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**The Role of YouTube as an Educational Tool in Enhancing
EFL Students' Speaking Skills**
Case Study of Master Two Students at Relizane University

*Thesis submitted to the Department of English in partial fulfillment of the requirements
for the degree of Master in Language and Communication*

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DEDICATION

This work is dedicated to:

- ♥ My amazing parents Aicha and Mustapha who supported me through the storms of life. They held my hand and encouraged me to be the best version of myself. They were a source of unlimited motivation and love I am and I will be forever grateful to you. Your constant prayers and sacrifices made this and every journey in my life possible.
- ♥ To my dear brothers Kamel, Yacine, Toufik and Hichem and my beautiful sister Imen.
- ♥ My nieces Asma & Nour and nephews Rayane & Akram.
- ♥ To everyone who believed in me when I doubted myself.
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Abstract

This work explores the impact of YouTube as an educational tool on the speaking skills of master two students at the university of Ahmed Zabana in Relizane. The study aimed to investigate the role of YouTube on the learners' fluency the type of content that is actually beneficial for them and the perceptions of both teachers and learners towards the use of YouTube as an educational tool to enhance their overall speaking skills. For the sake of achieving such objectives, the data were collected through adopting a mixed-method approach: A questionnaire for learners and an interview for teachers. The responses collected from twenty four students questionnaire alongside six teachers interview revealed that learners actively engage with YouTube as a supplementary English learning platform, viewing it as efficient for improving speaking skills. Students claimed that YouTube's educational videos helped them in understanding proper usage of real-life English, new vocabulary, and built their self-confidence in speaking. The teachers also expressed several positive comments about the educational value of YouTube, explaining that it offers students with authentic language input and stimulates learners' self-study. Even though some challenges still exist including limited use in the classroom and student hesitation to actively participate due to several factors such as fear of making mistakes and anxiety, the research concludes that students can benefit greatly from YouTube when used with guidance along with purposeful selection of the content. Thus, the appropriate use of YouTube helps enhance the EFL learners' speaking skills.

Keywords: YouTube, EFL learners, educational tool, self-study, speaking skills.

الملخص

تستكشف هذه الدراسة تأثير اليوتيوب كأداة تعليمية على مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية في جامعة أحمد زبانة في غليزان. هدفت الدراسة إلى معرفة دور اليوتيوب في تحسين طلاقة المتعلمين، وتحديد نوع المحتوى المفيد لهم، بالإضافة إلى التعرف على تصورات كل من الأساتذة والطلاب حول استخدام اليوتيوب كأداة تعليمية لتعزيز مهارات التحدث لديهم. لتحقيق هذه الأهداف، تم جمع البيانات من خلال اعتماد منهجية البحث المختلط، حيث تم توزيع استبيان على المتعلمين وإجراء مقابلات مع الأساتذة. أظهرت النتائج المستخلصة من 24 استبياناً للطلاب و6 مقابلات مع الأساتذة أن المتعلمين يتفاعلون بشكل نشط مع اليوتيوب كمنصة تعليمية مساعدة لتعلم اللغة الإنجليزية، حيث يعتبرونه فعالاً في تحسين مهارات التحدث. وعبر الطلاب عن أن مقاطع الفيديو على اليوتيوب ساعدتهم في فهم كيفية استخدام الإنجليزية في مواقف الحياة الواقعية. واكتساب مفردات جديدة، وبناء الثقة في التحدث. كما أعرب الأساتذة عن تعليقات إيجابية متعددة حول القيمة التعليمية لليوتيوب، موضحين أنه يوفر للطلاب مدخلات لغوية أصيلة ويحفزهم على التعلم الذاتي. ورغم وجود بعض التحديات مثل الاستخدام المحدود داخل الفصل وتردد الطلاب في المشاركة الفعالة بسبب الخوف من الأخطاء والقلق، خلصت الدراسة إلى أن الطلاب يمكنهم الاستفادة بشكل كبير من اليوتيوب عند استخدامه بتوجيه مناسب واختيار هادف للمحتوى. وبالتالي، فإن الاستخدام المناسب لليوتيوب يساهم في تعزيز مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: اليوتيوب، متعلمو اللغة الإنجليزية كلغة أجنبية، أداة تعليمية، التعلم الذاتي، مهارات التحدث.

List of Abbreviations

EFL: English as a Foreign Language

Edu-tech: Educational Technology

AI: Artificial Intelligence

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General Introduction

Introduction

In the modern era, English language skills have emerged as highly crucial due to the increasing number of native and foreign speakers, as well as its dominance and relevance in different sectors, especially in education. Mastery of English requires the development of listening and reading, as well as speaking and writing. Out of these skills, speaking is essential for the mastery of the language because it enables students to express their ideas, thoughts and feelings in an unambiguous manner. Oral proficiency plays a vital role and it is widely regarded as the most reliable measure of language mastery which can be a decisive aspect for effective interaction. However, English as a Foreign Language learners still have difficulties with speaking due to the fact that English is not their mother tongue, and they do not have enough chances for practical exposure.

The use of technology in education has altered the landscape of learning by transforming it into a more accessible, engaging and captivating venture. New technologies in education have provided tools for learners to develop the language skills in and out of school. One of the most popular tools that has a potential in enhancing speaking skills in particular is YouTube. It contains a lot of authentic and educational materials that enhance speaking. YouTube also serves as an authentic, engaging and interactive platform for EFL learners as it enables them to listen to fluent speakers, practice pronunciation, and acquire vocabulary alongside its application, which enhances their oral proficiency as a whole.

Statement of the Problem:

Many EFL students struggle to improve their speaking skills due to the limited time of practice inside the classroom. YouTube offers a free access to real-life conversations and native speakers' videos. This useful content can help students learn how to speak better. However, YouTube's potential as a learning tool is not fully used in many EFL classrooms and its actual role in enhancing EFL students' speaking skills remains underexplored in academic contexts. This study investigates how YouTube can serve as an effective educational tool to help students improve their speaking skills.

Research Objectives:

The objective of the current study is to explore how YouTube may serve as an educational resource to improve the speaking skills of EFL learners.

In addition, it aims to identify the types of YouTube content that are most effective in enhancing EFL students' speaking abilities.

Furthermore, it aims to explore EFL students' and teachers' perceptions of using YouTube as a platform for developing their speaking skills.

Research Questions:

In attempting to achieve the primary objective, the study seeks to answer the following questions:

- To what extent does using YouTube as an educational tool enhance the speaking skills of EFL students?
- What types of YouTube content are most effective in enhancing EFL students' speaking abilities?
- How do EFL students and teachers perceive the use of YouTube as a platform for improving speaking skills?

Hypotheses of the study:

1. Using YouTube as an educational tool positively influences the speaking skills of EFL students.
2. Educational content on YouTube plays a key role in improving EFL students' speaking skills.
3. EFL students' and teachers' perceive YouTube as a beneficial platform for improving speaking skills

Significance of the Study:

This study is significant because it explores how YouTube can be used as an educational tool to enhance EFL students' speaking skills. It provides valuable insights for students struggling with fluency, pronunciation and even vocabulary by showing how YouTube videos can support language learning outside the classroom. For teachers, the research encourages them to integrate YouTube inside the classroom, to seize the opportunity to meet learners' expectations and use engaging, real-world content to improve their speaking skills. Besides existing research, it also shows the great role of technology in education which may guide future studies. Moreover, the

findings could be useful for curriculum designers who are interested in incorporating technology in language programs.

Thesis Structure:

This thesis is divided into three main chapters. The first chapter will focus on the definition of speaking skills and its components, the nature of speaking and listening and the interaction between them, the problems that most EFL learners have, and the significance of speaking. The second part examines YouTube as an educational resource, beginning with the explanation of educational technology and its importance in language education as well as the myriads of tools it offers. It then analyzes YouTube's role as a learning resource, its contribution to autonomy in learning, and its impact in enhancing speaking skills. This chapter aims to review existing literature in order to present important findings and gaps which can be built on in future studies. The second chapter will be devoted for the practical part of this research, analyzing the collected data through: a questionnaire designed for students at Ahmed Zabana University in Relizane at the department of English and an interview conducted with teachers from the same department. On the other hand, the third and final chapter will deal with the discussion of the previous findings of the study along with some recommendations, limitations and actions for both teachers and learners.

To conclude, the goal of this research is to understand how YouTube can be used as an educational tool in order to help EFL learners with developing their speaking skills.

Chapter One : Speaking Skills and YouTube as an Educational Tool

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1.1. Introduction

Today, learning and understanding the English language is becoming important for developing one's career, academic life, or even personal development. Speaking is one of the main areas of concern in language learning and is usually prioritized because it allows learners to construct their thoughts, share, and interact adequately and therefore demonstrates their proficiency. Unfortunately, for most English as a Foreign Language learners, speaking poses a myriad of problems which include vocabulary deficits, psychological constraints like anxiety, and limited or poor practice. The use of modern technology in instructional practice has changed the approach taken to teaching and learning a language, with newer devices and tools designed to aid in the process. YouTube is one of the most popular digital sites which has a potential of giving learners greater access to a variety of content in the English language, allowing for enhanced educational input and greater opportunities for learners. The use of YouTube in language instruction and similar technologies may remove some of the barriers posed by traditional teaching methods within the classroom and enhance the development of speaking proficiency in a more motivating manner. In this chapter, the researcher will analyze the different aspects of speaking skills in EFL learning and seek the effectiveness and potential of YouTube as an educational platform for enhancing oral skills. The first part starts with defining the term speaking together with its components and its importance, also highlighting the most common obstacles encountered by EFL students and the dynamic relation both listening and speaking share. The second part is concerned with educational technology, especially about YouTube and the types of educational content as well as its relevance to language learning, its role in self-directed learning and its impact on speaking skills. The objective of this chapter, through literature and empirical analysis, is to illustrate how speaking competency can be enhanced through the use of digital tools such as YouTube in ways that help EFL learners to deal with enduring difficulties in speaking.

1.2. Speaking Skills in EFL Learning

Speaking skill is considered as a vital element that has a great potential in achieving language mastery. EFL learners show great interest in developing oral proficiency since it helps them to communicate appropriately and effectively.

1.2.1. Definition of Speaking Skill

Speaking skill has been defined by many scholars and researchers from various angles. For Dewi (2016), speaking skill is considered as a basic skill that learners are required to master in order to communicate with others. Mishra (2017) sees speaking as the ability to orally express ideas, thoughts and feelings to an individual or a group of persons.

According to Oxford Dictionary (2009), speaking is defined as “the action of conveying information or expressing one’s feeling in a speech” (p.414). That is to say that people use speech as a natural way to express themselves and engage in social interactions. Brown (2004) sees that speaking as an interactive process which involves listening, understanding and responding rather than producing speech. Harmer (2007) points out that speaking is not only about fluency, but it is a productive process that consists of more than just pronouncing words. A good speaker must use language correctly and appropriately in different situations or contexts. This means that the correct use of grammar and knowing the right words is necessary; however, knowing when and how to use them matters just as much. These definitions were meant to showcase that speaking skill is an important skill that has to be taught and learned inside and outside classroom.

Speaking is the heart of communication which allows people to translate and express what is in their mind in order to convey a message. Richards and Renandya (2002) found that the majority of language learners, learn English with a main focus to improve their speaking proficiency. In other words, speaking is the groundswell of interest to the majority of EFL learners more than other remaining skills. It was given a major concern due to its importance in both language learning and teaching. Richards (2008) emphasizes that speaking is a top priority for language learners since it reflects how people communicate. This means that speaking should be given more attention by learners because mastering speaking is an essential key for an effective communication in any language.

1.2.2. Components of Speaking Skills

Speaking is one of the most crucial skills in language learning, enabling learners to master foreign language effectively. It helps them to exchange ideas, express opinions and interact with each other in a clear way. Brown (2004) argues that it is a complex skill that requires mastering five aspects, including pronunciation, vocabulary, grammar, fluency and comprehension. These aspects help learners enhance their communicative abilities.

- **Pronunciation** : Refers to the way we make sounds in a language ,how and where we put the stress ; moreover ,how to use pitch and intonation to show feelings and convey meaning (Harmer,2007).This means that pronunciation goes beyond not only the articulation of sounds but also the use of pitch and intonation in order to express emotions and meaning in the right way to clarify intent as well as to avoid any misunderstanding.
- **Vocabulary**: The use of appropriate words in a certain language to convey messages meaningfully and express themselves correctly. It is an essential element for effective communication and language proficiency. Nation (2001) assumes that vocabulary knowledge involves recognition and production. Recognition means that the person is aware and understands what is being said or read, while production refers to using and producing words in both speaking or writing. The wrong choice of words may cause ambiguity or confusion to the listener; hence, the correct use of words plays a major role in having a smooth communication.
- **Grammar**: Grammar refers to the set of rules that govern both spoken and written language. Crystal (2003) highlights that grammar is the essence of how we communicate. The more you understand it, the better you learn how to use it in order to express yourself clearly and effectively. The use of appropriate grammar helps in practicing language and understanding others successfully.
- **Fluency**: The main goal of teaching or learning a language is the ability to speak fluently and without breaks or pauses that might interrupt the flow of speech. Nation (2007) defines fluency as the ability to produce language and express oneself freely, quickly and smoothly by avoiding long pauses or hesitation. Fluency is about using language naturally, effortlessly and in a rational way.
- **Comprehension**: The ability to understand, grasp and interpret a certain information in a real time spoken language, in addition to being able to respond in a clear and relevant way (Bygate,1987). This means that in speaking, the listener and the speaker

should have a sense of understanding, so they can reply immediately, clearly and accordingly.

1.2.3. The Dynamic Connection Between Speaking and Listening

Listening skill is an active process that is purely mental. According to Brown (2001), it is a skill that requires more than just hearing. It involves connecting prior experiences and knowledge to understand and choose what to focus on from what is being said or heard. That is to say that listening requires effort, selection and meaning interpretation, this process facilitates understanding the meaning of spoken language and ensures an effective communication.

Achieving foreign language proficiency depends on mastering and improving the four language skills; however, an effective communication is mainly based on both listening and speaking. These two skills have a significant role in language learning programs worldwide.

Listening is considered as the foundation of speaking. Richards and Renandya (2002) point out that it provides us with necessary information which is essential for language development. The two skills are interrelated, each skill supports and affects the other as (Laverty, 2011) points out that “Speaking initiates listening and puts listeners at the mercy of speakers” (p.157). This means that speaking relies on listening. The Speaking process activates the listening process; we cannot produce a language effectively unless we are exposed to it through listening.

In addition, Anderson and Lynch (1988) suggest that effective speaking relies on effective listening for second language learners. In other words, a good listener makes a good speaker.

To conclude, listening and speaking plays a major role in developing learners ‘communicative competence. The two skills have a sense of completeness. Ykhlef et al (2022) found out that learners assume that one of the most successful strategies for EFL learners to enhance their oral performance is by actively listening to the target language.

1.2.4. Speaking Challenges for EFL Learners

Since speaking is the cornerstone for an effective communication and an essential part of English language teaching and learning, EFL learners’ and teachers’ main focus is to improve oral proficiency. Although speaking is one of the essential skills for practicing the

language, it remains one of the most challenging skills for learners. Many EFL learners' struggle with speaking fluently and in a coherent way due to several factors which may be linguistic or psychological; such as, lack of vocabulary, anxiety, lack of confidence and fear of making mistakes.

- **Lack of Vocabulary:** It is one of the most common issues that learners face when they try to speak. Nation (2001) state that lack of vocabulary makes communication harder and increases anxiety. EFL learners' struggle to express themselves and convey meaning appropriately. Without sufficient words, learners cannot fully convey their thoughts, which will lead to communication breakdowns and affects their ability to engage in conversations. According to Harmer (1991), "If language structures make up the skeleton of the language, then it is vocabulary that provides the vital organs and the flesh" (p.153). That is to say that language structure is the form while vocabulary is the essence and foundation of the language that gives it substance to function effectively.
- **Fear of Making Mistakes:** Learners' fear to speak inside and outside the class due to the fact that they are afraid of being embarrassed or judged in front of others, if they make a mistake or mispronounce some words. This speaking barrier prevents learners' from interacting with others. Learners suffer from this fear because they want to be seen competent and confident in front of others.

