

People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Kasdi Merbah Ouargla University  
Faculty of Letters and Languages  
*Department of Letters and English Language*



Dissertation submitted in partial fulfilment of the requirement for the Master's Degree in field of English  
Language and Literature

Specialty **Linguistics**

## **The Impact of YouTube Videos on the EFL Learners' Performance**

### **The case of Middle school learners**

Presented and publicly defended by

**OumKaltoumZergat**

Supervised by

**Dr.MalikaKouti**

Jury

<b>Dr.FouziaBahri</b>	<b>UKMO</b>	<b>Chairperson</b>
<b>Dr Malika Kouti</b>	<b>University of Ghardaia</b>	<b>Supervisor</b>
<b>Dr Ahmed NoureddineBelarbi</b>	<b>UKMO</b>	<b>Examiner</b>

**Academic Year: 2021/2022**

## Dedication

I dedicate this research work to the one, who guided my steps during all these years, my father who encourages me with his unconditional support.

To my mother who helped me with her prayers and the good support.

My sincere gratitude and appreciation to my teacher and supervisor **DrMalika KOUTI** for providing me with the guidance and assistance to achieve this work.

To my sisters: I deeply appreciate how you have been encouraging and supporting me

To my family.

To my soulmate Roumaissa so grateful for what we lived together.

“Thank you” for everyone who taught me a letter in this life.

## Acknowledgments

I am faithfully grateful to Allah who has guided my steps, and helped me finish this work.

I would like to express my deep gratitude and appreciation to our brilliant teacher and supervisor **Dr Malika KOUTI** for her patience, guidance, and her unlimited help to accomplish this modest work.

I am grateful to the examiners, namely **Dr Fouzia BAHRI** and **Dr Ahmed Nouredine BELARBI** for accepting reviewing my dissertation.

Special thanks go to all the teachers of English at Barakt El Araf middle school and my dear pupils for their help and understanding.

## Abstract

The present study sought to analyze the impact of YouTube videos on EFL learner's performance. The current study aims at investigating student and teacher's perceptions towards using YouTube videos on EFL classrooms. Therefore, it suggested to the novice teachers to use ICT in general and YouTube videos in particular when teaching EFL. This research is descriptive analytical and is based on both Quantitative and qualitative methods. To achieve this work, a case study was adopted and conducted at Barakt El- ARAFI middle school where English teachers including the inspector and all levels' students except first year ones were chosen as the sample for the study. For collecting data, two research instruments were used: a questionnaire for middle school learners and an interview to the teachers. The majority of teachers showed their admission to using YouTube videos and confirmed that it is helpful for learners to improve their communicative skills without neglecting the traditional methods. The study demonstrated that most of the teachers and students supported the use of ICT with different tools in EFL teaching and learning. Furthermore, they acknowledged the use of YouTube videos in classrooms.

**Keywords:** *EFL, teaching, learning, YouTube videos, ICT, modern methods*

## **List of Abbreviations and Acronyms**

**TEFL:** Teaching English as a Foreign Language. **EFL:** English as a Foreign Language.

**ICT:** Information and Communication Technology.

**YV:** YouTube Video.

**OHD:** Overhead Projector.

**LT:** Listening Transcript.

**L2:** Second Language.

---

## List of figures

<b>Figures</b>	<b>Page</b>
2.1 Student's usage of technological tools to learn English	30
2.2 The frequency of using technological tools to learn EFL	31
2.3 The use of YouTube as source of learning	32
2.4 Against/with the use of YouTube inside the classroom	32
2.5 Frequency of using YV outside the classroom	33
2.6 The improvement of YouTube videos on speaking skills	34
2.7 The purpose for using YouTube	34
2.8 YouTube is a motivational tool agree/ disagree	35

---

## Table of Contents

Dedication .....	<b>I</b>
Acknowledgments .....	<b>II</b>
Abstract .....	<b>III</b>
List of Abbreviations and Acronyms .....	
List of figures .....	
Table of contents .....	
<b>General introduction.....</b>	
<b>1.Background of the Study .....</b>	
<b>2. Statement of the Purpose .....</b>	
<b>3.Statement of the Problem .....</b>	
<b>4.Research Questions.....</b>	
<b>5.Hypothesis .....</b>	
<b>6. Rationale .....</b>	
<b>7. The Structure of the Study .....</b>	
<b>8. Definitions of Key Terms .....</b>	
<b>CHAPTER ONE: Literature Review .....</b>	
<b>Introduction .....</b>	<b>15</b>
<b>1.2.Traditional Teaching Methods.....</b>	<b>16</b>
<b>1.3. Modern Teaching Methods .....</b>	<b>16</b>
1.3.1. Merits of Modern Teaching .....	17
<b>1.3.Teaching Aids.....</b>	<b>18</b>
1.3.1. Audio Aids.....	18
1.3.2. Visual Aids .....	19
1.3.3. Audio Visual Aids .....	19
<b>1.4.An Overview on YouTube .....</b>	<b>20</b>
<b>1.5.Types of Videos.....</b>	<b>21</b>
1.5.1.Songs .....	21
1.5.2. Listening Script and Short Movies .....	22
1.5.3. Short Documentary Films.....	23
<b>1.6.The Benefits of Using YouTube Videos in EFL Classrooms .....</b>	<b>24</b>

<b>1.7. The Strategies for Using Videos in Teaching and Learning EFL .....</b>	<b>25</b>
<b>1.8. General guidelines for Using YouTube Videos in EFL Classrooms .....</b>	<b>26</b>
<b>1.9. The Aims of Teaching EFL Learners Using YouTube Videos .....</b>	<b>27</b>
<b>1.10. The Effect of Using YouTube Videos on the Learner’s Skills .....</b>	<b>27</b>
1.10.1. YouTube Videos for Listening and Speaking .....	28
1.10.2. YouTube Videos for Reading and Writing .....	30
1.10.2.2. How to Write .....	31
1.11. The Worthiness of Modern Teaching Methods .....	31
<b>Conclusion .....</b>	<b>32</b>
<b>Practical Part .....</b>	
<b>CHAPTER TWO: Data analysis and Interpretation .....</b>	
<b>Introduction .....</b>	<b>24</b>
<b>2.2. Research Objectives .....</b>	<b>24</b>
<b>2.3. The Sample .....</b>	<b>24</b>
2.3.01. Teacher’s profile .....	25
2.3.02. Student’s profile .....	25
<b>2.4. Data Collection .....</b>	<b>25</b>
2.4.1. Teacher’s Interview .....	25
2.4.2. Student’s Questionnaire .....	26
<b>2.5. Data analysis and Interpretation .....</b>	<b>27</b>
2.5.1. The Analysis of the Teacher’s Interview .....	28
2.5.2. The analysis of the Student’s Questionnaire .....	29
<b>Conclusion .....</b>	<b>37</b>
<b>General Conclusion .....</b>	
<b>References .....</b>	
<b>Appendices .....</b>	
<b>Appendix A .....</b>	<b>.....</b>
<b>Appendix B .....</b>	<b>.....</b>





# General introduction

## **1. Background of the Study**

In the era of the digital generation, information and communication technology spreads and is becoming obligatory and extensively used in our professional and personal life in a simple, quick, and low-cost manner. The use of technology in general and the Internet, in particular, has completely altered the educational settings. According to Dudeney and Hockly (2007), Technology offers new ways for practicing language and assessing performance.

The advancement of EFL teaching and learning depends on the use of effective methods and strategies, which allow learners to understand the way they should grasp knowledge in order to become energetic in their appropriate learning process. In the invasion of technology, teachers become obliged to seek for new motivational teaching sources that make the tutor become productive and modernistic.

One of the convenient teaching source can be used by teachers is the prominent audiovisual website such as YouTube. The students can use as good modern platform for learning which fulfills the demand of the EFL learners in developing their language skills. In addition, it makes them be able to interact with and listen to a real native English speaker. Furthermore, it enables them to learn more vocabulary by having access to a wide range of enjoyable visual lessons that improve the students' memory storage. Chappelle (2003) reported that technology is necessary to improve the language ability of students simultaneously inside and outside of the educational setting.

## **2. Statement of Purpose**

The overall aim of this study is to investigate about students and teacher's perceptions towards using this modern tool in learning English as a foreign language. Therefore, it suggests to the novice teachers to use ICT in general and YouTube videos in particular in EFL teaching.

### **3. Statement of Problem**

In the last two decades, YouTube has become a rich and relevant podium for social media users because it hosts diverse views and activities. YouTube videos can enhance the English teaching and learning process. Some of the teachers prefer to keep using the traditional methods in teaching. For that reason, teachers should try to integrate modern tools in teaching for improving learners' performance.

### **4. Research Questions**

One of the most objectives of higher education is to generate and raise competent researchers who are capable of carrying a real academic research work by their own. For this purpose, research methodology module has been given a great importance to achieve this goal so in order to have a reliable answer to the problem statement, the researcher introduces the following research questions:

- Are the majority of the teachers and students aware of the advantages and the role of using YouTube videos in classroom?
- What are the most benefits from using YouTube in learning EFL?

### **5. Hypotheses**

The previous questions conduct the researcher to propose the coming hypotheses:

- 1-YouTube videos are supportive for both educators and learners and they support their use in learning EFL.
- 2-YouTube videos encourage the students to develop their skills and performance.

The researcher designed an exploratory case study research to discover out to what extent the previous hypotheses are correct, with EFL educators and middle school learners of the second,

third and fourth levels at Barkat El-Arafi middle school. To collect Data, the researcher relies on the two main research instruments, which are the interview for the teachers and the questionnaire for the students. Therefore, this research is mainly conducted following the two

Approaches: the quantitative approach and the qualitative approach. This topic was chosen to give technology importance in the educational field especially when teaching English as foreign language. English teachers need to know the great impact of using Youtube videos on the EFL learning and learners.

## **6. Rationale**

Due to the experience of a learner and as a teacher of English in middle school, I observed that many teachers underestimate the great importance of using technology in general and YouTube videos in specific in the teaching process. 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 in learning because the classical methods are not satisfying the learner's needs. Another reason is that learners become very motivated to learn when they use such tools.

