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Effectiveness of Using YouTube on Enhancing EFL Students' Listening Comprehension Skills

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In the name of Allah, the Beneficent, the Merciful

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Abstract

This study examined the effect of YouTube videos as a teaching tool to enhance Saudi EFL students on their listening comprehension skills. The subjects were 26 students from the third secondary grade at Al Arqam Saudi Private School for females located in the city of Riyadh. The sample of the study was randomly selected and divided into two groups by the researcher; the experimental group consisted of 14 students and the control group consisted of 12 students and they participated in an eight week experiment during the first semester of the academic year 2014/2015. A pre-test was given to both groups at the beginning of the study to make sure that they were equivalent. Afterwards, the experimental group was instructed using YouTube videos while the control group was instructed using the traditional audio-method. At the end of the experiment both groups were posttested on their listening comprehension performance and the results were calculated using a t-test. YouTube listening/viewing activity presented statistically significant effect on the part of the experimental group subjects' listening comprehension skills. The differences found in the listening comprehension scores of the pre- and post-tests between the two groups, provided evidence of the significant effect of YouTube on the performance of the experimental group. These positive results implied that the use of YouTube videos provided an authentic native speaker setting that is beneficial to EFL learners. It is also regarded as a motivating factor that encouraged EFL students to develop their listening comprehension skills and gained a deeper understanding of the foreign language.

Key Words: YouTube, authentic setting, EFL, listening comprehension skills

ملخص الدراسة

قامت هذه الدراسة بفحص أثر استخدام مقاطع فيديوهات اليوتيوب كأداة تعليمية لتطوير مهارة استيعاب المسموع لدى الطالبات السعوديات المتعلمات للغة الانجليزية كلغة اجنبية. تكونت عينة الدراسة من 26 طالبة من الصف الثالث ثانوي في مدرسة الأرقم الخاصة للبنات والواقعة في مدينة الرياض. تم اختيار و تقسيم عينة الدراسة عشوائيًا من قِبل الباحثة إلى مجموعتين: المجموعة التجريبية والمكونة من 14 طالبة والمجموعة الضابطة والمكونة من 12 طالبة وشاركت عينة الدراسة في التجربة والتي استمرت ثمانية اسابيع وذلك خِلال الفصل الدراسي الأول لعام 1436/1435. خضعت المجموعتان التجريبية والضابطة إلى اختبار قبلي في بداية التجربة للتأكد من كونهما متساويتان. وبعد الانتهاء من الاختبار القبلي, تم تدريس المجموعة التجريبية باستخدام فيديوهات اليوتيوب بينما تم تدريس المجموعة الضابطة باستخدام الطريقة التقليدية والتي كانت باستخدام الصوتيات المسموعة. في نهاية التجربة, خضعت المجموعتان إلى اختبار بعدي لقياس أدائِهن في مهارة استيعاب المسموع وتم حساب النتائج باستخدام الاختبار الإحصائي (ت).و كان لنشاطات عرض فيديوهات اليوتيوب أثر احصائي هام على أداء العينة التجريبية في استيعاب المسموع. حيث اثبتت الاختلافات في نتائج المتوسطات الحسابية للاختبار القبلي والبعدي بين المجموعتين على التأثير القوي لليوتيوب على تحصيل المجموعة التجريبية. و برهنت هذه النتائج الإيجابية على قُدرة اليوتيوب في توفير بيئة تعليمية محاكيه للواقع ومفيدة لمتعلمي اللغة الانجليزية. بالإضافة الى كونهِ عاملًا محفزًا حيث شجع الطالبات على تطوير مهارة استيعاب المسموع في اللغة الانجليزية و كسب فِهم أعمق للغة.

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List of Abbreviations

EFL	English as a Foreign Language
ESL	English as a Second Language
n.d.	No date
SLA	Second Language Acquisition
SPSS	Statistical Package for Social Science
URL	Universal Resource Locator
SD	Standard Deviation
Web 2.0	The Second Generation of World Wide Web

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Chapter 1

Introduction

1.1.Background and Rationale for the Study

Today, new technologies such as cell phones, the Internet, TV, computers, and video games are becoming inseparable part of students' life. This new generation is very much different from their antecedents. They grow up surrounded by new technologies and they cannot imagine their lives living without it. They use it for studying as well as in socializing with others. This generation has been described by Marc Prensky as "Digital natives" (Prensky, 2001). He stated, "Our students have changed radically. Today's students are no longer the people our educational system was designed to teach (ibid). Their brain process perceives new information differently from what their educators expected or designed to teach. Therefore it becomes a challenge for teachers to find and develop creative and effective ways to engage and educate the Digital natives.

There are many research studies in the effectiveness of using technology in Education (Meloni 1998; Reiners, Renner and Schreiber, 2005; Klopfer, Osterweil, Groff, and Haas 2009; Thouèsny and Bradley 2011; Bonk 2009, and O'Hara et al, 2014). Various suggestions have been made for educating this generation; one of them is the use of Web 2.0 technologies. Examples of Web 2.0 tools are social networking sites, blogs, wikis, and video-sharing sites. Among all of video-sharing websites such as Google Video, iTunes, Vimo etc, YouTube has become increasingly popular especially with young adults (Alimemaj, 2010).

1.2.An Overview of YouTube®

The web-based platform YouTube was created by 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. It becomes the most widely used resource for online videos (Burk & Snyder, 2008). Google Company administrators have realized the increased popularity of YouTube among people and decided to buy the website (La Monica, 2006). YouTube is a very attractive social media (Bonk, 2009) that hosts thousands of entertainment, educational, political, medical, and historical videos from all around the world. According to recent statistics about the use of YouTube worldwide in 2014, there are 1 billion users of YouTube, 100 hours of video are uploaded to YouTube every minute, and it is localized in 61 countries and across 61 languages with 82 million subscribers (www.YouTube.com/t/press_statistics).

1.3.The Use of YouTube in Education

Since YouTube website is a free-of-charge it makes it easy for learners and teachers to watch and upload videos. Teachers from around the world have created their own channels on YouTube and regularly uploaded different educational videos that many students find it beneficial. Terantino (2011) stated, “YouTube offers fast and fun access to language and culture-based videos and instruction from all over the globe” (as cited in Alhamami, n.d., P. 3). It has potentials for online educational use as have been examined by many scholars such as (Godwin-Jones, 2007; Snelson , 2011; Alhamami n.d.; Burke & Synder, 2008; Alimemaj 2010). YouTube is a rich source of cultural authentic materials that can motivate students to interact in an educational capacity with popular cultures through English language videos.

To sum up, YouTube has tremendous potential in English language classroom instruction. As one of most used websites, the utilizing of YouTube videos in Saudi EFL classroom instruction has improved students' English language skills specially listening comprehension by opening up a new world for more interesting and productive learning environment. Authentic videos of YouTube helped students to learn and practice the language as it is used by English native speakers. Moreover, YouTube helped students to develop their learning autonomy levels as it encouraged them to watch and explore English language videos continuously inside and outside the classroom.

