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The Impact of YouTube Motivational Videos on EFL Learners' Oral Presentations:

The Case study of Second Year LMD Students at University of 08 Mai 1945, Guelma.

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

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DEDICATIONS

In the name of Allah, Most Gracious, Most Merciful All the prayers are due to God alone, the sustainer of all worlds.

I would like to dedicate this master's dissertation to my parents, No matter how far I fall; they are always there to lift me back up with their love and guidance. I am truly thankful and honored to have you as my parents .Thank you from the bottom of my heart

To my brothers: Djalil, Ayoub and mostly to my beloved Soufiane, who always brings joy to my days by his childish ideas. My lovely brothers, thank you so much for offering your unwavering support and care

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Last but not least I wanna thank me for believing in me , I wanna thank me for doing all this hard work and never quitting

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DEDICATIONS

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Abstract

This study investigates the impact of YouTube motivational videos on enhancing speaking proficiency among EFL learners, particularly in oral presentations. The primary aim is to determine the effectiveness of these videos in increasing students' engagement, confidence, and willingness to participate in oral activities. The study hypothesizes that YouTube motivational videos can significantly improve learners' speaking skills by helping them overcome challenges such as anxiety and lack of fluency. A descriptive quantitative method was used, employing questionnaires distributed to second-year LMD students and teachers at the University of 08 Mai 1945 Guelma. The findings support the hypothesis, revealing that both students and teachers hold positive attitudes toward integrating YouTube videos into language learning, and students experience notable improvements in their speaking proficiency. The study contributes valuable insights into how digital tools can be used to enhance language learning outcomes in EFL classrooms

Keywords: YouTube motivational videos, speaking proficiency, EFL.

List of Abbreviations

YT.M.V: YouTube Motivational Video

EFL: English Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching

SDT: Self-Determination Theory

L2: Second Language

MALL: Mobile Assisted Language Learning

TED: Talks Educations

M.L: Mobile Learning

WWW: World Wide Web

Q: Question

P: Page

n.d: No Date

et, al: and

others

e.g: for example

prgh: Paragraph

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GENERAL INTRODUCTION

1. Background of the Study

The study of language acquisition and competency, especially for non-native speakers, includes a wide range of techniques and resources. Digital platforms like YouTube have grown to be important learning tools in recent years. Motivational films are becoming more and more popular among the variety of content available because of their ability to both inspire and educate.

Education has been completely transformed by the use of technology in general and the Internet in particular. Web blogs, Facebook, Skype, Twitter, and YouTube are just a few of the platforms that have become essential to education. Technology "Technology offers new ways for practicing language and assessing performance" claim Dudeney & Hockly (2007) (p. 8). Global communication is facilitated by the World Wide Web (WWW), which enables educators to instantly impart information and culture while exchanging ideas and working together on research projects. Therefore, including these platforms—especially YouTube—into the classroom can improve learning significantly, especially for those studying English as a foreign language (EFL). Students can benefit from watching YouTube videos, particularly those that teach and focus on vocabulary, as they can help them understand written and spoken communication. YouTube is an important educational tool that provides EFL students with an entertaining method to hone their language skills, hear from native English speakers, and pick up vocabulary through a range of visually stimulating classes that enhance memory recall.

The current study intends to demonstrate the usefulness of YouTube videos as supplemental material to diversity the classroom environment and to emphasize the significance of using them to improve the oral presentation of EFL learners. This variety boosts students' enthusiasm and encourages constructive communication between students and professors as well

as between students. Furthermore, they can share ideas, comments, views, and discuss different subjects in real contexts, making YouTube videos a valuable tool in enhancing speaking proficiency through motivational content.

2. Statement of the Problem

Speaking is one of the main difficulties that students encounter when learning English. To become proficient in speaking, one must be able to apply grammar and vocabulary in real-time conversations with accuracy and fluency, which goes beyond simply understanding these concepts. A common issue among English language learners is that they lack practice and useful speaking techniques, which makes it difficult for them to communicate orally. Because they place more emphasis on theoretical knowledge than on practical application, traditional classroom education approaches frequently fail to meet these needs. In addition, the time allotted for each language session is so short that teachers are unable to devote enough time to helping pupils improve their speaking abilities.

As a result, research into alternate methods for instructing and learning speaking abilities is necessary. Using YouTube as an additional tool is one such strategy. A wide selection of films on YouTube can aid students in developing their general fluency, intonation, and pronunciation. Learners can improve their comprehension of how to use English naturally and successfully by observing and listening to native speakers in a range of situations. YouTube videos' interactive and captivating qualities can also keep students' interest and motivation levels high, which improves the efficiency and enjoyment of the learning process.

3. Significance of the Study

This study is very important for many reasons. First, because it will bring some benefit in the field of English learning and teaching in general. So, the finding can help to obtain the new insights and thoughts from the students towards using of YouTube Videos as motivation materials to develop their oral presentation and to make learning English more attractive and involved. Also, it can aid teachers to enhance their teaching instruction besides the use of textbooks to help students to learn English in an appropriate way. Another reason, it will help the researchers to use references of this work to aid them in their future

4. Aim of the study

This dissertation aims to investigate the influence of YouTube motivational videos on improving EFL learners' speaking proficiency, particularly in oral presentations. The research seeks to identify the extent to which these videos can be a useful resource in increasing students' engagement, self-confidence, and overall communication skills. Moreover, it explores the role of these motivational videos in enhancing learners' willingness to participate in oral activities and how they can contribute to overcoming common speaking challenges, such as anxiety and lack of fluency. Additionally, this study intends to assess teachers' perspectives on the integration of such digital tools into the language learning curriculum, with the goal of fostering a more dynamic and student-centered learning environment. By doing so, this research contributes to a better understanding of innovative methods for enhancing speaking proficiency in EFL classrooms.

5. Research Questions

This Study is intended to answer the following questions:

1. How do YouTube motivational videos impact learners' speaking proficiency?

6. Hypotheses

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 motivational YouTube videos inside EFL classroom, students' speaking skill would be developed.

H0: If teachers use motivational YouTube videos inside EFL classroom, students 'speaking skill would not be developed.

7. Research Methodology and Design

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

8. Population and Sample of the Study

8.1. Students' Sample

In this research, the sample is chosen randomly and the population consists of the second year LMD students at English Department of 08 Mai 1945,University, Guelma. sample consists of 50 participants selected randomly from the entire groups. The second-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.

8.2. Teachers' Sample

The sample is handed to 09 teachers at the Department of English, University of 08 Mai 1945, Guelma. They are selected randomly. Teachers need to know that using YouTube in EFL classrooms would facilitate the learning process and give students the opportunity to deal with new methods.

9. Structure of the Dissertation

This research divided into three main parts. The practical part and the field work. The First chapter is devoted to giving a general overview about YouTube videos. Through this chapter, we try to present YouTube's usefulness in a foreign language teaching and learning. Also we provide its basic pedagogical applications to develop the language skills, and finishing by YouTube's potential problems and challenges. The second chapter is divided to give an overview about speaking skills. We explain the different definitions of speaking by various experts. After that, we mention its importance in the process of foreign language. Then finishes by showing the main techniques and strategies for teaching oral presentation. The third chapter is allocated with the analysis of students and teachers' questionnaires to analyze and interpret the finding to prove the _effectiveness of YouTube videos in enhancing EFL learners speaking proficiency.

Chapter One:

YouTube Motivational Videos

Introduction

An overview of the studies on the application of motivating movies in educational settings is given in this chapter. It has been demonstrated that watching motivational films significantly improves students' learning motivation and results. Multimedia content produced with the goal of inspiring, encouraging, and boosting the viewer's motivation to achieve certain goals or perform better in a range of real-life scenarios is known as motivational videos. These videos frequently employ a mix of audiovisual components to arouse strong emotional responses in viewers and inspire acti As long as they are correctly developed and integrated into educational programs, motivational movies have the potential to be a very powerful tool for increasing student enthusiasm, self-efficacy, and academic accomplishment. These films can inspire students to set greater objectives, persevere through difficulties, and take responsibility for their own education by appealing to their emotions. The definition, traits, and forms of motivating movies will all be covered in this chapter, along with an overview of the main conclusions drawn from earlier research on the subject's applicability in educational settings. To improve student achievement and create instructional tactics that work, it is essential to comprehend the role motivation plays in learning and how motivational films can help on.

1.1. Definition and Classification of Motivational Videos

1.1.2.Definition of Motivational Videos

Multimedia content created with the intention of inspiring, motivating, and enhancing the viewer's motivation to accomplish particular objectives or perform better in a variety of life situations is known as motivational videos. These movies frequently use a combination of

audiovisual elements to elicit strong feelings from viewers and motivate them to take action. Although academic definitions and viewpoints on motivational films differ, they generally agree that the goal of these videos is to positively affect the viewer's psychological state.

Smith and Kosslyn (2018) define them as "video content that uses a combination of storytelling, powerful imagery, and emotive music to inspire and energize viewers." . Music videos have evolved into a powerful tool that inspires and motivates viewers with the aid of captivating images, compelling storytelling, and upbeat music. This media uses a potent musical combination with striking visual visuals to affect the perceptions, emotions, and experiences of its audience. that the enjoyment and emotional reactions of the audience to a music video can be significantly influenced by the memory of its visual components. However, the soundtrack of a video can affect how a viewer interprets and retains its visual content. The cognitive mechanisms that underpin these effects during interaction with a music video involve the formation of mental images that are both visual and aduditory/musical. This amplies that music videos are a powerful medium that may immerse viewers through the utilization of both aural and visual processing (Wilson, n.d.).

This section persuasively examines the ways in which music videos enthrall and excite viewers through the use of narrative, imagery, and music. It draws attention to the important impact that visual memory has on audience satisfaction and affective reaction, as well as the part that music plays in influencing how images are interpreted. All in all, it highlights the power of music videos as a powerful medium that skillfully combines visual and aural components to provide audiences with engaging and engrossing experiences. NHL players were the focus of a research done by Halliwell (1990). He created a video compilation of their greatest game-day performances, adding their favorite songs to the mix. He then looked at the

connection between the subjects' performance after watching the film and their viewing behavior. The findings demonstrated that watching the film improved the target players' performances and raised their self-confidence. In this sense, motivational videos are audiovisual materials created with the express purpose of inspiring and uplifting people through the presentation of positive case studies of their own or other people's accomplishments, frequently paired with inspirational music or narration. The emotional reactions that these videos hope to elicit can lead to improved motivation, self-assurance, and performance in a variety of contexts. These motivational videos included examples of vicarious exper!ience and modeling as they were match analyses for a collegiate netball team (Jenkins et. al, 2007). motivational videos were used as part of match analyses for a collegiate netball team, incorporating elements of vicarious experience and modeling. The process of learning and building confidence from witnessing the successful performances of others is known as vicarious experience. Conversely, modeling entails exhibiting particular actions or abilities that others can copy. Vicarious experience is the process of learning from the successes of others. Observing others do successfully might give you more self-assurance and inspire you to reach your own potential. even though Modeling is the process of exhibiting particular abilities or actions so that others can imitate them. You can pick up the proper methods and behaviors from these examples to raise your own game. Players could thus learn from and gain more confidence in their own abilities by watching their colleagues or other accomplished athletes in action in these inspirational videos.

Schunk, Pintrich, and Meece (2008) define motivation as "the process whereby goal-directed activity is instigated and sustained" (p. 4). Motivation characterizes as the process that starts you on the path to achieving a goal and keeps you going after you've reached it. Let's say

you want to learn how to play the guitar. It's motivation that gets you to take up the guitar and begin to practice. What first motivates you to desire to study is the enthusiasm or interest. Motivation, however, doesn't end there. It also contains the things that motivate you to practice consistently in the face of difficulty or a lack of quick success. It is what keeps you devoted and helps you get through the difficult times .Therefore, motivation is akin to the combination of the initial spurt to begin working toward your objective and the continuous urge to stay on course. It's necessary not only to start something from scratch but also to persevere and see it through to completion.

According to Berk (2009), in order to engage viewers on a deeper level, motivational videos frequently arouse strong emotions. They do this by combining music, narration, and striking imagery to elicit an emotional response that can encourage and inspire viewers. The focus of motivational movies is on "personal effort and ability changes," which shifts the focus of success criteria to individual effort and improves academic achievement and motivation. Motivational videos that primarily focus on "personal effort and ability changes" modify the standards of success to emphasize individual effort. Through the presentation of personal accounts of individuals who have surmounted obstacles through tenacity, these movies encourage viewers to have faith in their own capacity for development and enhancement. As viewers are inspired to take charge of their learning, set higher objectives, and persevere in the face of difficulties, there is an improvement in academic motivation and accomplishment as a result of this emphasis on individual work and the possibility of change. According to Oatley (1992), we cannot choose our emotions, but we can modify, interpret, and vary their implication. He says that although we can't directly choose the emotions we experience, we can choose how we react to and handle those emotions. In essence, we cannot choose not to

feel a certain way—emotions come to us naturally. Once an emotion manifests, though, we may work to control its strength, comprehend its origins, and modify our behavior in reaction to it. You cannot simply decide not to be nervous, for instance, if you are nervous about a presentation that is coming up. However, you might try to perceive that anxiousness as a positive thing, such that you're concerned about how you come across. To lessen the effects of the anxiousness, you can also use methods like deep breathing or visualization; decide to concentrate on being ready and practicing to increase your self-assurance. Oatley highlights our capacity to shape the way our emotions affect us, even if we can't control their initial appearance.

According to Mayer (2008), well-made instructional videos should be made with the least amount of unnecessary cognitive processing, the management of intrinsic processing, and the promotion of generative processing in mind. In particular, he suggests Maintaining videos' clarity, concentration, and conciseness will help to prevent cognitive overload and guarantee that the main point is conveyed successfully. reducing superfluous detail, interruptions, and unrelated material dividing videos into manageable, segmented segments and adding text-based hints, summaries, and introductions for the key ideas putting into practice ideas like optimum video duration, transitory information management, and modality to make the material as simple to learn as feasible.

In other words, this entails minimizing needless complexity and distractions while maintaining content emphasis and conciseness. Understanding and recall are improved by breaking up movies into digestible portions and including textual cues for important themes, summaries, and clear introductions. Aside from encouraging active learning and engagement, using principles like the ideal video length and efficient handling of visual and auditory

information also makes the content more approachable and favorable to successful learning outcomes. The Journal of Experimental Social Psychology published a study by Wieber, Gollwitzer, and Sheeran (2014) that showed how implementation goals can control automatic mimicking actions in a deliberate manner. The researchers discovered that participants' actual mimicking behavior was influenced by their implementation intentions, which they formed to either increase or decrease mimicry. To be more precise, individuals who created an implementation intention to raise mimicry demonstrated increased mimicry, whereas individuals who created an implementation intention to decrease mimicry demonstrated decreased mimicry. These results advance our knowledge of how implementation intentions function as a self-regulation tactic to manage automatic reactions and promote goal attainment. This study shows that implementation objectives can affect automatic mimicking behaviors on purpose. Individuals who made deliberate plans to either increase or decrease mimicking showed comparable modifications in their real actions. This study highlights the strategic importance of implementation intents in self-regulation and provides a sophisticated knowledge of how people can effectively control and modify their instinctive reactions to accomplish particular objectives. It emphasizes how psychological findings can be applied practically to everyday behaviors and goal-directed actions.

1.2.2. Types of Motivational Videos

1.2.1. Educational motivational videos Educational motivational videos:

The purpose of these videos in an educational context is to inspire and motivate viewers, usually through promoting learning, academic achievement, and personal growth. According to Mayer (2008), effective educational videos should use multimedia learning principles in

order to engage viewers' cognitive processes. This is in line with her Cognitive Theory of Multimedia Learning. According to Mayer (2008), this entails utilizing text, voice, and images in a way that complements each other to strengthen the educational content rather than repeating it. The purpose of these videos in an educational context is to inspire and motivate viewers, usually through promoting learning, academic achievement, and personal growth. According to Mayer (2008), effective educational videos should use multimedia learning principles in order to engage viewers' cognitive processes. This is in line with her Cognitive Theory of Multimedia Learning. According to Mayer (2008), this entails utilizing text, voice, and images in a way that complements each other to strengthen the educational content rather than repeating it.

