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**Assessing the Effects of YouTube Educational Channels
in EFL Master “1” Classes the Case of University
Center of Naama**

Dissertation Submitted to the Department of Foreign Languages as a Partial
Fulfillment of “Master” Degree in Linguistic

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Dedication

I humbly dedicate this piece of work to my loving mother and father whose affection, love, encouragement and prayers were with me all my life, and gave me support to finish this work.

To my educator and Quran master Mustafa for guiding me and enlightening me.

To my dear sister, who helped me a lots whenever I needed her.

To my beloved brothers: Abd elbasset and Younes for their precious love, motivation and care.

Special thanks are addressed to my dear friends for their kindness and love.

Dedication

First, I dedicate this humble work to my precious mother who was helping, supporting, and praying for me from the beginning to the end of this work.

To my dear father, who has been my source of inspiration and gave me hope when I thought of giving up.

To my beloved brother and my sisters who continually share their words of advice and encouragement to finish this study.

And finally massive and enormous thanks to my friends and teachers for being kind and helpful this entire long road without them this work would never been possible to accomplish.

BOUZEROUATA Mohammed.

Abstract

Nowadays, the use of the new technologies in education has become a need. Many educators use social networks frequently in foreign language classes. One of the main used platforms, recently, is YouTube. The educational videos on YouTube are the new effective tool to teach language learners. Thus, researchers have focused attention on using YouTube educational channels in EFL learning process. Therefore, the main objective set out to this research work is to assess the usefulness of YouTube educational channels in EFL classes. In order to reach this aim, the researcher has opted for certain methodology which entails the use of exploratory case study. For data collection, a questionnaire for EFL first year master students and an interview for teachers are used. The collected data were analyzed both qualitatively and quantitatively. The results revealed that EFL students learn best while using YouTube videos and the use YouTube educational channels has a great effect on developing language skills, self control, critical thinking and learners' understanding. Furthermore, according to the main findings, YouTube educational channels is very useful and helpful in EFL learning classes.

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1.1. Introduction

ICT integration in education generally means technology-based teaching and learning process that closely relates to the utilization of learning technologies in schools. It provides help and complementary supports for both teachers and students where it involves effective learning with the help of the computers to serve the purpose of learning aids (Jorge et al., 2003). Therefore, 21st Century EFL teachers adopt ICT-based approaches to make the students proficient in a foreign language to increase their learning, develop their creativity, and enhance students' motivation and engagement in the lessons.

YouTube is the largest online video repository in which nearly any digital video file can be stored and exhibited free of charge; it has become a major platform for disseminating multimedia information. It is a very attractive social medium that contributes to global education (Bonk, 2009). YouTube educational channels are being increasingly used by educators to teach the English language. According to Duffy (2008), it offers fast and fun access to language and culture-based videos and instruction from all over the Teaching English with Technology.

The following chapter deals with the theoretical aspect of this research. It focuses on defining mainly ICT, ICT in education, social networks, social media, and social media in foreign language education. Additionally, YouTube's definition is provided with its description and a brief introduction of YouTube educational channels. Then, the researcher presents the effects of educational channels on the four language skills and the benefits of using these channels for both teachers and learners

1.2. Definition of ICT

Information and Communication Technology can be defined as the implementation of technological aids to “provide access to information and communication”, and

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facilitate receiving, retaining, recalling, and manipulating data to improve the teaching and learning process (Aghaee, 2015, p. 5).

Njoku (2015) defines ICT as “forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means.” (p. 123). Christenson (2010) defines ICT as “technologies that provide access to information through telecommunications. It is similar to information technology (IT) which includes the Internet, wireless networks, cell phones, and other communication mediums”. Thus the term ICT may be considered as all technological devices that acquire new data easier in all its forms including voice, text, graphs, and videos (Michiels, 2001).

1.3. ICT in Language Education

Researchers believe that ICT is one of the influential devices that may help teachers to provide learners with authentic materials. These materials will be very beneficial for making teaching and learning easier.

ICTs have developed as powerful tools for the well-spread of knowledge and information. Their development has already taken place all over the world; however, the integration of ICTs in education has deep effects on the whole education process ranging from investments to the use of technologies in dealing with key issues of access, equity, management, efficiency, pedagogy, quality, research and innovation (Neeru, 2009).

The integration of ICT plays a significant role in the change in how language learners learn today. Various researches show that the use of ICTs in foreign classes can promote independent and engaged learning, provide a flexible learning environment, and enhance different skills in the language classroom. Indeed, Dash and Dash (2007, pp.32-33) view that “the electronic media can now bring real English to all our schools, however remote, if we provide them with the channels of distribution, students will learn real English in school with much greater ease and eagerness through radio, television and other electronic devices”.

Finally, ICT integration in foreign language education offers opportunities for learner-control, increased motivation, connections to the real world, enhance student

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achievement as measured in a variety of ways, including but not limited to standardized achievement (Rodney S. Earle 2002).

1.4. **Social Networks**

Social networks are the Internet websites that allow people to share interests in certain disciplines, and make available to members of these networks various shared files and photos and videos, create blogs and send messages, and conduct real-time conversations. (Ashraf J, Yousef Z, 2012). Social network refers to all Internet-based social media sites that help the user to stay connected with friends, family, colleagues, or clients, e.g. Facebook, Twitter, Linked In, Instagram, and YouTube.

1.5. **Social Media**

Social media can be defined as "a group of Internet-based applications 'interactive platforms' that build on the ideological and technological foundations of Web 2.0 (i.e. web services which center around user-provided content, like Flickr, YouTube, or Facebook) that allow the creation and exchanges of user-generated content." (Kaplan and Haenlein, 2010: 61).

Additionally, Social media are Internet-based channels that allow users to opportunistically interact and selectively self-present, either in real-time or asynchronously, with both broad and narrow audiences who derive value from user-generated content and the perception of interaction with others. For example, 'distrainted means a communication where the two parties can choose to participate at will, and do not need to be committed at the same time as would happen in face-to-face communication (Carr and Hayes 2015: 50).

Moreover, Jean Burgess (2017) clarified that by social media technologies; we mean those digital platforms, services, and apps built around the convergence of content sharing, public communication, and interpersonal connection. The most used social media platforms are Facebook, Twitter, Instagram, and YouTube.