## **7. The Structure of the Study**

This research is divided into two chapters. The first chapter seeks to introduce the entire research and literature review about the topic of the effect of using YouTube videos in EFL classrooms as well as the types of these videos the benefits, strategies, main guidelines, and the effect of using it on their skills. Thus, the researcher attempts to differentiate between the modern teaching methods and the classical ones. The second chapter aims to deal with the analysis of the collected data, which are gathered via the data collection tools mentioned previously: the teachers' interview and students' questionnaire. Finally, this study ends up with some suggestions and recommendations related to the current case study.

## **8. Definitions of key terms**

**English as a foreign language:**” English as a foreign language indicates the use of English in a non-English-speaking region.” English as a foreign language (EFL) refers to the

use or study of English by speakers with different native languages. This means person who is studying English in a non-English-speaking country is EFL learner. For Indonesia learners, English is taught as compulsory subject in Junior High School and Senior High School, including the vocational school. English is also taught in many Elementary Schools as local content. Faizal (2011)

**Middle School:** is school at a level between primary and high school, In the Algerian educational system includes four grades, between the ages 10 to 15 years old.

**Language:** Languages are symbolic systems developed and used by human beings for communication (Brown & Miller 1999: xvi).

**Skills:** An ability to do an activity or job well, especially because you have practiced it (Cambridge dictionary)



**CHAPTER ONE: LITERATURE**

**REVIEW**

# **CHAPTER ONE: Literature Review**

Introduction

1.2.Traditional Teaching Methods

1.3. Modern Teaching Methods

1.3.1. Merits of Modern Teaching

1.3. Teaching Aids

1.3.1. Audio Aids

1.3.2. Visual Aids

1.3.3. Audio Visual Aids

1.4. An Overview on YouTube

1.5.Types of Videos

1.5.1.Songs21

1.5.2. Listening Script and Short Movies

1.5.3. Short Documentary Films

1.6.The Benefits of Using YouTube Videos in EFL Classrooms

1.7. The Strategies for Using Videos in Teaching and Learning EFL

1.8. General guidelines for Using YouTube Videos in EFL Classrooms

1.9. The Aims of Teaching EFL Learners Using YouTube Videos

1.10. The Effect of Using YouTube Videos on the Learner's Skills

1.10.1. YouTube Videos for Listening and Speaking

1.10.2. YouTube Videos for Reading and Writing

1.10.2.2. How to Write

1.11. The Worthiness of Modern Teaching Methods



## Introduction

Teaching is a scientific process and its major components are content, communication and feedback. Davis et al and Gagne et al have contributed to define this concept, so teaching or learning additional languages apart from one's mother tongue has a significant importance nowadays as it allows us to keep up with the world, and communicate with people speaking different languages. It seems that English is the first language that people are seeking to learn nowadays because it is the most dominant and has become a worldwide language which is invading in every inch of the world. It is known that EFL (English as a Foreign Language henceforth) teaching, and since it first started, has always been dynamic and in a continuous development of competing language teaching ideologies. The 21st century language teaching, hence, has its own characteristics that make it noticeably different from the previous ones to fulfill the demands and objectives of this century such as developing the four language skills. Thus, applied linguists of the century have developed new trends of teaching and learning languages.

Teaching English using modern methods such as technology is not a new concept or practice for teachers around the world (Rank, Warren and Millum, 2011). Children and adults used it on a daily basis by way of web surfing, especially that English nowadays is taught in non-native speaker countries. Using ICT would motivate learners to develop their speaking, listening, reading and writing skills. Rabah (2015) has made a strong claim for the use of technology in learning, as it is a powerful and flexible learning tool, which is needed and desired to encounter globalization challenges, advance a country's economic status and motivate and assist students in learning, especially that the world now witnessed the easy access to social media and one of the best forms of social media to teach English in a language classroom which is YouTube. This chapter shows the theoretical parts of this dissertation. It aims at presenting the multiple

Traditional and modern materials at first, and mention the teaching aids and their types. In addition to this, it presents the role of technology in general and gives an overview about YouTube videos and their types. In addition, it shows the strategies and advantages of this modern tool. Also, it focuses on the goals that could be achieved when using this platform. Moreover, it mentions the guidelines for using YouTube videos. Finally, the first chapter ends with describing the great impact of using YouTube videos on EFL classrooms and the learning process.

## **1.2 Traditional Teaching Method**

It is known that in the traditional methods, the teacher plays an important role in the instructional activities. This method is very dependent on the teacher as a source of knowledge. The students passively receive what the teacher instructs with the help of chalk and blackboards. It focuses on repetition and memorization of information to educate students. The main objective is to pass the examination. Many students considered traditional classrooms a more efficient way of learning and improving social skills as supporting the interaction between the tutor and the learner; however, this traditional instruction lacks the use of technological tools and depends on the teacher's orientation. Jackson (2016) claimed that 'The traditional "chalk and talk" method of teaching that has persisted for hundreds of years is now acquiring inferior results when compared with. More modern and revolutionary teaching methods that are available for use in schools today'

## **1.3. Modern Teaching Methods**

Since the 21st century teaching-learning process is characterized by focusing on the learners including their needs and their nature, studies have shown that the majority of 21st century learners are digital (Prensky, 2001). Maclean and Elwood (2009), therefore, stated that "the existence of this group then would necessitate a complete reconsideration of pedagogy to meet their radically different learning needs". Indeed, the traditional educational system was designed

for a different kind of learners, whereas this digital natives as Prensky (2001) refers to them, would need a special pedagogy that fits their nature. Our world is changing fast, we are witnessing significant changes for the better in all areas of life. These last decades the education system demands a change and it witnessed the large invasion of high professional equipment in the educational institutions. Nowadays, there are many modern tools which would improve the teaching and the learning process in the EFL classrooms which, in turn, make learning a foreign language easier and help the students to understand the subject better and also help them to memorize the concepts for longer time through the equipment that would be mentioned, especially that students nowadays enjoy learning with modern tools.

- The use of computer or laptop with Wi-Fi in the classrooms is known as the most important and dominant tool of modern teaching methods. Usually, we see this type of teaching at universities or some institutes but not in Algerian middle schools before. Now with the invasion of technology in all areas especially the teaching field, the teacher started to demonstrate the subjects on the computer using the Wi-Fi which enabled him to easily access the Internet. In addition, the use of the projector in the classrooms has become very popular nowadays. Teachers use the LCD screens to diffuse their appropriate videos on projector that is connected to the laptop. This way of teaching is not limited to teachers only, but the students are concerned with too. Taking middle school learners as an example, they use this method in order to present their projects through the Power point segments.

### 1.3.1. Merits of Modern Teaching

The technology keeps up developing in all aspects of our life. Great majority of people all around the world became involved in using technology in everyday life as it saves time and effort. Modern education has witnessed the extensive usage of technology in this twenty first

Century such as computers and projectors. Modern teaching methods have many advantages compared to the traditional teaching methods. They create a sense of motivation among the students. The learners can memorize and understand the subject easily and in a better way.

The use of modern tools in teaching any foreign language would help the teacher to liberate him and make him as a guide in presenting the subject. As learners expand their knowledge, they are able to have a broader base when making decisions and applying new concepts. Multimedia provides an opportunity to expand the understanding in a topic area by providing greater diversity in context (Hudock & Warden, 2001).

### **1.3. Teaching Aids**

Teachers are great facilitators of knowledge and skills in the 21st century teaching and learning profession (Joseph, 2015). Tutors use teaching aids to attract learner's attention, enhance classroom instruction and produce a motivational environment to learn. It can be defined as educational tools that support the learning process such as laboratory assistants in the science labs of schools to help the learners in a way that can make them easily understand and comprehend what is taught to them. Teaching aids reinforce the ideas, facts or skills that learners learn. Also, it assists students to overcome worry and complicated feelings they may have faced while learning. It aims to facilitate the teaching-learning process and increase the interest of learners. There are different types of teaching aids, which would be effective in language classes.

#### **1.3.1. Audio Aids**

The development of technology has given tutors a wide variety of options to choose some aids which make classes and the learning process more interesting and effective. Using audio teaching aids in learning English will help learners to acquire the knowledge through auditory senses; such

as Radio, Television, Language laboratories and Recording these tools contribute to improve the listening and communication skills of the learners, the native speaker's voice and accent through the audio tape make them enthusiastic.

### 1.3.2. Visual Aids

Visual aids can be a very powerful tool to enhance the impact of your presentations; they include the materials, which help the learners to gain information through their visual senses. In addition, they make the presentation more persuasive.

- a) Projected aids: Power point, projectors, videos and films,
- b) Non-Projected aids: Flash cards, diagrams, graphs, pictures, poster, printed materials...

Both projected and non-projected aids are useful in teaching a foreign language; hence, teachers employ Power point to make the lesson go in a very dynamic and attractive way; also, the use of pictures has become an effective additional aid in EFL classrooms. Using relevant pictures would make the class interesting and interactive. They make the learners more attentive, and contextualized. They draw their attention and help them understand the lesson easily.

### 1.3.3. Audio Visual Aids

Connecting images and sounds to language are one of the best techniques, which contribute to make the students learn effectively. Wright (1976) reported that many media, and many styles of visual presentation are useful to language learners. The combination of these two aids should be used at the right time. The use of audio-visual aids for teaching language skills is becoming very popular among the language teachers. It is widely known that audio-visual tools have great impact on the process of studying a foreign language. River (1981, p. 399) declared that they clearly contribute to the understanding of another culture by providing vicarious contact with speakers of the language through both audio and visual means. It makes the learner use both

sight and hearing together to remove abstract concepts. Generally, one of the writers said that students enjoy when teachers use different audio visual aids because it motivates them to pay more attention and they can combine their learning with their real life activities. (Çakir, 2006, p. 67). As result, teachers and students would benefit. Finally, these digital tools have become necessary in this modern world as they help both tutors and learners to make the class more interesting, dynamic and effective.