Additionally, the video should be made with cognitive load management in mind. For instance, it might break up the content into manageable chunks and use cues to direct the learner's attention (Mayer, 2008). In order to promote deeper cognitive processing and learning, the video should also include motivational aspects, such as the use of emotionally charged imagery and graphics (Mayer, 2008). The secret is to design a multimedia learning environment where information is presented in a way that best suits the way that learners learn, by utilizing a variety of sensory modalities in a way that enhances rather than overburdens their cognitive processes (Mayer, 2008).

The importance of self-efficacy beliefs in influencing motivation, behavior, and performance is demonstrated by Albert Bandura's studies on the subject. Self-efficacy is the conviction that one can succeed in particular circumstances or complete a task (1997). This idea is especially pertinent when discussing educational motivational videos, which frequently seek to raise students' selfefficacy in order to support their academic achievement. According

to Bandura's social cognitive theory, four main factors contribute to the development of self-efficacy beliefs: emotional/physiological states, social persuasion, vicarious experiences, and mastery experiences. Educational motivational videos often feature success stories and role models who have overcome challenges to achieve academic success. When learners see individuals like themselves succeeding, it can enhance their own self-efficacy. For example, a video featuring a student who improved their grades through effective study strategies can help other students believe they can do the same. Seeing a peer succeed at a task can increase the viewer's confidence that they too can master similar academic challenges through their own efforts.So in summary, Bandura's research supports the idea that educational motivational videos that showcase success stories and relatable role models can be an effective way to boost learners' self-efficacy beliefs. This, in turn, can lead to greater motivation, persistence, and academic achievement.

1.2.2. Inspirational Speeches

"The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations" by Jim Kouzes and Barry Posner 2017. Discuss how important it is for leaders to excite and motivate others by sharing their vision and enthusiasm. They stress that if leaders want their people to take on new challenges, they need to elevate their spirits and give them hope. Exuberance and enthusiasm are crucial because they demonstrate the leader's dedication to following their dreams. Why should anyone else care about a cause if a leader doesn't? Having a cheerful, optimistic, and happy attitude gives individuals hope for a better future. Additionally, Kouzes and Posner emphasize how much people yearn to discover a deeper sense of significance and purpose in their daily professional life. Even while the leader's zeal, vigor, and upbeat outlook won't alter the task's substance, they can improve the environment. Leaders

need to make sure that everyone knows what is essential and why by effectively communicating their vision and principles. This clarity fosters a common goal that motivates dedication and output as well as improving communication and trust (2017). Kouzes and Posner's "The Leadership Challenge" emphasizes how vital it is for leaders to be driven and excited. To motivate their team, leaders must passionately and clearly communicate their goal. When leaders are committed and upbeat, it inspires people to be passionate about the cause. This upbeat outlook improves the working atmosphere, aids in goal comprehension for all, and fosters dedication and trust. Essentially, the motivation and output of a team can be significantly impacted by a leader's excitement.

1.2.3. Personal development and Success Stories

Success tales have a significant influence on our personal growth path. These stories, whether they originate from our own or other people's experiences, are extremely effective motivators. Here, we explore the relationship between personal development and success stories, using data and anecdotes from the field to provide context. As has been discussed in the book "Mindset: The New Psychology of Success" by Carol S. Dweck, published in 2006, Storytelling comes naturally to us. Whether a story is spoken by a mentor, is passed down through the generations, or is found in a book, we learn from stories. In particular, success tales pique our interest and inspire us to go higher. We absorb these lessons when we read about people who overcame hardship, showed resiliency in the face of setbacks, or achieved breakthroughs through unwavering effort. They become a part of our own story, influencing our attitudes and behaviors.

Success stories have a significant influence on our quest for personal development. Carol S. Dweck pointed out that storytelling is a natural way for humans to connect and learn.

Success stories enthrall and motivate us, whether they come from literature, mentors, or firsthand encounters. They instill in us tenacity and resilience, influencing our attitudes and behaviors and becoming a part of our own story. These anecdotes inspire us to aim higher by demonstrating that obstacles can be overcome with perseverance and hard work.

The well-known motivational film "I Am a Champion - The Greatest Speech Ever" blends inspirational words on the mindset of a victor with potent images. No matter what challenges they encounter, viewers are encouraged by this video to have a winning mindset and have faith in their capacity to succeed (Mateusz M, 2016). The speech in the video focuses on qualities like mental toughness, self-belief, and tenacity. The speaker exhorts the audience to think of themselves as champions who, with enough willpower and determination, can conquer any obstacle. The idea of tenacity and the unwavering quest of perfection is reinforced by the striking imagery, which features scenes of athletes practicing and competing.

1.3. The Role of Motivation in Learning

1.3.1. The Concept of Motivation

1.3.1.1 Definitions and dimensions of motivation in education

Students' motivation levels in the context of education are demonstrated by their involvement in and contributions to the classroom. According to Skinner and Belmont (1993), students who possess high levels of motivation typically engage in tasks in an active and spontaneous manner, finding learning to be joyful without any expectation of external benefits. Conversely, learners who lack motivation will frequently rely on incentives to persuade them to engage in tasks they may not find pleasurable. Over time, low motivation, which manifests as feelings of irritation and anger and is a major obstacle to academic performance, impairs wellbeing and productivity. The ability to believe in the effort, the lack of understanding of the

task's value, and the nature of the academic assignments are some of the aspects that affect how motivated a learner is (Legault, Green-Demers, & Pelletier, 2006). In other words, in education, student motivation is a reflection of their participation and contributions in the classroom. Students that are highly driven take an active role in class and love learning without looking for praise. Less motivated students, on the other hand, frequently require rewards for assignments they find unpleasant. Over time, this lack of desire may result in annoyance, subpar work, and diminished wellbeing. Perceptions of the task's importance, self-belief in one's abilities, and the type of academic assignments are all factors that impact motivation. From childhood through adolescence, motivation plays a critical role in academic learning and accomplishment (Elliott& Dweck 2005 [123]). In each training scenario, motivating students to learn is a top priority. One of the main responsibilities of teaching is motivation. It is the responsibility of the educator to incorporate it into each instructional presentation. To guarantee the learners' interest and focus their attention on the material to be learnt, motivation should be introduced at the beginning of the lesson. It ought to go on for the duration of the class presentation rather than ending at the introduction.

A learner's motivation boosts the rate at which they work toward a goal. Motivation in schooling is influenced by the goal's high and low points (Brown, 79). A student who lacks motivation learns very little and finds it tough since they don't think they need to. As a result, motivation gives a student the drive and effort they require to finish the assignment. It puts the student in the right frame of mind for learning. It focuses a person's attention and energy on the task at hand or the material they need to study. A student's motivation impacts whether they will approach a task-even one that is challenging-with a positive or negative attitude.

1.3.1.2. Intrinsic vs. extrinsic motivation

The distinction between intrinsic and extrinsic motivation has been the subject of extensive research, and it has provided valuable insights into educational and developmental approaches. When someone is motivated by something other than a tangential gain, they are said to be acting with intrinsic motivation. When someone is intrinsically motivated, they perform more for the challenge or enjoyment involved than as a result of outside prodding's, incentives, or pressures. When it was found that many species engage in exploratory, playful, and curiosity-driven actions even in the absence of reinforcement or reward, the phenomena of intrinsic motivation was first recognized in experimental investigations of animal behavior (White, 1959). These instinctive actions seem to be motivated more by the satisfying feelings that come from pushing oneself to the limit and utilizing one's capabilities than by any such instrumental reason, even if it is obvious that they help the organism adapt.

Intrinsic motivation is a common and significant kind of motivation, albeit it is not the sole one or even the only type of volitional activity. In their healthiest stages, humans are active, inquisitive, and intrigued from birth. In addition lively animals, exhibiting a constant eagerness to discover and learn, and they don't need outside incentives to do so. This innate motivational drive is essential to the development of the brain, social skills, and body because knowledge and skills are acquired by following one's interests. The propensities to be curious, to actively integrate, and to use our abilities creatively are not unique to childhood; rather, they are an important aspect of human nature that influences success, perseverance, and overall well-being throughout all stages of life (Ryan & LaGuardia, in press).

The majority of human behaviors are not, strictly speaking, intrinsically motivated, despite the fact that intrinsic motivation is undoubtedly an important form of motivation. This is particularly true beyond early childhood, when social expectations and responsibilities that require people to take on non-intrinsically exciting tasks significantly restrict an individual's ability to be intrinsically motivated. It was common to characterize extrinsic motivation in terms of outside forces (e.g., prizes, deadlines, competition). In contrast, SDT proposed that an individual's internal motivation may be the source of extrinsic motivation. The theory identified and highlighted the significance of people's feelings. One of the main factors in producing negative impacts is pressure, which can be exerted externally or internally generated. They also contend that even in cases where an individual lacks intrinsic motivation, extrinsic motivation can nevertheless positively impact performance and overall well-being when it stems from ideals they completely embrace or identify with (Sansone & Tang, 2021).

The types of regulation that underpin actions carried out as a means to an end are referred to as extrinsic motivation. Activities that are driven by external factors are carried out in order to achieve a goal, receive a reward, or stay out of trouble. When someone is driven by external factors, they engage in certain activities not just for their own enjoyment but also because they help them accomplish a goal or prevent an unfavorable event. Even though the activities may still be beneficial to the individual participating in them, the benefits of participating in them serve as a greater incentive than the enjoyment of doing so.(Levesque, C. & Cara, Kelly & Pattie, M.D. & Deci, Edward. 2010).

Most human behaviors are not purely driven by intrinsic motivation, especially as people grow older and face responsibilities. While external rewards like prizes and deadlines are common motivators, Self-Determination Theory (SDT) suggests that internal values can also drive extrinsic motivation. Pressure, whether external or internal, often has negative effects,

but extrinsic motivation aligned with personal values can improve performance and well-being. Actions driven by external factors aim to achieve goals or avoid negative outcomes, and these rewards often outweigh the enjoyment of the activity itself.

1.3.2. Theories of Motivation

1.3.2.1. Self-Determination Theory (Deci and Ryan)

SDT is an approach to human motivation and personality that uses traditional empirical methods while employing an organismic meta theory that highlights the importance of humans' evolved inner resources for personality development and behavioral self-regulation (Ryan, Kuhl, & Deci, 1997). The basic components of SDT – namely, its six mini-theories – combine to provide an account of human behavior across life domains, including work (Fernet 2013), relationships (La Guardia and Patrick 2008), education (Reeve and Lee 2014), religion (Soenens et al. 2012), health (Russell and Bray 2010), sports (Pelletier et al. 2001), and even stereotyping and prejudice (Legault et al. 2007).

At the heart of each mini theory is the idea of basic psychological needs; everyone aspires to and requires competence, autonomy (the need to feel free and self-directed), (the desire to feel productive) and relatedness (the requirement to have strong relationships with people) in order to develop and flourish. The first mini-theory, called cognitive assessment theory, focuses on how perceived competence and autonomy are shaped by many elements that influence intrinsic motivation. The second mini-theory is called "organismic integration theory," and it talks about how intrinsic motivation might be internalized. The notion of causality orientations characterizes personality dispositions: are people typically independent, in charge, or impersonal? The fourth mini-theory, basic psychological need theory, addresses the significance of basic psychological requirements for health and well-being and, crucially,

describes how social settings can ignore, obstruct, or meet people's basic psychological needs. upon receiving or avoiding an outcome that is separable from the behavior in question (Legault, Lisa. 2017).

Self-Determination Theory (SDT), which focuses on our fundamental demands for competence, autonomy, and relatedness, examines how people are driven and form their identities. It is composed of six mini-theories that explain behavior in various spheres of life, such as relationships, employment, and schooling. The fundamental tenet of SDT is that in order to flourish, people must feel capable, independent, and a part of society. These theories explain how these basic requirements might be helped or hindered by our surroundings.

1.3.2.2. Maslow's Hierarchy of Needs

According to Maslow (1943, 1954), some needs are more important than others and that people are driven to fulfill them. Physiological survival is our most fundamental need, and it will always drive our actions. What drives us once we reach that level is the one above it, and so forth. The initial five-stage hierarchy of needs model comprises

1. **Physiological needs**: these are the necessities for human living on a biological level, such as air, food, drink, shelter, clothes, warmth, sex, and sleep. In the absence of these demands being met, the human body cannot operate at its best. Maslow ranked physiological requirements as the most essential since, until these needs are satisfied, all other needs take a backseat.

2. **Needs for safety:** defense against the elements, safety, stability, law and order, and absence of terror.

3. **Love and belongingness requirements:** Following the satisfaction of safety and physiological needs, the third level of human needs is social and includes a sense of belonging. Behavior is driven by the demand for interpersonal relationships.

4. **Esteem needs:** which Maslow divided into two groups: (i) self-esteem (self-worth, accomplishment, mastery, independence), and (ii) the need to be respected or well-known by others (status, prestige).Maslow stated that genuine self-esteem or dignity come after the need for respect or reputation, which is more crucial for kids and teenagers.

5. **The requirements of self-actualization**: include reaching one's full potential, finding fulfillment in oneself, and pursuing experiences of peak performance. The aspiration to "actualize one's full potential" (Maslow, 1987, p. 64). "It is quite true that man lives by bread alone — when there is no bread. But what happens to man's desires when there is plenty of bread and when his belly is chronically filled? At once other (and "higher") needs emerge and these, rather than physiological hungers, dominate the organism. And when these in turn are satisfied, again new (and still "higher") needs emerge and so on. This is what we mean by saying that the basic human needs are organized into a hierarchy of relative prepotency" (Maslow, 1943, p. 375). Over several decades, Maslow proceeded to hone his theory based on the idea of a hierarchy of needs (Maslow, 1943, 1962, 1987). Maslow (1987) suggested that the hierarchy's order "is not nearly as rigid" (p. 68) in relation to its structure, contrary to what he may have suggested in his previous description." When there is no bread, it is a fact that man survives solely on bread. But when bread is plentiful and a person's stomach is constantly full, what happens to a man's desires? Suddenly, the organism is driven by other (and "higher") demands rather than physiological hunger. Once these requirements are met, other ones that are even "higher" arise, and so on.

Notably, Maslow's (1943, 1954) five-stage hierarchy has been augmented to encompass cognitive and aesthetic needs (Maslow, 1970a) as well as subsequently transcendence needs (Maslow, 1970b). Two seven- and eight-stage models that were produced in the 1960s and 1970s are examples of modifications made to the original five-stage type.

1. **The necessities of life:** such as those for food, water, shelter, warmth, sex, sleep, and air.

2. **Needs for safety:** weather protection, stability, law, order, and security, among others.

3. **The demands for love and a sense of belonging are:** intimacy, friendship, acceptance, trust, and the ability to give and receive love and affection. Joining a group and affiliating with it (family, friends, work).

4. **Esteem needs,** which Maslow divided into two groups: (i) self-esteem (self-worth in terms of accomplishment, mastery, independence, and dignity) and (ii) the need to be respected or regarded by others (status, prestige, etc.).

5. **Cognitive needs:** understanding and knowledge, curiosity, inquiry, meaning-seeking, and predictability-seeking.

6. **Aesthetic needs:** recognizing and pursuing form, harmony, and beauty, among other

things.

7. **Self-actualization;** requires self-fulfillment, self-realization, personal progress, and peak experiences.

8. **Transcendence needs:** A person is driven by ideals that go beyond their own self, such as religious faith, mystical experiences, certain natural experiences, artistic experiences, sexual experiences, helping others, and the pursuit of science.

The notion of Maslow's (1962) hierarchy of needs has had a significant impact on classroom management and instruction in educational institutions. Maslow (1970a) takes a comprehensive perspective to education and learning, disregarding the idea that conduct is merely a reaction to the surroundings. Maslow examines a person's entire range of physical, emotional, social, and intellectual attributes as well as how they relate to learning. It is evident how Maslow's hierarchy theory can be applied to classroom teaching. Students' basic physiological demands must be satisfied before their cognitive needs may be satisfied. Maslow (1971, p. 195) argued that a humanistic educational approach would develop people who are "stronger, healthier, and would take their own lives into their hands to a greater extent. With increased personal responsibility for one's personal life, and with a rational set of values to guide one's choosing, people would begin to actively change the society in which they lived".