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1.6. Social Media in Language Education

Social media tools are rapidly changing the communications landscape. Their emergence has impacted significantly how students learn and the way instructors teach. In today's higher education settings, instructors, students, and others collaborate on the tasks of knowledge construction. (Aditi Grover and David W. Steward, 2010)

Social media technologies offer the capability to both receive and create content with the hope that collective intelligence emerges. The goal is to improve students' learning experiences to prepare them to enter a workforce that is not geographically constrained and expects them to have highly developed online collaboration skills. The pursuit of such benefits drives academics to incorporate new technological approaches in their teaching methodology. (Walkyria Goode and Guido Caicedo, 2010)

The social media influence on learning and teaching environments is growing fast each year. According to James A. Griesemer (2012), Social media applications can reinforce class material and positively influence discussions collaborative work, and author. Educators and researchers are constantly experimenting with social media technologies hoping to stimulate critical thinking skills, collaboration, and knowledge construction.

Accordingly, social media platforms have many advantages in language education. It enhances students' English proficiency, can broaden their ways of communication and levels of interaction, and guide them on how to use and practice the target language. Aloraini and Cardoso stated that social media usage improve language learners' macro (i.e. listening, speaking, reading, and writing) and micro (i.e. grammar, vocabulary, pronunciation) language skills.

Moreover, Social media tools provide opportunities for language learners to enhance digital and multi-literacy skills, interact in and through the target language, work collaboratively, and enhance their linguistic and pragmatic proficiency (Blattner et al, 2011).

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1.7. YouTube

One of the new technologies that affect the way instructors teach and students learn is YouTube. YouTube is a web-based platform created, by Steve Chen, Chad Hurley, and Jawed Karim, three former PayPal employees on February 14, 2005 (Jefferson, 2005).

It is a video-sharing website that allows people to easily upload, share, and view video clips (Burk & Snyder, 2008). It is a site that allows users to upload and share videos and sounds, which can be viewed /heard by web users.

According to Hitwise Experian (2010), YouTube is the third most popular online social network (after Facebook and Myspace). It resembles other online networks, with the added advantage of video-sharing functionality. For example, YouTube members can friend other members and interact with them through tools such as comment-boxes, and activity feed subscriptions. Indeed, YouTube is often perceived as a simple video-sharing site that consists of an active social networking community of YouTube members.

On the other hand, Soukup (2014) stated that YouTube is a massive platform that can be used for multiple purposes such as advertisements, archival work, education, entertainment, journalism, political communication, art and culture, religion, healthcare, military, fandom, interpersonal communication, and observation.

Moreover, Since Google now owns YouTube; it is one of the most well-known sections of the internet. YouTube has played a significant role in the growth and knowledge of social media as a whole.

Furthermore, YouTube allows content to be viewed, shared, and discussed. It allows, also, two main user functions: content creation and content seeking. Content seeking is an intuitive user action that allows users to browse and search for specific videos for individual gratification. In content creation, users make and share their video content with specific individuals and groups or with the general public (Burgess & Green, 2013)

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1.7.1. Description of YouTube

According to Duffy (2008), when viewing a video, viewers can see the title of the video, the description of the video, who uploaded the video, date and time of upload, and tags specified by the owner. In addition, information is available on the number of times a video has been watched and rated by registered users. Also, there is a list of related videos, as determined by video title, descriptors used, and tags. A user can flag any video for inappropriate content, subscribe to a content feed for a particular user or channel, or add a video to his or her favorites. Users can also leave a text or video comments regarding each video.

1.7.2. YouTube channels

YouTube mainly consists of channels where the videos are uploaded. According to Ullman .S (2014), the YouTube channel is a brand's digital video portal on the YouTube platform. The channel is comprised of all videos that have been uploaded to YouTube by one account. Once the user logs into a YouTube account, he can view the sample page by clicking on the channel option in the menu bar.

YouTube channel is where a group of videos upload is gathered, the videos watched and liked, and the playlists of videos created by the user. This channel will have a web address (URL) that can promote on the website or marketing material. People can subscribe to YouTube channels. This means when they login to YouTube the videos will be listed on their YouTube home page.

The YouTuber can create 'playlists' within the YouTube channel to organize the videos by subject or type. For example, a playlist of the special lesson on educational YouTube channels.

1.8. YouTube Educational Channels

YouTube is used for varying purposes, the majority of which are not only for entertainment. For some users, YouTube is a space for posting a work demonstration, advertising a company or product, or providing students access to media from across the globe.

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YouTube educational channels are channels devoted to educational purposes; it posts mainly videos for learners or teachers. Cooper (1991: 11) defines this kind of video as a supercharged medium of communication and powerful vehicle of information that is packed with messages, images, and ambiguity, and so represents a rich terrain to be worked and reworked.

1.9. The Benefits of YouTube Educational channels

One of the EFL learners' goals is mastering language four skills: listening, speaking, reading, and writing. Thus, language educators are trying to discover modern technologies to aid them to cope with these difficulties. YouTube educational channels, recently, have been one of the main used platforms to reach such goals. Indeed, Wilkinson (1984) stated that “pedagogical and technical features of video can involve students in interactive viewing situations develop both receptive and productive skills”

a) For Listening:

According to Bacon (1989, p.544), listening is recognition of sounds, knowledge of lexicon, syntax, discourse markers, and the world, all interact with each other. In other words, it is the ability to understand the language spoken.

Many researchers believe that there are numerous positive outcomes of using YouTube educational videos in teaching a foreign language. According to Çakir (2006, p. 68) “Language teachers like video because it motivates learners, brings the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language in a controlled environment”.

Thus, YouTube videos are considered as a more enjoyable, motivational, beneficial, and interesting way to learn listening skills. YouTube videos allow the students to learn a foreign language as it is used by native speakers.

b) For Speaking:

Certainly, one of the main targets of language teaching is to communicate so that speaking skills need to be improved. As mentioned by Cameron (2001), speaking is the active use of language to express meaning so that other people can make sense of them.

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Authentic YouTube videos contain many native speakers' channels with a good deal of experience and plenty of verbal and non-verbal communication with the correct pronunciation. Indeed, Watkins & Wilkins, (2011, p. 114), have claimed that with YouTube, students and teachers could thoroughly examine any of these scenes with a deep focus on speech cadence, tonal shifts, grammatical nuance, conversational roles, or almost any other topic currently being examined in class.

c) For Writing:

Besides speaking skills, individuals can express their thought and communicate in a written form using their writing skills. According to Rivers (1981, p.294), writing is conveying information or expression of original ideas consecutively in the new language.

