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**Probing EFL Students and Teachers'
Perceptions towards the Role of Educational
YouTube Videos**
*A Case Study of Master One EFL Students at Chadli
Bendjedid University -El Tarf-*

Dissertation Submitted to the Department of English in Partial Fulfilment of the Requirement
for the Master Degree in Didactics of English.

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Dedication

Thanks to **ALLAH** the almighty for his blessings, who gave me power and belief to reach my goals;

I dedicate this work:

to my parents "**AIIAOUA**" and "**HADDA**", the reason of what I become today . Thanks for the support, passion, love and the continuous care.

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The Abstract

Innovations in information and communication technology (ICT) have revolutionized the notion of teaching and learning in terms of methods, tools, and strategies. One of the most remarkable tools used for language education in the 21st century is YouTube. The main goal of this research is to probe teachers' and students' perceptions of educational YouTube videos in teaching and learning settings. The research was conducted with English master one students and teachers at Chadli Ben Djedid University, to review if there is a positive conception across such technological tool in EFL classes. The research work covered the ICT incorporation for educational purposes and the main teaching materials used for language learning. Furthermore, the pedagogical benefits of YouTube videos in the educational contexts are pointed out in the research. The strategies and challenges in using such applications are raised in our research content. Moreover, we endeavour to boost students' and teachers' awareness of how YouTube videos can contribute to enhancing language learning proficiency inside and outside the classroom, and to better learning among the 'Net Generation' students. It is hypothesized in this research that EFL teachers and students perceive integrating educational YouTube videos positively and acceptably; which affords pedagogical benefits for the teaching and learning settings. To achieve the objective of this study, we relied on a descriptive method that focuses on a quantitative and qualitative framework. To this end, the research is supported by two questionnaires as a data collection tool; they were addressed to the master one students and teachers. Based on the research results, it can be concluded that students and teachers perceive its role as an effective and feasible teaching audio-visual material which consequently reveals the pedagogical and instructional benefits of implementing educational YouTube videos.

Keywords: EFL classes, perceptions, teaching, learning, educational YouTube videos, role.

المخلص

ان التجديد في عالم تكنولوجيا المعلومات و الاتصالات أحدث ثورة في مجال التعليم و التعلم من حيث الأساليب و الأدوات و الاستراتيجيات. يعتبر ليوتيوب احد أنجع الوسائل المستخدمة لتعليم اللغات في القرن الواحد و العشرين.الهدف الرئيسي من هذا البحث هو التحقيق في آراء الأساتذة و الطلبة اتجاه فيديوهات اليوتيوب التعليمية في المجال التدريسي و كذا الدراسي. البحث تم اجراءه على عينة من أساتذة و طلبة ماستر أول لغة إنجليزية بجامعة الشاذلي بن جديد, للإطلاع حول مدى ايجابية استخدام الوسائل الالكترونية في أقسام اللغة الانجليزية كلغة أجنبية. من خلال البحث العلمي حاولنا الاطلاع على مدى ادماج تكنولوجيا المعلومات و الاتصالات في المجال التعليمي و أهم وسائل تعلم و تعليم اللغات. بالإضافة الى ذلك, فقد تمت الاشارة الى الأهمية البيداغوجية التي تلعبها فيديوهات اليوتيوب. علاوة على ذلك يجدر الاشارة الى أنه تم التطرق لمختلف الاستراتيجيات و كذا التحديات لاستخدام التطبيقات الالكترونية على مستوى أبحاثنا. لقد سعينا لتعزيز الوعي حول الأهمية التي تساهم فيديوهات اليوتيوب في تحسينها لرفع كفاءة تعليم اللغة الإنجليزية داخل و خارج نطاق القسم لجيل الشبكات الالكترونية. الفرضيات التي تم طرحها هو أن الطلبة و الأساتذة يدركون بايجابية و تقبل أن دمج الفيديوهات التعليمية لأغراض بيداغوجية يمنح منافع في السلك التدريسي. للوصول الى أهداف هذا البحث العلمي فقد تم الاعتماد على تحليل كمي و نوعي لنتائج البحث ; و هذا من خلال تسليم واستبيانين لطلبة و أساتذة الماستر أول لغة إنجليزية. في الختام, من خلال النتائج المتحصل عليها يجدر الاشارة بأن الطلبة و الأساتذة مهتمون بالبرمجيات الالكترونية بما يوافق غاياتهم و أعراضهم للدور الفعال و العملي للوسائل السمعية البصرية, و هذا ما يعكس الأهمية البيداغوجية و التعليمية لإدماج فيديوهات اليوتيوب التعليمية في المجال التعليمي.

الكلمات المفتاحية: لغة أجنبية , التعليم, التدريس, التحقيق, دور.

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Key to Abbreviations and Acronyms

CD ROM: Compact Disc Read-Only Memory.

EFL: English as Foreign Language.

ICT: Information and communications technology.

LL: Language Laboratory.

MPP: Microsoft PowerPoint.

UNESCO: United Nations Educational, Scientific, and Cultural Organization.

BYOD: Bring Your Own Device.

Q: Question.

Chapter One

Introduction to the Study

Introduction

This research is conducted to probe EFL teachers and students' perceptions towards the role of educational YouTube videos. This chapter is an introductory part to the research study; it presents the statement of the problem along with the aims of the research study. Also, it covers the research question, hypotheses, and methodology in which we provided the sample population of the study and the data gathering tools, and finally we end up with the followed structure of the dissertation and the research limitations.

Background Information

For many years Information and communication technology (ICT) has correspondingly revolutionized many fields like economy, politics, culture, industry, and education. It affected, positively, the educational sector in making teaching and learning more flexible and inseparable part among the *Net-Generation*. Due to the emergence of the technical literacy people, the teaching and learning styles made a paradigm shift when adopting new methods, digital platforms, websites, blogs, and smart phone applications like YouTube. YouTube is a source of multiple online materials called videos that can play a principle role in teaching and learning. "The video is a wonderful resource for opening up the English _language world and can be used with great pleasure and profit _ and very little sweat" (Jane, 2003, p. 1). Using YouTube videos to teach EFL students in the English classes as supplementary material will, absolutely, provide handy, meaningful, and authentic input in the lectures. Along with the emergence of the Internet and its huge accessibility, the use of the YouTube videos, and educational ones specifically, become more possible and easy to be relied on and used inside and, or outside the classroom.

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The educational YouTube videos are digital recordings or broadcasting of moving visual images; they are featured to help students understand and even enhance their proficiency level.

Moreover, they help teachers to have an authentic instructional online application to enrich the teaching and learning environment.

The current research attempts to shed light on how EFL teachers and students of the master one degree at the department of English language in EL TARF University perceive the role of educational YouTube videos and its pedagogical benefits on teaching and learning.

Statement of the Study

YouTube videos represent a shifting pedagogical paradigm in teaching and learning settings. It is important to understand how YouTube videos play a powerful role as an educational and motivational tool, and how it is incorporated in the classroom learning. Teaching and learning any skill requires an authentic understanding and practise to fulfil the purpose of education. The advanced countries, like the United Kingdom where 71% of primary schools and 76% of secondary schools were using tablets in the classroom since 2016 (Blundell, n.d. Spending on IT, para. 2), rely on web 2.0 technologies which are web based technologies like YouTube , Podcasting , Blogs ...etc , that represented a shift in the use of new tools within education .

Considering the widespread of the World Wide Website nowadays, the national universities require a real blueprint of learning and teaching, using new technologies and websites that play a considerable role in education as such the educational YouTube videos. The insertion of such web 2.0 technology requires the awareness of EFL teachers and students towards such innovation; regarding the fact of its substantial role as an interesting teaching and learning resource. Incorporating YouTube videos for students in the classroom environment

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triggers their attention to absorb information quickly, when the teacher uses images and videos much more than just papers.

The use of such technology improves the students understanding of the course material, and makes learning more interesting. Moreover, it motivates them to study and practise English either in or outside the classroom relying on the channel they prefer. The YouTube platform boosts the students to learn the English pronunciation and to cover the linguistic competence in a native like way. In addition, the use of the educational YouTube videos is convenient, affordable, and accessible for the teaching and learning.

The scarcity of using ICTs in the educational institutions especially in Algeria inhibit benefitting from all the advantages of its use in teaching and learning. The use of technological materials for providing effective and realistic lesson contents is a rational issue for EFL classes; where teachers use them mainly for preparing the course, so that for students which enable them to look for data outside the classroom.

For that sake, we try to understand how EFL teachers and students perceive the role of Educational YouTube videos and the extent to which Educational YouTube videos are effective in teaching and learning.

Aims of the Study

This study attempts to achieve a number of aims for teachers, students, and the educational process: (1) to determine teachers and students' perception on the role of YouTube videos in the teaching and learning settings. (2) To determine the effectiveness of academic YouTube videos for teachers and learners. (3) To find out the challenges that teachers and learners encounter in integrating YouTube videos in classrooms.

Research Questions

In this study we intend to answer the following questions:

- i.** Do EFL students recognize the advantages of educational YouTube videos in their learning of English language?
- ii.** To what extent do EFL teachers rely on YouTube videos in their preparation of courses? And how they perceive their role in teaching English language?
- iii.** Does the incorporation of educational YouTube videos afford pedagogical benefits for the teaching and learning settings?

Research Hypotheses

On the basis of the aforementioned questions, the following hypotheses are formulated:

- i.** We assume that the majority of EFL students do recognize the advantages of educational YouTube videos in their learning of English language, especially when exposing to native speakers videos which give them the opportunity to learn the authentic language in the context.
- ii.** In effect, YouTube videos are more practical than theoretical; thus, they offer EFL teachers a chance to simplify the dissemination of knowledge and skills and help in obtaining miscellaneous sources of information. That is, teachers would show a positive stance toward the beneficial role of YouTube videos in their teaching agenda.
- iii.** The incorporation of educational YouTube videos affords pedagogical benefits for the teaching and learning settings.

Methodology

For the sake of gathering sample evidence to test the aforementioned hypotheses, the study has been conducted through a descriptive approach. Within this research paradigm both quantitative and qualitative methods to data collection and analysis are adopted.

To uphold this work with more valid data, we have administrated two questionnaires as an appropriate research tool for both students and teachers to probe their perception towards the role of YouTube videos in teaching and learning. Thus, the participants of this study were 20 EFL master one students from Chadli Bendjedid University, El Tarf. The reason behind this choice is that master one students are in an advanced level in the process of English language learning, and are exposed to new learning modules. Another reason is that this sample may have more exposure to ICT's resources in the process of their studies which give them the opportunity to provide us with their valuable opinions on the current issue. Moreover, the second questionnaire was administered to eight EFL teachers, who were designated to teaching Master One level in the academic year of 2019-2020, to investigate their perceptions and attitudes towards the role of educational YouTube videos in their teaching and learning frameworks.

Structure of the Dissertation

The present dissertation is made up of five chapters: in the first chapter, we introduced the research work where we set out the research aims, the research questions and hypotheses, the research design, the structure of the dissertation, and finally the limitations of this study. Chapter two is devoted to giving a general overview about ICT and its role in education for both teaching and learning. It also deals with the various traditional language teaching materials and the modern language teaching materials, such as videos and language laboratory. In addition, an overview on YouTube and its types .

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In chapter three, the research design through which this study was carried out is thoroughly outlined. The research design, participants, research tools, and procedures were all described.

Additionally, the fourth and fifth chapters present the practical part of the research; chapter three is allocated with the data analysis of students and teachers' questionnaires so as to test the three hypotheses of the study. The Fifth chapter, Discussion, is assigned to provide a deep discussion of the final results and to state the limitations of study and any necessary recommendations.

Limitations of the Study

Despite the effort made in providing a better understanding to inform the research questions, there are a number of limitations in this study. Starting with the issue of sample representativeness and its size is a sensitive issue. In the context of the present study, the sample population of students were fairly small; it included only 20 participants out of 89 students. Moreover, the main challenge faced our research is the Covid-19 pandemic, which lead to the inability of submitting the questionnaires hand to hand; such limitation forced us to deviate the path into their Facebook page for the data collection procedure. The last implication we come through is the paucity of information about particular research aspects as such the types of educational YouTube videos. All in all, these are the main limitations that stood as a serious challenge for us while going through the different phases of the research.

Conclusion

This chapter introduced the current research which is about “probing EFL students and teachers' perceptions towards the role of educational YouTube videos in teaching and learning settings”, starting by presenting the research problem, the research questions and hypotheses, the

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aims of the study, the methodology adopted, and the organization of this research. Hence, the present part is of crucial importance as long as it provides a general description about the subject matter.

The Literature Review

Introduction

The technological revolution of the 21st century affected the global educational sector; that one catalyzed especially EFL teachers and learners to rely on modernistic procedures for the language learning. Among these procedures is the use of one of the most widespread online video websites YouTube, for language teaching and learning.

This chapter presents the background of ICT and its role in teaching and learning. Additionally, we discuss the difference between the old and modern language teaching materials. Furthermore, the chapter indicates an overview on YouTube and its educational values. Moreover, it covers the types of YouTube and their incorporation in education. Finally, this chapter points out the pedagogical benefits of YouTube videos in teaching and learning settings.

Background of ICT

The use of Information and Communication Technology has become a motivational gadget for the progress of education across the globe; "... ICT collectively refers to the technologies, both hardware and software, that enable humans to communicate with one another" (Historical Background of ICT, 2017, p.4). According to UNESCO, "ICT is a scientific, technological, and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters" (Ratheeswari, 2018, S45). Yong (2012), indicated that ICT is a technology required for information processing; whilst it is the use of electronics computers, communication devices and application software to convert, store, protect, process, transmit, and retrieve information from anywhere and at anytime.

The World Bank (1998) proclaimed that:

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[ICTs] greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems, improve policy formulation and execution, and widen the range of opportunities for business and the poor. One of the greatest hardships endured by the poor, and by many others, who live in the poorest countries, is their sense of isolation. The new communications technologies promise to reduce that sense of isolation, and to open access to knowledge in ways unimaginable not long ago.

(As cited in Tinio, n.d., p.6)

ICT is the most rapid growing field of study, with enormous coverage on different domains that are affected by the communication technologies (Information and Communication Technology (ICT):Meaning,Important, n.d.). Furthermore, ICT plays a crucial role in enhancing the educational system, especially for instructors who fulfil their position as creators in the pedagogical environments (Ratheeswari, 2018). Voogt and Pelgrum (2005) and Watson (2006) explained ICT that "it is divided into : ICT for education which allude to the development of information and communication technology for learning and teaching purpose, and ICT in education that take on the components of information and communication technology in practise" (as cited in Kingsley, & Ugwu, 2019, p.11).

Fu (2013) pointed out that the use of ICT provides deep change in the educational sector, in which it is being used as an effective instructional learning, and even as an assessment material. Moreover, Meenakshi (2013) indicated that the progressive growth of the ICT requires a reformulation in the educational system, in order to implement it in the teaching and learning settings.

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UNESCO (2013) declared that promoting students' learning provided them with modern and new skills, through the implementation of ICT "by facilitating and improving the training of teachers; and by minimising costs associated with the delivery of instruction" (p.5). ICT, then, is an effective and enthusiastic tool to be used in many areas that made human life much easier and fostered the educational sector for teachers, students, and administrations by creating a vivid process for language learning and teaching.

ICT in Education

Globalization and technological changes created an innovative management powered by technology in the whole world. The emergence of this discipline, which is driven by knowledge, has a remarkable implication on the educational establishments. As the access of information is going rapidly, schools are not pleased with the knowledge that is proposed in the classroom in a limited time. They have to be more convenient with the broaden knowledge and to be equipped with technological materials to present that knowledge (Kingsley, & Ugwu, 2019).