Maslow's Hierarchy of requirements sees when basic requirements are satisfied, human motivation advances through phases. Physiological demands, such as food and shelter, come first, then safety needs, such as stability and security. Esteem demands for respect and acknowledgement of oneself come next, then social needs for love and belonging. Self-actualization, where people strive for personal development and fulfillment, is the highest point. Later on, Maslow added cognitive needs for comprehension and aesthetic needs for beauty to his theory of human needs. Additionally, he proposed the concept of transcendence needs, in which people are motivated by goals greater than their own satisfaction. This approach has impacted education by highlighting the necessity of meeting students' basic needs in order to promote effective learning and development.

1.3.2.3. Expectancy-Value Theory

The constructs of expectancy and value and theoretical models based on these constructs have a long history in the field of psychology and especially in the achievement motivation field (Eccles et al., 1983; Higgins, 2007; Rose & Sherman, 2007; Weiner, 1992; Wigfield & Eccles, 1992). Expectancy-value theories, which have their roots in the work of Tolman (1932) and Lewin (1951), describe motivation as the outcome of an anticipated action's attractiveness and viability (Achtziger & Gollwitzer, 2018; Schnettler et al., 2020). The anticipation conveys the subjective likelihood that the current course of action is feasible and is typically set off by the situation's incentives (Atkinson, 1957). Value is a measure of an action's desirability, which is based on the situation's incentives and the action's expected outcomes. Atkinson (1957) postulated an inverse relationship between anticipation and value in his accomplishment motivation theory. A course of action's feasibility increases with its attractiveness and vice versa. Therefore, it was thought that knowing the task's subjective probability of success was sufficient to assess its incentive value. But as it happened, the presumption that expectancy and value correlated negatively proved untenable (Wigfield & Eccles, 1992). A more contemporary perspective holds that anticipation and value beliefs work together to predict performance and choices connected to achievement (Eccles et al., 1983; Trautwein et al., 2012).

The basic idea is that motivation depends on two things, Expectancy is the degree to which you believe you will succeed at an activity. Your drive to succeed grows if you think you have a high possibility of doing so. Value is the degree to which you care about the task's outcome. Your motivation also rises if the task is meaningful or appealing to you. The task's worth would drop because it appeared too easy if you had a high expectation of success, and vice versa. Subsequent studies, however, demonstrated that value and expectancy truly cooperate. Your

motivation is at its peak when you believe you can complete the work and find it meaningful. Together, these two variables contribute to the prediction of your performance and goal-related decisions. So, in simple terms, your motivation to achieve something is highest when you think you can do it and it matters to you.

1.4. YouTube as an Educational Tool

1.4.1. The Emergence of YouTube in Education

These days, YouTube is regarded as a cutting-edge medium that may be made for educational objectives and adjusted from many angles. Furthermore, because it is an actual source, YouTube is a wonderful resource for students to learn from. The main features of YouTube, a web 2.0 platform, include sharing, commenting, and viewing videos (Brook 2011). YouTube was founded in 2005 by three former employees: Steve Chen, Jawed Karim, and Chad Hurley. This cutting-edge solution was developed in response to certain obstacles with video sharing. In order to allow people to submit their own televisions, they decided to combine the words "You" and "Tube," where "Tube" is a slang term used by people in North America to refer to televisions. Additionally, it is available in 61 countries and 61 languages. Due to the fact that YouTube is global and allows users to upload videos from all over the world, users can discover hundreds of topics and types of videos that teach about different cultures. This has made it possible for students to learn about different cultures ; it develops into a strong, contemporary learning environment that meets the needs of EFL students in terms of language proficiency. Give them the opportunity to communicate and listen to a genuine native English speaker. Additionally, give them access to a variety of entertaining visual lessons that enhance students' memory retention so they may pick up more vocabulary. The particular reason for the

circumstance that it features a wide range of opinions and activities, YouTube has developed into a rich and important platform for social media users over the past 20 years.

The process of teaching and learning English can be improved via YouTube videos. It provides L2 motivation. Additionally, it enables students to share videos, which has been shown to produce beneficial learning outcomes (Snelson & Perkins, 2009). Within the context of media and technology teaching and learning processes have been significantly impacted, particularly in EFL classrooms where the environment has completely transformed in terms of resources, approaches, and methodologies. "The potential of YouTube as an effective pedagogic resource lies in the way it is used rather than in itself as a technological tool," according to Bastos and Ramos (2009) (para, 3). Furthermore, YouTube is described as "an organized collection of channels produced by college and university partners" by Snelson (2011) (p. 159). To put it briefly, YouTube is the most helpful website for accessing a variety of learning resources and obtaining additional information.

Furthermore, "YouTube is the platform where users share their own videos." The best video to utilize as a teaching tool can be selected by the user, acting as a teacher (Arianti, Nunaningsih, & Pratiwi, 2018). Notably, YouTube offers a wide range of videos that may be utilized as knowledge sources, therefore educators should choose the right films to use in their lectures. According to Brook (2011), YouTube is a technical medium that may be utilized for more than only helping language acquisition. Additionally, real-world exercises for use in the classroom can be found on YouTube. Furthermore, it can improve students' conversation and interaction skills as well as their confidence and self-esteem when speaking English. This researcher also affirmed that "teachers can use YouTube as an additional resource for their own teaching methods without even displaying the videos to their students outside of class." It is

noteworthy to remark that YouTube can be used by teachers (pp. 40, 41). Stated differently, there are numerous advantages to using YouTube as a teaching resource in the classroom.

According to Almurashi (2016), YouTube should be included into the teaching and learning process because it is widely recognized as the most important internet resource, particularly for adults. Additionally, learners may have a fantastic opportunity to use the English language in authentic circumstances with the help of this technological instrument. Additionally, it can create more genuine movies that improve students' comprehension and grasp. Therefore; YouTube is more than just a cutting-edge tool; it should be utilized as a valuable educational resource for teaching foreign languages. In other words, YouTube plays a big part in providing opportunities for EFL teachers and students. Therefore, in order to require new instructional practices, get highquality access, support students in developing deep topic knowledge, and expose them to genuine language, teachers should think about integrating YouTube videos into the classroom.

1.4.2. Advantages of Using YouTube in Education

A significant part in teaching and learning is played by media. With the development of technology-based instruction, audiovisual aids are used in the classroom much more frequently. In particular, the usage of YouTube videos in foreign languages has expanded quickly due to a strong desire to be incorporated into innovative teaching techniques. YouTube videos are also incredibly useful resources for exposing learners to real language and fostering flexible learning.

When it comes to their English education, EFL learners are constantly searching for relevant content and high-quality resources to acquire. They can get the most assistance from YouTube

videos, which are a suitable and beneficial resource. According to Terantino (2011), the majority of YouTube films that have been shared are either self-produced or produced by educational groups. These videos are mostly meant to convey linguistic and cultural meanings related to the selected language. Another point to consider is that the majority of videos on YouTube are in English, which means that teachers of ESL and EFL have a lot of options to use the platform to share lessons with their students and increase student involvement. (2011) Ghasemi, Hashemi, & Bardine. In this regard, the availability of a wide range of video categories, with a focus on educational channels and series such as Teacher Tube, School Tube, Big Think, and TED, which provide a wealth of talks, debates, and world-class content (Prensky, 2010). A well-chosen video selection increases students' exposure to global knowledge. "Educators are using YouTube as a pedagogic resource more and more for everything from newsworthy events from around the world to "slice-of-life" videos used to teach students within an ESL (English as a Second Language) course," according to (Duffy, 2008).

With so many excellent instructional videos available, YouTube is a really useful resource for EFL students. These materials, which were produced by both private citizens and academic institutions, aid in the successful teaching of language and culture. With so many English-language videos available, educators may quickly locate and utilize pertinent content to improve their instruction and raise student interest. YouTube is a flexible and effective tool for language study since educational channels offer top-notch content that exposes students to knowledge from around the world. "YouTube is very important for learning because many researchers demonstrate that most people learn via listening, watching, and doing," asserts Grey (2013). In this instance, watching YouTube videos usually involves kids listening to

discussions, looking at various images, and practicing language in authentic settings. When YouTube videos are used as audiovisual materials in the classroom, students can visualize the meaning of words by viewing various images and environmental elements. Furthermore, students are able to comprehend the speech by deciphering nonverbal cues. They can also hear how native speakers communicate, which prompts them to speak and engage with others. One helpful internet resource that offers a variety of acceptable access points for knowledge gathering is YouTube. Whithaus and Neff

(2006) found that teachers can use Web-based movies for instruction and learning purposes. Videos promote student involvement, which is important for social pedagogy.

YouTube may give students a lot of chances to become more involved in their education as well as a lot of access to resources for information and instruction. YouTube videos are easily accessible to students both inside and outside of the classroom. One significant benefit of educational videos, according to Harmer (2001), is that students may see the language in addition to hearing it, which helps with comprehension. This implies that individuals acquire knowledge simultaneously through acoustic and visual ways. As a result, it offers a more profound comprehension and enhances the ability to listen and talk naturally. For instance, seeing a little instructional video or listening to music in class. Students can watch movies or films outside of class. Students who complete this demanding listening and speaking exercise will be able to identify their pronunciation issues and enhance the quality of their spoken English. YouTube videos can be utilized in the classroom in a variety of ways to help students with speaking skills because they encourage them to describe the video's content. Finally, the teacher can answer any questions the students have about the film, vocabulary, and grammar. In this way, the students learn how to talk like native speakers and construct proper sentences.

Additionally, Balbay and Kilis (2017) emphasizes that "visual and oratory skills are directly relevant to videos and can be enhanced via YouTube" .YouTube is thought to be a useful tool for directly including all learning types in the classroom. That is to say, all students are happier with their foreign language acquisition when flexible learning and teaching techniques are used in the classroom.

Indeed, YouTube videos are a great resource for language acquisition in the classroom. These movies provide actual exercises that may be applied in real-life circumstances, encourage lively debates, and provide a more natural learning environment when incorporated into English language instruction. Students are also exposed to a variety of cultural facets, which enhances their education in general.

YouTube videos are a great resource for teaching and studying languages in the classroom, and they primarily aid in students' efficient language acquisition. Additionally, they might be a great source of resources. Numerous studies have demonstrated that including these tools into the teaching process can have a positive impact on language learning. According to Terntino (n.d), YouTube is mostly used for some goals while teaching foreign languages such us:

1.   **Providing information and additional content:** A lot of organizations have produced educational videos that may be used to study foreign languages. The goal of these videos is to provide viewers with a deeper understanding of the target language and to highlight its cultural nuances.

2.   **Offering a variety of learning methods:** As students differ when it comes to studying foreign languages, including YouTube can collect all different types of

learning styles and give all students the chance to employ their preferred style when learning a second language.

3. **Videos for Less Frequently Taught Languages:** Using YouTube to teach a target language can be helpful and advantageous as it offers suitable access to teach these languages, which are not widely sufficiently accessible. Essentially, these videos can provide students with an easy way to pick up less frequently taught languages; in addition, they can provide them with pertinent resources to learn more about the linguistic content of these languages.

Learning a foreign language can be difficult for many students, which frequently makes them lose interest in improving their language abilities. To combat this, educators can improve students' cognitive skills and language learning by using YouTube videos as useful teaching aids. These films support kinesthetic, visual, and auditory learners and help pupils become more proficient language users. This method can, psychologically, assist pupils in overcoming obstacles and increasing their drive to utilize English.

1.4.3. Challenges and Limitations

There are certain drawbacks to using YouTube videos in EFL classes that may affect student learning and instruction. Because of the significant cultural differences between the source and target cultures, YouTube may be a challenging technical approach to employ in the classroom or comprehend.

Beggs (2000) points out that having a strong internet network is essential for accessing online videos on a computer device. Teachers encounter challenges when it comes to inappropriate images in shared videos that might not be appropriate to play in front of pupils in the classroom in order to uphold discipline. Prensky (2010) states "like with all media, there

are 'lowbrow' YouTubes, some with objectionable images and foul language.' Mostly they involve sorting out the good and worthwhile from the bad and to be avoided." (P.8). Choosing appropriate online movies that meet the content requirements and provide learning instruction is one of the teachers' main tasks and responsibilities. Furthermore, Burke, Snyder, and Rager (2009) propose that the films be retrieved from a trustworthy source in order to ensure accuracy of the content. Because they lack the necessary training and expertise, many teachers choose to neglect the proper use of technology instruments in the classroom. As a result, choosing the best approaches will be counterproductive. "Teachers are frequently far less skilled and knowledgeable than their own students when it comes to using current technology," according to Dudeney and Hockery (2001, p. 5). Nowadays, everyone uses technology in various industries; it makes life easier. Sadly, some teachers do not use this tool in the classroom because they do not know how to use it. In light of Lewis's (2009) assertion that teachers should know how to effectively use technology in the classroom and choose the right tools in order to build confidence and establish the primary objectives of teaching foreign languages, learning will occur when teachers are more adept at utilizing new resources.

Screen time at the expense of sleep is quickly turning into an epidemic that may be strongly linked to incapacity to pay attention and to think clearly and rationally across all age groups (Uhls et al., 2017). In other words A growing issue is people staying up too late using displays, such as computers, phones, and tablets, rather than getting enough sleep. People of all ages may find it difficult to focus and think effectively as a result of this behavior. Our brains function less well when we don't get enough sleep, which makes it harder to focus and make wise judgments. It's challenging to present a single YouTube video in class without other content appearing due to the platform's design. When an instructor plays a video,

advertisements and previously seen movies by the account are displayed along with other potentially related videos in the "related videos" section on the side and at the end of the video. These recommended films occasionally include offensive material and can divert students.

1.5. Psychological Impact of Motivational Videos on Students

1.5.1. Emotional and Cognitive Engagement

Emotion and motivation are sometimes thought of as two sides of the same coin (Mishra, 2016), and they both influence how people behave. When problems pertain to a person's survival, well-being, or hunger, both motivation and emotions are triggered (Feist & Rosenberg, 2015). This demonstrates the close relationship and importance of motivation and emotions in shaping our choices and behaviors. Motivation gives conduct direction and energy, propelling people toward their aims and ambitions. On the other hand, emotions influence our perceptions of and responses to many events, coloring our experiences and decisions. Collectively, they create a dynamic interaction that shapes human behavior in a variety of domains, including survival instincts, intricate social dynamics, and individual goals. Emotions can also be seen of as human behavior motivators (Feist & Rosenberg, 2015), and as such, emotions have the power to both direct and stimulate human behavior (Nolen- Hoeksema et al, 2009). They are not, nevertheless, connected to any particular wants; for example, hunger results from the need for food, and thirst results from the need for water. They do, nonetheless, differ from the basic needs that we covered under motivation (such as hunger, thirst, and so forth). There are several things that can set off emotions, For instance, a variety of stimuli or requirements, such as viewing a depressing film or listening to a depressing song, might cause sorrow. Furthermore, feelings have the power to override bodily urges. For instance, the desire for food is a strong drive in its own right, but emotions have the capacity to overwhelm it. An

individual's desire for eating, for example, may be disrupted if they feel distaste. And this matters because disgust is a feeling that is important to a person's ability to survive. When someone sees food that has gone bad, they could feel disgusted and decide not to eat it even when they are hungry. Emotions are crucial because they influence everything we do. It affects our interactions and either promotes or impedes our personal development. Below are some definitions of emotions.

Psychology frequently discusses motivations in terms of drives, which are inner states that arise when the body's physiological functions are out of balance, and goals, which are intended outcomes that we work toward achieving. Therefore, motivation can be understood as a sequence of behavioral reactions that prompt us to compare our current condition with a desired end state in an effort to diminish urges and achieve objectives (Lawrence, Carver, & Scheier, 2002). For instance, an internal imbalance caused by feeling unprepared for an impending exam may motivate a student to study. This motivation forces the learner to assess how well they now grasp the subject matter in relation to their ultimate goal of becoming well-versed in it. The student attends classes, takes notes, and goes over textbooks in an effort to quell this drive and accomplish their goal. Achieving success on the test lessens motivation since it satisfies the need for academic achievement. This process of identifying a drive (the urge to study), acting on it (studying), and reaching a goal (doing well on the exam) is an example of how motivation functions as a set of behavioral reactions meant to lessen internal imbalances and accomplish desirable educational outcomes. Emotions and motivations are intimately intertwined. A motive is an impetus that propels and guides actions. Motivations for food, water, and sex are examples of biological motivations. However, there are a wide range of additional social and personal factors that might impact behavior, such as the desire for achievement, social acceptance, and approbation, as well as the decision to take or not take

risks (Morsella, Bargh, & Gollwitzer, 2009). This demonstrates the dual driving forces behind human behavior—inborn biological requirements and intricate societal influences—illustrating the complexity of human motivation. There was an Indian proverb had said "Tell me a fact and I'll learn. Tell me a truth and I'll believe. But tell me a story and it will live in my heart forever". People prefer to listen to stories that are told narratively rather than facts and theories, as this proverb has demonstrated. The anecdotes from their everyday lives are what everyone else wants to hear.