The use of YouTube videos helps teachers to develop learners' language skills, According to Allen, Kate & Marquez (2011, p.5), “Visual aids, such as YouTube videos, impact and add interest to a lesson. They can create excitement. Visual aids enable students to use more than one sense at the same time. One picture can elicit unlimited words’. Therefore, the teacher can present vocabulary extensively and make a correlation between abstract and concrete objects which increases learners' writing skills.

d) For Reading:

Reading skill is a cognitive ability that a person can use when interacting with the written text. As Chastain (1988, p. 216) mentioned ‘reading is a basic and complementary skill in language learning. Moreover, According to Davies (1968, p.499), reading skills involve: identifying word meaning, drawing inferences, identifying the writer's technique, recognizing mood of passage, finding answers to questions.

The use of YouTube videos helped the learners to develop different skills, as stated previously, even reading skills. Van Duzer (1998) stated that video materials applied in educational settings, provide real situations, intonation, and real pronunciation and permit the learners to be exposed to a real context. Thus readers will make meaning of the text they are reading, connect with the text and retain the information.

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1.10. The Effects of YouTube Educational Channels

Technology of all kinds has seen widespread integration into daily life; it has become possible to adopt a number of these technologies to help in the development of the educational learning process.

YouTube is a free platform where all kinds of videos are uploaded, which makes it one of the most visited sites by both teachers and learners, mainly; it offers multimedia forms of education.

a) For learners:

Lindstorm (1994) finds out that the abilities of learners to recall and comprehend are improved better when they have a full experience, that is, when they see, hear, and do; since the visuals are more effective in their minds.

Besides, Bunus (2010) and Greenhow and Robelia (2009) have demonstrated that YouTube is useful for the learning process. They have mentioned that Higher levels of reasoning skills like decision making and problem-solving, and capabilities of communication and collaboration through social media have developed in learners (DeWitt et al., 2013)

YouTube has a great effort in improving the learning skills of students. Fathallah, (2007), claims that educational videos involve real elements, and they teach specific goals. He, also, stressed out that videos on YouTube are available anytime and anywhere, they have a high quality of showing content, and they offer the potential of repeating, stopping, or completing at any other time. Thus, it helps to keep the material in the long-term memory; which enhance memory recall and develops mind and senses

Additionally, YouTube videos encourage group work activities through sharing the videos which add fun and meaning to the learning environment, therefore, the collaborative skills will be improved. (Ebied, Kahouf & Rahman, 2016). As well, Anggraeni (2012) and Pratiwi (2011) reported in their study that the youtube educational video helps the students to explore main ideas, organize ideas, choose of right words to create sentences and paragraphs, produce grammatically correct sentences, and use mechanic (punctuation and spelling). (Mentioned in Erlik Widiyani Styati, 2016).

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In nutshell, many researchers agreed that the use of YouTube videos increased student engagement, critical awareness and facilitated deep learning. Apart from that, YouTube is also used to illustrate theoretical content, involve students, and inspire innovative teaching methods (Agazio & Buckley, 2009), therefore, they recommend teachers to use this technology to stimulate student discussions, share information, and create a learning community.

b) For Teacher:

As previously mentioned, YouTube videos provide multimedia content as they engage visual and verbal material in them thus, they develop many educational skills. For instance, students' engagement, if students are interested in the material, they will engage better in the lesson, which in turn helps to boost achievement in the classroom.

According to S. June, the attractiveness of YouTube videos in teaching comes from the combination of images and sounds. So that it will be able to generate an influential medium that can be used by teachers to help explain concepts while at the same time able to instruct students with content that provides multiple senses. Moreover, Kay (2012) maintains that videos involve positive attitudes, management of the learning process, and enhancement of language skills, study behavior, and the performance of students.

Other researchers find video sharing sites necessary, and YouTube, specifically, is significant for practical, clinical science, education, and research. They point out that videos on YouTube motivate student's participation and compensate for their lack of interest in traditional classrooms. Thus, the use of videos helps to change the roles of teachers from lecturers to facilitators and minimize the challenges in teaching EFL in English.

1.11. conclusion

This chapter has provided a theoretical overview mainly on the effectiveness of YouTube educational channels among EFL learners. First of all, the researcher has

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presented a definition of ICT including its role in education, the definition of social networks, social media, and the use of social media in education.

In addition, the researcher has presented the YouTube definition including its description, definition of YouTube educational channels, and the effects of these channels for both learners and teachers.

The next chapter will be devoted to the analysis and interpretation of data. Furthermore, the chapter will seek to answer the research questions by confirming or disconfirming the research hypotheses.

2.1. Introduction :

The integration of new technologies in education has become a debatable topic among educational researchers. Many scholars consider the significance of technology in education as a need. They stated that these technologies offer enhanced Teaching and learning through the use of computers, digital cameras, PowerPoint presentations, etc, which are now important sources that teachers use to assist their learners in understanding lessons quickly (T. Ali Qassim, N. Fadhil Abbas, 2020)

Accordingly, the researchers have indicated YouTube as one of the most useful platforms that enhance learning and facilitate teaching. Therefore, to explore the effectiveness of YouTube educational channels among EFL learners, the researchers have opted for a certain methodology.

Thus, this chapter outlines the methodology design used in this study. It aims to describe the data collection procedures that the researcher used in this research. Additionally, it provides a description of the case study, the sample population, and teachers' and learners' profiles. It also contains a detailed description of the used instruments, namely an interview for the teachers and a questionnaire for the students. In the end, the collected data will be analyzed both qualitatively and quantitatively.

2.2. Research Design:

Undoubtedly, a research design is a detailed outline of how an investigation will take place. It includes how data will be collected, what and how instruments will be used, and the intended means for analyzing data. According to Kerlinger (1986, p. **page number**), "Research in the plan, structure, and strategy of study conceived in order to get answers to research questions and also to control variance". Moreover, Mc Millan & Schumacher (1993) pointed out that a research design describes the procedures for conducting the study, including when from whom and under what conditions data were collected. It aims at providing valid and accurate answers to research questions.

2.2.1. Case Study:

The present study is an exploratory case study that aims at identifying the main effects of YouTube educational channels on EFL learners. Indeed, a case study is a research methodology that is commonly used in educational sciences. According to Yin (1984, p. 23) “A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.”

It is, also, defined as a credible, valid research design that facilitates the exploration of complex issues. It investigates a phenomenon within its real-life context. Case studies are based on an in-depth investigation of a single individual, group, or event to explore the causes of underlying principles.

2.2.2. Research Approach:

In any research paper, the general goal adopted by the researcher is to give answers to the research questions in a valid way using a particular research approach based on the type of the research. Accordingly, there are three basic approaches to research, quantitative approach, qualitative approach, and mixed methods. Regarding what has been mentioned before, this research study is carried out to investigate the effectiveness of YouTube educational channels among EFL learners in Naama university center, more precisely for first-year master students.

