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Department of English

Perceptions about the Effectiveness of YouTube Videos in Enhancing EFL Students' Listening Skill:

The Case of Third Year Students at the Department of English, Mohammed Seddik Ben Yahia University

A Dissertation Submitted in Partial Fulfilment of the Requirements of a Master Degree in English Didactics

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Dedication

This dissertation is dedicated:

To my beloved mother, may Allah bless her, my first teacher who taught me always to have faith in God in hard times.

To my dear father, whose prayers and love helped me to reach my goals.

To my beloved sisters and brothers.

To all my closest friends: *Dia, Wahiba, Houria, Fatima*

To all my classmates whom I shared with the five years of learning experience. Thank you for the special time we had and the knowledge we shared.

To everyone who helped me, and the ones I love.

Lina

It gives me an immense pleasure to dedicate this dissertation to:

My dear parents for their unconditional support, whose words of encouragement always ring to my ears,

To my father in whose eyes I always see pride and satisfaction; to my mother whose constant prayers for me I cannot forget,

To my loving sisters: *Sarah* and *Rayan*. To my brothers: *Mohammed, Khaled and Yasser.*

''The saddest moment is when the person who gave you the best memories becomes a memory''.

To the memory of my dear aunt '*Karima*'.

Her example kept me working when I wanted to give up.

Aunty, your memories live on forever in our hearts.

To all my uncles and aunts. To my sweetest cousins:

Hadjer, Ranya, Djihan, Norhan, Sadjida and Rihem.

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To everyone who helped me, and the ones I love.

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"No one walks alone, and when you are walking on the journey of life... you have to start

to thank those that joined you, walked beside you, and helped you along the way."

David H. Hooker

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Abstract

The present study has been conducted to investigate the perceptions about the effectiveness of YouTube videos to enhance EFL learners listening skill. To achieve the objective of this research, a descriptive study was adopted. Two questionnaires were submitted to thirteen (13) teachers and fifty-nine (59) third year students at Mohammed Seddik Ben Yahia University. After analysing the obtained data, the significant findings revealed that both teachers and learners hold a positive attitude towards implementing technological tools in the classroom as a teaching technique to enhance students' listening skill. The majority of them perceived that Authentic materials reflect the real use of the English language. Furthermore, the use of YouTube videos encourages students to work on reducing anxiety and sustaining their motivation. On accounts of these findings, a number of pedagogical implications are given to teachers and students in addition to some limitations of the study.

Keywords: YouTube videos, listening skill, motivation.

List of Abbreviations

EFL: English as a Foreign Language

ICT: Information and Communication Technology

WWW: World Wide Web

Web 2.0:   The Second Generation of World Wide Web

ESL: English as a Second Language

SLA: Second Language Acquisition

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General Introduction

1. **Background of the Study**

Enhancing EFL teaching and learning might be affected with effective techniques and strategies; the latter are essential in that they help students become active agents in the learning process. Interestingly, this can be realized with the incorporation of the increasingly growing digital technologies. Moreover, the enormous technological developments in recent years have led universities to make use of modern technological devices and applications in teaching (Chemchem & Zemmouri, 2018).

Information and communication technology (ICT) has evolved recently on a rapid scale and started to be part of our daily lives. People may have started paying attention to ICTs in the last decades when they realized that it could be useful in almost every aspect in their lives. The ICT may play a significant role in developing many fields like industry, economy, education, politics and culture. This has become an inseparable part of the universal development.

The use of technology in general and internet in particular have changed the nature of education completely. To be more specific, the internet has become an inseparable part of the overall Algerian Educational system.

According to Hismanoglu, (2012) Andoh, (2012); Alsied, & Pathon, (2013) bringing technology in the classroom will assist both teachers and learners in creating conditions in order to enhance the teaching and learning processes. In this case, learner's behaviours and attitude will change because of changing the traditional way of teaching and learning. Hence, this innovation may be very beneficial which may base its goals and objectives on developing learners' ability to communicate appropriately in the target language (as cited in Chemchem & Zemmouri, 2018).

Online resources such as the media can be the right means to fulfil the needs of the learners. Developing the listening skill needs a specific device, which can be found online. One of these tools is YouTube. It can be a useful resource. In which many EFL learners can depend on, as a means to develop their listening comprehension skills.

YouTube may contain several types of authentic English videos. That might provide both teachers and learners with many possibilities to enhance their learning capacities. The most widely used types of videos by teachers are educational videos, documentary videos, and broadcasts while learners mostly use music videos, films, comedy and motivational videos.

The different types of videos may provide learners with the space to practice and test their listening abilities. Furthermore, YouTube can allow EFL learners to listen to real native English speakers and interact with them in a meaningful way. YouTube can be beneficial in increasing learner's awareness and motivation towards learning English as a foreign language. It can open the door for teachers to engage learners in classroom activities throughout using authentic videos as a new method instead of the traditional ways of teaching.

This research is meant to add to the previous literature on the use of technology devices and particularly YouTube videos in teaching. This will be done using findings that would corroborate or refute the claims already advanced by previous studies.

2. Statement of the Problem

Using videos in language instruction is not a novel practice, researchers such as Progosh (1996); Canning-Wilson (2000); Rammal (2006), and many others have discussed the effectiveness of Video-based materials in ESL/EFL teaching. However, the use of YouTube as a tool for language teaching is a relatively new field of study, and a little literature has

been published regarding the subject as cited in Alqahtani (2014). YouTube website can be a primary provider with the largest number of educational videos. EFL learners can benefit from the exposure to these videos to ameliorate their listening comprehension; however, there are crucial challenges that can face teachers and learners of English as a foreign language while using YouTube. Our educational system is not paying attention to its benefit and is ignoring the use of YouTube in the process of teaching the English language. English may be used authentically due to the low awareness of YouTube users. Learners are not motivated to learn. Teachers could find it very difficult to select the appropriate videos that fit with learner's level.

3. Aims of the Study

The ultimate goal of the study in hand is to put under the lens the potential effect of using YouTube videos as an authentic material for language teaching and learning, Specifically, to enhance the listening of EFL learners. Additionally, it attempts to sensitize EFL students and teachers to use innovative and creative techniques of teaching, as a useful way to diversify the classroom environment, to increase learners' motivation, and to stimulate learners to overcome their anxiety.

4. Research Questions

This study is intended to address the following questions, which investigate the effects of YouTube videos on EFL learners' listening comprehension.

1. What are the teachers' perceptions towards the use of YouTube videos?

2. Does the use of YouTube Videos motivate learners?

3. To what extent do YouTube videos enhance EFL learner's listening comprehension?

5. Research Hypothesis

The main hypothesis which directs this research is that if EFL teachers and learners use YouTube Videos as a teaching tool, they will perceive it as beneficial in enhancing students' listening skill, and increasing their motivation. To this end, it is presumed that integrating new techniques of teaching as an educational tool in the classroom instructions will facilitate the English learning and stimulate EFL learners to overcome their anxiety and therefore, change the classroom environment.

6. Means of Research

This study was conducted at Mohammed Seddik Ben Yahia University, and focused on third-year EFL students and teachers, to obtain the necessary data to support the hypothesis and to reach the study purpose. Two questionnaires were used for both teachers and students as the research tool in order to collect data.

7. Structure of the Study

The present research is divided into two parts, in addition, to a general introduction, which presents an overview of the topic, and a general conclusion that summarizes the whole work.

The theoretical part includes two chapters. Chapter one deals in details with YouTube videos as a teaching tool, including its different types, and its importance in EFL teaching and learning. It, then, discusses the strategies for using YouTube videos in the classroom setting in addition to the potential problems that challenge users of YouTube videos.

The second chapter focuses on defining listening skill and introduces the different types of listening. Then, it discusses the two terms *acquisition* and *learning* along with

factors that make listening difficult. In addition, it presents the importance of listening in EFL

teaching and learning and strategies for developing listening skills.

The practical part, which is chapter three, presents the population and the sample beside the

description of the research tool used. It also presents the analysis and interpretation of both

the questionnaires of teachers and students

Chapter One: An Overview on YouTube Videos

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Chapter One: An Overview on YouTube Videos

Introduction

The breakthrough development of the 21st century urged the educational instructors to look for more updated technology tools and to use them within English as a foreign language (EFL) classrooms. The website domain YouTube is one of the most widespread online streaming video websites for language learning and teaching.

This chapter mainly exposes the use of YouTube videos and the way they can be useful in foreign language teaching and learning. First, a general background of information and communication technology (ICT) is introduced. Then, the light is shed on YouTube videos as authentic material in the process of teaching and learning. After that, the types of YouTube videos inside and outside the classroom are presented and the importance of YouTube videos in EFL teaching and learning is examined. Furthermore, this chapter covers different strategies in using YouTube videos in the classroom setting. Finally, some potential challenges of using YouTube videos in the English classroom setting are dealt with.

1.1 Background of Information Communication Technology

Technology now is playing a significant role in human lives; it has changed the shape of society rapidly with the help of ICTs.

ICT is an umbrella term that includes any communication device that facilitates communication such as television, radio, computer, projector... According to Anderson (2010), the term ICT, is an abbreviation of information and communication technologies that enable people to communicate and exchange information with others.

Technology has played a crucial role in changing people's lifestyle and has influenced the majority of countries; it has also succeeded in boosting people's productivity and creativity.

1.1.1 The Internet

In this digital era, the internet has served as a vital part of the world and today is being relied on as a part of our daily life. It enables people to get information from all over the world with less effort and in a faster time, so it has become the centre of every individual's interest.

Internet is defined as "a worldwide broadcasting capacity, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location" (Leiner et al., 1997, p. 22). In other words, the internet has more than one function, not only connecting people, but also making it easy for people around the world to send and receive data virtually.

Internet is not just a simple network, which only connects the hardware devices and computers all over the world; rather, it is a combination of millions of individual networks. It provides a platform for people all over the world to share information and communicate with others instantly (Mills, 2006; as cited in Soukou, 2016, p. 23).

1.1.2 World Wide Web

The World Wide Web is a body of software and set of protocols and conventions that make it possible for people on the internet to search for, retrieve, browse, and add information. The existence of the World Wide Web (WWW) dates back to March 1989, and it was made by Tim Berners-Lee who described it in his proposal as a large database with typed links (Berners-Lee, 1989). At the end of 1990, Berners-Lee and Robert Cailliau agreed on naming the system to be known as the World Wide Web.

According to Freedman (2006), the web has always been a suitable place for education because it provides possibilities to search and collaborate. Recently, it became even better, especially with the existence of new tools, which became known as "web 2.0".

1.1.3 YouTube

YouTube is considered as the most extensive internet video sharing website and one of the most important aspects of the internet and a source in the World Wide Web. According to Watkins and Walkins (2011), YouTube is an online video repository in which nearly any digital video file can be stored and exhibited free of charge. YouTube provides a public access web-based platform that allows people to easily upload, view and share video clips on www.youtube.com. Videos can be shared across the internet through other websites, mobile devices, blogs, and emails.

In the field of teaching and learning English as a second/foreign language, the use of online tools and especially YouTube website has proven its usefulness. EFL learners now can enhance their English learning with YouTube. Baniabdelrahman (2013) asserted that using online videos can offer students with new ways to practice their language skills in any place, and this will make them able to keep involved in the learning process.

1.2 YouTube as a Technological Tool for Teaching

Since the last decade, YouTube has been a useful web tool not only a means of communicating or networking, but also a tool for learning foreign languages. Langer (2010) stated that 'despite the need for some caution, YouTube and other video-sharing sites are the most available tools for teaching English' (as cited in Labdi, 2017, p. 28). Furthermore, EFL teachers can bring some fun to the lectures and keep the students more interested. By using YouTube in the classroom, barriers of time and place are broken down; it can give learners a window out of the classroom into a real-English speaking environment, which makes the

second/foreign language classrooms a better place to learn with YouTube videos. Learners, therefore, can fully engage and be interested in developing their level in English. It is considered as a support for students, teachers and educative institutions.

Moreover, videos help students, especially for those who want to develop their language skills through social networks or other communication tools, to exchange information, where EFL learners engage in social situations with native speakers and therefore learn the language. In other words, Tarnopolsky and Degtiariova (2003) approved that videos provide the chance for students to listen, see and observe how native speakers act and speak. This will help them to practice more on their pronunciation (as cited in Labdi, 2017, p. 28).

1.3 Types of YouTube Videos

Nowadays, with the progress of visual aids as a pedagogical tool for the teaching-learning process, adopting those tools inside and outside the classroom setting can have a significant role in enhancing cultural knowledge.

1.3.1 Videos Used Inside the Classroom

According to Sherman (2003), video is today's medium because people spend more time with audio-visual than with printed material. Watching videos involves two different senses- seeing and hearing at the same time- and promotes interest in the meaning of words. Moreover, authentic materials usually prove to be particularly motivating as people find it interesting to understand 'real things'. Teachers can use audio-visual materials for different purposes; for its own sake, for comprehension of the spoken language and as a language model.

The use of these videos in EFL classes makes them smoother by sharing short presentations, as this allows them to have language points made more easily clarified and allows the use of illustration (Keddie, 2014; as cited in Chemchem and Zemmouri, 2018, p. 12). This is why

YouTube videos can be enormously helpful to meet the expectations of the learners for meaningful language use. As far as language teachers are concerned, they can benefit from the use of YouTube because it can enable them to make the class environment more interesting and engaging.

Usually, the most commonly adopted types of videos were those explicitly produced for the language learning classrooms under the guidance of the foreign language teacher.

1.3.1.1 Documentary videos

The influence of digital videos on the everyday culture is undeniable. Online video sharing sites such as YouTube, boast monthly audience numbers in the millions. With digital videos continuing to gain popularity, it seems only natural that this familiar and widespread platform extends into the educational setting (Bevan, 2017). A documentary video is a non-fictional motion picture intended to document reality, primarily for instruction, education or maintaining a historical record. It is also a broad category of visual expression that is based on the attempt of documenting the reality.

1.3.1.2 Educational videos

Educational-videos have become an important part of higher education. It is integrated as part of traditional courses, serves as a cornerstone of many blended courses; multiple studies have shown that videos can be a highly effective educational tool. Therefore, videos serve as a productive part of a learning experience (Brame, 2015).

Bevan (2017) stated that students today are utilizing educational videos as a tool for learning everything, from changing a tire to the latest dance craze. Videos create a more engaging sensory experience than using print materials alone. Learners get to see and hear the concept being taught and can process it in the same way they process their everyday interactions.

Remarkably, abstract topics that once seemed challenging to teach and learn are now more accessible and understandable thanks to the availability of educational videos. The online nature of videos allows them to be shared all across the world and at all hours of the day or night.

Educational institutions can gain significant autonomy by using videos to reach their broad audience. They can be used to keep potential, current and former students involved and engaged. Moreover, teachers can use videos to deliver course information that can be extremely helpful in opening up class time. The benefit of using videos in an educational setting is numerous. Their convenience and versatility make them an asset to students, teachers and educational institutions alike.

1.3.2 Videos used outside the classroom:

Recent days, many people cannot distance themselves from the online world. Social networking is the space in which individuals communicate and get interaction with others on different sites.

1.3.2.1 Films:

Films can be one of the powerful media that can be a useful resource in the teaching-learning process; they also have multiple advantages for learners. Kim (2015) noted that regarding students' perceptions toward the use of video materials, it is possible to raise students' motivation, cultivate their listening interests, and achieve the goal of learning English. Movies as a learning medium can provide a much more interesting, engaging, and useful experience over common material printed in books and audio material provided on tapes. Research has demonstrated the positive effects of learners' motivation and the use of video materials in EFL classrooms. That is, the implementation of authentic videos such as movies or news in English classes increases learners' engagement and comprehension.

According to Swaffar and Vlatten (1997), films with audio-visual and written clues help promote students deeper understanding and allow them to listen to a natural conversation by native speakers acting in a real situation (as cited in Derradji, 2016, p. 20). Films can be a technique that promotes students' motivation to learn the target language more effectively than course books through the various attractive images and sounds they offer. Moreover, raising students' awareness by providing many ideas through watching movies can improve their performance of oral or written classes.

