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Naama University Centre
Institute of Letters and Foreign Languages
Section of English

**Effectiveness of YouTube Videos in Enhancing
EFL Learners' Speaking Skill.**

**The Case Study: Third Year LMD Students at The
Department of English-SALHI Ahmed Naama
University Centre.**

Dissertation Submitted to **the Department of English** as a Partial
Fulfillment of the Requirement for the Degree of Master in
Linguistics.

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Dedication :

With deep love, I dedicate this humble work to my beloved parents, my father and mother. I really thank them for being supportive to me during my thesis investigation, especial with their everyday prayers.

To my beloved sisters and brothers .

To my best friend souhila who is my source of inspiration, motivation and support.

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Abstract:

The importance of speaking as a language skill cannot be overstated, particularly in the realm of foreign language learning and teaching. Both learners and teachers must recognize and prioritize its significance. Nevertheless, many EFL students at Naama University Centre encounter difficulties in oral communication due to limited opportunities for real-world language practice. This study aims to explore students' attitudes regarding the role of YouTube videos in enhancing their EFL speaking skills. Employing a quantitative descriptive approach, the research demonstrates the value of utilizing such tools to maximize students' oral production. To assess the research hypothesis, a questionnaire was administered to students at the Department of English Language, Naama University Centre. The analysis of the questionnaire revealed that EFL students possess favorable attitudes towards incorporating YouTube videos for the development of their speaking skills. Moreover, the findings indicated that students recognize the importance of YouTube videos in building self-confidence, providing real-world language practice, and reducing their hesitancy to speak. Consequently, it is highly recommended to integrate YouTube videos into EFL classrooms as a means of cultivating learners' speaking abilities.

List of Abbreviations and Acronyms

EFL	English as a Foreign Language.
FL	Foreign Language.
ICTs	Information and Communication Technology.
OE	Oral Expression.
TV	Television.

List of Tables

01	Table 02- 01: Students' Gender32
02	Table 02-02: Students' Age33
03	Table 03-02: Marital status..... 34
04	Table 04-02: Students choice of Studying English language 35
05	Table 05-02: Students' Perception about Teachers' Motivation 36
06	Table 06-02: Students' level in speaking skill37
07	Table 07-02: Students' difficulties in speaking 38
08	Table 08-02: The main speaking aspect that could be improved through using YouTube videos39
09	Table 09-02: Students' member of English speaking group.....40
10	Table 10-02: Students' Frequency of Watching YouTube Videos inside classrooms41
11	Table 11-02: Students' aims in using YouTube Videos.....42
12	Table 12-02: Role of YouTube videos as a tool in improving students' speaking skill 43
13	Table 13-02: Students' Preferred Types of YouTube Videos 44
14	Table 14-02: Students' Perception about the Impact of YouTube videos 45

List of Graphs

01	Graph 01- 02: Students' Gender..... 32
02	Graph 02-02: Students' Age..... 33
03	Graph 03-02: Marital status..... 34
04	Graph 04-02: Students choice of Studying English language 35
05	Graph 05-02: Students' Perception about Teachers' Motivation..36
06	Graph 06-02: Students' level in speaking skill..... 37
07	Graph 07-02: Students' difficulties in speaking 38
08	Graph 08-02: The main speaking aspect that could be improved through using YouTube videos..... 39
09	Graph 09-02: Students' member of English speaking group..... 40
10	Graph 10-02: Students' Frequency of Watching YouTube Videos inside classrooms41
11	Graph 11-02: Students' aims in using YouTube Videos 42
12	Graph 12-02: Role of YouTube videos as a tool in improving students' speaking skill..... 43
13	Graph 13-02: Students' Preferred Types of YouTube Videos.....44
14	Graph 14-02: Students' Perception about the Impact of YouTube videos45

Table of Contents

Dedication

Acknowledgments

Abstract 8

List of Abbreviations II

List of Tables..... III

List of Graphs IV

General Introduction 02

Chapter One: YouTube Videos as an educational resource

The Speaking skill.

Defining Speaking.

1.2. 2 The Problem of Speaking.

1.2.3 Principles of teaching speaking.

Learning Media.

Definition of Learning Media.

The Purpose of Using Learning Media.

YouTube channel.

An Overview of YouTube.

Definition of YouTube.

YouTube as a Popular Culture.

YouTube in Algeria.

The Use of YouTube in Education.

Types of YouTube Videos.

Movies.

Songs.

Documentary Films.

The Relation between YouTube Video and Speaking Skill.

1. 7 Techniques (methods, theories) of Implementing YouTube Videos in Teaching Speaking. 1.7.1 Providing an appropriate content and information.

Illustrate concepts.

Focusing on alternative points.

Using real -world application for providing content.

Stop and replay video.

Providing bad and good video.

Exaggerating in particular point.

Attracting students to attention.

Using video in collaborative activities.

Motivating or exciting.

Activities Based on YouTube Video in Teaching Speaking Skill.

Role plays.

Discussion /Conversation Analysis.

Problem solving.

Advantages of YouTube videos.

Conclusion.

Chapter Two: Data Collection and Analysis

2-1-Introduction.	
2.2- Description of the study population.	
2.3-Description of Students' Questionnaire.	
2.3.1-Aim of Learners' Questionnaire.	
2.4-Administration of the Questionnaire.	
2.5-Data Analysis and Interpretations.	
2.5.1-Questionnaire Results.	
2.5.2-Interpretations of Results.	
2.6-Recommendations.	
2.7-Conclusion.	

General Conclusion

General Conclusion.	
Suggestions for further studies	

References List

References.	
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Appendix

Appendix.

Students' Questionnaire.

Résumé.

ملخص.....



General

Chapter One..... YouTube Videos as an Educational Resource

General Introduction:

Technology plays a crucial role in modern society, significantly influencing communication, learning, and work. It has become an essential aspect of our daily lives, permeating almost every aspect of our existence. The advent of the internet and social media has revolutionized communication, breaking down barriers and transforming the world into a global community. People of all ages, genders, and social backgrounds utilize various social media platforms to connect and share their ideas through language. YouTube, in particular, serves as a valuable educational resource and an exciting platform for English as a Foreign Language (EFL) learners. It not only enables them to practice the language and engage with native English speakers but also offers a wide range of enjoyable visual lessons that enhance memory retention and develop oral skills, such as speaking. As a website hosting diverse videos, including TV clips, movies, music, documentaries, and educational content, YouTube can be effectively integrated into lectures by teachers to improve students' oral fluency and involve them in authentic communicative situations. Additionally, YouTube videos, especially those featuring native English speakers, provide valuable resources for teaching speaking skills in English language classrooms. These videos not only increase learners' motivation and capture their attention but also expose them directly to various aspects of speaking, including grammar, vocabulary, pronunciation, and fluency. Moreover, YouTube enables students to share ideas, comments, and views, facilitating discussions on different subjects in real-life contexts.

Chapter One..... YouTube Videos as an Educational Resource

The education landscape has been transformed by the advent of Information and Communication Technology (ICTs) and the Internet. These advancements have fundamentally changed how learners obtain and process information, making traditional information-gathering methods less relevant. Today, the focus is on the digital realm, and innovative techniques like visuals, audio, objects, and videos are employed to enhance language teaching and learning. YouTube, a well-known video sharing platform, has emerged as a key player in this regard. Its unique visual learning style has made education more accessible and conceptually engaging. YouTube is increasingly utilized in classrooms due to its potential learning benefits, which supplement the existing educational system. When students struggle to understand a particular teacher or blogger, YouTube provides a vast array of alternative educators. Numerous researchers have delved into the benefits of educational YouTube videos, which have significantly facilitated the learning process by providing diverse topics and making information more accessible. Consequently, YouTube videos are regarded as essential technological tools for information dissemination. Integrating these methods in foreign language classrooms can have a positive impact on the teaching and learning process, directly enhancing learners' communicative competence and oral proficiency. English teachers commonly encounter difficulties when teaching speaking skills, and many students struggle to speak the language correctly using conventional teaching methods. In such cases, learners should consider YouTube videos as a primary learning method to develop their speaking skills. Additionally, YouTube videos help boost students' self-confidence, enabling them to feel more assured, particularly in classroom settings. The present study addresses the effectiveness of YouTube videos in enhancing EFL learners' oral proficiency. It aims to investigate students' attitudes toward the use of YouTube videos to improve their speaking skills.

Chapter One..... YouTube Videos as an Educational Resource

The objective of this study is to examine the role of YouTube videos in enhancing the speaking skills of EFL learners.

The main goals are as follows:

- A) To enhance students' proficiency in speaking.
- B) To make students realize the significance of YouTube videos in developing .

their speaking skills. The study aims to address the following research questions:

- 1) Do EFL learners use YouTube videos as learning materials to improve their speaking skills?
- 2) To what extent does the use of YouTube videos as learning materials help in improving EFL learners' speaking skills?

Based on the aforementioned questions, the hypotheses are:

- 1) EFL learners rely on YouTube videos to a 80% extent as learning tools to enhance their speaking skills.
- 2) The use of YouTube videos as learning materials effectively improves and develops EFL learners' speaking skills.

To test these hypotheses, a quantitative descriptive method is employed, utilizing a questionnaire as the data collection instrument to gather students' perspectives and opinions regarding the role of YouTube videos in enhancing their speaking skills.

The sample consists of 38 participants selected from three groups of Third Year LMD students at the English Department, Naama University Centre. Third Year students are chosen due to their advanced level and the need for successful English language communication. They are familiar with using YouTube videos to enhance their oral fluency within the classroom and are aware of the importance of developing their speaking skills.

Chapter One..... YouTube Videos as an Educational Resource

The questionnaire is exclusively administered to the students, providing insights into their views on YouTube videos and speaking skills. The study comprises two chapters: the first focuses on the theoretical aspect, providing a literature review. The second chapter is practical, describing the research tools, presenting the investigation's results, and providing suggestions and recommendations for future research.

