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Teachers' and learners' Attitudes towards the Use of
YOUTUBE Videos to Improve Speaking
The Case Study of Third Year University Students

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Didactics of Foreign Languages

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2023

Dedication

*“In the Name of Allah, the Most Gracious, Most Merciful, All the praise is due to Him,
the Sustainer of the entire World”*

I dedicate this dissertation work to my family.

In loving memory of my dear father, whose presence in my life will forever be missed.

*To my beloved mother, whose unwavering love and support have been my guiding light
throughout this journey.*

*To my exceptional sisters and their cherished children, as well as my beloved brothers, I am
forever grateful for your presence and encouragement.*

To all those who are forgotten by my pen and never forgotten by my heart.

Khaoula

Dedication

I would like first to thank Allah Almighty for giving me the strength and the ability to complete this work,

I dedicate this work, first and foremost, to my dear parents, without whom I could not have finished my academic career.

To the best father ever for his unfailing kindness and guidance.

To my ideal mother for her love, great encouragement, and everlasting prayers.

To my dearest sisters "Bochra" and "Lamis" for their love, tenderness, and support.

To my lovely brothers "Aissa" and "Mohamed" for their support.

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Abstract

In contemporary times, English is widely recognized as the most globally spoken and influential language. Thus, the number of individuals aspiring to learn this language is constantly growing. Among the various language skills, speaking is considered the most crucial for individuals seeking to attain English proficiency. Speaking indeed plays a fundamental role in the process of language learning. To acquire this skill, foreign language learners can revolutionize traditional learning methods by adopting modern technological resources that facilitate the learning process. One of these technological resources is YouTube. The present study attempts to investigate teachers' and students' attitudes towards the use of YouTube videos in developing EFL speaking skill. This research is carried out using a mixed descriptive method. To acquire the needed data, two questionnaires are administered to third year oral expression teachers and students of English in the Department of Foreign Languages at Mila University. This work aims to answer three questions:

(1) Do teachers and students use YouTube videos as learning materials to develop speaking proficiency? (2) What are the teachers' and learners' attitudes towards using YouTube videos to improve EFL learners' oral proficiency? (3) To what extent is YouTube considered an important tool in developing speaking? The analysis of the answers shows that teachers and learners use YouTube as a pedagogical tool to improve the speaking skill. Furthermore, they assure their positive views toward the usefulness of YouTube videos in developing oral fluency. Their positive attitudes indicate their awareness of the importance of integrating YouTube in EFL classrooms. The study ends up with a number of pedagogical recommendations for teachers and students along with some implications.

Key words: The Speaking Skill, YouTube Videos, English as a Foreign Language, teachers' attitudes, learners' attitudes

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

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General Introduction

1. Statement of the Problem

Speaking is a crucial language skill. Through speaking, people can interact with each other, express themselves freely and understand one another. In fact, the majority of EFL learners are having difficulties in speaking. For that, teachers can take advantage of technological advancements which are becoming increasingly important in EFL classrooms. One of the technologies that can help learners overcome their speaking difficulties is YouTube. YouTube is a global social media and video sharing platform. This research investigates the use of YouTube to enhance learners' speaking skill.

2. Aims of the Study

This research aims to examine the teachers and learners' attitude towards the use of YouTube videos in developing EFL Learners' speaking skill. It sheds light on the role of YouTube in boosting learners' oral fluency.

3. Research Questions

The current study seeks to answer the following questions:

1- Do teachers and students use YouTube videos as learning materials to develop the speaking proficiency?

2- What are the teachers' and learners' attitudes towards using YouTube videos to improve EFL learners' oral proficiency?

3- To what extent is YouTube considered an important tool in developing speaking?

4. Research Hypothesis

Teachers and learners have a positive attitude towards using YouTube videos to enhance learners' speaking skill.

5. Research Methodology

This study is conducted through the mixed descriptive method. In order to answer the research questions and accomplish the aim of the research, teachers' and students' questionnaires are designed. The teachers' questionnaire is planned for third year teachers of oral expression. It is prepared to investigate their attitudes toward the use of YouTube in developing the speaking skill. For the students' questionnaire, it is designed for third year students of English to explore their views toward the use of YouTube videos to enhance their speaking proficiency.

6. Structure of the Study

The current work is made up of two chapters. The first chapter is devoted to the theoretical part of the study and the second one to its practical part.

The first chapter is divided into two sections: the first section addresses the speaking skill including its nature, elements, importance, the notion and goals of teaching it, as well as factors that cause speaking difficulties to EFL learners, and a couple of classroom speaking activities. The second section focuses on YouTube: its definition and characteristics, its application in EFL classrooms, the impact of using it on speaking improvement, as well as the main types of YouTube videos which are used to improve speaking. Furthermore, the section sheds light on the aspects of speaking that are improved through watching YouTube videos, advantages of using YouTube in EFL classroom, and it ends with certain potential problems and challenges.

The second chapter covers the field work of this study. It provides a whole description of the research methodology, and it analyses and discusses the gathered data from both questionnaires for the intention of answering the research questions and achieving the objective of the study. This chapter ends with pedagogical implication and recommendations which can be helpful for both teachers and learners.

Chapter One: Speaking and YouTube Videos

Introduction

One of the main objectives of foreign language learning is the ability to speak and communicate with others fluently. Speaking is a critical aspect of language learning as enables learners to express their thoughts and ideas. However, improving the speaking skill can be challenging for English learners, particularly when it comes to practicing in real-life contexts. The integration of technological advancements can serve as a beneficial strategy to overcome these challenges. YouTube is one of the technologies that can boost learners' speaking skill.

The first chapter is devoted to the theoretical part of this work. It is divided into two main sections. The purpose of the first section is to describe the nature of speaking and the main goals of teaching it. Moreover, it sheds light on the factors that cause speaking difficulties to EFL learners. Finally, it attempts to reveal some strategies and activities which may tackle the problems of EFL learners' speaking skills. Concerning the second section, it firstly tries to explore the use of technological advancements in EFL classrooms. Furthermore, it shows the impact of using YouTube videos on speaking improvement. Also, it addresses the main types of videos which can be applied in teaching speaking and the main speaking aspects that can be developed through these videos. Finally, it discusses the advantages and disadvantages of using YouTube videos in English language classrooms.

Section One: The Speaking Skill

1.1.1 The Nature of Speaking

Speaking is a language skill or a means of communication that allows people to convey their thoughts or information to others orally. It requires complicated language skills since speakers must first gather their thoughts before speaking and then organize them into clear phrases that allow listeners to grasp what is being said. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997).

According to Chaney and Burk (1998), speaking is the process of creating and sharing meaning using verbal and non-verbal symbols in different contexts. This concept demonstrates that the process by which people speak involves more than just speaking a language, but also immersion in the management and communication of ideas. Most importantly, the speaker must experience and learn the meaning before sharing it. Meaning can be found by using non-verbal communication to spin thoughts or ideas and emphasize that people, in this case students, are speaking.

As pointed out by Nunan (2003), speaking is producing English speech sounds and patterns, using word and sentence stress, intonation pattern, rhythm of the appropriate social setting, audience, situation, and subject. It involves organizing one's thoughts in a meaningful and logical sequence, using language as a means of expressing values and judgments, and using language quickly and confidently with few unnatural pauses, which is known as fluency.

There are specific areas of speaking expertise. As stated in Akhyak and Anik's entry in their journal (2013), speaking requires expertise in three different domains. They work as mechanics (pronunciation, grammar, and vocabulary). It is the capacity for using the appropriate words in the appropriate order with the proper pronunciation, function

(transaction and interaction), and knowledge of when precise understanding is unnecessary (interaction and relationship building), as well as social cultural rules and standards. It includes knowledge of turn (talking rate, speaking rate, length of pauses between speakers, and participants' relative roles).

Based on the opinions of the above experts, it can be concluded that the nature of speaking is a tool for interpersonal communication. By speaking, people can transmit information and ideas, as well as maintain social relationships through communication with others.

1.1.2. Elements of the Speaking Skill in EFL

Learners frequently misuse key language elements that are necessary for fluency when speaking a foreign language. Thus, Thornbury (2005) outlines the following linguistic characteristics that L2 speakers should be aware of when speaking English:

1.1.2.1. Socio-Cultural Knowledge. It is about developing intercultural competence among learners, which means the ability to manage cross-cultural interactions regardless of the culture of the language being spoken and taking into account the fact that ambiguity and difference are intrinsic to every communication (Thornbury, 2005).

1.1.2.2. Speech Acts. Learners need to understand how specific discourse actions are implemented as well as how speech acts are encoded (Thornbury, 2005). Learners may not automatically understand how speech acts are realized or how they are realized in spoken English as opposed to written English.

1.1.2.3. Register. Learners should know how to adapt speech acts formulas for various contexts taking into account factors like the status of the receiver they are speaking to (Thornbury, 2005). At least for general English objectives, exposure to various speech registers and focused attention on the ways in which spoken language is produced with more or less formality should be sufficient.

1.1.2.4. Discourse. It combines the use of grammar and vocabulary to connect speaking turns and to signal speakers' intentions. Discourse knowledge demands awareness from speakers of how speaking turns are managed (Thornbury, 2005).

1.1.2.4.1. Grammar. A core grammar for informal speaking would comprise the following items:

- An understanding of the present and past simple, as well as the capacity to order narratives using letters.

- Familiarity with the use of the continuous and perfect aspect forms of verbs to set the scene and provide context for stories.

- The knowledge of the most common modal and semi-modal verbs (can, will, would, have to, going to, used to).

- The ability to formulate questions mainly yes/no but also wh-questions.

- A few fundamental conjunctions (and, so, but) to string sequences of clausal and non-clausal units (Thornbury, 2005, p.20).

1.1.2.4.2. Vocabulary. The frequency of the most used words will help learners expand their vocabulary; a working knowledge of the 1500 most frequent words or less in English will provide the learners with more conversational mileage (Thornbury, 2005). These frequent words should include:

- All the common question words (where, why, what).

- All the modal auxiliary verbs.

- All the pronouns.

- All the demonstrative pronouns and other deictic devices (this, that, here, there).

- The common prepositions (in, on, near, from, after).

- Typical word order and linking words (then, first, so, and, or, next).

- Typical methods of emphasizing (really, very, just).

- Usual hedging phrases like "really," "quite," and "rather."

- All-purpose words (thing, things, place, time, way, make, and do)

(Thornbury, 2005).

1.1.2.5. Phonology. There are certain phonological elements that must be considered when speaking a foreign language to ensure that comprehension is not compromised (Thornbury, 2005, p.24). The following are some of these areas:

- Certain "core" consonant sounds (not vowels).

- The contrast between long and short vowels (as in hit and heat).

- Consonants' clusters particularly those at the beginning of words.

- Sentence stress, such as the correct placement of stress in an utterance, especially

contrastive stress.

1.1.3. The Importance of Speaking Skill in EFL

Being proficient and accurate speakers is the ultimate aim of teaching and learning a foreign language. The speaking skill is prioritized by the majority of EFL students since it reflects their mastery of the other skills. People who know a language are referred to as "speakers of that language", and the speaking skill appears to be the most significant of the four skills (listening, speaking, reading, and writing).

Hence, in this globalized world, learning English as a foreign language has become a necessity to communicate and enrol in the international labour market. Indeed, developing learners' oral communication skills becomes a necessity and a crucial need in EFL

classrooms. Nunan (1991) declared that "to most people, mastering the art of speaking is the single most important factor of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language" (p. 39).

In addition, many people consider speaking and mastering the language to be synonyms. Celce-Murcia (2001) points out that "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication" (p. 203). That is, integrating the teaching and learning of speaking skills is a fundamental part of the EFL curriculum for all educational levels. In the same line, Luoma (2004) stated that speaking skills are an essential aspect of the curriculum in language teaching, which makes them a significant component of evaluation as well.

1.1.4. The Notion of Teaching Speaking

As indicated by Hughes (2011), when it comes to teaching the speaking skill, there is a distinction to be made between "teaching the spoken form of a language" and "teaching a language through speaking". She also emphasizes that speaking is unfortunately understudied in comparison to writing, which may be one of the reasons why instructors feel more comfortable utilizing "stable written forms and genres" in their lectures. In fact, the two concepts are interconnected; they are often interchangeably used and rarely distinguished. To be more specific, teaching the spoken form of a language is ineffective unless it is supplemented with speaking practice. Thus, if only the spoken form is taught through practice, it is a component of speaking instruction. Rahayu (2018) pointed out that According to many language users, the speaking ability is the measure of knowing a language and that is teaching speaking is the best way to reach the communicative proficiency and fluency, and so needing tremendous efforts from both learners and teachers. Within this process, three main phases should be taken into consideration:

Phase 01: Mechanical Practice The first stage of learning to speak is a set of exercises that takes place in the laboratory. Briefly stated, learners are asked to use the right words in

the right order with the correct pronunciation. This activity provides learners with training in language grammar, vocabulary, and pronunciation.

Phase 02: Meaningful Oral Work It is regarded as the second phase. It provides learners with information about social and cultural conventions and norms.

Phase 03: Free Oral Production it is considered the last phase, which contains free discussions that are performed by learners. During this stage, learners are ready to speak and express their opinions freely.

1.1.5. Goals of Teaching Speaking

Verbal language will not be achieved without speaking. Therefore, teaching speaking becomes an essential process in foreign language classrooms in order to develop competent communicators as well as make each learner the main partner in interaction.

Brown and Yule (1991) said that "the overriding function of spoken language: the maintenance of social relationships. Most people spend a great deal of their everyday lives in "chat," the primary purpose is to be nice to the person they are talking to" (p. 11). They mentioned that the functions of speaking are interactional and transactional ones.

However, Richard (2008) determined the functions of speaking as: talk as interaction; talk as transaction; and talk as performance. People are talking to achieve certain objectives in different situations. Here, some people are just talking to build relations, some are talking to give arguments, and others are talking to give information.

1.1.5.1. Talk as Interaction. It means that people are talking to achieve social relationships. This function focuses more on the speakers and their ways of transmitting messages, such as sharing greetings and talking about daily life events. It takes the form of conversation.

1.1.5.2. Talk as Transaction. Here, the focus is more on the message rather than the participants. What do speakers say, what is exchanged, and what are the main communicative strategies that are used in transmitting the message. People are talking to convince, to give an opinion or to justify an idea, to ask questions, to get information, and to agree or disagree on something.

1.1.5.3. Talk as Performance. It refers to the public speech where speakers are talking in order to transmit information to the audience. The focus is more on the audience and message, on the audience's intention, and whether the message is understood.

Speaking is a crucial skill that facilitates practicing language. Particularly, people are talking to achieve specific purposes; hence, the objectives of speaking vary depending on the topics that are covered in different contexts.

1.1.6. Factors that Cause Speaking Difficulties to EFL Learners

1.1.6.1. The Lack of Vocabulary. The lack of vocabulary can be a significant factor that causes difficulties in speaking for EFL learners. Vocabulary is an essential component of language proficiency, and without an adequate vocabulary, learners may struggle to express themselves accurately and effectively. Vocabulary is essential for effective communication, and learners need to have a broad and varied vocabulary to express themselves accurately and fluently. Without sufficient vocabulary, learners may struggle to find the right words to convey their ideas, leading to hesitations, repetitions, and pauses in their speech. This can make their speech sound disjointed, unclear, and difficult to understand.

1.1.6.2. Fear of Mistake and Shyness. Fear of making mistakes and shyness can often be significant factors in causing difficulties with speaking. When someone is afraid of making mistakes, they may hesitate or avoid speaking altogether, as they worry about being judged or criticized by others. Shyness can also contribute to speaking difficulties, as individuals may feel anxious or uncomfortable in social situations, making it harder for them to express themselves. Self-confidence is an important factor in overcoming these challenges. When individuals believe in themselves and their abilities, they are more likely to take risks and speak up.

1.1.6.3. The Interference of the Mother Tongue. The majority of language learners are influenced by their mother tongue when they interact in a foreign language, this is mostly why students are not advanced in their oral fluency; they borrow words from their native language, absolutely if they do not have enough target language vocabularies, they often borrow other words of their native language. Backer and Westrup (2003) claimed that the unsuccessful transfer of cultural rules from one mother language to another refers to the ignorance of the target language. This is why learners are influenced by their mother language when speaking the target language. The interference occurs when the learner tries to apply the rules and structures of their native language to the target language, resulting in incorrect pronunciation and grammar usage. This can have a negative impact on the learner's speaking skills, making it difficult for them to communicate effectively. The mother tongue plays a critical role in shaping the way EFL learners acquire a new language. It can influence the way they perceive and interpret the sounds, intonation, and stress patterns of the target language. For instance, a native speaker of a tonal language like Mandarin might find it challenging to differentiate between similar-sounding English words like "live" and "leave". This can lead to incorrect pronunciation and miscommunication

1.1.6.4. Lack of Language Practice. Speaking a foreign language means having the opportunity to interact with people in real situations and not only in classroom-controlled activities. Therefore, teachers' task to improve the skill is challenging and time consuming (Kusnierek, 2015). In addition, many teachers agree that the progress of some learners is slowed because they rarely use English outside the classroom. Thus, a shortage of opportunities for practice is identified as an important contributing factor to speaking failure and by practice is meant, not only practice of grammar and vocabulary, but the practice of interactive speaking itself (Thornbury, 2005). This view is supported by Banu and Nishanti (2017) who view the role of environment as one of the causes of speaking problems. People outside the classroom may think that learners are just trying to show off when they speak English for daily conversation. The response of students causes them to lose confidence, and as a result, they turn to their mother language.

1.1.7. Classroom Speaking Activities

The aim of teaching speaking is to create autonomous learners who speak fluently and smoothly. Therefore, to create a motivating classroom environment and encourage student participation, foreign language teachers must use appropriate and varied speaking activities. On the other hand, these activities should be more organized, productive, and challenging for the purpose of providing authentic language and creating a fun learning environment. Harmer (2007) stated that learners may obtain a great chance to speak in the classroom by applying different speaking activities in real contexts; mainly these activities enable students to provide feedback to each other in different languages, as well as to improve their mechanical language aspects.

