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The Use of Educational YouTube Channels by EFL Learners to Boost their English Proficiency

The Case of First Year High School pupils

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
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Presented by

AMEUR MENAD Ikram

NEKKAB Yousra

Supervisor

Dr.MEDJDOUB Rima

Board of Examiners

Chairwoman :

Supervisor :

Examiner :

Dr. NOUICHI Fahima.

Dr.MEDJDOUB Rima

Dr LOUNIS Maha

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Dedication

In the name of Allah, the Most Gracious, the Most Merciful

I thank Allah for giving me the strength and capacity to accomplish this piece of work

Special dedications are due to:

My beloved parents, who have been my source of inspiration, who encouraged me when I thought of giving up, and who continually provide their financial and moral support.

My sisters and my brother

My grandma to whom I wish a long life

My sweet friends and relatives

All the nice people and the future researchers

My supervisor, for her patience, efforts, guidance, and support

Ikram AMEUR MENAD

Dedications

In the name of God, the Most Gracious, the Most merciful

All the prayers is to God alone, the Sustainer of all worlds

With deep love, I dedicate this humble dissertation to:

*My beloved family, especially my parents, who spend time praying and asking Allah
to help me,*

My sisters and my brother Haythem.

*I would like to thank them all for supporting me throughout my university studies,
and my accomplishment of this dissertation*

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supported me to finish this work*

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Abstract

YouTube has inserted changes in the educational domain and how both educators and learners teach and learn English as a foreign language. Mastering grammar, vocabulary, and language skills is considered the hardest task in any foreign language learning because they are regarded as a challenge for learners. The main aim of this research is to explore the effectiveness of using YouTube educational channels on EFL learners' English proficiency. The method used in this research is descriptive. To meet our aim, a case study was conducted at Mouhamed Seddik Ben Yahia High School in Chelghoum Elaid, Mila, in Algeria. Fifty first-year EFL learners and six English teachers were selected randomly as the sample that participated in the data collection process. Two research instruments were used to collect the data: a questionnaire that was addressed to the learners and an interview that was conducted with the teachers. After the analysis of the data, the findings revealed that most teachers use YouTube videos as a helpful tool to assist them in their teaching. Furthermore, the learners believed that the use of YouTube helped them a lot in boosting their proficiency level in English. Overall, the results of the study revealed that both teachers and learners support the use of YouTube inside and outside the classroom. All of them recognized the importance of using educational YouTube channels in the teaching and learning process. A number of limitations and recommendations were volunteered at the end of the study.

Keywords: Educational YouTube channels, EFL learners, English proficiency, high school.

List of Abbreviations

ICT: Information and Communication Technology

EFL: English as a Foreign Language

FL: Foreign Language

FLL: Foreign Language learning

Q: Question

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Résumé

General Introduction

Recently, information and communication technologies (henceforth, ICTs) have had a great influence on both the teaching and learning processes. In other words, ICTs have affected human life, especially in the last decades. They play a significant role in managing affairs in many fields such as politics, economy, industry, business, to name but these. The educational field is not an exception, namely teaching languages where PowerPoint presentations, audio-visual materials, online lectures are becoming in vogue. According to Hismanoglis (2012), “ bringing technology to the classroom will assist both teachers and learners to create good conditions in order to enhance the technology and learning process ”. Furthermore, the internet has provided websites like Facebook, Instagram, Twitter, YouTube, etc. which can host useful materials for language learners and teachers.

If we consider YouTube, it is a video sharing website, to which internet users get access to watch, upload or download videos. It does not only provide music, movies and talk shows but also lessons about grammar, vocabulary, pronunciation, writing, speaking and the like. Many language teachers have a You Tube channels to which they upload their own lessons and explanations. Therefore, employing such technologies offers teachers an opportunity to maximize pupils’ learning. We believe that through YouTube videos, pupils can fully engage in learning and be interested in developing their level in the target language. Sometimes educational videos can be as good as instructors in communicating knowledge and demonstrating techniques to boost the learning process.

When it comes to learning the English language, which is an international language, videos on You Tube can also lead pupils to develop their proficiency and

skills through the possibility of writing comments. In this line of thought, Tarnopolsky and Degtiarova (2003) maintained that videos offer opportunities for learners to listen, see and observe how native speakers act and speak. This obviously will help them to make much practice and ameliorate their level in English.

Indeed, it is our curiosity that pushed us to carry out this research in order to know how English as a foreign language (henceforth, EFL) learners can enhance their English proficiency, using educational channels on YouTube. We also seek to explore the issue of how videos improve the grammar, vocabulary, writing, reading, speaking and listening of the first year secondary school pupils.

1. Statement of the Problem

In order to achieve a high English proficiency, foreign language learners need to master various skills as well as a number of linguistic aspects such as grammar and vocabulary. Considering the wide spread of websites nowadays, YouTube is one of the resorts that provide more or less suitable conditions for EFL learning. Therefore, we try to explore the connection, if any, between the use of YouTube channels and proficiency in English among pupils. Thus, we want to see whether using YouTube channels are effective in developing learners' English proficiency among first year high school pupils or not.

2. Aims of the Study

Primarily, the present research aims at exploring the effectiveness, if any, of YouTube educational channels on EFL learners' English proficiency. Precisely, it aims to uncover how first year high school pupils use educational channels in order to enhance their vocabulary, grammar, speaking, listening, writing, speaking. Globally

speaking, this study's main objective is to find out new insights about the use of YouTube in language education.

3. Research Questions

In order to meet the afore-mentioned aims, the following research questions were set forth:

1. Do high school pupils and teachers use educational YouTube Channels to boost their learning and teaching of English?
2. If yes, how can teachers and learners benefit from them?
3. What are the attitudes of both teachers and learners towards those YouTube channels?

4. Methodology

4.1. Participants

Again, the current study attempts to probe into effectiveness of YouTube channels in language teaching and learning and it deals with first year high school pupils. Therefore, a sample of 50 pupils and six teachers of English were selected to contribute to the data collection.

4.2. Instruments

For the sake of answering the research questions, two instruments were used to collect the necessary data. First, a questionnaire was designed for first-year high school pupils. The questionnaire enabled us to inquire about the pupils' attitudes towards using YouTube channels, and their effectiveness, or the lack thereof, in enhancing their English proficiency. The second instrument is an interview that was

conducted with English high school teachers to investigate how they view the use of YouTube channels as a particular teaching aid and as a source for lesson preparation.

5. Structure of the Dissertation

This dissertation contains two main chapters. The first one is theoretical and the second one is practical. Concerning the theoretical part, it is divided into two sections. The first is about English proficiency. Chiefly, it addresses grammar, vocabulary and the language skills. The second section provides an overview about YouTube videos, types of YouTube videos, the use of YouTube in teaching and learning FLs, and the advantages and disadvantages of YouTube. Regarding the second chapter, which is the practical part, it details the adopted methodology, presents the data analysis and interprets the findings. It ends up with expounding the limitations of the study and advancing some recommendations.

Chapter One: Literature Review

Section One: English Proficiency

Introduction

Learning English as a FL requires competency in vocabulary and grammar as well as in the language skills (speaking, reading, listening and writing) in order to achieve good English proficiency. This chapter is devoted to defining what is meant by English proficiency, grammar, vocabulary and the language skills as well. It also sheds light on YouTube videos and how they can be beneficial for EFL learners in order to improve their English proficiency. Starting with, an over view of YouTube and its content is given followed by the types of YouTube videos and their use by EFL learners. Moreover, this chapter presents various strategies that enable teachers to use YouTube in the classroom. Finally, several advantages and disadvantages of YouTube are discussed.

1.1.1. English Proficiency

Learning another language can be challenging and involves a lot of efforts. Since English is one of the most widely spread languages globally, knowing the language is becoming a necessity for many learners. According to Manuel (2022), the third edition of EFLs' English Proficiency Index, ranks 60 countries and territories around the world by adult English proficiency. The report notes that:

Today, English proficiency can hardly be thought of as an economic advantage at all. It is certainly no longer a marker of the elite. Instead, it is increasingly becoming a basic skill needed for the entire workforce, in the

same way that literacy has been transformed in the last two centuries from an elite privilege into a basic requirement for informed citizenship (p. 12).

Rao (2016) emphasized in her study that proficiency equates with fluency, but there is a distinction between both of them. It is possible to be fluent without being highly proficient, as it is also possible to be highly proficient without being fluent. She further mentioned that when it comes to second language learning, a few major aspects of fluency lay in the prosody of the language, pronunciation, and the timing of dialogue. Fluency is impossible to attain without engaging in dialogue with a fluent speaker of the language. On the other hand, proficiency is the primary focus of your ability to understand and communicate precisely in the language. Proficiency is best practiced through reading and writing. Furthermore, “proficiency is regarded as a continuum” (James, 1985, p.2) which means proficiency can be considered as a scale of related skills of language slightly and continuously changing at each level. It is measured for an individual by each language, such that the individual may be proficient in English and not proficient in another language.

There is potential for a little confusion here because in this context ‘proficiency’ refers to a purpose for assessment, rather than the nature of the construct underlying the test. Read.J said that: “The testing of proficiency has long been recognized as one of the basic purposes of language assessment, along with placement, diagnosis, measuring progress, and the testing of achievement” (p.111). Proficiency assessment focuses on the learners’ ability to use the language for functional communication, especially in the areas of advanced education, professional practice, and employment.