Chapter

1.1 Introduction.

1.2 The Speaking skill.

Learning Media.

YouTube channel.

Types of YouTube Videos.

The Relation between YouTube Video and Speaking Skill.

Techniques (methods, theories) of Implementing YouTube Videos in Teaching Speaking.

1.8. Activities Based on YouTube Video in Teaching Speaking Skill.

Advantages of YouTube videos.

Conclusion.

Chapter One..... YouTube Videos as an Educational Resource

Introduction:

Speaking is widely acknowledged as the most crucial language skill since it involves using words to create sounds. Proficiency in a foreign language is often measured by one's ability to speak effectively, as emphasized by numerous researchers and linguists. To engage in communication and express thoughts, emotions, and opinions, students must refine their speaking abilities. Achieving mastery in speaking requires enhancing grammar, fluency, accuracy, and pronunciation, which are fundamental components of successful speech. Teaching speaking skills, especially in the context of teaching English as a foreign language, poses challenges for many educators. However, incorporating YouTube videos as a method for language instruction can aid in developing oral fluency and offering real-life contexts for learners. By watching diverse videos and participating in various activities, students can enhance their motivation and confidence in speaking. This tool holds significant potential as a valuable resource in EFL classrooms. Several studies have examined the impact of utilizing YouTube videos in language teaching and have consistently demonstrated their positive effects on the language learning process. Consequently, many researchers strongly endorse YouTube videos as the most effective tools for enhancing the speaking skills of EFL learners.

The Speaking skill:

Speaking is an important skill defined by many theorists.

Defining Speaking: speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audiolingualism. (Torky Shiamaa Abd EL Fattah, 2006)

The Problem of Speaking:

There are several factors that contribute to students facing challenges when speaking English as a foreign language. Difficulties arise for students who lack proficiency in vocabulary, making it hard for them to comprehend meaning and engage in conversations. Additionally, motivation plays a crucial role in students' ability to speak English effectively, with some individuals displaying low levels of motivation.

Psychological issues often impact the emotional and physical well-being of children, leading to difficulties in adjusting to life situations such as nervousness, lack of confidence, and fear of speaking. These problems can significantly affect students' speaking performance. Therefore, it can be inferred that the issues students encounter when speaking English include insufficient vocabulary, a lack of confidence when addressing the class or public settings, limited motivation from various sources, and psychological problems experienced by children. (NONI Purnama Sari, 2021_2022.)

Guidelines for teaching Oral communication "Speaking skill":

Foreign language teachers should consider several principles when teaching speaking skills:

1)_They should recognize the disparities between second language and foreign language learning contexts, as this distinction is crucial. Learning a foreign

Chapter One..... YouTube Videos as an Educational Resource

language presents a challenge due to the limited opportunities students have to speak in their environment.

2)_Teachers must provide practice that focuses on both fluency and accuracy, as these aspects are vital for speaking proficiency. To enhance students' fluency and accuracy, ample speaking practice should be incorporated into the curriculum.

3)_Teachers should create opportunities for students to engage in group or pair work, while minimizing their own talking time. This allows students to actively participate and communicate with their peers.

4)_Teachers should design speaking tasks that promote the negotiation of meaning. These tasks encourage students to seek clarification, confirmation, or explanation when trying to understand others, fostering effective and appropriate communication in the target language. (Belhouchet Afaf, 2018_2019)

Learning Media:

Definition of Learning Media:

Media encompasses various elements such as graphics, photos, mechanical tools, and electronic devices, which are employed to capture, process, and transmit information. In a wider context, media refers to anything that facilitates the acquisition of new knowledge, skills, and attitudes for students. Based on the aforementioned explanation, it can be inferred that media serves as a means of communication, enabling message senders to effectively reach their intended recipients. (NONI Purnama sari, 2021_2022.)

The Purpose of Using Learning Media:

The use of learning media serves multiple purposes. Firstly, it enhances students' comprehension of concepts, principles, attitudes, and skills. Teachers can employ learning media to facilitate understanding by providing concrete examples, principles, attitudes, and step-by-step instructions. Secondly, it offers diverse and engaging learning experiences, stimulating students' interest in the subject. Teachers

Chapter One..... YouTube Videos as an Educational Resource

can employ various forms of media such as images, videos, text, and sounds, thereby moving beyond oral explanations. Thirdly, it cultivates attitudes and skills related to technology usage. Learning media can impart technological skills to students and foster a positive attitude towards utilizing technology. In summary, the utilization of learning media serves to simplify students' comprehension, make classes more captivating for teachers, and ensure that students enjoy the learning process. (NONI Purnama sari, 2021_2022.)

YouTube channel:

An Overview of YouTube:

The web-based totally definitely platform YouTube was created thru three former PayPal employees on February 14, 2005. It becomes the most widely used resource for online videos Google Company directors have found out the improved reputation of YouTube amongst human beings and determined to shop for the website . YouTube is a very attractive social media that hosts thousands of entertainment, educational, political, medical, and historical videos from all around the world. According to recent statistics about the use of YouTube worldwide in 2014, there are 1 billion users of YouTube, 100 hours of video are uploaded to YouTube every minute, and it is localized in 61 countries and across 61 languages with 82 million subscribers. (BAYOU Zohra, 2021_2022)

Definition of YouTube:

YouTube is a popular website specifically designed for sharing videos. People from all over the globe have signed up and created accounts on this platform, enabling them to upload videos that can be viewed by anyone. Remarkably, more than 35 hours of video content is uploaded to YouTube every single minute. Given the large size of video files, it is often impractical to send them via email. However, by posting a video on YouTube, you can effortlessly share it with others by simply sending them the URL, which serves as the web address of the corresponding page. Although YouTube was initially established in 2005 as a platform for individuals to

Chapter One..... YouTube Videos as an Educational Resource

upload and exchange original video content, it has since evolved into an extensive repository for storing beloved clips, songs, and jokes. Additionally, it has become a valuable marketing tool for companies seeking to promote their products. (BAYOU Zohra, 2021_2022)

YouTube as a Popular Culture:

YouTube plays a significant role in shaping popular culture worldwide. As a streaming platform, it has revolutionized the sharing and consumption of videos on a global scale, profoundly impacting contemporary society. This transformative power stems from content creators on YouTube, who take niche interests and transform them into shared, immersive experiences. Consequently, YouTube offers a novel avenue for cultural production and dissemination, facilitating the sharing of creative expressions with others. Another crucial aspect is the interactive nature of the platform, which fosters creativity among its users. Furthermore, YouTube has long served as a breeding ground for the cultivation of culture from individual moments and experiences. In this sense, it serves as a context where individuals can share their personal experiences with an audience, allowing these experiences and individual creativity to evolve and contribute to a larger cultural landscape. (BAYOU Zohra, 2021_2022)

YouTube in Algeria :

Algeria demonstrates a notable openness to social media platforms, primarily Western ones, as there are no locally developed Algerian alternatives. YouTube, supporting over 70 languages, including Arabic, French, and English, has played a significant role in the widespread adoption of social media in Algerian society, as language barriers are not a hindrance to its usage. The social media usage patterns among Algerian youth align closely with global, regional, and Western trends. Remarkably, YouTube holds the second position among the most visited websites in Algeria. In the Middle East and North Africa region, YouTube ranks second worldwide in terms of daily video views, surpassing 310 million. Several factors contribute to YouTube's success, such as its platform's accessibility, the appeal of

Chapter One..... YouTube Videos as an Educational Resource

video content, and the ease of engagement through comments, allowing even those with limited literacy to comprehend the material. In summary, YouTube stands as an inclusive platform, enabling users to access and share content without constraints of time or location. It has also emerged as a fresh avenue for expressing cultural identity, which is embedded within the videos themselves. (BAYOU Zohra, 2021_2022)

The Use of YouTube in Education:

YouTube's free-of-charge nature facilitates easy access for both learners and educators, enabling them to watch and upload videos effortlessly. Teachers from various parts of the world have established their own YouTube channels, regularly sharing educational content that proves highly beneficial to many students. Numerous scholars have explored the potential of YouTube for online education, recognizing it as a valuable resource. With its vast collection of authentic cultural materials, YouTube can inspire students to engage with popular cultures through English language videos, thus fostering educational interactions. In summary, YouTube holds tremendous potential for English language instruction in the classroom. As one of the most frequently utilized websites, incorporating YouTube videos into EFL (English as a Foreign Language) instruction in Saudi Arabia has enhanced students' English language skills, particularly in listening comprehension, by creating a more captivating and productive learning environment. Authentic YouTube videos have aided students in learning and practicing the language as it is spoken by native English speakers. Additionally, YouTube has contributed to the development of students' autonomy in learning, as it encourages continuous exploration and viewing of English language videos both inside and outside the classroom. (Omar Na'eem Bani Abdelrahman., December, 2014)

Chapter One..... YouTube Videos as an Educational Resource

Types of YouTube Videos:

The extensive range of videos accessible on the YouTube website proves invaluable for EFL (English as a Foreign Language) learners. It is widely acknowledged as a beneficial tool for enhancing students' language skills in speaking, writing, reading, and listening. Additionally, YouTube serves as a valuable resource for expanding vocabulary, which is fundamental to the acquisition of second and foreign languages. With this in mind, let us explore the most impactful types of YouTube videos that contribute to the foreign language learning context. (Derradji Hayet, May 2016)

Movies:

Movies, or films, possess significant potential as a powerful medium that can serve as a valuable resource in the teaching and learning process. They offer multiple advantages to learners. Through their combination of audiovisual elements and written cues, movies facilitate a deeper understanding of the content and provide students with the opportunity to listen to authentic conversations among native speakers in realistic contexts.