According to Salihoglu (2024), the fear of making mistakes is one of the main reasons why learners avoid to engage in speaking inside class. He claims that "Fear of making mistakes, especially in speaking tasks, is generally considered harmful to language learning as it can hinder learners' willingness to participate and communicate." (p.90). In other words, learners' fear hinders effective language learning since it affects learners' ability to communicate and it increases their anxiety level which negatively undermines their performance.

- **Anxiety:** It is a natural response to stress that hinders delivering the right message. It also affects learners' self-esteem and confidence. Anxiety weakens connection and effective communication. Many EFL learners suffer from this phenomenon which affects their social interactions and life as a whole. Moreover, it causes nervousness and fear when speaking in front of others. It is a negative feeling, which often comes from the fear of judgement or self-doubt. A study conducted by Young (1990) emphasized that speaking is often the most anxiety-provoking aspect of

learning a foreign language, as it requires real-time processing, communication and interaction. In other words, anxiety is triggered by speaking, which is considered as the most stressful part of learning a foreign language because it needs instant real-time thinking and interaction. Anxiety is a psychological phenomenon that impacts learners' progress and performance in foreign language learning. They may avoid participating in class or communicating with others in public. However, with employing the right methods and setting an encouraging and motivating atmosphere, this phenomenon can be controlled.

- **Poor Motivation:** Motivation is key for a successful communication. If learners' feel motivated, their productivity will increase. Motivation is very essential for foreign language learners' since it boosts their energy and confidence. Motivated learners are willing to learn and they are eager to improve their speaking. They also have the tendency to engage in social interactions quickly without hesitation or fear. Motivation also gives them the power to face and overcome their fears; especially, in speaking. It plays a major role in the progress of their performance. Juhana (2012) emphasizes that motivation is a strong energy that comes from within and it helps learners to be interested and engaged in what they are doing.
- **Lack of Confidence:** It is a common challenge that most of foreign language learners struggle with. Speaking has never been an easy task for EFL learners because it requires a certain level of competence and confidence in order to be able to express thoughts and ideas freely and publicly without any stress, hesitation and fear of judgement. Confidence is an armor that protects speakers from any negative comments or judgements around them. It stands for power, courage to handle stress and ability to speak without being influenced by pressure and criticism. However, low confidence affects learners' oral performance. They feel uncomfortable and anxious when speaking in English. This leads to a poor confidence level which causes hesitation, self-doubt and fear to engage in real time- interactions. Furthermore, it is known that speaking requires a higher degree of in-person interaction which may seem intimidating for learners. Tsiplakides and Keramida (2009) state that students who have lower levels of confidence in speaking are worried of being judged. Due to this worry, they may avoid participating in class or only give short answers. That is to say that negative feedback or evaluation affects learners 'performance and speaking development.

- **Lack of Language Practice:** Speaking a foreign language means having the chance to practice the language in order to interact with others in real life situations and not only in a classroom setting to do a particular activity. Many learners' oral proficiency is poor due to the fact that they rarely use English to communicate outside the classroom. As a result, the deficiency of practice leads to poor oral proficiency. Banu and Nishanti (2017) see that environment has a major role in causing speaking problems. When learners try to speak English outside the classroom, people often think that they are trying to show off. Thus, learners lose interest and they communicate using their mother tongue.

1.2.5. Importance of Speaking

Speaking has always been an essential part of language learning and teaching. It plays a crucial role in communication. This skill builds a bridge between people's thoughts and the message they are trying to convey.

EFL learners focus on enhancing their speaking skills in order to be seen as competent. It allows them to exchange ideas and opinions freely. It also boosts their confidence level to engage in conversations. UR (1996) stated that "of all the four skills [listening, speaking, reading and writing], seems intuitively the most important: people who know a language are referred to as 'speakers' of the language, as if speaking included all other kinds of knowing" (p.120). In other words, speaking is related to language proficiency. If you are a well-rounded communicator, it means that you master the language. Moreover, speaking is considered as a powerful tool of knowledge, which plays a significant role when communicating in a foreign language. Having the ability to speak in a skillful way, opens the door for greater opportunities in learners' daily life, future career and achieving success as Baker and Westrup (2003) declared that "a student who can speak English well may have a greater chance for further education, of finding employment, and gaining promotion".(as cited in Bouzidi, F,2019, p.6).

Speaking is the core of communication, which fosters trust, confidence and leads to a successful communication with others. In fact, the majority of researchers and experts insisted that speaking should be given much attention due to its importance. In addition, learners prioritize speaking because it reflects the mastery of other language skills.

1.3. YouTube as an Educational Tool

Technology has contributed in increasing the flexibility of educational landscape by integrating various digital tools and platforms. Nowadays, learners use these tools in different places such as home, classroom and outdoor places. Due to the increasing dependence on mobile devices, computers and other tools, technological advancements in education have rapidly gained learners' attention. One of these commonly used platforms is YouTube which provides learners with a vast array of educational content, facilitating learning inside and outside the classroom.

1.3.1. Definition of Educational Technology

According to Huang et al(2019) ,"Educational technology refers to the use of tools, technologies, processes, procedures, resources, and strategies to improve learning experiences in a variety of settings, such as formal learning, informal learning, lifelong learning, learning on demand"(p.4).That is to say that educational technology enhances teaching and learning processes by providing access to multiple online tools and platforms which help assessing learners and make the learning experience in many and different settings engaging ,easy and interactive. Roblyer and Doering (2014) define educational technology as a mix of tools, methods and resources designed to solve educational challenges. The main focus of Ed-tech is to use technology effectively to improve, advance and facilitate learning.

1.3.2. Educational Technology Tools

Educational Technology tools are designed to enhance and innovate the learning and teaching processes. They support teachers in delivering lessons and help learners to achieve improved learning outcomes. Educational Technology tools can be categorized into three main types:

- **Video-based Platforms:** Digital tools and platforms that use video content to facilitate language learning. They offer access to educational videos, lessons and online lectures. These platforms such as YouTube are used to enhance learning and provide quick access to information. Giannakos (2021) states that video-based learning involves acquiring knowledge and skills through educational videos, using visual and auditory elements to improve understanding. That is to say that videos are one of the most powerful learning tools since they help students to understand

information better when it is being heard and seen in a way that captures learners' attention and improves their comprehension.

- **Mobile Learning Apps:** Language learning apps are mobile or web-based applications designed to teach language through online lessons, quizzes and exercises. Their main focus is on using real-world activities and situations to make learning more authentic and engaging.
- **AI Powered Tools:** Refers to tools that use artificial intelligence to improve language learning and develop skills by providing immediate feedback and interactive conversations which can be suitable and helpful to learners. These tools are the new trend for language learning since they are flexible and create self-paced learning. Due to the fact that learners are addicted to their smartphones, these tools can serve as an additional and complementary tool to traditional classroom learning.

1.3.3. The Role of Educational Technology

Technology has played a major role in language learning and teaching over the past few years, causing a significant shift in education. According to blog (2021), technology is increasingly influencing the way foreign languages are learned around the world. EFL learners nowadays prefer to use technology because it captures their attention better than traditional methods, which may seem boring or somewhat passive. Yassin (2024,para.1) states that: "In the constantly evolving landscape of education, technology in education has become an invaluable asset for attracting and engaging students ".These learners who were born and raised with technology are called digital natives .They admire the idea of incorporating digital tools and online platforms in their daily learning practices ,which they see as a solution to the problems they may encounter when learning a language as Kakembo and Annet (2024) declared that : "There is an increasing tendency to view the new technologies as tools that will provide educative solutions" (p.27).These technological tools are used to facilitate the learning and teaching process ;moreover, fill the gaps of traditional methods by providing additional assistance as students learn at their own pace and schedule , making education limitless as Huang et al (2019) confirmed that : "Educational technology focuses on both the technical and pedagogical ways and means of supporting learning and instruction."(p.6). Modern learning requires new tools, including videos, online courses and interactive platforms. A study conducted by Neggaz and Ben Saad (2019) at Tiaret University for teachers and students at the English Department showed that both teachers and students support the use of educational technology as it has a positive impact on both of

them. Since it improves language learning and increases motivation levels, both participants believe that technology in education is necessary.

1.3.4. Definition of YouTube

YouTube is a popular online platform that attracts billions of people around the world, including users, visitors and content creators. YouTube offers a wide range of content that helps people in different domains and fields. YouTube was created in February 2005 by Steve Chen, Chad Hurley, and Jawad Karim. It was primarily designed for the purpose of uploading, sharing and watching videos. In 2006, YouTube was acquired by Google, turning this platform into one of the biggest video-sharing platforms worldwide. Christensson (2009) sees that YouTube allows people to watch videos uploaded by others; in addition, it gives them the opportunity to share their own personal videos. YouTube has enabled people to grow, learn, and improve by providing diverse content from users worldwide. In this context, Burgess and Green (2018) state that "YouTube is a participatory culture platform."(p.7). They also discuss that it enables users to create, share, and engage with digital video content, fostering a global community of content creators and audiences. That is to say that YouTube connects people from different parts of the world ,facilitating the spread of knowledge and culture worldwide since it is one of the most viewed websites in the world.

1.3.5. YouTube as a Learning Tool

YouTube is not only a platform for commenting, sharing and uploading videos. It has been used in different domains and fields; particularly in education due to its ability to deliver real-life English through videos which gives learners the opportunity to learn the language and see how is it spoken and used by native speakers through audio-visual means where learners are able to see and hear. Lindstorm (1994) finds out that:

The abilities of learners to recall and comprehend improve better when they have a full experience, that is, when they see, hear, and do. The comprehension level of a subject is higher than 75% when they see, hear, and produce materials during instruction, whereas it is 20% for learners who only understand during preparation, and 40% only is among those who see and hear. So, learning through using videos has been demonstrated to be influential in teaching activities. (As cited in Nawel and Tabarek, 2020, p.02).

This shows that learners remember and understand things better when they are fully involved in the learning process. That happens when they see, hear and do something. Using videos in lessons can be a powerful tool in teaching because it combines both visuals and

sound which help learners learn and achieve more. The more senses learners use, the better they remember. YouTube now is a part of language learning to many students. Watthanapas (2021) believes that watching real conversations or educational videos help learners feel motivated and confident to use English. The flexibility of YouTube is what attracts learners as it gives them the freedom to watch, replay and save videos based on their needs and time. They can also learn at their own pace. A study by Alwehaibi (2015) showed that YouTube as a learning tool can make lessons enjoyable and more active for language learners. Learners will not be bored and it helps in keeping them engaged and focused. It also develops learners' speaking and listening skills through the exposure to authentic language which allows students to gain knowledge about cultures, hear different accents and see how English is used in real life. This makes language feel easier and more real. YouTube is useful for learning both in formal and informal settings as Alwehaibi (2015) stated that YouTube can serve as an effective and a powerful tool for language learning in and outside the classroom by offering authentic materials that can improve listening, speaking, and vocabulary along with different language skills.

Almurashi (2016) sees that integrating YouTube in teaching and learning is necessary, as it is one of the most famous and used tools among adults. This innovative tool opens the door for learners and teachers to achieve greater outcomes. Another study conducted by Abbas and Qassim (2020) has shown that YouTube is a tool that brings the fun element to the learning process as well as increases learners' level of creativity. It boosts their confidence and develops their mentality. By showing videos that meet learners' interests and needs, the educational atmosphere will be more engaging and enjoyable. The information presented will be worth studying for them because it captures their attention. The first YouTube Educational channel was created in 2009. It is called EDU. From that moment, YouTube has been increasingly used in educational settings such as classrooms. YouTube has received growing interest as it supports both teachers and learners in learning. It also provides them with quality videos that are carefully chosen and related to their level and needs (Mohamed and Shoufan, 2022). Owing to technological progress, both teachers and learners can use YouTube to the best maximum for a better learning experience.

1.3.6. Types of YouTube Videos Content for Learning

YouTube offers a wide range of educational content that supports learning. Each content serves a specific purpose and accommodates to different learning needs. Both learners and teachers have a variety of choices depending on their interests and style. YouTube videos

aimed at education can vary covering everyone's preferences and level. Several types of educational videos are available on this platform, including language learning channels, podcasts and speeches, documentaries, movies with subtitles, educational vlogs and debates and discussions.

- **Language Learning Channels:** These channels are aimed at teaching Grammar, vocabulary, pronunciation and conversations. These help learners learn at their own pace and allows them to pause and replay videos as much as they desire in order to repeat or better understand some words or expressions. These learning channels can also include videos of teaching English with entertainment through songs, games and humor to make learning enjoyable.
- **Educational Vlogs:** These videos showcase natural speech and everyday English used in real life situations. This allows students to see how English is spoken in different contexts and situations.
- **Podcasts and Speeches:** Podcasts and speech are a great way to develop different language skills. Rosel-Aguilar (2009) claims that they enhance both listening and speaking. It also enriches learners' vocabulary and increases their level of comprehension as Hasan and Hoon (2013) note that podcasts serve as a flexible, learner-centered tool that allows students to engage with authentic language at their own pace, thus promoting deeper comprehension and improved oral fluency. These two can be an excellent way to increase learners' motivation since they are listening to successful people who have already reached their goals after overcoming different hardships. Learners are also exposed to a rich and varied academic language which can be very beneficial to them.
- **Movies with Subtitles:** Movies can be a useful tool for teaching and learning another language since it attracts learners' attention and offers a fun experience. Prabhu (n.d) sees that movies are a great source for learners to gain beneficial knowledge and skills through watching and reviewing them which can be useful to them in their education. He claims that movies are a powerful educational tool which create impactful learning experience.
- **Documentaries:** These videos stimulate learners 'different senses. Documentaries are an easy medium to spark learners' fascination with the material presented. Mayer (2001) emphasizes that visual media can improve learning by delivering content and knowledge in an interesting manner. It also enhances learners 'academic language.

- **Debates and Discussions:** They offer learners the opportunity to see how language is spoken in authentic contexts. By watching debates and discussions, learners develop their critical thinking, learn how to defend themselves and become more confident speakers using appropriate language. In this context, Baker (2018) suggests that debates encourage students to organize their thoughts clearly and develop arguments which helps boost their speaking skills.

1.3.7. YouTube for Self-directed Learning:

YouTube serves as a helping tool for self-directed learning by offering a rich amount of educational content. It offers learners the flexibility to explore and learn various things at their own pace. It also allows students to choose content that is suitable for them and tailored based on their needs and preferences. Moreover, Sharma (2021) says that it supports different learning styles through providing visual and auditory materials that can improve understanding and increase engagement. Moghavvemi et al (2018) found out that learners use and watch YouTube videos for the sake of entertainment, looking for information and learning. Balakrishnan (2016) declares that YouTube is also used by learners in order to enrich their knowledge. In addition, Joa et al (2023) highlight that interacting with others through comments which fosters a sense of community, increases motivation and engagement with educational content. Beyond classrooms, learners try to develop their own skills by watching videos with an educational purpose done by natives. They tend to choose topics that are relevant to their own interests and that may help them in their academic journey.

Learners may find it hard to understand fully the lessons presented in the classroom, so they use YouTube as complementary tool to traditional classroom learning. Therefore, they look for lessons that are filmed and presented through videos in a simple, direct and enjoyable way. Learners feel free to choose whatever content they believe that is useful for them. They use YouTube's educational videos as a guide and a tool which facilitates the learning process and makes it attractive. Furthermore, they are somehow able to spot their weaknesses, the areas that needs improvement and use YouTube as a cure to solve their problems. YouTube has gained attention and interest of many students due to its accessibility and short videos that doesn't make it boring. YouTube's versatility supports diverse element of language acquisition. A study made by Lee and Osop (2015) showed that YouTube as a platform has a vital role in promoting self-directed learning. They defined self-directed as "An initiative in which an individual takes, with or without the help of others, in finding out

his own learning needs and goals, identifies resources for learning, decides and works out appropriate learning strategies"(p.2). That is to say that it paved the way for learners to start learning on their own without guidance and they select what suits them best to achieve a learning goal.

