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Theme II: Creative Digital Learning Content.

The Use of YouTube Tutorial Videos to Improve Students' Oral Skills in EFL Classes: The case of Second Year EFL Students at Jijel University, Algeria

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Guemide Boutkhil⁽¹⁾, Benachaib Chellali⁽²⁾, and Bedri Ibtissam⁽³⁾

Abstract: Today, *YouTube* is the largest online video destination in the world. The site exceeds two billion views a day and more than one billion unique users visit *YouTube* each month. The variety of videos that *YouTube* has allowed it to provide teachers with a lot of services that help them in their job and real life. *YouTube* plays a major role in enhancing the process of learning. *YouTube* is an unlimited resource for language learning. To illustrate, one can listen to all kinds of spoken language and all genres and learn a lot of vocabulary in context which will help learners to memorize easily. The aim of this study is to explore how the use of YouTube tutorial videos helps to develop students' oral skills, in order to verify the validity of the hypothesis which claims that the use of this kind of videos helps students to improve their speaking and listening abilities. The instruments are different kinds of YouTube tutorial videos for two groups of the second year class of the English department of the University of Mohammed Seddik Ben Yahia, Jijel. The findings show improvement in students' oral skills, as well as in their motivation to participate in oral classes.

Keywords: YouTube tutorial videos, EFL classes, Pronunciation, Speaking skills.



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I) Introduction:

Technology in language teaching is not new. Tape recorders, language laboratories, and videos have been used since 1960s and 1970s, and are still used nowadays in foreign language classrooms in the world.

Education and technology are too related terms nowadays, for technology has been widely integrated for educational purposes. Teaching foreign languages has seen an enormous growth in using technology.

Information technology has opened up prospects for rich and innovative approaches to tackle educational issues. ICT plays a great role in both language teaching and learning. Gavin and Nicky (2007) argued that, "using ICT in language teaching is very important and using a range of ICT tools can give learners exposure to and practice in all of the four main language skills" (p. 8).

Moreover, Tinio stated that "ICT have the potential for increasing access to and improving the relevance and quality of education" (p. 6). Teachers and students have the opportunity to use ICT both inside and outside classroom for many activities.

In recent years, YouTube has been a part of our lives and it has made inroads on foreign language learning specially in developing oral skills. Fortunately, with the expending prevalence of the Internet, access to YouTube videos has been made easier. So, both students and teachers can be exposed to it, inside/ or outside classroom.

II) Statement of the Problem:

At the University of Mohammed Seddik Ben Yahia in Jijel, most of students face the problem of a low ability of listening statements and comprehending the message their in or to communicate effectively in real world context. This research aims at investigating the importance of *YouTube* tutorial videos in developing students' oral skills.

This study also intends to demonstrate the influence of *YouTube* tutorial videos on EFL learners' motivation and performance in classroom.

The present study addresses to the following questions:

- How can *YouTube* tutorial videos help students to improve their oral skills in English classes?
- Does the absence of authentic materials; such as, *YouTube* tutorial videos hinder students to develop their oral skills?
- Do learners use *YouTube* tutorial videos to improve their oral skills?
- Can learners develop their oral skills when they are exposed to - *YouTube* tutorial videos?
- Do *YouTube* tutorial videos motivate learners to participate in English classes?

III) Review of the Literature:

The place of technology in EFL teaching and learning has seen a great attention and focus with various methods and approaches, and several studies have been conducted in the domain.

These studies investigated the use of many kinds of technology like multimedia and YouTube videos and songs in EFL learning.

Ramirez (2010) investigated the students' perceptions about the development of their oral skills during the course at Pereira University in Colombia. The data were collected through questionnaires and interviews applied to students of oral skills course, the result show that students perceived improvement and the importance of using the target language inside the classroom.

Zainol Abidin et al. (2011) studied the effectiveness of using songs in *YouTube* to improve vocabulary competence among upper secondary school learners, by experimenting whether learners exposed to *YouTube* songs would experience a change in vocabulary competence compared to those exposed to the traditional teacher fronted approach, through testing 68 secondary school learners. The data were gathered through a vocabulary pretest and posttest.

The research findings show that the students were exposed to *YouTube* songs experienced a significant improvement in their vocabulary competence. So, using *YouTube* songs in language teaching and learning improve learners' vocabulary competence.

Yamakata and Intratat (2012) Examined how video recordings facilitate students' evaluation of their oral skills, the study was conducted with a group of students at Thai university in Thailand. The instruments were video recordings of the students' two presentations and questionnaires for the students to reflect on their strengths and weaknesses in both presentations. The results show that the learners have positive attitudes towards recording and that video recording improve students' presentations skills and facilitate their self-evaluations skills.

Omar Alwehabi (2013) investigated the impact of using *YouTube* in EFL classroom on enhancing EFL students' content learning, through making a quasi-experimental design for two groups of students. The study shows positive gains for the experimental group students' outcomes as a result of the integration of video technology in instruction. Thus, it was recommended that *YouTube* should be considered as an effective instructional tool for enhancing content learning of EFL.

From the previously researchers' findings, multimedia and *YouTube* are powerful tools in EFL classroom because they allow a variety of media, such as texts, pictures, songs and videos, through which students can have multiple access to the target language which helps them to improve their language features.