#### **1.4. An Overview on YouTube**

YouTube is a web 2.0 site that is primarily based around video sharing, commenting, and viewing (Brook 2011). YouTube with its official address [www.youtube.com](http://www.youtube.com), is a popular site which allows people to upload a video, watch it, and comment on it. Based on the statistical report on its official website (<http://www.youtube.com/yt/press/id/statistics.html>), it has more than one billion visitors every month (Salivate, 2014). Three founders Chad Hurley, Steve Chen and Jawed Karim created YouTube in 2005. The purpose of creating this modern tool was after having some barriers in sharing videos. They agreed to choose a compound noun of “You” and “Tube” in which Tube is a slang word using by the North American people means television so people may submit their own television in their hands. Moreover, it is accessible in 61 nations in 61 languages. There are thousands of videos and thousands of topics and types presented on YouTube which make the user discover other culture as (Kreisen, 2009) pointed out that the universality of YouTube has enabled students to know other cultures since the videos are uploaded by many people around the world. It becomes a good modern platform for learning, which fulfill the demand of the EFL learners in developing their language skills. Also, make them be able to interact with and listen to a real native English speaker furthermore, learning more vocabulary by having access to a wide range of enjoyable visual lessons that improve student’s memory storage.

In the last two decades, YouTube has become a rich and relevant podium for social media users because it hosts diverse views and activities. YouTube videos can enhance the English teaching and learning process. It gives motivation in L2. It also allows students to do video sharing, which can give positive outputs for learning that is what was argued about (Snelson & Perkins, 2009).

## 1.5. Types of Videos

Over the last years, several studies have been published and described the diversity and the large amount of videos that are available on YouTube platform, which can be helpful to EFL learners whatever, their levels. In the 1980s, videos started to enter the teaching world. They have become one of the most appropriate technique that can improve the EFL learners' skills (speaking, writing, listening, reading). In this dissertation, we shall discuss the most effective and efficient types of YouTube videos considered as a focal point that contribute in learning English as a foreign language.

### 1.5.1. Songs

Recently, the new generation of teachers has considered songs as one of the entertainment methods that we can use in and outside the classroom. It has a great impact on the learner's performance and the learning process through the easy access to any media platform such as YouTube, using different technological devices like phones, tablets, etc.

Another consequence of using songs as a pedagogical instrument is that they have a significant impact on the production of the words' pronunciation. Songs are a strong way of enhancing pronunciation for students and at the end, you can notice the changes. They help the learner to perform and imitate the native speakers. Džanić and Pejić (2016) believed that songs assist learners in and outside the classroom to practise the language and thus develop their confidence.

In the other side, it is necessary to admit the significant role of educational songs on the learners' vocabulary. One of the researchers investigated how the use of songs in English language classrooms could help tertiary learners increase their repertoire of verb vocabulary, and found that the use of songs could increase vocabulary acquisition repetition among English language learners. (Zamin et al., 2020). Listening to songs aiming at improving the one's language skills would instill the sense of a good behavior on the learners and increase their attentive in the classrooms.

### 1.5.2. Listening Script and Short Movies

Watching foreign 'movies' is a great way to learn a new language. It is exciting to hear a natural conversation by native speakers as it exposes the students to natural expressions and the natural flow of speech. Recently, it has become a helpful reference in the teaching-learning process.

Teachers should motivate learners to watch movies outside the class or present a piece of movie that is related to the subject. Actually, motivation is one of the most important factors in determining successful second-language acquisition. Film, as a motivator, also makes the language learning process more entertaining and enjoyable. Learning English through movies has multiple advantages. It provides learners with the capacity to understand more by interpreting the language in a full visual context. In addition to that, movies develop all the four communicative skills; for example, presenting a short movie or a sequence and asking the learners to summarize or reconstruct the dialogue will improve their writing and reading and they are considered as a model for listening and speaking. It can be used to answer questions, or to make conclusion about the content. It was so difficult for teachers to find videos with high quality they can use with their learners, so thanks to the digital revelation that has helped the tutor to create his own animated short films which benefit his subject. Finally and most importantly, movies increase the student's social and communicative skills and help them learn English faster.



In the other side, teachers consider listening as an active process that involves listener voluntarily to make conscious efforts between the speaker and the listener. Many studies show that the use of transcript with the listening audio in the EFL classroom has positive effects on language learning. Brown (2011) stated that using a transcript could be a good idea as it is a tool to repeat listening or practise speaking. There are two main ways to use LT. Raza (2016) pointed out the following:

- The teacher may provide the students with a transcript of the listening material and let them read it. Play the recording once again and take their feedback if they can match the speed.
- If they still fail to go with the pace, it means that they are at a lower level than anticipated. Now try to make it easier.

A listening script is a supportive material that language teachers can use to enhance the learners' pronunciation.

### **1.5.3. Short Documentary Films**

Documentary videos have educational values which are increasingly practical to the scholar, teachers, learners, and others because they contain formal English. Sometimes, students find some difficulties with such videos due to the lack of excitement, but Standard English can be a very essential for foreign language learners (Soong, 2012). The documentary film is generally characterized to be serious; it deals with specific points in very regular and clear and appropriate English language. It transforms the reality of society compared to the other visual materials such as movies or TV programmes as they are much for entertainment and enjoyment because they include informal language. In contrast, the documentary films are usually educational, and they help students to convey ideas and information and also exchange new perspectives without denying the point that documentary films provide opportunities to learners' to deal with the factual situation rather than the language that is used in the textbook. Educational YouTube

videos can enhance learners' motivation, acquire and enrich their vocabulary and even improve their pronunciation in terms of genuine accent and natural fluency.

### **1.6. The Benefits of Using YouTube Videos in EFL Classrooms**

In the modern era, YouTube has a great place in education. It is not only about entertainment videos but also about a large number of videos on English learning can be found easily. Bajrami and Ismaili (2016) pointed out that the use of video materials has plenty of advantages such as stimulating student's autonomy and proactivity. When teachers present their lessons using videos, this would provoke the children's attention since the visuals are more effective in their minds. This new method can make them acquire any backgrounds in a motivational way in or outside the class. The benefits of using YouTube videos are many such as their easy access and the role they play in increasing their oral comprehension especially that children of any age can enjoy the learning process. Yagci (2014) highlighted these benefits and noted that YouTube is a global gateway that can be accessed anywhere and anytime. Many skills can be improved by using videos in English learning. Using YouTube in the classrooms attracts student's attention greatly and makes the classroom very interactive for language learning. Furthermore, it makes them stimulate their interaction and communication with other classmates. The majority of researchers researched on the use of technology in language teaching and learning. (Murat Hismanoglu, 2012) indicated that bringing technology in the classroom helps both teachers and learners to create a good learning environment in order to enhance the teaching and learning processes. Also, Whithaus and Neff (2006) asserted that teachers can use videos as a Web-based mode of teaching and give students the opportunity to use videos for self-learning. More significantly, many researchers have tried to shed light on the vital role of YouTube videos for teaching and learning in classrooms. Duffy (2008) affirmed that teachers who teach the English language are increasingly using YouTube. Moreover, he explored the use of YouTube LLVs as complete language lessons that do not require supplementary language materials (Alhamami, 2013).

Students will show their creativity as YouTube videos provide them with the opportunity to present what they learnt by making a video that summarizes the content. In middle school, learners enjoy recording and filming videos to present their work in modern way. This gives them the opportunity to practise the target language. They synthesize what they have heard and apply it to their own experience. Or in other meaning, they imitate the native-speaker's accent. YouTube takes the advantage of being a meaningful and enjoyable tool that is breaking the routine and involve the learners directly with the atmosphere of practicing English and vivid the classroom activities.

### **1.7. The Strategies for Using Videos in Teaching and Learning EFL**

Teaching English as a second language or a foreign language in schools, colleges or universities aims to achieve comprehension and application of English language skills. It is imperative that learners of a second language or a foreign language are able to understand and receive knowledge of the language such as the grammar or vocabulary and sentence structure (Yang, Chen & Jeng, 2009). Viewing videos with many audio and visual affordances is believed to be able to support learners of second language in developing more conceptualization of words and concepts (Silverman, 2013) than plain verbal instruction as information and meaning of words which are presented in audio and visual form which will support learners of second language better. YouTube video could be a good material to incorporate English lessons and it can help with understanding the lesson as well; it is a powerful and motivational tool. Many researchers insist on the point that learning through YouTube video is more effective and successful than textbook-based English courses in promoting better learning of English. It deals with students' difficulties and barriers in understanding English. Recently, educators have been increasingly using YouTube as a pedagogic resource for everything. YouTube in the classroom has brought a lot of efficiency to both the teachers and the students. Teachers can now access millions of students around the globe by using YT videos and students can get a lot of detailed information. Prensky (2002) argued that YouTube videos are effective because of the

excitement he observed on learners when they are talking about and suggesting what they see fascinating YouTube videos to each other. These learners are, hence, likely to be as motivated and interested for discussing and learning if those videos were brought to the classroom to support the lessons content. What is learnt through pictures is more likely to be remembered than when presented by words only. YouTube is a popular platform for education, and its usage has increased rapidly among educators in their daily life as an educational source, which its application should be very active in the classroom as Bonk(2008) has claimed.

### 1.8. General Guidelines for Using YouTube Videos in EFL Classrooms

Videos can be an extremely insightful pedagogical resource, yet the most important question is how to use this tool in a basic English course appropriately to accomplish learning objectives. Videos, which are informative, humorous, current, interesting and engaging, are most preferred by students.

Duffy (2008) recommended that videos should not be passive. He suggested some guidelines relating to the specific use of video to promote active viewing and maximize learning in classroom. (P.119-130)The four main guidelines are:

**Segment:** allow your students to watch the video in short segments

**Notes:** videos are ideal for developing note-taking skills. Take notes on the first viewing, then rewind, replay and check them. This can be done individually or collectively as a class discussion / brainstorming session.

**Pause:** Use the "pause" feature to temporarily stop the tape and allow your students to try to predict/ suggest what will happen next. During the video try to explain the unfamiliar vocabularies

**After:** When students have viewed, the video consider; what interested them? What didn't they understand? How can you relate the program to their experiences and feelings? Ask the students

to add comments / blog on the video. How can you validate and appreciate diverse reactions to the material?