1.4. The Role of YouTube in Enhancing Speaking Skills of EFL

In the current digital era, language learning is greatly affected by technology, with YouTube emerging as one of the most important sources of instructional material. YouTube is a free, readily available resource with a diverse library of videos covering many facets of language development. This platform plays a crucial part in education, offering diversity and variety in terms of content and knowledge. It is utilized by learners and teachers in different fields and domains. Its richness and flexibility have made it the cornerstone of interest. Additionally, it has gained the attention to be incorporated in a formal setting and used to illustrate and explain lessons in a better way. Learners become enthusiastic and more focused when lessons are presented in a way that satisfies their desires. The use of YouTube inside and outside the classroom serves an ultimate goal which is improving the different language skills, including speaking.

According to Harmer (2001) YouTube's educational videos offers a great advantage which is presenting language that can be not only heard but also seen. This suggests that learners learn in both acoustic and visual ways at the same time, which improves their ability to understand, listen and speak more naturally. Many studies have found that YouTube videos contribute greatly in enhancing speaking skills of foreign language learners. Meinawati et al (2020) have found that when learners watch YouTube videos, their confidence and fluency levels in speaking are higher. They also claim that the diversity of accents will help learners better comprehend the language they are listening to and get familiar with it. YouTube videos posted by native speakers will also help learners acquire knowledge and speak correctly.

Teaching or learning speaking was never an easy task for both teachers and learners, it was always challenging and time consuming. Many learners struggle with speaking issues that hinders communication. In order to fix this problem, Godwin (2007) suggests that YouTube videos are very useful and suitable to be used by learners and teachers, videos which offer proper grammar, pronunciation and vocabulary implementing this, learners can easily be focused, willing to learn and speak smoothly.

Another study made by Ajiza and Puspitasari (2023) has shown that YouTube videos have a positive influence on learners' speaking skills improvement. Wahyuni et al (2021) have also discovered by a study made in University of Indonesia that YouTube is very effective in enhancing speaking skills, generating interest in learning and boosting self-confidence as well. They also discovered that learners mimic native speakers' style of speaking which help them be more fluent. Khasanah and Lestyanawati (2024) found out in an experiment made for pupils in senior high school in Kaliwiro, Indonesia that incorporating YouTube to enhance speaking abilities have scored higher in the post-test speaking performance compared to those who were only taught using traditional learning methods which indicates the benefits of this platform for learners and teachers. In fact, the use of YouTube as a multimedia platform has been commonly used by learners. According to Harmoko (2020), "students can effectively learn speaking by using YouTube, students have a chance to observe how native speaker speaks from the video. Students can also practice the mimicry expression, intonation, and vocabulary"(p.3). This means that YouTube offers the full package to learners to improve their oral fluency skills.

To conclude, Ajiza and Puspitasari (2023) also declare that YouTube is recognized to be an important modern e-learning source that offers various benefits in educational environments. In this context, Topps et al (2012) believe that YouTube videos can be excellent when used to serve educational purposes because they are simple to be shared with others. Maziri et al (2020) confirm that YouTube as an educational tool has gained a very positive attitude from learners, making it one of the most useful unexplored tools. Moreover, it has become a vital element for language learning and developing skills, particularly speaking for many learners around the globe. It connects them with a world where language is authentic and real. They can listen, see and interact with native speakers in a positive way. We are in an era of digitalisation and learners are aware and in touch with such growth, so there is an urge for teachers to come up with contemporary methods and modernize the learning process by updating, improving and using these technologies or ideas to enrich the usual traditional classroom learning which has become somehow outdated for these digital natives. Therefore, the necessity of combining both traditional and modern ways is inevitable inside and outside the classroom since it is the age where we are witnessing the dominance and rise of technology.

Chapter Two: Methodology, Data Analysis and Discussion

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2.1.Introduction

This chapter deals with the field-based aspect of the study, which intends to investigate the role of YouTube as an educational tool in enhancing EFL students' speaking skills. The research methodology used consisted of both quantitative and qualitative methods approach in order to test the research hypothesis. The main aim of this chapter is to provide a description of the research design and setting along with the sample of participants who took part in this study, data collection instruments and data analysis technique used in the study.

2.2. Research Design

The researcher opted for a mixed method approach where two research instruments have been designed to collect valid data from the participants. A questionnaire addressed to master two students in the Department of English at Ahmed Zabana's University and an interview conducted for teachers at the same department sent via e-mail. Both were meant to examine the role and usefulness of YouTube as a learning tool in enhancing speaking skills along with the type of content that is most suitable for learners and their insights on using this particular platform for improving speaking. For data analysis, the researcher goes for a mixed research method design, quantitative plus qualitative analyses. As a helping tool to analyze the collected data, the researcher chose SPSS/Excel.

2.3. Research setting and Sample

Population: The target population of this study are Master Two students in the Department of English at Ahmed Zabana University of Relizane. These (24) students study English as a Foreign Language and are expected to be appropriate because they have a decent level of English, enough experience and may be familiar with using different types of learning resources, including YouTube. The second group includes 7 university teachers who teach different modules, especially those who have an experience in teaching oral expression. Their insights and observations of students' speaking skills and difficulties would serve greatly in finding or suggesting solutions in addition to gathering their views on how beneficial digital tools, like YouTube are for students.

Sample: Purposive sampling is used to identify participants from the population. The sample consists of students who actually use YouTube for learning or have used YouTube videos to enhance their language skills. Thus, the participants are chosen so that they are relevant to the research focus and can offer useful data regarding the efficacy of YouTube in improving speaking skills.

2.4. Data Collection Instruments

In order to answer the research questions and meet the objectives. The researcher opted for both qualitative and quantitative research instruments: a questionnaire was designed for master two students and an interview was conducted with teachers in the department of English to gather relevant data for the study.

2.4.1 Description of Students' Questionnaire

The present questionnaire in this study aimed at gathering data about EFL students' use of YouTube as an educational tool and its impact on their speaking skills. The questionnaire consists of 24 questions. Three of them were devoted for general information (age, gender and level of English). The questionnaire as a whole is divided into three main sections. The first one focused on students' insights on speaking skills. It consists of five questions; two binary questions, three multiple choice and one open-ended.

The second section deals with students' use of internet and YouTube in particular for learning English outside the classroom, including frequency, type of videos and the perceived benefits. To investigate this, eight questions are employed, including five binary questions, two multiple choice and one open-ended.

The last section aimed at exploring further how YouTube influences speaking fluency of EFL learners 'by asking six questions, combining four binary questions, one multiple choice and one open-ended. This questionnaire uses a variety of questions to collect quantitative data which allows statistical analysis and deeper insights into learners' experiences and views.

The questionnaire was given to Master's 2 students and the responses were collected on paper, then further analysed through using SPSS/Excel.

2.4.2 The analysis of the Students' Questionnaire :

- Section One: General Information

Question 1: What is your age?

Table 2.1: Students' age.

Category	Frequency	Percentage
20-25	20	83%
More than 30	4	17%
Total	24	100%

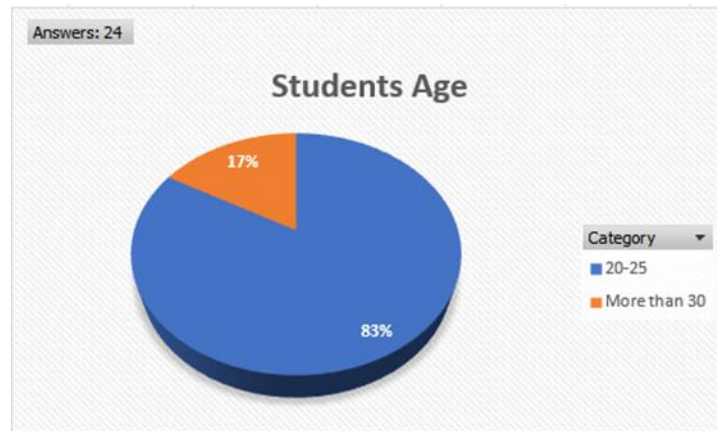


Figure 2.1: Students' age.

Most of the respondents (83%) are 20-25 years old, while 17% are above 30 years old. Therefore, it shows that the majority of participants are young in their early twenties which represents typical university students. Having few people above 30 indicates that they are pursuing their further studies.

Question 2: What is your gender?

Table 2.2: Students' gender.

Gender	Frequency	Percentage
Male	7	29%
Female	17	71%
Total	24	100%

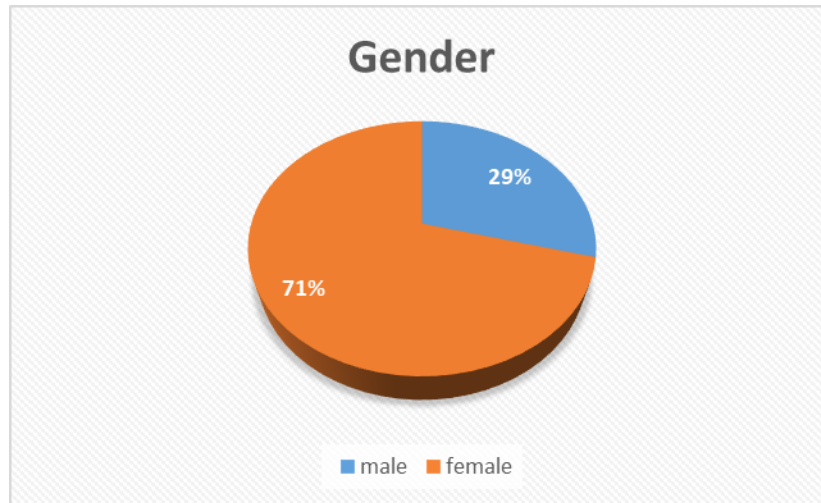


Figure 2.2: Students' gender.

Out of the total respondents, 29% are males and 71% are females. This shows that the sample is dominated by females more than males.

Question 3: What is your level of English proficiency?

Table 2.3: Students' level of English.

Level of English	Frequency	Percentage
Very Good	7	29%
Average	6	25%
Good	11	46%
Total	24	100%

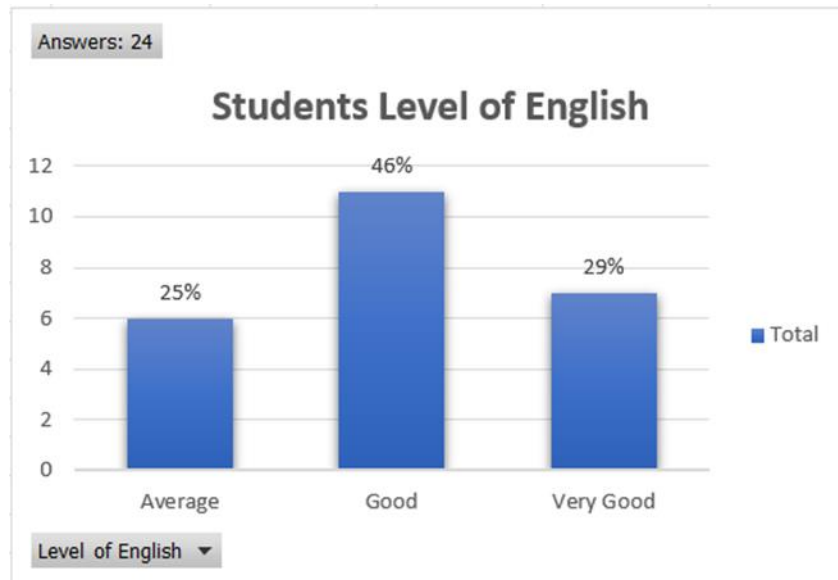


Figure 2.3: Students level of English.

- 29% rated their English as very good.
- 25% rated their English as average.
- 46% rated their English as good.

The majority of participants assess their English proficiency as "**good**" or above. This suggests that the sample has relatively strong English skills.

- **Section Two: Students insights on speaking skill**

Question 1: How do you find speaking in English?

Table 2.4: Students insights on speaking.

Speaking Difficulty	Frequency	Percentage
Normal	12	50%
Easy	10	42%
Difficult	2	8%
Total	24	100%

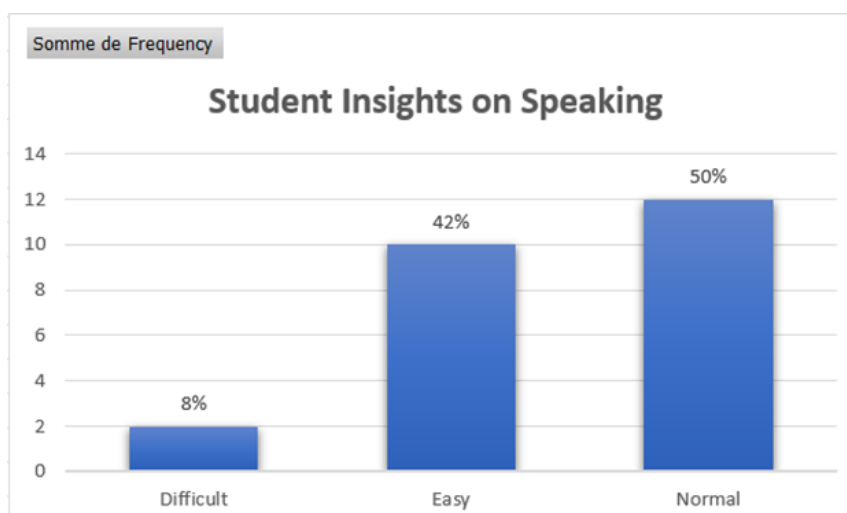


Figure 2.4: Students Insights on Speaking.

Based on the data, 50% of the respondents find speaking in English “normal.” On the other hand, 42% of them find it “easy” while only 8% find it “difficult.” Thus, we see that most of the students feel quite comfortable speaking English.

Question 2: Which kind of problems do you usually face during speaking?

Table 2.5: The challenges students face while speaking English.

Problem	Frequency	Percentage
Lack of vocabulary	8	33%
Fear of making mistakes	10	42%
Mispronunciation	2	8%
Low self-esteem	2	8%
Anxiety	2	8%
Total	24	100%

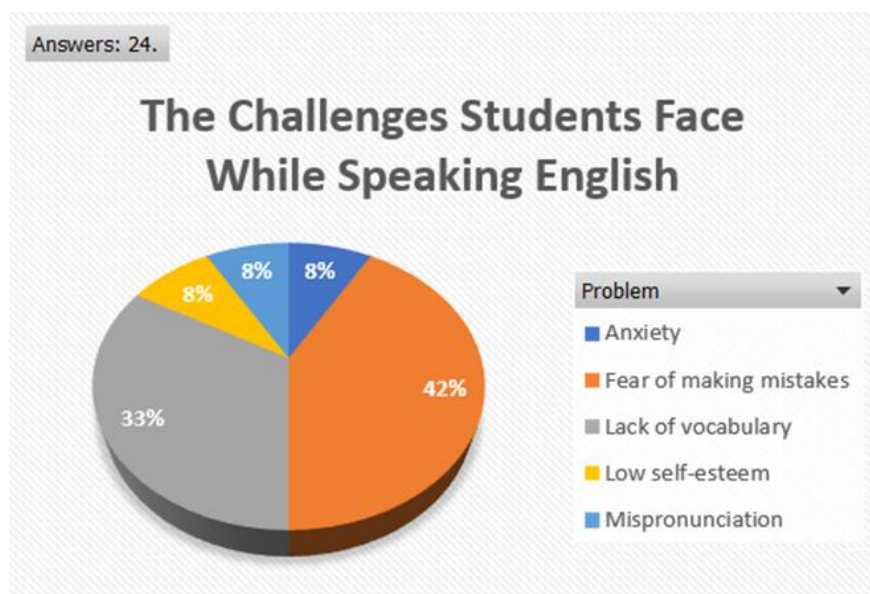


Figure 2.5: The challenges students face while speaking English.