The use of both quantitative and qualitative approaches has been considered in the present study to provide a complete understanding of the research problem. Therefore, the researchers have used the mixed methods approach to assess the effectiveness of YouTube educational channels among EFL learners.

2.2.3. Sample Population:

When researching an aspect in educational sciences, researchers simply cannot collect data from every single individual in most cases. Instead, they choose a smaller sample of

individuals that represent the larger group. A sample is a subset of a population that is used to represent the entire group as a whole. It is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985).

In this current research, the researcher tries to assess the use of YouTube educational channels among EFL learners; therefore, the sample was selected randomly from the total population. This sample was chosen from first-year Master's students at the department of English at SALHI Ahmed university center of Naama.

a) The Profile of Teachers' Sample:

The researcher has tried to interview five EFL teachers from SALHI Ahmed university center of Naama but due to the issues in the department of English the teachers were always busy in meetings and sessions, the researcher has interviewed only three teachers.

The researcher has randomly chosen three EFL Teachers (females) in the department of English. They were selected randomly regardless of their age; sex or experience in teaching the English language.

The first teacher is a young lady who has been teaching English for eleven years. She used to teach research methodology, educational psychology, cognitive psychology, and ICT in education. The second teacher is, also, a young lady who has taught English for eight years. She used to teach grammar, TTU, and teaching methodologies and communication. It should be mentioned that both teachers used YouTube videos while teaching. The third teacher is a young lady who has been teaching English for two years. She is teaching mainly written expression, literature, and research methodology.

b) The Profile of the Students' Sample:

The researcher had randomly taken twenty EFL learners aged between 20 and 26 years old (males and females) first-year master from SALHI Ahmed university center. They are studying different modules like ICT, educational psychology,

applied linguistics and sociolinguistics, in which YouTube educational channels was used sometimes.

2.2.4. Instrumentation:

In order to answer the research problem, researchers need to collect data using different instruments. For this work, the researcher has used an exploratory case study in order to explore the usefulness of YouTube educational channels among EFL learners. Therefore, a triangulation technique is used to improve validity. Indeed triangulation occurs when the researcher uses more than one data collection method. In this research, an interview for teachers and a questionnaire for learners are used to collect data.

a). Questionnaire:

The questionnaire is, generally, a document consisting of a limited number of questions or other forms of items designed especially to ask for information appropriate to explain and test research problems (Jonker and Pennink, 2010, as cited in Yaiche, 2013). It is a written document employed to collect large amounts of data from a large sample of informants during a small period.

The purpose of the present questionnaires is to collect data about YouTube in education, it, also, seeks to know learner's perceptions and attitudes towards YouTube educational channels. Therefore, the questionnaire starts with an introductory paragraph to inform the respondents about the purpose of the questionnaire and to ask them to answer the questions appropriately by putting a tick on the choice or express their opinions.

The questionnaire is divided into two parts. The first one seeks to attain demographic information about the participants, mainly age and gender. The second part consists of twelve questions. Four of them are open-ended because they required detailed answers in which the respondents express their opinions. The other questions are close-ended; four questions are dichotomous where the informants answer either with yes or no, and the last four questions are multiple-choice. The sixth and the seventh attempt to gather information

about YouTube educational channels, whether the learners visit them regularly, how much time they spend on these channels, and the effectiveness of these channels in their learning.

The eighth and the ninth questions seek to know what are the skills the learners tried to develop through these channels, and how these channels affect their learning, while the tenth questions try to know the benefits of YouTube educational channels. The last three questions ask about the respondents' opinions towards the benefits of YouTube educational channels, description of their experience, and the challenges they face while watching educational channels.

b). Interview:

An interview is typically a face-to-face conversation between a researcher and a participant involving a transfer of information to the interviewer (Cresswell, 2012) According to Cohen et al (2000:267) Interviews enable participants –be they interviewers or interviewees to discuss their interpretations of the world in which they live in, and to express how they regard situations from their own point of view.

The researcher has selected semi-structured interview which consists of ten questions mainly open-ended. In addition, the interviewer stated first with the informed consent to give the interviewee the purpose of this interview. It should be mentioned that the interviewer has used Google forms to facilitate the process of answering and gathering the answers.

The first two questions are personal questions asked to get factual information about the interviewee, questions number three, four, and five seek to know how teachers used to teach and if they prefer teaching through social networks in general and YouTube in specific. Whereas questions number six, seven, and nine talk about YouTube educational channels, i.e. do teacher advise their learners to consult these channels, site some channels name, and if they notice that the learners visit these channels on their own.

The ninth question tries to see the benefits that the teachers expect from YouTube educational channels. Finally, the last question requires the interviewee to summarize his experience with YouTube educational channels.

2.3. Data Analysis

As was previously stated, the researcher has collected data using two research instruments; questionnaires for students and interview for teachers. The collected data will be systematically analyzed and interpreted to answer the research questions.

2.3.1. Analysis of Students' Questionnaire

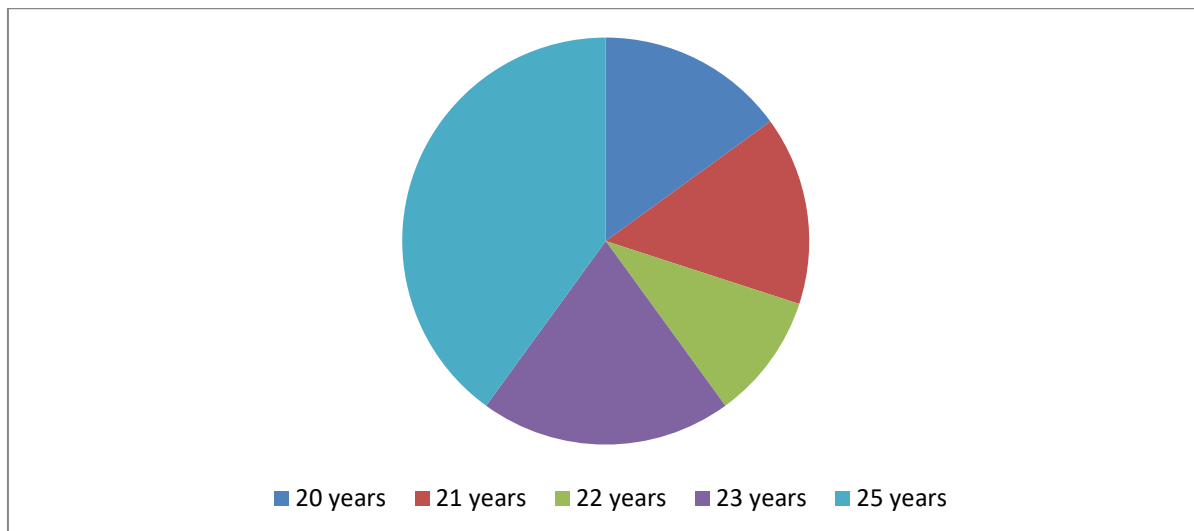
The researcher attempted to administer the questionnaire to twenty students from the 1st-year master, but not all of them responded. Thus, only fifteen students answered the questionnaire.

