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**Teachers' and Students' Attitudes towards the Use of YouTube Videos in Developing EFL Learners' Speaking Skill.**

**A case of third year students, department of English, at the University of 8 Mai 1945, Guelma.**

**A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfilment of the Requirements for the Degree of Master in Language and Culture**

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## GENERAL INTRODUCTION

The role of technology cannot be ignored in teaching and learning foreign languages; it since has a great impact in accelerating development in this field. Today, language classrooms incorporate technological tools which provide authentic information in real contexts and situations. In addition, with the global propagation of information based internet, YouTube videos become as effective pedagogical materials and online resources inside the classroom. Significantly, they improve language skills mainly speaking skill.

Therefore, YouTube is a website that shares different kinds of videos, as TV clips, movies videos, music videos, documentary videos and educational videos. Thus, teachers can integrate these videos inside the classroom to enhance their students' oral fluency and to entail students' engagement in real communicative situations.

Moreover, YouTube videos can be applied as helpful aids in teaching speaking skill in English language classroom. There are many videos accessible on various English language dialects especially native speakers conversations. In addition, YouTube videos can increase learners' motivation, attract their attention, and expose them directly with speaking aspects; grammar, vocabulary, pronunciation and fluency. Furthermore, students can share ideas, comments, views, and discuss different subject knowledge in real contexts.

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

YouTube videos are viewed as the most important technological tools in providing authentic information. So the integration of these methods in foreign language classroom can affect positively in teaching and learning process; they can directly enhance learners' communicative competence and oral proficiency. Actually, the majority of English teachers are facing problems in teaching speaking skill as well as most of students are not able to speak language correctly; it is since using conventional teaching methods. In this case, teachers need to take into consideration YouTube videos as one of the main teaching methods in order to develop their learners' speaking skill.

The problem tackled in present study is about EFL learners' speaking skill and the use of YouTube videos in foreign language classroom. This research aims to investigate the teachers and students' attitude towards the of YouTube videos on developing FL Learners' oral fluency.

## **2. Aims of the study**

This study aims to focus on the importance of integrating YouTube videos on developing EFL learners' oral communication. Here, the main objectives are:

- 1- To improve students' speaking proficiency.
- 2- To promote teachers to integrate YouTube videos inside E FL classrooms.
- 3- To make students discover the importance of using YouTube videos on developing their speaking skill.
- 4- To investigate teachers' and students' attitudes towards using YouTube videos in teaching speaking skill inside classroom.

### **3. Research Questions**

The present research attempts to answer the following questions:

- 1- To what extent the teachers consider YouTube videos as the important pedagogical tools develop EFL learners' oral proficiency.
- 2- Do foreign language teachers integrate YouTube videos inside classrooms?
- 3- What are the teachers' and students' attitudes towards using YouTube videos inside language classroom?
- 4- Do the students use YouTube videos as learning materials to improve their speaking skill?

### **4. Research Hypothesis**

YouTube videos are beneficial tools that can be used in teaching and learning foreign language. Thus, teachers need to integrate these aids inside the language classroom. The hypothesis is:

- H1: If teachers use YouTube videos inside EFL classroom, speaking skill would be developed.
- H2: If teachers use YouTube videos inside EFL classroom, speaking skill would not be developed.

### **5. Research Methodology and Design**

#### **5.1. Research Method**

In order to test the research hypothesis, this study is conducted through the quantitative descriptive method. Two questionnaires are administrated as data gathering tools to provide

information about students' and teachers' views and opinions concerning the importance of using YouTube videos inside EFL classrooms to improve speaking skill.

## **5.2. Population and Sampling**

### **5.2.1. Students' Sample**

In this research, the sample is chosen randomly and the population consists of the third year LMD students at English Department of 08 Mai 1945, University, Guelma. They are composed of five groups. However, sample consists of 100 participants selected randomly from the entire groups. The third year students are selected because they are advanced learners and need to speak English language successfully, in addition they are familiar with using YouTube videos to develop their oral fluency inside and outside the classroom, and are more aware about the importance of developing their speaking skill

### **5.2.2. Teachers' Sample.**

The sample is handed to 15 oral expression teachers at the Department of English, University of 08 Mai 1945, Guelma. It is not selected randomly. Oral expression teachers are selected since they are more experienced and specialized in teaching speaking skill.

## **5.3. Data Gathering**

The questionnaire is used as the data gathering tool. It is administrated for both teachers and students. They have been selected to provide information about YouTube videos and speaking skill.

## **7- Structure of the Dissertation**

The dissertation is divided into two parts; the theoretical part and the practical part. Firstly, the theoretical part includes two chapters; the first chapters defines speaking skill and the

speaker, then the importance of speaking, and aspect of speaking, the main activities, the difficulties of teaching speaking, the strategies and goals of teaching speaking, also communicative language teaching .

Moreover, the second chapter is concerned with the YouTube videos, deals with the use of technology inside the classroom and the integration of authentic materials. Then, history and definition of YouTube, the use of YouTube videos in teaching language, benefits of using YouTube videos in teaching foreign language, the relation between YouTube videos and speaking skill, techniques of implementing YouTube in teaching speaking skill, the speaking activities based on YouTube videos, the strategies of recording videos in learning foreign language, advantages and disadvantage of using videos in teaching English language.

Furthermore, the second part is the practical chapter which involves description of the data gathered from questionnaires, it involves tables, statistics. In addition to a conclusion with suggestions and recommendations

## CHAPTER ONE

### **THE SPEAKING SKILL**

#### **Introduction**

English is one of the most widely used languages in the world. It is spoken as lingua franca among people in different fields and contexts. Moreover, English is not spoken only by native speakers but a billion people speak it as a second/ foreign language. Thus, the successfulness of this language is based on mastering the four skills: listening, reading, writing, and speaking.

As language is a tool of communication that needs oral proficiency, hence speaking is considered as the most useful skill that enables learners to master language effectively. However, teaching speaking in the classroom is regarded as an important process where students may gain opportunity to express their opinions, views, thoughts and ideas. Furthermore, speaking is an interactive process that is produced by people in the aim of sharing interaction through using a verbal and non verbal communication in specific contexts.

This chapter deals with the most essential language learning skill which is speaking. It tries to define: speaking ability clearly, and who is the speaker. It focuses on teaching English speaking, the importance of speaking skill, and the main speaking aspects, the difficulties in teaching speaking skills, and the goals of speaking. In addition, it concentrates on communicative language teaching and communicative competence.

## **1. 1. The Nature of Speaking**

### **1.1.1. Definition of speaking skill**

The Speaking skill is defined by a lot of researchers and scholars as a crucial skill that should be taught and learned inside and outside the classroom in order to master the language. Additionally, speaking must be developed to be as an effective tool to improve communication achievement in any language.

According to Oxford Dictionary, speaking is defined as “the action of conveying information or expressing one’s feeling in speech” (2009, p. 414). People speak to express their feelings, to explain their knowledge and to give more information. Moreover, Speaking is about all presented thoughts, ideas in a formal language, and it uses an aesthetic language to give literary expression (Bygate, 1987).

Brown (2001) claimed that speaking is a process of interaction, based on combining meaningful words and terms in which the two participants can understand each other and the message can be directly conveyed. Additionally, “speaking is the productive oral skill, it consists of producing systematic verbal utterances to convey meaning” (Baiely, 2002, p. 124; Nunan, 2003, p. 48). In this definition, speaking is an oral production which focuses on how to construct words in the purpose of delivering sounds more clearly to target message correctly and to exchange information in different contexts and situations.

Therefore, in foreign language learning, speaking is complex process, not simple skill that needs more practice. In addition, it is an oral production in which different sounds must be pronounced smoothly and correctly, also language should be delivered effectively.

Luoma (2003) mentioned that speaking is one of the main language skills such as listening, writing and reading. So that, learners are needed to develop their oral fluency for



being more competent and proficient with others' interaction, as well as the individuals who have personal aspects, they need to improve this skill to express their ideas, views and feelings.

To conclude, speaking is a process of producing sounds, words through mouth. It is based on listener's and speaker's interaction in different contexts for conveying meaning and achieving a good communication.

### **1.1.2 The Speaker**

In particular, the absence of one language elements leads to unsuccessful communication. Thus, the speaker is one of the most important elements in the language performance, who uses a verbal language to convey messages, information and share interaction, discussion in different contexts and situations.

The speaker has been defined by many researchers as the person who has communicative and linguistic competences to convey information effectively. Furthermore, the speaker is a person who has linguistic competence and who knows how to produce words and sounds correctly in sentences for engaging in communication and sharing views, ideas with taking turns at being listener and speaker at the same time (Maynard, 2007)

According to Van Duzer (1997) a good speaker is one who is able to be competent in interaction with other and to be fluent in speech; moreover he can share ideas, thoughts freely and has speaking and listening competence.

In addition Burns & Joyce (1997) a good speaker should acquire some elements in communication such as:

1- Turn taking: person can be speaker and listener at the same time; he may listen and discuss the same main points of the message, sharing ideas and thoughts:

2- Rephrasing: when speaker repeats the speech

3- Providing feedback / redirecting; it is by giving comments about some tackled points in communication.

Moreover, the speaker is a person who practices language correctly certainly knows how to select words in order to combine exact sentences and to use a correct grammatical rule. As Tamo (2010) said, “a person is a fluent speaker when he is capable of using the language structure accurately” (p.31).

## **1.2. Teaching English Speaking Skill**

Teaching English language becomes a crucial process in whole world. The fundamental aim is being able to speak proficiently. Many people from different cultures are using English as a common language to communicate with each other due to the fact that English is an international language; it serves as a lingua franca which gives opportunities to get job and education. Importantly, teaching English speaking inside the classroom is needed in order to master English language effectively and to improve communication achievement.

Baker and Westrup (2003) indicated: “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion” (p. 5). Hence, the teacher should concentrate on teaching English speaking in the classroom in the aim of providing possibilities to practice language in real contexts and to make students more self-assured when communicating and discussing.

Most students believe that oral proficiency is the basic measure of mastering English; correspondingly, Shrouf (n.d) stated that speaking English is regarded as the main purpose for many learners who want to study English language. Additionally, students’ personalities and desires play a great role in mastering this skill, the students who break their fear in

talking through making mistakes will be more confident, will have a high self-esteem and will be proud of themselves and of their language proficiency.

Teaching foreign language in the classroom is sometimes complicated because it involves teaching based four skills. Speaking is one of the most complicated skills; hence the teacher should apply useful techniques to increase the students' interaction.

Sadiku (2015, p. 31) said as student, “the skills of language will make you academically sound and the miracle, it will have when you enter the world as an adult is magical in academic adventure.” In order to provide successful English language classroom, speaking must be taught. Moreover, English language teachers must be aware about using valuable ways in the purpose improving their learners' communicative competence quickly and easily.

According to Luoma (2004), speaking in a foreign language is a complex and a hard proficiency, not all learners can be skilled or competent in pronouncing words and sounds. That is why most of foreign language learner takes a long period of time to boost their communicative competence.

In the FL classroom, teaching English speaking becomes important in order to enable students communicate effectively and practice language proficiently, importantly to get rid of fear, anxiety, stress.

### **1.3. The Importance of speaking skill**

To be an effective language user, the oral proficiency must be acquired. The absence of speaking is the death of language. Without this communicative tool, the world will be more silent and no one can communicate or understand other.

Sadiku (2005, p.3) explained that “speaking is all special, this skill is important as other ones. When you have words read ideas written and thoughts heard, all you need is to express you’re speaking what you speak will determine the expressiveness in your speaking.” In other words, the ability to speak freely is essential for all people in the whole world to understand each other and to share feelings, emotions knowledge and to say what they want.

EFL Students can use speaking skill as a measure to evaluate their success in language, and most important to communicate efficiently, to transmit messages correctly; as well as to develop their writing styles by acquiring different vocabulary and grammar.

Ur (1996) claimed, although the importance of other skills such as reading, writing and listening, speaking is the most important one. People always evaluate their language proficiency with the degree of mastering speaking, also one who has knowledge of language use is described as ‘speaker of language’.

Importantly, Bailey and Savage (1994) pointed out that speaking is an interactive process that plays a great role in mastering foreign language and in helping learners to be good speakers and competent language user. However, speaking is the most important one that all people want to improve and develop quickly.

Speaking is based on both producing and knowing the main elements of this language such as; how to combine words, phrases, sentences, and how to pronounce sounds in a correct way, also how to choose exact vocabularies to speak fluently and more freely. Hedge (2000, p. 261) argued the speaker should use this linguistic competence appropriately to interact with societies and people in different contexts.

AS Celce- Murcia (2001) asserted that “The ability to speak a language is synonymous with knowing that language since speech is the most basic means of human

communication.” (p. 103), the speaking is the essential part of communication; without mastering this skill, people cannot understand the meaning.

The speaking has a great importance in learning foreign languages. Furthermore, it can develop other language skills through acquiring different vocabularies in a real situation. In addition, it engages learners directly in communication.

#### **1.4. The Aspects of Speaking Skill**

Speaking enables learners to master foreign language effectively, helps them to create exchangeable ideas with each other and to achieve acceptable interaction. Absolutely, this will happen when all speaking aspects are achieved such as accuracy, vocabulary, pronunciation, grammar and fluency.

In communicative approach, accuracy and fluency are regarded as important elements for creating a good communication as well as grammar, pronunciation and vocabularies are essential in practicing language. Hedge (2000, p.61) claimed that “the communicative approach somehow excuses teachers and learners from a consideration of how to develop a high level of accuracy in use of grammar pronunciation and vocabulary.”

**1.4.1. Fluency:** is the first goal of teaching speaking. It is the ability to speak fluently without breaks or routine sentence. Since fluency is considered as the first main focused goal in teaching foreign languages, students need to improve their oral proficiency to be competent speaker.

According to Hughes (2002), fluency is learner’s ability to express self -freely, directly and in a rational way with avoiding break or hesitation. On other hand, if fluency is absent, pronunciation will not be corrected as well as speech will not be clear or understood.

Hedge (2000) claimed that fluency refers to how words, sounds are pronounced through linking speaking performance units without slowness or breaking. Particularly, it is accomplished with delivering good sounds.

Fluency is the capacity of delivering sounds successfully, pronouncing words smoothly and naturally with avoiding pauses or breaking in speech, in addition using correct a lexical grammar and use language accurately and effectively.

**1.4.2. Accuracy:** Many foreign language teachers and students give more consideration only to enhance fluency and neglecting the importance of accuracy. Actually, when accuracy is not achieved, the speaker and listener will not comprehend each other. Therefore, foreign language students should pay attention to accuracy for being able to produce right and correct grammatical phrases and sentences and using appropriate forms of speech. However, focusing on correctness and completeness of language form is more essential for oral proficiency.

Ellis and Barkhuizen (2005) mentioned: accuracy refers, “to how well the target language is produced in relation to the rule system of the language”. In other words, accuracy refers to the way of producing spoken language which concentrates on some speaking aspects like pronunciation and grammar. The grammatical forms are the rules of the language for structuring sentences or phrases to convey meaning.

**1.4.3. Grammar:** is a system of language which is used as a set of rules to form sentences, clauses, or phrases correctly and to convey meaning directly. Thornbury (1999) pointed out that grammar refers to the knowledge of language, not just to form sentences. In addition, the most people agree on this idea that grammar is not formed in structures. The use of appropriate grammar gives more opportunities to practice language syntax successfully and to develop speaking proficiency.