According to the responses the students gave when asked to discuss their challenges in speaking English, 42% of the students said making mistakes is the biggest challenge they face while another 34% of them said that they did not have enough vocabulary to use. Other issues like mispronunciation, low self-esteem, and anxiety were less common, each affecting 8% of the respondents. This suggests that fear and vocabulary issues are the two main factors hindering students from speaking more confidently.

Question 3: Do your teachers encourage you to speak in class?

Table 2.6: Teachers' encouragement in class.

Response	Frequency	Percentage
Yes	23	96%
No	1	4%
Total	24	100%

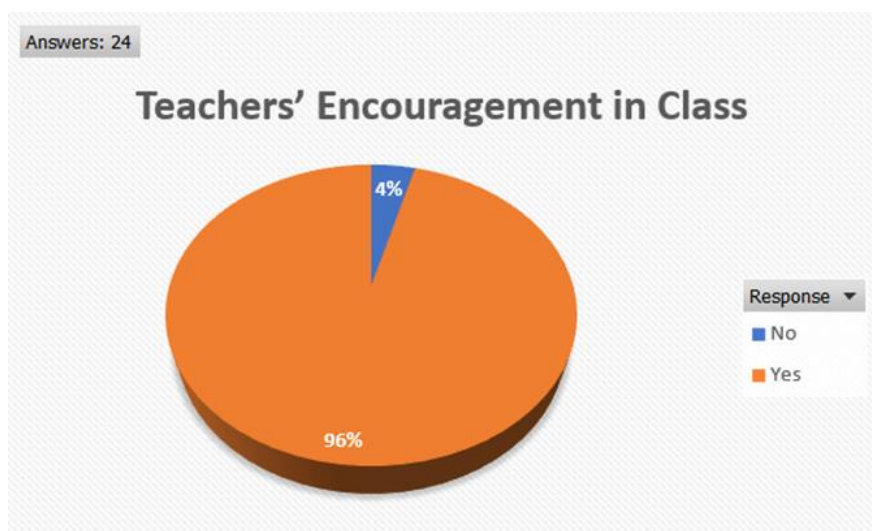


Figure 2.6: Teachers' encouragement in class.

The data reveals that 96% of the students are encouraged to speak by the teachers in class. Only 4% of the students claim that they are not encouraged by the teacher. This highly positive percentage of students receiving teacher's encouragement indicates that the class atmosphere is positive and they practice speaking at ease.

Students' justifications:

« For example, they let us present some topics in different ways as ppt presentation, debates and group discussions. »

«They try to encourage and motivate us. They also try to create topics and group discussions »

Question 4: Do you speak English outside the classroom?

Table 2-7: Frequency of Speaking English Outside the Classroom.

Response	Frequency	Percentage
Yes	13	54%
No	11	46%
Total	24	100%

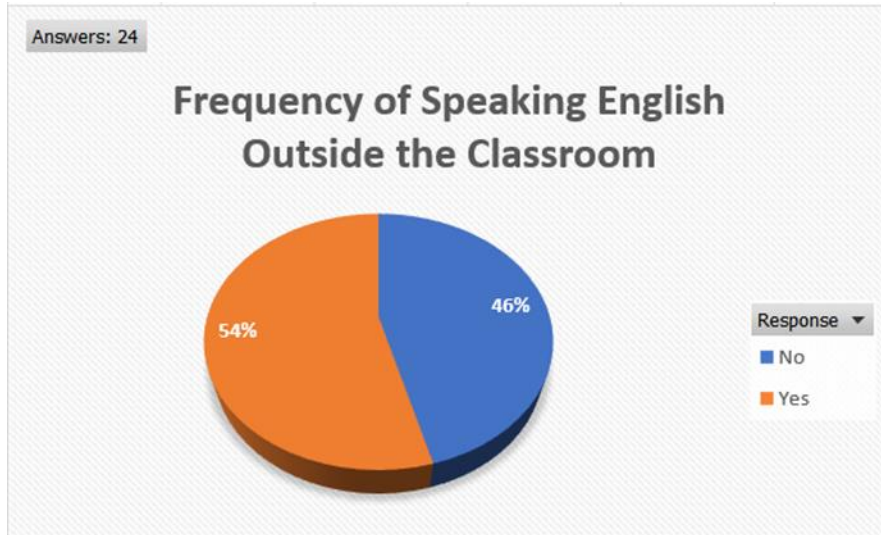


Figure 2.7: Frequency of speaking English outside the classroom.

While 54% of students report that they speak English outside the classroom, a significant 46% do not. This shows that slightly more than half of the students cease the opportunity to practice their speaking skills outside of an academic setting. However, the other students are missing a great opportunity to do so.

Question 5: Does exposure to native English speaker videos help in speaking English?

Table 2.8: Impact of exposure to native English speakers' videos on language learning.

Response	Frequency	Percentage
Strongly disagree	15	63%
Agree	9	37%
Disagree	0	0%
Total	24	100%

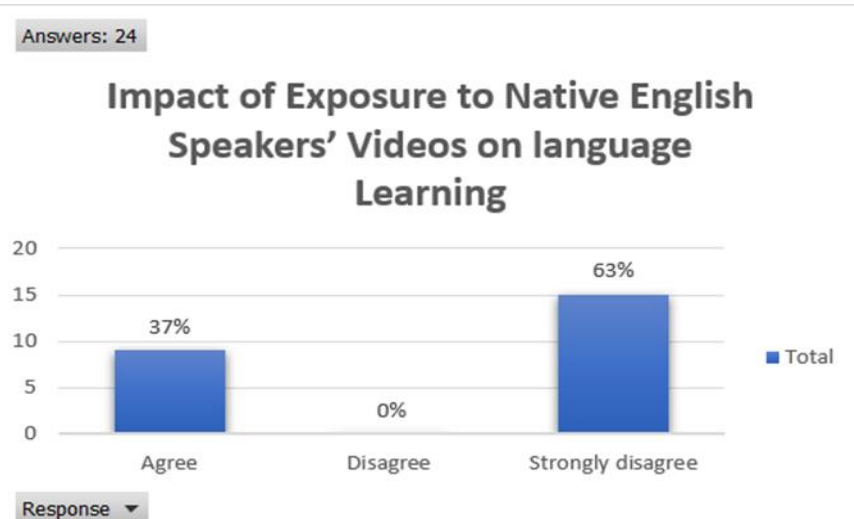


Figure 2.8: Impact of exposure to native English speakers' videos on language learning.

Based on the responses given, all of them agree that exposure to videos of native speakers would enhance their speaking skills. While 63% strongly agreed, 37% simply agreed. 0% of the participants disagreed. Videos of native speakers allow students to practice listening, pronunciation and natural use of language. Thus, this method is very effective in enhancing the speaking ability of learners.

Student's justifications:

«It is kind of practice and use language in authentic context. »

«By improving vocabulary and pronunciation»

«Watching native speakers videos improve pronunciation, natural phrasing, vocabulary, listening skills and fluency by expositing learners to real-life speech patterns »

- **Section Three: YouTube usage as an educational tool for learning English (by students)**

Question 1: Do you use internet (watching English videos, YouTube) to practice English outside the classroom?

Table 2.9: The use of internet.

Response	Frequency	Percentage
Yes	21	87%
No	3	13%
Total	24	100%

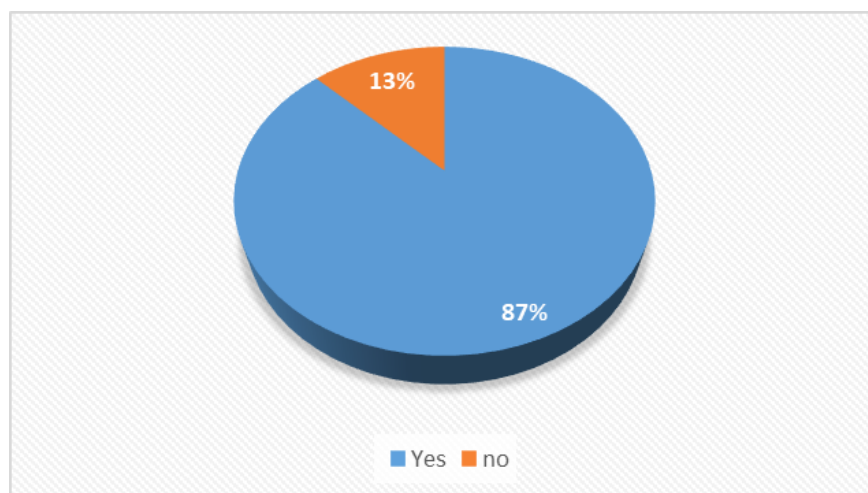


Figure 2.9: The use of Internet.

Only 13% percent of the respondents are not using the internet to practice their English outside the classroom. The data reveals that 87% of the participants are internet users which means that the students use different digital resources that are extremely important for learning.

Question 2: Do you use YouTube?

Table 2.10: The use of YouTube.

Response	Frequency	Percentage
Yes	21	87%
No	3	13%
Total	24	100%

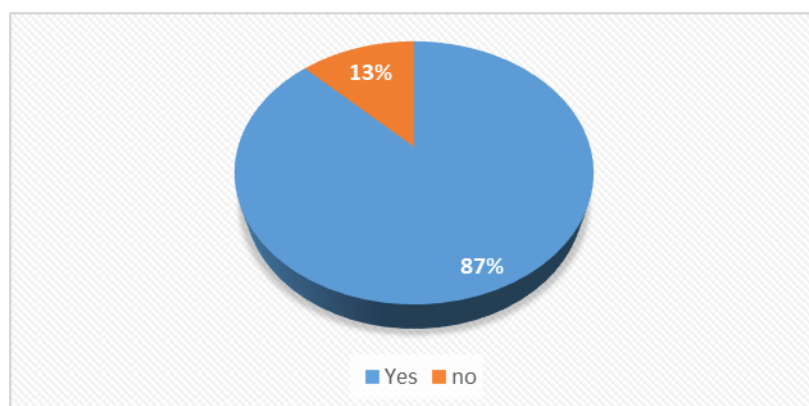


Figure 2.10: The use of YouTube.

Most of the respondents that are 87% use YouTube while 13% don't. This shows that most of the students use YouTube as it is a good source for learning.

Question 3: Where do you watch YouTube?

Table 2.11: Locations where YouTube is watched.

Response	Frequency	Percentage
At home	21	88%
Class	2	8%
In public places	1	4%
Total	24	100%

Answers: 24

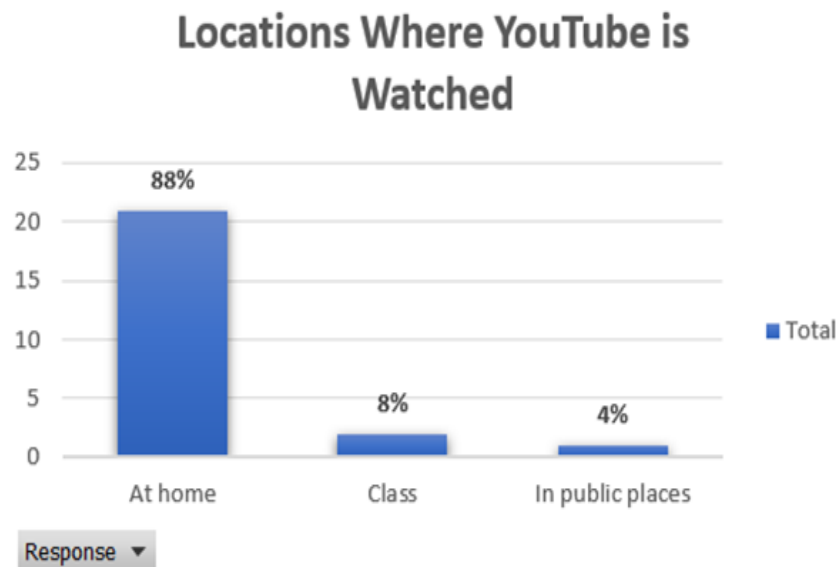


Figure 2.11: Locations where YouTube is watched.

Most respondents 88% watch YouTube at home, with 8% viewing it in class, and 4% in public places. The dominance of home usage shows that students primarily use YouTube in a personal setting, likely for informal learning or entertainment.

Question 4: How often do you watch YouTube?

Table 2.12: Frequency of YouTube usage.

Response	Frequency	Percentage
Everyday	12	50%
Occasionally	9	37%
Rarely	3	13%
Total	24	100%

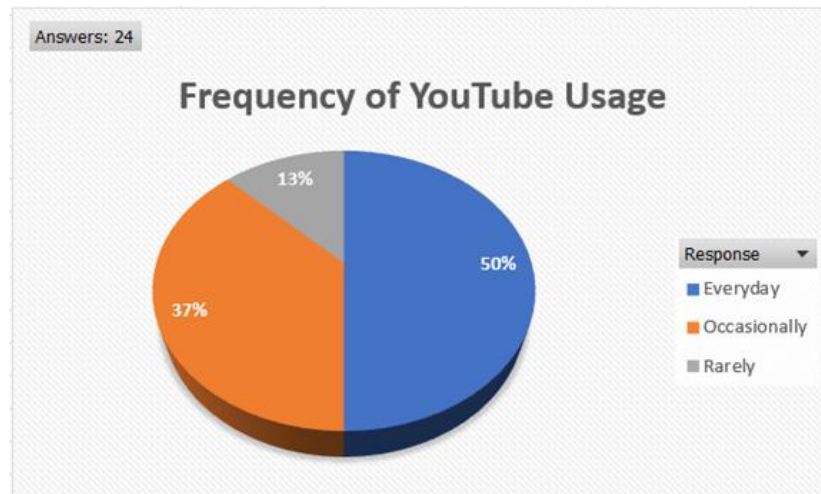


Figure 2.12: Frequency of YouTube usage.

According to the data, 50% of the respondents watch YouTube everyday whereas 38% watch it occasionally and 12% watch it rarely. This reveals that YouTube is a common platform among students as most of them watch it on a regular basis.

Question 4: Do your teachers use YouTube in class?

Table 2.13: Teachers' use of YouTube in class.

Response	Frequency	Percentage
Yes	0	0%
No	24	100%
Total	24	100%

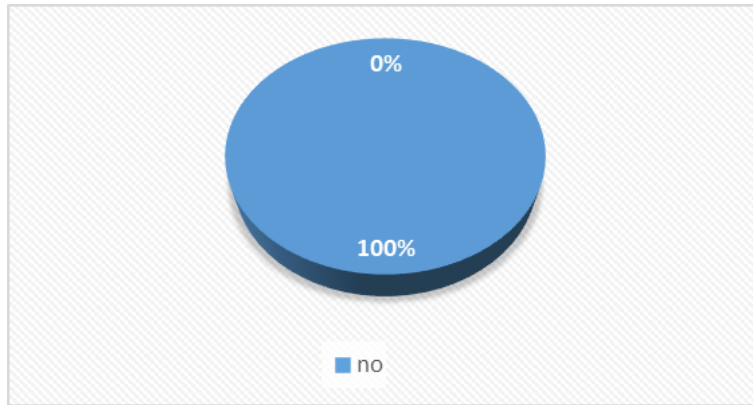


Figure 2.13: Teachers' use of YouTube in class.

Surprisingly, almost all students claimed that their teachers do not use YouTube in class. The absence of using YouTube in class can be seen as a waste of a great opportunity to integrate media and use digital content in class.

Question 5: Do you find the idea of using YouTube in class appealing?

Table 2.14: Appeal of using YouTube in class.

