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Faculty of Arts and Languages  
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## **YouTube Videos as Pedagogical Tools to Improve EFL Learners' Oral Fluency**

**The Case of Third Year LLCE Students, at the Department of English,  
University of Bejaia**

Student

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## Dedication

In the name of Allah Almighty, I would like to dedicate this humble work to:

- My dearest family for their constant support and love.
- Future young researchers.

*“Research is to see what everybody else has seen  
and to think what nobody else has thought”*

**(Albert Szent-Gyorgyi)**

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## Abstract

The present study probes the effect of using YouTube videos as pedagogical tools to improve EFL learners' oral fluency. Our population consists of third year LLCE students who are divided into control and experimental group, teachers of oral expression and teachers of civilization, at the department of English, university of Bejaia. To test this method of teaching speaking; thus, we opted for the experimental method to attain our objective. The tools used are both quantitative and qualitative. The former is composed of questionnaires and students' evaluation checklists; the latter has to do with interview as well as classroom observation. The results revealed that, the majority of third year LLCE students are not fluent in English. In addition, all third year LLCE students, teachers of oral expression (except for one) and teachers of civilization expressed a positive attitude toward the suggested hypothesis. Finally, during the training program, we noticed that in the first and third session, students in the experimental group performed better in comparison with the control one; however, in the second session, we observed no significant change between the two subgroups which made us conclude with the notion that, we can neither confirm nor disconfirm our hypothesis.

**Key Words:** YouTube videos, oral fluency, control and experimental group, training program.

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## List of Abbreviations

**AACE:** Association for the Advancement of Computing in Education.

**AL:** Audiolingual

**ALELT:** Applied Linguistics and English Language Teaching.

**CALL:** Computer Assisted Language Learning.

**CBI:** Content Based Instruction.

**CLT:** Communicative Language Teaching.

**CLIL:** Content and Language Integrated Learning.

**ELT:** English Language Teaching.

**FL:** Foreign Language.

**GTM:** Grammar Translation Method.

**IACSIT:** International Association of Computer Science and Information Technology.

**ICT:** Information and Communication Technology.

**LMD:** Licence Master Doctorat.

**LLCE:** Langue Littérature et Civilisation Etrangères.

**N.D:** No Date.

**N.P:** No Page.

## Glossary of Terms

**Acquisition:** to acquire a language effortlessly.

**Approach:** the theory of language learning and teaching.

**CALL:** the use of computer technology to support language learning.

**Dependent Variable:** is the presumed effect or the result of the manipulated variable.

**Digital Natives:** persons who have grown up with digital technology (Lewis, 2009).

**Independent Variable:** is the presumed cause or the manipulated variable.

**Learning:** to learn a language by making a great deal of commitments and efforts.

**Method:** an overall plan for systematic presentation of language based on a selected approach (Anthony, 1963, cited in Richards & Renandya, 2002, p. 9).

**Oral Fluency:** it means the use of language in real time without making a great deal of pauses and hesitations (Ellis & Barkhuizen, 2005).

**Technique:** set of classroom activities.

**Video:** a general term for anything recorded on a visual device such as a video-tape and a DVD (Danesi, 2009).

**YouTube:** an online service where people download, share and post various types of videos.

## **General Introduction**

### **I. Introduction**

Development in EFL teaching and learning depends on the use of effective methods and strategies. These latter are essential in the fact that they permit learners to understand the way they should learn in order to become active agents in their learning process. Interestingly, this can be realized with the incorporation of digital technologies as they are widely used by different practitioners for various purposes.

In the setting under investigation, such tools are mainly used to present lectures in the form of PowerPoint using the overhead projector. Some learners can find them very useful depending on their learning styles. However, they are just receiving input without much practice of speaking which inhibit them from developing their oral fluency. Accordingly, in the oral expression session, teachers tend to use audiotapes and rarely use videos in their classroom.

According to (Hismanoglu, 2012; Andoh, 2012; Alsied, & Pathan, 2013) bringing technology in the classroom will assist both teachers and learners to create good conditions in order to enhance the teaching and learning processes. In this case, their behavior and attitude will change as a result of changing the traditional way of teaching and learning. Hence, this new innovation is very crucial and beneficial which should base its goals and objectives on developing learners' ability to communicate appropriately in the target language.

Because of our inspiration and curiosity to discover how technology in the classroom can promote the teaching of speaking; thus, we base this study on investigating the effect of using YouTube videos as pedagogical tools to improve third year LLCE students' oral fluency, at the department of English, university of Bejaia. We hope it will increase their participation, motivation and integration in the classroom. Also, we wish it will push future researchers to conduct research on the use of technology to develop other skills and find out its benefits and drawbacks.

## II. Statement of the Problem and Research Questions

Throughout our experiences in studying English as a foreign language, we admit that many of our teachers tried different strategies and techniques in order to develop the teaching of speaking skill but without success. Learners still encounter difficulties in expressing themselves appropriately in English, and this is what we have also seen when observing third year LLCE students at the department of English, university of Bejaia, that their teacher of oral expression made all her efforts to encourage them to speak but still some of them prefer to keep silent and let only the good students dominate the classroom interaction. Furthermore, we noticed that only few of them who are fluent and others are struggling to find out the right words to express themselves spontaneously (For more details, see p. 63). In addition to this, on October, 2014, we tried to create a focus group composed of five third year LLCE students, and we talked about their learning preferences; the reason behind choosing this specialty; whether they speak English outside the classroom, and finally whether they find difficulties in speaking. To this latter question, all of them said yes. To illustrate more, Jhonson and Morrow (1981) state that students perceive speaking a difficult skill because they are not accustomed to use the language for communication just to study it linguistically.

Thus, the problem that we have stated above is the reason that pushes us to do this research which is *“YouTube videos as pedagogical tools to improve EFL learners’ oral fluency”* at the department of English, university of Bejaia. The independent variable is YouTube videos, and the dependent one is oral fluency.

The following questions are the ones we would like to answer:

1. Is speaking difficult to acquire? If yes, what makes it difficult?
2. How can YouTube videos boost EFL learners’ oral fluency?
3. Has this strategy proved beneficial?
4. What are the attitudes of both teachers and students towards using it in the oral expression session?

## III. Hypothesis

It is a matter of fact that the problems learners face in their speaking can be attributed to some factors such as language incompetence, lack of knowledge about the topic, lack of authentic materials in the classroom, dependence on the teacher and many other causes which are explained deeper in the present study. Accordingly, we believe that the implementation of

technological tools in oral session can, to some extent, make those problems that learners encounter when they speak disappear.

Thus, we hypothesize that:

Third year LLCE students will improve their oral fluency if their teachers integrate YouTube videos in oral expression.

#### **IV. Aims of the Study**

Learning a foreign language entails not only the ability to read and write; but, it requires the capacity to speak appropriately and fluently to get the message across. To achieve this, EFL learners need a great deal of practice, commitment, and motivation.

Thus, throughout the present study we aim at:

1. Enhancing LLCE students' oral fluency.
2. Encouraging the use of technological tools in EFL classroom such as YouTube videos.
3. Developing LLCE students and teachers of oral expression's positive attitudes towards them.
4. Shifting from teacher-centeredness to learner-based.
5. To prove that the use of YouTube videos is an effective method in oral expression session.

#### **V. Research Methodology and Design**

Since the present study investigates the effect of using YouTube videos as pedagogical tools to develop EFL learners' oral fluency; thus, we opted for the experimental method to attain this objective. It is considered to be the best method for testing **cause** and **effect**; however, its disadvantage is that it cannot test abstract variables like **motivation** and **anxiety** (Cohen, Manion, & Morrison, 2007; Griffiee, 2012).

#### **VI. Population and Sampling**

Our participants consist of third year LLCE students, teachers of oral expression and teachers of civilization, at the department of English, university of Bejaia. Concerning the students, they are divided into two groups (G<sup>1</sup>=32 students, G<sup>2</sup>=33 students), which means the population contains 65 students. In our random sampling, we have two subgroups composed of

---

<sup>1</sup> Group

subgroup A, G 1 (12 students), and subgroup B, G 2 (12 students). The first is the control group, and the second one is the experimental. In addition, the reason behind choosing this level is because we think that they will not have difficulty in understanding the videos they will watch. Furthermore, we have opted exactly for this specialty because throughout our readings of the research works in the setting under investigation, we noticed that few researchers investigated the target population. Thus, we think it will be an opportunity for us to have this experience with them. For the teachers of oral expression, we have selected at the beginning ten out of 15, then eight. Besides, teachers of civilization took also their part in our study because of their experiences in using videos to teach civilization. We believe that they can provide us with sufficient information in order to support our hypothesis.

## VII. Data Collection Tools

Observation, questionnaires, interview (unstructured) and students' evaluation checklists are the tools we have used in the present study. For the first, Yount (2006) defines **observation** as a natural process in which the researcher observes people's actions in real situations. This is of course one of the advantages of this instrument which is based on the researcher's efforts for collecting data. However, its disadvantages according to Cohen (1998) are: inability to produce descriptions of internal and mentalistic processes, difficulty in interpreting data because of fear of being bias, and students' prestige in trying to show themselves in front of the observer. Our aim behind it is to observe students' way of speaking and their reaction towards the new strategy.

Concerning the second tool, Dornyei (2003) argues that **questionnaires** can provide three types of data about the respondents: **factual** (age, gender and race), **attitudinal** and **behavioral** (actions). In addition to this, questionnaires can help us collect data in a short period of time by remaining objective. However, the answers are sometimes superficial, and the respondents should be literate in order to be able to answer (Gillham, 2000, cited in Dornyei, 2003). Our aim in choosing it is to gather data about the attitudes of both students and teachers towards integrating YouTube videos as pedagogical tools in oral session.

The Third instrument is the **interview** which helps the researcher to gather detailed data; but, it can lead to subjectivity (Phellas, Bloch, & Seale, 2011). Our main aim is to know the experiences of the teachers of civilization in using videos in their classroom. In addition, we believe that it will help us have a clear understanding of the benefits and drawbacks of the suggested hypothesis which is very important in order to confirm or reject it.

Finally, an **evaluation checklist** is given to the experimental group during the training program (at the end of each session), to evaluate the video, their speaking, and give their opinion towards the use of YouTube videos in oral session. Our aim is to make a gradual evaluation of the impact of the suggested hypothesis upon the experimental group and see whether there will be a change in terms of their attitudes towards the new strategy or not.

## **VIII. Procedures for Analyzing and Treating Data**

In the present study, we have relied on frequencies, percentages and descriptive statistics to analyze and interpret data.

## **IX. Significance of the Study**

The significance of the present study can be summarized as follows:

- It will help us experience a new way of teaching speaking through the use of YouTube videos.
- It will attract teachers' attention and interest toward the use of technological tools in their profession.
- The readers will gain knowledge of the techniques and activities that can be used with videos in FLT.
- They will understand speaking skill in general and oral fluency in particular.
- It will raise students' awareness of the importance of speaking in their professional life.
- It will act as a beneficial and instructive work for future researchers.

## **X. The Organization of the Work**

The present study is divided into two chapters. The first one represents the literature review, and it is composed of two outstanding sections. The first deals with speaking skill and EFL acquisition difficulties; the second is about YouTube videos as pedagogical tools. The second chapter is concerned with research design, data analyses and interpretations, and it comprises also two sections. The first is the description of the study; the second is the analyses and interpretation of data collection tools. Then, in the general conclusion, we summarized the whole thesis, provided the limitations, implications and suggestions for further research.

## Chapter One: Literature Review

### Introduction

Many researchers have been interested in finding ways and strategies that can enhance EFL learners' oral fluency. The reason goes to the fact that this skill is considered as a complex one. Among the researchers, there is Alonso (2014, p. 147) who admitted that: "*speaking is a demanding skill*". Therefore, we believe that EFL teachers in the department of English, at the University of Bejaia should express the same emphasis and interest too.

Since the skill we are investigating is the main key element, we have tried to adopt a strategy that aims at shifting from teacher-centeredness to learner-based, because we are totally convinced that learning should be an active process and not a passive one. In doing so, learners are going to be responsible and aware of their learning process. This entails of course simultaneous collaboration and willingness from both teachers and learners toward the need for change.

In addition, we believe that the traditional way of teaching and learning has hindered the teachers and learners to go forward or yield any improvement or success. Accordingly, they need to experience and experiment something new that can help them gain confidence, strength and motivation. Those who will read this thesis can notice that we are also speaking about teachers because we consider them as the core in developing learners' speaking ability, as we think that teaching and learning are interrelated.

In this chapter, we aim at providing our readers with an overview of the speaking skill and EFL acquisition difficulties, and then move on reviewing some studies related to the suggested hypothesis so as to know what researchers have found when implementing it in their classrooms.

## Section One: Speaking Skill and EFL Acquisition Difficulties

Before defining what speaking is, we think that it is noteworthy to present first a brief background of this skill in ELT. According to Richard and Rogers (1986), the teaching of speaking was not considered as important as reading and writing in the Latin and Greek period. The reason was the fact that the purpose for learning a language at that time was mainly to be able to read and write literature. They added that the approach adopted was called Grammar Translation Method (GTM), which focused on the study of grammatical aspects of language and the use of translation as a means for comprehension. However, they pointed out that speaking gained its importance in ELT during the direct method era. In this period, it was believed that the primary goal for learning a language was to be able to speak and think in that language with no use of the mother tongue. In addition, speaking was also emphasized during the Audio-lingual method era but it was criticized because learners could not transfer the things they knew to other contexts and situations. But, with the emergence of Communicative Language Teaching (CLT) in 1970s, speaking was based on functions and notions.

### 1. Definition of the Speaking Skill

Speaking is a skill that has been given a myriad of definitions by researchers in the field. Since many of them have approximately given the same definitions, thus, we will only limit ourselves to three definitions which we think are worth mentioning and suit the suggested hypothesis of the present study.

According to Hedge, (2000, p. 261), “*speaking is a skill by which people are judged while first impressions are being formed.*” This means that speaking reflects people’s behaviour, attitudes and feelings, and how they are judged according to these criteria. From this, we can understand the value of speaking and why it should be fostered in the EFL class.

Other researchers like Brown and Yule (1983) defined speaking in terms of its function, i.e. through interpersonal and transactional purposes. For the first concept: interpersonal, it means the use of language to establish social relationship with other people, for example greeting, making small talk and telling jokes. Concerning the second: transactional purposes, it is based on information-getting, such as giving lectures and instructions and it is believed to be the most used by EFL teachers in their classes.

Furthermore, Bahadorfar and Omidvar (2014, p. 9) define speaking as “*An art of communication and one of four productive skills*”. This means that speaking is the ability to use language in a creative and imaginative way. This of course requires some basic skills from the speaker.

Throughout these definitions, bearing in mind that this skill originates from Proto- Germanic “*sprek*” which means the “*act, power, and manner of speaking, statement, discourse, narrative, and formal utterance*”, (Online Dictionary of Etymology), we can say that speaking has different roles to act and that it depends on the speakers’ intentions and objectives.

## 2. Characteristics of Spoken Discourse

Speaking is a crucial skill characterised by several aspects that are considered essential for mastering a foreign language. However, for a foreign language learner, these characteristics can be at the same time difficult for him/her to acquire. We have summarized them as follows:

**2.1. Speaking happens in real time.** To start with, Lier (1989) and Nunan (1999) argued that: “*speaking takes place in real time and demands spontaneous decision-making*” (Cited in Nazara, 2011, p. 31). This means that speaking is mostly an unplanned process which involves people to produce a language on the spot without thinking; almost spontaneously. This of course can be difficult for EFL learners especially if their level in English is low because they will struggle to finding out the words to respond to their interlocutors.

**2.2. Interaction.** It is mainly the most important characteristic of spoken discourse. This can be confirmed by Long (1996) who said: “*interaction facilitates comprehension, acquisition of semantically contingent speech and negotiation of meaning*” (cited in Wang, 2010, p. 176). In other words, he meant that, through interaction, we get both input and output. Hughes (2002) asserts that speaking does not happen in vacuum, there should be, according to us, a context for more understanding and responding accordingly. In addition, Ellis (2003) argues that learners find difficulties to converse with others because of their incompetence in understanding what is said and making themselves understood. Thus, as we can notice, speaking is a social process in which people interact with one another, exchange pieces of information, opinions, and feelings. However, to interact with others is not an easy task since it needs to have things to say, to know how to say them and for which purpose to say them.

**2.3. Paralinguistic features.** Another characteristic of speaking is the use of paralinguistic features. According to Thornbury (2005) speaking does not only depend on verbal language but also on the use of gestures and facial expressions. Example of paralinguistic features are: nodding our heads (i.e. yes), thumbs up/down (i.e. good- bad, accepted- rejected). In this case, EFL learners need to have a socio-cultural knowledge of the target language, in order to know what is accepted or prohibited with the use of these paralinguistic features.

**2.4. Prosody.** The use of stress, intonation, pitch and rhythm are also aspects of the spoken discourse. As McKay (2006) states: “*spoken discourse is characterized by prosodic features*” (p. 180). Accordingly, these prosodic features are important to understand the intended meaning expressed by the speaker and since it is difficult to know when and how to use them, this causes a challenge for the EFL learner. Furthermore, and according to Harmer (2007), learners who want to speak fluently in English need to pronounce appropriate phonemes, stress and intonation pattern. Hence, learners should be aware of the crucial value of such elements when they speak.

**2.5. Conceptualization, formulation, articulation and self-monitoring.** For Bygate (1987), speaking comprises four major processes which are: conceptualization, formulation, articulation and self-monitoring. From this, we understand that before speaking we first construct knowledge about the topic, then we form words or sentences to express meaning, articulate them, and finally we self- correct mistakes. Actually, this is what EFL learners should do to communicate correctly and convey the message rightly; but, because of lack of knowledge and practice of the target language there is an apparent inhibition to do it.

**2.6. Colloquial language.** Brown (2001) argues that the use of colloquial speech and idioms are amongst the characteristics of spoken discourse. He also adds that teachers should help their learners acquire them and use them in communication. We strongly believe that this can be achieved if learners are exposed to authentic materials such as videos in their classroom through which they are required to watch and listen to a variety of expressions used by native speakers.

**2.7. Repetitions and contractions.** Along with the characteristics we have mentioned, there are also others cited by Brown and Yule (1983) which are repetitions and contractions. People repeat to make their speech understood, and use short forms such as I’ve, I’ll, I’d, in order to

say things in a rapid way. Sometimes, learners find difficulties in using these short forms because they are not used to using them in their communication.

### **3. Importance of Speaking in FLL**

Since English language nowadays has gained an outstanding status in the world because of many reasons such as commerce and technology, the need to master it has become more increasing. This can be asserted by the words of Grabdol (n.d) who said that: “*English is the language at the edge of scientific and technological development, new thinking in economies and management, new literatures, and entertainment genres*” (cited in Shyamlee, 2012, p.151). The followings show other elements that make speaking important in FLL.

According to Hasan (2014), “*speaking skill when it is mastered, helps individuals promote their feelings, self-esteem and realization as they feel happy when they realize that their messages have gone through*” (p. 251). We do agree with this, because when learners have a knowledge repertoire at their disposal, and do practice them in different contexts and situations, they will become more fluent and will develop a sense of achievement, confidence and joy.

