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**The Use of YouTube Tutorial Videos to Improve
Students' Oral Skills in EFL Classes: The case of
Second Year LMD Students at the English department of
Jijel University.**

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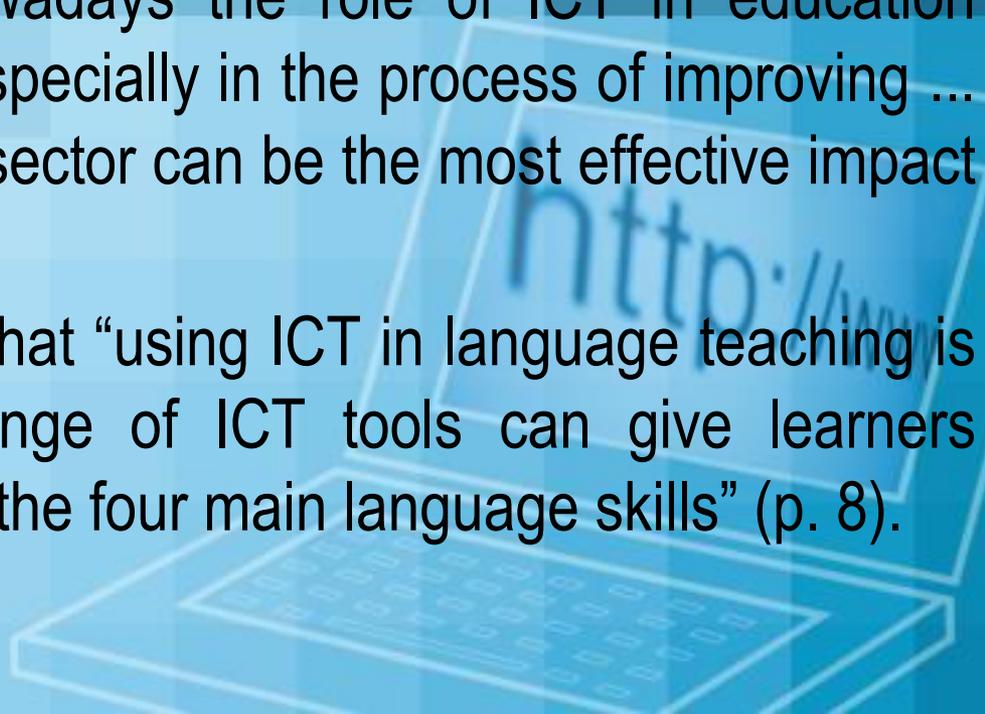
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Introduction

- ❑ Technology in language teaching is not new. Tape recorders, language laboratories, and videos have been in use since 1960s and 1970s, and are still used nowadays in classrooms around the world.
- ❑ Information technology has opened up prospects for rich and innovative approaches to tackle educational issues.
- ❑ ICT plays a great role in language learning and teaching process.
- ❑ According to kaka (2008), “Nowadays the role of ICT in education sector plays an important role, especially in the process of improving ... educational activities, education sector can be the most effective impact of ICT” (para. 1).
- ❑ 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).



History of YouTube

- YouTube is a video sharing web-site where users can upload, view and share video clips.
- *YouTube* was founded in February 2005 by Steve Chen, Chad Hurley, 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.
- The first video was titled “Me at the Zoo” and the first office was located above a pizzeria and a Japanese restaurant in San Mateo, California.
- In October 2006, *Google* purchased *YouTube* for \$1.65 billion, *YouTube* had about 65 employees.
- 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.
- 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. 2).

YouTube in English Lessons

YouTube, nowadays, can aid teachers in teaching process, by providing them stimulating lessons.

- Comac (2008), "*YouTube* offers an ideal platform through which audio blogs are incorporated into classrooms 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.
- Through YouTube videos, educators can bring scientists, professors and experts into our classroom to help students learn from great illustrations and tutorials.
- EFL teachers should use YouTube videos to enhance instructions in their classrooms because YouTube is a good resource for facilitate English language teaching and learning process.
- For, YouTube videos include visuals, music, voice-over and sound effects along with information which keep students much more engaged with the videos.
- Moreover, students spend hours at home watching television, so, teachers can take advantage of exposing them to educational videos on YouTube.
- Communication through the use of video is as powerful and exciting as it has ever been in our history.

