

Democratic and Popular Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tlemcen



Faculty of Letters and languages
Department of English
Section of English

**The Impact of Using YouTube videos in an EFL
Classroom: The Case of Second Year Licence
Students at Tlemcen University**

This Dissertation is submitted to the Department of English as a partial fulfilment of the requirements for the degree of *Master* in Didactics and Assessment in English Language and Education

PRESENTED BY:

Ms.Naima GUERMOUDI

SUPERVISED BY:

Prof. Radia BENYELLES

BOARD OF EXAMINERS

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Academic Year: 2018-2019

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Dedication

To my family



Acknowledgments

Most thanks and gratitude to «Allah» for helping and guiding me in this research process and in realizing this work .

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Abstract

The present study aims at investigating students' perceptions towards the impact of using YouTube videos in an EFL classroom. This topic is important to the education community as technology is constantly changing and to comply with 21st century classroom. Nowadays, there are several technological devices that can be used to facilitate teaching and serve the learners needs. Therefore, it depends on the desire of the teacher about choosing between employing modern techniques in his/her teaching or depending on using of black board and chalk. To conduct this work, a case study was conducted at the Department of English, where the second year EFL students and teachers were selected as the sample population. Two research instruments were used to collect data. A questionnaire was addressed to the learners and an interview to teachers. The data collected were analyzed quantitatively and qualitatively. Most of teachers affirmed that they used YouTube videos as a helpful tool to assist their teaching without neglecting the use of traditional methods. On the other hands, the learners believed that its use helped them a lot in developing their skills. The findings of the study revealed that teachers and learners support the use of ICT tools in classroom. Moreover, all of them recognized the importance of using YouTube videos in the teaching and learning process.

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ICT: Information and Communication Technology

LCD: Liquid crystal display

LMD: Licence, Master, Doctorate diploma system

TV: Television

YTV: YouTube Videos

3-D: Three Dimension

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GENERAL INTRODUCTION

General Introduction

General Introduction

Nowadays, it is very important to talk about the implementation of Information and Communication Technology (ICT) in the educational environment especially in the teaching and learning of foreign languages. The development in EFL teaching and learning depends on the use of effective methods and strategies. These latter are essential in the fact that they permit learners to understand the way they should learn in order to become active agents in their learning process.

In the field of education, EFL teachers look for more motivating teaching resources especially with the spread of technology. One of the most useful teaching sources that can be used by teachers is the prominent audiovisual website as YouTube. This tool is considered to fulfil the needs of the EFL learners in developing their language skills. In addition, the use of YouTube videos in the classroom increases the eagerness of most students to learn and expend upon what has been taught in the class. Many lessons can be enhanced with the right YouTube videos. Thus, this proposed research tends to show importance of using YouTube videos as a mean of instruction in an EFL.

Some of teachers prefer to use the traditional methods in teaching. For that reason, teachers should try to integrate modern tools in teaching for improving learners' performance. So, this research seeks to distinguish between traditional and modern education. Also the issue of the lack of ICT, especially the use of YouTube videos in the Algerian context, may negatively affect EFL student learning.

In order to have a reliable answer to the problem statement the researcher introduces the following research questions:

1. Are teachers and students aware of the positive role of using YouTube videos in classroom?
2. How can students benefit from the use of YouTube videos in their learning?

General Introduction

The above mentioned questions led the researcher to propose the following hypotheses:

1. YouTube videos are very helpful for both teachers and students and they support their use inside classroom
2. YouTube videos in classroom promote students' motivation and help them to develop their skills.

To find out to what extent the hypotheses are true, the researcher designed an exploratory case study research with EFL teachers and second year EFL students at Tlemcen University. To collect data, the researcher depends on the use of two research instruments which are the interview for teachers and the questionnaire for students. Thus, the results will be analyzed quantitatively and qualitatively.

The current study is framed into two chapters. The first one is devoted to introduce the whole research, and review of literature on the subject of the impact of using YouTube videos in classroom also, its types and use. This chapter will define key-concepts of this inquest. Thus, the researcher tries to describe and distinguish between the modern teaching methods and the classical ones. The second chapter of this work is entitled data analysis and interpretation and deals mainly with the methodology of research for conducting this study. In other words, it deals with the analysis of the collected data from the two data collection tools namely the teachers' interview and students' questionnaire. Finally, it gives some suggestions and recommendations related to the current study.

Chapter One

Literature Review

1.1 Introduction

Teaching English using technology is not a new concept or practice for teachers around the world (Rank,warren and Millum,2011) especially when English is taught in non-native speaking countries. ICT is mostly used to provide authentic materials to learners. These materials can support students in expanding their speaking, listening, reading and writing skills.

ICT in the classroom today is unavoidable as it is now a part of our daily life. Rabah (2015) has made a strong claim for the use of technology in learning, as it is a powerful and flexible learning tool that is needed and desired to encounter globalization challenges, advance a country's economic status, and motivate and assist students in learning.

There is no denial that social media has become part and parcel of our lives. Most students these days are digital natives. With the advancement in technology and the widespread availability of internet, accessing social media is no longer a challenge. Easy access to social media has facilitated language teachers to thus creating stimulating lessons. One of the best forms of social media to teach English in a language classroom is YouTube. This chapter is the theoretical parts of this dissertation. It presents a review about YouTube, at first types of teaching aids. Also, an overview on YouTube, their types and advantages. In addition to this, it draws strategies for using YouTube in teaching. It also speaks about the e-learning and the potential applications of YouTube. At the end, this chapter mentions several traditional and modern teaching materials.

1.2 Teaching aids

we can define teaching aids as tools which the teachers or tutors or whoever is involved in the field of teaching including 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. The teaching aids can improve the reading, writing and speaking skills of the students. In an easy illustrative way, the teaching aids can reinforce whatever the ideas, facts or skills have already been learnt by the students. Teaching aids help to remove the anxiety, fear, boredom or any other

complex feeling which the students may develop while learning their subjects of study (Singh 2011). Neeraja (2011, p.355) states some types of teaching aids :

1.2.1 Audio aids

Audio teaching aids can be very effective in language classes. It represents that aid material which helps the learner to acquire the knowledge through his auditory senses. Like Radio, Recordings and Television, Language laboratories, Sound distribution systems, Public Addressing System.

1.2.2 Visual aids

Represents that aid material which helps the learner in acquiring the learning experiences through his visual senses.

a- Projected aids, e.g. Films, Filmstrips, Opaque Projector, Overhead Projector, and Slide Projector.

b- Non projected aids

- i-** Graphic aids ,e.g. Cartoons, Charts, Comics, Diagrams, Flashcards, Graphs, Maps, Photographs, Pictures, Posters, Printed materials, Globe, Flip books, Illustrated books, Models, Specimens, Text Books, Silent Motion Pictures.
- ii-** Display boards, e.g. Blackboard, Bulletin board, Flannel board, Magnetic board, PEG board.
- iii-** 3-D aids, e.g. Diagrams, Models, Mock-ups, Objects, Puppets, Specimen and exhibit.

1.2.3 Audio-visual aids

It is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language. According to Wright (1976:1) many media and many styles of visual presentation are useful to presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning. River (1981:399) claims that it clearly

contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means (qtd in Çakir, 2006).

Audio-visual methods in teaching can improve classroom instruction and student understanding. Today, technology offers many possibilities for the teacher reported that wants to capitalize on the appetite of a new generation of multimedia presentations. Lesson plans on the use of the media must be consistent with the objectives of the program and not go wrong.

1.3 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, 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 (Silvianti 2014).

YouTube was founded by Chad Hurley, Steve Chen and Jawed Karim. Hurley and Chen developed the idea for YouTube in 2005 after having experienced difficulty sharing videos. YouTube is a compound noun of " You " and " Tube", in which "Tube" is American slang language means television, so YouTube would mean something like a "TV in your hands".