### **1.9. The Aims of Teaching EFL Learners Using YouTube Videos**

For the purpose of involving and fostering EFL learners' development in the field of foreign language learning, teachers are always required to use a new framework. Godwin-Jones (2007) pointed out that the clips provide a huge multimedia library of real language, used by real people. It means that the video clips that are available on YouTube contain a large number of native speakers in a real life situation of language use; additionally, plenty of substantial collection of written and oral texts can enhance the quality of language learning. EFL learners are always looking for a good material to obtain and search for information and content that have a relation to their English studies. YouTube videos are the appropriate and positive resource that can give them ultimate help.

Teachers aim to achieve the main, essential goal which is to facilitate the development of EFL learners' language skills and in particular their listening and speaking skills. In addition, YouTube videos spread motivation inside EFL classrooms, so without the motivation of students, there is no engagement in the class. Teachers cannot achieve success to fulfill their objectives without it. In fact, it enhances the student's comprehensive linguistics competence.

Learning a foreign language through these modern tools contribute to improve the performance of students and upgrade their levels.

### **1.10. The Effect of Using YouTube videos on the Learner's Skills**

Many studies have shown the positive effect that the integration of technology has on education. According to Hamiti and Reka (2012), the importance of technology in education is

continuously increasing. They further argue that technology can enhance the education process in several ways, such as influencing research, presentation, communication, collaboration, problem-solving and creativity. In Algeria, with the availability of Internet-supported digital technology, especially that we witnessed the Algerian second generation programme convince teachers to use ICT. One of the fundamental tools is YouTube videos, the integration of YouTube as a pedagogic resource has been popularized soon after the YouTube platform first existed (Terantino, 2011). After it caught interest in several non-educational domains, YouTube has increasingly been used for teaching purposes in many educational settings, and is used by the majority of the teachers for presenting their subject in an entertainment way. Therefore, YouTube videos can enhance team working and communication skills. As it is known in any non-native speakers, when they learn a foreign language, they face some difficulties in developing their four skills (speaking, listening, writing and reading). Therefore, the use of YouTube will be a solution to improve their four language skills because learning only from the textbook is not enough to acquire and perform a foreign language.

### **1.10.1. YouTube Videos for Listening and Speaking**

Listening and speaking are related to each other. What we listen to as input, we speak it as output. Therefore, aural and oral skills cannot be excluded from each other. Speaking skills help speakers to communicate effectively teaching speaking skills to non-native speakers where English is taught as a foreign language has always been a big challenge for the teachers, students do not practise enough listening to learn the right style of speaking, limited practice to listening resulted weak speaking skills. Lack of vocabulary along with the inability to pick up the tone and intonation puts a big hindrance to the non-native speakers. Keeping features like stress, accent and pronunciation in mind, achieving speaking skills such as: body language, right pronunciation of English letters, intonation, confidence, and correct usage of vocabulary is always a problem that is faced by both teachers and learners. Whenever they succeed to achieve

one, they fail to achieve the other YouTube videos become one of the most essential tools that help the teacher to present information through both sight and sound, so teachers resort to use multiple videos in presenting their listening and speaking lessons. Many researchers explained and examined how YouTube videos can help improve students' speaking skills. Meinawati et al. (2020) showed that watching YouTube videos helped students speak more fluently and confidently, when students want to improve their listening, they are little worried about understanding accent .so the more they may listen to different accent, the easier it will be for them to understand language ,and quickly may improve their pronunciation ,accent and comprehension.Many native speakers share pedagogical videos that are available on YouTube platform, with a good deal of experience and plenty of verbal and non-verbal communication with correct pronunciation, and this will help students to acquire language correctly.

Harmer (2001) pointed out that ' one major advantage of educational videos is that learners not only can listen to the language but they can also see it to support comprehension. This means they learn through both audios and visuals at the same time.In turn, it provides a deeper understanding and improves the quality of listening and speaking spontaneously. For example, listening to a song or watching a short pedagogical video inside the class.Outside the class, students are able to watch films or movies. This challenging listening and speaking project can help students recognize their pronunciation difficulties and improve the quality of their spoken English. YouTube videos can be used in a various ways to teach speaking skill in the classroom it provoke the students to describe the content of the video At the end, the instructor can address questions of the students related to video, vocabulary and grammar here the students learn how to form correct sentences and perform as native speakers.The teacher must teach speaking as a part of the language skills maximally. The purpose of speaking ability is to smooth conversation skills, vocabulary mastery, improve grammar, perfect pronunciation, English phrases, and auditory train so that it makes easy to get the message of the speaker. According to Hakim ,one of the key criteria to decide success of someone or not in learning English can be seen from

how far someone's ability in speaking English. It means that speaking is the most important skill in English because speaking is one factor of success with regard to the other skills in language teaching.

Teachers should encourage students to speak in front of a camera after that they watch it and evaluate their records. The high use of effective videos on YouTube and the exposure to online public spoken language with a real context affects speaking and listening skills, and gives EFL learners the ability to look forward to their foreign language learning in a more productive way.

### **1.10.2. YouTube Videos for Reading and Writing**

The use of YouTube videos improves the student's interest, motivation and attitudes. It encourages them to write and extend their vocabulary storage. Usually, YouTube serves not only the listening activities, but also reading and writing which can be improved by using YouTube in

or outside the class. Watkins and Wilkins (2011) have set two main activities that help EFL learners to boost their reading and writing abilities

#### **1.10.2.1 Note-taking and Summarizing**

Note-taking is defined as a process of writing and down and organizing information, then restating it in your own words. When you summarize, you will identify the main ideas. You pick out the most important parts of what you read and restate them in your own words.

Note-taking is usually used for high beginners and pre-intermediate level students, it works best for students at the intermediate level or above. The note-taking and summarizing activity requires students to use YouTube to listen to lectures on various topics, take notes on the main points and important details, verbally check and expand their notes with a partner, listen again



to further expand their notes, and then write summaries from their notes. They can then look at and compare their summaries with those of their classmates and teachers. YouTube provides opportunities to practice these skills.

### **1.10.2.2. How to Write**

Akkaya and Kirmiz(2013)pointed out that the riting skill is an important part of communication. Writing is the expression of feelings, thoughts, desires, and plans in black and white. Writing is probably the linguistic skill that is least used by most people in their native language even in the most ‘advanced’ societies a significant percentage of the adult population writes with difficulty. In Watkins & Wilkins (2011) stated that the “how-to write” paragraph (for beginners) or essay is a genre, that lends itself well to the use of YouTube. The teacher first models the task for the students by choosing a video of appropriate length and complexity, writing a step by step guide to what is contained in the video. After the students they take note and summarize what they have learnt, they become able to write a paragraph.in other hand using

YouTube in learning English will show the solid relationship between reading and writing asRaimes (1983, p.51) stated that When our students read, they engage actively with the new language and culture. If they are studying English, where they have little opportunity to speak it or hear it, spoken then reading is the only activity that gives them access to unlimited amounts of the language. The more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language.

### **1.11. The Worthiness of Modern Teaching Methods**

Many of the studies have emphasized technology as a medium for enhancing classroom teaching. This study will incorporate similar concepts. In general, the term technology shall represent relatively new electronic media such as computers, video, and the associated hardware, networks, and software that enable them to function. This is what most people have in mind when they discuss the use of technology in schools. Most teachers accept technology

in the classroom as a combination of both traditional and new information and communication technology.

Bruce and Levin (2001) suggested that technology could be helpful in classroom settings by encouraging inquiry, helping communication, constructing teaching products, and assisting students' self-expression. It makes the teacher brings the real world experiences into the classroom what make them become proficient users of technology and being motivated it is necessary how important the roles and contribution of technology in term of teaching and learning EFL.

In a specific, YouTube video can enrich knowledge, vocabulary, grammar and pronunciation. Also, the use of YV in EFL classroom can be very enjoyable for the students, however the classroom atmosphere hopefully will be more conducive .so, the delivery of the message through the video will be effective. Harmer stated that, one major advantage of videos is that learners not only can listen to the language, but also they can see it. Videos contain gestures and expression, which allow students to go beyond of what they listen and see. According to the researcher, technology is the way to add excitement to your lessons and the only way to hold your students' attention and improve their English speaking skills.

## **Conclusion**

YouTube is one of the useful resource, which plays a significant role in education and is regarded as an exciting learning resource; it became a basic need for EFL learners to practise the language and to be able to listen to a real native English speaker and interact with them. In addition, students learn more vocabulary through the accessibility of a wide variety of enjoyable visual lessons that positively affect student's memory storage. This theoretical chapter concentrated on providing a general view about the use of YouTube in EFL classrooms, and it described the modern methods used in EFL teaching. It explained the strategies and the aim for using YouTube videos in EFL teaching and learning. It highlighted the effect of using the

educational YouTube videos on the learner's skills. The next chapter will be an attempt to reflect these theoretical findings into practice.



# Practical Part

## **CHAPTER TWO: Data analysis and Interpretation**

### 2.1. Introduction

### 2.2. Research objectives

### 2.3. The sample

#### 2.3.1. Teacher's profile

#### 2.3.2. Student's profile

### 2.4. Data collection

#### 2.4.1. Teacher's interview

#### 2.4.2. Student's interview

### 2.5. Data analysis

#### 2.5.1. Analysis of teacher's interview

#### 2.5.2. Analysis of student's questionnaire

### 2.6. Discuss of the findings

### 2.7. Conclusion

## **Introduction**

The second chapter is designed to reflect upon the teachers and students' opinions about the impact of using YouTube videos on EFL learning in particular. It attempts to explain the research methodology used by the researcher. First, it focuses on the objectives of the research work and presents the sample. Then, it describes the data instruments, followed by the data analysis used in this case study. Finally, this chapter presents the analysis of the collected data and gives the main findings.

The most important means in learning and analyzing data that guides researchers to collect data and information is the questionnaire, yet it is important to note that no result analysis can be perfect without the collaboration of the participants.

### **2.2 Research Objectives**

The ultimate objective of this study is to find middle school (second, third, fourth year) students' perceptions about the impact of using YouTube videos in their learning English at Barkat El Arafı middle school. It makes attention to whether teachers use videos in teaching and its effects on their skills. It aims also to insist on the importance of using this technique by teachers in EFL classrooms.