IV) Using YouTube in English Lessons:

YouTube was founded in February 2005 by Stevechen, Chad Hurly, and Jawed Karim with the domain name <http://www.Youtube.com>. The web site was created as forum of people to create and share short video clips online. In November 2005, *YouTube* received funding from Sequora capital. Later, in December, it officially became a corporation. In October 2006, *Google* purchased *YouTube* for \$1.65 billion. *YouTube* has about 65 employees (Bullas, 2013, p. 2).

In order to be able to understand how *YouTube* can enhance the process of learning, it is important to begin with a clear assessment of what *YouTube* represents. According to Torantino (2011), “*YouTube* is a free video hosting website that allows people to store and serve videos contents; it is the largest video sharing site on the web is rolling out some new ways to engage with the education” (p. 10).

YouTube represents nowadays a community that aids teachers in teaching process, by providing them stimulating lessons. Comac (2008), stated that “*YouTube* offers an ideal platform through which to incorporate audio blogs in to the classroom and instructors can use such blogs to manage oral assignments, interact with learners and to evaluate performance outcomes”(p. 181). *YouTube* is a perfect vehicle to teach English and expose student to a variety of English dialect.

V) What Can *YouTube* offer to teachers?

Today, *YouTube* is the largest online video destination in the world. The site exceeds two billion viewers a day and more than one billion unique users visit *YouTube* each month. Over 6 billion hours of videos are watched per month and 1100 hours of videos are uploaded from it every minute. *YouTube* is localized in 61 countries and across 61 languages (Bullas, 2013, p. 3).

The variety of videos that *YouTube* has, allow it to provide teachers with a lot of services that help them in their job and real life. Below are some of the services that teacher can get from using *YouTube*.

1. *YouTube* is a source of materials:

YouTube plays a major role in enhancing the process of learning. *YouTube* is an unlimited resource for language learning. Language teachers should take advantage of *YouTube* in their classrooms to make the learning process not only more meaningful, but also more fun and independent.

YouTube is one of the most important resources for teachers, Grath (2013) pointed out that “authentic recording..., off-air recording, recording of academic lectures; internet such as YouTube are good resources for teachers” (p. 2).

YouTube is described as an “ultimate resource for language learning” and pointed out that one can listen to all kinds of spoken language (formal, neutral, informal) and genres (songs, parodies, debates, political speech, talk shows, lectures) and learn a lot of vocabulary in context, without a doubt will help memorization” (Nejati, 2010, pp. 91- 2).

2. Storing and administration of own videos:

Teachers can benefit from *YouTube* in many ways as the storing and administration of own videos materials. This means that *YouTube* provides them with the opportunity to store and organize their own video clips which they need in classrooms. Muric (2010) believed that “Teacher can also store and administrate their videos materials on *YouTube*. Materials recorded either by student or a teacher during the lessons can be stored here and made available to the users... ” (p. 17).

3. Source of Updated Events:

YouTube provides teachers with a lot of information and details about the actual events around the world. Muric (2010) argued that “*YouTube* can supplement the textbook with materials available for the lesson, of then just few minutes after an important event” (p. 17).

In addition, Sahlin and Betello (2007) stated that “the video site has also grown to be much larger and more significant as people around the globe have realized that they can use *YouTube* to share all sorts of videos content from footage of major events and natural disaster to investigative journalism pieces, political rants and more, and this has changed the landscape.” (p. 18).

4. Personal Development:

Teachers who are interested in *YouTube* and have a large contact with it can notice that their personal development is very great. Thus, *YouTube* videos flourished their personal development in several fields through large competencies; such as, mastering their language and covering a lot of information.

Muric (2010) pointed out that, “*YouTube* can be used even as an instrument that helps teacher with their professional development. Not only can the teacher benefit from the profession oriented materials that were uploaded to *YouTube* by some of their colleagues, but the teacher can also upload ... some of their own materials to be later discussed with other colleagues” (p. 18).

VI) The benefits of *YouTube* on EFL learners:

Since YouTube site is most immediately observed through sight and sound and contain video script, learners find new way to develop their language skills. For, YouTube provides students with the abilities to improve their speaking, listening, and writing, and critical thinking skills. In addition, EFL learners can be highly motivated in their learning when using YouTube.

1. Listening skills:

According to Harmer (2003), “listening is a recipe skill where people obtain the main ideas according to what they hear” (as cited in Potosi, Loaiza and Garcia, p. 9).

YouTube videos can be a good learning source because of the fact that they contain dialogues from highly proficient English speakers, of which their pronunciation could be easily understood. Alexandra and Aldas (2011) argued that “in *YouTube* students will be able to watch, post, and find videos on any topic. This makes learning entertaining and learners can find videos that help them improve their listening” (p. 2). So, the more EFL students watch *YouTube* videos, the better they improve their listening skills and understand all the styles of pronunciations and accent there in.

2. Speaking skill:

YouTube videos are not only varied in their contents and subjects, but also in their English accent and pronunciation that help students to acquire different English accents.

Derewianka (2008) stated that “In relation to spoken English, *YouTube* is able to offer unique cultural dimensions to spoken word by highlighting not only academic English, but also its application in real-life contexts, incorporating accents, slang and much else besides” (p. 42).