1.4.Statement of the Problem

Using video in language instruction is not a novel concept, researchers such as Progosh (1996); Canning-Wilson (2000); Rammal (2006), and many others have discussed the effectiveness of Video-based materials in ESL/EFL teaching. However, the use of YouTube as a tool for language teaching is a relatively new field of study and a little literature has been published regarding the subject. In Saudi schools, the use of videos in EFL instruction is almost rare. Articles related to the use of web-based media in language teaching are lacking. This might be attributed to the fact that some traditional educators might find it unnecessary to use video technology to achieve the goal of teaching a language. Prensky (2001, p.2) described them as "Our digital immigrant instructors, who speak an outdated language, are struggling to teach a population that speaks an entirely new language". In other words, today's students are speaking the language of the Internet and the technology which creates a gap between them and their teachers. Furthermore, among all English language skills, listening comprehension skill is often neglected and students feel more frustrated with the traditional audio method.

1.5.Significance of the Study

Using video technology in classroom instruction will broaden Saudi EFL learners' understanding of the target language. Motivation and authenticity are two important reasons that contribute to the successfulness of learning a language (Alimemaj, 2010). The "web 2.0 generation" (Rosenfeld, 2007) needs to be motivated to learn, unlike traditional audio-based method, YouTube videos can make students more interested and active to learn. In addition, YouTube can offer a plenty of authentic material that created by people from around the world; according to Alimemaj (2010, p.10) "The real advantage of YouTube is that it offers authentic examples of everyday English used by everyday people". YouTube videos can also stimulate the two channels -visual and auditory- of the working memory in the brain which results in the increasing of the long memory content (Berk, 2009). When students watch videos, the information they learn will stay active in their memory and easy to recall. Concerning the listening skill, many studies such as Meskill, 1996; Katchen, 2003; Arteaga Potosi et al, 2009; have proven that authentic videos are very effective in enhancing EFL learners' listening skills. Therefore, this current study will provide sufficient information for Saudi teachers and educators on the integration of YouTube videos in classroom instruction to provide more English real-life contexts and more motivated learning environment as well as developing students' EFL listening skills.

1.6.Purpose of the Study

This research aims to examine the potential effect of using YouTube as a teaching tool specifically to enhance Saudi EFL students' listening comprehension skills for the third secondary grade at Al Arqam Private School for Females.

1.7. Question of the Study

Can YouTube improve Saudi EFL students' listening comprehension skills of the experimental group compared to those of the control group?

1.8.Definition of Terms

1.8.1.Digital Natives and Digital immigrants

It is also known as the "Net-generation or Digital- generation" (Prensky, 2001, p. 1). This term refers to people who grew up with new technologies such as the Internet, video games, computers, video cams, cell phones etc. While Digital immigrants are those who born before the existence of these technologies but they use some of these technologies later in their lives.

1.8.2.Web 2.0

It is a term that was coined in 1999 by Darcy DiNucci and was popularized by Tim O'Reilly in late 2004 (O'Reilly, 2005). It is perceived as the second generation of World Wide Web. It also includes new technological improvements and functionality that was not available in the past; students can create, collaborate, and exchange content (Hargadon, 2009). Examples of web 2.0 tools are wikis, social networking, blogs, video-based sites and other web applications.

1.8.3.YouTube

It is a video sharing website that allows users from over the world to watch videos posted by other users and upload videos of their own. It includes several kinds of videos such as educational, entertainment, political, historical, medical, and personal videos.

1.8.4.Listening comprehension

Although it is considered as a receptive skill, it involves more than hearing; it is an active process. In this process, the listener must "discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance" (Vandergrift, 1999, p. 168).

1.8.5.Motivation

Excitement, interest, and enthusiasm toward learning are the primary objectives in motivation. Gardner and Lambert (1972) define motivation as the desire to achieve a goal, combined with the energy to work towards that goal.

1.8.6.Authentic Materials

They are oral or written materials that are designed for native speakers of English but not necessary for teaching (Nunan, 1997). These materials exist in the real world used by native speakers of the target language to communicate with real audience for real purposes (Alimemaj, 2010).

1.8.7.EFL/ESL

According to the Longman Dictionary of Language Teaching and Applied Linguistics (Richards et al, 1992, p. 123), EFL (English as Foreign Language) refers to "The role of English in countries where it is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication". ESL (English as a Second Language) means teaching English language to people, who are living in an English-speaking country, but whose first language is not English.

1.8.8.SLA

Krashen and Terrel (1983) defined second/foreign language acquisition as the natural way to develop linguistic ability. It is a subconscious process, similar to child first language acquisition, involving implicit knowledge, and with no help from formal teaching.

1.9.Limitations of the Study

1. The first limitation is the small sample size, which makes the interpretation of the results limited and cannot be generalized to a greater population.
2. This study was conducted in the first semester of the academic year 1435/1436, so the findings were limited to the time and the instruments used in this study.
3. The findings of the study were restricted to EFL female learners in the third secondary grade in Al Arqam Private School for Females.
4. The listening comprehension test was designed by the researcher to collect data of the study.

Chapter 2

The Literature Review

This review of relevant literature includes a description of the theoretical bases and research findings upon which this current study is anchored. The first section offers an introduction to related Second Language Acquisition theories, concentrating on Stephen Krashen's Comprehensible Input Hypothesis and Affective Filter Hypothesis, as well as discussing listening comprehension and its importance in SLA. The second section explores the use of video material in language teaching. It also provides a rationale offered by numerous researchers and teachers for the effect of using videos in enhancing listening comprehension. The last section includes research findings upon the use of YouTube videos in education, as well as reviewing some of its advantages, and also a few suggestions for the use of YouTube in the classroom.

2.1.Second Language Acquisition (SLA)

According to Krashen and Terrell (1988, p. 26) language acquisition is the "natural way to develop linguistic ability, and is a subconscious process; children, for example are not necessarily aware that they are acquiring language, they are only aware that they are communicating". While the process of language learning is different, it can be described as "formal knowledge" of a language. According to Krashen and Terrell, acquisition can only take place when input is comprehensible to the learner and the affective filter is low.

Krashen's (1983) pioneering studies in the natural acquisition of language rest upon five basic hypotheses. These are: "The Acquisition-Learning Hypothesis"; "The Natural Order Hypothesis"; "The Monitor Hypothesis"; "The Input Hypothesis" and "The Affective Filter Hypothesis." This research will only discuss and review the last two hypotheses, as they are more directly related to the focus of this study.

