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**The Importance of Using YouTube Educational Videos on EFL
Pupil's Speaking Skill
A Case Study of Third Year Pupils Primary Schools
In SIDI KHLED**

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Sciences of the Language**

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Dedication

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

I dedicate this thesis:

To my great teacher and messenger, Mohammed (May Allah bless him and grant him salvation), who taught us the purpose of life.

I would like to dedicate this work to my second homeland on the other side of the world that deserves to dedicate my work to its people: “GAZA”

I would like to dedicate my work to my parents who have been my sources of inspiration and my supporters of my life.

To my brothers: **Nadjib, Nouredine, Djaber, Rafik, and Aziz**

To my sisters: **Bassma, Soulef, and Sana**

To my sisters un law: **Abir, Nada, Khouloud, and Samira**

To my lovely nephews and nieces: **Feriel, Youssef, Sirin, Meriem, Maram, Mehdi, Ahmed, Yassemin, Racim, Sidra, Soundous, Lina and Anis.**

To my lovely Fiends: **Kaouthar, Ikram, Assia, Radia, Sabrine, Amira, Dounia, Safa, Hiba, Titi, Roumaissa, Manel, Wissal, Khouloud, Nadjwa, and Salsabila**

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Abstract

One of the important language skills is speaking. It plays a critical role in FL learning and teaching. Speaking skill is an essential skill that should be improved by the pupil. However, due to the lack of language practice in context, the majority of EFL pupils at the primary schools in SIDI KHALED are faced with many difficulties in their overall interactions. The core of conducting this research is to give enlightenment on the importance of YouTube educational videos in enhancing EFL pupils' speaking skills. The study is a Third-year pupil at the primary school SIDI KHALED. The reason behind choosing this topic is that pupils in the Third year are supposed to learn English for the first time; as beginners, they face many difficulties that make their speaking productions not proficient. In this study, we attempt to validate our hypothesis that if teachers use YouTube educational videos, EFL pupils will be good English speakers. To conduct this study, we chose a qualitative (descriptive) research method; one main tool: teachers' interview, directed to six teachers who are teaching English in different schools in SIDI KHALED. Moreover, the findings assert that YouTube affects the pupils' Speaking Skills positively.

Keywords: YouTube, speaking skill, Third year pupils, the Primary School - SIDI KHALED.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language.

ESL: English as a Second Language.

FL: Foreign Language.

ICT: Information & Communication Technology

APP: Application.

DTC: Direct to Consumer Tests.

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General Introduction

Introduction

English Foreign Language pupil's challenge is to master the four skills. Speaking is considered one of the most important skills that need more practice than theory; it is considered also a complex process that requires much effort and time from the pupils. In the current era, the impact and the development of technology propelled a strong demand for drastic changes in all life domains. To meet the requirements of the 21st century we need to use such technology apps to enhance EFL pupil's skills.

As children navigate through a myriad of channels and content creators, they not only enhance their language skills but also gain cultural insights, improving their comprehension and fluency in English in a manner that is engaging, entertaining, and increasingly effective.

On the other hand, teachers are also challenged in terms of making additional efforts and devoting more of their time to enhancing their pupils' speaking skill performance. Thus, foreign language learners can improve their level of speaking skill when they use YouTube as a technology app to facilitate the learning process.

1. Statement of the Problem

Nowadays English has become a global and international language, the main objective of learning a FL is being able to communicate, express emotions and thoughts throughout the speaking skill. We have noticed that many EFL pupils in primary school face difficulties in speaking skill; some of these difficulties are as follows:

- The teaching method of the speaking skill.
- The techniques to practice speaking skill.

2. Research Questions

The study tries to answer a number of related questions:

- how can YouTube educational videos help Algerian kids in learning English as A foreign language ?
- What criteria should teachers consider when selecting videos for their classrooms?
- Can over-reliance on YouTube educational videos affect the kids' general learning preferences ?

3. Aims of the study

Through this study, we aim to:

1. To examine the speaking difficulties that face EFL pupils.
2. To explore the impact of YouTube educational videos in EFL pupils speaking skill.

4. Research Hypothesis

In the light of what has been previously indicated, the main hypothesis of the present work as follows:

H1: The benefits of using YouTube for kids are Engaging Learning, Diverse Content, Pronunciation and Listening Skills, and Cultural Understanding.

H2: If teachers use Youtube educational videos, pupils will enhance their speaking skill performance.

5. Significance of the Study

The core of this study is to analyze a very necessary skill such as speaking skill throughout this study; we will try to prove that there is relationship between YouTube and how to be a good speaker. Moreover, this study will probably help EFL pupils to enhance their speaking skill and develop their performance.

6. Research Methodology

6.1 Method

In order to collect data for this study, we followed a qualitative research approach which would help us reach our research objectives. For this, an interview was administered for teachers this type of data may be the appropriate tool which can help us answer our research questions.

6.2 Population and Sample

The sample used for the current research consists of (6) teachers who have been teaching the same classes in various schools at primary schools in Sidi Khaled, in order to help us to fulfill our study with valid and reliable data.

6.3 Research Tool

In the research, we intend to implement the descriptive method that requests data gathering tool which is used to investigate the importance of using YouTube in enhancing pupil's speaking skill which is teacher's interview.

7. The Structure of the Study

The present study is divided into three main chapters. The first chapter includes the main part; we will start with the definition of YouTube and its types, effectiveness of using YouTube and its value. At the end of this chapter, we will discuss YouTube's strategies, the role of teacher in using YouTube educational videos, and the relationship between YouTube and speaking skill. The second chapter is about the concept of speaking skill; where we start by defining it, then mention its aspects, characteristics and its functions. Additionally, we state the importance of speaking skill and enhancing the speaking skill of the EFL pupils with reference to speaking skill difficulties. Finally, chapter three deals with data analysis of teachers' interview in order to confirm or refute our hypothesis, and provide answers to the research questions.

Chapter One: The Importance of Youtube

Introduction

Speaking is one of the most important skills in learning a FL. Using technology is essential for enhancing pupils' speaking progress. Furthermore, FL teachers try to improve their pupils' achievement by applying several strategies that facilitate the learning process. Learners should have the capacity to organize their learning for effective results. This chapter will provide an over view of the main components and the key concepts related to the term YouTube educational videos. Firstly, we will start with the definition of YouTube, explaining its types and its effect on the pupils speaking skill. Moreover, we will discuss its benefits and value in the EF learner's Classrooms. Finally, we will analyze the major techniques and strategies of using YouTube, and we will highlight the relationship between YouTube and speaking skill.

1.1 Definition of YouTube

YouTube is a platform for video creators to publish and distribute their videos on demand. It has been operating since 2005 and was purchased by Google in 2006. YouTube is widely regarded as one of the most important and profitable websites in the world (Loomly, 2024). Three formers Chad Hurley, Steve Chen, and Jawed Karim created YouTube in 2005. In response to certain obstacles in the sharing of video, a modern solution has been developed. To allow users to submit televisions that they already own, they chose a compound noun consisting of the words "You" and "Tube," which is a slang word for television used by people in North America (Hosch, n.d.). YouTube is a service that lets you watch videos uploaded by others and share your video. The service was set up as a separate website and Google acquired it in 2006. The videos uploaded to YouTube can be displayed on the YouTube site, as well as in various Web pages even though they are stored on a YouTube server. Additionally, "Broadcasting yourself" is the YouTube slogan; this implies that

YouTube is intended primarily for ordinary users who want to publish their own videos (Christensson, 2009). YouTube's universality has enabled pupils to learn about other cultures, given that videos are uploaded by users from all over the world. In order to improve the language skills of EFL pupils, it develops a strong, modern learning environment that meets the needs of the pupils. Also, in order to learn more vocabulary and interact with and listen to a real native English speaker, it provides them with a range of fun visual lessons that improve their memory retention. YouTube is a platform for consumption tales, as we have demonstrated that DTC genetic testing narratives are linked to consumerism and bigger economic problems (Kreisen, 2009). Furthermore, YouTube is a great, if mostly unexplored, resource for learning more about developing states of sickness, such as "patients-in-waiting," as well as how the public interacts with science, genetics, biology, and bodies. Autobiologies are stories involving people's research and sharing of their own biology, as part of the larger trend for public reporting on genetics and other health care technologies and experiences (Harris, Kelly & Wyatt, 2014).

According to Almurashi (2016), The importance of integration YouTube in teaching and learning process is needed, since it is regarded as the most significant online material which are mostly famous among all people especially adults. Additionally, this technological tool can give a great opportunity for learners in order to perform English language in real contexts. Moreover, it can produce more authentic videos which enhance learners' comprehension and understanding. Thus, It is therefore important to use YouTube as a teaching resource for foreign languages, rather than as an innovative tool. That is to say, YouTube has a significant role to play in opening the doors for teachers and learners of ESL.

