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The Impact of YouTube Channels on Enhancing EFL

Students Speaking Skill:

Case Study of Second Year Students at Khenchela University

**Dissertation Submitted to the Department of English as a Partial
Fulfillment for the Requirements of the Degree of Master in Language Studies**

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Dedication

To the memory of my beloved mother may Allah .bless her soul; my first teachers who taught me to always have faith in God in hard times.

To my dear father whose prayers and love helped me to reach my goals .

To my sisters Khawla and Mobaraka and my beloved brothers:

Ilyess, idriss, moussa, aymen, soulaimen

To my husband Wadia

Thank you for the wholehearted support you have been always giving me.

I would like to thank my friends: Fatma, Kenza, Zineb,Dhikra and my binome Nadjet.

God protect you all.

Ahlam

Dedication

To the most precious persons to my heart, To my beloved parents for their love and support.

To my lovely sister Nadia, and my brother Bilel whom I wish happiness and success in life.

To my Binome Soltani Ahlam, and my best friend Bouallagui Nora whom I shared the university.

Life with its lights and shadows.

To all those who I love.

Nadjet

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Abstract

The present study aims to investigate the role of using educational YouTube channels to improve EFL learners' speaking skill. The objectives of this research are to find out the importance of embedding YouTube videos in the classroom and to promote EFL learners' level in speaking skill. The sample of this study is second year students at the Department of English in Abbes Laghrour. This study employs a descriptive method that focuses on quantitative framework. It aims to describe two variables: educational YouTube channels as the independent variable and speaking skill as the dependent one. To collect data for this research, a questionnaire was administered to 60 second year EFL students who were chosen randomly at Abbes laghrour. the results positively confirmed that both learners and teachers have a positive attitude towards the use of YouTube channels as tools to improve the speaking skill. Finally, on the basis of the findings, some recommendations and suggestions have been proposed to both teachers and students. For teachers, to attract their attention and why not to urge them to produce by themselves YouTube videos with contents that cover the weaknesses of their students to integrate educational YouTube channels in order to create a new entertaining ways of learning. They should be aware of the involvement of technology in the educational field and merge Information and Communication Technology (ICT) tools within the curriculum. For students, they should experience the use of some tools such as watching educational YouTube channels habitually to help them to overcome their language difficulties and improve their oral performance.

Keywords: YouTube channels, speaking skill, EFL, videos, ICT, oral performance

List of Abbreviations

- BBC:** British Broadcasting Corporation
- CNN:** Cable News Network
- C.C:** Communicative Competence
- DVD:** Digital Video Disc
- EFL:** English as a Foreign Language
- ESL:** English as a Second Language
- ICT:** Information and Communication Technology
- LMD:** License Master Doctorate.
- OE:** Oral Expression
- SLA:** Second Language Acquisition
- TEFL:** Teaching English as a Foreign Language.
- TV:** Television
- USA:** The United State of America:
- YTV:** YouTube Videos

List of Tables

Table 1 : Students' Age Distribution

52

List of figures

Figure 1: Inter-relationship of the four skills (Byrne 1967)	21
Figure 2: YouTube homepage (http://www.youtube.com)	31
Figure 3: use videos /films for teaching and learning	45
Figure4: Students ' proficiency level	52
Figure5: Students perceptions of speaking skill	53
Figure6: Students frequency of participation	54
Figure7: Students problems when speaking	55
Figure8: students speak English outside the classroom	55
Figure9: The requirement from an exposure to natives videos	56
Figure10: students way of speaking English	57
Figure11: learners preference when they speak English	58
Figure12: Students ' support for using Educational YouTube channels in the class	59
Figure13: Teachers ' use of YouTube videos in oral expression session	60
Figure14: Students ' language features that are improved by YouTube video	62
Figure15: the use of educational YouTube channels in developing students ' speaking skill	63
Figure16: The role of Educational YouTube videos in recognizing how English is spoken in different context	64
Figure17: Frequency of most visited content in Educational YouTube channels	64
Figure18: Teachers ' Degree	65

Figure19: Years of Teaching English At university	66
Figure20: students ' level in speaking	66
Figure21: Teachers attitude towards speaking difficulties that facing students inside the classroom	67
Figure22: Fequency of the Teachers ' tendency in using ICTs	68
Figure23: Using technology tools for teaching	69
Figure24: Frequency of using Educational YouTube in class	70
Figure25: Educational YouTube as a good source for teaching speaking	70
Figure26: Teaching difficulties when using educational YouTube channels	71
Figure27: Teachers ' opinion about the use of videos in helping their students to master some aspects of language	72
Figure28: Teachers ' Attitude towards the use of YouTube video as teaching aids	73

Table of Contents

Dedication	I
Acknowledgments	II
Abstract	III
List of Abbreviations and Acronyms	V
List of Tables	VI
List of Figures	VII
Table of contents	VII
General Introduction	1
1. Statement of the problem	2
2. Literature Review	3
3. Research Question	4
4. Hypothesis	4
5. Methodology	5
5.1. Population and sampling	5
5.2. Methods of data collection	5
6. Aims and objectives of the study	5
7. Structure of the Study	6
Chapter One: Speaking Skill	
Introduction	9
1. Definition of speaking skill	9
1.1 Element of speaking skill	11
1.1.1 Language features	11
	IX

1.1.2	Mental/social processing	12
1.2	The process of speaking	13
1.2.1	Speech production	13
1.2.2	Conceptualization and formulation	14
1.2.3	Articulation	15
1.2.4	Self-monitoring and repair	15
1.3	Characteristics of speaking performance	15
1.3.1	Fluency	16
1.3.2	Accuracy	16
1.4	Importance of speaking skill	17
1.5	Reason of teaching speaking	18
1.6	The relationship between speaking and other skills	19
1.6.1	Speaking and listening	20
1.6.2	Speaking and writing	20
1.7	Speaking difficulties in Foreign Language Learning	22
1.7.1	Inhibition	22
1.7.2	Low or uneven participation	23
1.7.3	Mother tongue use	24
	Conclusion	25

Chapter two : Educational YouTube Videos

	Introduction (About social media)	27
2.1	An overview of YouTube	27
2.2	Types of YouTube	28
2.2.1	Movies	29
2.2.2	Songs	30

2.2.3	Documentary Films	31
2.3	The Effective impact of using YouTube channels in EFL Learning with YouTube videos	32
2.4	The Importance of Learning with YouTube Channels in EFL Learning-Teaching	34
2.5	Characteristics of learning with YouTube videos	35
2.6	YouTube for Enhancing listening and speaking	36
2.6.1	YouTube for Motivation	37
2.6.2	YouTube for Vocabulary and Pronunciation	39
2.7	Strategies for Using YouTube in Classrooms	40
2.8	The Advantages of Using videos/films	41
	Conclusion	44

Chapter three: The field work

	Introduction	46
3.1	Rational of the study	46
3.2	Method	46
3.2.1	Population and sampling	47
3.2.2	Students	47
3.2.3	Teachers	47
3.2.4	Data gathering tools	48
3.3.	Students' questionnaire	48
3.3.1	Administration of the questionnaire	48
3.3.2	Description of the questionnaire	48
3.3.3	Analysis of the results	50
3.3.4	Discussion of students' questionnaire (results/findings)	63

3.4	Teachers' questionnaire	64
3.4.1	Administration of the questionnaire	64
3.4.2	Description of the questionnaire	64
3.4.3	Analysis of the questionnaire	66
3.4.4	Discussion of teachers' questionnaire (results/ findings)	75
3.5	Suggestions and recommendations	76
3.5.1	Recommendation for teachers	76
3.5.2	Recommendation for students	77
3.6	Limitation of the study	77
	Conclusion	77
	General Conclusion	78
	List of references	
	Appendices	
	Appendix A: Students' questionnaire	
	Appendix B: Teachers' questionnaire	
	الملخص	

General Introduction

Introduction

Technology has a markable influence on every one's life. In recent years, advancement and easiness of using technology have made everyone wonders how it can improve the way of learning and teaching, where the lights had been shed on the integration of technology in the field of education, through presenting many online courses. Years ago, classrooms were controlled by teachers in other words "teachers centered classes". With technology involved, the students are more active in their learning when the lesson is presented in vivid and modern way, So the teacher is no longer the center of attention. Nowadays, many of the countries are teaching through using modern tools. Integration Information Communication Technology (ICT) tools is a great deal in schools and universities since it is used in teaching in order to provide both students and teachers with more opportunities in adapting learning and teaching. In the field of education, EFL teachers look for more motivating teaching sources especially with the spread of technology. One of the most teaching sources that can be used by teachers is the prominent audiovisual website, known as YouTube. This tool is considered to fulfill the needs of EFL learners in developing their language skills, especially speaking. Learners improve their speaking skill through the acquisition of vocabulary due to its two sided benefit. First, it provides them with the space to practice and test their speaking abilities. Second, YouTube channels can give them the chance to be able to interact with them. Moreover, they will be more engaged with usually stimulating videos and presentations. In addition, the use of YouTube channels in the classroom increases the eagerness of most students to learn and expend upon what has been taught in the class. Many lessons can be enhanced with the right YouTube

channels. Thus, this proposed research tends to show the role of YouTube channels as a means to improve EFL learners' speaking skill.

1. Statement of the problem

Speaking is an important skill to master when learning English as a foreign language. It has been shown that Algerian EFL learners face many difficulties in pronunciation and lack of vocabulary. The main reason of this problem is the teachers' use of the classical methods in teaching. For that reason, the teachers should try to integrate different and modern tools in teaching for improving the learners' oral performance. In fact, the integration and applications of ICT such as social networks, media and particularly YouTube videos which is the main focus of this research, could give more opportunities for better communication for learners who give the chance to express and exchange new ideas. As a consequence, this issue of the lack of ICT, especially the use of YouTube videos in the Algerian context, may negatively affect EFL learners' oral communication. Thus, the objective of this research is to show that the use of YouTube videos is an ideal way to improve the EFL learners' speaking skill.

2. Literature Review

Speaking is one of four important language basic skills. The successfulness of English learners is seen from their ability in using English to communicate effectively (Kurniawan, 2016). According to Byrne (as cited in Muna, 2011), speaking is oral communication in a two way process between the speaker and listener(s) which involves both productive skill of speaking and the receptive skill of understanding (listening with understanding). Riswandi (2016) found the similar problems faced by the eleventh-grade students of one of Junior High Schools in Surakarta in mastering speaking skill. He found that the students have low learning motivation and interest. They feel shy, nervous, and lack of confidence when answering questions from their

teacher or having a presentation. Besides, they cannot express their thoughts fluently by using appropriate vocabulary and correct grammatical forms in which the students are only able to speak the first two or three sentences, and then totally get stuck and speak their mother tongue (Javanese) and Bahasa Indonesia.. YouTube has become one of the most-popular websites in the world (Alexa, 2011 in Almurashi, 2016). It offers fun and fast access to instruction, culture- based videos, and language from all over the world (Terantino, 2011 in Almurashi, 2016). YouTube promotes authentic vocabulary development. Further, he stated that using YouTube in the classroom lets the students having exposure toward authentic English and autonomy in learning (student-centered). Moreover, the results of some researches show that using YouTube Video can improve students' speaking skill in term of pronunciation, grammar, vocabulary, and fluency. So, it can be said that YouTube video as IT-based media is recommended to be used for improving students' speaking skill.

2. Research questions

This study addresses the following questions:

- Can YouTube video foster learner motivation in the classroom?
- How can YouTube videos enhance EFL learners speaking skill?
- Are teachers aware of the positive role of using YouTube videos inside the classroom?

3. The hypothesis

In this research, the following hypotheses are proposed:

- When EFL learners are exposed to YouTube videos, they will develop their speaking efficiently and increase their motivation in the classroom.
- if teachers use YouTube videos properly in oral classes, learners would improve their speaking skill

4. Methodology

The present study has been conducted through the descriptive method that focuses on quantitative design that provides a comprehensive picture about the concerned problem. To uphold this work with more valid data, we have administrated two questionnaires as an appropriate research tool for both students and teachers to investigate their perspective and attitude towards the incorporation of YouTube videos in the classroom setting to develop students' speaking skill. Moreover, we use semi-structured questionnaire as a mixture of closed-ended and open ended questions to confirm or disconfirm our hypothesis.

4.1 Population and Sample of the Study

The chosen population is the second year LMD students of English at Abbes Laghrour University of Khenchela of the academic year (2019-2020).we chose sixteen participants randomly. This choice was made for the reason that second year students have been studying oral expression module and they may have been exposed to Information and Communication Technology (ICT) tools in this session, which makes them able to understand the purpose of our research. Another questionnaire was used with ten (10) teachers who are experienced in teaching Oral Expression module in order to get some valuable insights about the use of YouTube videos in promoting EFL learners' speaking skill.

4.2 Data Collection Method

The questionnaire is chosen as an instrument of research. Two questionnaires were used, the first is for the students and the second is for teachers due the fact that it saves time and effort; one can gather a large amount of data in a short time.

5. Aims of the Study

The major aim of this study is to investigate the role of YouTube videos and its effectiveness in improving EFL learners' oral performance and students' awareness of how YouTube videos can contribute to improving speaking skill in and outside the classroom and assist them in their English learning path. Furthermore, we spotlight on the importance of YouTube videos as a useful tool to diversity the classroom environment for increasing learners' motivation for positive interaction between student-students and teacher-student for a better quality of learning and teaching and whether this learning resource facilitates the teaching process.

6. Significance of the Study

The significance of this study is to clear up that EFL learners feel unmotivated when learning with the classical teaching method. For that reason, researchers have been working on a recent teaching method, which is the use of YouTube videos and its relation with the students' improvement in English as a foreign language. In addition, some learners want to learn with new techniques and tools that are suitable to their age and lifestyle. So, this research intends to make teachers aware of the positive effects of using YouTube videos on the teaching-learning process and create a successful learning atmosphere in the classroom hoping to improve their students' speaking skill.

7. Structure of the Study

The present research is divided into three main parts. The first part is concerned to present an introduction to the study, literature review, statement of the problem, statement of hypothesis, research questions, aims and significance of the study, research methodology and finally Structure of the study.

Furthermore, the second part is the theoretical that contains two main chapters. The first chapter represents the second variable which is speaking skill. This chapter deals with the various definitions of speaking skill, reasons for teaching it, its main elements, the speaking processes, characteristics of speaking performance as well as the relationship between speaking and the other skills. Then as a final element, some reasons of students' inability to speak English. The second chapter is devoted to giving a general overview about YouTube videos. Through this chapter, we try to present the effective impact of YouTube. It also deals with its various types such as movies, documentary video and songs. Also, we provide its basic characteristics of learning. After that, we mention its importance in the process of foreign language teaching and how enhancing students speaking and listening skills with it such as improve motivation, vocabulary and pronunciation. Then we show the main strategies for using YouTube in classroom. And finishing by the advantages of using videos/films.

Finally, the third chapter represents the field work. It includes the analysis and the interpretation of the gathered data from both learners' and teachers' questionnaires.

7. Limitation of the Study

As all academic researches, the present study contains some limitations. First, as the questionnaire was distributed to only a representative sample (60 students of second year LMD) the results of this study cannot be generalized to the wider research community. Moreover, the investigation of such research topic needs more valid tools as classroom observation or even an experimentation to see the effectiveness of YouTube videos in the ground. However, the limited period of time prevents the use of such tools.

Chapter01

The Speaking Skill

Introduction

The main objective of learning receptive and productive skills is the improvement of receiving and producing abilities of the target language. Speaking skill has always been considered as a crucial part in learning a foreign language because learners should have the ability to communicate in English inside and outside the classroom. Moreover, learners are going to be in different situations where communication in English is necessary. So that, it is the teacher's role to implement contemporary teaching techniques that appreciate students ' needs and learning styles to promote their oral proficiency and to increase their opportunities of language use inside and outside classes.