### **2.3 The Sample**

The sample population is regarded as an essential part of any research. The presented study deals with middle school EFL students and the teacher of English at Barakt El arafi middle school. They were asked about their point of view regarding the impact of YouTube videos in learning English.

### **2.3.1. Teacher's Profile**

The target sample of this study consists of five English teachers (05) at Barakt El-Arafi middle school including the inspector. They were chosen to answer the interview. They were divers in age, gender, experience. The participant teachers are teaching different levels some of them hold the master degree and others the license, their experience in teaching ranges between ten to twenty five years.

### **2.3.2. Student's Profile**

The sample of this current study composed of different levels expect the first year learners at Barak El Arafi middle school during the academic year 2021/2022. We randomly selected 30 students from each class we chose ten students from each class to be the sample of the research. The questionnaire was distributed, then, we discussed together the content and their answer in twenty minutes.

## **2.4. Data Collection**

In most cases, data collection is the primary and most important step for any research .it is an essential component. In this study, both are used quantitative and qualitative methods as a data collection.

### **2.4.1. Teacher's Interview**

The teacher's interview is one of the research instruments used in this study. Gillham (2000:1) defined it as 'as a conversation usually between two people. However, it is a conversation where one person-the interviewer-is seeking responses for particular purpose from the other person-the interviewee. The aim of this instrument was to investigate about the impact of YV on EFL classrooms. It tried to collect data about the use of this modern tool by EFL teachers at Barak El

arafi middle school In amenas –district Illizi. The interview was orally. The researcher copied down all the answers, in order to analyze the data, orally gave the responses. (See Appendix A).

- Question (1) was designed to know if the teachers use the ICT in classrooms.
- Question (2) was to know whether the teachers use YouTube videos to improve the learner's English and performance.
- Question (3) was asked to know whether the use of YouTube videos in class make the learning process easier.
- Question (4) was asked to know for which lessons they use YV.
- Question (5) was asked the teacher if they notice any improvement in students.
- Question (06) was concerned to know their opinion about technology and its aspect could replace the teacher in the future.
- Question (7) was to know if they are facing any difficulties in using ICT or YouTube application in specific.
- Finally, question (8) was asked to t know the advantages of using YouTube in teaching and learning process.

#### 2.4.2. Student's Questionnaire

The student's questionnaire contains 18 questions (see **Appendix B**). They were asked to choose YES NO answers or to pick up the right answer and simple questions in which they are free to answer correctly.

Question (1), (2) and (3) were asked to know their general information.

Question (4) was asked to know whether they use technological tools to learn English in the classroom.

Question (5) was to know which tools they use.



Question (6) asked students how many time they use these technological tools.

Question (7) asked the students about the kind of technology that their teacher use to teach English.

Question (8) and (9) asked to know if they used YouTube before as source of learning, if yes how often?

Question (10) to know for which lesson they use YouTube.

Question (11) and (12) asked students whether they are with or against using YouTube in the classrooms. With justification

Question (13) asked students about their opinion concerning the YV would facilitate their learning process.

Question (14) was asked if they use YouTube outside the classrooms.

Question (15) asked students if t YouTube could improve their skills.

Question (16) was asked to know if they usually use YouTube for other purposes.

Question (17) and (18) asked to know whether YouTube is tool that motivate learners to learn English with explanation.

## **2.5. Data Analysis and Interpretation**

This step has a great important to supply and support the current hypothesis through analyzing the global information that the researcher obtained from the research instruments and transmit it into graphs and percentage that allows proving thesis hypothesis. Data analysis may give some useful information that may answer the researcher's problematic and help drawing conclusions.

### 2.5.1. The Analysis of the Teacher's Interview

The **first question** of this interview was asked to know if they rely on using ICT, all the teachers agree with the use of ICT in EFL classrooms and they all use different tools such as Data projector, laptop and speakers.

For **Question two**, all the five teachers answered with yes concerning the adoption of YouTube as a tool to improve the learner's performance.

For the **third question**, two teachers believed that YouTube videos is a tool that they use it along with the other traditional methods, they insisted on the idea that the teaching process need both the traditional and modern methods together. Wherase the other tree teachers answered with yes as it is mentioned in

For the **fourth question**, all the teachers be agreed on the use of YV in the speaking and listening lessons, they believed that it has a great impact on their speaking and listening skills they become effective in speaking and give them the ability to look forward in their learning as it is mentioned in **1.10.1**.

The **fifth question**, all the five teachers agreed that the students become very motivated and excited to learn in easy way, they make extra efforts. The improvement is remarkable. Especially, that motivation is ultimate goal that every teacher should achieve it. As it was mentioned before in **1.9** when the student is motivated, he involved in the classroom. it make the learning process vivid.

For **question six**, the majority of the teachers answer with no, they see that the teacher is irreplaceable, especillay for younger learners. They need the guidance of the teacher. Which confirms what was mentioned in **1.3.1**.

In the **seventh question**, the researcher asked theintervieweesabout the difficulties and barriers that face them when using ICT and YouTube in specific.

There a lot of obstacle that they found when using YouTube videos and ICT such as the lack of technological materials in the majority of other schools. (Loudspeakers, etc.).Also it still hard to apply this in rural area schools where access to internet is not stable, usually it is not provided in the classroom.

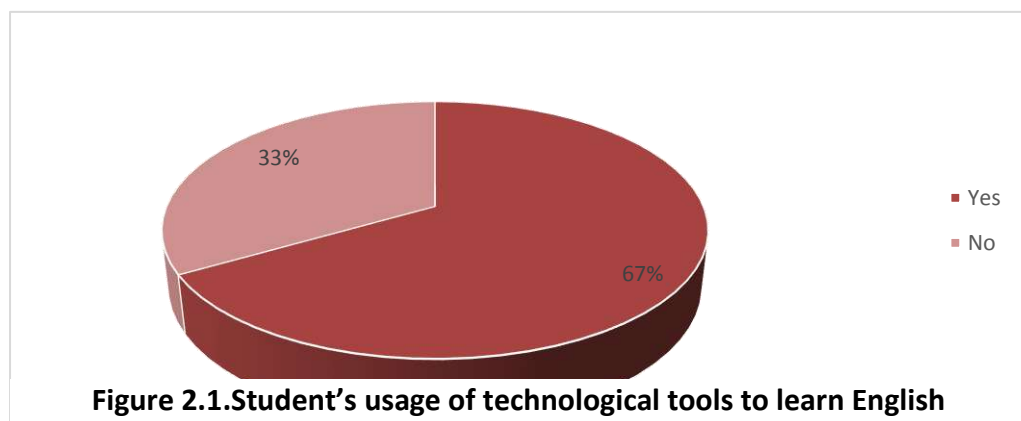
The **last question**, the researcher tried to know the advantages of using YouTube in teaching and learning English as a foreign language.

There are many advantages when using YV in teaching EFL .YouTube videos are easy to use, available, motivating and accessible. It raise language proficiency level and more authentic among students and give them chance to listen to native speakers. It breaks the tradition, and changes the atmosphere of the class.

### 2.5.2. The analysis of the Student's Questionnaire

**Question number one** was to know the general information about the students. This research delt with second, third and fourth year students, their age between thirteen years old to fifteen years old. It is noticed that the female are more than the male.09 male students representing (30%) of the population whereas the rest are female representing (70 %).

The **fourth question** asked to know if the students use technological tools to learn EFL.

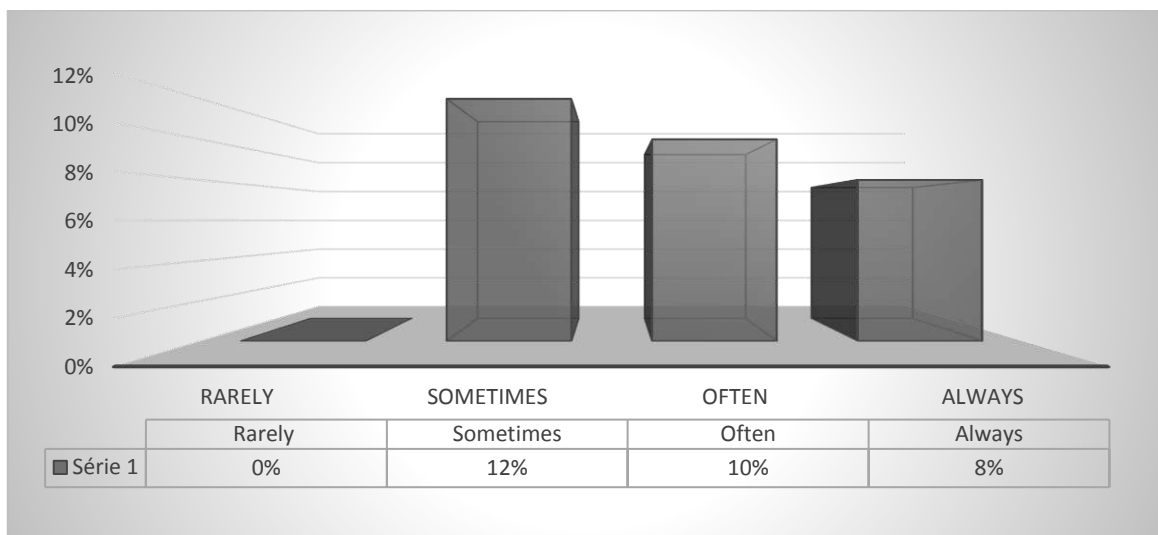


From the pie chart above, it is clear that the majority of the students (20) representing the percentage of (67%) use different technological tools in classroom while ten student don not use technological tools this is up to the teacher but the most important that the majority know the concept of technology and they support using such modern tools.

Question five, the students mentioned the kinds of technological tools that they usually use in the classroom. The vast majority said tape recorder, Data projector and laptop.

The question number six is about the frequency of using modern technological tool.

The coming bar graph shows the student's answer concerning the use of technological tools their answers ranges between **often**, **sometimes** and **always**.(12%) claimed that sometimes they use technological tools and (10%) say that they use it often whereas (8%)they chose **Always**.