2.1.1.The Input Hypothesis

The Input Hypothesis (Krashen & Terrell, 1983) is an attempt to explain how the learner acquires a second language. It is based on the assumption that we acquire (not learn) language by understanding input that is a little beyond our current level of linguistic competence (Krashen & Terrell, 1983). This hypothesis also claims," Listening and reading comprehension are of primary importance in language acquisition, with speaking ability emerging naturally and in time, when the acquirer has achieved a feeling of competence through exposure to enough comprehensible input" (ibid).

In this study, one of the reasons for using YouTube videos is to help students achieve language acquisition, since these videos provide rich audio-visual aids to input, and at the same time expose students to large quantities of comprehensible input.

2.1.2.Affective Filter Hypothesis

According to this hypothesis there are numbers of affective variables that serve to facilitate language acquisition; these variables are motivation, self-confidence and anxiety. Some researchers specify that students with stronger motivation, a good self-image, and optimal attitudes can perform better in second language acquisition. Krashen and Terrell (1983) claimed that only when the affective filter is low can input becomes more comprehensible, and competence can be acquired. When students have the right and positive attitudes toward the language, they can be more open to the input. Students with better motivation and positive self-images will search for and achieve more input. At the same time, they will be more willing to interact with native speakers. By using video-based instruction students can acquire language in a low anxiety situation while also deriving great pleasure from the viewing activity.

2.1.3.Listening Comprehension

One of the most important skills in relevance to learning any language including our own mother tongue is listening. There are a number of definitions proposed by many scholars concerning listening comprehension. According to one of the earlier definitions given by Lado (1961), listening comprehension can be defined as “Recognition control of the signaling elements of the language in communication situations” (as cited in Suvorov, 2008, p. 5). Researchers claimed that listening is a process in which "Recognition of sounds, knowledge of lexicon, syntax, discourse markers, and the world, all interact with each other" (Bacon, 1989, p.544). Moreover, Rubin (1995) has defined listening comprehension as “listening consists of processing information which listeners get from visual and auditory clues in order to define what is going on and what the speakers are trying to express” (as cited in Thompson & Rubin, 1996, p. 331).

2.1.3.1.**The Importance of Listening Comprehension in SLA**

An awareness of the importance of listening comprehension in second-language instruction emerged during the late 1960s (Morley, 1990). Afterwards, the importance of teaching listening comprehension in the language classroom became a main concern of second-language teachers and scholars; the attention has resulted in an increased number of listening activities in student textbooks (Rubin, 1994). Despite the fact that listening comprehension still receives little time and attention in most second-language classrooms instruction**,** it is described as a key language skill that is important for language acquisition process as Krashen (1994) stated, “Listening is considered today as a complex activity and a key factor in the language acquisition process” (as cited in Castro, 2009, p.1). Listening is the first language skill developed; it comes before speaking, reading, and writing (Devine, 1981; & Lundsteen, 1979). It is the process of understanding and comprehension of spoken language. It was considered as a passive

activity (Bacon, 1989) however, many theorists realized that listening is not a passive but an active process of constructing meaning from a stream of sounds (Berne, 1998; & Joiner, 1984). Due to the difficulty of developing listening skills, it is educators' responsibility to create strategies that maintain students' attention high and therefore facilitate the process of acquiring language. Therefore, using YouTube videos would efficiently draw learners' attention in a positive way and would likely improve their listening comprehension.

2.1.3.2.**Listening Comprehension and Schema Theory**

One of the important theories of learning that affect listening skills is Schema theory, it was used by cognitive psychologists to explain the psychological process engaged in understanding and knowing (Buck, 1997). According to Rumelhart (1980) schema theory is how knowledge is presented in mind and "all knowledge is packaged into units. These units are the schemata" (as cited in Spiro, 1980, p 4). Moreover, Brewer and Nakamura (1984, p.136) explained, "Schemas are the unconscious cognitive structures that underlie human knowledge and skill". Cohen et al (1993) defined schemas as "Packets of information stored in memory representing general knowledge about objects, situations, events, or actions" (as cited in Pour-Mohammadi and Zainol Abidinn .n.d., p. 238). Anderson (1997, pp. 418-419) "When new information is received then the current schema changes to a new schema and each schema is embedded into other schemata that contains subschema in itself". Moreover, there are two types of Schemata: content schemata and formal schemata (Carrell, 1983). Juan and Flor (2006, p. 39) asserted, "Content schema are networks of knowledge on different topics and formal schema are derived from our knowledge of the structure of discourse is being listened to make it easier to engage in top-down processing strategies, such as predicting and inference".

Many researchers consider schema theory as an effective factor on comprehension (Buck 1997; Nunan 1997; & Carrell 1983). However, few studies have conducted on the importance of Schema theory in listening comprehension. It is necessary for listeners to link their new knowledge to their background knowledge in order to comprehend the new one. Nunan (1998, p.32) asserted, "Bottom-up processing is applied to gather information on phonology, lexis, syntax and grammar to build up an understanding of what is perceived. Top-down processing, however, makes use of previous knowledge and experience (schema) to predict, filter, analyze and interpret the information received" and top-down processing emphasizes the importance of listener's background knowledge". She also stated, "It is beneficial for listening course teachers to bear in mind that activating students" stored knowledge structure (schemata) to enhance comprehension and creating new schemata are far more important than imparting new knowledge of the language system" (p.33). Using YouTube videos as a tool for improving listening comprehension will provide real-life listening with plenty of information that students can relate to their life experience. In study by Liang (2013, p. 1) on the effect of audio-visual materials on listening comprehension he found that "if the sound messages are closely correlated with the visual ones, people's cognitive schema can be stimulated and enriched, which will give concrete and vivid clues to their treatment of the sound materials, and improve their level of listening comprehension". YouTube videos can provide visual stimuli such as the environment and that can lead to generate prediction and a chance to activate background schemata (Channing-Wilson, 2000).

2.2.Using Video Materials in Language Teaching

In recent years, a great tendency towards the use of technology and its integration into the curriculum has gained a great importance. Specially, the use of video material

in foreign language teaching has grown rapidly (Canning-Wilson, 2000; ÇAKIR, 2006; Meskill, 1996; & Hemei, 1997). Canning-Wilson (2000, p.1) defined video "As the selection and sequence of messages in an audio-visual context". She also described video, at the most basic level of instruction, is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey meaning. Çakir (2006, p. 67) stated, "It is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language". It is considered as more prominent, more powerful and more comprehensible than any other media used in teaching SL (Meskill, 1996). There are numerous of positive outcomes of using videos in teaching 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". On the contrary, Mac William (1986) suggested that in using audio-visual martial there is a potential loss of information since students could possibly find the visual portion as distraction from the information delivered through the soundtrack (as cited in Meskill, 1986, P. 182). Similarly, Balatova (1994) found that visual cues enhanced learner's comprehension in general but did not necessarily stimulate the understanding of the text (as cited in Canning-Wilson 2000:1). However, many researchers believed that the main reason for the popularity of using videos in language teaching is because of the visual aids. In a study by Channing-Wilsonin (2000), she suggested that students prefer learning language through videos. In her study, survey visual clues make students comprehend videos more than audio-based method. Similarly, Harmer (2001) indicated that the main benefit from videos is that students not only listen to the language but they can also see it through video clues and gestures which consequently allow students to

go beyond of what they listen. They would be able to make connection between words and images which can help them in analyzing the language (Harmer, 2001, as cited in Arteaga Potosí,Guarín Loaiza, and López García, 2009, p. 13). It can be inferred from these studies that using video methodology with its paralinguistic features can greatly and effectively enhance language learning.