Response	Frequency	Percentage
Yes	21	87%
No	3	13%
Total	24	100%

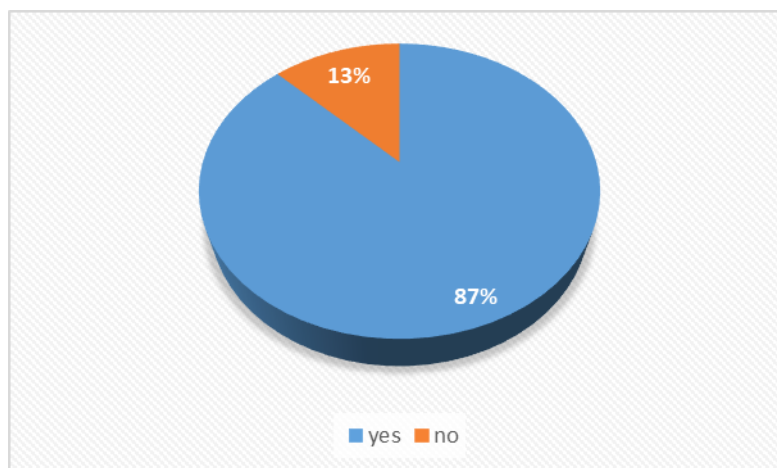


Figure 2.14: Appeal of using YouTube in class.

Most of the respondents (87%) stated they would like it if YouTube was used in class, while 13% said they would not. It shows that almost everyone admires and is open to the idea of YouTube integration in class.

Question 6: How much time do you spend on YouTube per day?

Table 2.15: Daily time spent on YouTube.

Response	Frequency	Percentage
Less than 1h	15	63%
1-3h	7	29%
More than 3h	2	8%
Total	24	100%

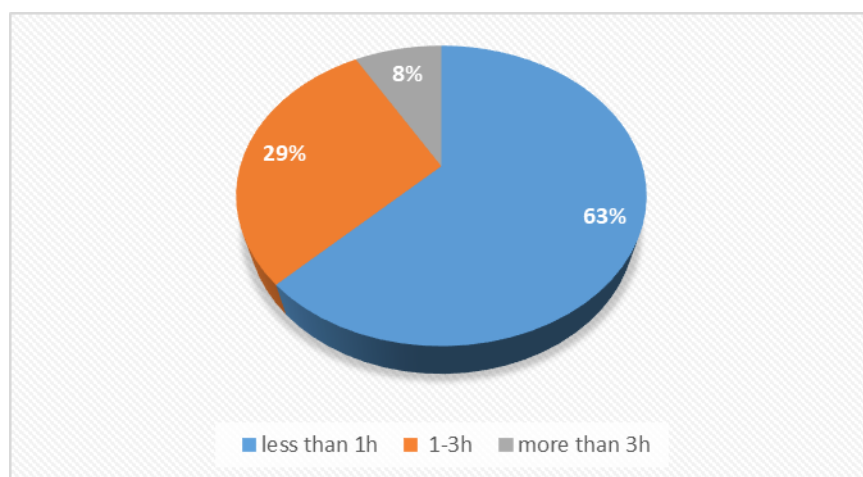


Figure 2.15: Daily time spent on YouTube.

A high percentage of YouTube users, 63% of the students use YouTube for less than 1 hour a day while 29% of the people use it for less than 1-3 hours a day and only 8% of the students spend more than 3 hours on YouTube. This indicates that it can be easily incorporated into their study routines without overwhelming them.

Question 7: Which type of YouTube videos are you most interested in?

Table 2.16: Types of YouTube videos of most interest.

Response	Frequency	Percentage
Educational videos	18	75%
Music	5	21%
Vlogs videos	1	4%
Debates	0	0%
Speeches	0	0%
Documentaries	0	0%
Total	24	100%

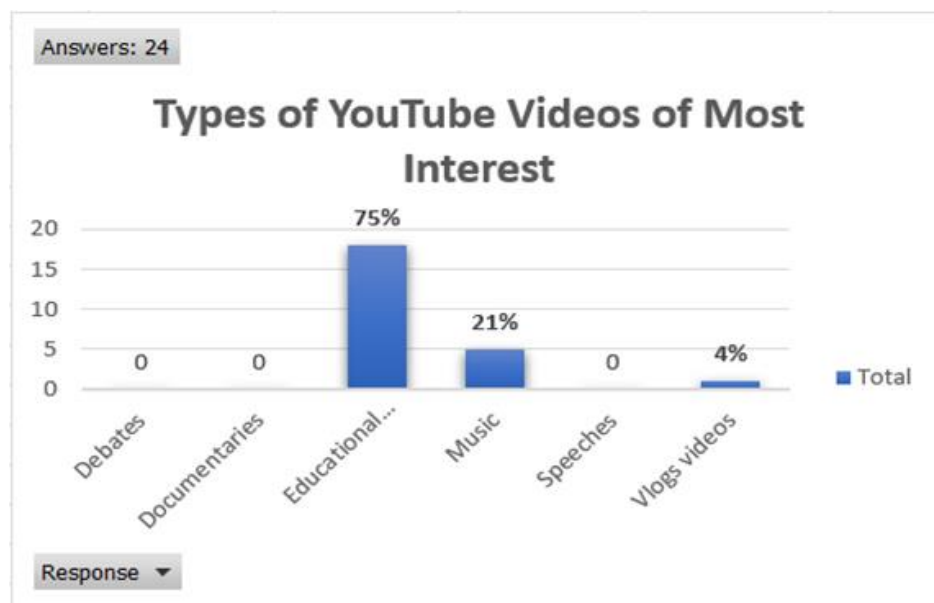


Figure 2.16: Types of YouTube videos of most interest.

Most respondents, 75% prefer watching educational videos while only 21% like watching music videos and 4% like vlogs .0% went for debates video, speeches and documentaries. This is clear that most students are looking for things that would help them learn mostly.

Question 8: Do you consider YouTube an effective educational tool?

Table 2.17: YouTube as an effective educational tool.

Response	Frequency	Percentage
Yes	23	96%
No	1	4%
Total	24	100%

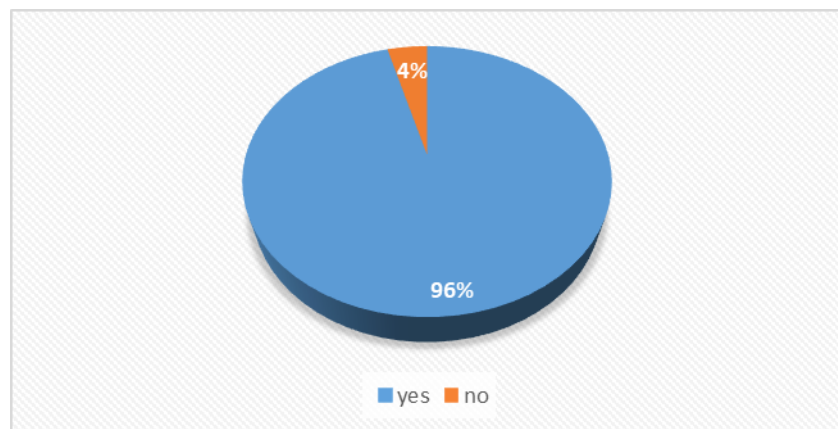


Figure 2.17: YouTube as an effective educational tool.

Almost every student or 96% of the students think that YouTube is an effective educational tool while only 4% believe that is not. This shows that students see a great benefit in using YouTube for learning.

- **Section Four: Speaking fluency and YouTube**

Question 1: Does YouTube help you improve your speaking skills?

Table 2.18: YouTube as an effective educational tool to enhance speaking.

Response	Frequency	Percentage
Yes	23	96%
No	1	4%
Total	24	100%

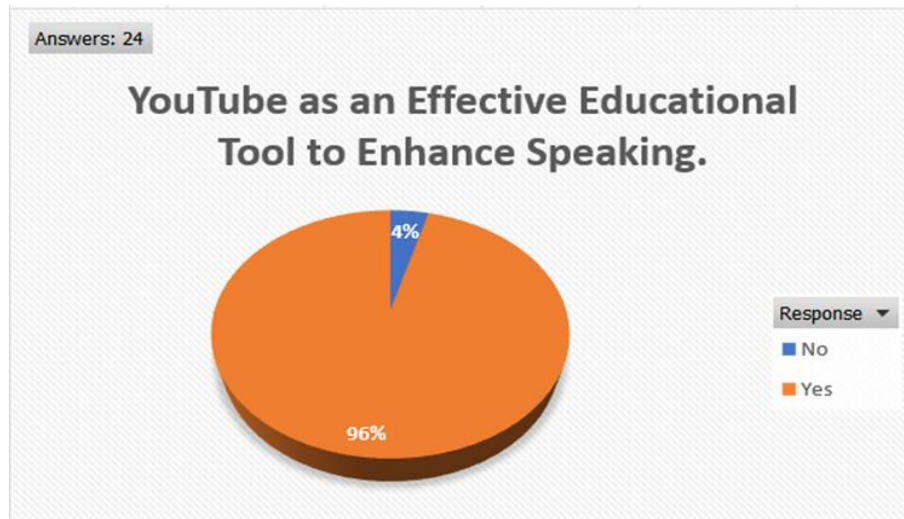


Figure 2.18: YouTube as an effective educational tool to enhance speaking.

96% of respondents believe that YouTube helps improve their speaking skills, with only 4% stating that it does not. This result suggests that most students find YouTube videos, especially those featuring native speakers, useful in enhancing their speaking.

Student's justifications:

«By providing vocabulary grammar and also how to pronounce words and always keeping you updated and in touch with language»

«Learn new vocabulary through watching YouTube »

Question 2: What are the most important speaking aspects that can be improved?

Table 2.19: Speaking aspects that can be improved through YouTube.

Response	Frequency	Percentage
Grammar	14	58%
Pronunciation	5	21%
Vocabulary	1	4%
Motivation	1	4%
All stated above	3	13%
Total	24	100%

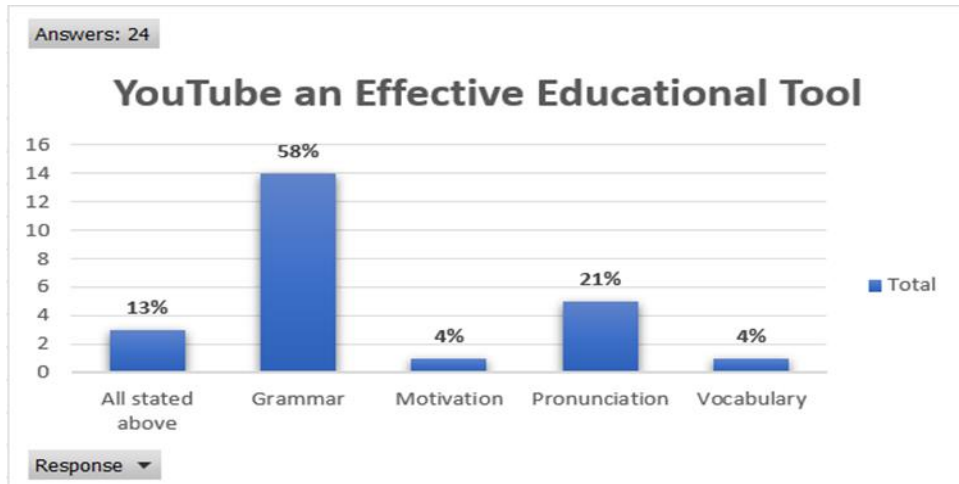


Figure 2.19: Speaking aspects that can be improved through YouTube.

The responses differed. While 58% of students believed pronunciation is the speaking part that is mostly improved by YouTube, 21% said pronunciation. 4% said vocabulary and motivation. 13% of the participants cited all speaking skills. Students believe that YouTube can enhance many aspects of speaking, but the most important are grammar and pronunciation.

Question 3: Do you practice speaking English loudly after watching videos on YouTube?

Table 2.20: Frequency of practicing speaking English aloud after watching YouTube videos.

Response	Frequency	Percentage
Yes	14	58%
No	10	42%
Total	24	100%

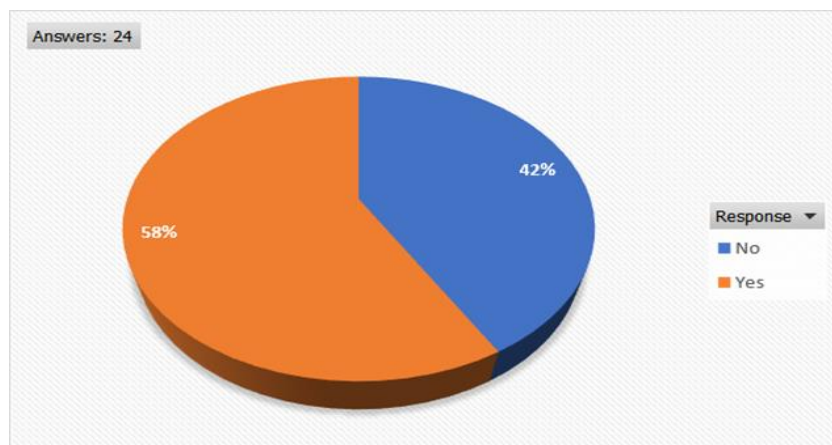


Figure 2.20: Frequency of practicing speaking English aloud After watching YouTube videos.

According to the responses, 58 % of students practice speaking English loudly after watching YouTube videos, while 42 % do not. This suggests that the majority of students actively engage in oral language practice.

Question 4: Have you ever mimicked words from YouTube to improve your speaking skills?

Table 2.21: Frequency of mimicking words from YouTube to improve speaking skills.

Response	Frequency	Percentage
Yes	20	83%
No	4	17%
Total	24	100%

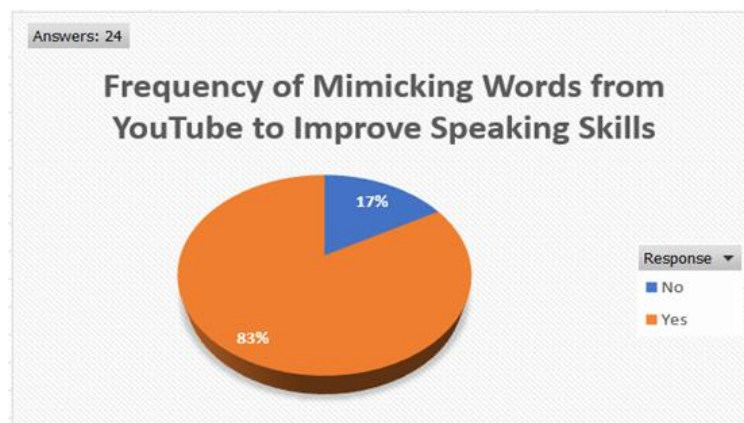


Figure 2.21: Frequency of mimicking words from YouTube to improve speaking skills.

An overwhelming 83% of respondents confirmed that they mimic words from YouTube videos to improve their speaking skills, while only 17% do not. This indicates that imitating native speakers on YouTube is very common among them.

Question 5: Do you find YouTube videos more motivating than traditional learning methods?

Table 2.22: Motivation levels: YouTube videos vs. traditional learning.