Furthermore, Green (2004) referenced Green & Brock (2000) as saying that stories influence our thoughts, feelings, and even the production of mental imagery. It implies that stories are ingrained in people's brains and that storytelling must be done for audiences in order for them to emerge from the minds. Given the importance of education in today's world, where a large number of individuals pursue higher education and numerous institutions are established, it is crucial to research any tools or techniques that may be applied to enhance the teaching and learning process. One method of communicating the stories that are ingrained in people's minds is through storytelling. It speaks to the implicit knowledge stored in the recollections. Many students have a tendency to lose attention in class when instructors are lecturing. There are instances when the lessons being taught are unappealing, and they have not paid attention. This is a result of the boring and uninteresting methods in which educators have presented their lessons.

1.5.2. Influence on Self-Efficacy and Self-Regulation

Albert Bandura conducted the first studies on self-efficacy in 1977. He defined self-efficacy as people's views about their capacity to complete tasks at a certain level of difficulty and their perceived expectations for learning. According to Bandura, a high feeling of self-efficacy

influences behavior and has a "directive influence on choice of activities and settings, but it can affect coping efforts once they are initiated through expectations of eventual success" (p. 194).

According to Klassen and Usher (2010), self-efficacy plays a significant role in academic environments by influencing students' attitudes toward their studies and other academic pursuits. In college environments, where students have the freedom to select their majors and classes, this is particularly true. It is probable that these students will choose courses in fields in which they have the greatest sense of effectiveness (Lent, Lopez & Bieschke, 1993). The idea of self-efficacy for self-regulated learning, which is defined as students' perceived confidence in their capacity to control their learning activities and to master academic subjects via thinking, motivation, emotion, and action, is also associated with academic achievement (Caprara, et al., 2008). A component of self-regulation is self-efficacy for self-regulated learning. According to Zeidner, Boekaerts, and Pintrich (2000), p. 751, self regulation is "a systematic process of human behavior that involves setting personal goals and steering behavior toward the achievement of established goals." The causes and effects of self-efficacy are well understood, but further study is required to determine how self-regulation affects self-efficacy. These results show how self-regulation helps students put their beliefs in self-efficacy into practice so they can achieve successful academic outcomes.

In summary, students' belief in their ability to succeed at a task, known as self-efficacy, is linked to their ability to use their talents responsibly and successfully, known as self-regulation. When it comes to self-regulated learning, students who possess high levels of self-efficacy are likely to use this perception as a guide to "motivate oneself to get things done that one knows how to do"

(Bandura, 2006, p. 311) through thoughts, motivation, affect, and action (Caprara, et al., 2008). High levels of self-efficacy have a favorable effect on self-regulation, raise ambitions for academic achievement, and increase the likelihood of success. Reciprocally, success increases one's confidence in one's ability to succeed academically (Zimmerman & Bandura, 1994; Zimmerman, et al., 1992). Self-efficacy and self-regulation do not start to positively correlate when someone sporadically engages in a single activity. Instead, it develops by the consistent pursuit of an activity against the challenge (magnitude) of multiple disincentives (generality). A person doesn't believe they have the abilities to achieve and can successfully use those abilities to succeed (strength) unless they have made several tries at an activity. This highlights the distinction between knowing how to exercise self-control and really putting that information to use. Even though someone knows a lot about self-regulation, it won't help them if they "cannot get themselves to apply them persistently in the face of difficulties, stressors, and competing attractions." (Caprara, et al., 2008, p. 526).

According to Bandura, self-efficacy—which has a big impact on behavior and academic achievement—is the conviction that one can finish activities and reach goals. In academic contexts, where students frequently select courses based on their perceived competency, this notion is especially pertinent. Academic success depends on having the self-efficacy to engage in selfregulated learning, which entails controlling learning through motivation, ideas, feelings, and behaviors. A high level of self-efficacy improves self-regulation, which boosts confidence and performance. But information alone won't help you develop self-efficacy and self-regulation; you also need constant practice and effort. To really gain from these ideas, one must overcome obstacles and consistently use self-regulation approaches. Your confidence and

academic performance will increase as you keep going after your goals and regularly put what you've learned about managing your learning into practice.

1.6. Previous Research on Motivational Videos in Education

1.6.1. Overview of Existing Studies

Previous studies have shown that motivational videos can have a positive impact on students' learning motivation and outcomes. Many studies indicate the motivating function of video. Video is an effective tool (Ma'rifah & Wulandari, 2013). The use of video increases students' motivation (Bravo et al., 2011; Panagiotidis et al., 2018; Willmot et al., 2012) by presenting humor, varying activities, supplying age-appropriate narration, clarifying using examples and open-ended questions (Ma'rifah & Wulandari, 2013), incorporating text-video-image-sound (Handley, 2008). Video provides multimodal pedagogy (Pirhonen & Rasi, 2017). This multimodal characteristic enables teachers to combine and be creative in collaborating pedagogy. Video increases the variety of learning activities; avoid monotonous activities (Tjakrawadhana, n.d.). Multimodal video increases students' motivation and positive emotion experience, such as sensible, challenging, entertaining, interesting, nice, meaningful (Pirhonen & Rasi, 2017). Thus, wider learning experiences can be felt by learners (Pirhonen & Rasi, 2017; Willmot et al., 2012). Video allows the learners to engage emotionally through enjoyment, engagement and motivation (Carmichael et al., n.d.). When compared to the other essential skills in a conversation, speaking is thought to be the most important talent, according to a study by Zaremba (2006, as reported in Boonkit , 2010,p.1306). Furthermore, speech is a necessary agent for communication, according to Laver (1994), and without speaking, communication would not have developed into the modern society that it is. Even though it's clear that speaking is a crucial ability, there are a few things that can keep English language

learners from starting a conversation. Belegdair (2015) posits that psychological elements, including motivation, self-esteem, and anxiety, have an impact on students' speaking abilities and may contribute to their underperformance in the target language. Hwang, Huang, Shadiev, Wu, and Chen's (2014) study further demonstrates that speaking English in public while participating in a performance causes students to become nervous and silent, which forces them to engage in class against their will.

It is a well-established truth that technology significantly influences how language acquisition is carried out. Additionally, the field of English language education has been greatly impacted by the development of communication technology and new types of information (Ince, 2014; Liyanage, Walker, & Singh, 2014, as quoted in Toland, Mills, & Kohyama, 2016, p. 181). By integrating a common technology device—the smartphone—into the classroom, the instructors are able to facilitate this development. To enable students to enjoy learning whenever and wherever they choose, Kukulska-Hulme & Shield (2008) propose mobile-assisted language learning (MALL) or mobile learning (m-learning) as an alternative learning experience. Various techniques have been used in previous studies on the effects of motivational movies on learning outcomes and motivation. It is normal practice to measure changes in student motivation before and after seeing motivational movies using surveys and questionnaires. To evaluate the effectiveness of the movies, experimental designs frequently compare groups exposed to videos with control groups. Focus groups and interviews are examples of qualitative methods that offer greater insights into the emotional and motivational experiences of students. For a thorough understanding, mixed approaches include both quantitative and qualitative data. Content analysis facilitates the identification of particular motivational components in the videos. Case studies track the useful application of movies in educational environments. Furthermore, studies on technological integration investigate the

advantages of mobile-assisted language acquisition, while studies on performance and anxiety look at the psychological aspects of speaking skills.

Conclusion

In conclusion, motivational videos on YouTube have become invaluable resources for educators, providing a wide range of engaging and inspiring information for learners. Their significance in augmenting learners' motivation, cultivating self-efficacy, and advancing selfregulation has been emphasized in this chapter. This study illustrates how these videos support student engagement and academic performance by examining different forms of motivating content and addressing important motivational theories, such as Expectancy-Value Theory and Self-Determination Theory. Teachers can utilize YouTube as a flexible platform to enhance learning experiences by providing visually stimulating and emotionally impactful content, even in the face of obstacles such as content quality control and digital access inequalities. Eventually, knowing the psychological and educational effects of motivational YouTube videos will help educators better utilize digital media to improve student motivation and learning results in a variety of educational contexts. It will also help educators develop more successful teaching tactics.

Chapter Two:

Speaking Skills

Introduction

One of the most extensively used languages in the world, English is utilized as a lingua franca in a number of industries, including commerce, education, science, and technology. Its function as a bridge language facilitates successful communication between speakers of different languages. More than a billion people speak English as a second or foreign language, even though native speakers make up a sizable portion of the population that speaks the language. This extensive use emphasizes how crucial it is to become proficient in the four main language skills speaking, reading, writing, and listening. Gaining success in a variety of professional and personal circumstances and attaining good communication require proficiency in these areas.

In this chapter, we will explore the multifaceted nature of speaking skill, beginning with its definition and highlighting its importance in various contexts. We will examine the key aspects that contribute to effective speaking, and classify different types of speaking. Various speaking activities that enhance proficiency will be discussed, along with the common difficulties faced in teaching speaking skills. Strategies for effective teaching, as well as the goals educators aim to achieve, will be outlined. We will also delve into the connection between YouTube videos and speaking skills, providing an overview of existing studies in this area. The chapter will conclude with a summary of the key points discussed.

2.1. Definition of Speaking Skill

For the most part, language is speech. There are numerous languages in the world that are solely spoken and do not exist in written form. The majority of languages are spoken rather than written, even those with writing systems. Language acquisition usually begins with

extensive listening to the target language (Anuradha, Raman & Hemamalini, 2014). The two most crucial language acquisition abilities are speaking and listening, which serve as the cornerstones for all other language proficiency. Youngsters pick up their mother language by natural listening and speaking from their environment, and they later attend school to learn how to read and write. When pupils' home language is different from the classroom language, a different teaching approach must be used. The emphasis should be on honing their speaking abilities in the new language because their surroundings are dominated by their mother tongue. This calls for a change in the way that oral skills are taught, with a stronger emphasis on speaking practice, teacher preparation, and curriculum development that aligns with this strategy (Suchdeva, 2011).

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). Speaking involves more than just forming grammatically correct sentences and pronouncing them aloud, as studies and common sense indicate. Chomsky's 1957 composition "Colorless green ideas sleep furiously" is a well-known example of a grammatically accurate but semantically incorrect statement. Thus, language instructors must acknowledge that speaking is more than just mechanics. The following is a summary of the three categories of knowledge that make up speaking ability:

• Mechanics, encompassing vocabulary, grammar, and pronunciation: employing appropriate words in the appropriate sequence with accurate pronunciation.

- The functions of transaction and interaction involve determining when precise understanding is necessary (for information sharing or transaction) and when message clarity is not (for interaction or relationship building).

- Pragmatics, Turn-taking, speaking rate, interstitial pause length, and participation roles are examples of social and cultural norms and regulations. Knowing when, where, what, and why someone is speaking to someone else is important to consider. It takes more than simply proper grammar and pronunciation to speak clearly. It comprises three main areas: pragmatics, which is knowing social rules like when to speak, how quickly to talk, and understanding the situation and people you're speaking with; mechanics, which is using the right words in the right order

and saying them correctly; and functions, which help you know when to be clear (like giving directions) and when casual conversation is okay. Gaining knowledge in these domains will help you communicate more successfully.

Ur (1996) asserted that while reading, writing, and listening are all significant abilities, speaking is the most crucial. People constantly gauge their level of language competence by how well they can speak; also, someone who is proficient in language use is referred to as a "speaker of language." Language proficiency in speaking is far more crucial than in reading, writing, or listening. Speaking fluently is a sign of proficiency, and it is a common way for people to gauge someone's language proficiency. In order to acquire fluency in a new language, speaking is essential. Everyone wants to talk more clearly and more rapidly. In order to communicate successfully, you must be able to string words and sentences together, pronounce sounds correctly, and select the right terms. Being able to use these abilities appropriately in various contexts facilitates effective interpersonal communication.

Crucially, speaking is an interactive process that is essential to learning a foreign language and developing into a proficient speaker and language user, as noted by Bailey and Savage (1994). But speaking is the most crucial, and everyone wants to get better at it as soon as possible. It is dependent on both generating and understanding the essential components of this language, such as how to put words together, sentences together, pronounce sounds correctly, and select specific vocabulary to communicate more freely and eloquently. According to Hedge (2000, p. 261), the speaker should make appropriate use of this language proficiency to communicate with individuals and communities in various circumstances.

In summary, speaking is the act of uttering sounds and words using the lips. Effective communication relies on the interaction between the speaker and listener in various circumstances to transmit meaning.

2.2. The Importance of the Speaking Skill

Developing oral proficiency is crucial to language mastery. A language becomes a list of written symbols instead of a dynamic method of communication when its speakers are unable to communicate. When communication is lacking, people are unable to comprehend and connect with one another, which makes language useless and the world quieter. The spoken word is essential to effective communication, making it an essential part of language acquisition and use.

Speaking is a fundamental skill that EFL learners should acquire alongside the other language skills. It has been called the primary form of language because, as Harmer (2001, p. 270) noted, failing to speak can indicate that you do not understand what the speaker is saying, as evidenced by expressions like confusion or shaking of the head. Additionally, mastering speaking entails mastering other language skills because, according to Ur (2000,

p. 12), speaking appears to be the most important of the four language skills. Speaking English in class or outside requires a lot of practice and attention to develop it, so teachers want their students to be able to use it as much as they can, correctly and fluently. Speaking allows students to express themselves, give opinions, ask questions, make requests, tell stories, inform, explain, convince, and discuss, among other things.

Speaking also helps students in job interviews and broadens their options for jobs. Finally, speaking helps them communicate effectively in business at work or school, Baker and Wertrup (2003,05) says that a student who can speak English well may have great chance for future education, of finding employment and going promotion it means people who speak English very well have more chance to get job in companies and organization.

Speaking is a unique skill that is just as vital as other skills, according to Sadiku (2005, p. 3). All that's required when you have thoughts heard, ideas written down, and words read is to simply talk; the way you speak will define how expressive you are. To put it another way, everyone on the planet has to be able to communicate freely in order to understand one another, share feelings and information, and express themselves. Students can evaluate their speaking abilities to determine how well they are learning a language. Accurate and clear message delivery is essential for effective communication.

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. Bueno, Madrid, and McLaren (2006: 321) state that speaking is one of the most challenging abilities that language learners must master.

Speaking is regarded as the most crucial of the four English language abilities. Even after years of language study, learners still struggle to communicate when necessary in real-world settings. There are numerous motivations to get past this. First, ELLs should recognize the value of speaking abilities and make an effort to develop them since they are necessary for success in this competitive environment.

2.3. The Aspects of Speaking Skill

Speaking is not an easy endeavor, but all language learners study the target language with the goal of becoming accurate and fluent speakers, utilizing proper grammar, vocabulary, and pronunciation-qualities that characterize speaking proficiency.

2.3.1. Accuracy

These days, the majority of foreign language instructors place a strong emphasis on accuracy because students are more concerned with being fluent than being accurate. Without accurate speech structures, speakers risk being misunderstood and losing interest when they repeatedly make mistakes. As a result, learners should focus on a variety of aspects of their spoken language, primarily vocabulary, grammatical structure, and pronunciation.

According to Yuan and Ellis (2003, 02), "accuracy in speaking is the extent to which the language produced conforms to target language norms," so it's critical to understand language rules and know when to apply them in sentences. Therefore, it signifies that you are aware of proper usage of grammar, vocabulary, and pronunciation. According to Ellis and Barkhuizen (2005), accuracy has to do with "how well the target language is produced in relation to the language's rule system." Put differently, accuracy pertains to the manner in which spoken language is produced, focusing on specific components of speaking such as

grammar and pronunciation. The rules of language that determine how sentences or phrases should be put together to express meaning are known as grammatical forms.