What Can *YouTube* offer to teachers?

- ***YouTube* is a source of materials**

Language teachers should take advantage of *YouTube* in their classrooms to make the learning process not only more meaningful, but also more independent.

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).

- **Storing and administration of own videos**

Teachers can benefit from *YouTube* in many ways as the storing and administration of own videos materials.

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).

- **Source of Updated Events**

YouTube provides teachers with a lot of information and details about the actual events around the world.

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).

- **Personal Development**

Teachers who are interested in *YouTube* and have a large contact with it can notice that their personal development is very great.

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).

The benefits of YouTube on EFL learners

- **Listening skills**

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.

- **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.

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).

- **Writing skills**

With internet resources; such as [YouTube](http://www.youtube.com), 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.

- **Critical Thinking**

Critical thinking is another issue that can be improved through the use of YouTube tutorial videos.

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).

- **Motivation**

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).

Teaching Oral Skills at the English Department of Jijel University

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.

- The English department of the Faculty of Letters and Languages in Mohammed Seddik Ben Yahia University in Tassoussst consists of 974 students. They are categorized under licenses and master degrees according to the following table:

Degree	Number of students
First year (Licence)	230
Second year (Licence)	296
Third year (Licence)	310
Master one	73
Master two	65
Total	974

- Table 2: Number of English Teachers in the English Department.

English teachers	Number
Permanent teachers	22
Supply teachers	51



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 degrees.
- 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.
- This may have a negative impact on the students' performances speaking skills. So, when it comes to exams, unfortunately most of the teachers act once more independently.
- Every teacher tends to impose, in all the times, his/ or her own method without consulting other colleges who share in teaching the same subject.
- There is no specific method in the English department that teachers can follow to test the students' oral skills and abilities.

Shortcomings and limitations

- **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 makes the students of the same level feel unfair because each teacher is working alone, using his own methods and subjects.
- This factor makes the students feel awkward as if they are not studying in the same department.

- **Teachers Negative Attitudes toward EFL Students:**

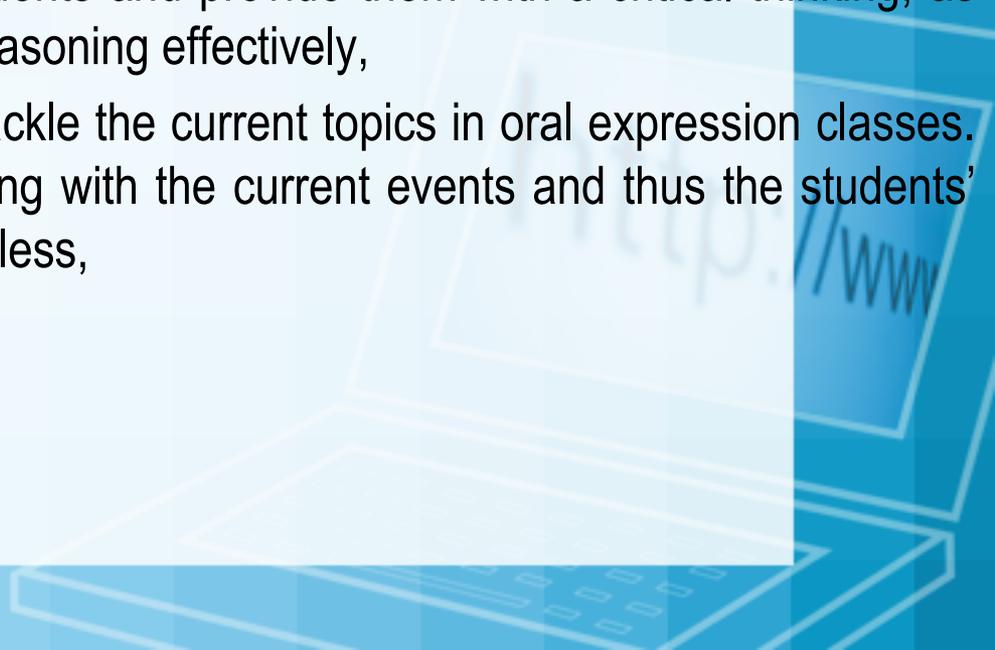
- In the English department, some of the teachers do not even play their role as motivators; they just provide their students with the same monotonous lessons which become a routine.
- This may affect negatively the learner's motivation.
- Teachers doing the same activities and do not vary their tasks and exercises are killing students' ambition.
- This leads the students to give up and lose their ambitions toward the target language.
- It can prevent them from speaking and developing their oral abilities in the English language.