Moreover, Watkins and Wilkins (2011) argued that “Searching through *YouTube* conversations for targeted discussion technique, student are critically evaluating discourse and immersing themselves in English. With *YouTube* videos learners can recognizing their pronunciation difficulties and improve the quality of their spoken English” (p. 115).

3. Writing skills:

Learners can have good writing skills due to videos because they provide them with the opportunity to increase their brainstorming skills by giving learners different ideas and information on different subjects. So, with internet resources such as *YouTube*, EFL students can find videos that are relevant to any writing structure. For example, a global warming video could be used to study the structure of a cause- effect essay by asking the students to infer the main ideas in the video and share how they relate to the causes and effects of global warming. This could later be developed into a visual brainstorm for an essay.

4. Critical Thinking:

Critical thinking is another issue that can be improved through the use of *YouTube* tutorial videos. Students should be made aware of the instructional strategies used to provide them with the opportunity to develop critical thinking and problem solving skills when using *YouTube* videos (Medina, 2012, para. 3). In this context, Frei, Gammill and Irons (2007) stated that “The use of *YouTube* in the classroom supports teachers in encouraging students to use higher order thinking skills” (p.12).

5. Motivation:

Motivation is seen as one of the key elements determining success in second language learning. Since YouTube encourages students to interact in an educational milieu, it acts as a motivating factor for students who intend to further develop their language skills, as they endeavor to gain a deeper understanding of the content they access online. So, the need to motivate students and prepare them for better engagement with authentic materials is the main reasons for using YouTube in an EFL class (Pelet, 2013, p. 93).

VII) Teaching Oral Skills at the English Department of Jijel University:

Oral communication fulfills a number of general and specific pedagogical functions. Learning to speak is an important goal in itself, for it equips students with a set of skills they can use in order to participate actively and communicate clearly in EFL classes. The oral articulation of ideas influences the development of critical thinking, problem solving abilities, and general learning outcomes.

In addition, opportunities to practice oral expression will help students become more competent communicators. To meet this goal, the Algerian curricula for teaching English as a foreign language requires students to take several courses in oral expression, in different levels of EFL learning, that are dedicated to enrich their oral skills.

1. Syllabus and materials:

Within the fact that the administration of the English Department does not oblige teachers to work on a particular syllabus, some teachers agreed on a framework and suggested for teaching Oral Skills in EFL classes.

This syllabus is based on a book with CDs known as *All Clear*, for all English levels: first, second, third, and master levels. On the other hand; the university provides both teachers and students to make use of different language laboratories.

In spite of the fact that the university provides both teachers and students with pedagogical materials, but most of the teachers do not agree on one unified syllabus; they do not even collaborate to create a common syllabus. This may have a negative impact on the students' performances in both listening and speaking skills. So, when it comes to exams, unfortunately most of the teachers act once more independently.

2. Shortcomings and limitations:

2.1.: Teachers' shortcomings:

Although all the efforts that have been made by the English department, oral expression teachers tend to work in solo. Their lack of collaboration with each other make the students of the same level feel unfair because each teacher is working alone, using his own methods and subjects.

2.2. Teachers negative attitudes toward EFL students:

In the English department, some of the teachers do not even play their role as motivators; they just provide their students with the same monotonous lessons which become a routine. This, of course, may affect negatively the learner's motivation as they feel boring. Unfortunately, this may lead the students to give up and lose their ambitions toward the target language.

2.3. Exams' shortcomings

Unfortunately, there is no specific method to assess and test the students' oral skills among teachers in the English department. Accordingly, some English teachers, who were interviewed, believe that oral expression teachers need to collaborate with each other in order to assess the students in the same manner. They should evaluate their students upon three criteria, which are, namely; (1) Speech production, (2) Word pronunciation, and (3) Sentence annotation.

2.4. Students' shortcomings:

Students believed that they are taught in a passive way instead of actively participating in the process of gaining knowledge: The reason they tend to rely on ready materials.

So, they simply copy directly from books in the library, or most of the times from the internet without processing the materials.

2.5. Limitations:

According to my interaction with teachers and students, concerning teaching oral skills, I noticed the following limitations:

- The pedagogical milieu is not helpful: it does not allow the English Department to obtain a successful result because of the lack of common pedagogical meetings; such as, study days and symposiums which does not motivate teachers to work efficiently,
- Unfortunately, the English department of the Faculty of Letters and Languages in Mohammed Seddik Ben Yahia University could not find another alternative to cope with these pedagogical situations,
- Teachers do not prepare their students to tackle the current affairs and social topics in oral expression classes.

VII. Methodology:

The following action research was conducted in Jijel University by comparing and contrasting the reflections of two second year students' groups, five and six, towards the use of YouTube videos in class. Group five was the experimental group in which the students were exposed to the YouTube tutorial videos while the other group, group six, which was considered the control group, has been taught the same notion, but without using YouTube tutorial videos. The data were collected through a posttest questionnaire so as to measure the learning received in the class.

1. Procedures:

Through action research which was conducted for both groups (five and six) of the second year at the English department of the Faculty of Letters and Languages in Mohammed Seddik Ben Yahia University in Jijel, I started the application on March, 3, 2014 with both groups.