Response	Frequency	Percentage
Strongly Agree	10	42%
Agree	12	50%
Disagree	2	8%
Total	24	100%

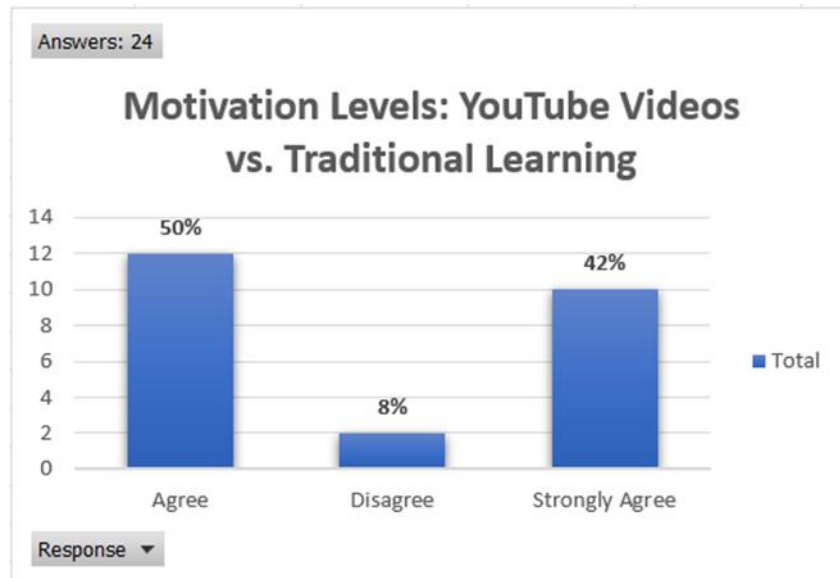


Figure 2.22: Motivation levels: YouTube videos vs. traditional learning.

As the data reveals, 42% of students strongly agree that YouTube videos are more motivating than traditional learning methods, with another 50% agreeing. Only 8% disagreed with this statement. These results highlight that most students find YouTube to be an engaging and stimulating tool for language learning compared to traditional methods.

Question 6: Would you recommend the use of YouTube as an educational tool to others?

Table 2.23: Recommendation of YouTube as an educational tool.

Response	Frequency	Percentage
Yes	23	96%
No	1	4%
Total	24	100%

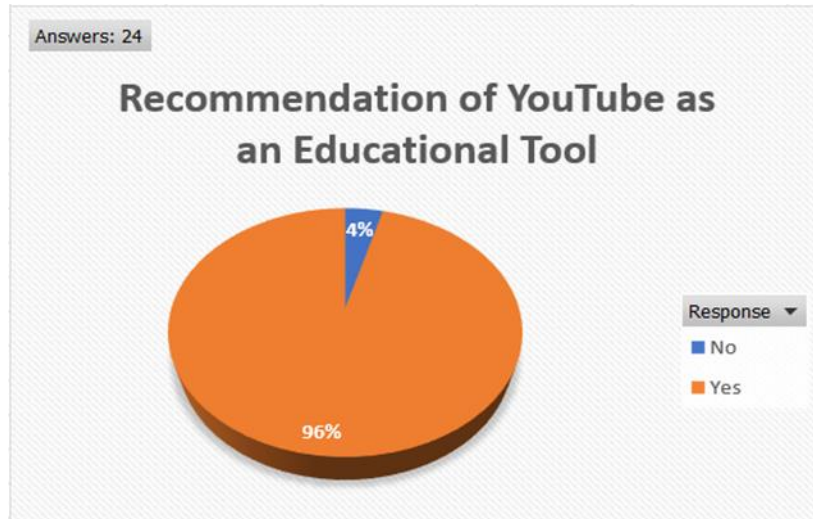


Figure 2.23: Recommendation of YouTube as an educational tool.

A large majority, 96%, would recommend using YouTube as an educational tool, while 4% would not. This reinforces the idea that students generally find YouTube valuable for educational purposes and are likely to share this opinion with others.

Question 7: Do you think watching educational YouTube videos give you the chance to recognize how English is spoken in different contexts?

Table 2.24: YouTube's potential in giving the chance to recognize how English is spoken in different contexts.

Response	Frequency	Percentage
Agree	20	83%
Strongly Agree	4	17%
Disagree	0	0%
Total	24	100%

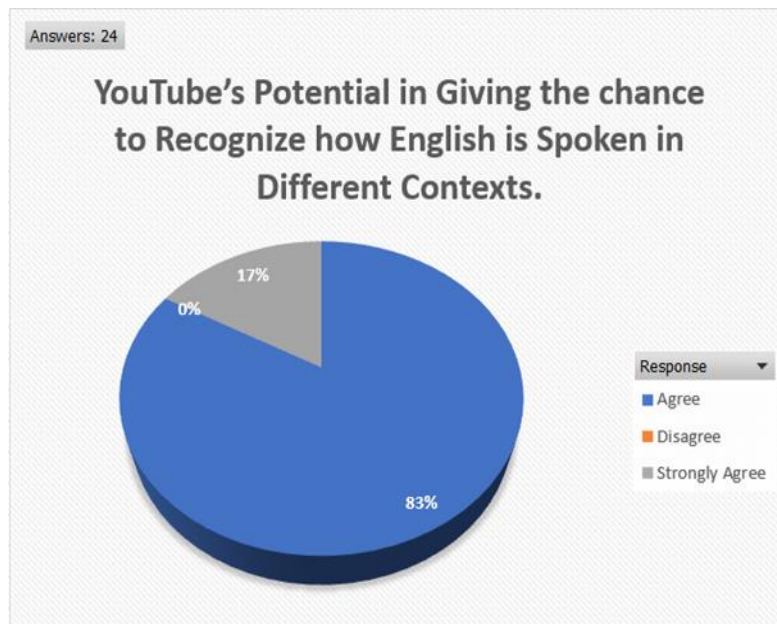


Figure 2.24: YouTube's potential in giving the chance to recognize how English is spoken in different contexts.

Lastly, 83% of respondents agree that watching educational YouTube videos helps them recognize how English is spoken in different contexts, while 17% strongly agreed and 0% simply disagreed. This shows that most students recognize the benefits of watching YouTube videos for understanding how English is used in different real-life situations.

Interpretations of the Findings:

Outcomes from the student questionnaire along with other studies helped the researcher answer the research questions that were meant to be investigated. From students' responses, it is confirmed that YouTube is a powerful educational technology tool for improving EFL learners' speaking skills. Most participants reported that their regular exposure to YouTube significantly improved their vocabulary, grammar, pronunciation, and overall speaking skills.

The analysis of the quantitative data provided unique insights regarding YouTube as an educational tool. Students mentioned that observing native speakers on YouTube served as practical examples of language practice. This helps to reinforce prior research about the significance of authentic video materials, especially YouTube in teaching listening and speaking since they provide a variety of materials with different accents, styles, and contexts for speaking.

A different elicited response suggests YouTube's unique influence. The majority of respondents stated that they spend a decent amount of time on this platform and over 90% found YouTube more interesting and engaging compared to traditional learning methods, which is clearly attached with the motivational value of YouTube videos. The materials available on YouTube appear to attract learners' attention due to the variety and flexibility of the content. Students also stated that they speak aloud or mimic native speakers after watching videos which shows that students use YouTube for active speaking practice not just for watching passively. Educational videos were the most preferred type among learners (75%) which indicates that they prefer learning over random entertainment. Almost all students (96%) recommend using YouTube for other people in order to enhance their speaking skills and they also believe that it is very effective and useful. The majority of students welcomed the idea of using this platform inside the classroom. However, they also noted that their teachers do not use it in class and this reflects a clear gap between students' expectations and classroom practices.

The other information related to YouTube shows that the students expressed a certain degree of autonomy and active engagement with the materials since 88% of the students use it on their own and mostly at home. This platform which guided learners to learn independently and at their own pace, fostered their autonomy and it shows the role of YouTube in encouraging performance and self-engagement among learners of English as a Foreign Language.

On the other hand, the students do have some challenges as these findings reveal. Most of the students do try their best to improve their speaking skills. However, a handful continue to struggle with speaking due to fear of making mistakes or lack of vocabulary. This shows that while YouTube serves as a great additional resource, the need of teacher guidance and well-chosen activities designed for these particular students will always be needed in order to help them overcome these struggles.

In conclusion, the analysis indicates that YouTube is seen by learners as an extremely proficient educational tool facilitating self-direction and motivation on varying levels in vocabulary, pronunciation, and fluency skills along with fostering learner autonomy. This highlights the purpose and the importance of integrating YouTube in the EFL syllabus not only as additional tools but also as means to promote self-learning that extends beyond the classroom in a

way that reduces learner stress, poor fluency and linguistic deficits using appropriate teaching strategies.

2.4.3 Description of the Teachers' Interview

The purpose of this study is to explore the perception of teachers regarding the use of YouTube as an educational tool for developing the speaking skills of EFL learners. The interview is divided into two sections. The first section is entitled 'Background Information' which aims to gather information about the teachers such as their age, gender, educational qualifications, and their teaching experience.

The second section is called 'The Importance of YouTube in Enhancing Speaking' and focuses on the respondents' use of YouTube for educational purposes. The interview contains open-ended questions which help to elaborate on the practical experiences, views, and recommendations that teachers would like to provide. For instance, teachers are asked what difficulties students encounter in speaking, whether they use YouTube in their instruction and, if they do, what type of YouTube videos they consider most useful, and their overall attitude towards YouTube in education. Participants also have a space to provide any additional comments or recommendations. Such questions make it possible to gather comprehensive and honest information concerning the practical use and advantages of YouTube in developing students' speaking skills.

2.4.4 Analysis of Teachers' Interview

- **Section 1: Background Information**

This section presents a detailed analysis of the teachers' interview responses regarding the role of YouTube as an educational tool in enhancing EFL students' speaking skills.

Item 1. Gender

Table 2.25 : Participants' gender.

Teacher	Gender
Teacher 1	Male
Teacher 2	Male
Teacher 3	Female
Teacher 4	Male
Teacher 5	Female
Teacher 6	Male

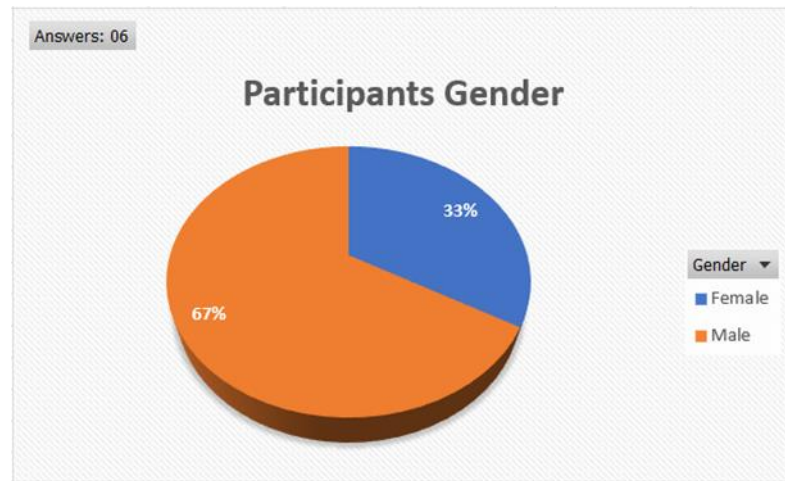


Figure 2.25: Participants' gender.

The pie chart shows that 67% of participants are male teachers and 33% are female. The aim of the question is to provide background information about the participants and ensure a diverse sample.

Item 2. Qualification

The aim of this item is to know the degrees and qualifications of teachers that the researcher is going to work with.

Table 2.26 : Participants' degree.

Answer	Respondents	Percentage
License	0	0%
Master	2	33%
Magister	1	17%
PhD (doctorate)	3	50%
Total	6	100%

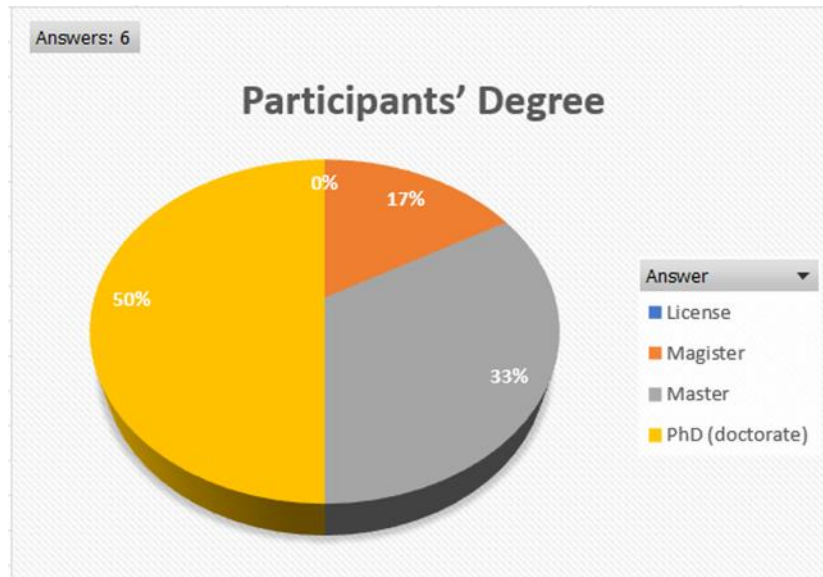


Figure 2.26: Participants' degree.

The pie chart illustrates what degrees the participants have. Out of the participants, 33% have a Master's degree while 50% hold a Doctorate (PhD), 0% have a License, and the remaining 17% have a Magister degree.

Item 3. Teaching Experience at the University: Duration

The aim is to identify teachers' years of experience in higher education.

Table 2.27: Participants' years of experience.

Answer	Respondents	Percentage
1-5 years	1	17%
5- 10 years	3	50%
More than 10 years	2	33%
Total	6	100%

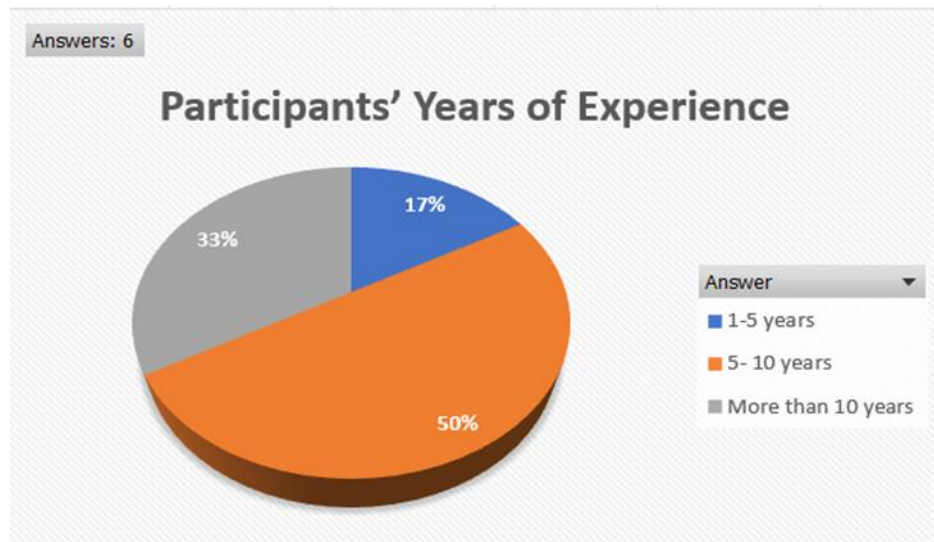


Figure 2.27: Participants' years of experience.

From the table and the pie chart, it can be observed that there is one teacher who has 1-5 years of teaching experience, three teachers have 5-10 years of experience, and two teachers have more than ten years of teaching experience. Such experience provides for a wide range of perspectives as there are responses from both younger and older teachers, which is important because it adds depth to the analysis.

- **Section 2: The Importance of YouTube in Enhancing Speaking**

The aim of this section is to show how the YouTube platform can be useful for developing the speaking skills of language learners.

Item 1. The difficulties that students face while speaking

This item analyzes responses from six EFL teachers regarding the difficulties their students encounter in developing speaking skills.

Breakdown of Responses

Teacher	Key Difficulties Identified
T1	Lack of confidence, limited vocabulary, fear of mistakes, grammar issues, poor pronunciation.
T2	Difficulty expressing ideas, finding appropriate words, incoherent thoughts.
T3	Lack of vocabulary, poor pronunciation, fear of mistakes, lack of self-confidence, lack of ideas.
T4	Lack of vocabulary, pronunciation difficulties, fear of public speaking, lack of confidence.
T5	Shyness, limited vocabulary, poor fluency, poor pronunciation, anxiety.
T6	Lack of vocabulary, lack of confidence.