1.1.7.1. Discussion/Conversation. Bannink (2002) stressed that “genuine conversational interactions cannot be the outcome of preplanned lesson agendas; they have to emerge and so, by definition, cannot be planned” (p. 271). That is to say, in conversation activities, students are really spontaneous speakers. Here, they just express their ideas and

thoughts that are stored in their mind in order to engage in interaction. Sometimes speaking in front of classroom members makes students afraid that is why discussion may be used as an appropriate way for encouraging students to interact. Here, learners will improve their pronunciation by focusing on using corrected intonation and stress rather than structures. Even more, students have the opportunity to enhance their oral production through sharing interaction and speech of different subjects in a real situation.

1.1.7.2. Role Plays. Role play is an effective method that can be applied in teaching speaking. This activity is performed in the classroom with the teacher's presence that is responsible for dividing roles, whereas the students are the main participants who play different roles of characters in a real context. At the end of practicing this activity, learners get feedback on their performance such as dialect, sounds, and presentation. According to Tompkins (2001), one of the teaching activities that encourage students to actively participate in the process of learning English is role play. As a result, the foreign language student practices the target language in scenarios that are similar to real-life situations, where tension and shyness are minimized. It is meant that teachers can involve role plays in the classroom to engage directly their students in the interaction. Ladouse (1987) illustrated that role play is one of the most common methods which are used in the classroom for the purpose of enhancing foreign language and engaging learners in interaction and participation for being as talkative members. Here, the teacher will serve not only as a guide but also as a focal point for the evaluation and feedback of the students' performances. Through acting out different characters, role play can have a more positive psychological impact on students and aid in their ability to speak more fluently. Brown (2004) insisted that most teachers are using role play as a pedagogical way of teaching in the classroom where students gain much time to speak. Role play aids students to break their fear and anxiety through sharing roles with each other.

1.1.7.3. Communicative Games. These are interesting and entertaining teaching methods that encourage passive students to become engaged and active. They create an entertaining atmosphere in the classroom; it also builds friendly relationships and an exciting learning environment, and encourages students to practice the language in real situations. Rixon (1981) stated that “game is an activity carried out by co-operating or competing decision makers, seeking to achieve, within a set of rules, their objectives”. Using games in the English language classroom is seen as an effective way which reduces students’ stress and anxiety; it props up them to be more relaxed. Surely, students want to use this method in the language classroom to develop their communication (Zhu, 2012). The researcher added that “using games is a good way to improve students’ various skills” (p. 208).

1.1.7.4. Storytelling. It is one of the most effective strategies applied in classrooms by foreign language teachers to enhance learners’ oral proficiency via listening to and retelling stories. Additionally, it develops students’ emotional intelligence, providing them with new vocabulary, and improves their lexical grammar. Moreover, “storytelling ... costs nothing, is enjoyable, can be used anywhere and at any time” (Zabel, 1991). It is meant that storytelling is an entertaining and simple activity; it gains time and effort so that teachers can easily use it to improve their students’ speaking skill.

1.1.7.5. Information Gap Activities. It is an activity based on filling the gaps with information or using vocabularies. Swan (1985) describes the information gap as “a basic concept in contemporary methodology” (p. 94). It is practiced between two students in order to share information. Sharouf (n.d) stated that gap information takes group work where one student can have information and another one does not have it; they discuss how they can all agree on the same information. This technique can be applied in the language classroom to develop students solving problems and acquiring new information. Information gap meets students to real spoken English and encourages them to develop their communicative skill and give learners information to participate and be involved in the conversation by asking

questions, adding comments, and solving problems. Moreover, teaching speaking through the information gap gives chance for students to practice their language in the classroom in support of sharing meaningful ideas and thoughts, and being more aware of their grammar (Bajnam and Ismaili, 2016).

Section Two: YouTube Videos

1.2.1. The use of technological advancements in EFL classrooms

The influence that technology has on today's schools has been quite significant. In particular, the use of technology is becoming predominant in EFL classrooms because of its positive effect on teaching and learning English. Dudeney and Hockly (2007) stated that technology is an important factor in all aspects of our lives, whether personal or professional. Hence, with the spread of technology in various fields, it is important for students to use technological tools in their learning. According to MerzifonluogLu and Gonulal (2018), incorporating technology into EFL education has created new opportunities for language learners and teachers. Furthermore, students are now required to use technology more than ever before in order to update knowledge and have access to more information. Altun(2015) pinpointed that “ technology based instruction can contribute greatly to the quality of teaching and learning experience. Technology is a facilitating tool for education which teachers and students Get benefits from” (p.22). In other words, technology integration in EFL settings is crucial for teaching and learning English. Moreover, educational technology affects the teaching and learning process; it can be a useful tool for gathering knowledge and enhancing students' achievement. Tabari and Tabari (2014) added that there is now a huge demand for technology that provides teaching methods and resources in order to create a stimulating, motivating, and dynamic language learning environment. Cutter (2015) also explained that technology boosts motivation. When using computers and other modern technologies, students are more motivated than when using textbooks. They are frequently less easily distracted, and the instructor can tailor each student's lessons to meet their unique requirements. Additionally, technology has a diverse effect on teaching and learning process. Budhwar (2017) claimed that “the integration of technology into the classroom is a great way to reach the diversity in learning styles” (p. 55). Regarding the diversity of teaching

techniques, EFL instructors could use technological resources as the primary teaching materials inside the classroom to promote the progression of the learning process.

To summarize, incorporating technology into EFL settings benefits both students and teachers by providing them with valuable resources and efficient results. Furthermore, the most important aspect of using technology is to bring new teaching strategies and create motivation to help students achieve success.

1.2.2. YouTube

The development of technology provides a variety of media that have positive effects on learning English as a foreign language. One of the technologies that can be used as a teaching and learning media is YouTube. According to Rouse (2016), YouTube is a popular online video-sharing and social media platform. It was launched on February 2005 by Chad Hurley, Steve Chen, and Jawed Karim. As Miller (2012) said “Youtube.com_a free, public, online video archive with built-in social networking features_ has created a platform for countless virtual communities, many of which are focused on transmitting knowledge in users’ areas of interest and expertise” (p.17). Meanwhile, Jones and Cuthrell (2011) pointed out that YouTube is a platform that collects information which enables its users to share their products and interact with other users. In other words, YouTube makes people virtually connected to the rest of the world more quickly and efficiently. Jalaluddin(2016) also pointed out that YouTube is an Internet platform which helps its users to upload, view, rate, share, and comment on videos such as TV and video clips, music videos, blogging videos, and even educational videos which are entertaining.

Moreover, YouTube is also used for educational purposes with authentic and relevant materials inside. Almurashi (2016) argued that this website can give students access to authentic videos and situations that can help them enhance their comprehension and performance. This researcher added that YouTube is considered a source of online materials that can play a key role in the teaching and learning field. In addition, Snelson (2011) stated

that YouTube is created as a video sharing platform that has the potential for education. Indeed, YouTube provides a plenty of educational videos that can be encountered freely, quickly, and conveniently. Michael and Shah (2020) confirmed that YouTube provides teachers with numerous golden opportunities to improve the quality of learning and teaching processes in the classroom. This means that the technology of YouTube videos has given great adjustments and changes to the educational field.

Thus, YouTube is therefore more than an innovative tool. It is important to be used as a pedagogical source since it plays a vital role in the teaching field. Hence, teachers should take into consideration the integration of YouTube videos inside the classroom for the purpose of requiring new educational strategies.

1.2.3. The application of YouTube videos in EFL classroom

Nowadays, the use of YouTube videos as instructional materials in the academic cycle has become widespread, especially inside EFL classrooms. According to Tahmina (2023), since the YouTube platform has become a part and parcel of students' lives, language teachers can help them learn the English language with the assistance of this platform. In other words, learners have become heavily dependent on YouTube, so teachers can take advantage of it in the teaching process in order to make students more interested in learning English. Almurashi (2016) claimed that traditional teaching methods may not be suitable for all students when it comes to learning English, and some may benefit from alternative modes of learning. He added that learners can feel uninterested in the class since there is no enjoyment. However, by using YouTube videos, students can gain numerous benefits and motivation that make the learning process active. Moreover, EFL students are constantly looking for quality materials as well as information and content that relates to their English studies. YouTube can serve as one of the best sources of information and English content. Ghasemi et al. (2011) argued that the majority part of videos on YouTube is in English, thus, YouTube offers teachers of ESL/EFL many opportunities to access and provide lessons in

their classroom to make more interaction with students. Gray (2013) argued that “YouTube is very important for learning because many researchers demonstrate that the majority of people learn via listening, watching, and doing” (p.144). This means, through using YouTube videos as audio-visual media in the classroom, students can visualise word meaning by seeing different pictures as well as understand the speech by interpreting non-verbal language. The use of YouTube has a positive impact on students’ motivation. According to Berk (2009), videos can profoundly influence their minds and senses. He added that the use of video clips needs to be integrated in multimedia presentations to promote learning in higher educational institutions. This includes using videos to capture students’ attention, increase students’ concentration, inspire their motivation and make learning fun and meaningful. Using YouTube during the course helps the learners a lot to understand English better and gives them the opportunity to learn it outside the class (Kabooha & Elyas, 2018). In other words, teaching with YouTube videos during the course helps the learners comprehend the English content easily as well as get the opportunity to uphold their autonomy and be able to learn outside the classroom because of the easy access to the YouTube platform. Zaidi et al. (2018) claimed that YouTube is a simple and accessible way for students to improve their English skills.

Indeed, YouTube videos are certainly beneficial ways for learning English. Hence, teachers can use them as helpful teaching aids because they enable students to be more successful language users.

1.2.4. The impact of using YouTube videos on speaking improvement

One of the challenges of EFL learners’ is mastering the speaking skill. For that reason, students are trying to discover modern activities to help them cope with these difficulties, hence, YouTube provides many beneficial videos about language communication which EFL learners and teachers can take advantage of while teaching or learning speaking.

Different studies have supported the integration of YouTube Videos in language learning and in speaking instruction. Riswandi (2016) found in his study that YouTube can help students improve their speaking skills, particularly by expanding their knowledge of English vocabulary, grammar and pronunciation through the videos available in it. To put it another way, YouTube can be an effective learning media for developing students' language skills that can be used by teachers, especially in developing students' speaking skill. Meanwhile, kristiani and Pradnyadewi(2021) demonstrated in their article entitled " The Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills" the positive effect of YouTube on Learners' speaking expertise. In addition, YouTube has a function to correct students' pronunciation (Wagner, 2007). In other words, it helps learners pronounce the words correctly by listening to native speakers. As Binmahboob (2020) pointed out, YouTube allows students to listen clearly to the Words and sentences from their origins, pronounce the words properly, and organize their ideas while speaking. Indeed, the incorporation of YouTube videos in teaching English may push the learners more to practice speaking. In addition, teachers can enhance students' oral communication by asking them to comment on what they listen and view, share interactions about words pronunciation and discuss the meaning of sentences. More importantly, tutors can draw attention to accents, and ask them to concentrate on the speakers' speech and then repeat what they say. Furthermore, YouTube videos are especially useful for speaking skills since they enhance the learners' motivation and make the Content comprehensive for them (Silviyanti, 2014). In a YouTube-based class, the knowledge is shared and the students become more independent in their language Learning and overcome the challenges that traditionally prevent them from speaking freely in class (Zhang, 2010). It can therefore be assumed that YouTube videos are an extremely important, valuable and effective teaching tool for improving students' language skills, especially speaking.

1.2.5. Types of YouTube videos used to improve speaking

YouTube offers a wide variety of video content including music, movie clips, humour, sports and more. It is important for teachers to be able to select appropriate videos that can assist in enhancing their students' speaking abilities. Jati et al. (2019) found that teachers who will use YouTube videos to improve their students' speaking skill have to choose the appropriate type of videos. They added that the chosen YouTube video should be relevant to the learners' Proficiency level and has a relation with the learning materials discussed in the classroom as well as the duration of the video should be short so that students will not get bored. Put differently, teachers should take into consideration some principles before choosing the suitable video for their learners such as their proficiency level, the duration of the video, and its relation to the materials being discussed in class. The most common types of YouTube videos that can improve English students' speaking skill are:

1.2.5.1. Movies. According to Arsyad (2002), a movie is a series of images that live and can be played. In other words, movies can be referred to as motion pictures, or more commonly called films. They can also be used as learning and teaching media. By using movies, the Learning situation will be fun and students can learn while looking at the things that attract their attention (Halawa et al., 2022).Kalean (2013), said that teaching English by using movies, especially for foreign learners is a good strategy. That is to say, English movies can help students to improve their language abilities by identifying the way the actor or actresses speak in the movie. Movies are a form of visual communication, in which there are images that move or called video, and also contains of story that can arouse tastes and the attention of the audience (Summers, 2005). In this regard, through English movies, students can receive information and be able to entertain themselves with the stories in the movie. Furthermore, watching English movies can be an effective way for students to improve their speaking skills (Halawa et al., 2022). By observing native speakers - such as actors and

actresses - using English as their mother tongue, students can gain valuable insight into the nuances of the language.

1.2.5.2. Songs. Learners can improve their English speaking skills by listening to songs. Dahler (2014) stated that songs are considered as useful instruments to solve the students' speaking difficulties. Madrid and McLaren (2004) suggested that songs are one of the most interesting resources that can be introduced in the English classroom. That is to say, songs are considered as motivational learning methods that make Learners feel delighted, relaxed, and interested in performing the language. Moreover, Benghadab (2019) declared that song videos improve learners' communicative skills through listening and repeating the lyrics. Thus, English teachers should apply this type of videos to entail their students to practice English in real situations.

1.2.5.3. Ted Talks Videos. TED (Technology, Entertainment, and Design) Talks is a type of public speaking in the form of sharing experience and giving motivation to the audience. In other words, TED talks are a series of public speeches presented by both know and not-so-famous people in order to inspire and motivate people. These videos can be another source for use in EFL classrooms. As stated by Farid (2019), they are a valuable tool for improving students' English public speaking skills because they not only provide instruction on speaking but also inspire and motivate students through the personal stories and experiences of the speakers. According to Vasilevich (2016), the greatest benefit of TED Talks is their authenticity, as the speakers share their own personal stories, ideas, and experiences with the audience. This makes TED Talks an appropriate medium for use in English-speaking classes.

1.2.5.4 Documentary videos. Documentary videos have played a vital role in educating people and helping them develop empathy by providing them with insight into the experiences of others (Marfo, 2007). In addition, Krivanova (2021) stated that one of the primary advantages of documentaries is that they provide the viewers with the opportunity to

temporarily immerse themselves in a different world, culture, and the experiences of actual individuals. Put differently, documentary videos expose students to new aspects of the world they might never have thought of. Moreover, These YouTube videos provide valuable and authentic information about the culture of the target language, which helps students gain a deeper understanding of the culture and integrate it into their language learning. Documentary movies should be incorporated in foreign language classrooms because they are beneficial for improving students' language proficiency.

1.2.6. Aspects of speaking that are improved through watching YouTube videos

YouTube videos can be a powerful tool to improve various aspects of speaking. Some of the aspects that can be improved through YouTube videos are:

1.2.6.1. Fluency. Teachers aim to develop oral fluency as the primary objective while teaching the productive skill of speaking. According to Hughes (2002), fluency is the capability to communicate coherently, logically, and precisely with minimal hesitations. If a speaker hesitates excessively, it can cause a communication breakdown as the listeners may lose interest. YouTube videos have a strong impact on developing Learners' oral fluency. Alimemaj (2010) argued that Videos provide an authentic language used by native speakers, as well as all language genres (songs, debates, talks, poems...). This of course can be considered as a good way in order to learn a great deal of vocabulary which is important for developing one's oral fluency.

1.2.6.2. Pronunciation. Pronunciation is the way a letter, group of Letters, or a word sounds when speaking, the way someone says things (Disha, 2018). In other words, pronunciation is the way a person utters words or sounds in a certain way in order to make the speech easy to understand. YouTube helps students to recognise the difficulty of pronunciation and improves students speaking skills. Watkins and Wilkins (2011) pointed out that videos on YouTube can be a new activity in the class such as conversation analysis, movies, and vlogs. Meinawati et al. (2020) did research on improving speaking skills using

YouTube. The study's findings revealed that learners could communicate expressively and confidently. They were able to imitate the native speakers' pronunciation that they heard in the video.

1.2.6.3. Vocabulary. Vocabulary is a basic aspect of language that must be mastered before mastering language skills. According to Ayu and Zuraidah (2020), vocabulary may help people acquire numerous English skills, including speaking, listening, reading, and writing. When it comes to expanding their vocabulary, students may encounter obstacles. Thus, the use of YouTube videos which are enjoyable to students is undoubtedly a special attraction for enriching students' vocabulary. Silverman and Hines (2009) affirmed that the use of videos can enhance the teaching of vocabulary or a second language easily. YouTube, according to Abbas et al. (2019), helps learners enhance their vocabulary by providing simple access to a variety of audio-visual lessons. YouTube videos have the ability to play a significant role in vocabulary development.

1.2.6.4. Grammar. To be able to communicate effectively in English, it is important for students to have a good understanding of English grammar. YouTube can be a valuable medium for teaching English grammar. Media, specifically YouTube videos, are a more efficient means of teaching grammar compared to textbooks. According to Kurniawati (2015), by utilizing media, such as videos, students are engaged and their curiosity is piqued, making it easier for the teacher to deliver the message. This approach also encourages students to actively participate by analysing the grammar used by actors and actresses in the video.