2.2.1.The Effect of Videos on Listening Comprehension

Using videos to facilitate learners' listening comprehension has been greatly discussed in the past two decades (Baltova 1994; Progosh, 1996; Canning-Wilson, 2000; Kusumarasdyati, 2004; Luo, 2004; Lin, 2009; Safarali and Hamidi, 2012).Video materials enhanced students' listening comprehension skills since they are able to derive meaning from what they are watching and hearing thanks to the comprehensible input provided by the environment in which the video takes place. "Even without hearing the language spoken clues to meaning can be picked up from the vision alone" (Çakir, 2006, p. 68). Lin (2009) investigated the effects of visual aids and text types on listening comprehension. The results of the study showed a significant effect of input presentation modes on listening comprehension and their interaction with text types. Another study by Luo (2004) in which he examined the influence of DVD films on students' listening comprehension. Nine films were incorporated into the class curriculum and used in the whole school year. The DVDs were the main materials of the course, supported by the designed activities. Instructional activities included story-telling, picture description and open-ended questions for group discussion on topics retrieved from the films. The final results of the statistical analyses indicated that college freshmen's listening "did improve" through the instruction of using DVD films in a motivating learning environment with lower level of anxiety after a whole school year. Another study by Kusumarasdyati, (2004) examined the effect of using movie

presentation on EFL learners' listening skills and imagination in Indonesia. He found that movies turn out to be an effective teaching technique in developing EFL learners' listening skills as well as stimulating their imagination and motivation.

Moreover in the impact of paralinguistic features; such as facial expression and gestures; on students' listening comprehension Safarali and Hamidi, (2012) explored the effect of using videos presenting speakers' gestures and facial expression clues on Iranian EFL learners' listening comprehension proficiency. The study was carried out among 60 advanced female learners with an age range of 17-30 using a quasi-experimental design, with randomly assigned participants. They were divided into two groups; the experimental group with audio-visual listening technique, while the control group with the audio technique only. The results showed that the learners of the audio-visual group scored significantly higher than the learners with audio- only group. This study suggested that foreign language pedagogy, especially for adult English learners, would benefit from applying videos presentation with visual clues. It can be concluded that learners usually use their eyes as well as their ears; but their eyes are basic in learning.

2.3.Research Findings on the Use of YouTube in Education

Although there are many studies conducted upon the use of films and DVDs in classroom instruction, research into the use of YouTube is a relatively new aria for study. In 2014**,** an article by eMBA presented the most video sharing websites that provides video services capabilities, among all video-sharing websites available such as Google video, Vimeo, Yahoo etc., YouTube is the only one that scored perfect 50 (Preece, 2014). YouTube "allows unregistered users to watch videos and post comments and allows registered users to upload movie clips, television clips, music videos, original short videos, documentaries, animated shorts, slideshows, as well as video

captured via mobile devices" (Buzzetto-More,2014, P 19). In a study by Roodt and Peier (2013) investigated the use of YouTube in the classroom for the engagement of Net Generation students for a 2nd year undergraduate course at the university. Using questionnaire, they found that YouTube videos had a positive effect on students' engagement. Similarly, Kelsen (2009) investigated the use of YouTube as supplementary material with EFL students in Taiwan, using survey on two sophomore classes. He found that students favored the use of YouTube to study English because it is interesting, relevant, and beneficial. Snelson (2011) wrote an article that presents the results of a review of 188 peer reviewed journal articles and conference papers with "YouTube" in the title that were published between 2006 and 2009. His article indicates that there is scholarly interest in the topic of online video sharing and online video content specially YouTube and there are potential future researches and explorations of educational possibilities for YouTube. Using YouTube as a tool for classroom instruction will have a positive impact on students and a great assistance for educators.

2.3.1.Advantages of YouTube Videos

YouTube can offer many features as a teaching tool. As a free teaching resource it can save educational budget. It will also help students learn English language in and out the classroom; they can explore different English cultures with different accents. However, the two main advantages of using YouTube are authenticity and student motivation. These two concepts can possibly be incorporated and enhanced by using YouTube.

2.3.1.1.Authenticity of YouTube

There are different kinds of authentic materials in our life such as TV, radio broadcast, newspaper, magazine articles, daily conversations, meetings, speech, and films. The definition of authentic materials has been a controversial issue throughout

literature. Nunan (1998, as cited in Adams, 1995) referred to authentic materials as any material that has not been specifically produced for the purpose of language teaching. Bacon and Finnemann (1990) defined authentic materials as texts produced by native speakers for non-pedagogical purposes. Jordan (1997, as cited in Tamo 2009) referred to authentic texts as texts that written for no teaching purposes. According to Rogers (1988), authentic materials are appropriate and good in terms of goals, objectives, learner needs and interest as well as natural in terms of real life and meaningful communication (Kilickaya, 2004). In short, authentic materials are materials that we can use in the classroom with students which haven't changed in any way. YouTube videos are authentic in nature since it presents videos that were created by people from around the world which wasn't designed for teaching purposes. These videos can give learners the opportunity "to learn to communicate effectively in foreign language by experiencing the language as it is used for real communication by native speakers" (Rogers & Medley, 1988 cited in Lin 2002)

In a study conducted by Al.Musallamin (2007) on Fifteen female teachers working at King Saud University about their perceptions on using authentic materials in the foreign language classroom. The results of her survey questionnaire indicated that all of the female English teachers have a positive attitude toward presenting authentic materials in the classroom. On the other hand, some researchers believed that authentic materials can be perceived as too difficult for students to understand. Martinez (2002) mentioned that authentic materials may be too culturally biased and difficult to understand outside the language community. However, using authentic videos to enhance students' listening skills will prepare them to hear and speak language as it actually used in the real world as Oddone (2011) stated, "Authentic material usually

proves to be particularly motivating as people find it interesting to understand real things"

2.3.1.2.Student Motivation

Another significant advantage of using YouTube is motivation. It is one of the important factors contributed to SLA. When students expose to real language of real people in which they can learn English language as native speakers, they will be more motivated and enthusiastic to learn. Moreover, students of the Net-generation are more frustrated and bored of the traditional methods of learning English language. Therefore, using YouTube videos in teaching English can stimulate students' attention and interest. Boster et al. (2002) referred to studies in which teachers believe that video presentations increase students' attention and curiosity and therefore increase their motivation and retention. YouTube has an easy access for students either by their cell phones or laptops, they can watch videos anytime outside or inside the classroom which make them more motivated and eager to learn. Lin (2000) believed that "short film clips and longer films can be used in class to motivate ESL students and enhance their listening and speaking skills" (P. 1). In study by Jun Choi and Johnson in (2005) on the effect of context-based video instruction on students' learning and motivation in online courses, they found that there is a significant difference in learners' motivation and retention compared to traditional text-based instruction. Similarly, Bravo, Amante, and Enache (2011) investigated the use of videos as an educational tool to increase student motivation at the School of Industrial and Aeronautical Engineering of Terrassa (ETSEIAT).The results of their study indicated that students considered videos are more enjoyable ways to introduce the subject and a mean to increase their motivation.