Herron and Hanley (1992) claimed that "using movies in EFL classes offers background information that activates prior knowledge, which is essential in stimulating the four skill activities in the classroom" (as cited in Ismaili, 2013, p. 122). Using films in teaching oral skills in the EFL classroom is worth trying and can be motivating for both the teacher and the learners.

1.3.2.2 Music videos:

Since the early 1980s, music videos have become one of the most pervasive means of entertainment and enjoyment in youth life. Their popularity has grown throughout the decades through the channels of television, computers, internet, social media and smartphones.

According to Lynch (2018), a good thing about songs is that you can expose the students to many different kinds of English. British English, American English, and Caribbean English are all widely available through songs; accents too, are well represented by songs from different regions and in a variety of types and formats.

Hornby (1990) clarified that a ''song is a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson'' (as cited in Arévalo, 2010, p. 124).

Songs and music are a valuable means to introduce to the foreign language practice. Such sort of entertainment as music may be appropriate for students learning process, subconsciously, and fun. They do not only make a lesson more interesting, but they also develop learners' language skills in many fields. Without a doubt, music may bring certain benefits into the classroom.

1.3.2.3 Motivational videos:

Motivation plays a key role in whether EFL learners become successful or not. Whether they reach their goals or not, people cannot achieve much without the determination to reach their goals no matter how big or small they are. In whatever people do, they will never succeed if they lack the will and perseverance to hurdle obstructions that get in the way. For students, motivation is essential to be able to catch up with everyday lessons (Ray, 2015).

YouTube can afford EFL learners with hundreds of English-spoken authentic videos, which provides them with the right motivational speeches. Such videos work perfectly in raising learners will, along with its great effect on enhancing their listening skills. Since then, motivational and inspirational videos have increased in popularity.

1.3.2.4 Comedy videos:

Comedy is a broad genre of films, television, and literature in which the goal is to make an audience laugh. It exists in every culture on earth, and has always been a prevalent genre of storytelling (Literary Terms, 2015). Comedy-videos is one of the important YouTube videos that are known with its authenticity, and are widely used by EFL learners. They bring great humour and good spoken English at the same time.

Various types of YouTube Videos has been used as a useful web tool for learning English as a foreign language. On these grounds, it can be argued that educational videos, motivational

videos, films and music videos are the most commonly adopted kinds of YouTube videos that can contribute to improving EFL's English.

1.4 Importance of YouTube Videos in EFL Teaching and Learning

Technology has made things easier for teachers who are always looking for interesting materials. YouTube videos has a remarkable role in language classrooms; they provide instances of authentic language and can be fully exploited with the teacher's control. Videos have a compelling power in the language classroom, mainly when the classroom activities are concentrated on short sequences (Oddone, 2011).

YouTube is not only the most useful way to communicate or entertaining, but also a great way to enhance and develop the teaching and learning processes. According to Jalalauddine (2016), including technology devices such as YouTube will make the teaching and learning atmosphere more interesting and meaningful. Besides, providing the learners with videos will ease the complex concepts since it is based on illustrations.

Godwine-Jones (2007) indicated that "the clips provide a huge multimedia library of real language use by real people, potentially rich resources for language learning or corpus collections" (p. 16). It means, the video clips that are available on YouTube contain a large number of native speakers in real-life situation of language use, additionally, plenty of substantial resources, a collection of written and oral texts that can enhance the quality of language learning. Thus, one can safely recognize that YouTube has any implementations and potentials in terms of accessibility, Motivation and, providing content and information, which enhances speaking and listening.

1.4.1 YouTube Videos for Providing Content and Information

YouTube videos can serve many purposes for foreign languages; the majority of uploaded videos are used to provide linguistic and cultural content in relation to the target language.

YouTube offers teachers of EFL many opportunities to access and provide lessons in their classroom in order to make more interaction with students. (Ghasemi et al., 2011).

Presky (2010) added that it is now possible to have access to many categories of videos, especially pedagogical channels and series, like teacher tube, school tube, big thing, TED, which contains many debates, world-class-creation, discussions.

1.4.2 YouTube Videos for Providing Listening and Speaking

One of the main concerns of EFL learners is to master the speaking and listening skills. Harmer (2001) pointed out that one of the major advantages of videos is that learners not only can listen to the language but also they can see it to support comprehension (as cited in Chemchem and Zemmouri, 2018, p. 16). In other words, teachers can exhibit both audio and visual clips that learners can listen to and watch to provide a deep understanding and improve the quality of listening and speaking spontaneously.

According to Watkins and Wilkins (2011, p. 114) "with YouTube, students and teachers could thoroughly examine any of the essences with a deep focus on speech cadence, tonal shifts, grammatical nuance, conversational roles, oral most any other topic currently being examined in class". The EFL teachers may provide their learners with authentic video conversations in which native speakers of the foreign language are communicating.

1.4.3 YouTube for Accessibility

With digital generation, nowadays the modern devices and resources have become easy to access. YouTube is one the media that are characterized by their efficiency, unlimited time of accessibility wherever the place is, and with the potential to upload, download, and subscribe to enormous amount of videos that are free of charge. Additionally, it facilitates interaction and communication with other social networking websites by sharing clips on many websites

and communicating on it. We can access YouTube via many devices smartphones, for instance, increases the possibilities to use it daily to keep oneself updated of the world news.

1.4.4 YouTube for Increasing Motivation

In learning English language skills, motivation is necessary. When language contents are presented as audio-visual materials, the contents become more attractive to the learners. The engaging language contents presented in YouTube videos become understandable and motivating. Duffy (2008) mentioned that YouTube, as a web-based instruction, can be a valuable tool for the creative classroom with fun and exciting videos. It is clear that the use of videos in the language classroom is very required, because it makes the students get actively involved in the process of English language. Moreover, Educause Learning Initiative (2006) stated that "YouTube is part of a trend among Net generation students to replace passive learning with active participation, where everyone has a voice, anyone can contribute" (p. 2). As the result, YouTube is good supplementary motivational learning material for students to change the classroom routine and get students involved with the lesson content to become more attentive.

1.4.5 YouTube videos for Overcoming Anxiety

Anxiety is defined as a negative way to express what someone feels, when someone is anxious, he or she feels nervous, worried, and fearful (Ansari, 2015). It is also believed that anxiety may cause tremble, quick heartbeat, startled, and other strange behaviours. Anxiety in language learning is an alarming problem since it obstructs learners to engage in speaking communication. Moreover, speaking anxiety in language learning is the primary barrier in language learning so that learners should overcome it (Harmer, 2004; as cited in Sari, 2019, p. 177).

Many researchers believe that YouTube is an innovative platform that engages today's' students in language learning (Roodt & Peier, 2013). Among the advantages of YouTube videos is that it stimulates introvert students to overcome their anxiety, and provide a space for such students to be an existing person in cyberspace. Therefore, it is a good place to speak English. Maybe speaking in front of many students can be difficult for them; this uploading videos activity can be an alternative activity for teachers to boost their students to speak English freely without any pressure from their surroundings.

1.5 Strategies for Using YouTube Videos in the Classroom Setting:

Videos can be an extremely insightful pedagogical resource. Yet, the most important point is to use this tool in a basic English course appropriately, so that it accomplishes the learning objectives. Videos, which are informative, humorous, current, interesting and engaging, are most preferred by students (Bonk, 2008). The existing literature provides insight into ways to optimize the use of YouTube as an educational tool in the classroom.

Duffy (2008) recommended that videos should not be passive. He suggested some guidelines relating to the specific use of videos in short segments to promote active viewing and maximize learning in order to summarize. Students should be given opportunities to focus and think when watching. In addition, videos are ideal for developing note-taking skills, which should provide students with the support for taking notes through the primary view and then repeat it for them; after that, they check notes. Using pause is a good function to give students the necessary time for guessing and recalling what they have received from the video. Then, switching on the sound can be a technique that allows the student to concentrate just on the visual image in the video and narrate.

In contrast, the teacher can turn the picture off and just utilize the audio clues and represent what is on the screen (Duffy, 2008). In addition, he suggested that integrating and relating the

activities with the video aids facilitate the subject matter. The video, as a motivational tool, makes the content meaningful and more straightforward. Furthermore, the teacher keeps the student on task and gives student responsibility while watching, at the same time, introducing the video with a question or general instructions to achieve the purpose of the lesson. Lastly, after finishing watching the video, the teacher makes a discussion with students by asking them a question related to their interests, understanding from the video and allows them to add a comment and make suggestions.

1.6 Potential Problems and Challenges

While YouTube offers many positive features as a teaching tool, this new technology does have some limitations and challenges. For example, searching for appropriate or content-specific clips on YouTube's huge video holdings may prove challenging and time-consuming, particularly if the instructor does not have a specific clip or area of content in mind. Efficiency in searching can be increased by entering relevant key description terms and spending time searching like-topics and user-personalized YouTube pages with similar content.

Another limitation is the accuracy and credibility of the videos that are posted on the video-sharing websites. As with any resource, instructors should be discriminating regarding the selection of videos to be used in their courses. The instructor should add a disclaimer to the link, which indicates the content of the material is from YouTube and does not reflect the opinion of the instructor or the university (Burke, 2009).

Harmer (2007) stated that teachers should take into consideration some difficulties that might obstacle him when using videos

- **Poor quality:** The poor quality of the video affects the students' motivation negatively and makes them unable to see clearly.

- **Nothing-new syndrome:** The teacher should know when to use the video. Sometimes, he uses it to facilitate complex sentences interestingly. However, he fails. Therefore, learners consider that the use of videos in learning activities is the same as traditional learning.

- **Poor viewing condition**: The teacher should take into account the classroom condition before providing them with the video lesson.

- **Stop and start technique:** this technique might not motivate EFL learners. The teacher should know when to stop and when to start the video in order not to lose their attention.

- **The length of the video**: The teacher should also take into account the duration of the video. The selection of long video may make learners fall asleep or lose their awareness. Therefore, the effective way to get the students' attention is with short videos.

- **Technical problems**: The teacher should be aware of all the materials such as an overhead projector that will be used to provide this lesson through a video (as cited in Chemchem and Zemmouri, 2018, p. 24).

The teacher should link and expect the problem that may face him. Besides, he has to be able to select the right video. Nowadays, there are many YouTube video lessons; the teacher should choose the appropriate one that matches the students' needs.

Based on the information above. Sometimes, the integration of YouTube videos lessons in EFL classrooms does not provide benefits if the teacher does not anticipate the difficulties that may face him.

Conclusion

This chapter shows that YouTube videos are valuable and effective resources in the teaching-learning process. Besides, YouTube acts as an authentic tool, which is highly useful in the language classroom in terms of motivation, promoting learners' skills. Moreover, they enhance and enrich EFL learners' listening skills. YouTube, as a powerful innovation, has opened new possibilities for teaching foreign language in an easy, fast, and interesting way. This chapter also has shown how teachers might use the different types of YouTube videos to raise the students' awareness of learning the target language in a real and authentic environment, and how such videos can be a beneficial resource and support for teaching the English language. At the end, we concluded our chapter with strategies and barriers that face teachers in implementing this material into the classroom situation. YouTube, as a teaching medium, can be used in various instructional contexts, which fulfils the learners' needs for high-quality language learning. The second chapter will be about the listening skill and how it is promoted through YouTube videos.

Chapter Two: listening skill

Introduction

2.1 Listening

2.2 Types of Listening

> 2.2.1 Listening for Gist

2.2.2 Listening for the Main Idea.

> 2.2.3 Listening for Specific Information.

2.3 Acquisition Vs Learning

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> 2.5.1 The Importance of Listening in EFL Teaching and Learning

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Conclusion

Chapter Two: The Listening Skill

Introduction

This chapter discusses the listening skill. The main goal is to have a clear idea about what is meant by listening and how it could be of any help in the educational field. At first, the definition of listening as a general term is given. In addition, the listening strategies that are used in teaching the listening skill are mentioned. Next, the input hypothesis and the affective filter hypothesis are addressed. After that, the factors that make listening difficult are defined in addition to the importance of videos in teaching listening for EFL learners. In addition, the main strategies that develop listening skills are presented. The chapter ends with a presentation of some factors that make listening difficult for EFL learners.

In language teaching, four language skills, which are listening, speaking, reading, and writing, are taught to students. Reading and listening skills are grouped as receptive skills, while writing and speaking skills are productive skills. Students should be able to write if they can read and able to speak if they have good listening skill.

2.1 Listening

Listening is an ability that is necessary in the process of teaching and learning; it is also useful for communication. Listening means more than just a means to fulfil a certain mission. In fact, it is a more complicated ability that involves, besides listening, emotions and feelings while communicating with others and that by interpreting the messages that are being conveyed whether they are verbal or nonverbal messages.

There are many definitions proposed by many scholars concerning the listening skill. Bacon (1989) defined listening as a process in which the recognition of sounds, knowledge of lexicon, syntax, discourse markers, and the world, all interact with each other. Moreover,

Rubin (1995) asserted that listening consists of processing information, which listeners get from visual and auditory clues in order to define what is going on and what the speakers are trying to express (as cited in Thompson & Rubin, 1996, p. 331).

EFL learners should be active listeners by making the connection between the words and their meanings. Trainer (2004) asserted that Active listening requires the listener to hear the words and identify the feelings associated with the words.

2.2 Types of Listening

For EFL learners to be effective listeners, they need to use some strategies that can help them decide the purpose of their listening to the material. Many listening tasks can be presented for learners to help them extract the surface meaning of the text. Listening For gist, listening for the main ideas, and listening for specific information are some useful strategies that are needed to be shown for learners by their teacher.

2.2.1 Listening for Gist

Richard & Schmidt (2010) called it listening for global understanding; they asserted that it is listening for the aim of understanding the general meaning of the text without paying attention to specific details. It helps the students in their listening activities by allowing them to comprehend the general idea of the text presented by the teacher (as cited in Medoukali, 2015, p. 16). Therefore, teachers should present this strategy for their students to get fruitful results from the listening lessons.

Melwald et al. (2007) agreed that Listening for gist is frequently spontaneously used in real life, for example, when one listens to music while he/she is doing something at home, he/she is just listening to the song, but not paying attention to the details because he/she does not intend to (as cited in Medoukali, 2015, p. 16).

2.2.2 Listening for the Main Ideas

The main ideas of the text presented by the teacher is one of the strategies intended by the learners as well as the teachers. Teachers may create some situations where the learners are asked to extract the main ideas out of these situations. These ideas should not be hidden, and there is no need for the listeners to read between the lines.

2.2.3 Listening for Specific Information:

Listening for specific information requires the listeners to pay attention to almost every detail in the listening text in order not to miss some important pieces of information, Richard and Schmidt (2010, p. 344) stated that "listening in order to understand the specific information contained in a text" (as cited in Medoukali, 2015, P. 16). Therefore, learners need to be very selective when they are listening to the presented text.

Listening for specific information or detail is something we do in the study field. Students who are sitting for a test or an exam, they need to focus on specific parts of the question to understand what is meant and what the question's aim is. In other words, "the test takers should be able to identify the specific information required" (Mewald et al., 2007, p. 9). After the specific information required by the question is identified, answering will not be a big problem for learners (as cited in Medoukali, 2015, P. 18).

2.3 Acquisition vs Learning of the listening skill

According to Krashen and Terrell (1988, p. 26) language acquisition is the "natural way to develop linguistic ability, and is a subconscious process; children, for example, are not necessarily aware that they are acquiring a language, they are only aware that they are communicating". While the process of language learning is different, it can be described as 'formal knowledge' of a language. According to Krashen and Terrell (1988), acquisition can only take place when input is comprehensible to the learner, and the affective filter is low.