1.1.2. Grammar

1.1.2.1. Definition of Grammar

According to Crystal (2004), grammar is the study of all constructs of meaning that is possible to make within sentences. The rules of grammar tell us how sentences are built. By one count, there are some 3,500 such rules in English. Generally speaking, learners feel that English is a difficult language as it has complicated grammar rules to master. Manuel (2022) maintained that, "Language is supposed to be a great highway, the words are the cars and trucks, but the grammar is the road signs and markings that tell the cars and Lorries where to go and how to drive." Similarly, assuming that a language is a building, it has been said that the words are the bricks and the grammar is the architect's blueprint. Even if one have a million bricks. Thus, being well-versed in the English language rules would facilitate one's ability to connect with people and express one's thoughts.

Grammar is defined as the "study or science of, rules for, the words into sentences (syntax), and the forms of words (morphology)"(Oxford Advanced Learner's Dictionary of Current English). Grammar, according to the Longman Dictionary of Current English, is "the study of use of the rules by which words take on new forms and are put together to make sentences. Grammar actually has multiple meanings and is 'multi-dimensional' (Batstone, 1994). It is usually believed to be a set of guidelines for selecting words and arranging words in a meaningful way. Obviously, Grammar exists in all languages.

1.1.2.2. Difficulties in Teaching Grammar

Teachers may have a difficult time teaching grammar since pupils do not comprehend its meanings or how to apply the rules when attempting to construct sentences. In other terms, teachers have found that most learners can memorize

grammatical rules precisely but struggle to put them into practice. Furthermore, when it comes to using grammatical terminology, too much explanation may be clear to teachers but leave learners groping for assistance. As a result, teachers encounter difficulties when trying to teach grammar to pupils who cannot all comprehend and apply the terminology in the field.

Choosing how many regulations to impart to the learners is another issue for the teacher. In order to avoid overwhelming pupils with too many grammatical rules and patterns, the teacher should choose those that have the greatest communication potential, because rules would make learning the language challenging and have a delaying effect on the learner.

Additionally, the pupils' general low proficiency level is another issue that most English teachers encounter regularly. Learners occasionally lack knowledge of the fundamental guidelines and structural Grammar rules that they should have mastered at earlier stages. In this situation, the teacher's efforts would be futile (a waste of time) and fruitless if he or she begins explaining a rule to the class without first determining their level. The teacher should start with the simpler grammatical rules before moving on to the more difficult ones in order to avoid this common issue.

1.1.3.Vocabulary

1.1.3.1. Definition of Vocabulary

Vocabulary knowledge is an important aspect of L2 acquisition; it is widely accepted as a fundamental component of L2 proficiency. Vocabulary can be defined as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neuman & Dwyer, 2009, p.385). There are many definitions of vocabulary according to the different views

about its nature and use. It is impossible to learn any language without learning and knowing its vocabulary. Vocabulary is defined in Longman dictionary (1995) as “all the words that someone knows or uses in a language.” Thornbury (2006) proclaimed that vocabulary refers to all words that a person knows or uses; that is, all the words in a particular language. The Oxford dictionary (2006) defines vocabulary as “all words that somebody knows or that are used in a particular book or subject or all the words in a language.”

1.1.3.2. Importance of Vocabulary

Because all language abilities depend on learning vocabularies, vocabulary knowledge plays a significant role in learners' success at school. Without words, communication is impossible. Thornbury (2005, p. 22) stated that "Words and expression also make up a significant portion of spoken language." However, it takes EFL learners a long time to learn all the necessary lexis. Learners cannot understand others or express themselves without a solid comprehension of words to convey their views and thoughts.

In effect, acquisition of lexical items relates to efficient reading and writing. With the simple statement, "With grammar very little can be conveyed; without vocabulary nothing can be conveyed," Wilkins (1972 as cited in Nurgun, 2010. p, 23) illuminates the importance of vocabulary study and use. According to Wilkins (1972), if you spend most of your time studying grammar, your English will not develop very much. Instead, one will show the biggest improvement if they acquire more words and expressions.

1.1.3.3. Types of Vocabulary

Vocabulary acquisition is one of the difficult processes that learners go through, because words acquisition requires them to distinguish between two kinds of vocabulary. According to Harmer (1991), in the language test, there are two kinds of vocabularies: active vocabulary and passive vocabulary

1. Active and Passive Vocabularies

Active vocabulary means the stock of words that a person actually uses in his own speech or writing. It is used orally or in writing by the learners. Passive vocabulary means the words that the learners recognize and understand when they occur in a context or those which the learners need someone to say something that help them recall those particular words. The learners usually find passive vocabulary in listening or reading materials. They find the meaning of the word when they read the words in a text and will know the meaning of the unknown word in the text.

To push further on these lines, Hibert and Kamil pointed out that “Receptive recognition vocabulary is that set of words for which an individual can assign meaning when listening or reading” (2005, p.3)

1.1.4. Language Skills

As English serves the purpose of international means of communication, most learners try to learn it. In this process, they have to acquire all the four basic skills of the language: listening, speaking, reading and writing. Listening and reading are called passive skills or receptive skills whereas speaking and writing are referred to as active skills or productive skill. Of note, reading and listening are regarded as passive or receptive abilities since learners do not try to produce anything; understand the messages being transmitted. By contrast, writing and speaking are regarded as active

or productive skills because the learners must construct their own sentences and utterances. They need extensive practice in order to have a good command of vocabulary, grammar, pronunciation, etc.

4.1 The Speaking Skill

4.1.1 Definition of the Speaking Skill

At the outset, it is worthy to note that ‘speaking’ originates from the Proto-Germanic term “sprek” which means the “act, power, and manner of speaking, statement, discourse, narrative, and formal utterance”, (Online Dictionary of Etymology). Nowadays, the word speaking refers to, among others, a language skill. In fact, the latter has been given a myriad of definitions by researchers in the field. Since many of them have approximately given the same ideas, we will only limit ourselves to three definitions which we think are worth mentioning and suit the purposes of the present study.

According to Hedge (2000, p. 261), “speaking is a skill by which people are judged while first impressions are being formed.” This means that speaking reflects people’s behavior, attitudes and feelings, and how they are judged according to these criteria. From this, we can understand the value of speaking and why it should be fostered in the EFL class. Other researchers like Brown and Yule (1983) defined speaking in terms of its function, i.e.; through interpersonal and transactional purposes. For the first concept, interpersonal means the use of language to establish social relationship with other people, for example greeting, making small talk and telling jokes.

Concerning the second concept, transactional purposes is based on information-getting, such as giving lectures and instructions and it is believed to be the most used by EFL teachers in their classes. Furthermore, Bahadorfar and Omidvar (2014, p. 9) defined speaking as “An art of communication and one of four productive skill”. Put otherwise, speaking is the ability to use language in a creative and imaginative way. This, of course, requires some basic skills from the speaker.

Drawing on these definitions, we conclude that speaking is used to handle different roles which all depend on the speakers’ intentions and objectives.

4.1.2 Importance of the Speaking Skill

The most crucial skill to develop when learning a second or FL is speaking. Speaking is considered to be the most crucial of the four essential language abilities for learning a foreign or second language. The followings show other elements that make speaking important in FLL. Hasan (2014) argued that, “speaking skill when it is mastered, helps individuals promote their feelings, self-esteem and realization as they feel happy when they realize that their messages have gone through” (p. 251). We do agree with this, because when learners have a knowledge repertoire at their disposal, and do practice them in different contexts and situations, they will become more fluent and will develop a sense of achievement, confidence and joy. Rao(2016) stated that:

Even if there are four other skills in the English language, speaking skills are the most effective one among them as a majority of communication is done through speech. Therefore, speaking skills are the most important method of communication. There is no doubt that proficiency in each skill is necessary to become a well-rounded communicator. (p .11)

In addition, Egan (1999) asserted that speaking can help learners perceive, persuade, hypothesize and interpret messages. This is also a very crucial point because it allows them integrate in real- life situations such as intervening in a conference, debate, participating in the classroom and so on, as well as gain the attention of the listeners. This can be confirmed by Wisker (2005) who says that learners who can communicate effectively in English will have chance to participate in debates and engage themselves in problem solving and creative thinking (cited in Singh 2013).

Furthermore, as stated by Baker and Westrup (2003), “learners who can speak English well may have greater chance for further education, of finding employment and gaining promotion” (p. 5). This is what we have noticed in some learners in the setting under investigation. They could carry on their studies abroad because their potential in English as a FL was quite appreciated.

The learners’ awareness about the importance of this skill, will likely pave the way to more fruitful results. From the aforementioned comments, arguments and real situational proofs, we recognize how important the speaking skill is in FLL. That is why, it should be given more focus, according to all FL practitioners.

4.1.3 The EFL Learners’ Problems in Speaking Skill

Ur (1996) identified four factors which are: inhibition, nothing to say, low or uneven participation, and the use of mother tongue. First, learners who are afraid of making mistakes, or fear of teachers or peers’ evaluation, will venture to speak in order to save their image, these are, according to us less risk takers. Second, some students simply do not want to speak because they have no motive to do it or because there is no reward. Consequently, there will be low or uneven participation. Third, learners who work in groups tend to use their native language because it is easier for

them to accomplish the task given by the teacher. According to Singh (2013), students' lack of confidence is one of the factors that impede them to be fluent in English. In addition, Harmer (2007) shares the view of Ur and states that students are hesitant and avoid speaking because they are shy and do not have the habit to speak in front of other people. This situation more or less summarizes the one under investigation as most of our EFL learners tend to keep silent during an oral speaking session; thus, the class atmosphere turns to be mournful and unproductive.