The first group, group five, was designed as the experimental group and was exposed to *YouTube* videos when teaching oral skills subject in the language lab, whereas the second group, group six, was considered as the control group and was taught oral skills subject without being exposed to *YouTube* tutorial videos. The two groups met for three months, three hours per week.

After three months of conducting the action research, I designed two different post- tests: one for the control group and the other for the experiment group. I assigned the students to answer on the questions in order to test their abilities with/ or without *YouTube* videos in order to compare the results. Within the last phase of the action research, we exchanged the groups where the control group, which is group six, became the experimental group and the experimental group, which is group five, became the control group in order to rate and make sure that the only reason for achieving the results was the integration of the *YouTube* tutorial videos in classroom.

2. Class Observations:

2.1. The Experimental Group:

At the very first beginning, the students kept silent and they were just watching. I thought because they did not get the idea, I exposed them to the first video, and still no one could say anything.

The video was about *Flight 19*. I gave them a short definition about the *Bermuda Triangle*

and asked them if they have anything to share. Then, a couple of the students said that they just know about the *Bermuda Triangle*.

Most of the students told me a religious interpretation about the mysterious triangle; such as, the *Messiah*. Also, it said that it is the place of the devil, and other stories about the *jinn*... etc. In the last part of the lecture, I exposed them to the last video that people are sharing nowadays in *YouTube*; it is about the huge discovery of the crystal pyramid in *Bermuda Triangle*. The students now started making a huge noise; I tried to take control of the class as much as I could, so I succeeded to take their opinions. It was fun for them.

By the end, I suggested creating a face book page as *The Mysterious Class* in which I posted the videos so they can get access to. They also wrote positive comments that they could not express in class. This indicated that they needed to watch the video more than one time to grasp the meaning.

In this session, the first video was about a man who made a plastic surgery on his nose than he faced troubles in breathing. So, he made another and another till the doctor cut his nose off. The students got closed to the topic and they started talking about the religious interpretation. One girl said, "It is weakness of personality's issue". After that, students started talking and everyone said a word, but their English seemed poor. So, I thought they may need some inputs. That is the reason why I picked a *YouTube* video from Engvid group is the fact that in this video the teacher Emma, from Engvid group, explains the way we should talk into the phone.

While the students were watching the video, I kept observing them. They were concentrating and some of them were taking notes. When the video was over, I asked them to work in pairs and make a dialogue pretending they are speaking in their cell phones. I was astonished at the end: They created wonderful and funny dialogues with good English in such a clever way. I liked the way two girls made a link between the dialogues of other boys; I was really impressed.

In the third lecture, we discussed a topic that I designed; it was about working women. This first video underlined problems of women in the working milieu. All the students raised their hands and everyone wanted to say his opinion about working women in our society compared to American society. They also tried to discuss the topic taking into account the religious perspective.

Some students picked their songs and came to present them. Three of the students sang with the lyric videos. Every one of them came in front of the class to sing, and all the class joined him. They were all united and sang with each other following the lyrics; it was really amazing and they loved the idea because it can develop their speaking and listening abilities and their pronunciation.

In order to gain benefits in terms of their studies, I picked up a video of an English pronunciation lesson in which two teachers differentiated between British and American

English. Most of the students do not differentiate between both American and British English.

Lot of the students told me how much they appreciated this video. Besides, most of the students in the group liked the new method, and the varieties of the videos I bring and present them in class.

In the fourth lecture, I showed them a *YouTube* video about an Islamic video, in English, about some of Muslims guiders talk about money of the working women. Students started raising their hands, and started explaining their points of view. Sometimes they tried to talk randomly and to criticize each other because they did not agree with each other.

Everyone tried to prove his point of view, and I actually could not say anything. I was just guiding and giving them the opportunity to speak in a well- organized way as much as I could. In the meantime, I observed their pronunciation which actually started to improve. I also noticed that when they do mistakes in speaking they correct themselves directly. They kept on speaking without using Arabic words to express themselves.

In the last part of the lecture, a girl student came in front of the class to sing her song: the lyric video under the title of “*Don’t laugh at me*” for Mark Wills. All her classmates were astonished to her beautiful voice.

In the fifth lecture, there was no way to divide the last lecture because the students got so excited about the subject and it was difficult to prevent them from talking. In fact the students belonged to different regions of the country so there were a lot of special cases that students wanted to share with their classmates.

At first, I played a *YouTube* video about some funny and crazy wedding traditions which illustrated some wedding customs and their origins from all over the world. Every student tried to explain and share the costumes that his family does before, during, and after the wedding day. Since they belonged to different regions, there were many different traditions. On that day, all the students took part in the discussion.

2.2. The Control Group:

I started the lecture by giving a short definition about the *Bermuda Triangle* in order to make it clear for the students what they should discuss. Then, I gave them the floor to speak, but, unfortunately, they were just staring at me.

It seemed that the beginning they do not have any clue about the topic, which was really weird for me, till some of the students started to mumble with each other, and when I asked them what they were saying, one student said that the *Bermuda Triangle* is the place of the devil. So, I was really disappointed and intervened all the time to give them more information.