Kingsley and Ugwu (2019) have acknowledged that "ICT in education is any Information Technology that focuses on the acquisition, storage, manipulation, management, transmission, or reception of data required for the educational purpose" (p.12). Ratheeswari (2018) states that "... ICT ... is offering multimedia simulations of good teaching practices, delivering individualized training courses, helping overcome teachers isolation, connecting individual teachers to a larger teaching community on a continuous basis, and promoting teacher to teacher collaboration" (p. S47). Tinio (n.d.), goes further saying that " ICTs such as videos, television and multimedia computer software that combine text, sound, and colourful, moving images can be used to provide challenging and authentic content that will engage the student in the learning process" (p.7) . This demonstrates what Kingsley and Ugwu described about ICT in education,

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which includes On-line and Offline learning along with the application of different software to be used in the educational division, as such administrative software and software related to managing the learning and teaching process (2019). Moreover, they posited that “ it encompasses Hardware approach like use of machines and materials, Software approach like use of methodologies and strategies of teaching learning and Systems approach ... that deals with the systematic organization of the hardware and the software ” (Kingsley, & Ugwu, 2019, p.12). Therefore, ICT in education is any technology that deals with the exchange of information for the sake of improving communication using electronic learning technology like power point presentations, CD ROM, and interactive white boards which are part of ICT in general.

The Role of ICT in Teaching and Learning Processes

Globalization and the ever-spreading innovations in technology have led to an amplified use of ICTs in almost all fields. The uses of ICTs in education are wide-spread and are continually growing worldwide. Gaurav (2018) argued that “... ICT can empower teachers and learners, [also through] making significant contributions to learning and achievement” (p. 223). Moreover, ICT is used within teaching, learning and for evaluation purposes as such assessment (Fu, 2013).

Yusuf (as cited in Adu, & Olatundun, 2013) has declared that ICTs affected the whole educational system including teaching, learning, and research in general. Furthermore, Russel (1999) stated that “with the rapid development of emerging technologies, such as web technology, ICT integration has increasingly attracted the attention of educators. Technology should be ... used to enable the process and enhance learning” (as cited in Odhiambo, 2013, p.13) . In other words, it become a necessary tool for learning and teaching which make both processes much easier and effective . Kingsley and Ugwu (2019) pointed out that incorporating ICTs by

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the educational institutions reveals the challenges learners face while acquiring knowledge and skills. According to Adu and Olatundun (2013) "it is only through the integration of ICT in education that one can teach students to be participants in the growth process in this era of rapid change" (as cited in Kingsley, & Ugwu, 2019, p.15) . That is to say, students are more active and involved in the learning process as it is a learner-centred approach .

Zoufan and Pour (2001) believe that " in the classroom, some ICT's facilities can be applied for discussing its role in the learning-teaching process as a static source of information for finding sources needed for teaching" (as cited in Mostafa, Hashemi, Sosahabi, & Berahman, 2017, p. 686). Adu and Olatundun (2013) acknowledge that ICT provides an effective role in education, as it improves the learning framework. Besides, they mentioned that ICT has fundamental roles as such:

- ✓ ICT enhances the quality and accessibility of education.
- ✓ ICT enhances learning environment.
- ✓ ICT enhances learning motivation.
- ✓ ICT enhances the scholastic performance.

Similarly, Meenakshi (2013) stated that ICTs could enhance the quality of education in several ways by:

- ✓ Increasing learner motivation and engagement,
- ✓ Facilitating the acquisition of basic skills,
- ✓ Enhancing teacher training.

Accordingly, when using ICTs appropriately in education, the shift to a learner-centred environment will be easily promoted.

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Watson (2001) states that ICTs revolutionized many fields and the way people work, which basically affected the educational system (as cited in Kingsley, & Ugwu, 2019). It is stated also that “the changes in educational environment have been phenomenal. The model, focus, role of the learner and technology has been changed drastically from traditional instruction to virtual learning environment ” (Kingsley, & Ugwu, 2019, p.15). According to Bhattacharjee and Deb (2016, pp. 4-5) the role and merits that ICT have been extolled in teaching and learning processes among them:

- ✓ ICT is considered as a boosting tool in the teachers' pre and in-service training, thus improving their teaching skills.
- ✓ It promotes the effectiveness of teaching and the interactions with their students.
- ✓ It helps teachers to deal with their institutions and even with other universities.
- ✓ ICT is considered as an 'assisting tool' for designing assignments, preparing documentations and for collecting data.
- ✓ ICT minimized the traditional method of teaching and reversed to the modern one.
- ✓ ICT facilitates the way of understanding for the students, using technological support to grasp knowledge effectively.
- ✓ ICT is store house of educational institution, because all educational information can safely store through ICT.
- ✓ ICT helps teacher to communicate properly with their students. So, ICT bridges the gap between teacher and students.
- ✓ ICT is helpful for designed learning situations which are needed for both vocational education and the training of future teachers.
- ✓ ICT is an incentive tool that raises the students' interests towards learning.

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Adu and Olatundun (2013) emphasised that “ICT is a potentially powerful tool for offering educational opportunities. It is difficult and maybe even impossible, to imagine future learning environments that are not supported, in one way or another, by Information and Communication Technologies” (p.12). Azimi and Seraji (as cited in Mostafa et al., 2017, p.686) wrote some other roles which are :

- ✓ Developing problem solution skills; ICT gives chances for learners to find out solutions for curricular activities.
- ✓ Developing the power to decide; ICT brings the opportunity of continuous decision making to the learner through the multiple audio and visual contents.
- ✓ Developing sense of curiosity and creativity among instructors; In order to develop the sense of curiosity among students, they should be familiarized with new situations; hence, ICT allows this and serves as a learning facilitator for the issue of education.
- ✓ Using discussion and conversation method in the discussion conference, also the simulation method, role play and designing some forms of oral and written evaluations within a virtual environment.

To conclude, ICT is a resilient tool in facilitating and boosting learning . It helps not only teachers to update new and different knowledge , skills , assignments ; and using new digital tools and sources; thus, making teaching spacious with data and modern audio-visual content, but also making students learn effectively, diversely and fluidly .

Language Teaching Materials

Language teaching materials are the different techniques, structures, and tasks used in language teaching and learning. According to (Tomlinson, 1998):

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Materials refer to anything that is used by teachers or learners to facilitate the learning of a language. Materials could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks, or photocopied exercises. They could also be newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners. (p.2)

In other words, he suggests that learning materials should give learners experiences to interact with authentic use of English through spoken and written texts. Therefore, they can be anything used to raise the students' awareness about the knowledge and experience of the language. According to Littlejohn (2012), "materials are propositions for action in the classroom, what Breen (1987) has called 'workplans,' quite distinct from what may actually unfold in the classroom once the materials are brought into use and reinterpreted by teachers and learners" (p. 283).

Eventually, the learning of language requires the use of different pedagogical and instructive materials, which are divided into two main categories; (1) traditional language teaching materials that include textbooks, board, pictures, and images, (2) the new teaching language materials like language laboratory, videos, and BYOD which stands for Bring Your Own Device.

The Traditional Language Teaching Materials

The traditional teaching materials are mainly the old structures and procedures used by the teacher to convey particular input. Scrivener (2005) emphasised that "the traditional teaching is often characterized by an emphasis on 'chalk and talk'. In other words, the teacher is as transmitting knowledge with occasional questions from the learners, that are required to practise

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exercises to test their understanding” (p.16). Clearly, the teacher is the only source and learners follow as passive receivers; this indicates that the traditional teaching is a teacher-centred. Moreover, the process of traditional teaching as Scrivener (2005) declared is characterised as “‘jug and mug’, where the teacher is the ‘knower’ and he has to provide the knowledge to his students which lead to learning” (p.17). Textbooks for example are considered among the traditional resource materials that teachers used and rely on; whereas the board, images, and pictures are techniques used to present the lesson to the learners.

The Textbooks

Textbooks are considered as a fundamental instructional material to many EFL teachers for English language learning. As Hutchinson and Torres (1994) suggest “... no teaching-learning situation, it seems, is complete until it has its relevant textbook” (as cited in Herlinda, 2014, p.359) . In fact, the use of textbooks cater the teacher with a topic and also details to simplify some difficult elements: “variety of texts and activities, rich visual design, procedures for continuous and final assessment, a clear statement of objectives and its relationship to texts and activities, etc” (Materiald and Resources for ELT, n.d., p. 6) . Precisely, Tomlinson (1998) states :

A textbook which provides the core materials for a course, it aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening, and speaking. (p. ix)

Tomlinson (1998) explains in choosing a textbook, teachers need to take into account the abilities, needs and interests of their students, as well as the quality of the book (as cited in

Herlinda, 2014). Furthermore, Cunningsworth (as cited in Richards, 2001, p. 258) proposes four criteria for evaluating textbooks:

1. They should correspond to the learner's needs. They should match the aims and objectives of the language learning program.
2. They should reflect the uses (present or future) which learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.
3. Must take account of students' needs, and should facilitate their learning processes, without dogmatically imposing a rigid "method".
4. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

The Board

The board is the minimum resource available for all kinds of language teachers and the simplest visual teaching tool. According to Harmer (2001), "the most versatile piece of teaching equipment is the board" (p.137). Considering it the most iconic material associated with teaching, teachers use the boards to support their lectures. Along with the different shapes and colours of the boards like chalkboard, blackboard, white, or green board, its purpose stills the same. Harmer (2001, pp.137-139) states that we can use the board for many purposes as such:

- ✓ **Note pad:** teachers usually use the board to stress on necessary words, or phrases and topics, which were elicited from students and even the teacher on a particular aspect of language, to mark their necessity or to explain them.
- ✓ **Explanation aid:** boards can be used for explanations, to clarify things and provide a clear image to students.

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- ✓ **Picture frame:** boards can be used for drawing pictures whenever required to help students understand any concept or words.
- ✓ **Public workbook:** the board could be used to focus everyone's attention to one place, especially in activities as to fill in sentences or transformational items.
- ✓ **Game Board:** teacher could use the board for many various games to play with students as the XO game or spelling game, etc.
- ✓ **Notice board:** the board could be used as a sticky note by teachers and students.

Pictures and Images

Pictures give a real description mainly of any object, they can be used anytime and help understanding objects. Scrivener (2005) points out that “they are useful for focusing on specific language points or materials for speaking and listening activities”(p. 334). Teachers have always used pictures either from photographs, flash cards, illustrations or large wall pictures...etc, to facilitate learning (Harmer, 2001). The latter stated also that it could be used for different reasons among them:

- ✓ **Drills:** using Flashcards for example, for drilling grammar items, cueing different sentences or practising vocabulary.
- ✓ **(Communication) games:** the teacher could use pictures for creative writing tasks for example, where students invent story relying on the exposed pictures. Also, he could use the pictures in the situation where one student describes a picture and the pair classmate draw it.
- ✓ **Understanding:** One of the main uses of the picture is to present and check the meaning of certain words or piece of writings, or listening and choosing the right picture that it presents.
- ✓ **Discussions:** as Harmer (2001) stated, “pictures can stimulate questions” (p.136), which lead to discussions and even, integrating subjects.

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From these points, we understand that pictures and images exercise students' imagination and help them to develop their creative power, and to foster their level in communication; over and above, they are motivational and fun.

The Modern Language Teaching Materials

The language teaching is not an easy task where teachers and curriculum designers seek to find the appropriate language teaching materials, in order to convey the needed knowledge for every generation; as Harmer (2001) confirmed that "as language teachers, we use variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity" (p.134). Therefore, "Authentic materials are print, videos, and audio materials students encounter in their daily lives, such as ...voice mail messages, radio programs, and videos" (Ianiro, 2007, p. 1). In other words, they are excellent learning tools for students specifically to use in the classroom, because they convey a real image of the particular input.

Furthermore, the use of new technological materials dramatically changed the way of teaching and learning, they allowed what was impossible before. These materials allowed students to be more interactive and more engaged in the classroom; additionally, they changed the role of the teacher, that he is not the only source of the information. The modern authentic teaching materials provide a suitable setting to introduce any input in a comprehensible way; where the exposure to real language and culture increased throughout the implementation of many audio-visual aids that can be employed within a classroom context as such: smart phones and BYOD, language laboratory, and videos.

Language Laboratory

Language Laboratory (LL) is one of the most used materials in teaching and learning; according to Hayes (1963), "a language laboratory is a classroom or other area containing

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electronic and mechanical equipment designed and arranged to make foreign-language learning more effective than is usually possible without it” (p. 1). In other words, the objective of LL is to ameliorate the communication skills of the students in the target language (Mohammed, 2017).

Additionally, teaching in the classroom will not enable students to understand all language features, whereas using software like Microsoft Power-point (MPP) in the LL; students are exposed to the practical aspects of lectures more clearly and conveniently, as it is explained in the study of Adamu and Umar (2018). The same study shows that the students get excited and motivated to learn more and pay attention to what is taught and shown to them (p.29). LL not only provides students with real contexts of learning and access to native speakers, but also allows for using more resources and varied activities than in the traditional classrooms.

Harmer (2001, p. 142) demonstrates that LLs have three special characteristics that mark them from any other learning material which are :

1. **Double track:** students can listen to one tape and record another one, and then even listening back to the original recordings by themselves using the microphone.
2. **Teacher access:** LLs consist of a source unit that can disseminate audio materials to any number of students, individually or in the booths; where the teachers could listen, talk, and make corrections for the whole class and/or individually using microphones and headsets in each booth.
3. **Different modes:** the teacher, who is broadcasting the video, could decide if the students work at the same time and speed or not, using their individual monitors. Finally, as long as students could be in pairs or groups, they can be given different materials to work with.

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As mentioned before, Adamu and Umar (2018) also acknowledge that “the Multimedia Device provides the teacher with the platform to teach students individually or in groups. The teacher can assess them based on individual performances” (p. 30).

Finally, as Mohammed (2017) declares that “using language laboratory in English learning settings will probably improve students mastering of EFL” (p. 91).

Videos

The use of technology invaded the everyday life of people and videos have been considered not only as one of technological innovative tool, but also as a valuable teaching resource. Mayar (2001) defines video as “a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed-captioning” (as cited in Cruse, 2011, p. 6).

In effect, integrating video technologies promote the students' comprehension on particular topics through providing innovative, creative, and high interactivity framework; that is to say, promoting the active teaching and learning environments (Mohamad, Yahaya, & Muninday, 2008). However, as Harmer (2007) believes “we have to choose video material according to the level and interests of our students. If we make it too difficult or too easy, the students will not be motivated. If the content is irrelevant to the students' interests, it may fail to engage them” (p.144).

Nowadays, video is used as a supplement for teacher lectures, so as to enrich lessons and to situate or visualize knowledge for a better understanding for the course materials. According to Thorpe (as cited in Mohamad et al., 2008), since videos are appropriately linked with the

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instructional goals, they help more students to achieve higher levels and engage many others with the classroom environment more than applying printed resources.

Denning (as cited in Cruse, 2011, p.10) summarizes the benefits of video to a range of special student populations:

Videos may help to promote learning in students with high visual orientation in their learning styles. Video can also provide visually-compelling access to information for many learners with learning difficulties who might miss learning opportunities provided solely by print-based materials. In this respect, videos provide important learning opportunities to students working in second language.