Furthermore, it is available in 61 countries in 61 languages, and also available on smart phones. Therefore, thousands of videos with thousands of topics in many languages are available on YouTube. For movies, people can just easily type some key words and related movie will appear. There are also a lot of these videos made for creative teachers can choose and can lead students to meaningful activities involving one on the four English skills.

Kreisen (2009) points out that the universality of YouTube has enabled students to know other cultures since the videos are uploaded by many people around the world. Besides, it gives motivation in L2. It also allows students to do video-sharing which can give positive outputs for learning (Snelson & Perkins, 2009), and language

learning can take place in a meaningful environment (Alhamami, 2013). (Stempleski, 2002) states that :Videos that are uploaded can interest students to pay attention not only to the picture but also to the nonverbal gestures and intonation which makes the video full of richness (qtd in Silviyanti:2014).

1.4 Types of Videos

The diversity and a massive amount of videos that are available on YouTube website are a helpful thing for EFL learners. It is appreciated being one of the suitable techniques that improve students' skills (speaking, writing, reading, listening). we will mention the most effective kinds of YouTube videos that contribute to the foreign language context.

1.4.1 Movies

Movies (films) are one of the powerful media that can be a useful resource in the teaching-learning process; it also has multiple advantages for learners. Movies with audiovisual and written clues that help to promote student's deeper understanding and give them the opportunity to listen to a natural conversation by native speakers that acts in a real situation (Swaffar & Vlatten, 1997).

Films can be an instrument that promotes student's motivation to the language rather than course book, and this through the various attractive images and sounds. Moreover, raising students' attitude by providing many ideas through watching movies, that can improve their performance of oral or written classes.

1.4.2 Songs

The Song is one of the entertainment methods, we can use it in and outside the classroom. It also plays a significant role in the students' learning process through the easy access from the different media platform like YouTube. Additionally, we can listen to various genres of music at any time and any place on many devices like phone, tablet, etc. Songs can provide a relaxed lesson'' (cited in Arévalo, 2010, p. 124). In other words, the song is one of the motivational means that creating a good behavior that make learners' always inspired and relaxed, and increase students attentive in the classroom setting. Furthermore, the meaningful selection of the song can be used as a part in the subject matter.

1.4.3 Documentary films

Nowadays, with the progress of visual aid as a pedagogical tool for teaching-learning process, adapting those tools in a classroom setting can have a significant role in enhancing culture knowledge. In fact, Documentary videos have educational values which are increasingly practical to the scholar, teachers, learners, and others, because it contains a Formal English, sometimes students' find some difficulties with such videos due to the lack of excitement, but as standard English can be a very essential for foreign language.

Soong (2012) the documentary film generally is characterized to be serious, it deals with specific points in very regular and clear and appropriate English language, it transforms the reality of society. Unlike other visual material such as movies or TV programs which tend to be more enjoyable and use informal conversation. So, documentary films appreciated being a good teaching resource that helps students to convey ideas and information, exchange new perspectives thoroughly and effectively. Sherman (2003) reported that the documentary film is "highly-planned programs which present facts and opinions about single subjects" (cited in Soong, 2012, p. 133). In addition, the repetition of crucial items through the sound track that can be very useful in learning lexical content. Beside, documentary films provide opportunities to learners' to deal with the factual situation rather than the language that is used in the textbook.

1.5 Advantages of using YouTube

Bajrami & Ismaili(2016) points out that the use of video materials has plenty of advantages such as stimulating student's autonomy and proactivity. When teachers bring video materials into their English classrooms, students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials. Therefore, they could employ their autonomy in language learning. While viewing the video materials, students can put themselves in the vivid atmosphere created by the video materials. Using YouTube videos involves the students in the learning process. The advantages of using video in the EFL classroom are many. Authors point out high motivation and an enjoyable learning environment.

Also, videos increase oral comprehension, stimulate student interaction and communication with other classmates, promote cross cultural awareness and are adaptable for use with students at any English language proficiency level (Rice 1993). In Bajrami & Ismaili (2016) states the the usefulness of this social media is almost universally recognized many proponents of using video for EFL teaching maintain that it can be successfully used for teaching culture and agree that videos stimulate students to acquire the target culture as well as language .

1.6 The Goals of Teaching English with Video Materials

The effects of teaching English with video materials on students are in many cases. It is necessary for language teachers to keep clear goals in mind in the classroom when they use video materials because they must prepare their teaching plans and implement them in reality in order to achieve their goals.

Generally speaking, language teachers could set up three goals for their teaching with video materials. The first and fundamental goal is to facilitate the development of EFL learners' language skills and in particular their listening and speaking skills. Video materials provide visual aids for the listening materials that EFL learners are exposed to. When they are practicing their listening skills, learners often find it difficult to hold their attention long enough once they are exposed to long conversations or passages without visual aids. Videos can provide much more information for listeners and can keep them attention focused on the aural material. On the other hand, authentic video materials can create more realistic language learning environment and stimulate EFL learners' interest in English learning and enhance their comprehensive linguistic competence.

Language learning theories state that the process of language learning includes three key parts: language input (reading and listening), assimilation (internal processing and memorization) and language output (speaking, writing and translation) (Bajrami & Ismaili 2016).

1.7 Strategies for using YouTube in teaching and learning

Video can be a powerful educational and motivational tool. However, a great deal of the medium's lies not in itself power but in how it is used. Video is not an end in itself but a means toward achieving learning goals and objectives. Effective instructional video is not television-to-student instruction but rather teacher-to-student instruction, with video as a vehicle for discovery.

YouTube is increasingly being used by educators as a pedagogic resource for everything from newsworthy events from around the world to “slice-of-life” videos used to teach students within an EFL course. From instructional videos to an online space to share student authored new media.

1.7.1 Guidelines for using video in classroom

Video learning shouldn't be passive. In Duffy (2008:119-130) points out some general guidelines related to the specific use of video to promote active viewing and maximize learning in classroom:

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/recall what will happen next.

Sound Off for video sequences that rely on visuals, turn the sound off and narrate. This technique works especially well for listing the steps of a process.

Picture off: use the audio clues to describe what is on screen. Compare and contrast the predictions with the actual video.

Preview each video carefully to determine its suitability for the lesson's objectives and student's learning outcomes.

Integrate the video into the overall learning experience by adding an experimental component to the lesson. Activities can be done prior to viewing; to set the stage, review, provide background information, identify new vocabulary words, or to introduce the topic. The activity can be done after viewing to reinforce,

apply, or extend the information conveyed by the program. Often the video can serve as an introduction or motivator for the hands-on activity to come.

Cut: use online video editors like www.cuts.com or www.eyespot.com to capture the concepts that are most relevant for your lesson topic. It is often unnecessary and time-consuming to screen a program in its entirety. When previewing a program, look for segments particularly relevant or useful to the lesson or activity planned.

Focus: give students a specific responsibility while viewing. Introduce the video with a question, things to look for, unfamiliar vocabulary, or an activity that will make the program's content more clear or meaningful. By charging students with specific viewing responsibilities, teachers can keep students "on task" and direct the learning experience to the lesson's objectives. Be sure and follow- up during and after viewing the tape.

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?

Teachers and students alike will find that video is an effective catalyst and facilitator for classroom discourse and analysis. Coupled with hands-on learning, a new media, video-enhanced curriculum can be invaluable for expanding the learning experience and by incorporating a medium that is as popular, forceful and familiar; educators can tap into the existing enthusiasm towards this form of new media.

1.8 E-Learning

E-Learning has many interpretations but in short it stands for learning by electronic means. This means learning not directly from lecture notes, books or face-to-face from teacher but through electronic means. Common forms are computer-based training and web based lessons or on-line lessons. With the advent of advanced technology, lessons may be taken anytime anywhere. These lessons can be made more interesting using multimedia i.e. combination of text, graphics, sound and animation (Bhandari: 2014).