Songs:

Songs serve as a form of entertainment that can be utilized both inside and outside the classroom, playing a noteworthy role in students' learning process. With easy access to songs through diverse media platforms like YouTube, they offer a convenient means of engagement. Moreover, songs provide the flexibility to enjoy various genres of music at any time and in any location using devices such as phones and tablets.

Documentary Films:

In the present era, the use of visual aids as pedagogical tools in the teaching and learning process has gained significant momentum. Integrating these tools within the classroom setting can play a crucial role in enhancing cultural knowledge.

Chapter One..... YouTube Videos as an Educational Resource

Notably, documentary videos possess educational value that is increasingly recognized by scholars, teachers, learners, and others. Although formal English is used in these videos, students may encounter some challenges due to the absence of excitement. Nevertheless, mastering standard English is essential for foreign language acquisition. Documentary films are typically characterized by their serious nature, addressing specific topics in a structured, clear, and appropriate English language style. They provide an authentic portrayal of society. In contrast to other visual materials like movies or TV programs, which often prioritize entertainment and employ informal conversations, documentary films are appreciated as valuable teaching resources. They aid students in effectively conveying ideas and information while fostering a comprehensive exchange of new perspectives. (Derradji Hayet, May 2016)

The Relation between YouTube Video and Speaking Skill:

YouTube is an increasingly valuable and promising media resource for language learning and teaching. It offers a flexible and educational tool that holds great potential within the classroom setting. Particularly for students learning English as a second language, YouTube serves as a vital visual medium, hosting dedicated channels featuring native speakers who engage in authentic conversations with correct pronunciation, grammar, and appropriate verbal communication within real contexts. Although students may still face challenges in their ability to communicate effectively, teachers can leverage YouTube videos as teaching materials to specifically enhance their learners' communicative skills. By utilizing YouTube, teachers and students can thoroughly analyze various linguistic aspects, such as speech cadence, tonal shifts, grammatical nuances, conversational roles, and other relevant topics being covered in the classroom. This integration of YouTube facilitates and supports the development of speaking abilities for both students and teachers alike. (Ahmed Zemmouri Mohamed Chemchem, 2017_2018)

Techniques (methods, theories) of Implementing YouTube Videos in Teaching Speaking:

The successful integration of YouTube videos in foreign language teaching relies on the strategic implementation of effective techniques. These techniques are crucial in ensuring the course's success and accurate delivery of information. By establishing appropriate methods or techniques during the teaching process, the effective utilization of YouTube in the classroom can be achieved:

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

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

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

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

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

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

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

Chapter One..... YouTube Videos as an Educational Resource

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

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

Motivating or exciting: anxiety and stress are the main factors in failing so that the choosing motivated video will inspire students indirectly (BENGHEDDAB, Nadjoua, July 2019).

Activities Based on YouTube Video in Teaching Speaking Skill:

The utilization of traditional speaking activities often results in a dull atmosphere within the EFL classroom, leading to student disinterest and a lack of creativity. Therefore, there is a strong demand for the incorporation of new activities that can foster a fun, enjoyable, and interactive learning environment. Among these activities, utilizing YouTube-based materials is highly recommended for teaching oral communication as they have proven to be effective in promoting engagement and interaction among Students.

Role plays: videos offer valuable opportunities for language learning, particularly through role plays. Role plays enable students to engage in language practice by assuming different roles within realistic scenarios. They not only enhance oral production but also facilitate vocabulary acquisition and foster effective writing styles. To utilize role plays based on YouTube videos effectively for improving oral production, several steps can be followed. Firstly, students can engage in discussions on various themes related to the target language's culture and society. Secondly, the teacher plays a crucial role in selecting appropriate topics that encourage students to engage in speech and interactive sharing. Furthermore, providing opportunities for students to choose suitable role play materials is

Chapter One..... YouTube Videos as an Educational Resource

essential. Finally, the performance of the role play is based on the content depicted in the selected videos.

Discussion /Conversation Analysis: utilizing YouTube-based speaking activities can be highly advantageous for EFL classrooms. This activity involves students working in collaborative groups to discuss the main objectives presented in a video. The speaking activity unfolds as follows: students are divided into groups, with one group initiating the discussion of the given information. Subsequently, other groups are given the opportunity to express their opinions and provide explanations. Finally, all students engage in a collective discussion concerning the content presented in the video. By actively sharing comments and engaging in discussions, learners can cultivate a relaxed and non-anxious environment, thereby enhancing their interaction skills.

Problem solving: this activity is centered around an information gap exercise that involves filling in the missing gaps with appropriate information. The process begins with students watching a video, after which they are tasked with completing the provided vocabulary. Finally, they engage in group discussions with the aim of collectively guessing the correct answers and filling in the missing information. Notably, this speaking activity enhances vocabulary skills and facilitates the acquisition of new words and expressions in the target language. (BENGHEDDAB, Nadjoua, July 2019)

Advantages of YouTube videos:

YouTube videos offer several advantages for teaching and learning purposes. These advantages can be summarized as follows:

1. YouTube videos are highly convenient and accessible, both inside and outside the classroom. Being an online-based platform, YouTube can be accessed anywhere with an internet connection. This flexibility enables teachers to assign students to explore related videos beyond the classroom setting.

Chapter One..... YouTube Videos as an Educational Resource

2. YouTube videos provide exposure to authentic English by showcasing everyday language spoken by native speakers. This exposure allows students to gain access to genuine English usage, ultimately building their confidence in real-life situations.

3. The use of YouTube videos promotes a more autonomous and student-centered learning style. Students actively engage in their learning, with the teacher taking on the role of a facilitator. The abundance of videos on YouTube allows students to discover knowledge independently, rather than relying solely on their teacher for information. Additionally, the combination of visuals and audio in YouTube videos enhances students' understanding of abstract concepts.

4. Incorporating YouTube videos in the classroom captivates students' attention, fostering an interactive environment for language learning. Students find videos interesting and challenging, as they observe how people behave while using the target language they are learning.

5. Utilizing YouTube videos allows students to comment on videos, particularly when viewing them online. This interactive feature contributes to the development of other language skills. Overall, the use of YouTube videos enhances students' exposure to various aspects of speaking, such as pronunciation, structure, vocabulary, and intonation. Consequently, this leads to improvements in comprehension and fluency. The researcher's choice of YouTube as a learning tool is justified by its ability to serve as both an information search tool through video content and a means of sharing learning materials in video format. (ALFI Hasanah, 2020)

Conclusion

Conclusion:

This chapter aims to examine the effectiveness of YouTube videos in improving the speaking skills of EFL learners. In order to grasp this concept, the chapter initially delves into the nature of speaking skill by providing a concise description, as well as discussing the various aspects and challenges associated with it.

The research has three main objectives: firstly, to present a brief historical background of YouTube alongside its definition; secondly, to explore YouTube as a prominent cultural phenomenon, particularly in Algeria, and identify its different types; and thirdly, to elucidate the use of YouTube in education, specifically its application in English Language Teaching through videos.

The chapter addresses the techniques for incorporating YouTube videos in teaching speaking. And finally , the activities that based on YouTube videos in teaching speaking skill.

Chapter

2.1- Introduction.

2.2-Description of the study population.

2.3- Description of Students' Questionnaire.

2.4- Administration of the Questionnaire.

2.5- Data Analysis and Interpretations.

2.6- Recommendations.

2.7- Conclusion.

2.1- Introduction:

This study aims to investigate the students' attitudes towards the use of YouTube videos on developing EFL learners speaking skill. One questionnaire is designed, and it is administered to Third year students at the department of English, Naama University Centre to obtain more information about speaking skill and the effectiveness of using YouTube videos in enhancing EFL learners speaking proficiency.

This chapter is devoted to investigate the Students attitudes towards the use of YouTube videos on developing EFL learners' speaking skill. It is based on analysis of the data, and gives a brief explanation of the descriptive method, tackles the population, the sample and the setting. In this description of the data, all questionnaire items are analyzed and detailed.

Finally, the part of this present chapter concludes with a general recommendations and interpretations. In addition, a general conclusion is presented as summary about all research's results and findings.

2.2- Description of the study population:

In this study, the population was included of Third Year LMD students at Department of English, at the Naama University Centre during academic year 2022_2023.

A sample involved (38) participants of one groups. After that, the answers were gathered to be analyzed. Third Year LMD students were selected as a sample in the reason of they had studied oral proficiency for their hole semester at university and they are more aware about the importance of developing speaking skill to master English language effectively.

2.3-Description of Students' Questionnaire: The students' questionnaire contains three sections, each part introduces crucial information. The first part tackles the students' general background. The second part presents students' attitudes towards speaking skill, while the third part is about students' perceptions towards YouTube videos.

The first section is entitled as (Background information). There are Five questions. The first one is about students' gender (Q1). The second question represents their age (Q2), the third question is about their marital status (Q3), and the last question aims to show if studying English was their choice or not (Q4).

The second section is devoded to gather information about students' attitudes towards speaking skill ; it contains five items. The (Q6) was designed to know whether teachers motivate their students to speak or not, while (Q7) was asked to know about their level in speaking skill , in addition (Q8) was asked to know whether students face problems in speaking or not. The next question (Q9) was about the main speaking aspect that could be improved through the use of YouTube videos. The last item of this section is about knowing if they are a member of English speaking group.

The last section contains five items, and it is designed to obtain more information about students' attitudes towards YouTube videos. Moreover, (Q11) is presented to

Chapter Two Data Collection and Analysis

know if students watch YouTube videos inside classroom or not, To state the aim of using these tools (Q12). Furthermore, students were asked whether they depend on YouTube videos mainly to improve their English language skills or not (Q13). Then, (Q14) is devoted to know what the preferred type of YouTube they watch. And the final item (Q1) was asked to reports the students' views about which are the most important language skills towards using the YouTube videos.