In addition, Egan (1999) asserts that speaking can help learners perceive, persuade, hypothesize and interpret messages. This is also a very crucial point because it allows them integrate in real- life situations such as intervening in a conference, debate, participating in the classroom and so on, as well as gain the attention of the listeners. This can be confirmed by Wisker (2005) who says that students who can communicate effectively in English will have chance to participate in debates and engage themselves in problem solving and creative thinking (cited in Singh 2013).

Furthermore, as stated by Baker and Westrup (2003), “*students who can speak English well may have greater chance for further education, of finding employment and gaining promotion*” (p. 5). This is what we have noticed in some students in the setting under investigation. They could carry on their studies abroad because their potential in English as a foreign language was quite appreciated.

Besides, Richards (2008) argues that learners judge their success in learning through their evaluation about their improvement in speaking. Truly, by doing so, learning a foreign

language will then become an active process. The learners' awareness about the importance of this skill, will likely pave the way to more fruitful results.

From the aforementioned comments, arguments and real situational proofs, we recognize with emphasis how important the speaking skill is in FLL, this is why, according to all foreign language practitioners; it should be given many concerns and insights.

#### **4. Speaking Difficulties in FLL and FLT**

Regarding the characteristics of spoken discourse which can both develop and hamper learners' ability to communicate in the target language, the coming ones are however, the factors which cause speaking difficulties in FLL and FLT.

Ur (1996) identified four factors which are: **inhibition, nothing to say, low or uneven participation, and the use of mother tongue**. First, learners who are afraid of making mistakes, or fear of teachers or peers' evaluation, will venture to speak in order to save their image, these are, according to us less risk takers. Second, some students simply do not want to speak because they have no motive to do it or because there is no reward. Consequently, there will be low or uneven participation. Third, learners who work in groups tend to use their native language because it is easier for them to accomplish the task given by the teacher. According to Singh (2013), students' lack of confidence is one of the factors that impede them to be fluent in English. In addition, Harmer (2007) shares the view of Ur and states that students are hesitant and avoid speaking because they are shy and do not have the habit to speak in front of other people. This situation more or less summarizes the one under investigation as most of our EFL learners tend to keep silent during an oral speaking session; thus, the class atmosphere turns to be mournful and unproductive. As well, Zhang (2009) reports that even in oral expression sessions, students have few chances to speak. We can argue this by the fact that teachers monopolize the session and seldom give any opportunity to learners to express themselves whatever distorted language use is, a chance for the learners to self/peer correct and go beyond any apprehension, frustration and fear.

Furthermore, Rababah (2005) pointed out other factors such as **teaching strategies** and the **curriculum**. This is true because if the learning process is teacher-centred, this means that he or she is the one who speaks most. This can be confirmed by Tsui (1995) who demonstrated in her investigation of classroom interaction that some teachers consider silence as "*a sign of their*

*own incompetence and inadequacy in fulfilling their roles as imparter of knowledge”* (p. 86). We believe that this can be related to their perceptions towards teaching and learning. Additionally, if the curriculum does not provide opportunities for learners to practice the target language at least orally, this can of course have a negative effect on their ability to communicate effectively in English. Gan (2012) on his part, noticed in his research on speaking problems in Hong Kong that the majority of courses emphasize on teaching the system of language rather than the ability to communicate. Undoubtedly, most of the aforementioned factors are gathered to hinder the speaking abilities of the population under study. These are facts which not only make of us maintain our problematic statement but our statement of philosophy as well.

The nature, mechanisms and criteria for good speakers do not only consider the EFL learners. However, even EFL teachers in their turn find difficulties in teaching speaking. This can be seen and understood through Abdel Fattah’s position and thought (2006) as he clearly relates that:

*Teachers face many problems in their teaching of speaking because giving each student sufficient time to speak within the constraints of the lesson is not easy especially that many teachers have large classes of students who they must keep control of* (p. 17).

As we can see from this quotation, time constraints and large classes inhibit EFL learners to practice their oral fluency; but, we believe this can be solved by designing and expressing the aims and objectives of the course which had better focus on communication rather than on content, and therefore, it is up to the learners to enrich their prior and acquired knowledge of the course through self- monitoring or collaboratively with their peers.

Furthermore, Davies and Pearse (2000) state that most EFL teachers find it challenging to keep their students’ attention and positive participation. This also can be attributed to some factors already mentioned. Also, Bygate, Skehan and Swain (2001) report that the most issue in EFL teaching is to promote learners’ communicative language ability. We may understand that for an effective and appropriate speaking activity success, EFL learners are continuously required to satisfy the course’s needs embodied in attention, productivity, motivation, willingness to cooperate with peers, and make use of their cognitive knowledge in the target skill as well in order to cement and foster fluency and genuine productivity when speaking.

In a nutshell, we strongly admit that speaking is really a complex process for learners to acquire and for teachers to teach. Hence, we emphasize on the fact that many alternatives and

strategies as well as techniques have to be considered for this skill in or outside the classroom because knowing to write and read is not sufficient for any career success or further studies' objective, facts we witnessed through our review of the main studies in the field and which have helped us to shed light on its importance in FL learning and teaching processes.

## 5. Definitions of Oral Fluency

Oral fluency is the main focus of the present study. Therefore, different definitions have been given to this concept and are presented as follows:

According to the Online Dictionary of Etymology, the word comes from the Latin origin "*fluence*" which means "*abundance*" in the 1620s, then in 1630s, it refers to "*smooth and easy flow*" (of water). This means that the word changes its meaning from year to another. Other definitions are however given by different authors as Hedge (1993) who said that the term fluency gained two different meanings in ELT. First, the term is similar to the one given by Chambers Concise Dictionary which defines fluency as: "*the ability to speak and write a particular language competently and with ease*" (p. 275). Second, it is defined as "*the ability to link units of speech together with facility and without strain, inappropriate slowness or undue hesitation*" (ibid). To comment on these two definitions, we can say that the first has a direct relation with language production, i.e. both speaking and writing are involved, whereas the second, is restricted only to speaking which is our main concern.

In turn, Richards and Schmidt (2002) define oral fluency as the ability to communicate ideas effectively with continuous speech and without causing comprehension difficulties. This means that a fluent speaker is the one who knows how to make his or her speech understood to others, and this is what EFL learners should be aware of when integrating themselves in communication.

For Thornbury (2005), spoken fluency requires the capacity to have a store of memorized lexical chunks and a degree of automaticity. For the first, he means a group of words which can be learnt as a unit, whereas for the second one, he means to retrieve them spontaneously without making efforts. To do so, we believe that learners need to practice speaking both inside and outside the classroom.

Parrot (1993) on his part, conceived oral fluency as a skill of communicating messages, producing coherent sentences, responding and speaking with continuity, and using communication strategies (cited in Zhang, 2009).

In addition, Bataineh (2014) gives us a definition in which we think it can act as the whole concept of speaking skills. He asserts that:

*Fluency means comprehending and producing a language effectively with proper pronunciation, using language with creativity and wide imagination, using language structure accurately, having lexical accuracy, being competent in the paralinguistic aspects, using authentic English within its culture, decoding and encoding oral messages (p. 91).*

Along with the definitions, we believe that the one Bartz and Schulz (n. d) give, is the one that best reflects the aim of our investigation. They state that:

*Fluency does not refer to absolute speed of delivery, since native speakers of any language often show wide variations in this area. Fluency refers to overall smoothness, continuity, and naturalness of the students' speech, as opposed to pauses for rephrasing sentences, grouping for words and so forth (cited in Ascione, 1985, p. 13).*

To comment, we do share the point of view of the two authors because they explained what fluency is and what it is not. This is why, we consider it to be more appropriate and adequate to our study in comparison with other definitions.

## **6. Approaches of Oral Fluency Development**

In order to develop EFL learners' oral fluency, we believe that different approaches have to be considered by the teacher. Nation and Jonathan (2009, p. 157) identified three crucial approaches. We have summarized them as follows:

**6.1. The well-beaten path approach.** This approach is based on the repetition practice of the same material so as learners can perform it fluently. For example, in our case, learners can watch a given video and then repeat what the characters said orally. It is mainly based on memorization.

**6.2. The richness approach.** In this one, learners are supposed to transfer the things they know in different contexts and situations, i.e. to be creative and imaginative. For instance, learners can watch a video and interpret what they see and hear using their own words.

**6.3. The well-ordered system approach.** For the last one, learners are in control of the language system and can use a variety of efficient and well-connected sentences, i.e. they can use the language automatically and self-correct mistakes.

After considering these three approaches, we can come to the notion that, the second and third approaches, suit better the suggested hypothesis because our main objective is not to make our target population become rote learners but to develop in them the ability to express themselves freely and fluently in English by using their own interpretations, skills, creativity and automaticity. As Slade, (1997) says: “*casual conversation cannot be taught explicitly because it is unstructured*” (cited in McCarthy & O’Keeffe, 2004, p. 32). This is true because if teachers teach only the rules of the language and not expose their learners to practice what they know in meaningful communication, in this case, they will not be able to speak fluently in English.

## 7. Criteria for Oral Fluency Activities

There are many criteria to take into account when designing oral fluency activities. The followings are the ones that we have summarized from Brumfit (1984):

- The language should be a means to an end.
- The tasks should be meaningful, communicative, authentic, interesting and motivating.
- Learners are supposed to interpret the things they hear in a creative and imaginative way.
- They should be encouraged to make a great deal of discussions, debates and interviews.
- Teacher’s amount of talk should be minimized.
- S/he should avoid correcting learners’ mistakes or errors while they are speaking so as not to intimidate them.
- To allow students time to respond at their pace.
- To encourage peers’ feedback.
- To emphasize on pair and group works.

Along with these criteria, Richards (2006) suggests some communicative activities that teachers can adopt in their classroom to foster their students’ oral fluency. These are as follows:

- Information-Gap Activities.
- Jigsaw Activities.
- Task-Completion Activities.
- Information-Gathering Activities.
- Opinion-Sharing Activities.
- Information-Transfer Activities.
- Reasoning-Gap Activities.
- Role-Plays.

Furthermore, Davies and Pearse (2000) added another kind of oral fluency activity which is routine communicative activities. They can be defined as the ones that happen regularly in the classroom so as to make learners acquainted to them. We believe this type of activity will, to some extent, help EFL learners communicate autonomously and effectively in English as they will have rehearsed and gained all the different conversations they need in their real life situations.

As far as our research is concerned, we strongly insist on the fact that these criteria and activities should be applied regularly, because knowing them cannot be sufficient in itself; we have to put them into practice too. Therefore, we believe this can be achieved if we change our perceptions towards teaching and learning, and since we are in a digital era; thus, this can be an opportunity for us to do it by integrating educational technological tools such as YouTube videos in EFL classroom.

## **8. Needs Analysis for Effective Speaking**

Moreover, according to us, speaking a language effectively necessitates the knowledge of more than one skill. In fact all of them are interrelated and each one leads to the achievement of the other. These skills can be presented as follows.

**8.1. Linguistic competence.** It can be defined as the mastery of different aspects of language such as grammar, syntax, phonology and vocabulary. According to Richards and Schmidt (1983), linguistic competence helps us understand and express an accurate meaning. This of course is a crucial thing when learning a foreign language because using the wrong word and pronunciation can lead to communication breakdown. In addition, Fulcher (2003) asserts that a person who wants to speak fluently needs to be knowledgeable in terms of grammar, lexis and pronunciation.

**8.2. Sociolinguistic competence.** For Canale, (1983), this competence means “*the extent to which utterances are produced and understood appropriately in different sociolinguistic context*” (cited in Kumaravadivelu, 2008, p. 36). This means that for an EFL learner to be socio-linguistically competent, he should be aware of the social norms of the language studied by knowing when to speak and how to do it, when to interrupt and apologize and the purpose of talk. According to Harmer (2007), the knowledge of socio-cultural rules helps the person to be considered as a full member of the community. This of course can help the EFL learner be confident and ready to integrate different kinds of discourse especially if he or she is living or studying in the target language community.

**8.3. Strategic competence.** Our investigation in the main literature field related to our study enables us to specify that the strategic competence is the way learners use language in order to solve communication problems. Tavakoli and Dastjerdi (2011), argue that a competent learner is the one who does not give up easily in case of difficulty and tries his or her best to communicate the message by using different strategies. This is an obvious position as the research at hand seeks to integrate these qualities in the population under study thoughts, beliefs, attitudes and decisions.

Bygate (1987) however, identified two communication strategies that learners could use when communicating with others. These are: **the achievement strategies** (e.g. guessing, paraphrasing and cooperation), and the **reduction strategies** (e.g. to avoid using complex utterances). These are, according to us, strategies which might help language learners who are regularly in contact with and use it in different contexts. Because of these strategies’ profiles, applying them on our population sample might cause some other hindrances to emerge.

**8.4. Discourse competence.** It refers to the ability to connect sentences together through the use of discourse markers such as: well, in addition, also.... As Thornbury (2005) says:

*“The use of discourse markers is important in terms of fluid management of interactive talk; they are used to signal one’s intentions, to hold the conversation turn, and to mark boundaries in the talk”* (p. 15).

From this quotation, we admit that, the use of discourse markers can help learners make their speech more organized and understood especially that these items have been implemented in the population sample’s prior language learning levels (at secondary schools for instance), and this is worth consider as their language cognitive knowledge.

In a nutshell, these competencies have revealed essential to English speaking skills. Thus, EFL teachers should make sure that their learners know them and can practice them by encouraging and raising their awareness about their benefits in communication. In addition, they have to identify which one of them necessitates more attention and practice to meet the learners' needs in the target skill. As Lekatompsy, (2010) says: "*Meeting learners needs leads to improvement of learners' learning.* (cited in Chegeni, 2013, p. 5). Truly, learners will become more active and motivated toward learning a language when they are focusing on the most essential aspects they need for mastering it.

## **Section Two: YouTube Videos as Pedagogical Tools**

We can consider the extent of progress a man had, has achieved and is still achieving. Not to take as a true situation; rather as a figurative one because of the importance of this new pedagogical tool, we would say that according to Berk (2009, p. 1), the use of videos in teaching is not something new, and that they date back to prehistoric times when cave instructors used 16 minute projectors to show cave students examples of insurance company marketing commercials in business courses. He added that even now DVD players are ancient, and that there are changes in 4 areas:

1. The variety of video formats.
2. The ease with which the technology can facilitate their application in the classroom.
3. The number of video techniques an instructor can use.
4. The research multimedia learning that provides the theoretical and empirical support for their use as an effective teaching tool.

In addition, Fisher and Frey (2011), point out that videos were used for decades as a tool to connect images with the concept being taught. Hovland, Lumsdaine and Sheffield (1949) state that videos such as filmstrips were used as a training tool for soldiers and that since then, educators were interested in audiovisual materials in educational settings (cited in Lee & Liang, 2012).

As we can see, even in the past videos were used as a stimulus for language learning and teaching. Nowadays, they are used differently in the classroom and we believe that this can be attributed to the development of technology in the domain of teaching and learning. This can be confirmed by Caladine (2008) who asserts that:

*In the 1960s and 1970s, teachers, trainers, commercials, industrials and others had opportunities to include technological aids such as: overhead projectors, filmstrips, movies and radios in the learning events, but it was until the advent of personal computers in the 1980s that technology had an impact on teaching and learning (p. 16).*

Thus, we can also observe that videos can be used and instructed by different instructors in different domains to foster comprehension of the content. In our case, we will use it as a tool to develop EFL learners' oral fluency.

Before moving to the definition of YouTube, we will first show a table of the three stages of CALL in ELT which is presented by Knapp and Seidlhofer (2009, p. 522) so as the readers will understand how it was used in the past and how it develops. It is shown below:

**Table 1:** The 3 Stages of CALL Based on (Warschauer 2000)

Stages	Structural CALL (1970s-1980s)	Communicative CALL (1980s-1990s)	Integrative CALL (21 <sup>st</sup> c)
Technology	Mainframe	Personal Computer	Multimedia and Internet
English Teaching Paradigm	GTM and AL	CLT	CBI
Views of Language	Structural	Cognitive	Sociocognitive
Principle Use of Computer	Drill and Practice	Communicative Exercises	Authentic Discourse
Principle Objective	Accuracy	And Fluency	And Agency

As we can notice from this table, the main objective of using technology in the 1970's-1980's in ELT was mainly to imitate the native speakers' speech by focusing on accuracy. Then, with the development of personal computers in the late 1980's and the beginning of 1990s, there was a shift from structural-based approach to communicative-based. After that, through the advent of multimedia and internet, more changes occurred like the emergence of CBI, language learning is both cognitive and interactive, and the activities used are authentic. Therefore, we can say that the development of technology in education has given a new insight of how learning should take place, and in which we consider it more effective, constructive and beneficial for both teachers and learners.

## **1. Definition and Short Historical Background of YouTube**

If we want to define what YouTube is, we can say that it is an online service where every person can watch, download and create videos for free. According to Terantino (2011), this website began on February 14<sup>th</sup>, 2005 in California and the founders are Steve Chen, Chad Hurley and Jawed Karim (who were employees in PayPal Company) with the domain's name <http://www.youtube.com>. The author added that in 2006, Google purchased YouTube for 1.65 billion. It is classified as the third most visited website on the internet as stated by Al- zyoud and Kabilan (2012).