4.1.4 Oral Fluency

Oral fluency, according to Richards and Schmidt (2002), is the capacity to effectively convey concepts through speaking continuously without impairing comprehension. English language learners should be conscious of when integrating themselves in dialogue. On his part, Thornbury (2005) contended that speaking fluently involves a certain level of automaticity as well as the ability to store lexical chunks in memory. In this line of thought, Hedge (1993) contended that the term "fluency" in ELT came to mean two different things. The first definition is comparable to that provided by Chambers Concise Dictionary, which refers to fluency as "the capacity to speak and write a specific language competently and sentences fluently, without strain, improper slowness, or excessive hesitation (p. 275). In other words, both speaking and writing are engaged in the first definition, which has a direct connection to language production. The second definition, however, is pertinent to speaking only. Bataineh (2014) asserted that:

Fluency means comprehending and producing a language effectively with proper pronunciation, using language with creativity and wide imagination, using language structure accurately, having lexical accuracy, being competent

in the paralinguistic aspects, using authentic English within its culture, decoding and encoding oral messages (p. 91).

4.2. The Listening Skill

4.2.1 Definition of the Listening skill

Listening is one of the language skills and it is crucial for learners to acquire it. The pupil can understand and analyze what the speakers say by listening attentively. Listening as a skill has been defined by many researchers. For example, Hamouda (2013) defined it as the ability to recognize and understand what others are telling. This process includes understanding a speaker's pronunciation, the grammar and vocabulary as well as grasping the meanings. Brown (2006) asserted that listening helps people process the information they have received. Primarily, listening involves paying attention to the speaker and attempting to decipher what is said (Underwood, 1989). It goes without saying that the ability to listen is a component of communication since it allows us to express our ideas to others. Rost (2009) argued that listening is an active and important mental ability. It aids individuals to understand the world around them and is one of the necessary elements in creating successful communication (Pourhosein, Gilakjani & Sabouri, 2016). Another definition assigned to listening is the one offered by Brown and Yule (1983) who linked it more to the teaching environment; he stated that:

Listening comprehension could mean that a person understands what he has heard. However, in EFL teaching, it often is taken to mean that the listener can repeat the text, even though the listener may reproduce the sound without real comprehension (p. 58).

4.2.2. Importance of Listening skill

It might be claimed that learning a new language should focus mostly, at the beginning, on listening. Encouraging learners to ameliorate their listening comprehension leads to a greater acquisition of the other language abilities, which in turn leads to the acquisition of the target language. It seems logical that one cannot properly deliver an output (talk) without understanding the input (listening comprehension).

Of the four language skills, listening is the one that is most commonly employed (Scarcella & Oxford, 1992). Listening is the primary means by which received ideas and information are taken in (Devine, 1982). Rivers and Temperly (1978) stated that pupils spend 45% of their time listening, 30% talking, 16% reading, and only 9% writing when dealing with a variety of activities. According to Gilbert (1988), from kindergarten through high school, children devote 65–90% of their communication time to listening. For Wolvin and Coakley (1988), listening takes up more time than other verbal interactions both within and outside of the classroom.

Moreover, the cognitive processes that determine output and boost oral proficiency rely on listening. According to Rubin (1995), “For second language/FL learners, listening is the skill that makes the heaviest processing demands because learners must store information in short term memory at the same time as they are working to understand the information” (p. 8). Furthermore, she continued to explain, “Whereas in reading learners can go over the text at leisure, they generally don’t have the opportunity to do so in listening” (p. 8).

4.2.3 EFL Learners ‘Problems in Learning Listening Skill

Pupils often find difficulties in learning listening skills. The first difficulty is to distinguish sounds. Distinguishing specific sounds and word boundaries in the stream of speech is one issue that pupils face. For example, English learners might not be able to distinguish between words like “there”, “their”, and “they’re” at the beginning of their learning journey. As a result, they cannot interpret the sounds accurately.

The second issue for learners is the challenge of drawing conclusions from the listening text. Making inferences is more challenging for learners than just identifying information in the passage (Graham, 2006). Learners are unaware that mere listening is insufficient since they need to process what they hear as they hear it.

The third issue is the limited vocabulary of the learners which makes it difficult for them to determine the meaning of many words while doing listening exercises. This impedes their understanding of the content. Many learners of FLs encounter the issue of falling behind while attempting to decipher meanings of key words (et al., 2020). As a result, they become unable to understand the next content in the listening passage.

The fourth issue faced by learners while listening to audio materials in the FL is the difficulty to concentrate. It is caused by some factors. One of the factors is that the learners are not interested in listening to materials. Another factor is the unfamiliarity with the sounds, words and sentences. When the learners are not interested or are not familiar with the materials, they will consider that the materials are difficult. As a result, it is hard for them to concentrate on the delivered ideas and information. It is tiresome for learners to concentrate for the sake of interpreting unfamiliar sounds, words, and sentences for long periods (Hamouda, 2013).

4.2.4 The Goals of Listening Comprehension Lessons

According to Paulston and Bruder (1976, as cited in Pourhosein Gilakjani & Ahmadi, 2011), listening comprehension lessons have certain goals and all teachers and learners should be aware of these goals. They are as follows:

- a. Listening comprehension lessons should be carefully and gradually planned. Listening activities should progress from the simple to the more complex while learners' language proficiency improves.
- b. Learners should be required to participate actively in listening comprehension lessons. It is the learners' written response to the listening comprehension material and the quick evaluation of performance that can maintain the learners' interest and motivation.
- c. Interactive activities are necessary for remembering in order to build attentiveness during listening comprehension sessions. Giving the pupils a writing assignment before listening to the information will help them remember what they were exposed to.
- d. Conscious memory tasks should be the main emphasis of the listening comprehension lessons. Reinforcing recall in order to boost memory capacity is one of the listening session goals. Listening is receiving and receiving calls for thinking which, in turn, calls for memory. Put otherwise, listening, thinking, and remembering cannot be separated in this case.

4.3. Reading comprehension

4.3.1 The Definition of the Reading Skill

Like speaking and listening, reading is an essential skill for EFL learners. It is an essential skill not only to ensure success in learning English, but also in any content subject. With boosted reading skills, learners will make greater progress and development in all areas of learning. Patel and Jain (2008) stated that reading is understanding the meaning of printed words i.e.; written symbols. It is an active process which consists of recognition and comprehension of written/typed materials. It is also an important activity in life with which one can update his/her knowledge.

According to Baier (2005), reading comprehension is the meaningful intersection of one's schema—what one already knows—and the text's meaning—what the text is about. Furthermore, it is a cognitive process that involves more than just the ability to read: it also involves the deliberate intellectual activity of drawing meaning from the text. Indeed, it extends beyond the capacity to discern each and every word in the passage since it demands decoding and constructing meanings from a mix of unfamiliar and well-known words. Richards and Schmidt (2002) explained that the sub-skills necessary for effective reading include: identifying main concepts, comprehending sequencing, recognizing precise details, drawing conclusions, making comparisons, and creating assumptions when teaching second and FLs especially to adults.

4.3.2 Strategies of Reading

Reading is an integral part of academic (and non-academic) contexts. Apart from the essential linguistic requirements of the reading process (e.g.; vocabulary and grammar), there are reading strategies that are also needed. Brown (2007,p.119) defined strategies as the ""specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and

manipulating certain information." The strategies that are used by learners to achieve specific purpose and handle certain data while reading texts are explained below.

a. Skimming

Skimming is the practice of quickly reading to get the main points of a passage. It enables readers to anticipate the passage's goal, principal theme or message, as well as some of the emerging or supporting concepts (Brown, 2001). In other words, skimming entails the quick scanning of the content to get a general idea of it. While skimming, it is not necessary to reading every word. Instead, the learners might read only: the titles; section headings; and bolded, italicized, or underlined words, etc.

b. Scanning

Scanning is a reading technique that is used to extract specific information from a particular text. It teaches learners to scan a text fast for a particular piece of information (Grellet, 1981). It also allows learners to practice fast reading especially if they want to focus on a certain point without being obliged to read the entire chapter or book, etc. In other words, they do not need to read the entire text word by word; instead, they skim it for key information like names, dates, and statistics and take notes.

c. Inferring

Undoubtedly, the ability to understand the meanings of words in a written context is necessary to grasp the meaning of the entire material. This requires readers to know the multiple meanings a word may convey, to possess a rich vocabulary and, equally important, to infer meanings of unknown words from their context. "When

drawing inferences, readers create mental models of the context and occurrences” (Cain, Elbro & Oachill, 2015, p. 38). In other terms, they try to construct an interpretation of the new elements they encounter on the basis of the surrounding ideas and concepts in the text. Furthermore, depending on how well they comprehend/interpret what they read, they may draw a variety of conclusions.