In this session, I started my lecture with the idea that I thought the students would totally agree or disagree: It was about what religious people believe so as to evoke them in order to elicit their opinions. One student tried to contribute in the discussion by stating that plastic

surgery is permissible in Islam in order to correct a congenital defect. Although his pronunciation was bad, but I was happy that one student could finally open the debate.

In this lesson about “Working Women”, I tried to make the topic interesting. First, I asked them if they were in favor or against working women in order to divide them in two groups. Most of the male students opposed working women, whereas most of the female students were in favor of working women- even though they admitted that they could never handle it to do both things together. The debate was held between only five students, and the rest were just listening. Their level is low and it does not seem that they are improving. Some students told me that they do not get benefits from authentic materials that can help them to improve their speaking abilities in oral classes.

In this lecture, the students were supposed to discuss the religious perspective about working women in both Muslim and Western societies. However, most of the students were absent. So, only four students attended. It was pointless from the beginning to start a debate with those students who seemed tired and bored.

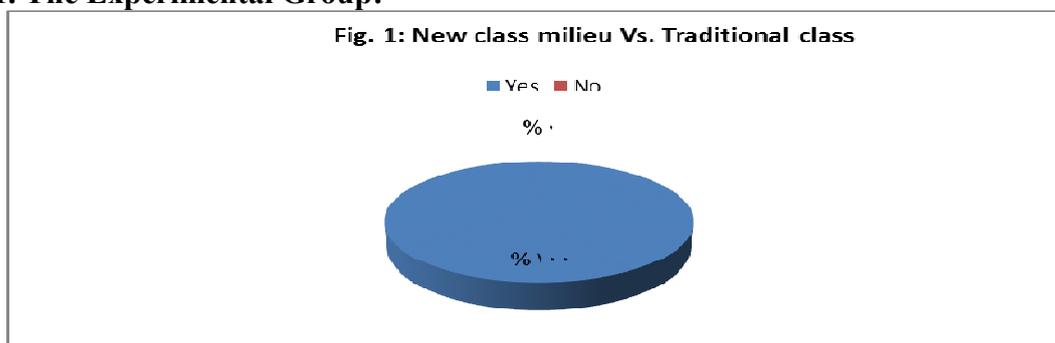
In the last session, I divided the lecture into four most important parts according to the wedding duration in Algeria, which are (1) the day before the wedding, (2) the wedding day, (3) the day when the bride leaves to the groom house, and (4) the last day after the wedding.

Since they came from different regions, I tried to point out to each student asking him first about the region he is belonging to. Then, I tried to know the tradition of that specific region by asking direct questions and waiting for him/ or her till he gave an answer which took some time. So, he could express the idea he wanted to by using the target language, which seemed so difficult for them to make full sentences without slight mistakes.

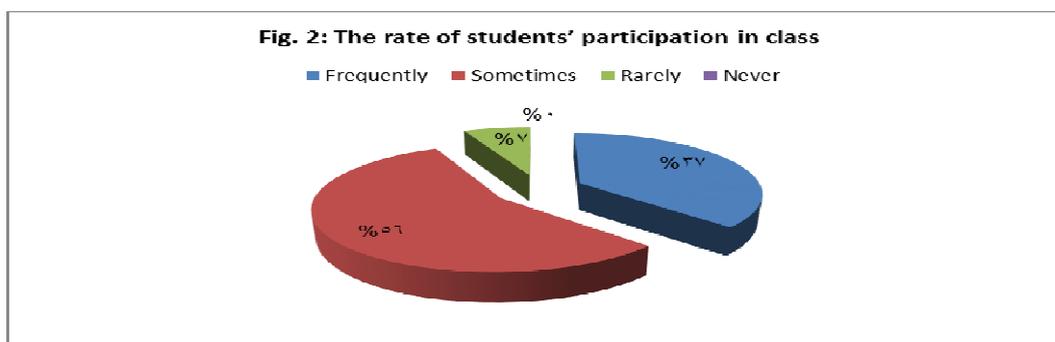
Some of the students who belong to Jijel were against others who belonged to other regions pretending that their traditions are the best: the thing that pushed other students to take part into the discussion.

3. Results of the Students’ Questionnaire and Discussions:

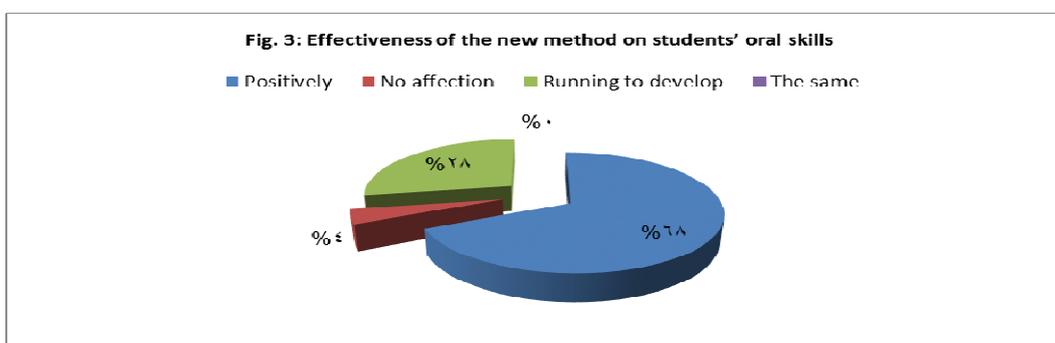
3.1. The Experimental Group:



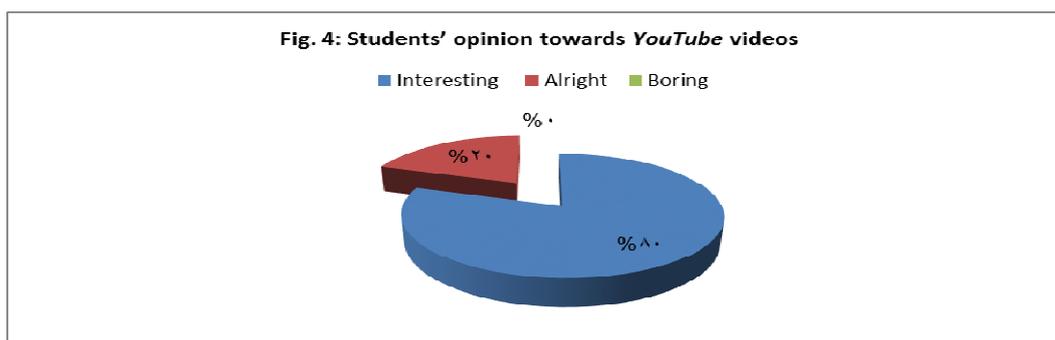
Since the answer was totally ‘yes’ in figure 1, all the students stated that they much enjoyed the class in which the new instrument, using the *YouTube* tutorial videos, was used. According to them, what made it highly interesting was the innovative technique which was implemented.



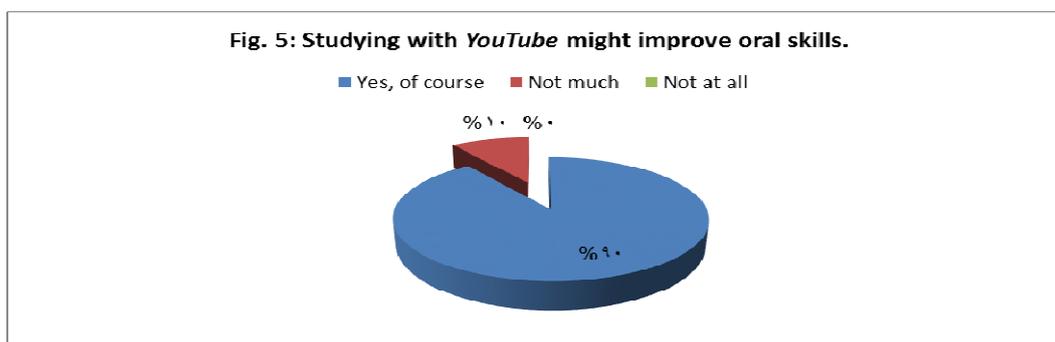
The data above in figure 2 indicate that more than half of the students participated frequently with new method. This is due to the fact that exposure to YouTube videos evoked their desire to speak and share discussion in class. However, 37% of them were taking part in the class from time to time. None of the students had refrained to partake with in a debate when the innovative technique was used.



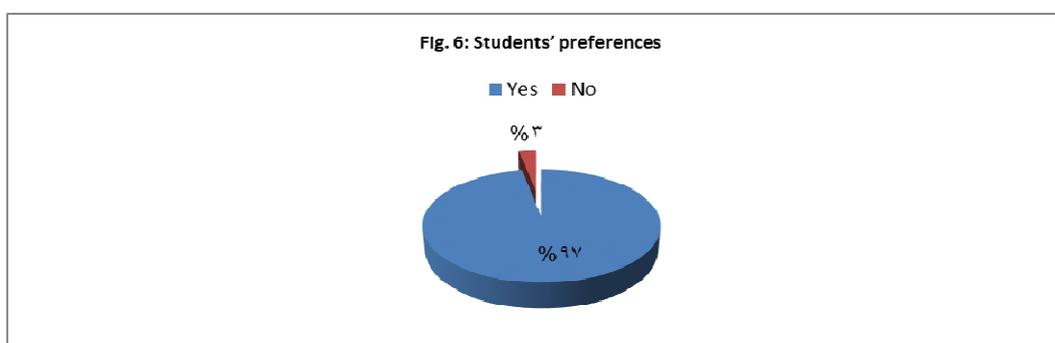
The results in figure 3 show that more than half of the students had positive affects towards the innovative method- using *YouTube* tutorial videos. 38% of the students declared that their oral skills were improving step by step. Only one student claimed that the effectiveness of the application seemed not new, but no one has got neither positive nor negative effects.



The results in figure 4 show 80% of the students declared that the *YouTube* educational videos were very interesting. Accordingly, what made them so was the topics and context they discussed. Also, it was exposure to these technological tools that made them interested in daily attendance and participation in class. However, only 20% of them claimed that the videos were alright.