- **Exams' Shortcomings:**

- There is no specific method to assess and test the students' oral skills among teachers in the English department.
- Accordingly, some English teachers 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:
 - Speech production;
 - Word pronunciation;
 - Sentence annotation;

Limitations

- The pedagogical milieu is not helpful, because 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 the teachers to work efficiently,
- Unfortunately the English department of the Faculty of Letters and Languages in Mohammed Seddik Ben Yahia University in Tassoussst, Jijel could not find another alternative to cope with these pedagogical situations,
- The teachers are not enough trained to teach effectively,
- Most of the teachers are supply teachers who are fulfilling the tasks due to the lack of qualified teachers,
- Teachers are not able to enhance the students and provide them with a critical thinking, as they cannot help the students to develop reasoning effectively,
- Teachers do not prepare the students to tackle the current topics in oral expression classes. They do not involve their students in dealing with the current events and thus the students' tendencies may become poor and meaningless,



Methodology

- The following action project was conducted in Jijel University, by comparing and contrasting the reflections of 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 as the control group, has been taught the same notion, but without using YouTube tutorial videos.
- Through a pre- and a post questionnaire, this research has measured the learning received during the class as a result of comparison.
- **The First Lecture: The Bermuda Triangle:**
- **The second lecture: plastic surgery fails:**
- **The Third Lecture: Working Women**
- **The fourth lecture: the Islamic Perspective toward Working Women**
- **The Fifth Lecture: Wedding Customs in Algeria**