**1.4.4. Pronunciation:** deals with phonological side and articulation of sounds, how to speak and how to articulate words correctly. This aspect is an important to measure students' oral proficiency by pronouncing words and expressions. Moreover, pronunciation is a key which helps people to understand each other and to guess the correct meaning.

Tuan (2001) said that teaching pronunciation in the classroom makes learning more interesting. In addition, it may produce a lot of positive outcomes in learning language. Furthermore, a good pronunciation helps students to understand the meaning clearly and to achieve a successful communication.

**1.4.5 Vocabulary:** is using the appropriate words in a particular language to transmit meaningful messages. In particular, each language is based on different vocabularies. Therefore, the wrong selection of words mainly creates misunderstanding in communication.

Vocabulary is the most important speaking aspects. Thus, acquiring more vocabularies may enable the speaker to be more competent in practicing the language. According to Neuman and Dwyer (2009), vocabulary is “words we must know to communicate effectively” (p.385).

## **1.5. Speaking Activities**

The aim of teaching speaking is to create autonomous learners who speak fluently and smoothly. Therefore, foreign language teachers need to use appropriate and various speaking activities to create a motivational classroom atmosphere and make learners more active. On the other hand, these activities should be more convened, productive, and challenged in the purpose of providing authentic language and creating fun learning environment.

Harmer (2007) states that learners may obtain great chance to speak in the classroom through applying different speaking activities in real contexts, mainly these activities enable students to provide feedbacks for each other in different languages, as well as to improve their mechanical language aspects.

**1.5.1. Role Plays:** is effective method that can be applied in teaching speaking skill. This activity is performed in the classroom with teacher's presence who is responsible about dividing roles, whereas the students are the main participants who play different roles of characters in a real context. At the end of practicing this activity, learners get feedback of their performance such as dialect, sounds, and presentation.

According to Tompkins (2001), "role play is one of the teaching techniques that encourage students to participate actively in the process of learning English. Therefore, foreign language learner practices the target language in context similar to real-life situations where stress and shyness are removed" (p.1). It is meant that teachers can involve role plays in the classroom to engage directly their students in the interaction.

Ladouse (1987) illustrated that role play is one of the most common methods which are used in classroom in the purpose of enhancing foreign language and engaging learners in interaction and participation for being as talkative members. Here, the teacher will be only as guide during students' performance, but as centered one in order to evaluate and to give feedback.

Role play can affect more positively on students' psychology and help them to speak easily through playing roles of other characters. Brown (2004) insisted that most teachers are using role play as a pedagogical way of teaching in the classroom where students gain much time to speak. Role play aids students to break their fear, their anxiety through sharing roles with each other.



**1.5.2. Storytelling:** is one of the most appropriate techniques which are applied by foreign language teachers in classrooms to enhance learners' oral proficiency through listening and narrating stories. Additionally, it develops students' emotional intelligence, providing them with new vocabularies, and it improves their lexical grammar.

Moreover, "Storytelling ... costs nothing, is enjoyable, can be used anywhere and at any time" (Zabel, 1991). It is meant that storytelling is an entertained and sample activity; it gains time and efforts, so that teacher can easily use it to improve their students' speaking skill.

**1.5.3. Gap Information:** is an activity based on filling the gaps with information or using vocabularies. Swan (1985) describes information Gap as "a basic concept in contemporary methodology" (p. 94). It is practiced between two students in order to share information.

Sharouf (n.d) stated that Gap information takes group work where one student can have information and other one does not have; they discuss to agree on the same information. This technique can be applied in the language classroom to develop students solving problems and acquiring new information.

Information gap meet students to real spoken English and helps them to explore their communicative skill and give learners information to participate and involving in conversation by asking questions, adding comments, solving problems.

Moreover, teaching speaking through information gap gives chance for students to practice their language in the classroom in support of sharing meaningful ideas and thoughts, and being more aware to their grammar (Bajnam and Ismaili, 2016, p. 613).

**1.5.4. Communicative Games:** are enjoyable and fun techniques which promote passive students to be more active and interested. They create entertained atmosphere in the

classroom, it also builds friendly relationships and exciting learning environment, encourages students to practice language in real situations. Rixon (1981) declared that “Game is an activity carried out by co-operating or competing decision, makers, seeking to achieve, within a set of rules, their objectives”.

Using games in the English language classroom is seen as an effective way which reduces students’ stress and anxiety; it props up them to be more relaxed. Surely, students want to use this method in the language classroom to develop their communication (Zhu, 2012). The researcher added that “using game is a good way to improve students’ various skills” (p. 208).

**1.5.5. Conversation:** Bannink (2002) stressed that “genuine conversational interactions cannot be the outcome of preplanned lesson agendas, they have to emerge and so, by definition, cannot be planned” (p. 271). That is to say, in conversation activity, students are really spontaneous speakers. Here, they just express their ideas and thoughts that are stored in their mind in order to engage in interaction.

**1.5.6. Dialogue:** sometimes speaking in front of classroom makes students afraid that is why dialogue may be used as appropriate way for encouraging students to interact. Here, learners will improve their pronunciation through focusing on using corrected intonation and stress rather than structures. Even more, students have opportunity to enhance their oral production through sharing interaction and speech of different subjects in a real situation.

**1.5.7. Interview:** is a motivated activity where students will be more interested in asking and answering questions. This helps them to predict their weaknesses in speech, correct their mistakes and encourage them to explain their thoughts spontaneously.

Kaddour (2015) mentioned that “conducting interviews can be very beneficial for students in terms of practicing their speaking ability and helps them becoming socialized”

(P.22). Thus, conducting interviews inside or outside the classroom give students the chance to develop their oral fluency in a social life situation.

**1.5.8. Stimulation:** is a kind of teaching speaking. It is similar to role play; which promotes students to be animated in communication. This activity is usually used by teachers and students to perform some roles spontaneously without training. Through performing stimulation, learners will increase self- independents and solving behavior.

Sharouf (n. d) supports that “Stimulations are very similar to role – plays but what makes simulation different that role plays that they are more elaborate”(p.14). Additionally, this researcher claims that “In stimulation, students can bring items to the class to create a realistic environment” (p.14). In this type of activity, learners are asked to entail in social environment in order to play some roles to accomplish some objectives.

## **1.6. Difficulties in Teaching Speaking Skill**

Most of foreign language teachers and learners are facing problems in learning and teaching language. Teaching speaking inside the classroom is considered as a complex process where teachers are still unable to improve their students’ oral proficiency easily. Furthermore, the difficulty of teaching speaking in the classroom mostly refers to the nature of language and lack of opportunity to speak. In addition to other factors which might cause various problems in enhancing speaking

**1. 6. 1. Inhibition:** is a set of feelings that makes students not confident and scared to speak in front of the audience. It is considered as one of the most learners’ problems in acquiring language.

Therefore, inhibition of speaking is mainly caused by fearing of making mistakes and being criticized; also, it is due to lack of motivation, lack of self- confidence and shyness.

This factors stand as an obstacle for students. Ur (2000) points out those students who are inhibited to interact in class, cannot do anything, only being anxious, stressed, frightened of making errors. Thus, they cannot build their personalities or develop themselves.

In addition, in the language classroom, inhibition is sometimes caused by the domination of some students who have more opportunities to speak, on the other hand the reset members never get chance to discuss their ideas, particularly these will affect negatively on their language use (Leong and Ahmadi, 2017).

**1.6.2. No preparation / No Thing to say:** if you ask foreign learners to speak, most of their answer will be as I do not have something to say, this is because they are not prepared or they are excited to share interaction or interested in topics. Thus, River (1968) explained that the teacher should select an interested topic in which the learner has a huge knowledge or larger ideas about in order to keep him more motivated and interactive.

**1.6.3. The Use of Native Language:** In foreign language interaction, most learners are influenced of their mother tongue, this is mostly why students are not advanced in their oral fluency; they borrow words from their native language, absolutely if they do not have enough target language vocabularies, they often borrow other words of their native language. Backer and westrup (2003) claimed that unsuccessful transferring of cultural rules from mother language to another one refers to the ignorance of target language . This is why learners will be always influenced by using their mother language.

Sum up, teaching speaking can be as a simple task inside the FL classroom, when teachers take these problems into consideration, try to find appropriate solutions. Hence, teachers should always be motivated to promote their students to speak, being relaxed, less stressed, also they should develop their linguistic competence through providing rich subjects knowledge and entailing them to practice language in a real situation.

## 1. 7. Strategies of Teaching Speaking

Teaching speaking in foreign language classroom is not an easy task. Foreign language learners still face many difficulties in their oral fluency although teachers always apply various activities. Thus, the teachers should use motivational strategies to encourage their students to interact effectively and to solve their problems in speaking.

According to Lopez (2011, p.3), “speaking strategies are essential since they provide foreign language learners with valuable tools to communicate in the target language in diverse situation”. So that, teaching speaking strategies are important ways that enable learners to be active.

Teaching speaking is an effective process, particularly when teachers may try to apply appropriate techniques for enhancing learners’ language use. Donerry (2015) suggested some motivational strategies to improve speaking:

**1.7.1. Choosing Varied Tasks:** teachers sometimes use the similar speaking activities in the classroom in fact this will affect students’ inspiration. When teachers use different tasks, they will break the monotony of learning. As Donery said that “Monotony is inversely related to variety. In order to break monotony, we need to vary as many aspects of the learning process as possible” (2015, p. 47). The aspects are:

- Linguistic focus of the task; the aim of task should be varied and focus on all language competencies
- Main language skills/The tasks activate; using different tasks that generally try to improve students ‘language use.
- Channel of communication; should be using varied channels in transmitting messages as verbal and non verbal ones, not only depended on one channel

- Organizational format and arrangement; such as setting varied lessons plans to achieve different objectives.
- Tasks should not be just varied but also they should be interesting through providing an interactive content and information.

In addition, Donery (2015) suggests some characteristics to make task interesting:

1. Create sometimes a hard task through applying moderated and modified speaking activities in the classroom in the purpose of enabling learners to be as a critical thinker and problem solvers.
2. Providing interesting topics which are directly related to students' interests; it makes an interesting content of task. Importantly, the use of varied tasks such as: novel and intriguing elements, it may help students to solve problem, conflicts, in addition learners will learn new information about people or places. Moreover, involving fantasy in task, students surely develop students imagination, function.
4. Creating competitive tasks due to competition can encourage students to speak through win rewards.
5. Choose tasks that are tangible outcomes in which learners can create final product.

**1.7.2. Selection of an Appropriate Topic:** if teachers are aware about how to choose topics related to students' hobbies or interests; absolutely, the interaction will be achieved. Donery (2015) suggests some tasks that enable teachers to be more knowledgeable about their students:

-Interviews and one-to- one charts; using these two tasks , students will ask questions and get answers, so that teacher can discover their students' levels.

-Group discussion and brainstorming; here students will discuss ideas and thoughts spontaneously, teacher discover how their students are knowledgeable

-Essay writing assignments; here, teacher evaluates students' writing skill.

-Questionnaire with sentences open- ended question and closed questions; teachers may assess students' and knowledge and comprehension

-Questionnaire with sentences – completion items; evaluating the students' ability in thinking and problem solving.

**1.7.3. Positive Information Feedbacks:** positive assessment makes learners accept and correct their mistakes. According to Donery (2015) the feedback that is given to students on written paper or to get grades, it is sometimes ineffective one, specifically when it is not a reliable, or negative comment never encourage students. So that, an effective one may involve:

-Feedback can have – when it is due and appropriate- a gratifying function that is by offering praise; a positive feedback is given due to act a good thing or right action.

-By communicating trust and encouragement, feedback can promote a positive self-concept and self -confidence in the students; and make them more satisfied and they will try to improve more their skills

- When Feedback is firstly provided in order to motivate learners.

**1. 7.4. Reducing Students Anxiety:** anxiety affects negatively on learners' psychology; it possibly makes learner unable to talk or to participate in the classroom. According to Donery (2015) students anxiety will be reduced through fighting causes behind, such as; social comparison which impacts on students either in a positive or negative ways. Also,

competition between students may cause stress especially if the aim is only to win. In addition, the fear of making mistakes leads students to be more worried so that they sometimes prefer to keep silent rather to speak. Consequently, the teacher should support learners to make mistakes in the aim of acquiring more knowledge and learn from their errors. Moreover, the teachers can help students who are afraid to improve their final grades and make them involve in negotiating the final mark.

**1.7.5. Encouraging cooperation among learners:** is a powerful method to increase their self confidence and self- esteem and their motivation in talking .According to Donery (2015) cooperation creates a cohesive classroom where students can share their cultures and accept each other, they have common goals. Furthermore, learners will be together responsible on their work. In addition, through cooperation; students will be satisfied about their experiences and they may provide a positive emotional environment

### **1.8. Goals of Teaching Speaking:**

Without speaking, people cannot talk; verbal language will not be achieved. Thus, teaching speaking becomes an essential process in foreign language classroom in order to create competent communicators, as well as to make each learner being as principal partner in interaction.

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

However, Richard (2008) determines the functions of speaking are: talk as interaction, to talk as transaction, talk as performance; people are talking to achieve certain objectives in



different situations. Here, some people are just talking to build relations, some other are talking to give arguments and other are talking to give information.

**1.8.1. Talk as interaction:** means people are talking to achieve social relationships. This function focuses more on the speakers and the way of transmitting messages such as sharing greetings and talking about daily life events. It takes form of conversation.

**1.8.1. Talks as transaction:** here, the focus is more on the message not the participants. What speakers say, what is exchanged and what are the main communicative strategies that are used in transmitting the message. People are talking to convince, to give opinion or to justify idea, to ask questions, to get information, to agree or disagree on something.

**1.8.1. Talk as performance:** refers to the public speech when speakers are talking in order to transmit information to audience. The focus is more on audience and message and on the intention of audience and if the message is understood.

Speaking is a crucial skill that easily facilitates practicing language. Particularly, people are talking to achieve special functions, thus goals of speaking are changed according to subjects which are tackled in different contexts.

## **1.9. Communicative Language Teaching (CLT):**

With the development of technology, the teaching of English as a foreign language becomes a crucial process that is demanded around the world for achieving good communicative skills. Therefore, EFL learners found themselves needed to master English in a high level of fluency and accuracy to set their goals. As the teachers applied communicative language an effective teaching method that directly engaged learners in target language, the demanding of implementing this methodology is increased in teaching foreign languages around the world.

Research by Sharouf (n. d, p.11) states: Communicative language teaching is based on real life situation that requires communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language.”

### **1.9.1.. Origins:**

Communicative language teaching is dated back to the late 1960's. It has extended since the mid 1970's with the changes in the British language teaching. Firstly, based on teaching English as a foreign language then the structural approach was applied as a teaching method, but after that it was transformed into communicative competence.

However, communicative language teaching (CLT) was based firstly on the grammatical competence approach which dealt with how to structure sentences and how to combine words correctly. After that, this approach was replaced into communicative competence because considered as unsuccessful method in learning foreign language, not achieving a high development (Richard, 2006). Additionally, Richards and Rodgers (1986) declared that the need to focus on oral proficiency is more important than structures because the aim of learning a language is to speak, to inform, to convince and to understand.

### **1.9.2. Definition of Communicative Language Teaching:**

Communicative language is a concept that has different meanings. CLT is approach of teaching foreign languages which aims to facilitating interaction between learners; it concentrates on enhancing primarily learners' communicative competence.