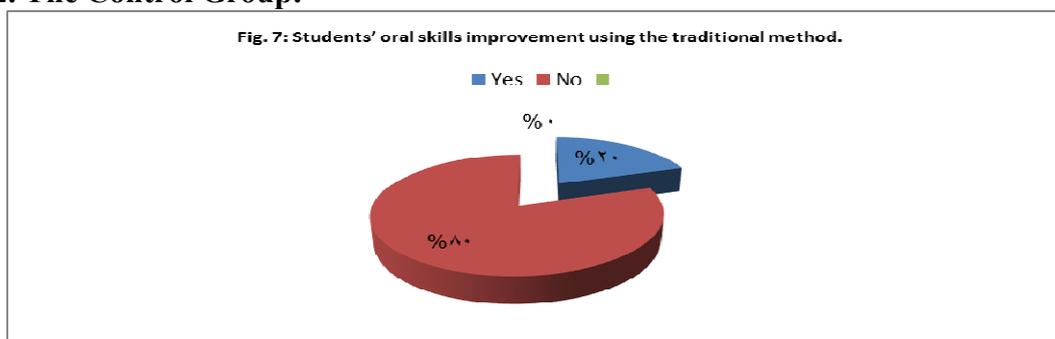


As seen above in figure 5, 90% of the students believe that if they keep studying in the same way as the new method through the use of YouTube tutorial videos, their oral abilities would be highly improved much better than the traditional method due to the benefits gained from using YouTube videos.

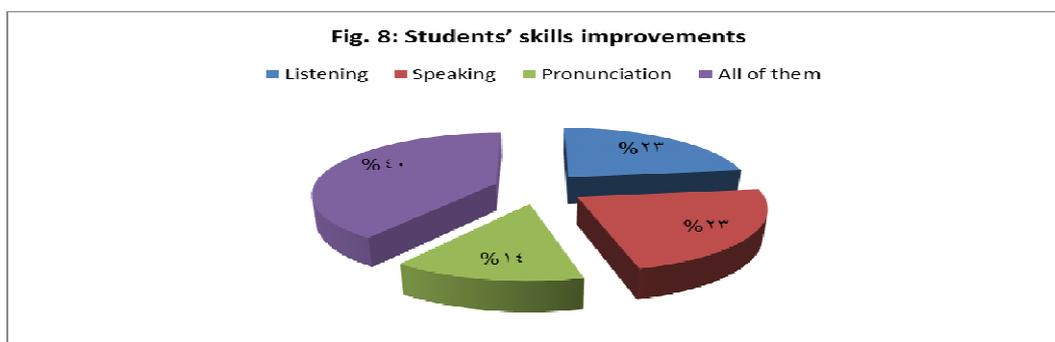


The above data show that 97% of the students prefer to integrate *YouTube* tutorial videos their classes because of the many benefits they gain from using these tools. According to them, these tutorial videos trigger off their desire to speak and discuss freely in class. They also constitute a source of knowledge to them.

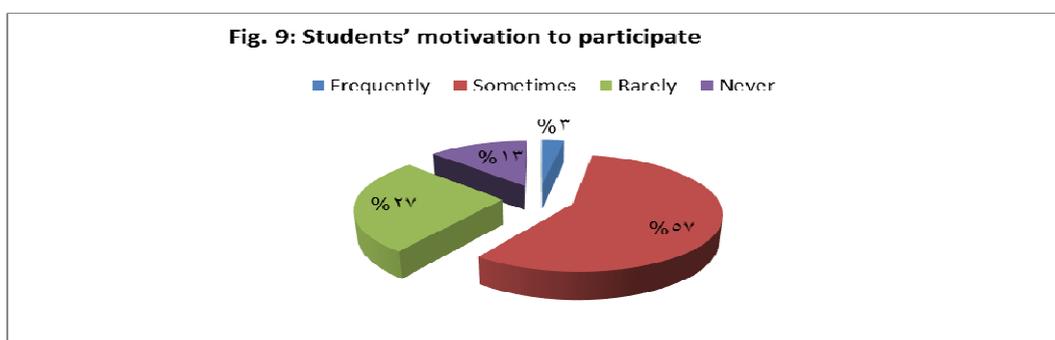
3.2. The Control Group:



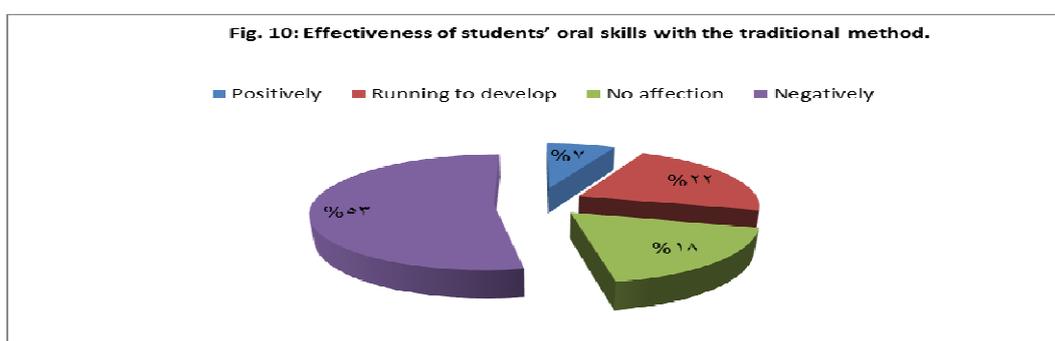
As the results show, 24 students from 30 students (80%) state that they are not developing their listening and speaking abilities through the traditional method that teachers use. However, only six of the students (20%) claim that they are improving their oral skills.