In this chapter, some details about the speaking skills will be discussed. Namely, the various definitions of speaking skill, its main elements, the speaking process as well as characteristics of speaking performance. Subsequently, the importance of speaking skill, reasons for teaching speaking, the relationship between speaking and the other skills will be discussed. Finally, speaking difficulties in foreign language learning will be mentioned.

1.1. Definition of Speaking Skill

Speaking skill is regarded as a basic skill that learners are expected to master well to communicate with others (Dewi, 2016). Speaking skill has been defined by several researchers and scholars from different perspective. Harmer (1998) sees speaking as the process by which learners try to use the language forms at their command to accomplish some types of oral tasks. Luama (2004) argues that :“speaking in a foreign language is very difficult and competence in speaking tasks a long time to develop”(p. 1). It is a sophisticated productive process that consists of more than just

Chapter1:The Speaking Skill

pronouncing words but also being able to use it properly in different situations and putting all elements of language together to perform or construct the intended message. Also, Kurniawan (2015) claims that speaking is a skill that is needed in everyone's daily interactions in order to fulfill some own needs.

Speaking is the heart of communication; people speak in order to express all what is in their minds and convey their thoughts. Boonkit (2010) claims that speaking is very useful in the development of effective communication with a native or non-native speakers since it is one of the most important skills to be acquired and enhanced. For that reason, the ability to speak has an increasing focus in L2. Richards and Renandya (2002) asserts that happens in the speaking process makes of it a complex task to be achieved for L2 learners, they assumed that :“A large percentage of the world’s language learners study English in order to develop proficiency in speaking ”(p. 201). The inclination of society to make speaking skill is also reflected in the inclination of society to make speaking skill as a measure of one's mastery of English. In the same context, Fauzan (2016) believes that speaking skill is very important to be mastered in the context of English learning because it is the main indicator of mastering the language .

1.2. Elements of Speaking

Learners needs to master some necessary elements for their oral production, in order to speak the language confidently and fluently. Harmer(2001)suggests two basic elements :language features that learners should have knowledge about and the language mental/social process .

1.2.1. Language features

EFL learners should know the following features for an effective oral production

- **Connected speech**

Chapter1:The Speaking Skill

EFL learners need to be able not only to produce separated phonemes such as in saying I would have gone, but also to use fluent connected speech such as in saying I'd've gone. They should know how to modify (assimilation), add (linking), and omit(elision) in connected speech

- **Expressive devices**

English native speakers use effectively the phonological rules that consist of the pitch, stress, volume and speed with the use of non-verbal means such as body language, eye contact(paralinguistic). Students should be able to use these expressive devices to convey meanings and be effective communicators .

- **Lexis and grammar**

The majority of EFL learners use the same lexical structures when they produce the language functions. So that, teachers 'duty is to supply them with variety of phrases for different functions such as thinking, agreeing, requesting, refusing and surprising. In this case, learners can use them in different stages of interaction .

- **Negotiation language**

In the process of learning a foreign language learners use the language negotiation such as asking for an explanation and clarification when they are listening to someone else conversations. A useful thing that teachers should do is to offer them phrases such as in Harmers' (2001) example:

(I'm sorry) I didn't quite catch that .

(I'm sorry) I don't understand .

What exactly does x mean ?

Could you explain that again, please ?

For that, learners need to well perform their utterances (being precise and concise) to be understood by the interlocutors .

Chapter1:The Speaking Skill

1.2.2 . Mental/Social processing

The necessary processing features of the skill of speaking that Involves the speakers' productive ability are the following:

- **Language processing**

Language processing refers to the ability to process language mentally through putting it in a coherent order to be comprehensible and convey the intended meaning. Also students should have the ability to retrieve terms and phrases from their memory and connect them in a comprehensible sequence in order to reach the conversation and use them correctly during the interaction. Moreover, teachers should include speaking activities in language lessons to help the students to be more rapid during the English language processing and develop the ability of speaking more in a less time. (Harmer 2001)

- **Interacting with others**

Most of the speaking situations involve one or more participants, learners have the ability to listen and understand what others are saying and how linguistically the speakers are connected and how the feelings are represented, then react through taking turns or allow others to do so .

- **Information processing**

Effective speakers should have the ability of processing the information in the mind rapidly. The time speakers get the information, they have to be ready to remember it and respond to other's talk which makes the conversation more effective .

1.3. The Process of Speaking

It has been a long time since the researchers give the speaking process what it deserves in a Second Language Acquisition (SLA). Speaking is an active process that is important for all levels of education. Thornburg (2005) assume that the nature of the

Chapter1:The Speaking Skill

speaking process is followed by the teaching of grammar and vocabulary, with a bit of pronunciation thrown in. He indicates that speaking is a complex skill which needs a real practice to be developed because it is more than just a communicative ability .

1.3.1. Speech production

Speaking is a major part in the human daily life; people produce tens of thousands of words per day. Speech production concentrates on this issue; it has to do with the physical process of producing speech. (Ibid) found that the natural and integral speech production involves three main features. First, speech production is essentially leaner because it takes a place in a real time in which words follow words, phrases follow phrases, and speech is produced utterance-by-utterance in response to the addressee's productions of speech. Second, contingent because speech is produced words by words and utterances by utterances responding to the person we are talking to without pause. Finally, speech production is spontaneous because each utterance depends on the preceding one; this is to say, that the planning time is severely limited and the planning of one utterance may overlap with the previous produced ones. This real time processing, help speakers to explain and understand the characteristics of spoken language .

1.3.2. Conceptualization and formulation

In the speech production, Thornburg (2005) indicates that do the conceptualization in terms of the discourse types, the topic and the purpose. Speech is initially conceptualize when speakers shifts the topic of conversation by using new concepts to be able to gain the floor. For example, in a particular face to face conversation about the story of “Junket”, one of the speakers waits for the appropriate moment to use a new concept “Kedgere” to take the turn since he, /she already conceptualizes the story by changing the topic.

Chapter1:The Speaking Skill

Formulation is much easier to describe than conceptualization, because the ideas that exist in the speaker's mind during conceptual preparation are mapped on to precise words (German, 1990: as cited in Goh and Burns, 2012). Speakers map out their ideas by making strategic choices at the level of discourse have an opening, middle and an end. Scripts that are part of speaker's shared background knowledge are choices that help them in saving the formulation time and easing the load of the listener. Finally, at the level of utterance, specific syntax is selected according to the utterance type and content so that it goes with the intentions of the speaker (Thornburg, 2005) .

1.3.3 . Articulation

What has been formulated needs to be articulated. Articulation is the process of using the vocal tract. It occurs when a stream of air is produced in the lungs relocate through the vocal cords and shaped by the position of the tongue, teeth and lips, when this physical work happens, the speakers produce more than 20 phonemes in a second, whereas proficient speakers produce 15 phonemes in a second. Goh and burns (2012) argue that articulation is more than a physiological process; They linked it to memory and information processing. Learners should have to pay attention of how to use the phonological rules .

1.3.4 . Self-monitoring and repair

Self-monitoring is a process which happens during the conceptualization, formulation and articulation. It is the ability in which self -repairing take place in response to the message conveyed by the other interlocutors, it can be within the immediate correction at the articulation stage or slowing down, pausing and re-phrasing an utterance at the formulation stage. (Thornburg, 2005). For example, Dad, I don't think you sh; I think you should have Anna home Saturday, the speaker retraces the utterance (Ibid). That is to say, Self-monitoring allows humans to measure their

Chapter1:The Speaking Skill

behaviours when the speaker face a linguistic problem in an ordinary speech, such as the difficulty of retrieving lexical items, and pronunciation errors, or grammatical mistakes .

1.4. Characteristics of Speaking Performance

In recent teaching context, a lot of attention has been paid for designing activities to test the learners 'speaking abilities and the need to achieve two main criteria :fluency and accuracy. These two elements ate considered as the most important characteristics that help learners to improve their communicative abilities .

1.4.1. Fluency

The importance of fluency in language learning cannot be denied, because in Teaching English as a Foreign Language (TEFL) teacher's primary objective is to achieve the speaking skill. Fluency it is the main parameter of the speaking performance, because when we see a person speaks fast, directly we say that he is a fluent speaker. Segalowitz (2003,as cited in Knapp and Antos, 2009,p. 409) claims that "fluency is the ability to produce utterances, smoothly, rapidly and accurately ". This refers to the learners 'ability to talk with normal level of speed. Also, Thornburg (2005)considered that speed and pausing are important factors in fluency, because all speakers pause to take a breath. But if the speaker makes too much pauses he will not be judged as a fluent speaker (lack of fluency). The frequency of pauses is more important than the length of pauses. Speakers should follow a normal speed with clear continuity and logical sequencing of sentences. That is to say, fluency is the speakers 'capability to speak the language effectively, easily and quickly without excessively soon delays.

1.4.2 . Accuracy

Chapter1:The Speaking Skill

The majority of second language teachers, focuses on the term accuracy since their learners seek more to be fluent and they forget about being accurate. Goh and Burns (2012, p. 43) defines accuracy as “speech where the message is communicated using correct grammar. The notion of accuracy can also be expanded to include correct pronunciation according to target language norms”. Learners should have the ability to produce grammatically correct sentences and well_ structured utterances, because without structuring accurate speech, speakers will not be understood and their interlocutors will lose their interest about the topic. For that reason, learners should pay thoughtfulness regarding to the correctness and completeness of the spoken language for building language proficiency.

5.1 . Importance of Speaking Skill

Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Brown and Yoke (1983) say: “Speaking is the skill that the students will be judged upon most in real life situations”. Regardless of its importance, teaching speaking skills have been undervalued and most of the EFL/ESL teachers have continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills. Nevertheless, the modern world demands for the requirement of communication skills for the learners and the English teachers have to teach the EFLs the needed skills so that they will improve their abilities in speaking and perform well in real-life situations. In the present EFL/ESL teaching environment, oral skills are completely neglected whereas employability depends more on communication than technology.

According to Bueno, Madrid and Meclaren (2006 ;321), “speaking is one of the most difficult skills language learners have to face, speaking is considered the most

Chapter1:The Speaking Skill

important of the four language skills of English”. In a previous post, we talked about the four skills of language learning, listening, speaking, reading and writing. All four parts interconnect with one another and practicing all of them on a daily basis will greatly improve your learning process.

1.6. Reasons for Teaching Speaking

The mastery of speaking skill in English is a priority for foreign language learners. The ability to speak means that learners have the communicative efficiency to interact with others. According to Harmer (1998), teaching speaking can be valuable for three main reasons:

- **Rehearsal**

It gives students the chance to make free discussions in the classroom, which gives them the chance to prepare a discussion outside it. Integrating them to be a part of a role-play leads them to rehearse such a real-life situation. This practice makes students feel what the real communication in a foreign language looks like. (Ibid)

- **Feedback**

Classroom speaking activities provides both teachers and students with feedback. Teachers will observe how teaching and learners' language problems. For student, they will try to their language and take the advantages to express their knowledge freely, in order to diagnose their strengths and their weaknesses. It enables them to recognize what they should do in order to improve their speaking. (Ibid)

- **Engagement**

Harmer (1998) affirms that teaching speaking through engagement is motivating. It involves students to practice their information about language grammar and structures which leads them to speak the language fluently and easily. To achieve

Chapter1:The Speaking Skill

this goal teachers have to create an enjoyable learning atmosphere for their learners.

For instance: role-play, discussing, problem -solving, and other similar activities.

1.7 . The Relationship Between Speaking and The Other Skill

Language development involves four essential and interactive abilities; speaking, listening, reading and writing. In language teaching courses, those four skills are the main focus of EFL teachers; they concentrate on teaching one skill at a time. This means, in one lesson special attention is paid to speaking, in another is paid to writing and so on. Even though, often treated separately, the four skills are dynamically related .

The figure of Byrne (1967) below shows how all the four skills are related:

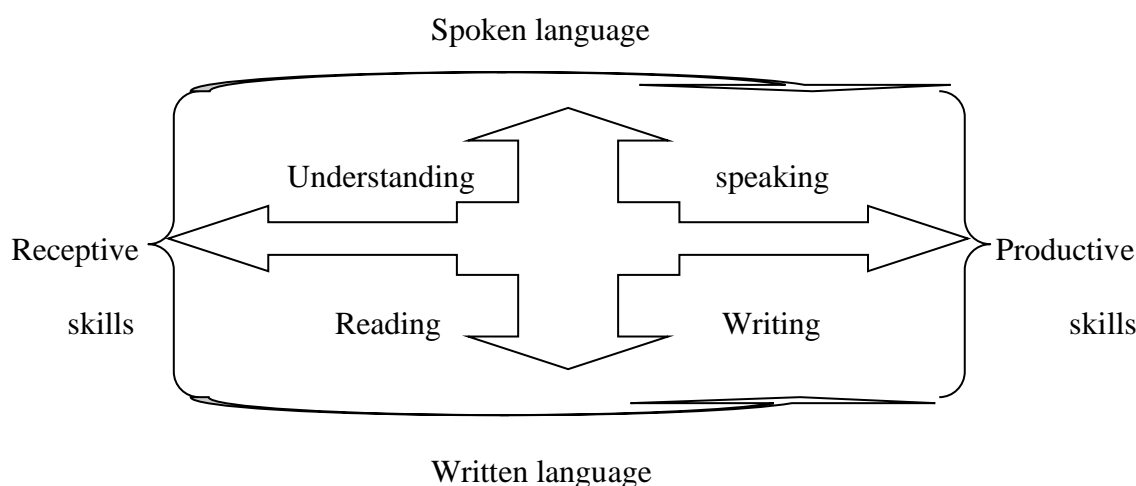


Figure1: Inter-relationship of the four skills (byrne 1967)

The four skills have been decided into the so called “the receptive skills” of listening and reading;“ the productive skills” of speaking and writing. The receptive skills are useful sources of experience; the productive skills are needed for active participation and feedback .

1.7.1. Speaking and Listening

Regarding speaking /listening relation, Anderson and Lynch (1998,p. 15)stated that :“A carefully prepared 12 utterance is only a useful aid to communication if the

Chapter1:The Speaking Skill

speaker can deal effectively with the replies he receives. For 12 learner in conversation, he needs to be skilled as both speaker and listener”. Listening and speaking are two essential skills for acquiring communicative competence for language learning. They cannot be separated from each other, because a part of being a proficient speaker is listening to oral language and understanding what is said so that the responses will be accurate. For example, Pourfarhad, Ahmad Azmey, and Hassani (2012) suggested that speaking and listening skills can play an important role for an effective power point presentation. The accomplishment of a good presentation is related to those two main skills.

1.7.2 . Speaking and Writing

Speaking and writing are productive skills that have been compared in many ways. In one hand, Harmer (2001) ensures that: “written text has a number of conventions which separate it out from speaking. A part from differences in grammar and vocabulary there are issues of letter, words and text formation, manifested by handwriting, spelling, layout and punctuation”(p. 255). Although speaking and writing are both productive skills they differ from each other. Sentences of writing process are organized cohesively, but speaking is disorganized since it involves conversational patterns and lexical phrases. Also, Crystal (2005) assumed that speech is dynamic and time-bound since it is temporary, takes place in situation where participants are usually present, and it is characterized by the use of paralinguistic features such as eye-contact, and deictic expressions such as “this, that, now“, while the writing process is stable, permanent, and space-bound, which usually takes place in a situation in which the writer is unconnected from the reader. In writings participants are unable to use any kind of deictic expression which is likely to be obscure. Furthermore; the reader cannot

stop and ask a question to make things comprehensible whereas in speaking, they have the advantage of interacting with “co-participants”, whether they know them or not.