In other words, videos can be implemented to illustrate what need a visual realization to be understood for second language learners. Besides, among the benefits of videos as Mohamad et al.(2008) mention, are the followings:

- ✓ Richness of information: It can provide a clarity and explicitness not possible with words or still pictures alone.
- ✓ A useful variation in delivery: can help keep learners' attention and concentration when used alongside with other delivery methods.
- ✓ Medium learners are very comfortable with.
- ✓ Ready-made and easily reusable/shareable resource.
- ✓ Video equipment is relatively simple to operate.

In this sense, the teacher has to prepare the right videos for students considering their needs and interests, mainly in an effective way to add realism and visual appreciation for the course materials and the classroom atmosphere in general.

BYOD

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Embi and Panah (2013) revealed that incorporating technology in the educational system went throughout different stages and changes; starting from desktop to laptop, than moving towards using mobiles and tablets; hence, the Mobile Learning has been used in teaching and learning settings (as cited in Brown, 2016). Bradley (2011) defined Bring Your Own Device (BYOD) as the “ policy of permitting employees to bring personally owned mobile devices (laptops, tablets, and smart phones) to the workplace, and to use those devices to access privileged company information and applications (as cited in Sardone, 2014, p. 191).

Sardone (2011) declares that BYOD has the same application as for students who use their personal devices for learning. The study shows that bringing your own device technology to the classroom environment is increasing slowly, which has a positive effect on reducing organizational costs. Jin (2013) noted that smart phone -based blended learning innovation is positively perceived by 71.43% of students (as cited in Brown, 2016).

The benefits of using BYOD in the classroom were pointed out by Saponaro (2014, para. 4) as follows:

- ✓ **Student participation increases:** students become more engaged and interactive using their personal devices.
- ✓ **Learning becomes student-driven:** with the technology they are using for BYOD, students have more authority over their own learning. They can pose questions and do research instead of just listening to the teacher lectures.
- ✓ **Student collaboration and communication increases:** a BYOD initiative can provide students with far greater opportunities to interact virtually with teachers and work with their pairs on assignments, projects, and content creation.

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- ✓ **Cost Savings:** with students using their own mobile devices in the classroom, schools can save money on technology costs.
- ✓ **Personalized instruction:** students using their devices as engaging learning tools in the classroom. Everything they need to continue learning outside the classroom can be accessed anytime, anywhere, with the swipe of a finger.
- ✓ **A new way of learning:** This pedagogical approach helps students learn by doing and gives them ownership of their education.

Finally, BYOD is devoted for students' ownership, whilst using their personal devices like smartphones to cover their educational purposes is highly expected (Sardone, 2014).

An Overview on YouTube

Technology takes a ubiquitous presence in everyday life, where people nowadays devote almost their time using websites, social media mediums, and applications, as such YouTube. YouTube was created in 2005, as “a free public access web-platform allowing people to easily upload, view and share video clips” (YouTube, 2011a, as cited in Martinho, Pinto, & Kuznetsova, 2012, p.77). YouTube is classified as the third most popular website; exceeding 2 billion users, with one billion hours watched daily, and localized in over 100 countries and can be accessed in 80 different languages (YouTube, 2020).

Duffy (2008) defines YouTube as “a popular video sharing website where users can upload, view, and share video clips. YouTube has become an enormously popular form of web 2.0 new media” (p.123). YouTube is also a source for instructional purposes, and an innovative medium of collecting data, learning, and mainly a flexible way of teaching. Moreover, “YouTube videos are considered as “a standard means of communication with important information that is available only in video and is not found in print form” (Wawuda, 2019,p.34).

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More to the point, videos are able to create the interactivity between students who support social pedagogical goals (Almurashi, 2016). Wawuda (2019) reveals that “YouTube videos help learners see real life examples of language in use instead of abstracting the same” (p. 24). Additionally, researchers find that video applications contribute to increase positively learners' fulfilment in social studies and science. According to Bonk (2009), YouTube is one of the most attractive materials that engage the global educational realm (as cited in Almurashi, 2016).

YouTube is increasingly being used by instructors as a pedagogical resource to teach English language. It demonstrates videos as an effective, fun, and motivational tool to achieve teaching and learning goals and objectives (Duffy, 2008). Terantino (2011) confirms that it offers fun and fast access to instruction, culture-based videos, and languages from all over the world (as cited in Almurashi, 2016). Additionally, YouTube can be very helpful as long as it is featured by its authenticity and the ability to fit the expectations of learners for meaningful language learning use. Besides, utilizing YouTube videos in teaching is useful and beneficial for teachers who are interested in technology for teaching purposes (Almurashi, 2016); and as far as YouTube videos provide benefits for language teachers, their classrooms would be more independent and flexible.

To sum up, any teacher and learner would admit that “effective instructional video is not television-to-student instruction but rather teacher-to student instruction, with video as a vehicle for discovery” (Duffy, 2008, p. 124).

Types of YouTube Videos

The diversity and availability of YouTube videos provide EFL learners and teachers with a massive amount of visual and virtual resources. All users have the opportunity to check the different representations of YouTube videos under categories such as: Entertainment, Politics, Films,

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Education, Animations, Gaming, Sports...etc. Educational YouTube videos for instance, which are the most used videos, could be under any category from the previous ones, just they are adjusted for the particular designed lesson objectives. Hence, we will mention the most practical types of YouTube videos applied in the teaching and learning contexts.

Live Lecture Capture

Woolfitt (2014) defines the live lecture capture video as “a camera is positioned in the lecture room and the lecturer gives their traditional lecture to a live audience and the lecture is recorded for future playback” (as cited in Zcwlftt, 2017, “Live Lecture Capture section”, para. 1). This lecture could be done automatic or through technician assisted capturing of a lecture with live student audience; “it can be made with one or more cameras (without a technician, or student), or with a technician guiding the camera to follow the action, filming both the lecturer and the audience” (Woolfitt, 2015, p. 30). Further, it takes approximately from 45-90 minutes for classroom usage, whilst distributing ideas and increasing the interactivity are the main functions of the live lecture capture type (Woolfitt, 2015).



*Figure 1: A Live Lecture Capture Demonstration***How-to videos**

The same way people look for something in Google, when they are not sure or in doubt, how-to videos on YouTube allow people to watch videos to learn to do things (The Top Five Most Popular Types of YouTube Videos, n.d.). Anderson (2020) acknowledges that “how-to videos provide step-by-step details of how to accomplish a task” (“How-to videos” section, para. 1).

One of the main types of how-to videos is the instructional videos. The instructional video, at their core, they help people to find answers for their questions and instruct them to do what they didn't know in an effective way and step by step through the process of researching (Three Examples of Effective How-To Videos (And How to Choose the Best One), n.d.) .

The best thing about how-to videos is that one can watch the whole process, rather than just reading about it; and make it easier for any researcher to follow the practical operation step by step.

Video Recording of Students

Woolfitt (2015) noted that video recording could be used as “student group final presentation, recorded for archive or video blog as part of reflective report, or to be used to reflect on student performance in a staged workshop scenario (e.g. sales training)”(p. 20). He showed that either the teacher or the student could make this video recording from 10 to 20 minutes as an ideal time to be done. Likewise, Koumi (2014) believed that video recording affects in assisting cognition, providing realistic experiences, nurturing motivations/feelings, and demonstration of skills (as cited in Woolfitt, 2015). Besides that, it is used for assessment, archive tasks and for recording information. The functions of video recording of students

EFL Students and Teachers' Perceptions towards Educational YouTube Videos according to Reinmann-Rothmeier (as cited in Fransen, 2006b) are for interactive and collaborative purposes.

Educational YouTube videos

The educational videos “help educate viewers on a specific topic; they are used to inform, answer questions, and provide facts” (Anderson, 2020). Educational YouTube videos provide a significant content-delivery tool for many blended, flipped, and online classes; they deal with the different levels of students, students' difficulties in any language aspect and learning preferences in or outside class time.

According to Cruse (2011) educational video can:

- ✓ Reinforces reading and lecture material.
- ✓ Aids in the development of a common base of knowledge among students.
- ✓ Enhances student comprehension and discussion.
- ✓ Provides greater accommodation of diverse learning styles.
- ✓ Increases student motivation and enthusiasm.
- ✓ Promotes teacher effectiveness (CPB, 2004).

Instructors should consider three main elements for effective use of educational videos including: how to manage cognitive load of the video; how to maximize student engagement with the video; and how to promote active learning from the video (Brame, 2016) explains this in what follows:

1. **Cognitive Load:** cognitive load theory suggests that teachers should focus on the sensory memory of the students, while students must be very attentive during the learning process; “this processing is a prerequisite for encoding into long-term memory, which has virtually unlimited

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capacity” (Brame, 2016, Cognitive Load section, para. 1). The teacher could use signalling in order to highlight and focus on necessary information.

2. **Student Engagement:** as long students are watching educational videos, the teacher should keep them engaged and maximize their attention. One of the methods to keep students engaged is to use a ‘conversational style’. Applying such style encourages students to be more interactive, in which they will use conversations rather than formal structure of presenting and discussing the lesson content.

3. **Active Learning:** active learning in the classroom provides clear advantages that promote a cognitive activity during video viewing. Among the strategies teachers could consider for promoting active learning while watching educational YouTube videos is to make the video part of a larger homework assignment, which would increase the learners’ motivations and self-assessment.

Web Lectures

Day (2008) defines web lectures as “condensed, studio-recorded lectures made available via the web as multimedia presentations that combine video of the lecturer, audio, lecture slides, and a table of contents” (p. xi). The web lecture, according to Woolfitt (2015), is divided into “screen 1 is the screen in which the video image of the teacher appears ... in which their video teaching takes place. Screen 2 is where material is presented that visually supports the information presented in screen 1” (p. 32), as such PowerPoint presentations. He also points out that “a web lecture differs from live lecture capture in that it is made without a live audience; it may be recorded in a studio (or teacher’s office) with a technician” (p.32). Further, Leeder (2009) confirms that the web lecture type should be carefully prepared, presented and delivered within the course material (as cited in Woolfitt, 2015, p.34).



Figure 2: A Web Lecture Demonstration

The Pedagogical Benefits of YouTube Videos in Teaching and Learning

YouTube videos could be very powerful instructional tools, considering also that they are motivational, fun, and affordable. Students are often more engaged with audio-visual materials, in which they stimulate their learning abilities as Duffy (2008) declared that “video is not an end in itself but a means toward achieving learning goals and objectives” (p. 124) Moreover, YouTube videos are just as beneficial for students as they are for teachers, where they provide them with multiple and various ranges of teaching resources. Overall, YouTube videos are “very good resource for teachers and can help provide a diverse and fun learning experience for students” (Madrid, n.d., para. 8).

Along with the benefits of YouTube videos as such they are fun, attractive, affordable, and motivational; there are many other pedagogical benefits they could offer to teachers and learners, as an instructional tool, among them:

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✓ **Freeing up in-class time for interactive learning:** Day (2008) stated that the use of video can be a way to “decrease the in-class time spent on information transfer and increase the in-class time available for more engaging learning activities that facilitate learners’ active knowledge construction” (as cited in Woolfitt, 2015, p. 21). Therefore, many tasks could be done, as such: providing meaningful activities, opening discussions, whenever remaining time existed (Day, 2008, as cited in Woolfitt, 2015, p. 21). Woolfitt (2015) believes that “social tagging can play a role in creating interaction between the student and lecturer and help lecturers understand which parts of their teaching are clear and effective”(p.21).

✓ **Facilitating thinking and problem solving:** Allam (2006) observes that “the creative challenge of using moving images and sound to communicate a topic indeed engaging and insightful, but adds that it also enables students to acquire a range of transferable skills in addition to filmmaking itself” (as cited in Groessler, n.d , “Facilitating thinking and problem solving” section, para. 1). Bijmens (n.d) states the aforementioned skills and filmmaking including investigating and arranging aptitudes, technology, team or pair working and finally problem solving aptitudes (as cited in Groessler, n.d.).

✓ **Immerse students in the production:** Brown (2020), posites that “videos offer a stellar model for learner output which means that learners can create their own version of the original. The immersion factor is great plus students have the ability to create their own version in the classroom” (“Immerse students in the production” section, para.1). In other words, videos could be a source of learners’ autonomy and self-learning.

✓ **Integrate the outside world into classroom:** YouTube videos could integrate the outside world into classroom, since it makes it easy to provide authentic, unique, and fun learning

EFL Students and Teachers' Perceptions towards Educational YouTube Videos opportunities and lessons, which will immerse students even more than one would expect (Brown, 2020).

✓ **Greater availability and accessibility to a diverse student population:** Videos are available and accessible to diverse student population. Marinissen and Gratama (2012) suggest that “alternative approaches of delivering material can offer good options to reach students of different levels” (as cited in Woolfitt, 2015, p.21).

Furthermore, Willmot et al (2012) pinpointed by some of the pedagogical benefits of using video in education, (as cited in Groessler, n.d., “Inspiring and engaging students” section), and some of those are:

- ✓ Increasing student motivation.
- ✓ Enhancing learning experience.
- ✓ Developing potential and profound understanding of the subject.
- ✓ Improving teamwork and communication skills.
- ✓ A source of evidence relating to qualifications for interviews.

In effect, the implementation of YouTube videos in teaching and learning can play an essential part at many levels, and can be used as Fransen (2006b) proposed for “distributing information, creating interaction within the learning process and as a part of the collaborative process” (as cited in Woolfitt, 2015, p.21).

Conclusion

The literature that was reviewed helped highlight the role of ICTs in the educational sector; also the chapter spotlighted the essential role educational YouTube videos play as an effective, accessible, and feasible language learning tool. Moreover, the different types of this modern language teaching material ‘educational YouTube videos’ were also mentioned for

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classroom implementation. We concluded this chapter with the pedagogical benefits this web2.0 technology offers for EFL students and teachers.

Chapter Three

Method

Introduction

The present chapter attempts to outline the methodological approach, as well as the research procedures that have been followed in this study, in order to inspect EFL teachers and students' perceptions towards the role of educational YouTube videos in teaching and learning settings. Hence, this chapter explains the research design, depicts the participants, and describes the research tool and the procedures followed in data collection.

Research Design

This study is a descriptive research; it is investigated as case study with master one EFL students at Chadli Bendjedid University. The researcher has opted for a mixed-methods approach which includes both quantitative and qualitative procedures in analysing the data so as to explore the research issue from different facets. To this end, , the data were gathered through a questionnaire which is considered as one of the appropriate and reliable tools that supply us with valid and mainly reliable data.

Participants

The present study is conducted in the Department of English at Chadli Bendjedid University El Tarf in the academic year of 2019-2020. Thus, the target population constitutes of EFL students, and we opted for the Master One section as the sample of this study. Accordingly, the total number of this sample is 89 students; so, in this research we ought to work with this number of participants but in reality only 20 participants could take part in this study and this is due to an extraneous factor; the COVID 19 pandemic. That is, after the lock down held throughout the country, we could not have the opportunity to get all the sample taking part in the

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study but only through using social media, fundamentally on the Facebook page of the Master1 students where we could have only 20 students participating in this research.

In a sense, the principal reasons behind the choice of this sampling population is that Master One students are in an advanced level in the process of language learning and they are exposed to new learning modules that urge them to obtain extra information. Another reason, this sample population may have exposure to the information and communication resources in the process of their studies more than any other level, which builds the opportunity to provide us with their valuable opinions on the current subject matter. As such, our respondents can be considered as an acceptable source of data for the purposes of this study.