Furthermore e-learning commonly referred to the Intentional use of networked information and communications technology (ICT) in teaching and learning. It is a

way of teaching that includes self-motivation, communication, competence and technology. Drek stochly (2003) defines e-learning as: "The delivery of a learning, training or education program by electronic means. E-learning involves the use of computer or electronic device (e.g. a mobile phone) in some way to provide training, educational or learning materials" (Benmoussat 2016:10).

1.9 Potential applications of YouTube

Videos have long been used in the classroom by teachers as an important tool for presenting information, playing different interaction and giving background of topic. Therefore, YouTube videos can enhance team working and communication skills. As it is known EFL learners face many difficulties in improving the four skills (speaking, listening, reading and writing) and the use of educational YTV by EFL teachers could be a solution to develop the learners' skills.

1.9.1 YouTube for listening and speaking

Since YouTube and other online videos are most immediately observed through sight and sound, creative teachers can easily find new ways to use them in listening and speaking or English conversation classes. This section will list a few possible activities for EFL teachers, but this list should not be considered exhaustive by any means. Moreover, Watkins and Wilkins (2011) have listed some few possible activities of using YouTube videos by EFL teachers to help their students to develop their speaking and listening skills (P.115-117).

1.9.1.1 Conversation analysis

This activity is suited for intermediate to advanced students, and it can create a heightened awareness of effective conversation techniques as well as common conversation problems that can be avoided. In the activity, students view teacher-selected clips (or browse YouTube and select clips for themselves) that demonstrate effective or ineffective conversational techniques to reinforce material taught in class. For example, students can find film or TV clips featuring conversations that suffer because of a lack of follow-up or clarification questions. Alternatively, students might search for videos in which a conversation is effective because the members are supportive by using phrases to elicit more information from each other.

1.9.1.2 Movie trailer voiceovers

This challenging listening and speaking project can help advanced students recognize their pronunciation difficulties and improve the quality of their spoken English. In the activity, students select any two-minute movie preview from YouTube. Then students transcribe the audio in the preview. After this, the video can be downloaded from YouTube and take off its audio track using a free software program called YouTube Downloader (<http://youtubedownloader.com/>) (Watkins & Walkins, 2011). Trailers are helpful for students' literacy; they engage students with the lesson and help them to improve their learning process.

1.9.1.3 Famous Movie Scene Re-enactments

This is a creative project that is best suited for intermediate to advanced learners to improve the quality of their spoken English in a very physical and dramatic way. Students can select a famous scene from a movie the death of Jack in the film *Titanic* (Cameron, 1997), for example--and then re-enact it, either as a dramatic presentation in front of the class, or in a video clip of their own. The re-enactment could focus on any number of concepts discussed in class. For example, if students have been learning about sentence stress, then by doing re-enactments, they would focus on (and presumably, be evaluated according to) the accuracy of sentence stress in their mimicry (Watkins & Wilkins, 2011).

1.9.1.4 Vlogging

Blogs or vlogs are a form of online journal. They can have a single author, or several. Most blogs allow readers to post comments in response to an article or post (Consortium2007).

Vlogging is short for "video blog," and blog is short for "web log." In essence, a vlog is an online diary in video form. A number of notable vlogs have emerged on YouTube, and students can be directed to them for extensive listening practice or for any other listening lesson in which authentic English realia is needed. Of greater use is the students' regular maintenance of their own vlog. This would entail them speaking before a web-camera for a limited period of time, watching and evaluating their recorded statements before deciding to post, and then watching and listening to the vlog replies of their classmates or teacher (Watkins & Wilkins, 2011).

1.9.2 YouTube for reading and writing

At first glance, YouTube appears to lend itself mainly to listening activities in a foreign language, but there are also reading and writing activities that can be improved using YouTube. This section lists two, but elements from the two can be expanded upon and blended with other reading and writing activities. Watkins and Wilkins (2011) have listed two main activities that help EFL teachers to develop their students reading and writing abilities.

1.9.2.1 Note-taking and summarizing:

Although this activity could be used for high beginner 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 a transcript of the clip and compare their summaries with those of their classmates and teachers. If the students' summaries differ considerably from the teacher's, then the teacher can point out why he or she chose the information included in the model summary.

While note-taking and summarizing are difficult to master, both are essential academic writing skills and necessary for numerous standardized proficiency tests. YouTube provides opportunities to practice these skills with engaging materials (Watkins & Wilkins, 2011).

1.9.2.2 "How-to" writing:

In Watkins & Wilkins (2011) states that the "how-to" paragraph (for beginners) or essay (intermediate to advanced) 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, creating a cloze or sequencing activity, and having students complete the activity. Students are then instructed to find a video that interests them of similar length, complexity level, and topic. Next, students create their own cloze or sequencing activity. Finally, students exchange activities and try them out.

1.10 Traditional Teaching methods

In the traditional teaching methods, teachers illustrate the concept to the students with the help of chalks and blackboard. Every important thing regarding the topic is written on the blackboard and students make from the blackboard. After the lecture is over students revise their notes and try to memorize the notes. The main objective of traditional teaching is to pass the examination. Traditional teaching system has its own merits and demerits (Gupta).

1.10.1 Merits of traditional teaching methods

Traditional teaching methods used in the educational institutions have many advantages. These advantages can also be seen as disadvantages of modern teaching methods.

The traditional classroom environment support efficient learning. Traditional classroom have been competing with the increasing popular virtual classrooms ever since information technology started to develop. Online courses are an alternative to regular classrooms for students who want to obtain a degree cheaper and faster. In a year or two, students can earn a diploma without even knowing their teachers or colleagues. Still, many students consider traditional classrooms a more efficient way of learning and improving social skills.

There is more interaction between the teacher and the student in traditional teaching methods as compared to the modern teaching methods. We can also say that traditional teaching there is more discipline in the class. In traditional teaching methods teacher does not require any special technical knowledge and can focus more on his subject for imparting the best knowledge to the students. Furthermore, traditional teaching methods do not put any strain on the eyes of students whereas modern teaching methods can adversely affect the eyes of the students (Gupta).

1.10.2 Modern teaching methods.

Today globalization, accelerating technological change, massive demographic shifts or whatever heavy words you choose to describe the present situation, demands a change in education systems to more of modern education format.

From the last decade the use of high tech equipment in the educational institutions is increased with a rapid rate. Now there are lots of modern gadgets which can be used

for improving the teaching in the classroom. Here is the list of most popular equipment which can be used in modern teaching:

Use of computers or laptops with Wi-Fi connection in the classroom: this is the most important tool of modern teaching methods. Teacher demonstrates the subject on his laptop/computer which is connected to the laptops/computers of the students through Wi-Fi connection. This type of teaching is seen mostly in the higher education institutions which have good infrastructure.

Use of LCD projector in the classroom: use of LCD screens in the educational institutions is becoming very common nowadays. Teacher prepares the power point slides and which are displayed on the LCD screen with the help of a projector. The projector can also be connected to a laptop/computer for displaying the relevant videos of the subject on the projector.

Use of interactive whiteboards in the classroom: whiteboards are very interactive and provides the touch control of the computer applications. On whiteboard a teacher or student can draw, write or manipulate images so providing a very interactive and interesting platform. The main advantage of whiteboards is that it can show anything on it which can be seen on the computer (Gupta).

1.10.3 Merits of modern teaching methods

Modern day education is aided with a variety of technology, computers, projectors, internet, and many more. Diverse knowledge is being spread among the people. Everything that can be simplified has been made simpler. Science has explored every aspect of life.

Modern teaching methods have various advantages over traditional teaching methods. These merits can also be viewed as disadvantages of traditional teaching methods. Modern teaching methods create more interest among the students with the help of interesting animations and videos. Research has shown that use of visual media for teaching helps the students to understand the subject better and also helps students to memorize the concept for longer time.