The administration of the questionnaire was made in the second week of June via Google forms to make sure that the learners would fill and submit the questionnaires easily. Indeed, filling the questionnaires took about five to ten minutes.

After administering the questionnaire, the researcher has treated the collected data in charts and analyzed the items according to their appearance and order in the questionnaire.

❖ Part one:

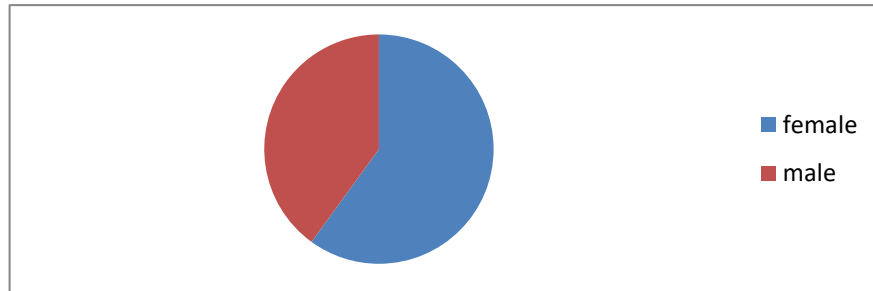
➤ Item one: students' age.



Pie-chart: 2.1. Students' Age

As it is mentioned before, the questionnaire is distributed to fifteen students and all of them gave it back. The results show that all the participants are young adults aged between twenty and twenty-five years.

- Item two: students' gender.

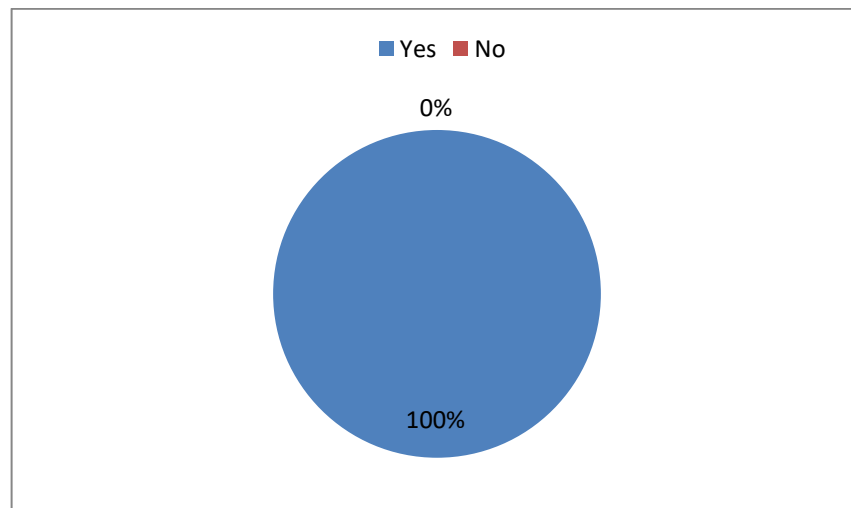


Pie-chart: 2.2. Students' Gender

As was previously stated, this population consists of fifteen students. The pie-chart shows that 60% are females and 40% are males. Thus, the collected data reflect both sexes of informants.

❖ **Part Two:**

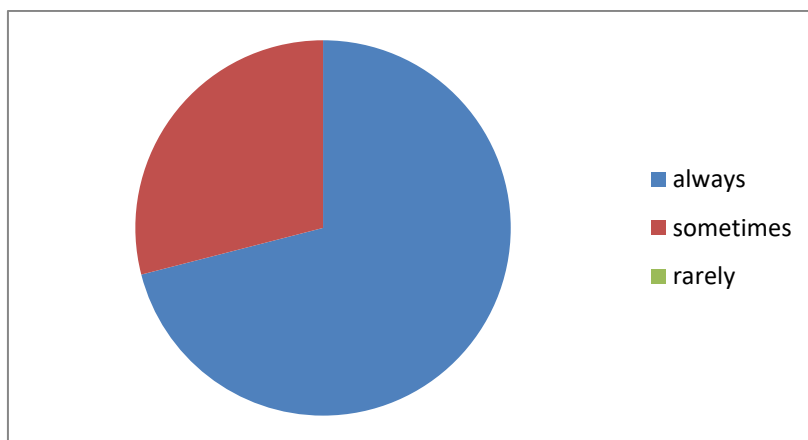
- Item one: Do you have a Smartphone/ laptop?



Pie-chart: 2.3.Students' Use of Smartphone/ Laptop

As it is presented in the above pie-chart, (100%) of students have Smartphone/ laptop, i.e. the whole population use technology.

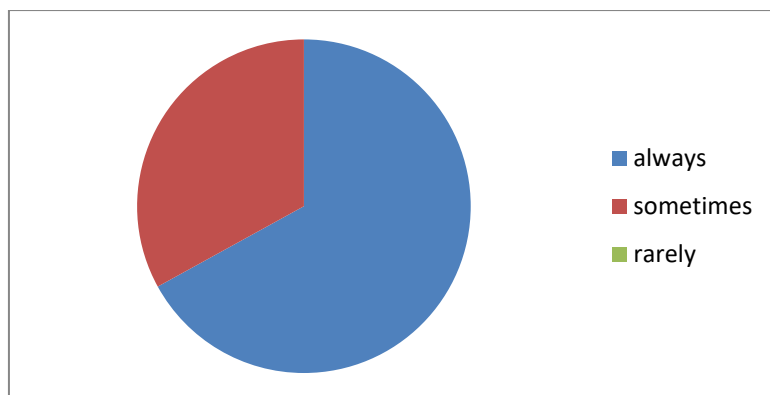
- Item Two: How often do you use social media?



Pie-chart: 2.4. EFL Learners' Use of Social Media.

The results of the above pie-chart show that (71%) of the informants use social media always. However, (29%) of the informants use social media sometimes, and (0%) do not use social media.