Furthermore, eight (08) Master One teachers were engaged in this study as participants who, in fact, were allocated to teach the modules designed for Master 1 students in the academic year of 2019-2020 like linguistic reinforcement, didactics of Oral and writing, psycholinguistics, etc at El Tarf University. Hence, we got in touch via their email addresses to gain time in collecting the data and we appreciate all the teachers' contributions for their precise and valuable answers.

Research Instruments

This study aims at understanding EFL students' and teachers' perceptions towards the use of YouTube videos in learning and teaching. Accordingly, we opted for using a questionnaire for both teachers and students as the main gathering tool to answer the put forward research questions as well as to get results that are more accurate concerning the topic under investigation by using open-ended, closed-ended, ranking, and finally rating questions.

Description of the Questionnaires

Students' Questionnaire

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The purpose of this questionnaire is to see whether EFL students are for the use of and exposure to technology materials such as YouTube videos in learning English language or not. Also, it seeks to probe their viewpoint about the implementation of these ICTs Tools as a teaching aid in the classroom environment, and the way they engage with its use as part of their learning.

This questionnaire is divided into two sections and combines 19 questions in which there is a combination of open-ended, closed-ended, ranking, and rating questions, with the possibility of adding any further suggestions whenever necessary. We acquired the data findings through the Drive Google program, and the results were shown in different forms as such the pie and bar charts. The questionnaire has two sections; the first one focuses on participants' background information which consists of seven (7) questions, in order to discover their ICT proficiency, their familiarity of visiting the websites and the frequency of using YouTube for pedagogical purposes. While Section two covers (12) questions; it aims to obtain the students' perceptions towards the use of educational YouTube videos in teaching and learning. Moreover, we surveyed how students perceive the incorporation of YouTube videos as a modern teaching aid, and their opinion about the role of watching educational YouTube videos for their language proficiency along with using it in the classroom with their teachers or by themselves.

Teachers' Questionnaire

The purpose of this questionnaire is to collect meaningful data about EFL teachers' perceptions of using ICT materials, and mainly to elicit their estimation about the role of educational YouTube videos as a dynamic teaching aid.

As we collected the students' data, we submitted another questionnaire to obtain the teachers' understanding about the topic, where we designed 17 questions, with closed-ended,

EFL Students and Teachers' Perceptions towards Educational YouTube Videos

open-ended, rating and ranking questions. The results were collected by the Drive Google program in the forms of pie chart and bar ones. The questionnaire consisted of two sections; the personal information section, particularly with the teachers' degree and how long he or she is teaching the English language. Moreover, the next fifteen (15) questions were under the section of the teachers' perceptions towards the use of YouTube videos in teaching; it is meant to see teachers' point of view towards the integration and role of educational YouTube videos; as well as the frequency of using it as a teaching technique, and if they face any difficulties while incorporating this authentic material in the classroom.

Conclusion

This chapter has outlined the methodology followed in the present research. It described the general methodological approach, accounted for its adequacy within the present dissertation, and explained the research design that underpins the different stages of data collection. This was followed by a general presentation of the main research tool as well as the data collection and analysis procedures.

Chapter Four

Results

Introduction

This chapter is devoted to analyze and interpret the results obtained from the data collected after submitting the research tool namely the questionnaire to the participants of this study. Thus, to enrich the work with accurate data, two questionnaires were submitted; one for the master one EFL students and the other one for their teachers of the same level. The results of this study were analysed both quantitatively and qualitatively depending on the nature of the questions.

The Analysis of Students' Questionnaire

The students' questionnaire was submitted to the master one students at Chadli Bendjedid University, on their Facebook page, where 20 of the whole group answered in order to figure out their perceptions about the role of educational YouTube videos, and their effectiveness for the language learning setting.

Section One: Background Information

Q1. Students' Age

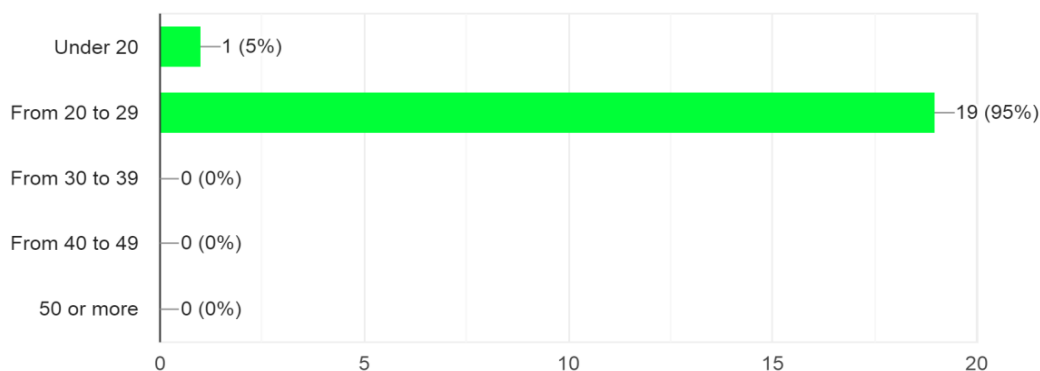


Figure 03. Student's Age

EFL Students and Teachers' Perceptions towards Educational YouTube Videos

As can be seen in figure 03, the majority of participants (95%) are between the ages 20 to 29, and only 5% of them is under 20 years, which means that they are mostly all youth.

Q2. Please indicate your ICT proficiency

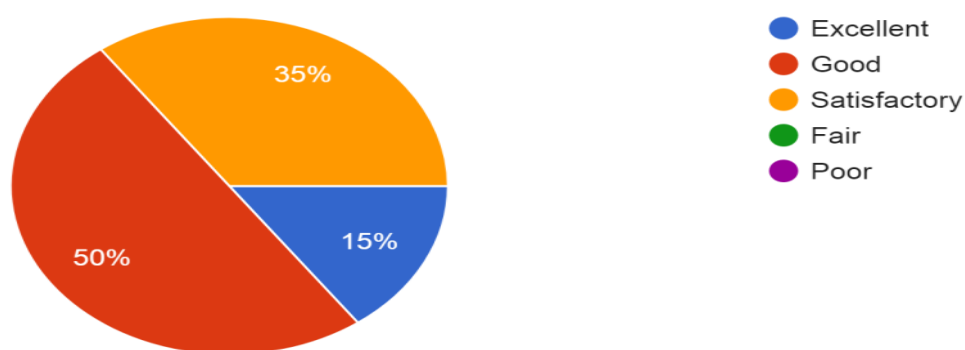


Figure 04. Students' ICT Proficiency

The figure above reveals that a major portion of the students 50% declared that they have a good level in using ICT tools and 35% of them have a satisfactory level; while the rest of them have an excellent ICT proficiency level.

Q3. Have you ever used any software or application to help you in your study?

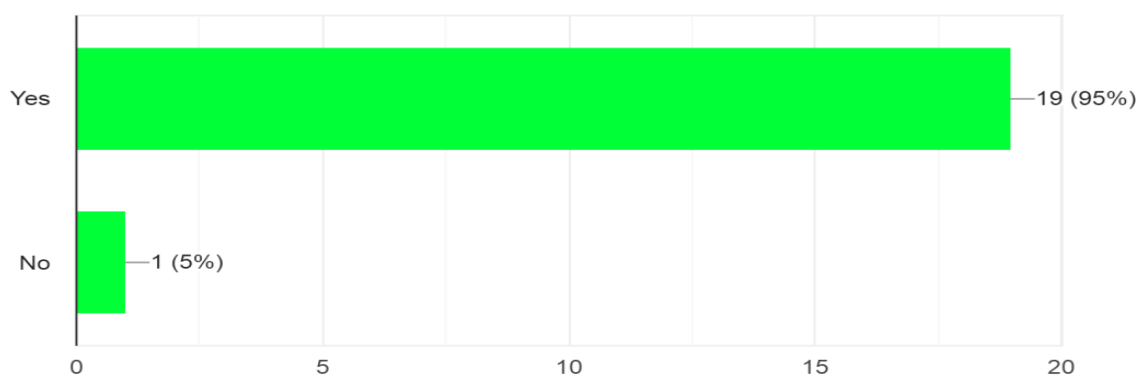


Figure 05. Students' Use of Application for their Study

EFL Students and Teachers' Perceptions towards Educational YouTube Videos

According to the answers, almost all participants 95% rely on particular software for their studies; whereas, 5% of them do not use any application for the preparation of their courses or any other task.

Q4. Do you think that by adding technology to English lessons your understanding of the lesson will be improved?

Table 1

Students' Opinions about Adding Technology to English Lessons

Options	Participants	Percentage
Yes	19	95%
No	01	05%

Table 1 clearly shows that the majority of the participants 95% agree on the idea that adding technology to English lessons would improve their understanding of the lessons. While 05% of students do not find including technology to the lessons helpful for comprehending the course materials.

Q5. Which types of websites do you mostly visit?

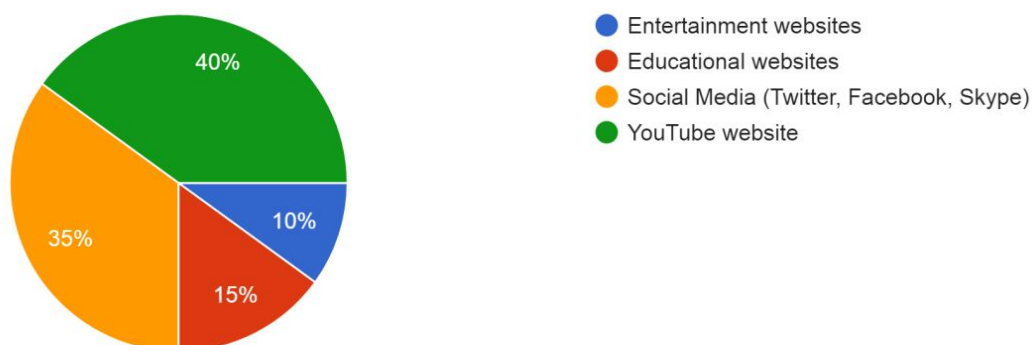


Figure 06. Websites Students mostly Visit

EFL Students and Teachers' Perceptions towards Educational YouTube Videos

The website students mostly visit is YouTube with percentage of 40%; whereas, 35% of them use the social media applications as such Facebook, Twitter, and Skype. In addition, 15% of the participants stated that they utilize more precisely the educational websites to cover their needs; and, 10% of the students mostly visit the entertainment websites.

Q6. Do you visit YouTube website?

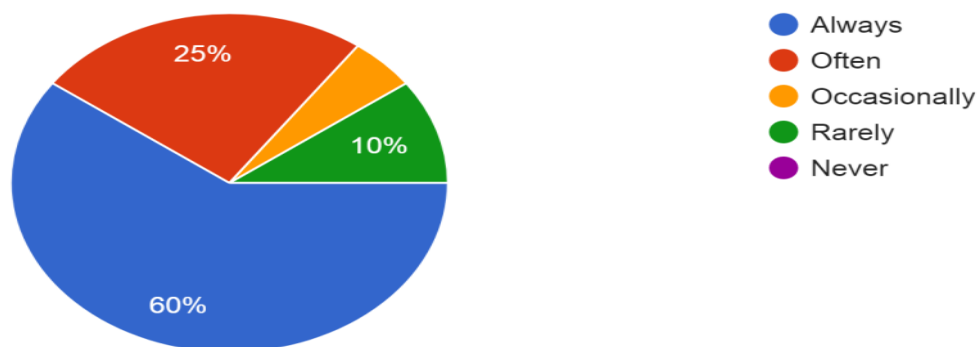
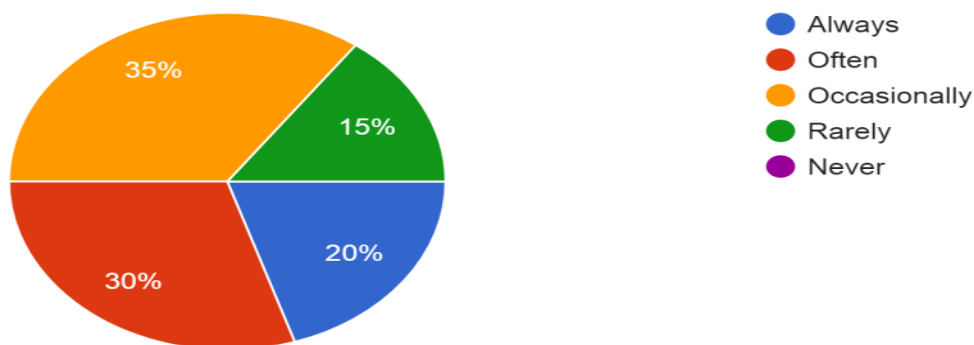


Figure 07. Students' Frequency of Visiting YouTube

As figure 07 presents, 60% of students visit YouTube always, whereas 25% of them often do visit it. However, only 05% occasionally visit it whenever they need it and the rest of them 10% rarely check YouTube videos according to their purposes.

Q7. Do you use YouTube website for educational purposes



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Figure 08. Students' Use of YouTube for Educational Purposes

The figure above reveals that 35% of participants use YouTube occasionally for pedagogical purposes; while 30% of them use it often for the same purpose. In addition, out of the whole sample just 20% use YouTube for educational purposes and the rest of the participants use it rarely with a percentage of 15%.

Section Two: Students' Perception towards the Use of Educational YouTube Videos in Teaching and Learning

Q8. Do your teachers use teaching aids like YouTube videos in the classroom?

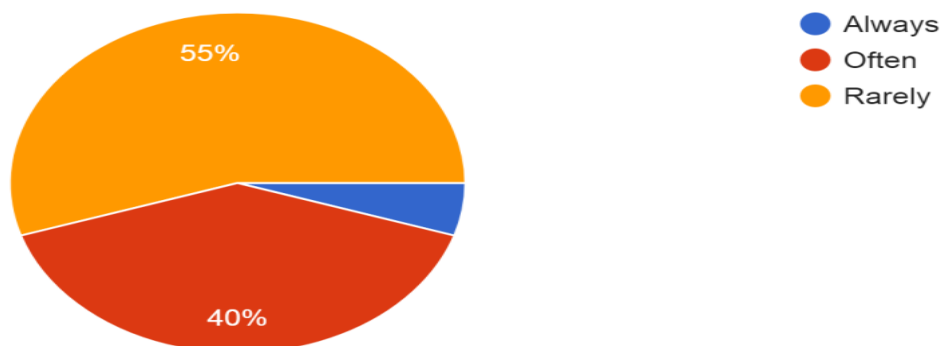
Table 2

Frequency of using YouTube in the Classroom as a Teaching aid

Options	Participants	Percentage
Yes	14	70%
No	06	30%

Table 2 shows that almost most of the participants 70% agree that their teachers include YouTube videos in their teaching; in the other hand, six of the participants with percentage of 30% stated that their teachers do not use YouTube videos as a teaching aid in the classroom.

8.a. If Yes, how often do your teachers use YouTube videos in the classroom?.



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Figure 09. Teachers' Frequency of using YouTube Videos

We intended through this sub question to check again the answer of those who responded 'Yes' which represent 14 students from the whole sample population (20) with percentage of 70%, about the teachers' frequency of using YouTube videos. We clearly note that more than the half of the participants 55% stated that their teachers use educational YouTube videos rarely; while 40% of them said that teachers implement those videos just often. In contrast to the previous answers, 05% of the students declared that their teachers use YouTube videos always for the language learning in the classroom environment.

8.b. If No , Do you want your teachers to include the use of YouTube videos as a teaching and learning aid?.