Richard and Rodgers (1986, P.38) claimed that “Communicative language teaching is best considered as an approach rather than a method.” In other words, communicative language teaching is an approach not a method due to the fact that learning language is a

process that depends on using language for achieving communication inside and outside the classroom.

Moreover, communicative language teaching is an approach that aims to clarify the main principles of learning and teaching language. It determines what to teach and how to teach, what the main language objectives (Richard, 2006, p. 2).

In EL classroom, teachers can use communicative language teaching as a helpful method to encounter teaching speaking difficulties and principally to encourage learners to interact by producing a real and meaningful communication.

### **1.9.3. Communicative Competence:**

Communicative competence is a term refers that learners 'capacity use language knowledge effectively to communicate in social contexts, and to interpret messages successfully.

Canal and Swain (1980, p. 07) mentioned that communicative competence refers to "the interaction between grammatical competence, or knowledge of the rules of grammar, and socio-linguistic competence, or knowledge of the rules of language use." However, people practice the grammatical language knowledge to interact with each other and to convey messages appropriately

Bachlund (1977) states that communicative competence is the person' ability interacts with other people in the aim of achieving personal aim, conditionally of taking attention to listener in specific context principles.

Communicative competence emphasizes on the interaction between people, it is based on achieving different goals, but sometimes people interact to get more personal information. This mainly depends on different contexts.

Hymes (1972) asserts that communicative competence stands on the use of both the knowledge (cultural and social knowledge) and the ability to use language effectively not just mastering grammatical structures in order to accomplish a successful communication and conveying meaningful messages.

Thus, Communicative language teaching is an appropriate approach in which teachers can apply inside English classrooms in the aim of improving students' communicative competence, achieving a meaningful communication, and using contextually appropriate language.

## **Conclusion**

Speaking is an important skill that enables students to master language. So that it is considered as a measure of evaluating learners' proficiency in FEL. Teaching speaking in foreign language classroom must be one of the basics curriculum design. In the reason that mastering speaking can engage students in the classroom interaction and enhance communication, in addition learners can express their thoughts, ideas, and opinions freely. Thus, improving pronunciation and oral fluency and using correct syntax are important to be proficient language users.

## **Introduction**

In foreign language classrooms, almost all teachers are confronted with different teaching's problems, particularly English language classrooms where most of students are not proficient speakers. Actually, this is due the fact that English is not their mother tongue, in addition there is no much innovation in FL teaching process; thus the teachers still always apply the same conventional teaching strategies. Today, the integration of technology in FL classrooms is regarded as the most appropriate solution primarily to attract learners' attention, to be more interested in enhancing language skills and to refresh classroom environment.

This chapter attempts to shed light on the importance of using YouTube videos on developing speaking skill. To understand this notion, the chapter firstly tries to explore the use of technology and the authentic materials inside the classroom. Then, it dealt with a short historical background of YouTube; also it has introduced definition of YouTube videos. Additionally, it presents the use of YouTube videos in foreign language teaching, and provides the reasons of applying YouTube videos in foreign language. Furthermore, it clarifies the relation between YouTube videos and the speaking skill, then it points out the techniques of implementing YouTube videos in teaching speaking, also it addresses the main types of videos which can be applied in teaching speaking and the main speaking activates based on YouTube videos. To make use of these activities efficiently, different techniques are presented. In addition, it presents strategies for recording YouTube videos to make learners know how to record these videos effectively. Finally, it discusses advantages of using YouTube videos in English language classroom; on the other hand, the advantages of using YouTube videos are pointed.

## **2.1. The Use of Technology inside the Classroom**

Teaching by using conventional methods has not brought many positive outcomes in learning process. In addition, it has affected negatively on the classroom atmosphere, where learners are not motivated and uninterested in learning. Hence, the use of technology in the FL classrooms becomes more important aspect because of its great roles in educational setting. In particular, it has positive effects on teaching and learning English language. Furthermore, technology can involve learners directly to target language, and provides more a natural learning environment.

With spread of technology in various fields, it is important for students to use the technological tools in their study. Dudeney and Hockly (2007) stated that technology is an important aspect in all our life's perspectives whether personal or professional. Moreover, learners now are needed to use technology more than other time to update knowledge and be accessible with more information.

Altun (2015) suggested that “technology-based instruction can contribute greatly to the quality of teaching and learning experience. Technology is a facilitating tool of education which teachers and students get benefits from” (p.22). That is to say, technology has a diverse effect on teaching and learning process; it can be used as a useful source in order to gain information and to enrich learners' knowledge.

Concerning the diversity in teaching methods, FL teachers could apply technological tools as principal teaching materials inside the classroom to accelerate development in learning process, Budhwar (2017) claimed that “the integration of technology into the classroom is a great way to reach the diversity in learning styles” (p. 55).

To sum up, Adapting technology in foreign language teaching and learning is a beneficial for both students and teachers; which provides them with valuable resources and

efficient results. Additionally, the most important aspect of using the technology is to bring new teaching strategies and create motivation to help students achieve success.

## **2.2. Authentic Materials in teaching**

The authentic materials are totally different educational tools which can affect positively on learning process. Using these tools inside EFL classroom has been extensively considered to be beneficial to the language learning. Furthermore Authentic materials such as videos bring advantages to EL learners in production of language and significantly expose them to real target culture.

Authentic materials are materials can be used in the classroom which makes excellent learning foreign language. Sanderson (1999) defines, “Authentic materials are materials are materials that we can use with students in the classroom and that have not been changed in any way for ESL students...” (p. 75).

Moreover, the integration of authentic materials inside English foreign language classroom is very valuable for increasing learning motivation. Widowson (1990) said: “Nowadays there are recommendations that the language presented should be authentic” (p. 67). Certainly, implementation authentic tools in the classroom provide authentic language.

However, Authentic materials provide more opportunities for foreign language students to interact in a real situation through using these materials learners will focus mostly on meaningful content and information, as a result, they will perform what they learn inside and outside the classroom ( widyastuti, 2017, pp. 5, 6).

In addition, Nuttall (1996) indicates that “authentic texts can be motivating because they are proof that the language is used for real- life purpose by real people” (p.172). Besides, the authentic materials play a great role in providing chances for practicing languages in real

situations; here students will be more natural in their language performance, in addition they will be more confident and self satisfied, and they feel free in interaction (Adam, et al., 2010).

Automaticity is very important for EFL students to be to more efficient learners. Using authentic materials in the classroom is needed to achieve success and to bring more benefits in production of language and boosting language skills in real contexts. Additional, they improve students' communication through exposing them to real discourse.

### **2.3. Historical Background of YouTube**

Nowadays, the world has flooded with varied technological tools which are mostly used in different fields. Hence, YouTube is considered as the most new audiovisual aid that achieved a huge advancement in people's life.

YouTube started on February, 2005 by three employers are called Chad Hurley, Steve Chen, and Jawed Karim who activated "[www.Youtube.com](http://www.Youtube.com)". Then, they began to create video-sharing website in which the users can upload various videos and to share views and comments. The first YouTube video is named "Me at the zoo"; then YouTube was free to be uploaded in April 23, 2005.

Next, a huge demanding of using YouTube videos in teaching field was importantly needed because they were viewed as proper materials which could provide authentic information in real contexts. YouTube was mostly applied in the education in 2012, when videos uploaded easily.



## 2.4. Definition of YouTube

Today, YouTube is considered as an innovative media which can be adapted in different perspectives, as well as they are created for educational purposes. Additionally, YouTube is an ideal material which creates an excellent learning for students since it is an authentic source.

The technology has greatly changed the teaching and learning processes especially EFL classrooms atmosphere which has totally altered in terms of techniques, methods and materials. Bastos and Ramos (2009) said that, “the potential of YouTube as an effective pedagogic resource lies in the way it is used rather than in itself as a technological tool”(para, 3 ). Additionally, Snelson (2011) defines YouTube “as an organized collection of channels produced by college and university partners” (p.159). In short, YouTube is the most useful online website which gets more information and provides different learning accesses.

Moreover, “YouTube is video sharing by youtuber himself or herself. The user like teacher can choose the most appropriate video as the teaching media” (Arianti, Nunaningsih, &Pratiwi, 2018). Significantly, YouTube contains various videos which can be used as source of information, so teacher should select videos appropriately to present lectures.

Brook (2011) mentioned that YouTube is a technological media that has different roles in the language learning, not only being used as a facilitating tool. Moreover, YouTube provides authentic activities inside the classroom. In addition, it can boost students’ interaction and discussion, and helps them to be more confident and increases their self esteem when performing English language. Furthermore, this researcher confirmed that “YouTube has many other uses as a supplementary tool in their own teaching practice without even showing the clips to their students outside of classroom activities. It is

important to mention that teachers can also use YouTube” (pp. 40, 41). In other words, YouTube has great benefits tool as a pedagogical source inside the classroom.

Almurashi (2016) said that the importance of integration YouTube in teaching and learning process is needed, since it is regarded as the most significant online material which are mostly famous among all people especially adults. Additionally, this technological tool can give a great opportunity for learners in order to perform English language in real contexts. Moreover, it can produce more authentic videos which enhance learners’ comprehension and understanding.

Thus, YouTube is therefore more than an innovative tool, it is important to be used as a pedagogical source in teaching foreign languages. That is to say, YouTube has a significant role to play in opening the doors for both EFL teachers and learners. Hence, teachers should take into consideration the integration of YouTube videos inside the classroom in the purpose of requiring new educational strategies, gaining high quality accesses, supporting students to develop deep subject knowledge, and exposing them to the real language.

## **2.5. YouTube Video in Teaching foreign language**

Media has great role in teaching and learning process. With advancement of technology based- instruction, there is a great use of audiovisual aids in the classroom. Particularly, using YouTube videos in foreign language has grown rapidly because of a huge demanding to be integrated as new teaching methods. Furthermore, YouTube videos are very effective tools which provide exposure to authentic language, and create flexible learning.

Grey (2013) claims that “YouTube is very important for learning because many researchers demonstrate that the majority of people learning via listening, watching and

doing”. In this case, YouTube videos typically require students listen conversations, view different pictures, and help them to practice language in real situations.

Through using YouTube videos as audiovisual media in the classroom, students can visualize word meaning via seeing different pictures and element of surrounding environment. In addition, students can understand the speech through interpreting non verbal language. Also they can listen to native speakers’ communication which makes them automatically speak and interact.

Additionally, Balbay and Kilis (2017) emphasizes that “visual and oratory skills are directly relevant to videos and can be enhanced via YouTube” (p. 239). YouTube is viewed as an effective way that may directly involve all learning styles in classroom. That is to say, using flexible learning and teaching tools in the classroom this makes all students more satisfied in learning foreign language.

Terentino (n. d) argues that YouTube is useful way for presenting all cultures of different countries. In addition, it allows all students and teachers to open channels in order to integrate directly in target language.

Indeed, YouTube-based videos for language learning are certainly beneficial ways which bring benefits inside the classroom. In particular, integrating YouTube videos in teaching English language creates more a natural learning environment, finds topics for discussion, and provides authenticity of tasks that can be used. Furthermore, Students have been examining different cultural aspects.

## **2.6. Purpose of Using YouTube Videos in Foreign Language Teaching**

The incorporation of YouTube videos in the classroom is an essential for language learning and teaching which mainly helps students to acquire language effectively.

Moreover, they can be used as rich source of materials. Many researches has founded that using these aids in the teaching process may provide a lot of benefits in the language classroom. According to Terntino (n. d), there are some main purposes of using YouTube in foreign languages teaching:

**2.6.1. Providing information and more content:** many institutions are created many instructional video to be used in learning foreign languages in the aims of giving more linguistic knowledge about target language and to define its cultural aspects for other people.

**2.6.2. Videos For Less commonly Taught Languages:** applying YouTube in teaching target language can be useful and beneficial for providing appropriate access to teach these languages which are not accessible enough. Mainly these video can be as opportunity for learners to acquire less commonly taught languages easily; moreover they can have relevant accesses to get more linguistic content of these languages.

**2.6.3. Representing cultural information:** YouTube is useful way to define foreign language culture; because it includes some reliable videos specialized in providing important valuable information about culture and civilization of target language.

**2.6.4. Creating Videos Presentation:** students can create their own videos as a source for make their target language presentation then posting them in YouTube this will engage them in real context and actual environment. In addition, students will be more relaxed in talking

and giving their views and opinions freely and they will have more chance to practice this language classroom.

**2.6.5. To Encourage Collaboration:** students can use YouTube as collaborative tool to share their works and their ideas and to work in a group furthermore teachers and learners subscribe with other word channels to continue contact with them.

## **2.7. The Reasons of Applying YouTube Videos in foreign language**

Despite of the importance of using textbooks in teaching and learning foreign language, using YouTube videos as additional tools now play vital roles in improving English language learning inside and outside the classroom. For that reason, many teachers apply YouTube as supplementary tools to course. Moreover, York (2011) suggested some reasons of applying YouTube video in classroom:

**2.7.1. Cognitive reason:** YouTube plays a vital role in the improvement of learners' language comprehension. Students can develop their understanding and comprehension through analyzing and interpreting non verbal language such as symbols signs this ability helps them to recognize the knowledge and information effectively.

**2.7.2. Providing multiple learning styles:** because learners are different from one to another in learning foreign languages integrating YouTube can gather all kinds of learning styles it provide opportunities for all students to use their appropriate style in learning second language

**2.7.3. Achieving affective reasons:** the teachers also may use YouTube to accomplish affective factors that promote students to enjoy in learning and make them more motivated and excited to acquire foreign language; and it raises their passion to discover new language.

Generally, many learners are facing different problems in learning foreign language. This is mainly why most of them are not interested in developing language skills. Hence, teachers can use YouTube videos as helpful teaching aids which increase learners' abilities to acquire language such as cognitive capacities. Additionally, these materials enable students to be more successful language users through providing more learning styles like auditory, visual and kinesthetic styles. Psychologically, students may face their problems and being more motivated to use English.

## **2.8. The Relation between YouTube Video and Speaking Skill**

YouTube is hopefully growing media for language learning and teaching resources. It has the potential to be beneficial, flexible and educational tool in the classroom. Practically, for students learning English language as a second language, YouTube is a crucial visual medium that has dedicated native speakers' channels which mainly provide different conversations with a correct pronunciation, grammar and an appropriate verbal communication in real contexts. However, students' ability to communicate is still problematic, thus the teachers can adapt YouTube videos as teaching materials inside the classroom to develop particularly their learners' communicative skill.

Watkins and Wilkins (2018, p. 114) with YouTube, "students and teachers could thoroughly examine any of these scenes with a deep focus on speech cadence, tonal shifts, grammatical nuances, conversational roles, or almost any other topic currently being examined in class." it means, integrating YouTube in classroom facilitates student' and teachers' task of speaking aspects.

YouTube videos are available tools in teaching speaking skill, which mainly offers examples of the spoken language, brings different sounds. Even more, they are the accesses

to the variety all kinds of dialogues, discourses in diverse situations, It is also very useful for recognition of more interactive language and shared comments.

In addition, Jalaluddin (2016) points out YouTube gives opportunity for students to engage in both native and non-native speakers English communication and helps them to learn more dialects and accents of speaking among different people in the whole world.

YouTube videos clearly impact on students' oral proficiency. They provide students various English dialects, not only accessing them with native speakers, also with non native speakers. Students are more likely to improve their oral fluency and develop their pronunciation, vocabulary, grammar.