4.3.3 The EFL Learners’ Problems in Reading

In teaching and learning the reading skill, there are a number of problems which need to be addressed.

a. Reading comprehension

Among the issues that stand in front of understanding a text are: background knowledge, cultural familiarity, and text type. By background knowledge is meant the learners’ familiarity with the topic and the world. When reading a material, pupils who lack background information find it difficult to comprehend what is written since they are unsure of its subject matter. While incorporating new information from a text into his/her existing knowledge, a reader draws on his prior knowledge to formulate his/her interpretations. Moreover, reading comprehension is impacted by cultural variances. Reading difficulties result from the learners' lack of understanding of the FL culture. Reading texts can also be difficult if one does not have a sufficient understanding of text types. The type of a text depends on its purpose, structure and language features. One of the most commonly used classification text materials is that one based on text’s purpose and meaning. In this classification, there are three main categories: expository texts, narrative texts, and argumentative texts

b. Limited Vocabulary

If the learners do not have a rich vocabulary, they may find it challenging to understand: super ordinates, synonyms, antonyms, and homonyms. Out differently, learners struggle to understand a text fully due to a vocabulary deficit. Usually, learners face also issues with technical language when dealing with scientific texts. The advice is that EFL learners must be able to recognize a large amount of the lexical items in order to accomplish their reading tasks effectively (Paren, 1996 as cited in Harmer, 2003).

c. Complex and Long Sentences

According to Chawwang (2008), complex sentences are sentences that contain many clauses or reduced clauses and abstract concepts. Harmer (2003) said that: "texts with longer sentences will be more difficult to understand than shorter sentences". This true especially with beginners but learners from advanced levels can deal easily with the long sentences.

4.4. The Writing Skill

4.4.1. Definition of the Writing Skill

One of the myriad definitions given for writing is the one advanced by Nunan (1999, p.234) who considered it to be a "complex, cognitive process that demands sustained intellectual work over a significant amount of time". The writer must develop ideas, organize them, and present them in an accurate way to avoid ambiguity. Moreover, the writer must select from a variety of complex grammatical devices and must pay attention to the selection of vocabulary. To vary the style, the learners writer should also bear in mind the type of the text, topic and the audience

he/she is addressing and this will determine his/her choice of the grammatical patterns, sentence structures, and stylistic figures(Hedge, 2005).

Of note, writing is not a skill that comes naturally or is learned quickly. Nunan (1999, p. 271) confirmed that it is "possibly the most difficult thing to perform in language". While speech enables the speaker to make use of numerous tools to transmit the message like body gestures, facial expressions, pitch, hesitations and stress; the writer is not able to communicate his/her ideas using such paralinguistic features. In case misunderstanding occurs, the writer is unable to clarify his/her ideas, rewrite or organize them (Hedge 2005).

4.4.2. Learners' Difficulties in EFL Writing

Frequently, learners struggle with deciding what to include, where to begin, how long to make their pieces, and how to organize their paragraphs. The issue appears when learners overstate concepts, elaborate on pointless ideas, keep repeating arguments, insert unnecessary/numerous details which all would create unappealing pieces of writing.

Another issue that learners face when writing is meeting the demands of cohesion and coherence. The use of connectors and signal words to direct readers toward arguments and examples might be problematic for EFL learners. For Khuwaileh and AlShoumali (2000), the absence of logical connectors of sequence causes a composition's phrases to appear like a list of sentences, which drives the production to lose its true meaning. Several academics link the problem of connectors to the syntactical errors and proficiency issues. Often, these issues are related to verb tenses, subject-verb agreement, and verb construction. According to Tahaine's (2010) research, syntax and grammar mistakes are the most common ones that are committed

by Arab pupils when crafting a piece of writing. To produce an interesting piece of writing, the learners must organize his/her thoughts, use supporting details, and insert connects where necessary. The other challenge is to avoid mistakes be they related to the grammar and vocabulary or to the writing mechanics.

Section Two: An Over View About YouTube Videos

1.2.1. Historical Background of YouTube

First and foremost, YouTube is a video sharing website that enables users from different countries across the world to watch, like, comment, share and create videos on specific issues. Those who start their own channels can upload an enormous number of videos to them. The official address of YouTube is : www.youtube.com. It has more than one billion visitors every month (Silvianti, 2014). This website includes many types of videos in fields like: medicine, history, entertainment, blogs and education, to name but these. Through the daily use of Web 2.0, people are allowed to access YouTube.

According to Watkins and Wilkins (2011), YouTube.com is a free online website on the internet that affords to store and display online video clips for watching and sharing. Of note, YouTube was launched for the first time in February 2005 and it was created by three former employers in PayPal: Steve Chen, Chad Hurely and Jawad Karim. It is in November 2006 that YouTube was bought by Google INC (Shafaei&Najati, 2009).

Since our dissertation is concerned with the utilization of YouTube to learn/teach EFL, we decided to use the term “YouTube” and the phrases “YouTube channels”, “YouTube videos” and “YouTube educational channels” to mean one

thing which is: YouTube English teaching channels. This is to meet the purposes of the present research with practicality.

1.2.2. Types of YouTube Videos

You Tube contains a massive number of videos in several domains. If used appropriately, many channels available on this website can be beneficial for EFL learners because they explain the content, encourage learners to prepare for their exams and revise their lectures in effective ways. Sherman (2003) identified two types of YouTube videos.

1.2.2.1 Fiction Videos

This type of videos is based on imaginary events or people that do not exist in reality, for instance, action films, drama series and sketches. The internet users may choose among a variety of drama series with or without subtitles to improve their listening and enrich their vocabulary. In other words, drama series can be both motivating and inspiring for EFL learners since they can learn English and enjoy themselves at once.

1.2.2.2 Non-fiction Videos

This type of videos can be defined as those that represent real life situations such as documentaries, talk shows, sport programs and educational channels.

a Documentary Films

Generally, documentaries show the connection between humans and their environment, and they are often structured around the way in which people are

affected by the system, processes, and the political events of the societies they are a part of (Hart, 1992).

Documentary films are significant resources for both teachers and learners in that they may help pupils to receive and exchange thoughts, ideas and build their own perceptions of the world. (Sherman, 2003), reported that documentary films are “highly planned programs which present facts and opinions about single subjects”.

Adapting such a tool in the classroom can enhance learners’ cultural knowledge and language proficiency at the same time, because documentary videos have educational values which are becoming increasingly a rich source for scholars, teachers and learners. In addition, documentaries rely on the use of formal English which means that EFL learners will learn the right use of grammar, vocabulary and ameliorate their language skills. However, learners may face some difficulties with this type of videos on YouTube because of the lack of guidance from their teachers.

b Educational Videos

Among the interesting channels on YouTube is the educational ones that involve numerous videos dealing delivering lessons in different subject matters delivered by tutors and You tubers. They enable EFL learners to prepare, revise or even create their own videos depending on their field of study such as: philosophy, languages, Mathematics, etc. Each field of study has a particular channel. Qiao (2013) stated that “YouTube has facilitated the learning process by adding a new dimension to the existing system– sometimes we are unable to understand things from one teacher or blogger, in this case YouTube gives us pocket full option of educators”. The main purpose of language learners behind watching these channels is to improve their language skills and acquire new words which allow them to write paragraphs,

express ideas and articulate words clearly. Moreover, those videos can reinforce learners' listening and speaking skills.

1.2.3 .YouTube Videos in EFL Learning

Obviously, the incorporation of a new media tool like YouTube has inspired learners and teachers to make English language teaching-learning more fruitful. YouTube can be used by both teachers and learners as a medium for learning various subjects such as English. Grigoryan (2018) claimed that learners learn the language effortlessly and with collaboration and motivation when they use new media tools. Belbay and Kilis (2017) found that learners benefited from language degrees only by using videos on YouTube channels. Educators continually seek innovative ways to make use of multimedia materials in their work so that to engage their learners in interesting activities and create varied learning environments.

Again, YouTube offers new opportunities for EFL learners during their language learning journeys. The channels that are available on this platform are mostly useful for learners to acquire new vocabulary and master grammar. It also gives learners the chance to be exposed to the language produced by native speakers. Moreover, YouTube increases learners' autonomy and enhances online learning as it did in the covid-19 pandemic era. Hidayati and Listyani (2010) mentioned that the characteristics of autonomous learning are: independence of authors, self-confidence, discipline, and owning a sense of responsibility. Mainly, using YouTube in the online learning mode makes pupils more interested in their study. In addition, YouTube videos can be used as a component of an active learning strategy that can appeal to a broad group of learners who take the way along to expert proficiency (Loyan, 2012). Besides, YouTube videos play important roles in collaborative learning. Terantino

(2011) believed that YouTube facilitates collaborative language learning because they permit EFL learners to share videos and discuss the content with each other. They may, furthermore, leave feedback in the form of comments in order to share knowledge with other learners all over the world. Last but not least, all of this can pave the way for them to think, design and produce other videos collaboratively which they present before or during the classroom.

1.2.4. Techniques of YouTube Videos in Teaching

Duffy (2008) maintained that YouTube is a means to be used in education; its usage has progressed quickly as an educational source. In fact, the use of YouTube videos is mainly based on the teachers' creativity and skillfulness in selecting the correct approach that suits his/her learners and aid them to have a good command of English. For that sake, Wately (2012) stated two techniques which are explained below.

1.2.4.1 Caption vs. no Caption

Caption is the process of introducing the video with subtitles, while no caption is the process of introducing the video without subtitles. Since the target population of this study is first year high school pupils, the former would be more appropriate for them. Clearly, the use of subtitles can be beneficial when learners are exposed to a video in the FL. Harmer (2007) argued that the application of subtitles allows learners to listen carefully and learn new words.

1.2.4.2 Short Sequence vs. Whole Sequence Videos

The teacher has the liberty to use short or whole sequences of videos to be presented to the learners. In fact, the majority of the teachers tend to utilize short

sequences (clips) which are helpful for boosting EFL learners' language proficiency. Here, the teacher has enough time to give exercises and test his/her learners' attainments. Hence, bringing a short sequence of a video to the classroom can improve learners' English.