With the help of modern teaching methods teacher can cover more syllabus in lesser time (Gupta).

Conclusion:

Integrating YouTube in the classroom enhance students' level by offering them a helpful strategies that go with modern teaching process. This theoretical chapter has focused on providing a general view on the use of YouTube in the classroom and its effects on EFL teaching and learning. It was indispensable to talk about and make clear all terms linked to this teaching tool such as teaching aids and showing the strategies for using it in teaching and learning. Then, this chapter deals with the potential applications of using YouTube for the four skills. Also, it has defined traditional and modern teaching methods.. The next chapter will be an attempt to reflect these theoretical finding into practice.

Chapter Two
Data analysis
And
Interpretation

2.1 Introduction

The second chapter is designed to reflect upon the teachers and students' opinions about the impact of using YouTube videos in an EFL classroom in particular. Two main instruments are used: interview for teachers and a questionnaire for students.

This chapter includes first, the objectives of this research work and the research methodology. Later, it describes the research instruments used in this research. It introduces the sample population, followed by data analysis methods used in this case study. Finally, this chapter denotes the analysis of the collected data and gives a discussion of the main results.

2.2 Research objectives

The objective of this study is to find second year LMD students' perceptions about the impact of using YouTube videos in their learning at the English Department at Tlemcen University. It makes attention to whether teachers use videos in teaching different modules and its effects on the learners.

2.3 Research Methodology

This present research work is a case study involving both EFL teachers and students of Tlemcen University. A case study is a specific instance that is frequently designed to illustrate a more general principle (Nisbet and Watt,1984:72,qtd in Cohen et al,2000:181), it is the study of an instance in action (Adelman et al,1980,qtd in Cohen et al,2000:181). To carry out the research a questionnaire has been adopted for students and an interview for teachers at the Department of English.

2.4 Description of sample population

The sample population is regarded as an essential part of any research. Population is defined by Polit, Beck & Hungler as 'the entire aggregation of cases that meet a specified set of criteria'.

The presented study deals with second year EFL students and teachers of English at Tlemcen University from which this sample was taken.

2.4.1 Teachers' profile

The target sample consists of five out of ten teachers (05), they were chosen randomly to answer the interview. It involved divers teachers in age, gender, career, some hold the doctorate others the magister and the master degree .The participant teachers are teaching different modules such as; written expression, oral production, literature, civilization, phonetics. Their experience in teaching ranges between three to twenty one years. In fact, we tried to vary our sample for the reason that there are different teaching experiences.

2.4.2 Students' profile

The sample of this study consists of second year LMD students at the University of Tlemcen, faculty of letters and languages at the Department of English during the academic year 2018/2019. We randomly selected 28 students to be the sample of this study. The researcher, because of time limitation of teachers would not administer the questionnaire in an official session. The reason for choosing this population is because they are still in the beginning of their speciality and they needs something to make them master a language and they may have experienced the use of some ICT tools.

2.5 Data collection

In conducting a research work, data collection is an essential component, and it is perceived as a hard task.

In this current study, we used both quantitative and qualitative methods as a data collection.

2.5.1 Teachers' interview

The interview is one of the data collection instruments used between the interviewer and the interviewee(s), in order to obtain deeper understanding of a specific topic. Gillham (2000:1) defines it as: 'as a conversation usually between two people. But it is a conversation where one person-the interviewer-is seeking responses for particular purpose from the other person-the interviewee-. The researcher used the semi structured interview (**see Appendix A**). This kind of interview provides a mutual

interaction. It enables the interviewer to rearrange the sequence or wording of her questions according to the answers, and for the interviewee to develop his/her ideas without restrictions. In addition to that, it is conceived to be of great help to the investigator.

- ✓ Question (1) was designed to know if teachers support the use of ICTs in class.
- ✓ Question (2) was concerned with knowing whether YouTube videos considered as a good source for improving learners' performance and how.
- ✓ Question (3) was asked to know whether teachers provide their courses with YouTube videos and why.
- ✓ Question (4) was designed to know if there is any difficulties when using videos in class.
- ✓ Question (5) dealt with the advantages of using videos in teaching.
- ✓ Question (6) asked teachers whether they use classical methods or the modern one and why.

2.5.2 Students' questionnaire

Students' questionnaire consists of ten (10) questions (see **Appendix B**). They are closed questions requiring from the students to choose Yes/No answers, or to pick up the appropriate answer from the number of questions, or open questions in which they are free to answer in the appropriate way.

- ✓ Question (1) was about general information about students
- ✓ Question (2) and (3) asked students whether they use YouTube videos out of class and how often.
- ✓ Question (4) and (5) was asked to know whether they support the use of technological materials and for what they use YouTube.
- ✓ Question (6) was concerned with knowing what YouTube videos can improve in the students and to choose the appropriate answer.
- ✓ Question (7) asked students whether YouTube videos can improve their listening and speaking skills.
- ✓ Question (8) was asked to know if YouTube is beneficial to their English and state why.

- ✓ Question (9) asked students if the use of YouTube in class motivate them to use it outside to study and to state why.
- ✓ Question (10) was about knowing whether the use of YouTube in class give them the opportunity to recognize how the English language is spoken in different context.

2.6 Data analysis and interpretation

Once the research data have been collected, data analysis is often a research procedure that refers to shifting, organising, summarising and synthesising those data. As it is widely acknowledged, data analysis may help looking at and summarizing different results obtained throughout the research process with the intention to extract some useful information that may answer the researcher's problematic and help drawing conclusions.

2.6.1 The analysis of teachers' interview

The first question of this interview tried to know if teachers support the use of ICTS in class.

All teachers agree with the use of ICTs inside classroom.

The second question, teachers were asked if they consider YouTube videos as a good source in developing learners' performance and to explain how.

All teachers consider YouTube videos as good source in developing learners' performance as follows; they include very interesting data if they are well chosen. Also, they cater from the needs of different learning styles and they reinforce students' understanding of many items. However, it assists the learning in the process of acquiring and memorizing knowledge .Consequently, it is a source to get various videos, documentaries, films...etc.It really helps teachers a lot.

The third question tried to know whether teachers use YouTube videos inside classroom and to state why.

Three teachers state that they did not use YouTube videos inside classroom, while two teachers said that they use such tool when teaching, as they are teachers of civilization and literature they use them to portray many literature items and when it comes to history and culture, they do need films, documentaries. They are better than handouts because it helps students remember events rehearse by heart. Teachers who do not use YouTube videos say that they have tried to utilize them but they found that students do not know how to listen and learn also, there is no internet in classes or the module they teach do not allow them to use YouTube videos (Written Expression).

In the fourth question, the researcher asked the interviewees about the difficulties that they face when using videos in class.

There are a lot of difficulties that they found when using videos such as; lack of materials (data shows, computers, loud speakers...).Also, internet tools are not provided in the classroom and sometimes the light goes off...etc.

The fifth question, tried to know the advantages of using YouTube videos in teaching English as a foreign language.

Teachers believe that there are many advantages which are stated as follows; YouTube videos enable teachers to become more efficient as they get rid of handout, the board, documents...etc .Students will watch and here many skills are involved and they have the chance to visualize what they have learned, they also learn how to listen and provide feedback. Moreover, YouTube videos are easy to use, available, motivating and accessible .Finally, YouTube videos raise language proficiency level and promote autonomy among students and give them chance to listen to native speakers.

In the last question teachers were asked whether they use the classical methods or the modern ones in their teaching and to state why.

Two teachers state that they prefer the modern ones if tools are offered by following e-generation of today and because they are motivating, interesting, new

and efficient. Furthermore, they include students in the learning process. The other three interviewees say that they like to use both methods (eclectic approach), they select and opt for what might help students to improve their English. Also, the teacher has to take into account their learners' level, their needs, the circumstances in which they learn and their preferences too.