1.8. Speaking Difficulties in Foreign Language Learning

Speaking is one of the essential parts in teaching English as a Foreign language. EFL teachers 'main goal is to enhance their students ‘communicative proficiency since the majority of their learners find difficulties in practicing speaking. Parrot (1993) asserts that teachers must perform tasks that aim to provide learners with the confidence in order to speak English effectively. In the sane context, Alan (2016) state that students’ failure to speak or not getting any opportunity to speak in the language classroom may create disinclination and de-motivation in learning ”(p. 28). Students 'success can be measured when they have the ability to speak without hesitations or too much pauses. Because knowing the target language is not the same thing as practicing it. Ur (2000) mention that there are three main problems in getting students speaks English in the classroom which are: inhibition, low or uneven participation, and mother tongue use

1.8.1 . Inhibition

This problem happens when learners try to say things in English in front of their classmates, since all the speaking activities require students to have all eyes on them, but they lose their confidence. Ur (2000, p. 111) states that: “learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts”. These mentioned features refer to the lack of vocabulary, lack of grammar knowledge and shyness.

1.8.2 . Low or uneven participation

This problem reflects the amount of time that each student uses to speak inside the classroom. Al Hosni (2014,p. 10) states that:

Another problem in speaking class is that participation is low or uneven. Any student in a large group would have very little speaking time, since only one person can speak at a time, and the others can hear him / her. Some learners seem to dominate while others say very little or not at all.

Since in every English class there will always be dominant students making it difficult for more reserved students to express themselves freely. This kind of students have no inhibition or shyness to speak in front of their classmates, while the others don't prefer to participate only if they are obliged, other students may choose not to talk because of their doubts of being correct about what they are going to say. Furthermore ;Teachers attention tend to create an environment where more timid students are quite happy to participate and reduce their anxiety and decrease their self -confidence for more practice of the language.

1.8.3. Mother tongue use

This problem is related to the learners' use of mother tongue inside and outside the classroom. When teachers set up a learning activity in the classroom. When putting students in to pairs or groups, many of them carry out the task by using their mother tongue and losing the concentration on the foreign language. According to Baker and Westrup (2003, p. 12)“Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language. Students may fear causing offence by what they say in a foreign language.” EFL learners are more likely to use their mother tongue. Therefore, if learners keep on

Chapter1:The Speaking Skill

being influenced by the use of their mother tongue, they will not be able to use the foreign language correctly. Learners usually borrow some words from their native language because of lack of vocabulary.

Conclusion

In this chapter, the light was shed on the various definitions of speaking skill and its elements and process of speaking skill and its characteristics, besides its importance in foreign language learning and teaching. Its reasons also were discussed. Furthermore, speaking is regarded as an essential skill that learners should improve. Learners need to listen and watch the authentic form of the spoken English language in order to help them to develop their communicative competence. As a final point, some of the speaking difficulties that EFL learners face were mentioned.

Chapter 02

Educational YouTube Channels

Introduction

Social media plays a vital role in societies and it can be used for many aspects of daily life. For instance, many people use social media to conduct activities and work like searching for a job, completing business transactions, or gathering information. In fact, social media can offer learners many online materials, such as websites for learning, and provide them an incredible source of information. One of this sources is YouTube websites. YouTube channels considered as a source of online material that can play a key role in the teaching and learning field. Many points will be discussed in this chapter that deals with the use of social networks in the improvement of speaking skill. This part discuss, in general, the use of YouTube as a tool in learning the speaking skills. Then, specifically, moving to its types and the effective impact of it, in addition the importance of using YouTube channels in EFL learning_ teaching and the characteristics of learning with YouTube video. We provide how this video enhancing listening and speaking skills such as pronunciation and vocabulary also how make students more motivated. Finally, we discuss the strategies for using YouTube in the classrooms and the advantages of using videos\films.

2.1 An Overview of YouTube

YouTube was created in February 2005 by three ex-Paypal employees to share videos with their friends. Little did they realize how popular their technology would soon become and the online video market share it would assume. As a result of its increasing popularity and enormous potential, this site was bought by Google in 2006 (Google, 2006) for 1.6 billion in stock. Shortly afterwards, YouTube was named “invention of the year” (Grossman, 2006). The rapid growth in online video viewing has risen rapidly across all demographic areas. Between December 2006 and December 2007, the traffic in YouTube increased more than 45%, where 33% more men and 59% more women indicated they have visited video-sharing websites (Rainie, 2008). In

addition, 70% of people age 18-29, 39% of people without a high school degree, as well as 43% of people living in households earning less than \$30,000 have also visited an online video-sharing site. Furthermore, this growing trend is evident across all ethnic groups (Rainie, 2008). However, in 2006, USA Today (2006) reported a gender gap among YouTube visitors with males outnumbering females 56% to 44%. Similarly, Rainie (2008) reported that video-sharing sites are more popular among young men under 30 years old. YouTube grew rapidly and evolved into a medium used by a wide variety of users.

2.2 Types of YouTube

YouTube, which is owned by Google, is a video sharing websites where users can upload and share videos and has been one of the biggest internet success stories, it is now the fourth most visited site on the web. Many students are using YouTube to improve (engagement with citizens and have YouTube channel dedicated to government speech's and new with many commercial media organization using YouTube to distribute high quality video, content, including the BBC, CNN, the History Channel) their (speaking, reading, writing , listening) skills. From this point, the most effective kinds of YouTube videos that contribute to the foreign language context are:

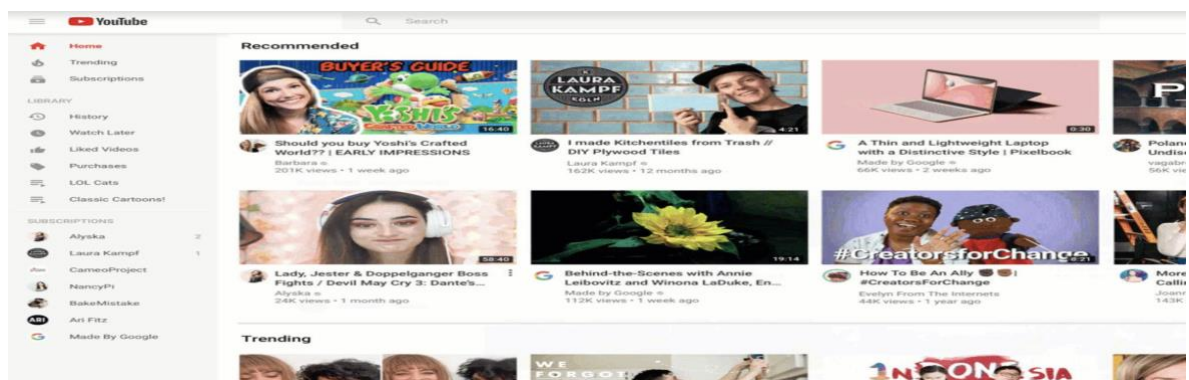


Figure1: YouTube homepage (<http://www.youtube.com/>)

2.2.1. Movies

Movies (films) are one of the powerful media that can be useful resource in the teaching- learning process, it also multiple advantages for learners. LI ling(2009) entitle that usage of movies in EFL classrooms enhanced students motivation, such as making classes more interesting and familiarizing learners with tradition using movies in interactive language learning providing the following to the learners i.e.1.Interesting comprehensible input to learners-2.Allows the learners to get dynamically occupied in lessons at their preferred to learn English. As a result, practitioners and colleges support the use of instructional video in the classroom "viewing movies is very important as it helps improve the critical and visual awareness of the Learner. Viewing movies in the classroom can be realized during recording," Vilma Tafani (2009)." the eye is more powerful than the ear", because the learners when see the movie with this subtitle they can see the world of the subtitle and at the same time they can hear the voices of the actors that may create a double sounds and scene easily, "Jane sherman (2003).

2.2.2 songs

Songs are one of the most captivating and culturally rich instruments that can be used conveniently in language classrooms .Songs provide a break from daily activities in classrooms. They are precious resources for developing the listening, speaking, reading and writing skills of students. These can also be used to teach a variety of language subjects such as sentence structure, vocabulary, grammar, rhythm, adjectives, and adverbs. Lo and Li (1998) state that learning English through songs also provides a non-threatening atmosphere for students who are usually tense when speaking English in a formal classroom. Songs also give new insights into the culture of targets. They are the means through which cultural themes are presented effectively. In the English language lessons, songs can be used directly to teach vocabulary. This will instantly

inspire students to learn the language, as they can interpret it the video clips and the screen-projected lyrics read. They will read the lyrics when singing, and this implicitly helps them to learn new vocabulary. moreover, Orlova (2003) believes that using songs in language classes makes students more relaxed, more attentive and more eager to learn a language.

2.2.3. Documentary films

Documentaries are moving pictures, aimed at capturing a certain fact or reality (Nichols, (1999).The use of documentary in teaching derives philosophical and theoretical support from the (1) constructivist view, which aims to create knowledge by linking learners New and old knowledge mainly on its own, and from learning based on questioning, Which mainly involves the learners and leads them to understand content, questions and issues Curricular field or idea surrounding (Costa & van Grootheest, 2009). Lane (2007) Believes that documentaries give learners great opportunities to apply analysis, communication, presentation skills and imagination, and to improve their learning in other parts of the English Language curriculum. As Miller eloquently did (as quoted in Winton, 2010). Put it this way: Documentary plays an important role in education. The Media's rapid progress Technology has forced educators to reconsider literacy conceptions and adapt curricula Therefore. When students learn, listen and generate much more than they do Write, [teachers] must ensure that they have critical theoretical frameworks.[Teachers] may use documentaries to raise voice, reality, ethics and a Set of themes applicable to 21st century(para.11). Changing literacies Documentary films to Raijmakers (2007) have "a clear relation to reality Which means That what is being studied in the classroom is checked by what is being observed outside its walls. In addition, documentaries are opening 'valuable windows' for the learners, helping them to learn about different disciplines.

2.3 The Effective Impact of YouTube

Since the mid-1980s when video cassette systems began to fill our free spaces on shelves of our living rooms, there have been various books dealing with a new way of learning languages supported by using video cassette systems. The main idea of learning languages with the help of new video technology was deeply rooted in learner's access to play videos outside the classroom. During the late 1980s and 1990s a lot of things changed. Not only the amazing video cassette systems began to fade away, and were completely replaced by DVD systems and computer systems, but also the fast spread of the Internet and the technology of streaming videos turned the self-access learning inside out. The most important skills that can be developed are listening skills, vocabulary, pronunciation, grammar and last but not least a learner can become more confident in speaking activities and positively influence his fluency. As he keeps watching videos actively and exposes himself to English, he gains abilities which he can later use in practicing with his friends either at school or on Skype, chat or various forums in his free time. Besides developing language skills a learner also develops computing skills which are nowadays, in the age of information society very important and also highly valued. There are many well-known techniques for viewing videos as a means of language acquisition. It only depends on a learner, whether he decides to use YouTube as a responsible active viewer (more conscientiously, doing activities concerning the video). Using YouTube as a tool means absolute freedom in practicing English, which is also one of the things a learner of the 21st century appreciate.

2.4 The Importance of Using YouTube Channels in EFL Learning-Teaching

YouTube provides many services including upload, download, watching and sharing video. YouTube allow exchange views and proposals about the video, also

allocation channels for transfer lectures and conferences, and channels for courses which display a series videos to explain the skills and educational experiences. Due to the dense use of YouTube in educational purposes, Google launched the service "YouTube for Schools" which includes video clips of educational materials and courses. The educational uses of YouTube have great important, as it allows active, constructive, and interactive learning opportunities. Learning through YouTube videos achieve better learning outcomes of computer skills due to YouTube make videos available anytime and anywhere, with high quality, and the possibility of video repeat or stop and complete later, as it contributes in developing visual education skills, read images, graphs faster and easier without conceptual errors. YouTube also encourages team work activities through videos sharing among the students group, which bring fun learning and makes learning meaningful with more period of retention. In addition, YouTube can also be used as a container for E-portfolio for the student and teacher alike, where the teacher can keeps students works and provide an opportunity to evaluate student with high level of transparency.

2.5. Characteristics of Learning with YouTube Videos

Like other video-sharing sites, YouTube allows users to view, upload, comment, subscribe, and join groups (EDUCAUSE Learning Initiative, 2006). When viewing a video, viewers can see the title of the video, the description of the video, who uploaded the video, date and time of upload, and tags specified by the owner. In addition, information is available on the number of times a video has been watched and rated by registered users. There is a list of related videos, as determined by video title, descriptors used, and tags. A user has the ability to flag inappropriate content on any video, subscribe to a content feed for a particular users or channels, or add a video to their favorites. Users can also leave text or video comments regarding each video

(Duffy, 2008). Learning with YouTube videos is basically informal. The main goal of the students is to learn language skills in a natural way when watching an amusing video or performing an activity that is closely related to a selected film. Today with all technology advances and services like YouTube, a person does not have to travel abroad to be exposed to a foreign language (Eaton 2010). To be surrounded by (in this case) English speakers all a learner has to do is to open a web browser; type in the address field www.youtube.com and he can commence to learn.

2.6. YouTube For Enhance the Listening and Speaking

In fact YouTube Videos become absolutely vital in our daily life; it is a source of knowledge, news, and entertainment for the people in their every age and in all fields of the life. Lately, many learners across the world have started to use YouTube videos in educational fields. So through this social media learners listen to the native speakers'' movies, TVs channels, songs, drama. This enables English learners to be familiar with English culture, Accent, and pronunciation. Students can use their phones or Laptops and listen to online lectures and lessons of the native English trainers, instructors or debates whenever and where ever they want, and practice language in more effective ways. Not only at schools or universities, but even at homes, clubs, public transport and private cars...etc. Learners of English use You Tube mainly to develop language skills. Teachers can depend on videos while trying to develop their learners'' listening and speaking abilities. Providing the students with real life native conversations along with the printed text to reinforce their understanding and their proper pronunciation could be very helpful. The best way for EFL learners to practice better on their listening and speaking abilities is through the exposure to videos that: contain native English speakers. Watkins and Wilkins suggest a number of activities that can enhance the learners' listening and speaking abilities through the use of YouTube videos.

2.6.1. YouTube for vocabulary and pronunciation

Over recent years, social media has been considered an important resource to complement the conventional methods of teaching. YouTube can be a new phenomenon in a particular way, scholars and researchers are increasingly concerned about its usefulness in the EFL / ESL classrooms in second vocabulary acquisition. YouTube provides countless ways to optimize learning tailored for EFL / ESL students and has the ability to provide anchored guidance in such a rich learning environment.. Language learners can concurrently acquire both the utterance and visual feedback, which can improve their language learning abilities as well as their vocabulary comprehension. Moreover, using videos to enhance students' recognition and comprehension of vocabulary provides language learners with access to authentic content and meaning, allowing learners to develop their language skills (Ktoridou, Yiangou & Zarpetea 2002). Together with vocabulary comes also pronunciation. Students think improper to show or to have incorrect English pronunciation. In addition, they have more chance to rehearse and find out correct pronunciation by using internet help before taking the video. Furthermore, students are able to check the result of their video and to personally assess their English speaking capability by repetitively replay their videos. In addition, if the videos are by considering the benefits of uploading student's assignment in the form of speaking video, Pronunciation becomes a significant aspect of learning any foreign language since all languages always have distinctive pronunciation that differ one language and the other ones.

2.6.2. YouTube for Motivation

Excitement, interest, and enthusiasm toward learning are the primary objectives in motivation. Gardner and Lambert (1972) define motivation as the desire to achieve a

goal, combined with the energy to work towards that goal. Using YouTube videos in teaching English can stimulate students' attention and interest. Students can create presentations via YouTube, as it is a simple tool for video production and editing (Terantino, 2011). It is widely accepted that more appropriate, practical and enjoyable activities should be incorporated into the classroom language activities (Parker, 2000). Thus, creating assignments in the form of video presentation and uploading their videos in YouTube channel may become a novel thing for students and bring a more fun atmosphere to them. Uploading assignment video in you tube channel can increase student's motivation in having better pronunciation. Boster et al.(2002) referred to studies where teachers believe video presentations increase the interest and enthusiasm of students and therefore increase their engagement and retention. YouTube has an easy access for students either by their cell phones or laptops, they can watch videos anytime outside or inside the classroom which make them more motivated and eager to learn. Lin (2000) believed that "short film clips and longer films can be used in class to motivate ESL students and enhance their listening and speaking skills".