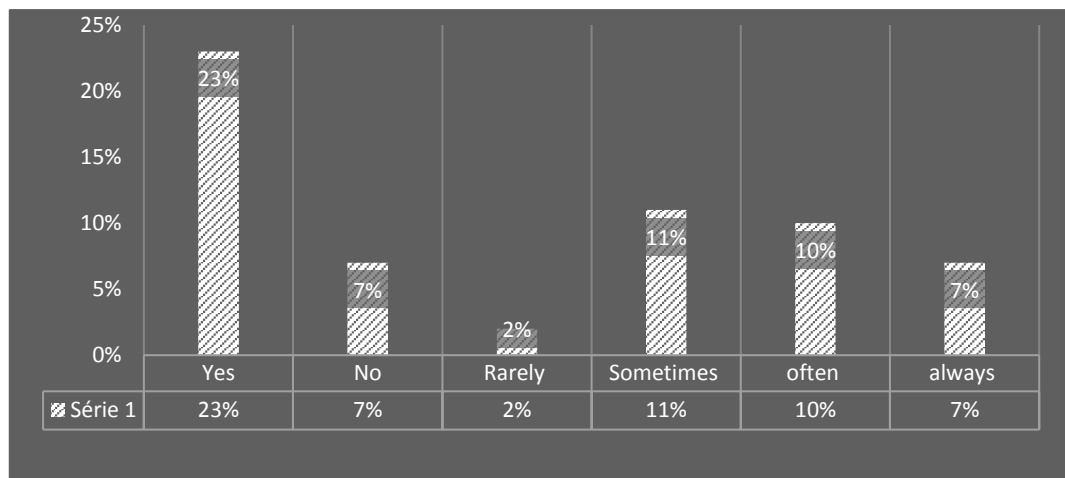


**Figure2.2.The frequency of using technological tools to learn EFL**

**For question seven**, all the students answered board, data show and tape recorder when they asked about the kind of technology that their teachers used to teach English. The vast majority

of schools in Algeria cannot provide the teachers with different modern tools it is back to the teacher's diligence to bring such tools that facilitate the teaching process.

The **question eight** and nine were about whether they use YouTube as source of learning and number of times. On the lower there is a bar chart that explained the number of times students use YouTube as source of learning.

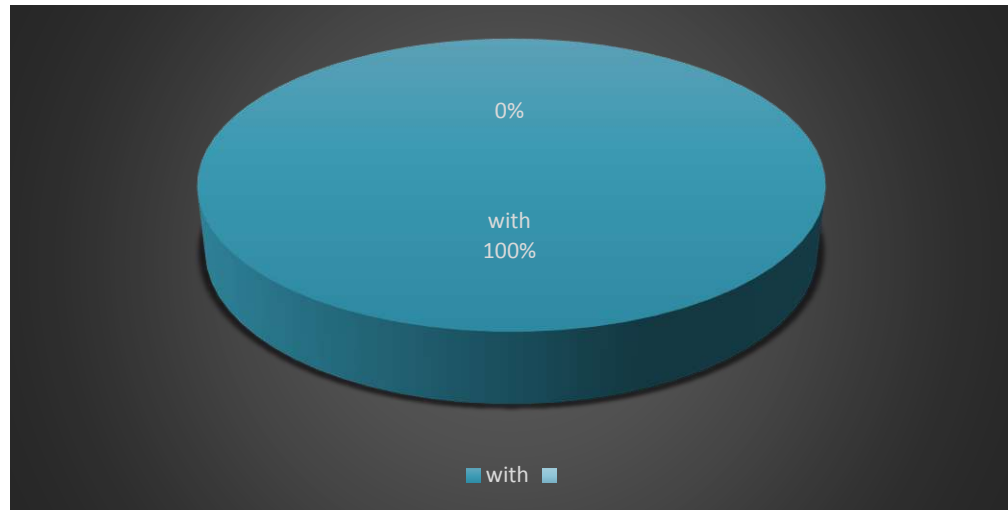


**Figure2.3.The use of YouTube as source of learning**

(23)% of students answered by yes to the use of YouTube, and (7) % said no. In the other side the number of times they use YouTube (2) % said rarely, and (11) % claimed that they sometime they preferred learning with YouTube whereas (10) % they use it often and (7) % they assumed that they use it always.

**For the question number ten,** all the student's answers were the same when they asked for which lesson they used YV, they chose grammar, listening and speaking.

**For question eleven,** the students were asked if they are with or against using YouTube in EFL classroom.



**Figure 2.4: against/ with the use of YouTube inside the classroom**

The chart above showed clearly how much the students support the use of YouTube inside the classroom, it reflects their passion when they learn English in a modern way. Which confirms what was mentioned in 1.3 students find the enjoyment when they try new methods. As the researcher noticed in classroom usually, the students get excited when they recognize that the lesson will be presented in data projector so they find it interesting, which make them learn fast.

**Question thirteen**, was asked to know the student's opinion either YV facilitate learning English.

The vast majority answered by yes, they think that YouTube Videos is source where they can obtain and search about information and content that have a relation to their needs in TEFL.

**Question fourteen**, asked to know the times they use YouTube outside the classrooms.

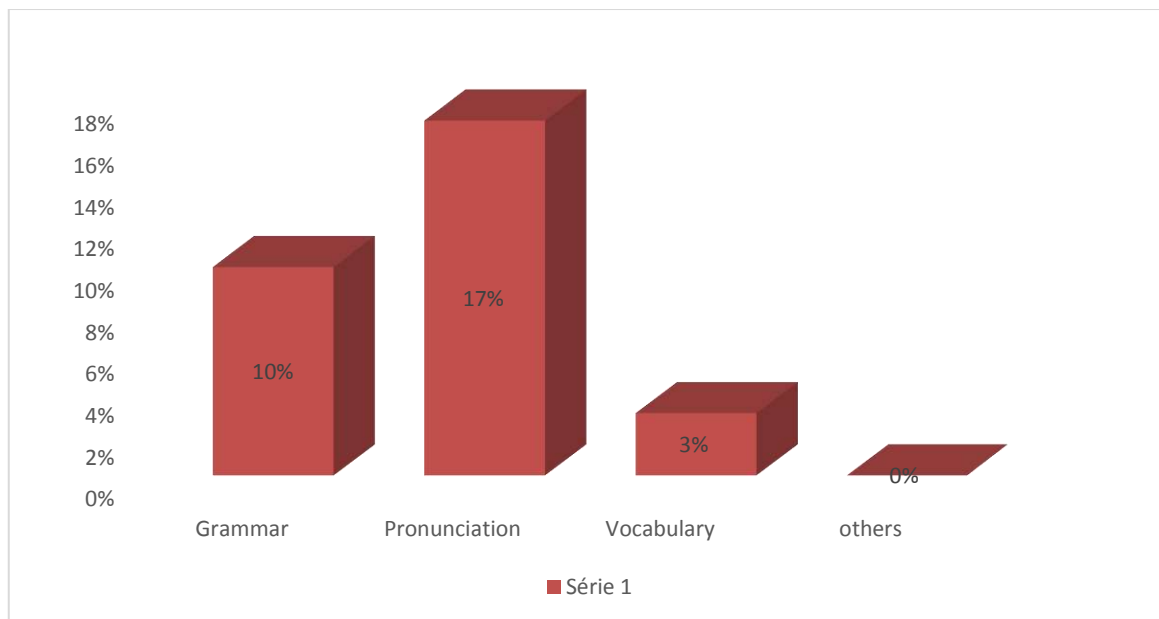
Rarely	00
--------	----

Sometimes	5
Often	00
Always	25

**Figure 2.5 Frequency of using YV outside the classroom**

As it is presented on the table above, the majority of them chose two answers. 5 students out of 30 said sometimes they use YouTube outside, whereas the rest 25 students claimed that, they use it always.

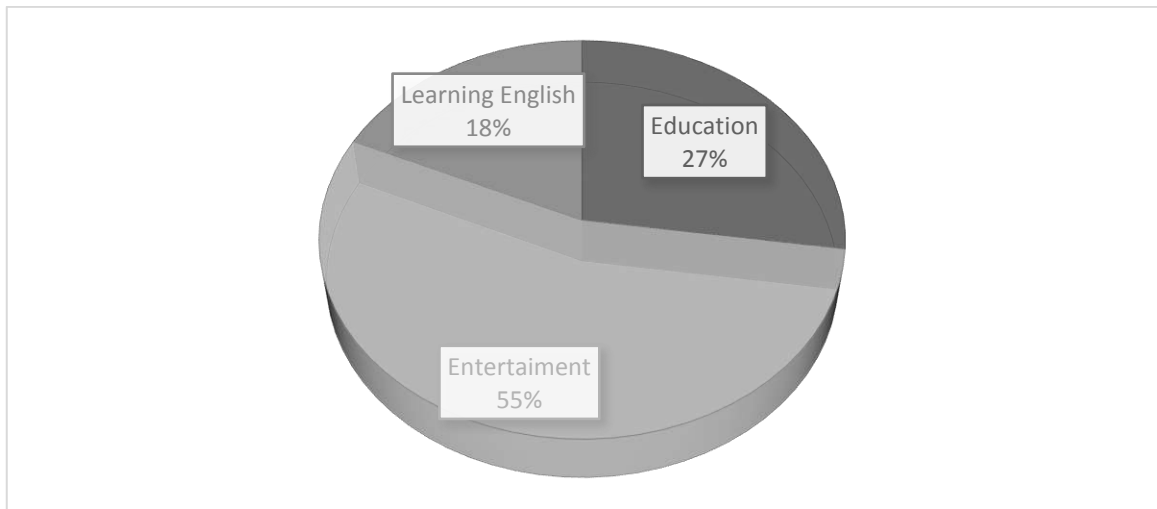
**Question number fifteenth** is to recognize the improvement that YouTube provide it on their skills.



**Figure: 2.6 The improvement of YouTube videos on speaking skills**

Most of the participants state that they improve mostly their pronunciation and grammar by representing the percentage (17) % and (10) % while (3) % represents the students who chose vocabulary and (00) for other suggestions. According to this result, it seems that YouTube helps the EFL students to improve their pronunciation to speak fluently as native speakers and enrich their grammar and vocabulary store.