For Alias, Abd Razak, El Hadad, Kunjambu and Muniandi (2013), this website is considered to be one of the efficient online video sharing destinations. We think because of the great deal of interesting videos it contains at its disposal. Also, Snelson (2011) asserts that YouTube announced the creation of YouTube Education (<http://www.youtube.com/edu>) in which he defines it as “*an organized collection of YouTube channels produced by college and university partners*” (p. 159). The following websites (p. 160) are the ones he gave us and which we believe they will be very beneficial for the reader:

- <http://academicearth.org>
- <http://bigthink.com>
- <http://foraTv>.
- <http://www.ted.com>.
- <http://www.teachertube.com>
- <http://www.watchknow.org>

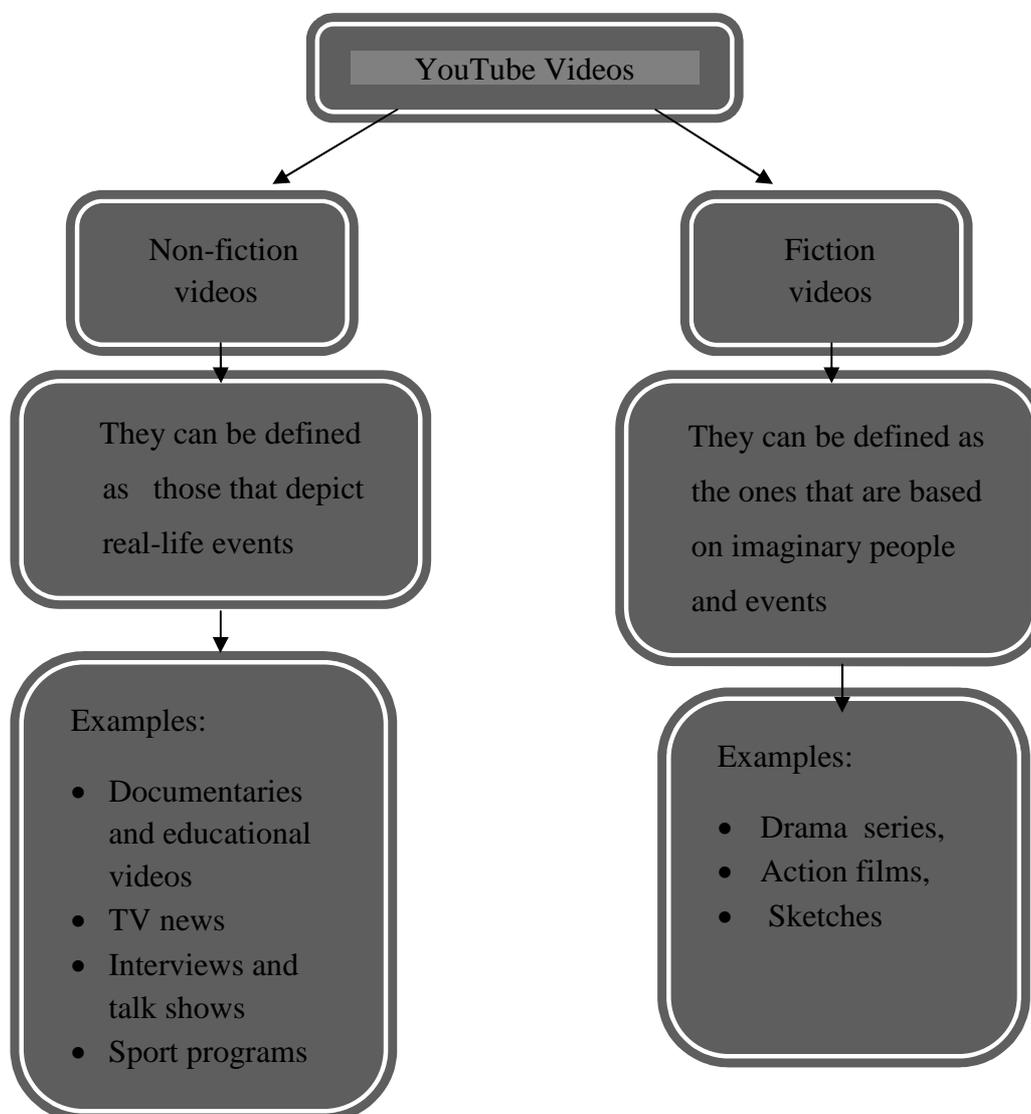
Last but not least, Bonk (2009) defines YouTube as an attractive social medium that helps in the development of the global education (cited in Alhamami, n. d).

Hence, throughout these definitions of YouTube, we can say that it is one of the easiest website for downloading different kinds of videos in a short period of time, and that the user should be skilful enough in choosing the right video to achieve the wanted goals. It is from these notions that push us to adopt this technological tool with our target population.

## 2. Types of YouTube Videos

According to Sherman (2003), there are two types of videos: fiction and non-fiction videos. We have summarized them in a diagram design to make it more comprehensible for the reader:

**Diagram 1:** Types of YouTube Videos



As far as our research is concerned, non-fiction videos are the ones we will use with our target population. The purpose to have chosen this type of videos is because we do believe that they will raise students' awareness about how things are presented in reality, comment on them, and then try to suggest solution to a given phenomenon. In addition, when students know that what they see and hear is true, they will, to some extent, express a real feeling and excitement.

### **3. Approaches of YouTube Videos in FLT**

We do believe that successful teaching depends on the teachers' skilfulness and genuine in choosing the most suitable and appropriate approaches that can help learners boost their oral fluency. For the suggested hypothesis, there are two approaches which are stated by Whatley (2012, p. 51). These are as follows:

**3.1. Short sequences vs. whole video.** There are some teachers who prefer to show their learners short sequences of the video and others the whole. In our case, short sequences (also called clips) are the ones we have adopted because we strongly believe that they will help our target population have more time for practicing different kinds of communicative activities. Allan (1985) confirms our position saying:

*Two minutes of video can provide an hour of classroom work, or it can be used to introduce a change of activity for five minutes. A ten-minute program could be suitable for advanced learners who could follow it without difficulty. Less advanced learners would want something much shorter because their limited command of the language also limits their attention span (p. 18).*

Hence, from this quotation, we can see that the learners' pedagogical levels can determine the kind of approach to be used as presented in the rubric on considerations into using YouTube video aspects in FLT.

Furthermore, Ljubojevic, Vaskovic, Stankovic and Vaskovic (2014) used videos during four minutes in order to develop the efficiency of learning and found that they had positive effects on students' perception on using new and varied teaching and learning tools as videos and on motivation. As these researchers focus on learning in general, in our case, we however, as a limited research field, emphasize more on oral fluency which is the one of the variables in this investigation demonstrating that short sequences of videos can bring great advantages for the learners.

**3.2. Caption vs. no captions.** When speaking about captions we simply mean showing a video with subtitles. Since our target population are advanced learners, we believe that using them is not really necessary. The reason is that we think it can distract their attention towards visual clues such as facial expressions, although this can be considered effective for elementary learners to help them comprehend what is being said. According to Harmer (2007), the use of subtitles can be beneficial when learners share the same mother tongue. For more illustration, when the teacher asks the learners to compare the difference between the target language and their native one, it will be easier for them to do it than when they come from different languages. In addition to this, Wong, Noronha and Chaplin (n. d) found through their investigation on technological aids (such as videos in the language classroom) that the students they have questioned understand the videos better without the use of captions. Last but not least, Oddone (2011) reports that captions usually help learners to foster their understanding but sometimes they hamper as learners will put their attention more on reading than on listening. From this, we can notice that captions can have both a positive and a negative effect on the EFL learners.

#### **4. Common YouTube Video Teaching Techniques**

The use of YouTube videos in EFL classroom cannot happen haphazardly without setting the appropriate techniques that will support the objectives of teaching and learning. For this reason, it is worth present the five crucial techniques suggested by Allan (1985) and Harmer (2001). They are as follows:

- **Viewing straight through.** It means to show the video from beginning to an end without making pauses.
- **Viewing in sections.** It means we will break up the video into sections. For example, a video comprises four scenes, in each scene we will stop and make discussions.
- **Silent viewing.** Here, the learners will watch the video without sounds so as to permit them interpret what they see.
- **Viewing with sound only.** This technique aims at creating discussions among students as to what they will see in the video.

- **Jigsaw viewing.** It can be done in three ways:
  - **Sound/picture split.** Here, the class will be divided into pairs; some students will hear only the sounds while others will watch only the pictures. Then, they will come together, compare and discuss. (memorization-based task)
  - **Picture + sound/sound only.** Some students will see and hear the sound while others will hear only the sound, and then they will compare their notes. (Note taking is allowed)
  - **Picture only/nothing.** Some students will do a silent view, the others do nothing, and then the viewers will report to their partners what they think was going on. (Oral report)

Our research is embedded in the first technique (**viewing straight through**); because the videos we have chosen are short, and thus, we think that it is not necessary to make pauses.

## 5. YouTube Video Teaching Instruction

After considering the different techniques of videos that teachers can use in their classroom, we believe that knowing how to set them is very important. According to El Jarf (2012), the process of using videos in EFL classroom should be based on three instructions. We have summarized them as follows:

1. **Before viewing.** It means what teachers should do before launching the video to their students. They can for example:
  - Set the objective behind watching the video.
  - Introduce the topic to them.
  - Give pre-questions to help them understand the video.
  - Prepare them cognitively and linguistically for the activity by explaining how they should proceed.
  - Raise their awareness, interests and motivation through stating the benefits they can gain from the video.
2. **While viewing.** Here, both teachers and learners have roles to play.
  - a- **Teachers**
    - Should make sure that the students are concentrating on the video.

- Pay attention on the material.
- Add new questions to ask the learners about.

#### **b- Learners**

- Should listen carefully to the video.
- Can take notes as a way to be prepared for oral practices.
- Try to organize their ideas by making schemas.

### **3. After Viewing.** In this stage, teachers can for instance:

- Ask learners to work individually, in pairs or in small groups and discuss about the answers to the questions.
- Ask them to interpret what they saw in the video.
- Summarize the video content orally.
- Tell them to imagine themselves the characters in the video, and ask them what their reaction would be. For example, learners watch an interview, in which the interviewee is Obama, they can in this case, imagine themselves as if they were in his place, and what they would respond to the interviewer.
- Ask learners to perform role plays.

In a nutshell, we therefore recommend that teachers should set time span for each of these instructions in order to organize their teaching. In our case, we would give more time for the last instruction because we strongly believe that learners need to practice their speaking skills in order to be fluent. In addition to this, teachers who are using videos or planning to use them in the future need to design meaningful communicative activities that will help learners transfer the information they already know into different contexts and situations.

## **6. Considerations into Using YouTube Video Aspects in FLT (Why, When, What, Where, and What for)**

Any technological tool that can be used in the classroom cannot happen without taking into account some outstanding considerations. As far as our study is concerned, we think that before using YouTube videos in oral expression, questions such as why, when, what, where, and for what purpose they can be used, are worth mentioning. For this reason, it is important to present basic considerations that teachers can follow when using and implementing this strategy. The

followings are the ones that we have summarized from the works of (Stempleski, 1987; Garza, 1996; Burt, 1999; Widiatmoko, 2014).

**a- The Language**

- The language used in the video should be transferable to real life situations.
- It should be authentic, i.e. used by native speakers.
- It should be contextualized, i.e. it is presented in a situation which will help to make the meaning clearer to the learners.

**b- The content**

- The content of the video should be related to the learners' needs, interests and motivation.
- It should be in harmony with their levels.
- It should not be very long.

**c- Production**

- The pictures should be clear and well structured.
- The sound must be audible to enable learners hear well.
- The video itself should be well acted and directed.

Moreover, some researchers like Mishra and Kohler (2006), Archambault and Crippen (2009) argue that an effective use of ICT in the classroom (as it is in our case YouTube videos) necessitates a basic knowledge of technology content, pedagogy and the combination of these elements (cited in Nordin, Davis, & Ariffin, 2013). For example, teachers should view the video material several times before presenting it to the students because we believe this can help them feel more at ease and ready to answer learners' questions, and mainly avoid unexpected situations. Another example is to predict some problems that may happen and mainly suggest solutions and alternatives.

Furthermore, Nikian, Nor and Marzila (2013) suggest that educational technology should require careful, thoughtful curriculum development and the support of organizations. In doing so, the use of YouTube videos in EFL classroom will be much more organized and systematic. Also, collaboration among teachers, administration, digital natives and learners will make it easy to integrate this kind of technology within the EFL curricula for the reason that both teachers and learners cannot achieve everything alone in such cases but will need assistance, training and guidance.

Last but not least, Wright (1976) says that: *“if audio-visual materials are used at the right time, in the right place, they will have positive contributions and effects to language learning”* (cited in Torabi & Nejad, 2014, p. 10). This means that a careful use of videos in EFL classroom would lead to fruitful results for the students’ language learning. According to these main studies, we believe that they are the most outstanding elements that teachers should be knowledgeable of when using the suggested hypothesis in their classroom. But as any new implemented pedagogical tool, the audio-visual materials presented as YouTube videos in the research at hand, may be double-edged. This is why the following point is depicting on an illustrated and justified basis, the main advantages and drawbacks the aforementioned materials might be presented with.

## **7. Advantages and Disadvantages of YouTube Videos in FLL and FLT**

**7.1. Advantages.** The use of videos in EFL classroom can have many advantages for both teachers and learners. They are presented as follows:

- **Seeing language in use.** The first advantage of videos in EFL classroom is that they help learners see and listen to language in its real context. To illustrate, Alimemaj (2010) argues that videos provide an authentic language used by native speakers, as well as all language genres (songs, debates, talks, poems...). This of course can be considered as a good way in order to learn a great deal of vocabulary which is important for developing one’s oral fluency. In addition, Burt (1999) says that: *“videos present real language that is not simplified and is spoken at a normal speed with genuine accent”* (p. 2). In this case, EFL learners will know how to react to the difficulties they encounter in speaking by getting used to hearing what native speakers use in their daily life.

Furthermore, Meyers (1999) argues that seeing language in use spurs students’ oral production and confidence in their speech (cited in York, 2011). Thus, videos have really important instance and sight for EFL learners since the language they see and hear is a genuine one. Also, Richards and Renandya (2002) argue that by watching videos, learners will know how people initiate, develop and end their conversations. The lack of knowledge of these concepts impinges EFL learners to be fluent in the target language. Moreover, Hannifin (1986) reports that watching a Video enables EFL learners to pay more attention to the language used by native speakers, and heightens their awareness to the subject matter, and in doing so, they

will be both competent in terms of the language and the content being taught and learned. (cited in Fog, Ulfkjaer, & Schlicter, n. d).

- **Cross cultural awareness.** In addition to seeing language in use, videos also develop EFL learners' cultural awareness of the target language. This can be confirmed by Stempleski (1987) who says that: “ *through videos, students can see how people in the target culture live, their values, customs, clothing, food and how people in that culture interact with one another*” (p. 6). In this case, learners will gain background knowledge of the language studied which is very important in order to be fluent and in context when speaking. Additionally, videos will help them interpret native speakers' attitudes and reactions to different societal situations, a fact which has been underlined by Cakir (2006, cited in Shahani, Tahriri, & Divsar, 2014). Chan and Herrero (n. d) in their turn point out that videos are considered as vehicles that help learners develop intercultural understanding (cited in Chowdhury, 2014). Accordingly, teachers can help their learners compare between their native culture and the target language one and then draw the similarities and differences about the topic orally.

- **Raising discussion.** Furthermore, videos can be used as means for raising discussion in the EFL class. As stated by Katchen (2003): “*videos can work as a springboard for discussion*” (cited in Watkins and Wilkins, 2011, p. 8). This is actually our main objective in the present study as we are meaning to boost learners' oral fluency through debates and discussions related to the video they actually watched during the experimental procedure. As well, Cox (2011) says that videos from YouTube help the students comment and ask questions about the video (cited in Al- zyoud & Kabilan, 2012).

- **Motivation.** Besides, watching videos can motivate learners to be engaged in different tasks. Yassaei (2012), states that videos can be effective tools for breaking up the routine and incline the students to study the English language. In doing so, learners will become fluent speakers and autonomous. As well, Joint Information Systems Committee (2002), report that videos are appealing materials that evoke students' emotional reactions and raise their motivation (cited in Hartsell & Yuen, 2006). Thus, videos in EFL classroom are revealed by these researchers to create an enjoyable and motivating atmosphere which can help learners not only contribute the in-class discussions but can be the motive to attendance in EFL classes as the teaching and learning environment becomes more salient and sounder.

As far as the benefits teachers can derive from this implementation in their professional process, we believe that it will help them act as facilitators of knowledge rather than as sources of language input. In addition, they will experience a new way of teaching which can help them measure their weaknesses and strength concerning the traditional teaching process. According to Alwehaibi (2013), videos help to shift from the traditional way of teaching to a more dynamic one. This means that not only teachers who are information and guidance detainers; but, learners too as both are called to work in close connection, and as both of them are also meant to measure and evaluate the extent of their progress.

**7.2. Disadvantages.** Despite the aforementioned advantages, we admittedly agree that any technological tool is drawbacks free. The following items, not to list them all are the most important ones which can impede EFL teachers as well as learners to use videos in an EFL classroom.

- **Time constraints.** According to Puhfahl and Rhodes (2003) using videos in EFL classroom is time consuming. We almost share their point of view, because looking for the videos that can be compelling and motivating for the learners is not so easy and preparing adequate and appropriate in-class activities need a great deal of commitments from the teacher and EFL learners' ability to engage and satisfy such activities and inquisitiveness.

- **Limited software.** Another disadvantage of videos as cited by Allan (1985) is the limitation of the software. She asserts that, "*the problem with the new technology is that the hardware is always ahead of the software, and without the right materials it is difficult to exploit the resource to the full*" (p. 47). Actually, if we do not have good software, we cannot use the video effectively in the classroom; thus, we strongly believe that the ground for such implementation has to be available and well structured.

- **Passive viewing.** As well, Brophy (2007) states that using videos can result to a passive learning process. We think that this can happen if the learners are not aware about the purpose of watching the video. Hence, it is up to the teacher to make his or her learners understand the fact that watching a video at home is not the same as in the classroom. In the classroom, video watching is purposeful as the EFL learners are directed and guided towards developing their ability to express themselves in English. Our view can be shared by Davies and Pearse (2000) who say that: "*if learners are to participate willingly in class, they must understand what is expected from them*" (p. 13). In doing so, they will be ready both cognitively and linguistically

in the task they are assigned to accomplish and will be able to more productivity. Tovmasyan (n. d) stresses on the fact that the use of videos in EFL classroom should not be a passive activity.

- **Fear of technology.** According to our prior gathered data, we think that teachers who had a poor experience in using videos in their classrooms might be the main factors in raising anxiety and negative attitude towards technology. This can be because of their lack of adequate preparation to the tool's implementation in class, no prior planning to introduce this material, fear of any negative peer and learners' attitudes, and no familiarity to this new pedagogical material in class. This has been confirmed by Russell and Bradley (1997) who pointed out that some teachers expressed negative attitude towards the use of ICT because they lacked confidence and knowledge (cited in Andoh, 2012).

Consequently, we believe this can be solved through an awareness to use educational technology-based materials and mostly for which objectives to use them. In addition, we need to set a systematic plan which includes all the criteria needed for a successful use of these technological tools such as YouTube videos in EFL classroom. In this context, Lewis (2009) says:

*“It is important to understand the basics of technology to give you the confidence to make informed choices for your classes, to choose the most appropriate tools for your students and the language learning goals you set”* (p. 89).

In doing so, teachers will become digital skilful users and able to face and do with any problem they may encounter while using YouTube videos as pedagogical tools.

## **Conclusion**

Throughout this chapter, we have tried to focus on the basic elements related to the EFL learners' speaking skill by reviewing some important studies done in the field. These studies have helped us understand better the purposes of implementing such materials in the EFL teaching and learning processes presenting however the possible drawbacks of using them in EFL classes. In addition to this, we recognized that designing effective activities is also very important for developing EFL learners' oral fluency. Furthermore, we have presented basic concepts related to the suggested hypothesis, and we have found that there are different approaches and techniques that can be used and that the adoption of each one depends on the objectives to be reached. Based on the data gathered through the research methodology designs, the next chapter guides us towards more insights as far as our suggested technique is concerned.

## Chapter Two: Research Design, Data Analyses and Interpretations

### Introduction

In the previous chapter we have discussed the most important elements related to our two variables which are YouTube videos (the independent variable) and oral fluency (the dependent variable). In this chapter, we are going to deal with the practical part of the present study. Its aim is to provide answers to the questions we have asked and confirm or reject the hypothesis we have suggested. It is divided into two sections. The first one describes the population and sampling, research methodology and design, data collection tools, procedures for analyzing and treating data, and validity as well as reliability of the instruments. The second one is about the analyses and interpretations of the results. Then, we will end with a general conclusion in which we will summarize the thesis, state the validity and reliability of the research questions, report the limitations encountered, and finally, provide implications as well as suggestions for further research.