2.3.1-Aim of Learners' Questionnaire:

The questionnaire was designed to provide information about students' views towards YouTube videos and the speaking skill.

2.4-Administration of the Questionnaire:

The students’ questionnaire was administrated to 38 participants at the Department of English, Naama University Centre for Third Year LMD students on Mai 16th 2023. The questionnaire was collected after providing response and students were very cooperative. All provided and answered information used as measures in order to investigate this study.

2.5-Data Analysis and Interpretations:

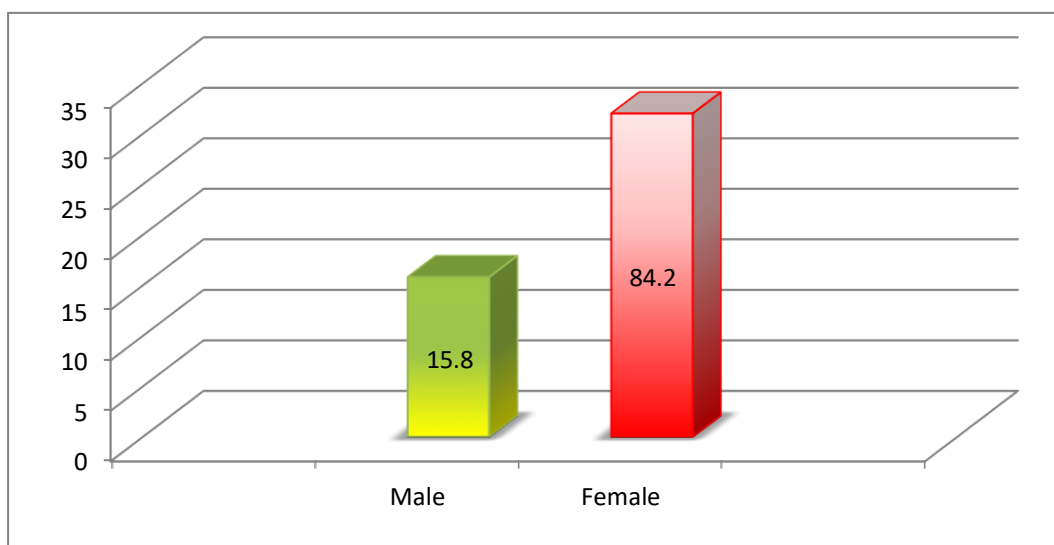
2.5.1-Questionnaire Results:

Section One: Background Knowledge

Question One: Students' Gender?

Choices	Participarts	Percentage
Male	06	15.8
Female	32	84.2
Total	38	100

Table2- 01: Students' Gender



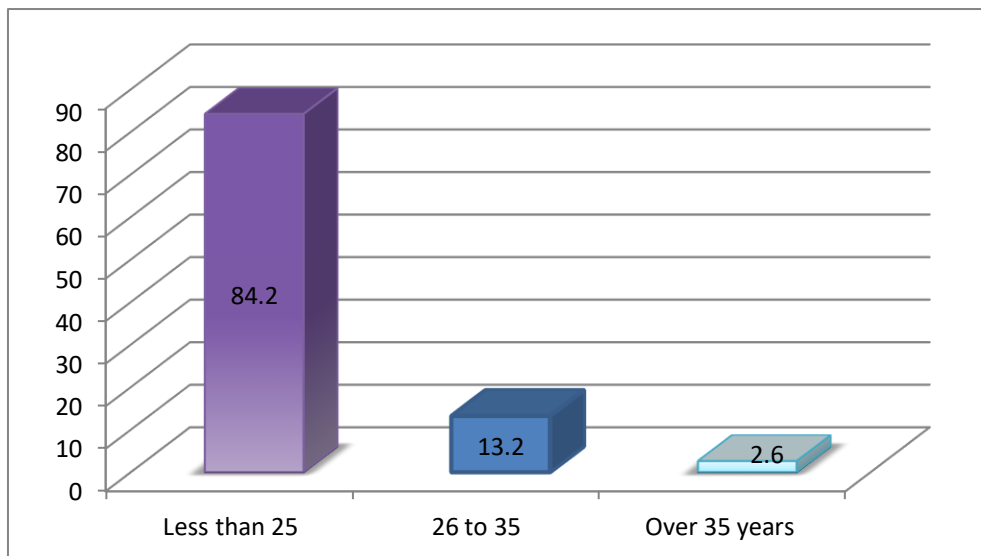
Graph 01- 02: Students' Gender

According to the results, we notice that the number of males is significantly less than that of females. The by females. The Percentage scored by males was only 15,8%, compared to the 84,2% scored by females.

Question Two: Students' Age?

Choices	Participants	Percentage
Less than 25	32	84.2
26 to 35	05	13.2
Over 35 years	01	2.6
Total	38	100

Table 02-02: Students' Age



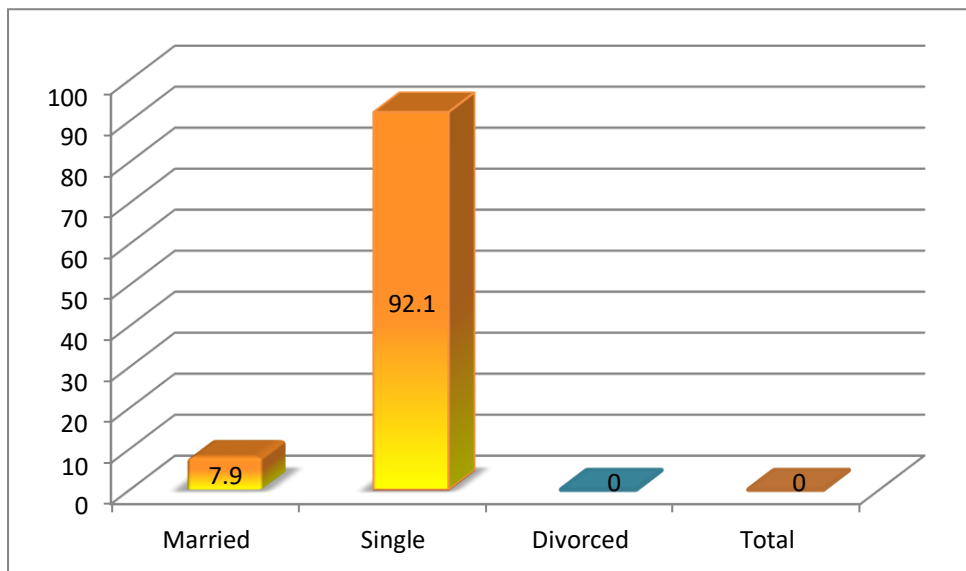
Graph 02-02: Students' Age

According to answers, : Learners' Age 84,2% of the participants were aged less than 25, 13,2% of them between 26 and 35, and 2,6% were aged over 35 years old.

Question Three: Marital status?

Choices	Participants	Percentage
Married	03	7.9
Single	35	92.1
Divorced	0	0
Total	0	0
Total	38	100

Table 03-02: Marital status



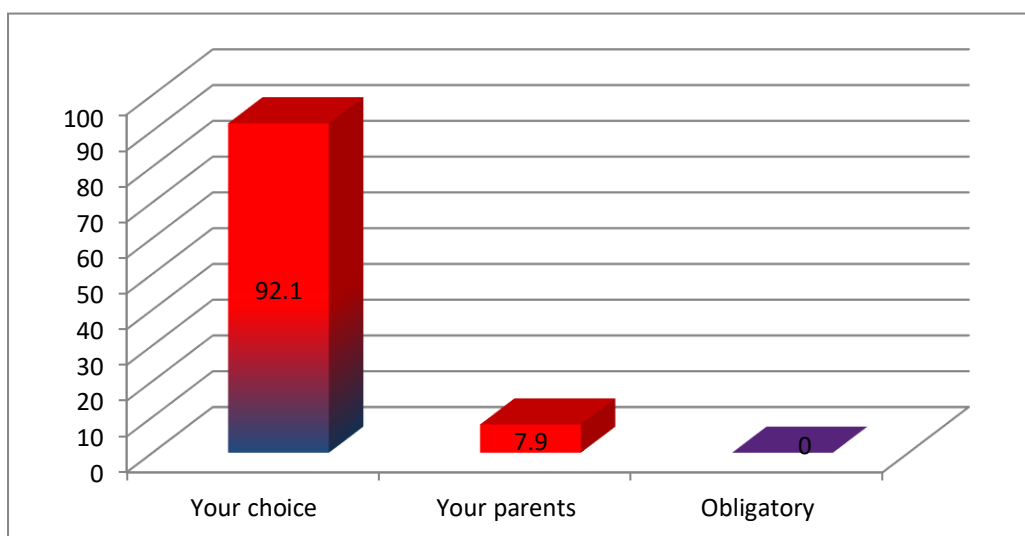
Graph 03-02: Marital status

According to the answers above, 7,9% of the students' answered that they are married, on the other hand 92,1% of them said that they are single, while 0% of them clarified that they are not divorced.

Question Four: Studying English was?