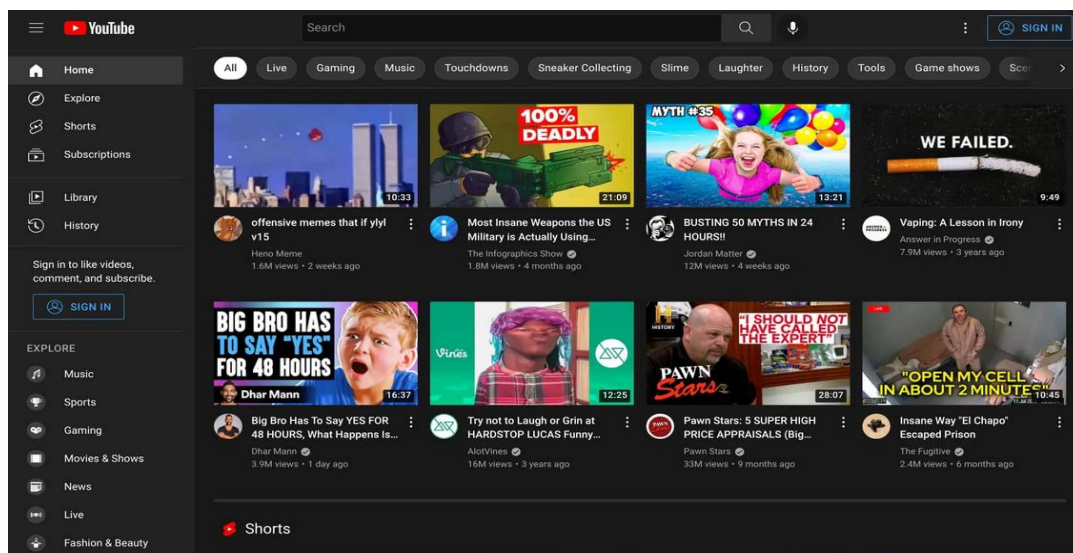


Figure 1 YouTube Home Page

1.2 Categories of YouTube Videos

The process of informal learning can also be illustrated by the example of EFL pupil's exchange where a pupil in a foreign country engages in social situations with native speakers and informally learns its language. Nowadays, with all technology advances and services like YouTube, a person does not need to travel abroad to be exposed to a foreign language (Eaton, 2010). YouTube, the world's largest video-sharing network, includes a wide range of contents meeting to a variety of interests and preferences. Many scholars highlight a various types of YouTube:

1.2.1 Songs

Nowadays, a song is one of the essential entertainment tools that teachers use inside classrooms to enhance their pupils' speaking skill and in the other hand parents use it to help their kids in improving their comprehension. According to Hornby (1990), a song is a piece of music with words that is sung. The song is a great language set, packing culture, words, listening, grammar and some of the rhymes with plenty more skills (as cited in Arévalo, 2010). Therefore, according to Ross (2006) listening to songs is an example of authentic listening materials to find out more about popular English bands, which are famous. As we

know wherever we are, songs always follow us at home, at school, at the office, at cars, and so on. We'll be able to listen to the song directly, and we'll be interested in learning the value of the language in it. For pupils to improve their listening comprehension skills, it is necessary to motivate and challenge them when drawing up lessons and teaching material (as cited in Arévalo, 2010).

1.2.2 Films

YouTube has transformed the filmmaking process by providing a platform for anyone to create and distribute documentary content. Scholars like Juhasz (2008) have emphasized how this accessibility has empowered marginalized voices and diversified the documentary landscape. YouTube documentaries often embrace unconventional storytelling techniques and visual styles. Kevin (2007) explores how the platform's DIY ethos encourages experimentation and innovation in documentary form. YouTube's interactive features, such as comments and likes, have transformed the relationship between filmmakers and audiences. Zimmerman (2012) argues that these interactive elements foster a sense of community and allow for ongoing dialogue around documentary content. Documentary films have the ability to engage learners by providing immersive experiences that stimulate multiple senses. Mayer (2001) asserts that visual media, including documentaries, can enhance learning by presenting information in a dynamic and compelling format.

Watching foreign' movies' is an effective way to learn another language. For instance, films are catalyst for thought provoking conversations, introspection. Films often deal with complex social and ethical issues, which give pupils a platform for expressing their views, taking part in civil discussions as well as broadening their horizons by listening compassion, in addition, children gain valuable knowledge and skills which they can apply in other areas of their education through viewing and assessing films (Prabhu, n.d). Mayer and Moreno

(2002, p. 90) declare “the cognitive process of integrating is most likely to occur when the learner has corresponding pictorial and verbal representations in working memory at the same time.” According to Champoux (1999) For today's pupils, a movie is an easy and familiar medium that can allow them to be fascinated by theory and concepts in conversation. This can have a positive impact on the pupils' affection and learning of language skills; it will improve their concentration and understanding.

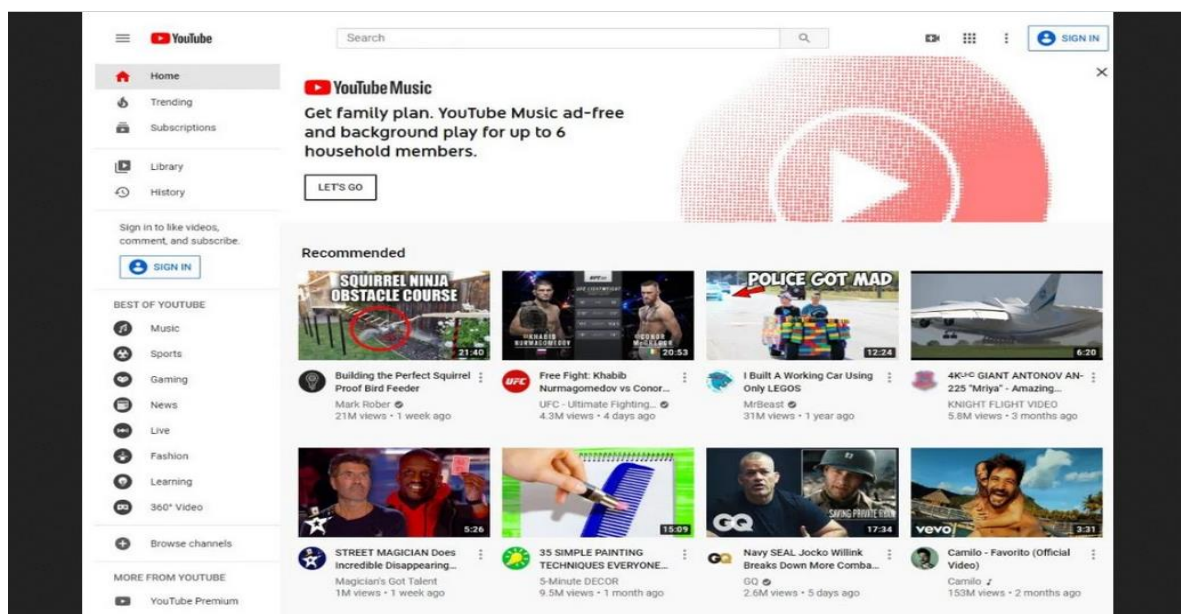


Figure 2 YouTubes' Videos Categories

1.3 The Effectiveness of Using YouTube Educational Videos

Digital technology has been promoted by the availability of Internet, and we have seen teachers from Algeria's second generation programme embrace ICT. Widyastuti (2017) identifies that YouTube's popularity in the non educational sector is growing, and teachers are increasingly using it to communicate their knowledge in a fun and engaging way. The ability to work together and communicate is improved by YouTube videos. In order to learn a new language, it's common for foreign speakers to be struggling with improving their four skills: Speaking, Listening, Writing and Reading. Moreover, authentic materials provide more opportunities for foreign language pupils to interact in a real situation through the use of

these materials, and learners will focus primarily on meaningful content and information, as a result, they will be able to perform what they learn in and outside the classroom. In addition, Nuttall (1996) indicates that “authentic texts can be motivated because they are proof that the language is used for real- life purpose by real people” (p.172). Thus, it is essential for EFL pupils to be more efficient learners. Using authentic tools in the classroom is necessary to achieve success and receive additional benefits in language production and language skill development in situations from the real world.

Likewise, many studies have aimed at and examined how watching YouTube videos might help pupils to improve their speaking performances. According to Harmer (2001) one major advantage of educational videos is that pupils not only can listen to the language but they can also see it to support comprehension. This implies that individuals acquire knowledge simultaneously through acoustic and visual ways, it offers a more profound comprehension and enhances the ability to listen and talk naturally. For example, listening to a song or watching a short pedagogical videos inside the class. Outside the class, pupils are able to watch films or movies. Hence , YouTube videos can be utilized in the classroom in a variety of ways to help pupils with speaking skills because they encourage them to describe the video's content.

Therefore, Harmer (2001) declares that the teacher can answer any questions the pupils have about the film, vocabulary, and grammar. In this way, the pupils learn how to talk like native speakers and construct proper sentences. The purpose of speaking ability is to smooth conversation skills, vocabulary mastery, improve grammar, perfect pronunciation, English phrases, and auditory train so that it makes easy to get the message of the speake. It is recommended that teachers motivate their pupils to participate in front of the camera, view the footage, and assess their performance. Speaking and listening abilities are impacted by the widespread usage of instructional videos on YouTube and exposure to online public spoken

language in a genuine setting. Thus, EFL pupils are able to look forward to their foreign language study in a more constructive way. Additionally, Meinawati, Harmoko, Rahmah, & Dewi (2020) argue that watching YouTube videos increased pupils' confidence and fluency when speaking. However, pupils are less concerned about their accents when they wish to enhance their listening skills. Therefore, the more diverse accents kids hear, the easier it will be for them to understand language, and the faster they may enhance their comprehension, pronunciation, and accent. With a wealth of knowledge and a lot of verbal and nonverbal communication with proper pronunciation, many native speakers post educational films on the YouTube platform. This will aid pupils in learning the language correctly.