2.3.2. Fluency

According to Hedge (2005: 4), "fluency means speaking easily, smoothly, naturally, and reasonably quickly without lots of pauses and stops." This is the primary quality of the speaker's performance. Fluency is the ability to respond coherently by connecting words and phrases effectively and pronouncing the sound clearly. Some speakers speak quickly without pausing because they believe that fluency is the capacity to speak quickly. However, a good English speaker should be able to use the language without difficulty. Thombury (2, p. s6) stated that while pace is crucial for fluency, even native speakers must occasionally pause to let the audience to comprehend what they are saying. In order to talk more clearly and fluidly, speakers should and must take a breath. According to Hedge (2000), speaking performance units are linked together without slowing down or pausing to demonstrate fluency in words and sounds. In particular, it is successful in producing pleasing sounds.

Speaking with ease and without frequent pauses is what is meant by fluency, not only speaking swiftly. It's critical to make meaningful word connections and to pause when necessary. Even fluent speakers take a moment to clarify for the audience.

2.3.3. Grammar

As noted by Thornbury (1999), grammar encompasses more than just sentence construction. Furthermore, the majority of people concur that grammar is not produced in structures. When proper grammar is used, there are more possibilities to practice language syntax and improve speaking ability. Grammar is defined as the principles by which words change their forms and join into sentences in the Longman dictionary competency English

(2000: 193). Speakers should be able to utilize a proper sentence, which requires at least subject, verb, and object.

Additionally, students must to distinguish between adjectives and adverbs. Grammar aids in the efficient and suitable expression of ideas, sentiments, and emotions. According to Little wood(1981p.19). *Grammar is an essential resource in using language communicatively so grammar is very important in communication , grammar help learners to use language accurately, and facilitate the interaction between people and makes speakers meaning clear.* Grammar is essential for developing speaking abilities since it facilitates precise and clear message delivery. A message's goal and meaning are clear when it is conveyed using good grammar. Thus, mastering English grammar is necessary before concentrating on other linguistic components.

2.3.4. Vocabulary

According to Oxford Learners Pocket Dictionary (2008, p. 495), vocabulary is a list of terms along with their definitions, particularly in books for foreign language learners. In order to get vocabulary accuracy, speakers must select acceptable words. Occasionally, learners have challenges in finding the right words to convey their ideas and acquire the necessary vocabulary. According to Harmer (2001, 35): *The knowledge of word classes also allows speakers to prefer well from utterances. So vocabulary is very important so teachers should help learners to develop their knowledge, and give vocabulary much important in the class*.

Insufficient vocabulary makes it difficult for students to communicate. Using dictionaries and books to acquire new terms and prevent communication problems will help you get over this. 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). In simple words , Vocabulary is key to speaking well. Learning more words helps you use the language better.

2.3.5. Pronunciation

According to Goh (2007: 129), pronunciation is defined as the act or manner of speaking a word, or the way in which words are pronounced. Good pronunciation aids in the listener's understanding of the intended meaning and significantly enhances learners' speaking abilities. Learners must comprehend phonological norms in English, such as word stress and intonation patterns, in order to speak the language correctly. Clarity of meaning can be achieved by using rising or falling intonation appropriately. These elements enhance speaking precision and facilitate greater understanding by others. 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. Additionally, clear pronunciation aids in understanding and ensures effective communication.

2.4. The Types of Speaking

Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

a. **Imitative:** The ability to practice intonation and concentrating on certain language form aspects fall under this category. That is a form of word, phrase, or sentence imitation. Here, it's crucial to concentrate on pronunciation. Drilling is a tool used by teachers to aid in their students' learning. The rationale is that drilling gives pupils the chance to listen and repeat some words aloud.

b. Intensive: In this speaking exercise, the students are honing their phonological and grammatical skills. Students typically complete tasks in pairs (group work), such as reading aloud passages that comprise paragraphs, turning over dialogue with a partner, and reading data from charts, among other activities.

c. Responsive: Responding quickly and clearly to inquiries or remarks is a key component of responsive performance. Small talk, quick conversations, straightforward requests, and remarks all fall under this category. The goal is to guide or instruct pupils by providing insightful and pertinent answers to their questions or comments.

d. Transactional (dialogue): The purpose of this activity is to exchange or communicate particular information. To practice speaking and understanding one another, students could, for instance, work in pairs to have a conversation in which they ask and answer questions.

e. Interpersonal (dialogue): This is not so much a fact-and-information-sharing exercise as it is an opportunity to foster social bonds. Role plays, talks, games, and interviews are a few instances of this kind of speech.

f. Extensive (monologue): Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Six categories of speaking skills are identified by Brown (2004): interpersonal, transactional, intense, responsive, and imitative. Every category concentrates on a distinct facet of speaking, ranging from social engagement and extended monologues to the practice of grammar and pronunciation. This framework facilitates efficient comprehension and instruction of speaking abilities.

2.5. Speaking Activities

When teaching speaking, teachers must take on a variety of roles, plan and consider activities that will inspire students to speak up, express themselves, and reach their objectives. Teachers must also consider how to create a welcoming environment and inquire about the kinds of activities that students would like to see used in the classroom, such as debate, discussion, roleplaying, etc.

2.5.1. Discussion

According to the Oxford Dictionary of 1990, a discussion is a conversational approach that seeks to identify as many shared ideas as possible. It is the act of talking about something in order to reach a discussion or to exchange ideas. Teachers should create the discussion activity's agenda before class since it encourages students to think critically about pertinent issues and because it's crucial that they be aware of the most crucial time management tips. Give students time to gather their thoughts and put them in order before starting a discussion exercise. The activity's structure should be carefully considered by teachers. Students' interest and enthusiasm to engage can be increased by first preparing them and then letting them choose discussion topics. It is advantageous to work in small groups because large groups often make noise in the classroom. Arranging the time is also crucial; in order to keep everyone's attention, talks should preferably not go longer than ten minutes. Ensuring that every learner has the chance to speak and allowing them to participate in their own way are crucial. Start by getting the students ready with an appropriate image or analogous dialogue. then let them practice their discussion activity. Finally, ask them questions about the topic and evaluate their performance.

The keys to leading productive class discussions include equal participation, thorough preparation, and time management. Teachers can encourage a more deliberate and interesting discussion by giving students time to collect and arrange their ideas. Giving students the freedom to select discussion topics increases their motivation and level of interest.

2.5.2. Simulation

The term "simulation" has many definitions, but the first researchers in this subject were Doug Ill and Jones (1987). Doug Ill states that "a structured set of circumstances that mirror real life and participants act as instructed" (p. 21) is what simulation is.In the meantime, simulation is defined by Jones (1982) in his own research as the actuality of function in an organized and simulated environment. Three key components of simulations are illustrated by this definition: structure, simulated environment, and actuality of function. According to both definitions, simulation is a sort of imitating actual life in a simulated environment; it does not, therefore, represent real life. Rather, it "mirrors real life" and "realism" of function in a simulated and structured context." Through carefully crafted environments that closely resemble real-world situations, simulations enable participants to engage in realistic activities and interactions. By replicating real-life dynamics without completely reproducing them, this method highlights the significance of structure, the simulated environment, and the actuality of function and offers a useful tool for training and study.

2.5.3. Conversation

Bannink (2002) emphasized that as true conversations must develop and cannot be planned by definition, they cannot be the result of lesson agendas that have been preplanned (p. 271). That is to say, pupils speak quite spontaneously when participating in conversation

activities. In order to interact, they just express the concepts and thoughts they have stored in their minds.

2.5.4. Interview

Interview is a motivating exercise that encourages students to ask and respond to questions more actively creates a lively learning atmosphere. Through this procedure, kids are able to recognize and overcome their speech deficiencies, receive error correction, and be encouraged to express their ideas freely. Using this method not only improves their speaking ability but also increases their confidence and engagement in group conversations. "Conducting interviews can be very beneficial for students in terms of practicing their speaking ability and helps them become socialized," according to Kaddour (2015) (P. 22). Consequently, interviewing both within and outside of the classroom allows students to practice oral fluency in a social setting.

2.5.5. Communicative Games

It is believed that using games in the English language classroom helps pupils feel less stressed and anxious and encourages them to be more at ease. Students will undoubtedly wish to employ this strategy in the language classroom to improve their communication skills (Zhu, 2012). "Using games is a good way to improve students' various skills," the researcher continued (p. 208).

2.5.6. Gap Information

This type of task involves using vocabulary or information to fill in the blanks. Information Gap is "a basic concept in contemporary methodology," according to Swan (1985) (p. 94). It is used to practice knowledge sharing between two students. According to

Sharouf (n.d.), gap information requires group work in which students discuss and come to an agreement on the same knowledge even when one student may have information and the other may not. This method can be used in language classes to help pupils learn how to solve problems and absorb new material. Students' communicative skills are improved as they are exposed to real spoken English through the information gap activity. It motivates students to actively engage in discussions by posing queries, making remarks, and resolving issues. This approach increases their confidence and capacity for meaningful conversation in addition to helping them become more fluent in the language.

2.5.7. Role Play

Nunan (2005:52) defines role-playing as a speaking exercise in which students assume the roles of other people and communicate with them based on those people's attributes, such as age, gender, occupation, and so forth. Additionally, he clarifies that role play involves a specific communication task, such as settling a dispute, arranging a reservation, obtaining information, and so forth. "Rolle play is the method of acting out particular ways of behaving or pretending to be other people who deal with new situations," according to the Cambridge International Dictionary of English. It is utilized in psychotherapy and language training programs. Additionally, during role-playing exercises, students are given roles and placed in scenarios that they might someday encounter outside of the classroom. Role play extends the range of linguistic functions that can be used because it mimics real life.

2.5.8. Storytelling

One of the best methods used by foreign language instructors in the classroom to improve their students' oral skills is storytelling, which involves listening to and narrating

stories."Telling stories is fun, inexpensive, and useful anytime, anywhere" (Zabel, 1991). Storytelling is intended to be an enjoyable and model activity that requires time and effort, making it simple for teachers to employ to help their students' speaking skills.

2.6. Difficulties in Teaching Speaking Skill

Both teaching and learning a foreign language provide substantial obstacles for many teachers and students. It can be particularly difficult to teach speaking skills in the classroom since instructors frequently find it difficult to help their pupils become more proficient speakers. The fundamental characteristics of language and the scarcity of opportunity for students to practice speaking are the main causes of this issue. The difficulties of improving speaking abilities can also be caused by a number of other things, which makes the process even more difficult. According to Idrus & Salleh (2007), oral communication is a major component of soft skills, A crucial component of soft skills is oral communication. This implies that interpersonal relationships and success in both personal and professional contexts depend on having strong speaking and listening skills. Clear oral communication facilitates interaction in a variety of contexts and allows you to express your views concisely.

Unfortunately, the majority of English language learners more especially, those who are studying English as a second language, or ESL learners continue to struggle with developing their speaking abilities. This is because ESL learners encounter certain difficulties when attempting to memorize and speak the target language. A variety of emotive components, according to Krashen (1982), aid in the acquisition of second languages. But the components that come up most frequently are worry, confidence, and motivation. Oxford (1990) provided more support for this, stating that a major factor in the students' failure was their mindset. For ESL students, it can be difficult to become more motivated, self-assured, and less

anxious. These factors are frequently linked together, so a rise in anxiety will eventually cause a person to lose drive and self-assurance, which will have an impact on their performance. Thus, a high level of anxiety is the primary factor preventing ESL students from using the target language, particularly in a speaking-intensive classroom. Numerous academics have demonstrated this in their corresponding works, including Ansari (2015), Savasci (2013), and Tuan and Mai (2015). The biggest obstacle that usually arises in a speaking activity classroom is anxiety, which has a negative impact on students' academic objectives (Ansari, 2015).

First of all, students would undoubtedly become anxious if they were corrected while they were speaking. Tuan and Mai (2015) expounded on the reasons for this. They claim that if pupils receive constant corrections for their mistakes, they may grow fearful of making mistakes in the future. The researchers also discussed additional difficulties that the students faced, such as time constraints and their capacity to listen, both of which might lead to anxiety.

Moreover, inhibition is also another challenge that is faced by ESL learners. Speaking inhibition is mostly brought on by a fear of making mistakes and receiving criticism. It can also be brought on by a lack of drive, shyness, or low self-esteem. Students are hindered by these issues. Ur (2000) highlights the students that are unable to participate in class, are apprehensive, tense, and afraid of making mistakes. As such, they are unable to grow as people or as individuals. Furthermore, inhibition in language classes can also result from certain students dominating the conversation because they are given more opportunities to speak; however, reset members are never given the chance to share their ideas, which will have a negative impact on how they use language (Leong and Ahmadi, 2017).

Fear of making mistakes and receiving negative feedback is a common cause of inhibition among ESL learners, which can impede their progress and engagement. If a few students control much of the conversation, it can exacerbate this problem by depriving other students of opportunity to practice and advance their language proficiency. ESL students are often concerned about their limited vocabulary because it prevents them from expressing themselves. This issue was also raised by Tuan and Mai (2015) and Ansari (2015), who emphasized that learners' lack of desire prevented them from expressing themselves, even though they had ideas for sentences in their native tongue. Due to their inability to participate fully in class due to a lack of vocabulary, this scenario also made the students inactive in the classroom.

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. This indicates that a learner's comprehension of a foreign language is incomplete when they are una ble to adapt to its cultural standards.As such, individuals frequently fall back on their behaviors in their original tongue. In addition to that, 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. Teachers ought to choose subjects that their students are enthusiastic about and well-versed in. Students remain more motivated and are more likely to engage in active learning when they are engaged in the material and already possess a wealth of knowledge about it. This method contributes to more effective and enjoyable learning.

It can be extremely difficult to teach and learn a foreign language, particularly when it comes to speaking abilities. Because language is complex and students don't always have enough opportunities to practice, teachers frequently find it difficult to assist students speak more fluently. Speaking is challenging for ESL learners due to issues including nervousness, fear of making mistakes, and vocabulary deficits. They may also be held back by cultural differences and a fear of judgment. Teachers should choose subjects that their pupils are enthusiastic and knowledgeable about in order to engage and motivate them.

2.7. Strategies of Teaching Speaking

Even with teachers' best efforts and a variety of exercises, teaching speaking in a foreign language classroom can be difficult since students frequently have difficulty with oral fluency. Teachers must use motivational techniques to help kids overcome their speech challenges and interact more successfully in order to address this. These techniques aid in the development of a more stimulating and encouraging learning environment, which helps students become more confident and proficient communicators. According to H. Douglas Brown, there are several key principles that teachers should consider when teaching speaking skills. These principles are designed to address the diverse needs of learners and enhance their communicative competence. Here are the main principles outlined by Brown (1994: 275):

1. **Techniques Covering Learner Needs:** Employ a variety of techniques that address language accuracy and fluency, as well as meaningful interaction. This ensures that all aspects of speaking are developed.

2. **Motivating Techniques:** Use intrinsically motivating activities that engage students and stimulate their interest in speaking. This can include games, role-plays, and discussions that are relevant to their lives.

3. **Authentic Language in Context:** Encourage the use of authentic language in meaningful contexts. This helps students understand how language functions in real-life situations, making their learning experience more relevant.

4. **Appropriate Feedback and Correction:** Provide timely and constructive feedback on students' speaking performance. This includes correcting errors in a supportive manner that helps learners improve without discouragement.

5. **Link between Speaking and Listening:** Capitalize on the natural connection between speaking and listening. Activities should integrate both skills to reinforce understanding and improve overall communication.

6. **Opportunities for Initiation:** Give students ample opportunities to initiate oral communication. This empowers them to take charge of their speaking practice and encourages confidence.

7. **Development of Speaking Strategies:** Encourage the development of strategies that students can use to enhance their speaking skills. This includes techniques for organizing thoughts, managing conversations, and using language effectively. There are various stages to the speaking instruction process. Three steps are mentioned by Scott (1981) to finish teaching speaking. Defining goals is the first step. The teachings that the students will learn must be explained by the teacher. Learning will be simple for students to understand if they are aware of the learning objectives. The lesson's goal could be explicitly stated to the class

by the instructor. It is better to give them hints for brainstorming the goals. Using visual aids to get kids' attention and involvement is another strategy.