The results in figure 8 show that 40% of the students stated that oral expression courses do not help them to improve their listening, speaking, and pronunciation abilities. Also, 23% of the students believed that their listening skills did not progress as other students confirmed that they cannot even speak. 14% claimed that they faced obstacles which prevent them to increase their pronunciation abilities.

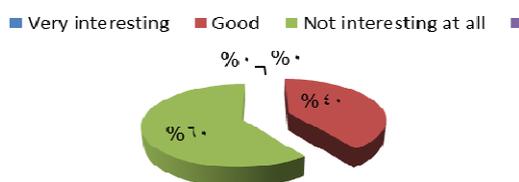


The results in figure 9 show that there is only one student in the class who used to participate in class, while 57% of the students stated that they sometimes participate in class when the topic is interesting. Some of the students (27%) claimed that they rarely evoked to participation, and 13% of them stated that they have never participated in class.



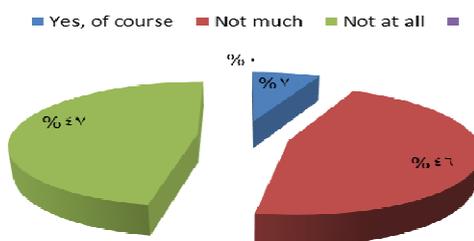
The results in figure 10 show that 37% of the students confirmed that the traditional way used in class affects negatively their oral abilities to improve; while 35% of the students believed that they are trying to develop their oral skills. 23% of the students stated that their oral skills had never been affected, and only 10% claimed that the traditional method had positive effects on their abilities.

Fig. 11: Students' views on the traditional method.



The majority of the students in figure 11 stated that the classical method used in class seems boring and not interesting, while the rest of the students, 40%, affirmed that the traditional method used in class was considered as good. None of the students found that these classes are interesting. This indicated that they have never been highly evoked by any of method or any lecture they have been taught.

Fig. 12: Students' oral skills development



The results in figure 12 show the developmental process of students' oral skills. Accordingly, it is affected by some of the reasons caused by the traditional method used with EFL learners. The majority of the students are facing some obstacles during their developmental process, whereas 14 students affirmed that they are facing serious troubles caused by the unsuitable methods used.

Also, some students declared that the traditional method used in class does not really help them to improve their listening and speaking abilities.

Fig. 13: Students' preferences



The results shown in the above figure reveal that the majority of the students would like their teachers to change the method they are using in class. This is a clear indication that the

traditional method, or the way EFL students in Jijel University are taught does not enhance their oral skills. Hence, these students are unable to evolve their listening, speaking and pronunciation abilities.

Among the obstacles that EFL students face and do not enhance their oral skills are (1) *ALL CLEAR* reference used for teaching oral skills is not sufficient and should not be essential as a tool for teaching oral expression, and (2) The syllabus should be divided into many parts in order to help them in their oral skills' improvement; not just learning idioms by heart.

So, an immediate change is needed in the way oral skills are taught. The need to use modern technological tools and materials in classes is helpful as the integration of *YouTube* tutorial videos will absolutely help EFL students to improve their oral abilities.

VIII) Conclusion and Recommendations:

This study investigated the importance of using *YouTube* tutorial videos to improve students' oral skills at the Jijel University in order to draw both teachers' and students' attention to the importance of using these authentic tools in their oral classes.

The first important conclusion, which was proved in the research, is that the majority of the students enjoyed working with *YouTube* tutorial videos. Since these videos were accepted by all the students, every age group of students will highly appreciate the fact that when their teachers integrate video- materials in their classes. However, EFL teachers always need to think of their students when choosing suitable videos for such oral class. Sometimes, a difficult compromise needs to be reached when deciding between material from which the students would benefit most and material that would be more attractive or enjoyable for them.

Teaching EFL through the use of *YouTube* tutorial videos improve learners' listening capacity and enable them to understand the real speech in its real context. These tools also develop students' speaking skills by providing them with native English accent, whether British or American.

Based on the findings of this study, the most notable recommendations that can be suggested and proposed for both students and teachers are as follows:

1- Oral expression teachers in the English department should look for other alternatives in order to spark students' interests; they should integrate *YouTube* tutorial videos in class because they are useful and helpful for effective teaching activities that motivate students to participate more and interact with their classmates,

2- Teachers should bring different types of tutorial videos related to the learners' interest, needs, and preferences so that they can create a positive and enthusiastic atmosphere which helps students in their learning process,

3- The results reveal that teachers should use tutorial videos in every class rather than relying on the teaching reference of *All Clear*. So, a variety of *YouTube* tutorial videos should be presented in labs during oral expression classes for a positive developmental process of the students' oral skills,

4- Creating a new and modern method of teaching through integrating *YouTube* into an official syllabus will solve the problem on non- unified program and avoid non-collaboration of EFL teachers,

5- The results emphasize that oral expression lectures are becoming increasingly boring and tiresome while the students stated that *YouTube* tutorial videos if used in class can spark conversation and reproducibly improve their listening, speaking, and pronunciation abilities.

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