Moreover, YouTube plays an important role in education today. There are numerous English learning films available, in addition to entertaining ones. Yagci (2014) emphasizes that pointing out that YouTube is a worldwide link that can be viewed from anywhere at any time. Using films in English study may help develop a variety of abilities. YouTube videos are an effective way to capture pupils' attention and make language learning in the classroom more interesting. Additionally, it encourages kids to interact and communicate with their classmates. The majority of researchers researched on the use of technology in language teaching and learning. Also, Whithaus & Neff (2006) argue that teachers may utilize videos as a web-based medium of instruction while also allowing pupils to use movies for self-learning. More importantly, several scholars have attempted to shed light on YouTube videos' critical function in classroom teaching and learning. Moreover, The use of video materials has many advantages, such as promoting pupils' autonomy and activity. This would draw the attention of the children, since the images are more effective in their minds, when the teachers present their lessons in video form. Within and outside the classroom, pupils are being engaged in this new strategy. Hence, YouTube videos offer a wide range of benefits, including their ease of

access and the role they play in enhancing oral understanding, especially since children at all ages can benefit from learning methods.

Although it may seem simple that teaching speaking skill is actually the most serious and challenging skill when compared to the others because most teachers find it impossible to maintain classroom discipline and even to get their pupils' attention. Godwin (2007) asserts that YouTube videos are the most appropriate and beneficial resource for them to use. This objective can easily be met by careful teaching and pupils implementation, as EFL pupils are constantly on the lookout for quality resources to acquire and use data and articles related to their English language education. Videos contain a large library of real language, which people use everyday (as cited in Zergat, 2021). This means that in a real life situation of language use, there are a large number of native speakers in the video clips that are available on YouTube. The pupils of the English language school are constantly looking for quality sources to obtain information and articles relating to their ESL education. In addition, Grey (2013, p.144) declares that "YouTube is very important in learning because researchers demonstrate that the majority of people learning via listening, watching and doing" (as cited in Burhanlı, & Bangir, 2021). Although most pupils prefer materials that stimulate their visual and auditory senses, YouTube videos can help pupils develop positive attitudes in the classroom and become more focused and involved in speech learning. In the same hand, Watkins and Wilkens (2011) declare that YouTube is beneficial for learners looking to enhance their pronunciation and communication skills, as well as an appropriate medium for increasing pupils autonomy and introducing them to the English language. Furthermore, teachers must always employ a novel framework to engage and support EFL pupils' advancement in the field of foreign language learning.

1.4 Using YouTube Videos inside the Classroom

Bonk (2008) asserts that videos can be a very illuminating teaching tool. The most crucial query, nevertheless, is how to effectively use this instrument to meet learning objectives in a beginning English course? Pupils mostly like educational, entertaining, contemporary, fascinating, and captivating videos. However, YouTube as a popular platform for education, its usage has increasingly rapidly among educators in their daily life as an educational source, which should its application be a very active in the classroom. According to Bennett (2024) use videos to record all the lessons in a clean and orderly manner, making it easy for pupils who are new or upcoming to access them easily. Also ; In most education institutions, flipped learning is gaining a strong foothold and making use of videos in the classroom easier and more efficient. Additionally, Duffy (2008) recommends that videos should not be passive. He offers some recommendations for the precise use of films to encourage attentive viewing and optimize learning, summarizing that we should play videos in brief bursts to give pupils time to concentrate and think.

1.5 Teaching Challenges with Using YouTube Videos

Eventhough using computers and other technology to conduct business is commonplace in many areas of the world, there are still certain nations without such advanced infrastructure that continue to do business with old methods and in unsuitable conditions . The internet is becoming an integral part of people's daily lives in Algeria, where using technology is no longer considered unusual. Some educational institutions continue to face certain challenges. Dudeney and Hockery (2001, p.5) claim that “teachers are often fare less skilled and knowledgeable than their own pupils when it comes to using current technology.” Now all people are updated with using technology in different fields; it facilitates life easily, unfortunately, some teachers do not apply this tool in classroom due to the fact that they are

ignoring how to use. Teachers may run into specific issues when utilizing YouTube videos in the classroom.

Moreover, Lewis (2009) says that teacher should be aware of how to use technology in classroom efficiently and how to select appropriate tools in the purpose of achieving confidence and setting up main goals of teaching foreign language, when instructor is more knowledgeable of using new materials learning will be achieved. Technology is the new and only way to make the EFL teaching and learning process easier and more fun than the conventional one, and there is a great deal of hope that one day the educational systems in many nations will alter and adapt to the progress that is invading the educational field worldwide. According to Even under the best circumstances for example, a multi-level program that carefully pre-tests pupils to ensure accurate placement teachers are faced with a range of abilities in a class. The new concepts may not be understood by all pupils at the same pace, and some will require more assistance. You are familiar with this problem if you find yourself interrupting a lesson to answer a question from one or two pupils while the rest of the class yawns and looks out the window.

1.6 The Role of the Teacher in Using Educational Videos in EFL

Classrooms

Technology use in EFL classes can be a useful tactic and practice. To be ready to use instructional films in their EFL classrooms, a lot of EFL teachers take courses on them. Bull and Ma (2001) identify that the use of technology provides language learners with a lot of resources. According to the study, three teachers were interviewed. One of the study's conclusions was that educators concurred that instruction is still necessary for kids to learn how to use technology appropriately. Furthermore, they were all in favor of the use of technology as it makes their teaching more effective and helps meet the needs of the pupils.

Besides, they agree that teachers need to be proficient in using technological devices to apply them in their teaching classes. The teacher is there to choose appropriate sequences, prepare the pupils for the viewing experience, focus the pupils' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities. Cutter (2015) also claims that technology helps increase learners' motivation. When pupils use computers and modern devices, they become more motivated than when using their own textbooks. According to Susan Stempleski (as cited in Richards & Renandya, 2002, p. 364), using videos in teaching English may become more enjoyable for many learners; since it includes visual element, audio experience, and spoken language. Naturally, teachers have a significant influence on whether or not the usage of videos in the classroom has improved pupils' language proficiency.

1.8 Steps of Using YouTube Educational Videos in EFL Classrooms

According to Stoller & Pugliesi (1988) there are three steps which are: pre-viewing stage, viewing, stage and post-viewing stage that achieve effective the use of educational videos in classrooms. Each stage mentioned has its own practices that teacher choose in classes.

1.8.1 Pre-viewing:

Stoller (2004) states that any pre-viewing activity will be associated with developing learners' comprehension strategies and preparing pupils to see the video by means of activating schema, tapping pupils' background knowledge or trying newly introduced information to materials previously introduced. It means to explore learners with the background of understanding in enhancing their knowledge (as cited in Koksals. 2004).

1.8.2 During-viewing :

Activities completed while watching a video for the first time are typically associated with attention training. Here, the pupils are listening to understand. Activities for a second

viewing are often linked to the collection of specific information and the presentation or reinforcement of language (grammar, vocabulary, functions). Koksai (2004) adds that the teacher can have pupils watch the video more than once. The aim for watching the video for the first time will probably be different.

1.8.3 Post-viewing:

Post-viewing activities aim to support and foster the application of any knowledge gained from the film as well as the use of spoken and written language (Koksai, 2004). In addition, Stoller suggests post-viewing activities, video summaries, different endings, comparisons, discussion, agree, disagree, and unsure activity, as well as writing structure, speed writing, role-plays, simulations, and debates.

1.9 The Reasons for Using YouTube Educational Videos for Learning FL

Even though textbooks are still essential for teaching and studying foreign languages, YouTube videos are becoming indispensable as supplemental resources for enhancing English language acquisition both inside and outside of the classroom. Because of this, a lot of educators use YouTube as an additional resource for their classes. Moreover, York (2011) as cited in Bengeddeab (2016) suggestes some reasons of applying YouTube video in classroom:

1.9.1 Cognitive Reason :

YouTube is essential for helping pupils' English comprehension. Through the analysis and interpretation of nonverbal language, such as symbols and signs, pupils can enhance their comprehension and understanding. This skill aids in the efficient recognition of knowledge and information (York, 2011).

1.9.2 Providing Multiple Learning Styles:

Since each pupils differs when it comes to learning foreign languages by incorporating YouTube, educators can accommodate a wide range of learning methods and provide pupils the chance to choose their preferred method when acquiring a second language (York, 2011).

1.9.3 Achieving affective reasons:

Teachers can also utilize YouTube to achieve positive learning outcomes, such as making pupils more engaged in their studies and motivated to learn a foreign language. This increases pupils' zeal for learning a new language (York, 2011).

1.10 The Relationship between YouTube Videos and Speaking Skill

YouTube will continue to grow in terms of media for teaching and language learning. It might be a useful, adaptable, and instructive tool in the classroom. According to Saed, Haider, Al-Salman & Hussein (2021) in order to meet the needs of the pupils and the orientation of the teachers, YouTube videos have been used in the foreign language class. Fast and accurate videos of teaching and entertainment material are available in this new portal. YouTube videos are fun to watch and an effective learning tool that pupils enjoy. Therefore, pupils have a real opportunity to engage in meaningful learning of the target language. Diki (2016) argues that in practical terms, YouTube is an essential visual medium for pupils studying English as a second language. There are channels that offre videos with propre grammar , pronunciation and new vocabularies. Since there are still communication issues among pupils, teachers can use YouTube videos as instructional resources in the classroom to help pupils improve their communications skills in particular.