Presentation comes next. At this point, it's important to keep in mind that the linguistic operations covered in the session will all be delivered in context. Clarity on linguistic items is crucial. Teachers can employ text, video, recorded audio, pictures, or other media in the form of native speaker interactions to contextualize language items. Practice and production come last. Before moving on to individual responses, the students in the phase will be given a drilling check to see if they have understood the material being taught by choral repetition of the language delivered. The instructor will guide the class by pointing out information gaps and giving the students feedback.

Additionally, there are a few principles to keep in mind when creating speaking-education exercises. In order to provide the ideal environment for independent language usage, speaking activities must first optimize language production (Brown, 2001). Second, the activities should be carried out in interactive settings where students may demonstrate their understanding and interest as well as ask questions or make comments. These settings could also have a competitive element where students collaborate to accomplish a common goal. Thirdly, educators consider the requirements of their students, shifting from a language-based emphasis on precision to a message-based emphasis on communication, interpretation, and ease of use to promote the use of real language in relevant circumstances. According to Richards (2002), it's critical to provide each task with a relevant context in order for students to connect newly learned information to their prior knowledge and experiences and help it stick in their long-term memory.

Conversely, speaking serves a variety of purposes, such as transactional speech to exchange commodities or information and interactive speech to uphold social relationships (Brown and Yule, 1999; Brown, 2001; Bailey, 2005; Thornbury, 2005; Richards, 2008).

2.8. Goals of Teaching Speaking

Even though textbooks are still essential for teaching and studying foreign languages, YouTube videos are becoming indispensable as supplemental resources for enhancing English language acquisition both inside and outside of the classroom. Because of this, a lot of educators use YouTube as an additional resource for their classes. Additionally, York (2011) offered the following justifications for using YouTube videos in the classroom:

a. **Cognitive reason:** YouTube is a great resource for increasing language understanding in learners. Students can have a better understanding and interpretation of non-verbal language, such as signs and symbols, by watching films. They are better able to identify and process knowledge and information thanks to this ability.

b. **Providing multiple learning styles:** Integrating YouTube can accommodate all of these varied learning techniques, as individual learners have different preferences when it comes to learning foreign languages. It makes learning a second language more effective for everyone by giving pupils the chance to employ the teaching strategy that works best for them.

c. **Achieving affective reasons:** In order to assist students enjoy studying and become more motivated and passionate about learning a foreign language, teachers can use YouTube to

address affective issues. Their excitement and passion for finding and learning new languages may be sparked by it.

When studying a foreign language, many students face a variety of difficulties, which frequently results in a lack of interest in advancing their language proficiency. YouTube videos can be used by educators as useful teaching aids to improve students' cognitive skills and meet the needs of a variety of learning preferences, including kinesthetic, visual, and auditory. Additionally, by addressing psychological hurdles and boosting motivation to use English, these materials can assist students in acquiring the language more successfully**.** In addition to that, McCarthy (1972: 9) declares that: ***When people are learning to speak a language they are concerned mainly with two things, first, knowing what to say words and phrases to use it at any given moment, in any given situation and second, being able to say it able to perform the required action, the movement necessary, far saying those words and phrases aloud.*** As much as possible, because speaking helps students write better, expand their vocabulary, learn grammar, and express themselves, ask questions, explain, converse, and discuss, among other language-related activities. Speaking also helps students in job interviews, expanding their range of options for employment, and improving their business communication at work or school. According to Baker and Westrup (2003, 05), students who speak English fluently may have an increased likelihood of continuing their studies, being hired, and moving up the career ladder.

2.9. The Relation between YouTube Video and Speaking Skill

The internet can be utilized as a medium for teaching and learning. Because using the internet is so simple, things may be like that. These days, kids utilize the internet not just at online stores but also at home or straight from their classroom. Because students may readily

access the internet at home or in a shop, Sanaky claims that using the internet in the classroom can aid in the teaching and learning process (2009: 102).

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 an excellent resource for teaching speaking because they feature a variety of sounds and spoken language samples. They provide students with access to a diverse array of conversations and discourses in many contexts, assisting them in identifying and utilizing interactive language. Students can also interact with one another through comments and a variety of linguistic expressions on YouTube.

Numerous advantages arise from integrating the internet into education, which have the potential to greatly enhance both teaching and learning results. Beyond traditional literature, the internet can be a useful tool that empowers teachers to design and modify their own lesson plans (Sanaky, 2000). Maintaining student involvement and interest in the learning process depends on this flexibility. The internet functions as both interpersonal and mass media, facilitating communication in various formats. This allows for one-to-one interactions, as well as one-to-many communications, which can enhance the dissemination of information and foster collaborative learning environments. In addition, The interactive character of the internet encourages active participation from students. Unlike traditional teaching methods, which may rely heavily on passive learning, the internet allows for dynamic engagement through interactive exercises, discussions, and multimedia resources. This interactivity is essential for maintaining student interest and promoting deeper understanding. IT enables seamless

communication between teachers and students, as well as among peers. This can include the use of various platforms and tools, such as social media, messaging apps, and online forums, which support continuous dialogue and collaboration outside of traditional classroom settings.

For ELT (English Language Teaching), internet can use for everything such as updating language skills, finding materials teaching, working on class project, and activities (Teeler and Gray, 2000: 5). To put it another way, teaching and studying foreign languages can greatly benefit from the internet. It facilitates the understanding of how to utilize the language in natural settings by educators and learners alike. While students can utilize the internet for school assignments and other learning tasks, teachers can locate resources and activities online with ease. All things considered, it improves the process of teaching and learning.

YouTube is one of the websites that might provide resources for education, particularly when it comes to teaching speaking. According to Juju (2009: 1), YouTube is a well-known website where users may find videos regarding movie trailers, accidents, concerts, tutorials, etc.

YouTube allows users to locate and share videos as well as use the platform to publish their own videos. There are plenty of movies on language acquisition that teach you how to learn a foreign language, particularly English. Prakoso (2009) asserts that YouTube helps users find the kind of video they're looking for. Kindarto (2008) adds that YouTube allows users to find videos from anywhere in a variety of genres. This implies that any user of the internet can locate whatever movie they look for. Even films and animations are available for viewing on the YouTube website. The video that can find in YouTube has several categories such as comedy category, entertainment category, film and animation category, music category, news and politics category, people and blog category, pets and animal

category, science and technology category, sport Category, travel and events category (Prakoso, 2009: 46-).

Educational videos can also be found on YouTube. In addition to in class, the students can study from a movie. Kindarto asserts that education can come from watching movies as well as from classroom instruction. The movie is also available on YouTube (2008: 84). According to Prakoso (2009: 49), YouTube offers content related to technology and education. In the meantime, Downes claims that there are a ton of educational films on YouTube (2008: 2).

Furthermore, Jalaluddin (2016) notes that YouTube provides an avenue for students to interact with English speakers, both native and non-native, and aids in their acquisition of additional dialects and accents from across the globe. There is little doubt that YouTube videos affect students' speech proficiency. They give pupils access to a range of English dialects, both spoken by native speakers and non-native speakers. Students are more likely to develop their pronunciation, vocabulary, grammar, and oral fluency.

Indeed, incorporating this YouTube video into the process of teaching foreign languages may encourage pupils to practice speaking more. Additionally, by following a few criteria, teachers can use films to effectively teach speaking. For example, they can pause a movie and allow students to picture how the story will end before asking them to express, discuss, and offer their ideas. Additionally, the efficient application of strategies and tactics would improve student motivation and performance in the classroom (Arianti et al., 2018).

Notably, teachers can improve their students' oral communication skills by asking them to comment on pictures, share interactions, pronounce words clearly, give expression, and discuss the meaning of sentences. Teachers can do this by using YouTube videos to help their students

anticipate what they will hear and see. One useful resource for teaching speaking techniques is YouTube. With the aid of a diverse selection of films featuring conversations, accents, and language samples, students can enhance their vocabulary, pronunciation, and fluency. Teachers can use YouTube to improve their teaching, provide pupils engaging information, and give examples of different languages. This enhances learning and adds dynamism and effectiveness to the educational process.

2.10. Overview of Existing Studies

A number of studies have been done recently, focusing on the usage of YouTube videos to help students with their speaking. Yunita (2015) conducted a pre-experimental research about the effectiveness of using video YouTube toward students' speaking ability at the second grade of MTs PSM Mirigambar Tulungagung. The result shows that the mean score of students' speaking is 58.4375 before treatment was given and it becomes 67.8125 after the students were given treatment in which it means that there is a significant difference of students' speaking ability by using video YouTube.

Muna (2011) also conducted an action research at the eleventh grade of SMK Negeri 3 Surakarta (vocational high school). The result also shows that YouTube Video can improve students' speaking skill in aspects of fluency, vocabulary, grammar, pronunciation, and students' idea related to the content of the topic. Besides, using YouTube video also causes an improvement of the class situation become more conducive. More than that, a research that was done in higher education also shows similar result.

A recent study conducted by Syafiq et al. (2021, p. 50) showed that "YouTube video as English learning material improved the speaking skill of students including fluency,

vocabulary, pronunciation, grammar, and content." On the other hand, Isda & Imran (2021) uses Google Classroom as a platform to allow flipped learning for learners to access task instruction and feedback outside real time online classes. In their study, role play is selected to be used in their task-based approach to enhance speaking skill. Similarly, Rafsanjani et al (2020) uses WhatsApp as a platform to conduct task-based speaking skill development. A combination of role play and information Gap task was implemented in their study. Findings show that role play and information gap were effective to enhance speaking skill. Though, no significant deference in confidence level among learners at the end of the study.

Riswandi's (2016) study on YouTube's impact on students' speaking skills found significant improvement in two cycles. The students' maximum speaking test scores were 71.7 and 80.1, respectively. The study also revealed positive student perceptions of YouTube, with all students enjoying the learning activities and finding it helpful and motivating in improving their speaking skills. The qualitative approach was applied in the study.

Meinawati, Harmoko, Rahmah, & Dewi (2020) conducted a study about increasing speaking skill through YouTube. The aim of the study was to investigate the use of

YouTube in improving students' speaking skill. The subject of the study were 10th grade students of SMA IT Rahmaniyah. The result of the study showed that YouTube was a good alternative teaching media, especially in teaching language. The score of students' speaking test was improved when they were taught by using YouTube.

Conclusion

Speaking is a critical communication and language acquisition ability. This chapter emphasized the value of speaking skills development since they allow students to participate

in meaningful conversations and articulate their ideas, opinions, and thoughts in a clear and concise manner. Enhancing pronunciation, accuracy, and fluency can help students become more proficient and self-assured communicators. Using resources like YouTube videos, which offer real-world exposure to the language and useful examples, can also greatly improve the learning process. In general, practicing speaking is crucial for both efficient communication and successful language learning.

Chapter Three:

Filed Investigation

Introduction

This study aims to investigate the teachers' and students' opinions towards the impact YouTube motivational videos on students speaking proficiency. Two questionnaires are designed. The first one is administrated to second year students at the department of English, University of 08 Mai 1945 Guelma, while the second one is designed to teachers to obtain more information about speaking and the importance of using YouTube motivational videos to develop the speaking proficiency. The current chapter is devoted to the practical framework of this study, aiming at investigating teachers' and students' opinions towards the impact of YouTube motivational videos to develop the speaking proficiency. In order to examine the research hypothesis, two data gathering tools have been used, teachers and students' questionnaires. The methodology adopted in the present study, data collection tools, and the results discussions are, therefore, all described within this chapter. It finishes with some conclusions, pedagogical implications, limitations of the study, and recommendations for future researchers.

3.2. Teachers' Questionnaire

This questionnaire aimed at finding teachers' opinions about whether the integration of the YouTube motivational videos may turn out to be an important tool on developing the speaking proficiency.

3.3. Description of the Questionnaire

This questionnaire was administered to 10 teachers at the department of English, University of 08 Mai 1945. The questionnaire begins with a brief introduction that explains the aim of the questionnaire as well as the procedure of answering the various

questions. It is composed of 14 questions. These questions are of two types: Yes/No questions and multiple-choice questions.

3.4. Population and Sampling

In this present research, the questionnaire was devoted to English language teachers at University of 08 Mai 1945. Though the questionnaire was distributed to 10 participants as mentioned earlier, all the copies were retrieved.

3.5. Analysis and Discussion

Q1: Gender: a-Female b-Male

Table 3.1.

Teachers' Gender

Choices	Participants	Percentage
Male	1	10%
Female	9	90%
Total	10	100%

The data in Table (3.1) reveals that the majority of the participants in this study are female, comprising 90% of the sample, while only 10% are male. This gender distribution may reflect the broader demographic of English language teachers at the University of 08 Mai 1945, where female teachers are predominant. The perspectives provided in this study are thus more representative of female educators.

Q2: Academic level

Table 3.2.

Teachers' Academic level

Choices	Participants	Percentage
Magister	7	70%
PhD	3	30%
Professor	0	0%
Total	10	100%

The findings in table (3.2) indicate that a significant proportion of the teachers surveyed hold a Magister degree, accounting for 70% of the respondents, while 30% possess a PhD. Notably, none of the participants hold the title of Professor. This suggests that the majority of teachers involved in the study have substantial academic qualifications, though the highest academic rank is underrepresented.

Q3: For how many years have you been teaching English at University?

Table 3.3.

Teachers' Experience in Teaching English

Choices	Participants	Percentage
1-5 years	1	10%
5-10 years	2	20%
More than 10years	7	70%
Total	10	100%

The results in table (3.3) show that 70% of the teachers have been teaching English for more than 10 years, indicating a wealth of experience among the participants. Only 10% have 1-5 years of experience, while 20% have 5-10 years. This distribution suggests that the insights gathered from the questionnaire are informed by extensive teaching experience, which may add depth to their perspectives on integrating YouTube motivational videos in teaching.

Q4: How familiar are you with the use of YouTube motivational videos for language learning process?

Table 3.4.

Teachers' Familiarity with the use of YouTube motivational videos

Choices	Participants	Percentage
Very effective	7	70%
Somewhat effective	2	20%
Not effective	1	10%
Total	10	100%

The data in table (3.4) indicates that 70% of the teachers consider YouTube motivational videos to be very effective for language learning, while 20% find them somewhat effective. Only 10% of the respondents do not perceive these videos as effective. This suggests a strong recognition among the majority of teachers regarding the potential benefits of YouTube motivational videos in the educational process.

Q5: Have you ever incorporated YouTube motivational videos into your teaching to enhance students' speaking skills?

Table 3.5.

Incorporating YouTube motivational videos into teaching

Choices	Participants	Percentage
Yes	4	40%
No	5	50%
Considering it	1	10%
Total	10	100%

The results in table (3.5) indicate that 40% of the teachers have already incorporated YouTube motivational videos into their teaching, while 50% have not done so yet. Interestingly, 10% of the teachers are considering using these videos. This distribution reflects a growing interest in integrating digital resources, though there remains some hesitation among educators.

Q6: what is your perception of the effectiveness of YouTube motivational videos in improving students speaking proficiency?

Table 3.6.

Perception of the effectiveness of YT.M.V in improving the speaking proficiency

Choices	Participants	Percentage
Very effective	5	50%
Effective	3	30%
Neutral	2	20%
Ineffective	0	0%
Very ineffective	0	0%
Total	10	100%

In table (3.6), half of the teachers (50%) consider YouTube motivational videos to be very effective in enhancing students' speaking proficiency, with an additional 30% rating them as effective. 20% of them remain neutral, and none view these videos as ineffective. This consensus suggests a positive perception of YouTube videos as a valuable tool in language teaching.

Q7: Do you believe YouTube motivational videos can complement traditional teaching methods in developing students' speaking skills?

Table 3.7.

Teachers' opinions about using YouTube.m.vs as a complementing tool to traditional teaching methods

Choices	Participants	Percentage
Strongly agree	5	50%
Agree	4	40%
Neutral	1	10%
Disagree	0	0%
Strongly disagree	0	0%
Total	10	100%

In table (3.7), a significant majority of teachers (50%) strongly agree that YouTube motivational videos can complement traditional teaching methods with 40% agreeing and 10% remaining neutral. None of the respondents disagree with this proposition. This indicates widespread acceptance of integrating digital media into conventional teaching approaches to enhance student engagement and learning outcomes

Q8: How do you integrate YouTube motivational videos into your teaching practice, if at all? (Select all that apply)

Table 3.8.