1.2.7. Advantages of using YouTube in the EFL classroom

YouTube can be used as a learning media for improving the English-speaking skills of students due to its numerous advantages. Jalaluddin (2016) highlighted the advantages of using YouTube to enhance the teaching and learning process in the classroom, especially for English language learning. The platform can be utilized both inside and outside the classroom

to provide authentic English materials. It also caters to different learning styles, making the process more interesting and engaging for students. By incorporating YouTube into the learning process, students become more motivated and less bored. Moreover, videos on YouTube are enjoyable and serve as a valuable learning source for both teachers and students. Furthermore, they attract students' attention and make the classroom environment more interactive, facilitating language learning. The platform allows students to comment and ask questions on the videos immediately, and it offers meaningful and authentic examples of everyday spoken English by the creators. In short, YouTube videos can be highly valuable resources for EFL classrooms and offer teachers an excellent opportunity to make their classes more engaging and enjoyable.

1.2.8. Potential problems and challenges

Although YouTube offers many benefits, it is also possible that it comes with disadvantages. Jalaluddin (2016) listed several drawbacks associated with using YouTube in the classroom, such as the potential for students to become easily distracted and deviated from the main topic, in addition to level of the language used in the videos. Furthermore, a primary technical obstacle when using YouTube as a learning resource is the unstable internet connection required to access the content. The issue of unstable internet network can affect the quality of video, resulting in slow and unclear loading of content. This can disrupt the language learning process and frustrate learners (Triana et al., 2021). Based on the information presented, the researchers argued that using YouTube in the teaching and learning process has its disadvantages. However, despite these drawbacks the platform is still considered as an effective tool for educational purposes.

Conclusion

Speaking is a crucial component of foreign language learning, and technology can play a vital role in enhancing learners' speaking skill. YouTube, with its vast collection of videos and resources can be an effective tool for learners of English to practice and improve their speaking abilities in real-life situations. By taking advantage of technological advancements such as YouTube, learners can overcome the challenges associated with speaking in English and improve their overall language proficiency.

Chapter Two: Field Work

Introduction

Unlike the first chapter, which deals with the theoretical part of this study, this chapter provides its practical part. It is mainly introduced to present and analyse the collected data to address the problem, answer the research questions, and achieve the aim of the study.

Teachers and learners' questionnaires aim to investigate their attitudes toward the use of YouTube to develop speaking. Furthermore, this research tries to discover whether they have positive attitudes on the usage of YouTube in developing speaking.

Each section begins with describing the fundamental components of the study including the participants and the instruments used to collect the data. After that, it analyses, discusses and makes interpretations about the collected data.

2.1. Section One: Teachers' Questionnaire

2.1.1. Administration of the Questionnaire

This questionnaire has been designed to investigate teachers' attitudes towards the use of YouTube to improve the speaking skill. It tries to demonstrate teachers' views toward the factors that may cause speaking difficulties for EFL learners and whether the integration of YouTube videos helps them overcome these difficulties. It has been administered to five teachers who teach oral expression or have already done it to third-year students at Mila University.

2.1.2. Description of the Questionnaire

The teachers' questionnaire consists of sixteen (16) questions divided into four sections containing closed and open-ended questions.

Section 1 (1-2)

The first section includes general information about teachers' academic degree and experience in teaching English at university.

Section 2 (3-8)

This section is planned to investigate teachers' views about the importance of speaking, the difficulties that learners face while learning this aspect, as well as, some strategies and activities to overcome these difficulties.

Section 3 (9-12)

This section contains questions that deal with the importance of integrating YouTube videos inside the classroom. It also includes the common types of videos used by teachers.

Section 4 (13-16)

This section is concerned with teachers' views about the effectiveness of implementing YouTube in oral expression session.

2.1.3. Analysis and Interpretation of the Teachers' Questionnaire

Section One: Background knowledge

Q1. Specify your qualification, please?

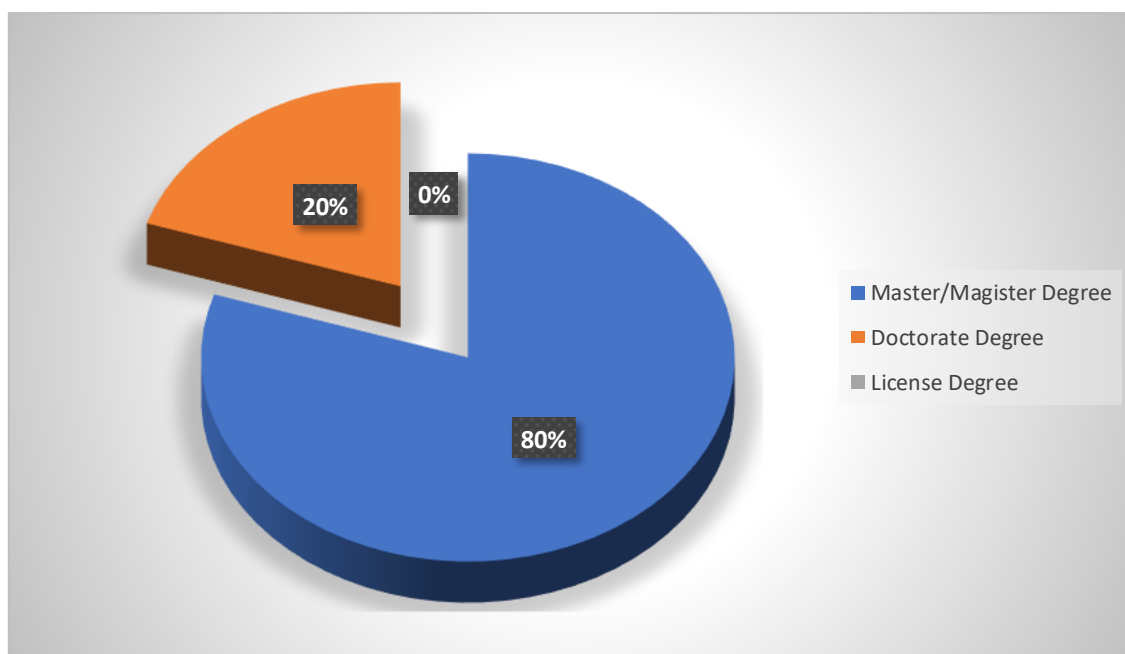


Fig.1: Teachers' Academic Degree

The aim behind asking this question is to know the academic degree that the questioned teachers hold. Figure 1 indicates that 80% of respondents have a master/magister

degree while 20% of them have a doctorate degree. None of the teachers hold a license degree. The findings indicate that the majority of the teachers hold master's degrees. That implies that their statements are reliable.

Q2. For how many years have you been teaching oral expression?

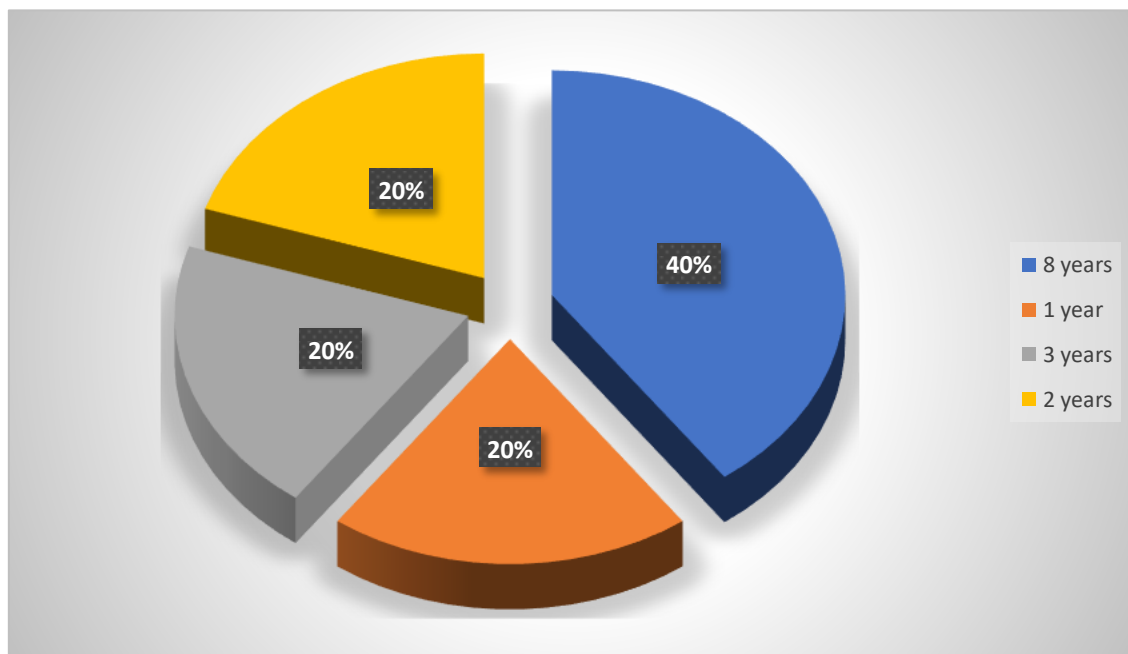


Fig.2: Teachers' Experiences in Teaching Oral Expression

The question aims to figure out the teachers' experiences in teaching English to third year students at Mila University in order to evaluate the credibility of the provided information. Regarding the results shown in figure 2, 40% of the participants have taught English to third year University students for 8 years, 20% have taught them for 1 year, 20% have been teaching them for 3 years and 20% have taught them for 2 years. The results demonstrate that the majority of the questioned teachers are experienced, which enables them to give us precise data to accomplish the research's objective.

Section Two: Speaking

Q3. To what extent do you consider speaking as the most important language skill?

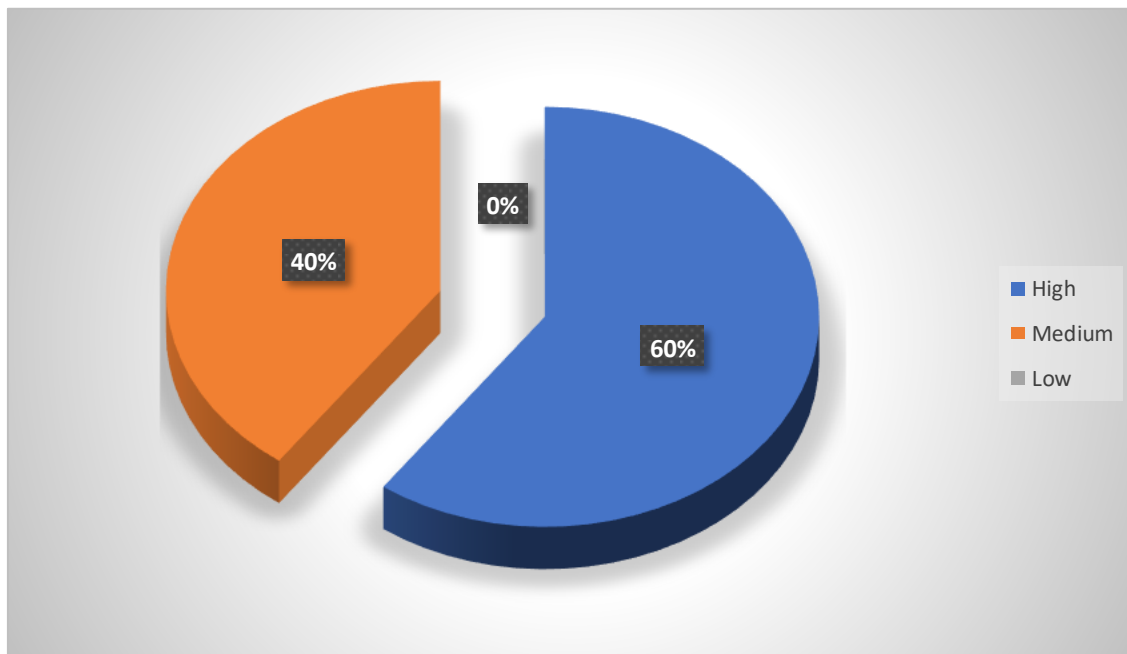


Fig.3: The Significance of Speaking as a Language Skill

The aim of this question is to know to what extent teachers regard speaking as an important language skill. Figure 03 illustrates that 60% of the questioned teachers consider speaking as the most important language skill, 40% of them think of it as a medial language skill. However, none of them regard it as the least important skill. The results indicate that speaking is highly seen as a significant language skill.

Q4. Do you encourage your students to speak during oral expression session?

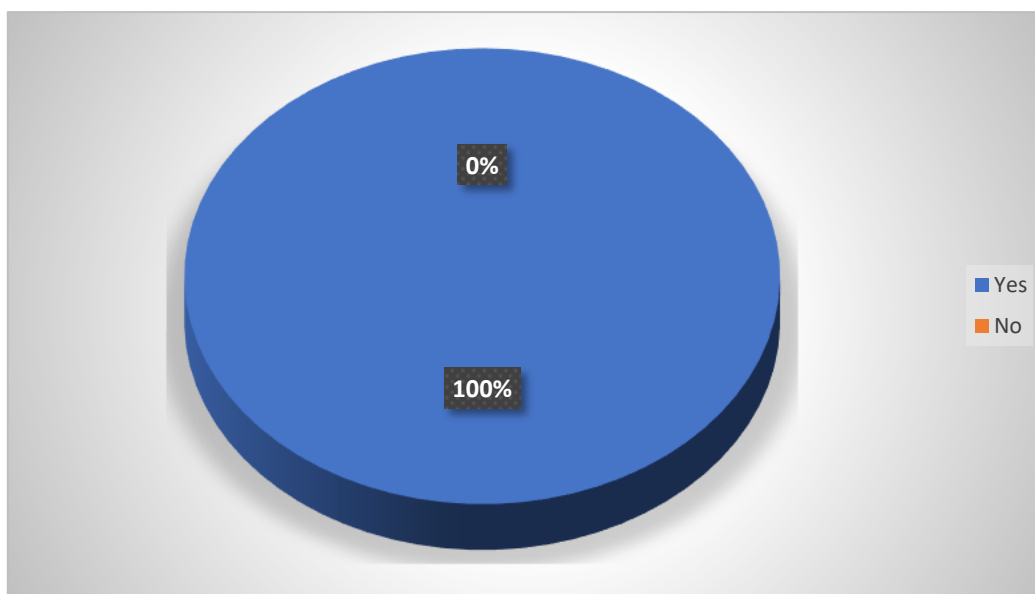


Fig.4: Encouraging Students to Speak during Oral Expression Session

Question number 4 is asked to see whether teachers encourage their learners to speak during oral expression session. The obtained results illustrate that 100% of teachers foster their students to speak. Thus, all the participants agreed on encouraging their students to speak as it improves their oral proficiency.

If yes, how?

Teachers' explanations of how they encourage their students to speak are summarized as follows:

- By asking them to engage in classroom discussions.
- By suggesting interesting topics.
- Through presentations, dialogues, discussions.
- By asking them to perform well.
- By directing questions towards them and asking them to discuss.

Q5. What activities do you apply in teaching speaking?

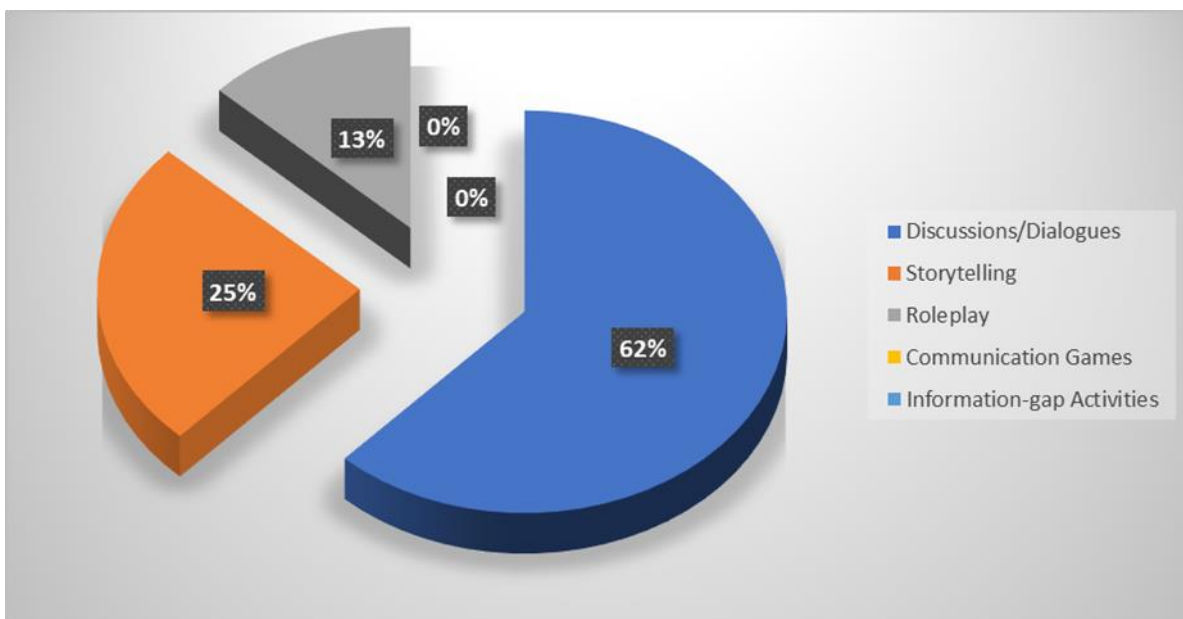


Fig.5: The Activities Applied in Teaching Speaking

The aim behind designing this question is to figure out the activities applied in teaching speaking. Out of the total answers, 62% of the respondents selected discussions/dialogues, 25% selected storytelling while 13% chose role play. None of the respondents selected both communication games and information-gap activities. The outcomes demonstrate that discussions/dialogues, storytelling and role play are the most applied activities by teachers in teaching speaking.

Q6. What are the frequent difficulties that your students face when speaking?

Question number 6 is asked to gather information about the difficulties that learners confront during the speaking process according to teachers. The informants suggested many factors which are summarized in the following points:

- Lack of vocabulary.
- Poor self-confidence.
- Lack of critical thinking.
- Grammar mistakes and pronunciation.