Moreover, Jalaluddin (2016) points out that YouTube videos help pupils to learn about dialects and accents of speaking among different people in the world. There is a little

doubt that YouTube videos affect pupils' speech proficiency. They give pupils access to a range of English dialects, both spoken by native speakers and non-native speakers. Pupils are more likely to develop their pronunciation, vocabulary, grammar, and oral fluency. Indeed, throughout the incorporation of this YouTube video in teaching process specifically teaching foreign languages may push pupils more to practice speaking. In addition, the teachers can apply video profitably in teaching speaking through some guidelines; pausing videos at the same time asking pupils to imagine the conclusion of events, then to express, to discuss and to give their comment and opinions. Furthermore, the classroom's motivation and performance would be raised through the effective use of techniques and methods (Ariyanto, Rochsantiningsih & Pudjobroto, 2018). According to Stempleski & Tomalin (1990) all levels of pupils, the use of videos is possible. The videos can be used for supplementary material for language reinforcement and practicing skill that suitable material. YouTube can therefore be used as a means of viewing comprehension in the teaching of speaking. Watching some videos about these things can teach pupils. Using video in the classroom, they'll be able to watch their own lives. After that, the pupils can tell a story based on this video. In addition, it may be used for the discussion of a video.

Conclusion

One of the helpful and entertaining learning resources is YouTube. It has become essential for English as a foreign language learners to practice their language skills and to be able to communicate and listen to native English speakers. Additionally, the availability of a large range of entertaining visual courses that enhance learners' memory storage helps them acquire more vocabulary. This theoretical chapter covered the current approaches to teaching English as a foreign language and focused on giving a comprehensive overview of YouTube use in EFL classes. It outlined the methods and objectives of using YouTube videos in EFL instruction. It emphasized the impact of utilizing the YouTube videos that teach skills to learners..

Chapter Two:

Speaking Skill

Introduction

Language is a means of communication that requires oral skills. Therefore, speaking is the most important skill that enables the learner to learn a language effectively. However, the teaching of speaking in the classroom is considered an important process where pupils may have the opportunity to express ideas and feelings. speaking is an interactive process that is produced by people to share interaction through verbal and non-verbal communication in specific contexts.

Speaking skill is a fundamental aspect of communication, allowing individuals to convey ideas, express emotions, and engage in meaningful interactions. It encompasses various elements such as clarity, coherence, tone, and body language. Effective speaking involves not only articulating words clearly but also structuring thoughts logically and engaging the audience attentively. Whether in casual conversations, public speaking, presentations, or professional settings, honing speaking skills is crucial for building relationships, influencing others, and achieving success in personal and professional endeavors.

This chapter deals with the most essential language learning skill which is speaking skill. It tries to define: speaking skill. It's components, types, the importance of speaking skill, and the main difficulties in teaching speaking skill. In addition, it enhances the speaking skills of the EFL learners.

2.1 Definitions of Speaking Skill

Speaking is one of the four language skills (reading, writing, listening and speaking). In other words, which learners can communicate with others to achieve certain goals or to

express their opinions, intentions, hopes, and viewpoints? In addition, people who know a language are referring to as 'speakers' of that language (Shiamaa, 2006).

Therefore; Speaking is the oral transmission of any language and is one of the productive language abilities. Speaking is the process of producing a combination of sounds with meaning utilizing the vocal chords, teeth, lips, and lungs to communicate with others or carry out a message. In other words, it's a way for people to express their goals and opinions to other people. Chaney (1998.p, 13) states that speaking is: "process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (as cited in Izountar, 2017). In the same time; Burns and Joyce (1997.p, 42) declare that "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information"(as cited in Izountar,2017).

Likewise, Kramsch (2006, p. 24) claims that "speaking means negotiating intended meaning and adjusting one's speech to produce the desired effect on the listener". Equally, Suwandi (2009, p.08) states that "it is a form of oral correspondence between the speaker and the hearer in transforming ideas for reaching the goal of communication". Also, according to different author's point of view, the definition of the speaking skill has multiple meanings. Bygate (1987) declares that speaking ability entails making the appropriate choices when utilizing language forms, following the right order, copying native speakers' communication abilities, and providing the right meanings that the audience can understand. As a result, speaking is therefore acknowledged as one of the most important skills that pupils need to have in order to communicate well in the classroom. Littlewoods (1981) argues that speaking skill is "an important part of the curriculum in language teaching and this makes it an important object of assessment as well" (p.1). The definition of speaking skill ever be seperated from the definition of speaking itself. Bailey in Puspitasari (2011) define spaking as

“ a productive oral skill consists of producing systematic verbal utterances to convey meaning“ That is to say, speaking is a useful ability for making statements have significance. Moreover, according to Chaney (1998) speaking involves using verbal and non-verbal symbols to build and share meaning, crucial in language learning and teaching as learners need to communicate effectively in various situations (as cited in Izountar, 2017). According to Oxford pocket dictionary speaking is “the action of covering information or expressing one's feeling in speech”. Additionally, Rivers (1989) argues that speaking is used twice as much as reading and writing in our communication (as cited in Kaddour, 2015). While Brown and Yule (1983) state that speaking is to express the needs request information, service etc (as cited in Kaddour, 2015).

2.2 Aspects of Speaking Performance

According to Harris (1974) fluency, vocabulary, pronunciation, comprehension and grammar are the five components of speaking skill.

2.2.1 Fluency and Comprehension

People are considered to be proficient speakers if they pause occasionally during their speaking. Furthermore, Hedge (2000, p.54) indicates that “fluency means speaking easily, smoothly, naturally and reasonably quickly without lots of pauses and stops”. Moreover, Richard et al (as cited in Hiouani 2016, p. 36). This means that fluency in speech is achieved through mastering various elements that make it sound natural and normal. One of the main goals in teaching the speaking skill is fluency. Fluency is the ability to express oneself intelligibly, reasonably accurately and to speak without too much hesitation, (otherwise communication may break down because the listener loses interest or gets impatient). When pupils exhibited to spoken activities in the classroom, they start hesitating; start a sentence then stop it, try to think in a missing word or completing the sentences by saying uh....uh,

mmm...mm, this, it. Even if pupils complete the sentence, they fail starting another one; in that case, pupils have no fluent English (Glover ,2011)

Furthermore, Speaking requires comprehension more and more. This assesses conversation comprehension. The study of comprehension examines how effectively pupils comprehend a language. According to Bohari (2019) in speaking the speaker and the listener must have a good understanding so that the conversation certainly requires a subject to respond to speech as well as to initiate it. But in this research, the researcher will call the comprehensibility.

2.2.2 Vocabulary

According to Syakur (1987, p.3) "vocabulary" refers to a list of terms and their interpretations. If you do not have a large vocabulary, you will be unable to communicate effectively or express yourself in both speech and writing. Vocabulary is an important part of the teaching-learning process; pupils must constantly learn words as they learn the structure and practice using the sound system (as cited in Rahman & Deviyanti, 2012). Furthermore, Harmer (2001) states that "knowledge of the word classes allows speakers to perform well-formed utterances." Thus, vocabulary is concerned with words, their origins, changes, relationships, and how we use them in our daily lives.

2.2.3 Pronunciation

According to Syakur (1987) when pupils communicate, they use correct pronunciation to produce clearer language. Learning to speak a foreign language involves master the art of pronunciation of words. It can be difficult to understand a pupils if he or she does not pronounce a word correctly. If pupils make grammatical mistakes, such as the verb tense, the listener still knows what is being said. As can be seen, pronunciation is essential for a pupils to be understood. As can be seen, pronunciation is important for a pupils to be understood.

Thornbury (2005) defines pronunciation as “the pupils's ability to produce comprehensible utterances to fulfill the task requirements”. Pronunciation, in its broader scope, refers to the action of articulating sounds accurately and meaningfully. In some cases, mispronouncing phrases may generate confusion or displeasure. Zhiqin (2013) notes that "mispronouncing a single sound causes the listener's misunderstanding, and various uses of stresses as well as intonations result in totally different meanings". According to Cook (1994) learning to speak a second language entails the development of new pronunciation habits as well as the removal of bias from the original language. When learning to pronounce a second language, individuals must establish new speaking styles while overcoming the effect of their original language's pronunciation patterns.

2.2.4 Grammar

Grammar, in *The Longman Dictionary of Contemporary English* (2000, p. 193), is defined as “the rules by which words change their forms and combine into sentences”. Hughes (2002) argues “grammatical accuracy refers to the ability to use the grammatical structure in appropriate ways and situations including the control of length and complexity of the utterances” (as cited in Belhabib, 2015, p.15). Therefore, Lewis and Hill (1997) state that grammar can enhance the learner's ability to grasp meanings and to quickly reply with appropriate articulation. Grammar was divided into two types: descriptive grammar, which seeks to describe real language usage, and perspective grammar, which tells readers what grammatical rules they should use. Understanding grammar is essential to understanding any language's structure. Even if EFL pupils are proficient in grammar while reading and writing, they may frequently make mistakes when speaking English. Grammar's purpose is to make it easier for words or phrases to have boundaries between their denotations in the system's world model and their form.