Results of the Experimental Group

Fig. 1: New class milieu Vs. Traditional class

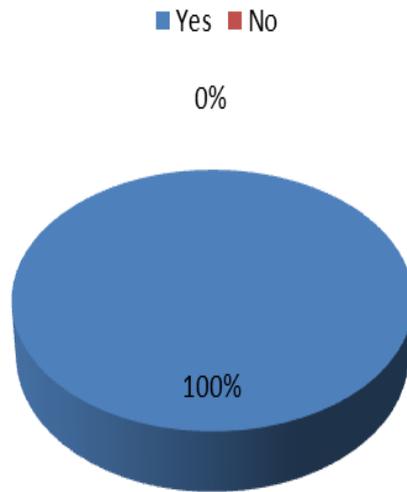


Fig. 2: The rate of students' participation in class

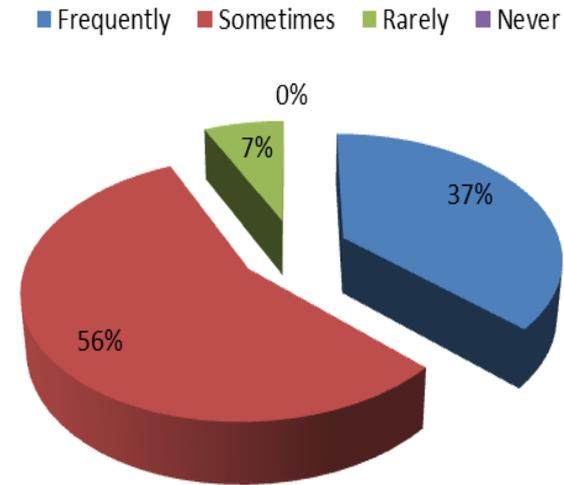


Fig. 3: Effectiveness of the new method on students' oral skills

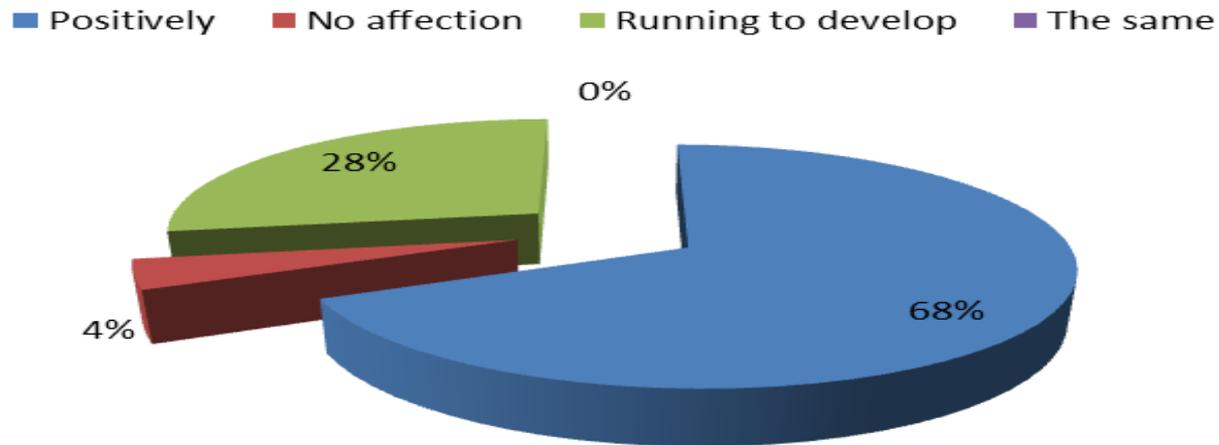


Fig. 4: Students' opinion towards YouTube videos

■ Interesting ■ Alright ■ Boring

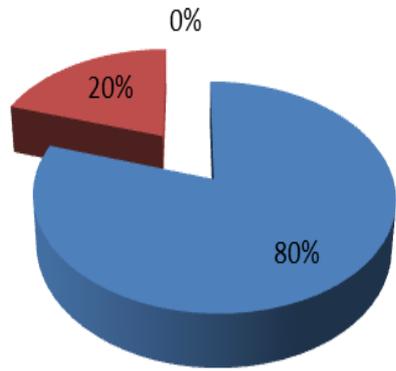


Fig. 5: Studying with YouTube might improve oral skills.

■ Yes, of course ■ Not much ■ Not at all

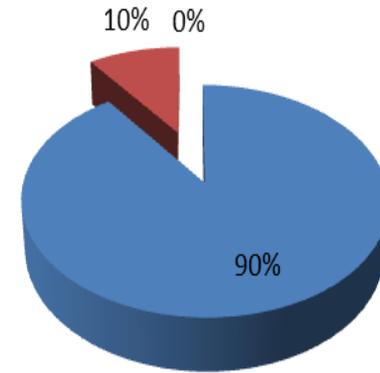
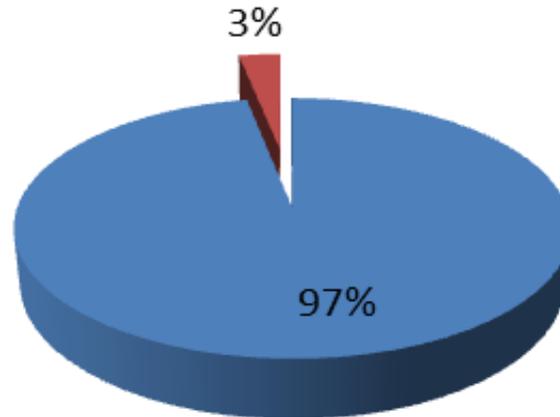


Fig. 6: Students' preferences

■ Yes ■ No



Results of the Control Group

Fig. 7: Students' oral skills improvement using the traditional method.