2.7. Strategies for Using YouTube in Classrooms

Bonk (2008) conducted a survey of over 1000 participants and found that short videos between one and four minutes are ideal when used for teaching purposes. The survey revealed that most people do not create videos or comment on YouTube videos, but they do watch and share them on a regular basis. Bonk (2008) recommends that instructors choose a video based on its instructional value, not simply due to its humorous content. A few drawbacks were mentioned, specifically regarding the technical side of showing a YouTube video. When using YouTube, some problems may not be evident until the time comes to play the video such as the video being taken down without any notice or network settings such as firewalls that restrict the video

from being played in a certain location (Bonk, 2008).. Copyright and online content protocols can be elaborate, confusing and difficult to understand as they differ from each school board. It is important for educators to be informed about these policies and how they need to be aware of their actions. The article ‘Engaging the YouTube Google-Eyed Generation: Strategies for using Web 2.0 in Teaching and Learning’ by Duffy (2007), provides several strategies for using video technology in the classroom. Videos are ideal for developing note taking skills, which can be done by YouTube in The Classroom, taking notes on the first viewing and then replaying and checking the notes (Duffy, 2007). Duffy (2007) offers practical advice and strategies for using video technology in the classroom, all of which can be implemented when using YouTube.

2.8. The Advantages of Using Videos/Films

Using videos resources has many advantages, such as increasing the autonomy and proactivity of students. Students may also gain a great deal of cultural context knowledge and emotional feelings about the learning materials when teachers carry video materials into their English classrooms. And they could use their flexibility in learning languages. Video may also be more inspiring than other authentic types of media. Christopher and Ho (1996, pp. 86) express another explanation why this is so; it can be enjoyable. The elements of music and atmosphere will make learners enjoyable experiences. Video films provide topics and ideas for discussion between learners. To choose video content for the classroom, subjects must be chosen based on the interest of the students and their level of English proficiency as well as cultural aspect. Learners are more inspired when given the ability to learn using video resources, to cope with the instruction. There are many and clear benefits of using video in the classroom at EFL. Authors stress high motivation and a fun learning .Videos improve oral comprehension, facilitate student engagement and contact with other classmates, foster

cross-cultural knowledge and are ideal for use with students at any level of English language skills (1993 on Rice). In addition Films videos improve student reading skills in a way that enhances students ' comprehension of context-linked English words. This can also aid pronunciation by repeating after the characters to the learners practice. It also helps improve other skills such as ability to listen and compose.



Figures3: use videos /films for teaching and learning

Conclusion

To conclude, using online resources such as educational YouTube videos play an important role in EFL learning-teaching. In this chapter, the development of social media in different fields especially in the educational system has been discussed. Then, this chapter dealt with the use of types of YouTube and their role in the classroom. Also, mention the effective impact of it. In addition, the main characteristics of learning with YouTube videos. It is considered that learning with this teaching tool is a source of enhancing listening and speaking skills such as vocabulary and pronunciation and Learners motivation. Also, point some strategies for using YouTube in classrooms and the advantages of using videos\films. . Finally, Integrating YouTube instructional techniques in the classroom enhances and motivates students level by offering them an enjoyable strategy that goes with their modern life style and also modern teaching process.

Chapter 03

Data Analysis

Introduction

The present research investigates the role of using educational YouTube Channels in improving EFL learners 'speaking skill. In the theoretical part, literature review about speaking skill and YouTube Channels is presented to test the stated hypothesis; this study apted for two research tools; questionnaire for both students and teachers.

This chapter is devoted to discuss, to analyse and to describe the questionnaires results and presenting the research findings about the effectiveness of using educational YouTube videos to enhancing students 'speaking skill. Students 'questionnaire is meant to discover if they are aware of the importance and the value of using YouTube Channels inside the classroom, while teachers 'questionnaire aims to investigates their opinions about the advantages of using YouTube channels in classroom as an essential tool to enhance and improve their students 'oral performance.

1. Rational of the Study

1.1 Method

To serve the need of the research hypothesis and due to the limited amount of time, the descriptive method is used; it is decided that the questionnaire would be the most appropriate instrument that can be useful in collecting and analysing the gathered data, and they save time and efforts by gathering the needed information in a short time. This questionnaire can determine the facts about this investigation to explain weather the use of educational YouTube channels can affect positively in improving students speaking skill. The present study focuses on the description and identification of students attitudes about using YouTube channels in preparing and presenting lessons which can help them to understand and engage in the lesson. without any difficulties.

1.2. Population and Sampling

The present study deals with students and teachers of English language at Khenchela University from which this sample was taken.

1.2.1. Students

The sample of this study consists of second year LMD students of English language at Abbess Laghrour University of Khenchela during the academic year 2019_2020. From a population of about 400 students, we randomly selected 60 students to be the sample of this study. The reasons for choosing this population is because they have studied oral expression for 2 years and they may have experienced the use of some ICT tools, and therefore has an idea about them. Furthermore, they obviously know about the importance of speaking as an necessary skill to use and practice orally their language.

1.2.2. Teachers

Teachers of English at Khanchela University are the total population. As a sample, we randomly choose ten (10) teachers. The selection of such sample is because of oral expression teachers can provide the necessary information about the use of educational YouTube channels since their module is concerned with teaching speaking and can only be taught orally, and its courses need the use of such pedagogical material in order to help learners promote their speaking proficiency which is the research concern.

1.3. Data Gathering Tools

The objective of the data gathering tools depends on the objective of this research. It aims at fulfilling and discovering two major goals; First, understanding how the use of educational YouTube channels improve students 'speaking skill. Second, investigating teachers and students 'views about the use of videos during the learning

process. Therefore, we used two questionnaires for both teachers and students as the main tools. The questionnaire is a common tool used by researchers which provide data and get more accurate findings.

2. Students ' Questionnaire

2.1. Administration of the Questionnaire

The questionnaire was administered to second year LMD students of English at Abbess Laghrour University of Khenchela. Since the total number of students is huge and out of control, a sample of sixty (60) students was chosen randomly. The questionnaire was handed on September 2020. Students were given identical instructions and explanations that may help them to complete the questionnaire. Moreover, students took nearly fifteen (15) minutes to complete it. Therefore, the questionnaire was administered in a friendly and relaxed environment and this helped the students to comprehend and answer appropriately. Hence, the administration process was positive and properly done.

2.2. Description of the Questionnaire

In the current work, students 'questionnaire consists of sixteen different (16) questions which are arranged in a logical order. The questionnaire contains questions of the multiple choice type, and open ended questions where students put a tick in the corresponding boxes of the appropriate answer for them and give a full answer whenever necessary.

2.2.1. Background Information: General Questions

In this section, there are two questions which aimed to find out general information related to the age (Q1) and the level of proficiency in English i. e. very good, good, average or less than average.

2.2.2. Section One: Students 'Perception of Speaking Skill (Q1_Q7)

This section investigates students' perceptions of the speaking skill. It contains seven questions. In (Q1), students are asked to say whether they find speaking very easy, easy, difficult or very difficult. In (Q2), students are asked about their participation in oral expression course, Then, in (Q3) they are supposed to choose one of the problems they usually encounter when they speak in oral expression class. In (Q4) they are asked to say whether they try to speak English outside the classroom or not. In (Q5) they asked about to say whether speaking in English requires the exposure to native speakers 'talk videos strongly agree, agree, disagree, strongly disagree. In (Q6), they asked to say if they go slowly or quickly when they try to speak. The last question of this section (Q7) is about if they look to their audience when they speak English or not.

2.2.3. Section Two: Educational YouTube Channels as a Pedagogical Material for Teaching Speaking (Q1_Q7)

The first question of this section seeks to find if students support the use of technological tools such as educational YouTube channels in class or not (Q1). In (Q2) students are asked to say if their teachers' uses YouTube videos in oral expression class or not. Then, in (Q3) they are asked to say if the use of educational YouTube channels inside the classroom affect their communicative competence or not. In (Q4) the participants are requested to select the right answer about whether educational YouTube channels improve their vocabulary, pronunciation or grammar. In (Q5), students are supposed to state whether the using of educational YouTube channels are necessary to improve their speaking skills or not. In next question (Q6), the respondents are asked to give their opinions if teaching educational YouTube channels inside the classroom grants them the opportunity to recognize how the English language is spoken

in difficult context, The last question in this section (Q7) is devoted to choose which content students prefer to follow or to watch in educational YouTube channels.

2.3. Analysis of the Results

Section I: Background Information of Students

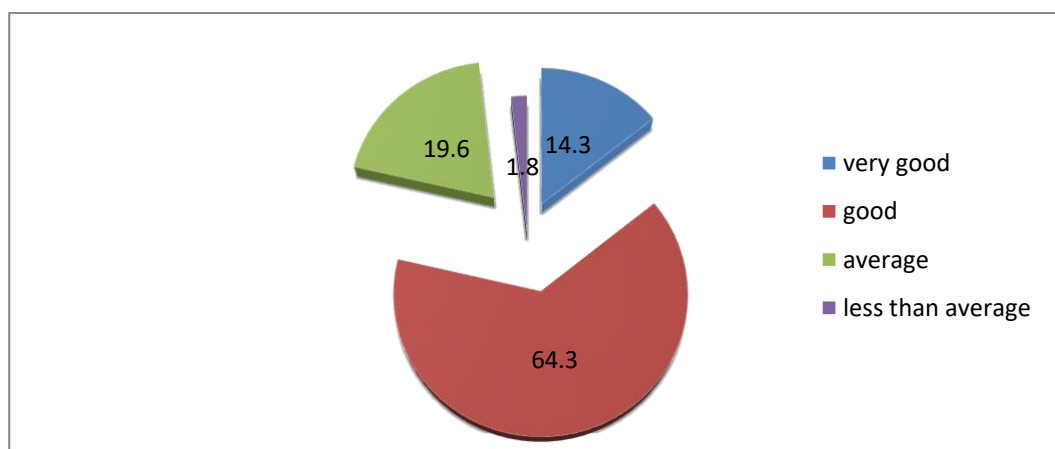
Q1:Students' Age

Table 01: Students ' Age Distribution

Age	19	20	21	22	23	Total
participants	16	27	10	6	1	60
percentage	26%	45%	17%	10%	2%	100%

The results in table 1 show that students ' ages range from 19 years to 23 years. Out of the total number of the sample (60), there is only 16 respondents (26%) who are 19 years old; which mean that they have never failed in their education. 20 years old students represent the majority (45%). Besides 21 years old (17%) and 22 years old (10%) and 23 years old (2%) students are believed to be older than others, which can be explained by either a failure or a change in the field of study. Consequently; the results shows the diversity in students ' ages that indicates the difference and variation in students ' backgrounds in terms of abilities and learning experiences.

Q2:Students' Level in English

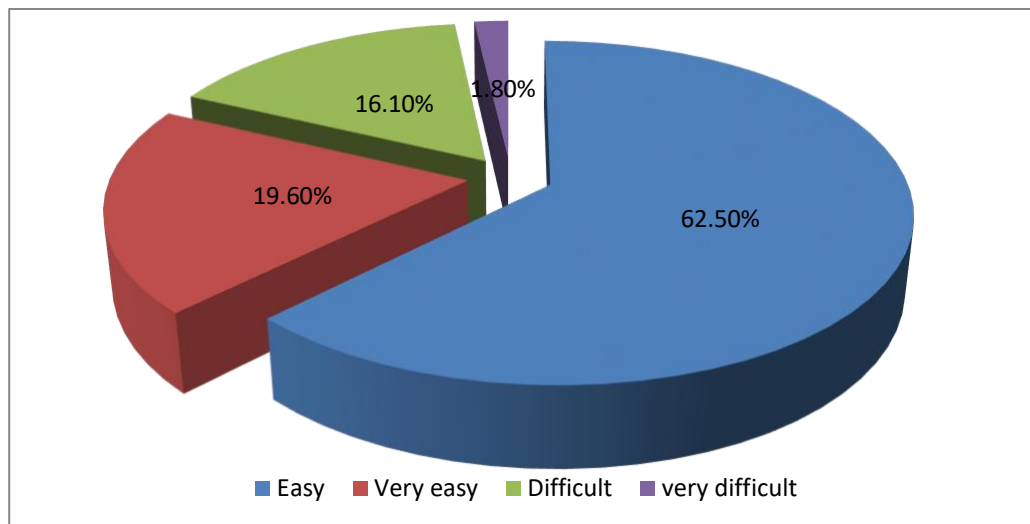


Graph 01: Students ' proficiency level.

As it is clearly observed from this graph, 64.3% of the total participants (60) claim to have “a good” level, (19.6%) consider their level in English as “very good”. However, (14.3%) who assumes that their level is “average” and 1.8% respondents having a poor English proficiency level.

Section II: Students’ Perception of Speaking in English:

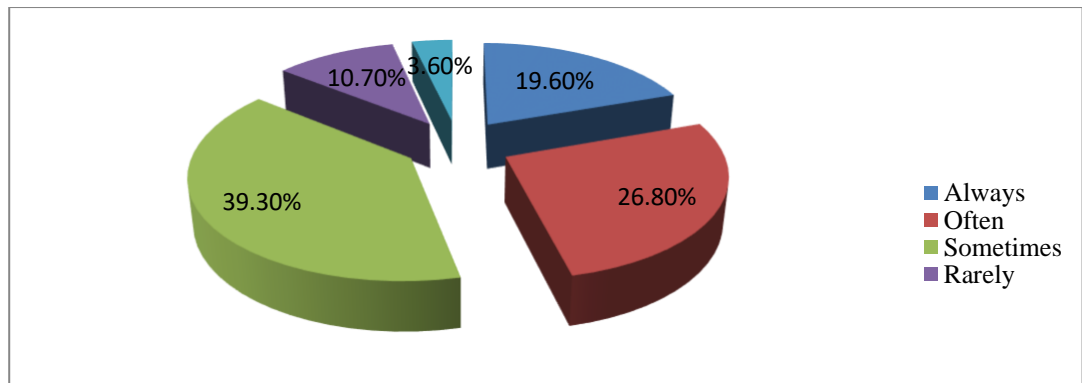
Q1: How do you find speaking in English?



Graph02:students’ perception of speaking skill

As it is apparent from the graph above,(16.10%) participants find speaking difficult. However;(19.60%) students believe that speaking in English is very easy. Then, only (1.8%) find English very difficult; whereas, half of respondents (62.50%) believe that English is easy. this does not necessarily mean that they are good enough or fluent speakers. Students who find speaking in English is difficult may represent the percentage of students ’ who don ’t feel motivated inside or outside the classroom or they may have psychological or linguistic problems.