Figure 3. Aspects of Speakig Skill

2.3 Features of Speaking Skill

Speaking differs from other language skills in that it exhibits certain features. Thus, being aware of these factors may make it easier to determine the tactics that should be applied to help pupils communicate successfully and to conduct a good speaking class. These elements can be condensed into:

2.3.1 Speaking is Face to Face

Body movements, facial expressions, and even gestures all play a vital role in spoken communication. Speaking takes place in contexts when participants or interlocutors are present. According to Widdowson (1998) communication is facilitated by such variables. Most of the time, speakers receive an immediate feedback in their conversations indicating whether their interlocutors understand, sympathize, agree or disagree. Accordingly, this aspect fosters the continuity of the talks and makes the views clearer. Usually, when speaking, both the speaker and the listener are present, the fact that lets them use some non-verbal

expressions in their talks such as gestures, body movements and facial expressions to have an effective communication (Shiamaa, 2006).

2.3.2 Speaking is Interactive

When speaking, it's important to include the audience in what is being said and to use interactive techniques, such as making eye contact or asking follow-up questions, to ensure that they have understood. Furthermore, in an interactive discussion, people take turns speaking; they may clarify anything explain, and they begin speaking when someone else finishes. Thus, the majority of them participate in the discussion. However, there may be some communication barriers when participants in talks are from various languages and cultures. As a result, interactions between speakers of the same mother tongue are more peaceful than those between speakers of different languages. Mc Donough and Mackey (2000) indicate that “turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages” (as cited in Shiamaa, 2006, p.35). According to Bygate (1998) the use of language to speak with one or more participants, the conversation flow normally runs smoothly. The participants provide suitable contributions at appropriate times and no unnecessary gaps or everyone talking over each other.

2.3.3 Speaking Happens in Real-Time

In real-time conversations and presentations, replies are spontaneous and unplanned. According to Miller (2001) speakers may forget their intended words or repeat themselves. Real-time speaking puts pressure on interlocutors and alters the organization of spoken language.

2.4 Speaking Activities.

Brown (2000) identifies six types of the speaking performance that the pupils should perform inside the classroom such as: imitative, intensive, responsive, transactional, interpersonal (dialogue) and extensive (monologue) speaking.

2.4.1 Imitative

According to Brown (2000) classroom speaking skill includes limited opportunities for imitative speaking. Additionally, he shows how this kind of instruction helps pupils mimic the speech of native speakers, which prompts them to attempt pronouncing the words accurately in accordance with what they hear, because repetition aids in meaning transmission and social interaction, this style of speaking gives pupils the chance to hear and repeat phonological forms like intonation, stress, or grammatical forms like a sentence's part that they may find difficult.

2.4.2 Responsive

Brown (2000) states that brief responses are necessary for this kind of speech. For instance, when the teacher asks a question, the pupils in the classroom respond briefly, or they make small talk or conversational comments regarding the subject. These succinct responses need to be adequate and insightful.

2.4.3 Intensive

Speaking performances involve practicing phonetic elements like intonation and stress as well as grammatical elements like words, phrases, and sentences, as both aid in the learners' ability to communicate verbally. Intensive speaking can be practiced in pair work activities or might be self-initiated. Brown (2000):

2.4.4 Extensive

Pupil learns through extensive monologues, oral productions, and storytelling. The register in extensive speaking is more formal and deliberate and these type of monologues can be planned or impromptu (Brown, 2000).

2.4.5 Transactional

The goal of this style of speech is to demonstrate how people communicate or exchange key ideas with one another. "Transaction is an extended form of responsive language," Likewise, Brown (2000) states that this indicates that the kids have the opportunity to talk clearly through this kind of speech.

2.4.6 Interpersonal (dialogue)

Interpersonal speech aims to preserve social connections rather than provide information, as noted by Brown (2000). Because these conversations contain slang or colloquial language, the pupils find it challenging to engage in them.



Figure 4 Types of Speaking Skill

2.5 Functions of Speaking Skill

Speaking skill has three functions which are : speaking as interaction, speaking as transaction, speaking as performance. These functions supply the learners the opportunities to speak better.

2.5.1 Speaking as Interaction

Brown and Yule (1983) define interactional function as social communication and interaction. The term "talk as interaction" refers to social engagement rather than traditional discourse. When individuals meet, they exchange pleasantries, small talk, and share recent experiences to create a warm and comfortable environment. The emphasis is on the speakers' personal presentation, rather than the content itself. Exchanges can be casual or formal, depending on the circumstances (as cited in Richards, 2007). Talk as interaction refers to establishing different types of relationships between persons. It is widely used for both official and informal social interactions. In "speaking as interaction", speakers seek to create a positive engagement with others by focusing on themselves and how they want to be seen.

2.5.2 Speaking as Transaction

Speaking as transaction, according to Richards (2008) describes circumstances where the emphasis is on what is said or done. He claims that the goal is to ensure that the message is understood accurately and clearly, not the speakers and how they interact with others in a social setting. Richards (2008) states that "the key aspect of talk as transaction is primarily information focus rather than participants or participants' social interaction. They may make use of communication strategies such as asking questions to make sure the meaning is comprehensible by their interlocutors.

2.5.3 Speaking as Performance

According to Richards (2007, p.7) performative function refers to "talk as performance," which is a useful distinction. This relates to public speaking, which includes classroom presentations, announcements, and speeches. Talking as a performance involves delivering public talks in front of an audience. This occurs in a variety of settings, including classroom oral presentations. Also Richards (2007) states that conversation as performance often involves a single speaker delivering a long speech. It is formal and limited to written form. We judge it based on audience reactions. Moreover; Performance talk typically takes the shape of a monologue, follows a predictable framework (e.g., a welcome address), and resembles written language more than conversational language. Talk is generally judged based on its efficacy or influence on the listener, which differs from interactions or transactions.

2.6. The Effectiveness of Teaching Speaking Skill

Studying a foreign language demands a strong command of all language abilities, among which speaking is seen as a key issue via which pupils communicate just inside classes. Ur (1996) states that "of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as, speakers of the language, as if speaking included all other kinds of knowing" (p.12). Learners employ speaking skill more than any other talent; they ask questions if they do not grasp a specific subject in any course, they request further explanations, and they verbally convey their views and viewpoints to their classmates and teachers. Foreign language learners prioritise speaking skills in their study because if they are competent speakers in the target language, they will be regarded to have acquired all other skills. In other words, knowing a language and being able to communicate verbally in English is highly essential in real life, especially since a lot of companies and organizations seek for people who speak English

fluently in order to interact with people all over the world. As a result, speakers of foreign languages have greater work prospects.

2.7 Enhancing EFL Pupils' Speaking Performance

2.7.1 Enhancing EFL' Pupils Speaking Confidence

According to Boonkit (2010) one of the most important variables in the development of EFL learners' speaking skills is confidence. Another notable feature was speaking-based assignments for special communication. It had a beneficial role in the participants' preparation for speaking, as well as reducing nervousness and enhancing the learners' speaking confidence.

2.7.2 Enhancing EFL Pupils' through Speaking Practice and Debate

Recently, there has been a lot of focus on communicative language acquisition methodologies. However, training speaking skills is a significant barrier for both teachers and pupils (Ghafar, Sawalmeh & Mohamedamin, 2023). Thus, every language pupils want to improve their conversational abilities and talk with fluency. In contrast, educating pupils to communicate in real-world settings is sometimes overlooked in the EFL context, and they have limited opportunity to practice the language in the classroom. Additionally, Teachers should use a variety of techniques and activities to improve their pupils' speaking performance, foster their communicative skills, and introduce the concept that speaking activities are designed to provoke speaking as a skill with a purpose beyond linguistics (Hiouani, 2020).

In the other hand, debate is one of the contemporary techniques for improving speaking skill. It is seems as an active learning process, building and developing, working in groups, and sharing knowledge are all ways that learners can learn more. According to

Allison (2002, p.13) “debating is the ultimate multi-task activity since it involves research, writing, speaking, listening, and teamwork”. The debate can be used in the EFL classroom as a tool to make pupils practice skills of the English language in real-life situations. Zare and Othman (2013) state “Debate has the potential to improve speaking ability, since the activity requires a lot of speaking practices and verbal discussions among debaters”.

2.8 EFL Pupils’ Speaking Skill Difficulties

EFL pupils sometimes lack knowledge of English outside of the classroom, leaving them unfamiliar with the language. This causes individuals to have some problems communicating in English. Many researchers explore the challenges that pupils experience while delivering oral speeches in EFL or other foreign languages.

2.8.1 The Linguistic Factor

According to Zhang (2009), speaking a foreign language accurately and fluently can be difficult and need a variety of abilities. The linguistic factor which includes vocabulary, grammar, and pronunciation is one that EFL learners frequently struggle with. These are the building blocks of every language. These linguistic components might be a barrier for EFL learners when they are speaking, making it difficult for them to express their ideas clearly and succinctly. Therefore, it is essential to conduct a thorough analysis of the linguistic element in order to ascertain its impact on the speaking abilities of EFL learners and to develop practical solutions for overcoming this obstacle. EFL pupils have trouble selecting acceptable words to communicate their views and thoughts accurately. According to Harmer (1991), "if language structures make up the skeleton of the language, then it is vocabulary that provides the vital organs and the flesh". As a result, kids' capacity to communicate is limited, compounded by a lack of language. As a result, growing one's vocabulary is crucial for progressing from intermediate to advanced level of language ability. When pupils are forced to speak in class,

they frequently use familiar terms like “ I have nothing to say ” ; “ I have nothing to talk about ” ; “ I have no comment ” ; “ I don’t know what to say ” . Pupils commonly use these expressions or even remain silent for a number of reasons, such as a lack of interest in the subject or a lack of vocabulary. Furthermore, as stated in Ur (2009) “you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking. ” (p. 121).