Choices	Participants	Percentage
Your choice	35	92.1
Your parents	03	7.9
Obligatory	00	00
Total	38	100

Table 04-02: Students choice of Studying English language



Graph 04-02: Students choice of Studying English language

The question was whether studying English was the student’s choice or their parents desire or obligatory. The table above show that 92,1% of the population said that studying English was their choice and 0% clarifies that it wasn't obligatory because they believed it was easy to learn, while 7,9 said that studying English was their parents desire. Besides, learning a foreign language like English, according to their answers, is considered an asset and thought to be helpful for their career . It can thus be deduced that studying English was not at all obligatory, but a choice consciously made and motivated by some reasons and beliefs that can be summed up in the following:

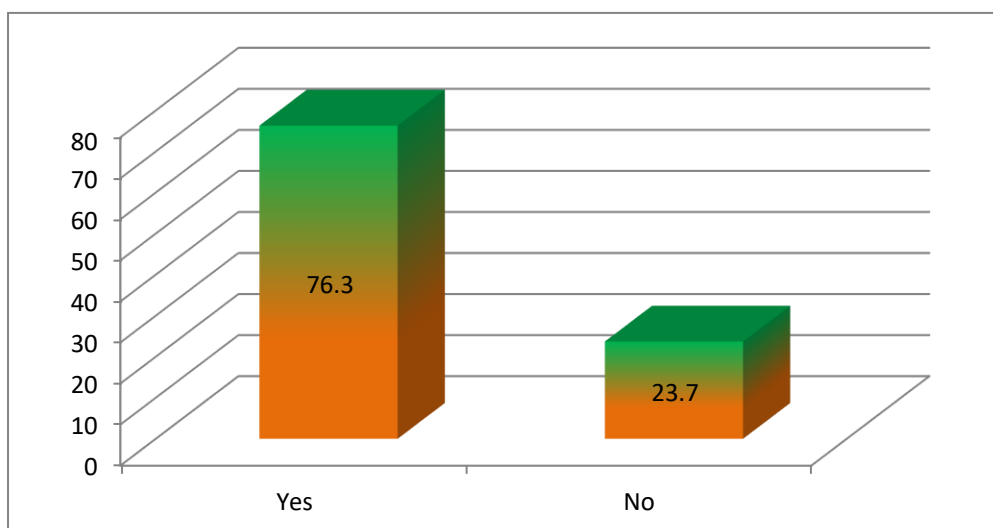
- ✓ Professional purposes.
- ✓ Traveling.
- ✓ English language is the language most used in the world nowadays.

Section Two: Students' attitudes towards Speaking skill.

Question Five: Is your oral instructor successful in inspiring you to speak?

Choices	Participants	Percentage
Yes	29	76.3
No	09	23.7
Total	38	100

Table 05-02: Students' Perception about Teachers' Motivation



Graph 05-02: Students' Perception about Teachers' Motivation

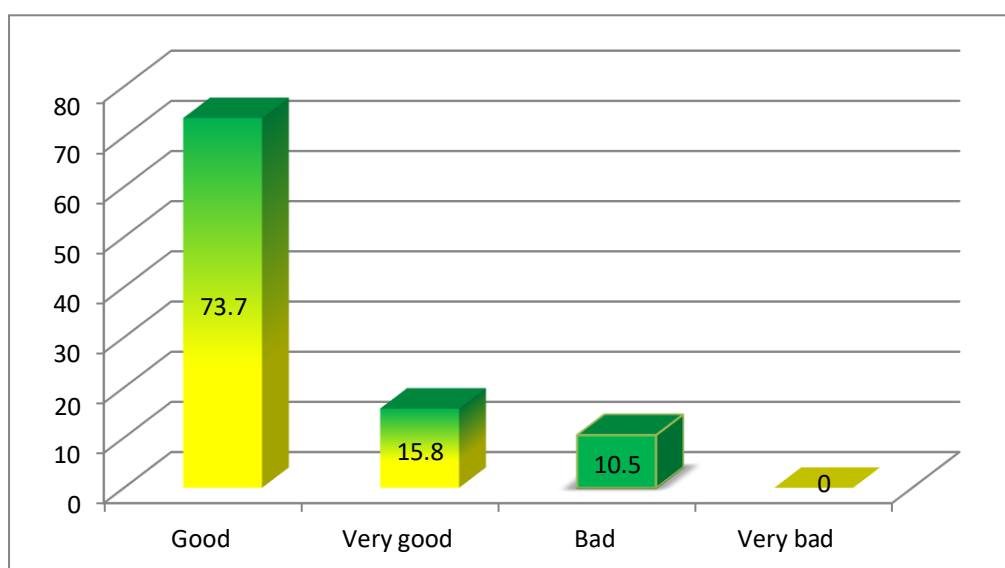
By this question, the results show whether the teacher prompt their students to speak inside the classroom or not. The majority of participants 76,3% said that their OE teacher motivate them. On other hand, 23,7% answered that their oral expression teacher did not motivate them to speak, it is meant that not all oral courses' teachers encourage learner to practice language, lack motivation affects negatively on the teaching and the learning language. They provide justifications which can be summarized as follows:

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

Question Six: What is your proficiency level in speaking?

Choices	Participants	Percentage
Good	28	73.7
Very good	06	15.8
Bad	04	10.5
Very bad	00	00
Total	38	100

Table 06-02: Students' level in speaking skill



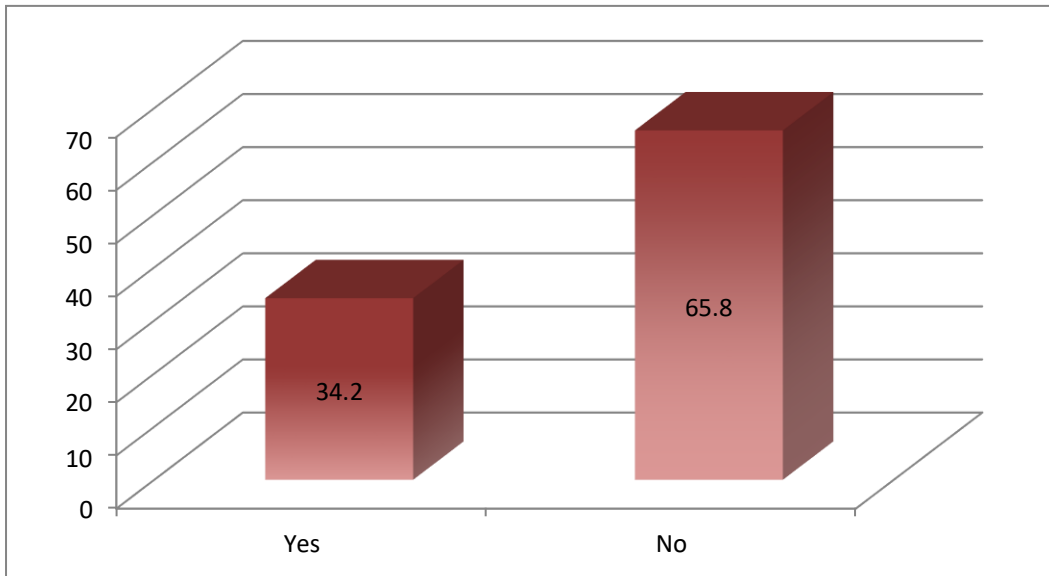
Graph 06-02: Students' level in speaking skill.

In this item, the most participants 73,7% have a good level in speaking . The 6 of students 15,8% from this sample; their speaking level was very bad . While 4 respondents had a bad level 10,5%. It means that not all EFL learners are good speakers, but they have sufficient ability to develop their oral communication.

Question Seven: Do you encounter any challenges while speaking?

Choices	Participants	Percentage
Yes	25	34.2
No	13	65.8
Total	38	100

Table 07-02: Students' difficulties in speaking.



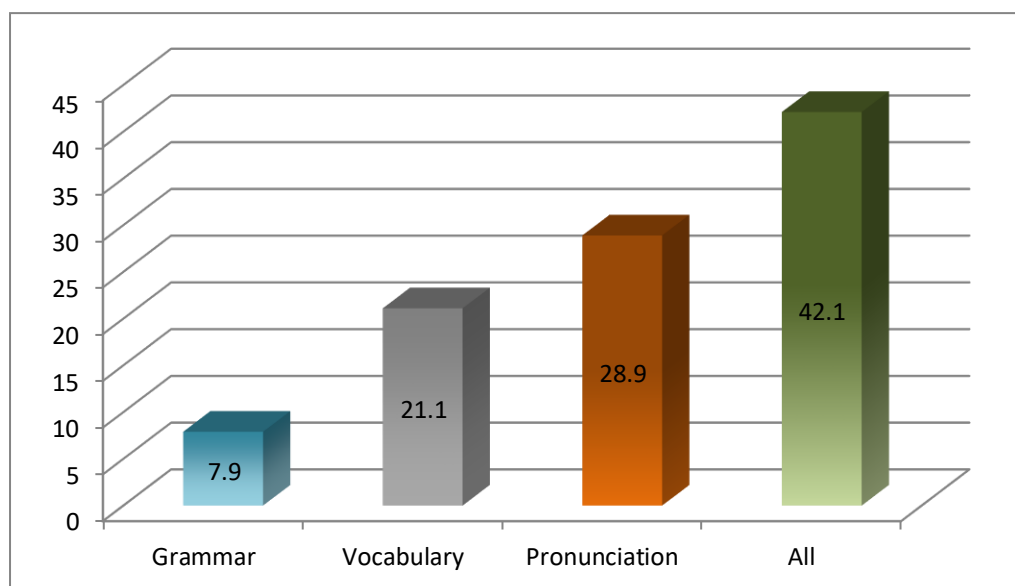
Graph 07-02: Students' difficulties in speaking.

As it is shown in this table, the majority 65.8% of students do not face difficulties in speaking. Only 11 participants 34.2% encounter obstacles in oral communication. Through their answers, students are enough competent speakers.

Question Eight: How can YouTube videos be utilized to enhance a key aspect of speaking?