2.6.2 The analysis of students' questionnaire

Question number one is about knowing students' gender of this research work.

It is noticed that female students are more than male. In fact, the examiner has recorded just ten (36%) male subject out of total twenty-eight, whereas the rest are female sex representing (64%).

The second question seeks to know whether students used YouTube before.

All the participant said that they used YouTube before. This means that all students have access to YouTube.

The third question is concerned to know whether students support the use of technological materials such as YouTube in class.

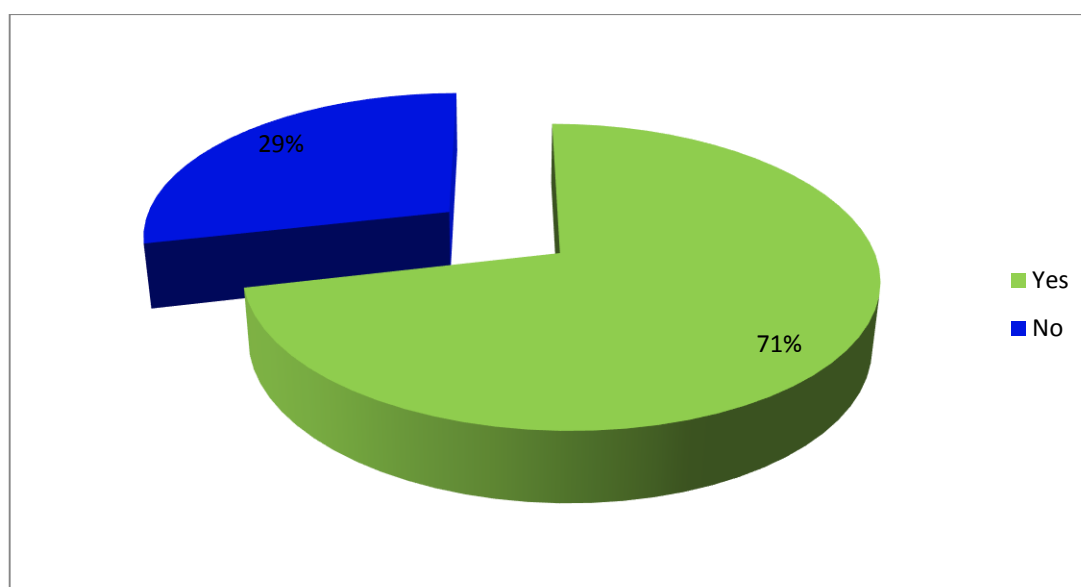


Figure 2.3 Students' support for using YouTube videos inside classroom

Form the above pie chart, it can be understood that the majority of students (20) representing the percentage of (71%) support the use of YouTube videos in classroom and they are aware of the concept of technology in learning, while eight students (29%) does not support the use of technology especially videos inside classroom .This indicate that most of the students are aware of the fact that using YouTube videos in class is necessary to help them in their learning.

The fourth question is about the frequency of using YouTube Outside of class.

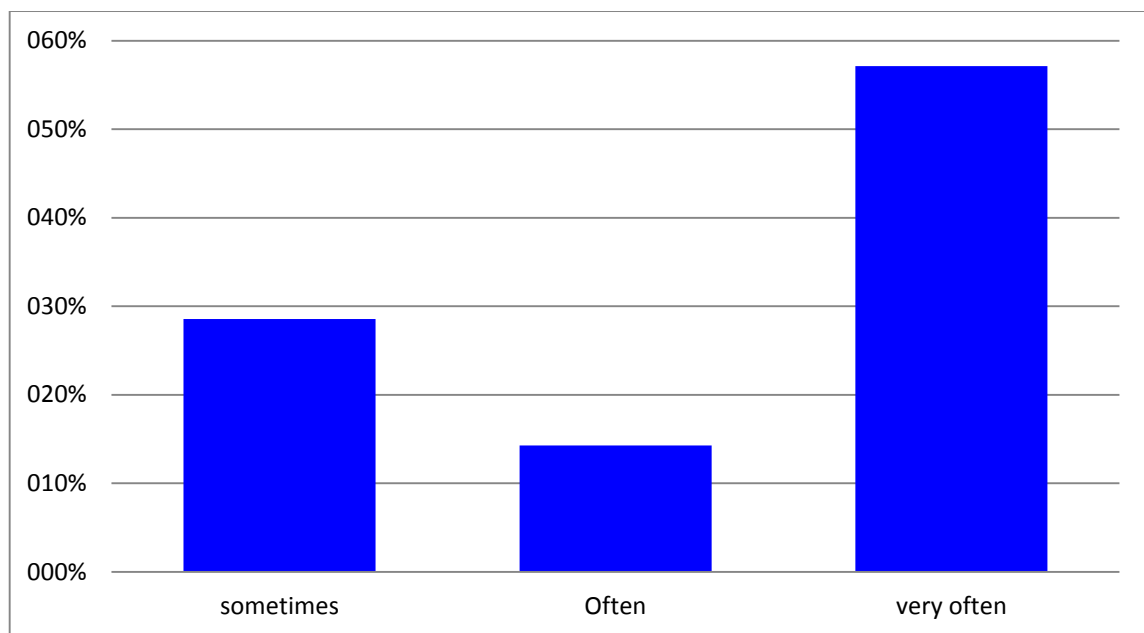


Figure2.4 The frequency of using YouTube outside of class

In the fourth question,(28.57%) of students claimed that they sometimes use YouTube outside of class, and (14.28%) say that they use it often whereas, for (57.14%) they strongly assumed that they use it very often.

The fifth question asks students to say for what they may use YouTube on their own and they may choose more than one answer.

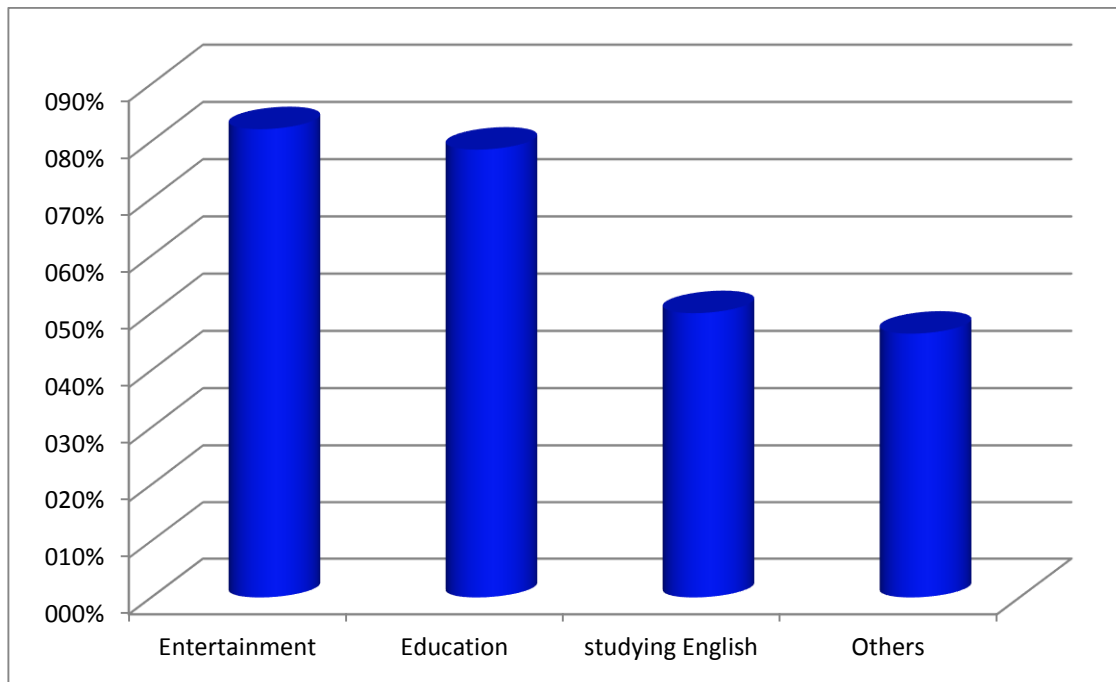


Figure 2.5 YouTube usage

For many students, entertainment (watching video clips, films, funny videos) became the highest (82.14%) popular reason for them to access YouTube, followed by educational process (78.57%) and studying English (50%). Some students specified that the other reasons were for watching sport, news, motivational videos and listening to music.