Regarding teachers' answers, the outcomes clarify that the mentioned factors are the most encountered by students.

Q7. Do you know which strategies are good for learners to overcome those difficulties?

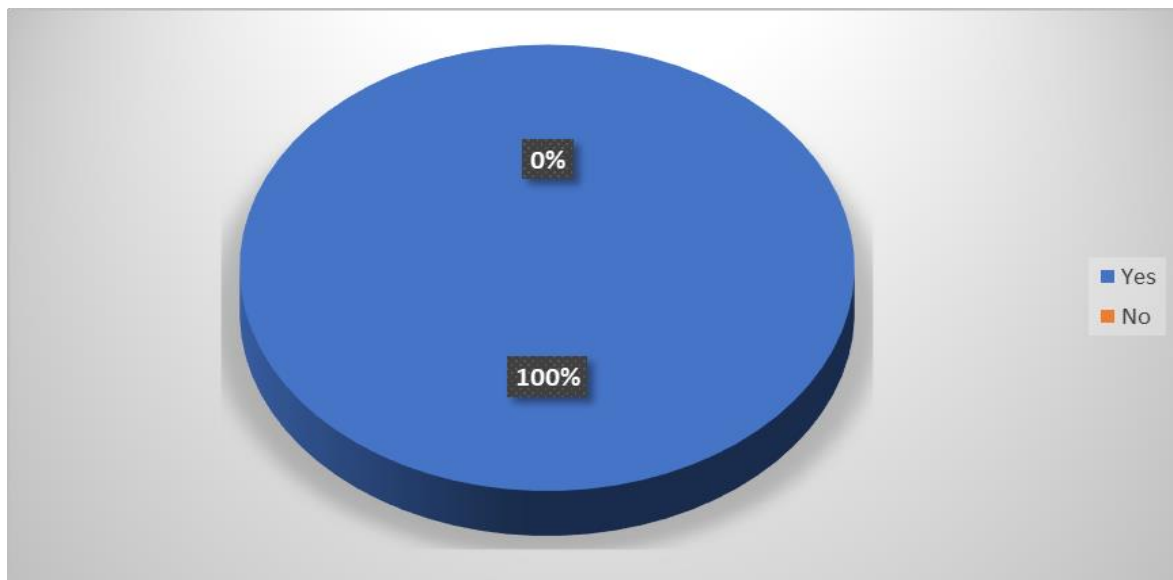


Fig.6: Strategies That Are Good for Learners to Overcome Their Speaking Difficulties

The purpose behind asking this question is to know which strategies are good for learners to overcome their speaking difficulties.

Concerning the results in figure 6, all the questioned teachers know certain strategies in order to overcome speaking difficulties. The findings assert that all the respondents can provide useful strategies for their learners to overcome their speaking problems.

If yes, please note down those strategies

The informants suggested many strategies which are summarized in the following points:

- Reading more to enrich the vocabulary repertoire and listening to native speakers' podcasts.

- Practice speaking as much as they can even if they commit errors, grammatical mistakes and discussing different subjects in groups.

- Watch more natives' talk.

- Work on developing their self-confidence by speaking in public areas using the English language.

Q8. We would appreciate it if you could inform us about the familiar or new trends in teaching speaking. We would like also to ask you for some other suggestions to improve the learners' speaking skill

This question aims to extend the area of this study and take advantages from teachers' experiences regarding the familiar or new trends in teaching speaking as well as some other suggestions to improve the learners' speaking skill. They answered this question by suggesting the following points:

- Role play, group discussions and storytelling.

- Interactive games.

- Focus on listening.

- Engaging in collaborative discussion in virtual space.

Section Three: YouTube

Q9. Do you use technological advancements while teaching oral expression?

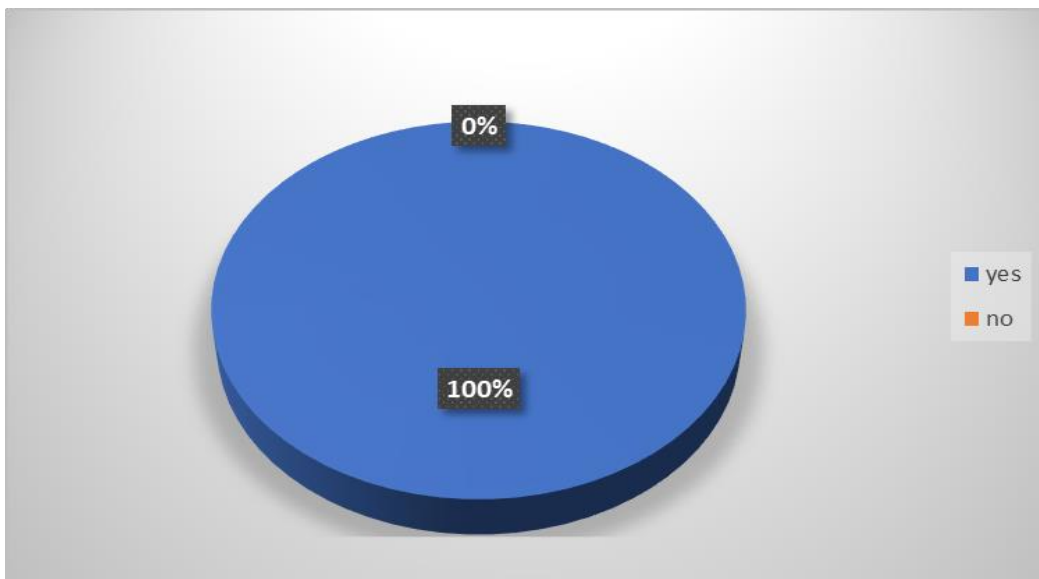


Fig.7: Teachers' Use of Technology Inside the Classroom

The purpose behind asking this question is to know whether teachers use technological tools during oral expression session. The data in figure 7 show that all teachers incorporate technology inside the classroom which confirms its crucial and positive role in the teaching process.

Q10. Do you use YouTube videos as a teaching method in oral courses?

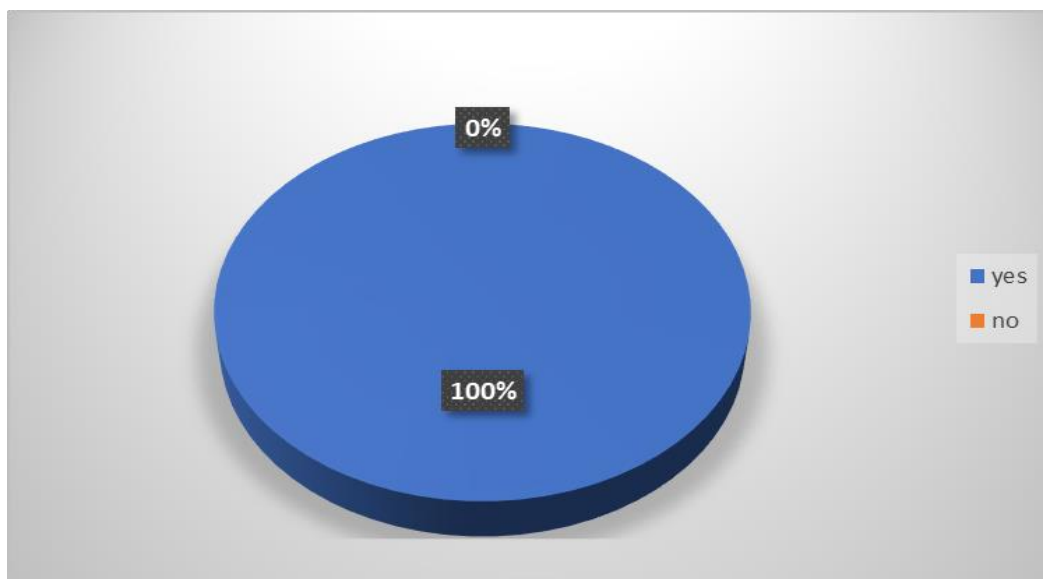


Fig.8: The Use of YouTube Videos as a Teaching Method in Oral Expression

The underlying purpose of this question is to see whether teachers integrate YouTube in the classroom. The data in figure 8 demonstrate that all the informants answered yes. This reveals that teachers use YouTube videos as a teaching method because they are considered as interesting audio-visual tools.

If yes, how often do you use these videos?

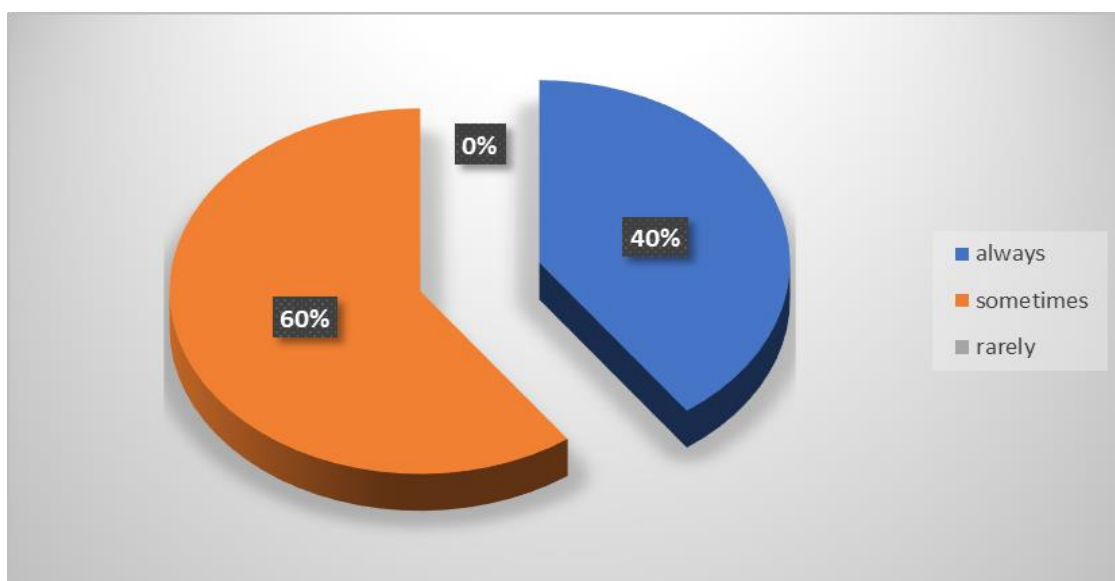


Fig.9: Teachers' Frequency of Using YouTube Videos

This question is asked with the aim of knowing how frequent teachers incorporate videos from YouTube when teaching oral expression. As it is presented in figure 9, 60% of the informants said that they sometimes use these videos, 40% always integrated them in the classroom. However, none of the teachers chose the option “rarely” which implies that YouTube videos play a vital role in teaching oral expression.

Q11.What kind of videos do you prefer to use while teaching speaking?

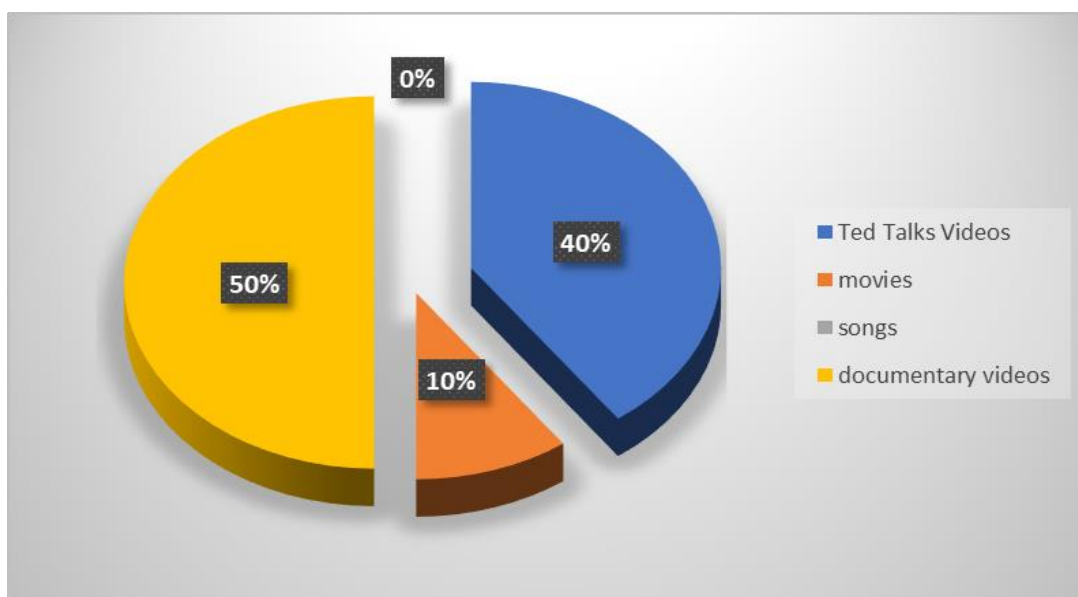


Fig.10: Teachers' Preferred Type of YouTube Videos

Question 11 aims to investigate the common types of YouTube videos that teachers use during oral expression session. Based on the outcomes in figure10, it is remarked that half of the participants (50%) prefer using documentary videos, 40% favour Ted Talks, 10% choose movies, and none of the asked teachers use songs as teaching tools. This denotes that most of teachers opt for formal yet entertaining types of videos.

Q12. How important do you consider integrating YouTube inside oral expression classrooms?

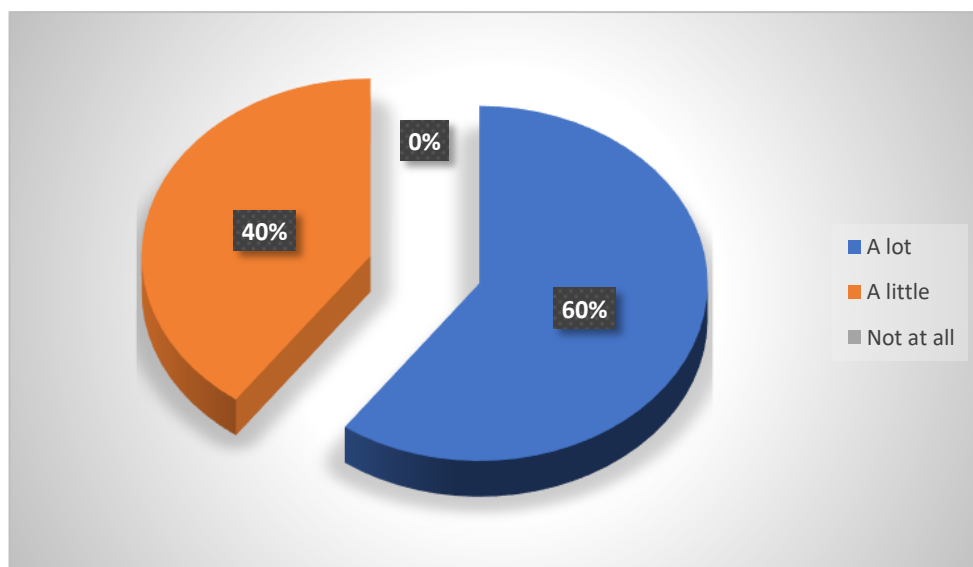


Fig.11: The Importance of Using YouTube Videos Inside the Classroom

This question seeks to explore teachers' beliefs on the significance of incorporating YouTube into their lessons. As it is shown in figure11, more than half of the respondents (60%) considered the implementation of YouTube videos inside the classroom an effective technique while 40% agreed that it was of little importance. No one ticks the option "not at all". This implies that most of the teachers are aware of the significance of YouTube in ameliorating students' language proficiency.

Section Four: The Relation between Speaking and YouTube Videos

Q13. According to your teaching experience, can YouTube videos be used as pedagogical tools to improve students' speaking skill?

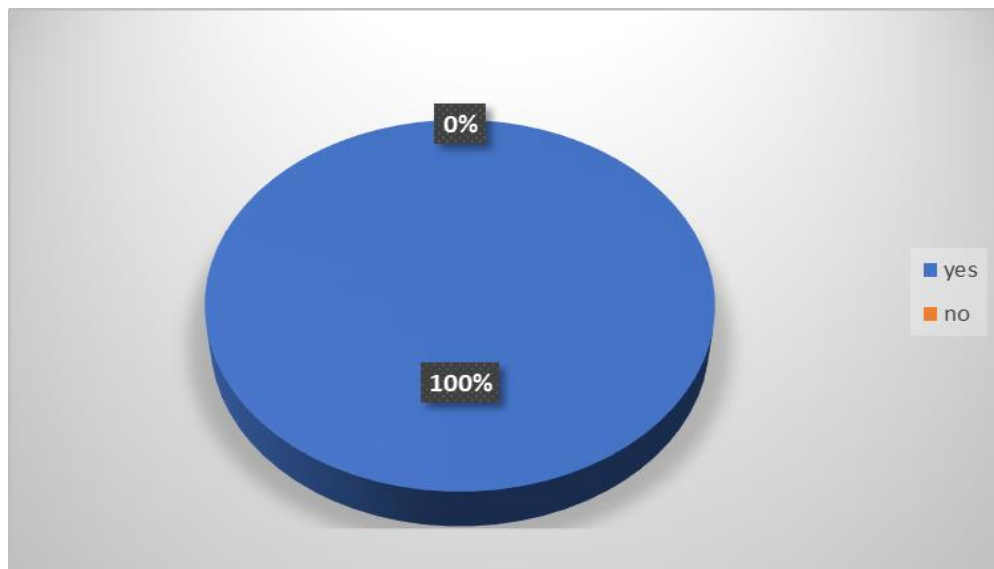


Fig.12: Teachers' Perception Towards Applying YouTube Videos as Pedagogical Tools in Teaching Speaking

The aim of this question is to identify teachers' position regarding the use of YouTube in teaching speaking. Based on the results recorded in figure 12, it is strongly remarked that all the respondents argued that YouTube videos can be implemented as pedagogical tools due to their benefits in enhancing learners' communication skills.