Choices	Participants	Percentage
Grammar	03	7.9
Vocabulary	03	21.1
Pronunciation	11	28.9
All	16	42.1
Total	38	100

Table 08-02: The main speaking aspect that could be improved through using YouTube videos



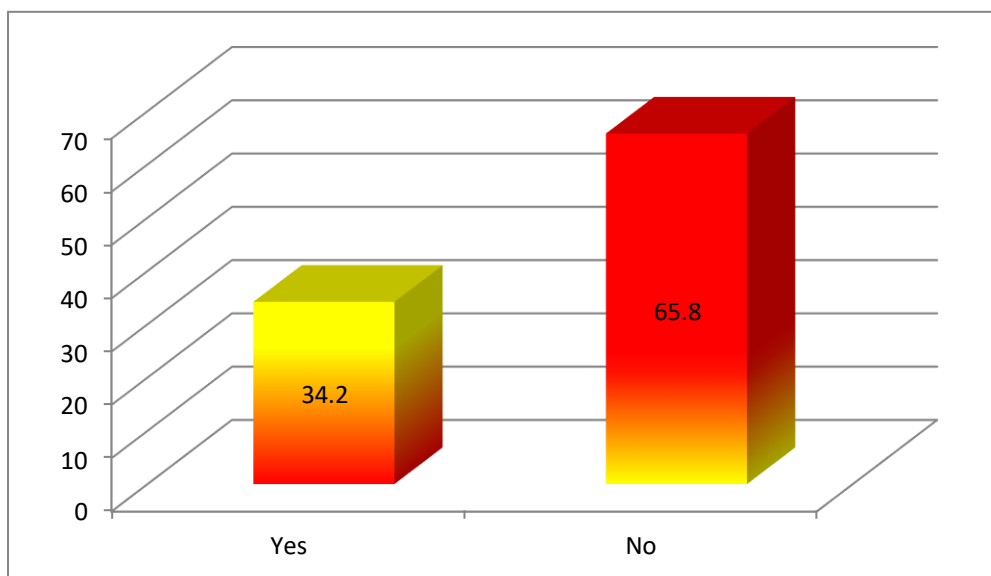
Graph 08-02: The main speaking aspect that could be improved through using YouTube videos

In this question, students were asked about which speaking aspect that can be enhanced more through using YouTube videos. The majority of them 42,1% mentioned that YouTube videos enhanced All their speaking aspects,since they made learners accessible with native speakers' conversation. Other 28,9% asserted that pronunciation could be improved more than others by using these aids. Additionally, this helped them in facing the major speaking difficulties. However, 21,1% respondents out of (38) agreed that YouTube videos increased vocabulary, while 7,9% of the students said that Grammar it the speaking aspect that could be improved through using YouTube videos.

Question Nine: Do you belong to a group of English speakers?

Choices	Participants	Percentage
Yes	25	34.2
No	13	65.8
Total	38	100

Table 09-02: Students' member of English speaking group



Graph 09-02: Students' member of English speaking group.

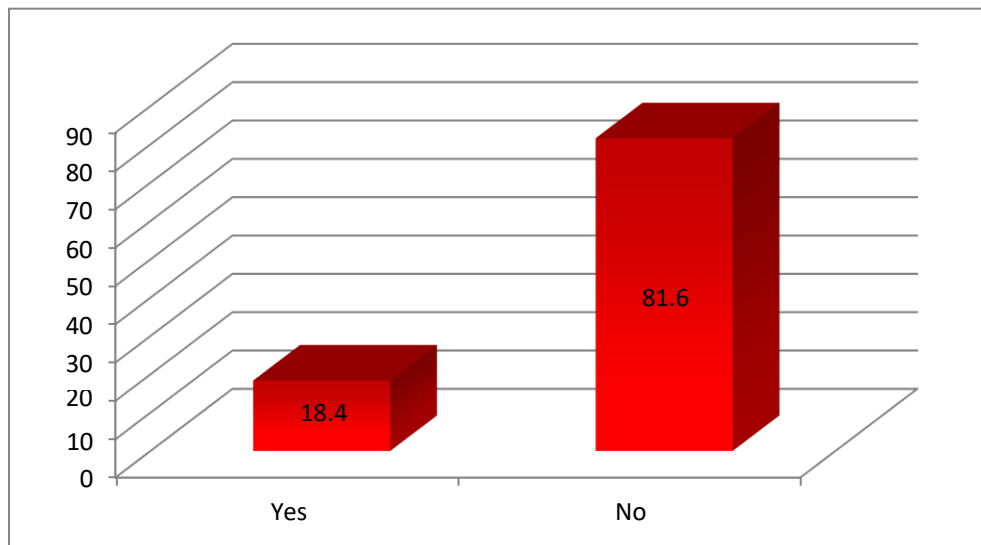
Through their answers, there are 34,2% students said that they are a member of English speaking group. Whereas, 13 respondents 65,8% answered that they are not a member of English speaking group which mean that most of learners are able to discuss and communicate through the classroom classes.

Section Three: Students’ attitudes towards YouTube Videos

Question Ten: Do you engage in watching YouTube videos while inside classrooms?

Choices	Participants	Percentage
Yes	31	81.6
No	07	18.4
Total	38	100

Table 10-02: Students’ Frequency of Watching YouTube Videos inside classrooms



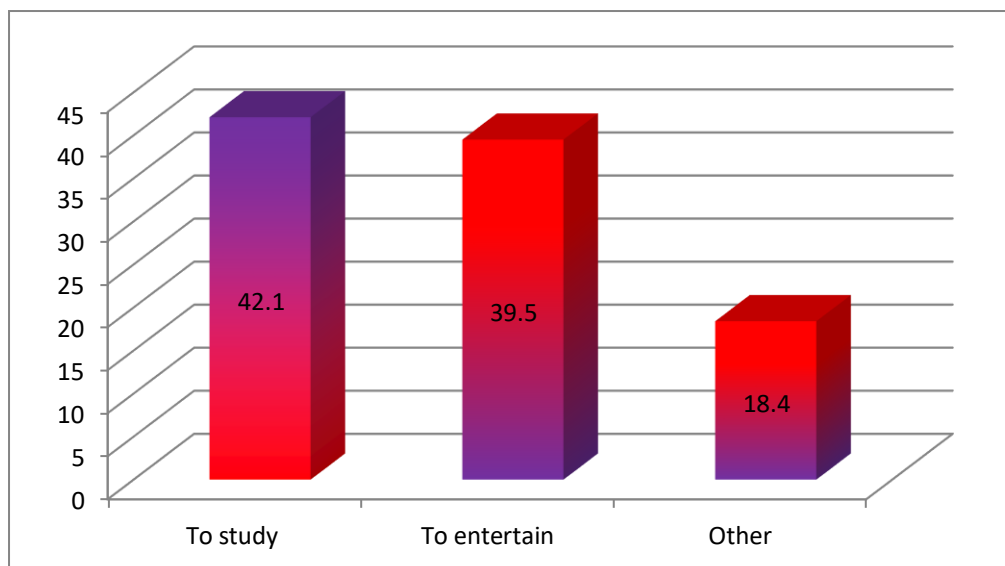
Graph 10-02: Students’ Frequency of Watching YouTube Videos inside classrooms

The table above is about the adapting YouTube videos inside the OE classroom. The highest percentage 81,6% of participants answered yes, this indicated that the OE teachers always integrate YouTube videos inside the classrooms. 18,4% of students disagreed that their teacher applied these methods in teaching oral expressions.

Question Eleven: What is your purpose for utilizing YouTube videos?

Choices	Participants	Percentage
To study	16	42.1
To entertain	15	39.5
Other	07	18.4
Total	38	100

Table 11-02: Students' aims in using YouTube Videos



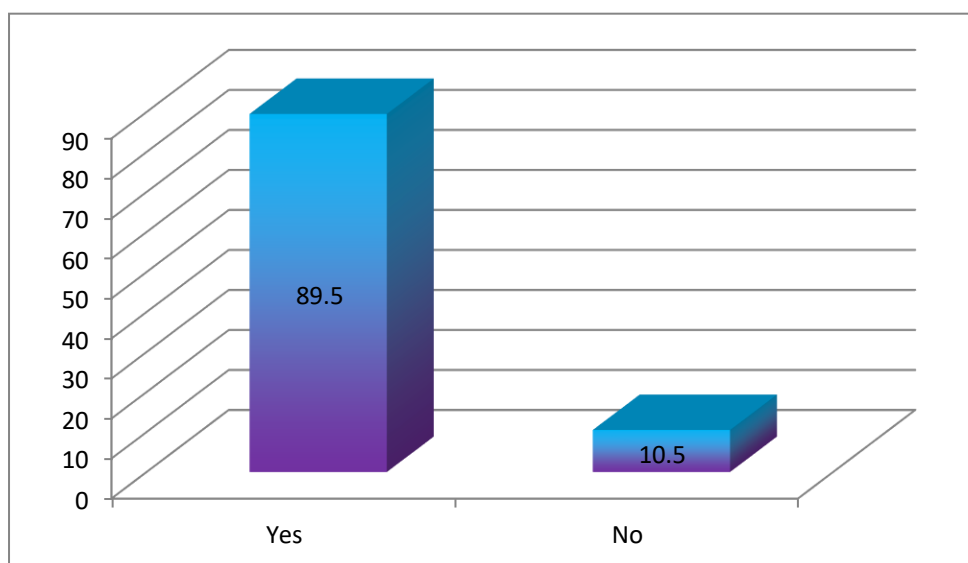
Graph 11-02: Students' aims in using YouTube Videos

In this question, students were asked about their purpose of using YouTube videos. The majority of the respondents 42,1% claimed that the main aim of using this media was to get information about different subjects. So, YouTube videos can be used as source of requiring knowledge. However, whereas 39,5% of participants said that the goal of the use these websites was to entertain. Although the great awareness of students about using YouTube videos, some learners still ignore the great benefits of these audiovisuals in the learning processes; since YouTube videos contain different accesses with reliable information, while 18,4% of them said that they use it in other domains.

Question Twelve: Are YouTube videos your main resource for enhancing your speaking abilities?