### Section One: Description of the Study

In this section, five elements will be discussed which are: population and sampling, research methodology and design, data collection tools, procedures for analyzing and treating data, and then validity as well as reliability of the instruments.

#### 1. Population and Sampling

Our participants consist of third year LLCE students, teachers of oral expression and teachers of civilization, at the department of English, university of Bejaia. Concerning the students, they are divided into two groups (G1=32 students, G2=33 students), which means the population contains 65 students. In our random sampling, we have two subgroups composed of subgroup A, G 1 (12 students), and subgroup B, G 2 (12 students). The first is the control group, and the second one is experimental. Their age and gender are not taken into account. More, they speak Kabyle as their first language, and study English as their foreign one. For the teachers of oral expression, we have selected at the beginning ten out of 15, then eight because two of them did not return back their questionnaires. According to the data gathered in this latter, some of them are permanent and others part time teachers. In addition to this, teachers of civilization took also their part in our study because of their experiences in using videos to

teach civilization. We believe that they can provide us with sufficient information in order to support our hypothesis. They are permanent teachers as being reported in the interview. All those teachers are non-native.

## 2. Research Methodology and Design

The present study is based on an experimental method because we want to test the effectiveness of the new strategy on the experimental group. It is considered to be the best method for testing **cause** and **effect**; however, its disadvantage is that it cannot test abstract variables like **motivation** and **anxiety** (Cohen, Manion & Morrison, 2007; Griffiee, 2012). In addition, our research is based on mixed methods enrolled in both quantitative (questionnaires and students' evaluation checklists) and qualitative (interview and classroom observation).

**2.1. Description of the training program.** The experiment took only three weeks because of many constraints that we encountered (see appendices, 5, 6 and 7). We followed three stages: **pre-viewing**, **while-viewing** and **post-viewing**. In the first stage, we explained the objective behind watching the video; in the second stage, students are required to listen carefully and take notes as a way to prepare themselves for oral practice; in the third stage, it will be a whole class discussion and debate; we added a role play in the third session. At the end of the session, students were given an evaluation checklist to evaluate the video, their speaking and give their opinion about how they find its use in oral session (see appendix 8). The first video was about obesity in America and it took only 7 minutes and 56 seconds so as to allow the students have a great deal of discussion (see appendix 9). The second video was about stronger self-esteem and it took 8 minutes and 3 seconds. The third video was about immigration in America and it took 5 minutes and 49 seconds. In this latter, students are required to make discussion and role play related to the topic. The choice of the themes were made through asking some students in the experimental group, informally, about the videos they like and the majority of them prefer videos about social issues and this is why we have opted for obesity, self-esteem and immigration as major social issues we live nowadays.

## 3. Description of Data Collection Tools

**3.1. Description and aim of teachers' questionnaire.** The teachers' questionnaire is composed of five sections (see appendix 1). The first section gathers general information about the respondents, and contains four questions; one open and three close-ended questions. The second is entitled students' oral skills and difficulties, and comprises four close-ended

questions. The third presents teachers' attitudes and reactions towards their learners' oral development, and consists of seven questions; one open, and six close-ended. The fourth is related with new technological tools in oral expression session, and has four questions, one open and three close-ended. The last one is about teachers' suggestions and recommendations. Our main objective in this questionnaire is to evaluate the attitudes of teachers towards the new strategy in oral session.

The administration of the questionnaire was on Sunday, January the 4<sup>th</sup>, 2015 and we finished on Tuesday, January the 6<sup>th</sup>, 2015. We have given them two days in order to fill it up. Some of them (4 teachers) have returned it back on Tuesday, January the 6<sup>th</sup>, 2015, and because the strike started on Wednesday, January the 7<sup>th</sup>, and lasted for about a month without counting the one in November and December which inhibits us to do our experiment early. Thus, we were obliged to wait until February in order to have back the remaining questionnaires.

**3.2. Description and aim of teachers' interview.** For the teachers' interview, it contains three main sections (see appendix 2). We have summarized them as follows:

- **Section One:** General questions (comprises three questions).
- **Section Two:** Teachers' experiences in using YouTube videos to teach civilization (includes seven questions).
- **Section Three:** Teachers' suggestions and recommendations (contains one question).

Before conducting our interview with the teachers of civilization, we sent them first an email in order to know whether they will accept to afford us an interview or not, only one who accepted to do it face to face, the other recommended us to send the questions via email. We started our interview on Wednesday, February the 4<sup>th</sup>, 2015, at 10 a.m., and it was in the secretary office of our department. It took 15 minutes; most of the questions are open because we want to have more details about our topic except two, and we relied on note-taking to record the interviewee's speech. The aim of this interview is to know the interviewees' experiences in using videos in their classroom and whether they helped their students develop their oral fluency or not.

**3.3. Description and aim of students' questionnaire.** The questionnaire is divided into four major sections (see appendix 3). The first is concerned with general information/personal evaluation about the students, and it contains six questions; three close and three open-ended questions. The second depicts students' view of oral expression session, and it comprises four

close-ended questions. The third is about students' attitudes towards the use of YouTube videos in oral session, and it consists only of one close-ended question. The fourth and the last one, reports students' suggestions and recommendations. Our aim in this questionnaire is to know the reasons behind students' difficulties in speaking as well as their attitudes towards using YouTube videos in oral session.

We administered the questionnaire on Wednesday, February the 11<sup>th</sup>, 2015 in building 3. We have given them a day to fill it up, and we asked the delegate to collect them for us. The questionnaire concerns only the two subgroups (subgroup A, G1, subgroup B, G2) because we observed only these students and not the other subgroups due to time constraints.

**3.4. Description and aim of classroom observation.** In the present study, we conducted both a pre and post-observation. First, the pre-observation is carried out at the beginning of the first semester which was on Wednesday, November the 12<sup>th</sup>, 2014 with subgroup B, G2 at eight a.m., in building 3, room 13; and November the 19<sup>th</sup> with subgroup A, G1 at 11:20 a.m., in building 3, room 10. We relied on an observation grid to record the data, and the main criteria that we evaluated are: **first**, students' oral participation; **second**, the way they answered; **third**, the amount of pauses and hesitations they made; **fourth**, repetitions; **five**, reformulations; **six**, false starts; **seven**, mistakes/errors and finally self/peers' corrections (see appendix 4). These criteria are based according to the dependent variable (oral fluency). Some of them are ours; whereas, the other criteria are extracted from the book of Ellis and Barkhuizen (2005, p. 157) like repetition, reformulation and false starts. Second, the post-observation took only three weeks and at the end of each session we gave students an evaluation checklist to assess the videos and their speaking as well as give their opinion towards the use of the new strategy in oral session. The first post-observation was on February the 18<sup>th</sup>, 2015; the second on April the 15<sup>th</sup>, 2015 and the last one on April the 29<sup>th</sup>, 2015.

The aim of the observation is to compare between the control group and experimental one before and after the implementation of our hypothesis to see whether there is a change in terms of students' participation and way of speaking.

**3.5. Description and aim of students' evaluation checklists.** The students' evaluation checklist is divided into three outstanding elements and students are required to answer with yes or no to each question (see appendix 8). The first element examines students' evaluation of the video; it comprises 5 questions. The second element is related to the students' evaluation of

their speaking; it contains only one question, and here, they need to justify their answer. The third and the last element reports students' opinions towards the use of YouTube videos in oral session, and it consists also of one question. Our aim is to make a gradual evaluation of the effect of the suggested hypothesis on the experimental group and see whether there will be a change in terms of students' attitudes towards the new strategy or not.

#### **4. Procedures for Analyzing and Treating Data**

To be able to analyze and interpret the data collected, we have therefore relied on frequencies, percentages and descriptive statistics to reach the wanted aim.

#### **5. Validity and Reliability of the Instruments**

A given research can be said to be successful if it has a degree of validity and reliability. According to Ravitch (2007), validity is defined as the extent to which a test measures exactly what it should measure. For reliability, she defines it as a degree of consistency, i.e. the test or the research should give the same results as the other one. As far as our research is concerned, we can say that, the students and teachers' questionnaires, the teachers' interview and students' evaluation checklists, have a high degree of reliability because the data are analyzed objectively and any question unanswered is being mentioned by the researcher in order to avoid subjectivity and be rigorous. Also, the pre-observation and post-observation grids are analyzed through collaboration with the teacher of oral expression who provided us with her valuable comments especially when conducting the experiment and this makes the analysis of the data objective and reliable. However, since our sample is composed of only two subgroups; thus, the results cannot be generalized to the whole population which consists of 65 students.

## Section Two: Data Analyses and Interpretations

For this one, it is mainly concerned with the analyses and interpretations of teachers and students' questionnaires; teachers' interview; pre and post-observation grids, and finally students' evaluation checklists.

### 1. Analysis and Interpretation of Teachers' Questionnaire

#### Section One: General Information

**Question 1:** How long have you been teaching the speaking skill?

**Table 2:** Teachers' Experiences in Teaching the Speaking Skill

variables	Respondents/8	%
- More than 10 years	2	25
- 10 years	1	12.5
- 1 <sup>st</sup> time	2	25
- 3 years	2	25
- 4 years	1	12.5
Total	8	100

The above table shows the number of years teachers of oral expression have been teaching the speaking skill in the department of English, university of Bejaia. We can notice that, those who taught 10 years and more which represents (12.5%) and (25%) of the respondents, are called full time teachers; however, those with less than 10 years (25%) and (12%) are part time teachers.

- **Interpretation:**

To be able to create an environment in which learners can practice their oral fluency, does not to some extent, depend on the experience of the teacher; but, on his or her perception and method towards teaching the skill under investigation. We strongly believe that an effective and efficient teaching experience comes with the teacher's action research to refresh, to up-date and cement the teaching content.

**Question 2:** How do you find the teaching of this skill? Would you justify please?

According to the data gathered, our respondents (7= 87.5%) answered the following; however, only one did not express his/her position:

- Difficult.
- Motivating.
- Very important.

When asking them to justify their answers, they reported the following:

- Students' psychological factors and disabilities.
- The teacher should always make efforts to motivate students and enable them be more involved.
- It is not easy to stimulate students' abilities.
- Lack of pedagogical equipments and tools.
- Students feel freer than in other modules.
- Students' cultural differences, interests and levels.
- It is the matrix of learning a language.

- **Interpretation:**

We do consider the teachers' positions in regard to this question and their answers go straightforward into our expectations. This might seem a pure assumption, but we do really believe that the reason behind considering speaking a difficult skill is also related to some reasons like: lack of a comprehensible program that can help teachers design suitable activities for their learners, as well as the willingness to make more efforts in order to bring adequate materials in the classroom.

**Question 3:** With which level/s of students do you teach this skill?

**Table 3:** The Level/s of Students Being Taught

Variables	Respondents/8	%
- 1 <sup>st</sup> and 3 <sup>rd</sup> year levels	1	12.5
- 2 <sup>nd</sup> year level	1	12.5
- 3 <sup>rd</sup> year level	3	37.5
- 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> year levels	3	37.5
Total	8	100

Table 3 shows the level/s of students taught by the teachers of oral expression. As we can observe, most of them (37.5%) teach third year students.

- **Interpretation:**

According to us, even though learners reach quite an interesting level in English, this does not mean that they are able to speak fluently according to the in-class tasks. We would rather focalize on the fact that a foreign language speaking fluency may come with a practice continuum approach.

**Question 4:** Who makes the choice of the level/s?

**Table 4:** The Choice of the Level/s

Variables	Respondents/8	%
a- You	2	25
b- administration	6	75
Total	8	100

As shown in table 4, the majority of teachers (75%) teach the level/s according to the one/s recommended by the department.

- **Interpretation:**

Teachers who choose the levels by their own will find it easier to adapt and adopt strategies of teaching and contents to be delivered in comparison to the others, because they are likely to know better what students' needs, lacks and necessities are at these levels.

## Section Two: Learners' Oral Skills and Difficulties

**Question 5:** How many of your students do participate in oral expression?

**Table 5:** The Amount of Students' Participation in Oral Expression

Variables	Respondents/8	%
a- All of them	1	12.5
b- Some of them	7	87.5
c- No one of them	0	0
Total	8	100

Table 5 indicates the amount of students' participation in oral expression. The results show that the highest percentage is given to "b" (87.5%); this means that only some students practice the target language in oral expression; just one answered "a" (12.5%). In front of such situations, many questions might arise as this seems quite strange especially at an advanced

EFL level during which these students could have acquired much of the target language mechanisms, skills and most importantly necessary substance to speak.

- **Interpretation:**

The results gathered from table 5 can be interpreted as follows:

- Constant and important lack of knowledge about the English language.
- Psychological factors such as: shyness, anxiety, and fear of teacher and peers' evaluation.
- No willingness to communicate.

**Question 6:** How many of them do you consider fluent?

**Table 6:** The Amount of Students' Oral Fluency

Variables	Respondents/8	%
a- Some of them	6	75
b- All of them	2	25
c- No one of them	0	0
Total	8	100

In table 6, we illustrate the amount of students' oral fluency. The results demonstrate that only a minority of students (25%) is fluent in oral expression and the majority (75%) is not.

- **Interpretation:**

Students who are fluent in the target language are more likely to participate in the classroom than those who are not, because they are more confident and not afraid of making mistakes/errors. At this level, we might consider this portion as risk takers who engage into using the target language as a tool to express their thoughts consciously or unconsciously as the final result would be to be provided with constructive and efficient feedbacks to improve their oral skills.

**Question 7:** To what extent do they pay attention to mistakes/errors?

**Table 7:** Students' Carefulness of Mistakes/Errors

Variables	Respondents/8	%
a- Always	5	62.5
b- Sometimes	2	25
C- Never	1	12.5
Total	8	100

Table 7 represents the extent to which students care about mistakes/errors. As the table indicates, the majority of our respondents opted for “a” (62.5%), two said “b” (25%) and only one reported “c” (12.5).

- **Interpretation:**

From the table above, we can deduce that students who care about mistakes/errors can be characterized as being more reflective and less risk takers; however, those who do not, focus mostly on the message and are impulsive students; a deduction we could have while we conducted the experiment. The highest percentage encourages us to say that there is a favorable land to work on paying more attention to the participants' needs and preferences, providing adequate and reliable feedbacks and mostly judging on which of the teaching and learning contents one must focus on.

**Question 8:** To what extent do you correct your students' mistakes?

**Table 8:** Teachers' Correction of Mistakes/Errors

Variables	Respondents/8	%
c- Always	5	62.5
d- Sometimes	2	25
C- Never	1	12.5
Total	8	100

Table 8 concerns the extent to which teachers correct their students' mistakes/errors. As it is evidently portrayed, the highest answer is given to “a” (62.5%), then “d” with (25%) and that only one of our respondents said “c”.

- **Interpretation:**

We do believe that in such situations, students' mistakes/errors should be corrected in a genuine, intelligent and in an indirect way so as not to intimidate them. However, not correcting them (mistakes/errors) can lead to students' unawareness of their impact in language learning.

### **Section Three: Teachers' Reactions and Attitudes towards their Learners' Oral Development**

**Question 9:** Have you already tried any alternatives to help the reticent students speak?

**Table 9:** Teachers' Alternatives for the Reticent Students

<b>Variable</b>	<b>Respondents/8</b>	<b>%</b>
a- Yes	8	100
a- No	0	0
b- Total	8	100

Table 9 reports whether teachers use alternatives to help the reticent students speak. The results show that all of our respondents answered "a" (100%).

- **Interpretation:**

We think it is the role of the teacher to make sure that all his/her students take part in oral activities, especially the reticent students who avoid speaking, and thus, they have to encourage them through finding different alternatives. We do consider that the major role of the teacher is to enable his/her learners integrate the learning community, participate in building this community and give it a true sense of learning processes.

**Question 10:** If yes, what are these alternatives?

To this question, our respondents (8=100%) said the following:

- Performing role plays, leadership, summarizing past events (Newspapers, TV).
- Giving positive feedback and group works.
- Asking direct questions.
- Giving easier tasks.
- Discussing and finding out their center of interests.

- **Interpretation:**

These alternatives are quite important and we think they can, to some extent, help students participate and express their opinions. The important devotion is not to fill students with useless content as receptacles; but, to intelligently find ways to enable them speak, participate, share, and create an atmosphere where the target language is used correctly and purposefully.

**Question 11:** Do your students listen carefully to one another when they speak?

**Table 10:** Students' Listening to One Another

Variables	Respondents/8	%
a- Yes	7	87.5%
b- No	1	12.5%
Total	8	100%

According to table 10, most of the students listen to one another when they speak (87.5%), only one teacher (12.5%) who said no.

- **Interpretation:**

Being able to respond effectively, students must be good listeners and speakers. They might be given an opportunity to analyze and interpret their classmates' words, expressions and sentences as well as ideas to be able to gain much language content which will help them build their own sentences in turn. They also might be called, if they listen carefully to each other, to correct any mistake or error or simply suggest any feedback for more involvement and collaboration.

**Question 12:** If yes, are they asked to:

- a- Summarize their classmates' discussion.
- b- Take notes while x is speaking.
- c- Open debates/comments.

**Table 11:** The Listeners' Tasks

The listeners' tasks	Respondents/7	%
a- Summarize their classmates' discussion.	2	20
b- Take notes while x is speaking.	1	10
c- Open debates/comments	7	70
Total	10	100

We can observe from table 11 that most of the listeners' tasks (70%) are to open debates/comments, others with (20%) opted for "a" and (10%) for "b"

- **Interpretation:**

Considering this question, we do believe that opening debates/comments in oral expression is one of the most appropriate techniques that can be used because students will learn how to agree and disagree with others' speech, as well as exchange ideas and knowledge. We also believe that listening and speaking appropriately and correctly is likely to build a strong class community where discipline and speech democracy can be reinstated.

**Question 13:** What do you do when a student fails to express himself/herself in English?

**Table 12:** Teachers' Strategies When a Student Fails to Express Himself/Herself in English

Variables	Respondents/8	%
a- You complete his/her speech.	2	15.38
b- You give clues.	4	30.76
c- You interact with him/her.	4	30.76
d- You encourage him/her to use communication strategies like: guessing, paraphrasing, avoiding complex utterances...etc.	3	23.07
e- Others	0	0
Total	13	100

<sup>2</sup>Table 12 reports the different strategies that teachers of oral expression use in order to help a student who fails to express himself/herself in English. The majority of them use "b" and "c" as the most useful ones, which thus represents (30.76%), others use "a" with (15.38%) and "d" with (23.07%).

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<sup>2</sup>This is just to remind the readers that the number of teachers is 8, so if the answers go beyond this number, this means that they provided more than one answer.