**Question sixteen** asked the respondents about the purpose for using YouTube. They may choose more than one choice.

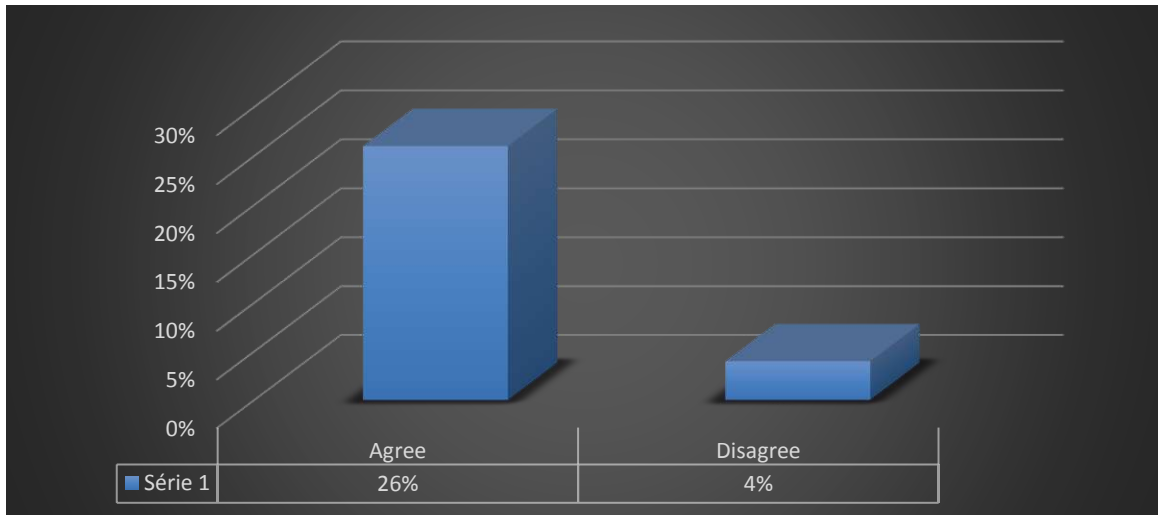


**Figure: 2.7**The purpose for using YouTube

As it is presented in the pie chart many students chose entertainment with the percentage (55) % they enjoy watch movies, vlogs, funny videos and songs. (27) % of the students use YouTube for education especially that nowadays lessons are available on YouTube platform so they can learn and search more. The lowest percentage,(18) %of students use YouTube to learn English they want to speak fluently and improve their language, other reason is that they consider YouTube time saver and free.



**Question seventeen**, asked the students if YouTube is a motivational tool.



**Figure 2.8** YouTube is a motivational tool agree/ disagree

The paragraph above highlighted the opinion of the students if they consider YouTube as source of motivation when learning English. (27)%of students agreed that YouTube is a motivational tool, they claimed that they enjoy using YouTube inside the class. Whereas few of them answered with disagree with the percentage (4) %.

Most of the students preferred YouTube, they emphasized that it is a platform, which is available for everyone and easy to use. YT helps them to experience a variety of visual learning sources. Which confirms what was mentioned in 1.5.3 (chapter one).

## 2.6. Discussion of the findings

Based on the analyses of the data, the first conclusion that can be shaped from the students' responses and results that are collected from both research instruments. The teachers' interview and students' questionnaire have enabled the researcher to collect a large amount of data concerning the impact of using YouTube videos in the English classrooms. The aim was to know if they use YouTube videos in class, and how it helps the students to develop their skills and

facilitate their learning. The researcher selected a number of teachers who have a long experience with the language with high qualification for providing this study with vital information.

The first hypothesis that the researcher suggested which is “YouTube in an English classroom promotes students’ motivation, and it helps them to develop their skills” was confirmed. The participants claimed that in their classes, they use different technological tools which enhance their awareness. Actually, both teachers and learners agree that YouTube has a great impact on EFL students and it develops their performance. Furthermore, it has many advantages and positive reflection in the teaching as well as learning.

As a second hypothesis that suggested that using YouTube videos in EFL classrooms would have great benefits for them was also confirmed. Both students and teachers support their use in and outside the classroom.

To begin with, all the English teachers agree with the use of ICT in the English classroom. Also, they all adopted YouTube as a medium for improving their learner’s performance. They consider it as a granted source of learning. In addition to that, students reported that YouTube aids them to ameliorate their language skills especially their pronunciation, grammar and vocabulary in easy and enjoyable way. Moreover, middle school teachers considered the use of ICT in general and YouTube in specific is more entertaining, motivating and authentic. Wherever the difficulties that they face when they use any of the pervious technological tools, the lack of connection and the technological materials in the Algerian schools, but they struggled to consider the use of YV and ICT as the pillars of education in Algeria.

## Conclusion

In this chapter, the researcher dealt with the main objectives of this research work. To begin with, it focused on the research instruments. The data collected through the analysis of the teacher's

interview and the student's questionnaire in order to enrich the current research with different point of views about the impact of YouTube videos on EFL classrooms. The data collected were analyzed qualitatively and quantitatively, it confirmed the importance and support of technology for teaching and learning English as a foreign language and adopting YouTube as a source of learning which the last instill the spirit of motivation on learners.



# General Conclusion

Educational systems have recently witnessed many changes. Today, learners are looking for new methods to learn with. At the present time, the use of technology for instruction has become a fundamental component in teaching and learning languages in numerous parts of the world.

The current research study has been investigating the impact of YouTube videos on EFL classrooms and its effect on the learners. It took a place in Barakat EL Arafî middle school- In Amanas-Illizi. This study used two different methods in the analysis of data, quantitative and qualitative data analysis.

The researcher have chosen the teachers and the pupils in Barakt el Arafî to be a sample of this study, five teachers with different experience in teaching and thirty students , ten from each level( second , third and fourth year) since they are using technology daily when teaching English.

The results revealed that the use of YouTube videos in EFL classrooms is very useful for both teachers and learners. They have a positive affirmation towards the importance of YouTube videos as a modern teaching technique, which helped the learners to develop their performance efficiently and increase their motivation in class. We have notice that the classical methods are not satisfying the learner's needs. Now days YouTube is using to offer EFL learners with divers information and extra knowledge to help them boost their English studies especially that they still beginners and easy to manipulate. Besides the great impact of YouTube videos in serving the grammar, pronunciation and vocabulary according to what the research study collect.

The availability, the easy access and the entertainment aspects of this modern tool these reasons enable the students to adopt it as source of learning.

Finally, according to the findings of this investigation, we can consider that YouTube has a great impact on the EFL classrooms, especially middle school learners.

## GENERAL COVCLUSION

The research suggests that teachers should know the great importance of technology in the educational field , it is better for the teacher to attend meetings and discuss the importance of it. Also students should experience the use of some tools.

Finally, according to the finding of this investigation, we can consider that YOUTUBE has a great impact on the EFL classrooms, especially middle school learners.



# References

---

**References**

- **Cakir, I. (2006).**The use of video as an audio-visual material in foreign language Teaching Classroom. The Turkish Online Journal of Educational.
- **Regmi Krishna.** A Review of Teaching Methods--Lecturing and Facilitation in Higher Education (HE): A Summary of the Published Evidence .Journal of Effective Teaching, v12 n3 p61-76 2012
- **Duffy.(2008).**Engaging the YouTube Google-Eyed Generation: Strategies for using Web 2.0 in Teaching and Learning. The Hong Kong Polytechnic
- **Gupta.** Traditional Vs Modern Teaching Methodology. Pioneer Institute of Professional Studies, Indore.
- **Singh,S.(2011).**Teaching Aids in Classrooms-both the Traditional and The Modern.
- **Bassma Basheer Nomass.**(January 2013)Impact of Using Technology in Teaching English as a Second Language.
- **Marc Prensky.**(5, October 2001). Digital Natives, Digital Immigrants From On the Horizon (MCB University Press)
- **Maclean & Elwood.** (2009)Digital Natives, Learner Perceptions and the Use of ICT
- **OHWOJERO CHAMBERLAIN JOSEPH.** Teaching aids a special pedagogy tool of brain development in schoolchildren, interest and academic achievement to enhance future technology.
- **İsmail ÇAKIR.**THE USE OF VIDEO AS AN AUDIO-VISUAL MATERIAL IN FOREIGN LANGUAGE TEACHING CLASSROOM Üniversitesi, EğitimFakültesi
- The Affordances of YouTube for Language Learning and Teaching Jennifer Brook
- University Students' Perceptions of YouTube Usage in (ESL) Classrooms (published 05 Feb 2018)



- 
- **Lisa M. Beckmana , Jillian L. Sternsa , and Heather D. Husseyba**Metropolitan YouTube in the Classroom: Helpful Tips and Student Perceptions Bethany K.B. Fleck1a , Lisa M. University of Denver, Denver.
  - **Pejjic.A**,The effect of using songs on Young learners and their motivation for learning English.
  - **Raza. Teaching.** (June 2016)Teachinglistening to EFL students UniversitiTeknologi Malaysia.
  - The Effects of Using Music to Teach Vocabulary to Beginning Students of English as a Foreign Language
  - **LumturieBajrami,MeritaIsmaili**The role of video Materials in EFL classrooms
  - The use of YouTube in developing the speaking skills of Jordanian EFL university students
  - **Yagci.**(2014).Mobile social media challenges, digital natives in EFL learning.
  - **Yang, Chen &Jeng.** (2009)Integrating video-capture virtual reality technology into a physically interactive learning environment for English.
  - **Duffy,**(2008).Engaging the YouTube Google-Eyed Generation: Strategies for using Web 2.0 in Teaching and Learning. The Hong Kong Polytechnic University. The Electronic Journal of e-learning vol 6 issue 2, pp 119-130.
  - **Robert Godwin-Jones.**Digital video update YouTube, flash, high definition.
  - **Mentor Hamiti- BlerimReka.** (on 12<sup>th</sup>December)Teaching with technology.
  - **Joe Terantino,**(february2011).Emerging technologies YouTube for foreign languages.
  - **Meinawati et al,**(2020).INCREASING ENGLISH SPEAKING SKILLS USING YouTube.
  - **Watkins and Wilkins ,**(2011).Using YouTube in EFL classroom.