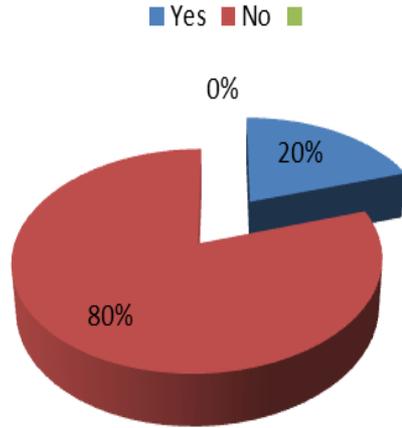


Fig. 8: Students' skills improvements

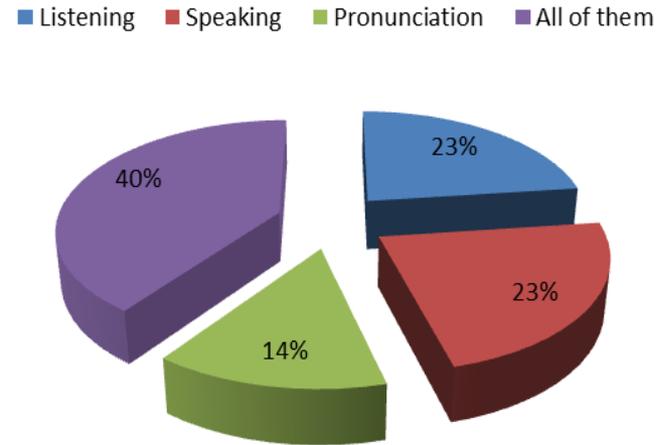


Fig. 9: Students' motivation to participate

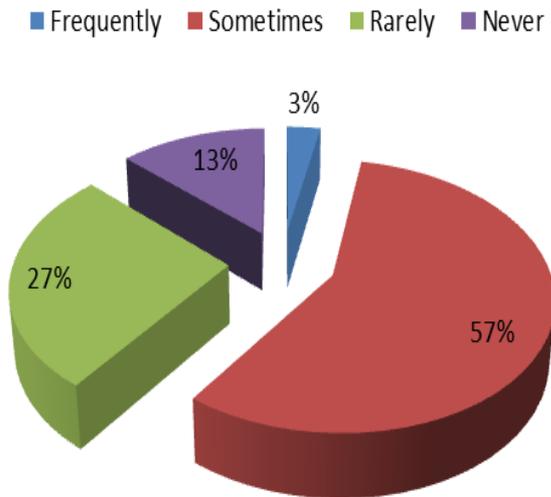


Fig. 10: Effectiveness of students' oral skills with the traditional method.

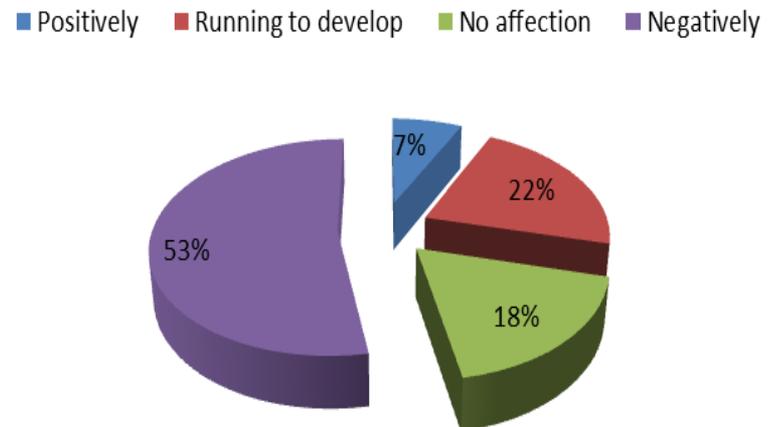


Fig. 11: Students' views on the traditional method.