- **Interpretation:**

According to us, “d” is the most effective and useful strategy because students will be aware about their benefits in communication, and encouraged to become autonomous in using a language. The principle not to ignore in teaching and learning a foreign language is to feel and see the teacher as a guide, a mentor, information provider and mostly a part of the classroom participant and totally not an absent actor. For this, we consider that both depicted strategies may first help the EFL learners get rid of any stage fright, and therefore be able to feel that learning can be covered through smooth, flexible and instructive ways.

**Question 14:** Which one/ones of these techniques do you adopt in oral expression?

**Table 13:** Teachers’ Use of Technique/s in Oral Expression

Variables		Respondents/8	%
a- Topic based.		5	22.72
b- Role plays.		5	22.72
c- Discussions.		8	36.36
d- Short stories.		2	9.09
e- Others	Vocabulary activities.	1	4.54
	Discuss quotes, idiomatic expressions, jokes.	1	4.54
Total		22	100

Table 13 shows the different techniques used by teachers of oral expression to make their oral sessions more or less dynamic and active. As we can see, discussions are the ones which took the highest percentage (36.36%) in comparison to others. Similar percentages are given to “a” and “b” with (22.72%). However, short stories have got the lowest percentage with (9.09%). Some teachers added other techniques and they are presented in the table.

- **Interpretation:**

Every technique used in oral expression is said to be effective if it fulfills the learners’ needs as well as contributes to the lesson objectives. Thus, the choice of each technique has to take into consideration mostly these two outstanding elements. Focalizing on topic based and role plays techniques seem the soundest way to integrate shy and reluctant learners especially when the teacher takes part in as one of the performing characters in class. This technique not only provides much confidence to these learners; but, encourages them to act as competitors as well.

**Question 15:** How often do you use the technique adopted?

**Table 14:** The Frequency of the Technique Adopted

Variable	Respondents/8	%
a- Each time you teach.	1	9.09
b- It depends on the theme to debate.	5	45.45
c- No matter if the topics and themes change; the technique is the same.	0	0
d- According to the classroom management.	0	0
e- According to the needs expressed by the learners.	5	45.45
f- Others.	0	0
Total	11	100

Table 14 shows the frequency of the techniques used in oral expression. Most of the respondents opted for both “b” and “c” which represent (45.45%), and only one of them who said “a” (9.09%).

- **Interpretation:**

We think that a variety of activities will, to some extent, create an ambiance in the classroom, as learners will practice new things which are going to foster their knowledge of the language and lead to more oral fluency.

#### **Section Four:** New Technological Tools in Oral Expression

**Question 16:** Do you use any technological tools in Oral Expression?

**Table 15:** The Use of New Technological Tools in Oral Expression

Variables	Respondents/8	%
a- Yes	3	37.5
b- No	5	62.5
Total	8	100

To our great surprise and in an era of modernism, technology and digital tools, table 15 indicates that only three teachers (37.5%) who use technological tools in oral expression.

- **Interpretation:**

The use of technological tools in oral expression will depend on the teachers’ willingness to use them in order to improve their students’ oral fluency, as well as the availability of such materials in the field under study. As aforementioned, we have been expecting some more ambition to using such modern, revolutionary and pedagogical tools. We might react to this

situation expressing to a large scale how useful these tools are especially in language teaching and learning environment as not all the EFL teachers and learners are given the opportunity to practice the target language on its native land. We might also think that even the EFL practitioners in charge of such important skills (speaking and listening) do need to be drastically formed, trained in using and implementing such devices in their teaching process.

**Question 17:** If no, would you justify please!

All those who said “**no**” gave the same justification which is: **lack of materials**.

- **Interpretation:**

Thus, the lack of materials can constitute a major obstacle for using technological tools, and specifically YouTube videos which is the new suggested strategy in oral expression. We would react negatively to such justifications as we strongly believe that teachers who delve into action research principles cannot but do their utmost to satisfy their teaching materials and thus their learners’ needs. The majority, if not all the language teachers do have lap-tops and connected to the “Internet”. Therefore, if the institution cannot afford such devices, with some logical sense and professional consciousness, materials as videos and lap-tops can be brought into the classroom.

**Question 18:** If yes, which one of these do you use?

- a- Videos.
- b- Audiotapes.
- c- Radio.
- d- Others.

The three teachers who answered this question said “**b**”, only one of them who added also “**a**”.

- **Interpretation:**

To interpret, a language is better fostered when it is accompanied by both sound and picture and this is what we have been able to reach and demonstrate through our literature review. This must be understood: we are living in an era of technology, revolutionized materials and digitalized tools. In the moment when all the world education institutions are launching electronic platforms for distance education, when the teachers are “tutors” and “virtual”, it is, according to us, a critical situation to mention audio-tapes which have vanished according to

our investigations and that our institution has provided these oral sessions with more sophisticated materials as “Multi-Media Laboratories”.

**Question 19:** If your answer is a, what type of videos do you use?

- a- Fiction videos (drama movies, western movies.....)
- b- Non-fiction (documentaries, news, interviews.....)

To this question, one teacher out of eight who uses videos opted for “b”

- **Interpretation:**

We believe the use of non-fiction videos in oral expression can be of great interest for EFL learners and this can be confirmed by Sherman (2003) who reported that non-fiction videos depict live events and express real feelings which we do not find in fiction videos. From this basis, we opted for this type of videos to use with the experimental group to help them know how native speakers use English language in their real life which we think can permit them (experimental group) be accustomed to them and apply them to achieve their goals and objectives. In addition to this, through our readings of different articles related to the theme under investigation, we noticed that few researchers investigated the use of non-fiction videos in EFL classroom, specifically, in oral session. This is why, we think that exploring this type of videos with the experimental group would be more original in our context.

**Question 20:** What is your opinion about using YouTube videos as pedagogical tools to develop EFL learners’ oral fluency? Do you agree or disagree? Would you justify please!

According to the gathered data, only one teacher disagrees, whereas others agree. Their justifications are summarized as follows:

- a- Disagree:**

- According to this teacher, YouTube videos could not be useful for EFL learners.

- b- Agree:**

- It encourages social integration, interaction and motivation.
- It encourages students’ productivity, imagination and helps them to learn at ease.
- Students will learn differently.
- They are the best and the fastest way to learn a language.
- Students will learn a great deal of vocabulary.
- It enhances students’ knowledge of the language.
- Students will hear and see a genuine language.

- **Interpretation:**

The answers of our respondents can be understood by the fact that a teacher who has a positive attitude towards the use of YouTube videos in oral expression is likely to make efforts to designing activities for the learners; however, the one with negative attitude, will keep in his/her mind that the traditional method will remain the best and thus will have no willingness to change. It is therefore a field which needs to be fully investigated as this attitude engages more pedagogical and psychological questioning.

### **Section Five:** Further Comments

**Question 21:** Would you please add any other suggestions and recommendations to improve EFL learners' oral fluency?

These are some of the suggestions and recommendations reported by 4 teachers; the others did not express their position.

- Creating e-café/ e-forums structuring, and time table for convenient and regular discussions.
- Make constant use of the media room of the department, and end each period with a role play presentation in front of teachers and learners.
- Encouraging information-gap activities, guessing, and problem-solving activities.
- Students must speak English both inside and outside the classroom.
- Encouraging the use of technological tools in EFL classroom.

- **Interpretation:**

We consider these suggestions and recommendations very crucial and mostly beneficial if they are implemented or planned to be applied in the setting under investigation. It is a no way to try to avoid such realities "Modernism in Education" through implementing revolutionary teaching and learning materials. The objective is crystal clear: developing and improving the EFL learners' oral fluency which in turn fosters the teachers' professionalism. We would rather say that nowadays instead of spoiling time and papers, why not encouraging a large scale of technological bases to be part of an effective communicative community.

## 2. Analysis and Interpretation of Teachers' Interview

### Section One: General Information

#### Question 1: How long have you been teaching English?

The first interviewee said ten years as a part time teacher, and six years as a permanent one. For the second interviewed, she said nine years.

#### Question 2: Do you like this job?

Both of the interviewees said yes.

#### Question 3: Which strategies or techniques do you integrate in your teaching to enable your learners develop their oral fluency?

Both respondents argued that this depends on the immediate class needs. They added that various techniques and strategies have been inserted as role play, communicating using aids for instance.

- **Interpretation:**

From these answers, we can understand that a teacher who likes his or her job is willingly going to make efforts in order to help his or her learners understand better the in-class provided information and acquire knowledge that will help them communicate effectively in the target language. Furthermore, although the section comprises only three questions, we have been able to resort the most important data to focalize our efforts on the teaching and learning strategies which can play a significant role on fostering and developing the EFL communicative skills.

### Section Two: Teachers' Experiences in Using YouTube Videos in their Classroom

#### Question 4: What type of YouTube videos do you use in your classroom?

Both of the interviewees said pedagogical videos, designing the ones that support language learning.

- **Interpretation:**

According to our interpretation, pedagogical videos in EFL classroom can be of great help for the learners because "*a picture is worth a thousand of words*" and of course learners will remember and understand better the things they are studying.

**Question 5:** How often do you use them?

The first interviewee reported in each semester, whereas the second one said that it depends on the objective of her lectures, whether at the beginning, the end or according to the program.

- **Interpretation:**

From the response of our interviewees, we can understand that the use of videos in the classroom depends on the need and purpose to use them.

**Question 6:** Which approach/s and technique/s do you adopt?

The first interviewee said the whole video with no captions as video teaching approaches, and viewing straight through as video teaching technique. Concerning the second one, she uses both whole video and short sequences with no captions as video teaching approaches, and viewing in section as video teaching technique.

- **Interpretation:**

The response of our interviewees shows that the use of video teaching approach and technique is related to the teachers' perceptions and attitudes towards the way a video should be launched to the learners and this is what has been related in our literature review.

**Question 7:** What are the instructions/stages do you follow and for which purpose do you use each one of them?

Both, our interviewees follow three instructions/stages which are: pre-viewing, while-viewing, and post-viewing. Concerning the objectives, they are similar except for the second stage. We have summarized them as follows:

- **Pre-viewing:** brainstorm students' knowledge of the topic to test their understanding.
- **While-viewing:**
  - Students will answer the questions (1<sup>st</sup> interviewee).
  - To stop the video and discuss the sequence, dialogue, or a scene... with the students or give written or oral activities (2<sup>nd</sup> interviewee).
- **Post-viewing:** To discuss the whole video and relate it to the context of the lecture, ask students to synthesize the content of the video, and give their opinions or compare the document with another written document.

- **Interpretation:**

To comment, these three instructions/stages make the objective of the lesson more organized and help learners to be ready to express themselves in English.

**Question 8:** How do you find teaching English civilization through videos?

Both of our interviewees said that they are beneficial and rewarding.

- **Interpretation:**

In other words, the use of videos in EFL classroom proved to play a great role for both teachers and learners.

**Question 9:** What are the difficulties you have encountered?

Both of our interviewees pointed out some difficulties like: technical problems (e.g. power cut), lack of materials and administration problems.

- **Interpretation:**

Many factors can hamper teachers to use videos as a teaching tool in their classroom, thus, a careful design is needful in such cases.

**Question 10:** What were your students' reactions towards those videos?

According to our interviewees, students enjoyed the videos and they wish the entire modules will be taught through them. They even added that their participation increased.

- **Interpretation:**

The response of our interviewees, shows that videos can have many advantages for the learners, and in which we think will not only spur their oral fluency but they will be less stressed and more productive.

### **Section Three: Suggestions and Recommendations**

**Question 11:** Would you please add any other suggestions and recommendations

These are some of the suggestions and recommendations reported by our interviewees:

- Videos should be used as a teaching aid to reach specific pedagogical objectives and not as mere entertainment.

- The teacher should also prepare pre-viewing, viewing and post-viewing activities and use subtitles with beginners.
- University should establish new policy for educational video.
- Videos should be generalized to all other modules.

- **Interpretations:**

Such suggestions and recommendations reflect the willingness of our interviewees to integrate the suggested hypothesis not just in a specific module but as an essential curricula teaching and learning materials.

### 3. Analysis and Interpretation of Students' Questionnaire

#### Section One: General Questions/Personal Evaluation

**Question 1:** How would you suggest your level in English?

**Table 16:** Students' Level in English

Variables	Respondents/24	%
a- Very good.	3	12.5
b- Good.	11	45.83
c- Average.	8	33.33
d- Need work.	2	8.33
No answer	0	0
Total	24	100

Table 16 examines the students' level in English and the results demonstrate that the majority of LLCE students, it means (45.83%) suggest their level in English to be **“good”**; three of them answered **“a”** with (12.5%); eight said **“c”** with (33.33%), and finally two answered **“d”** with (8.33%).

- **Interpretation:**

Having a good or a very good level in English does not guarantee that the student can communicate effectively or appropriately in English. Many students can write well and even get an acceptable grade; but, still these latter cannot speak. This is, according to us, can be related to their lack of risk taking in communication and low of self-esteem. In contrast, those who may have a low level, succeed to some extent to express their ideas and opinions. These have been noticed throughout our experiences in studying oral expression. Accordingly, having knowledge about the language is not enough in order to be fluent; but, we have to put it into

practice so as it becomes automatic in our mind. This is what EFL learners should be accustomed within their learning process; how to learn and how to speak, should be the focal point in the classroom.

**Question 2:** How do you find the speaking skill?

**Table 17:** Students' Attitudes towards the Speaking Skill

Variables	Respondents/24	%
a- Easy.	3	12.5
b- Normal.	4	16.66
c- Difficult.	10	41.66
d- Efforts requiring.	5	20.83
No answer	1	4.16
Total	24	100

Table 17 reports the students' attitudes towards the speaking skill. As it is clearly mentioned in the table, a remarkable number of students find the speaking skill **“difficult”** (41.66%); some of them replied **“normal”** with (16.66%) and **“effort requiring”** (20.88) with approximately the same frequency, and only a minority of them who said **easy** (12.5%). There is a student (4.16%) who did not express his or her position.

- **Interpretation:**

In fact, considering speaking a difficult skill can be explained by the fact that many factors can intervene while a person speaks, especially psychological ones, and which is not the case with other skills. We explained all these elements in our literature review when introducing the factors that hamper students to speak fluently in the target language. Hence, it is from this conception that a great attention has to be devoted for this skill by all the teachers and not just the ones who teach oral expression through finding new ways which can optimize students' participations and motivation in the classroom.

**Question 3:** Would you please justify according to your answer!

To this question, our respondents (18= 75%) answered the followings:

**Easy:**

- Because I practice the language everyday not just at school.

**Difficult and effort requiring:**

- Since we are not native speakers, so it takes us time to decipherer the new words we do not know.

- I feel shy and lack confidence.
- I do not know.
- Lack of practice just theory in the classroom.
- Lack of vocabulary.
- No much oral sessions.
- Teachers do not give us chances to express our own thoughts in terms of free conversations.
- It is difficult to pronounce well.

Those who answered “**normal**” did not justify.

- **Interpretation:**

To interpret, all these elements can be overcome if students practice speaking inside and outside the classroom regularly, as well as be encouraged to participate and perform various and rich tasks, using motivated techniques and strategies. In addition, we think that in the classroom, there should be more practice of output than input; this is what those students are also stating because in fact knowledge is everywhere not just at school; there are books, internet and different means where they can rely on to cultivate and enrich their culture of the language; what they really need is the application of those elements in the classroom where they can learn to solve problems in real life situations.

**Question 4:** Have you tried any personal alternatives to develop your oral fluency?

**Table 18:** Students’ Use of Alternatives to Develop Their Oral Fluency

Variables	Respondents/24	%
a- Yes	8	33.33
b- No	14	58.33
No answer	2	8.33
Total	24	100

Table 18 points out whether students use alternatives to develop their oral fluency or not. The answer was that only eight of our respondents said “**yes**” (33.33%); however, the majority of them replied “**no**” (58.33%). This time, two students did not answer.

- **Interpretation:**

Developing one's oral fluency necessitates the use of some alternatives that can help the learner develop some skills required for speaking appropriately. As we can observe, not all the students make efforts to develop their oral fluency; most of them are just relying on the teacher as a source of input. We refer this to their lack of automaticity and unawareness of the importance of those alternatives in EFL learning, as well as to their focus on the final product and not on how they achieved the outcome which is the most essential element. Thus, students need to change their way of learning and be self-regulated through making extra efforts to spur their oral fluency, and the suggested strategy can be just an additional help to increase their engagement and interest in the oral session.

**Question 5:** If yes, what are they?

Our respondents (only 8= 33.33%) answered the following:

- To watch English channels, listening to songs as well as practice speaking at school.
- Reading books and novels.
- Making conversations with friends and creating fictional interview alone through asking questions and answering by myself.
- Communicate with native speakers on Skype.

- **Interpretation:**

From their answers, it is obvious that some third year LLCE students are familiar with English videos which mean that most of them consider it as a stimulus to develop both their oral fluency and acquire knowledge about the culture of the language. Thus, we think that it will be more beneficial if they are used in the oral session where students can breathe another way of learning and a new practice of speaking which is more motivating and entertaining at the same time.

**Question 6:** How efficient have these alternatives proved beneficial?

To this question, the respondents (8=33.33%) provided us with these answers:

- I feel more comfortable with English language and I see some evolution.
- They helped me to speak better.
- They helped me to become a creative person with various ideas about various fields.
- I learned a great deal of vocabulary.
- I improved my listening skill and I learned many things.

- They are efficient 50%.
- They helped me to enrich my knowledge of different themes in English.
- They helped me to have confidence in my use of English.

- **Interpretation:**

It is right clear that the alternatives helped our respondents gain both a great deal of knowledge about the language as well as confidence in its use. This means that when students make efforts to improve their oral skill, they will to some extent reach fruitful results; however, we can notice that the ones who do not try to boost their way of speaking will remain in the same position and thus acquiring fluency in the language will be impossible.

## Section Two: Students' View of Oral Expression Session

**Question 7:** How do you find oral expression session?

**Table 19:** Students' View of Oral Expression Session

Variables	Respondents/24	%
a- Very Interesting.	5	20.83
b- Interesting.	12	50
c- Normal.	4	16.66
d- Boring.	1	4.16
e- Very boring	1	4.16
No answer	1	4.16
Total	24	100

In table 19, we report the students' view of oral expression module. A significant number of students said “b” (50%); others answered “a” with (20.83%) and “c” with (16.66%). Similar percentages are given to “d” and “e” with (4.16%), only a student (4.16%) who did not answer.

- **Interpretation:**

As we can see from the table above, different students' attitudes have been expressed to the module of oral expression session. The fact of considering it interesting or not can be related to both students' mood and motivation, as well as the teacher's way of teaching the skill under investigation. Hence, we think it is the job of the teacher to make sure that his/her method is appreciated by all the students not just a minority of them. In addition, he/she has to create good conditions where they can feel at ease and enjoy attending the in-class session. Furthermore, Barker and Gaut (2002) emphasize on the fact that teachers who want their

students to be effective speakers, they have to know what is and what is not suitable in their classroom. In doing so, learners will gain confidence and awareness of their roles which is, according to us, very important for well classroom management.