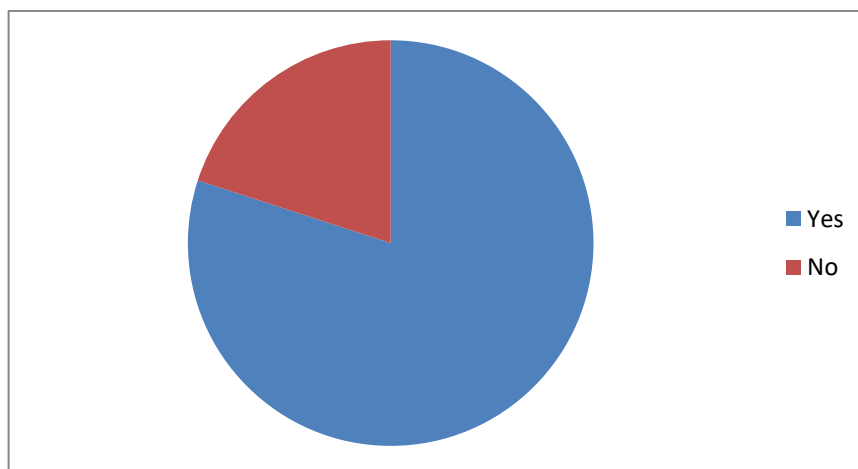
- Item three: How often do you visit YouTube?



Pie-chart: 2.5. EFL Learners Visit of YouTube.

According to the result of the above pie-chart, the majority of respondents visit YouTube, since (67%) of the respondents said that they visit YouTube always and (33%) of the respondents visit it sometimes while no one chose the option 'rarely'.

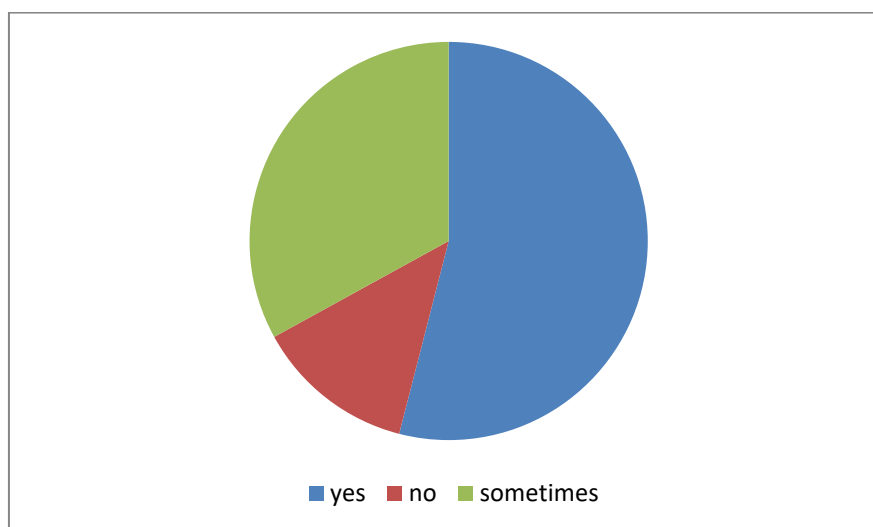
- Item four: When using YouTube, Do you visit educational channels?



Pie-chart: 2.6. EFL Learners' Visit of Educational Channels

This is a very important question, and a negative response to it may ruin this research work. Fortunately, the pie-chart result shows that (80%) of the participants do visit YouTube educational channels and only (20%) visit do not visit them.

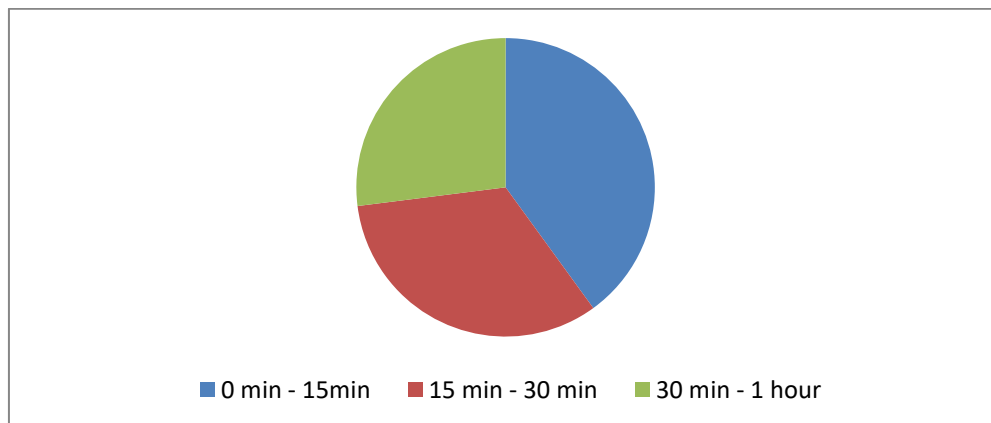
- Item five: Do you regularly watch and/or subscribe to any YouTube channels?



Pie-chart: 2.7. EFL Learners' Watch/ Subscription to YouTube Channels.

The above pie-chart demonstrates that (54%) of EFL learners watch/subscribe regularly to YouTube channels and (33%) of the participants watch/ subscribe sometimes. While a minority of (13%) said that they do not watch/ subscribe to YouTube channels.

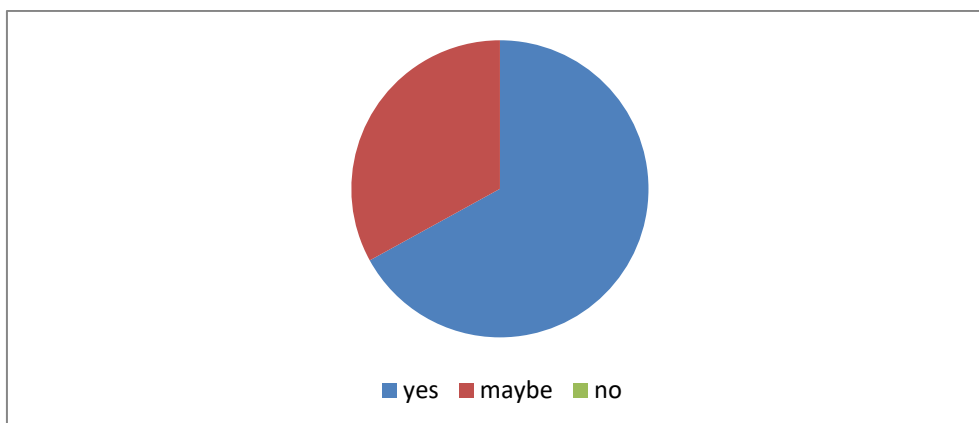
- Item six: How much time do you spend while watching educational channels?