1.2.5. Advantages and Disadvantages of YouTube Educational Videos

1.2.5.1. Advantages

The most significant advantages of YouTube videos are mentioned below.

a. YouTube to Motivate Learners

YouTube is one of the well-known sources used by EFL learners. Jane et al., (2014) claimed that even less achievers feel interested in the lessons and motivated to interact when audio visual aids are used in the classroom. Certainly, videos allow learners to, at once, learn the language without much cognitive load and have fun. Stenpleski (1990) stated that "children and adults feel their interest quicken when language is experienced in a lively way through television and video, this combination of moving pictures and sound can present language more comprehensively than any other teaching media". Consequently, YouTube platform can be regarded as a motivating factor for EFL learners.

b. YouTube to Teach Grammar and Vocabulary

It is an open secret that numerous YouTube videos explain grammatical rules and vocabulary items for the EFL learners. Learners cannot communicate their thoughts clearly and effectively without good knowledge of vocabulary. YouTube videos are perceived as a source of practicing lexis due to the large number of educational channels that present spoken language with different styles in various

contexts. Moreover, second language learners need to work on enriching their vocabulary repertoire in the long-term; obviously, this is not a short-term goal.

Regarding Grammar, it is the knowledge of the norms of the structures in a language. Understanding its rules is essential for enhancing learners' proficiency (Rahim & Rachid, 2017). Furthermore, most EFL learners acquire speaking and listening by practice but when it comes to grammar, they need teachers' guidance. Hence, tutors must be able to select the appropriate educational video that suits learners' needs.

c. YouTube to Teach Language Skills

YouTube can be a valuable tool through which the four language skills can be enhanced. Watkins and Wilkins (2011) confirmed that even the reading and writing skills can be structured around YouTube videos. For instance, both note-taking and summarizing activities may require learners to listen to lectures on YouTube and outline the main points and important details, then, verbally check and expand their notes with a partner, listen again to further expand their notes, and then write summaries from their notes. They can then look at a transcript of the clip and compare their summaries with those of their classmates and teachers. If the pupils' summaries differ considerably from the teacher's, then the teacher can point out why he or she chose the information included in the model summary. While note-taking and summarizing are difficult to master, both are essential academic writing skills and necessary for numerous standardized proficiency tests. YouTube provides opportunities to practice these skills with engaging materials (Watkins & Wilkins, 2011). Furthermore, speaking and listening skills can be boosted by YouTube videos due to the beneficial educational channels by native speakers that provide models of verbal and non-verbal communication in various contexts using the right

pronunciation. Indeed, EFL learners can take advantage of these videos to improve their speaking and listening skills. Harmer (2001, p. 108) explained it this way: “one major advantage of the video is that learner not only can listen to the language but also they can see it to support comprehension”. The moving pictures of the videos can attract learners’ attention. This also may incite learners to expect what the conversation is about and guess the right meanings of the words that they do not recognize, in a way to enhance them to listen and speak spontaneously.

1.2.5.2 Disadvantages of YouTube Videos

In spite of the fact that YouTube videos have some advantages, they share several shortcomings, which can restrain and discourage EFL learners as well as teachers from benefiting from YouTube videos in the classroom. First, the absence of a suitable software does not allow videos to run “the problem with the new technology is that the hardware is always ahead of the software, and without the right materials it is difficult to exploit the reason to the full” (Alan, 1985). We think that this problem no longer exists; all videos start today with one click. Second, Puhfahl and Rhodes (2003) noted that using videos in classrooms is time consuming when it comes to lesson preparation and presentation. To explain more, the teacher is obliged to cover the subject content within a specific period of time; however, finding videos that relevant to the topic and can engage and inspire learners is challenging. Teachers have to put in a lot of efforts to plan necessary and interesting in-class activities. Besides, playing videos over and over in class reduces the time dedicated for other explanations and tasks. Third, the target population of this study is the first year high school pupils, who are considered to be beginners in learning EFL. Hence, it may happen, occasionally, that they cannot understand the purpose behind watching YouTube videos when at home. This may result in a passive learning process

(Brophy, 2007). Yet, when used in the classroom, the teacher, who is the leader, can explain to his/her learners the purpose behind watching a specific video. Davies and (Pearse, 2000) put it this way: “If learners are to participate willingly in class they must understand what is expected from them.”

Conclusion

To conclude, this chapter reviewed the important aspects that our research study is based on, by reviewing previous works in relation to English proficiency and the basic elements related to it such as reading, writing, speaking, and listening, in addition to vocabulary and grammar, because it is important for EFL learners in order to communicate efficiently in spoken or written contexts. Moreover, this part also reviewed YouTube videos and more precisely educational YouTube videos. Furthermore, the role of these educational YouTube channels in improving learners’ motivation and skills. Finally, this chapter was wrapped up by mentioning sum of the advantages and disadvantages of YouTube, which is the case of approximately any other technological tool.

Chapter Two: Data Collection, Analysis and Discussion

2.1. Introduction

This research study tries to examine the importance of YouTube channels in enhancing EFL learners' English language proficiency at secondary schools. This study is based mainly on the descriptive method that it is subscribed within the quantitative and qualitative designs.

To gather the required data, a questionnaire was administered for first year secondary school pupils, and an interview for teachers of English at the same level. In addition, the present chapter deals with the description of the data collection tools and participants of the study along with the analysis of the data, and the interpretation and discussion of the results.

2.2. Population and Sampling

In this research endeavor, the questionnaire targeted first year pupils at Mohamed Seddik Ben-Yahiya secondary school in Chalghoum Laid, Mila. The questionnaire was distributed to 50 participants out of 250 pupils of first year. The pupils were randomly taken from the total number. They are divided into two classes of first year. Moreover, six EFL teachers in the same lycée participated in the interview.

2.3. Description of Data Collection Tools

The present research is a case study involving both EFL teachers and pupils of Mohammed Seddik Ben Yahia secondary school in Chalghoum Laid, Mila. It aims to collect data about the usefulness of YouTube channels to enhance EFL learner's English language proficiency in secondary schools. To achieve the objective of the

current study, we opted for a questionnaire directed to the pupils and an interview conducted with EFL teachers.

2.3.1. Description of the Pupils' Questionnaire

The questionnaire is composed of 12 questions split unevenly between multiple-choice questions, and open-ended questions, and categorized into two sections. It opens with a brief introduction which provides the participants with an explanation of the aim of the research instrument. The first section attempts to gather general information about the sample including their age, gender, and their level in English. The second section is entitled 'YouTube for improving English proficiency'; it is about the effectiveness of using YouTube on improving vocabulary, grammar, and the four language skills. It comprises eight questions: the first one is about the learners' attitudes towards using YouTube channels to enhance their level in English; the second one is about what channels the pupils use; the third one is about the most visited Educational YouTube channels; the fourth, the fifth and the sixth are about the effectiveness of YouTube on boosting the four language skills as well as vocabulary and grammar; and the seventh is about the pupils' ability to use what they have learned from YouTube in their classes and exams.

2.3.2. Aim of the Pupils' Questionnaire

The first research instrument applied in this study is the pupils' questionnaire. Through this research instrument, we aimed at investigating whether or not the exposure to YouTube channels helps EFL learners to improve their English language proficiency. The questionnaire was submitted hand to hand to Mohammed Seddik Ben Yahia first year secondary school pupils in order to gather in data.

2. 3.3. Description of the Teachers' Interview

The interview was conducted with six teachers of English, at Mohammed Seddik Ben Yahia secondary school. We arranged a meeting with the teachers, and the note taking technique was used during the interviews which were conducted individually (see appendix B). The semi-structured interview consists of ten questions which consider the following points: information about the interviewees' experience in teaching; information and communication technology use in general, and YouTube channels in specific as a teaching and learning source; the teachers 'and the pupils' difficulties when using these videos; what benefits these videos have for the learners; and what feedback do teachers receive from learners after using YouTube videos in class.

2.3.4. Aim of the Teachers' Interview

The second instrument of research to be applied in this study is the teachers' interview. For more accurate information about the usefulness of Educational YouTube channels on EFL pupil's English proficiency, an interview was conducted with six teachers of English, at Mohammed Seddik Ben Yahia secondary school. This interview permits to gather in data about the role of Educational You Tube channels in boosting EFL learners English language proficiency. Seliger and Shohamy (2000, p. 166) argued that "Interviews are personalized and therefore permit to a level of in-depth information gathering, free response and flexibility that cannot be obtained by other procedure."

2.4. Analysis of the Pupils' Questionnaire

Section One: Background Information

Q1. What is your age?

Table 1*Pupils' Age*

Options	Respondents	Percentage
15 – 16	36	72%
17 -18	14	28%
Total	50	100%

According to the finding displayed in table one, 72% of the participants are aged between 15 and 16, while 28% of them are aged between 17 and 18. This question aims at showing that the young generation has that kind of interest toward the new technologies such as YouTube.

Q2. What is your gender?

Table 2*Pupils' Gender*

Options	Respondents	Percentage
Male	18	36%
Female	32	64%
Total	50	100%

Table two reveals that the number of males is significantly less than that of females among the participants. The percentage of males is 36% while that of females is 64%. Although this study does not aim to identify gender differences concerning the use of YouTube channels to enhance one's language proficiency, we decided to insert such a question just to make the respondents feel at ease with the simple questions when they start answering the questionnaire.

Q3. What is your level in English?