Moreover, According to Berry (2021) in order for EFL pupils to communicate effectively, they need to have a thorough comprehension of the sound system, which is made up of many speech units that need to be stated precisely and clearly. Only by fully understanding each of these units can EFL pupils enhance their pronunciation and become proficient communicators in the target language. Pupils will feel more confidence the more correctly they pronounce words. Apart from mother-tongue interference, which results in mispronouncing particular phonemes and utilizing word stress improperly, pronunciation has always been seen by EFL learners as a challenging area because it reflects a side of confidence and influences one's self-esteem. Given that speaking English requires accurate pronunciation and intonation, some English as a foreign language (EFL) learners would rather be silent than talk.

2.8.2 Mother Language

It is easier for pupils to use their mother tongue in class because it comes naturally to them. Because of this, most pupils' usage of the target language during the learning process is uncontrolled. Lado (1957, p.02) suggests that "individuals tend to transfer the forms and meanings of their native language and cultures to the foreign language and culture." As a result, as long as they keep picking up forms and meanings from their mother languages, pupils with little vocabulary in the target language may struggle to use it appropriately.

2.8.3 Lack of Confidence

It has never been easy for pupils to become proficient in speaking English because it takes a lot of work to come up with appropriate phrases and sentences. Pupils who lack motivation, confidence, or self-worth frequently feel uncomfortable and have trouble speaking English, which has an adverse effect on how well they perform in class. According to Yashima, Zenuk & Shinizu (2004) argue that "self-confidence helped learners engage in different oral activities" (p.65). This implies pupils must be adaptable and comfortable in any situation that may arise in class. Moreover, unlike the other talents (listening, writing, and reading), speaking requires a greater degree of in-person interaction with the people with whom one is communicating. Learners encounter several obstacles when attempting to participate in a speaking performance, such as shyness and the fear of making mistakes, which keeps them from trying. Ur (2009) claims that "Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts" (p. 121).

2.9 Speaking Skill Methods to Enhance FL pupils' Performance

Several researchers point out that speakers or language learners in the context of acquiring a foreign language can make up for linguistic deficits by employing communication methods. Cook (2009) points out that from a different angle, communication techniques might be seen as a useful instrument that supports listeners in negotiating meaning. Therefore, hesitations, word repetitions, and repairs are not seen as communication failures but rather as useful tools that help participants deal with the difficult situations that come with spoken conversations, this instrument aids in the interlocutors' understanding of statements that could be misunderstood or not comprehended at all without it. Additionally, it enables individuals to communicate ideas that they otherwise might not be able to. Bygate (1987) distinguishes two

major categories of communicating strategies. First, consider achievement strategies such as guessing and cooperating. The second set of strategies involves reduction, including avoidance tactics.

2.9.1 Achievement Methods

Learners utilize this technique to communicate despite limited language resources. Achievement methods include pupils taking risks to achieve communication goals, whereas reduction techniques do not. This covers three sorts of strategies: guessing, paraphrase, and cooperating (Bygate, 1987).

2.9.1.1 Guessing Methods

There are numerous guessing techniques that speakers employ, especially when speaking aloud, to substitute words they choose not to use but believe their audience would comprehend. As a result, the speaker might pronounce a term in the foreign language as it sounds in his mother tongue, foreignizing it. For example, when a French speaker speaks in English, he may utilize the English word "manoeuvre" to successfully convey his message to an English-speaking audience. A speaker can also use a term from his native tongue, translating it exactly so the listener would know what it means. An example of this would be an English speaker saying, "il ya deux candles sur la cheminée." One guessing technique is coining; the speaker uses his or her knowledge of the language to create a word in the target language, such as "air ball" for balloon or "vegetarianist" for vegetarian (Bygate, 1987).

2.9.1.2 Cooperating Methods

If a pupils struggles with communication, they might request help from interlocutors to translate words from their native language. This method involves the speaker and listener working together (Bygate, 1987).

2.9.2.1 Reduction Methods

According to Bygate (1987) reduction methods involve speakers decreasing their communication objectives. Learners utilize a reduction strategy when they lack language or strategic skills. As a result, they try to lower their communication aim. This method includes message abandonment and issue avoidance (Bygate, 1987).

2.9.2.2 Avoidance Methods

By avoiding complications or topic areas that present language difficulties related to pupils' lack of vocabulary, or by abandoning a message due to difficult grammatical structures that is, saying certain English sounds like "th," "tr," or repeated "r" and by avoiding words whose gender is unknown or unsure for them learners can take advantage of these strategies (Bygate ,1987).

Conclusion

We clarified different point of views of many researchers about the speaking skill in which considers as an essential skill in EFL classes than the others. We demonstrated basic types of the speaking skill, and its main characteristics (fluency and accuracy) which help the pupils to be able to speak effectively through sending and receiving messages. In this part, we spot the light on the importance of speaking skill that assists the pupils to evaluate their speaking in the foreign language. We highlighted on the difficulties that face EFL pupils inside the classroom which prevent them to develop their speaking skill. Thus, the teacher should provide the pupils different speaking activities, and he should encourage them to interact with others through changing their ideas, or expressing their feelings in order to improve their speaking skill without fear of making mistakes or anxious.

Chapter Three

The Filed Work

Introduction

After the theoretical part that includes two chapters completed which related to YouTube and speaking skill. While the current chapter is devoted for the analysis of findings gathered through investigating the role of YouTube educational videos in enhancing learners' speaking skill. Therefore, the main aim of this study is to find answers for the raised research questions. The results are based on one data gathering tool which is: Teachers' interview is administrated to English language teachers at primary schools in Sidi Khaled. It is based on analysis of data, and gives a brief explanation of the descriptive method, tackles the population, the sample and the setting. In this description of the data, the interview items are analyzed and detailed.

Finally, the part of this presented chapter concludes with a general recommendations and suggestions. In addition, a general conclusion is presented as a summary about all research's results and findings.

3.1 Teachers' Interview

This research adopts interview for English teachers at Sidi Khaled primary schools. This directed to teachers who have been teaching English language courses for the third year' pupil's at the primary school.

The interview was supposed to deal with (06) teachers as the total number of the whole population: (02) males and (04) females. This interview is composed of (11) questions, (3) personal information, and (8) main open-ended questions. The aim behind teachers' interviews is to have tangible evidence and teachers' opinions concerning how to enhance their pupils' speaking skills via YouTube.

We design a semi-structured interview. First, we asked our interviewees about background information that contains the degree they hold and years that they have been teaching English on general and particularly at primary school. It includes (8) main questions. We asked them different questions about their opinion towards Speaking Skill and YouTube educational videos.

3.1 .1 General information about the interviewees

Question2: Which academic degree do you hold?

Respondents	Degree teacher held
Teacher 1	Master degree.
Teacher 2	Master degree.
Teacher 3	Master degree.
Teacher 4	Master degree.
Teacher 5	Bac(Licence)
Teacher 6	Bac(Licence)

Table 1 Teachers' Degree

This question seeks to identify the academic degree that teachers have. Table 1 shows that all of the interviewees are enrolled in Bac (Licence) and Master's degrees. The results indicate that teachers are competent enough to provide us with valid information that helps us fulfill the aim of the research.

Question3: How long have you been teaching English language to Third year pupils?

Respondents	Years of teaching
Teacher 1	2 Years
Teacher 2	2 Years
Teacher 3	2 Years
Teacher 4	2 Years
Teacher 5	2 Years
Teacher 6	1 Years

Table 2 General information about Teachers

This question aims to know the teachers' experience in teaching English language to third- year pupils. The results indicate that five of the questioned teachers declare that they have been teaching English at primary school for two years while one teacher states that he has been teaching the English language for one year.

3.2 Analysis of the Interview

Question4. What are the main speaking difficulties your pupils face?

In this question, teachers are required to mention the most speaking problems faced by third-year pupils. According to teachers' responses, the major problems that their pupils face in speaking are pronunciation and lack of vocabulary. The results showed that third year pupils of English have many difficulties in learning language skills, with a variety of types. Therefore, to minimize these challenges, it is necessary to seek efficient solutions.

Teacher 1: "Many of my pupils struggle with both of limited vocabulary and pronunciation. They often find it challenging to express their thoughts because they don't know enough words and fear of making mistakes. "

Teacher 2: “Pronunciation is a significant issue. Many of my pupils have difficulty pronouncing certain sounds correctly, especially those that don't exist in Arabic. For example, sounds like 'th' and “b and p” in English can be very challenging. ”

Teacher 3: “My pupils often lack confidence when speaking. They are afraid of being judged or laughed at by their peers if they make a mistake this is due to lack of pronunciation.”

Teacher 4: “There is a lack of pronunciation and this is due to the lack of exposure to the target language outside the classroom.”

Teacher 5: “Pronunciation and lack of vocabulary.”

Whereas, one of them considered how to form a sentence is the most speaking skill challenge for his pupils. He argued that the inability to construct sentences correctly is the biggest challenge that his pupils face. Pupils might know individual words, but putting them together into coherent sentences is a challenge, he explains that is due to the lack of reading, listening and the lack of speaking practice. Thus, the results confirm that teaching speaking is fortful and requires more energy from the teacher to meet the different needs of the learners and reach the aims of the syllabus.