Pie-chart: 2.8. The Time EFL Students Spend while Watching Educational Channels.

As it is shown above, the majority of students (40%) stated that they spend less than fifteen-minute watching educational channels, (33%) of students more than fifteen and less than thirty, and (27%) reported that they spend from thirty minutes to an hour watching educational channels.

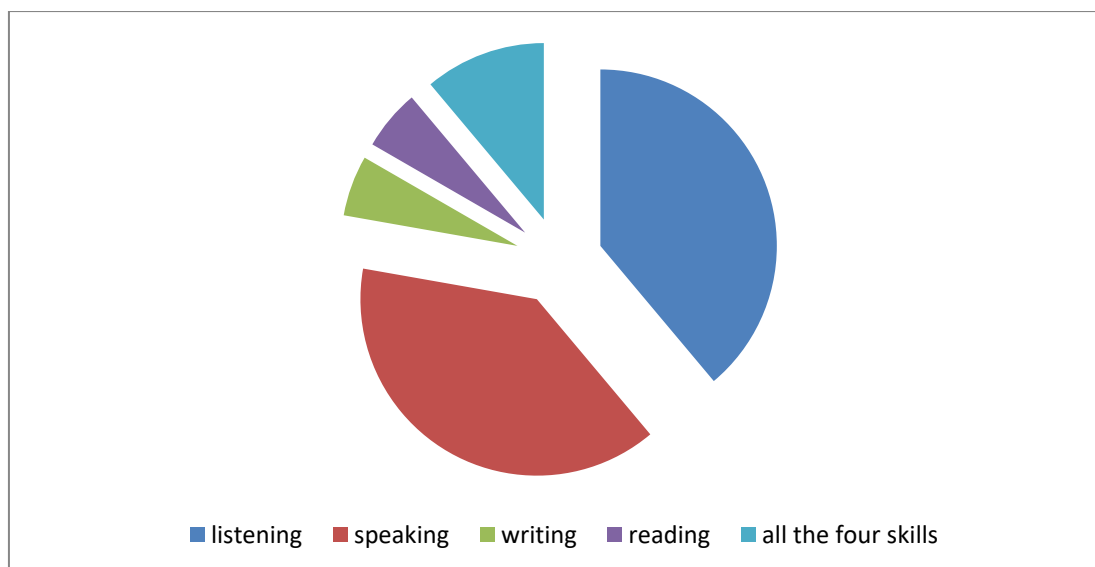
- Item seven: Do you think that watching educational channels would enhance and facilitate your English language learning?



Pie-chart: 2.9. The EFL Students' Perception towards Watching Educational Channels.

It is noticeable from the above pie-chart that (67%) of students believe that watching educational channels enhance and facilitate English language learning, and (33%) of students select it 'maybe'.

- Item eight: What are the skills you generally try to develop through YouTube channels?



Pie-chart: 2.10. The Skills that EFL Learners Develop through Watching Educational Channels.

The above pie-chart demonstrates that (35%) of EFL learners' develop their listening skills through educational channels, and (35%) develop their speaking skills. While, a minority of (5%) said develop their reading skills and (5%) they develop listening skills, whereas, (10%) reported all the skills are developed through educational channels.

- Item nine: How do YouTube educational channels affect your learning process?

Regarding this question, the majority of students agreed that YouTube educational channels facilitate the information, improve their autonomy and develop the four learning skills. Additionally, some students stated that YouTube educational channels helped them to recover what they have missed during the classroom and learn new vocabulary. Other students find these channels the best tool for learning since it makes the learning process easier and funnier and more effective.

- Item ten: What are the benefits you got from watching educational channels?

Concerning this question, the students have proposed some benefits of watching educational channels. The majority of them have agreed that educational channels helped them to develop the four learning skills, acquire new vocabulary, improve their grammar and learn the right pronunciation. Additionally, the respondents reported that through educational channels they understand more, learn anyway, and gain time. Moreover, the informants stated that educational channels facilitate the learning process and improve understanding since they can repeat the videos.

- Item eleven: Would you please describe your learning experience from YouTube?

Regarding this question, some students stated that learning from YouTube was a beneficial and productive experience. The majority of the informants said that it was a good, amazing, and fun experience in which they got great benefits especially while learning the English language. Other respondents YouTube helped them to turn their wasted time to

value and extend the learning out of schools and universities, also, some informants find YouTube very useful especially during the pandemic last year; since no official studies available; educational videos helped them to reach their goals without even living their homes.

- Item twelve: What are the challenges you face while watching educational channels?

Concerning the last question, the students have stated some challenges they faced during watching educational channels. The most faced challenge by the students was about the way the YouTubers speak and the accent they talk with, especially English educators they have a special accent and they talk too fast. In addition, some respondents stated that they find, sometimes, difficulty in understanding words. However, the rest of the informants declared that there are problems faced other than the slow net or the ads and pop-up pages.

2.3.2. Discussion of the Findings:

The analysis of the collected data from the students' questionnaire showed that most of the respondents, who were young adults, have positive attitudes towards the use of YouTube educational channels. The quantitative analysis demonstrates that the majority of the informants watch YouTube educational channels and rely on them to develop some skills. Additionally, most students describe learning through educational channels as a beneficial process.

Moreover, the analysis of the qualitative data revealed that most of the students do not find difficulties in YouTube educational channels. However, they may face some problems especially in understanding the YouTubers accent, new difficult words; and the slowness of the internet.

In addition, the respondents claimed that watching YouTube educational channels helped them to increase their understanding, develop the four learning skills, and acquire

new vocabulary. Furthermore, the majority of students stated that the use of YouTube educational channels affects their learning process positively and facilitates their English language learning.

2.3.3. Analysis of Teacher Interview

The results of the interview; which aimed at gathering in-depth data about the effect of YouTube educational channels and confirming the information gathered from other sources; have been also subject to discussion.

As it has been mentioned previously, the researcher has used a semi-structured interview, i.e., the interviewer has used a pre-prepared outline in which most of the questions are open-ended with use probing techniques.

The interview was conducted with three teachers, the first teachers have taught for eight years, the second for eleven years and the third for two years. These teachers prefer using new technologies in teaching and they use YouTube educational channels in their classrooms.