Choices	Participants	Percentage
Yes	34	89.5
No	04	10.5
Total	38	100

Table 12-02: Role of YouTube videos as a tool in improving students' speaking skill



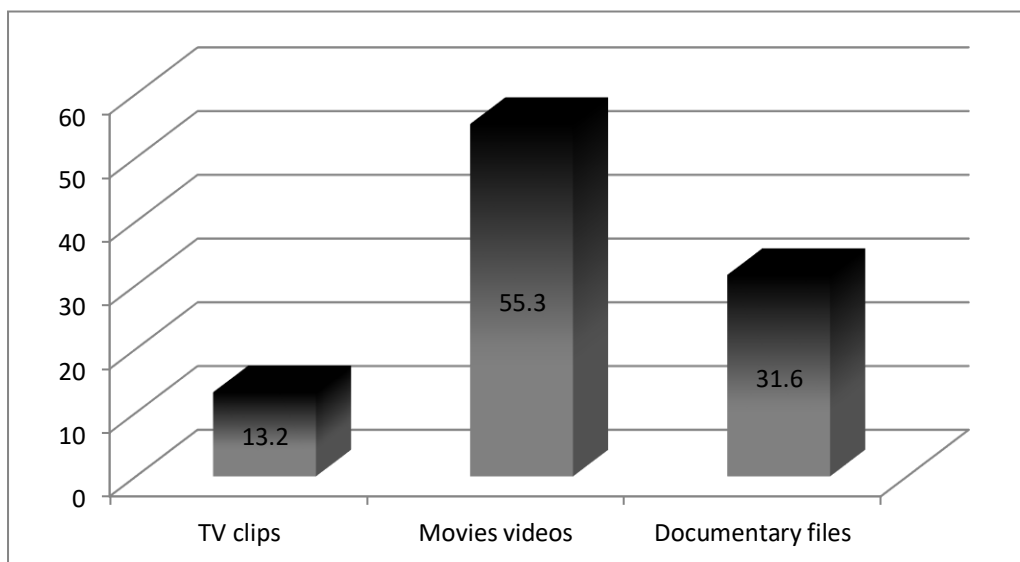
Graph 12-02: Role of YouTube videos as a tool in improving students' speaking skill

As show in the table (12), the most participants 89,5% used YouTube videos mainly to improve their language skills. As YouTube videos are available with non native and native speakers' discussions. This helps them more to enhance their language skills, acquiring vocabularies and develop authentic language in real contexts through listening, viewing, interpreting. Only 10,5% out of 38 mentioned that they did not use this tools in the aim of boosting language skills, because they were not interested with improving their language.

Question Thirteen: If yes, which type of YouTube videos?

Choices	Participants	Percentage
TV clips	05	13.2
Movies videos	21	55.3
Documentary files	12	31.6
Total	38	100

Table 13-02: Students' Preferred Types of YouTube Videos



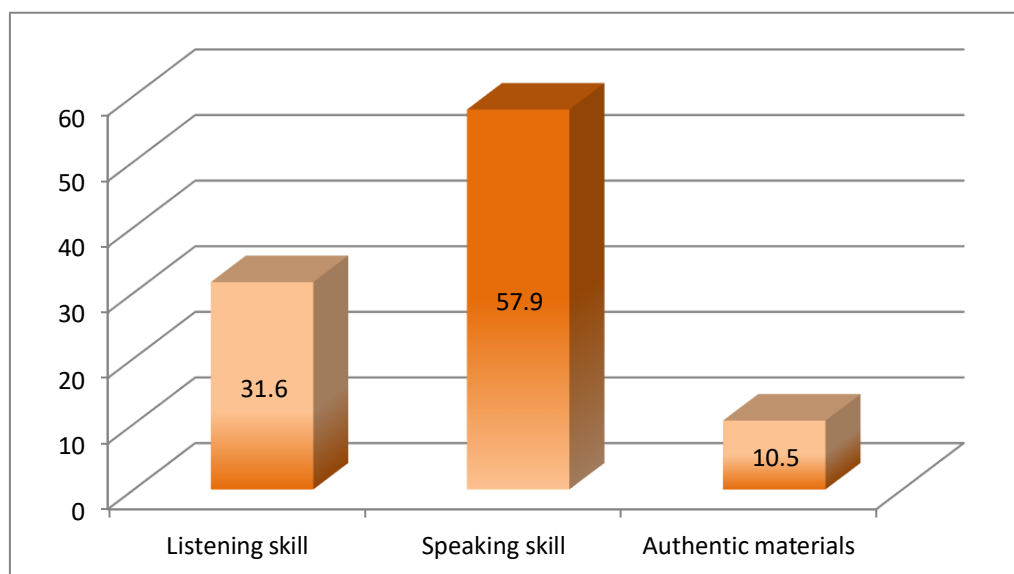
Graph 13-02: Students' Preferred Types of YouTube Videos

The table (13) indicates the preferred type of YouTube videos that students prefer to use. A remarkable number of students 55,3% prefer using movies videos as the best ones to improve their language. It is due to that these kinds of videos provide an authentic language in real contexts, transform the target culture. In addition, subtitles films require more vocabularies of target languages. 31,6% respondents replied that they favor using Documentary files since they use a formal language and present real events in diverse situations. Other (29%) answered that music videos were the favored one which mainly develop their listening and pronunciation. . However, some of them 13,2% reported that the preferential YouTube videos were TV clips.

Question Fourteen: Do you believe that YouTube videos will enhance your skills?

Choices	Participants	Percentage
Listening skill	12	31.6
Speaking skill	22	57.9
Authentic materials	04	10.5
Total	38	100

Table 14-02: Students’ Perception about the Impact of YouTube videos



Graph 14-02: Students’ Perception about the Impact of YouTube videos

As it is clearly mentioned in the table (14), the majority of students 31, 6% said that YouTube videos can improve listening. Surprisingly, the significant number of participants 57, 9% agreed that YouTube videos can improve their oral production since YouTube videos are considered as audio-visual materials which contain conversations, pictures, events in real contexts. Only 10,5% replied that the authentic language can more improved through using these materials principally they present various topics in actual life.

2.5.2-Interpretations of Results:

According to the analysis of the students' questionnaire answers, this study shows that the LMD third year students at the English Department, Naama University Centre, are alternative ones and their answers are very responsive because they reflect their real attitudes. The most of the Third Year LMD students their English language level is good. This demonstrates that they are able to improve easily their communicative ability to be as native speakers, express their thoughts, ideas and feelings freely, and they can practice English language successfully. Therefore, the majority of students 57, 9% considered speaking skill as the most important one since it enable them to communicate with other and convey their messages to the listeners effectively. As EFL learners, they need to develop their oral production to be more proficient English language users. The most amounts of participants, they found speaking skill as normal task this due to the intercultural knowledge. Moreover, more a half students 71, 1% do not encountered difficulties in speaking, mainly due to different factors which stands as facilitatores in transmitting messages. The lack of all speaking aspects are regarded as the main difficulties in communication which represents the highest percentage 42.13%. Furthermore, the students' attitudes towards the teacher's motivation to speak are satisfie the most significant members 76,3% said that the oral expression teacher inspire them to discuss. This means that the teacher is more interested with students' oral fluency development. According to students 23,7% , he/she sometimes encouraged them to express their ideas. Moreover, the most of them 81, 6% watched YouTube videos inside the classroom, and large amount of them 42, 1% used this online websites to study. Furthermore, students 57,9% exploited YouTube videos to improve English language skills. While movies videos were considered as the most favorite kinds of YouTube 55,3% in the reason providing all speaking aspects and improve oral fluency effectively.

Recommendations:

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

- ✓ Don't hesitate to express your ideas and opinions confidently without fear. Be willing to speak up and engage in discussions.
- ✓ Aim to actively participate in communication by speaking, and be a good speaker while contributing your thoughts and ideas to the conversation.
- ✓ It is important for students to understand the value of YouTube videos as a resource for information and a tool for enhancing their language skills, particularly their speaking skills.
- ✓ Students endeavor to tackle their issues with speaking by employing different types of YouTube videos that are suitable for their learning preferences and proficiency levels.
- ✓ Make an effort to use only the English Language and refrain from using your native language, while expanding your vocabulary to improve your ability to communicate effectively.

Conclusion:

In this chapter, which is the practical part of the research, the data was collected through a student's questionnaire, analysed, and discussed. What can be concluded from the findings of this practical part is that the Third Year LMD English language students at SALHI Ahmed Naama University Centre are aware of the effectiveness of the use of YouTube videos in enhancing oral classes. The findings clearly show that the students are interested in the use of YouTube videos to improve their speaking skills. Therefore, this questionnaire was as beneficial a survey for students' to be aware about the importance of implementing YouTube videos in the classroom. Additionally, students may recognize the great benefits of these tools, particularly to solve their speaking problems. Despite of many difficulties of using YouTube videos inside classrooms, they still consider these accessible websites as open windows for learning foreign language in general and developing oral proficiency in specific.



General

GENERAL CONCLUSION

General Conclusion:

The present study comprises two chapters: the first chapter is theoretical, serving as a comprehensive literature review of the research topic, while the second chapter is practical, encompassing a detailed description of the research methodology, including the research tools employed the investigation's results, as well as recommendations and suggestions for future research. The focus of this study centers on the efficacy of YouTube videos in enhancing the oral proficiency of English as a Foreign Language (EFL) learners. The primary objective is to examine the attitudes of students toward the utilization of YouTube videos for improving their speaking skills.

This study seeks to develop the speaking proficiency of EFL students through the use of YouTube videos. The research aims to investigate whether incorporating YouTube videos can enhance the oral proficiency of Third Year LMD learners. As speaking skill acquisition poses challenges and necessitates ample practice in authentic language situations to enhance pronunciation and vocabulary, this study endeavors to explore the potential benefits of incorporating YouTube videos into the language learning process.