Krashen's (1983) pioneering studies in the natural acquisition of language rest upon five basic hypotheses, which are: the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis (as cited in Alqahtani, 2014, p. 18). Listening to YouTube Videos will be useful only if the *input* brought from the videos is *comprehensible,* and *the affective filter* is *low*. This is why this research discusses and reviews only the last two hypotheses, as they are more directly related to the focus of this study.

2.3.1 The Input Hypothesis

The Input Hypothesis (Krashen & Terrell, 1983) is an attempt to explain how the learner acquires a second language. In addition to how second language acquisition takes place. The input hypothesis is only concerned with "acquisition", not "learning". It is based on the assumption that they acquire (not learn) language by understanding input that is a little beyond our current level of linguistic competence. This hypothesis also claims that listening and reading comprehension are of primary importance in language acquisition, along with the speaking ability emerging naturally and in time, when the acquirer has achieved a feeling of competence through exposure to enough comprehensible input (Krashen & Terrell, 1983).

This current study, one of the reasons for using YouTube videos is to help students achieve language acquisition, since these videos can provide rich audio-visual aids to input, and at the same time can get students exposed to large quantities of comprehensible input.

2.3.2. Affective Filter Hypothesis

According to this hypothesis, there are numbers of affective variables that serve to facilitate the language acquisition. The three basic factors-motivation, self-confidence and anxiety-are more related to achievement measured by communicating test than by formal language tests. Krashan's (1982) stated that

Those whose attitudes are optimal for second language acquisition (SLA) will not

only tend to seek less input, but they will also have a high and strong affective filter-

even if they understand the message, the input will not reach that part of the brain

responsible for language acquisition (p. 31).

One can understand that learners with high motivation, self-confidence, a good self-image

and a low level of anxiety are better equipped for success in second language acquisition.

Low motivation, low self-esteem and anxiety can raise the affective filter and form a 'mental

block' that prevents comprehensible input from being used for acquisition. In other words,

when the filter is 'up' it impedes language acquisition.

The availability of $i+1$ is not enough for SLA to take place if another prime requirement of

the hypothesis is not met. The hypothesis predicts that it is possible for a language acquirer to

receive enough of comprehensible input and yet stop or fossilize the process of language

acquisition. According to Krashen (1982), effective language pedagogy should not only

supply comprehensible input, but also create and maintain a classroom environment, which

encourages a low affective filter.

The Effective variables are mental obstacles that keeps learners from using

comprehensible input they receive for language acquisition. Therefore, to help learners to

learn effectively and sufficiently language, teachers should provide learners with

comprehensible input and lower effective filter.

2.4 Factors that Make Listening Difficult:

Without understanding the input appropriately, learning cannot get any improvement.

In addition, without the listening skill, no communication can be achieved (Cross, 1988; as

cited in Harrouz, 2016, p. 22). As for that, language learners, especially those who learn

English as a foreign language in a non-native setting, find it difficult to acquire good listening skill.

According to Hamouda (2013), EFL learners have crucial problems in listening comprehension because universities pay attention to grammar, reading, and vocabulary. Listening and speaking skills are not significant parts of many books, and teachers do not consider these skills in their classes (as cited in Sa'diyah, 2016, p. 54). Therefore, many EFL learners find it difficult to understand English native speakers pronunciations and fail to have a successful conversation with a native speaker. Moreover, Students' prior knowledge of the second or foreign language, motivation and learning strategies, the teachers' teaching methods, classroom environment, classroom facilities all form the most crucial parts of the students' views about the origins of their low listening comprehension performance to what Bennui (2007) stated . As people are not always communicating face-to-face listeners cannot predict the communication because there is no visual support, nor can they ask someone to repeat or try to explain it differently.

2.5 Teaching Listening:

Teaching listening means helping students to develop their listening skill and to understand the things they listen to (Richards, 2006). This can be created by using appropriate materials for learning source and construct well lesson plan. Through the use of materials and well-designed activities, the goals of teaching listening are achieved. (Etman, 2012). Moreover, Brown (2000) stated that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. It means that teaching is a process for the learners to gain information from their learning activity.

 In teaching, the teacher should facilitate and make the learning process more interesting to make the learners comfortable in the learning process.

2.5.1 The Importance of Listening in EFL Teaching and Learning:

Listening, as one of the four skills, play an important role in teaching and learning process. It is a vital mental capacity by which students understand and take part in the world around them. According to Roast (1994), several reasons make listening so important in language learning, which are as follows:

1. Listening is vital in the language classroom because it provides input for the learner. Without understandable input at the right level, any learning simply cannot begin.

2. Spoken language provides a means of interaction for the learner. Since learner must interact to achieve understanding, access to speakers of the language is essential. Moreover, learner's failure to understand the language they hear is in an impetus, not an obstacle, to interaction and learning.

3. Authentic spoken language presents a challenge for the learner to attempt, to understand language as it is actually used by native speakers.

4. Listening exercises provide teachers with a means for drawing learner's attention to new form (vocabulary, grammar, interaction patterns) in the language.

Furthermore, listening is the language modality that is used most frequently. Ellis and Brewster (1992, p. 56) mentioned that in the early stage of learning English, the pupils might spend much of their time listening to the teacher while playing simple games, singing songs, saying rhymes or listening to simple stories (as cited in Cahyaningrum, 2010, p. 32). In line with Ellis and Brewster, Riverss in Celce-Murcia (2001, p. 70) also mentioned that on average, one is expected to listen twice as much as he/she speaks, four times as much as he/she reads, and five times more than he/she writes. In other words, in the early stages of

teaching, teachers should provide pupils with many listening tasks in order to familiarize their EFL learners with the English language.

2.5.2. Strategies for Developing Listening Skills

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. According to Oxford (1990), listening strategies are one of the ways, which makes successful in listening comprehension.

Sa'diyah (2016) stated six strategies that can help EFL learners effectively in doing listening comprehension, which are:

1) Memory strategies, such as grouping or using imagery, have a highly specific function, such as helping students store and retrieve new information.

2) Cognitive strategies, such as summarizing or reasoning deductively, imagery, contextualization, grouping, repetition, problem identification, translation and predicting, enable learners to understand and produce new language by many different means.

3) Compensation strategy, like guessing or using synonyms, allows learners to use the language despite their often-large gaps in knowledge.

4) Metacognitive strategies, which allows learners to control their own cognition- that is, to coordinate the learning process by using functions such as centring, arranging, planning, self-monitoring, and evaluation,

5) Affective strategies help to regulate emotions, motivations, and attitudes

6) Social strategies help students learning through interaction with others.

Goh (2000) said that it is very important to teach listening strategies to students, and before doing this; teachers should increase learners' knowledge of vocabulary, grammar, and phonology. Listening comprehension aims to understand native conversations. Without comprehending the listening skills, learners never learn to communicate or speak effectively.

Conclusion

This chapter focused on listening in general, as it shows that listening is an active process and a very important skill to master a foreign language classroom to gain valuable language input. The concept of listening is defined, and the main listening strategies that are used in listening are presented. The two hypothesis of acquisition and learning are tackled. Moreover, this chapter has shown the factors that make listening difficult, the importance of listening in the foreign language teaching and learning. Also presented strategies for developing listening skills. The third chapter will attempt to practically test which role YouTube videos play in listening skill teaching and the extent to which it helps develop such skill.

Chapter Three: Fieldwork

Introduction

3.1 Data Collection Procedures

3.2 Population and Sampling

3.3 Questionnaire for Students

3.3.1 Description of the Questionnaire for Students

3.3.2 Analysis and Discussion

3.4 Questionnaire for Teachers.

3.4.1 Description of the Questionnaire for Teachers

3.4.2 Analysis and Discussion

3.5 Summary of the Major Findings

Conclusion

Chapter Three: Field Work

Introduction

The present chapter is devoted to discuss, analyze, and describe the questionnaires' results and to present the research findings about the effectiveness of using YouTube videos in enhancing EFL students' listening skills. The questionnaires was administered to the subjects in the department of English language at Mohamed Seddik Ben Yahia University; this study opted for one research tool: questionnaire for both teachers and students. The questionnaire for teachers aimed to investigate their perspectives about the advantages of using YouTube videos in the classroom as an essential tool to enhance and improve their students' listening skills. Whereas the questionnaire for students was meant to discover if they were aware of the importance and the value of using YouTube videos inside the classroom.

3.1 Data Collection Procedures

The potential participants for this study were third-year EFL students in addition to teachers at Mohamed Seddik Ben Yahia University. The questionnaire for students was posted online and the one for teachers was emailed to them.

The questionnaire was designed by Google Forms. In discussing the advantages of the questionnaires, Dornyei stated that "Because the essence of scientific research is trying to find answers to questions in a systematic manner, it is no wonder that questionnaires have become one of the most popular research instruments" (2010, p. 1).

3.2 Population and Sampling

The questionnaire was submitted to third-year EFL students and teachers at Mohamed Seddik Ben Yahia University, during the academic year 2019-2020. Fifty-nine students (59) and thirteen teachers (13) participated in this study.

The choice of this particular population was based on the idea that third-year students were exposed to YouTube Videos for more than two years at the university, which also implies that they are acquainted with the use of videos to enhance their language skills.

3.3 Questionnaire for Students

In what follows, the description and analysis of data gathered from the questionnaire for students will be presented.

3.3.1 Description of the Questionnaire for Students

The students' questionnaire was divided into two sections. The first section dealt with YouTube Videos and their importance. This section aimed at investigating students' perceptions of using YouTube Videos in the classroom. The second section was concerned with students' listening skills. This section aimed at finding out the difficulties that might students encounter when listening to the English language.

The questionnaire for students is composed of twenty-three (23) questions. It is consisting of open-ended, close-ended and multiple-choice questions that allowed the respondents to answer freely without any limit in order to provide quantitative data.

3.3.2 Analysis of the Questionnaire for Students:

Section One

Question 1: Do you seek opportunities to use English?

The purpose of this question was to determine whether English learners create chances to use English or not. According to the answers, 98 % of the learners develop opportunities to use the English language when they have the opportunity to do so while 2% answered with no.
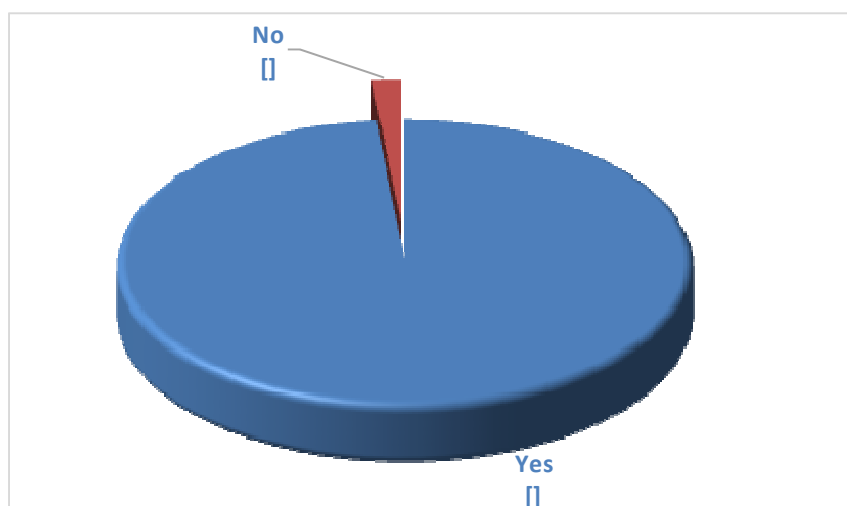

No
[]

Yes
[]

Figure 1: Seeking Opportunities to Use English

Question 2: How often do you have internet access?

This question sought to find out how often students have internet access**.** The answers of participants with regard to internet access showed that 60% of them always access the internet while 30% of them often access it. This means that the overwhelming majority have no problem connecting to the internet regularly. On the other hand, 7% access it occasionally. The participants who said they rarely use the internet scored 3%, and none of them said they never have access to the internet.
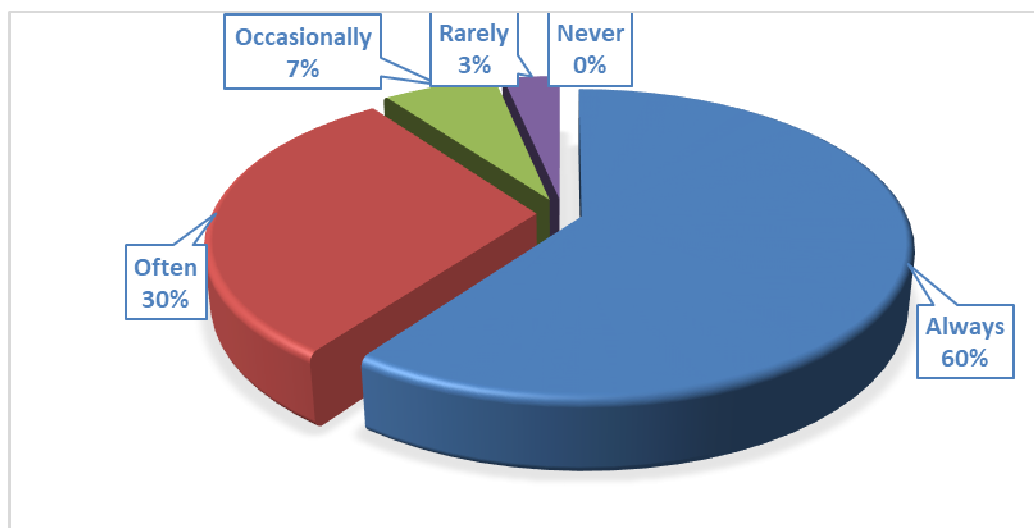
Figure 2: Frequency of Accessing Internet

Question 3: Do you use technological tools to learn English?

This question aimed to know whether students use technological tools to learn English or not. According to the answers, 97% of the learners use technological tools to learn English. In contrast, 3% do not use technological tools to learn English.
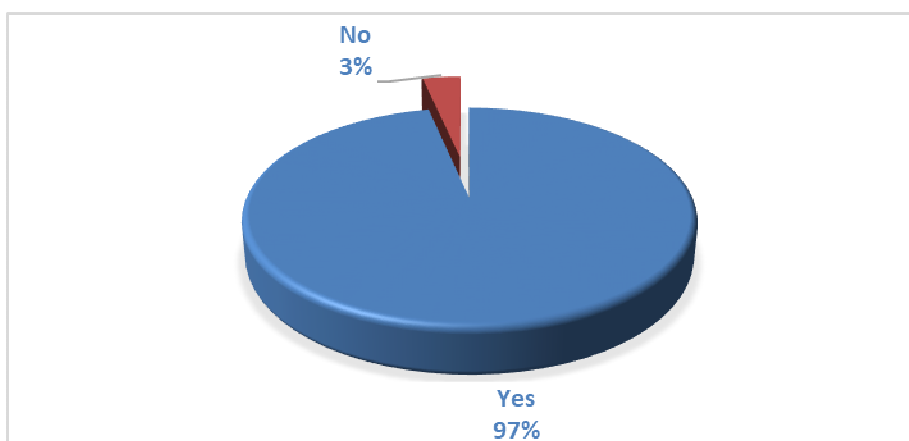

Figure 3: Using Technological Tools to Learn English

Question 4: Do you permanently practice English outside the classroom via the internet (chatting, watching English videos, reading books online, etc.)?

The purpose of this question was to find out whether students practice English outside the classroom or not. The pie chart indicates that 93% of the learners practice the English language outside the classroom via the internet (chatting, watching English videos, reading online books.). In contrast, 7% do not practice the English language outside the classroom.
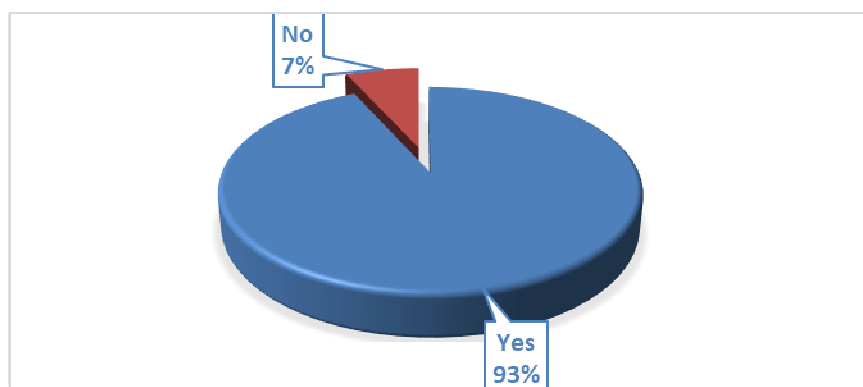

Figure 4: Practicing English via The Internet to Learn English

Question 5: Which type of websites do you mostly use?