2.3.2.Suggestion for the Use of YouTube in the EFL Classroom

Many students watch YouTube videos but unfortunately few of them consider it as an opportunity to develop their listening skills. If teachers can implement YouTube properly in the classroom, it will make English language learning more innovative and less traditional. According to Duffy (2008, p. 124) "YouTube is increasingly being used by educators as a pedagogic resource for everything from newsworthy events from around the world to "slice-of-life" videos used to teach students within an ESL (English as a Second Language) course". Therefore, this section will provide suggestions from educators and teachers from around the world who have used YouTube as a teaching tool in language teaching. Here are simple steps required to view video clips on YouTube:

> (First go to: www.youtube.com. Then under the Search field at the top of the screen, enter a key word or title to search. Thirdly, click the Search button. After that a listing of the titles of available YouTube videos that meet your search criteria, along with a screen shot of each video, will be generated. Then select the video that appears to be most appropriate for your chosen subject by clicking on the video clip screen shot the selected video will then be played. At the bottom of the video screen, you have options to pause, rewind, fast forward, enlarge the video, and adjust the volume. A timer displaying the length of the video and the running time is also displayed. After the video clip ends, you will have the option to forward the clip or watch it again. Titles and screen shots of other video clips with similar content will also be automatically displayed. Furthermore, you can save the video clip on the YouTube website (under "Favorite" or "Add to Playlist"), or cut-and-paste the video clip's URL from the navigation bar and use it to create a link in electronic course documents for

> quick classroom viewing. You can access additional information on video viewing and other YouTube functions by clicking on the "Help" link, which takes you to the YouTube's "Help Center.")
>
> (Burke & Snyder 2008; p. 3)

Even though YouTube website is very easy to use and has an open policy but sometimes the content might be unsuitable or too long to be displayed in the classroom. Therefore there are some handful and helpful tools that teachers can use to either cut videos or eliminate some elements such as offensive comments (Beaudoin, 2013). These tools are ViewPure and TubeChop. The former tool is a website that can be used to filter out bad comments and other inappropriate content and the second software tool can be used to cut YouTube video in which teachers can select the start and the stop point of a certain video (Beaudoin, 2013). Clark &Mayer (2002) had recommended some general guidelines for the appropriate use of YouTube. They believe that videos should be aligned with expected learning or performance outcome ;reduce cognitive load; exclude superficial text or graphics; and be appropriate for target learner's learning literacy's" (as cited in Duffy 2008; p. 124). Moreover, Duffy (2008) suggested some significant guidelines for teachers to insure successful active video viewing and to boost learning. These are:

> "1. **SEGEMENT** - allow your students to watch the video in short segments.
>
> 2. **NOTES** - videos are ideal for developing note-taking skills. Take notes on the first viewing, then rewind, replay and check them. This can be done individually or collectively as a class discussion session.

3. **PAUSE** - Use the "pause" feature to temporarily stop the video and allow your students to try to predict/recall what will happen next.

4. **SOUND OFF** - for video sequences that rely on visuals, turn the sound off and narrate. This technique works especially well for listing the steps of a process.

5. **PICTURE OFF** - use the audio clues to describe what is on screen. Compare and contrast the predictions with the actual video.

6. **PREVIEW** each video carefully to determine its suitability for the lesson's objectives and student's learning outcomes.

7. **INTEGRATE** the video into the overall learning experience by adding an experimental component to the lesson. Activities can be done prior to viewing; to set the stage, review, provide background information, identify new vocabulary words, or to introduce the topic. The activity can be done after viewing to reinforce, apply, or extend the information conveyed by the program. Often the video can serve as an introduction or motivator for the hands-on activity to come.

8. **CUT** – use online video editors like www.cuts.com or www.eyespot.com to capture the concepts that are most relevant for your lesson topic. It is often unnecessary and time-consuming to screen a program in its entirety. When previewing a program, look for segments particularly relevant or useful to the lesson or activity planned.

9. **FOCUS** - give students a specific responsibility while viewing. Introduce the video with a question, things to look for, unfamiliar

vocabulary, or an activity that will make the program's content clearer or meaningful. By charging students with specific viewing responsibilities, teachers can keep students "on task" and direct the learning experience to the lesson's objectives. Be sure and follow-up during and after viewing the tape.

10. **AFTER** - when students have viewed the video consider; what interested them? What didn't they understand? How can you relate the program to their experiences and feelings? Ask the students to add comments / blog on the video. How can you validate and appreciate diverse reactions to the material?"

(Duffy 2008; p. 124-125)

2.4.Summary

To sum up, it can be concluded that the effective integration of YouTube in classroom instruction can positively impact students' motivation, engagement and interest. Listening skills are hard to be developed therefore; teachers need to be creative and provide effective strategies that maintain students' attention high in order to make the learning process successful. Using YouTube videos benefits the teaching of listening comprehension by providing learners with authentic materials and at the same time motivating them. In addition, since not all YouTube videos are appropriately designed for classroom, teachers must evaluate each video to insure its acceptability for use in the classroom environment. As it is evident from many studies reviewed earlier, it could be implied that YouTube Videos would serve as effective materials in teaching listening comprehension skills.

Furthermore, the review of literature benefited the researcher in many ways. It helped the researcher to design the instruments of the study; the pre-post tests. In addition, the reviewed literature provided the researcher with a deeper understanding of the possibility of YouTube in improving EFL students' listening comprehension skills that consequently assisted her in discussing the results of this study.

Chapter 3

Research Methodology

This chapter offers a description of the research methodology of this study. It has been organized into six sections: research design, population and participants of the study, measurement instruments as well as explaining the procedure, data collection and data analysis employed in the study.

3.1.The Design of the Study

The methodology of this study is quantitative since data is explained in numerical outcomes. The format used is a quasi-experimental design that incorporates a pre- and post-test for both groups. This design was chosen in order to investigate the effect of YouTube on listening comprehension skills. It includes both experimental and control groups. Two classes were randomly selected; one class taught through using YouTube videos to represent the experimental group while the other class received a traditional audio-tape method of instruction to represent the control group.