Based on the aforementioned, the following hypotheses are formulated:

- ✓ EFL learners heavily rely on YouTube videos, accounting for 70% of their learning tools, to improve their speaking skills.
- ✓ The utilization of YouTube videos as learning materials effectively aids in enhancing and developing the speaking skills of EFL learners.

Consequently, the findings of this research fully support the research hypothesis, which investigates the use of YouTube videos as learning materials to enhance EFL learners' speaking skills and assesses the extent of their contribution to such improvement.

GENERAL CONCLUSION

The results of this study indicate that English language students at the Department of English, SALHI Ahmed Naama University Centre, display a strong inclination toward incorporating internet tools, particularly YouTube videos, into their classroom activities. As modern technology has matured, the current generation of Algerian university students, similar to their global counterparts, are intrigued by the innovative opportunities presented by such technological advancements. However, the effectiveness of utilizing these tools depends on various factors, including the teachers' familiarity with them and their skillful integration into instructional practices.

The findings of this study address the research questions posited in the introductory section as follows: Learners at the Department of English, SALHI Ahmed Naama University Centre, demonstrate an understanding of the pedagogical value of YouTube videos. Instructors in oral modules utilize these videos to enhance lesson presentations and improve students' speaking abilities. Additionally, students themselves employ such videos outside the classroom for various purposes, including pedagogical ones.

By incorporating YouTube videos as teaching materials in the classroom, learners' oral proficiency can be elevated to higher levels. This approach ensures active student participation, boosts motivation, and fosters a conducive learning environment, thereby minimizing boredom and anxiety.

The empirical study conducted at SALHI Ahmed Naama University Centre concerning the role of YouTube videos in developing oral skills yielded outcomes consistent with previous research. Learners generally perceive the use of YouTube videos in their learning experiences as beneficial. Nevertheless, the extent to which these tools can be effectively leveraged depends on their efficient usage and strategic deployment within the teaching and learning processes.

GENERAL CONCLUSION

Suggestions for further studies:

This study is devoted to examine the effectiveness of YouTube videos in Enhancing EFL learners' speaking skill. Generally, YouTube videos can bring a lot of advantages in teaching and learning process. Thus, some suggestions are proposed for future researches:

- ✓ Further research needs to investigate the importance of implementing YouTube videos in developing language skills, such as speaking and reading.
- ✓ Conduct a research about the effectiveness of using YouTube videos as a source of getting knowledge.

The aim of the present study is to develop EFL students' speaking skill through YouTube videos. It investigates whether the use of YouTube videos may improve the Third Year LMD learners' oral proficiency or not. Since speaking skill is not easier task and it needs more practice in real situations to get an authentic language, to enhance pronunciation and vocabulary. In This study, we hypothesize that if EFL learners' at SALHI Ahmed Naama University Centre use YouTube videos inside classroom, students speaking skill would be improved. Thus, the integration of YouTube videos as a learning method can improve students' proficiency in communication.

The current study relied on one questionnaire assigned to the Third Year LMD students as data gathering tool in the aim of gathering information about their perceptions and opinions towards the speaking skill, YouTube videos. The majority of the students have considered the integration of YouTube videos as an effective method to enhance communicative competence, which had confirmed the hypothesis: Does EFL learners' use YouTube videos as learning materials to improve their speaking skill? , To what extent does the use of YouTube videos as learning materials in help improve EFL learners' speaking skill?

Generally, the results and analysis get from questionnaire proved that the EFL learners and particularly Third Year have increase in oral proficiency which affects

GENERAL CONCLUSION

positively on language proficiency. Hence, it is important for beginners learners' to be more aware about the significance of integration YouTube videos as a learning method, and students too, should adapt these tools for developing their speaking skill.

A horizontal scroll graphic with a black outline and a white background. The scroll is unrolled, showing the word "Reference" in a large, bold, black sans-serif font. The scroll has small circular details at the top and bottom edges, suggesting it is a rolled-up document.

Reference

1- PhD Dissertation:

- Purnama Sari, N. (2021-2022). *"The Impact of Using YouTube Channel "Speaking English With Tiffani" in Increasing Students' Speaking Skills"*. Tadris: UIN Fatmawati Sukarno Bengkulu.
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2- Master's Thesis:

- Bengheddab, N. (2019). *"Teachers' and Students' Attitudes towards the Use of YouTube Videos in Developing EFL Learners' Speaking Skill"*. University of 8 Mai 1945: Guelma.
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Appendix

Appendix

Students' Questionnaire

Dear Students:

This questionnaire is a part of research work carried in the Department of English at SALHI Ahmed Naama University Centre. This research aims to investigate the Effectiveness of YouTube Videos in Enhancing EFL learners' Speaking Skill. Your answers will provide more information about this research.

Please, try to tick the appropriate answers and cross the suitable circle (X).

Section one: Background knowledge

1-Students' Gender:

a) Male

b) Female

2-Age:

a) Less than 25

b) 26 to 35

c) Over 35 years old

3-Marital status:

- a) Married
- b) Single
- c) Divorced
- d) Total

4-Studying English was:

- a) Your choice
- b) Your parents desire
- c) Obligatory

Section Two: Students' attitudes' towards speaking skill

5-Is your oral instructor successful in inspiring you to speak?

- a) Yes
- b) No

6-What is your proficiency level in speaking?

- a) Good
- b) Very good
- c) Bad
- d) Very bad

7-Do you encounter any challenges while speaking?

- a) Yes
- b) No

8- How can YouTube videos be utilized to enhance a key aspect of speaking?

- a) Grammar
- b) Vocabulary
- c) Pronunciation
- d) All

9- Do you belong to a group of English speakers?

- a) Yes
- b) No

Section Two: Students' attitudes' towards speaking skill

10- Do you engage in watching YouTube videos while inside classrooms?

- a) Yes
- b) No

11- What is your purpose for utilizing YouTube videos?

- a) To study
- b) To entertain
-

c) Other

12- Are YouTube videos your main resource for enhancing your speaking abilities?

a) Yes

b) No

13- 13_ If yes, which type of YouTube videos ?

a) TV clips

b) Movies videos

c) Documentary files

14- Do you believe that YouTube videos will enhance your skills?

a) Listening skill

b) Speaking skill

c) Authentic materials

Abstract in French

Résumé:

Parler est l'une des compétences linguistiques les plus importantes. Elle joue un rôle crucial dans l'apprentissage et l'enseignement des langues étrangères, ce qui nécessite l'attention et l'intérêt des apprenants et des enseignants. Cependant, la majorité des apprenants en anglais langue étrangère au SALHI Ahmed, Centre Universitaire de Naama rencontrent des difficultés dans leur communication orale en raison du manque de pratiques linguistiques dans des contextes réels. La présente étude vise à examiner les attitudes des étudiants à l'égard du rôle des vidéos YouTube dans le développement de la compétence orale en anglais langue étrangère. La recherche actuelle a utilisé une méthode descriptive quantitative pour montrer l'importance de l'utilisation de ces outils afin de maximiser la production orale des étudiants. Pour examiner l'hypothèse de recherche, un questionnaire destiné aux étudiants a été adopté comme outil de collecte de données au Département de Langue Anglaise du SALHI Ahmed, Centre Universitaire de Naama. La recherche a été menée auprès d'un échantillon d'étudiants de troisième année LMD. L'analyse de ce questionnaire a révélé que les étudiants en anglais langue étrangère ont une attitude favorable à l'utilisation des vidéos YouTube pour développer leur compétence orale. De plus, les résultats ont également montré que les étudiants sont conscients de l'importance des vidéos YouTube pour renforcer leur confiance en eux-mêmes, pratiquer la langue dans des contextes réels et réduire leur réticence à parler. Ainsi, il est fortement recommandé d'intégrer les vidéos YouTube dans les salles de classe d'anglais langue étrangère afin de développer les compétences orales des apprenants.

Abstract in Arabic

الملخــــــــــــــــص:

التحدث هو واحد من أهم المهارات اللغوية. إنه يلعب دورًا حاسمًا في تعلم وتدريس اللغات الأجنبية، مما يتطلب الاهتمام والاهتمام من قبل المعلمين والمعلمين. ومع ذلك، يواجه غالبية المعلمين اللغوية الإنجليزية كلغة أجنبية في مركز الجامعي صالحي أحمد بالاعتماد صعوبات في التواصل الشفهي بسبب نقص الممارسات اللغوية في سياقات حقيقية. تهدف هذه الدراسة الحالية إلى فحص مواقف الطلاب تجاه دور مقاطع الفيديو الصوتية في تطوير المهارة الشفهية في اللغة الإنجليزية كلغة أجنبية. استخدم في البحث الحالي طريقة وصفيّة كميّة لإظهار أهمية استخدام هذه الأدوات لتعزيز الإنتاج الشفهي للطلاب. لفحص فرضية البحث، تم اعتماد استبيان موجه للطلاب كأداة لجمع البيانات في قسم اللغة الإنجليزية في مركز جامعة الزعامة. تم إجراء البحث على عينة من طلاب السنة الثالثة للغة الإنجليزية كلغة أجنبية. أظهر تحليل هذا الاستبيان أن لدى طالب اللغة الإنجليزية كلغة أجنبية مواقف إيجابية تجاه استخدام مقاطع الفيديو الصوتية لتطوير مهاراتهم الشفهية. بالإضافة إلى ذلك، أظهرت النتائج أيضًا أن الطلاب يدركون أهمية مقاطع الفيديو الصوتية في تعزيز ثقتهم بممارسة اللغة في سياقات حقيقية ونقلها. لذا، يُوصى بشدة بدمج مقاطع الفيديو الصوتية في نصوص اللغة الإنجليزية كلغة أجنبية لتطوير مهارات الطلاب الشفهية.