Indeed, throughout the incorporation of this YouTube video in teaching process specifically teaching foreign languages may push students more to practice speaking. In addition, the teachers can apply video profitably in teaching speaking through some guidelines; pausing videos at the same time asking students to imagine the conclusion of events, then to express, to discuss and to give their comment and opinions. Furthermore, the classroom's motivation and performance would be raised through the effective use of techniques and methods (Arianti et al., 2018).

Through using YouTube videos, teachers can encourage students to anticipate what they listen and view, most important and the teacher can enhance students' oral communication by asking them to comment on pictures, share interaction, words pronunciation, giving expression, key words and discuss the meaning of sentences. Furthermore, teachers can draw attention to accents, and ask them to concentrate on the speakers' discourse then to repeat what they say.

Concerning the use of YouTube videos inside the EFL classroom to develop students' speaking skill, it is efficient way in which students can be proficient speakers, hence student

will be more available with native speakers conversations which provide different t English dialects, accents, and help them to pronunciation, articulation through listening and imitating words. Moreover, YouTube videos are relatively simple materials which acquirer new vocabularies, support lexical and grammatical issues and expos students to real language. Additionally, learners have more possibilities to develop their oral communication through visualization, listening, interpreting gestures, symbols , non verbal language and the element of contexts.

## **2.9. Types of YouTube Videos in Teaching Speaking**

YouTube is one of the most common online website in the entire world. It is an accessible with different kinds of videos. Now, major foreign languages learners use these online materials to enhance their language performance. The most common types of YouTube video that can improve foreign language learning and teaching are:

**2.9.1. Movies Videos:** films are a suitable media that can be used in learning and teaching process especially foreign languages. Morley and Lawrence (1971, p. 118) point out that “films, vital communication medium of twentieth century which has been virtually untouched by TESL as a content tool, can be limited source of material for in-class English language practice.” In other words, via watching subtitles films, students will acquire new vocabularies and develop their oral proficiency.

According to Champoux (1999), “films are comfortable, familiar medium to contemporary students that can keep students interest in theories and concepts under discussion” (p.11). However, movies videos can impact positively on students’ affection and learning language skills; it improves their concentration and comprehension.



Movies videos can be an effective technique which add an unique quality in teaching foreign language, they keep students motivated and improve their discussion, and expose them to real language.

Ebrahimi says that generally subtitles movies can make people more enjoyable and entertained. Specifically when foreign language learners watch films, they get access to acquire and understand language successfully. Furthermore, watching movies have great impact on students' listening and reading skills. Likewise, it enhances vocabularies and provides authentic language (p. 285).

**2.9.2. Documentary Films:** students can enhance their English language through acquiring more formal language which is presented in real context. In addition, this kind of YouTube video represents rich real information mainly of target language culture; so that students get more cultural background in order to integrate more in learning. Moreover, documentary movies are more beneficial techniques that should be incorporated in foreign language classroom in the reason of improving students' language proficiency.

**2.9.3. Songs Videos:** is one of the most motivational leaning methods in classroom that make learners feel delighted, relaxed and interested in performing foreign language. Moreover, English language teachers always apply these audiovisual tools to entail their students practicing language in real situation. These types of videos specifically improve learner's communicative competence and developing their emotional side through listening and repeating lyrics and viewing seen.

Madrid and McLaren (2004) declared that songs are one of the most interesting resources that can be introduced in the English classroom. Students are exposed to authentic material in an enjoyable way. Through using songs videos, all the skills can be enhanced,

discourse competence can be developed, and they foster students' motivation towards the learning foreign language.

Sum up, it is important to use various types of videos in teaching English language. In general, movies videos are probably useful to improve students' discussion and to acquire more vocabularies. While, documentary films are more beneficial to expose learners to a real language and target culture. Furthermore, song videos develop listening comprehension and communicative competence.

## **2.10. Techniques (methods, theories) of Implementing YouTube Videos in Teaching Speaking:**

Strategically, Applying YouTube videos in teaching foreign language need effective techniques in order to make course more successful and to convey correct information. According to Berk (2009), the successful using of YouTube in classroom is determined through setting up appropriate methods or techniques in the teaching process:

**2.10.1. Providing an appropriate content and information:** picking up specific video clips may offer relevant content, in this case the time should be limited according to the context.

**2.10.2. Illustrate concepts:** it is better when videos can exemplify directly the content.

**2.10.3. Focusing on alternative points:** concentrating on points can attract students' attention.

**2.10.4. Using real -world application for providing content:** students always want to acquire information and content that reflect real world. Video can provide real examples of different themes.

**2.10.5. Stop and replay video:** in this case, through breaking or stopping video then replaying it; teacher can make students more attention and interest.

**2.10.6. Providing bad and good video:** this will promote students to develop their critical thinking and to give positive and negative views. Movies video is the best one in which students can provides their critical views.

**2.10.7. Exaggerating in particular point:** this through using different strategies; explaining, repeating.

**2.10. 8. Attracting students to attention:** inserting video through one or more strategic points can snap students' attention to cover topic. Such as; using gestures, giving opinions.

**2.10.9. Using video in collaborative activities:** the teacher should select video based on collaborative with taking consideration of providing appropriate criteria of this exercise/

**2.10.9. Motivating or exciting:** anxiety and stress are the main factors in failing so that the choosing motivated video will inspire students indirectly.

## **2.11. Activities Based on YouTube Video in Teaching Speaking Skill**

The implementation of the conventional speaking activities really create boring atmosphere in the EFL classroom where students become uninterested and not creative. Thus, The adaptation of new activities is strongly demanding in order to create fun, enjoyable and more interactive learning environment .

Many researchers suggested a lot of activities to develop speaking skill and enrich learning foreign language. According to Arianti et al., (2018) there are some activities based YouTube that are suggested to be effective materials in teaching oral communication.

**2.11.1. Role plays:** are valuable ways which can be based on videos. They permit students to communicate and practice language in form of taking roles in real situation. Also, they acquire new words and a good writing style. Significantly, the efficient way of using role plays based on YouTube videos to improve oral production is firstly practicing through some steps: discussing different themes related to target language culture and society, secondly, the teacher are responsible for picking appropriate topics in order to enable students to perform speech and sharing interaction. After that, it is important to provide opportunities for students to select suitable materials of role plays. Then, the performance of topic is based on what role play videos 'content.

**2.8.2. Discussion /Conversation Analysis:** is a beneficial speaking activity based on YouTube videos. Through applying this activity inside the EFL classroom, students can work in collaborative groups in order to discuss the main aims of presented topic of video. Practically, speaking is performing: by dividing students into groups, then one group start firstly discussing information; after that other groups have rights to give their opinions and explanation. Finally, all students can discuss together the provided presentation in a video. Mainly sharing comments and discussion with each other, they help learner to be more relaxed and not anxious in interaction.

**2.11.3. Problem solving:** is based on information gap activity to full gap with suitable information. Firstly, students watch video, then they will be asked to put convent vocabularies. At the end, they have chances to discuss together in the aim of guessing the correct answer and information. In particular, this speaking activity improves vocabularies and acquires more words and expression of target language.

## **2.13. Strategies for Recording Video in learning and teaching foreign language**

### **2.13. 1. Recording video**

Many students may use video recordings as primary educational source to collect data and information. In teaching and learning foreign language, most the teachers tend to ask students to record videos for practice real language in real context and acquiring cultural knowledge. Actually, students need to know the main strategies of how to record videos in appropriate way. Derry (2007) proposed appropriate strategies to record video successfully. These strategies are:

**2.13.1.1. Conduct fieldwork strategically:** the plan is essential for preparing fieldwork and it is important to be responsive to what students find. In addition, the plan needs to be related to their question. Fieldwork needs to unfold both in interactions in real-time of recording events and across the local history of events seen as a step back to view the progress of the study.

**2.13.1.2. Treat yourself as recording device:** the learners' experience in the field is needed. There are two practical aspects to fieldwork. Firstly, student should capture what is happening, and then they should provide an index of recorded videos in aim of locating events to collect more records which can provide more valuable experiences.

**2.13.1.3. Separate observations from inferences:** students use video as material of collecting data in order to provide needed information for both teachers and others students in the classroom. Furthermore, student should differentiate or observe what he/she notices, he should ask how it is unfolded, in addition, and he must determine the reason of how it is happening or what mean. Thus, student should acquire enough ability to what he listen or what he see quickly to encounter the needed information in the field. Writing must be treated to distinguish between analytic and observed notes.

**2.13.1.4. Build analysis incrementally:** the analysis will be the final described strategy during engaging in the doing field. Here, Student feels like a mechanical device at the same time being adaptive to add something forgotten. This considered as the issue or problem of field work.

### **2.13.2. . Minimal Video recording equipments:**

In recording videos, the researchers or learners need to conduct some equipments in the aim of collecting valuable videos which offer relevant information. There some appropriate equipments can be used:

**2.13.2.1. Camera:** is an important tool in conducting video recording. According Derry (2007), this camera that should be characterized by picture stabilization features, true stereo, audio separation and long-life battery. In addition, screw-on wide-angle lens is beneficial in researching.

**2..13.2.2. Microphones:** there are different kinds of microphones are effective. The external microphone is best than other ones in doing sound capture.

**2.13.2..3. Tripod, earphones, gaffer's tape, and camera bag:** Firstly, if camera is good quality tripod, student can fix camera in all position way at the same time, they can see lock and plan easily. Secondly, the using earphones can simply check sounds. Thirdly, gaffer's tape may help in taping down the legs of the tripod. Finally, Camera bag help to carry the whole rig that can be as unit and carry a tripod.

### **2.14. The advantages of the use YouTube video in EFL teaching and learning**

The use YouTube videos in foreign language classroom is most useful l way. Youtube videos are very useful materials that can bring a lot of advantages in FL classroom because YouTube is online website which can be accessed anywhere , in addition to enable students

have access of spoken language, and it is can create flexible learning and attract students' attention.

Almurashi (2016) states that video YouTube offer many benefits for English language students. It motivates and elicits them to learn language. Also, YouTube provides a great chance for teacher to create enjoyable classroom.

**2.14.1. Accessibility:** YouTube can be as a useful online resource to provide different appropriate accesses for getting information. Denny (n. d, p. 2) said “video can also provide visually-compelling access to information for many learners with learning difficulties who might miss learning opportunities provided solely by print-based materials.”

YouTube can offer many opportunities for students to engage more in learning and provide a lot of access to acquire available instruction and information resources. Easily, students can access YouTube videos inside and outside the classroom.

Sherman (2003) explains, YouTube is an effective information source especially for countries without an accessible English language websites. Furthermore, through this online website, Learners can easily get more opened accesses.

**2.14.2. Motivation:** video YouTube can considered as motivational tool in English language teaching easily make students practice language in real context. It breaks up the same routine. Since Most EFL teachers are always using the similar teaching and traditional methods, the students 'motivation would be not raised. Thus, if YouTube video can apply as technological method the learning environment will be positive; students may discover new tool and being more creative and updated in learning foreign language.

**2.14.3. Developing cultural awareness:** video also can provide rich cultural background of target language. In which learners will be more aware about other foreign language culture.

Stempleski (1987, p. 6) says watching video enables learners to discover other people's life, values, attitudes, and their way of thinking and believing, knowing their principals in giving rules and judgments in society. Moreover, Video defines others' languages, traditions, customs and their way of speech and interaction with each others.

**2.14.4. Improving or raising discussion:** because YouTube video offers many interactive native speakers' videos discussion, this can improve interaction among students in classroom where they can provide different interested topics to be discussed in real life. Accordingly, Gunada (2017, p.6) claim "using video YouTube in the classroom greatly attracts students' attentions, so it makes classroom very interactive for language learning. It is since they find video is interesting and challenging to watch", in classroom not all students are excited to talk or speak due to different factors, so that teachers newly try to use YouTube as best solutions in order to inspire their learners.

**2.14.5. Authentic language:** applying YouTube video in English language teaching provides authentic language that is used mostly by native speakers in real context; this helps on acquiring new words, vocabularies and improving students' pronunciation and intonation. Burt (1999, p.2) said "videos present a real language that is not simplified and is spoken at a normal speed with genuine accent" (As cited in). In other words, the learners will face problems in difficult spoken discourse; through listening carefully to native speakers will face all their problems comprehension and speaking.

In general, by using YouTube videos, students will be accessible with native speakers' conversations; they will be exposed to authentic English with various dialects, and will have directly exposure of speaking components.



## **2.15. Teaching Challenges with using YouTube Videos**

The use of YouTube video in EFL classroom has some disadvantages that can impact on teaching and learning achievement. YouTube as technological method, may be, is difficult to be applied in class or to be understood because great gap between target and source culture.

### **2.15.1. Time Allotment/ Consuming**

In foreign language classroom , teachers are limited with period of time to present courses , as well as students need to practice language using YouTube video as teaching method sometime waste time particularly if a number of class is a large. Most of students will not have opportunity to practice language.

**2.16.2. Fear of technology:** in the fact that many teachers ignore the way of using technological tools in classrooms, this is because of lack knowledge and enough experience. Thus, the selection of appropriate methods will be negative. Dudeney and Hockery (2001, p.5) claimed that “teachers are often fare less skilled and knowledgeable than their own students when it comes to using current technology.” Now, all people are updated with using technology in different fields; it facilitates life easily, unfortunately, some teachers do not apply this tool in classroom due to the fact that they are ignoring how to use.

Considering, Lewis ( 2009) say that teacher should be aware of how to use technology in classroom efficiently and how to select appropriate tools in the purpose of achieving confidence and setting up main goals of teaching foreign language, when instructor is more knowledgeable of using new materials learning will be achieved

## **Conclusion**

Speaking is the main important language skill. It has been defined by many researchers and linguists as a productive skill, consisting of combining words to deliver sounds. Importantly, speaking is considered as the measure of evaluating mastering foreign language effectively. The students need to develop their speaking skill to engage in communicative situations and to express their ideas, opinions, feelings. Particularly, grammar, fluency, accuracy and pronunciation are the main aspects that should be improved to enable learners to master speaking successfully.

Generally, many teachers are facing a lot of problems in teaching EFL language, mainly teaching speaking skill which is regarded as a complex process. Therefore, implementing YouTube videos as a foreign language teaching and learning method will help students to develop their oral fluency and provide them with more authentic language in real contexts through watching different videos and performing various activities. In addition, this tool will make them more motivated and confident in their own ability.

Finally, as a result of conducting different studies about the impact of using YouTube videos in the language teaching process, which exposed the positive findings of applying YouTube videos in teaching and learning language, many researchers strongly agree that YouTube videos are the most effective tools in teaching English language skills, particularly speaking skill.

## CHAPTER THREE

### FIELD INVESTIGATION

#### **Introduction**

This study aims to investigate the teachers' and students' attitudes towards the use of YouTube videos on developing EFL speaking skill. Two questionnaires are designed. The first one is administrated to third year students at the Department of English, University of Guelma, while the second one is assigned to oral expression teachers to obtain more information about speaking and the importance of using YouTube videos inside EFL classroom to improve speaking proficiency.

This chapter is devoted to investigate the teachers and students' attitudes towards the use of YouTube videos on developing EFL speaking skill. It is based on analysis of the data, and gives a brief explanation of the descriptive method, tackles the population, the sample and the setting. In this description of the data, all questionnaire items are analyzed and detailed. Finally, the part of this presented chapter concludes with a general recommendations and suggestions. In addition, a general conclusion is presented as summary about all research's results and findings.