Q14. How can YouTube motivate learners to speak during oral expression session?

This question is open-ended, intended to see how YouTube can be a motivational tool for learners. Teachers' comments are cited as follows:

- YouTube offers visual and audio stimuli that can capture learners' attention and spark their interest.
- YouTube enables learners to collaborate and interact with their peers.

Overall, YouTube's motivational potential lies in its ability to provide visually appealing, and diverse content, while also promoting collaborative learning.

Q15. What are the speaking aspects that can be improved through watching YouTube videos?

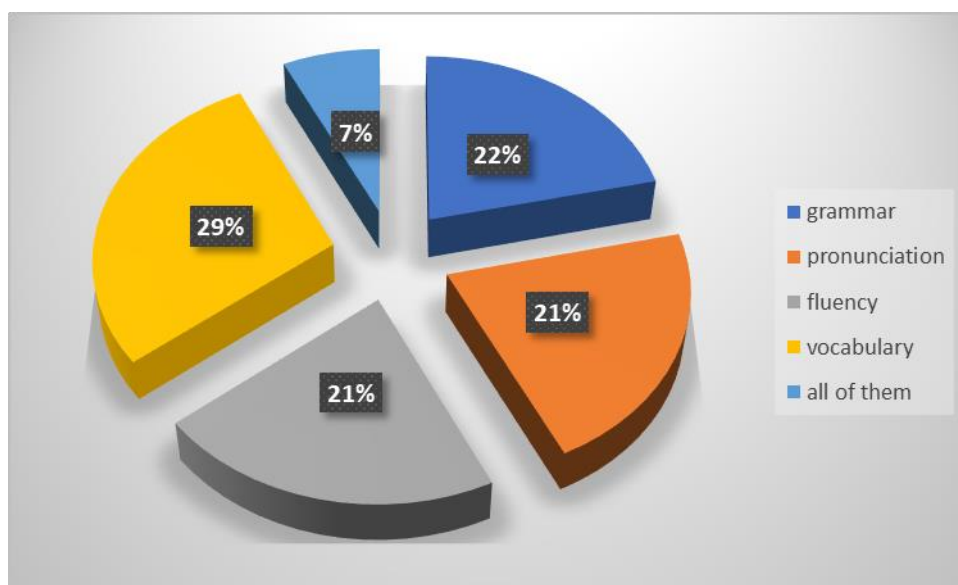


Fig.13: The Speaking Aspects that Can Be Improved Through YouTube

This question is devoted to explore the impact of YouTube videos on speaking aspects. The data stated in figure 13 demonstrate that among the overall answers, 29% of them were for vocabulary, 22% delivered to grammar, 21% for pronunciation, and 21% for fluency. 7% chose the option “all of them”. As far as the results, teachers are aware of the usefulness of YouTube videos to develop various speaking aspects.

Q16. Any suggestion or comment please

This open-ended question is asked to see whether teachers have other suggestions and comments concerning the impact of YouTube videos in developing speaking skill. They suggested that using YouTube videos can give more opportunities for learners to practice language in real situations as it can improve their oral fluency through listening and imitating the native speakers.

Discussion of the Teachers' Questionnaire Results

The teachers' questionnaire is designed to investigate teachers' attitudes towards YouTube videos and their influence on speaking improvement. It aims at investigating their perspectives toward the factors that may cause learners' difficulties in speaking. In addition, it seeks to figure out teachers' awareness of the importance of integrating YouTube in EFL classrooms.

The answers of this questionnaire indicate that the majority of teachers regard speaking as a fundamental skill in learning English as a foreign language. Most of the questioned teachers agree that learners face difficulties in learning this skill due to many factors. Moreover, teachers argue that they encourage their learners to speak and overcome these difficulties through using varied strategies and activities.

Teachers come to an agreement about the importance of using YouTube videos for ameliorating learners' speaking proficiency. Results based on teachers responses show that the majority of them are aware of integrating different entertaining types of YouTube videos in oral expression sessions. Furthermore, most of the teachers agree on using YouTube as a pedagogical tool in EFL classrooms due to its advantageous role in enhancing different speaking aspects.

Thus, the formerly presented data show that third year University teachers of oral expression have a positive attitude towards using YouTube videos to develop learners' speaking skill.

2.2. Section Two: Students' questionnaire

2.2.1. Participants

The present work is carried out at Mila University, Institution of Letters and Languages, Department of Foreign Languages. The population of our research involves foreign language learners. They are third year students of English in the academic year 2022/2023. The population includes 157 students who are divided into 4 groups. 70 students is the sample of this study. The reason behind selecting third year students is because they have more experience in learning English and they are more aware of developing speaking to master the English language.

2.2.2. Description of the students' Questionnaire

The questionnaire is made up of 20 questions. It consists of four sections; each section includes open and closed ended questions.

Section One (1-2)

Section one covers general information about the learners. It includes their experience in learning English and their level.

Section Two (3-10)

Section two is dedicated to speaking. It is concerned with the importance of the speaking skill and the difficulties that learners face when speaking.

Section Three (11-17)

This section is devoted to YouTube. It deals with the importance of integrating YouTube videos in the classroom.

Section Four (18-20)

The last section represents students' attitudes toward the use of YouTube to enhance their speaking skill.

2.2.3. Analysis and Interpretation of the Students' Questionnaire

Section One: Background Knowledge

Q1. How many years have you been studying English?

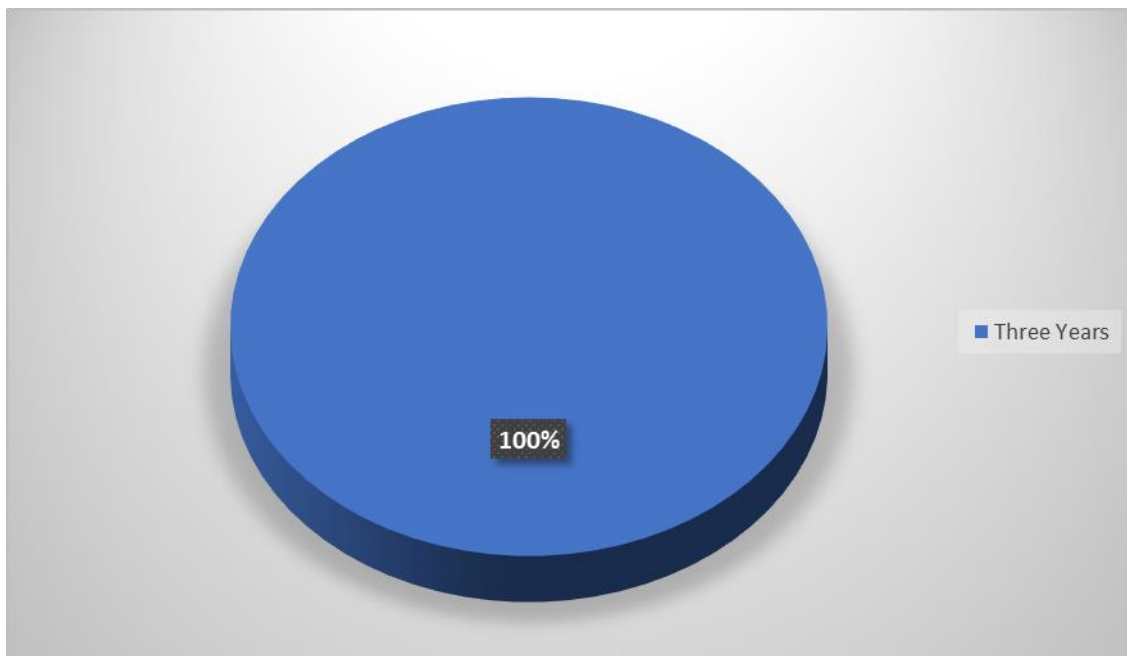
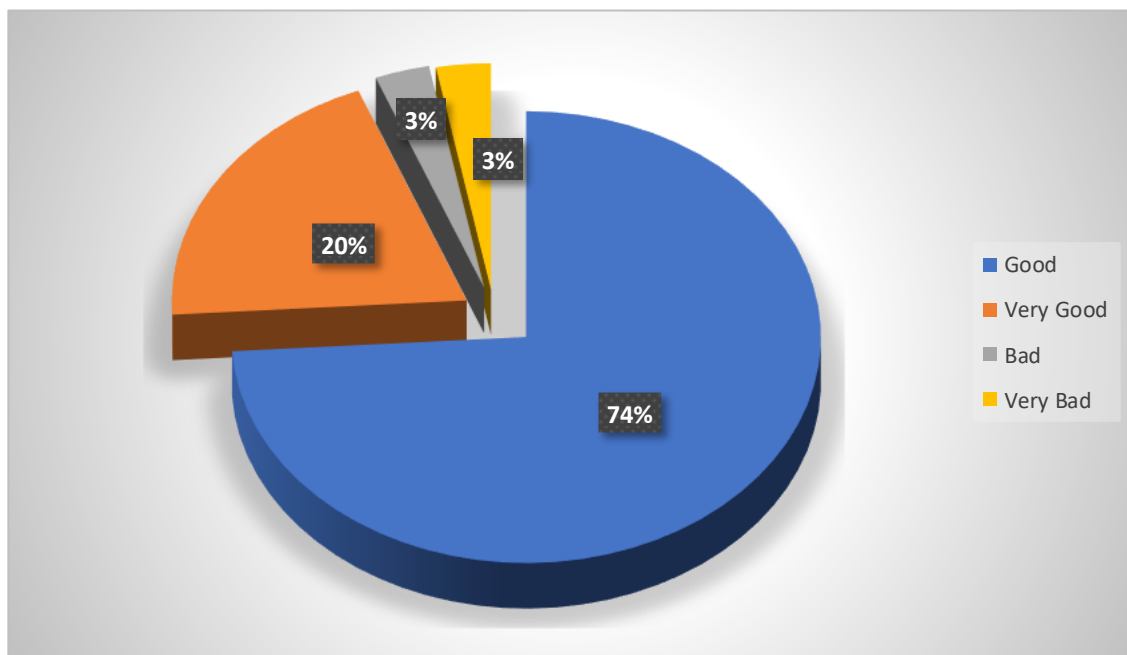


Fig.14: Students' Experience in Learning English

The aim of this question is to know students' experience in learning English. Figure 14 shows that all the questioned students have been studying English for three years. The results demonstrate that all students are familiar with the English language, for that their answers are reliable.

Q2. What is your level in English language?**Fig.15: Students' Regard to their English Level**

This question aims to explore the students' evaluation of their level in English. Figure15 illustrates that for about 74% of the learners consider their level good, 20% of them consider their level very good and only 3% of them consider their English level bad and very bad. The results show that most of the students have a good level. Thus, most of them are good in the English language but they need to develop their level to be proficient in the language.

Section Two: Speaking

Q3. According to you, what is the most important language skill?

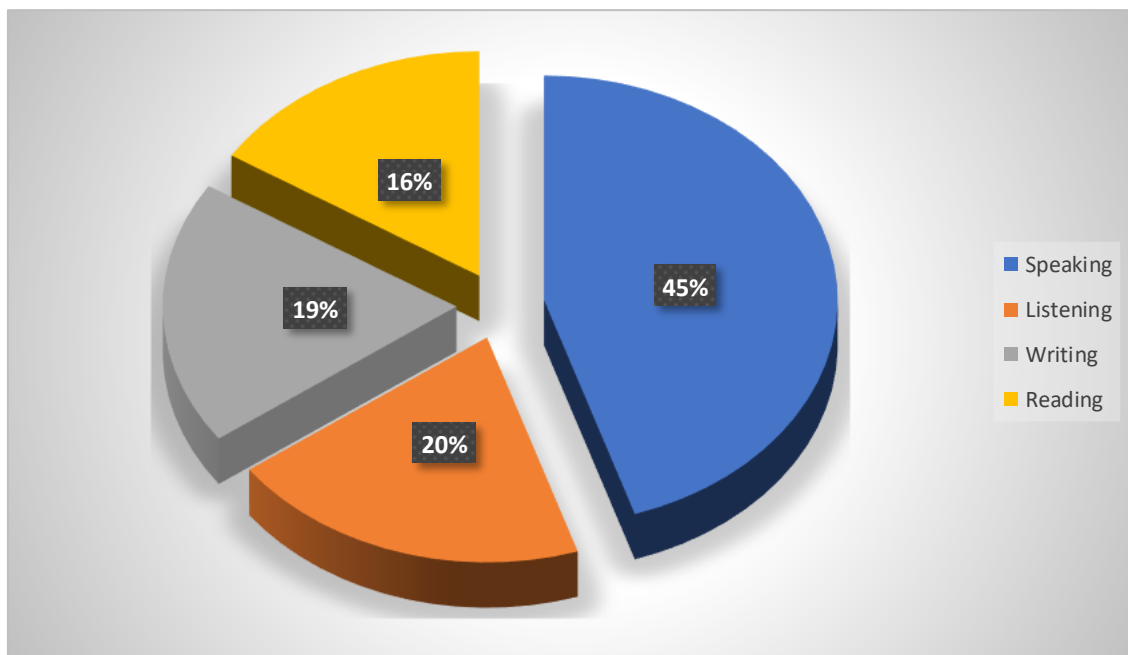
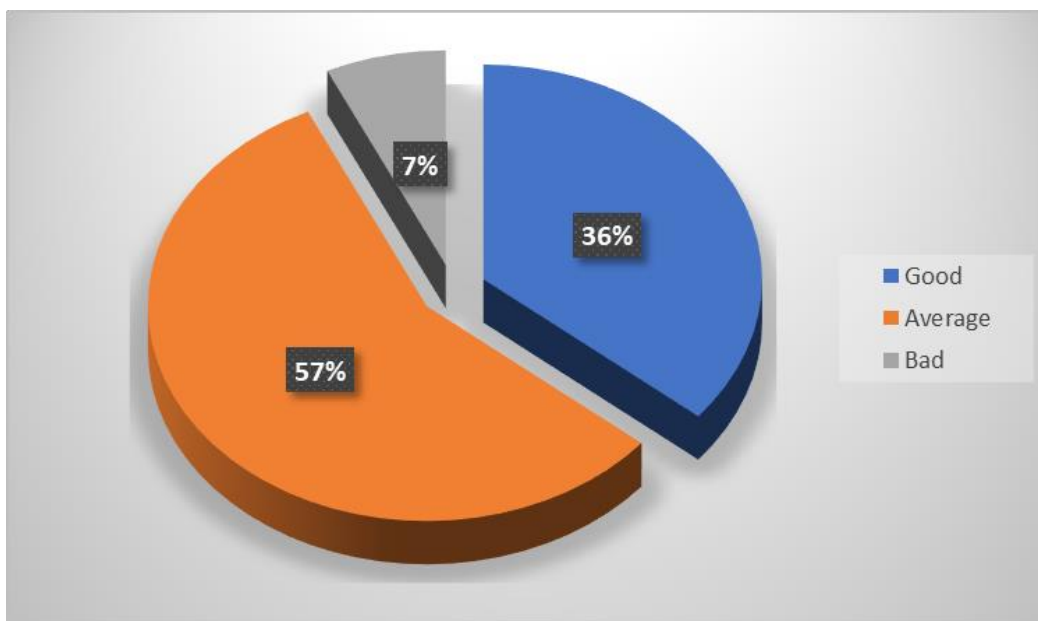
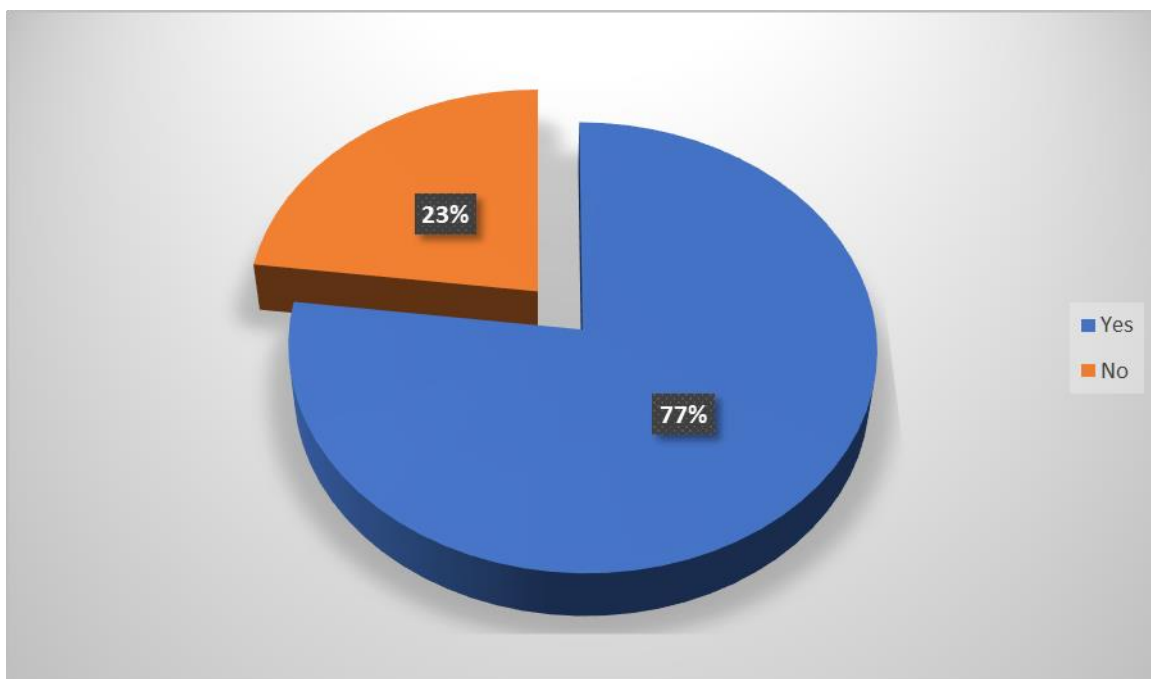


Fig.16: The Most Important Language Skill

The aim of this question is to investigate the most important language skill according to learners. From all the collected responses, 45% of the participants selected speaking, 20% of them selected listening while 19% selected writing and 16% chose reading. The findings indicate that speaking is the most important language skill according to learners hence improving the speaking skill is a must for learners.