This question aimed to have an idea about the types of websites mostly visited by the participants. Figure 5 demonstrates that a fair percentage of 47% use the YouTube website. It also should be noted that 36% of the participants use social websites. Educational websites scored 8%, while entertainment websites scored 9%.
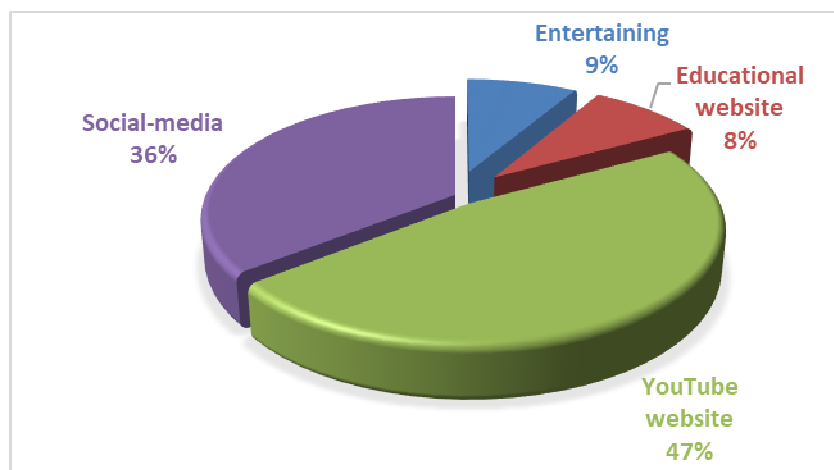
Figure 5:Types of Websites that are Widely Used

Question 6: How often do you visit the YouTube website?

The purpose of this question was to know the frequency of the use of the YouTube Website by the participants. From Figure 6, it can be said that 45% of the sample always use YouTube channels, while 40% of them often use it. Thirteen 13% of the participants use it occasionally, while only 2% use it rarely. None of the members of the sample said that they never used YouTube before.
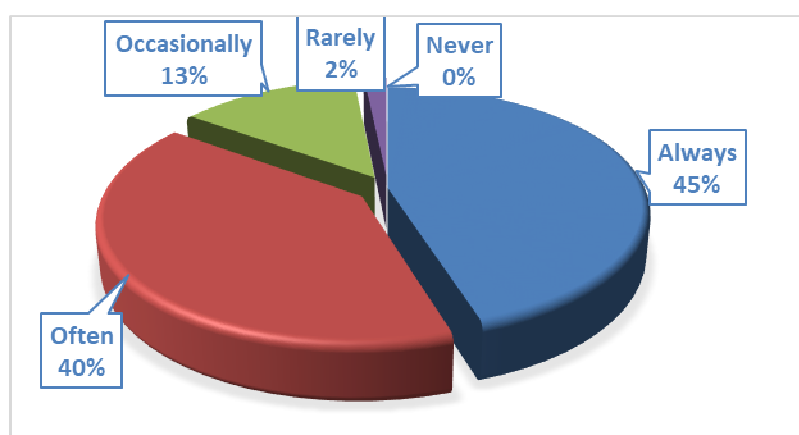

Figure 6: The Frequency of the Use of YouTube Videos

Question 7: How often do you visit the YouTube website for educational purposes?

This question aimed at knowing whether the sample population uses YouTube for educational purposes or not. According to the answers, 26% of the population answered that they always use it for educational purposes, while 51% of them said that they often use it for such purposes. Twenty 20% of them said that they occasionally use it for such purposes, and only 3% of the participants said that they rarely use it for such purposes.
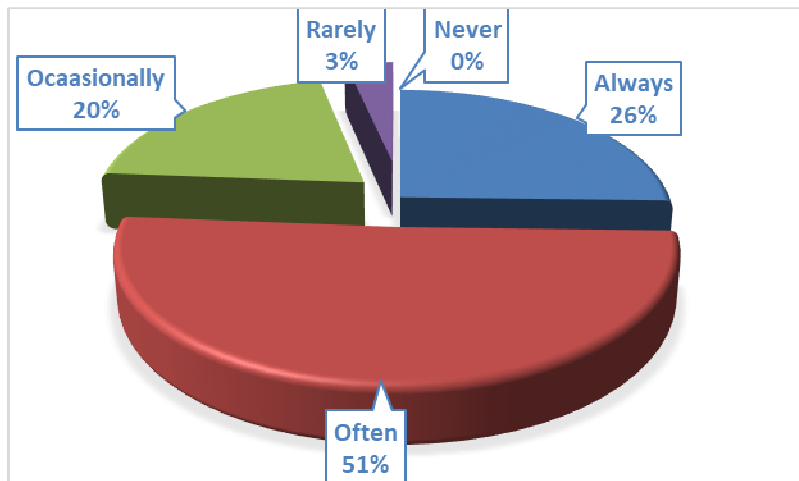
Figure 7: Using YouTube Videos for Educational Purposes

Question 8: Do your teachers use YouTube videos as a teaching aid in the classroom?

The objective behind this question was to figure out whether teachers use teaching aids in the classroom or not. According to the answers, 73% of the participants said that their teachers use YouTube Videos as a teaching aid, while 27% of them said that their teachers do not.

Figure 8: Teachers' Use of YouTube videos as a Teaching Aid in the Classroom

Question 9: How often does your teacher use YouTube Videos in the classroom?

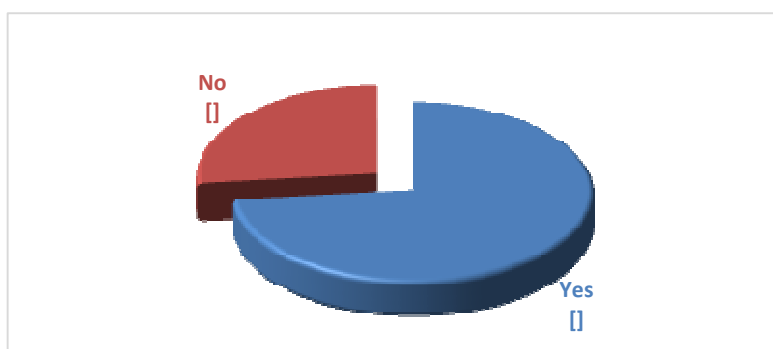The above question was asked in order to have an idea about the frequency of the use of the YouTube videos in class and thus the extent to which the participants are being exposed to the content of such videos. According to the answers, 3% of the participants ticked "always", which may be attributed to the fact that it is not always possible to use videos in the classroom, not only due to practicality issues, but also to the nature of the program, which includes both listening and speaking. Forty-seven 47% of the participants answered that their teachers sometimes use videos; while the remaining 50% responded that their teachers rarely use them.
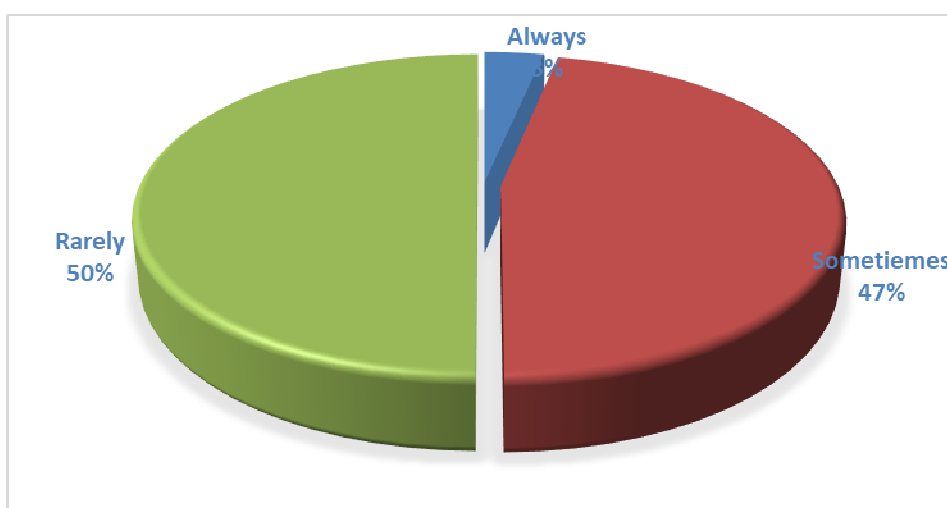
Figure 9: Teachers' Use of YouTube Videos in the Classroom

Question 10: What is your point of view about incorporating YouTube videos as a teaching aid in the classroom?

The purpose of this question was to figure out the participants' opinion, about the use of YouTube videos as a teaching aid in the classroom. Eighty-six 86% of the participants said that they are positive about incorporating YouTube videos as a teaching aid in the classroom.

Fourteen 14% said that they are neutral. None of the participants said that they have an

unfavorable opinion.
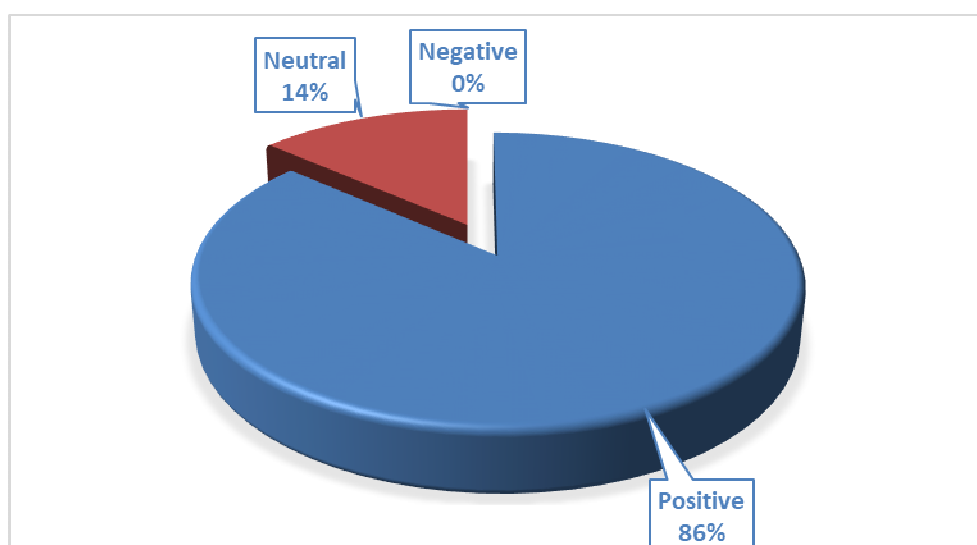
Figure 10: Incorporating YouTube Videos as a Teaching Aid in the Classroom

Question 11: Are you satisfied with the traditional techniques of teaching using blackboard and handouts?

This question aims to know whether the respondents are satisfied with using the traditional technique of teaching using blackboard and handouts or not. The Figure below shows that the majority 73% of the respondents are not satisfied with the traditional techniques, while the remaining 27% are satisfied with the traditional techniques.
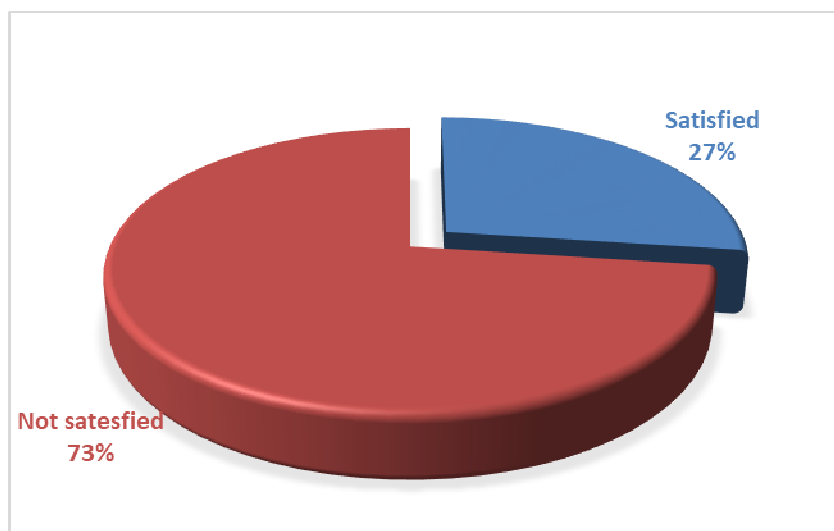
Figure 11: Learners' Opinions about the Traditional Teaching

Question 12: Using YouTube Videos in the classroom helps EFL learners to overcome anxiety.

The Figure below indicates that the opinion of the participants about the use of the YouTube videos in the classroom particularly whether it helps learners to overcome their anxiety or not. As it can be seen, 47% of the participants strongly agree that using YouTube videos in the classroom help students to overcome their anxiety. Thirty-eight 38% said that they agree, 13% said that they are neutral, and only 2% disagree about the statement above.

The majority of the participants agreed that using YouTube videos in the classroom would help students to overcome their anxiety. They justified their answer by saying that this technique motivates them and allows them to enjoy their classes better; it is more engaging and interesting. It provides the students with more information; finally, it creates a suitable atmosphere in the class.
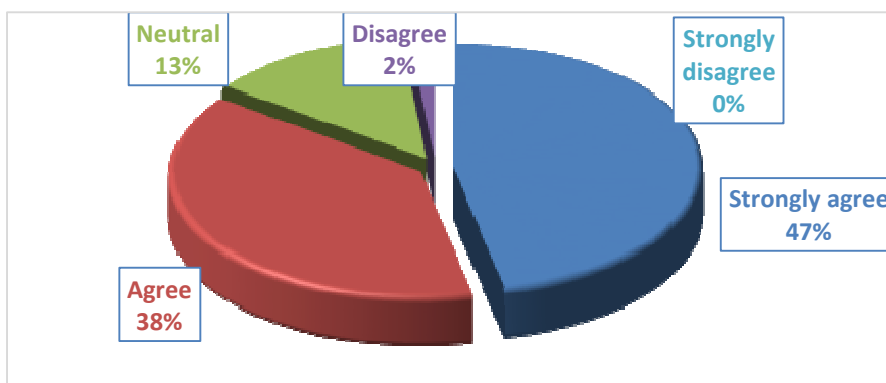
Figure 12: Implementing YouTube Videos in the classroom to Overcome Anxiety

Question 13: Do you agree that the incorporation of YouTube videos facilitates the learning process and makes it more enjoyable and less stressful?

The objective of this question was to have an idea about whether the participants agree that YouTube videos facilitate the learning process and make it more enjoyable and less stressful or not. When asked this question, the majority of the participants 97% ticked "Yes". Only 3% ticked "No" unanimously agreeing that the use of videos in class encourages them to learn, and sparks their interest.

The participants gave reasons for their responses, claiming that the involvement of the videos in class: It makes the session more interesting and gives learners new information and ideas; it make things easier to understand; and it keeps boredom at bay inside the classroom. It motivates learners, entertains them and grabs their attention. It encourages them to interact with others and with the content. It is less stressful and creates a comfortable environment for learning.
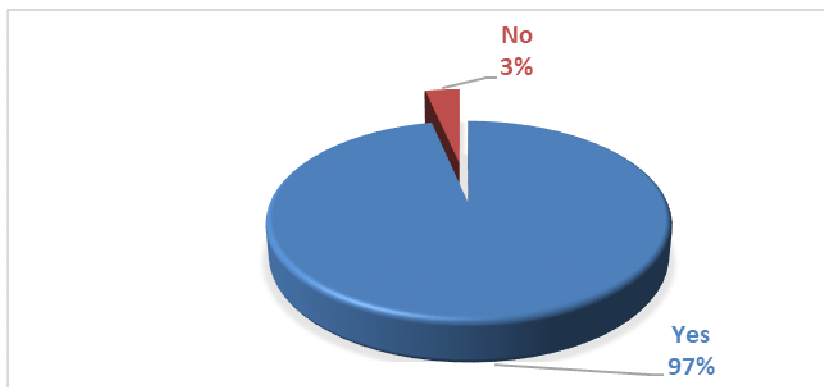
Figure 13: Learners Opinion about Role of YouTube Facilitations

Question 14: What kind of YouTube videos contribute to improve your English?