Integration of YouTube motivational videos into the teaching practice

Choices	Participants	Percentage
As supplementary materials	3	30%
To introduce new topics	4	40%
To provide real-life examples	3	30%
Total	10	100%

In table (3.8) teachers report diverse ways of integrating YouTube motivational videos into their teaching. The most common use is to introduce new topics (40%), followed by using them as supplementary materials (30%) and to provide real-life examples (30%). This diversity in application reflects the flexibility of YouTube videos as a teaching resource, catering to various pedagogical needs.

Q9: What strategies do you employ to maximize the impact of YouTube motivational videos on students' speaking proficiency? (Please justify)

Teachers suggest various strategies to maximize the impact of YouTube motivational videos on students' speaking proficiency, including listening, speaking and imitation, summarizing and bloom fields techniques for a good impact.

Q10: Have you observed any specific challenges or barriers in using YouTube motivational videos to enhance students' speaking skills? If yes, please elaborate!

Table 3.9.

Challenges or barriers in using YouTube motivational videos

Choices	Participants	Percentage
Yes	1	10%
No	9	90%
Total	10	100%

The data shows in table (3.9) that only 10% of the teachers have encountered challenges or barriers in using YouTube motivational videos, while the vast majority (90%) has not faced any significant issues. This suggests that the integration of these videos into teaching is generally smooth and well-received, with minimal obstacles reported by educators.

Q11: How do you assess the effectiveness of YouTube motivational videos in improving students' speaking proficiency?

Table 3.10.

Assessing the effectiveness of YouTube motivational videos in improving students' speaking proficiency

Choices	Participants	Percentage
Observation of students' speaking performance	5	50%
Student feedback	3	30%
Formal assessments	2	20%
Other	0	0%
Total	10	100%

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In table (3.10),the most common method for assessing the effectiveness of YouTube motivational videos is through the observation of students' speaking performance, as reported by 50% of the teachers. Student feedback (30%) and formal assessments (20%) are also used, indicating a balanced approach that combines both qualitative and quantitative measures to evaluate the impact of these videos.

Q12: Do you think it's important to evaluate students' speaking proficiency after incorporating YouTube motivational videos into teaching?

Table 3.11.

Importance of evaluating students speaking proficiency

Choices	Participants	Percentage
Yes	7	70%
No	0	0%
It depends	3	30%
Total	10	100%

The results in table (3.11) indicate that 70% of the teachers believe it is important to evaluate students' speaking proficiency after incorporating YouTube motivational videos into teaching. Meanwhile, 30% suggest that the necessity of evaluation depends on various factors. This underscores the recognition of the importance of assessment in understanding the effectiveness of these videos in enhancing speaking skills.

Q13: In your opinion, what criteria should be considered when evaluating students speaking proficiency influenced by YouTube motivational videos? (Justify please)

Teachers emphasize various criteria for evaluating students' speaking proficiency, including grammar, language use, vocabulary richness, pronunciation, and spontaneity. Additionally, they stress the importance of context, clarity of articulation, cultural competence, and critical thinking skills. This comprehensive approach to evaluation reflects the multifaceted nature of speaking proficiency and the diverse elements that contribute to effective oral communication.

Q14: Do you have any additional comments, insights, or suggestions regarding the use of YouTube motivational videos for enhancing students' speaking proficiency?

One teacher noted that YouTube motivational videos can be a valuable resource for improving students' oral communication skills by providing exposure to real language, diverse dialects, and engaging content. However, the teacher also cautioned that these videos should be carefully selected to align with learning objectives and complemented by interactive exercises that encourage active speaking practice. This insight highlights the need for thoughtful integration of digital resources into teaching to maximize their educational impact.

3.6. Students Questionnaire

This questionnaire aimed at finding students' opinions about whether the integration of the YouTube motivational videos may turn out to be an important tool on developing the speaking proficiency.

3.7. Description of the Questionnaire

This questionnaire was administered to 50 students at the department of English, University of 08 Mai 1945. The questionnaire begins with a brief introduction that explains the aim of the questionnaire as well as the procedure of answering the various questions. It is composed of 21 questions. These questions are of two types: Yes/No questions and multiple-choice questions.

3.8. Population and Sampling

In this present research, the questionnaire was devoted to English students at University of 08 Mai 1945. Though the questionnaire was distributed to 50 participants as mentioned earlier, all the copies were retrieved.

3.9. Analysis and Discussion

Q1: Gender

Table 3.12.

Students' Gender

Choices	Participants	Percentage
Male	**10**	**20%**
Female	**40**	**80%**
Total	**50**	**100%**

The results in table (3.12) indicate a significant gender disparity among participants, with 80% being female and only 20% male. This suggests that the majority of the respondents are female, potentially reflecting a higher level of interest or availability among female students for this survey.

Q2: Age

Table 3.13.

Male

Choices	Participants	Percentage
19	**3**	**6%**
20	**7**	**14%**
Total	**10**	**20%**

Table 3.14.

Female

Choices	Participants	Percentage
19	**25**	**50%**
29	**15**	**30%**
Total	**40**	**80%**

in tables(3.13) and (3.14) ,For male participants, the majority are 20 years old (14%), while a smaller percentage is 19 years old (6%). Among female participants, a significant portion is 19 years old (50%), followed by 29-year-olds (30%). This indicates that the female respondents are predominantly younger, with a strong representation of 19-year-olds, compared to their male counterparts.

Q3: Educational Level

Table 3.15.

Student's Educational Level

Choices	Participants	Percentage
Undergraduate	**50**	**100%**
Graduate	**0**	**0%**
Postgraduate	**0**	**0%**
Total	**50**	**100%**

All participants (100%) are undergraduates in table (3.15), with no representation from graduate or postgraduate levels. This uniformity suggests that the study primarily targets students who are still in the early stages of their academic journey, focusing on those who are potentially more engaged with learning and development.

Q4: Current English proficiency level

Table 3.16.

Current English proficiency level

Choices	Participants	Percentage
Beginner	**2**	**4%**
Intermediate	**42**	**84%**
Advanced	**6**	**12%**
Total	**50**	**100%**

The majority of respondents (84%) in table (3.16) identify as having an intermediate level of English proficiency, while a smaller group considers themselves advanced (12%) or beginners (4%). This indicates that most participants have a moderate command of the English language, which may influence their engagement with English-speaking content, including motivational videos.

Q5: How many hours per week do you spend watching YouTube videos?

Table 3.17.

Hours spent watching YouTube videos

Choices	Participants	Percentage
0-2h	21	42
3-5h	18"	36%
6-10h	6	12%
More than 10h	5	10%
Total	50	100

The data in table (3.17) shows that 42% of participants spend 0-2 hours per week watching YouTube videos, followed by 36% who spend 3-5 hours. This suggests that a considerable portion of students limit their YouTube consumption to a few hours weekly, with fewer participants engaging in more extensive viewing.

Q6: What types of YouTube content do you watch the most?

Table 3.18.

The type of YouTube videos the students' have watched

Choices	Participants	Percentage
Educational	10	20
Entertainment	3	6%
Motivational	18	36%
Lifestyle	4	8%
Gamming	3	6
News	0	0
Music	12	24
Others	0	0
Total	**50**	**100**

In table (3.18),Motivational videos are the most popular type of content, watched by 36% of participants, followed by music videos (24%) and educational content (20%).This highlights the significant role that motivational videos play in the viewing habits of students, potentially reflecting their relevance to the respondents' personal and academic lives.

Q7: How do you discover new motivational videos on YouTube?

Table 3.19.

The discovery of new motivational videos on YouTube

Choices	Participants	Percentage
Search by keywords	29	58
Recommendations from YouTube	10	20%
Recommendations from friends	11	22%
Other	0	0%
Total	50	100

The majority (58%) of participants discover new motivational videos by searching keywords in table (3.19), while 22% rely on recommendations from friends, and 20% from YouTube's suggestions. This indicates that students actively seek out motivational content rather than passively consuming what is recommended to them.

Q8: Do you subscribe to any YouTube channels that regularly post motivational content?

Table 3.20.

The subscription to any YouTube channels that regularly post motivational content

Choices	Participants	Percentage
Yes	40	80
No	8	16%
sometimes	10	4%
Total	50	100

The table (3.20) reveals that a significant majority of participants (80%) subscribe to YouTube channels that regularly post motivational content, indicating a strong engagement with this type of material. This suggests that most individuals find value in consuming motivational content, likely for personal or academic growth. On the other hand, 16% of participants do not subscribe to any such channels, which may reflect a lack of interest or need for motivational content in their lives. A smaller portion, 4%, subscribes only occasionally, indicating a more selective or situational engagement. Overall, the data highlights the widespread appeal and relevance of motivational content among the participants.

Q9: How often do you share motivational videos with friends or family?

Table 3.21.

The sharing motivational videos with friends or family

Choices	Participants	Percentage
Frequently	8	16%
Occasionally	15	15%
Rarely	22	44%
Never	5	10
Total	50	100

The data in table (3.21) reveals varied behaviors regarding the sharing of motivational videos with friends or family. The largest segment, 44% of participants, rarely shares such videos, indicating a more reserved approach to distributing motivational content. In contrast, 16% of respondents frequently share motivational videos, reflecting a proactive stance in spreading inspiration within their social circles. Meanwhile, 15% share videos occasionally, and 10% never share them, suggesting a selective or minimal inclination to engage others with this content. Overall, while many participants engage with motivational videos, they tend to be more conservative in sharing them with others.

Section Three: Speaking Proficiency

Q10: On a scale of 1 to 10, how important do you consider speaking proficiency in English for your academic and professional goals?

Table 3.22.

The Importance of speaking proficiency in English for academic and professional goals.

Choices	Participants	Percentage
1 - Not Important at All	1	2
2-4 - Somewhat Important	2	4%
5-7 – Important	23	46%
8-10 - Very Important	24	48
Total	50	100

The data in table (3.22) illustrates participants' perceptions of the importance of speaking proficiency in English for their academic and professional goals. The majority of respondents, 48%, rated speaking proficiency as very important, scoring it between 8 and 10 on a 10-point scale. This highlights the critical role that English speaking skills play in their aspirations. Another 46% of participants consider it important, scoring between 5 and 7, indicating a strong, albeit slightly less intense, recognition of its value. A small portion, 4%, rated it as somewhat important, while only 2% regarded it as not important at all. This distribution underscores the widespread acknowledgment of the significance of English speaking proficiency, with nearly all participants viewing it as an essential component of their academic and professional success.

Q11: Which aspects of speaking proficiency do you find most challenging?

Table 3.23.

Aspects of speaking proficiency most challenging

Choices	Participants	Percentage
Pronunciation	25	50
Vocabulary	9	18%
Grammar	4	8%
Fluency	2	4
Confidence	10	20
Other	0	0
Total	50	100

The data in table (3.23) identifies the most challenging aspects of speaking proficiency as perceived by the participants. Pronunciation emerges as the most significant challenge, with 50% of respondents indicating difficulty in this area, highlighting a common struggle with accurately producing sounds and intonations in English. Confidence is the second most challenging aspect, as reported by 20% of participants, suggesting that self-assurance plays a crucial role in their speaking ability. Vocabulary challenges 18% of the respondents, indicating difficulties in selecting appropriate words during speech. Grammar and fluency are less frequently cited, with 8% and 4% respectively, reflecting that fewer participants struggle with these aspects. No respondents selected "Other," indicating that the provided categories adequately captured their challenges. Overall, the data suggests that pronunciation and confidence are the primary obstacles to achieving speaking proficiency in English.

Q12: How do you usually practice speaking in English?

Table 3.24.

The practice of speaking in English

Choices	Participants	Percentage
Speaking with friends	30	60%
Joining language exchange programs	10	20%
Attending speaking clubs	5	10%
Watching and imitating native speakers	5	10%
Other	0	0
Total	0	100

The data in table (3.24) reveals various methods participants use to practice speaking English. A substantial majority, 60%, practice by speaking with friends, indicating that informal, conversational practice is the most common method. Language exchange programs are used by 20% of participants, showing a preference for structured, reciprocal language practice. Attending speaking clubs and watching and imitating native speakers are both utilized by 10% of respondents, suggesting that while these methods are less common, they still play a role in practice routines. No participants selected "Other," implying that the provided options sufficiently cover the primary practices used by participants. Overall, speaking with friends is the dominant method, with other approaches serving as supplementary practices.

Section Four: Motivational Videos and Speaking Proficiency

Q13: How do you assess the credibility of speakers in motivational videos?

Table 3.25.

Assessing the credibility of speakers in motivational video

Choices	Participants	Percentage
Credentials	1	2
Experience	41	82
Testimonials	8	16
Other	0	0
Total	50	100

The majority of participants (82%) assess the credibility of speakers in motivational videos primarily based on their experience in table (3.25), indicating that practical knowledge and expertise are highly valued. Only 16% rely on testimonials, while a mere 2% consider credentials. This suggests that participants are more influenced by demonstrated experience than by formal qualifications or endorsements when evaluating speaker credibility.

Q14: Have you ever participated in language challenges or speaking competitions inspired by motivational videos?

Table 3.26.

The participation in language challenges or speaking competitions inspired by motivational

videos

Choices	Participants	Percentage
Yes	3	6
No	49	94
Not applicable	0	0
Total	50	100

In table (3.26) a significant 94% of participants have never participated in language challenges or speaking competitions inspired by motivational videos. Only 6% have done so, indicating that while motivational videos may inspire personal development, they rarely lead to formal participation in language-related competitions. This suggests a gap between the motivational content consumed and actionable outcomes like participation in challenges.

Q15: How do you measure your progress in speaking proficiency after watching motivational videos?

Table 3.27.

The measurement of progress in speaking proficiency after watching motivational videos

Choices	Participants	Percentage
Self-assessment	33	66
Feedback from peers or instructors	14	28
Language proficiency tests	3	6
Other	0	0
Total	50	100

In table (3.27) Participants primarily measure their progress in speaking proficiency through self-assessment (66%), indicating a strong reliance on personal reflection to gauge improvement. Feedback from peers or instructors is the second most common method (28%), while only 6% use language proficiency tests. This suggests that while participants value self-directed evaluation, they may benefit from more structured assessments to track their progress.

Q16: Do you believe motivational videos from non-native English speakers can be equally effective in improving speaking proficiency?

Table 3.28.

Motivational videos from non-native English speakers can be equally effective in improving

speaking proficiency

Choices	Participants	Percentage
Yes	27	54
No	6	12
It depends	17	34
Total	50	100

In table (3.28), Over half of the participants (54%) believe that motivational videos from non-native English speakers can be equally effective in improving speaking proficiency, highlighting an openness to diverse linguistic influences. However, 34% believe the effectiveness depends on various factors, suggesting that while non-native speakers can be effective, their impact may vary based on content, context, or the speaker's language skills.

Section Five: Motivational Video Content Preferences

Q17: What specific topics or themes do you prefer in motivational videos?

Participants expressed a preference for topics related to personal growth, overcoming challenges, achieving goals, self-improvement, and education. Themes like goal setting, productivity, and getting out of one's comfort zone are also popular, reflecting a strong interest in content that supports both personal and professional development. Topics like lifestyle, building oneself, and human development are equally significant, showing a holistic approach to self-enhancement.

Q18: How important is the production quality (e.g., editing, visuals, sound) of motivational videos for you?

Table 3.29.

The Importance of the production of motivational videos

Choices	Participants	Percentage
Very important	43	86
Important	7	14
Somewhat Important	0	0
Not Important	0	0
Total	50	100

In table (3.29), an overwhelming majority (86%) of participants consider the production quality of motivational videos (e.g., editing, visuals, sound) to be very important with the remaining 14% finding it important. None rated it as somewhat or not important, underscoring the crucial role that high production values play in maintaining engagement and enhancing the effectiveness of motivational content.

Q19: Would you be more likely to watch motivational videos that include subtitles or captions?

Table 3.30.

Students' opinions on watching motivational videos that include whether subtitles or captions

Choices	Participants	Percentage
yes	50	100
No	0	0
Sometimes	0	0
Total	50	100

In table (3.30), All participants (100%) indicated a preference for watching motivational videos that include subtitles or captions. This unanimous response suggests that subtitles or captions are essential for comprehension and accessibility, particularly for non-native English speakers or those focusing on improving their language skills.