Q4. How do you consider your speaking level?**Fig.17: Students' Regard to their Speaking Level**

The aim behind designing this question is to know how students consider their speaking level. Figure 17 demonstrates that 57% of the questioned students consider their speaking level average whereas 36% of them consider it good. Only 7% of students consider their speaking level bad. The outcomes assure that students need to enhance their speaking level to be good English language users.

Q5. Do you face some difficulties when you speak inside the classroom?**Fig.18: Students' Speaking Difficulties**

The purpose behind asking this question is to see whether students face difficulties when speaking inside the classroom. Figure18 indicates that 77% of the respondents face difficulties when speaking while 23% do not face any difficulties when speaking inside the classroom. The outcomes clarify that most of the participants have speaking problems.

If yes, what are these difficulties?

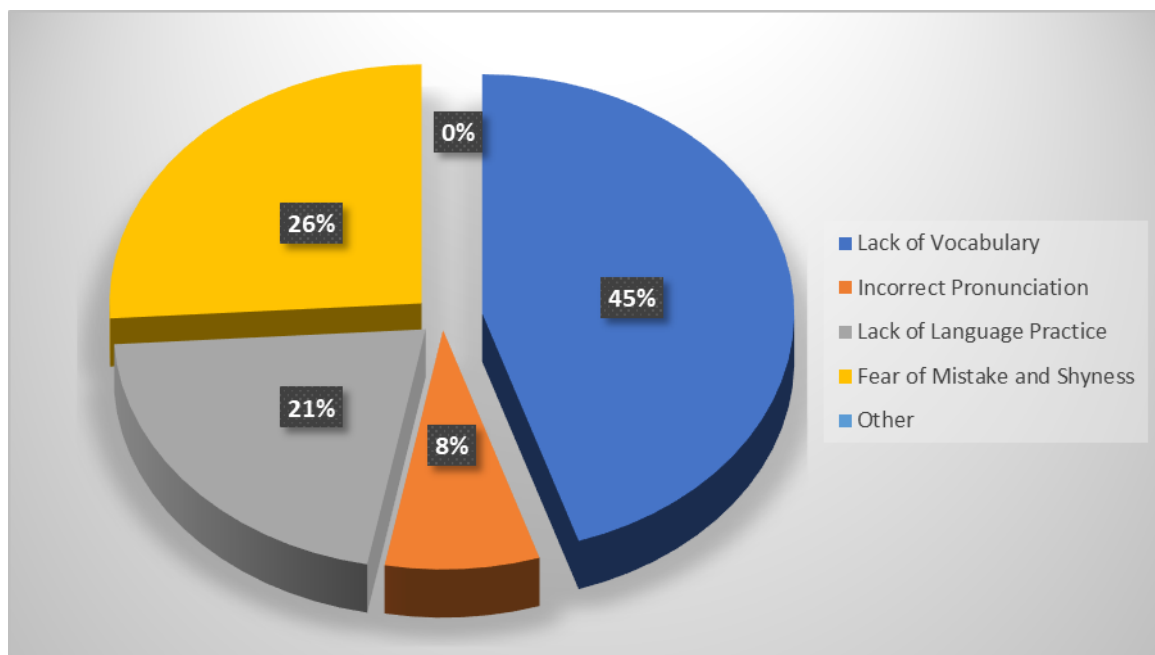


Fig.19: Types of Speaking Difficulties Faced by Students

The aim of this question is to shed light on the difficulties faced by students when speaking. Among all the answers, 45% of students lack vocabulary, 26% have fear of mistake and shyness when speaking, 21% lack language practice and 8% of them struggle with incorrect pronunciation. None of the questioned students face any other difficulty than the suggested ones. The results confirm that third year University students face difficulties in vocabulary more than the other aspects of language. Therefore, students require leaning a large number of words to be able to use the language correctly in different contexts.

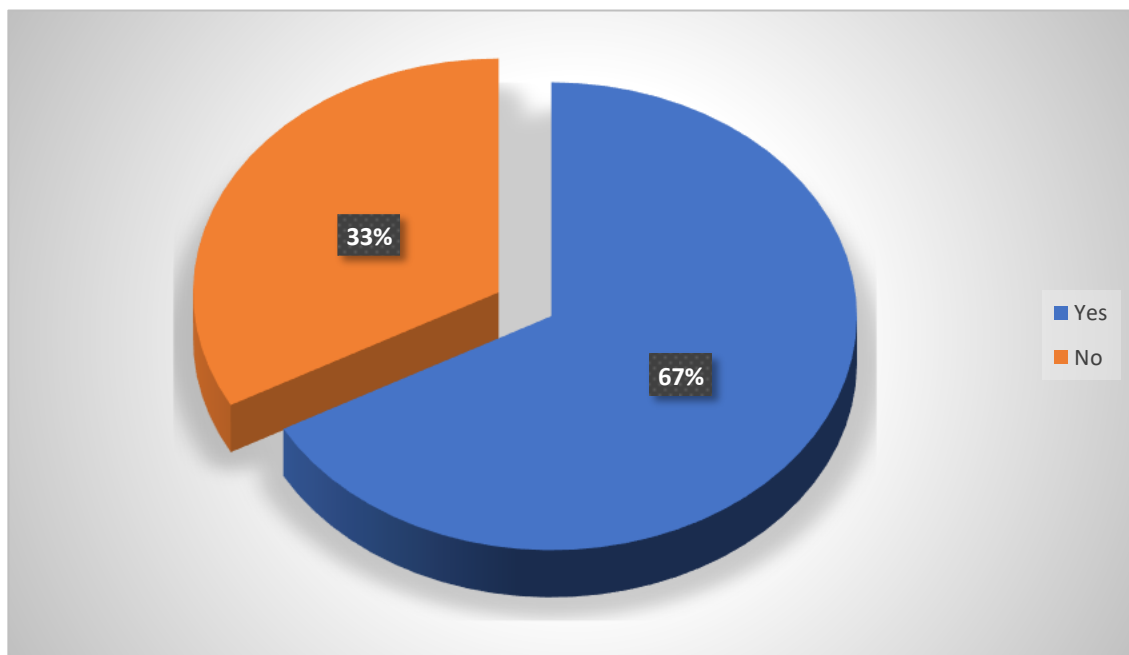
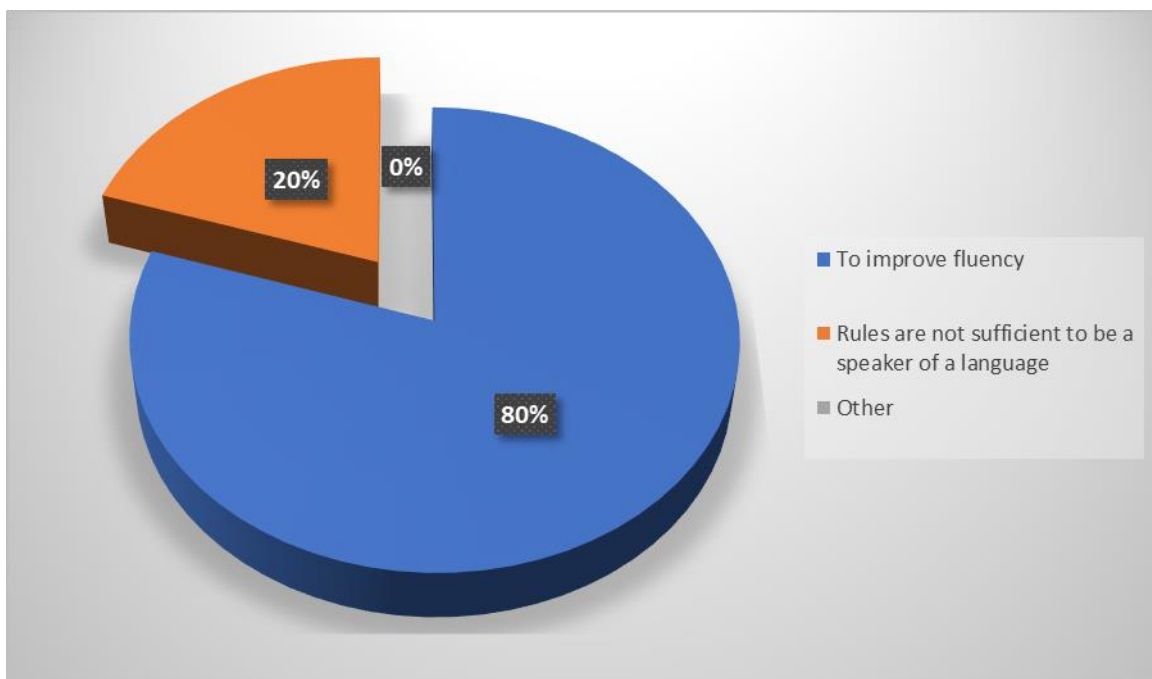
Q6. Does your oral teacher motivate you to speak?

Fig.20: Teachers' Motivation on Speaking

This question aims to figure out whether the teacher motivates the learners to speak. Figure 20 illustrates that 67% of students said yes while 33% of them said no. The obtained results assert that most teachers motivate their learners to speak as it enhances their oral fluency.

Q7. In your opinion, why learning the speaking skill is so important?**Fig.21: The Significance of Learning the Speaking Skill**

The question aims to shed light on the importance of learning the speaking skill. From the results in figure 21, 80% of questioned students answered to improve fluency while 20% answered rules are not sufficient to be a speaker of a language. None of the participants selected the option other. The findings assure that learning the speaking skill is so important to improve fluency.

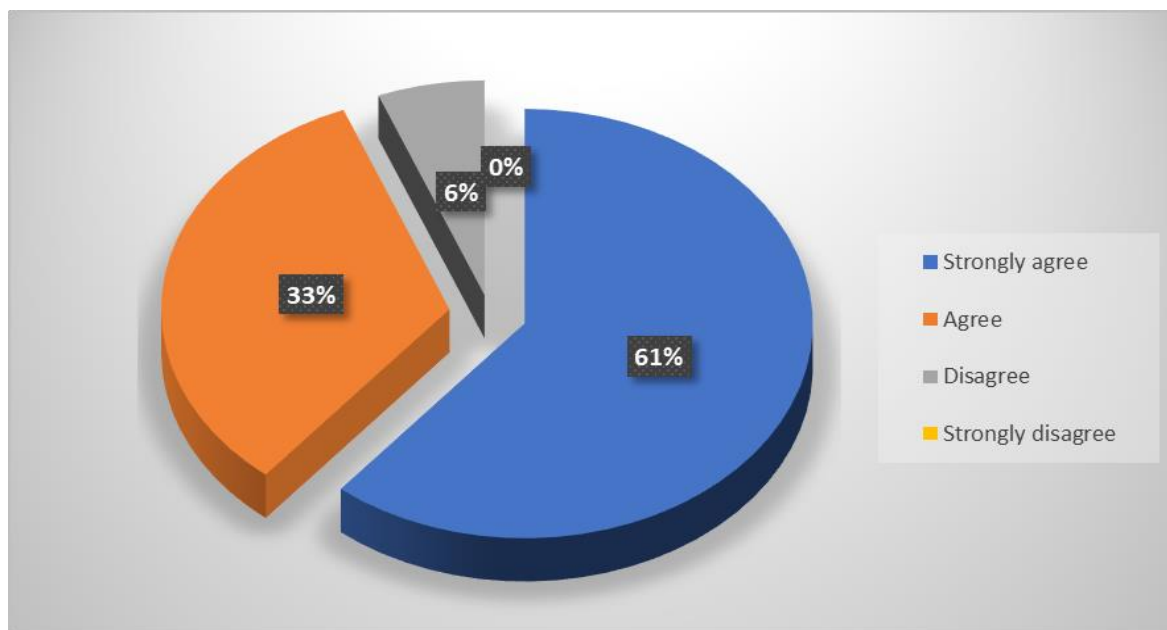
Q8. Do you agree with the saying” to learn a language you must speak it”?

Fig.22: The Extent to which Students Agree with the Saying “to Learn a Language you must Speak it”

The aim behind asking this question is to know to what extent students agree with the saying “to learn a language you must speak it”. Regarding the results shown in figure 22, 61% of the students strongly agreed with the saying and 33 % of them agreed. Only 6% of them disagreed with the saying and no one from them strongly disagreed with it. The outcomes demonstrate that almost all the learners believe that speaking is the main element in learning a language.

Q9. According to you, how can speaking help you be a good user of English in comparison to the other skills (listening, reading and writing)?

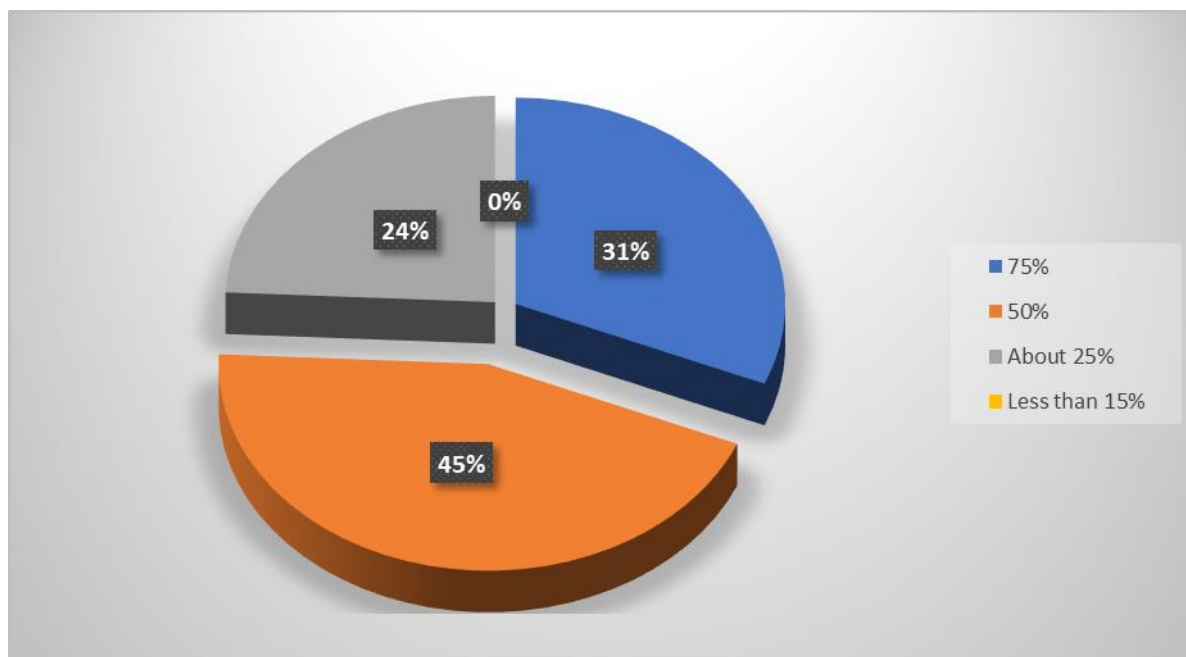


Fig.23: The Role of Speaking in Using English in Comparison to the Other Skills

The aim of this question is to investigate the role of speaking in using English in comparison to the other skills. Figure 23 indicates that 45% of the participants think that speaking helps them to be good users of English with 50% whereas 31% of the participants believe that speaking helps them achieve 75% proficiency in English. 24% of the participants think that speaking helps them with about 25%. None of the participants chose the option less than 15%.

Q10. What are the speaking activities you prefer to practice in the classroom?

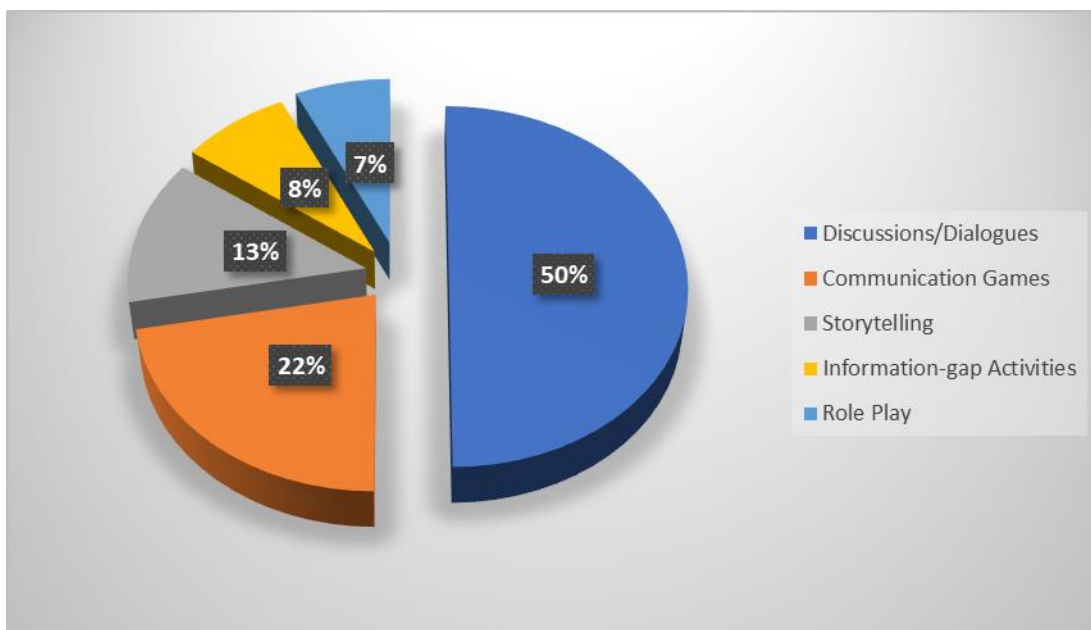


Fig.24: The Preferable Speaking Activities for Students in the Classroom

The aim from asking this question is to figure out the speaking activities that students like the most in the classroom. Of the overall replies, discussions/ dialogues are the most preferable speaking activities for students, after that communication games then storytelling. The least preferable activities for students are information -gap activities and role play. From the results, all the participants agreed on specific types of speaking activities that they like. So, teachers must take it into consideration and integrate those types of activities during oral sessions to develop the speaking skill of their learners.