The above question was asked for the sake of knowing which kinds of YouTube videos contribute to improve the participant's learning of English language. When the participants were asked about the types of Videos that can be contributed in improving their learning of English. The answers showed that a fair percentage of the participants (37%) are interested in watching educational videos while 29% are interested in watching motivational videos. A lower rate of 22% said that they use the website to watch films while those participants who said that they use the website for listening to music scored the lowest percentage of 12%.
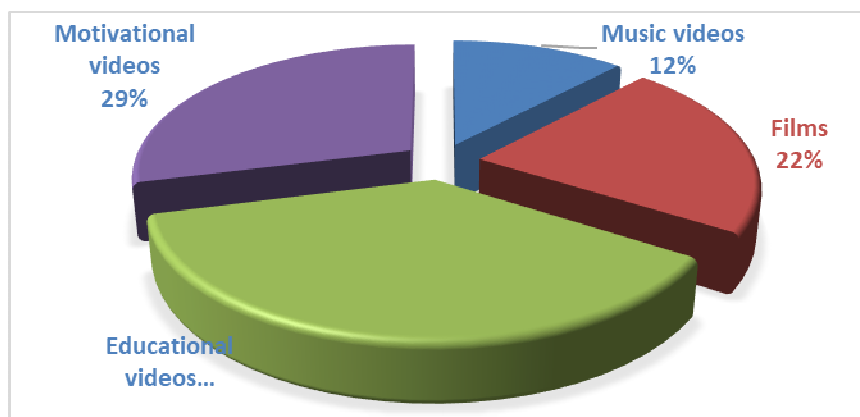
Figure 14: Types of Effective YouTube Videos

Section Two: Listening Skill

Question 1: Do you listen to English outside the classroom?

The purpose behind the above question was to know whether students of English at the department of Mohamed Seddik Ben Yahia university listen to English outside the classroom or not. As it was expected, the majority of the students (98%) answered that they listen to English outside the classroom while students who said "No" represent a minimal number which is 2%.
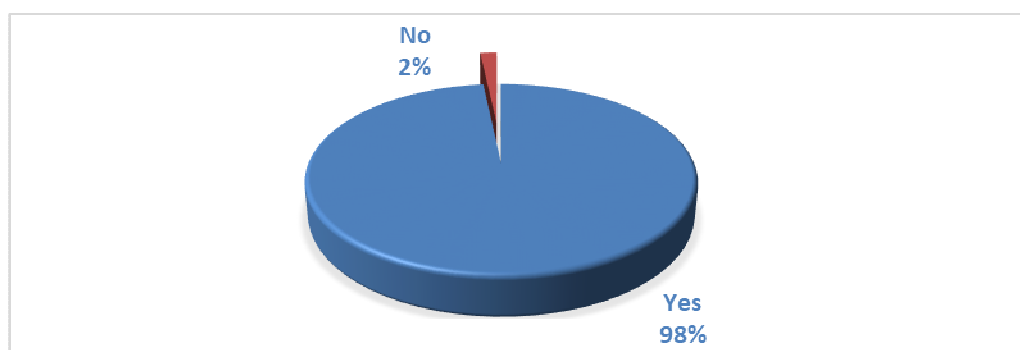
Figure 15: The Practice of Listening Outside the Classroom

If yes, how often do you listen to authentic programs presented by native speakers?

According to the answers, 43% answered that they often listen to authentic programs in English presented by native speakers. Thirty-three 33% of the respondents answered with always, and nearly 21% of them chose occasionally. Whereas, only 3% chose rarely.
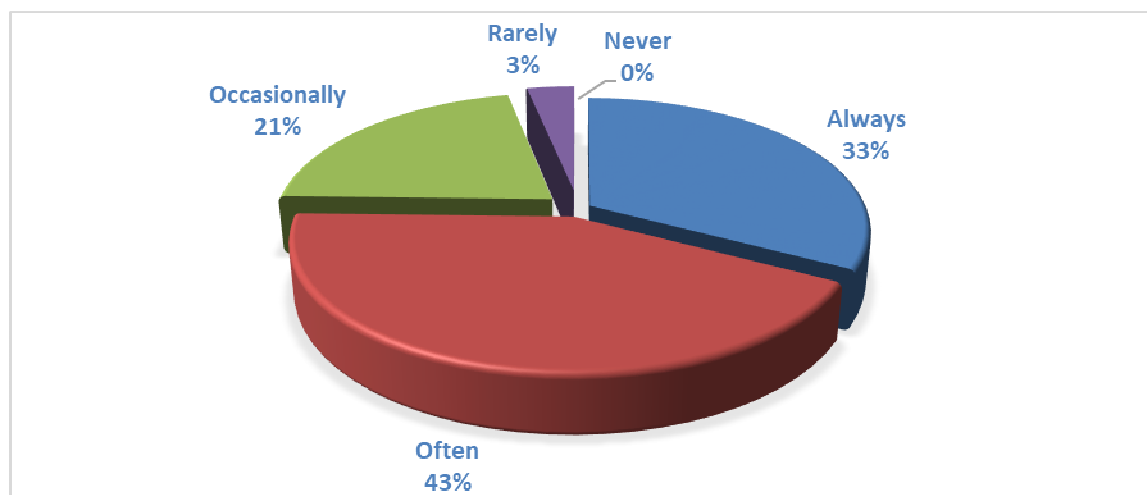
Figure 16: Frequency of Listening to Authentic Programs Presented by Native Speakers

Question 2: When you listen to native speakers, how would you evaluate your understanding of the language used?

The goal behind this question was to know whether students understand native speakers or not. According to the answers, 57% of the students reported that their understanding is acceptable. Thirty-three 33% reported that they have a good level in listening. Eight 8% have an average listening ability level, whereas only 2% declared low.
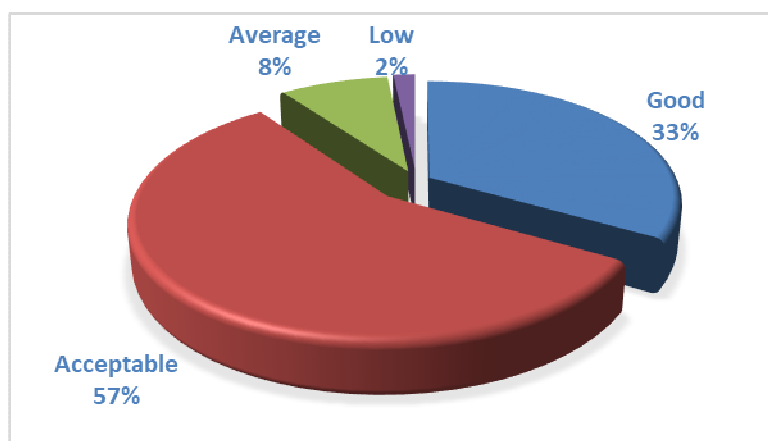
Figure 17: Students' Evaluation of their Understanding to the Native Speakers

Question 3: What are the difficulties you meet when listening to native speakers?

The purpose of this question was to have an idea about the difficulties that students meet when they listen to native speakers. In this question, all students gave approximately the same responses regarding their challenges in listening to native speakers.

● The majority of students stated that speed deliveries and language complexity are the two main causes that lead to encountering listening difficulties.

● Some students claimed that pronunciations, reduced forms and language complexity are the most influential aspects that lead to listening difficulties.

● Lack of vocabulary and difficulties of understanding idioms.

● Variation of accents and dialects.

● Lack of background knowledge.

Question 4: In the classroom, do you think that listening to your teacher is enough to enhance listening?

The objective of this question was to know whether listening to teachers inside the classroom is enough for students or not. One can notice from the results shown in the figure below that the majority of students making up 72% stated that listening for teachers in the classroom is not enough. Merely 11% chose yes, while 17% of them stated that they do not know.
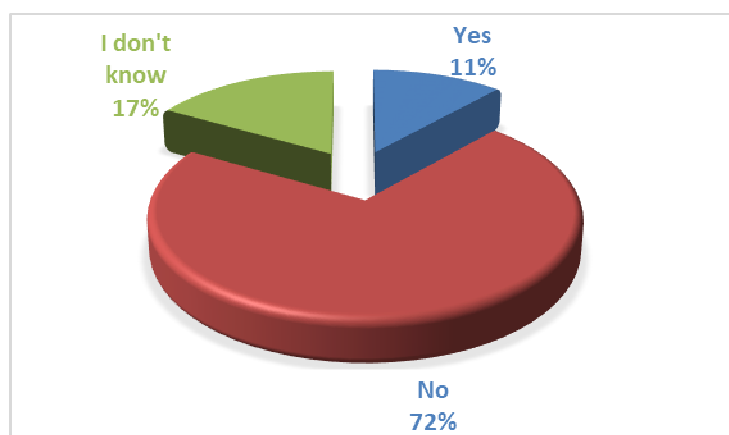
Figure 18: Time Allocated for listening

Question 5: Do you find it necessary to be exposed to other teaching aids to act as other sources of speech?

This question aimed at finding out the students' opinion about the incorporation of other teaching aids to act as other sources of speech. The answers indicates that 90% admitted that they find it necessary to be exposed to other teaching aids. However, 10% admitted that they do not find it necessary to be exposed to other teaching aids.
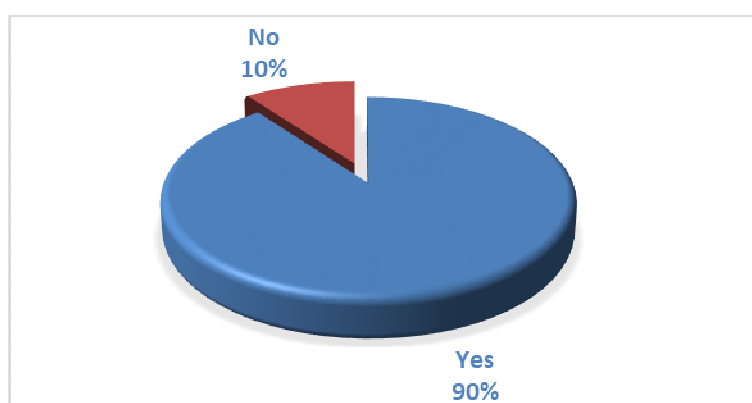
Figure 19: Students' Opinions about the Necessity of Using YouTube Videos

Question 6: How do you feel about the listening skill in comparison with other skills?

The purpose behind this question was to know the students' opinion about the listening skills in comparison to other skills. According to the answers, 53% claimed that listening is difficult, as much as the other skills while 32% claimed that listening is the most difficult skill. Only 15% claimed that listening is the easiest one.
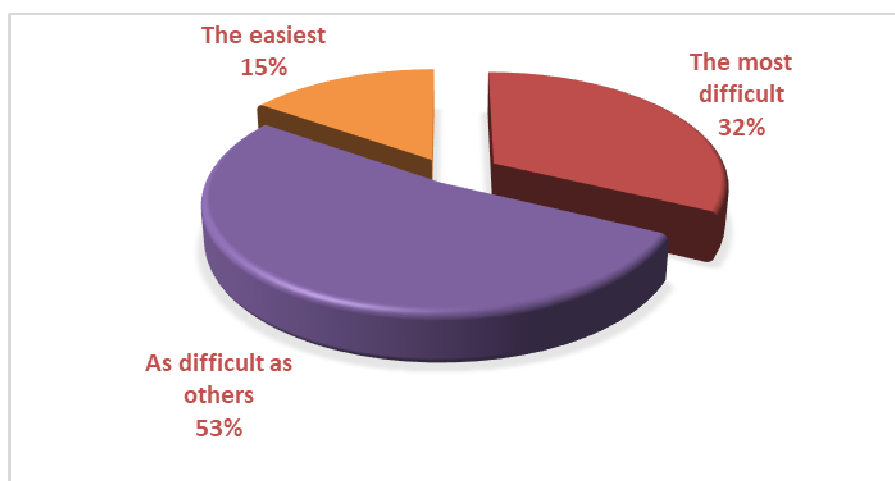
Figure 20: Students' Perceptions towards the Difficulty of Listening Skill

Question 7: Do you find it important to learn the listening skill?

The objective of this question was to know whether students find it important to learn the listening skills or not. As far as the figure is concerned, the majority of the respondents (90%) stated that they find it important to learn listening skills. On the other hand, 10% said the opposite.

Students who answered "yes" believed that there are many advantages of listening, which are stated as follows:

● Listening plays a significant role in helping the learners to build vocabulary, sounds, words and grammar of English through what they hear.

● It develops their pronunciations and improves their accents.

● It improves the students' grammatical knowledge and communicative competence.

● It represents the main source of input that learners rely on to comprehend the spoken language

● It gives them the chance to interact with native speakers and understand their language.

● Listening paves the way for speaking to be developed; the listeners cannot develop their speaking skills unless they develop their listening skill.

- It enables learners to receive and interact with language input.

- It fulfils the social needs, maintains relationships between people and strengthens their

  confidence.
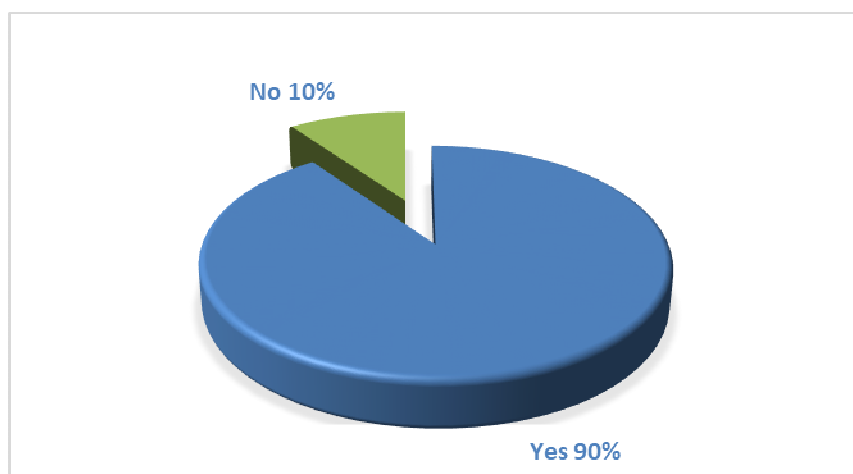
Figure 21: Students' Perceptions towards the Importance of the Listening Skill