Table 3

Students' Opinion about including Videos as a Teaching and Learning Aid

Options	Participants	Percentage
Yes	06	30%
No	00	00%

We wanted through this sub question to discover students' opinion, those who responded 'No' to question number eight (30%), whether they are for including YouTube videos as a teaching and learning aid in the future, and all of them responded 'Yes' with percentage of 30%, in which they agree with such implementation.

Q9. Were you required before, by your teachers, to watch a YouTube video?

EFL Students and Teachers' Perceptions towards Educational YouTube Videos

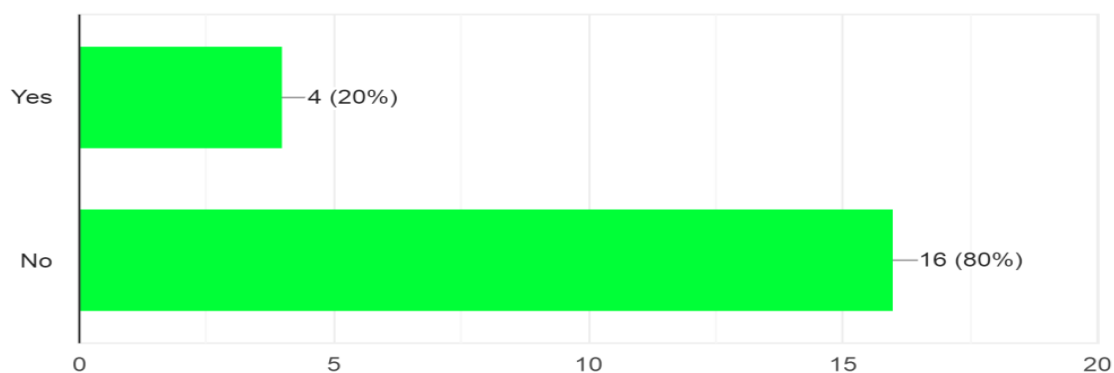


Figure 10. Students' Opinion about watching YouTube Video

Figure 10 shows that the majority of the participants 75% answered that their teachers do ask them to watch YouTube videos for particular purposes; in the other hand, five participants 25% declared that their teachers do not require them to watch any YouTube video.

Q10. Are you satisfied with the traditional method of teaching?

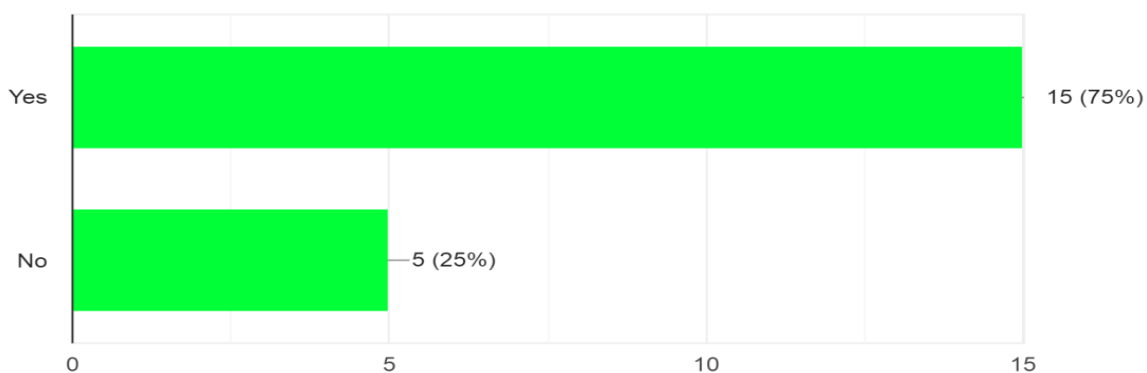


Figure 11. Students' Opinion about the Traditional Method of Teaching

As the figure revealed, the large portion of the participants 75% are satisfied with the traditional method of teaching; whereas, the other participants 25% do not have the same opinion, in which they are not satisfied with the followed language learning methods.

Q11. The incorporation of educational YouTube videos is interesting more than the traditional method?

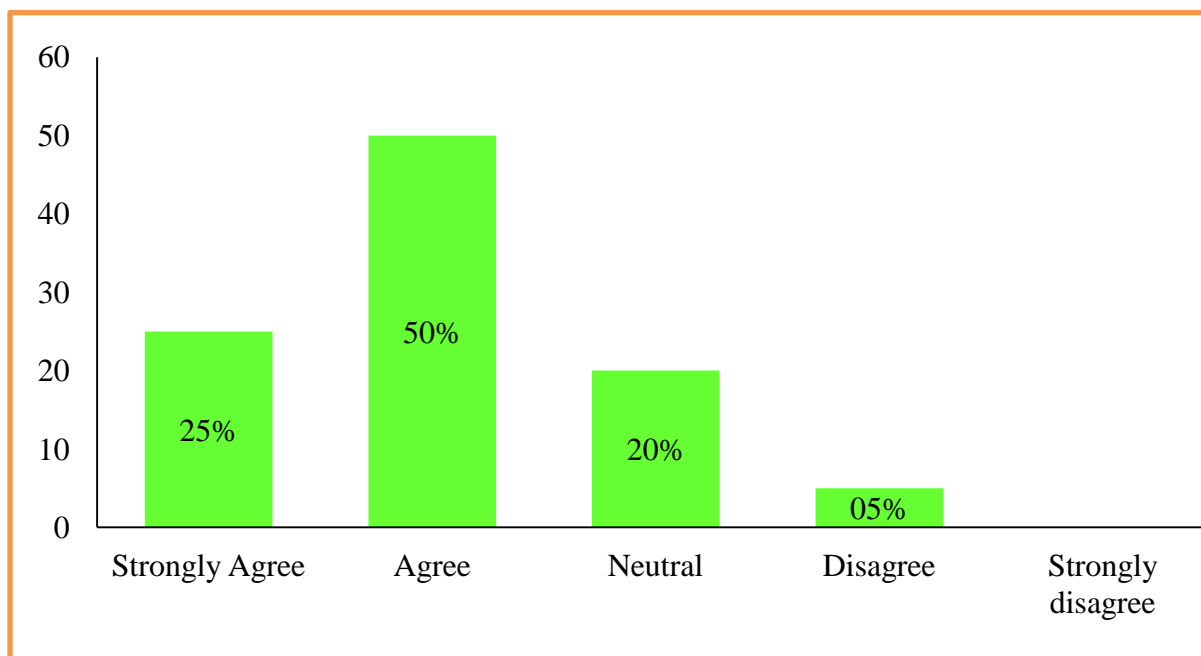


Figure 12. Students' Opinions towards Incorporating Educational YouTube Videos versus the Traditional Method

The majority of the respondents 50% agree on the idea that the incorporation of educational YouTube videos is interesting more than the traditional method. Also, 25% of them strongly agree with the previous opinion. In the other hand, only 05% of the participants disagreed that implementing such software would raise students' attention more than the traditional method. However, 20% of the respondents could not decide about this point and preferred to stay neutral.

Q12. Do YouTube videos facilitate the course material inside and outside the classroom?

Table 4

YouTube Videos as a Facilitating Course Material

EFL Students and Teachers' Perceptions towards Educational YouTube Videos

Options	Participants	Percentage
Yes	18	90%
No	02	10%

Question 12 revealed that almost all students 90% believe that YouTube videos are considered as a facilitating course material inside and outside the classroom; while the minority 10% declared the contrary.

If Yes, How?

In this sub question, we intended to give students, who answered 'Yes' on the previous question, the chance to feel free and express how YouTube videos are considered as a facilitative tool inside and outside the classroom. Students, hence, stated that YouTube videos provide more sources, and facilitate the course material through the variety of resources, where it illustrates and clarifies the ambiguous themes within certain disciplines in an audio visual way. In addition, they declared that including YouTube videos will make students more interested in the lesson. Further, the participants believe that YouTube videos fill the gap of the traditional method and open the door for more understanding; such software gives the opportunity to study at ease and in advanced way, and even to watch videos anytime students want whenever they are able to control the videos. Among the responses, students admit that whenever they find difficulty in understanding a particular aspect in a lesson, they visit YouTube for more clarifications, especially that YouTube videos help EFL learners to watch and listen in a practical way, more than what the teacher gives.

As they make the learning process much easier, they facilitate the teaching process and provide new ideas for teachers in a creative way. Furthermore, among the responses, some

EFL Students and Teachers' Perceptions towards Educational YouTube Videos

students point out that educational YouTube videos help them to improve their language particularly grammar and vocabulary.

Q13. Which aspects do YouTube videos help you boost in your learning?

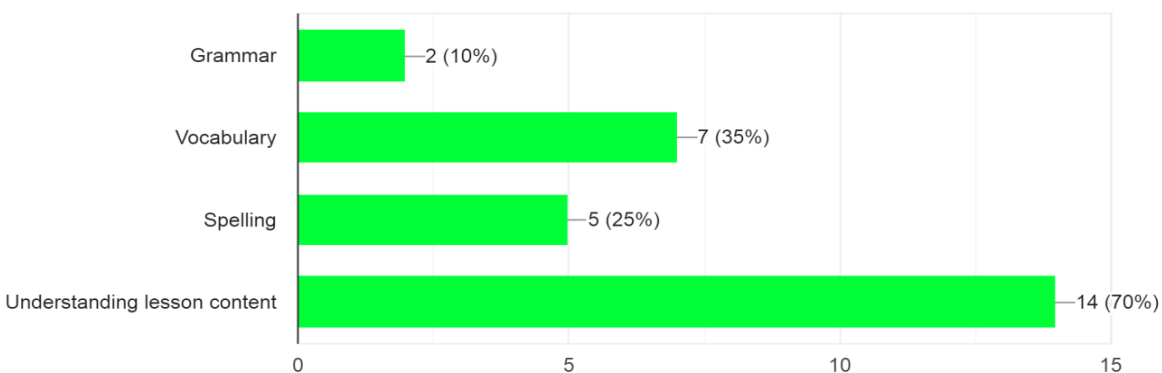


Figure 13. Aspects of Language Learning YouTube Videos would rise

Question 13 aimed to figure out the aspects that YouTube videos would raise when it is applied in the classroom; understanding the lesson content was the main option students selected with percentage of 70%. In addition, 35% of them choose that YouTube videos would raise their vocabulary; while five of them which mean 25% declared that their spelling would be reinforced when YouTube videos are used. The rest of them 10% said that grammar is the aspect that would be enhanced.

Q14. What kind of YouTube videos contribute to enhance your learning?

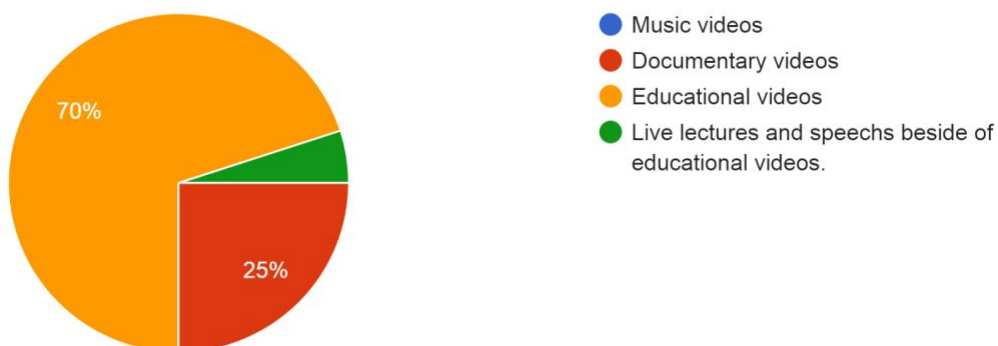
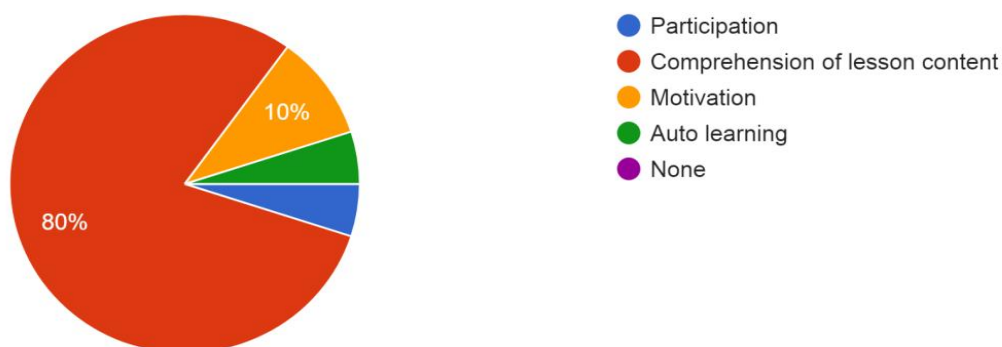


Figure 14. Types of YouTube Videos

Figure 14 shows that the majority of the participants (70%) believe that educational videos would enhance their learning; while 25% of them had another opinion, that the documentary videos are the type which would boost their educational interests. In the other hand, the rest of them 05% proposed that the live lectures and speeches beside of educational videos are the main types that would enhance their learning.

Q15. Do you think the role of watching educational YouTube videos would raise your?

**Figure 15.** The Role of Educational YouTube Videos in Learning

According to the results as it is shown in the figure above, the majority of the respondents 80% declared that YouTube videos would play a great role in raising the comprehension of the lesson content, while 10% of the sample thinks that it would reinforce their motivation. In the other hand, one student 05% finds that YouTube videos boost their autonomous learning rather than the other options. Participation is the main aspect that educational YouTube videos raise according to the last 05% of the respondents.

Q16. Do you think practicing English using videos on YouTube regularly and repeatedly may help you to learn English better?

Table 5*Student's Attitudes towards Practicing English through YouTube Videos*

Options	Participants	Percentage
Yes	19	95%
No	01	05%

It is clearly revealed from table 5 that almost all the participants 95% admit that practicing English using regularly and repeatedly YouTube videos would help them learn English better; whereas, the rest of them 05% do not agree on implementing such software to practice the English language.

Q17. Please tick (✓) your answer; the use of educational YouTube videos:

For this question, we divided the findings and results into three parts so it would be more understandable and clear.