Section Three: YouTube

Q11. How often do you watch YouTube?

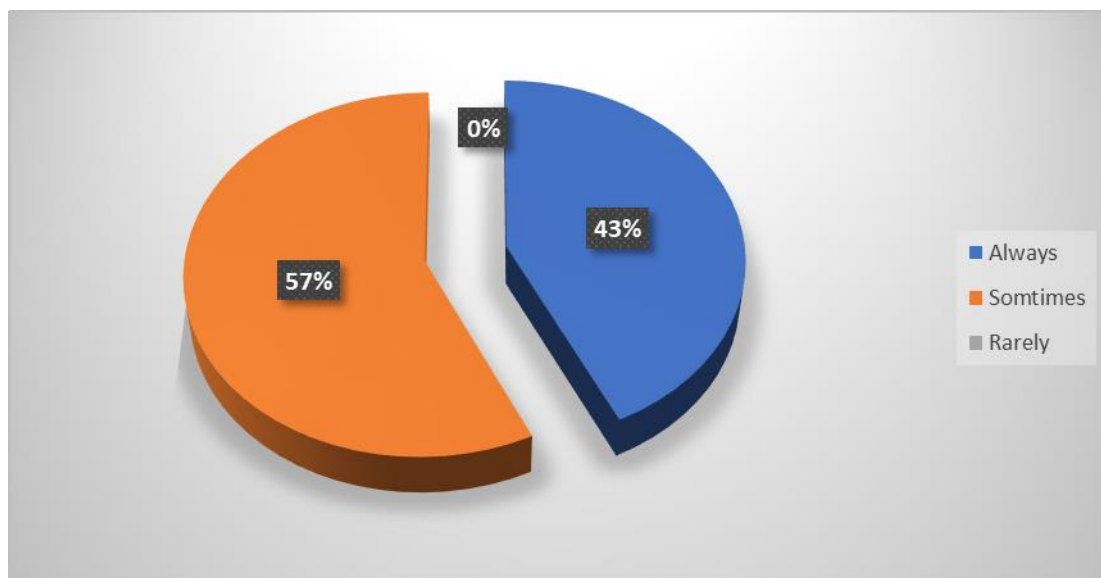


Fig.25: Students' Frequency of Watching YouTube Videos

The aim behind designing this question is to figure out how frequent students watch YouTube videos. As it is presented in figure 25, 43% of the participants said that they always watch YouTube videos. The rest of students 57% said that they sometimes view YouTube videos. However, none of the participants selected the option "rarely". The outcomes indicate that most of the questioned students are interested in watching YouTube.

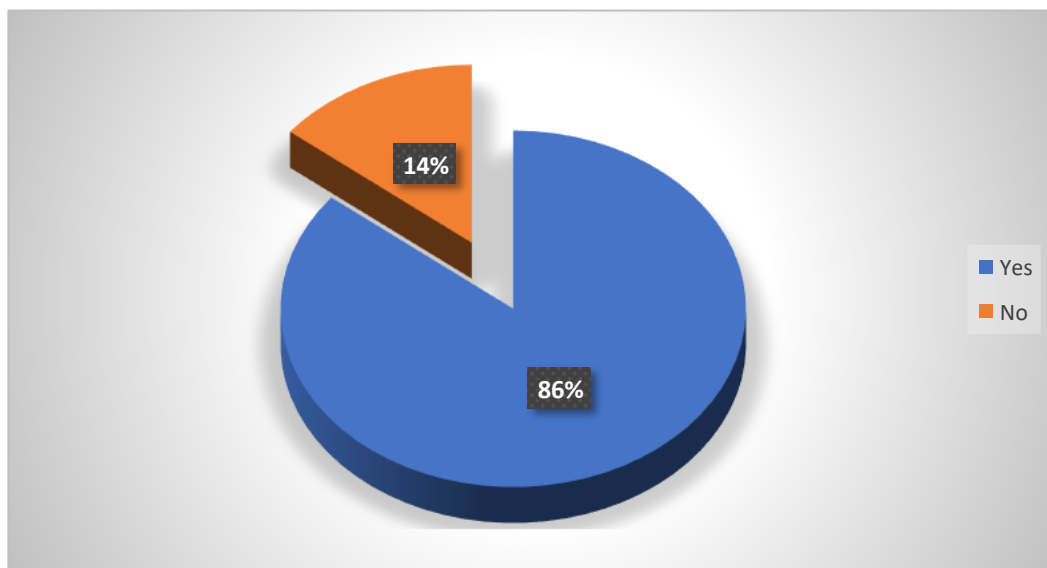
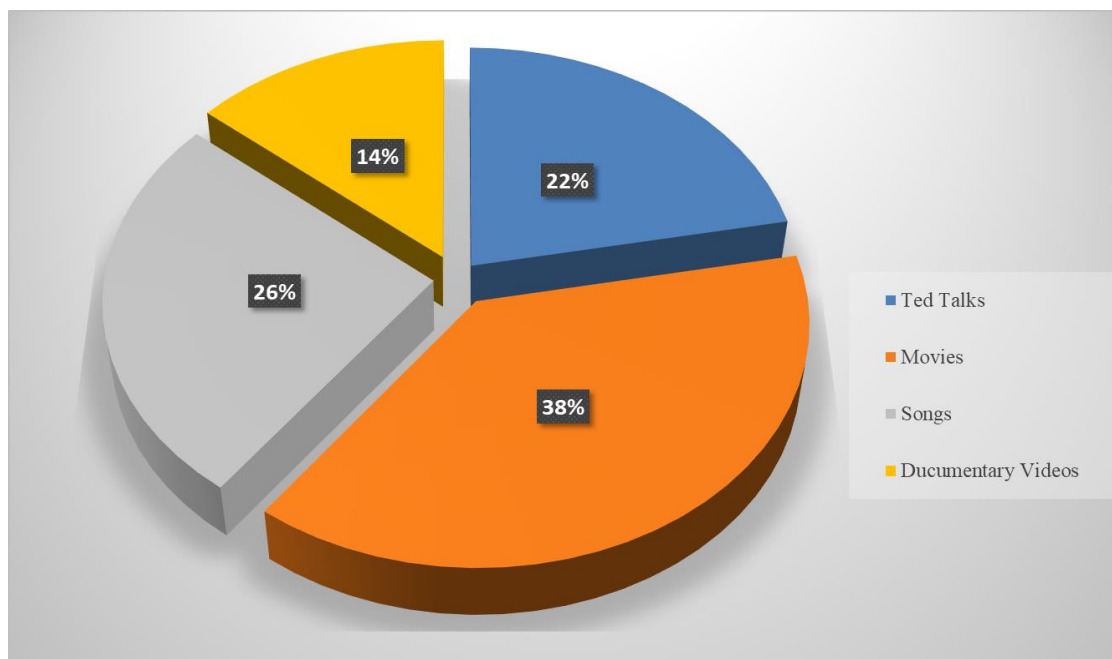
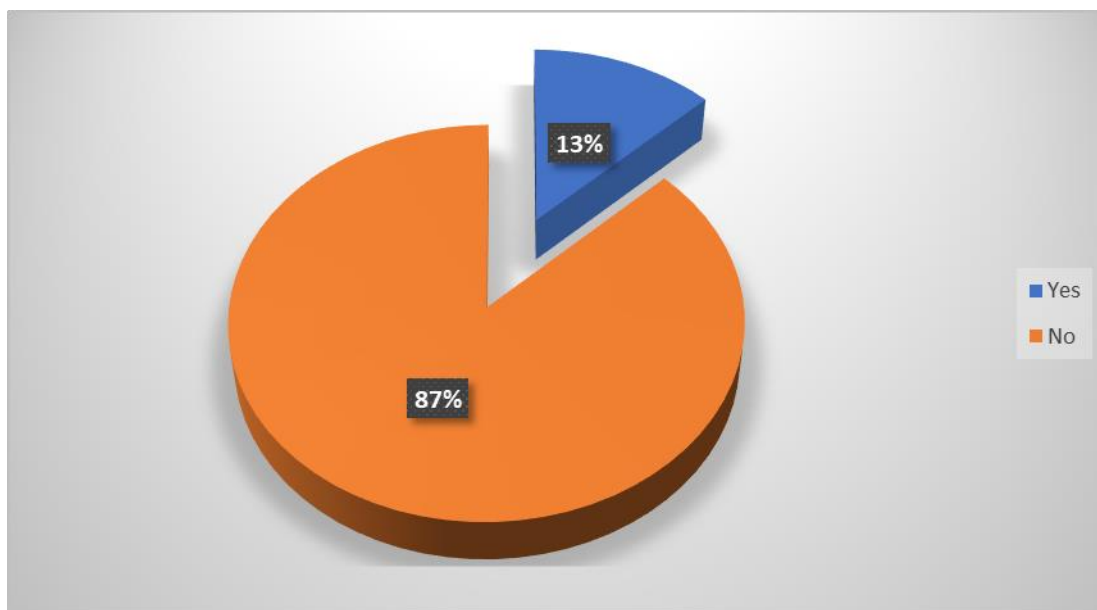
Q12. Do you use YouTube videos to improve your English language skills?

Fig.26: Students' Use of YouTube to Develop English Language Skills

Question 13 aims to see whether third year EFL students use YouTube videos as a means of enhancing their language skills. Based on the outcomes in figure 26, the majority of participants (86%) use YouTube videos to improve their language proficiency. While only 14.28% of participants said that they do not use these tools for the aim of developing English skills. This implies that students are conscious of the worth of using YouTube in learning English.

Q13. If yes, which types of videos do you prefer to watch?**Fig.27: Students' Preferable Types of YouTube Videos**

This question is asked to know the preferable type of videos that students watch on YouTube to develop their English skills. Taken from the overall answers, Figure27 shows that 38% prefer to watch movies, 26% like to listen to songs on YouTube, 22% enjoy watching Ted Talks videos, and 14% watch documentary videos. The results show that learners prefer to watch entertaining videos specifically movies and songs. Thus, these types of videos can be useful for learners to enhance their language proficiency.

Q14. Does your oral expression teacher use YouTube inside the classroom?**Fig.28: Use of YouTube Videos by Oral Expression Teachers**

This question aims to know whether teachers adapt YouTube videos inside the classroom. The above figure shows that the highest percentage 87% of participants answered no, while 13% of students agreed that their teacher applied these methods in teaching oral expression. This indicated that the oral expression teachers did not always integrate YouTube videos inside the classrooms.

Q15.How often does you like to watch YouTube videos inside the classroom?

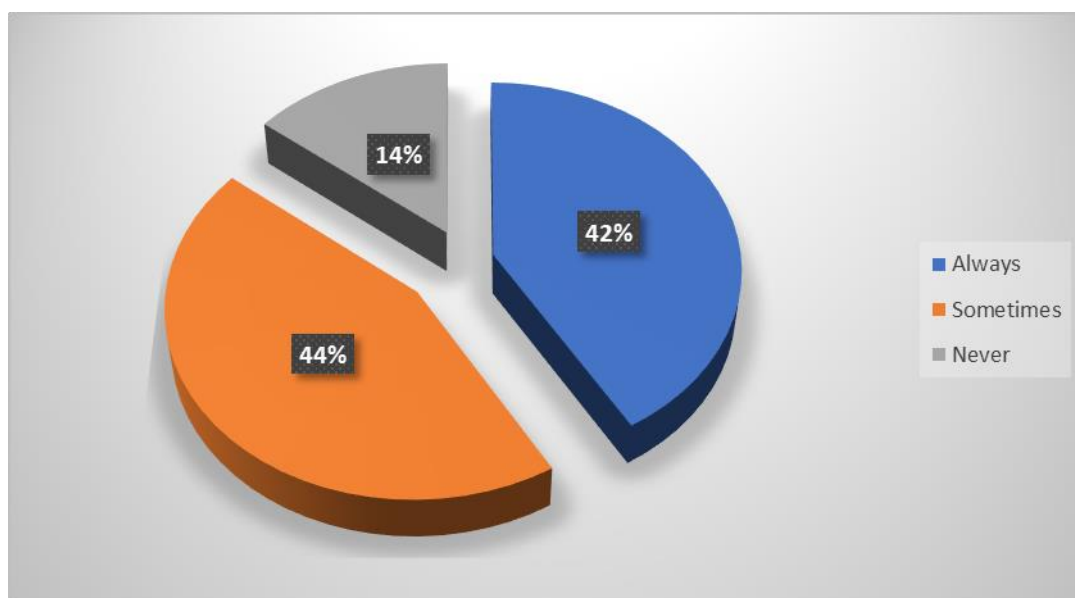


Fig.29: Frequency of Watching YouTube Inside the Classroom

The purpose of this question is to see whether learners like to watch YouTube inside the classroom. The data stated in figure 29 demonstrate that 44.82% of participants said that they sometimes enjoy when their oral expression's teacher incorporate YouTube videos. 42% of the informants said that said that they sometimes do, while 14% of them never enjoyed using YouTube inside the classroom. The outcomes indicate that the majority of the questioned students like to use YouTube when learning English inside the classroom.

Q16.In your opinion, what are the benefits of watching YouTube videos on improving English?

This question is an open-ended question. It is mainly asked to know students' opinions about using YouTube to learn English. The suggested benefits are summarized in the following points:

- Vocabulary expansion: YouTube videos help learners enrich their vocabulary
- Fluency development: regular exposure to spoken language through YouTube videos helps students improve their fluency

- Accurate pronunciation: YouTube assist learners to develop their pronunciation through listening to native speakers.

- Motivation: incorporating YouTube into lessons can enhance students' engagement and motivation.

The outcomes clarify that YouTube is beneficial for learning English because it exposes students to authentic language contexts.

Q17. Have you ever encountered any challenges when using YouTube in the classroom?

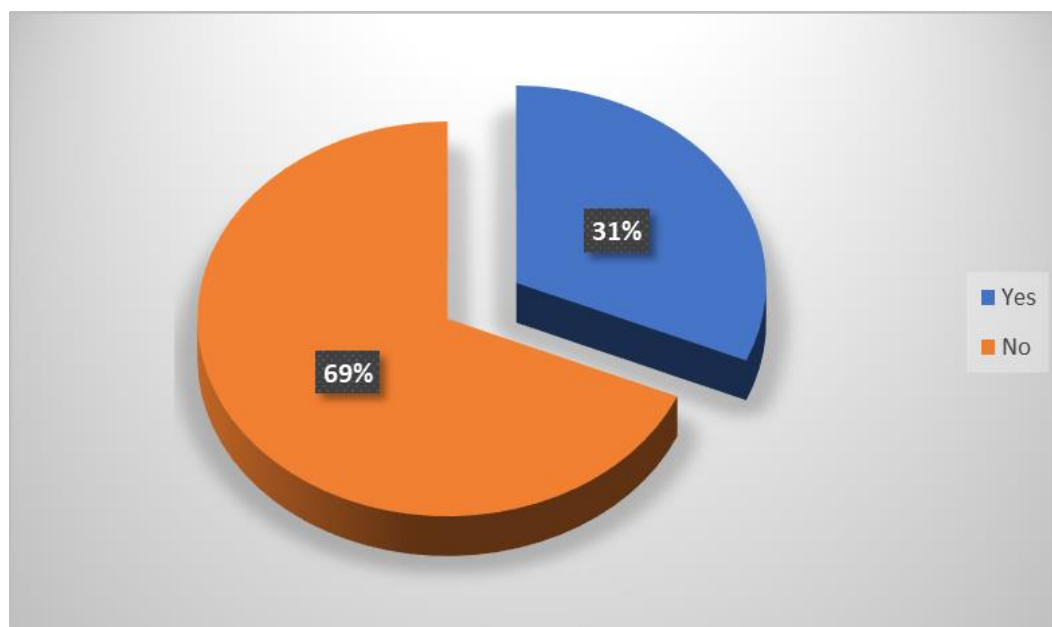


Fig.30: Students' Challenges of Using YouTube in the Classroom

The aim behind asking this question is to figure out whether students face some obstacles when using YouTube. Figure 30 shows that the majority of the participants answered no (69%) and 31% answered yes. This indicates that most of the learners find YouTube an easy tool to use when learning English.

If yes, what are these challenges?

This question is asked to gather information about the challenges that learners confront while using YouTube. The informants agree on one common problem which is the unstable internet connection.

Section Four: The Relation between Speaking and YouTube Videos

Q18. Do you think that using YouTube videos in EFL classrooms enhances students' speaking skill?