#### **3.1. Students' Questionnaire**

##### **3.1.1. Population of the study**

In this study, the population was included of Third year LMD students at Department of English, at the University of 08 Mai 1945, Guelma during academic year 2018- 2019. A sample was selected randomly, involved (100 participants) of four groups. The students' questionnaire was administrated to participants in different sessions. After that, the answers were gathered to be analyzed. Third year students were selected as a sample in the reason of

they had studied oral proficiency for whole semester and they are more aware about the importance of developing speaking skill to master English language effectively.

### **3.1.2. Aim of Learners' Questionnaire**

The questionnaire was designed to provide information about learners' views towards YouTube videos and the speaking skill; in addition it investigates learners' perceptions about the impact of implementing YouTube videos inside EFL classroom to enhance oral proficiency.

### **3.1.3. Description of Students' Questionnaire**

The students' questionnaire contains four sections, each part introduces crucial information. The first part tackles the students' general background. The second part presents students' attitudes towards speaking skill, while the third part is about students' perceptions towards YouTube videos. Additionally, fourth section is devoted to investigate the impact of using YouTube video on EFL speaking skill.

The first section is entitled as (Background information). There are two questions. The first one is about students' years of studying English (Q1). The second question represents their English language level (Q2).

The second section is devoted to gather information about students' attitudes towards speaking skill; it contains seven items. The (Q3) investigates their views about the most important language skills; their evaluation of the speaking proficiency (Q4), significantly, to identify their attitudes about speaking skill (Q5) providing justification. While, (Q6) was asked to know whether students face problems in speaking or not. It collects data about the main difficulties that they encountered (Q7). The next question was designed to know

whether teachers motivate their students to speak or not (Q8) with more justification. The last item of this section is about the students' opportunities to speak (Q9).

The third section is designed to obtain more information about students' attitudes towards YouTube videos. It is based on seven items, mainly to provide views about these audiovisual aids. Moreover, (Q10) is presented to know, if students watch YouTube videos outside classroom or not, and how much time take in watching (Q11). To state the aim of using these tools (Q12). Furthermore, students were asked whether they use YouTube videos mainly to improve their English language skills or not (Q13). Then, (Q14) is devoted to know what the preferred type of YouTube they watch. (Q15) indicates if teachers use YouTube videos inside the classroom or not. The last question of this section (Q16) was asked to know to what extent students enjoy learning English through the integration of YouTube videos in oral courses.

The last section contains eight items in order to gather information about the impact of using YouTube videos on developing EFL speaking skill. It tries to collect data about the main teaching methods used (Q17), whether they consider YouTube videos as beneficial tools or not (Q18). Then, (Q19) is proposed to know how often teacher used YouTube videos in OE to motivate their students to speak, and whether students participated while applying these materials inside the classroom or not (Q20) providing justification. In addition, students were asked to give their perceptions about the effectiveness of using YouTube videos in oral expression (21). The next question is about learners' attitudes towards the main speaking aspects may be improved through using YouTube videos (Q22). This section investigates the students' attitudes towards the integration of YouTube videos as teaching tools in oral courses to develop their speaking skill (23). The last item (Q24) is asked in order to students provided comments and suggestions.

### 3.1.4. Administration of the Questionnaire

The students' questionnaire was administrated to 100 participants at the Department of English, University of 08 Mai 1945- Guelma for Third year students on Mai 25<sup>th</sup> 2019. The questionnaire was collected after providing response and students were very cooperative. All provided and answered information used as measures in order to investigate this study.

### 3.1.5. Data Analysis and Interpretation

#### 3.1.5.1. Analysis of the Results and Findings from Students' Questionnaire

##### Section One: Background Knowledge

**Question One:** How long have you been studying English?

Table 01:

##### *Students' Learning English Experience*

Responses	Participants	Percentage%
8	6	06
9	11	11
10	62	62
11	8	8
12	13	13
Total	100	100

According to the table (01), six participants answered that they have been studying English language for eight years with (6%), while eleven members (11%) stated that they have learned English for nine years. The majority of them making up (62 %) reported that they have ten years in studying this language. Eight students making up (13%) mentioned

that they have been studied English for eleven years. Whereas, only twelve respondents (13%) said that they have been learning English for twelve years.

**Question Two:** What is your level in English language?

Table 02:

*Students English Language Level*

Responses	Participants	Percentage %
Good	72	72
Very good	19	19
Bad	07	07
Very bad	02	02
Total	100	100

The results demonstrate that the majority of the participants (72%) claimed that their English language level was good, and nineteen of them replied that they were very good EFL learners. While seven of them answered that they had a bad level (7%), only two students answered their level was very bad (2%). This indicates that students are proficient EFL learners, but it is not meant that all them are proficient speakers; possibly some of them are competent writers, readers, listeners or more knowledgeable. Consequently, students need to practice English in real contexts to be more proficient language users.

## Section Two: Students Attitudes' towards Speaking Skill

**Question Three:** According to you, what is the most important language skill?

Table 03:

*Students Opinions about the Most Language Skills*

Responses	Participants	Percentage%
Listening	31	31
Speaking	36	36
Reading	11	11
Writing	22	22
Total	100	100

The table (03) reports the students' views about which most important language skills. The highest percentage of participants (36%) stated speaking was the most important skill. Nineteen responders (31%) represented that Listening was the most essential language skill. According to (11) numbers, reading was considered as the important one (11%). Other (22 participants) said that the most significant language skill was writing (22%). From this table, it is noticed that the most important language skill is the speaking since it is regarded as the measure of mastering language, which enables students to express their ideas and feelings. In fact, all skills are crucial in the language proficiency, and they are interconnected. Considerably, mastering four skills in the foreign language teaching and learning are needed.



**Question Four:** How consider your speaking skill?

Table 04:

*Students' Attitudes towards their Speaking Level*

Responses	Participants	Percentage%
Good	24	24
Average	53	53
Bad	23	23
Total	100	100

In this item, the most participants (53) have average level in speaking (53%). The (24) of students (24 %) from this sample; their speaking level was good. While (23) respondents had a bad level (23%). It means that not all EFL learners are good speakers, but they have sufficient ability to develop their oral communication.

**Question five:** How do you find speaking skill?

*Students' Attitudes towards Speaking Skill*

Responses	Participants	Percentage
Easy	26	26
Difficult	22	22
Normal	52	52
Total	100	100

Out of (100) participants, only (26) respondents (26%) mentioned that speaking skill is an easier task, and (22) participants (22%) said that it is difficult, it is a minimal percentage

since most of students (52) said that they find oral production as normal task (52%). Hence, according to findings, it is shown that the students still encounter problems in oral fluency; mainly this refers to the nature of presented tasks inside the classrooms. So, their justifications are summarized as follows:

- The speaking skill is a normal task because they are cable to express their ideas, thoughts and opinions clearly.
- Students are not native speakers to master speaking successfully.
- English is a foreign language not mother tongue, but it is not most difficult; thus they can be able to speak and convey their messages correctly.

**Question Six:** Do you face difficulties when you speak?

Table 06:

*Students' Attitudes towards Speaking Difficulties*

Respones	Participants	Percentage%
Yes	61	61
No	39	39
Total	100	100

As it is shown in this table, the majority (61%) of students faced difficulties in speaking. Only (39) participants (39%) did not encounter obstacles in oral communication. Through their answers, students are not enough competent speakers; this is mainly due to a lot of problems that still founded in teaching FL.

**Question Seven:** If yes, what are these difficulties?

Table 07:

*Main Speaking Difficulties*

Responses	Participants	Percentage
Vocabulary	37	37
Uncorrected pronunciation	21	21
Lack of language Practice	16	16
Grammar mistakes	19	19
All them	7	7
Total	100	100

This question is asked to examine the main problems that students faced. Thirty seven of participants (37%) out of (100) reported that lack vocabulary was the most speaking difficulties that they encountered in oral proficiency; this is particularly a result of lack reading and lack of language knowledge. Whereas (21) participants (21%) reported that the pronunciation was the major speaking difficulty. This indicated that the learners are not good listeners; possibly they did not hear native speakers' conversation or practice language in real situations. Sixteen students (16%) out of (100) claimed that lack of practice language was the main problem; probably it is result of different psychological factors such as fear, anxiety, lack of self- esteem and self- confidence. While other (19%) stated that grammatical structures caused difficulties when speaking English language. However, only of seven students out of (100) argued that the main speaking issues were lack of pronunciation, vocabulary, and practice language and grammar mistakes.

**Question Eight:** Does your oral expression teacher motivate you to speak?

Table 08:

*Students' Perception about Teachers' Motivation*

Responses	Participants	Percentage%
Yes	71	71
No	29	29
Total	100	100

By this question, the results show whether the teacher prompt their students to speak inside the classroom or not. The majority of participants (71) said that their OE teacher motivate them. On other hand, (29) out of (100) answered that their oral expression teacher did not motivate them (29%), it is meant that not all oral courses' teachers encourage learner to practice language, lack motivation affects negatively on the teaching and the learning language. They provide justifications which can be summarized as follows:

- OE teacher did not motivate them to speak.
- the teacher always used the same learning styles and strategies which created the same routine inside the classroom.
- OE teacher did not apply diverse teaching materials and they always used the similar speaking activities and tasks which produced uninterested learning environment.
- OE teacher always provided negative feedback and did not provide more opportunities to discuss or share ideas.

**Question Nine:** How often your teachers motivate you to speak?

Table 09:

*Teachers' Frequent Students' Motivation to Speak*

Responses	Participants	Percentage%
Always	23	23
Usually	12	12
Sometimes	49	49
Often	13	13
Rarely	8	8
Never	03	3
Total	100	100

According to the table (09), the results demonstrated (23) participants claimed that their oral expression teacher always motivate to speak (23%). Twelve students making up (12%) stated that their teacher usually encourage them to converse inside the classroom. The majority of the students (49%) argued that their teacher sometimes promote them to share ideas. However, thirteen of respondents making up (13%) agreed that oral courses' teacher often excited them to discuss. While eight students (08%) said that their teachers rarely encourage them to speak. Only three member stated that their OE teacher never motivate them to debate. Therefore, The motivation is considered as the most effective factor that help learners to engage learning foreign languages, unfortunately, there are many teachers did not encourage their students to speak , this what make learners not interested in developing their oral fluency.

## Section Two: Students' attitudes towards YouTube Videos

**Question Ten:** Do you watch YouTube videos outside classroom?

Table 10:

<i>Responses</i>	<i>Participants</i>	<i>Percentage</i>
<i>Yes</i>	<i>87</i>	<i>87</i>
<i>No</i>	<i>13</i>	<i>13</i>
<i>Total</i>	<i>100</i>	<i>100</i>

The table shows that the majority of students (87%) watched YouTube videos outside the classroom since the learners are now called as 'digital natives'. Actually, these technological tools enable them to be updated. Whereas, only (13) respondents (13%) answered that they did not view this new media.

**Question Eleven:** How often you watch YouTube videos?

Table 11:

### *Students' Frequency of Watching YouTube Videos*

<i>Responses</i>	<i>Participants</i>	<i>Percentage</i>
<i>Every day</i>	<i>57</i>	<i>57</i>
<i>Rarely</i>	<i>13</i>	<i>13</i>
<i>Sometimes</i>	<i>24</i>	<i>24</i>
<i>Never</i>	<i>06</i>	<i>06</i>
<i>Total</i>	<i>100</i>	<i>100</i>

Concerning the above mentioned question, 57% of the participants watched YouTube videos every day. Thirteen of participants making up 13% said that they have rarely watched

YouTube videos. Other argued that they sometime viewed these media 24%. This indicates that the most EFL students are familiar with watching YouTube videos.

**Question Thirteen:** what is the aim of using YouTube videos?

Table 12:

*Aims of Using YouTube Videos*

Responses	Participants	Percentage%
To get information	73	73
To entertain	25	25
Other	31	31
Total	100	100

In this question, students were asked about their purpose of using YouTube videos. The majority of the respondents 73% claimed that the main aim of using this media was to get information about different subjects. So, YouTube videos can be used as source of requiring knowledge. However, whereas 25% of participants said that the goal of the use these websites was to entertain. Although the great awareness of students about using YouTube videos, some learners still ignore the great benefits of these audiovisuals in the learning processes; since YouTube videos contain different accesses with reliable information.

**Question Thirteen:** Do you use YouTube videos as tool to improve language skills?

Table 13:

*Students' Familiarity with Using YouTube*

Responses	Participants	Percentage%
Yes	82	82
No	18	18
Total	100	100

As show in the table (13), the most participants (82%) used YouTube videos mainly to improve their language skills. As YouTube videos are available with non native and native speakers' discussions. This helps them more to enhance their language skills, acquiring vocabularies and develop authentic language in real contexts through listening, viewing, interpreting. Only (18) out of (100) mentioned that they did not use this tools in the aim of boosting language skills, because they were not interested with improving their language.

**Question fourteen:** if yes which type of YouTube videos do you use?

Table 14:

*Preferred Types of YouTube Videos*

Responses	Participants	Percentage%
Movies videos	46	46
Tv clips	07	07
Docummentary fils	18	18
Music	29	29
Total	100	100



The table (14) indicates the preferred type of YouTube videos that students prefer to use. A remarkable number of students ( 46%) prefer using movies videos as the best ones to improve their language. It is due to that these kinds of videos provide an authentic language in real contexts, transform the target culture. In addition, subtitles films require more vocabularies of target languages. (7%) respondents replied that they favor using Tv.Cilps. However, some of them (18%) reported that the preferential YouTube videos were documentary films since they use a formal language and present real events in diverse situations. Other (29% ) answered that music videos were the favored one which mainly develop their listening and pronunciation.

**Question 15:** Does your oral expression teacher use YouTube videos inside classroom?

Table 15:

*Use of YouTube Videos by OE Teachers*

Responses	Participants	Percentage%
Yes	31	31
No	64	64
Othe	05	05
Total	100	100

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The table above is about the adapting YouTube videos inside the OE classroom. The highest percentage 64% of participants answered no, this indicated that the OE teacher did not always integrate YouTube videos inside the classrooms. 31% of students agreed that their teacher applied these methods in teaching oral expressions. Only 5% respondents stated other such as audio records, role plays.

**Question Nine:** How much do you enjoy learning English Language when your teacher uses YouTube videos in oral expression courses?

Table 16:

*Students' Enjoyment while Using YouTube Videos in OE*

Responses	Participants	Percentage%
A lot	68	68
A little	24	24
Not at all	08	08
Total	100	100

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Table reveals that the 68% of students enjoyed when oral courses' teacher incorporate YouTube videos because they create interesting atmosphere. 24% Out of (100) said that they get little pleasure from the integration of YouTube videos in oral expression sessions. However, 08% of participants making up of (100) claimed that they never enjoyed when applying YouTube videos inside the OE classroom. Students justify their answers as follows:

- Students enjoyed when OE implementing YouTube videos in the Classroom because they create an enjoyable and fun environment.
- YouTube videos motivate learners to participate through using different learning styles such as visual, auditory and visual-auditory styles.
- Through applying YouTube videos, learners can watch and hear at the same time; here they are able to expose the real language in different contexts.
- Students never enjoy since they did not understand the native speakers' conversation which speak difficult words.

#### **Section Four: The Impact of Using YouTube Videos on Speaking Skill**

**Question Seventeen:** what are the teaching methods that used by your oral expression teacher inside the classroom?

Table 17:

*The Main Teaching Methods used inside the Classroom*

Responses	Participants	Percentage
Visual aids	34	34
Audio aids	42	42
Audio visual	24	24
Total	100	100

Results indicate that the majority of students (42%) said that the main aids used in teaching oral expression were audio aids. Thirty-four participants (34%) claimed that the teacher implemented mostly visual aids. Whereas, only (24) out of (100) respondent (24%) stated that the audio-visual materials were the main applied in teaching oral expression. It is observed that the teaching oral courses still based on using conventional methods, absolutely this affect negatively on EFL learners' speaking skill.

