teaching in the laboratories will ease your way helping the students work on their listening ability better than in the classroom?

a. [ ] Yes   b. [ ] No

How?

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3. Do you believe that using videos within the classroom lessons will be fun and entertaining more than using printed texts?

a. [   ] Yes   b. [   ] No

Why?

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4. Do videos in lessons help you improve your student's pronunciation and intonation?

a. [   ] Yes   b. [   ] No

How?

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5. In your opinion, is the traditional method in teaching listening very helpful for students nowadays?

a. [   ] Yes   b. [   ] No

 Why?

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6. Do you believe you need training for guiding students in the use of YouTube videos
for practicing listening comprehension?

a. [   ] Yes   b. [   ] No

Why?

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7. State any further suggestions if there are.

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ملخص

تهدف الدراسة الى دور استعمال اليوتوب في تطوير الكفاءة السمعية بالنسبة لطلبة اللغة الانجليزية. الهدف منها أيضا هو معرفة أثر ادماج اليوتوب في عمليتي التعليم و التعلم. الغاية من هذا البحث أيضا هي معرفة ما الذي يربط يوتوب بالكفاءة السمعية و بأي طريقة يستطيع المساهمة في تطوير هاته القدرة. الفرضية تدل على مدى أهمية يوتوب بالنسبة لطلبة اللغة الانجليزية في دعم تطور قدرتهم في الكفاءة السمعية عن طريق توفير أفكار جديدة و طرق و تقنيات حديثة بالإضافة الى توفير لهجات متعددة منها ما هو غير متوفر الا في موقع يوتوب. من أجل تأكيد هاته الفرضية, قمنا بالاعتماد على الاستبيان عن طريق توزيعه على طلبة اللغة الانجليزية في جامعة محمد خيضر في بسكرة اضافة الى توزيع استمارة أخرى خاصة بأساتذة اللغة الانجليزية ممن يقومون بتدريس أو لهم خبرة في مجال مادة التعبير الشفهي في فرع اللغة الانجليزية. المعلومات التي قمنا بتجميعها و تحليلها من أجل معرفة ما اذا كانت النتائج تصبو الى سلبية أم ايجابية موقف الطلبة و الأساتذة على حد سواء تجاه الانترنت بصفة عامة, و استعمال اليوتوب كوسيلة لتطوير الكفاءة السمعية بصفة خاصة. هاته الدراسة يمكنها فتح المجال لطرق أفضل في التعليم و التعلم بالإضافة الى خلق مجال جديد في الحصول على تجارب جديدة بالنسبة للطلبة و الأساتذة .