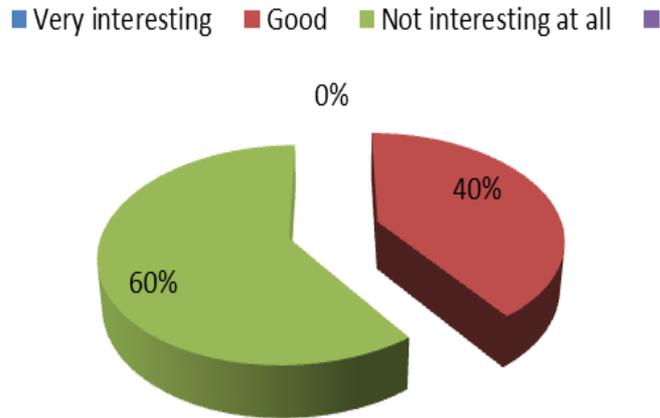


Fig. 12: Students' oral skills development

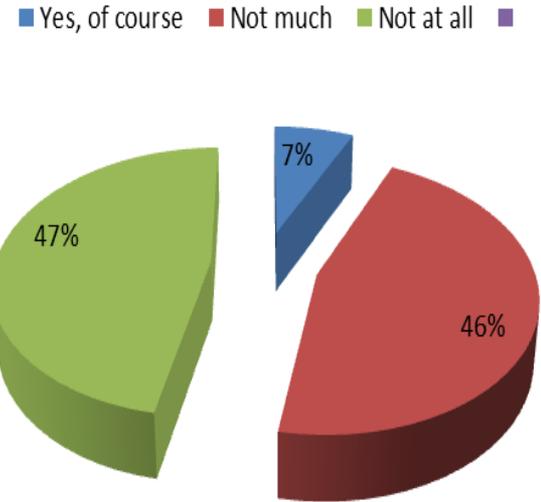
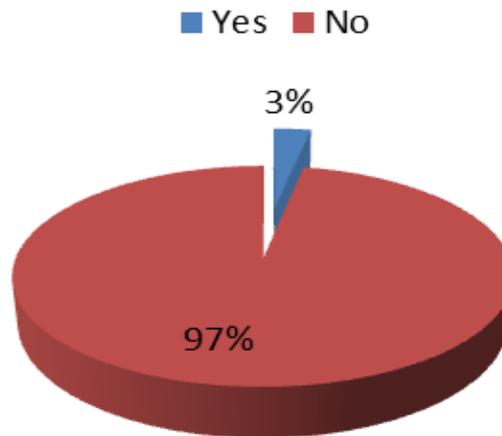


Fig. 13: Students' preferences



Recommendations

- 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:
- 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,
- 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 both students and teachers to overcome the major obstacles for a positive learning process,
- Results reveal that most of the students want their teachers to 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 the labs during oral expression classes for a positive developmental process of the students' oral skills; such as, documentary videos, news, songs, famous, topics to be discussed, and many other educational enjoyable videos,
- 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 teachers of the English department,
- The results emphasize that oral expression lectures are becoming increasingly boring and more tiresome while the students stated that *YouTube* tutorial videos if used in class they can spark conversation and reproducibly improve their listening, speaking, and pronunciation abilities. On the other hand, *YouTube* videos provide cultural relevance for students and keep them updated with the newest technologies used in the world nowadays,
- In fact, nothing can motivate students like using exciting technology to create amazing things, so it is time for Jijel University's students to rise and work collaboratively with each other because it is always important to stay on top and aware of the best ways to use technology in education,
- The English department should offer free access to the Internet for teachers and students altogether. In order that EFL teachers to be in direct contact with their students, the English department and the administration should have a Facebook page so that each teacher can post lectures, home works, and information to their students.

Conclusion

- This study investigated the importance of using *YouTube* tutorial videos to improve students' oral skills at the university of Jijel in order to draw both teachers' and students' attention to the importance of using these videos, or authentic tools, in their oral classes since they are very useful for providing EFL learners with exposure to target language of the native speakers.
- The first important conclusion is that the majority of the students enjoyed working with tutorial videos from *YouTube*. Additionally, the positive acceptance of these videos was apparent across the entire age span of the students, which means that generally, every age group of students will appreciate when a teacher integrates working with video- materials in their classes. However, the teacher always needs to think of the students when choosing suitable videos for such oral class. Positive outcomes were obvious, and the majority of students stated that they had enjoyed working with *YouTube* videos in their oral expression sessions.
- 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. *YouTube* tutorial videos do also support EFL teachers with valuable and varied sources for teaching English as a foreign language.
- All in all, the obtained results confirmed our hypothesis that students' oral communication skills will be improved by using *YouTube* tutorial videos. The positive findings revealed in this study show that *YouTube* tutorial videos are an effective tool for developing EFL learners' oral proficiency.



Thank you for your attention