Table 3

Learners' Level in English

Options	Respondents	Percentage
Good	12	24%
Average	18	36%
Less than average	20	40%
Total	50	100%

Table 03 indicates that 40% of the participants consider their level in English to be less than average, while 36% of them have an average level and the rest 24% have a good level. The answers suggest that the pupils do not have a good level in English in general. This may be due to the difficulties that EFL learners face during the process of learning English such as: The heavy curriculum, lack of language laboratories, lack of speaking and writing practice, the discouraging low coefficient of the English subject, etc.

Section Two: YouTube for Improving English Proficiency

Q.1 .a Do you use YouTube channels to enhance your level in English?

Table 4*The Use of YouTube Videos in Enhancing Learners' Level in English*

Options	Respondents	Percentage
Yes	40	80%
No	10	20%
Total	50	100%

As it is mentioned in table 04, the vast majority of the pupils (80%) said that their level in English is enhanced efficiently when using YouTube channels unlike the minority (20%) of the respondents who reported that YouTube videos do not help them to boost their level. Thus, we notice that this technological material is very useful in developing pupils' level in English. Still, those who responded negatively to this question may think that the YouTube platform do not suit their needs and abilities or they may lack access to the internet completely. Another reason could be their disinterest in YouTube or in English as whole.

Q1.b. If yes, how often?

Table 5*Frequency of Using YouTube Channels*

Options	Respondents	Percentage
Sometimes	28	56%

Often	7	14%
Very often	5	10%
Total	40	80%

According to table 05, which shows the frequency of using YouTube channels by pupils, it is clear that more than the half of the pupils (56%) watch them sometimes. It also should be noted that 14% of the participants utilize the often, and only 10% of pupils use YouTube channels very often. Globally, we can notice that a high percentage of the pupils agree that they benefit from YouTube in their acquisition of the English language.

Q2. When you use YouTube to learn English, what do you usually use it for?

Table 6

Learners' Attitude Toward Language Aspects

Options	Respondents	Percentage
To enrich Vocabulary	16	32%
To master Grammar rules	6	12%
To enhance listening comprehension	15	30%
To improve oral fluency	5	10%
To enhance Reading Comprehension	4	8%
To boost Academic	4	8%

Writing		
Total	50	100%

Table 06 represents pupils' perception toward the language aspects in which they need the help of videos to improve them. As can be seen from the results, the participants agreed that enriching vocabulary and improving the speaking skill are the most important motives for which direct them to YouTube. Precisely, 32% of the pupils use YouTube to enlarge their vocabulary repertoire and 30% of them proclaimed that they resort YouTube to become more proficient in the speaking skill. In other terms, the more learners practice the language they are exposed to, the more they learn to pronounce and produce their own utterances. Furthermore , the findings reveal that 12% of the respondents watch those online videos to learn grammar, 10 % of them utilize YouTube to enhance their listening skill, 8% of them consult this platform to improve their reading comprehension, and another 8% make use of YouTube to ameliorate their written productions.

Q3.What YouTube channels do you follow for learning English?

Table7

Most Visited Educational YouTube Channels for Learning English

Answers	Respondents	Percentage
Chiraz Activities	18	36%
Z American English	12	24%

Nasri Anglis	9	18%
Speak English with Vanessa	6	12%
English with Lucy	5	10%
Total	50	100%

Table 7 displays some of the educational YouTube channels that are used by the pupils to learn English. The results demonstrate that more than the third of the pupils (36%) follow Chiraz Activities as first because she resides in the town where the data were collected, which means that the participants probably know her in person. Furthermore, it is found that 24% of the sample consults the Z American channel because its owner uses Arabic in his explanations since he is Egyptian. A percentage of 10% of the respondents confirmed that they listen to the English with Lucy channel while 12 % of them contended that they use the Speak English with Vanessa channel. It should be noted that Lucy is a British teacher while Vanessa is an American. Last but not least, nine pupils (i.e., 18% of the sample) chose Nasri Anglais.

After having a look at the afford mentioned channels, we discovered that Chiraz Activities, Z American English and other channels deliver lessons in both English and Arabic, which means that a totality of 68% of the sample prefers learning the FL using the mother tongue. In the case of these channels, Arabic is the native language of both the speaker and the audience. Precisely, four of the teachers are Algerians and one of them is Egyptian. From the previous results, we can say that the pupils find it easier to understand input by Arab teachers than by natives.

Q4. Learning vocabulary through YouTube channels can be useful for EFL learners?

Table 8*The use of Educational YouTube Channels for Vocabulary Learning*

Options	Respondents	Percentage
Yes	28	56%
No	13	26%
Neutral	9	18%
Total	50	100%

The goal of this question is to discover whether or not YouTube channels are beneficial for improving EFL learners' vocabulary. The highest percentage of the learners (56%) agreed that the use of YouTube channels is beneficial to their learning of English vocabulary. However, 18% of them said that they are "neutral" whereas 13 participants (making up 26% of the sample) stated that they disagree with the idea that YouTube channels are beneficial in enriching one's lexicon. Perhaps these two last categories do not rely on YouTube in their studies and they think that they learn more when the teacher explains the lecture.

Q5. Do YouTube channels help learner's master Grammar rules?

Table 9*YouTube for Mastering Grammar Rules*

Options	Respondents	Percentage
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Yes	40	80%
No	10	20%
Total	50	100%

The aim of this question is to see whether YouTube videos are beneficial for mastering grammar rules or not. We observed that the majority of the pupils (80%) said 'yes' while 20% of them showed a negative attitude towards this idea. From the previous results, we can claim that YouTube channels are successfully used in understanding the syntactical rules of the FL and can facilitate the pupil's learning process.

Q6. Do you think that practicing of English using YouTube channels may help learners in acquiring the listening skill?

Table 10

Effectiveness of YouTube Channels on Learners' Listening Skill

Options	Respondents	Percentage
Yes	45	90%
No	5	10%
Total	50	100%

According to table 8, which displays the effectiveness of YouTube channels on learners' listening skill, it is clearly shown that the vast majority of pupils (90%) assert that educational channels on YouTube are significant in developing their

listening skill, which means that it already helped them in their listening and recognizing of the content that the given video serves. However, only 5 pupils representing (10%) from the total participants state that educational YouTube channels are not supporting them in the process of developing their listening skill, it could be due to their unfamiliarity or preference to use other methods that can aid them to improve their listening skill, or may be because they do not understand the language itself.

Q7 .Is the use of YouTube channels good for improving your oral proficiency? If yes, how?

Table 11

The Use of YouTube Channels for Improving Oral Proficiency

Options	Respondents	Percentage
Yes	37	74%
No	13	26%
Total	50	100%

According to table 9, which examines the usefulness of YouTube videos in improving oral proficiency, it is visible that the majority of pupils (74%) said ‘yes’ confirming that YouTube videos are necessary to develop their speaking. However, 13 pupils representing 26% of the total sample stated that YouTube videos are not necessary for developing their oral skill. It could be because of their preference to use other methods that can help them boost their skills. As for the learners who said

‘Yes’, they justified their options by arguing that using YouTube assists them to improve their pronunciation via listening to native speakers and English shows. Overall, this means that the pupils are familiar with employing YouTube to develop their oral proficiency and consider it a helpful aid.

Q8. Do you use YouTube channels to enhance your reading skill?

Table 12

The Use of YouTube Channels for Enhancing Reading Skill

Options	Respondents	Percentage
Yes	35	70%
No	15	30%
Total	50	100%

The aim of this question is to see whether YouTube videos are beneficial for enhancing reading skill or not. We observed that the majority of the pupils (75%) said ‘yes’ while 15% of the respondents did not agree with the idea that YouTube channels enhance learners’ reading skill. This means that learners’ reading performance changes positively after using YouTube channels

Q9. Is the use of YouTube videos beneficial for improving EFL learners’ writing skill?

Table 13

Effectiveness of YouTube Videos on EFL Learners’ Writing Skill

Options	Respondents	Percentage
Agree	32	64%
Disagree	18	36%
Total	50	100%

Table 13 indicates whether or not YouTube channels are beneficial for improving EFL learners' writing skill. As we can observe, more than the half of the respondents, it means (64%) agreed that the use of YouTube channels is beneficial to their writing skill. However, 36% of them stated that they disagree with the idea that YouTube channels are beneficial in enriching one's writing. Which means that YouTube videos already helped the pupils in their writing, and facilitate their learning process.

Q10. Do you use what you have learned from YouTube in the English classes and examinations? If yes, explain.

Table 14

Influence of YouTube Videos on EFL Learners

Options	Respondents	Percentage
Yes	30	60%
No	20	40%

Total	50	100%
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Table 12 shows that more than the half of the pupils (60%) said "Yes" which is a confirmation that they use what they learn from the videos in their classes. Moreover, this can mean that they have satisfactory results in their tests and exams. However, 40% of the participants do not use what they have learned from YouTube. Which means that either they did not rely on it in their learning and revision or they do but do not retain or recall what they have been exposed to.

Pupils who agreed with the above idea justified their options by claiming that by listening to videos they acquire new lexicon, and on the day of the exams they use what they have learned in generating their paragraphs and understanding reading passages. During class time, the pupils make use of the acquired knowledge from YouTube when they answer questions and do exercises. Those results approve the effectiveness of YouTube channels in EFL learning.

2.5. Analysis of the Teachers' Interview

Before that we embark in the analysis of the interview, a word is due about the tabulation of data. In spite of the fact that readers find tables clear and easy in that they display data in an organized manner, we opted for avoiding them in this part of the research because most of the information given by the participants are of a qualitative nature even for the closed-ended questions.

Q1. How long have you been teaching English in secondary schools?