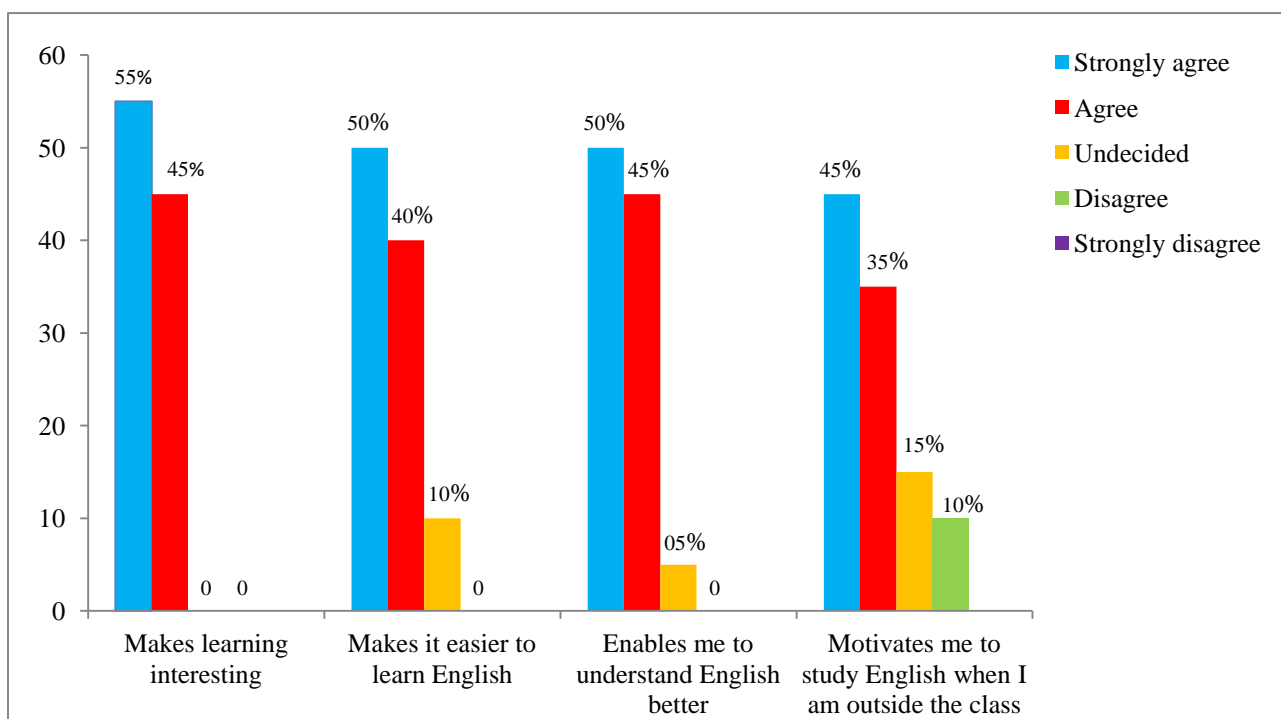


Figure 16. Students' Opinions about the Use of educational YouTube Videos (A)

EFL Students and Teachers' Perceptions towards Educational YouTube Videos

From the data showed above, we clearly notice that the majority of participants 55% strongly agree, and 45% of them also agree that educational YouTube videos makes learning interesting.

Moreover, 50% of the respondents strongly agree that those videos make learning English easier and 40% of them also agreed on the importance of YouTube videos in facilitating learning English; but we find that 10% from the rest of the participants had a neutral (undecided) position.

Subsequently, 50% from the participants strongly agree that such software material enables them to understand English better, and 45% of them also agreed on the same idea. While we notice that 05% of the participants did not decide (undecided) whether the educational YouTube videos provide for them a better understanding or not.

Furthermore, 45% of the respondents strongly agree that educational YouTube videos motivates them to study English when they are outside the class, also the figure shows that 35% of them also agree with the last idea; whereas, 15% of the respondents could not decide (undecided) truly if those videos do motivate them or not, while the rest of them 10% disagreed that those educational YouTube videos boost their motivation to learn English language outside the classroom.

EFL Students and Teachers' Perceptions towards Educational YouTube Videos

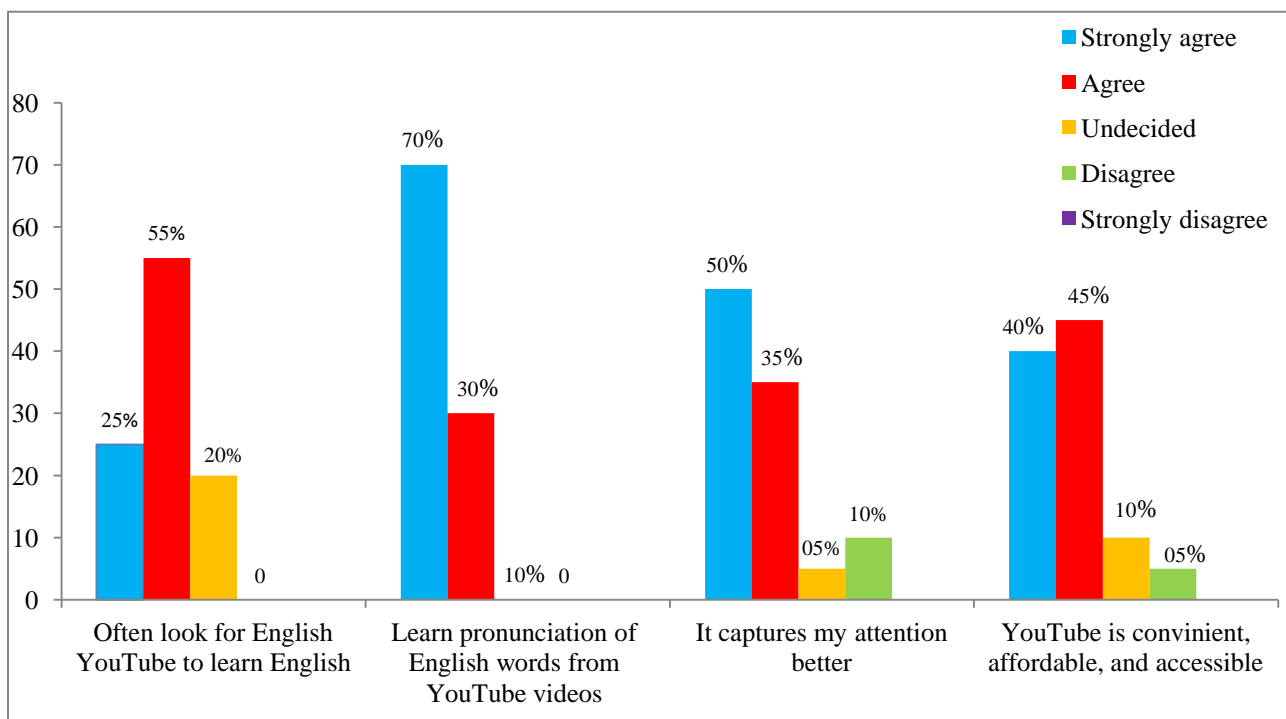


Figure 16. Student's Opinions about the Use of educational YouTube Videos (B)

Almost the majority of the participants 55% agree that they often look for English YouTube channels to learn English, and 25% of them strongly agree with that idea. In the other hand, 20% of them had a neutral (undecided) position towards searching for English YouTube channel to learn English for their particular purposes.

Then, the majority of students 70% strongly agree that they use educational YouTube videos to learn the right pronunciation and mainly the rest of them 30% agree that they learn pronunciation of English words from YouTube videos.

To figure out if YouTube videos capture their attention better, 50% strongly agreed that they do captive their attention more than other teaching tools, and also 35% agreed on the previous belief. Besides, we notice that one student with percentage of 05% had an undecided

EFL Students and Teachers' Perceptions towards Educational YouTube Videos

opinion about this proposition; in the other hand, two students 10% disagree that the use of YouTube videos would capture their attention more than any other course material.

For the proposition if YouTube is convenient, affordable, and accessible, we notice that 40% of the respondents strongly agree about this idea and 45% of them agreed that YouTube videos comprise those characteristics. Whereas, 10% of the participants did not decide (undecided) about their opinions, while 05% of them disagreed that YouTube has the previous merits.

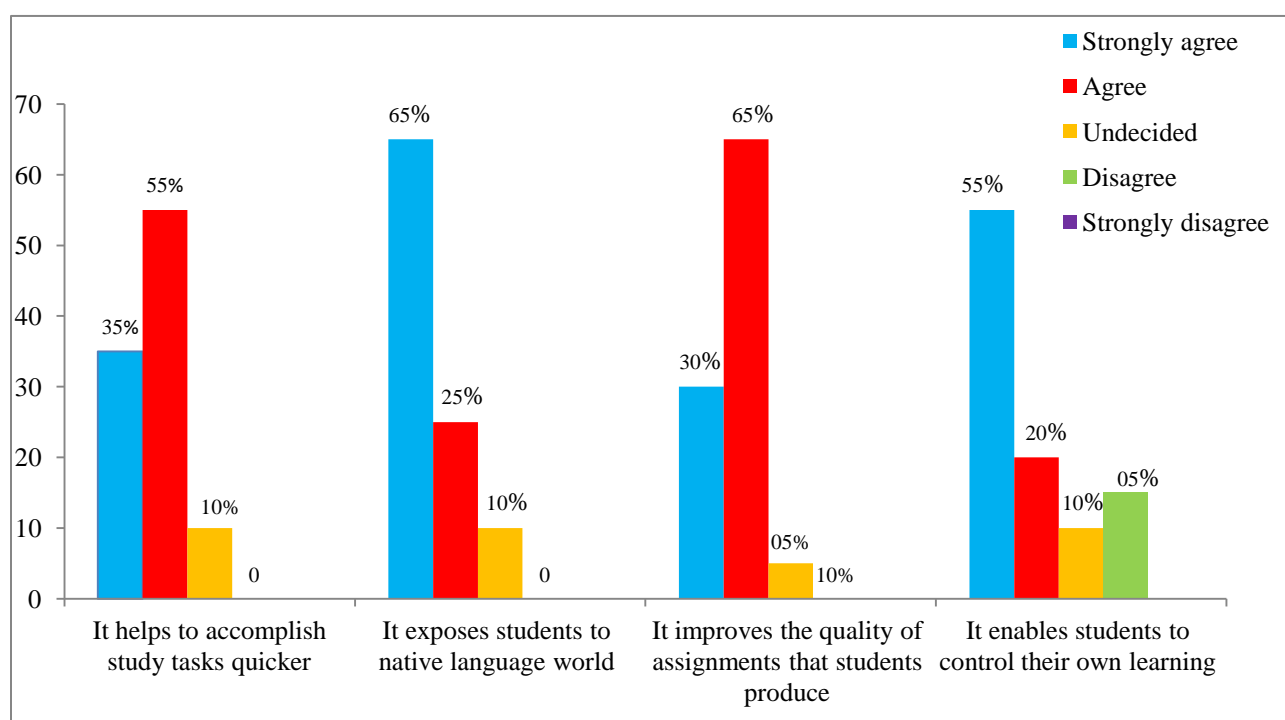


Figure 16. Students' Opinions about the Use of educational YouTube Videos (C)

According to the above figure, it is shown that 35% of the respondents find that YouTube videos help them to accomplish their study tasks quicker, and 55% of them agree with the same idea. While the rest of the students 10% had a neutral (undecided) point of view about achieving the educational tasks quicker than any other language material.

EFL Students and Teachers' Perceptions towards Educational YouTube Videos

We wanted to figure out if the exposure to YouTube videos gives students the opportunity to learn English in a native-alike language world; and the findings show that 65% of the respondents strongly agree with the idea and also 25% of them agreed that they are exposed to the native language whenever they use YouTube for pedagogical purposes. However, 10% of the students had a neutral position about that choice.

As the figure also reveal, 30% of the respondents strongly agree that YouTube videos improve the quality of assignments students produce; in addition, more than the half of the participants 65% stated that they agree also with the previous opinion. Whereas the last student with percentage of 05% did not decide (undecided) either they do improve the quality of tasks and learners' production or not.

For the last proposition, we tried to discover whether YouTube videos enable the students to control their autonomous learning or not, and we found, as the figure shows, that 55% of the participants strongly agreed with the proposed option. In addition, 20% also agreed that YouTube videos provide students with space to search and look for information which would boost their autonomous learning. Two respondents with percentage of 10% could not have a particular opinion in which they had neutral (undecided) positions. The rest of the respondents 05% disagreed that YouTube videos would enable students to control their autonomous learning.

Q18. As an EFL learner and a future teacher, would you consider using YouTube videos in your teaching?

Table 6

Students' Attitude towards YouTube Videos as a Teaching Material in the Future

Options	Participants	Percentage
Yes	19	95%

EFL Students and Teachers' Perceptions towards Educational YouTube Videos

No	01	05%
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Table 6 clearly shows that the large portion of the participants 95% approved their acceptance for using YouTube videos, as future teacher, relatively to the instructional and pedagogical purposes. However, only one respondent did not consider using YouTube videos in his/her teaching.

Q19. Would you suggest anything about educational YouTube videos and its role in learning and teaching?

For this last question in the questionnaire, we gave students the chance to suggest any further addition concerning educational YouTube videos, and almost the half of participants proposed some answers.

The students declare that since we live in the era of technology, including YouTube videos is really important and useful in the teaching and learning processes. In addition, they believe that such tool is an excellent method to improve the students' level in and outside the classroom.

Moreover, educational YouTube videos extend possibilities for learning any language, and particularly they give a big chance to improve EFL learners' levels. The students acknowledged that as YouTube videos facilitate the teaching and learning processes, they also provide accessibility to extend for looking on the difficult aspects teachers could not success to deliver. Besides, some students declared that YouTube videos should not be implemented by own, but rather the traditional method of teaching has to be present, in order to hold the credibility of teaching and learning.

EFL Students and Teachers' Perceptions towards Educational YouTube Videos

On the other hand, the students suggested that teachers should apply technology at least once per a week in the classrooms, because they boost the level of proficiency, and it is preferable to be used more inside classes, especially for the modules that require the use of audio-visual aids, as such phonetics and oral expression; and give it importance more than just remaining on the traditional ways. Finally, students pointed out on a very crucial proposal, to implement such software in the University of El Tarf predominately for EFL classes.

The Analysis of Teachers' Questionnaire

The questionnaire is designed to figure out teachers' perceptions about the role of educational YouTube videos in teaching agenda where six out of eight master one teachers responded to the questionnaire, so to find out their opinions about the subject matter.

Section One: Personal Information

Q1. Would you please specify your degree?



Figure 17. Description of Teacher's Degree

According to the above figure, all teachers have a magister degree (100%).

Q2. How long have you been teaching English?

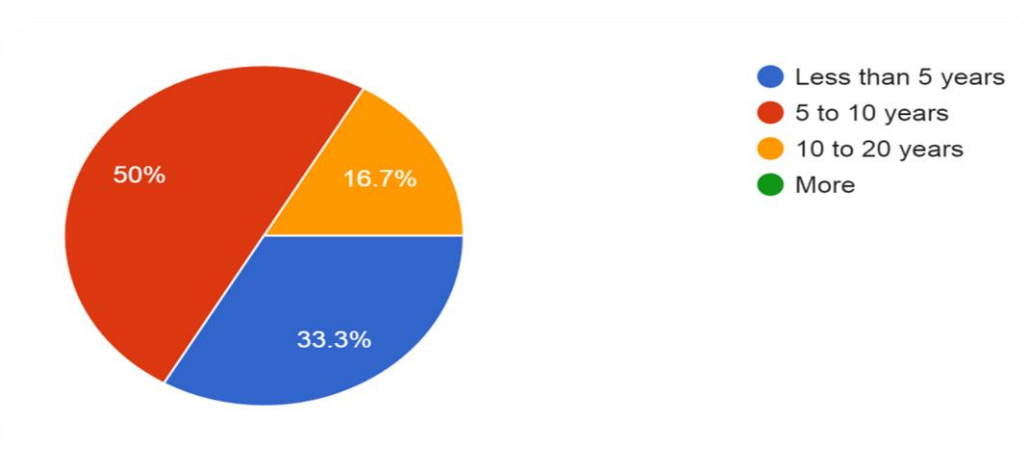


Figure 18. Teachers' Experience in Teaching

As the figure shows, 50% of participants have an experience ranging from 5 to 10 years, where 16.7% of teachers their experience is from 10 to 20 years. Whereas, the rest of them with percentage of 33.3% have less than 05 years experience in teaching EFL learners.