Question5. Do you use YouTube video as teaching method in your speaking courses?

The question seeks to see whether the teachers use certain strategies to solve pupils problems. The data in the answers below show that the majority of the questioned teachers use YouTube educational videos to tackle learners' difficulties. According to the teacher's answers, we notice that the majority of them (05) teachers argued that teachers use YouTube educational videos in their speaking courses. For instance, one interviewee announced, that he often uses YouTube videos in his teaching, because they give real exposure to the language

and help pupils hear its pronunciation. For pupils, videos also make learning more interesting and enjoyable. Whereas, the other participant says that he uses YouTube videos, but only occasionally because it's a great way to introduce new topics and concepts that motivate pupils. Indeed, one of the teachers asserts that he considered Youtube videos as a main part in his lesson methods, and one of them announces that he is integrating YouTube videos in his lectures. They are an excellent visual aid, and they can break up the monotony of traditional teaching methods. The other one argues he rarely uses YouTube educational videos in his teaching process. The last one declares that not all his pupils can use Youtube at home that he avoids such apps to use inside the classroom, and that he prefers using other interactive activities and resources that don't rely on internet access.

From these results, we can sum up that teachers are aware of the importance of using ICTs inside the classroom, particularly YouTube educational videos to improve their pupils' performance. The result asserts that all teachers are interested in finding some strategies that help pupils overcome these problems to develop their oral production.

Question6. How can YouTube educational videos help Algerian kids in learning English as a foreign language ?

According to the teachers' answers, we notice that all of them argue that YouTube educational videos help Algerian kids learn English as a foreign language in various ways; we mentioned some of the teachers' opinions about this main point as the following all of their answers seem to be similar:

Teacher 1: "YouTube educational videos are an incredible resource for teaching English as a foreign language. They provide our pupils with exposure to authentic language used by native speakers, which is crucial for developing both speaking and listening skills and accurate

pronunciation. This multimedia approach makes learning more dynamic and enjoyable, which is especially important for young learners."

Teacher 2: "Educational videos on YouTube can be highly beneficial for Algerian children learning English. These videos often present language in context, making it easier for pupils to grasp the meaning and usage of new words and phrases. The visual and auditory elements of videos cater to different learning styles, helping to reinforce what is taught in the classroom. "

Teacher 3: "One of the major advantages of YouTube educational videos is the opportunity they provide for extended practice outside the classroom. Many pupils in Algeria do not have regular exposure to English outside of school, and YouTube can fill this gap by offering accessible and diverse content that pupils can watch at home. This additional exposure is crucial for developing fluency and confidence in using the language. "

Teacher 4: "YouTube educational videos can play a crucial role in making English learning more accessible and enjoyable for Algerian kids. These videos offer a wealth of resources that can complement traditional classroom teaching, providing varied and engaging content that keeps them motivated. Additionally, videos that include storytelling, songs, and interactive elements can make learning more enjoyable and less intimidating for kids".

Teacher 5: "In my opinion, the use of YouTube educational videos in learning English can be particularly effective for visual and auditory pupils. These videos combine images, sounds, and text to create a multisensory learning experience that can enhance memory retention and understanding. By watching videos, our pupils can see and hear how native speakers use language naturally."

Teacher 6: “Personally, I had said that I am not using YouTube educational videos for many reasons that I had mentioned before, but in fact it can significantly enhance the learning experience for Algerian kids by providing real-life examples of how English is used in various contexts, making it more relevant and interesting.”

To sum up, most teachers agree that YouTube educational videos help pupils enhance their speaking skill performance through making the learning process more enjoyable and less intimidating for them as kids.

Question 07: What kind of videos do prefer to you use in teaching speaking skill?

Teacher 1 : “My pupils are active during the speaking and listening lesson and i prefer to use songs to make them enjoy during the lesson process. ”

Teacher 2 : “ I also use songs from YouTube.”

Teacher 3 : “I guess the best kind of Youtube educationall videos for kids is educational songs for that reason i am always encourage my pupils to wach it at home like the song of ‘ My colors’ .”

Teacher 4 : “Personally, I am using both of songs and animated stories.”

Teacher 5 : “I am using songs for mu pupils and rarely i use anumated stories or cartoon videos.”

With this item, we notice (3) of participants asserted that they always usie songs as an effective way for kids. Whereas, two (2) teachers argued that they use both songs and animated stories that give kids an opportunity to imitate them orally. While, one announced, “hmmm, I do not use YouTube videos at all.”

Question8. Do you think that using YouTube educational videos inside classroom would make learning EFL easier? How ?

This question aims to discover whether using YouTube educational videos inside the classroom has any positive impact on pupils' speaking skill. According to the teachers' answers, we notice that the majority (5) of them agreed that YouTube educational videos inside the classroom would make learning EFL easier for their pupils and facilitate their lessons comprehension throughout providing enjoyable strategies. However, (01) of the participants argues that he do not use this strategy of YouTube videos inside classroom for that he has not no experience with this but he agrees with others that this videos give kids the chance to receive more vocabularies and to practice speaking skill inside the classroom and exchange ideas...etc. These results denote that the majority of teachers agreed on the efficacy of using YouTube educational videos to facilitate the pupils' learning. We mentioned some of their opinions:

Teacher 1 : “Yes, incorporating YouTube videos into the classroom can make learning EFL easier for kids. We can say that videos provide visual and auditory stimuli that enhance comprehension and retention of language concepts. Also, they offer authentic examples of language usage, including pronunciation, intonation, and natural speech patterns. ”

Teacher 2 : “Absolutely, integrating YouTube videos into classroom instruction can enhance the learning experience for our pupils. Videos offer a multisensory approach to language learning, combining auditory and visual stimuli. This combination enhances comprehension and retention of language concepts, these making kids more engaging, relevant, and enjoying during the lesson.”

Teacher 3 : “ Yes, sure ! Visual aids and real-life scenarios in videos make abstract language concepts more concrete and understandable things for kids. Moreover, videos offer opportunities for listening practice and exposure to diverse accents and speaking styles, contributing to overall language proficiency development. Kids at this stage need just what make them motivate fun and enjoy and this is what YouTube offer for them. ”

Teacher 4 : “Yes, off course thats true ! YouTube videos facilitate the learning process of FL for pupils. Providing educational videos for pupils will improve their speaking skill performance through focusing on what they listen and try to mitate it as they have heard it. also, these videos give kids the appportunity to discover new vocabuluries that they will use them in their dailylives.”

Teacher 5 : “Actually , we can not neglect the main role of using Youtube educational videos in our speaking lessons, for me I can not sing for them because I dont have good voice in such activities and it is necessary to make kids enjoy for that I am using Youtube . It improve our pupils speaking performance via the opportunity to let them imitate what they listen and make them learn new words that they will untroduce it in their dailylives. ”

Question9. What criteria should teachers consider when selecting videos for their

Classrooms?

This question aims to know whether teachers select particular critirias in selecting YouTube videos. According to the teachers’ answers, we notice that all of them (6) declare that they consider all of these criteria in selecting YouTube educational videos inside classroom: age, level, authenticity and educational value and the cultural relevance, we mentioned some of their opinions:

Teacher 1 : “For me, when selecting videos for teaching speaking skills to my pupils I should choose videos suit the pupils' age and maturity. Also, to use videos that includes native speakers.”

Teacher 2. “We consider our pupils’ age and their level in selecting educational videos.”

Teacher 3 : “Age, language level and duration.”

Teacher 4 : “I think that the main criteria that teacher should consider is choosing content relatable to Algerian pupils and their age. ”

Teacher 5 : “Personally I choose videos that fit my pupils level, age and their learning needs.”

One of the participant declared that he agreed with all his colleagues in this point, he announces “Hmm; actually I agree with what all teachers have said but we should take into consideration the age and the educational goals first.” These findings indicate teachers’ awareness of the importance of selecting the appropriate YouTube educational videos for their pupils.

Question10. Can over-reliance on YouTube educational videos affects the kids’ general learning preferences?

This question is designed to know the teachers’ perceptions towards the over-reliance on YouTube educational videos inside classroom. According to the teacher’s answers we notice that the majority of them (4) teachers disagree that over-reliance on YouTube educational videos can potentially affect kids' general learning preferences because it is used according to educational conditions and they are kids they will require language speaking skill more as they will listen to these videos. On the other hand, two interviewees are agree that

over-reliance on YouTube educational videos can potentially affect kids' general learning preferences in case of use it randomly or for no need to use these educational videos in some easy activities. The results assert that teachers have positive views towards the use of YouTube educational videos.

The informants justified their answers as follows:

Teacher 1 : “I can not say no directly, because over-reliance on YouTube educational vidos can potentially affect kids' general learning preferences while these videos can be engaging and informative, relying too heavily on them may lead to a passive learning approach. Kids might become accustomed to simply watching videos rather than actively participating in hands-on activities or critical thinking exercises. ”

Teacher 2 : “I believe that excessive dependence on YouTube educational videos could narrow down kids' learning preferences. If pupils become accustomed to learning primarily through videos, they may develop a preference for passive learning over interactive or tactile experiences. It's essential to maintain a balance between using videos as a supplementary tool and incorporating a variety of teaching methods to cater to different learning styles”

Teacher 3 : “Certainly, an over-reliance on YouTube educational videos has a potential to impact kids' general learning preferences in case of if these videos can be engaging and informative, they may overshadow other valuable learning experiences.”