**Question 8:** To what extent does the method of teaching oral expression help you improve your oral fluency?

**Table 20:** Students' Evaluation of the Method Used in Oral Expression

Variables	Respondents/24	%
a- Very much.	6	25
b- Somewhat.	10	41.66
c- I do not know.	2	8.33
d- Not very much.	2	8.33
e- Not at all.	2	8.33
No answer	2	8.33
Total	24	100

Table 20 is about the students' evaluation of the method used in oral expression. We notice that the highest percentage of our respondents answered "b" (41.66%); six students opted for "a" (25%) and similar percentages are given to "c", "d" and "e" with (8.33%). Two students did not respond.

#### **Interpretation:**

To interpret, most of our respondents do not seem comfortable with the method used in oral expression, and this is why some of them do not participate. Accordingly, the choice of the method should go hand in hand with the learners' needs, levels and age. We do share the view of Harmer (2001) who says that there is no best or bad method in teaching. Actually, this is true, because a method can suit a given student's objectives and the other no; this is also a thing we experienced. Hence, we think that the only solution is for teachers to be eclectic.

**Question 9:** To what extent do you participate in oral expression session?

**Table 21:** Students' Amount of Participation in Oral Expression

Variables	Respondents/24	%
a- Always.	6	25
b- Sometimes.	10	41.66
c- Rarely.	5	20.83
d- Never.	1	4.16
No answer	2	8.33
Total	24	100

For table 21, we reveal the students' amount of participation in oral expression. We observe that the majority of them answered “b” (41.66%); six reported “a” (25%) and five chose “c” (20.83%); only one who said “d” (4.16%). Similarly, two students did not express their position.

- **Interpretation:**

We can interpret the answers of our respondents as being related to various factors which can be explained below.

**Question 10:** If sometimes, rarely or never, is it because you are:

- a- Shy?
- b- Not fluent in English?
- c- Fear of teachers and students' negative evaluation?
- d- The topic is not interesting?
- e- You do not master the topic?
- f- Others.....

**Table 22:** Students' Justification of Their Low Participation in Oral Expression

Variables	Respondents/18	%
a- Shy.	10	35.71
b- Not fluent in English.	2	7.14
c- Fear of teachers and students' negative evaluation.	4	14.28
d- The topic is not interesting.	6	21.42
e- You do not mater the topic	2	7.14
f- Others	3	10.71
No answer	2	7.14
Total	28	100

Table 22 gives the reasons behind students' low participation in oral expression. Different answers have been expressed to this question in which we notice that shyness reached the highest percentage with (35.71%), then, six students answered “d” with (21.42%); four stated “c” with (14.28%) and similar percentages are given to “b” and “e” (7.14%). In addition, three students (10.71%) added other reasons such as: lack of confidence and classmates' long talking time. Two students did not respond.

- **Interpretation:**

It is a matter of fact that all these reasons constitute a major hampering factors for learners in oral session especially shyness which is something not easy to overcome because it is out of the person's control; but, if a learner uses affective strategies such as encouraging himself or herself to speak even with mistakes, here for sure they will disappear. More importantly, teachers can for example divide students into groups and then ask them to discuss the tasks together; they can also prepare exposes and perform them in front of their peers; do role plays....In addition, he/she can provide them with constant positive feedback and support when they speak. Moreover, he/she has to set time span for each student to speak and in a similar condition so as to create equilibrium in the classroom.

### **Section Three: Students' Attitudes towards the Use of YouTube Videos in Oral Expression**

**Question 11:** The use of YouTube videos in oral expression is a good method for improving EFL Learners' oral fluency.

- a- Strongly agree.
- b- Agree.
- c- Disagree.
- d- Strongly disagree.

**Table 23:** Students' Attitudes about the use of YouTube Videos in Oral expression

<b>Variables</b>	<b>Respondents/24</b>	<b>%</b>
a- Strongly agree.	7	29.16
b- Agree.	15	62.5
c- Disagree.	0	0
d- Strongly disagree.	0	0
No answer	2	8.33
Total	24	100

Table 23 indicates the attitudes of students towards the use of YouTube videos in oral expression. As we can observe, the majority of our respondents, it means (62.5%) answered "b" and (29.16%) said "a", only two students (8.33%) did not answer.

- **Interpretation:**

Having a positive attitude about the use of YouTube videos in oral session can to some extent help students host this new suggested strategy with enthusiasm and motivation which, according to us, is a very essential element in order to encourage them to speak and participate

in the classroom. In addition, students' positive reaction towards the new strategy suggests also that there is a desire towards a shift from the traditional way of learning and teaching the oral skill which we believe can open the doors to creative learning and help learners to better understand and remember what they see and hear, in an easier way, which can of course strengthen their language production.

#### **Section Four:** Students' Comments and Suggestions

**Question 12:** Would you please add any other comments or suggestions to develop EFL learners' oral fluency in our university!

To this question, our respondents (8= 33.33%) answered the followings:

- Students should watch videos or be in touch with native speakers.
- Talk about interesting subjects, have good rapport with students and encourage them to speak.
- To do pieces of theatre.
- More oral expression session with the use of videos, documentaries and personal computers.
- To ask students make their own presentations.
- To put emphasis on the speaking skill.
- Providing native teachers of English.

- **Interpretation:**

What we can say is that we hope these suggestions expressed by our respondents can be taken into account by the teachers and administration in the department of English, university of Bejaia, because they reflect in reality the needs and desires of our respondents to develop their speaking fluency. Even though some of these suggestions require investments like the case of native teachers; but, why our department cannot cooperate with them in order to cement students' competencies in the target language and even learn from them new things in order to make some changes and improve the process of learning and teaching in general.

Accordingly, we think that in order to build new generation of critical thinkers, who will be the symbol of the crucial efforts of eminent practitioners; hence, we should help learners set their goals and objectives for learning as many of them are not aware of. Furthermore, teaching and learning in general should be based on the process as a teaching approach rather than on

the product, because this latter is used in ancient times, and we are now in an era of modernism where changes are required to magnify the teaching and learning processes.

Last but not least, collaboration among teachers, students and administration should be fostered in order to integrate YouTube videos and other types of technological tools in EFL classroom, because a teacher cannot do everything alone; but, there should be support in order to motivate him/her to use them in teaching and learning the target language.

## 4. Analysis and Interpretation of Classroom Observation

### 4.1. Analysis and interpretation of pre-observation grid

**Teacher:** Mrs. Ldjida Cherfi

**Observer:** Miss. Lydia Benmouhoub

**Students:** 3<sup>rd</sup> year LLCE (G1, subgroup A; G2, subgroup B)

**Days, hours, room and building:**

- Wednesday, November the 12<sup>th</sup>, 2014 at 8: 00 → <sup>3</sup>R 13, <sup>4</sup>B 3 (G2, subgroup B)
- Wednesday, November the 19<sup>th</sup>, 2014 at 11:15 → R 13, B 3 (G1, subgroup A)

**Topics:**

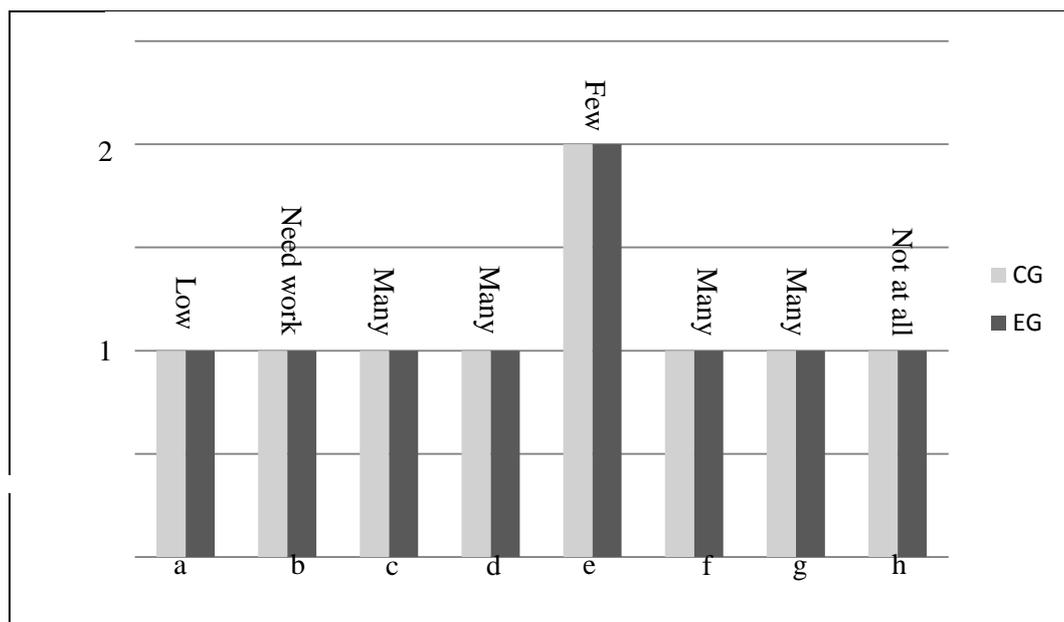
- Imagining yourself you are a writer (G2, subgroup B)
- Short story about Franklin's Expedition (G1, subgroup A)

**Table 24:** Observation Grid

Criteria	Evaluation		
a. Students' oral participation →	1- Low	2- Average	3- High
b. The way they answered →	1- Need work	2- Average	3- Good
c. The amount of pauses and hesitation →	1- Many	2- Few	3- Not at all
d. Repetitions →	1- Many	2- Few	3- Not at all
e. Reformulations →	1- Many	2- Few	3- Not at all
f. False starts →	1- Many	2- Few	3- Not at all
g. Mistakes/errors →	1- Many	2- Few	3- Not at all
h. Self/peers' corrections →	1- Not at all	2- Sometimes	3- Always

<sup>3</sup> Room

<sup>4</sup> Building

**Graph 1:** Analysis of Pre-observation Grid

Graph 1 describes the analysis of the pre-observation grid which aims at comparing between the two subgroups before implementing the suggested hypothesis in order to see whether they are homogenous or not. As the readers can perceive, both of the subgroups showed having the same peculiarities. To start with, both of them demonstrated **low** participation in the classroom; their answers **needed work** because they were not coherent and complete. In addition, the majority of them made **many** pauses and hesitations like (uh, um...). Furthermore, when they speak, we noticed that **many** repetitions have been made such as (he...he, like...like). The good thing we noted down is that some of them tended to use **few** reformulations which mean to say something in different ways to make it clearer to understand. Moreover, they began their speech with **many** false starts and most of them made **many** mistakes/errors which were mainly syntactic (E.g. not adding “s” to the third person singular, using singular instead of a plural such as: there is people) and discursive which is related with the connection of ideas together through the use of discourse markers like (well, also....). Finally, we remarked that there were no self/peers’ corrections in both of them.

- **Interpretation:**

The analysis above can be interpreted or explained by many factors such as: anxiety, shyness, language incompetence, lack of knowledge about the topic and fear of teacher and students’ negative evaluation which make students venture to speak or stammer as a result of their lack of fluency in the target language. Also, students’ focus on the message only makes them not aware of the mistakes/errors they are making, and thus, there will be no self/peers’

corrections which, according to us, are considered as pivotal points that help individuals understand their weaknesses in the use of the language and whether others are listening to them or caring about the correction of their mistakes/errors. All these elements have to be well evaluated by the teachers, right from the beginning, through ongoing assessment and guidance as well as through asking for example students about the reasons of those problems using after-class interview, diaries and dialog journals and untangle them wittingly.

**4.2. Analysis of post-observation grids.** Below, we will provide our readers with the analyses and interpretations of three post-observation grids. Each one of them will be analyzed and interpreted separately. Just to remind our readers again that in the first session, the number of students in the experimental group was 12, in the second 10 and in the third 12.

#### 4.2.1. Analysis of post-observation grid (Session 1)

**Experimenter:** Miss. Lydia Benmouhoub

**Experimented:** 3<sup>rd</sup> year LLCE students (G2, subgroup B)

**Observer:** Mrs. Ldjida Cherfi

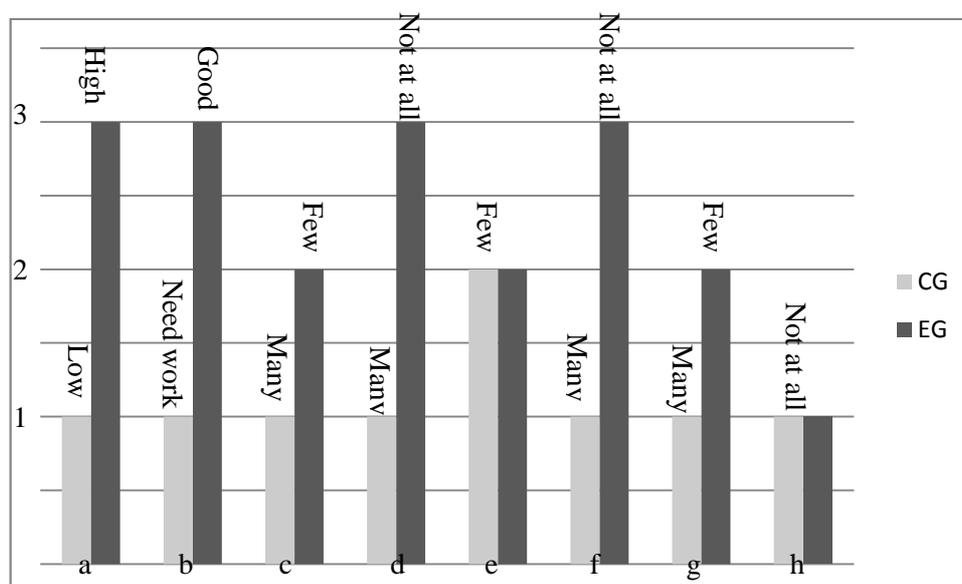
**Topic:** Obesity in America

**Hour:** 8:00-9:30

**Room:** Media room

**Day:** Wednesday, February the 18<sup>th</sup>, 2015

**Graph 2:** Analysis of Post-observation Grid (Session 1)



For graph 2, we report the analysis of the first post-observation grid which examines the effect of the new strategy on the experimental group. As we can notice, in the first session, there are some developments in the experimental group comparing to the pre-observation grid. Their participation was **high** and they answered in a **good** way; they **did not** make many pauses, hesitations and repetitions. In additions, they **did not** begin their speech with false starts, and they made only **few** mistakes/errors which are this time only syntactic. However, there are variables which have stayed **the same** such as using **few** reformulations and self/peers' corrections were not taken into consideration. All in all, graph 2 has revealed a significant difference between the control and experimental group in which this latter performed better than the former and this summarizes the important role that audio-visual aids have on these students' oral fluency.

- **Interpretation:**

The results displayed in graph 2 can be justified to the attraction of the video itself as it depicts the problem of obesity in America and mainly solutions to get rid of it. In addition, students might have knowledge about the topic and experiences in their daily life which helped them answer the researcher's questions without any difficulties. Our statement is shared by Denning (n. d) who says that the use of videos in the classroom should go in harmony with the students' experiences in the real world. This is actually what we have tried to apply with the experimental group, and we have reached, to some extent, favorable results. Furthermore, we believe that the variables which have stayed the same can be improved through time by encouraging students to pay attention to their speech, self correct them and collaborate with their peers in order to have good relationships and confidence while speaking in front of one another. Moreover, Wang (2015) states that in order to use videos effectively in the classroom, they have to be aesthetically appealing. Besides, since this is our first session with the experimental group and we have achieved such results, what if the strategy was used from the first year at university! Those students would have gained higher degree of fluency, if, of course, they were encouraged to use the language creatively inside and outside the classroom. Finally, we can say that, considering the principles for using YouTube videos in EFL classroom will help teachers attain rewarding results.

#### 4.2.2. Analysis of post-observation grid (Session 2)

**Experimenter:** Miss. Lydia Benmouhoub

**Experimented:** 3<sup>rd</sup> year LLCE students (G2, subgroup B)

**Observer:** Mrs. Ldjida Cherfi

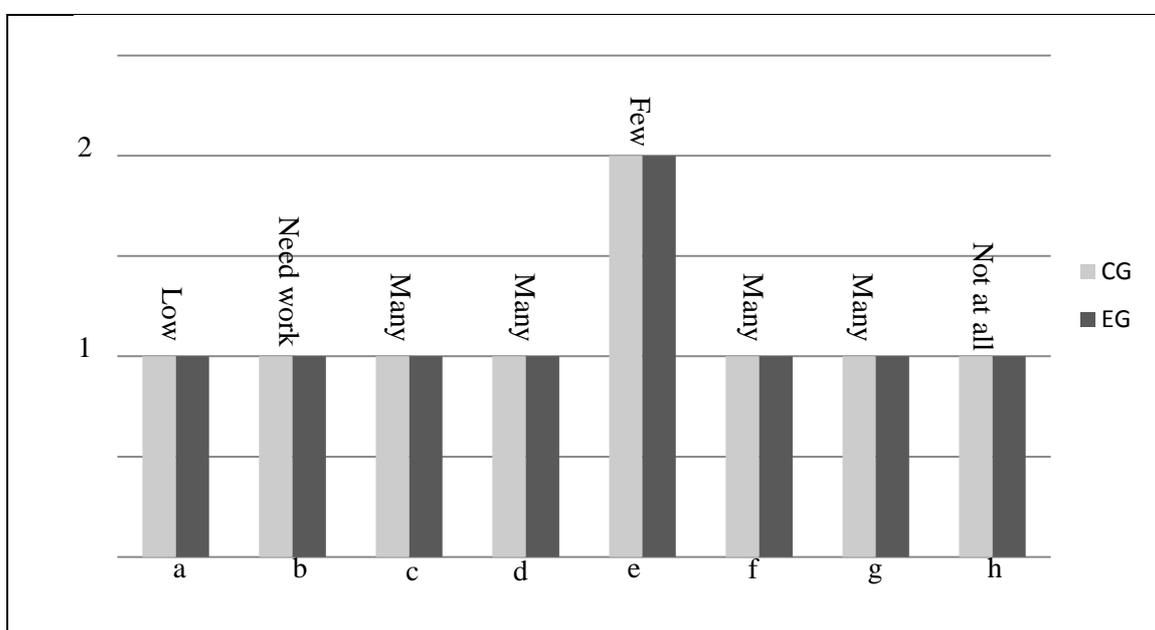
**Topic:** Stronger self-esteem

**Hour:** 8: 00-8:30

**Room:** Media room

**Day:** Wednesday, April the 15<sup>th</sup>, 2015

**Graph 3:** Analysis of Post-observation Grid 2 (Session 2)



Graph 3 presents the second post-observation grid. The results revealed that, in the second session, students in the experimental group showed the same characteristics as in the pre-observation grid, which means, there is no difference between them and the control group.

- **Interpretation:** We can summarize and interpret the reasons as follows:

- Students were thinking or concentrating to their oral exam because the teacher gave us only half an hour and the rest of time will be devoted for some students' oral presentation exam.
- Some factors like motivation and lack of knowledge about the topic may also affect their integration and collaboration with the experimenter.

➤ Two students were absent which also influenced the results.