Question 8: The use of YouTube videos improves the students listening skill

The purpose of this question was to figure out whether the use of YouTube videos improves the students listening skill or not. Within the current sample, more than half of the respondents with the percentage 54% strongly agreed that using YouTube videos improves their listening skill, and 14% agreed on the statement while 12% showed that they are neutral. However, 20% showed that they disagree and other 20% showed that they strongly disagree.
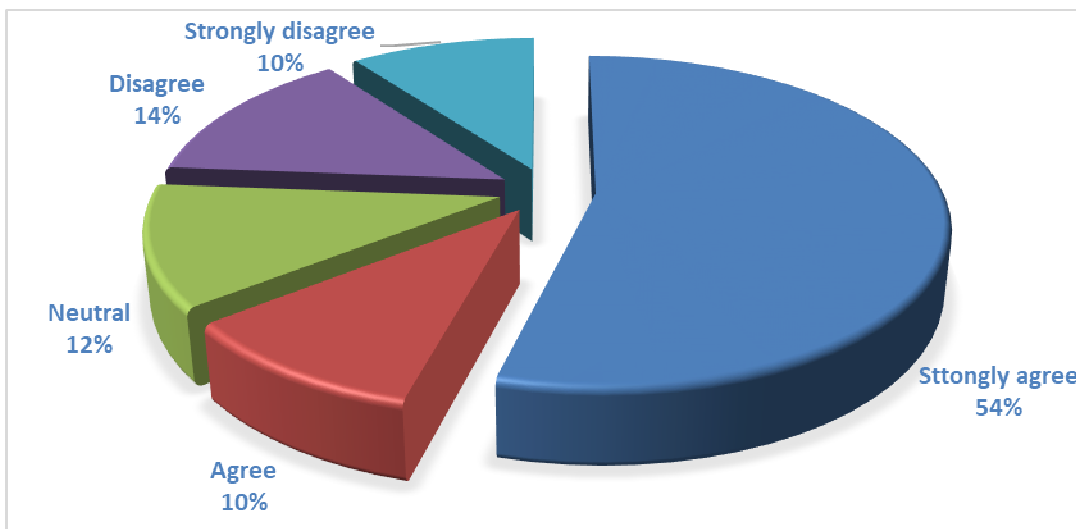
Figure 22: Students' Opinions about the Effectiveness of YouTube Videos in Enhancing the Listening Skill

Question 9: YouTube videos are a good source for practicing listening ability

This question aimed at finding out whether YouTube videos are a good source for practicing the listening skill or not. The findings revealed that 54% of the participants strongly agree that YouTube videos are a good source for practicing the listening ability and 12% said that they agree. However, 14% of the respondents chose to be neutral, and only 8% chose to disagree while roughly the same percentage said they strongly disagree.
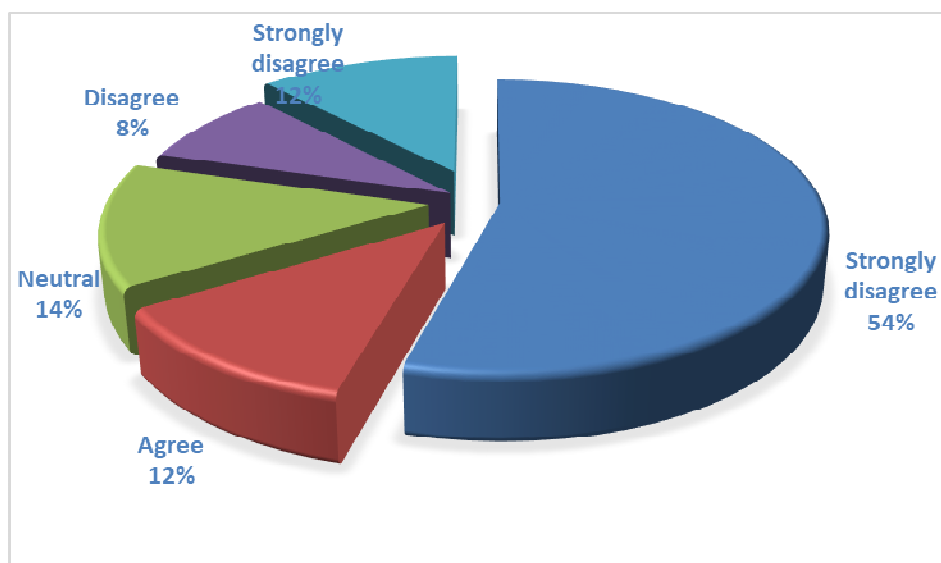
Figure 23: YouTube Videos as a Good Source for Listening

3.4. Questionnaire for Teachers

In what follows, the description and analysis of data gathered from the questionnaire for teachers will be presented.

3.4 .1 Description of the Questionnaire for Teachers

The questionnaire for teachers was composed of one section, which included fourteen (14) questions, revealing the teachers' perceptions towards the use of YouTube Videos in EFL classes. It consists of open-ended, close-ended and multiple-choice questions.

3.4.2 Analysis of the Questionnaire for teachers

In this part of the research, each question will be analyzed separately.

Section One: Teachers' Perception Towards the Use of YouTube Videos in the Classroom to Enhance Listening Skill.

Question1: On average, how do you consider the level of your students' listening skill?

The aim behind this question was to find out the students' level in listening skill. The Figure below revealed that 69% of the participants asserted that their students listening skill level is average while 23% of them reported, they have a good level. Eight 8% declared that they are weak. However, none of them stated that learners' level is excellent.
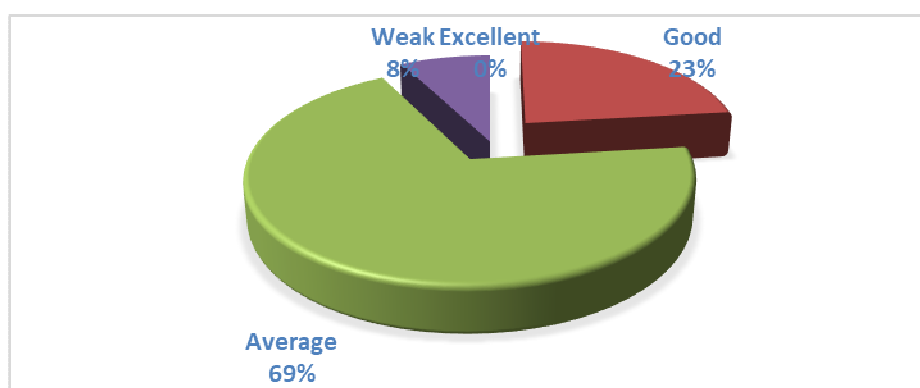
Figure 24: Teachers' Evaluation of the Students' Level of Listening

Question 2: Do you prefer to use technology in your language teaching classes?

The purpose of this question was to find out whether teachers preferred to use technology in their language teaching classes or not. According to the answers, 85% of the participants chose to use technology materials in language teaching inside the classroom. In contrast, 15% preferred not to use it.
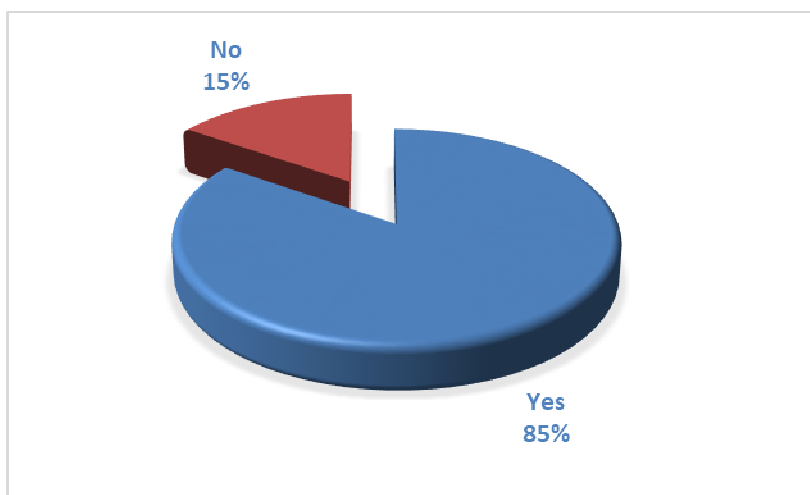
Figure 25: The Use of Technology Tools for Teaching

If yes, could you please mention how often do you use them?

Answers about this sub-question revealed that 46% occasionally use technology in their teaching, 31% said that that they often use them, while 23% said they rarely use them. However, none of the respondents stated "always or never".
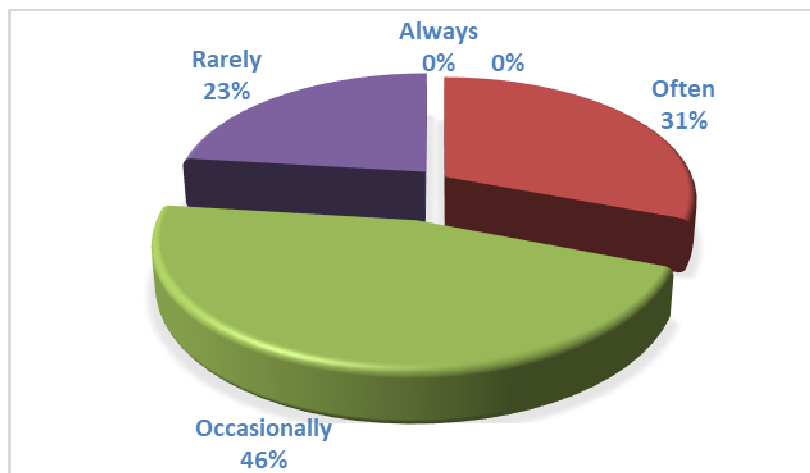
Figure 26: Frequency of the Use of Technology Tools in Teaching

Question 3: Students can acquire better listening skills if they are exposed to native speakers' conversations.

The aim of this question was to find out whether it is true that listening skill is acquired better when students are exposed to native speakers' conversations. From the teachers' responses, it is revealed that 62% strongly agree on the statement 15% agree on it, and 8% showed that they are neutral. However, 15% strongly disagree on acquiring better listening skill by being exposed to native speakers.
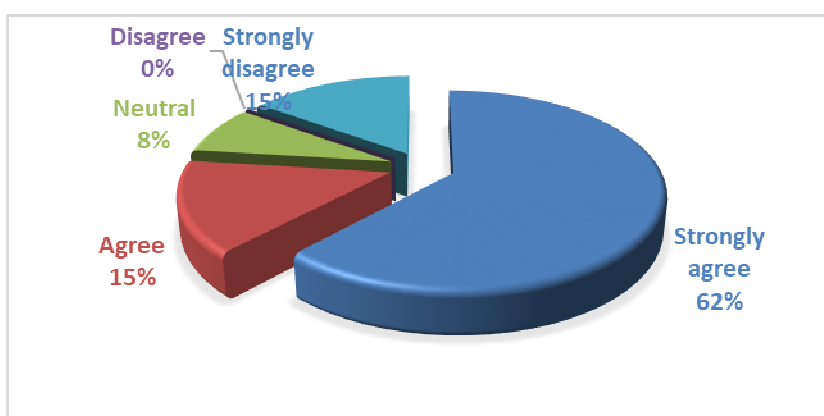
Figure 27: The Exposure to Native Speakers Conversations for Enhancing Listening

Question 4: Does the use of technology help your students to develop their ability to master listening skill?

The objective of this question was to find out whether the use of technology helps the students to develop their ability to master the listening skill or not. As the Figure 28 illustrates, all of the teachers (100%) showed their full agreements that technology helps the learners in promoting and enhancing their listening skill.

Question 5: Which technology tool do you usually use in the classroom?

The objective behind this question was to find out the technological tools that are used by teachers inside the classroom. According to the data displayed in Figure 29, 38% chose 'videos' as the most technological tool that is used in the course. Then, almost the same percentage (31%) is shared between teachers who use audio recordings and those who use PowerPoint. However, none of them chose podcasting.
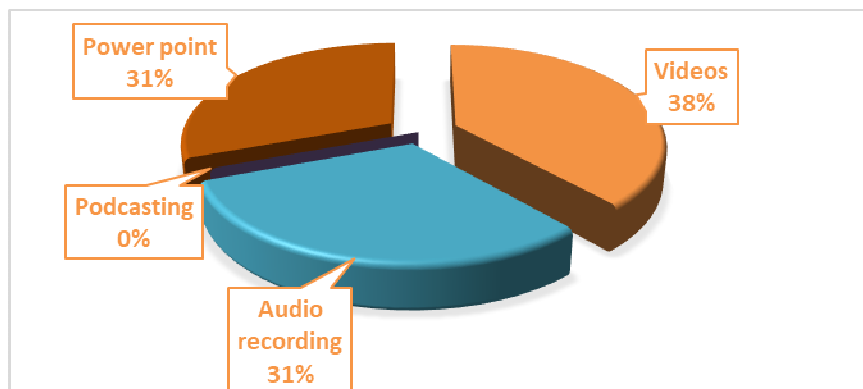
Figure 28: Technology Aids that Teachers Use in the Classroom

Question 6: What are your perceptions towards the use of YouTube videos in the pedagogical setting in order to overcome anxiety?

This question aimed to find out the teachers' perceptions towards the use of technology such as YouTube videos in order to overcome anxiety. The results indicated that the majority of teachers 92% declared their positive perception towards the use of YouTube videos as a

teaching aid in the classroom to overcome anxiety while 8% showed that they are neutral, which proves that almost all teachers support the implementation of YouTube videos in the classroom. Teachers then justified their answers as follows:

☐ YouTube videos are considered as a good source for teaching listening and speaking. They brought the real world to the classroom boundaries. At the same time, it motivated them to communicate and overcome their anxiety.

☐ YouTube videos allow EFL learners to be exposed to English in its natural contextual use.

☐ Through YouTube videos, learners can hear and see how native speakers use language. It gets their attention which makes the class active; this will raise student' engagement to the topic and stimulates their motivation.

☐ Videos keep the teaching process vivid, active, and funny. Thus, learners never feel bored or anxious. Moreover, this kind of videos works as a reference for correcting students' pronunciation, grammar and vocabulary use. Consequently, learners will try to imitate and produce their own utterances using what they hear and see.

☐ YouTube videos will enhance their listening and will help them to use the language accurately with no fear.
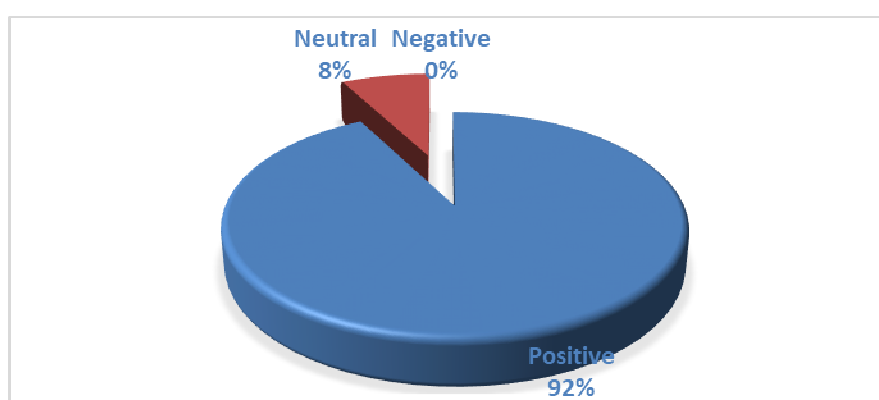
Figure 29: Teachers' Perceptions towards the Use of YouTube to Overcome Anxiety

Question 7: YouTube is an efficient pedagogical tool for developing and enhancing the learners' listening skill.

Once again, teachers were asked about whether they think that YouTube is an efficient pedagogical tool for developing and enhancing the learners' listening abilities. Teacher's responses revealed that 54% strongly agree that using YouTube videos in the classroom will enhance the students' listening abilities, 23% of them showed that they agree with the statement above, while 7% revealed that they are neutral. However, only 8% of the respondents selected strongly disagree and disagree.
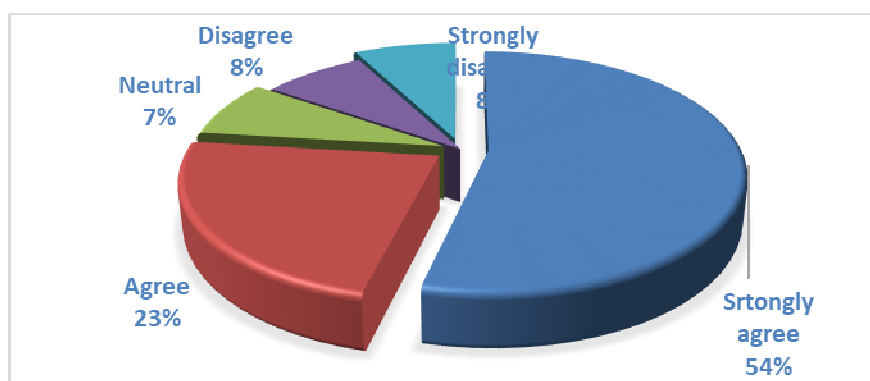
Figure 30: YouTube as an Efficient Pedagogical tool to Enhance Listening Skill

Question 8: Do you find it difficult when using YouTube videos in the courses?