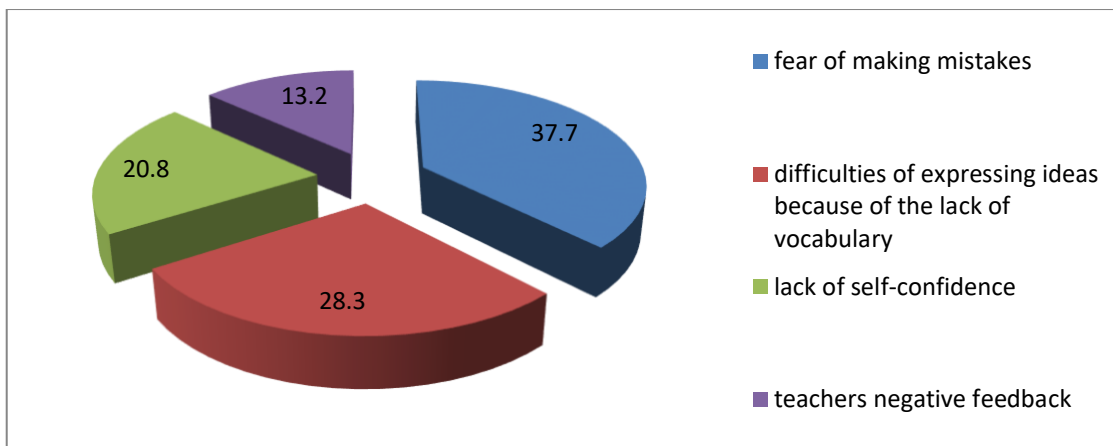
Q2: How often do you participate in oral expression course?



Graph 03: students ' frequency of participation

This graph indicate that 11 participants (19.60%) state that they always participate in oral Expression session because they might be highly motivated. 6 participants (10.7%) they rarely participate and 15 participants (26.8%) state that often do. However, there is only two students (3.6%) who claimed that he/she never participates; may be this happen because of some reasons such as anxiety or fear of making mistakes. while; rest of the students (39.30%) state that sometimes participate in the classroom; this may indicate that these students participate whenever necessary or only if they are required to do so. These results show that (39.30) of students have the ability to speak easily inside the classroom. However; those students who answered by “rarely” may feel shy and anxious or they have deficiency in language so they do not participate.

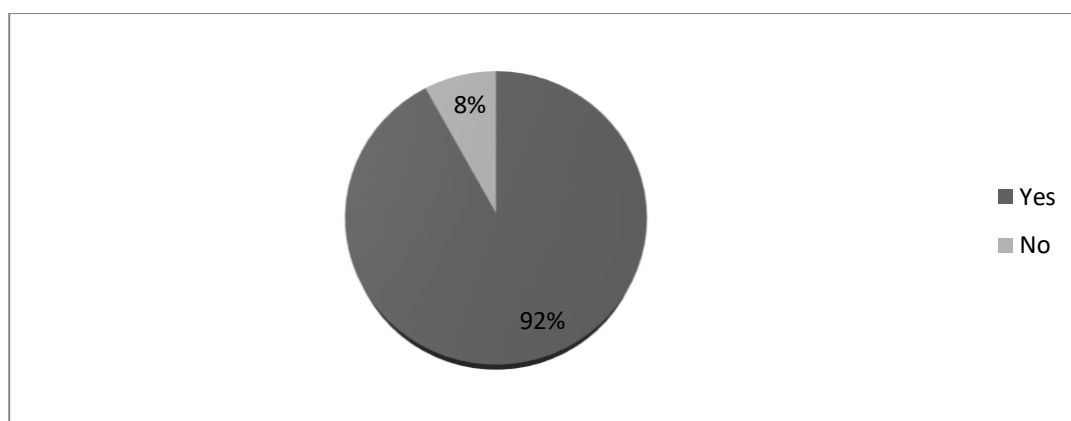
Q3: which of the following problems do you usually encounter when you speak in oral expression class:



Graph 04: Students ' problems when speaking

In this question, students are asked to pick up the problem they face when they want to participate in the classroom. They are provided with a set of possible choices from which they have to choose those that describe their reasons of inability to speak. As it is shown in graph 4, 16 students (20.8%) state that they have lack of self-confidence. Whereas the majority of the participants (37.7%) state that they are afraid of making mistakes. Then 15 or (28.3%) of the participants said that do not participate in the classroom because they face some vocabulary difficulties when expressing their ideas. lastly, only seven 7 students who represents (13.2 %) mentioned that the teachers ' negative feedback is his/her problem that he/she faces in the classroom, so the teachers responsibility is to help their students to overcome their fear of participation.

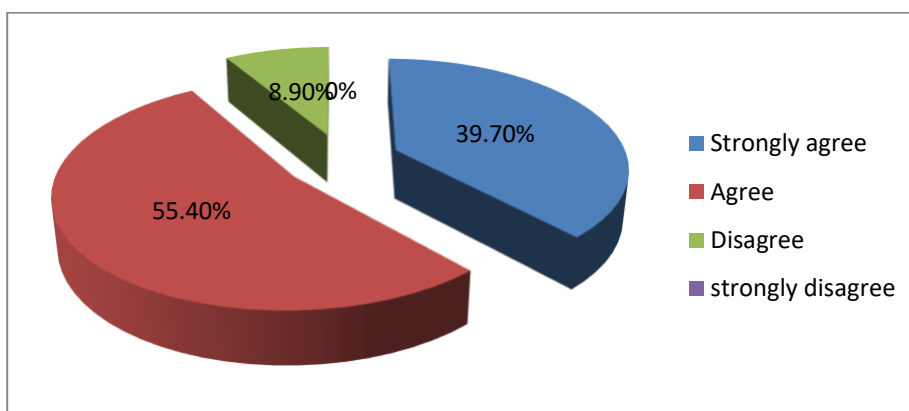
Q4: Do you try to speak in English outside the classroom?



Graph 05: Students ' will to speak English outside the classroom

Fifty five students (92%) opted for “Yes” the classroom this may be due to the huge impact of English songs, series, and movies that students are exposed to, while only five 5 participants (8%) opted for “No”. We assume that the majority of the EFL learners at Khenchela university have try to speak English outside the classroom; this may be due to the domination of French language in the Algerian daily life more than the use of English language.

Q5: Do you think that speaking in English requires the exposure to native speakers’ talk videos?



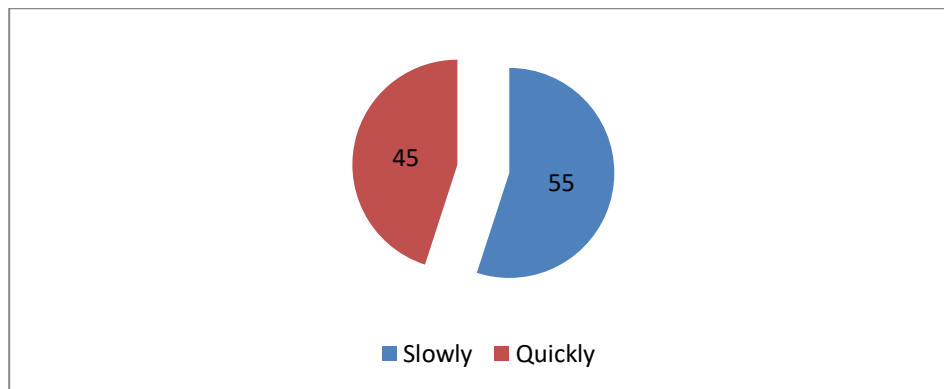
Graph 6: The requirement from an exposure to native’ videos

The majority of students (55%) agree that anyone who wants to speak English has to watch native speakers’ talk videos since they are aware of its importance in learning English. Others just say that they strongly agree (39.70%). However, (5) participant making up (8.90%) say they disagree and no participant say that strongly disagree since speaking English does not necessarily require the exposure to native speakers’ talk videos. From the result, it is shown that the majority of students prefer to watch native speakers’ talk videos to enhance their speaking skill.

For this question, students are asked to justify their responses

Students who choose “strongly agree” justified their option by saying that watching native speakers’ talk videos enables them to know how to pronounce words, learn their accent and how to use utterances appropriately according to the situation. Also, students said that native speakers’ videos help them to learn English from the original source. However, the five (5) respondents who “disagree” state that it is not important to watch videos to learn English. One may consider this answer as related to their inability to use the internet for education purposes. Consequently, students agree the native speakers’ video help them to learn English as well as to recognize the native speakers’ attitude, language use, and most importantly the pronunciation.

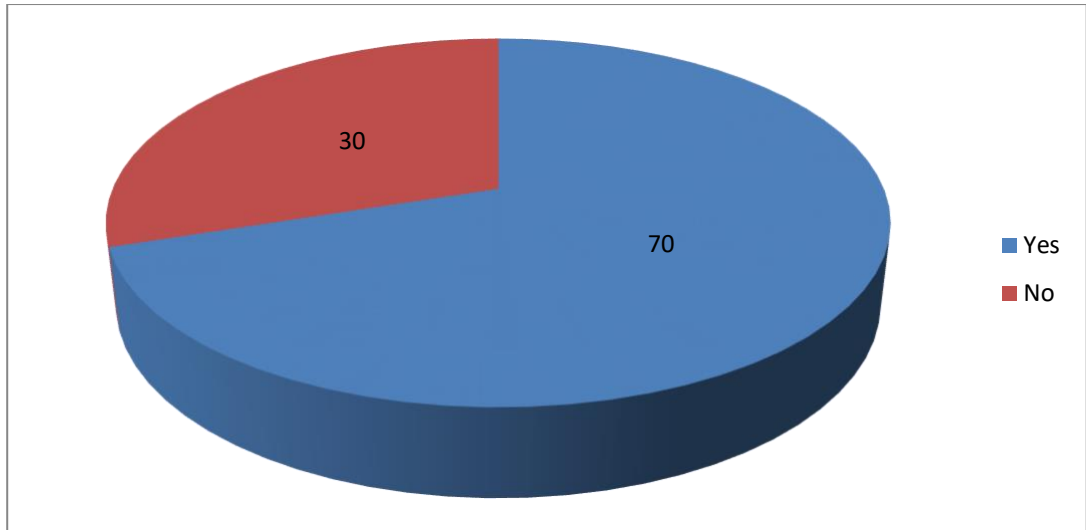
Q6: When you try to speak English, do you go:



Graph 07: Students’ to speak English

This graph indicates that 27 participants (45%) state that they go quickly when they try to speak English, while 33 of them (55%) confirmed that they go slowly when they try to speak English. We assume that the majority of the EFL learners at Khenchela university have try to speak English slowly; this may be due to their level or they pay attention to avoid mistakes and the others who listen in order to understand well.

Q7: Do you look to your audience when you speak English?

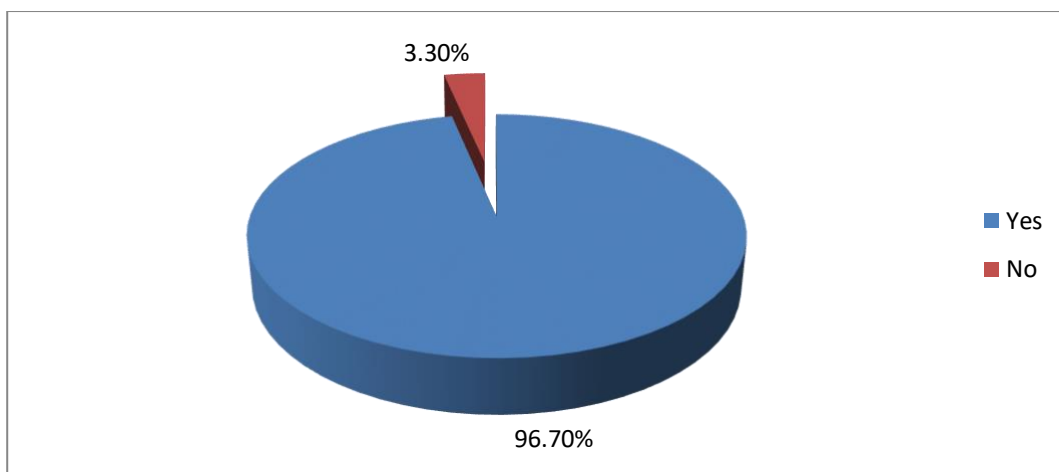


Graph8 : Learners preference when they speak english

As presents the Graph 6 ,The majority of the EFL learners opted for (yes) they look to their audience when speak English with (70%) ,this may help audience understand the work and give them a strong take _home message and leave a lasting impression, also explain how the students give the appearances of confidence and competence. Moreover 18 of the participants (30%) say they do not look to their audience when speak English may be because they have a fear of making mistakes or messing up or just being judged in general by their audience. So that we note that looking to audience when you speak is a great way of building personal development on many levels, since improving communication skills and make a career as a motivational speaker or gain confidence in front of an audience.

Section III: Educational YouTube Video as an Pedagogical Material for Teaching Speaking

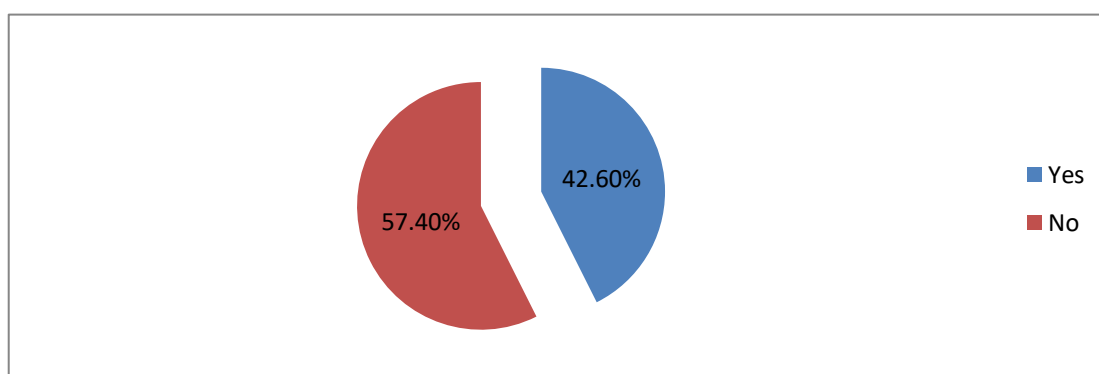
Q1: Do you support the use of technological materials such as Educational YouTube channels in class?



Graph9: Students ' support for using Educational YouTube channels inside the classroom

According to the results that mentioned in the Graph 8 above, it is clear that almost of respondents with (96.70%) have a positive opinion about using Educational You Tube inside the classroom and they are aware of the concept of technology in learning. Whereas (3.30%) of them does not support the use of technology especially videos inside the classroom. This indicates that most of the students are aware of the fact that using YouTube videos inside the classroom is necessary to improve their speaking skill. Unfortunately, in the division of English at khenchela university. Teachers and students alike miss the technological materials that can help to facilitate the learning process.

2. Does your teachers use educational YouTube channels in oral expression class?

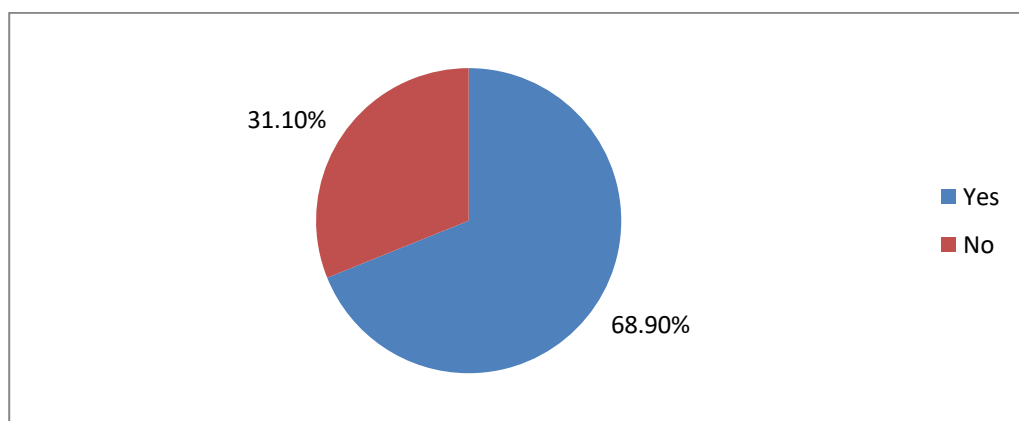


Graph10: Teachers ’ use of YouTube videos in oral expression session

It is noticed that half of students (57.40%) claims that their oral expression teachers does not use YouTube videos during the session. This may indicate that the time is not enough or the equipments such us data show are not provided. While (42.60) state that their teachers OE uses YouTube videos in the class. All in all, the vast majority of students said that their teachers does not use YouTube videos inside the classroom, not surprising, this is may be due to the teacher’ s traditional ways of teaching.