**Question Eighteen:** Is the implementation of YouTube videos as teaching method in oral course beneficial?

Table 18:

*Students Opinions about the Implementation of YouTube videos as Teaching Method*

Responses	Participants	Percentage%
Yes	52	52
No	48	48
Total	100	100

Through their answers, there are 52% students agreed about the implementation of YouTube videos as teaching method in oral courses. Whereas, 48% out of (100) they did not argue about utilization of these aids as teaching. According to the results, the highest percentage 52% has positive attitudes towards the integration of YouTube videos like teaching procedures. This is because of their great advantages in EL learning process.

**Question Nineteen:** How often your oral teacher uses YouTube videos to motivate you speak?

Table 19:

*Frequency of Using YouTube videos to motivate students speak*

Responses	Participants	Percentage%
Always	04	04
Sometimes	47	47
Rarely	31	31
Never	18	1
Total	100	100

From the table above, it is noticed that four participants (04%) agreed that their OE teacher did not always integrate YouTube videos in the lecture and the most of them 47% argued that their teacher sometimes applied these methods in order to deliver the course. However, 31% pointed that they rarely adapt these aids in the classroom. Only eighteen respondents stated that the teacher never employed these tools.

**Question 20:** Do you participate when the oral expression teacher uses Videos?

Table 20:

*Students 'Participation through the Integration of Video*

Responses	Participants	Percentage %
Yes	53	53
No	47	47
Total	100	100

More than half of participants 53% pointed out that they participate when the teacher integrated YouTube videos inside the classroom. Whereas, 47% of participants claimed that

they did not participate because of different factors such as shyness, fear of making mistakes, anxiety. Students justify their answer as follows:

- The teacher can apply YouTube videos inside the OE classroom in the aim of motivating students to participate and practice language in real situations.
- YouTube videos are new tools, facilitate the learning process and transmit real life events.

**Question twenty One:** Do you think that using YouTube videos in oral courses will improve more:

Table 21:

*Students' Perception about the Impact of YouTube videos*

Responses	Participants	Percentage
Listening	34	34
Speaking	41	41
Authentic materials	25	25
Total	100	100

As it is clearly mentioned in the table (21), the majority of students (34%) said that YouTube videos can improve listening. Surprisingly, the significant number of participants (41%) agreed that YouTube videos can improve their oral production since YouTube videos are considered as audio-visual materials which contain conversations, pictures, events in real contexts. Only (6.66%) replied that the authentic language can more improved through using these materials principally they present various topics in actual life.

**Question 22:** What is the main speaking aspect that can be enhanced through using YouTube videos?

Table 22:

*The Impact of YouTube videos on speaking Aspects*

Responses	Participants	Percentage%
Grammar	19	19
Pronunciation	43	43
Vocabulary	29	29
All	09	09
Total	100	100



In this question, students were asked about which speaking aspect that can be enhanced more through using YouTube videos. Three participants (19%) responded that YouTube develop grammar. The majority of them (43%) mentioned that YouTube videos enhanced pronunciation since they made learners accessible with native speakers' conversation. Other (29%) asserted that vocabulary could be improved more than others by using these aids. Additionally, this helped them in facing the major speaking difficulties as mentioned in item (07). However, (09%) respondents out of (100) agreed that YouTube videos increased grammar, pronunciation, vocabulary.

**Question 23:** What are your attitudes toward using YouTube videos in oral courses to develop students' speaking skill?

The majority of students (52%) agreed that the integration of YouTube videos in oral expression courses is considered as an effective technique to improve their communicative competence.

- They stated that these aids motivate them to participate since they are updated. Some of them said that YouTube videos are beneficial because they understand more the target culture.

- Other students claimed that if the teacher integrates these aids, they facilitate learning process.

- As well as they made them more concentrated and encourage them to discuss, to express their opinions, ideas and comment. Whereas, other participants thought that YouTube videos may develop their oral communication through providing new words and vocabularies.

YouTube videos can be used as the useful techniques for delivering lectures inside oral expression classrooms, these enable students to engage in lesson and improve the oral proficiency through providing different learning styles.

**Question 24:** Any suggestion or comments towards the use of YouTube videos inside the classroom?

To be honest, most of participants did not answer this item. Only few students suggested that YouTube videos should be used as the main effective teaching materials in EFL to create interesting learning environment and replace the conventional methods and to expose them in real language. Particularly, these audiovisuals can present target culture and providing authentic language.

### **3.1.3. Summary of Results and Findings from the Students' Questionnaire**

According to the analysis of the students' questionnaire answers, this study shows that the LMD third year students at the English Department, Guelma University; are alternative ones and their answers are very responsive because they reflect their real attitudes. The most of the third year students (62%) have studied English for ten years. The

majority of them (72%) their English language level is good. This demonstrates that they are able to improve easily their communicative ability to be as native speakers, express their thoughts, ideas and feelings freely, and they can practice English language successfully.

Therefore, the majority of students (36%) considered speaking skill as the most important one since it enable them to communicate with other and convey their messages to the listeners effectively. The most of them (53%) are average in speaking. As EFL learners, they need to develop their oral production to be more proficient English language users. The most amounts of participants (52%), they found speaking skill as normal task this due to the intercultural knowledge. Moreover, more a half students (61%) encountered difficulties in speaking, mainly due to different factors which stands as obstacles in transmitting messages. The lack of vocabulary is regarded as the main difficulty in communication which represents the highest percentage (37%). This is a result of the lack of target knowledge. Furthermore, the students' attitudes towards the teacher's motivation to speak are not satisfied; the most significant members (71%) said that the oral expression teacher did not inspire them to discuss. This means that the teacher is less interested with students' oral fluency development. According to students (49%), he/she sometimes encouraged them to express their ideas.

Moreover, the most of them (87%) watched YouTube videos outside the classroom, mainly they watched every day (57%) and large amount of them (73%) used this online websites to get information. Furthermore, students (82%) exploited YouTube videos to improve English language skills. While movies videos were considered as the most favorite kinds of YouTube (46%) in the reason providing new vocabulary and improve oral fluency effectively.

Accordingly, the most of EL students (42%) agreed that audio aids were the major OE teaching methods used. The majority of them (80%) argued that YouTube videos can be applied as beneficial teaching materials in OE since they facilitate learning processes. Moreover, the OE teacher sometimes used YouTube videos as motivational tools inside the classroom (47%). More half percentage (53%) participated when implementing these aids in OE. Speaking was the major language skills that improved through using YouTube videos (41 %). In addition, YouTube videos enhanced pronunciation more than other speaking aspects (43%). The majority of students (96.66%) had positive attitudes towards the use of YouTube videos in the OE to develop speaking skills because they motivated them to speak and understand the target culture.

## **3.2. Teachers' Questionnaire**

### **3.2.1. Population of the Study**

The population of teachers' questionnaire was targeted to seventeen oral expression teachers at Department of English, Guelma University. A sample was composed of (15) oral expression teachers. This sample was directly selected because the YouTube video is mostly used in oral expression courses to increase learners' oral production. In addition; oral expression teachers are usually experienced in applying these technological tools in teaching EFL speaking skill. This research attempts to investigate whether teachers are aware of the importance of integrating these audiovisual tools in EFL classroom to improve oral fluency.

### **3.2.2. Aims of Teachers' Questionnaire**

Teachers' questionnaire is designed to provide information about teachers views towards speaking skill, YouTube videos, and the impact of using YouTube videos in enhancing students' oral production.

### **3.2.3. Description of the Teachers' Questionnaire**

This questionnaire is used as an important data gathered tool. It aims to investigate the teachers' attitudes towards the use of YouTube videos in enhancing EFL students' oral fluency. Significantly, this instrument is a beneficial instrument in gathering the teachers' views and attitudes about the integration of YouTube videos inside classrooms. Hence, the investigation helps to discover how this language is taught inside the classroom in general, and to know how YouTube videos improve learners' oral fluency to be competent speakers through facing their speaking problems.

The questionnaire is administrated to seven (15) oral expression teachers at the English Department of Guelma University. These teachers are selected because, they are always familiar with using these audiovisual tools in teaching speaking skill , thus they will provide more thoughts and views about applying YouTube videos inside EFL classes.

The questionnaire contains different kinds of questions: open questions which are asked to provide information, explanation and comments, also closed questions based on selecting appropriate answers and "yes" or "no".

Teachers' questionnaire is divided into four sections. The first section is general background knowledge. The second section is about teachers' attitudes speaking skill. The third section is concerned with teachers' view about YouTube videos. The fourth section is mainly designed to investigate the importance of YouTube videos in developing speaking skill.

The section one is about 'Background information, it includes two questions designed to get more information about these teachers who are asked to specify their qualifications (Q1), their years of teaching English language (Q2).

The second section is entitled 'Teachers Attitudes towards Speaking Skill', it composes of eight items; here the questions concerned with teaching speaking skill. Teachers are asked to identify mainly their years of teaching oral courses (Q3), whether they consider speaking is important in mastering English language or not( Q4), if their students are speaking or not during teaching them(Q5). Moreover, teachers are requested about the students' encouragement to converse inside the classroom( Q 06) and to state how did that (Q 07), also they asked to determine the speaking problems that EFL learners faced (08), in addition to identify the basic speaking activities applied in OE (Q 09), to mention the most focused elements in teaching speaking skill (Q10).

The third section entitled" Teachers Attitudes towards YouTube Videos", this section consists of five items concerning YouTube. It aims to gather information about whether teachers utilize authentic materials or not (Q10), whether they integrate YouTube videos as teaching method in oral courses or not (Q11), how often apply these aids (Q12).Furthermore, it collects data about the preferred kind they like (Q13), the last question (Q14) is requested to discover the importance of applying YouTube videos inside classrooms.

The fourth section is formed to collect data about the impact of using YouTube videos on developing EFL students' speaking skill. It contains of eight questions, generally they are about how YouTube videos effect on EFL learners' speaking skill. Thus, teachers are asked to state their views about YouTube videos to be as pedagogical tools to enhance their students' oral proficiency (Q16). Additionally, they were asked to claim whether these aids

motivate students to participate or not (Q17), whether (Q18) is devoted mainly to know their perception about which speaking aspect can be improved more through using these methods. The next question deals with teachers' attitudes about the impact of YouTube videos on language skills (Q19). Moreover, teachers were also asked to give their opinions about the effectiveness of using videos in improving students' speaking fluency rather than using other methods (Q20) and providing more justification. In this section, they were inquired to identify the main problems that they faced while using YouTube videos in OE (Q21). Also, the information gathered about teachers' attitudes the impact of YouTube videos in teaching speaking skill (Q22). The last item (Q23) paved the way for teachers to give their suggestion or comments.

#### **3.2.4. Administration of Teachers' Questionnaire**

The population of teachers' questionnaire was targeted to seventeen oral expression teachers at Department of English, Guelma University. Two participants did not bring back their questionnaire. A sample was composed of (15) oral expression teachers. Two participants did not bring back their questionnaires. This sample was directly selected because the YouTube video is mostly used in oral expression courses to increase learners' oral production. In addition; oral expression teachers are usually experienced in applying these technological tools in teaching EFL speaking skill.

#### **3.2.4. Data Analysis and Interpretation**

##### **3.2.4.1. Analysis of Results and Findings from Teachers' Questionnaire**

###### **Section One: Background Information**

**Question One:** Specify your qualification, please?

Table 23:

### *Teachers' Qualifications*

Responses	Participants	Percentage%
Licence	00	00
Master	01	6.66
Magister	12	80
Doctorate	03	20
Total	100	100

In this table, the results show that no one (00%) had licence degree. Only one teacher (6.66%) had master degree. However, the majority of respondents (80%) had a magister degree. (20%) had doctorate degree. It is notice that the OE teachers are qualified one, thus they can improve students' learning achievement, in addition they can develop their communicative competence.

### **Question Two:** How long have you been teaching English language?

Table 24:

### *Teachers Years in Experience in Teaching English*

Responses	Participants	Percentage%
08	02	13.33
09	02	13.33
10	03	20
12	03	20
13	01	6.66
16	01	6.66



25	01	6.66
33	01	6.66
38	01	6.66
Total	15	100

The majority of teachers (20%) had a teaching experience of 10, 12 years. (13.33%) represented the number of teachers who had teaching English language for eight to nine. Whereas, one participate (6.66%) had twenty-five years experience in teaching EFL, as well as one respondent (6.66%) said that he had been teaching oral expression for thirty-three years. Furthermore, only one teacher had taught English for (38) years.

Consequently, the teachers' experience in teaching English language is varied. And most of them are sufficient and more experienced. This may impact positively the students learning EL and help them to be more proficient language users.

**Question Three:** How have you been teaching Oral Expression?

Table 25:

*Teachers' Years in Teaching OE*

Responses	Participants	Percentage%
-----------	--------------	-------------

03	05	33.33
04	02	13.33
06	03	20
07	02	13.33
08	01	6.66
10	02	13.33
Total	100	100

This table reports that the highest percentage (33.33%) had three years in teaching experience. However, only two teachers (13.33%) have been teaching the OE for four years. Three numbers of participants (20%) said that they have taught OE for six years. In addition, two students (13.33 %) have been teaching this module for seven years. (6.66%) represent those teacher who had a teaching experience four eight years. Only two teachers (13.33%) answered that they had been teaching OE for ten years. Hence, it is noticed that most OE teachers are not enough experienced. Absolutely, this may impact negatively on students' oral communication.

## Section Two: Teachers' Attitudes towards Speaking Skill

**Question Four:** In your opinion, to what extent you consider speaking as the most important skill in mastering language?

Table 26:

*Teachers' Views towards the Importance of Speaking Skill*

Responses	Participants	Percentage%
High	08	53.33
Medum	06	40
Low	01	6.66
Total	100	100

In this item, the results reveal that the majority of respondents making up (53.33%) consider speaking as the most important skill in mastering language. However, six numbers of participants (40%) thought that speaking was a crucial skill to be proficient in practicing language. Only one teacher (6.66%) said that speaking was not significant skill. According these findings, speaking is regarded as one of the most essential skills which may engage learners in communication and enables them to interact with each other and with their teacher to convey messages and share thoughts.

**Question Five:** How many students speak in your oral courses?

Table 27:

*Students' Speaking Number inside OE Class*

Responses	Participants	Percentage%
All them	00	00
Some of them	100	100
No One	00	00
Total	100	100

This table demonstrates that all OE teachers (100%) agreed that only some students speak, mainly this is due to different psychological factors and lack of English language knowledge. However, it is noticed not all students are fluent speakers. Therefore, the teachers need to promote learners to discuss and express their ideas in order to develop their language abilities.

**Question Six:** Do you encourage your students to speak?

Table 28:

*Teachers' Speaking Encouragement*

Responses	Participants	Percentage%
Yes	15	100
No	00	00
Total	100	100

It is shown from the table, the majority of the teachers (100% ) said that they encouraged their students to speak. It means that the OE teachers are motivated; they have ability to improve learner's oral communication through engaging and practicing language successfully.

**Question Seven:** If yes, how

In this item, most of teachers stated that they used different ways to promote students to speak.

- They encourage them to speak by giving opportunities to select topics, and practicing different activities such as role plays, dialogues.
- They supported them through providing constructive feedback and asking questions and open discussion and debates.