The aim of this question was to find out whether teachers find any difficulties when using YouTube videos in the courses or not. According to the following figure, both choices have the same percentage 50%. Teachers who said "Yes" stated that they face difficulties when using YouTube videos, while teachers who said "No" stated that they do not face any difficulties when using YouTube videos in the course.
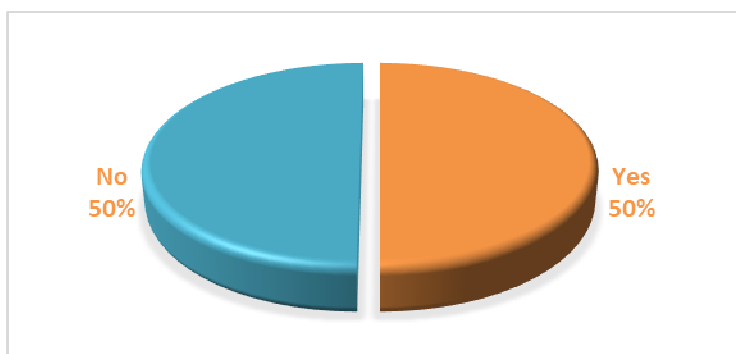
Figure 31: Teachers' Perceptions of the Difficulties of Using YouTube Videos

Question 9: What are the main challenges that restrict teachers in integrating YouTube videos in the classroom?

At this stage of investigation, the aim was to identify the main challenges that limit teachers in integrating YouTube videos in the classroom. According to the responses of the teachers, it can be seen that 54% asserted that the lack of internet access disables them from using YouTube videos online; whereas, 23% considered that the problem is in the lack of time. Another 23% declared that the lack of teaching aids is one of the main obstacles.

There are some teachers added other difficulties, which are:

☐ The lack of teachers' training concerning the use of ICTs in general.

☐ The high number of students in class.

☐ The technical issues teachers may face during the session.

☐ The absence of any training that could enable teachers to overcome the fear of using technological support in their classes.
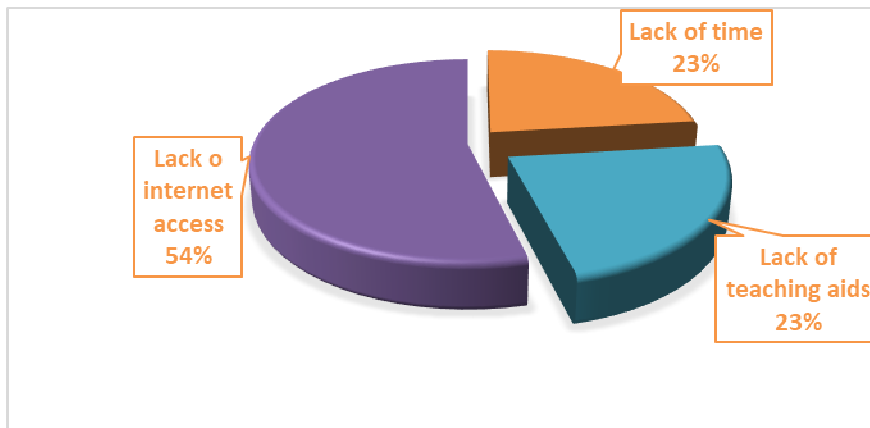
Figure 32: Teachers' Challenges When Integrating YouTube Videos in the Classroom

Question 10: Students would be more interested in learning the English language if the teacher uses videos as a teaching material.

This question aimed at finding out whether students would be more interested in learning the English language when the teachers use videos as a teaching material. According to the answers, More than half of the participants (54%) strongly agree that the use of YouTube videos make learning English interesting. In contrast, 23% agree on the statement, whereas 23% were neutral. However, none of the teachers answered that they disagree or strongly disagree.
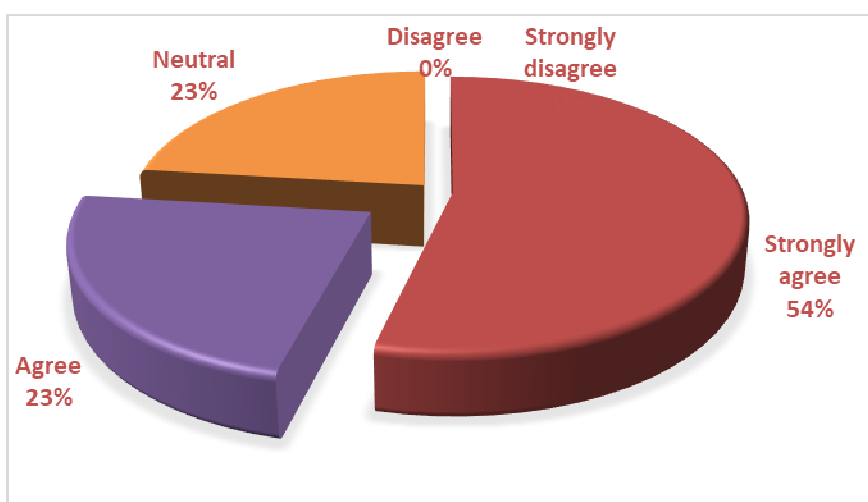
Figure 33: The Role of YouTube Videos to Rise Students' Interest

Question 11: Do you consider teaching listening skills with the use of YouTube videos as an educational tool, an entertaining strategy, or both.

The objective behind this question was to have an idea about the teachers' opinion about listening skills. It appears from the obtained results that 15% of the teachers considered YouTube videos as an educational tool. In comparison, 85% indicated that it works as both an educational tool and an entertaining strategy at the same time.
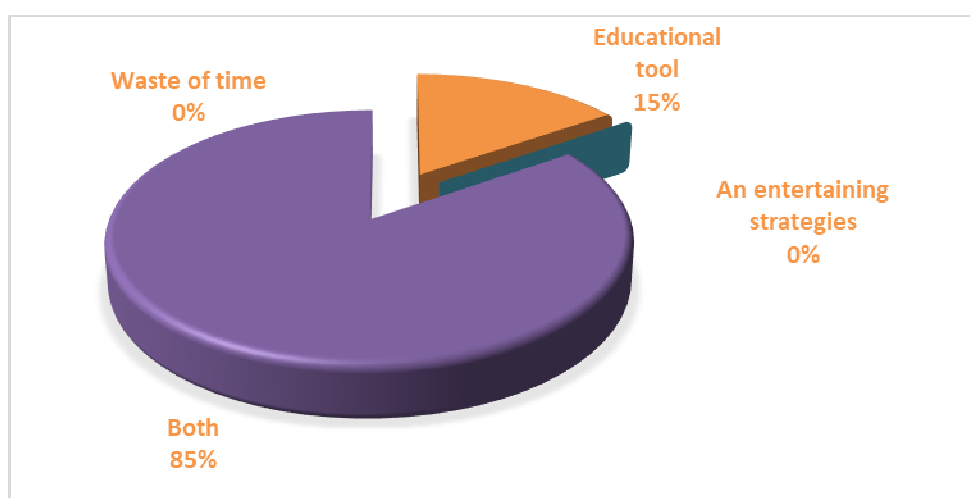
Figure 34: Teachers' Perceptions towards Teaching Listening using YouTube Videos

Question 12: Traditional techniques in teaching listening comprehension still help students nowadays.

This question aimed to know whether traditional techniques in teaching listening still help students nowadays or not. According to the teachers' responses in Figure 36 below, it can be noticed that 31% of the teachers showed their agreements, which claims that traditional technique, are still helpful for students nowadays. While 54% said, they are neutral. Whereas, 8% showed that they disagree and another 8% indicated that they strongly disagree with this statement.
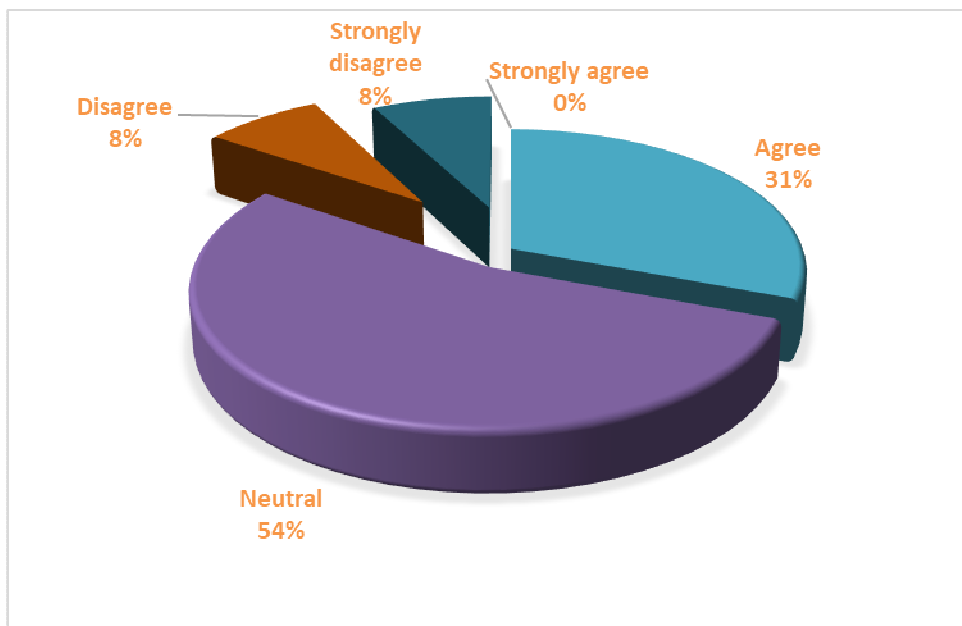
Figure 35: Teachers Opinions about the Usefulness of Traditional Techniques

Question 13: What kind of YouTube videos can contribute to improving EFL learners English?

The purpose of this question was to identify which kinds of YouTube videos used by teachers to improve EFL learners English. According to the data displayed in Figure 37, forty-six teachers (46%) chose "motivational videos" as the most useful type to improve EFL's English. At the same time, 38% chose educational videos. However, 8% is shared between teachers who have chosen music videos and films.
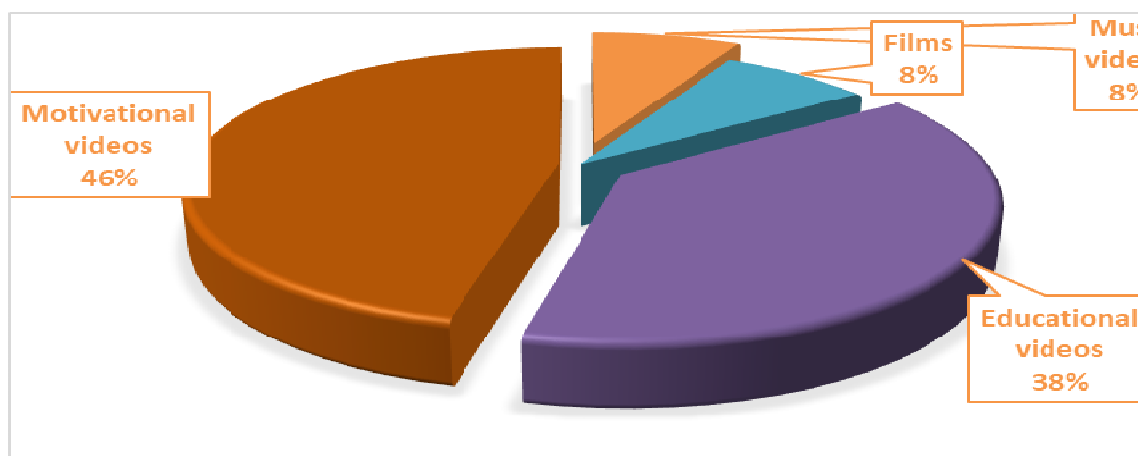
Figure 36: Types of YouTube Videos that Improves EFL Learners English

Question 14: Could you please suggest any further proposals on how to benefit from the use of YouTube videos in EFL classes?

The open-ended question was asked to gather more trustworthy suggestions on how to benefit from the use of YouTube videos in classes. Teachers answered in different ways presenting some comments as follows;

☐ The use of YouTube videos is beneficial in the language classroom. However, their selection should be careful and thoughtful, only for the ultimate goal of rendering the learners more motivated and use them to speak in the target language quite after.

☐ Teacher should select according to students' level, needs, interests and preferences. Additionally, educational YouTube videos break the routine of the old traditional methods when learners do not have the right amount of time to express their thoughts freely.

☐ Laboratories should be well-equipped with the needed materials to make the teaching of the listening skill a successful process. Moreover, teachers should select their videos attentively according to pedagogical aims to make their learners benefit from these videos.

☐ Minimize the number of students per class.

Summary of the Major Findings

The findings of the student's questionnaire showed that the majority of the students were interested in the use of YouTube videos in their process of learning. Also, they agreed that this new educational medium was a significant tool since it contributed to reflect the real use of the English language. Moreover, the incorporation of YouTube videos facilitated the learning process and made it more enjoyable and less stressful in a way that helped them to overcome their anxiety. These results are relevant to Roodt and Peier (2013) because

YouTube videos stimulate introvert students to overcome their anxiety and encourage them to interact in the classroom.

In addition, YouTube was also a good source for practicing listening since it provided the learners with the correct pronunciation skill. This result is line with Watkins and Wilkins (2011) as the EFL teachers may provide learners with authentic videos conversations in which native speakers of the foreign language are communicating.

Moreover, the analysis of the questionnaire for teachers indicated their acceptance and support concerning the use of technological tools such as YouTube videos that provided them with the chance to be exposed to native speaking conversations. Teachers were aware of the importance of this tool in helping their students to overcome their anxiety and express their thoughts freely in many different and profound ways.

The statistical findings obtained can be summed up as follows:

1. The results of the questionnaires for EFL teachers and students showed that both teachers and learners are aware of the positive impact of using technological tools in teaching and learning the listening skill.

2. In terms of teaching listening, the majority of EFL teachers believe that authentic materials are more effective than artificial ones since authentic materials are taken from the real world. They are able to attract the students to be more active in the teaching and learning process.

3. Teachers make use of technological tools in their classes with different frequencies. This may be due to their preferences towards using them and/or the task of selecting these materials to achieve students' needs and maintain the course objectives because the use of these videos has been shown to be extremely useful at rising the EFL learners' motivation and constricting their anxiety.

Conclusion

After going through three chapters, explaining, analyzing and bringing findings, now it is

time to conclude by giving a summary for the entire study. The data were gathered through

one research instrument, which is a questionnaire that was helpful to check the perceptions of

both students and teachers towards the use of YouTube videos. Through the results generated

from both partial and global analysis of the data, both teachers and students have a positive

perspective towards the implementation of YouTube videos in enhancing the students'

listening skills. In addition, teachers and learners had strongly supported such new forms of

technology, as an educational tool in the classroom instruction. Which has asserted and

facilitated the English learning, developed the listening of students, and changed the

classroom situation. Hence, the results of the questionnaire have confirmed the suggested

General Conclusion

1. Putting it all Together

2. Research Implications and Pedagogical Recommendations

3. Limitations of the Study

4. Suggestions for Further Research

1. Putting it All Together

This piece of research aimed at investigating the use of YouTube videos on enhancing EFL learners' listening skill. It covered three chapters. It was divided into two parts: one theoretical and the other practical. The theoretical part included two chapters, while one chapter was devoted to the practical part.

In the theoretical part of this study, the first chapter started by exposing the use of YouTube videos as an independent variable. They were introduced as an ICT tool, along with its role as an authentic material in the process of teaching and learning. Various types of YouTube videos were presented, as well as its importance in EFL classes. Finally, it was concluded by some strategies concerning the use of YouTube videos, in addition to the potential challenges that prevented teachers from using these videos in the English classrooms.