Question six asks students to say what can YouTube videos improve and they may choose more than one answer.

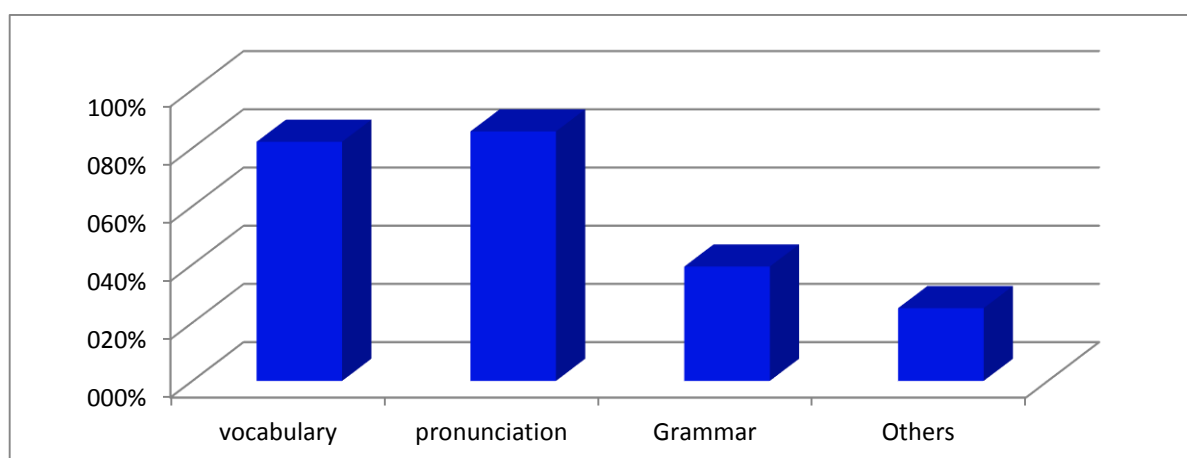


Figure 2.6 Students' language Features that are improved by YouTube videos

Most of the participants state that they improve mostly their pronunciation, and vocabulary by representing the percentage of (85.71%) and (82.14%) while, (39.28%) represent students who chose grammar. According to these results YouTube may play an important role in helping students acquire the correct pronunciation and enrich their vocabulary store.

Question seven asks the respondents to give their opinions if the use of YouTube videos is necessary to improve their listening and speaking skills.

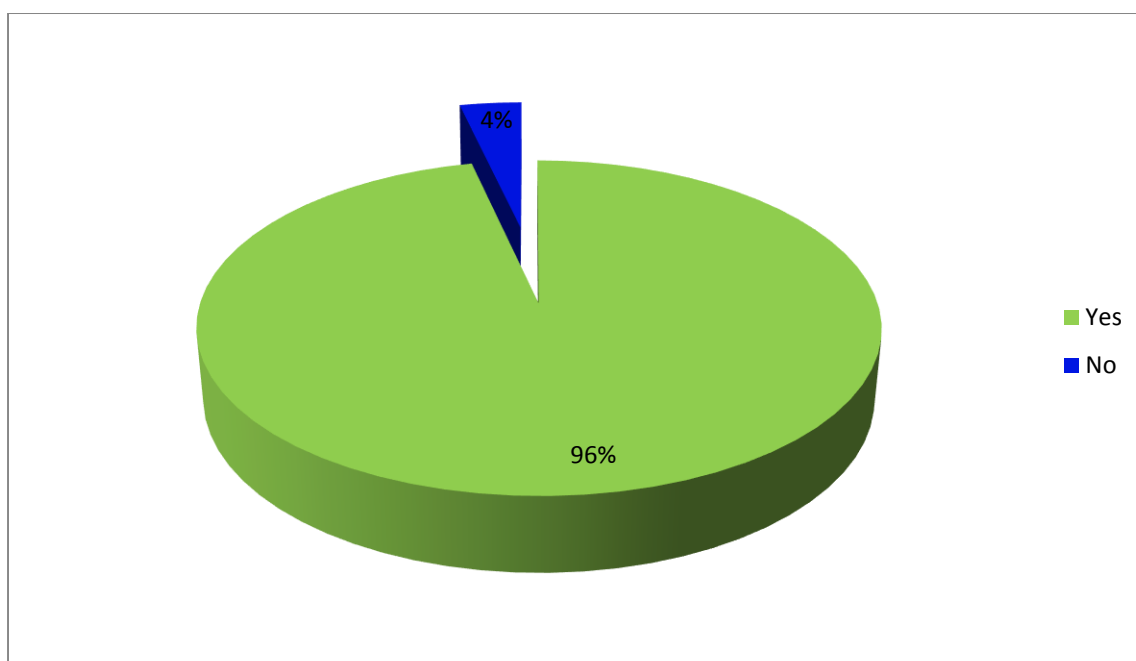


Figure2.7 YouTube videos are necessary to improve listening and speaking skills

From the above pie chart, it is visible that the vast majority of students (96%) said "Yes" that YouTube videos are necessary to develop their listening and speaking skills, which means that it already helped them in their listening and they often use it. However, only 1 student representing (4%) from the total participants state that YouTube videos are not necessary in helping him to develop their listening and speaking skills it could be due to his unfamiliarity or preference to use other methods that can help him to improve his skills.

Question eight asked students to say if the use of YouTube in class is beneficial to their English and to state why at the end.

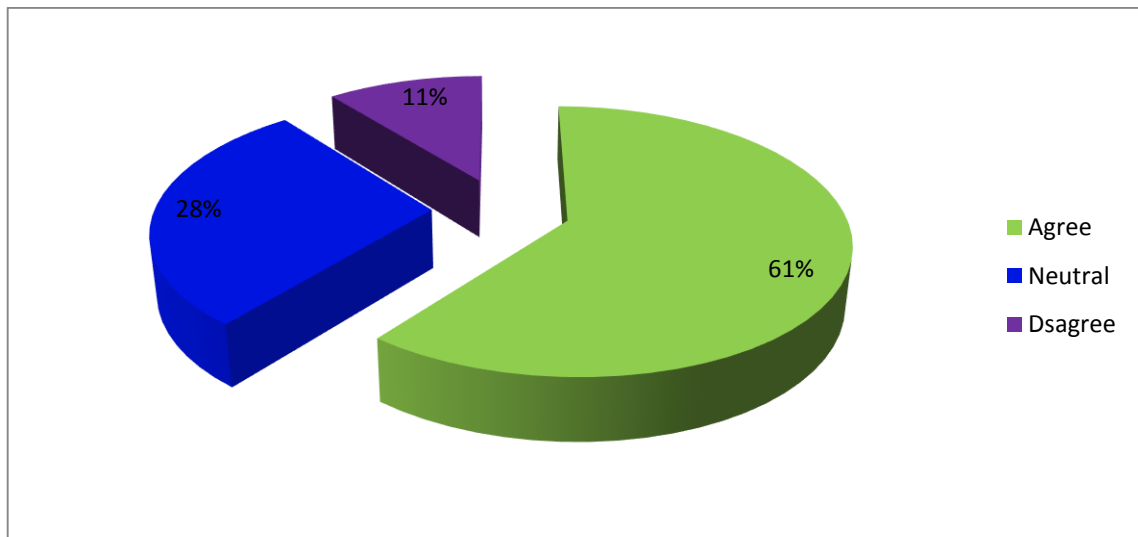


Figure 2.8 The use of YouTube videos in class is beneficial

The majority of students (61%) agree that the use of YouTube videos in class is beneficial to their English. Others say that they are "Neutral" (28%). However, 3 participants making up (11%) say that they disagree with the use of YouTube videos in beneficial.