Motivation is a helpful way that creates an interesting learning environment inside the classroom. It makes students being more creative and excited to share their thoughts, in addition they possibly be more aware about their mistakes mainly. Also, it helps learners to face psychological problems.

**Question Eight:** What are the main difficulties that students face?

In this question, teachers were asked to identify the main difficulties that students faced. Some teachers said that lack of linguistic competence was the principle issue which made learners not enough skilled to discuss, thus some students they did not have sufficient information and knowledge about some topics. Other teachers claimed that the principal problem of speaking was lack of communicative competence, particularly, lack of vocabulary which restricted their communication, this was due to lack of reading. Also, psychological factors which may affect negatively on their oral fluency such as shyness, inhibition, stress, anxiety.

To conclude, the most obstacles that faced learners while the teacher taught speaking are lack of knowledge and communicative competence, in addition the psychological

factors. So these problems should take into consideration in the aim of enhancing learners' oral production.

**Question Nine:** What activities do you apply in teaching speaking skill?

Table 29:

*The Main Activities Used in Teaching Speaking*

Responses	Participants	Percentage%
Conversaartion	05	33.33
Role plays	00	00
Games	00	00
Information gaps	01	6.66
All them	09	60
Others	00	00
Total	100	100

Table indicates that the majority of OE teachers (60%) used all the mentioned speaking activities in teaching oral expression. Five respondents (33.33%) applied only conversation as an appropriate technique inside OE classroom. Only one teacher implemented only information gaps. Therefore, all these activities have a great impact on teaching oral communication; conversation enables students to share their ideas, and thoughts and role plays make learners engage and practice language in a real context, furthermore, they integrate afraid and shy students to perform some roles. Also, games make students more competitive and help them to speak directly. In addition, information gaps offer new words

and vocabularies. So, all those are effective methods that teacher should integrate them to develop their students oral fluency.

**Question Ten:** When you teach oral courses, what is the main speaking aspect you focus mostly?

Table 30:

*Main Focused Speaking Aspects while Teaching Oral Expression Courses*

Responses	Participants	Percentage%
Grammar	02	13
Pronunciation	06	40
Fluency	03	20
Accuracy	01	6.66
Vocabulary	03	20
All them	00	00
Total	100	100

According to this table, two teachers said that they focused more on developing grammar when teaching speaking skill (13.3%). However, the majority of respondents said that they concentrated on improving pronunciation; this is since the most essential element in speaking. Three teachers (20%) claimed that fluency was the main focus in Oral expression. Whereas, only one teacher centered on developing accuracy. Furthermore, three participants making up (20%) focused only on enhancing language vocabulary, this percentage reveals that the truth why students consider the lack of vocabulary is the main their problem in speaking since teachers did not give more attention to increase this aspect.

**Question Eleven:** Do you use authentic materials inside classroom?

Table 31:

*Teachers' Attitudes towards Using AMs inside the Classroom*

Responses	Participants	Percentage%
Yes	13	86.66
No	02	13.33
Total	100	100

This question was asked to investigate whether teachers use authentic materials or not inside the OE classroom. The majority of teachers (86.66%) utilized AMs to present OE courses. However, two numbers (13.33%) did not use these materials, mainly this is due to the fact that they ignore the importance of the integration these tools in EFL teaching and learning.

**Question thirteen:** Do you use YouTube videos as teaching method in oral courses?

Table 32:

*The Integration of YouTube Videos as Teaching Method in OE*



Responses	Participants	Percentage%
Yes	09	60
No	06	40
Total	100	100

Concerning the above mentioned question, more than half informants (60%) agreed that they used YouTube videos as teaching methods in oral courses. Additionally, six respondents (40%) did not apply these aids inside OE classrooms. So, using audiovisuals in OE classrooms may facilitate teaching process, this is through providing different learning strategies such as listening , viewing and commenting and they can expose students to real situations

**Question fourteen:** If yes, how often do you use YouTube videos?

Table 33:

*The Frequency of Using YouTube Videos*

Responses	Participants	Percentage%
Always	00	00
Sometimes	11	73.33
Rarely	04	26.66
Total	100	100

Table reports that teachers did not always use YouTube videos in OE (00%). The highest percentage of numbers (73.33%) sometimes used these technological tools. However, four respondents (26.66%) rarely integrated YouTube videos in classrooms. The thing must be understood is that language can be learned better through using pictures and sounds, it is better when teacher always integrate these aids to foster learning EL.

**Question fifteen:** What type of YouTube videos do you prefer to use in oral expression?

Table 34:

*Teachers' Preferred Type of YouTube Videos in OE*

Responses	Participants	Percentage
Movies	07	46.66
Music	13.33	02
Documentary films	05	33.33
Tv. Clips	01	6.66
Total	100	100

Through these answers, the preferred type of YouTube videos used in OE was the movies videos (46.66%) since they expose students to a real language. However, two other participants (13.33%) said that music videos were the preferred one to teach speaking; through hearing students can acquire new words. Furthermore, five teachers answered that the favorite videos to improve oral proficiency were documentary videos due to they use more formal language. Only one teacher preferred using TV. Clips

**Question sixteen:** How important do you consider integrating YouTube inside classroom

Table 35:

*Importance of Using YouTube videos inside the classroom*

Responses	Participants	Percentage%
Alot	13	86.66
Alittle	02	13.33
Not at all	00	00
Total	100	100

In this table, more half respondents (86.66%) considered the implementation of YouTube videos inside the classroom effective technique. Only (13.33%) agreed that it was not significant to integrate YouTube videos inside classrooms, maybe this is due to they still use conventional methods in teaching process or they are not familiar with using technology.

#### **Section Four: The Impact of Using YouTube Vides on the Developing Speaking Skill**

**Question seventeen:** According to your teaching experience, can YouTube videos be used as pedagogical tools to improve students ‘speaking skill?’

Table 36:

*Teachers' Perception towards Applying YouTube videos as Pedagogical Tools in Teaching Speaking*

Responses	Participants	Percentage%
Agree	13	86.66
Disagree	02	13.33
Strongly	00	00
Strongly disagree	00	00
Total	100	100

The results recorded in the table show that the highest percentage( 86.66%) indicated that the most teachers argued that YouTube videos can be implemented as pedagogical tools to enhance learners' communication especially inside the oral courses' classrooms, However, two others informants disagree about integration of this new websites to present oral lessons. Today, YouTube videos are demanding to be applied as fundamental methods in teaching and learning processes as a result of their great benefits in facilitating education.

**Question eighteen:** in your opinion, YouTube videos may motivate students participate in oral courses?

Table 37:

*YouTube videos as Motivational tools*

Responses	Participants	Percentage%
Ye	13	86.66
No	02	13.33
Total	100	100

According to this table, it is observed that the most amounts of teachers (86.66%) argued that YouTube videos could motivate learners to speak. Only two teachers (13.33%) answered that these audiovisuals did not promote students speak. Teachers justify their answers as follows:

- YouTube videos motivate students to participate.
- YouTube videos can expose learners to learn FL from real context and make them engage and practice language directly through seeing and listening to native speakers, and discover target culture.
- YouTube can encourage them to talk through providing different new events, ideas and themes, also new learning strategies which are various from traditional ones.
- students can be motivated through being responsible for uploading their own videos and selecting topics. All of this would promote them to share their thoughts.
- On other hand, other participants disagreed about YouTube can motivate students to speak since YouTube includes difficult native speakers conversations, so that not all students understand these discussions and they said that YouTube videos can lost time.

To sum up, although YouTube videos have some disadvantage in teaching process such as wasting time, but plenty of teachers believe they are useful tools which can motivate EFL learners to speak, and make them more engaged in language performance.

**Question nineteen:** In your opinion, YouTube videos can?

Table 38:

*YouTube Videos' Effectiveness*

Responses	Participants	Percentage%
Improve Pronunciation	08	53.33
Develop vocabulary	04	26.66
Provide authentic language	02	13.33
All them	01	6.66
Total	100	100

This item shows that the majority of participants (53.33%) reported that pronunciation can be improved through using YouTube videos. Four respondents (26.66%) said that YouTube videos can develop vocabulary rather than other aspects. Furthermore, two informants (13.33%) claimed that authentic language mostly can be provided when YouTube implemented. Only one answered that these tools can improve pronunciation, develop, vocabulary, and provide authentic language; Actually, YouTube videos as audiovisual aids can affect positively on pronunciation, vocabulary and authentic language because they may gather all speaking aspects in one conversation.

**Question Twenty:** according to you, which language skill can improve more by using YouTube videos?

Table 39:

*The Most Enhanced Skill by YouTube Videos*

Responses	Participants	Percentage%
Listening	07	53.33
Speaking	09	60
Reading	00	00
Writing	00	00
Total	100	100

As it is shown in this table, seven participants making up (46.66 %) stated that YouTube videos can enhance listening. Surprisingly, nine making up (60%) said that YouTube videos can develop speaking. No one argued that YouTube videos can improve reading or writing skills. Importantly, YouTube can develop all language skills, but not all teachers aware about the effectiveness of these online websites. However, speaking skill is most affected because they considered as link of seeing and hearing, so when students view and listen at the same time they can understand and interpret the topic correctly

**Question twenty one:** Can YouTube videos help students enhance oral fluency more than other methods?

Table 40:

Teachers' using YouTube videos rather than other materials



Responses	Participants	Percentage%
Yes	03	20
No	12	80
Total	100	100

This table indicates that more half percentage of teachers (80%) disagreed about YouTube videos can enhance the students' speaking skill. However, three numbers(20% ) form argued that YouTube can improve oral proficiency better others. Their justifications are summarized as following:

- YouTube can develop oral production than other methods.
- YouTube videos could be effective tools used in teaching EFL, absolutely they did not consider them only as the beneficial methods in enhancing students' speaking skill because there are other useful materials such audio records, and role plays, games, conversation, storytelling which help students to practice language.
- YouTube videos can be suggested tools inside OE classrooms in the purpose of improving learners' communicative competence; mainly because they are updated tools, enable learners to discuss and comment.

**Question Twenty Two:** When you integrate YouTube videos inside the classroom, what are the obstacles that you face?

Almost teachers said that the main obstacles that they faced while integrating YouTube videos inside the classroom are lack of materials (L. computers, data show, PC, data projector) and the unavailability of internet. Whereas others teachers claimed that

limited time, a huge number of students are the major obstacle, here the opportunities of speaking are not provided for all participants.

To conclude, technological tools become as crucial materials in the teaching and the learning processes. Unfortunately, EFL teachers are facing different difficulties when using these methods inside the classroom such as limited time, lack of internet. Thus, teachers avoid using YouTube videos which may affect negatively on developing students' oral communication.

**Question Twenty Three:** What are your attitudes towards the impact of using YouTube videos on developing speaking skill?

The majority of teachers had positive attitudes towards using YouTube videos inside the oral expression classroom in order to improve students' oral fluency. They said that YouTube videos as technological aids can change the way of EFL teaching and learning. Through the integration of these aids, students can expose to authentic language, they can be reliable with native speaker conversations. Other said these tools create motivation inside the classroom and add a fun and an enjoyable atmosphere. Whereas two teachers had negative attitudes towards YouTube videos in enhancing students 'speaking skill because they believe that these audiovisuals only waste time and lost learners' attention.

**Question twenty Four:** Any suggestion or comments

Teachers added some suggestions and comments concerning the impact of YouTube videos in developing speaking skill.

- They suggested that using YouTube videos can give more opportunities for learners to practice language in real situations;

- They can improve oral fluency through listening and imitating the native speakers.
- These aids can be used as teaching tools besides other methods.

### **3.2.5. Summary of the results and Findings from Teachers' Questionnaire**

In this study, the results show that the majority of the oral expression teachers had a degree magister degree (80%). Their teaching experience is different from one to another, thus the most of them (20%) are experienced in teaching English language. Additionally, all the teachers (33.33%) were not enough experienced in teaching oral expression since they are teaching other modules. (53.33%) considered speaking is the most important skill in mastering language. The majority of them (100%) argued that their students sometimes speak in oral expression. In this respect, all of them (100%) claimed that they encourage their learners to talk through using varied ways. Most of the teachers argue that the lack vocabularies and pronunciation mistakes are the main problems that face students in speaking as a result of lack reading as well as lack practice language in real contexts. Then, (60%) said that they use conversation, Role plays, games, information gap as the principal activities in order to promote their students to converse and participate. All teachers (40%) argued that the main focus while teaching speaking skill.

The majority of teachers (68.66% ) use authentic materials in oral expression classroom, and the most teachers said that they use YouTube videos as teaching method in OE (60%)and these tools are sometimes used(73.33%). However, the movies videos are considered as the preferred videos they like (46.66%). Thus, all EFL teachers (86.66%) argued about the integration of YouTube videos mainly inside oral expression classrooms.

Generally, YouTube videos can be applied as pedagogical tools inside the classroom particularly to improve students oral proficiency (according to86.66% of teachers), since they may motivate learners to participate (86.66%). YouTube videos are available with native

speakers conversations students will improve their authentic language in real contexts. Moreover, most teachers (53.33%) agreed that YouTube videos may boost pronunciation. Teachers have shown a high degree of agreement (60%) that YouTube videos can impact positively in both speaking and listening skills because if students listen the discussion carefully, their interpretation would be correct. Accordingly, YouTube videos are more effective teaching methods that may advance students' oral fluency. Also there are some other ones which can encourage learners to talk and participate such as songs, role plays, free discussion and games (according to 80% of teachers). The main obstacles that faced teachers when teaching speaking skill are lack of materials and unavailability of internet (73.33%). Teachers had positive attitudes towards the use of YouTube videos in OE because they help EFL learners to expose a real language and to have different accesses with native speaker's conversation.

## **Conclusion**

The results and the analysis concluded from the questionnaires reveal that the third year LMD students still face many problems in oral production. Furthermore, the teachers and students have positive attitudes towards the use of YouTube videos in EFL classrooms; this is principally due to these audiovisual aids are regarded as innovative teaching methods which can provide updated knowledge in teaching and learning foreign language. Therefore, these questionnaires were as beneficial survey for teachers to be aware about the importance of implementing YouTube videos in the classroom. Additionally, students may recognize the great benefits of these tools, particularly to solve their speaking problems. Despite of many difficulties of using YouTube videos inside classrooms, teachers and students still consider these accessible websites as open windows for teaching and learning foreign language in general and developing oral proficiency in specific.

## **Pedagogical Implication**

The present study focuses on the importance of using YouTube videos in EFL for developing EFL students' speaking skill. The analysis and the findings concerning the present research topic show that students can boost their oral fluency through applying YouTube videos. Therefore, the research's hypothesis is affirmed. This is meant that there is a positive relation between YouTube videos and the speaking skill. Based on the analysis of the interpretation of this study, we have to set recommendations that can be helpful for teachers and learners:

### **To Teachers**

- 1- Teachers need to integrate YouTube videos in teaching EFL especially to ameliorate students' oral communication and to enable them encounter learning foreign language difficulties.
- 2- YouTube videos should be applied as pedagogical tools in teaching and learning processes; essentially to be as educational sources for getting knowledge and sharing information.
- 3- Teachers should use different learning styles and strategies which are appropriate for all learners' level in classes.
- 4- Teachers need to build a good relation with their students, through providing equal opportunities and encouraging them to speak. And giving positive feedbacks and using equal evaluative tools.
- 5- Teachers should use YouTube videos as motivational materials which provide an interesting learning environment; they ought to push learners to gain knowledge and to share their thoughts appropriately.