3. Does the use of educational YouTube channels inside the classroom affect your communicative competence?

If yes, say how



Graph 10 : The effect of videos on students ’ communicative competence

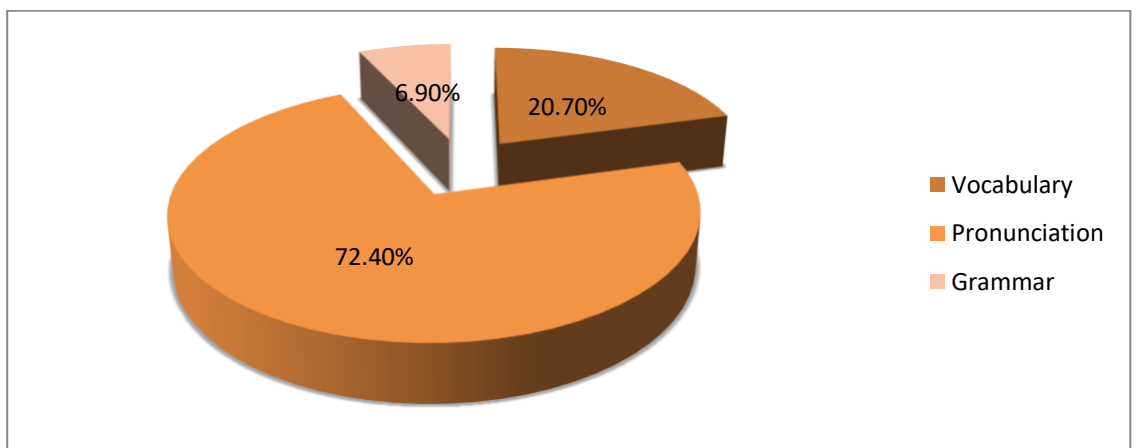
Respondents who said that the use of videos inside the classroom effect their communicative competences, the results were summed up as follows:

- It improve my performance and develop my abilities.
- YouTube is the best alternative school which can help us to improve our four skills through many educational videos it contains.
- They make us more creative.

- When i listening to the videos automatically i learn more words more phrases and my speaking skill improve
- It gave me the opportunity to aquire a good level of vocabulary so that i could use it during listening speaking session
- When being exposed to natives' talk and culture, it helps know the linguistic, cultural ,social, and other elements that foster the communicative competence.
- It makes the spell of the words more easier and it helps in grammar also
- Using YouTube channel helps us gain new tribal acquisitions, as it helps with good pronunciation.

Consequently, this indicates that students are conscious of the value and the importance of using videos inside the classroom to improve their communicative competence.

Q4: YouTube channels improve your :



Graph 11: Students ’ language features that are improved by YouTube videos

Graph 11 above shows, students ’ language features that are improved by YouTube video. It is clear from the findings that the participants agree that pronunciations are the most priority aspect that learners need YouTube videos to

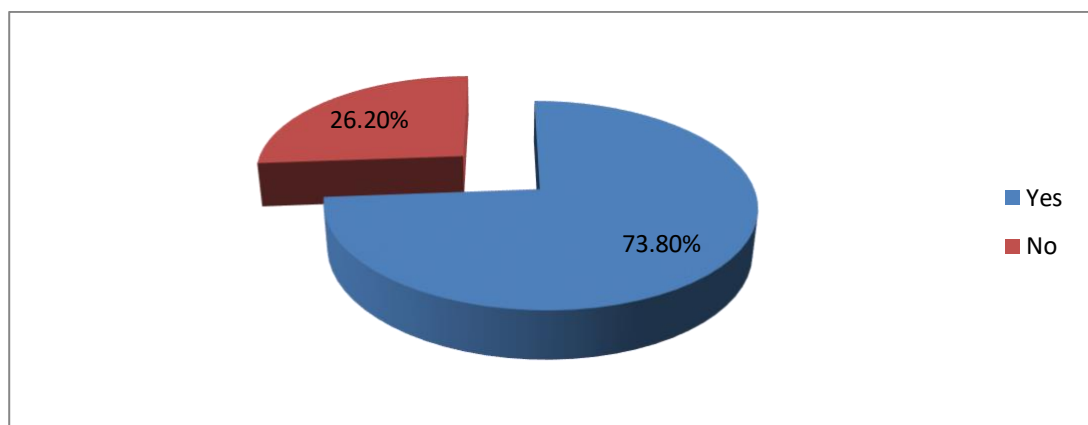
improve it with (72.40%). While 12 students representing (20.70%) indicate that watching YouTube videos improves their vocabulary. (6.90%) said that grammar is greater importance to improve through the YouTube videos. According to these results YouTube may play an important role in helping students acquire the correct pronunciation and enrich their vocabulary store.

Students mention other aspects that YouTube videos improve it, the results were summed up as follows:

- Improving our speaking skills.
- How to link between your body language and the speech during conversation.
- Listening and speaking skills,
- Oral.

The majority of students said that YouTube channels helped them to improve their pronunciation including; intonation, shortcuts, ... etc. without forgetting learning new words and especially slangs which native speakers use.

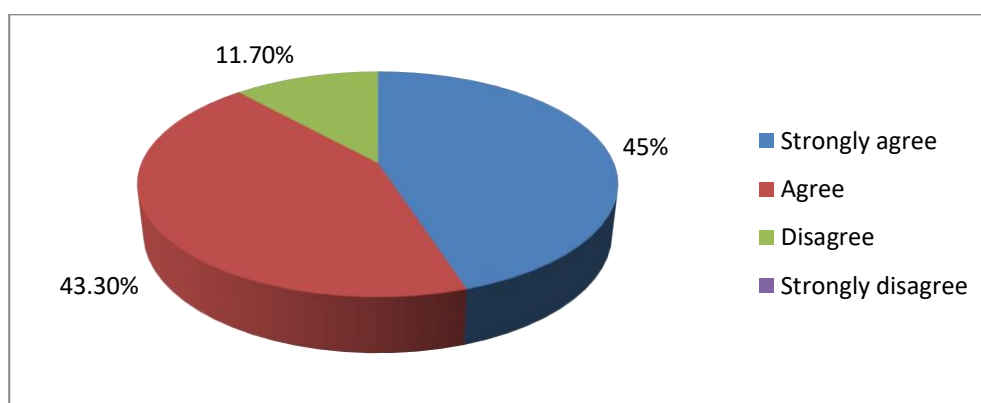
Q5. Do You Think that Using Educational YouTube Channels are Necessary to Improve Your Speaking Skill?



Graph 12: The use of Educational YouTube channels in developing students' speaking skill

From the result in Graph 12, it is visible that the vast majority of students (37.80%) said “Yes” that YouTube videos are necessary to develop their speaking skill, which means that it already helped them in their speaking and they often use it. However (26.20%) from the total participants state that YouTube videos are not necessary in helping them to develop their speaking skill; it could be due to their unfamiliarity or performance to use other methods that can help them improve their speaking skill.

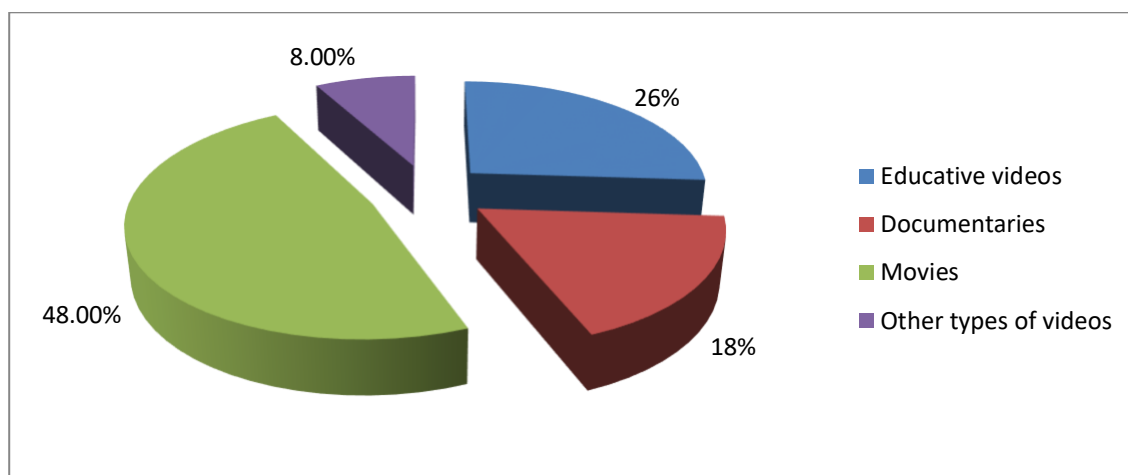
Q6: Do you think that watching educational YouTube channels inside the classroom grants you the opportunity to recognize how the English language is spoken in difficult contexts?



Graph 13: The role of Educational YouTube videos in recognizing how English is spoken in different contexts

From the Graph above, we can notice that learners with (45%) and (43.30%) percentage strongly agree and agree that watching educational YouTube videos inside the classroom help them in recognizing how the English language is used in different contexts. However, only 7 participants making up (11.70%) say they disagree and no one say they strongly disagree since speaking a language or using it in different contexts does not necessarily require watching videos.

Q7. which content do you prefer to follow or to watch in Educational YouTube channels?



Graph14: Frequency of most visited content in Educational YouTube channels

The question was asked to check the most visited content that the learners follow or watch it in Educational YouTube channels; from the finding mentioned in the graph 14 above, we notice that (48%) of the participants have access to Movies. Whereas, (26%) represents those who watch Educative videos. While, (18%) prefer visiting documentaries. In contract with the previous results, (8%) shows the participants who follow other types of videos. From the results, it is shown that learners prefer to watch movies in educational YouTube channels, this is may be due to the impact of movies in motivate students and their listening comprehension and speaking ability.

2.4. Discussion of Students ’ Questionnaire (Results/ Findings)

First of all, the analysis of the questionnaire reveals that the respondents’ age range from 19 to 23 years this signifies that the participants and the majority of them are good at English, this demonstrate that the respondents are good at the speaking skill. Secondly, it is apparent from the results that students considered English as easy to speak; some students seem to be comfortable and highly motivated to participate in

the classroom while others do not, because they are afraid of making mistakes or they lack vocabulary, or lack of self-confidence. In addition to that, the vast majority of students try to speak English outside the classroom but obviously the environmental conditions (social, cultural and educational) do not make it comfortable to use their English. Moreover; over half of the students confirmed that speaking English requires the exposure to native speakers' talk videos because it's the only opportunity to learn from the original source, while others prefer to study with the old methods. Thirdly, the statistics calculated from section three of the students' questionnaire the main focus was shedding the light on the importance and benefits of YouTube videos as a pedagogical tool for teaching speaking. Therefore, the first question in this section shows that students support the use of technological materials such as YouTube videos in oral expression classes. This may help them to participate during the session. Even though the vast majority of the respondents state that their teacher does not use this material in the classroom; this may be due to the limited time or the department does not provide some classroom equipment's to be applied in class. In addition to that, students think that videos have a positive effect on their 53 communicative competences. Learners get the correct pronunciation and intonation of native speakers in authentic videos, while a few of them state that YouTube videos help them to enrich their vocabulary and grammar. Moreover, almost all of the respondents state that YouTube videos are necessary to develop their speaking skill and expose them to the spoken English in its natural surroundings so that they will know how to use utterances in accordance with specific situations. However, only a few of the participants said it is not necessary to use it may be because they do not see it as a teaching material. Furthermore, more than half of the respondents agree that watching YouTube videos grants them the chance to recognize how English language is spoken in different

contexts. Finally, these results give the current research a proof that educational YouTube videos are really an effective tool for developing the students' speaking skill.

3. Teachers ' Questionnaire

3.1. Administration of the Questionnaire

The questionnaire was administered to twelve (12) teachers of English. Almost of them returned it on the same day. They were given a period of a week to answer the questionnaire but fortunately the questionnaire was handed back after two days.

3.2. Description of the Questionnaire

Teachers questionnaire consists of fifteen (15) different questions such as closed-ended questions and open-ended questions. Teachers are required to pick up the appropriate answer from a set of options, or to choose yes/No answers followed by a brief justification whenever necessary whereas open-ended questions are asked to give an explanation

. 3.1.1. Background Information: General Questions (Q1_Q2)

The first two questions are given to collect general information about the teachers' participants. The first question (Q1) seeks information about the teachers 'degrees' (s) held while the second question (Q2) is about their teaching expression at University because we used to know whether those teachers have already teaching which teaching with YouTube and who have not.

3.1.2. Section One:

Teachers Description' Perception of Speaking Skill (Q1_Q4)

This section investigates teachers 'perception of the speaking skill. It contains four questions. The first question (Q1) is about how teachers evaluate their learners' speaking performance, if is it good, very good, average or less than average. In (Q2) teachers are asked to say what are the most important speaking and performance

difficulties facing their students in the classroom. Then (Q3) is related to the previous one, they are asked to suggest a treatment for speech difficulties. The last question of this section, teachers asked to say what are their most important observations and opinions about the students and their speech and expression skills.

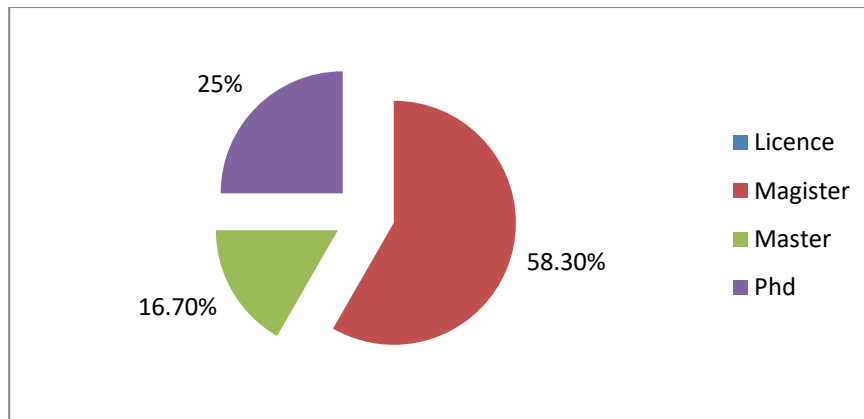
3.1.3. Section Two: Educational YouTube Videos as a Pedagogical Material for Teaching Speaking (Q1_Q9)

The first question of this section teachers are asked to indicate the frequency of using ICT s while teaching speaking (Q1). In (Q2) is related to the previous one, they are asked to tick which tool they mostly use.(Q3) is put to know whether teachers use YouTube channels in class or not. Then, the aim of (Q4) is to show weather teachers support the idea of using educational YouTube channels as a good source for teaching speaking or not, then teachers who said "yes" are asked to indicate in what way they see them efficient in developing learners' speaking skill.(Q5) requires teachers to answer weather they find difficulties when using educational YouTube channels in oral courses, if "yes" they are asked to indicate some of them. Then the aim of question (Q6) is to show if teachers have the same responses about whether the exposure to native speakers ' talk videos develop their students 'vocabulary and pronunciation, then they have to justify their answer. The (Q7) is designed to figure out the advantages of using educational YouTube channels in oral expression classes.(Q8) requires teachers to add further comments or suggestions about the use of educational YouTube channels in teaching speaking. The last question (Q9) teachers asked to say which way they prefer to present the content of their lessons when they using YouTube channels.