The interview questions have revealed a good amount of data that are analyzed as follows.

- Items one and two: for how long have you been teaching? What are the modules that you used to teach?

The first respondent has been teaching for eight years, the other teacher has been teaching for eleven years and the third teacher has been teaching for two years. These respondents taught namely methodology, research methodology, educational psychology, and cognitive psychology, ICT in education, written expression, and literature.

- Items Three and Four: How do you generally like to teach? Do you prefer teaching through social networks?

All the respondents stated that they the lesson and deliver it; also, they try to engage students Using innovative ways supported by electronic materials and new technologies. Moreover, the three interviewees highly prefer teaching through social networks

- Item Five: Do you use YouTube as a teaching tool?

The three interviewees declared that they do use YouTube as a teaching tool sometimes.

- Item Six: Do you advise your learners to consult certain educational YouTube channels?

All the respondents stated that they usually do advise learners to consult certain educational channels, one of the informants reported that she asks her learners to check the content of the lesson on YouTube to develop their knowledge.

- Item Seven: Would you cite some useful channels?

The three teachers declared that there are many educational channels, especially those relating to English language learning. They named these channels: English fluency journey, learn English with English class 101.com, BBC learning English, and others.

- Item Eight: Have you noticed EFL learners having access to YouTube educational channels on their own?

For this question, the three interviewees have noticed that the majority of the learners access, frequently, YouTube educational channels on their own. Indeed, the teachers stated some students even require their teachers to propose some channels.

- Item Nine: What are the benefits you expect from YouTube educational channels?

Regarding this question, the teachers said that educational channels are very beneficial, especially in research projects. It boosts self-control, improves language skills, and develops understanding; since they learn through different perspectives and innovative

ways of explanation. In addition, YouTube creates a richer and more interesting setting and a ‘real world’ in the class.

- Item Ten: Would you please summarize your experience with teaching through YouTube educational channels?

All the interviewees reported that teaching through YouTube educational channels is enjoyable, motivating experience. Furthermore, one of the interviewees declared that YouTube helps students to visualize their courses and transfer complex concepts into concrete, easier ideas to remember.

Moreover, the three teachers claimed that YouTube saves the energy and time of both the teachers and students, since it facilitates the lesson, makes the session more interesting, and creates an attractive and interactive setting for the student.

2.3.4. Summary of the Results:

To summarize, the interview results indicate that all the respondents, who are university English teachers, prefer to use modern technology in their classes and they have a good and beneficial experience with the use of YouTube educational channels. The researcher has deduced that these teachers promote an effective learning process through educational channels and develop learners’ language skills.

However, the data obtained from the interview fit well with the gathered information from the learners’ questionnaires. For instance, the benefits of YouTube educational channels stated by teachers are approximately the same benefits that learners mentioned. In addition, the researcher has noted that both teachers and learners agree that educational channels develop the four language skills and increase learners’ understanding.

2.4. Data Interpretation:

The students’ questionnaire and the teachers’ interview helped the researcher to collect a good amount of information concerning the effect of YouTube educational

channels among EFL learners. Thus, an interpretation of the main results obtained from the research instruments is supposed to provide answers to the research questions and conforms or disconfirms the suggestions expressed in the hypotheses.

Regarding the first hypothesis, which states that EFL learners use social networks in their learning, all the teachers in the interview agreed that the majority of students favor learning through social networks. Additionally, the previously collected data from the learners' questionnaire showed that the majority of students like learning through social media, especially, YouTube. For validating these results the fourth, fifth, and sixth questions of the questionnaire have been used. The results revealed that most EFL students watch YouTube educational channels and rely on them to develop learning skills. Consequently, the first hypothesis was confirmed.

Concerning the second hypothesis, which states that YouTube educational channels are helpful for EFL students, the interview results revealed that students get more self-control and improve their language skills after teaching through YouTube educational channels. . Furthermore, the questionnaire results showed that the main advantages of YouTube educational channels are: developing the four learning skills, acquiring new vocabulary, improving grammar and promoting better pronunciation. In addition, the items nine and ten from the interview showed that YouTube educational channels affect positively EFL learning process since it facilitates the lesson and enhances learners' understanding. Thus, one may deduce that YouTube educational channels are useful for EFL learners.

3. Conclusion:

In this chapter, the researcher presented the data collection methods and the sample was chosen for this research; then analysis and discussion of the collected data were made. Firstly, the researcher presented a clear description of the research design and procedures, and then the researcher introduced the sample population chosen for data collection.

Finally, the researcher analyzed and interpreted those data quantitatively and qualitatively. Based on the entire findings, the research hypotheses have been tested and confirmed.

General Conclusion

Today's massive developments in technology have impacted the field of education. Educators seek to make use of these technologies to develop and facilitate learning process. YouTube has become one the most used platforms by both teachers and learners.

The major concern of this research work was the effects of YouTube educational channels in the EFL classroom. To reach this end, the researchers have presented clear literature about the main concepts: ICT, ICT in education, social networks, social media, and social media in foreign language education. Additionally, scholar's definition of YouTube is provided with its description and a brief introduction of YouTube educational channels. Then, the researcher presents the benefits of educational channels on the four language skills and the effects of the use of these channels on both teachers and learners.

The objective of this research is to investigate the effects of YouTube educational channels in EFL master one classroom at Naama university center. To answer the research questions and test the proposed hypotheses, a case study has been designed in addition to the quantitative and the qualitative approaches for data collection and analysis.

The researcher collected data using a questionnaire for students and an interview for teachers. The selected sample was a group of first-year master students chosen randomly to make generalizations. Furthermore, all the other procedures of the design of this work, including the description of the sample population, the research instruments, and its description are provided in the second chapter.

In the last part of the second chapter of this research project, the investigators attempt to analyze and discuss the obtained data from both the questionnaire addressed to EFL students and the teachers' interviews. The main findings of the questionnaire indicated that the use of YouTube educational channels gives the learners opportunity to increase understanding, take charge of their learning, and enhance different skills. Likewise, the interview results showed that the use of YouTube educational channels facilitates the lesson and enhances learners' understanding.

Indeed, the collected data helped the researcher to deduce that YouTube educational videos are beneficial methods that develop, improve, and facilitate foreign language

General Conclusion

learning. Furthermore, this result encouraged the researcher to generalize that the use of YouTube educational channels is effective and helpful in EFL classes.

Finally, based on the results interpretations, teachers and students may face several challenges when dealing with YouTube educational channels, thus, the researcher suggests that the teachers need to know more about the use of YouTube and how to manage the class while using this platform.