Section Six: Additional Feedback

Q20: Do you have any suggestions for content creators to improve the effectiveness of motivational videos for language learners?

Participants provided various suggestions for content creators to improve the effectiveness of motivational videos for language learners. These include adding new topics, discussing daily life, using simple language, and incorporating visuals and subtitles. Other recommendations involve speaking more slowly, showcasing reality, sharing success stories, and setting achievable goals. These insights emphasize the importance of clarity, relatability, and practical relevance in content creation.

Q21: How do you think universities can integrate motivational videos into language learning curriculum effectively?

Participants suggested integrating motivational videos into oral experience courses, using them as discussion prompts, creating a digital library of educational videos, and using them to explain language learning successes and failures. These suggestions highlight the potential of motivational videos to enhance language learning through reflection, discussion, and accessible digital resources

3.10. Summary of Teachers' Questionnaire Results and Findings

- Teachers generally agree that YouTube motivational videos enhance students' pronunciation, fluency, and speaking confidence.

- The videos create an engaging and relaxed environment, encouraging participation from shy or less confident students.

- Teachers highlighted the audiovisual format's effectiveness, engaging students more than traditional methods.

- YouTube videos expose learners to authentic language use, aiding in speaking skill development.

- Some teachers noted challenges in aligning YouTube content with the curriculum, stressing the importance of selecting relevant videos.

- Teachers viewed YouTube motivational videos as a valuable complement to traditional teaching methods, enhancing classroom dynamics and interaction.

3.11. Summary of Students' Questionnaire Results and Findings

- Most students expressed a positive attitude towards YouTube motivational videos, citing improvements in vocabulary, pronunciation, and confidence.

- Students appreciated the exposure to native or fluent speakers, helping them speak more naturally and effectively.

- Many students spend significant time watching motivational content on YouTube, reporting that it positively impacts their learning and preparation for oral presentations.

- Some students faced challenges understanding accents or fast speech in certain videos, but overall, they valued the exposure to different speaking styles.

- The majority viewed YouTube motivational videos as beneficial, both in and out of the classroom, and expressed enthusiasm for integrating more digital media into their learning experience.

Conclusion

To sum up, this chapter confirmed the hypothesis that integrating YouTube motivational videos enhances EFL learners' speaking proficiency. The analysis of data collected from questionnaires reveals a significant positive impact on students' engagement and performance when these videos are utilized in the classroom. This finding aligns with the growing body of literature emphasizing the role of multimedia resources in language acquisition, suggesting that motivational content can effectively stimulate interest and facilitate language skills development.

General Conclusion

The capacity to communicate effectively in English, particularly through spoken language, is an essential component of success for EFL students. Despite its importance, speaking proficiency is still one of the most difficult parts of language acquisition, owing to the reliance on traditional teaching approaches that frequently fail to address students' emotional and psychological hurdles. To overcome these issues, educators must consider novel approaches that go beyond traditional methods. This study looked into the effectiveness of YouTube motivational videos as an aid for improving speaking skills, with an emphasis on oral presentations. The primary goal of this study was to examine teachers' and students' opinions toward the inclusion of YouTube motivational videos into the language learning process. It also wanted to see how these movies affected students' confidence, motivation, and capacity to communicate eloquently and efficiently. The hypothesis proposed that both teachers and students would have positive attitudes toward the usage of such movies, viewing them as a useful resource for enhancing speaking skills. To meet these objectives, the study was organized into three chapters:

The first chapter set the theoretical framework by delving into the concept of speaking proficiency, emphasizing key components such as fluency, accuracy, and pronunciation. It also addressed the limitations of traditional ways to teaching speaking, highlighting the need of strategies that promote students' emotional and psychological well-being. The debate emphasized the necessity of confidence building in overcoming the usual problems of oral communication, particularly in EFL settings.

The second chapter focused on the integration of YouTube motivational videos in EFL classrooms. It explored the role of these videos in fostering motivation, confidence, and a positive learning atmosphere. The literature review demonstrated how motivational content, delivered through a highly accessible platform like YouTube, can serve as both an inspiration and a model for students. The chapter also emphasized the importance of selecting videos that are relevant and supportive of the curriculum while providing teachers with guidelines on how to effectively incorporate these resources into their lessons.

The practical part of this research involved administering questionnaires to ten (10) teachers and a group of students at the University of 8 Mai 1945. The findings revealed that the majority of participants held favorable views regarding the use of YouTube motivational videos in enhancing speaking proficiency. Teachers noted that these videos help create a more engaging and less intimidating learning environment, making students more willing to participate in speaking activities. Students, on the other hand, reported significant improvements in their confidence, particularly when delivering oral presentations. They found the videos to be a source of inspiration that helped them tackle their fears of public speaking, ultimately leading to better performance in language tasks.

The results of this study confirm the proposed hypothesis: both teachers and students see value in the integration of YouTube motivational videos into the EFL learning process. The study demonstrates that when used judiciously, these videos can play a pivotal role in overcoming the psychological barriers that often hinder speaking proficiency. They provide students with real-world examples of effective communication, as well as the motivational boost needed to tackle the challenges of speaking in a foreign language.

In conclusion, this research underscores the potential of YouTube motivational videos as a powerful tool for enhancing EFL students' speaking proficiency, particularly in oral presentations. By offering both motivational and practical benefits, these videos can complement traditional teaching methods, providing students with the confidence and inspiration they need to succeed. However, their effectiveness depends on thoughtful selection and integration within the broader educational framework. Future research should explore the long-term impact of these videos on other language skills, as well as their application across diverse educational settings. Expanding the research in these areas could further validate the positive findings of this study and contribute to the ongoing development of innovative teaching strategies in EFL education.

Pedagogical Implications

The findings of this study lead to certain pedagogical implications. The pedagogical implications of this study are profound. Educators are encouraged to incorporate YouTube videos into their teaching strategies, as these resources not only provide diverse linguistic input but also foster a more interactive and engaging learning environment. By leveraging the motivational aspects of these videos, teachers can enhance students' self-efficacy and enthusiasm for learning English, ultimately leading to improved speaking skills. This approach promotes a shift from traditional methods to more dynamic, technology-enhanced learning experiences, catering to the needs of modern learners.

Limitations of the study

Despite the promising findings, this study has limitations. The sample size, while adequate, may not fully represent the broader population of EFL learners. Additionally, the reliance on selfreported data could introduce bias, as students may overestimate their engagement or

proficiency. Furthermore, the study's focus on a single educational institution limits the generalizability of the results. Future research should aim to include a more diverse sample and explore longitudinal effects to gain a deeper understanding of the long-term benefits of using YouTube in language learning.

Suggestions for further research

Based on the results of the questionnaire, some points were suggested. it is suggested to investigate the specific elements of YouTube videos that most effectively enhance speaking skills, such as the type of content, duration, and interactivity. Additionally, exploring the impact of cultural context and individual differences among learners could provide valuable insights into optimizing the use of multimedia resources in language education. Comparative studies between various digital platforms may also yield a broader understanding of their effectiveness in enhancing language acquisition.

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Appendices

Appendix A:

Teachers Questionnaire

Impact of YouTube Motivational Videos on Students' Speaking Proficiency: A Survey for University Teachers

Dear Teacher,

This questionnaire aims to gather insights from university teachers regarding the perceived influence of YouTube motivational videos on students' speaking proficiency. Your participation is valuable and will contribute to understanding the role of online motivational content in language learning.

Mrs. ATAMNIA Djemana

Mrs. BELMCI Chaima

Department of English

Faculty of Letters and Languages

University 8 Mai 1945-Guelma, Algeria

2024

I.   Section One: General Information

1. Gender?

a. Male ☐

b. Female ☐

2. Academic level?

a. Magister ☐

b. PhD ☐

c. Professor ☐

3. For how many years have you been teaching English at the University?

a. 1-5 years ☐

b. 5-10 years ☐

c. More than 10 years ☐

II. Section Two: Awareness and Perception

4. How familiar are you with the use of YouTube motivational videos for language

   learning purposes?

   a. Very familiar ☐

   b. Somewhat familiar ☐

   c. Not familiar ☐

5. Have you ever incorporated YouTube motivational videos into your teaching to

   enhance students' speaking skills?

   a. Yes ☐

   b. No ☐

   c. Considering it ☐

6. . What is your perception of the effectiveness of YouTube motivational videos in

   improving students' speaking proficiency?

a. Very effective ☐

b. Effective ☐

c. Neutral ☐

d. Ineffective ☐

e. Very ineffective ☐

7. Do you believe YouTube motivational videos can complement traditional teaching methods in developing students' speaking skills?

a. Strongly agree ☐

b. Agree ☐

c. Neutral ☐

d. Disagree ☐

e. Strongly disagree ☐

III. **Section Three: Integration and Strategies**

8. How do you integrate YouTube motivational videos into your teaching practice, if at all? (Select all that apply)

a. As supplementary materials ☐

b. To introduce new topics ☐

c. To provide real-life examples ☐

d. Other (please specify) ☐

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9. What strategies do you employ to maximize the impact of YouTube motivational videos on students' speaking proficiency? (please justify)

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10. Have you observed any specific challenges or barriers in using YouTube motivational

videos to enhance students' speaking skills?

a. Yes ☐

b. No ☐

c. If yes, please elaborate!

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IV. **Section Four: Evaluation and Assessment**

11. How do you assess the effectiveness of YouTube motivational videos in improving

students' speaking proficiency?

a. Observation of students' speaking performance ☐

b. Student feedback ☐

c. Formal assessments ☐

d. Other (please specify) ☐

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12. Do you think it's important to evaluate students' speaking proficiency after

incorporating YouTube motivational videos into teaching?

a. Yes ☐

b. No ☐

c. It depends ☐

13. In your opinion, what criteria should be considered when evaluating students' speaking proficiency influenced by YouTube motivational videos? (Justify please)

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V.   Section Five: Additional Comments

14. Do you have any additional comments, insights, or suggestions regarding the use of YouTube motivational videos for enhancing students' speaking proficiency?

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Thank you.

Appendix B:

Students Questionnaire

Impact of YouTube Motivational Videos on University Students' Speaking Proficiency

Dear Second-year student,

This questionnaire aims to investigate the influence of YouTube motivational videos on the speaking proficiency of university students. Your participation is greatly appreciated and will contribute to understanding the role of online motivational content in language learning.

Mrs.ATAMNIA Djemana

Mrs.BELMICI Chaima

Department of English

Faculty of Letters and Languages

University 8 Mai 1945-Guelma, Algeria

2024

I.   **Section One: General Information**

1. Gender?
   a. Male ☐
   b. Female ☐

2. Age?

   a. 18-20 year ☐

   b. 21-25 year ☐

   c. 26-30 year ☐

   d. 31-35 year ☐

   e. 36 and above year ☐

3. Educational Level?

   a. Undergraduate ☐

   b. Graduate ☐

   c. Postgraduate ☐

   d. Other (please specify) ☐

   ……………………………………………………………………

4. Current English Proficiency Level?

   a. Beginner ☐

   b. Intermediate ☐

   c. Advanced ☐

II.   Section Two: YouTube Usage and Preferences

5. How many hours per week do you spend watching YouTube videos?

   a. 0-2 hours ☐

   b. 3-5 hours ☐

   c. 6-10 hours ☐

   d. More than 10 hours ☐

6. What types of YouTube content do you watch the most? (Select all that apply)

a. Educational ☐

b. Entertainment ☐

c. Motivational ☐

d. Lifestyle ☐

e. Gaming ☐

f. News ☐

g. Music ☐

h. Other (please specify) ☐

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7. How do you discover new motivational videos on YouTube?

a. Search by keywords ☐

b. Recommendations from YouTube ☐

c. Recommendations from friends ☐

d. Other (please specify) ☐

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8. Do you subscribe to any YouTube channels that regularly post motivational

content?

a. Yes ☐

b. No ☐

c. Sometimes ☐

9. How often do you share motivational videos with friends or family?

a. Frequently ☐

b.   Occasionally ☐

c.   Rarely ☐

d.   Never ☐

III.   Section Three: Speaking Proficiency

10. On a scale of 1 to 10, how important do you consider speaking proficiency in

English for your academic and professional goals?

a.   1 - Not Important at All ☐

b.   2-4 - Somewhat Important ☐

c.   5-7 - Important ☐

d.   8-10 - Very Important ☐

11. Which aspects of speaking proficiency do you find most challenging? (Select

all that apply)

a.   Pronunciation ☐

b.   Vocabulary ☐

c.   Grammar ☐

d.   Fluency ☐

e.   Confidence ☐

f.   Other (please specify) ☐

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12. How do you usually practice speaking in English? (Select all that apply)

a.   Speaking with friends ☐

b.   Joining language exchange programs ☐

c.   Attending speaking clubs ☐

d. Watching and imitating native speakers ☐

e. Other (please specify)☐

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IV. **Section Four: Motivational Videos and Speaking Proficiency**

13. How do you assess the credibility of speakers in motivational videos?
   a. Credentials

   b. Experience ☐

   c. Testimonials ☐

   d. Other (please specify)☐

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14. Have you ever participated in language challenges or speaking competitions

   inspired by motivational videos?

   a. Yes ☐

   b. No ☐

   c. Not applicable ☐

15. How do you measure your progress in speaking proficiency after watching

   motivational videos?

   a. Self-assessment ☐

   b. Feedback from peers or instructors ☐

   c. Language proficiency tests ☐

   d. Other (please specify)☐

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16. Do you believe motivational videos from non-native English speakers can be equally effective in improving speaking proficiency?

   a. Yes ☐

   b. No ☐

   c. It depends ☐

V.   Section Five: Motivational Video Content Preferences

17. What specific topics or themes do you prefer in motivational videos?

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18. How important is the production quality (e.g., editing, visuals, sound) of motivational videos for you?

   a. Very Important ☐

   b. Important ☐

   c. Somewhat Important ☐

   d. Not Important ☐

19. Would you be more likely to watch motivational videos that include subtitles or captions?

   a. Yes ☐

   b. No ☐

   c. Sometimes ☐

VI.   Section Six: Additional Feedback

20. Do you have any suggestions for content creators to improve the effectiveness of motivational videos for language learners?

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21. How do you think universities can integrate motivational videos into language

learning curriculum effectively?

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Thank you.

Résumé

Cette étude examine l'efficacité des vidéos motivationnelles sur YouTube dans l'amélioration de la compétence orale chez les apprenants d'anglais langue étrangère (EFL), avec un accent particulier sur les présentations orales. La recherche vise à explorer les attitudes des étudiants et des enseignants envers l'intégration de cet outil numérique en classe. Elle émet l'hypothèse que les vidéos YouTube peuvent améliorer de manière significative les compétences orales. Une approche descriptive et quantitative a été utilisée, impliquant des questionnaires distribués aux enseignants d'EFL et aux étudiants de deuxième année à l'Université du 08 Mai 1945, Guelma. Les résultats soutiennent l'hypothèse, indiquant une réception positive et une amélioration notable des compétences orales grâce à l'utilisation de YouTube.

Mots-clés : vidéos motivationnelles sur YouTube, compétence orale, EFL, présentations orales.

الملخص

تدرس هذه الدراسة فعالية مقاطع الفيديو التحفيزية على اليوتيوب في تعزيز إتقان التحدث بين متعلمي اللغة الإنجليزية كلغة أجنبية، مع التركيز على العروض الشفهية. يهدف البحث إلى استكشاف مواقف كل من الطلاب والمعلمون تجاه دمج هذه الأداة الرقمية في الفصل الدراسي. تفترض أن مقاطع فيديو اليوتيوب يمكن أن تحسن مهارات التحدث بشكل كبير. حيث تم استخدام نهج كمي وصفي، يتضمن استبيانات تم توزيعها على مدرسي اللغة الإنجليزية كلغة أجنبية وطلاب السنة الثانية في جامعة 80 مايو 5491، قالمة. تدعم النتائج الفرضية، مما يشير إلى استقبال إيجابي وتحسن ملحوظ في إتقان التحدث من خلال استخدام اليوتيوب.

الكلمات المفتاحية: فيديوهات تحفيزية على اليوتيوب، إتقان التحدث، اللغة الإنجليزية كلغة أجنبية، العروض الشفهية