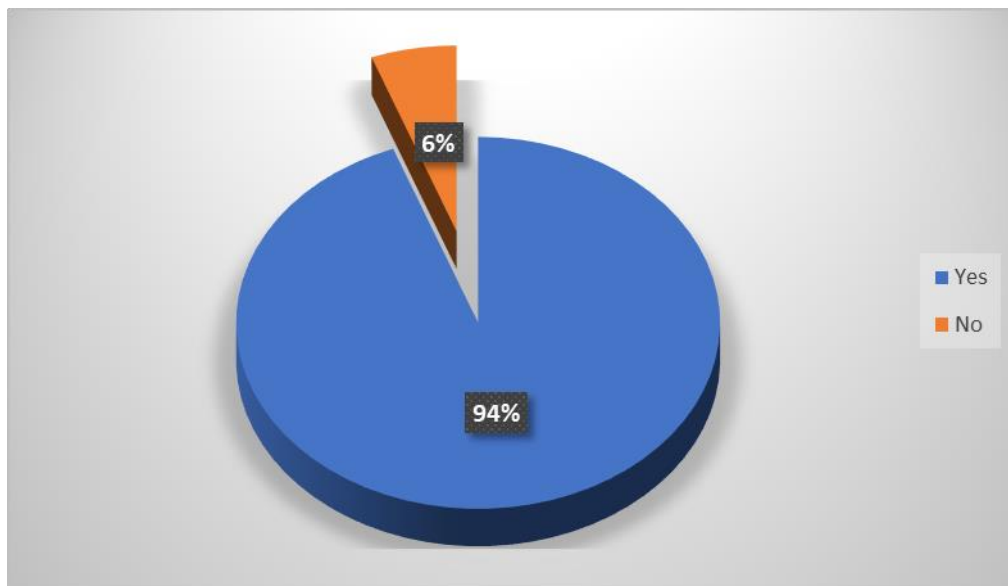


Fig.31: Students' Opinion about Using YouTube to Improve Speaking

This question attempts to explore learners' perspectives toward the use of YouTube to develop speaking. As demonstrated in figure 31, the overwhelming majority (94%) of the students have a positive opinion toward using YouTube as a method to develop the speaking skill, but just the minority of them (6%) have a negative one. This implies that, almost all of the informants think that YouTube is a useful tool to improve speaking.

If yes, to what extent?

This question is posed to determine the extent to which learners recognize the importance of YouTube in enhancing their speaking skills. The responses from the few students who answered the question indicate that they unanimously agree that YouTube videos are highly beneficial for improving speaking.

Q19. What are the main speaking aspects that can be improved through watching YouTube videos?

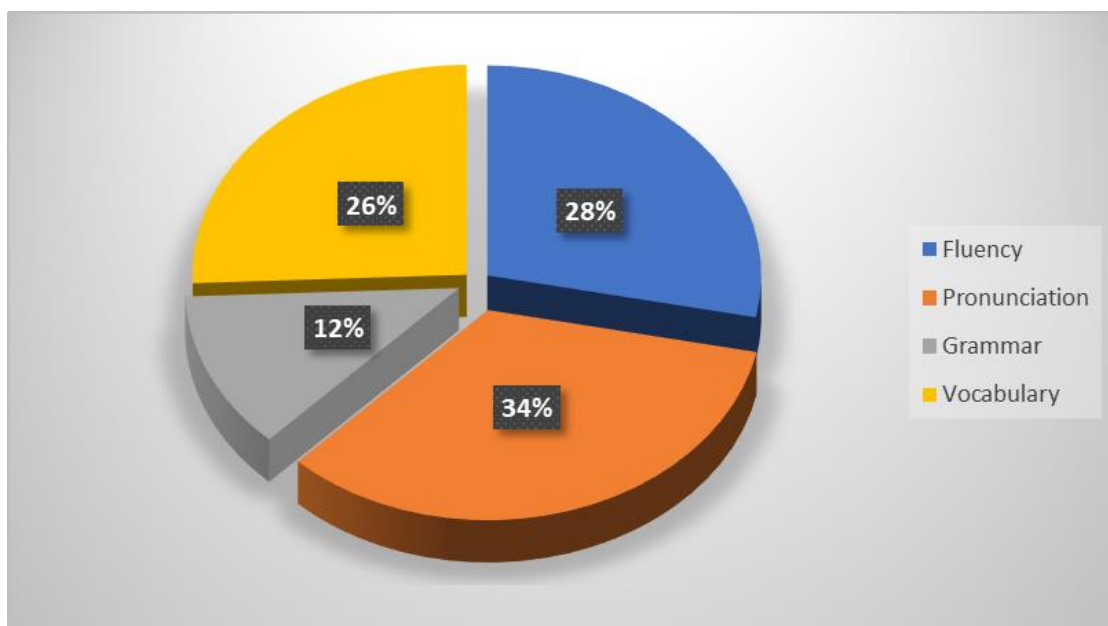


Fig.32: The Impact of YouTube Videos on Speaking Aspects

The aim behind asking this question is to know the primary speaking aspects that can be developed through YouTube videos. Regarding the outcomes in figure 32, 34% of the total answers were dedicated for the aspect of pronunciation, 28% for fluency, 26% for vocabulary, and 12% for grammar. The results identify that third year students are conscious of the importance of YouTube to improve various speaking aspects since it made them accessible with native speakers' conversation.

Q20. If you have any other suggestions, please inform us

This question is an open-ended question. It is mainly asked to extract students' additional suggestions concerning this topic. Most of participants did not answer this item. Only few students suggested that YouTube videos should be used as the main effective teaching materials in EFL to create interesting learning environment.

Discussion of students' questionnaire

Based on the results of the students' questionnaire, numerous facts are discovered. The findings indicate that all of the questioned students have studied English for three years which means they are familiar with the English language. The outcomes show that most of them regard their level in English as good what clarifies that they are able to improve easily their communicative skill, express their thoughts and feelings freely, and they can practice English language successfully. The majority of students consider speaking skill as the most important language skill since it enables them to communicate with others and convey their messages to the listeners effectively. Moreover, they encountered difficulties in speaking, mainly due to different factors which stands as obstacles in transmitting messages. The lack of vocabulary is regarded as the main difficulty in communication. In attempts to solve these problems, learners use different types of YouTube videos correspond to their learning style.

Overall, the outcomes driven from this questionnaire show that the students bear positive views toward the use of YouTube videos and they are aware of the importance of using them in improving the speaking skill.

Conclusion

The current chapter was conducted to analyse teachers' and students' questionnaires. It investigates their attitudes toward the use of YouTube videos for developing the speaking skill. The results allow us to conclude that both teachers and students have positive opinions towards the usefulness of YouTube in developing learners' oral fluency. Thus, the research hypothesis is confirmed.

Pedagogical Implications

The present study emphasises on the importance of using YouTube videos for developing EFL students' speaking skill. The analysis and findings of the research indicate that the utilization of YouTube videos can effectively enhance students' oral fluency. Thus, a positive correlation exists between the use of YouTube videos and the development of speaking. The result of this study can be utilized as an instructor for teachers and learners in order to explore teachers' and learners' attitudes upon the use of YouTube videos for improving learners' speaking skill.

Recommendations

The outcome of this research demonstrates that students have positive attitudes toward the use of YouTube videos to enhance their speaking skills. The following are some suggestions for both teachers and students about the integration of YouTube videos in the process of developing speaking:

1. Teachers need to incorporate YouTube videos as motivating materials in teaching EFL specially to ameliorate students' oral proficiency and to enable them encounter learning foreign language difficulties.
2. Teachers should encourage their learners to use YouTube videos while they are learning speaking.
3. Teachers can create an interactive classroom atmosphere by setting appropriate YouTube videos such as movies videos, music, songs, documentaries, creating a good environment and make learners responsible for selecting these materials.
4. In foreign languages classrooms, teachers need to focus more on the development of learners' communicative and linguistic competences.

5. Students need to be part of communication, by acting as both speakers and listeners at the same time.

6. Learners should interact with native speakers through social media in order to overcome their speaking problems.

7. Students should use numerous types of videos according to their learning styles and their levels.

8. Learners have to speak only English Language and avoid speaking mother tongue, as well as try to enrich vocabulary to communicate freely.

General conclusion

The current work seeks to investigate teachers and learners' attitudes toward the use of YouTube videos in developing speaking. Our research composed of one theoretical part holding two sections; speaking and YouTube videos, and a practical part in which we carried out a mixed descriptive research method. We dealt with third year students at Mila University. We conducted two questionnaires one for third year teachers of oral expression and the other one for third year students.

The information gathered from the analysis of the answers assure that teachers and learners have positive views toward the effectiveness of YouTube in developing oral fluency. Their positive attitudes indicate their awareness concerning the integration of these videos into EFL classrooms.

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Appendices

Appendix A

Teachers' questionnaire

Dear teacher,

This questionnaire is a part of a research work carried in the department of English at Abdelhafid Boussouf University Center of Mila. We would like to ask you some questions concerning our research which is about The Teachers and Learners' Attitude towards the Use of YouTube Videos in Developing EFL Learners' Speaking Skill. We are interested about your point of view as you represent the source of inquiry. Thank you in advance for your cooperation.

Section One: Background Knowledge

1. Specify your qualification, please?

a-License

b-MA (master/magister)

c-PHD

2. For how many years have you been teaching oral expression?

-----Years

Section Two: Speaking

3. To what extent do you consider speaking as the most important language skill?

a-High

b-Medium

c-Low

4. How much can the speaking skill help the learner be a good user of English in comparison to the other skills (Listening, Reading, and Writing)?

a- Less than 15% of importance

b- About 25% of importance.

c-50% of importance.

d- 75% of importance.

5. Do you encourage your students to speak during oral expression session?

a-Yes

b- No

If yes, how?

6. What activities do you apply in teaching speaking?

a- Discussions / dialogues

b- Role play

c-Communication games

d- Information-gap activities

e-Storytelling

7. What are the frequent difficulties that your students face when speaking?

8. Do you know which strategies are good for learners to overcome those difficulties?

a-Yes

b- No

If yes, please note down those strategies

Section Three: YouTube videos

9. Do you use technological advancements while teaching oral expression?

a-Yes

b-No

10. Do you use YouTube video as teaching method in oral courses?

a-Yes

b-No

If yes, how often do you use the videos?

a- Always

b- Sometimes

c-Rarely

11. What kind of videos do you prefer to use while teaching speaking?

a-Ted talks videos

b-Movies

c-Songs

d-Documentary videos

12. How important do you consider integrating YouTube inside oral expression classrooms?

a- A lot

b- A little

c- Not at all

Section Four: The Relation between Speaking and YouTube Videos

13. According to your teaching experience, can YouTube videos be used as pedagogical tools to improve students' speaking skill?

a-Yes

b-No

14. How can YouTube videos motivate learners to speak during oral expression session?

15. What are the speaking aspects that can be improved through watching YouTube videos?

a- Grammar

b- Pronunciation

c- Fluency

d- Accuracy

e- Vocabulary

f- All of them

16. Any suggestion or comment please

Thank you for your collaboration

Appendix B

Students' questionnaire

Dear Students,

This questionnaire is a part of a research work carried in the department of English at Abdelhafid Boussouf University Center of Mila. We would be so grateful if you could answer the following questions because it formulates the core of our research about The Teachers' and Learners' Attitude towards the Use of YouTube Videos in Developing EFL Learners' Speaking Skill.

Please tick the appropriate box or make full statement when necessary. So be sure from your answers in order to really help us and thank you for your cooperation.

Section One: Background knowledge

1. How many years have you been studying English?

2. What is your level in English language?

a- Good

b- Very good

c- Bad

d- Very bad

Section Two: Speaking

3. According to you, what is the most important language skill?

a- Listening

b- Speaking

c- Reading

d- Writing

4. How do you consider your speaking level?

a- Good

b- Average

c- Bad

5. Do you face some difficulties when you speak inside the classroom?

a- Yes

b- No

If yes, what are these difficulties?

a- Lack of Vocabulary

b- Incorrect pronunciation

c- Lack of language practice

d- Grammar mistakes

e- fear of mistake and shyness

f-other

6. Does your oral teacher motivate you to speak?

a- Yes

b- No

7. In your opinion, why is learning speaking so important?

a- to improve fluency

b- Rules are not sufficient to be a speaker of a language

c-other

8. Do you agree with the saying “to learn a language you must speak it”?

a- Strongly agree.

b- Agree

c- Disagree

d- Strongly disagree

9. According to you, how can speaking help you be a good user of English in comparison to the other skills (Listening, Reading, and Writing)?

a- Less than 15%

b- About 25%

c-50%

d- 75%

10. What are the speaking activities you prefer to practice in the classroom?

a-Discussions / dialogues

b- Role play

c- Communication games

d- Information-gap activities

e- Storytelling

Section Three: YouTube Videos

11. How often do you watch YouTube?

a-Always

b-Sometimes

c-Rarely

12. Do you use YouTube videos to improve your English language skills?

a-Yes

b-No

13. Which type of videos do you prefer to watch?

a- Ted talks videos

b- Movies

c-Songs

d-Documentary videos

14. Does your oral expression teacher use YouTube inside the classroom?

a-Yes

b-No

15. How often do you like to watch YouTube videos inside the classroom?

a-Always

b-Sometimes

c-Never

16. In your opinion, what are the benefits of watching YouTube videos on improving English?

17. Have you ever encountered any challenges when using YouTube in the classroom?

a-Yes

b-No

If yes, what are these challenges?

Section Four: The Relation between Speaking and YouTube Videos

18. Do you think that using YouTube videos in EFL classroom important in enhancing students' speaking skill?

a-Yes

b-No

If yes, to what extent?

19. What are the main speaking aspects that can be improved through watching YouTube videos?

a-Fluency

b-Accuracy

c-Pronunciation

d-Grammar

f-vocabulary

20. If you have any other suggestions, please inform us

Thank you for you cooperation

ملخص

في العصر الحديث، يُعترف باللغة الإنجليزية كأكثر اللغات انتشارًا وتأثيرًا في العالم. وبالتالي، يتزايد عدد الأفراد الذين يطمحون لتعلم هذه اللغة باستمرار. ومن بين المهارات اللغوية المختلفة، تعتبر مهارة الكلام الأكثر أهمية بالنسبة للأفراد الذين يسعون لتعلم اللغة الإنجليزية. يلعب الكلام دورًا أساسيًا في عملية تعلم اللغة. لاكتساب هذه المهارة، يمكن لمتعلمي اللغة الأجنبية أن يحدثوا ثورة في طرق التعلم التقليدية من خلال اعتماد الموارد التكنولوجية الحديثة التي تسهل عملية التعلم. واحدة من هذه الموارد التكنولوجية هي موقع يوتيوب. تهدف هذه الدراسة إلى التحقيق في مواقف المعلمين والطلاب تجاه استخدام مقاطع فيديو يوتيوب في تطوير مهارة التحدث باللغة الإنجليزية كلغة أجنبية. يتم إجراء هذا البحث باستخدام أسلوب وصفي مختلط. لاستخلاص البيانات المطلوبة، يتم توزيع استبيانين على مدرسي التعبير الشفهي في السنة الثالثة وطلاب اللغة الإنجليزية في قسم اللغات الأجنبية في جامعة ميله. تهدف هذه الدراسة إلى الإجابة على ثلاثة أسئلة: (1) هل يستخدم المعلمون والطلاب مقاطع فيديو يوتيوب كمادة تعليمية لتطوير مهارة التحدث؟ (2) ما هي مواقف المعلمين والمتعلمين تجاه استخدام مقاطع فيديو يوتيوب لتحسين مهارة التحدث لدى متعلمي اللغة الإنجليزية؟

(3) إلى أي مدى يُعتبر يوتيوب أداة مهمة في تطوير مهارة الكلام؟ يُظهر تحليل الإجابات أن المعلمين والمتعلمين يستخدمون يوتيوب كأداة تعليمية لتحسين هذه المهارة. علاوة على ذلك، يؤكد المعلمون والمتعلمون مواقفهم الإيجابية تجاه فائدة مقاطع فيديو يوتيوب في تطوير الطلاقة الشفهية. تشير وجهات نظرهم الإيجابية إلى وعيهم بأهمية دمج يوتيوب في فصول اللغة الإنجليزية كلغة أجنبية. تنتهي الدراسة بعدد من التوصيات التربوية للمعلمين والطلاب، إلى جانب بعض الآثار المترتبة عنها.

الكلمات المفتاحية: مهارة الكلام، مقاطع فيديو يوتيوب، اللغة الإنجليزية كلغة أجنبية، مواقف المعلمين، مواقف المتعلمين

Résumé

Dans le contexte mondial contemporain, l'anglais s'impose comme la langue la plus universellement parlée et exerce une influence prépondérante, ce qui engendre une augmentation constante du nombre d'individus désireux de maîtriser cette langue. Parmi l'éventail des compétences linguistiques, l'expression orale est souvent perçue comme la plus vitale pour ceux qui aspirent à atteindre une maîtrise de la langue anglaise. Effectivement, l'expression orale occupe un rôle fondamental dans le mécanisme d'apprentissage d'une langue. Pour acquérir cette aptitude, les apprenants en langue étrangère peuvent bouleverser les méthodes traditionnelles d'enseignement en adoptant des ressources technologiques contemporaines qui facilitent leur apprentissage. L'un de ces outils technologiques est YouTube. L'étude actuelle se propose d'examiner les attitudes des enseignants et des étudiants à l'égard de l'usage des vidéos YouTube dans le développement de la compétence orale en anglais langue étrangère (EFL). Cette recherche est mise en œuvre via une méthode descriptive mixte. Pour recueillir les données requises, deux questionnaires sont dispensés aux enseignants d'expression orale de troisième année et aux étudiants en anglais du Département des Langues étrangères à l'Université de Mila. Les objectifs de ce travail sont de répondre aux questions suivantes : (1) Les enseignants et les étudiants ont-ils recours aux vidéos YouTube comme supports d'apprentissage pour développer la maîtrise de l'expression orale ? (2) Quelles sont les attitudes des enseignants et des apprenants à l'égard de l'utilisation des vidéos YouTube pour améliorer la compétence orale des apprenants en EFL ? (3) Dans quelle mesure YouTube est-il considéré comme un outil essentiel dans le développement de l'expression orale ? L'analyse des réponses révèle que les enseignants et les apprenants utilisent YouTube en tant qu'outil pédagogique pour améliorer la compétence orale. De surcroît, ils expriment leur avis favorable quant à l'efficacité des vidéos YouTube dans le développement de la fluidité orale. Leurs attitudes positives témoignent de leur reconnaissance de l'importance de l'intégration de YouTube dans les salles de classe EFL.

L'étude se conclut par plusieurs recommandations pédagogiques à l'attention des enseignants et des étudiants, accompagnées de certaines implications.

Mots clés : La compétence de parler, Vidéos YouTube, L'anglais en tant que langue étrangère , Attitudes des enseignants, Attitudes des étudiants