Students who agree justified their option by saying that using YouTube videos in class help them to improve their vocabulary and their pronunciation by listening to native speakers YouTubers and English shows, by this way they discover new words and gives them more information. Also, students say that they learn more when they see videos especially motivational videos because it create a good atmosphere in the class and make education more easy. Furthermore, it help them to develop their skills especially listening and speaking skills. However, for those whom are "neutral" they say that they do not rely on YouTube in their studies and they never think of that point. The three (3) respondents who "disagree" state that they learn more when the teacher explain the lecture also they should learn before coming to class so, using YouTube videos in class are not beneficial for them.

Question number nine the respondents are asked to give their opinions if the use of YouTube inside class motivates them to study English outside of class and with a brief explanation at the end.

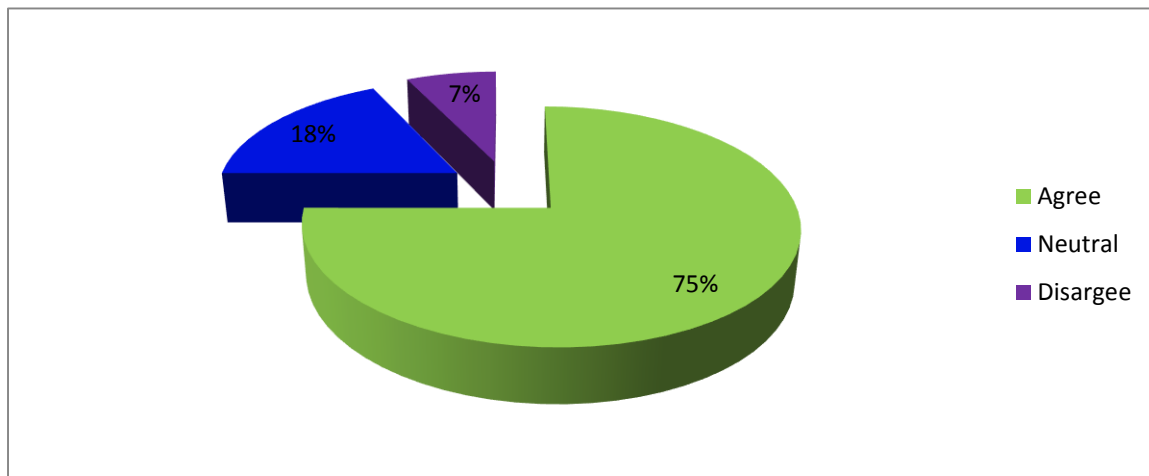


Figure 2.9 The use of YouTube videos in class motivate students to use it outside to study

The result shows that 21 students representing (75%) agree that using YouTube videos in class motivate them to use it outside of class t study. They justify their answers by saying that it contains all kinds of information concerning education and any other domains. Also, audio-visual aids are more funny and class lecture is not enough to understand all lectures. Five participants representing (18%) are "neutral". They often use books to study; when they need to understand something they go to see a video. However, there are only 2 students (7%) who are "disagree" with the use of YouTube videos outside to study.

The last question is devoted to know the students' opinions about the importance of watching YouTube videos in recognizing how English is spoken in different contexts.

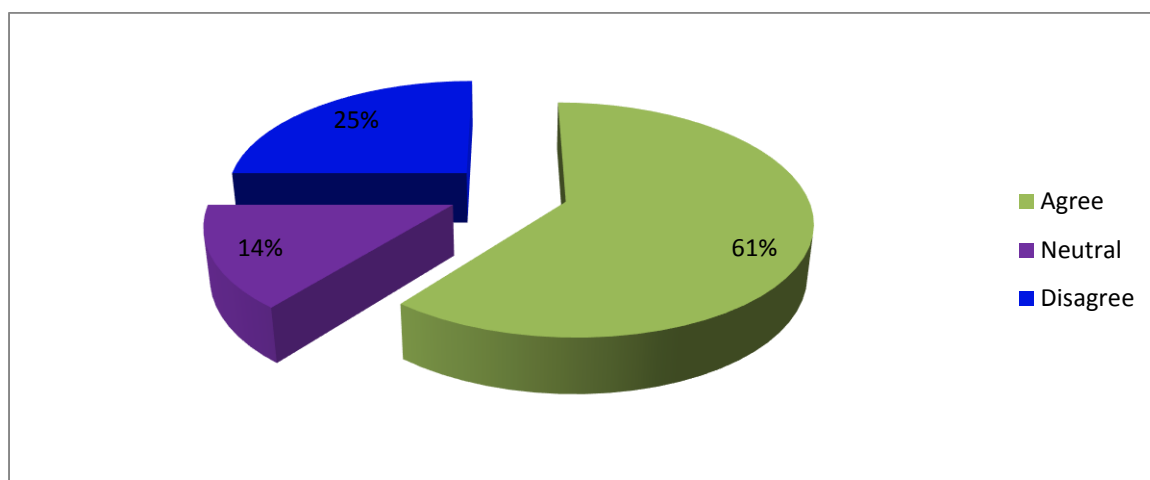


Figure 2.10 The role of YouTube videos in recognizing how English is spoken in different context

From the pie chart a language or using it in different contexts does not necessarily require watching videos.

For those who "agree" they say that YouTube videos show them how the English language is spoken in different context and there are a lot of spoken accents so, it could affect the right pronunciation. Students whom are "neutral" say that it can be beneficial, and it depends on the content. However, the remain 7 students who "disagree" say that the use of YouTube videos in class distract them above, we can notice that more than a half (61%) agree that watching YouTube videos inside the classroom helps them in recognizing how the English language is used in different context. Four students (14%) are neutral. However, 7 participants making up (25%) say they disagree since speaking because it is time to listen to teacher.

2.7 Discussion of the main results

In this section, the major results that are collected for each research instruments will be discussed in relation to the already raised hypotheses. 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 classroom. The aim was to know if they use YouTube videos in class, and how it help the students to develop their skills and facilitate their learning .To develop this research work, the researcher had proposed a set of hypotheses.

The first hypothesis suggests that YouTube in classroom promote students' motivation, and it helps them to develop their skills. After analyzing the data collected, this research work proves this hypothesis because both teachers and students agree that YouTube videos are very important to develop students' and they have many advantages and positive impact on teaching as well as learning, also create a good atmosphere and promote autonomy among students.

As a second hypothesis, the researcher suggested that YouTube videos are very beneficial for students. And both of them support the use of it inside classroom. The findings of this research work revealed that this hypothesis is true. The students stated that YouTube videos helps them to improve their language skills especially their vocabulary and pronunciation. Moreover, all the teachers agree with the use of ICTs in class and consider YouTube videos as a good source for developing learners' performance. They added that they motivate students to learn a language. And most of teachers prefer to use both classical and modern methods. Thus the second hypothesis is confirmed.

2.8 Suggestions and Recommendations

Learners are motivated through using technology that enhances the teaching and learning process. So, the major focus of this study was actually analyze the the impact of using YouTube videos in an EFL classroom. Hence, based on the analysis, it is considered very important to make some recommendations:

Teachers needs to know the importance of technology in educational field, and hence should combine ICT tools within the syllabus, because technology is the new way to create a new teaching learning atmosphere. The EFL teaching and learning process will be easier and more entertaining than the traditional one. For that reason, teachers need special training concerning the use of YouTube videos while teaching. And they should provide their lectures with audiovisual materials that are of interest of students so that teachers can motivate students and they can feel identified with the material used in class as well as enjoy them. The teachers are claimed to find the appropriate place and time for its application. Also, they should try to find the ways that can help them to use technology to facilitate teaching. YouTube videos should be

used in teaching students different educational stages to enhance their skills such as listening and speaking skills. Also, students should experience the use of some tools like watching educational YouTube videos habitually.