Section Two: Teachers' Perceptions towards the Use of YouTube Videos in Teaching

Q3. Please indicate your ICT proficiency

Table 7

Teachers' ICT Proficiency

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Excellent	01	16.7%
Good	04	66.7%
Satisfactory	01	16.7%
Poor	00	00%

EFL Students and Teachers' Perceptions towards Educational YouTube Videos

Based on the results of the table, only 16.7% from respondents have an excellent level in using ICTs, while the majority of them 66.7% have a good level. Further, in describing their ICT proficiency, only 16.7% of them assumed having a satisfactory level.

Q4. How long have you been using ICT in your teaching?

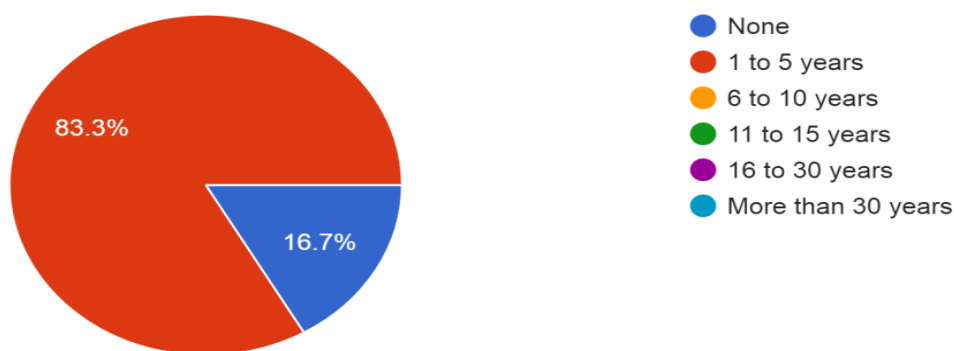


Figure 19. Teachers' Experience for Using ICT in Teaching

The data findings show that the majority of teachers 83.3% used ICTs in teaching from 01 to 05 years; whereas 16.7% of them affirmed that he/she does not include ICTs in the classroom environment at all.

Q5. Do you use visual aids in your teaching?

Table 8

Teachers' Use of Visual Aids in Teaching

Options	Participants	Percentage
Yes	05	83.3%
No	01	16.7%

EFL Students and Teachers' Perceptions towards Educational YouTube Videos

Based on data results display above, we can say that the majority of participants with 83.3% use visual materials in delivering their English courses. While, only one teacher with percentage of 16.7% does not use visual aids in teaching.

If yes, how often do you use those visual aids?

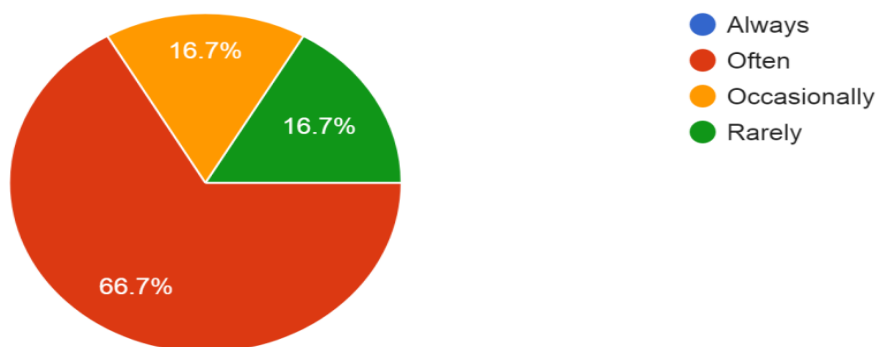


Figure 20. Teachers' Frequency of Using Visual Aids

From this sub-question, we aim to know the frequency use of the visual material as teaching tools in delivering the lesson course. Hence, the data findings from figure 6 demonstrate that out of four teachers with percentage of 66.7% have always integrated the visual materials in their courses; whereas only one teacher with percentage of 16.7% indicated that he/she use them occasionally, and 16.7% of them declared that they use it rarely for language learning.

Q6. Have you ever used YouTube video in the classroom, and/or relied on a YouTube video to prepare your lesson?

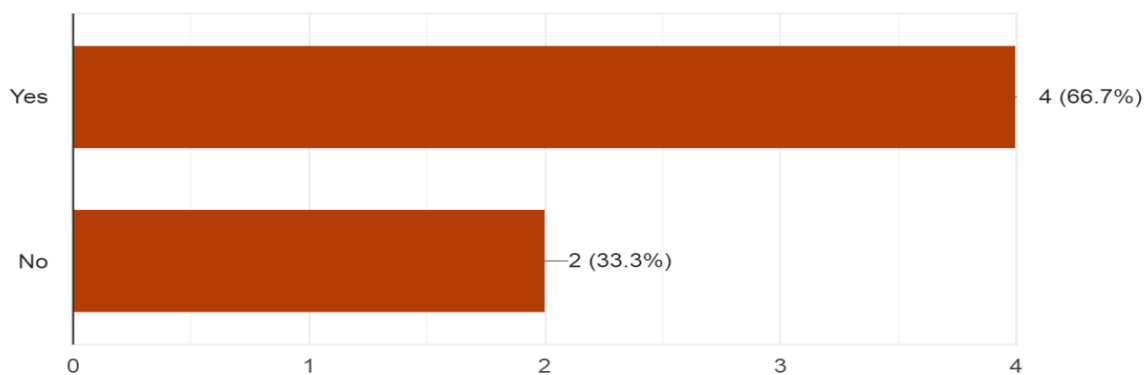


Figure 21. Teachers' Use of YouTube in the Classroom

Based on the results on the figure 21, we notice that the majority of teachers 66.7% rely on YouTube to prepare their lessons, while 33.3% of teachers identify that they do not use YouTube for their lesson plan or for the course matter, the latter indicated us with the reasons to not include YouTube videos in their classroom which are:

- ✓ May be because of the kind of the module, it requires direct explanation from the teacher and taking notes.
- ✓ Because of the nature of the module that does not necessitate that type of videos.

Q7. How do you consider the role of educational YouTube videos in your teaching?

Positive -Neutral - Negative

The results show that all participants 100% have a positive attitude towards the role of educational YouTube videos in their teaching.

Q8. What is your point of view about the incorporation of YouTube videos as a teaching and learning aid? Positive -Neutral - Negative

Respondents' answers demonstrate that all of them 100% have a positive opinion about incorporating educational YouTube videos in teaching and learning settings.

Q9. The role of educational YouTube videos is effective more than the traditional method in preparing courses?**Table 9**

Teachers' Opinions about the Role of Educational YouTube Videos versus the Traditional Method

Options	Participants	Percentage
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EFL Students and Teachers' Perceptions towards Educational YouTube Videos

Strongly agree	03	50%
Agree	02	33.3%
Neutral	01	16.7%
Disagree	00	00%
Strongly disagree	00	00%

According to table 9, most participants 50% strongly agree that educational YouTube videos are more helpful in preparing the courses than the traditional method. In addition, two teachers with 33.3% agree about the previous point; whereas, only one teacher which means 16.7% had a neutral opinion about the effectiveness of educational YouTube videos in comparison with the traditional method for preparing courses.

Q10. Do you think YouTube videos enable the teacher to facilitate the course material?

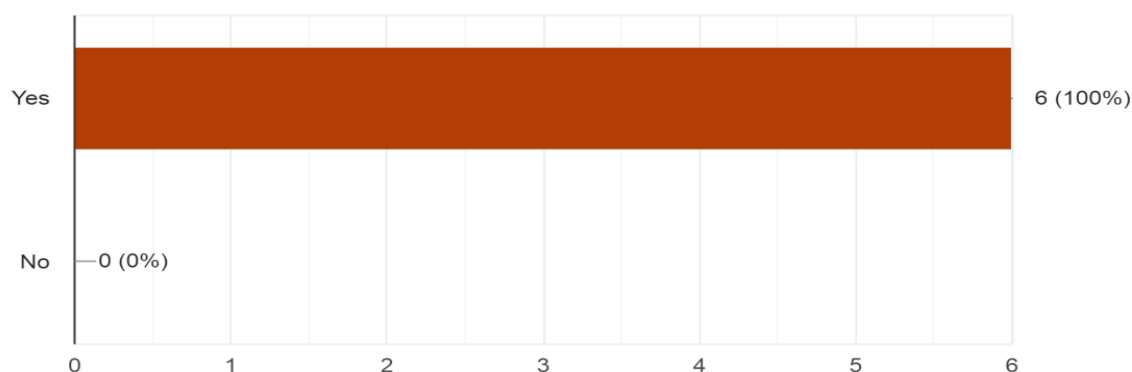


Figure 22. YouTube Videos as a Facilitative Tool for the Course Material

Based on teachers' responses, we notice that all teachers 100% agree that YouTube videos enable them to facilitate the course material for students in language learning.

Q11. Educational YouTube videos can deliver the course material in a meaningful and effective way?

Table 10*YouTube Videos for Delivering the Course Material in a Meaningful and Effective Way*

Options	Participants	percentage
Strongly agree	02	33.3%
Agree	03	50%
Neutral	01	16.7%
Disagree	00	00%
Strongly disagree	00	00%

As clearly manifested in the table, the majority of teachers 50% agree on the idea that YouTube videos can deliver the content of the course in an effective way. Moreover, 33.3% of them strongly agree with the previous idea and find YouTube videos as a meaningful tool for the course matter. However, only one teacher had a neutral opinion about the effectiveness of educational YouTube videos as a learning course material.

Q12. According to your point of view, educational YouTube videos would enhance students': Grammar- vocabulary- spelling- understanding lesson content- other?

Table 11*Teacher's Attitudes towards Language Aspects YouTube Videos Would Enhance*

Options	Participants	Percentage
Grammar	00	00%
Vocabulary	01	16.7%
Spelling	00	00%
Understanding lesson content	05	83.3%
Other	00	00%

The majority of respondents 83.3% agreed that educational YouTube videos would help students in understanding the lesson content when it is applied in classroom; while, the minority of them, one teacher with percentage of 16.7% stated that educational YouTube videos would enhance students' vocabulary rather than the other options.

Q13. Do you think that educational YouTube videos would raise the students?'

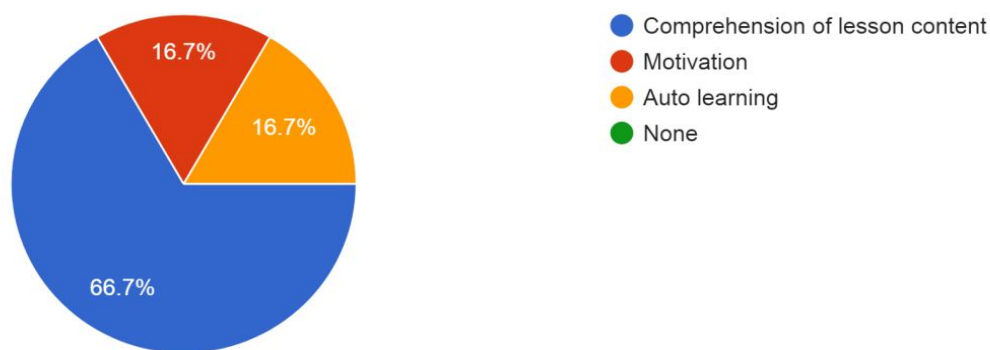


Figure 23. The Effectiveness of Educational YouTube Videos

The above figure illustrates that most of the participants 66.7% believe that educational YouTube videos would raise students' comprehension of the lesson content, whereas the other respondents 16.7% noted that motivation would be raised rather than the other options, and one teacher with 16.7% thinks that students would rely more on themselves (auto learning) when using educational YouTube videos for learning.

Q14. Do YouTube videos enable the teacher to create activities where the students can be actively involved?

Table 12

YouTube Videos for Creating Activities for Student's Active Involvement

EFL Students and Teachers' Perceptions towards Educational YouTube Videos

Options	participants	percentage
Strongly agree	02	33.3%
Agree	04	66.6%
Neutral	00	00%
Disagree	00	00%
Strongly disagree	00	00%

Over 66.6% of respondents declared that they agree that educational YouTube videos enable the teachers to create activities where the students can be actively involved in the classroom. In addition, the other two teachers 33.3% strongly agree that they are effective for creating activities for classroom involvement.

Q15. What are the main challenges that are affecting teachers to not use and rely on YouTube videos in the classroom?

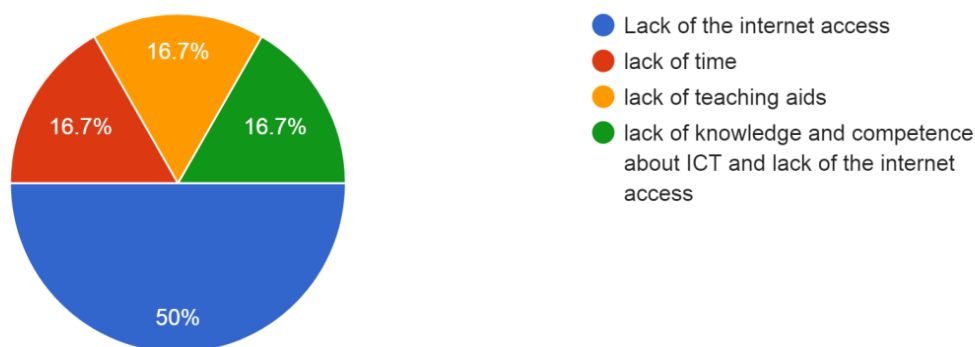


Figure 24. Teachers' Difficulties in Using YouTube Videos in the Courses

The majority of participants 50% stated that the lack of internet access is considered as the main challenge for them to rely on YouTube videos in the classroom. Whereas, one teacher with a percentage of 16.7% noted that the main challenge for them is the lack of time. In

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addition, 16.7% from teachers declare that the lack of teaching aids affect the use of YouTube videos in classroom. Another teacher 16.7% proposed an answer that the lack of knowledge and competence about ICT and lack of the internet access are the main difficulties teachers would face for using and relying on YouTube videos as a teaching and learning material.

Q16. The lack of following educational YouTube videos would disable teachers to keep up with the current methods and trends of teaching and learning?