Teacher 4 : “ I believe that educational videos affect positively the kids’ performances but, relying too much on YouTube educational videos could influence kids' learning preferences if we neglect the balancy between all learning strategies. ”

Teacher 5 : “Yes, over-reliance on YouTube educational videos may indeed impact kids' general learning preferences. But this is debendes on the teacher’s methodology in using

YouTube videos selectively or randomly, they should be balanced with other learning activities.”

Teacher 6 : “Yes, I agree with my colleagues that an over-reliance on YouTube educational videos could potentially influence kids' general learning preferences. While videos can be a useful supplement to traditional teaching methods. ”

Question11. Any suggestion or comment please?

This question aims to identify the main points that we should consider in using YouTube as an effective way to improve the Algerian kids' speaking skill at the primary school. We collect as we can from teacher's suggestion about this main point in our research as following :

Teacher 1: “Using YouTube to enhance pupils' speaking skills in Algeria can be highly effective if used strategically. Teachers should carefully select videos that align with learning objectives and cater to pupils' interests and language proficiency levels.”

Teacher 2: "YouTube offers a wealth of resources to enhance pupils' speaking skills in Algeria. Teachers can utilize videos featuring dialogues, interviews, or speeches to expose pupils to authentic language use and natural speech patterns. Encouraging pupils to watch and mimic native speakers can help improve pronunciation and intonation.”

Teacher 3: “Using YouTube to enhance pupils' speaking skills in Algeria can be a valuable tool if integrated thoughtfully into the curriculum. Teachers should select videos that are engaging, age-appropriate, and relevant to pupils' interests and learning objectives.”

Teacher 4: “YouTube can be a valuable resource for enhancing pupils' speaking skills in Algeria, provided that teacher's select appropriate content and incorporate it effectively into

their lessons. Teachers should choose videos that are relevant to pupils' interests and language proficiency levels and use them as prompts for speaking activities such as discussions, debates, or storytelling."

Teacher 5: "When using YouTube to enhance pupils' speaking skills in Algeria, it's essential to select high-quality, engaging videos that are relevant to pupils' interests and learning objectives. Teachers can leverage videos featuring dialogues, interviews, or presentations to expose pupils to authentic language use and provide models for speaking."

Teacher 6: "Using YouTube to enhance pupils' speaking skills in Algeria can be beneficial if done in a structured and purposeful manner and provide for all pupils intrnert at home or make specific places for those who can not use YouTube at home.

Thus, all teachers (06) make some suggestions that should take it into consideration when using YouTube educational videos, wheras; one of them ask the government to provide internet inside and outside classrooms or provide a particular educational cyber for those kids who can not use such apps at home due to many sociable or familiar circumestances.

3.1.3 Results of the Interview

The results of the interview provided in-depth positive responses which is as we give in our hypotheses and relieves many facts about the role of Youtube in enhancing pupils' speaking skill. We sum up all the results as follow:

- The results reveal that the majority of the questioned teachers' are qualified and have experience in teaching English, which helps us to get valid data that serve our research.
- The majority of EFL primary school teachers claime that teaching speaking is not easy and requires efforts. They argue that pronunciation is the most speaking skill difficulty that heir pupils face.

- Teachers are aware about the importance of using ICT s inside classroom particularly YouTube educational videos to improve their pupils performance
- Teachers have confirmed that they use YouTube educational videos to enhance their pupils speaking skill performance.
- Teachers have considered age, cultural relevance, educational value and authenticity are the most main points should consider when selecting YouTube educational videos.
- EFL primary school teachers agree that using YouTube educational videos inside classroom is an affective strategy that make learning EFL easier for pupils.
- Therefore, it is proved that pupils will enhance their speaking skill performance, if teachers use YouTube educational video

Conclusion

This chapter was devoted to the analysis and discussion of data gathered from the teacher's interview. From the analysis of the teacher's interview we found that third years Primary school pupils still face some difficulties in speaking skill and their level should be improved. Moreover, teachers believe that YouTube improves the pupils' speaking skill. Henceforth, the results have emphasized the stated hypotheses which indicate that pupils become good speakers while teachers use YouTube educational videos as a main strategy to enhance their speaking skill performance.

General Conclusion

Teaching and Learning academic speaking is considered to be a crucial step at the learners' level, particularly for pupils at Primary School. For that reason, the current study was conducted to explore the difficulties that face EFL pupils in their speaking performance, and the effectiveness of the YouTube educational videos in enhancing their speaking skill. Our study divided into three chapters; the first two chapter about the th"reoretical part whereas, the third chapter is about the practical part.

The first chapter is devoted to the literature review. Throughout the first chapter, the researcher attempts to highlight the most important elements related to the importance of YouTube educational videos. In the second chapter, we have dealt with an overview of speaking skill and its main elements (definitions, strategies, types and the main components of speaking skill and their difficulties).

The third chapter is devoted to the fieldwork which represents the practical part of our study in which; teacher's interview has been used as data-gathering tool to validate our research hypothesis. The teacher's interview was administered to (6) teachers have been teaching English at primary school as the first experience in different schools in Sidi Khaled.

In general, the results and analysis of the interview have shown that EFL pupils have difficulties in speaking skills, which affects negatively pupils' language proficiency particularly Third Year of primary school. Therefore, teachers must be more aware of the effectiveness of YouTube educational videos as teaching tools both inside and outside classrooms. Finally, according to the findings of the current research, we validate our hypothesis which states that YouTube Educational Videos enhance EFL pupils' speaking skill.

Pedagogical recommendations

Based on the results obtained from teacher's interview which confirmed the importance and the impact of YouTube educational videos in enhancing pupils' speaking skill. Through this study we attempt to suggest pedagogical recommendations and implications that may be helpful in learning and teaching process. We suggest a number of recommendations:

For pupils' parents

- Pupil's Parent should be aware about the importance of speaking skill.
- To be a good speaker parents have to offer the opportunity to be exposure to the language through providing YouTube educational videos at home for their kids.
- Parents should take into consideration their teacher's remarks about their kids inside classrooms.

For Teachers

- It would be better for teachers to use different types of YouTube educational videos to enhance their pupils' speaking skill.
- Teachers should provide enough strategies to develop their pupils' speaking skill.
- The best way to improve the pupil's learning level is by motivating and encouraging them to work hard for the next.

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APPENDIX

Faculty of Letters and Foreign Language

Department of Foreign Languages

English Division

Teachers' Interview

Dear Teachers,

This interview is a part of our research. It aims to investigate the impact of using YouTube on the **English Foreign Language pupils' Speaking Skill**. The case study is Third year pupils at primary school. We would be grateful if you answer these questions to help us in our research for the Master's degree in language sciences.

Thank you in advance

Section One: Background Knowledge

1. Gender: Male Female

2. Degree(s) held: BA (Licence) MA (Master) Magister PhD (Doctorate)

3. How long have you been teaching English language to Third year pupils?

Section Two : The Ipmortance of YouTube in ennhancing Speaking Skill

4. What are the main speaking difficulties your pupils face?

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.....

5. Do you use YouTube video as teaching method in your speaking courses?

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.....

6. How can YouTube educational videos help Algerian kids in learning English as A foreign language ?

.....
.....

7. . What kind of videos do prefer to you use in teaching speaking skill?

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8. Do you think that using YouTube videos inside classroom would make learning EFL easier? How ?

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.....
.....

9. What criteria should teachers consider when selecting videos for their classrooms?

.....
.....

10.Can over-reliance on YouTube educational videos affect the kids' general learning preferences ?

.....
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11. Any suggestion or comment please ?

.....
.....

Thanks for your Collaboration

الملخص

تعد مهارة الكلام من اهم المواضيع التي أثير حولها الجدل الكبير بين كل من المختصين اللغويين و المعلمين والألياء وذلك نتيجة التأثير على جودة المحصول الدراسي لدى التلاميذ مستقبلا ف جاء هذا البحث من اجل تسليط الضوء على اهمية دور مقاطع فيديوهات اليوتيوب التعليمية في تحسين وتطوير مهارة الكلام لدى تلاميذ الابتدائي "السنة الثالثة " في مختلف مدارس مدينة سيدي خالد. ومن أجل تحقيق صحة الفرضية المقترحة لعينة هذه الدراسة العلمية التي تنص على مدى اهمية مقاطع فيديوهات اليوتيوب التعليمية في تحسين وتطوير مهارة الكلام لدى تلاميذ الابتدائي، فلقد اخترنا البحث النوعي(الوصفي) واداة رئيسية : مقابلة للأساتذة موجهة الى (06) أساتذة يدرسون مادة الانجليزية في مختلف الابتدائيات. وبعد التقصي والتحليل المعمق خلال الأدوات المستعملة، أكدت النتائج صحة فرضيتنا ان استخدام انواع مختلفة لمقاطع فيديوهات اليوتيوب التعميمية من قبل الأستاذ يطور مهارة الكلام لدى التلاميذ والذي سينعكس على انجازاتهم الأكاديمية مستقبلا.

الكلمات المفتاحية : مقاطع فيديوهات اليوتيوب التعميمية ،مهارة الكلام ، تلاميذ السنة الثالثة، سيدي

خالد.