2.9 Conclusion

This chapter was devoted the analysis of the collected data, the analysis of the students; questionnaire and teachers' interview confirmed the significance and support of technology for teaching and learning English as a foreign language. Yet technology has good impact on the teachers and students and they should use it with the purpose of innovating and reflecting on the approaches of teaching currently used in order to make more dynamic lessons.

General Conclusion

General conclusion

General conclusion

The incorporation of technology has altered the speed of progress in the educational system with a challenge to increase a power for change. At the present time, the use of technology for instruction becomes a fundamental component in teaching and learning languages in numerous parts of the world.

The present study investigated the impact of using YouTube videos in an EFL classroom and its effects on students' learning. The researcher introduces the following research questions:

1. Are teachers and students aware of the positive role of using YouTube videos in classroom?
2. How can students benefit from using YouTube videos in their learning?

The above questions led the researcher to formulate the following hypotheses:

1. YouTube videos are very beneficial for both teachers and students and they support its use inside classroom.
2. YouTube videos in classroom promote students' motivation and help them to develop their skills.

The present research work took place at Abou Bekr Belkaid- Tlemcen University in the department of English it includes two chapters. The first chapter is a theoretical one it includes some definitions concerning the topic, its types and use. Also, a description of modern and classical methods with their advantages. The second chapter was the practical part of the present study. It has included the analysis of students' questionnaire and teachers' interview to interpret the results in order to show the role of YouTube videos in enhancing EFL teaching and learning. In this research work, two different methods were applied in the analysis of data, quantitative and qualitative data analysis. The researcher used two types of research instruments to elicit data; a questionnaire and an interview. On the other hand, concerning the area of research and the participants, a variety of samples have been randomly chosen, for instance,

General conclusion

teachers holding different titles (five teachers), as well as second year EFL learners (twenty-eight students), since they are in touch with technology on a daily life.

The findings and results indicate that both EFL learners and teachers show a high degree of interest and positive affirmation towards the importance of YouTube videos as a teaching technique in the learning environment. From the current study, we found that the current method of teaching of the one-way lecturing not enough for students which revealed that teachers and students highlight the good contribution of YouTube videos of creating a most attractive atmosphere where making the student more motivated and get rid of the routine; and sustain their attention. Correspondingly, YouTube videos represent a new way of authenticity input that assists students in their educational setting which offers EFL learners with diverse information and knowledge which give them an extra help in their English studies. Finally, this chapter includes some suggestions and recommendations at the end.

To sum up this research has been made in order to give more information and suggestions concerning the impact of using YouTube videos in an EFL classroom, as well as its effects on students learning. In another hand, this research dissertation has led to conclude that EFL teachers should teach by not only the traditional tools but also through the use of some ICT tools inside the classroom. Therefore, teachers are supposed to be aware of the positive side of the use of these techniques to achieve successful teaching results. It is suggested for future researchers to study the effect of YouTube videos in improving a specific skill like writing and reading or to study the effect of YouTube videos in developing EFL learners' communicative competence.

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Appendices

Appendix A

Teachers' Interview

1. Do you support the use of ICTs in class?
2. Do you consider YouTube videos as a good source for improving learners' performance? How?
3. Do you use YouTube videos in classroom? Why?
4. Do you find any difficulties when using videos in class?
5. What are the advantages of using YouTube videos in teaching and learning process?
6. What do you prefer to use in your teaching, the classical methods or the modern ones? Why?

Appendices

Appendix B

Students' Questionnaire

This questionnaire is for research purposes only. All data will be aggregated and will not be used to evaluate you, your grade, or your teacher.

1- Male Female

2- Have you used YouTube before?

Yes No

3- How often do you use YouTube outside of class?

Sometimes Often Very often Never

4- Do you support the use of technological materials such as YouTube in class?

Yes No

5- When you use YouTube on your own, what do you usually use it for?

Entertainment Education Studying English Others (specify)

.....
.....

6- YouTube videos improve your :

a. Vocabulary

b. Pronunciation

c. Grammar

d. Others (specify)

.....

7- Do you think that using YouTube videos are necessary to improve your listening and speaking skills? Yes No

8- Using YouTube in class has been beneficial to your English?

Appendices

Agree

Neutral

Disagree

Pleas state why?

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

9 - Using YouTube in class motivated you to use it to yourself to study English outside of class?

Agree

Neutral

Disagree

Pleas state why?

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

10-Do you think that watching educational YouTube videos inside the classroom grants you the opportunity to recognize how the English language is spoken in different context?

Agree

Neutral

Disagree

Pleas state why?

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

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

Abstract

The present study aims at investigating the impact of using YouTube videos in an EFL classroom. This topic is important to the education community as technology is constantly changing and to comply with 21st century classroom. Nowadays, there are several technological devices that can be used to facilitate teaching and serve the learners needs. To conduct this work, a case study was conducted at the Department of English, where the second year EFL students and teachers were selected as the sample population. Two research instruments were used to collect data. A questionnaire was addressed to the learners and an interview to teachers. The data collected were analyzed quantitatively and qualitatively. Most of teachers affirmed that they used YouTube videos as a helpful tool to assist their teaching without neglecting the use of traditional methods. On the other hands, the learners believed that its use helped them a lot in developing their skills

ملخص البحث

تهدف هذه الدراسة إلى التحقيق في تأثير مقاطع فيديو يوتيوب في قسم اللغة الانجليزية كلغة أجنبية. هذا الموضوع مهم لمجتمع التعليم لان التكنولوجيا تتغير باستمرار و بالتوافق مع القرن الواحد و العشرين. و في الوقت الحالي هناك العديد من الأجهزة التكنولوجية التي يمكن استخدامها في تسهيل عملية التدريس و خدمة الطالب. و لتنفيذ هذا العمل، أجريت دراسة حالة في قسم اللغة الانجليزية حيث تم اختيار طلاب السنة الثانية ليسانس و أساتذة اللغة الانجليزية ليكونوا كعينة. تم استخدام استبيان للطلبة و مقابلة للأساتذة. تم تحليل البيانات التي تم جمعها من الناحية الكمية و النوعية. أكد معظم الأساتذة أنهم استخدموا مقاطع فيديو يوتيوب كأداة مفيدة للمساعدة في تدريسهم دون إهمال استخدام الطرق التقليدية. من ناحية أخرى يعتقد الطلبة أن استخدامه ساعدهم كثيرا في تطوير مهاراتهم

Résumé

La présente étude a pou d'étudier l'impact de l'utilisation de vidéos YouTube dans une classe EFL. Ce sujet est important pour le milieu de l'éducation, car la technologie est en constante évolution et pour se conformer à la classe du XXI^e siècle. De nos jours, plusieurs outils technologiques peuvent être utilisés pour faciliter l'enseignement et répondre aux besoins des apprenants. Pour mener à bien ce travail, une étude de cas a été réalisée au Département D'Anglais, ou les élèves et les enseignants de la deuxième

année de l'EFL ont été choisis comme population échantillon. Deux instruments de recherche ont été utilisés pour recueillir des données. Un questionnaire a été adressé aux apprenants et une entrevue aux enseignants. Les données recueillies ont été analysées quantitativement et qualitativement. La plupart des enseignants ont affirmé qu'ils utilisaient les vidéos YouTube comme un outil utile pour aider leur enseignement sans négliger l'utilisation des méthodes traditionnelles. D'autre part, les apprenants croyaient que son utilisation les aidait beaucoup à développer leurs compétences.