Common challenges faced by learners

1) Linguistic Barriers

- **Vocabulary Deficits:** All six teachers pointed out students' lack of vocabulary that prevents them from expressing their ideas.
- **Pronunciation Problems:** T1, T3, T4, T5, and T6 have noted the lack of proper pronunciation as one of the major issues.
- **Grammatical Challenges:** T1 has identified the most evident challenge for students to communicate clearly which is the lack of proper grammar.

2) Psychological Factors

- **Lack of Confidence:** It influences students' overall self-image. This was explained by all the teachers as a real struggle for students to deliver their speeches, especially for group or public speaking.
- **Fear of Mistakes:** Noted by five teachers (T1, T3, T4, T5, T6), which results often from fear of judgment or being laughed at or even bullied.

- **Shyness and Anxiety:** These two are the main issues for the majority of learners. Both T2, T5, and T6 noted these two which can really affect, undermine students' performance and sometimes leads students to stop or withdraw from speaking.

3) Cognitive and Organizational Challenges

- **Expressing Ideas:** From the perspective of T2 and T3, students are unable to express their ideas in an organized manner.
- **Lack of Ideas:** In their speaking exercises, students, as noted by T3 and T2, seem to find the task of coming up with appropriate ideas to talk about very difficult.

4) Fluency and Performance Issues

- **Poor Fluency:** T2 and T5 stated that learners find it challenging to be fluent speakers.

Interpretation

From the analysis of the teachers' responses, it seems that the prominent issues that EFL learners deal with when it comes to speaking are shyness, lack of self-confidence, insufficient vocabulary, fear of making mistakes, and poor pronunciation. All these factors are often interrelated. For instance, the students' poor vocabulary and pronunciation skills tend to influence their self-confidence and increase their anxiety about speaking. Thus, conveying and expressing their thoughts along with maintaining a good speech will be a problem for them. These results suggest that teachers need to be more responsive to creating conditions that encourage their learners and promote a positive classroom environment.

Item 2. Do you use YouTube in your teaching? If yes, how do you use it?

This item analyzes the responses of six EFL teachers regarding their use of YouTube in classroom practice.

Summary of Teachers' Responses

Teacher	Do you use YouTube?	How it is used?
T1	Yes	It is used as helpful tool to make lessons more engaging and to expose students to real-life English.
T2	Yes	Indicates YouTube site for students to learn speech delivery and idea organization.
T3	Sometimes	Uses YouTube occasionally; selects videos for listening comprehension, pronunciation, fluency, and exposure to real-life situations.
T4	No, but recommends	Recommends YouTube for enhancing oral performance; suggests podcasts and other videos for students to watch.
T5	Yes, (occasionally)	Uses videos as audio scripts in Oral Expression classes to improve listening and speaking.
T6	No	Does not use YouTube in teaching.

Interpretation and Analysis

From the teachers' responses, the use of YouTube can differ from one teacher to another depending on the purpose:

Active Use and Pedagogical Integration: A few teachers like T1, T2 and T5 actively integrate YouTube videos into their classes for authentic English exposure and listening or pronunciation. In T1's case, she uses YouTube to expose her learners to real-life English videos. T5 uses videos as audio scripts in Oral Expression classes. T2 has his own approaches and guides students to use YouTube to focus on how to organize their ideas and deliver speech.

- **Occasional Use:** T3 and T5 reported the use of YouTube as a supporting material occasionally within the lesson. T4 doesn't use YouTube in her classes, but suggests using it for learners who are trying to improve their speaking skills.
- **Non-Use:** Other teachers like T6 do not use YouTube as a teaching source, but during the interview they acknowledged that it has advantages.

Teacher 1: *“Yes, I use YouTube in my teaching. It's a helpful tool to make lessons more engaging and to expose students to real-life English. I use videos such as interviews, short talks, and conversation clips to teach listening skills, vocabulary, and pronunciation. Sometimes, I pause the video to ask questions or explain new words.”*

Teacher 2: *“Actually I use YouTube to indicate students' sites where they can learn how to deliver speech and organize their ideas.”*

Teacher 5: *“The times I used YouTube as part of my classes were when I used some videos as audio scripts to improve listening in Oral Expression.”*

Summary

The teachers who participated in the research either use YouTube within their teaching or recommend it as an additional tool for students. Some, for example, bring videos into class for speaking and listening exercises which help students to work. A few teachers do not use YouTube at all for teaching either out of personal choice or other reasons. Everybody insisted on the suitable selection of content that suits learners and they claimed with no hesitation that YouTube is beneficial as it makes lessons enjoyable and helps with speaking practice.

Item 3. Do you think that YouTube can help students improve their speaking skills? Why?

This section analyzes the responses of six EFL teachers to the question of whether YouTube can help students improve their speaking skills.

Summary of Teachers' Responses

Teacher	Response	Justification
T1	Yes	YouTube exposes students to native and fluent speakers in real situations, aiding pronunciation, vocabulary, and sentence structure. Watching and repeating phrases helps students practice speaking naturally and builds confidence.
T2	Yes	YouTube presents a variety of videos on different topics that attract students, making it a good tool for improving speaking.
T3	Yes	YouTube is beneficial for several reasons. It provides authentic material, like native speakers and real-life situations, helping learners understand the language in context. It also encourages role-play, enhances pronunciation, and enriches vocabulary by exposing learners to natural speech.
T4	Yes	YouTube helps enhance oral communicative skills by allowing students to listen and watch different kinds of videos.
T5	Yes	YouTube provides authentic materials and it is also good for role-play, enhances their pronunciation and enriches their vocabulary.
T6	Yes	Especially effective when students follow native speakers.

Interpretation and Analysis

All six-teachers agreed that YouTube can help students improve their speaking skills. From their responses, the following points can be deduced:

- **Exposure to Authentic Language:** Teachers pointed out that through YouTube, students are able to listen to fluent speakers in actual and different contexts, which is important for achieving fluency.
- **Language Practice:** Several teachers reported that through watching and repeating words on YouTube, students are able to speak naturally and most importantly gain confidence.

- **Variety and Engagement:** According to teachers, the variety of content that YouTube has captures the attention of students and their interest which makes learning more relevant and engaging.
- **Skill Development:** Teachers noted that the use of YouTube also helps in comprehension, vocabulary development, and even pronunciation, which makes their oral communication more effective.

Teacher 1: *“It allows them to listen to native and fluent speakers in real situations, which helps with pronunciation, vocabulary, and sentence structure. By watching and repeating phrases, students can practice speaking naturally. It also builds their confidence as they hear how English is used in everyday life.”*

Teacher 5: *“YouTube provides authentic material (native speakers and real-life situations). It is good for role-play, enhances their pronunciation, and enriches their vocabulary.”*

Summary

Based on the feedback from the teachers, it can be noted that there is widespread agreement on the use of YouTube that it has a constructive effect on students’ speaking skills. YouTube is perceived by teachers as a tool which provides students with opportunities to hear real authentic language, its usage and to participate in making learning more engaging and effective.

Item 4. What type of YouTube videos do you think help students in their speaking?

This item analyzes the responses of six EFL teachers regarding the types of YouTube videos they believe are most effective in helping students develop their speaking skills.

Summary of Teachers' Responses

Teacher	Response
T1	Videos that show real conversations, such as interviews, travel vlogs, daily routines, or street interviews where people speak naturally. These help students learn how English is actually used in real life.
T2	Academic YouTube video types can help students build academic speaking ability. Also recommends varieties such as TED Talks and videos on different subjects of interest.
T3	Videos that include conversations, role-plays, interviews, and short speeches.
T4	All English videos are included, such as podcasts, movies, short stories, etc.
T5	Anything that is not produced in slang. Any video can expose them to something valuable.
T6	YouTube videos in English, done by natives, but not directly about English grammar or vocabulary. Prefers videos that deal with topics interesting to young students (e.g., love, religion, money, life, happiness) in academic spoken English.

Interpretation and Analysis

From the teachers' responses, several key responses appear regarding the types of YouTube videos that best support speaking skill development:

- **Authentic, Real-Life Content:** A majority of the participants (T1, T3, T4, T6) valued videos of conversations, interviews, and daily life and noted their usefulness for teaching students. Such exposures provide students with access to real language, vocabulary used in everyday contexts, and academic spoken English, which are essential for the enhancement of their communicative skills.

- **Academic and Structured Videos:** Teachers T2 and T6 focused on the importance of TED Talks and other academic videos in helping students' formal speaking skills and introducing them to academic vocabulary and discourse.
- **Diversity of Content:** A number of teachers (T3, T4) suggested using role-plays, podcasts, movies, and short stories. This diversity allows students to see multiple contexts and styles of speaking.
- **Content Relevance and Interest:** T6 highlighted some social and other personal interests that are readily engaging, motivational and relevant to learners and noted that videos tackling these topics are more effective in engaging young learners (Love, Money, Religion ...).
- **Language Level and Appropriateness:** T5 noted that videos with heavy slang must be avoided. He suggested that videos should be valuable.

Teacher 1: *"Videos that show real conversations are the most helpful for students' speaking skills. For example, interviews, travel vlogs, daily routines, or street interviews where people speak naturally. These videos help students learn how English is actually used in real life."*

Teacher 6: *"YouTube videos in English, done by natives, but not directly about English grammar or vocabulary. Videos that deal with topics interesting the young students-of course in academic spoken English-such as: love, religion, money, life, happiness..."*

Summary

The responses from the teachers reflects their beliefs concerning authentic and engaging videos of YouTube which combines a variety of topics, authenticity and relevance. These videos are very beneficial to learners by helping them to enhance their speaking and even boost their motivation and confidence levels.

Item 5. As a teacher, how do you feel about using YouTube as a tool to help students speak fluently?

This item analyzes responses of six EFL teachers regarding their personal reflections on using YouTube as a tool to help students achieve speaking fluency.

Summary of Teachers' Responses

Teacher	Response
T1	YouTube is a very useful tool for helping students speak more fluently. It provides access to real conversations, natural pronunciation, and everyday vocabulary. Watching and repeating what they hear improves students' speaking rhythm and confidence.
T2	Elicits students to use YouTube as a model to improve speaking abilities. Emphasizes the importance of guiding students to the right types of videos.
T3	Helpful tool if well-used. Stresses the need for careful selection of videos that serve clear academic purposes and are adapted to students' needs. Moderation and adaptation are key; YouTube should not be relied on excessively.
T4	Believes using YouTube during sessions may benefit students by helping them listen to correct pronunciation and imitate what they see. Encourages students to summarize or reproduce video content, fostering concentration and active learning.
T5	Feels it is all about adjusting YouTube to meet students' needs and not relying on it in all situations. Highlights the importance of moderation and adaptation.
T6	Did not provide a direct answer to this question, but earlier responses indicate a positive view of YouTube's usefulness, especially when students follow native speakers.

Interpretation and Analysis

Several key responses from the teachers' reflections:

- **Strong Support for YouTube's Value:** The majority of teachers hold positive attitudes towards using YouTube as a means of developing speaking fluency because it offers authentic exposure to language.

- **Emphasis on Purposeful Use:** Teachers paid attention to the content interactivity where students are required to repeat, summarize or discuss the content of the videos seen as they actively watching them. Such participation is crucial in developing fluency and confidence.
- **Need for Guidance and Moderation:** Several teachers declared that YouTube can be used easily but should not be used randomly. They emphasized the need for careful selection of the content and the necessity of adjusting it in order to meet learners' needs and interests.
- **Pedagogical Flexibility:** Teachers pointed out that YouTube is best when it is used to serve academic purposes and in a way that attracts learners.

Teacher 1: *“As a teacher, I feel that YouTube is a very useful tool to help students speak more fluently. It gives them access to real conversations, natural pronunciation, and everyday vocabulary. When students watch and repeat what they hear, it helps them improve their speaking rhythm and confidence.”*

Teacher 2: *“As a teacher I elicit students to use YouTube as a model to improve the speaking abilities... it is always advisable to guide the students on the right and adequate types of videos to help them improve the speaking abilities.”*

Teacher 5: *“As mentioned above, it is all about adjusting it to meet the students' needs. It shouldn't be religiously relied all in all situations. Moderation and adaptation are key.”*

Summary

According to previous responses, it is evident that teachers consider YouTube to be a significant educational tool for improving speaking fluency as long as it is incorporated and used purposefully and under supervision. At the same time, they understand that balance, content choice as well as purposeful integration are key.

Teachers' Comments and Suggestions

This section was intentionally left for teachers to freely share their comments and suggestions regarding the use of YouTube in EFL speaking classes. From the responses, several points and practical recommendations can be deduced:

- **Careful Selection of Content:** The teachers stressed the relevance of selecting YouTube videos that are appropriate for the students' language proficiency and meet their interests as well as their needs in order to facilitate learning.
- **Guidance and Moderation:** Numerous teachers noted the importance of teacher's intervention in choosing content or guiding students to select the right type of videos to serve clear objectives.
- **Encouragement of Active Use:** Teachers tend to admire the idea of encouraging their learners to take part and actively participate by allowing them to recite phrases, imitate the speakers, summarize, discuss and record themselves mimicking native speakers. Teachers encouraged integrating YouTube into speaking activities to promote active participation and boost self-confidence.
- **Adaptation to Student Needs:** A good number of teachers declared that the platform should be adapted to the learners' needs and interests in order to get them fully engaged and motivated.

Quote Box:

"I suggest using YouTube regularly as a part of speaking practice. Choose videos that are short, clear, and related to students' interests. Encourage students to repeat phrases, shadow speakers, and even record themselves. It makes learning more active and enjoyable."

"As a final thought, it is always advisable to guide the students on the right and adequate types of videos to help them improve their speaking abilities."

"We should carefully select the type of YouTube videos we use for teaching, ensuring they serve clear academic purposes and contribute effectively to our students' learning."

2.5 Discussion of the Main Findings

At this level of this chapter, the researcher provides the discussion of the main collected findings. The researcher attempts to interpret the gathered findings accordingly to the previous mentioned hypotheses of this research work. Thus , in this stage the hypotheses can be either confirmed or refuted for the issue of this study which focused on the role of YouTube as an educational tool in enhancing EFL students' speaking skills .At the beginning , it was hypothesized that using YouTube as an educational tool positively influences learners' speaking skills , educational content on YouTube plays a key role in improving speaking , and EFL students and teachers perceive YouTube as a beneficial platform for enhancing speaking skills.

The results of this study show that both students and teachers at Ahmed Zabana University of Relizane see YouTube as a helpful tool for learners to speak English. YouTube is not only a platform for entertainment, but also serves as a resource for learning English, particularly in respect to pronunciation, vocabulary, and speaking. Almost all of the students accepted the consensus that watching YouTube videos, particularly those with educational content help them in speaking better English. Their daily use shows that they appreciated listening to real English spoken by native speakers and found it much more interesting than traditional methods. A good number of learners reported that watching YouTube makes them feel more confident and motivated which encourages them to practice speaking by engaging in mimicking and repetition.

The student questionnaire also showed that students have some difficulties with speaking, such as insufficient vocabulary, fear of making mistakes, anxiety, and troubles with low self-esteem. However, the regular YouTube users claimed that they were willing to speak, even outside the classroom.

Both the teachers and the students were in agreement. Every single teacher I spoke with mentioned that YouTube brings authentic English content into the classroom and can, thus, be very helpful. They noted that videos such as interviews, vlogs, and TED Talks are useful because they demonstrate how people actually speak English. However, the teachers also pointed out that video selection must be done carefully and students must be aided in using videos in a manner that is appropriate for their level and needs.