3.2.**Population and Sample of the Study**

The population of this study consisted of all female students of the third secondary grade enrolled in Al Arqam Private School for Females. The age average of the participants was the same; they all were 17 years. Moreover, the sample was composed of 26 randomly-chosen female students.

The participants of this study consisted of 26 students allocated in two classes with no random assignment of subjects as the students were assigned by the school. Both classes were randomly assigned into two sections. One section was selected as the experimental group, consisting of 14 students. While the other section selected to be the control group consisting of 12 students. Before starting the experiment, both groups were given a listening comprehension pre-test (see appendix A). Both groups received

the same test to examine their equal level of proficiency. The two groups' listening outcomes were measured using the post-test (see appendix B) and the results of the two tests were analyzed.

3.3.Instruments of the Study

To achieve the aim of this study, the researcher used the following instruments:

3.3.1.The pre-test

The research instruments were a pre-test and a post-test. Both tests aim at assessing the students' listening comprehension outcomes. The pre-test was designed by the researcher. It was given to both experimental and control groups before starting the treatment. It consists of 12 multiple-choice questions (with four choices each) with a perfect score of 12. Each multiple-choice question was given one mark since they are equal in their importance. The students were asked to watch a YouTube video and after that they were required to answer the multiple-choice questions. The test questions were well distributed and comprehensive. The pre- test was corrected by one of the EFL teachers.

3.3.2.The post-test

Following the intervention, a post-test was given to both groups. It has the same design as the pre-test, and again, all the pupils were given the same amount of time and instructions to complete the test. The post-test was also corrected by one of the EFL teachers.

3.3.3.Instrument Validity

A valid test is the one that tests what is designed and intended to measure. The pre- and post- tests were both designed by the researcher and validated by a panel of raters of eight EFL professors from the college of Languages and Translation at Al Imam Muhammad Ibin Saud Islamic University (see appendix C). The professors validated

each item and their comments and recommendation were taken into account. All test items were agreed upon as valid.

3.3.4.Instrument Reliability

To ensure the test reliability, the researcher used the test/retest method. An equivalent pre-test was administrated to a pilot sample of ten students who were not included in the study, as Pearson coefficient was applied to get reliability value of 0.87. Furthermore, the researcher used the same method of retesting for getting reliability of the post-test. The post-test was applied upon a sample of ten students, as Pearson coefficient was applied to get reliability value of 0.84, so both tests contain high amount of reliability in applying the current study.

3.4.Variables of the Study

The present study included the following variables:

1. Independent variables:

   a. YouTube videos

   b. Traditional method

2. Dependent variable:

The dependent variable of this study was EFL students' listening comprehension skills performance.

3.5.Procedure

To achieve the purpose of the present study, the following steps were taken during the research process.

1. First, the researcher obtained the necessary permission forms from Al-Imam Muhammad Ibin Saud Islamic University and another from the Ministry of Education in Riyadh in order to conduct this study (see appendix E and F).

2.A private secondary school for females was selected and the school administration gave the researcher a permission to perform the experiment.

3.Pre-post tests were designed by the researcher and the validity and the reliability of tests were reached and ensured.

4.After a random selection of both experimental and control groups, a listening comprehension pre-test was administrated by the researcher to both groups.

5.The experiment took place over a period of eight weeks with two sessions for each group.

6.The experimental group was taught EFL listening skills by using YouTube videos. An amount of 14 YouTube videos were used (see appendix D).

7.The videos were chosen, edited and displayed by the researcher to fit with students' level of language proficiency.

8.After watching the video, students of the experimental group were asked to answer few questions that are related to the video to ensure their comprehension skills.

9.The control group was taught listening skills using traditional method of presenting audio-tapes as a part of their English Language curriculum followed by discussion about what they have heard.

10.At the end of the experiment**,** a post-test was given to both groups in order to measure their listening comprehension outcomes.

11.The results were collected from the pre-post tests and analyzed using SPSS.

3.6.Data analysis and data collection

In order to compare the different results of the two groups**,** an independent t-test was performed. This compares the mean scores of the two group's to decide whether there

are any statistically significant differences between them (Basit, 2010). Quantitative data was calculated using the SPSS program, 17 edition to determine the differences between the two groups. Quantitative calculations used in the current study were means, standard deviation, Pearson correlation and independent sample t-test.

Chapter 4

Findings of the Study

This chapter presents the results of this current study which focused on the potential effect of YouTube on the enhancement of Saudi EFL students' listening comprehension skills. The research question which this chapter attempts to answer upon, with data being collected and analyzed, is:

Can YouTube improve EFL students' listening comprehension skills of the experimental group compared to those of the control group?

4.1.Equivalence of the Subjects in the Pre-test

A pretest was used in order to ensure the equivalence among the two groups in their listening comprehension skills performance at the beginning of the experiment. The results of the pre-test concerning the mean scores of the two groups are shown in Table 1.

Table 1

The T-Value of the Difference in the Mean Scores Between the Experimental Group and the Control Group on the Pre-Test

Group	N	Mean	SD	t.value	p.value
Experimental group	14	6.79	2.58	-.216-	*.831
Control group	12	7.0	2.45		

*Significance $\alpha \leq (0.05)$

Table (1) indicates that there are no differences with statistical indications upon level (0.05) and lesser between the experimental group and the control group in the pre-test, as the value of indication level is (0.831) to be greater than 0.05, to be statistically insignificant.

4.2.The Findings of the Research Question

After conducting the experiment, a post-test was administered to the two groups of this study to measure their listening comprehension skills performance. The results of the analysis of the post-test scores are shown in table 2 below.

Table 2

The T-Value of the Difference in the Mean Scores Between the Experimental group and the Control Group on the Post-Test

Group	N	Mean	SD	t.value	p.value
Experimental group	14	9.86	1.99	2.972	*.007
Control group	12	7.75	1.54		

*Significant $\alpha \leq (0.01/0.05)$

Table (2) shows that there are differences with statistical indications upon level (0.01) or (0.05) between the experimental group and the control group in the post-test, as the value of indication level is (0.0.007), for the interest of the students in the experimental group with an average 9.86 and 7.75 for the control group students. The mean scores between the two groups were statistically significant (t=2.972, p=.007).

4.3.Summary of the Results

The results of the analyzed data proved that using YouTube videos had indeed enhanced Saudi EFL students' listening comprehension performance. After watching YouTube videos for two months, students of the experimental group performed better than the control group in the post-test, which indicated their improvement in listening comprehension. Moreover, the results of the study showed statistical differences in the mean scores between the two groups in the pre-test and the post-test. The scores of the experimental group had significantly increased from (6.79) in the pre-test to (9.86) in the post-test while the control group scores had slightly insignificant increase from (7.0)

in the pre-test to (7.75) in post-test. Therefore, YouTube videos had great potentials in developing and improving EFL students' listening comprehension skills.