It has been observed that the interviewees have different experience lengths in teaching English in secondary schools. Overall, their experience in teaching ranges

from one to six years; two teachers have spent about 13 years in the profession. Only one teacher said that he has been teaching English in the secondary school for 32 years. This means that our respondents are likely to contribute with diverse viewpoints and perspectives towards the subject under investigation because the generation gap plays a role here. The use of YouTube in education is a relatively new issue with which senior teachers may not cope.

Q2. Do you encourage the use of ICTs to teach /learn English?

The interviewees shared the ideas that ICTs increase learners' motivation and make learning not only facile but also interesting. Teacher 4, for instance, said: "yes I encourage the use of these materials to attract more interest of the learner and it can be used as a mean for increasing their English proficiency." Besides, teacher 2 tried to establish a link between the young age of the pupils and technology as a new aid, stating that: "... it attracts more the intention of my pupils, so they are so motivated to discover through computer because they are more acquainted to these means."

Q3. Do you consider YouTube channels as a good source for improving learner's performance? How?

All teachers considered YouTube channels as a good source in developing learners' performance. They said that they are useful for them to prepare lessons and for the learners also for practicing the language and "learning new words and expressions", as teacher 06 noted. Teacher1 hinted to the point that teachers nowadays start their channels. He stated it this way: "It is very useful, especially now because teachers can create their channels."

Q4. Have you ever asked your learners to prepare their lessons at home using YouTube channels?

Four out of six teachers (i.e.; the majority of them) confirmed that they asked their learners to prepare their lessons using YouTube channels. Because of the lack of time in the classroom, this technique helps the pupils to come ready for the lesson and equipped with the necessary tools. This also shows that the teachers are aware about the use of new technological materials outside the classroom. For the sake of illustration, teacher3 responded: “Yes, I’m always asking my learners to prepare their lessons using YouTube videos”. Yet, the remaining two teachers stated that they have never asked their learners to prepare their lessons using YouTube channels may be because they are not familiar with the new technology. For instance, teacher 6, who spent 32 years in the field, confessed that he may do so in the future. To quote him, he uttered this sentence: “No, maybe in the near future”.

Q5.a. Do you use YouTube channels to prepare your lessons?

According to the teachers’ answers, it is clear that five teachers answered with yes affirming that they rely on YouTube frequently to prepare their lessons especially when it comes to grammar rules, vocabulary, and listening lessons. Teacher 04, for example, told us: “Yes, I used to check YouTube channels in my preparation of lessons.” Unlike the previous category of teacher, two of the sample announced that they do not use YouTube channels for the preparation of their lessons because they feel more comfortable when they prepare the lessons by themselves or they are not familiar yet with YouTube. Another justification for their reluctance to utilize YouTube is, perhaps, the lack of the financial resources.

Q5.b. If yes, what are these channels?

The respondents were motivated to name the famous channels that they deal with. They are: Ferni Anglais, Shaw English Online, Nasri Anglais, English With

Lucy, Miss Nasima and Adam's English Lessons. We note that every participant follows a channel different from that of his/her colleague, which indicates that this is a matter of likes and dislikes and personal preferences that are also pertinent to personality traits, previous experiences, diversity of needs, etc.

Q6. Do you use YouTube videos in the class?

Two teachers stated that they did not use YouTube videos inside the classroom while four others declared that they use such a tool when teaching. They resort to them to introduce their lessons especially the ones related to listening and speaking in order to help pupils acquire new words, and enhance their pronunciation. They also use them because they motivate the pupils and help them remember their lessons, especially the visual and auditory pupils. Thus, they agree that these devices are necessary in the classroom. The four teachers who do not use YouTube videos said that they have tried to but they found that the pupils do not concentrate during the session. In addition, the lack of time and internet in classrooms do not encourage them to opt for videos.

Q7. Do you find any difficulties when using videos in class? What are they?

In the seventh question, we asked the interviewees about any difficulties they face when using videos in class. To our astonishment, all of them encountered obstacles. When they wanted to expose the pupils to a video in the classroom, they suffered of: the lack of materials namely data shows, computers and loud speakers. Besides, the internet is not provided in the classrooms and sometimes the electricity is cut, etc. All of those hindrances render it hard to think of using YouTube videos in lesson presentation. Yet, we deduce that it is not the teachers who are against the idea but the conditions are not in their favor.

Q. 8: What benefits do these videos have for the learners?

Most teachers believe that there are many benefits of YouTube which are: improve learners' skills, simplifying Grammar and vocabulary, helping in achieving the lesson's objectives, increasing the learners understanding, and motivating learner's to participate in the classroom. In other words, YouTube videos enable pupils to become more efficient in learning. Teachers may become exempt from giving supporting documents and handouts for the learners. By watching the videos, learners can acquire and practice many skills at their own. As teacher three said "YouTube videos are beneficial for learners in having an overall idea about the lectures in addition to motivating and pushing them to work harder". Besides, teacher two stated that "YouTube videos raise language proficiency level and promote autonomy among learners". As a final note, what contributes to the efficacy of YouTube as a learning aid is that the videos are easy to use, available and accessible.

Q. 9: What kind of feedback do you receive from learners after having a session using YouTube videos?

The teachers who experienced instruction using videos agreed that the learners' feedback was entirely positive. The latter liked to follow the English lesson through the use of You Tube in the classroom, because they learn and enjoy at the same time. Furthermore, all of them noticed that their learners get motivated and interested when having a session using YouTube.

Question 10: Do you have further comments?

All the teachers added the same comments. They said that the topic under investigation is very interesting.

Building on the interviewees' answers, we noticed that all the teachers responded positively to the integration of YouTube in teaching EFL learners. In addition, they are more satisfied with the use of the YouTube Educational channels as a new way of teaching in comparison to the previous decades. They also recognized that YouTube channels have a positive impact on enhancing their learners' achievement and language proficiency.

2.6. Discussion of the Findings

In this section, the major results that are collected for each research instrument will be discussed. The teachers' interview and pupils' questionnaire enabled the researchers to collect a large amount of data concerning the use of YouTube Educational channels by EFL learners to boost their English proficiency. The aim was to know if they use YouTube videos in their English learning, and how it helps the pupils to develop their skills and facilitate their learning. Another aim was to know if the teachers rely on YouTube in lesson preparation and/or presentation.

To carry out this research, the researcher proposed a set of questions: (1) Do secondary school pupils and teachers use Educational YouTube channels to boost their learning and teaching in English? (2) If yes, how could learners/teachers benefit from them? and (3) What are the attitudes of both teachers and learners towards using those channels?

Based on the data analysis findings, we can confirm the following ideas that serve as an answer to the first research question. Primarily, the results reveal that the majority of the learners are very familiar with the use of ICTs through their daily use of the internet. Moreover, they are aware of the importance of practicing the language independently outside the classroom setting via many online activities. Most

importantly, in our context, they visit the YouTube website on a daily basis, and they are conscious of its pedagogical content. On their part, EFL secondary school teachers also think that YouTube videos are vital to prepare lessons but they do not use them in the classroom for some logistics limitations.

This research endeavor could provide answers to the second research question by finding out that YouTube is beneficial for learners in the sense that it creates a good atmosphere and promotes autonomy among them. It also sustains their grammatical and lexical knowledge. Besides, it improves their listening, speaking, reading and writing skills. Moreover, teachers consider that YouTube videos are providing motivation and trigger interest. However, teachers did not explain well how they use YouTube to prepare their lessons: is it to get extra information, to learn new techniques in explaining matters, to organize their ideas before standing in front of the class? We noticed that the participants' answers were short and sometimes not enough to dig deep into the topic. One of the reasons behind such a behavior is that they are acquainted of using limited chunks of the language that suit the pupils' level and are not used to extensive debates. On the whole, the findings suggest that EFL learners have the willingness to develop their level in English through the resorting to multiple educational channels on that popular platform.

As for the third research question, the researcher the secondary school teachers' and pupils' attitudes concerning YouTube videos. All the participants think that the YouTube educational channels are so beneficial and they call for their use inside and outside the classroom. Clearly, they show a positive attitude towards the integration of YouTube videos as a learning and teaching aid. This is because the lessons become more interesting. YouTube videos facilitate for them the way to reach the information they need. In other terms, YouTube videos can be a facilitator tool

that simplifies the understanding of the lesson content in general and raises the pupil's interest to develop their English proficiency. The majority of the learners are interested in how YouTube can change the way they learn and they perceive it as a new method of teaching. The research findings also revealed the EFL teachers are advocates of the use of YouTube for educational purposes as it could be a solution to many problems such as boredom and routine. Yet, we propose that teachers should guide the learners in using such aids.

2.7. Suggestions and Recommendations

Based on the results of this study, we advance the following set of recommendations.

Firstly, teachers know the importance of many YouTube channels in education although some (especially the senior ones) are not skilled or encouraged to use them. For that reason, teachers need special training concerning the appropriate and effective use of YouTube videos while teaching and what kind of guidance and advice they need to offer to their pupils regarding this matter. Teachers should be given the opportunity to provide their lessons with audiovisual materials that are of interest to the pupils so that the former can identify with the latter and motivate them.

Secondly, schools must provide teachers with the required technological materials to enable them to utilise videos as a teaching media in the classrooms.

Third, because the pupils showed much enthusiasm to and reliance on YouTube in the learning of English, we suppose that they need support so that not to go to an extreme. That is, they must be aware of not becoming addicted to YouTube or turning into passive recipients of knowledge.