3.3 Analysis of Teachers ' Questionnaire

Section1: Background Information

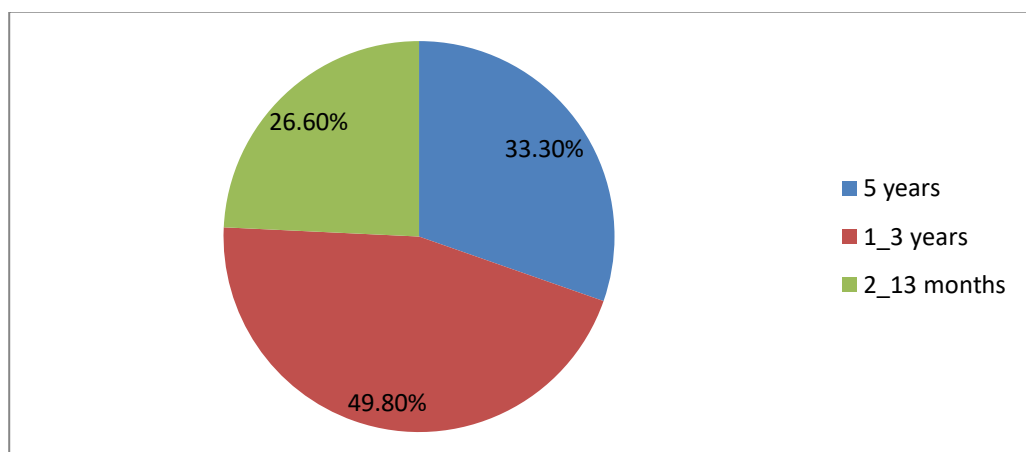
Q1:Teachers ' Degree



Graph 15: Teachers ' Degree

According to the graph, teachers have different degrees starting with the biggest percentage (58,3%) of the teachers who have magister, then teachers who have Phd degree with the percentage (25%) and (16,7%) for teachers who have master degree and (0%) for licence degree which means that all teachers of this sample have enough experience in teaching oral expression module. Consequently, their experience will be helpful and beneficial for the reliability of this work.

Q2: How long have you been teaching at university?



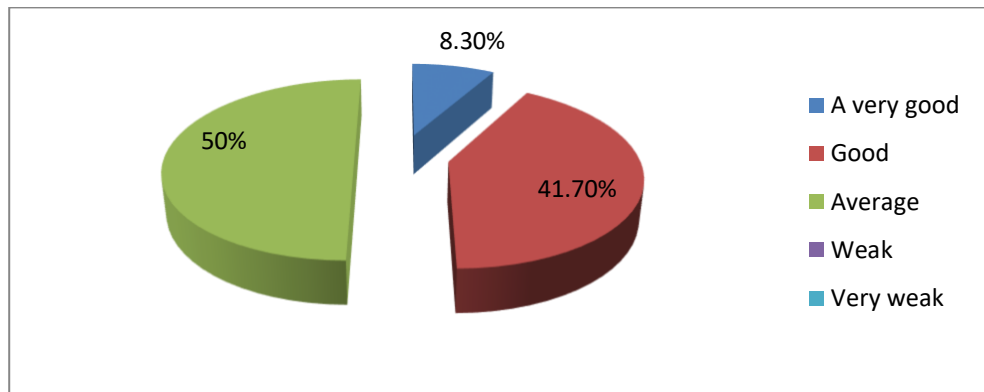
Graph16: Years of Teaching English at University

As the graph shows, (33.3%) of the questioned teachers have been teaching English for 5 years; (49.8%) of them have been teaching for 2 to 13 months, and the

same percentage; i.e. (16.6%) of the teachers have been teaching at university for 1 to 3 years. the obtained results imply that teachers experience is some extent reliable in the analysis of this questionnaire.

Section 2: Teachers Perception of Speaking Skill.

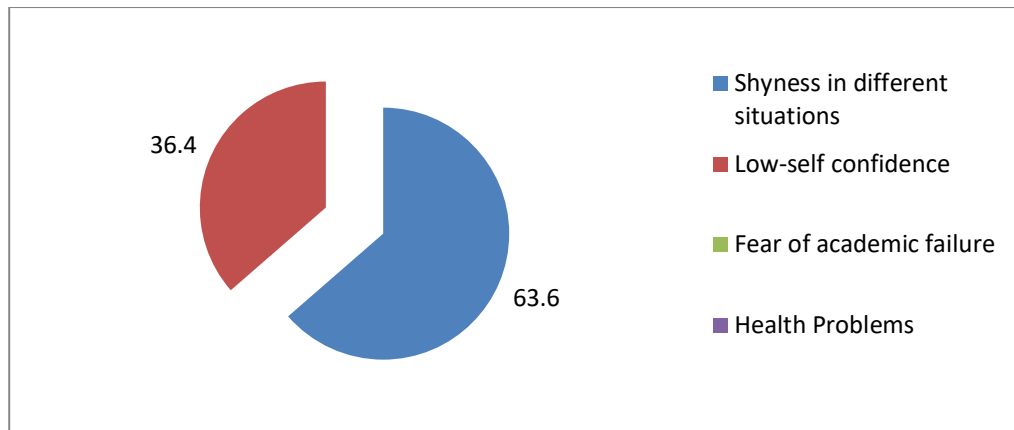
Q1: How do you evaluate learners' speaking performance?



Graph 17 : Students' Level in Speaking

The graphs shows that all of the teachers agree that their students' level in oral performance is either very good (8.3%), good (41.7%) or average (50%). None of teachers choose the option "weak" or "very weak". It seems that the majority of students are not highly motivated to use English inside or out-side the classroom; this means that students can develop their speaking skill by having opportunities to speak the language; and this can be done by implementing new technological tools such as educational YouTube channels.

Q2: What are the most speaking and performance difficulties facing your students in the classroom?



Graph18 : Teachers Attitude Towards Speaking Difficulties that Facing Students in the Classroom

The graph shows that all of teachers agree that their students facing difficulties in the classroom. the biggest percentage (63.6%) says that shyness in different situations is the most and important speaking facing their students and (36.4%) says that low self-confidence is the other difficult that facing their students in the classroom. None of teachers choose "fear of academic failure" and "Health problems".

Q3: What Do You Suggest as a Treatment for Speech Difficulties?

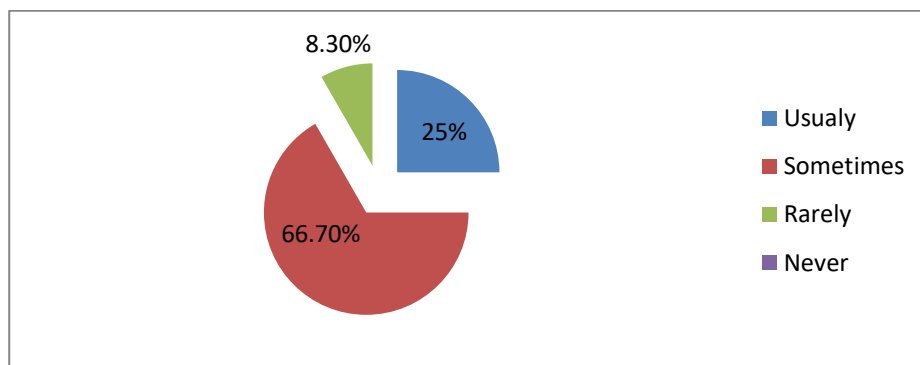
All teachers suggest different treatment for speech difficulties that they choose in the previous question. A first treatment is training, raising students' self-esteem avoiding making them feel disagree in front of peer colleagues... etc. also, they suggest encouragement and using debate provoking activities, training and using the language daily for example, the teacher should motivate his/her students or sometimes obliging them to answer the question gives a good feedback. Another suggestions is providing an atmosphere of freedom for the students without any consideration for the committed mistakes, Practice what matters is proficiency, social interactions debates, group works, plays... etc. and practice speaking in public places.

Q4: What are Your Most Important Observations and Opinions about the Students and their Speech and Expression Skills?

All teachers have different observations and opinions about their students and their speech and expression skills. Some say that are good, differ from one to another as among groups, needs to be taken care of more than other skills. Another observation, are students generally feel embarrassed when speaking in public, Also, can improve their as they practice, also, other teachers say that those who listen to natives outside classroom are more likely to speak fluently.

Section 2: Educational YouTube Channels as a Pedagogical Material for Teaching Speaking.

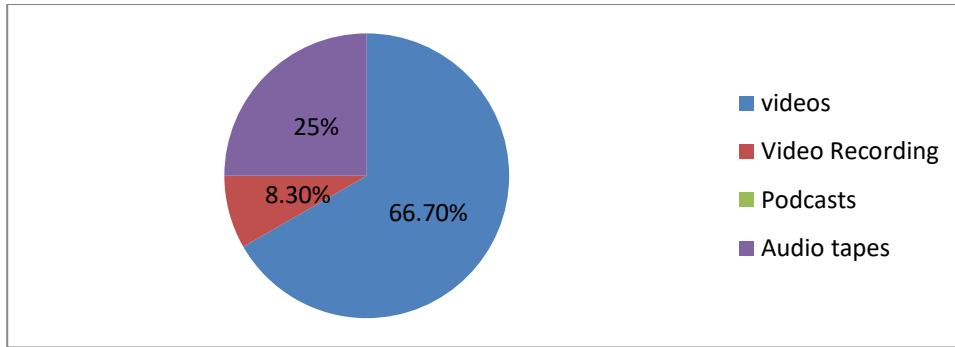
Q1: How often do you use ICTs while teaching speaking?



Graph19: Frequency of the Teachers ' Tendency in Using ICTs

The percentages in the graph above show that only (8.3%) affirmed that they sometimes use ICTs while teaching speaking, whereas (25%) stated that they usually use this instructional tool, and the biggest percentage (56.7%) says that they sometimes use ICT s while teaching. None of the teachers choose the option "Never". As a result, we can say that the majority of teachers are rely on the use of ICTs while teaching speaking; this may mean that the teacher is trained enough to use their tool inside the classroom.

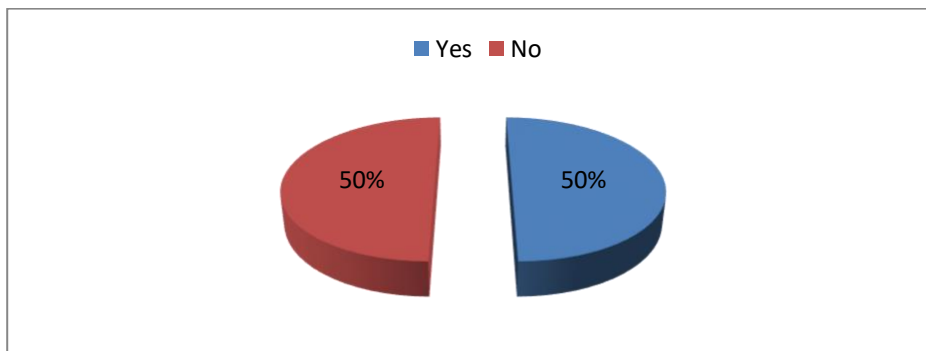
Q2: What are the tools do you usually use?



Graph 20: Using Technological Tools for Teaching

According to the graph, the majority of teachers (64.8%) claimed that they use videos in the course and (25%) stated that they use videos, and the less percentage (8.3%) says that they use videos-recording, However, more of them choose podcasts. The teachers' answers show that the majority of teachers use videos in oral expression class.

Q3: Do you use educational YouTube in class?

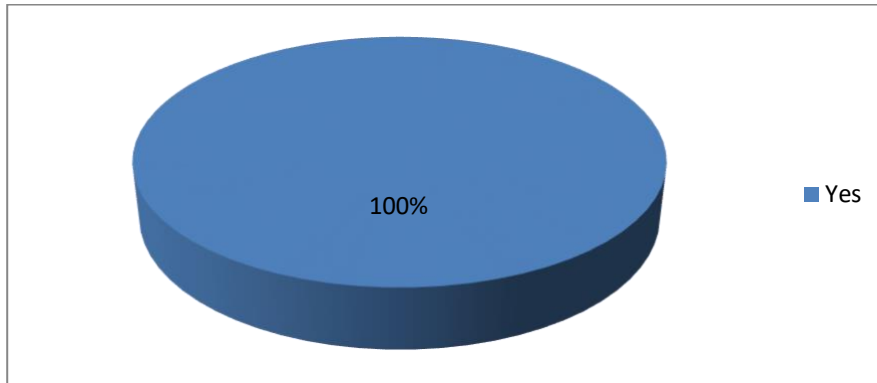


Graph 21: Frequency of Using Educational YouTube in Class

The results in the graph above indicates that 6 teachers making up (50%) stated that they use educational YouTube channels in class, while the last 6 teachers (50%) say that they do not use such tool when teaching. Teachers who do not use YouTube channels may have some problems such as; the department does not provide such tool, teacher instead should prepare their own. The administration provides equipment's (data show, laboratories') only and it us up to the teachers to download appropriate videos for his/her students.

Q4: Do you consider educational YouTube videos as a good source for teaching speaking?

If yes, in what way do you see them efficient in developing learners' speaking skill?

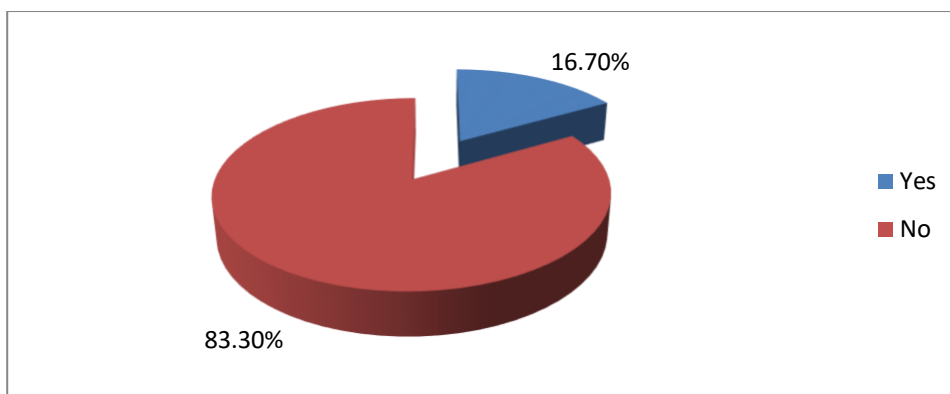


Graph 22: Educational YouTube as a Good Source for Teaching Speaking

The graph above, indicate that all the participants (100%) answered positively. They agree that YouTube channels are good source for teaching speaking. Teachers, then are asked to explain their efficiency in developing learners' speaking skill. As it shown, all the teachers considered that YouTube channels as a good source for teaching speaking and they revealed the ways they see them efficient in developing learners' oral performance. First, watch educators' videos and at least made by native speakers and provide a lot of authentic teaching material, Also, widening the students' horizon and introducing up to data techniques. Finally, most of these videos are provided by scholars and experts in teaching languages.

Q5: Do you find any difficulties when using educational YouTube channels in your oral course?

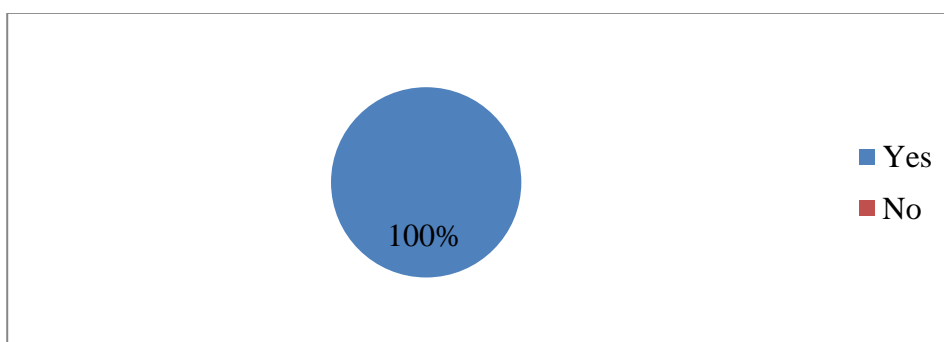
If yes, say what are they?