Chapter 5

Discussion, Conclusion and Recommendations

This chapter discusses the research findings and analyses the results in light of the literature review. Furthermore, it provides some recommendations and implications for future research based on what is presented and analyzed so far.

5.1.Discussion

This study examined the effect of YouTube videos on the development of Saudi EFL students listening comprehension skills. The findings of the study proved that there were statistically significant differences between the achievement of the experimental group and the control group on the listening comprehension test due to the use of YouTube videos. These results were clear by comparing the mean scores of the pre-test and post-test of the two groups. The findings of this study indicated that the treatment had a significant effect on EFL students' listening comprehension skills between the experimental and control groups and in favor of the experimental one. The quantitative data analysis showed that students who taught EFL listening comprehension skills using YouTube videos have improved significantly than those who received the traditional instruction. The overall mean scores of the two groups in the post-test was a clear sign of the effect of YouTube videos on the students' listening comprehension performance. The control group's mean was 7.75 while the experimental group's mean was 9.86.

The findings of this study are in harmony with the study findings of (Baltova 1994; Progosh, 1996; Wilson, 2000; Kusumarasdyati, 2004; Luo, 2004; Lin, 2009; Safarali and Hamidi, 2012) whose results support the significant effect of video material on EFL learners' listening comprehension performance. Video presentations using YouTube are more interesting, stimulating, and challenging than traditional audio-based language

instruction. Jun Choi & Johnson (2005) and similarly, Bravo, Amante, & Enache (2011) have conducted studies on the effect of video-based instruction on students' motivation compared to the traditional instruction, both of their studies supported this research on the significant effect of YouTube videos on learners' motivation and retention compared to traditional-based instruction. The students in the experimental group of this study considered YouTube videos as more enjoyable ways to learn EFL listening comprehension skills, they found them more motivational, beneficial and interesting. Moreover, YouTube videos provided an opportunity for the students to learn English language as it is used by native speakers since YouTube is considered as an important authentic resource. During the treatment, YouTube videos proved to be an easy, a funny way to learn English language as Alimemaj's, (2010) study has indicated.

As for the control group, their mean scores showed that there was little progress, but it did not have any statistical significance between the pre-test and post-test scores. This means that the group that went through the traditional instruction of listening comprehension, gained little progress in their listening comprehension skill performance compared to the experimental group. The little progress of the control group could be due to the natural process in the traditional classroom.

Therefore, the statistical results of this study strongly supported using YouTube videos to teach EFL Saudi students listening skills. It will have great potentials to enhance EFL students' English language skills specially the listening skills. Moreover, YouTube videos brought plenty of opportunities for listeners to make their interpretation and, meanwhile, practice their listening. This study suggested that both teachers and students can use YouTube creatively to enhance EFL listening outcomes.

5.2.Recommendations for Further Research

In the light of the results of this study, future researchers are recommended to:

1.Conducting further studies on the effect of YouTube on learners' listening comprehension skills using different data sources like a questionnaire or an interview.

2.It's suggested that the same study can be replicated with a larger sample to enhance the generalizability of the results.

3.Future research may use longer videos, since the present study only applied short videos of 5 to10 minutes.

4.The same research tool can be used to measure different language skills such as speaking, reading or writing.

5.It is also recommended to apply the same study for longer period of several months to ensure better results.

6.The same study can be applied on a different study sample like college and elementary students.

5.3.Pedagogical Implications

A number of implications may be drawn from the findings of this research:

1.It can be seen that using YouTube could be a useful addition to the curriculum in Saudi schools as it may help EFL students to develop their English language skills.

2.Students need to expose to English Language as much as they can and watching YouTube videos can give them the opportunity to encounter with more authentic English language setting.

3. Since listening skills is the key opening to access SLA, instructors are recommended to provide learners with more motivating and innovative ways to develop their English listening comprehension skills by using different techniques and activities.

4. Instructors should believe in the usefulness of the different technological activities in the syllabus, they should believe that such technological activities will develop students' learning autonomy and self-confidence.

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Appendix: A

Pre-Test Listening comprehension skills

Name (optional) …… Class NO (…..)

You will watch a YouTube video of a short conversation between three people. Before watching the video, please read the four possible choices for each question carefully. Then after watching the video choose the correct answer.

1.Elena asks Agatha if she can ……

a)drive her to work.

b)visit her at work.

c)can go with her to a movie theater.

d)make her a dinner.

2.When Victor asks Agatha ...”*Are there any left? …You didn’t buy them all?”*

He was talking about …….

a)T shirts.

b)scarves.

c)dresses.

d)candies.

3.In Victor’s question to Agatha indicates he is sarcastic because:

a)she likes to buy a lot of t shirts.

b)she loves to buy scarves.

c)she loves to buy shoes.

d)she likes to buy candles.

4.What is Churchill’s that Agatha works at? It is ……

a)a hospital

b)a shopping center.

c)a bank.

d)an industrial company.

5.Which statement is correct about Churchill’s?

a)It is a new small store in London.

b)It is the oldest building in New York.

c)It is a huge historical museum in New York.

d)It is an old big store located in London.

6.When Agatha has her tea break? At……

a)twelve o'clock.

b)three o'clock.

c)two o'clock.

d)one o'clock.

7.Where is Churchill's Tea Room located?

a)On the basement.

b)On the 1st floor.

c)On the 3th floor.

d)On the 2nd floor.

8.Churchill's Tea Room is known for its yummiest……. cakes.

a)Chocolate.

b)Cheese.

c)Cream.

d)Fruit.

9.Why does Agatha need to go early to work today?

a)Because she has an early meeting at work.

b)Because her boss Mr. James asks her to help in the Children's Shoe Department.

c)Because the traffic will be crowded if she doesn't go early.

d)Because Mr. James wants her to do some paper works.

10.For whom does Elena need to buy shoes? For her……

a)sister Mercedes.

b)daughter Mercedes.

c)niece Mercedes.

d)cousin Mercedes.

11.Mercedes is ……..years old.

a)twelve.

b)eleven.

c)ten.

d)eight.

12.What color does Mercedes like?

a)Purple.

b)Pink.

c)Blue.

d)Yellow.

Thank you for your cooperation.

Appendix: B

Post-Test Listening Comprehension Skills

Name (optional) …… Class NO (…..)

You will watch a YouTube video of a short conversation between three people. Before watching the video, read the four possible choices for each question carefully. Then after watching the video, choose the correct answer.

1.What was Victor's test about? It was about ……history.

a)art

b)war

c)religion

d)language

2.Agatha was so excited because …….

a)she was accepted at school.

b)she got a job.

c)she found her favorite dress.

d)she met her best friend.

3.Agatha's working hours start from ……to 5.

a)9

b)10

c)11

d)12

4.Her working days are from …….

a)Saturday to Wednesday.

b)Sunday to Thursday.

c)Monday to Friday.

d)Tuesday to Saturday.