Forth, it is recommended to conduct further studies about the core of this research topic from various perspectives

2.8 . Limitations of the Study

Perhaps, the questionnaire and the interview as tools of data collection cannot always ensure the truthfulness of the respondents' answers. A number of the pupils along with some teachers, may not respond to the questions seriously. Sometimes the interviewees tend to say what they think pleases or satisfies the interlocutor, not their own views—although the researchers tried to show their neutrality vis-à-vis the topic.

We remarked that some of the participants were also not fully cooperative because they did not understand the questions despite the fact that they were provided with a translated version of the questionnaire in Arabic and our own explanations on the spot. We also noticed that they did not spare enough time to respond to the questions. This state of affairs may affect the reliability and validity of the results.

2.9. Conclusion

All in all, in this chapter about the fieldwork, we explained the research method, presented the sample and described the data collection tools: the pupils' questionnaire and teachers' interview. Of note, the data were gathered and analysed with the purpose to answer the research questions. The results show that first year English pupils and teachers at Mohamed Seddik BenYahia share positive attitudes toward YouTube videos and channels. In other words, learners are interested in the use of YouTube videos inside and outside the classroom in order to improve their language skills, vocabulary and grammar. Teachers are also satisfied and they expressed their readiness to use YouTube videos in their EFL classes. They believe that these videos can have a positive effect on learners' proficiency and performance in English.

General Conclusion

This dissertation has investigated the importance of YouTube channels, especially the educational ones in enhancing EFL learners' English proficiency at the secondary school. The research was conducted at Mohamed Seddik Ben-Yahiya secondary school in Chalhoun Laid, Mila. It aims at investigating the attitude of first year secondary school pupils toward the use of YouTube channels, and the effectiveness of the latter. The entire work includes two chapters.

The first chapter is a theoretical one. It includes two sections: the first one about English proficiency and the second one about the YouTube platform with a focus on the relation between YouTube English language teaching channels and the promotion of the acquisition of this language. The second chapter was the practical part of the present study. It included mainly the analysis of the pupils' questionnaire and teachers' interview and the discussion of the results.

Interestingly, the findings indicate that both EFL learners and teachers show high interest in and a positive attitude to YouTube videos as they constitute a learning aid and a teaching technique. Drawing on the current study, we deduce that the one-way lecturing method of teaching is not enough for learners; therefore, they highlight the contribution of YouTube videos in creating an attractive atmosphere where the learners does not only become more motivated but also more autonomous. Correspondingly, YouTube videos represent a new way of presenting authentic input that assists EFL pupils in their educational career. Mainly, this tool provides helps improve the pupils' language skills such as reading writing listening and speaking as well as their vocabulary repertoire and grammar. That is, it offers an extra help to the

learners in their English learning journey. Finally, this chapter ends up by presenting a number of recommendations and limitations.

Overall, according to the results of this study, we can consider that YouTube videos have the potential to facilitate first year secondary school pupils' acquisition of EFL in an effective way and facilitate EFL secondary school teachers' endeavour when facing the tasks of lesson preparation and presentation in interesting ways.

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Appendices

Appendix A: Pupils' Questionnaire

Dear pupils

You are kindly required to fill in this questionnaire, which is part of our research in an attempt to collect necessary data concerning the importance of YouTube channels in enhancing EFL learner's English proficiency. The targeted population is the first year secondary school learners.

Section One: Background Information

1. What is your age?

a. Between 15 and 16

b. Between 17 and 18

2. What is your gender?

a. Male

b. female

3. What is your level in English?

a. Good

b. Average

c. Less than average

Section Two: YouTube for Improving English Proficiency

1- a. Do you use YouTube channels to enhance your level in English?

a. Yes

b. No

1-b .If yes, how often?

a. Sometimes

b. Often

c. Very often

d. Never

2. When you use YouTube to learn English, what do you usually use it for ?

a. To enrich Vocabulary

b. To master Grammar rules

c. To enhance listening comprehension

d. To improve oral fluency

e. To enhance Reading Comprehension

f. To boost Academic Writing

3. What YouTube channels do you follow for learning English

.....
.....

4. Learning Vocabulary through YouTube channels can be useful for EFL learners ?

a. Yes

b. No

c. Neutral

5. Do YouTube channels help learners mastering Grammar rules ?

a. Yes

b. No

6. Do you think that practicing of English using YouTube channels may help learners in acquiring the listening skill?

a. Yes

b. No

7. Is the use of YouTube channels good for improving your oral proficiency?

a. Yes

b. No

If yes, how?

.....

.....

.....

8. Do you use YouTube channels to enhance your reading skill?

a. Yes

b. No

9. Is the use of YouTube videos beneficial for improving EFL learners' writing skill?

a. Agree

b. Disagree

10. Do you use what you have learned from YouTube channels in the English classes and examinations?

a. Yes

b. No

If yes, explain.

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

Thank you for your collaboration!

Appendix B: Teachers' Interview

1. How long have you been teaching English in secondary schools?
2. Do you encourage the use of ICTs to teach /learn English?
3. Do you consider YouTube channels as a good source for improving learner's performance? How?
4. Have you ever asked your learners to prepare their lessons at home using YouTube channels?
- 5.a. Do you use YouTube channels to prepare your lessons? If yes, what are these channels?
- 5.b. If yes, what are these channels?
6. Do you use YouTube videos in class?
7. If yes, do you find any difficulties when using videos in class? What are they?
8. What benefits do these videos have for the learners?
9. What kind of feedback do you receive from learners after having a session using YouTube videos?
10. Do you have further comments?

Thank you for your collaboration!

المخلص

ادخل تطبيق اليوتيوب تغييرات في المجال التعليمي وكيف يقوم كل من المعلمين والمتعلمين بتدريس وتعلم اللغة الإنجليزية كلغة أجنبية. يعتبر إتقان القواعد والمفردات والمهارات اللغوية أصعب مهمة في أي تعلم لغة أجنبية لأنها تعتبر تحديًا للمتعلمين. الهدف الرئيسي من هذا البحث هو استكشاف فعالية استخدام قنوات اليوتيوب التعليمية في إتقان اللغة الإنجليزية لمتعلمي اللغة الإنجليزية كلغة أجنبية. الطريقة المستخدمة في هذا البحث وصفية. لتحقيق هدفنا ، تم إجراء دراسة في ثانوية محمد الصديق بن يحيى في شلغوم العيد ، ميله ، في الجزائر. تم اختيار خمسين من متعلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى وستة مدرسين للغة الإنجليزية بشكل عشوائي كعينة شاركت في عملية جمع البيانات. تم استخدام أداتين من أدوات البحث لجمع البيانات: استبيان موجه للمتعلمين ومقابلة أجريت مع المعلمين. بعد تحليل البيانات ، كشفت النتائج أن معظم المعلمين يستخدمون مقاطع فيديو اليوتيوب كأداة مفيدة لمساعدتهم في التدريس. علاوة على ذلك ، اعتقد المتعلمون أن استخدام اليوتيوب ساعدهم كثيرًا في رفع مستوى إتقانهم للغة الإنجليزية. بشكل عام ، كشفت نتائج الدراسة أن كلاً من المعلمين والمتعلمين يدعمون استخدام اليوتيوب داخل الفصل وخارجه. أدركوا جميعًا أهمية استخدام قنوات اليوتيوب التعليمية في عملية التدريس والتعلم. تم ذكر بعدد من القيود والتوصيات في نهاية الدراسة.

الكلمات المفتاحية: قنوات يوتيوب التعليمية ، متعلمي اللغة الإنجليزية كلغة أجنبية ، إتقان اللغة الإنجليزية ، المدرسة الثانوية.

Résumé

YouTube a inséré des changements dans le domaine de l'éducation et dans la façon dont les éducateurs et les apprenants enseignent et apprennent l'anglais comme langue étrangère. La maîtrise de la grammaire, du vocabulaire et des compétences linguistiques est considérée comme la tâche la plus difficile de tout apprentissage d'une langue étrangère, car elles sont considérées comme un défi pour les apprenants. L'objectif principal de cette recherche est d'explorer l'efficacité de l'utilisation des chaînes éducatives YouTube sur les compétences en anglais des apprenants EFL. La méthode utilisée dans cette recherche est descriptive. Pour atteindre notre objectif, une étude de cas a été menée au lycée Mouhamed Seddik Ben Yahia à Chelghoum Elaid, Mila, en Algérie. Cinquante apprenants EFL de première année et six professeurs d'anglais ont été sélectionnés au hasard comme échantillon ayant participé au processus de collecte de données. Deux instruments de recherche ont été utilisés pour recueillir les données : un questionnaire qui a été adressé aux apprenants et une entrevue qui a été menée avec les enseignants. Après l'analyse des données, les résultats ont révélé que la plupart des enseignants utilisent les vidéos YouTube comme un outil utile pour les aider dans leur enseignement. De plus, les apprenants ont estimé que l'utilisation de YouTube les avait beaucoup aidés à améliorer leur niveau de maîtrise de l'anglais. Dans l'ensemble, les résultats de l'étude ont révélé que les enseignants et les apprenants soutiennent l'utilisation de YouTube à l'intérieur et à l'extérieur de la classe. Tous ont reconnu l'importance d'utiliser les chaînes YouTube éducatives dans le processus d'enseignement et d'apprentissage. Un certain nombre de limites et de recommandations ont été proposées à la fin de l'étude.

Mots-clés: chaînes YouTube éducatives, apprenants EFL, maîtrise de l'anglais, lycée.