Graph 23: Teaching Difficulties When Using Educational YouTube Channels

From the results in the graph, teachers representing (83.3%) state that do not face any difficulties when using educational YouTube channels in oral courses as a biggest percentage. However,(16.7%) state that face some difficulties when using educational YouTube channels in their oral expression courses. If yes, what are they? Teachers who answered "Yes" and say that they face problems when implementing such tool during the course justified their answers as the following: No internet and don't use them. Also, because of large groups. Actually, some of this problems can be eliminated easily if the teacher chooses the right video that fits his/her students' level.

Q6: Do you think that the exposure to native speakers 'talk videos helps your students develop their ability to master some aspects of language like vocabulary and pronunciation? In both cases, please justify your answers.



Graph 24: Teachers' Opinion about the Use of Videos in Helping their Students to Master some Aspects of Language

According to the graph above, all teachers (100%) affirmed that the exposure to native speakers 'talk videos helps their students to develop their ability to master some aspects of language like vocabulary and pronunciation. when justifying their answers, all the participants in this sample ensure that the exposure to native speakers 'talk videos helps their students to develop their ability to master some aspects of language and they justified why as follows: Enhancing their speaking skill. "Practice makes perfect", this saying applies quite well to language teaching by using native material. Again limiting is quite helpful. Also, it is very effective means to help learners learn new terms and improve their speaking skill and learn more about targeted culture.

Q7: What are the advantages of using educational YouTube channels in oral courses?

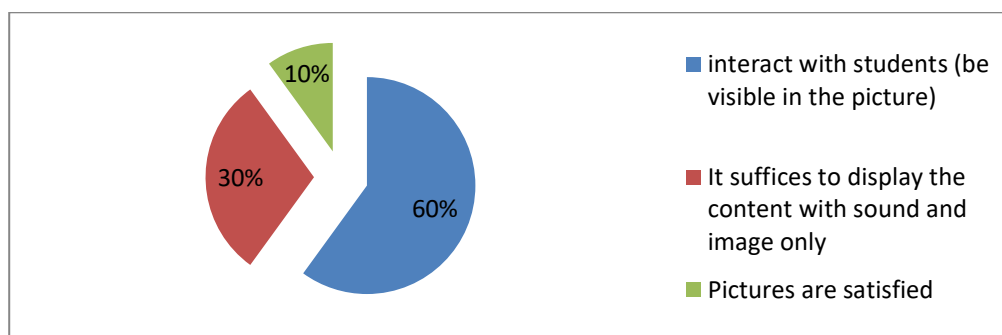
In this question, teachers were asked to indicate the advantages of using educational YouTube channels in oral expression classes.

Almost of teachers have answered this question. Teachers believe that there are many advantages which are follows; speaking well, learn more, also, enhancing all language aspects from equipping learners with more vocabulary to pronunciation. Another advantage is that helps students learn the language from first hand native speakers will prepare them to the official language.

Q8: Would you please add any others comments you consider important for the use of educational YouTube channels in teaching speaking?

In this question, teachers were asked to add any others comment that they consider important for the use of educational YouTube channels in teaching speaking. Which are as follows: crucial for the oral skill development, teachers should be selective concerning the channels. Also, YouTube channels should be selected by teachers, and they most applied both in and out class to save time.

Q9: What way do you prefer to present the content of your lessons using YouTube channels?



Graph 25: Teachers ' Attitude towards the use of YouTube video as teaching aids

As the graph shows,(60%) of teachers prefer to interact with students (be visible in the class) when they present the content of their lessons. However (30%) of teachers confirmed that they prefer to suffices to display the content with sound and image only. The rest percentage (10%) prefers to use pictures only when they present the content of their lessons.

3.4 Discussion of the Teachers ' Questionnaire (Results/Findings)

The different answers that teachers gave in this questionnaire have revealed some facts concerning teachers ' attitudes towards implementing educational YouTube channels to improve the students speaking skill. Teachers questionnaire starts with the teachers profile were the majority of them having magister and PhD degree and their teaching at university experience varied from one teacher to ne other. This indicates that this sample have experience in teaching oral expression module which be variable to the current study. For teaching speaking skill, the evaluation process is considered by teachers to be essential part for teaching English as a foreign language, the majority of them state that their students level us between good and average; this may be due to the fact that teachers use the old methods in teaching which make the student less

motivated to the task. Furthermore, the majority of teachers state that they sometimes use ICTs tools such as YouTube videos and audio-tapes; this due to the native of language in the used video, the accent and the quick rate of delivery, is difficult to be understood by the students. However, most of them do not face difficulties when using YouTube channels in their courses. They ensure that videos help their learners to learn the right Pronunciation and vocabulary and to correct it as well. Also, it motivates them to use English more comfortable without fear of making mistakes. Moreover, this tool has an effective role to solve students' problems in speaking skill and improve their oral production. YouTube channels are considered as a fresh and fun way of sharing knowledge, particularly for this generation of students who have an endless love for ICT tools. Finally, the findings give the conducted research a confirmation that Educational YouTube channels plays an important role in developing students' speaking skill.

Conclusion

To conclude this chapter, the positives results from both teachers' and students' questionnaire confirm that educational YouTube channels are valuable tools to improve EFL learners' speaking skill. This means that there is a strong link between YouTube channels and speaking skill. It motivates students to develop their self-confidence, have a real exposure to the language in its context, be familiar with different accents and have a wide range of ideas and help them to enrich their vocabulary and promote their oral production. Thus it has an effective pedagogical outcome on the process of learning. All in all, the present study findings confirmed the research hypothesis.

General Conclusion

General Conclusion:

This study has transacted the strong relationship between educational YouTube channels and speaking skill. Its main concern was to examine whether the use of educational YouTube channels improves students' speaking skill. This study is limited to LMD second year students of English at University of Khenchela where students have three hours of oral expression per week. This research hypothesized the important role of educational YouTube channels in providing students more opportunities to use their English language and help them overcome their fears and weakness during the learning process.

Therefore, this research was divided into three chapters; The first theoretical chapter shed the lights on the nature of speaking skill as well as its elements, process, characteristics and its common difficulties. The second chapter provides a deep understanding about educational YouTube channels and their positive role in the learning and teaching process. The third chapter, the practical part was concerned about the data analysis of both teachers' and students' questionnaires with the discussion of the findings.

Both teachers and students were chosen randomly. The data analysis of students' questionnaire showed that the majority of them are interested in the use of YouTube channels in their process of learning. Also, they agreed that this new educational medium is an effective tool that helps them to promote their speaking skill and enrich their vocabulary store. Moreover, the analysis of teachers' questionnaire indicates their acceptance and support concerning the use of technological tools such as YouTube channels that provide them the chance to solve many problems happening during the session such as the session routine. Teachers are aware of the importance of this tool in helping their students to overcome their anxiety and express their thoughts

General Conclusion

freely in much different and profound ways. Thus, teachers need to apply YouTube channels more often, in which all students have the chance to participate in order to improve their oral performance.

As a final point, this study that investigates the role of educational YouTube channels in improving EFL learners' speaking skill has confirmed the implementing this tool is not only effective for the enhancement of students' oral performance, but also an essential issue that deserves the attention of every teacher responsible for the encouragement of teaching and learning process.

4. Suggestions and Recommendations

The results obtained from this research have powerfully confirmed that student's speaking skill can be enhanced through the implementation of YouTube videos in the classroom. On the basis of these results, some recommendations for teachers and students can be set.

4.1. Recommendations for teachers

First, teachers should be aware of the contribution of technology in the educational field, and hence should combine ICT tools within the syllabus, because technology is the new way to create a new teaching learning atmosphere, the EFL teaching and learning process will be easier and more entertaining than the traditional one. For that reason, teachers need special training concerning the use of YouTube videos because new strategies always need training. Second, they have to take into consideration the value of YouTube videos while teaching foreign languages especially oral skill which gives EFL learners more opportunities to interact and communicate in real classroom situation, this leads them to practice more the English language.

Moreover, it is advisable for EFL teachers to choose updated and interesting activities to engage their students in the learning process. Also, if teachers open

General Conclusion

channels on YouTube will give them opportunity to interact with their students through video posting, then comment on them. For example, teacher of grammar has presented the lesson of the present continuous, then the same lesson is posted online on YouTube; this gives students the opportunity to have more extended lesson since the formal session is limited but when having a lesson in a form of video they can gain more examples and they can watch it when they need it. Furthermore, teachers need to encourage students' talk inside the classroom to be exclusively in English by using videos which makes them more comfortable.

4.2. Recommendations for students

Students need to overcome their speaking difficulties and problems through trying to practice more the language inside and outside the classroom and be an autonomous learner; that means the learners should be independent and have the ability to work on himself, for example, if the learner did not understand the intended lesson he/she can back home and watch some educational videos talking about the same topic. Also, students should experience the use of some tools like watching education YouTube videos habitually. Furthermore, they have to participate and interact with others more in the classroom not only when they have got the right answer, because mistakes are part of the learning process. Also, as a suggestion, because of the overcrowded groups students should request for more than two oral expression sessions per week or ask for dividing them into sub-groups. Finally, as an advice, they have to believe in their abilities and be optimistic. Further research can be also achieved on the impact of YouTube videos in promoting EFL learners' writing products.

Finally, teachers' should be aware of the importance of using YouTube videos in facilitating the process of teaching and establishes a positive connection between teachers and their students and makes students more concentrated and active.

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Appendix A: Students ' Questionnaire

Dear students,

This questionnaire is a part of study that investigates the impact of channels YouTube in improving EFL learners' speaking skill. You are kindly requested to answer the following questions by ticking the appropriate box or filling in the blanks where necessary.

Thank you

Background Information

Put a tick (✓) mark in the right box.

1. Age:
2. Do you consider your level in English?
 - a. Very good
 - b. Good
 - c. Average
 - d. Less than average

SECTION ONE: Students ' Perceptions of Speaking Skill

1. How do you find speaking in English?
 - a. Very easy
 - b. Easy
 - c. Difficult
 - d. Very difficult
2. How often do you participate in oral expression course?
 - a. Always
 - b. Often

c. Sometimes

d. Rarely

e. Never

3. Which of the following problems do you usually encounter when you speak in oral expression class?

- Fear of making mistakes.
- Difficulties of expressing ideas because of the lack of vocabulary.
- Lack of self-confidence.
- Teacher's negative feedback.

4. Do you try to speak in English outside the classroom?

a. Yes

b. No

5. Do you think that speaking in English requires the exposure to native speakers' talk videos?

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

Whatever the choice, please justify.

.....

6. When you try to speak English, do you go:

a. Slowly

b. Quickly

7. Do you look to your audience when you speak English?

a. Yes

b. No

Section Two: Educational YouTube Videos as a Pedagogical Material for

Teaching Speaking

8. Do you support the use of technological materials such as YouTube videos in oral expression class?

a. Yes

b. No

9. Does your teacher use YouTube videos in oral expression class?

a. Yes

b. No

10. Does the use of Educational YouTube channels inside the classroom affect your communicative competence?

a. Yes

b. No

If yes, say how?

.....

11. YouTube videos improve your:

a. Vocabulary

b. Pronunciation

c. Grammar

Other aspect, please specify

.....

12. Do you think that using Educational YouTube videos are necessary to improve your speaking skill?

a. Yes

b. No

13. Do you think that watching Educational YouTube videos inside the classroom grants you the opportunity to recognize how the English language is spoken in different contexts?

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

14. Which content do you prefer to follow or to watch in educational YouTube channels?

- a. Educative videos
- b. Documentaries
- c. Movies
- d. Other types of videos

Thank you for your collaboration.

Ahlam Soltani

Nadjet Ayadi

Appendix B :Teachers ' Questionnaire

Dear teachers, This questionnaire is a part of a study that investigates the role of using educational YouTube videos in improving EFL learners' speaking skill. We would be grateful if you could answer these questions to help us collect data for the study. Your answers are very important for the validity of this research.

Please, put a tick mark (✓) in the appropriate box for each item, and fill in the blanks where necessary.

1. Degree(s) level:

- a. License
- b. Magister
- c. Master
- d. PhD (doctorate)

2. How long have you been teaching oral expression at university?years

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

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

4. what are the most important speaking and performance difficulties facing your students in the classroom?

- a. Shyness in different situations
- b. Low-self confidence
- c. Fear of academic failure
- d. Health problems

e. other

.....

5. what do you suggest as a treatment for speech difficulties?

.....

6. What are your most important observations and opinions about the students and their speech and expression skills?

.....

7. How often do you use ICTs while teaching speaking?

a. Usually

b. Sometimes

c. Rarely

d. Never

8. What are the tools do you usually use?

a. videos

b. Videos recording

c. Podcasts

d. Audio tapes

9. Do you use YouTube videos in class?

a. Yes

b. No

10. Do you consider educational YouTube videos as a good source for teaching speaking?

a. Yes

b. No

If yes, in what way do you see them efficient in developing learners' speaking skill?

.....

11. Do you find any difficulties when using educational YouTube videos in your oral courses?

- a. Yes
- b. No

If yes, what are they?

.....

12. Do you think that the exposure to native speakers' talk videos helps your students develop their ability to master some aspects of language like vocabulary and pronunciation?

- a. Yes
- b. No

In both cases, please justify your answer.

13. What are the advantages of using educational YouTube videos in oral expression classes?

.....

14. Would you please add any other comments you consider important for the use of educational YouTube videos in teaching speaking?

.....

15. what way do you prefer to present the content of your lessons using YouTube videos?

- a. Interact with students (be visible in the picture)
- b. It suffices to display the content with sound and image only
- c. Pictures are satisfied

المخلص

يهدف البحث الحالي الى دراسة دور استخدام فيديوهات اليوتيوب التعليمية في تطوير المهارة الكلامية لطلبة اللغة الانجليزية. حيث تهدف هذه الدراسة الى الكشف عن اهمية استعمال فيديوهات اليوتوب وتعزيز مستوى متعلمين اللغة الانجليزية في مهارة التحدث. واعتمدت هذه الدراسة على المنهج الوصفي الذي يسعى الى وصف المتغير المؤثر المتمثل في فيديوهات اليوتيوب التعليمية وكذلك وصف المتغير المتأثر المتمثل في مهارة الكلام لطلبة اللغة الانجليزية. و لتأكيد فرضيات البحث، تم توزيع استبيانين بطريقة عشوائية على كل من طلبة السنة الثانية جامعي وكذا اساتذة التعبير الشفوي في شعبة اللغة الانجليزية بجامعة عباس لغرور في خنشلة. النتائج المتحصل عليها من خلال تحليل المعطيات تؤكد الدور الايجابي لاستعمال فيديوهات اليوتيوب التعليمية في تطوير القدرة الكلامية للطلبة. و بناء على النتائج تم اقتراح بعض التوصيات و الاقتراحات الموجهة لكل من الاساتذة و الطلاب. في ما يخص الاساتذة يحبذ اللجوء الى استخدام هاته الطريقة و التي تتمثل في ادماج فيديوهات اليوتيوب التعليمية من اجل خلق طرق مسلية جديدة للتعلم ورفع درجة الوعي باهمية ادوات التكنولوجيا الحديثة و دورها و تأثيرها الايجابي على عمليتي التعليم و التعلم و محاولة ادماجها و استعمالها في العملية التعليمية في اقسام اللغة الانجليزية. اما فيما يتعلق بالطلبة فمن الاهمية البالغة ان يختبرو مثل هذه الادوات و المداومة على مشاهدة فيديوهات اليوتيوب ذات المحتوى الهادف في كل مجالات تخصصاتهم من اجل تحسين باللغة الانجليزية من اجل تحسين ادائهم الكلامي مع التغلب على صعوبات التواصل باللغة الانجليزية.