- **Akkaya&Kirmiz**,(2013).Writing Attitudes of Iranian EFL Students: A Qualitative Study
- **Raimes, A**, (1983). Out of the Woods: Emerging Traditions in the Teaching of
- **Levin, J.A.& Bruce, B.C.** Technology as Media: The Learner Centered Perspective.
- **Gillham**,(2000).The teacher's interview definition.
- **Soong, D**, (2012).Using documentary Films in Oral interpretation class what is the appropriate length. International Journal of applied Linguistics & English. Literature, 1(6), 131.141.
- **Dr. İsmail ÇAKIR**.THE USE OF VIDEO AS AN AUDIO-VISUAL MATERIAL IN FOREIGN LANGUAGE TEACHING CLASSROOM.Üniversitesi, EğitimFakültesi.



# Appendices

---

## **Appendix A**

### **Teachers' interview**

- Do you rely on using ICT tools in classroom? If yes, what are they?
- Do you adopt YouTube videos as a medium for improving the learners' English learning and performance?
- Do you think that using YouTube videos in class would make learning EFL easier?
- For which lessons, do you use YouTube videos?
- Do you notice any improvement in students when using YouTube videos? Could you explain, please?
- Do you think that technology and its varied aspects can replace the teacher in the future? If yes, how?
- Nowadays, do you face any barriers in using ICT or YouTube application in specific?
- What are the advantages of using YouTube in teaching and learning process as a whole?

## Appendix B

### Student's Questionnaire

This questionnaire is for research purposes. The aim of this study is to investigate whether the teachers integrate the technological tools in the learning process. All data will be aggregated and will not be used to evaluate you, your grade, or your teacher.

1. Level: .....

2.  Male                       Female

3. Age: .....

4. Do you use technological tools to learn English in the classroom?

Yes     No

5. If yes, what are they?

-Mobile phones

-Tape recorder

-Tablet   

-.....

6. How often do you use them?

Rarely     Sometimes     Often     Always

7. Which kind of technology are your teachers using to teach you English?

-Board                     

-Data show               

-Tape recorder           

-Mobile phone

-Television

-.....

8. Have you used YouTube before as a source of learning?

Yes  No

9. If yes, how often?

Rarely  Sometimes  Often  Always

10. For which lessons have you used it?

-Grammar

-Listening

-Speaking

-Reading

-Writing

-Vocabulary

-.....

11. Are you with or against using technological tools such as YouTube in the classroom?

Yes  No

12. Why? .....

13. Do you think that YouTube videos used by the teachers would facilitate learning English?

yes  No

14. How many times do you use YouTube outside the classroom?

rarely  sometimes  often  Always

15. Watching YouTube videos improves your:

➤ Grammar

➤ Pronunciation

- Vocabulary
- Other;

specify .....

16. What do you usually use YouTube for?

- Education
- Entertainment
- Learning English

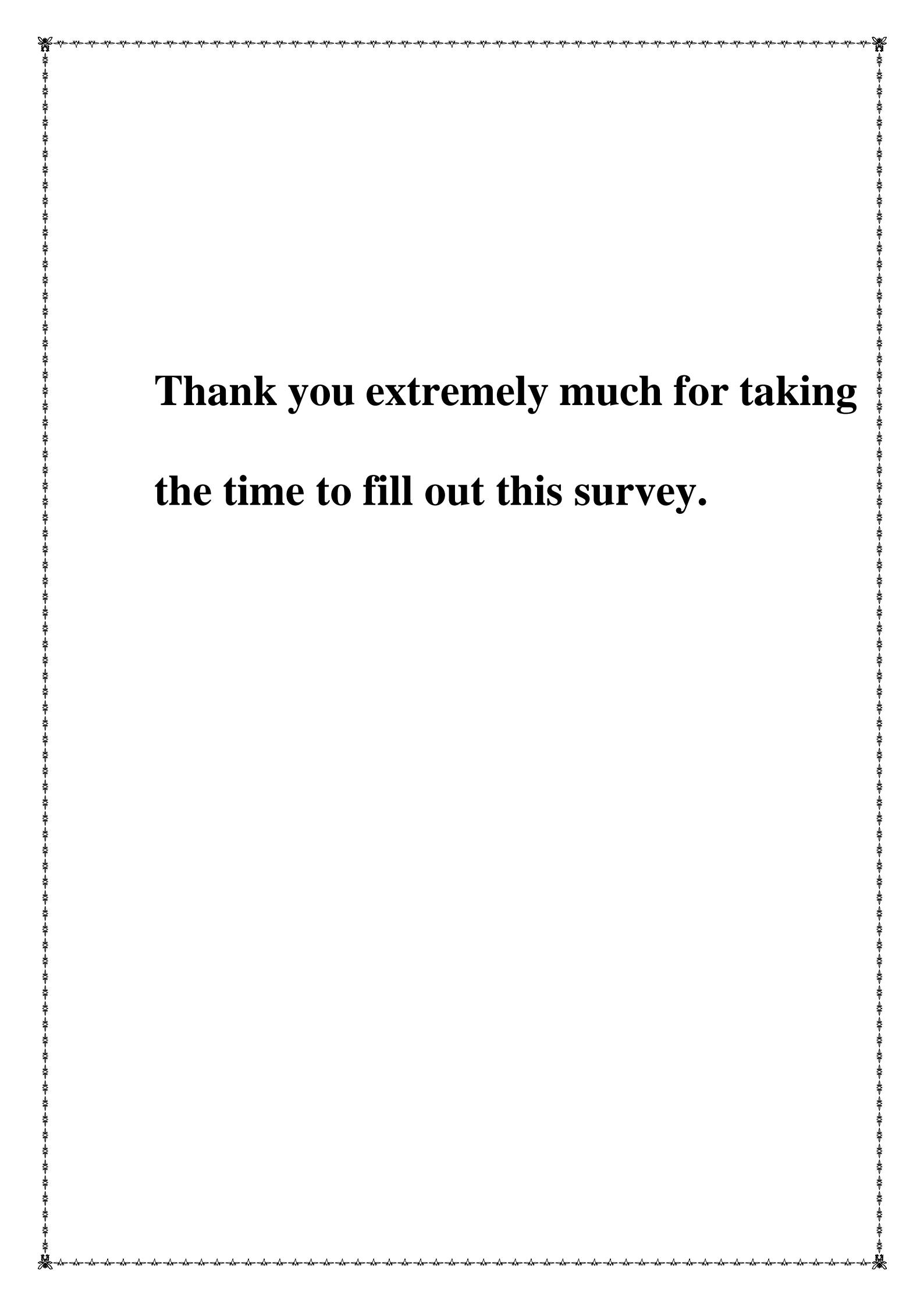
- .....

17. Using YouTube in class would motivate you to learn English

Agree  Disagree

18. Explain

.....



**Thank you extremely much for taking  
the time to fill out this survey.**



## الملخص:

الهدف من هذه الدراسة الأكاديمية التحقيق في مدى تأثير مقاطع فيديوهات اليوتيوب على متعلمين اللغة الانجليزية كلغة انجليزية. هذا الموضوع مهم للأساتذة و المتعلمين لمعرفة دور تكنولوجيا و أهميتها في مجال التعليم خاصة ، علما أن هذه الأخيرة عرفت إنتشارا واسعا خلال للقرن الواحد و العشرين على صعيد مختلف المجالات .مؤخرا اتيح العديد من اجهزة التكنولوجيا المتطورة و المختلفة التي من شأنها تسهيل عملية التدريس و خدمة الطالب و تأثيرها عليه إيجابيا .قد اجريت دراسة حالة تلاميذ متوسطة بركات العراقي و تم اختيار طلبة الأطوار الثانية ، الثالثة و الرابعة و اساتذة اللغة الانجليزية بذات المتوسطة ليكونوا كعينة لهذه الدراسة .ولجمع البيانات تم توزيع استبيان على طلبة و قيام بمقابلة مع اساتذة المادة ، في الأخير تم معالجة و تحليل النتائج من حيث الكمية و النوعية حيث اكد معظم الأساتذة أنهم لاحظوا الفرق عند استعمال مقاطع الفيديوهات اليوتيوب داخل القسم و إعتبارها كأداة مساعدة و محفزة في تدريس اللغة انجليزية دون إهمال الوسائل التقليدية الأخرى من جهة أخرى يعتبر طلبة المؤسسة أن استخدام مقاطع اليوتيوب لتعلم الإنجليزية ساعدهم كثيرا في صقل معارفهم و تطوير من مهارتهم.

**الكلمات المفتاحية:** انجليزية كلغة اجنبية، فيديوهات اليوتيوب، التعليم، التعلم، تكنولوجيا المعلوماتية والاتصالات، الطرق الحديثة.

## Abstraite

La présente étude vise à analyser l'effet des vidéos YOUTUBE sur l'apprentissage d'anglais comme une langue étrangère (EFL). L'étude actuelle cherche à montrer la perception des élèves et des enseignants vers l'utilisation de cet outil moderne dans l'apprentissage de l'anglais. Donc, on a suggéré aux enseignants d'utiliser la technologie d'internet et de communication (ICT) en général, et les vidéos YOUTUBE en particulier, en enseignant l'anglais. La recherche a été basée sur les deux méthodes, quantitative et qualitative. Pour réaliser ce travail, on a choisi le CEM de BARAKAT EL ARAFI comme un cas d'étude, avec deux instruments de recherche : Un questionnaire pour les élèves, et une interview avec les enseignants. La majorité des enseignants ont accepté l'utilisation des vidéos YOUTUBE et ils ont confirmé sa réussite dans la compétence communicative des élèves. Sans négliger les méthodes traditionnelles, l'étude a montré que la plupart des élèves et des enseignants, ont supporté l'utilisation de l'ICT avec ses différents moyens, en outre la reconnaissance de l'utilisation des vidéos YOUTUBE dans les classes de l'EFL.

**Les mots clé :** l'apprentissage, enseignement, YouTube vidéos, anglais comme une langue étrangère, EFL, moderne méthodes.