The second chapter shed light on the nature of listening skills by defining listening skill along with its types. Therefore, the two major concepts of input-hypothesis and the affective-filter hypothesis were highlighted. Hence this chapter covered the main Factors that made listening difficult and the importance of listening in EFL teaching and learning. By the end of this chapter, various strategies for developing listening were introduced.

The practical part, comprising the fieldwork, focuses on interpreting the data. The perceptions of both teachers and learners towards the use of YouTube Videos on enhancing the listening skill were explored using questionnaires. Questions were subsequently designed for the targeted population to check whether the use of YouTube Videos increased the EFL students' motivation and whether English teachers were aware of the importance of integrating these videos as a way to diversify the classroom environment.

To conclude, the findings obtained from the questionnaires came in support of our hypothesis, which stated that YouTube Videos were useful when it comes to the learning of listening comprehension. Moreover, it outperformed the use of the traditional techniques of teaching. It was found that learners persisted on studying English using ICTs, which has a positive effect on increasing their motivation.

On the other hand, the results of the questionnaire for teachers showed that they were aware of the vital role that YouTube Videos played inside the classroom. It indicated their acceptance and support concerning the use of technological tools such as YouTube Videos that provided them with the chance to present native spoken language.

The results yielded by the previously mentioned research tool answered the research questions raised earlier and maintain what was hypothesized so far: if EFL teachers and learners use YouTube Videos as a teaching tool, students' listening skill will be enhanced and their motivation will be increased.

2. Research Implications and Pedagogical Recommendations

The current study was an attempt to shed light on the use of YouTube Videos to enhance the EFL learners listening skill. The results from the research revealed that listening to English native speakers brought from these videos was successful at improving EFL learners listening comprehension. Teachers are undeniably expected to play a pivotal role in helping students so that it fosters the listening skill development. Based on these findings, the following recommendations were made:

□ Teachers, as well as coursebook designers, should devote more attention and care to the use of authentic materials, especially YouTube videos in the classroom and the coursebook, respectively.

☐ Instructors should believe in the usefulness of the different technological activities in the syllabus, and believe that such activities would develop students' learning autonomy and self-confidence.

☐ The same research tool can be used to measure different language skills such as speaking, reading or writing.

☐ Students need to be exposed to the English language as much as they can because watching YouTube videos can allow them to encounter more authentic English language settings.

☐ Since listening skill is the key opening to access SLA, instructors are recommended to provide learners with more motivating and innovative ways to develop their English listening comprehension skills by using different techniques and activities.

☐ One of the beneficial procedures is opening pedagogical channels for both learners and teachers to interact with it as online courses as they do in any educational group in social media. It is an excellent opportunity to comment and share valuable thoughts to reinforce the social interaction among learners.

☐ Conducting further studies on the effect of YouTube videos on learners' listening skill using different data sources like classroom observation or an experiment.

☐ Most students are not satisfied with the traditional techniques of teaching. According to them, English is a vivid language. Hence, it is recommended to survey the students' viewpoints about how to use authentic YouTube videos in which teachers can provide learners with CDs of various English situations explained by native-speakers to increase their knowledge in a natural context to contribute to their learning needs.

☐ Finding and selecting the appropriate and valid videos is the most important step for both teachers and students. For this sake, it is suggested that it would be good to

subscribe to channels that deliver educational lessons to improve learning and

teaching.

3. Limitations of the Study

Every research faces some obstacles that may result in the inability to reach the data

needed to generalize the findings; therefore, it is worthwhile to highlight the following

limitations:

First, the research could not be conducted with the use of an interview as a research tool,

which would have allowed for more excellent reliability of data collection. It was challenging

to have teachers for interviews due to the fact of the severe situation (covid-19).

The second limitation was related to the population that has been selected, as the sample

was limited to fifty-nine (59) students and thirteen (13) teachers upon which these results

cannot be generalized. Moreover, many students were not collaborative.

During the worldwide quarantine, it was difficult to reach the targeted population, and it

took so much time to gather enough participants for the study.

The sample of the study was limited in the sense that some teachers did not answer the

questionnaire; Thirty (30) teachers were submitted with the questionnaire, but only thirteen

(13) have participated. Therefore, the data obtained in this research study cannot be

generalized to the population of EFL teachers because a larger number of informants is

required to ensure more reliable and convincing results.

4. Suggestions for Further Research

Since ICT is relatively a new teaching and learning process, a lot of research is needed to

be carried out. This study has exposed many things that could not all be covered. The

researcher thus recommends the following possible research areas.

1. Further research needs to be done on the effect of using YouTube videos to teach other English language topics such as speaking, writing and reading skills.

2. The results obtained from this study showed the positive perspectives of both EFL teachers and students towards the effectiveness of implementing YouTube videos on EFL learners' listening skill. It would be beneficial to carry out an experimental study to examine to what extent these materials influence EFL learners' listening skill.

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Appendices

Appendix 1:

Questionnaire for Students

Dear colleagues:

You are kindly requested to respond to this questionnaire, which is an attempt to gather the necessary information concerning the use of YouTube videos on enhancing listening skills for third-year students at the Department of English, Mohamed Seddik Ben Yahia University. This is not a test, so there are no right or wrong answers, you don't even have to write your names, we are interested in your personal opinion, please give your answers sincerely, as only this will guarantee the success of the investigation.

Your cooperation is very important and greatly appreciated.

Note: For the following items, please tick (√) the answers that best show your opinion.

Section One: Student's perceptions towards using YouTube videos in the classroom.

1. Do you seek opportunities to use English?

a. Yes ☐   b. No ☐

2. How often do you have internet access?

a. Always ☐   b. Often ☐   c. Occasionally ☐   d. Rarely ☐   e. Never ☐

3. Do you use technological tools to learn English?

a. Yes ☐   b. No ☐

4. Do you permanently practice English outside the classroom via the internet (chatting, watching English videos, reading books online, etc.)?

THE EFFECTIVENESS OF YOUTUBE TO ENHANCE LISTENING

a. Yes ☐   b. No ☐

5. Which types of websites do you mostly use?

a. Entertainment ☐   b. Educational websites ☐   c. YouTube website ☐

d. Social Media (Twitter, Facebook, and Skype) ☐   e. Other ☐

6. How often do you visit the YouTube website?

a. Always ☐   b. Often ☐   c. Occasionally ☐   d. Rarely ☐   e. Never ☐

7. How often do you visit the YouTube website for educational purposes?

a. Always ☐ b. Often ☐ . Occasionally ☐ d. Rarely ☐ . Never ☐

8. Do your teachers use teaching aids such as YouTube videos in the classroom?

a.   Ye☐   b. No ☐

9. How often does your teacher use YouTube videos in the classroom?

a.   Alwa☐   b. Sometim☐   c. Rare☐   ☐   Never

10.   What is your point of view about incorporating YouTube videos as a teaching aid in
the classroom?

a.   Positiv☐   b. Neutr☐   c. Negativ☐

11.   Are you satisfied with the traditional techniques of teaching using blackboard and
handouts?

a.   Satisfied ☐   b. Not satis☐

12.   In your opinion, using YouTube videos in the classroom helps learners to overcome
anxiety?

a.   Strongly agre☐   b. Agre☐   c. Disagr☐

d. Strongly disagree ☐ e. Neutral ☐

Please, would you say why?

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13.   Do you agree that The incorporation of YouTube videos facilitates the learning

process and makes it more enjoyable and less stressful

a.   Yes ☐

b.   No ☐

14.   What kind of YouTube videos that can be contributed to improve your English?

a. Music videos   ☐   b. films   ☐

b. Educational Videos ☐   d. Motivational Videos ☐

Section Two: Listening Skills.

1.   Do you listen to English outside the classroom?

a.   Yes ☐

b.   No ☐

If "yes", how often do you listen to authentic programs in English presented by native

speakers?

a.   Occasiona ☐   b. Alwa ☐   c. Often ☐   d. Rarely ☐

2.   When you listen to native speakers, how would you evaluate your understanding to

the language used?

a.   Goo ☐

b.   Acceptab ☐

c.   Averag ☐

d.   L ☐

3.   What are the difficulties you meet when listening to non-native speakers?

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4.   In the classroom, do you think that listening to your teacher is enough?

   a.   Y☐

   b.   N☐

   c.   I don't kno☐

5.   Do you find it necessary to be exposed to other teaching aids to act as other sources of

speech?

   a.   Y☐

   b.   N☐

6.   How do you feel about the listening skill in comparison with other skills?

   a.   The most difficu☐

   b.   As difficult as othe☐

   c.   The easie☐

7.   Do you find it important to learn the listening skill?

   a.   Yes☐

   b.   No☐

If yes, why?

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8.   The use of YouTube videos improves the student's listening skill?

   a.   Strongly agree☐   c. strongly disagree☐

b.   Agree ☐   d. disagre ☐

9.   YouTube videos are a good source for practicing listening ability

    a. Strongly agree   ☐   b. Agree   ☐

    c. Disagree   ☐   d. Strongly disagree   ☐

Thank you very much for your collaboration.

Appendix 2:

Questionnaire for Teachers

Dear Teacher,

You are kindly invited to complete this questionnaire, which is an attempt for gathering data needed for the accomplishment of a master thesis which investigates the use of YouTube videos on enhancing the EFL listening skill of the third-year students at the Department of English, Muhammed Seddik Been Yahia University.

Your answers will be of great help to the current study.

Thank you in advance.

Section One: Teachers' perception towards the use of YouTube Videos in the classroom to enhance listening skills.

1. On average, how do you consider the level of your students' listening skill?

   a. Excellent ☐   b. Good ☐   c. Average ☐   d. Week ☐

2. Do you prefer to use technology in your language teaching classes?

   a. Yes ☐   b. No ☐

   If yes, could you please mention how often do you use them?

   a. Always ☐   b. Often ☐. Occasionally ☐Rarely ☐ver ☐

3. Students can acquire better listening skill if they are exposed to native speakers' conversations?

   a. Strongly agree ☐

   b. Agree ☐

   c. Neutral ☐

   d. Disagree ☐

   e. Strongly disagree ☐

4. Does the use of technology help your students to develop their ability to master listening skill?

a. Yes ☐   b. No ☐

5. Which technology tool do you usually use in the classroom?

   a. Videos ☐

   b. Audio recording ☐

   c. Podcasting ☐

   d. PowerPoint ☐

   Others…

6. What are your perceptions towards the use of technology in the pedagogical setting

   such as YouTube videos in order to overcome anxiety?

   a. Positive ☐   b. Neutral ☐   c. Negative ☐

   Please justify……………………………………………………………..

7. YouTube is an efficient pedagogical tool for developing and enhancing the learners'

   listening skill?

   a. Strongly agree ☐

   b. Agree ☐

   c. Neutral ☐

   d. Disagree ☐

   e. Strongly disagree ☐

8. Do you find any difficulty when using YouTube videos in the courses?

   a. Yes ☐   b. No ☐

9. What are the main challenges that restrict teachers in integrating YouTube videos in

the classroom?

a. Lack of time ☐   b. Lack of teaching aids ☐   c. Lack of the Internet access ☐

d. Others please specify…………………

10. Students would be more interested in learning the English language if the teacher uses videos as a teaching material.

    a. Strongly agree   ☐

    b. Agree   ☐

    c. Neutral ☐

    d. Disagree ☐

    e. Strongly disagree ☐

11. Do you consider teaching listening skill with the use of YouTube videos as?

    a. An educational tool   ☐

    b. An entertaining strategy   ☐

    c. Both   ☐

12. Traditional techniques in teaching listening comprehension still help students nowadays?

    a. Strongly agree   ☐

    b. Agree   ☐

    c. Neutral ☐

    d. Disagree ☐

    e. Strongly disagree ☐

13. What are kind of YouTube videos that can contribute improving EFL's English?

    a. Motivational videos ☐

    b. Music videos ☐

    c. Educational videos ☐

    d. Films ☐

14. Could you, please, suggest any further proposals on how to benefit from the use of

YouTube videos in EFL classroom?

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Thank you very much for your collaboration.

Résumé

La présente étude vise à étudier l'utilisation de vidéos YouTube pour améliorer les compétences d'écoute des apprenants ALE. Il tente également de savoir si l'hypothèse stipulait que: si les enseignants et les apprenants EFL utilisent les vidéos YouTube comme outil pédagogique, les capacités d'écoute des élèves seront améliorées et leur motivation augmentée. Pour atteindre l'objectif de cette étude, une étude empirique a été adoptée. Il vise à décrire deux variables: les vidéos YouTube comme variable indépendante et la compétence d'écoute comme variable dépendante. Afin de collecter des données pour cette recherche, un questionnaire en ligne a été publié sur la page Facebook des départements, treize (13) enseignants ont participé à l'étude. Tandis qu'un autre questionnaire a été fait pour les étudiants auquel cinquante-neuf (59) étudiants ont répondu. La population ciblée était des étudiants de troisième année du département d'anglais de l'Université Mohamed Seddik Ben Yahia, au cours de l'année universitaire 2019-2020. Après avoir analysé les données obtenues, les principales conclusions ont révélé que tant les enseignants que les apprenants ont une perception positive de la présentation des outils technologiques en classe comme stratégie pour améliorer les capacités d'écoute des élèves. De plus, l'utilisation de vidéos YouTube encourage les étudiants à travailler pour améliorer leurs capacités d'écoute, réduire l'anxiété et maintenir leur motivation. Compte tenu de ces résultats, un certain nombre d'implications pédagogiques sont données aux enseignants, aux étudiants et aux concepteurs de cours en plus de certaines limites.

الملخص

تهدف الدراسة الحالية الى البحث عن دور فيديوهات اليوتيوب في تطوير المهارة الاستماعية لطلبة اللغة الانكليزية. كما تهدف الدراسة ايضا الى البحث عن الفرضية التالية، والتي تتمثل 'في حالة ما إذا اعتمد أساتذة و طلبة اللغة انكليزية على مقاطع فيديوهات اليوتيوب كوسائل تعليمية، فإن المهارة الاستماعية للتلاميذ ستعزز و حافزهم الدراسي سيزداد'. فمن اجل تحقيق هذه الفرضية، أجريت دراسة ميدانية تهدف إلى وصف العامل المؤثر للدراسة و المتمثل في فيديوهات اليوتيوب وكذلك وصف العامل المتأثر والمتمثل في المهارة الاستماعية لطلبة اللغة الانكليزية. بصدد جمع البيانات الضرورية لإجراء هذا البحث، تم توزيع استبيان عن طريق نشره عبر موقع التواصل الاجتماعي 'الفاسيبوك' على الصفحة الخاصة بالجامعة، تم توزيع الاستبيان الخاص بالاساتذة على ثلاثون استاذا، حيث قام ثلاثة عشر(13) استاذا فقط بالاجابة على الاستبيان . بينما تم نشر استبيان آخر خاص بالتلاميذ ،حيث تم الاجابة عليه من طرف تسعة وخمسون (59) طالبا، كما كانت الفئة المستهدفة في هاته الدراسة متمثلة في السنة الثالثة لشعبة اللغة انكليزية بجامعة محمد الصديق بن يحيى، خلال العام الدراسي 2019-2020. من خلال تحليل المعطيات المتحصل عليها، أظهرت النتائج موقفا ايجابيا لكل من الاساتذة والتلاميذ، وذلك اتجاه استخدام الوسائل التكنولوجية اثناء عمليات التدريس كأداة إستراتيجية لتعزيز مهارات الاستماع لدى الطلاب. وعلاوة على ذلك ،اظهرت النتائج أن استعمال فيديوهات اليوتيوب يساعد الطلاب في الحد من قلقهم، كما يقوم بتعزيز الحافز الذي يدفعهم الى تعلم اللغة الانكليزية. على ضوء هذه النتائج، تم اقتراح بعض التوصيات و التوجيهات التربوية لكل من الأساتذة والطلاب وكذالك مصممي المناهج. كما تم ذكر بعض القيود التي عرقلت السير الامثل لهذا العمل.