5.Who is Mr. James? He is Agatha's…….

a)husband.

b)boss.

c)friend.

d)co-worker.

6.What does Agatha work at Churchill? She works as ……

a)a cashier.

b)a sales manager.

c)a sales assistant.

d)a supervisor.

7.In which department does Agatha work?

a)men's department.

b)ladies' department.

c)children's department.

d)household's department.

8.Agatha's work was ……. idea.

a)Victor's

b)Elena's

c)Harold's

d)Betty's

9.What are Elena's plans for the holiday? She plans to ……..

a)do some school work.

b)visit her family.

c)go on a vacation.

d)spend it with friends.

10.When is Elena going to finish her classes? On ……..... of December.

a)the 21st

b)the 22nd

c)the 23rd

d)the 24th

11.Agatha says that London is famous for its ……weather.

a)rainy

b)snowy

c)foggy

d)sunny

12.Why is Agatha so sad?

a)because she will have to work on the holiday.

b)because Elena will not spend the holiday Victor and Agatha.

c)because she will be out of town on the holiday.

d)because Victor will be with his family on the holiday.

Thank you for your cooperation.

Appendix: C

The Study Instruments Raters

1.Dr. Zuhair Zhaglool

2.Dr. Azmi Adel

3.Dr. Nasser Freihat

4.Dr. Yasser Jum'ah

5.Dr. Mohammad Hamdan

6.Dr. Al Mua'tassim Al Daraiseh

7.Dr. Hussain Rabab'eh

8.Dr. Bakri Al Azam

Appendix: F

YouTube Videos links

The Experiment starts 18/9/2014 and ends 17/11/2014.

Pre-test video (1st week) 18-9-2014
http://www.youtube.com/watch?v=Fm_4-KL2XBA

2nd week Sep 21-23/ 2014
http://www.youtube.com/watch?v=0aNNYEUARAk&feature=youtu.be
http://www.youtube.com/watch?v=CuFLaSqNvQk

3rd week Oct 14-15/2014
http://www.youtube.com/watch?v=4ogrBNpHPos&feature=youtu.be
http://www.youtube.com/watch?v=mLFRB2MNOys

4th week Oct 20-22/2014
http://www.youtube.com/watch?v=3LAmLiI-100&feature=youtu.be
http://www.youtube.com/watch?v=3LAmLiI-100&feature=youtu.be

5th week Oct 27-29/2014
http://www.youtube.com/watch?v=YMTRr4_qNdw
http://www.youtube.com/watch?v=eWdu9FJ2E6Q&index=32&list=UUqisctzM28PxH3rqiiy809w

6th week (test re-test) Nov 3-5/2014
http://www.youtube.com/watch?v=LQemu7SQw7M&feature=youtu.be
http://www.youtube.com/watch?v=ri144d2cJvk&feature=youtu.be

7th week Nov 10-12/2014
http://www.youtube.com/watch?v=XCHkZoD_dLU
http://www.youtube.com/watch?v=DDjWTWHHkpk&feature=youtu.be

Post-test (8th week) Nov 17 2014
http://www.tubechop.com/watch/3789408

Appendix: E

Appendix: F

KINGDOM OF SAUDI ARABIA
Ministry of Higher Education
Al-Imam Muhammad Ibn Saud
Islamic University
COLLEGE OF LANGUAGES & TRANSLATION
DEAN'S OFFICE

المملكة العربية السعودية
وزارة التعليم العالي
جامعة الإمام محمد بن سعود الإسلامية
كلية اللغات والترجمة
مكتب العميد

الرقم : ...../ل ت التاريخ : ٢٠/ ٨/ ١٤٣٥ هـ المرفقات : .....

إلى من يهمه الأمر

السلام عليكم ورحمة الله وبركاته، وبعد :

فاسأل الله لكم دوام التوفيق والسداد, وتفيد كلية اللغات والترجمة بجامعة الإمام محمد بن سعود الإسلامية بأن الطالبة / إبتسام بنت ثابت سعيد القحطاني الرقم الجامعي (٤٣٤٠٣١٠٩١) آمل منكم تسهيل مهمتها وتوفير ما تحتاجه حيث ستطبق دراسة على عدد من المدارس التابعة لوزارة التربية والتعليم.

. وتقبلوا وافر التحية والتقدير.

والله يحفظكم ويرعاكم

الباحثي

عميد كلية اللغات والترجمة

د. محمد بن إبراهيم الأحيدب

هاتف: ٢٥٨٥٤٠٤ فاكس: ٢٥٨٦٤٠٦ ص.ب: ٥٧٠١ الرياض: ١١٤٣٢
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٢٨٠
الإدارة العامة للتربية والتعليم بمنطقة الرياض
إدارة التخطيط والتطوير

وزارة التربية والتعليم
Ministry of Education

الرقم : ٣٥١٨٨٤٢٠٨
التاريخ : ١٤٣٥/١١/٠١
المرفقات : -

"تسهيل مهمة بحث "

اسم الباحثة / الجامعة	ابتسام ثابت سعيد القحطاني - جامعة الإمام محمد بن سعود الإسلامية .
الغرض من الدراسة	متطلب للحصول على الماجستير .
عنوان الدراسة	تأثير اليوتيوب على تطوير مهارة الاستماع لدى الطلاب السعوديين .
عينة الدراسة	طالبات الصف الثالث ثانوي .
نوع التسهيل	الإفادة عن إمكانية تطبيق التجربة من خلال الاطلاع على الفيديوهات المرفقة بالبيان .

المكرمة مديرة/ ثانوية الأرقم حفظها الله

السلام عليكم ورحمة الله وبركاته وبعد ..

بناءً على تعميم معالي وزير التربية والتعليم رقم ٥٥/٦١٠ وتاريخ ١٤١٦/٩/١٧هـ بشأن تفويض الإدارات العامة للتربية والتعليم بإصدار خطابات السماح للباحثين بإجراء البحوث والدراسات . وبناءً على تفويض مدير عام إدارة التربية والتعليم إدارة التخطيط والتطوير في الخطاب ذي الرقم ١١/٣٣٦٧٤٨٢٣والتاريخ ١٤٣٣/٤/١٤هـ بشأن تسهيل مهام الباحثين والباحثات . وحيث تقدمت إلينا الباحثة (الموضحة بياناتها أعلاه) بطلب إجراء الدراسة . نأمل تسهيل المهمة . مع ملاحظة أن الباحثة تتحمل كامل المسؤولية المتعلقة بمختلف جوانب البحث . ولا يعني سماح الإدارة العامة للتربية والتعليم موافقتها بالضرورة على مشكلة البحث أو على الطرق والأساليب المستخدمة في دراستها ومعالجتها.

شاكرين طيب تعاونكم .

مدير إدارة التخطيط والتطوير
سعود بن راشد آل عبداللطيف

ص/ مكتب تربية وتعليم / النهضة .

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