#### 4.2.3. Analysis of post-observation grid (Session 3)

**Experimenter:** Miss. Lydia Benmouhoub

**Experimented:** 3<sup>rd</sup> year LLCE students (G2, subgroup B)

**Observer:** Mrs. Ldjida Cherfi

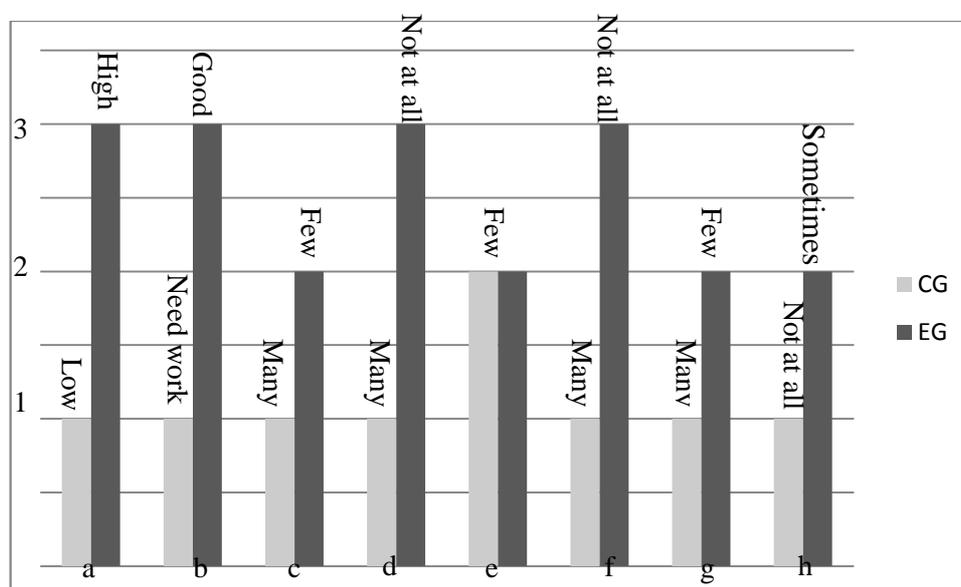
**Topic:** Immigration to America

**Hour:** 8: 00-9:30

**Room:** Media room

**Day:** Wednesday, April the 29<sup>th</sup>, 2015

**Graph 4:** Analysis of Post-observation Grid 3(session 3)



In graph 4, we demonstrate the third and the last post-observation grid. We consider this graph to be the best one because we observed a **huge** improvement in terms of students' participation, way of speaking and reduction in the amount of pauses, hesitations and repetitions. Interestingly, the thing that attracted us more in this session is that, sometimes, **there are self/peers' corrections** which were not seen in the previous sessions. Thus, we think that if students were accustomed to this new method of teaching right from the beginning, they would have developed more than one skill. Just to mention to our readers that, in this session, all the students participated even those who are shy; they all of them performed role play and all of them expressed a positive attitude towards the video.

- **Interpretation:**

We can interpret this to the fact that the video is related to the students' field of study, and this is why, they demonstrated a great deal of interests which made us more motivated. In addition, we encouraged them to express their opinions without being afraid of making mistakes, and this, pushed them to speak more and more because they like to have support in order to amplify their self-confidence while speaking.

## 5. Analysis and Interpretation of Students' Evaluation Checklists

In the following students' evaluation checklists, we aim exactly at making a gradual assessment concerning the impact of YouTube videos on the experimental group.

### 5.1. Analysis of students' evaluation checklist (video 1)

**Table 26:** Analysis of Students' Evaluation Checklist (Video 1)

Criteria	Questions	Yes	%	NO	%	NA	%	Total	
								N	%
<b>1- Evaluation of the video</b>	a- Did you find the video interesting?	12	100	0	0	0	0	12	100
	b- Did it motivate you?	11	91.6	1	8.33	0	0	12	100
	c- Was the language difficult?	2	16.6	8	66.6	2	16.6	12	100
	d- Was it well designed?	12	100	0	0	0	0	12	100
	e- Did you learn something from it?	11	91.6	1	8.3	0	0	12	100
<b>2- Evaluation of speaking</b>	f- Does the video help you improve your oral Fluency? If no, would you please say why!	10	83.3	2	16.6	0	0	12	100
<b>3- Opinion about the use of YouTube videos</b>	g- Do you find the use of YouTube videos in oral session beneficial and instructive?	12	100	0	0	0	0	12	100

From the table above, we report the analysis of students' first evaluation checklist. As we can notice, in item a, all students (100%) found the video **interesting**. In addition, in item b, most of them stated that it was **motivating** (11= 91.6%), only one (8.33%) said **no**. For item c,

the highest percentage (8= 66.6%) of students pointed out that the language **was not difficult**; however, two of them (16.6%) answered **yes**; there are two students who did not respond. Furthermore, in item d, all students (100%) stated that the video was **well designed**. Moreover, in item e, the answers revealed that a great number of students (11= 91.6%) replied having **learned something** from the video, only one (8.3%) responded **no**. Concerning the evaluation of speaking, most of our respondents (10= 83.3%) answered for item h that the video helped them **improve** their oral fluency except two (16.6%) who reported **no**, and they said because they still find difficulties to pronounce well and still do not have self-confidence while speaking. Finally, in item g, all students (100%) considered the use of YouTube videos in oral session **beneficial** and **instructive**.

## 5.2. Analysis of students' evaluation checklist (Video 2)

**Table 27:** Analysis of Students' Evaluation Checklist (Video 2)

Criteria	Questions	Yes	%	N0	%	Total	
						N	%
<b>1- Evaluation of the video</b>	a- Did you find the video interesting?	8	80	2	20	10	100
	b- Did it motivate you?	6	60	4	40	10	100
	c- Was the language difficult?	2	20	8	80	10	100
	d- Was it well designed?	10	100	0	0	10	100
	e- Did you learn something from it?	7	70	3	30	10	100
<b>2- Evaluation of speaking</b>	f- Does the video help you improve your oral Fluency? If no, would you please say why!	5	50	5	50	10	100
<b>3- Opinion about the use of YouTube videos</b>	g- Do you find the use of YouTube videos in oral session beneficial and instructive?	10	100	0	0	10	100

Table 27 shows the analysis of students' second evaluation checklist. It is obvious from the table that the students' answers differ in comparison with the first evaluation checklist. Here, in the first item, there are two students (20%) who **did not** find the video interesting. In addition, in the second item, four students (40%) considered the video **not motivating**. However, in item d, nothing changed, the students' answers remained the same. Moreover, item e reports that

three students (30%) did not learn something from the video. Furthermore, in item f, half of them (50%) said that the video **did not** help them improve their oral fluency; some of them repeated the same reasons; whereas, others did not justify. Finally, all students (100%) still perceive the use of YouTube videos in oral session **beneficial** and **instructive**.

### 5.3. Analysis of students' evaluation checklist (Video 3)

**Table 28:** Analysis of Students' Evaluation Checklist (Video 3)

Criteria	Questions	Yes	%	No	%	Total	
						N	%
<b>1- Evaluation of the video</b>	a- Did you find the video interesting?	12	100	0	0	12	100
	b- Did it motivate you?	12	100	0	0	12	100
	c- Was the language difficult?	1	8.3	11	91.6	12	100
	d- Was it well designed?	11	91.6	1	8.3	12	100
	e- Did you learn something from it?	12	100	0	0	12	100
<b>2- Evaluation of speaking</b>	f- Does the video help you improve your oral Fluency? If no, would you please say why!	12	100	0	0	12	100
<b>3- Opinion about the use of YouTube videos</b>	g- Do you find the use of YouTube videos in oral session beneficial and instructive?	12	100	0	0	12	100

In table 28, we display the third and the last students' evaluation checklist. We can notice that there is a **great** development in terms of students' answers in comparison with the other evaluation checklists. In item a, **all** students (100%) found the video interesting. In addition, in item b, **all** of them reported that it was motivating (12= 100%). For item c, the **highest** percentage (11= 91.6%) of students pointed out that the language **was not** difficult; however, only one (8.3%) answered **yes**. Furthermore, in item d, the majority of students (11= 91.6%) stated that the video was well designed; only one (8.3%) said **no**. Moreover, in item e, the answers revealed that **all** the students (12= 100%) replied having learned something from the video. Concerning the evaluation of speaking, **all** the respondents (12= 100%) answered for item h that the video helped them improve their oral fluency. Finally, in item g, **all** the students (12= 100%) still consider the use of YouTube videos in oral session **beneficial** and **instructive**.

- **Interpretation of students' evaluation checklists:**

Throughout the data gathered from the students' evaluation checklists, we can say that in any research, the researcher can experience both success and failure in terms of the results; this is in fact our case. In the first session, students were most of them participating and motivated; whereas, in the second session, only few of them who were participating and we gave the reasons why such things happen when analyzing the second post-observation grid. However, in the third session, students showed such a huge development in terms of participation and way of speaking. What attracts us in the students' evaluation checklists is that, their answers, match with our analysis of the post-observation grids which made us believe, to some extent, in what they say especially in the second evaluation checklist; because, we felt that some students were not really engaged with us and their answers in the evaluation checklist, proved our intuition. In addition to this, students did not change their attitudes towards the use of YouTube videos in oral session; which means, it mirrors their need towards using such tools in the classroom in order to breakdown the routine and enrich both their knowledge of the language which will increase their comprehension and production.

In a nutshell, if we want to compare between the control group and experimental one, we can say that, before implementing the suggested hypothesis, both of them showed having the same characteristics; whereas, after the experiment, we have really seen improvement in the experimental group. Even though the method was not used by their teacher; but, they tried to listen carefully and summarize what they have understood in the video. The latter demonstrated no change only in the second session, and we think if it was not the exam, they would show more engagement and interest.

As the readers may notice, we did not compare the two subgroups through using “**means**” and “**standard of deviation**”; because, we are mainly interested in delineating and interpreting the results according to how they are epitomized in reality in order to better analyze them and explain through logical reasoning and sometimes through relying on the works of other researchers in the field. Interestingly, in the present study, our findings match, to some extent, with the findings of other researchers (Wood, 1999; Ruusunen, 2011; Ismaili, 2013; Alias et al., 2013; Al-Yaari, 2013; Longo, n.d; Waluyo, 2014; Wang, 2014; Wang, 2015), who used YouTube videos in their classes, and who found in their investigation that this type of technology boosted their students' oral fluency and raised their critical thinking skills, motivation, and self-confidence. Some of them used the new strategy for more than three weeks; except, Ismaili (2013) who implemented it for two weeks and his experiment was

successful as being mentioned in his article. Thus, even though we have devoted only three weeks for the experiment; but, we can say like Ismaili (ibid) that we have tried in all our efforts to achieve favorable results; this can be because we worked with the same subgroup till the end of the experiment.

## **Conclusion**

In this second chapter, we gave the inside scoop on our population and sampling, research methodology and design, data collection tools, procedures for analyzing and treating data, and validity as well as reliability of the instruments. Then, we presented the analyses and interpretations of the results which helped us answer the research questions. In doing so, we arrived at a notion that we can neither confirm nor disconfirm our hypothesis, since, in the second session of the experiment, we could not control many variables like students' motivation and absentees and due to the short period of time devoted for the experiment. In the coming pages, the reader will get a summary of the thesis, validity and reliability of the research questions; discover the major constraints the researcher encountered; the implications, and finally, suggestions have been given to guide future researchers in their investigations.

## General Conclusion

The present study investigated the role of using YouTube videos as pedagogical tools to develop EFL learners' oral fluency. To reach this objective, an experimental method has been used, and data have been collected both quantitatively (the use of questionnaires and evaluation checklists) and qualitatively (the use of interview and classroom observation). We divided the work into two chapters:

In the first chapter, we shed light on the theoretical background about speaking skill and EFL acquisition difficulties in which we reported the main important studies related to the skill in general and then went specifically to talk about oral fluency which has been our targeted variable in the study. We then moved on highlighting the second variable: **“YouTube videos”** as pedagogical tools, and we have discovered many outstanding elements related to the variable which helped us apply some of them while engaging into the experiment.

The second chapter was the practical part of the present study in which we presented the results, and the analyses as well as the interpretations of the data collected. The findings showed that students, teachers of oral expression (except for one), and teachers of civilization showed a positive attitude towards the new strategy we implemented. In addition to this, students' evaluation checklists revealed that this type of technology helped them develop their oral fluency; except in the second session, in which half of them reported **“No”** due to many factors which have been clearly stated in this chapter. However, because only three weeks have been devoted for the experiment we cannot, to some extent, say that our hypothesis has thoroughly been confirmed.

The research at hand has been an attempt to experience a new revolutionary method of teaching speaking in which, according to us, is likely to provide teachers with valuable insight in how to use this type of technology in the classroom. Hence, for the research questions to be valid and reliable, we think, it is worth mentioning their answers which are stated below:

**Question 1:** Is speaking a difficult skill? If yes what makes it difficult?

To this question, we can say **“Yes”** and the things that make it difficult are being reported by our respondents (LLCE students and teachers of oral expression) in addition to the related studies we mentioned in the first chapter. Also, through the training program, we find it

difficult to make some students speak, even though we provided them with constant positive feedback and support to make them speak. We succeeded mostly in the third session, in which all the students in the experimental group were participating and thus expressed a positive reaction towards the new strategy.

**Question 2:** How can YouTube videos boost EFL learners' oral fluency?

We have got an answer to this question through the teachers' interview in which we reached at an understanding that the strategy can develop learners' oral fluency through following the three stages of viewing: **pre-viewing**; **while-viewing** and **post-viewing**, and here, in the last stage, students are required to personalize the topic by relating it to their life experiences and background knowledge. In addition to this, more practice should be devoted at this stage so as to allow students practice more their speaking for example: making the whole class to discuss about the video, doing pair/group work and role plays. Moreover, the objective of watching a video should also be emphasized in order to make learners ready for oral practice. To illustrate, Altman (1989) states that: *"Video materials must be chosen not primarily for their inherent artistic value but for their ability to fulfil a particular function in a particular course"* (p.110). To interpret it in another way, we can say that, YouTube videos can enhance students' oral fluency through the design of effective communicative activities with the statement of specific objectives and classroom management. Similarly, Gezegin (2014) says that for video materials to be used successfully to promote students' oral fluency, teachers have to use them creatively.

**Question 3:** Has this strategy proved beneficial?

To some extent, **"Yes"** and this has been confirmed by the students' evaluation checklists, the teachers' interview as well as the teacher's comments while doing the experiment. Also, we find it beneficial since it has enriched our knowledge of how to implement the suggested hypothesis in oral session. More importantly, we developed a positive attitude towards the use of technology in education in which we hope it will be part of the syllabus in all the modules so as to motivate the students and create a better learning environment. Our view is shared by (Mayoral, Tello & Gonzalez, 2010; Canning, 2000) who admitted that their students find learning English language with YouTube videos more useful and constructive.

**Question 4:** What are the students and teachers' attitudes towards using it in the oral expression session?

Concerning the students and teachers of civilization, they all of them had a positive attitude; whereas, for the teachers of oral expression, only one of them who expressed a negative

opinion because he or she thinks they are not really useful. We think that, in order to judge whether a given material is good or not, it has to be first experimented to see if it has attained the wanted objective or not.

All in all, we can say that, in the present study, we have mainly tried to clarify much concepts related to the two variables so as the readers will find them easier to follow the steps to better succeed in their investigations and achieve fruitful results.

### • **Limitations of the Study**

In fact, words are not sufficient to express the major constraints we met during the process of conducting this research. To start with, the strike was one of the most obstacles which hampered us to start our experiment early which took approximately two months. In addition, to have found a teacher who will accept to do the experiment in his or her classroom was not easy since most of them were afraid about the reaction of their students. Furthermore, the students' oral exam took three weeks; because, it is based on project presentation, and thus, the teacher each time tells us to postpone the experiment. Moreover, in the second semester, most of the students get absent because of their training and this also caused a problem for us to add other videos. Besides, since we did not finish our lectures and exam on time, this also had an impact on our experiment as we had only one free day and then there was an introduction to a new module. Hence, we should make a balance between both, our studies and the research work and we cannot miss our courses in order to do our experiment. Also, some students in the experimental group suffered from shyness and anxiety which made it difficult for us to make them speak during our training program.

Along these limitations, there are also other factors which can be summarized below:

- The use of questionnaires and interview as data collection tools cannot give us a real picture about people's attitudes and actions since most of them may not take it seriously.
- To be able to find interesting videos on YouTube was a very challenge for us; since we have to take into account many principles such as: students' age, interests, level....). In addition, we have to prepare each time a lesson plan which is also not easy since it needs careful design and reflections.
- We could not control some factors like students' motivation which influenced our results.
- Only three weeks devoted for the experiment, which is not sufficient in order to confirm or disconfirm our hypothesis.

- The number of students is only 24; thus, the results cannot be generalized to the whole population (65).

In a nutshell, despite these limitations, this training program was a very good experience for us because we taught for three weeks which means we acted as a real teacher facing great challenges but motivating at the same time. It is also due to our willingness and curiosity to discover how this new strategy can promote students' oral fluency that made us persist on doing it in an objective way, being observed by a teacher and using the media room so as everyone could hear and see the video effectively. This is in fact related to our belief which is that a good researcher is the one who tries all his or her utmost to remain objective and accept the results as they are in reality whether positive or negative.

- **Implications**

Throughout the present study, we therefore come to some of these implications which can help both teachers and students to imply them in oral session:

**Table 28:** Implications

<b>Implications</b>	<b>Description</b>
<b>1- Designing various and meaningful communicative activities.</b>	- Teachers of oral expression can bring for example communicative activities which contain different language genres to help students develop different skills required for communication. In addition, they have to design pre and post-communicative activities so as students will be prepared and ready to integrate in oral interaction.
<b>2- Setting goals behind using YouTube videos in oral session</b>	- Teachers who use the new strategy or plan to use them in the future need to set goals behind watching the videos, i.e., whether to use them as springboard for discussion or for enhancing linguistic input. As far as we are concerned, we think that first year students, for example, may need to be introduced first to the language like pronunciation, grammar and vocabulary which will be easier for them to remember than giving lectures through handouts. Then, second and third year students can watch videos to raise discussion and debate.
<b>3- Guiding students with video teaching instructions</b>	- Teachers should explain to the students the stages of video watching: pre, while and post-watching. Again, they need to make them aware about the purpose of each one of them so as to prepare them both cognitively and linguistically for oral tasks.
<b>4- Encouraging students to watch the video before coming to the classroom.</b>	- It will be much time gaining if students are encouraged to watch the video before coming to the classroom so as to facilitate comprehension and prepare themselves for communicative activities.
<b>5- Raising students' motivation and self-esteem.</b>	- Students need to be exposed to videos which are motivating and can boost their self-esteem. In fact, many of them feel shy and less confident to speak in front of the teacher and peers; thus, we recommend teachers of oral expression to introduce their students, topics which will lead to their positive attitude about themselves and increase their participation and motivation in the classroom because these are very crucial elements to take into account in order to develop their oral fluency.
<b>6- Giving opportunities for students to expose projects in the auditorium.</b>	- We recommend teachers as well as the administration to give chances for students to expose projects in the auditorium as well as participate in conferences so as to get the habit to speak in front of a huge public. Also, they should train them how to make well performed presentation through for example showing how to start and conclude a speech.
<b>7- Assessing and measuring students' oral fluency.</b>	- Teachers can for example assess students' oral fluency through 5 minutes interview or role play and measure the degree of fluency through counting the pauses and repetitions of words.