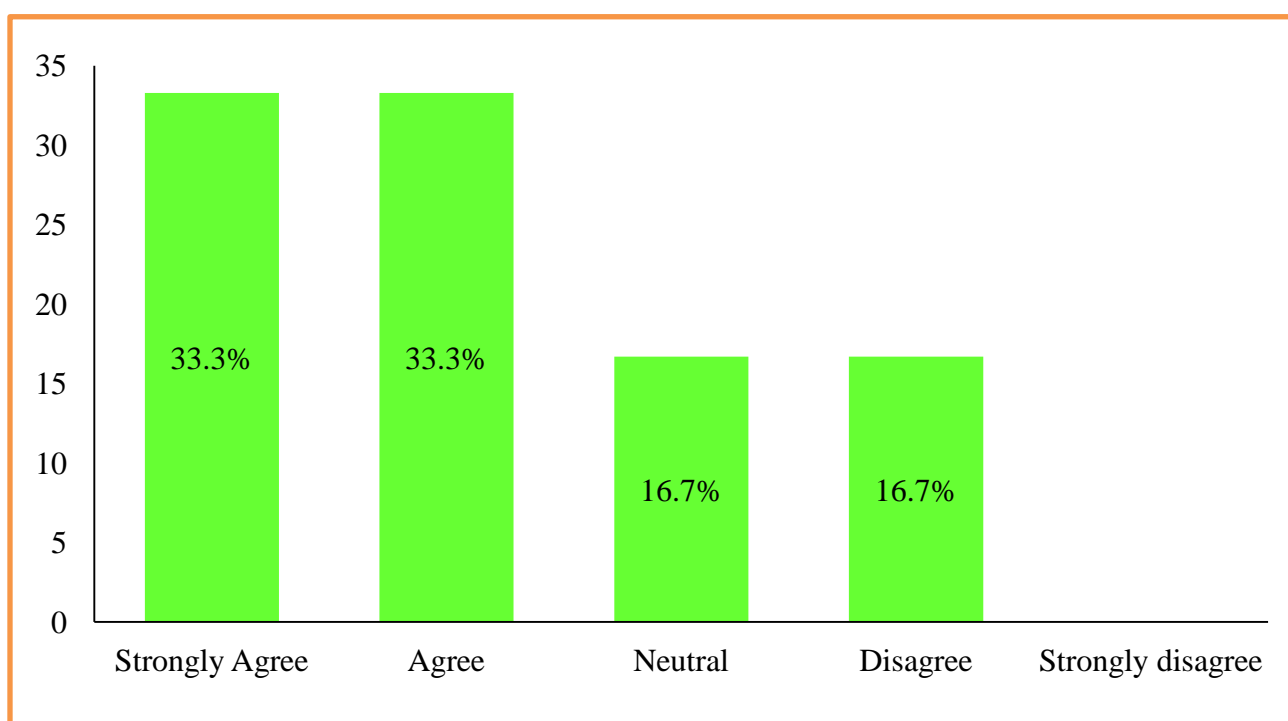


Figure 25. Teachers' Attitudes towards the Educational YouTube Videos

The figure above demonstrates that 33.3% of respondents strongly agree that the lack of following educational YouTube videos would disable teachers to keep up with the current methods and trends of teaching and learning; indeed, 33.3% from teachers agree with the previous opinion. In the other hand, with percentage of 16.7%, one teacher disagreed on the ideas that educational YouTube videos would disable teachers to deliver the course material;

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whereas, 16.7% of teachers had a neutral opinion in which the lack of YouTube videos would not give teachers the chance to persist with the modern trends of language learning and teaching.

Q17. Would you suggest any further proposals on the use of educational YouTube videos or even their advantages in the teaching and learning contexts?

At the end of this questionnaire, we ask the EFL teachers to feel free to state any further comments about the use and advantages of educational YouTube videos. Subsequently, most of them validate how they are useful in boosting teaching and learning processes, gaining time, facilitating learning, enhancing motivation, and fostering involvement especially for classroom discussion. Moreover, they believe that they would create kind of enjoyable atmosphere, to captivate more the students' attention to the lesson content in a more sophisticated way, and to raise awareness about autonomous learning and developing self registers.

Furthermore, they noted that educational YouTube videos enrich the information stock of students, considering it as an explainable tool, where the validity of multiple choices about the same subject matter exists. Another teacher stated that the new generation has an inclination towards easy information access and delivery; and they prefer having a lesson content displayed rather than the traditional method of dictating or using the white board; also for clarifying complicated notions and to share links whenever it is needed.

Additionally, the teachers suggested that with the focus on e-learning, universities must consider incorporating technological aids for students as such data shows, speakers, headphones, and internet access; in addition, they proposed having sessions for listening and studying videos. Finally, they point out to a particular kind of students which are the audio-visual ones, and how it helps them to understand what they want in an easy manner.

Conclusion

EFL Students and Teachers' Perceptions towards Educational YouTube Videos

Overall, this chapter dealt with the analysis of the data gathered from both teachers' and students' questionnaires. These questionnaires were administered to master one EFL teachers and students; the results of this study were presented in this chapter considering both the quantitative and the qualitative findings after the data analysis in order to collect valid information about the research topic and finding answers to the research questions, and to prove or disapprove the suggested hypotheses.

Chapter Five

Discussion

Introduction

The final chapter of this research is designed to provide a comprehensive discussion of the data findings gathered from teachers and students' questionnaires so that to prove or disapprove the stated hypotheses. Thus, this chapter includes the discussion of the results in relation to the hypotheses, the implications of the research, the limitations of the study, and the proposition of some recommendations and suggestions for further studies.

Discussion of the Results

After reporting and describing the results, it seems timely to make the appropriate interpretations and comments of the subject matter under investigation. To give direction to the present study, the proposed hypotheses were set to answer the three raised research questions in order to figure out Master One EFL students and teachers' perceptions towards the role and effectiveness of educational YouTube videos in teaching and learning English language.

In what follows the discussion of the put forward research hypotheses in light of the attained results. Thus, the obtained results from both teachers and students questionnaires revealed that they do perceive the positive role of audio-visual materials and ICTs in general; and specifically their resource for learning and teaching is primarily the YouTube website.

One of the most significant findings of the study was the popularity of YouTube among students and teachers. The results prove that it is an undeniable fact that students and teachers today are already very familiar with YouTube; students watch videos for educational and entertainment reasons and even when not required by instructors (outside the classroom) for learning and understanding the lesson content, while teachers do rely on YouTube videos to

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prepare their lessons, creating activities for students' active involvement, and mainly to facilitate the course material.

Although there were differences in the percentage of positive feedback especially from students regarding the attractiveness of YouTube, the results confirmed that using and implementing educational YouTube videos would have a positive pedagogical effect on teaching and learning settings; which matches Almurashi's declaration (2016) that YouTube can be very helpful as long as it is featured by its authenticity, and able to fit the expectations of learners for meaningful language learning use. Besides, utilizing YouTube videos in teaching is useful and beneficial for teachers who are interested in technology for teaching purposes. In other words, teachers and students perceive the role of incorporating educational YouTube video positively, even we found that teachers agreed that the lack of following YouTube videos would disable them to keep up with the current methods of teaching and learning; considering it as one of the main source, both university teachers and students counting on that dectates the effective role of such software in the educational sector.

In effect, although the use of educational YouTube videos is convinient, intersetting, delightful and accessible mostly for students, teachers do come upon many challenges such as, as the results revealed, the lack of internet access is the main difficulty teachers face to implement YouTube videos or any other technological software in the classroom environment, over and above the lack of time, also the lack of teaching aids and knowldge of ICTs. About the latter both students and teachers required the availability of the technological devices in the EFL classes.

In the context discussed, the effective exposure to the various educational YouTube videos, regarding their pedagogical benefits and role, serves to achieve the objective of teaching

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and learning processes. The dominant positive perceptions of both teachers and students show that they are likely to use more educational YouTube videos and other ICT tools in teaching and learning settings.

Implications of the Study

This research work is carried out to probe EFL teachers and students' perceptions about the role of educational YouTube videos in teaching and learning settings. Therefore, some research implications to teachers and students are presented which are largely emanated during the different stages of data collection and discussion phase.

Implications for Students

The availability and accessibility of technological software opened a large scope for students to have multiple resources for the needed information. This study proved that YouTube videos, considering it as a web application, provide students with affordable and interesting innovative way of learning. The mobility and feasibility of educational YouTube videos make them useful tools that can potentially be used in all EFL classes. Basically, they can save time and pave the way for students and teachers to acquire the real sense of language. Also the familiarization with new materials may inspire them to search for more appropriate materials to enhance their comprehension abilities. Moreover, the study will increase EFL students' attention towards autonomous learning and improving their levels as well as upholding the learner-centred approach, especially if they expose themselves to multiple types of language teaching and learning materials.

Implications for Teachers

The readers of this dissertation will get inspired by the different uses of technology and media in EFL settings. Teachers might think of introducing their courses in a more interesting

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scope through using educational YouTube videos. They may also enhance new techniques and materials for teaching and learning. Moreover, they will focus more on presenting comprehensible, delightful, and effective content for more students' involvement in the class. They will consider implementing some kinds of audio-visual material as such YouTube videos for creating more advanced and affordable structure of teaching. Furthermore, teachers will discover the different types of such Web 2.0 website, and how they would implement them in their courses, correspondingly to the designed educational purposes and needs of every course matter.

Recommendations and Suggestions for Further Studies

This research is a trial to plumb the role of educational YouTube videos in teaching and learning settings. Based on the theoretical grounds and the reported findings we procured from this study, some recommendations for both teachers and students are afforded along with few suggestions to the readers for further research or personal requirements.

- ✓ Teachers should consider the different types of learning, and they have to be more aware about their students' needs and preferable ways of introducing the lessons.
- ✓ EFL learners should call attention to the importance of educational YouTube videos as an interesting material. So it should be given more time and space to be integrated in the classrooms for language learning.
- ✓ Since the widespread of the new technological teaching aids, teachers tend to rely on them, either for the preparation of the course material or to pass multiple activities to their students; so, modestly, we invite teachers to rely on YouTube videos and ICT tools for the presentation of the course material rather than just following the traditional method of teaching.

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- ✓ Educational organizations and institutions should be aware of the integration of multimedia forms in order to make teaching-learning process more learnable and teachable.
- ✓ Another recommendation goes to the administration of the university, where the availability of technological equipments and devices is needed in the current time; in order to enable EFL instructors and students to use ICT materials like YouTube videos in the classroom, by providing effective and native-like world especially for the foreign languages classes.
- ✓ For further researches, we recommend applying an experimental method, using pre and post tests on the effectiveness of YouTube videos in the classroom.
- ✓ The future researchers should consider enlarging the size of the sample, and even to submit the research gathering tools for other faculties.

Conclusion

Generally, this chapter interpreted the results from teachers and students' questionnaires, which successfully proved our hypotheses. Moreover, the chapter presents some implications for EFL students and teachers, along with some recommendations and suggestions for further research works.

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[ict#:~:text=Information%20and%20Communications%20Technology%20%2D%20ICT,t](https://www.slideshare.net/mentosrenz27/historical-background-of-ict#:~:text=Information%20and%20Communications%20Technology%20%2D%20ICT,t)
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Appendices

APPENDIX A

Student's Questionnaire

Dear students,

Kindly spare some of your valuable time to fill in this questionnaire, which is an attempt to be part of MA dissertation that aims at probing EFL students and teachers' perceptions towards the role of Educational YouTube videos in teaching and learning settings.

We would be grateful if you answer the following questions, and we sincerely appreciate your help and cooperation.

A. BACKGROUND INFORMATION

Please use the (✓) mark to choose your answer.

1. Age

Under 20 [] From 20 to 29 [] From 30 to 39[] From 40 to 49 [] 50 or more[]

2. Please indicate your ICT (Information and Communication Technology) proficiency

[] Excellent [] Good [] Satisfactory [] Fair [] Poor

3. Have you ever used any software or application to help you in your study?

Yes []

No []

4. Do you think that by adding technology to English lessons your understanding of the lesson will be improved?

Yes []

No []

5. Which types of websites do you mostly visit?

Entertainment websites []

Educational websites []

Social Media (Twitter, Facebook, Skype) [] YouTube website []

6. Do you visit YouTube website?

Always [] Often [] Occasionally [] Rarely [] Never []

7. Do you use YouTube website for educational purposes:

Always [] Often [] Occasionally [] Rarely [] Never []

B. STUDENTS' PERCEPTION TOWARDS THE USE OF EDUCATIONAL YOUTUBE VIDEOS IN TEACHING AND LEARNING

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

Yes []

No []

8.a : If Yes , how often do your teachers use YouTube videos in the classroom?

Always []

Often []

Rarely []

8.b : If No , Do you want your teachers to include the use of YouTube videos as a teaching and learning aid?

Yes []

No []

9. Were you required before, by your teachers, to watch a YouTube video?

Yes []

No []

10. Are you satisfied with the traditional method of teaching?

Yes []

No []

11. The incorporation of Educational YouTube videos is interesting more than the traditional method?

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

12. Do YouTube videos facilitate the course material inside and outside the classroom?

Yes [] No []

If Yes, How?

.....
.....

13. Which aspects do YouTube videos help you boost in your learning :

Grammar [] Vocabulary [] Spelling [] Understanding lesson content []

14. What kind of YouTube videos contribute to enhance your learning?

Music videos [] Documentary videos [] Educational videos []

Others,

15. Do you think the role of watching educational YouTube videos would raise your :

Participation [] Comprehension of lesson content [] Motivation []

Auto learning [] None []

16. Do you think practicing English using videos on YouTube regularly and repeatedly may help you to learn English better?

Yes [] No []

17. Please tick (✓) your answer.

N°	Statements	Agree	Strongly disagree	undecided	Disagree	Strongly disagree
	The use of educational YouTube videos:					
1	Makes learning interesting					
2	Makes it easier to learn English					
3	Enables me to understand English better					
4	Motivates me to study English when I am outside the class					
5	Often look for English YouTube to learn English					
6	Learn pronunciation of English words from YouTube videos					
7	It captures my attention better					
8	YouTube is convenient, affordable, and accessible					
9	It helps to accomplish study tasks quicker					
10	It exposes students to native language world					
11	It improves the quality of assignments that students produce					
12	It enables students to control their own learning					

18. As an EFL learner and a future teacher, would you consider using YouTube videos in your teaching?

Yes []

No []

19. Would you suggest anything about educational YouTube videos and its role in learning and teaching?

.....

.....

.....

Grateful for your collaboration.

APPENDIX B

Teachers' Questionnaire

Kindly spare some of your valuable time to fill in this questionnaire, which is an attempt to be part of MA dissertation that aims at probing EFL students and teachers' perceptions towards the role of Educational YouTube videos in teaching and learning settings.

Thank you very much for your collaboration .Your input is really important for this study.

Assala Ounnas

Master Two researcher.

A. PERSONAL INFORMATION

Please use the (✓) mark to choose your answer.

1. Would you please specify your degree?

Licence Degree [] Master Degree [] Magister Degree [] Doctorate []

2. How long have you been teaching English?

Less than 5 years [] 5 to 10 years [] 10 to 20 years [] more []

B. TEACHERS' PERCEPTIONS TOWARDS THE USE OF YOUTUBE VIDEOS IN TEACHING

3. Please indicate your ICT proficiency

Excellent [] good [] satisfactory [] poor []

4. How long have you been using ICT in your teaching?

None [] 1 to5 years [] 6 to10 years [] 11 to 15 years []
16 to 30 years [] More than 30 years []

5. Do you use visual aids in your teaching?

Yes [] No []

If yes, how often do you use those visual aids?

Always [] Often [] Occasionally [] Rarely []

6. Have you ever used YouTube video in the classroom , and / or relied on a youtube video to prepare your lesson ?

Yes [] No []

If No, indicate why please?

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

7. How do you consider the role of Educational YouTube videos in your teaching?

Positive [] Neutral [] Negative []

8. What is your point of view about the incorporation of YouTube videos as a teaching and learning aid?

Positive [] neutral [] negative []

9. The role of Educational YouTube videos is effective more than the traditional method in preparing courses?

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

10. Do you think YouTube videos enable the teacher to facilitate the course material?

Yes [] No []

11. Educational YouTube videos can deliver the course material in a meaningful and effective way?

Agree [] strongly agree [] Neutral [] Disagree [] Strongly disagree []

12. According to your point of view, educational YouTube videos would enhance the students':

Grammar [] Vocabulary [] Spelling [] Understanding lesson content [] other []
specify

13. Do you think that educational YouTube videos would raise the students':

Comprehension of lesson content [] Motivation [] Auto learning [] None []

14. Do YouTube videos enable the teacher to create activities where the students can be actively involved?

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

15. What are the main challenges that are affecting teachers to not use and rely on YouTube videos in the classroom?

Lack of the internet access [] lack of time [] lack of teaching aids [] Other.....

16. The lack of following educational YouTube videos would disable teachers to keep up with the current methods and trends of teaching and learning?

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

17. Would you suggest any further proposals on the use of Educational YouTube videos or even their advantages in the teaching and learning contexts.

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

Grateful for your collaboration.