6- In foreign languages classrooms, teachers need to focus more on the development of learners' communicative and linguistic competences.

7- Teachers should provide more authentic materials like YouTube videos, internet in order to provide authenticity in learning.

8- Teachers are advisable to apply different, interesting, changed activities to help students discover their abilities and develop their critical thinking such as role plays, games... and it is need to replace the conventional teaching methods by technological ones to make classroom more interactive.

9- Teachers ought to provide more time in the classroom to converse and to show linguistics competences.

10- Teachers can create an interactive classroom atmosphere by setting suitable YouTube videos such as movies videos, music, songs, documentary, creating a good climate and make learners responsible for selection of these materials.

13- Teachers ought to diagnose their students' pronunciation mistakes and correct them directly.

15- Teaching speaking is an important process in the foreign language, so that it should base on using YouTube videos in the aim of bringing benefits in EFL classroom. Here, students have more chances to increase oral speaking through different learning styles.

### **To Learners**

1- Be more confident, never be afraid to speak and discuss ideas freely. Don't be hesitating.

2- Try to be part of communication, being listener and speaker at the same time.

3- Students should be aware about the significance about the use of YouTube videos as source of information and tools for improving their language skills particularly speaking skill. 4- Students try to overcome their speaking problems through using various types of videos according to their learning styles and their levels.

5- Try to speak only E Language and avoid speaking mother tongue, and try to enrich vocabulary to communicate freely.

### **Suggestions for further studies**

This study is devoted to examine the teachers and students attitudes towards the implementation of YouTube videos on developing speaking skill. This strategy was suggested especially to solve EFL learners' problems in oral proficiency. Generally, YouTube videos can bring a lot of advantages in teaching and learning process. Thus, some suggestions are proposed for future researches:

1- Further research needs to investigate the importance of implementing YouTube videos in developing language skills, such as writing, and reading.

2- The role of using YouTube videos in teaching cultural knowledge about target language target.

3- Conduct a research about the effectiveness of using YouTube videos as a source of getting knowledge.

### **3. GENERAL CONCLUSION**

The aim of the present study is to develop EFL students' speaking skill through YouTube videos. It investigates whether the use of YouTube videos inside EFL classrooms may improve the third year LMD learners' oral proficiency or not. Since speaking skill is not easier task and it needs more practice in real situations to get an authentic language, to enhance pronunciation and vocabulary. In This study, we hypothesize that if EFL teachers, at the University of 08 Mai 1945, Guelma, use YouTube videos inside the classroom,



students speaking skill would be improved. Thus, the integration of YouTube videos as teaching method can improve students' proficiency in communication.

The current study relied on two questionnaires assigned to both oral expression teachers and the third year students as data gathering tool in the aim of gathering information about their perceptions and opinions towards the speaking skill, YouTube videos, and confirming two variables. The majority of the teachers and students are considered the integration of YouTube videos in oral expression courses as an effective method to enhance communicative competence, which had confirmed the hypothesis: if EFL teachers use YouTube videos inside the classroom, students' speaking skill would be improved.

Generally, the results and analysis get from questionnaires proved that the EFL learners and particularly third year have lack in oral proficiency which affects negatively on language proficiency. Hence, it is important for teachers to be more aware about the significance of integration YouTube videos as teaching method inside the foreign language classroom, and students too, should adapt these tools for developing their speaking skill.

## **Dedication**

In the name of Allah Almighty. The most Gracious, The most Merciful  
Praise be to Allah for blessing me with Strength and peace to succeed in my life.

I want to dedicate this work

To

My Mother

A strong, sympathetic, sacrificed and gentle soul who believe in my abilities and help  
me to accomplish my studies. Thank you so much for your support.

My Father

The one who motivated and encouraged me all the way long, to the person who  
denoted me love and care, and the one who taught me to be patient  
Thank you for help and giving me the chance to study and succeed.

My lovely sisters

(Naziha, Houda, Nawel)

I am grateful to have sisters like you. I thank you for continuous love,  
encouragement and support.

My brothers

I am so lucky to have brothers like you. Thanks for your trust and support.

My friends

For All friends whom shared the university life with its lights and shadows.

To my closest friends: Amira, Sonia; Nadjoua and Souha.

All those who love

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### **Abstract**

Speaking is one of the most important language skills. It plays a crucial role in foreign language learning and teaching, which needs attention and interest among learners and teachers. However, the majority of EFL learners at the University of Guelma face many difficulties in their oral communication because the lack of language practices in real contexts. The present study attempts to investigate teachers' and students' attitudes towards the use of YouTube videos in developing EFL speaking skill. The current research has used a quantitative descriptive method to show the importance of using these tools to maximize students' oral production. To examine the research hypothesis, two questionnaires for both teachers and students have been adopted as tools for data collection at Department of English Language, at the University of 08 Mai 1945 Guelma). The research was conducted with a sample of 100 third year students which selected randomly and 15 oral expression teachers. The analysis of these questionnaires revealed that EFL teachers and students hold favorable attitudes towards using YouTube videos inside the classroom to develop speaking skill, in addition the findings also showed that both teachers and students are aware about the importance of YouTube videos in raising their self confidence, practicing language as in real world contexts, and in reducing their reluctance to speak. Thus, it is strongly recommended that it is better to integrate YouTube videos in EFL classrooms to develop learners' speaking skills.

**Key words:** English a foreign language, Speaking Skill, YouTube videos

## **List of Abbreviations**

**AMs:** Authentic Materials

**CC:** Communicative Competence

**CLT:** Communicative Language Teaching

**FL:** Foreign Language

**EFL:** English a Foreign Language

**ESL:** English as a Second Language

**OE:** Oral Expression

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# Appendices

## **Appendix I**

### **Students' Questionnaire**

**Dear Students,**

This questionnaire is a part of research work carried in the department of English at the University of Guelma. This research aims to investigate the importance of using YouTube videos in the EFL classroom to develop speaking skill. Your answers will provide more information about this research.

Please, try to reply these questions or to tick the appropriate answers and cross the suitable box(X), and justify your answers when needed.

**Bengheddab Nadjoua**

**Master 02: LMD**

**Department of English**

**University of 08 Mai 1945, Guelma**

### **Section one: Background knowledge**

**1-** How many years have you been studying English?

.....

**2-** What is your level in English language?

a- Good

b- Very good

c- Bad

d- Very bad

### **Section Two: Students attitudes' towards speaking skill**

**3-** According to you, which is the most important language skill?

a- Listening

b-Speaking

c- Reading

d- Writing

**4-** How consider your speaking skill?

a- Good

b- Average

c- Bad

**5-** How do you find speaking skill?

a- Easy

b- Difficult

c- Normal

Justify

.....

**6-** Do you face some difficulties when you speak inside classroom?

B- Yes

b- No

**7-**If yes what are these difficulties?

a- Lack of Vocabularies

d- Uncorrected pronunciation

d- Lack of practice language

e- Grammar mistakes

f- All them

**8 –** Does your oral teacher motivate you to speak?

a- Yes

b- No

Why, Justify

.....

**9-** How often your teachers give you opportunity to speak?

a- Always

b- Sometimes

c- Often

d- At all

**Section Three: Students' Attitudes towards YouTube videos**

**10-** Do you watch YouTube videos outside classroom?

a- Yes

b- No

**11-** How often do you watch YouTube videos outside classroom?

a- Every day

b- Rarely

c- Never

**12-**What is the aim of using YouTube videos?

a- To get information

b- To entertain

**13-** Do you use YouTube videos to improve your English language skills?

a- Yes

b- No

**14-** If yes, which type of YouTube video do you prefer to watch?

a- Movies video

b-TV. Clips

c- Documentary films

d- Music video

**15-** Does your oral expression teacher use YouTube inside classroom?

a- Yes

b-No

c- If others, specify.

.....

**16-** How much do you enjoy learning English language when teacher use YouTube in oral expression little

a- Much

b- Little

c- Not at all

Justify

.....



#### Section four: The Impact of Using YouTube on Developing Speaking Skill

17- What are the teaching methods used by oral courses teacher inside classroom?

a- Visual aids

b- Audio aids

c- Audio-visual aids

18- Does the use of YouTube as teaching method in oral courses is beneficial?

a- Yes

b- No

Why, justify

.....

19- How often your oral courses teacher uses YouTube videos to motivate you speak?

a- Always

b- Sometimes

c- Rarely

d- Never

20- Do you participate more when your teacher uses YouTube to develop your oral proficiency?

a- Yes

b- No

If no, justify

.....

**21-** Do you think that using YouTube videos in oral expression, they will improve more?

a- listening

b- Speaking

d- Authentic language

**22-** What is the main speaking aspect that can be enhanced through using YouTube?

a- Grammar

b- Pronunciation

c- Vocabulary

d- All.

**23-** What is your attitude towards using YouTube videos as a teaching tool in oral expression courses in order to develop EFL speaking skill?

.....

.....

**24-** Any suggestion or comment please.

.....

.....

**Thank you for collaborations**

## **Appendix II**

### **Teachers' Questionnaire**

**Dear teachers,**

This questionnaire is designed to gather some information about teacher's attitudes towards the speaking skill, YouTube videos, and the impact of using YouTube videos on developing speaking skill. You are kindly requested to answer these questions.

Please, answer these questions and tick the appropriate answer and comment when necessary. May I thank you in advance for your cooperation.

**Bengheddab Nadjoua**

**Master 02: LMD**

**Department of English**

**University of 08 May 1945, Guelma**

**Section One: Background Knowledge.**

1- Specify your qualification, please?

a- Licence

b- Master

c- Magister.

d- Doctorate.

2- How long have you been teaching English Language?

.....years.

**Section Two: Teachers' Attitudes towards Speaking Skill**

3- How long have you been teaching oral expression?

.....

4- In your opinion, to what extent you consider speaking as the most important language skills?

a-High

b- Medium

c- Low

5- How many students speak in your oral courses?

a- All them

b- Some of them

d- No one

6- Do you encourage your students to speak?

a- Yes

b- No

**07-** If yes, how

.....  
.....

**08-** What are the main speaking difficulties that your students face?

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

**09-** What activities do you apply in teaching speaking skill?

a- Conversation

b- Role plays

d- Games

e- Information gaps

f- All them

Others

.....

**10-** When you teach oral courses, what is the main speaking aspect you focus mostly?

a- Grammar

d- Pronunciation

c- Fluency

d- Accuracy

E-Vocabulary

f- All of them

### **Section Three: Teachers' Attitudes towards YouTube Videos**

**11-** Do you use authentic materials in oral expression classroom?

A-Yes

b- No

**12-** Do you use YouTube video as teaching method in oral courses?

a- Yes

b- No

**13-** If yes, how often do you use the videos?

a- Always

b- Sometimes

c- Rarely

**14-** What kind of videos do prefer to you use in teaching speaking skill?

a- Movies

b-Music

c- Documentary

e- TV. Clips

**15-** How important do you consider integrating YouTube inside oral expression classrooms?

a- A lot

b- Little

c- Not all.

**Section four: The Impact of Using YouTube on Developing Speaking Skill.**

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

a- Agree

b- Disagree

c- Strongly agree

d- Strongly disagree

**17-** Do you think that YouTube may motivate students participate in oral courses?

a- Yes

b- No.

Justify.....

**18-** In your opinion, YouTube video can:

a- Improve pronunciation

b- Develop vocabulary

c- Provide authentic language

e- All them

**19-** Which language skills can be improved through using YouTube videos in oral expression:

a-- Listening

b - Speaking

d- Reading

e - Writing

**20-** YouTube may help EFL students enhance their oral fluency more than other methods?

a-Yes

b-No

Justify

.....

**21-** When you integrate YouTube videos inside OE classroom, what the main obstacles you faced?



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

22- What are your attitudes towards the impact of YouTube videos in speaking skill?

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

23- Any suggestion or comment please.

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

**Thank you for your collaboration**

## Résumé

La parole est une capacité très importante en la langue. Elle a un rôle efficace pour l'enseignement et l'apprentissage des langues étrangères. La présente étude tente d'enquêter sur les études des enseignants et des étudiants vis-à-vis de l'utilisation de vidéos YouTube pour développer les compétences linguistiques en anglais langue seconde. Ce travail concerne principalement l'utilisation de cette technique en classe pour améliorer les compétences orales des apprenants. La recherche actuelle a utilisé une méthode descriptive quantitative pour montrer l'importance de l'utilisation de ces outils pour maximiser la production orale des étudiants. Pour examiner l'hypothèse de recherche, deux questionnaires destinés aux enseignants et aux étudiants ont été adoptés comme outils de collecte de données au Département de langue anglaise de l'université du 08 mai 1945 (Guelma). La recherche a été menée sur un échantillon de 100 étudiants de troisième année au hasard sélectionnés au hasard et 15 professeurs d'expression orale. L'analyse a révélé que les élèves et les enseignants ont une vue positive pour l'utilisation de vidéos YouTube pour développer la compétence orale. Cependant, l'utilisation de vidéos YouTube peut être mise en œuvre comme technique pédagogique efficace pour enseigner la maîtrise de la parole, en particulier pour aider les étudiants à pratiquer l'anglais oralement et élève sa confiance pour discuter. De ce constat, il existe une relation positive entre les vidéos YouTube et le fait de parler. Il est donc fortement recommandé pour intégrer des vidéos YouTube dans les classes d'anglais langue seconde afin de développer les compétences.

Mots Clés : Anglais Langue Seconde, La Compétence Orale, YouTube Videos,

## المخلص

يعتبر الكلام من اهم كفاءات اللغة, بحيث يلعب دورا فعالا في تدريس اللغة الأجنبية وتعلمها. اذ انها يتطلب التركيز من الاساتذة ان معظم طلبة اللغة الانجليزية يواجهون صعوبات في التواصل الشفوي وهذا يعود الى نقص ممارسة اللغة على ارض الواقع بحيث تحاول الدراسة الحالية تقصى انطباعات كل من المدرسين والطلبة حول مدى تأثير استخدام الفيديوهات على تطوير لغة الانجليزية كلغة أجنبية. اذ يتعلق هذا العمل أساسا باستخدام هذه التقنية داخل القسم بغرض تحسين كفاءة مهارات الشفوية لدى الطلبة وقد استند هذا البحث الى المنهج الوصفي الكمي لكشف عن أهمية استعمال هذه الوسائل لتحسين نتائج الطلبة. فما يخص مهارات الشفوية قد تبني استبيانات لكل من الأساتذة والطلبة لتقييم فرضية البحث حيث تعتبر كوسائل لجمع البيانات و المعلومات في قسم اللغة الغة الانجليزية بجامعة 8 ماي 1945 بقالمة وقد تم اجرائها من خلال عينة تتكون من مئة طالب في السنة الثالثة حيث تم اختيارهم عشوائيا كما اشتملت هذه العينة على خمسة اساتذة تخصص تعبير شفوي وقد اظهرت هذه البيانات ان كلية اساتذة اللغة و طلبة اللغة الانجليزية لديهم رأي ايجابي حول استعمال فديوهات اليوتيوب كتقنية بداعوجية فعالة في تدريس التحدث ورفع الثقة بانفس لهذا من الضروري لادراج فيديوهات اليوتيوب بقسم اللغة الانجليزية كلغة اجنبية لتطوير مهارات التحدث لدى الطلبة.

كلمات المفتاحية: الانجليزية لغة اجنبية, كفاءة الكلام, فديوهات اليوتيوب.