Despite being helpful, the study uncovered some additional issues. YouTube, for instance, is not frequently used during lessons as claimed by all learners, which is perhaps due

to insufficient resources, lack of time, or ineffective pedagogical strategies from the part of the teacher. Although teachers confess and recognize the usefulness of YouTube, they do not use it much. From the students' side, some still experience speaking challenges, often because of insufficient practice under teachers' guidance or due to the fact that they are using it all by themselves without any clear supervision. Learners are aware of the benefits that YouTube offers, they want to learn and improve their speaking through the watch of authentic and useful content (educational), however this process cannot rely fully on learners' self-direction. There will be always a missing opportunity to achieve complete and remarkable outcomes if the teachers don't actually take part in this process by directing, helping and guiding their learners. Thus, the teachers emphasized that the integration of YouTube into education should be accompanied by classroom activities and teacher guidance in order to achieve the best results.

Overall, according to the previously discussed hypotheses it can be said that YouTube has the potential to enhance the English-speaking skills of students and especially if it is used in the future with proper supervision from the teachers and when integrated within lessons. To facilitate this, proper training must be provided to the teachers, students need to be well provided with the internet, and both need to use YouTube in a strategic and useful way.

2.6. Recommendations

Some recommendations are made to use and get the best maximum of YouTube, these recommendations or suggestions are directed for teachers, stakeholders and students:

- **Purposeful Integration:** Classroom activities will be more engaging if YouTube is used for speaking practice activities. It should not be only supplementary but a central technological resource.
- **Content Selection:** videos should be tailored to match the needs of students and their interests, language skills, and lesson goals.
- **Active Participation:** Allow students to speak, summarize, discuss or debate videos that help them learn the language and aid in building confidence.
- **Balanced Instructional Strategies:** Mix different teaching methods and balance strategies to meet students' needs and learning styles by integrating technology and combining both traditional and innovative methods by including platforms as

YouTube and videos to help motivate the students to enhance their interaction and performance.

2.6.1 Actions for stakeholders

- **Academic Support:** University leaders need to offer the necessary equipment and train teachers on how to employ YouTube as a teaching aid for students in education.
- **Resource Accessibility:** All devices with online educational content need to be made accessible at all times and students' internet availability should be reliable.

2.6.2 Action for teachers

- **Professional Development:** Attend workshops that focus on effective teaching strategies which incorporate digital tools like YouTube in language pedagogy.
- **Guided Practice:** Create structured frameworks that allow students to use YouTube as a tool for language learning through listening activities, pronunciation practice, and discussion groups.
- **Feedback and Support:** Provide ongoing feedback in a student's speaking engagements, resolving issues related to anxiety, vocabulary, and pronunciation.

2.7 Limitation of the Study

Due to the small number of participants in the study, which was conducted with the only Master Two class, made its validity limited and narrowed the scope of the study. A significant number of students abandoned their studies in the middle of the first term, some never joined from the beginning, and the participation from teachers' side was very limited as the majority of them did not respond to the interview questions sent to their emails. In addition, the study's focus on a single university may limit the broader applicability of the research. Furthermore, the study's reliance on self-reported data from interviews and questionnaires creates bias, while the absence of classroom or home observations limits the understanding of real learning and teaching situations. More holistic approaches using these strategies are recommended for future study to enhance and strengthen the findings.

2.8 Pedagogical Implications

The current study suggests some useful implications for both teachers and students .

2.8.1 Pedagogical Implications for Students

The results of this study offer some useful tips to EFL learners regarding how they can use YouTube in order to improve their speaking skill:

- **Use YouTube for Pronunciation Practice:** Students can use videos of native English speakers so that they can hear the pronunciation of words, intonation patterns and speech rhythm. Imitating the speakers of such videos can improve pronunciation and speech fluency.
- **Engagement with Interactive Content:** Since learners prefer YouTube to traditional methods of learning, learners can make use of the site to watch content that interests them. Watching videos according to their study interest in English can be enjoyable and a good method of language learning and enhancing speaking through the interactive content that YouTube offers and learners engage in.
- **Develop Autonomous Practice Habits:** YouTube enables students to practice on their own. Students can choose videos of their level and needs, hence making YouTube an autonomous learning tool. Setting goals such as watching videos that deliver correct English daily can provide useful ongoing practice.
- **Repeat and Speak Loudly:** Repeating and speaking loudly will enhance accuracy as well as confidence while speaking English. Speaking loudly and repeating what is being said in YouTube videos will help to reduce fear and build comfort with speaking.

2.8.2 Pedagogical Implications for the teachers :

The findings emphasize multiple issues which present pedagogical concerns for EFL teachers. First and foremost, teachers need to pay attention to including YouTube and other resources of the same nature in lessons as it provides students with opportunities to hear English being spoken in different ways, create a positive environment and enhance teaching. The motivation, confidence, and participation in the class activities can be increased by purposeful selection and active use of videos designed to fulfill students' interests and proficiency levels. Besides, teachers need to allow students to actively use these materials by debating, imitating, summarizing, and discussing activities or topics of the videos rather than passively viewing them. Finally, creating a supportive classroom climate where students' linguistic and psychological challenges such as low self-esteem of previously encountered failures must be dealt with. Therefore, an approach in which digital materials are supported by adequate scaffolding will enable the teacher to effectively encourage students more to develop their speaking skills.

2.9 Conclusion

This chapter shed light on the research design adopted in conducting this research work, including the techniques and methods the researcher based her work on. It also attempts to present analysis and the discussion of both qualitative and quantitative collected data in order to confirm or refute the proposed hypotheses by the researcher. The findings of this investigation revealed that, it is clear that the use of YouTube, particularly educational content videos, serves as a potent and encouraging stimulus for developing the speaking skills of EFL learners. Both students and teachers understand its significance in providing real and authentic language. When comparing the obtained results to the research hypotheses, it was proved that the proposed hypotheses were confirmed. Moreover, a set of recommendations and pedagogical implications were proposed to teachers, learners and even stakeholders to get the best maximum of YouTube and to take advantage of the varying content it offers.

General Conclusion

When learners are exposed to diverse technological resources and platforms, they are dealing with various types of spoken input and communication that shape their language development. This means that when learners use platforms like YouTube, they listen to many types of spoken English in different contexts. This, helps them to learn how real communication works and gives them the opportunity to improve their speaking skill by hearing and practicing the language. This research aimed to explore the role of YouTube as an educational tool in enhancing the speaking skills of EFL learners at the Ahmed Zabana University of Relizane. This study looks to investigate whether using YouTube as an educational tool can enhance the speaking skills, the type of videos that are effective in doing so and to identify the perceptions of both teachers and learners towards the use of this platform to enhance speaking. Those were all reasons that made the researcher engage in the present study.

Through student questionnaires and teacher interviews, the researcher found that YouTube is an effective tool for learning English, especially in the area of speaking, including pronunciation and vocabulary. The majority of the students reported that they enjoy using YouTube because it features authentic English from native speakers, which motivates them and enhances their confidence in speaking. Learners tend to prefer videos that are made to fulfill educational purposes as it helps them to learn and improve in a better way. This sheds light on the importance of incorporating technology and digital platforms like YouTube in their daily study routine and even combining both traditional with contemporary methods. It has also been found that teachers share the same opinion and they appreciate the contribution of YouTube in enhancing speaking skills because it provides a variety of authentic content and delivers real-life spoken English.

But the research did highlight some issues that need to be addressed. There are some students who don't feel confident to participate due to various factors such as lack of vocabulary, anxiety and fear of making mistakes. Unfortunately, the use of YouTube in the classroom does not happen as frequently as it should although the majority of students recommended it highly to be used inside the classroom and considered it to be better and more motivating than traditional learning methods. The majority of learners use YouTube by their own and in informal settings such as their homes or public places which promotes learners' autonomy. Thus, the research suggests that active involvement of the students works best when they are guided by the teachers, with the choice of videos tailored to the lesson objectives, their needs

and interests. In order to make things even more effective, students would benefit from having reliable internet connection provided by the university or school and having their teachers trained on effective YouTube pedagogical strategies.

The present study has confirmed the research hypotheses and ended with the fact that YouTube has a significant role as an educational tool and has contributed positively in enhancing EFL students' speaking skills, however some students still encounter challenges in their speaking that are unsolved. Both teachers and students share very positive attitudes towards YouTube, they validated its pedagogical potential and they both believe that it is very effective and motivating, despite the fact that learners recommend it but the teachers do not use it in class which creates a gap. Learners admitted that their most preferred videos were mostly educational. For these reasons, the researcher suggested some valuable solutions to use YouTube effectively.

Indeed, with proper guidance from teachers, accessibility to the platform and training, YouTube can significantly assist students in refining their English-speaking skills and overcoming their challenges. This study seeks to motivate more teachers and students to embrace digital platforms such as YouTube and use them as educational tools to enhance engagement and efficiency in learning how to speak English. Although YouTube serves as a great, powerful and self-directed learning tool which is related to contemporary digital learning methods, its effectiveness can be further boosted through the purposeful incorporation inside the classroom. Teachers should be encouraged to integrate it to meet their learners' expectations because for learners YouTube is not only a tool they use, it is a method they trust.

As highlighted, these aspects require institutional backing, strategic implementation, as well as sustained professional boosts for teachers. Meeting the present gaps and difficulties will increase the effectiveness of digital platforms, particularly YouTube, in Algerian EFL teaching and learning. Future research in this matter should investigate the impact or the role that YouTube has on speaking on the long-term across larger and diverse populations using observations and experiments and it would be beneficial to examine also the barriers that prevent teachers from adopting video-based tools in their daily practices.

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APPENDICES

APPENDIX A

Ahmed Zabana University of Relizane

Faculty of Letters and Languages Department of Foreign Languages

The students' questionnaire

Dear students,

This questionnaire is a part of a study that investigates the role of *YouTube as an Educational Tool in Enhancing EFL Students' Speaking Skills*. You are kindly requested to answer the following questions by ticking the appropriate box or filling in the blanks where necessary. Thank you.

Section One :Background information

Put a tick (✓) mark in the right box.

1. Age: 20-25 ☐ 26-30 ☐ 30 or more ☐
2. Gender: Male ☐ Female ☐
3. What is your level of English?
 - a. Very good ☐
 - b. Average ☐
 - c. Good ☐
 - d. Less than average ☐

Section Two: Students' insights on speaking skill

1. How do you find speaking in English?
 - a. Normal ☐
 - b. Easy ☐
 - c. Difficult ☐
2. How would you rate your speaking skills' level in English?
 - a. Excellent ☐
 - b. Good ☐
 - c. Average ☐
 - d. Poor ☐
3. Which kind of problems do you usually face during speaking?
 - a. Lack of vocabulary ☐
 - b. Low self-esteem / Confidence ☐
 - b. Fear of making mistakes ☐
 - c. Anxiety ☐
 - c. Mispronunciation ☐
 - d. All stated above ☐

4. Do your teachers encourage you to speak in class?

a. Yes ☐ b. No ☐

If, yes, please, say how?

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

5. Do you speak English outside the classroom?

a. Yes ☐ b. No ☐

6. Do you think that the exposure to native speakers' videos help in speaking English?

b. Strongly agree ☐ b. Agree ☐

c. Disagree ☐

Why do you think so? Explain briefly.

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

Section Three: YouTube usage as an educational tool for learning English (by students)

1. Do you use internet (watching English videos, YouTube, ...) to practice English outside the classroom?

a. Yes ☐ b. No ☐

2. Do you use YouTube for educational purposes?

a. Yes ☐ b. No ☐

3. Where do you watch YouTube videos?

a. At home ☐ b. In class ☐ c. In public places ☐

4. How often do you use YouTube to watch videos?

- a. Occasionally ☐ b. Rarely ☐ c. Everyday ☐

5. Do your teachers (especially oral communication ones) use YouTube inside the classroom?

- a. Yes ☐ b. No ☐

6. If, no. Would you find the idea of using YouTube videos as an educational tool inside the classroom interesting and useful?

- a. Yes ☐ b. No ☐

7. How much time do you spend on using YouTube per day?

- a. Less than 1 hour ☐ b. 1-3 hours ☐ c. More than 3 hours ☐

8. Which type of YouTube videos (content) are you most interested in?

- a. Educational videos (Lessons, tutorials, lectures, language learning ...) ☐
b. Vlogs with educational focus ☐
c. Debates / Interviews ☐ d. Speeches / Podcasts ☐
e. Documentaries ☐ f. Music videos ☐

Other (please, specify)

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.....

9. Do you consider YouTube as an effective educational tool?

- a. Yes ☐ b. No ☐

Section Four: Speaking fluency and YouTube

1. Do you think that watching YouTube videos have helped you to improve your speaking skills?

- a. Yes ☐ b. No ☐

If, yes. Please, say how?

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2. What are the most important speaking aspects that can be improved through using YouTube?

a. Grammar ☐ b. Pronunciation ☐ c. Vocabulary ☐

b. Motivation and confidence in speaking ☐ e. All stated above ☐

3. Do you practice speaking English loudly after watching videos on Youtube ?

a. Yes ☐ b. No ☐

4. Have you ever mimicked or repeated words or phrases from Youtube videos to improve your speaking skills?

a. Yes ☐ b. No ☐

5. Do you find YouTube videos more motivating and engaging than traditional learning materials in improving speaking skills?

a. Strongly agree ☐ b. Disagree ☐ c. Agree ☐

Whatever the choice , please justify

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6. Would you recommend the use of Youtube as an educational tool for other language learners to improve their speaking skills?

a. Yes ☐ b. No ☐

If, yes. Please, say why?

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7. Do you think that watching educational YouTube videos give you the chance to recognize how English language is spoken in different contexts?

a. Agree ☐ b. Disagree ☐ c. Strongly agree ☐

8. Suggestions and recommendations: Do you have any suggestions for improving the use of YouTube in learning speaking skills? (Feel free to express yourself or add any comment)

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Thank you for your collaboration, time and effort.

MEFLAH Ikram. (M02 Student)

APPENDIX B

**Ahmed Zabana University of
Relizane Faculty of Letters and
Languages Department of English
Teachers' Interview**

Dear teachers,

This interview is a part of a study that investigates The Role of YouTube an an Educational Tool in Enhancing EFL Students' Speaking Skills. We would be grateful if you could answer these questions to help me collect data for my study. Your answers are very important for the validity of this research.

Please, put a tick mark (✓) in the appropriate box for each item, and fill in the blanks where necessary.

Section One: Background Information

1. Gender: a. Male ☐ b. Female ☐
2. Degree(s) held:
 - a. License ☐
 - b. Magister ☐
 - c. Master ☐
 - d. PhD (doctorate) ☐
3. How long have you been teaching at university? Years.

Section Two: The Importance of YouTube in Enhancing Speaking Skills.

1. What are the difficulties your students face while speaking?
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2. Do you use YouTube in your teaching? If yes, how do you use it?
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3. Do you think that YouTube can help students improve their speaking skills?

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4. What type of YouTube videos do you think help students in their speaking?

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5. What do you think about using YouTube for learning?

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6. As a teacher, how do you feel about using YouTube as a tool to help students speak fluently?

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Any suggestions or comments, please write them below:

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Thank you for your collaboration.

Title of Thesis: The Role of YouTube as an Educational Tool in Enhancing EFL Students' Speaking Skills: Case Study of Master Two at The Department of English.

Name of Researcher: MEFLAH IKRAM.

If you are willing to participate, please read the following carefully, tick what you think is suitable and then sign the consent form

- | | |
|--|--------------------------|
| 1. I confirm that I have read and understood the information sheet dated February 2025 for the above thesis and have had the opportunity to ask questions about the interview procedure. | ☐ |
| 2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason to the named researcher. | ☐ |
| 3. I understand that my responses will be used for the analysis of this research | ☐ |
| 4. I give permission for my interview to be archived as part of this research, making it available to future researchers. | ☐ |
| 5. I understand that my responses will remain anonymous. | ☐ |
| 6. I agree to take part in the above research thesis. | ☐ |

Name of Participant

Date

Signature

Researcher

Date

Signature

To be signed and dated in presence of the participant

Once this has been signed, you will have the option to receive a copy of your signed and dated consent form and information sheet by post.