## • **Suggestions for Further Research**

The new strategy we suggested would be more successful if it was used for a longer period of time. Thus, we suggest for future researchers to lengthen the duration of the experiment for at least a whole year to have time to analyze and interpret the data. In addition, they should base their analysis on a gradual evaluation which is a very good technique that helps the researcher to better improve the use of the method, evaluate the students' progress, as well as avoid any generalization of the findings. Furthermore, we advise future researchers not to carry out research with third year students because they have training to do in the second semester and thus may be absent; this is what we experienced with the experimental group in the present study; they can for example, work with first year, second year or master 1 who may be more available. Moreover, we suggest the investigation about the following topics:

- The role of YouTube videos in promoting teachers' training as most of them need to discover new and applicable teaching strategies that are used by practitioners in different parts of the world.
- The effect of YouTube videos in improving other skills like writing and reading.
- The effect of YouTube videos in developing EFL learners' intercultural competence.

We would like to bring to a close this research paper with two inspiring quotations:

*"It is better to fail in originality than to succeed in imitation"* **Herman Melville.**

*"Success is stumbling from failure to failure with no loss of enthusiasm"* **Winston Churchill.**

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[https://www.youtube.com/results?search\\_query=Stronger+self-esteem](https://www.youtube.com/results?search_query=Stronger+self-esteem)

[https://www.youtube.com/results?search\\_query=Comming+to+America%3A+immigration](https://www.youtube.com/results?search_query=Comming+to+America%3A+immigration)

## **Appendices**

**Appendix 1:** Teachers' Questionnaire

**Appendix 2:** Teachers' Interview

**Appendix 3:** Students' Questionnaire

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**Appendix 7:** Session Three of the Experiment

**Appendix 8:** Students' Evaluation Checklist

**Appendix 9:** Description of the Videos

# Appendix 1

## {Teachers' Questionnaire}

Dear Teachers,

This questionnaire is part of a research work that aims at gathering data about the effect of using YouTube videos as pedagogical tools to improve EFL learners' oral fluency.

I would be very grateful if you devote some of your time to answer these questions. Be sure that all your answers will be treated anonymously.

Thank you in advance for your collaboration.

### Section One: General Information

**Q 1:** How long have you been teaching the speaking skill?

.....

**Q 2:** How do you find the teaching of this skill? Would you justify please!

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

**Q 3:** With which level/s of students do you teach this skill?

.....

**Q 4:** Who makes the choice of the level/s?

- a- You.
- b- The administration.

### Section Two: Learners' Oral Skills and Difficulties

**Q 5:** How many of your students do participate in oral expression session?

- a- All of them.
- b- Some of them.
- c- No one of them.

**Q 6:** How many of them are fluent?

- a- All of them.
- b- Some of them.
- c- No one of them.

**Q 7:** To what extent do they pay attention to mistakes?

- a- Always.
- b- Sometimes.
- c- Never.

**Q 8:** To what extent do you correct your students' mistakes?

- a- Always.
- b- Sometimes.
- c- Never.

**Section Three:** Teachers' Reactions and Attitudes towards their Learners' Oral Development

**Q 9:** Have you already tried any alternatives to help the reticent students speak?

- Yes  No

**Q 10:** If yes, what are they?

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

**Q 11:** Do your students listen carefully to one another when they speak?

- Yes  No

**Q 12:** If yes, are they asked to:

- a- Summarize their classmates' discussion?
- b- Take notes while x is speaking?
- c- Open debates/ comments?

**Q 13:** What do you do when a student fails to express him/herself in English?

- a- You complete his/her speech.
- b- You give clues.
- c- You interact with him/her.
- d- You encourage him/her to use communication strategies like: guessing, paraphrasing, avoiding complex utterances and sentences.

e- Others.....  
.....

**Q 14:** Which one/s of these techniques do you adopt in oral expression?

- a- Topic based
- b- Role play
- c- Discussions
- d- Short stories
- e- Others.....  
.....

**Q 15:** How often do you use the technique adopted?

- a- Each time you teach.
- b- It depends on the theme to debate.
- c- No matter if the topics and themes change; the technique is the same.
- d- According to the classroom management.
- e- According to the needs expressed by the learners.
- f- Others.....  
.....

**Section Four:** New Technological Tools in Oral Expression

**Q 16:** Do you use any technological tools in oral expression?

Yes  No

**Q 17:** If no, would you please justify why!

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

**Q 18:** If yes, which one of these do you use?

- a- Videos
- b- Audiotapes
- c- Radio
- d- Others.....  
.....

**Q 19:** If your answer is a, what type of videos do you use?

- a- Fiction videos (drama movies, western movies.....)
- b- Non-fiction videos (documentaries, news, interviews.....)

**Q 20:** What is your opinion about using YouTube videos as pedagogical tools to develop EFL learners' oral fluency? Do you agree or disagree? Please justify your answer!

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**Section Five:** Further Comments

**Q 21:** Would you please add any other suggestions and recommendations in order to improve EFL learners' oral fluency?

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.....

## Appendix 2

### {Teachers' Interview}

Sunday, February the 1<sup>st</sup>, 2015

**Researcher:** Miss. Lydia Benmouhoub

**Email:** [Benmouhoublydia87@gmail.com](mailto:Benmouhoublydia87@gmail.com)

**Interviewees:** Teachers of civilization, at the department of English, university of Bejaia.

#### **Introduction**

This interview is part of a research work that aims at gathering data about the effect of using YouTube videos as pedagogical tools to improve EFL learners' oral fluency. Since you are using videos to teach civilization; thus, we would be very delighted if you accept to afford us an interview in order to answer some of our questions. This is our personal e-mail if you want to add much information concerning the topic under investigation. Be sure that all your answers will be treated anonymously.

Thank you very much for your collaboration.

#### **Section One:** General Questions

**Q 1:** How long have you been teaching English?

**Q 2:** Do you like this job?

**Q3:** Which strategies or techniques do you integrate in your teaching to enable your learners develop their oral fluency?

#### **Section Two:** Teachers' Experiences in Using YouTube Videos in their Classroom

**Q 4:** What type of YouTube videos do you use in your classroom?

**Q 5:** How often do you use them?

**Q 6:** Which approach and technique do you adopt?

**Q 7:** What are the instructions/stages do you follow and for which purpose do you use each one of them?

**Q 8:** How do you find teaching English civilization through YouTube videos?

**Q 9:** What are the difficulties that have you encountered?

**Q 10:** What were your students' reactions towards them?

**Section Three: Suggestions and Recommendations**

**Q 11:** Would you please add any other suggestions and recommendations?

## Appendix 3

### {Students' Questionnaire}

**Dear students,**

The present study investigates the effect of using YouTube videos as pedagogical tools to improve EFL learners' oral fluency. We would be very grateful if you accept to fill it up. Make sure that your contributions will help us reach the goal of this study. So please try to answer these questions honestly. We want you to know that your answers will be treated anonymously.

Thank you for your collaboration.

#### **Section 1: General Questions/ Personal evaluations**

**Q 1:** How would you suggest your level in English?

- a- Very good.
- b- Good.
- c- Average.
- d- Need work.

**Q 2:** How do you find the speaking skill?

- a- Easy .
- b- Normal.
- c- Difficul.
- d- Effort requiring.

**Q3:** Would you please justify according to your answer!

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

**Q4:** Have you tried any personal alternatives to develop your oral fluency?

Yes  No

**Q 5:** If yes, what are they?

.....  
.....

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.....

**Q6:** How efficient have these alternatives proved beneficial?

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

**Section Two:** Students' View of Oral Expression Session

**Q 7:** How do you find oral expression session?

- a- Very interesting.
- b- Interesting.
- c- Normal.
- d- Boring.
- e- Very boring.

**Q8:** To what extent does the method of teaching oral expression help you improve your oral fluency?

- a- Very much.
- b- Somewhat.
- c- I don't know.
- d- Not very much.
- e- Not at all.

**Q 9:** To what extent do you participate in oral expression session?

- a- Always.
- b- Sometimes.
- c- Rarely.
- d- Never .

**Q10:** If never, rarely or sometimes, is it because you are:

- a- Shy?
- b- Not fluent in English?
- c- Fear of teachers and students' negative evaluation?
- d- The topic is not interesting?
- e- You do not master the topic?
- f- Others.....

**Section Three:** Students' Attitudes towards the Use of YouTube Videos in Oral Expression

**Q 11:** The use of YouTube videos in oral expression is a good method for improving EFL learners' oral fluency.

- a- Strongly agree.
- b- Agree.
- c- Disagree.
- d- Strongly disagree.

**Section Four:** Students' Comments and Suggestions

**Q 12:** Would you please add any other suggestions and recommendations for developing learners' oral fluency in our university?

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.....

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.....

.....

## Appendix 4

### {Observation Grid}

**Day and Date:**

**Hour:**

**Observer:**

**Room:**

**Observed:**

**Building:**

Criteria	Evaluation		
a- Students' oral participation →	1- Low	2- Average	3- High
b- The way they answered →	1- Need work	2- Average	3- Good
c- The amount of pauses and hesitation →	1- Many	2- Few	3- Not at all
d- Repetitions →	1- Many	2- Few	3- Not at all
e- Reformulations →	1- Many	2- Few	3- Not at all
f- False starts →	1- Many	2- Few	3- Not at all
g- Mistakes/errors →	1- Many	2- Few	3- Not at all
h- Self/peers' correction →	1- Not at all	2- Sometimes	3- Always

## Appendix 5

### {Session One of the Experiment}

**Place:** University of Bejaia

**Room:** Media room

**Department:** English

**Hour:** 8:00-9:30

**Experimenter:** Miss. Lydia Benmouhoub

**Module:** Oral expression

**Experimented:** 3<sup>rd</sup> Year LLCE students (subgroup B, G 2)

**Observer:** Mrs. Cherfi

**Date:** Wednesday, February the 18<sup>th</sup>, 2015

**Email:** [benmouhoublydia87@gmail.com](mailto:benmouhoublydia87@gmail.com)

#### Presentation of the Lesson Plan

- **Topic:** Obesity in America
- **Lesson objective:** To help students express their own opinions related to the theme through relating it to their experiences and then compare between obesity in America and the one in their country.
- **Materials:** Overhead Projector, YouTube video.
- **Type of language:** Authentic
- **Type of video:** ABC News
- **Approach adopted for video watching:** Short sequences with no captions.
- **Video watching technique:** Viewing straight through.
- **Type of oral fluency activity:** Discussion and debate.

#### Procedure:

- **Pre-viewing:**
  - We explained to the students the objective of watching the video.
  - We told them what they are supposed to do while and after viewing so as to prepare them cognitively and linguistically for oral discussion and debate, as well as raise their attention, interest and motivation towards the video
- **While-viewing:**
  - Students were focusing their attention to the video.
  - We were observing the students whether they were watching or chatting with their peers
- **After –viewing:**
  - We made discussion and debate related to the video by asking students questions related to it and then link the things they saw to their daily life to permit them to participate.
  - At the end of the session, we gave them an evaluation checklist to check their progress and evaluate the video.

## Appendix 6

### {Session Two of the Experiment}

**Place:** University of Bejaia

**Room:** Media room

**Department:** English

**Hour:** 8:00-8:30

**Experimenter:** Miss. Lydia Benmouhoub

**Module:** Oral expression

**Experimented:** 3<sup>rd</sup> Year LLCE students (subgroup B, G 2)

**Observer:** Mrs. Cherfi

**Date:** Wednesday, April the 15<sup>th</sup>, 2015

**Email:** [benmouhoublydia87@gmail.com](mailto:benmouhoublydia87@gmail.com)

#### Presentation of the Lesson Plan

- **Topic:** Stronger Self-esteem
- **Lesson objective:** To express advice.
- **Materials:** Overhead Projector, YouTube video.
- **Type of language:** Authentic
- **Type of video:** Talk Shows
- **Approach adopted for video watching:** Short sequences with no captions.
- **Video watching technique:** Viewing straight through.
- **Type of oral fluency activity:** Whole class discussion and debate.

#### Procedure:

- **Pre-viewing:**
  - We explained to the students the objective of watching the video.
  - We told them what they are supposed to do while and after viewing so as to prepare them cognitively and linguistically for oral discussion and debate, as well as raise their attention, interest and motivation towards the video.
- **While-viewing:**
  - Students were focusing their attention to the video.
  - We were observing the students whether they were watching or chatting with their peers.
- **After –viewing:**
  - We made discussion related to the video that students watched.
  - At the end of the session, we gave them an evaluation checklist to check their progress and evaluate the video.

## Appendix 7

### {Session Three of the Experiment}

**Place:** University of Bejaia

**Room:** Media room

**Department:** English

**Hour:** 8:00-9:30

**Experimenter:** Miss. Lydia Benmouhoub

**Module:** Oral expression

**Experimented:** 3<sup>rd</sup> Year LLCE students (subgroup B, G 2)

**Observer:** Mrs. Cherfi

**Date:** Wednesday, April the 29<sup>th</sup>, 2015

**Email:** [benmouhoublydia87@gmail.com](mailto:benmouhoublydia87@gmail.com)

#### Presentation of the Lesson Plan

- **Topic:** Immigration to America.
- **Lesson objective:** to develop students' sociocultural competence about immigration in America.
- **Materials:** Overhead Projector, YouTube video.
- **Type of language:** Authentic.
- **Type of video:** Documentary.
- **Approach adopted for video watching:** Short sequences with no captions.
- **Video watching technique:** viewing straight through.
- **Type of oral fluency activity:** discussion and role play.

#### Procedure:

- **Pre-viewing:**
  - We explained to the students the objective of watching the video.
  - We told them what they are supposed to do while and after viewing so as to prepare them cognitively and linguistically for oral discussion and debate, as well as raise their attention, interest and motivation towards the video
- **While-viewing:**
  - Students were focusing their attention to the video and taking notes.
  - We were observing the students whether they were watching or chatting with their peers.
- **After –viewing:**
  - We made discussion related to the video that students watched.
  - Students performed a role play in which one will play the role of a person who has just immigrated and then came back; the other will play the role of a friend who has never immigrated and then, he/she will ask the immigrant to tell him/her about the experiences he/she had.
  - At the end of the session, we gave them an evaluation checklist to check their progress and evaluate the video.

**Appendix 8**  
**Students' Evaluation Checklist**  
**{Experimental Group}**

**1- Evaluation of the video**

- |   |     |                          |    |                          |
|---|-----|--------------------------|----|--------------------------|
| a- Did you find the video interesting?  | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| b- Did it motivate you?                 | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| c- Did you find the language difficult? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| d- Was it well designed?                | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| e- Did you learn something from it?     | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

**2- Evaluation of speaking**

- |  |     |                          |    |                          |
|--|-----|--------------------------|----|--------------------------|
| f- Does the video help you improve your oral fluency | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|--|-----|--------------------------|----|--------------------------|

**3- Opinion about the use of videos in oral session?**

- g- Do you find the use of videos in oral expression beneficial and instructive?

a- Yes.

b- No.

## Appendix 9

### {Description of the Videos}

#### Video 1: ABC News about Obesity

**Duration:** Seven minutes and Fifty six seconds.



In the video, the journalist was discussing obesity and she says that it is considered to be one of the major problems that Americans suffer. She added that the two studies being made gave the same result which is that Americans do not want to lose weight. In addition, she says that one study shows that obesity is more found in adults and that it is reduced in District of Columbia. Furthermore, the reporter Jhon Danken points out that Americans waste much money to lose weight and much time speaking about it. The woman he has interviewed says that US invest 150 billion dollars to treat the problem. As well, the reporter introduced two theories: theory about **why we are gaining** and the other about **how to lose weight**. Concerning the first, there is what we call **fructose** (a type of sugar we found in fruit, juice and honey), he mentions also **fat** and **sweets**. For the second theory, it is related with the reduction of the numbers of those things in the market so as Americans will not buy them. At the end, the reporter watched two families (**one in the private desert and the other in the West Virginia**). For the first family, he noticed that they did not know of how much calories they were taking, this is why a nutritionist came to help them lose weight, and the result was that the mother lost 18 pounds and the father 36. Concerning the second one, he observed that the family knows about the way they should eat but they do not want to stick to it.

## Video 2: Talk Shows about Stronger Self-Esteem

**Duration:** Eight minutes and three seconds



In the second video, the topic was about how to have stronger self-esteem and accept ourselves the way we are. To start with, the therapist Julie Hanks says that we should not relate self-esteem with appearance because it does not influence or define our feelings in reality; she exemplifies this through a quote by C-Lewis and her experience in the domain. In addition, she reports that we can reframe the process of age in our mind by making some changes, and she called these latter “**God’s Signature**”. Furthermore, she pointed out that self-esteem can be achieved through accepting ourselves wherever we are and whatever age and weight, as well as accept criticism. According to her, in doing so, people can make changes and progress in their life. Again, she gave a very interesting proverb which is “**life rewards actions**”, and she meant by this that we have to take some actions in our life in order to feel good about ourselves. Finally, for her, our value comes from our soul and this is why we should not take care of what others think about us because we do not know what is inside them. Also, she says that we have to forgive ourselves and continue living our life.

### **Video 3: Immigration to America.**

**Duration:** 5 minutes and 50 seconds.



The third video depicts the first immigrants' arrival to America, the reasons that push them to settle there and the experiences they had. As it is well reported in the video, the first major wave of immigrants began in 1815 as a result of **Europeans' Wars**, and many people from Germany, Great Britain and Ireland came to New York to search for better life. In addition, the video showed that the second wave of immigrants was in 1880 and those people were Italians, Sweden, Japanese...who wanted to find **jobs**; the Jews came to America to exercise **religious freedom**. Furthermore, advantages and disadvantages of immigration are also highlighted such as working in **factories** (advantage) and **discrimination** (disadvantage). Finally, one of the shared experiences among the immigrants is that, all of them travel by **ship**.

## **Abstract**

The present study probes the effect of using YouTube videos as pedagogical tools to improve EFL learners' oral fluency. Our population consists of third year LLCE students who are divided into control and experimental group, teachers of oral expression and teachers of civilization, at the department of English, university of Bejaia. To test this method of teaching speaking; thus, we opted for the experimental method to attain our objective. The tools used are both quantitative and qualitative. The former is composed of questionnaires and students' evaluation checklists; the latter has to do with interview as well as classroom observation. The results revealed that, the majority of third year LLCE students are not fluent in English. In addition, all third year LLCE students, teachers of oral expression (except for one) and teachers of civilization expressed a positive attitude toward the suggested hypothesis. Finally, during the training program, we noticed that in the first and third session, students in the experimental group performed better in comparison with the control one; however, in the second session, we observed no significant change between the two subgroups which made us conclude with the notion that, we can neither confirm nor disconfirm our hypothesis.

**Key Words:** YouTube videos, oral fluency, control and experimental group, training program.