

CHAPTER ONE

INTRODUCTION

1.0 Introduction:

As a teacher of English Language who has been teaching at basic and Secondary Education since 2008, I noticed that there is a considerable number of students who frequently access YouTube videos for entertainment and educational purposes. This has prompted me to explore this new tool which can be used to enhance students listening and speaking skills.

In fact YouTube Videos become absolutely vital in our daily life; it is a source of knowledge, news, and entertainment for the people in their every age and in all fields of the life. Lately, many learners across the world have started to use YouTube videos in educational fields.. So through this social media learners listen to the native speakers' movies, TVs channels, songs, drama. This enables English learners to be familiar with English culture, accent and pronunciation. Students can use their phones or Laptops and listen to online lectures and lessons of the native English trainers, instructors or debates whenever and where ever they want, and practice language in more effective ways. Not only at schools or universities, but even at homes, clubs, public transport and private cars...etc.

Learners of English use You Tube mainly to develop language skills in natural setting while watching an entertaining video or doing an activity closely connected with a chosen clip. The informal language learning is today often overlooked, because it does not take place in an organized manner, and it is not following a curriculum or program. At the same time it

is not led by any experts or training professionals, and no grades or credits are granted. At first this type of learning may not seem to be valid, but it is important to realize, that even the youngest children learn their mother tongues in the same manner. They are exposed to the language of their mothers and they usually learn by interacting. They also learn from watching TV, listening to the radio or conversation (Eaton 2010). “What is learned is authentic language, not the official versions presented in textbooks

Previously, the English language learners encounter great difficulties in understanding native speaker in movies or television, this is because they speak very fast and use idioms and phrasal verbs. But You Tube Videos have played crucial role in developing listening and speaking skills.

1-1 Statement of the Problem:

Students of English used to face difficulties in understanding native English speakers either in oral communication or when they speak on television and movies, but nowadays modern EFL learners can understand some aspects of oral communication. This is due to a wide spread of social media particularly You Tube Videos.

Using You Tube plays a crucial and effective role in enhancing listening and speaking skills of the EFL learners as well as understanding native speakers' cultural background. You Tube can provide learners with various videos and movies to practice English language effectively, beside making them familiar with native English culture. So this study is conducted to present YouTube as a vital tool for developing English Language learning and as result can be adopt by curriculum designers and teachers.

1-2 Objectives of the Study:

This study sets out to achieve the following objectives:

- 1- Highlight the importance of You Tube videos in enhancing listening and speaking skills of EFL specifically.
- 2- To examine whether You Tube Videos can make EFL learners familiar culture of native English speakers to promote listening and speaking skills.
- 3- To find out to what extend can Educational foundation benefit from You Tube in English language learning process.

1-3 Questions of the Study

This study sets out to answer the following questions:

- 1- To what extend can YouTube enhance the listening and speaking skill of EFL learners?
- 2- To what extend can YouTube make the EFL learners familiar with the culture of native speakers to promote understanding oral text?
- 3- Which is the more effective in developing EFL learners' listening and speaking skills YouTube or traditional methods?

1-4 Hypotheses of the Study

- 1- YouTube can enhance the listening and speaking skills of EFL learners
- 2- YouTube can make the EFL learners familiar with the culture of native speakers of English to promote understanding

- 3- YouTube is more effective tool in developing EFL learners' listening and speaking skills than traditional methods.

1-5 Significance of the Study

The importance of this study stems from the fact that tackles the importance of using YouTube videos as means to develop EFL learners' listening comprehension by opening the door for both learners and teachers to interact within that space and also to feed them with new ways to teach and learn English language instead of the traditional ones. It also a window of the opportunity for EFL departments to interact with native English universities and share their video publications through YouTube website.

1-6 Limits of the Study

This study is limited to explore the impact of using YouTube videos to enhance listening and speaking skills. This study draws its sample from undergraduate students who major English at Sudan University of Science and Technology (SUST) the study is carried out expected in the academic year 2016-2017.

1-7 Methodology

In this study the researcher used the descriptive and analytical method. The questionnaire is adopted as a tool for data collection which is distributed to students of English language at Sudan University of Science and Technology (SUST).

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2-0 Introduction

This chapter consists of two parts. Part one reviews literature relevant to the research topic such as listening and speaking, You Tube, history of You Tube an over view of You Tube, the importance of You Tube in our Daily life and education...etc.

While part two discusses previous studies relevant to the research topic which includes scientific papers and thesis.

2.1 About Listening and Speaking

Among the four language skills, speaking and listening have a major importance in the process of EFL teaching and learning: “The two most basic language skills, listening and speaking, sound exactly alike when we describe them as oral and aural skills. „Aural“ language, of course, refers to language as we hear it. „Oral“ language is what we say” (McKenzie-Brown, 2006). The aural skill refers to listening and the oral skill refers to the speaking, in spite of their importance in the process of teaching and learning, they are not given the attention they deserve.

Both speaking and listening abilities are connected in term of interaction; they are used interchangeably between speakers and listeners. Listening helps in one way or other learners to enhance their speaking ability: “It helps students to acquire good speaking habits as a result of the spoken English they have absorbed” (Saitakham, 2012, P.50). EFL learners need to be good

speakers and the listening ability can help them in this. Anderson and Lynch claimed that in order for the learner to be effective in conversations, he needs to be a good speaker as well as a good listener but this wasn't appreciated by most teachers who separated listening from speaking. They stated: "Learners need to be given opportunities to practice both sets of skills (listening and speaking) and to integrate them in conversation" (1988, p.15), because if learners pay attention only to passive listening without speaking then this will not help them be good communicators.

2.2 Definition of listening

Listening, as we know, is the skill of understanding spoken language. Listening is an essential skill, present in most of the activities we carry out throughout our lives, as Lindsay and Knight Shows:

We listen to a wide variety of things, for example; what someone says during a conversation, face to face or on the telephone; announcements giving information, for example, at an airport or railway station; the weather forecast on the radio; a play on the radio; music; someone else's conversation (eavesdropping); a lecture; professional advice, for example, at the doctor's, in the bank; instructions, for example, on how to use a photocopier or other machinery; directions; a taped dialogue in class (2006: 45).

Besides, Listening is a complex process due to its double psychological and social nature. Listening is a psychological phenomenon, which takes place on a cognitive level inside people's heads, and a social phenomenon, which develops interactively between people and the environment surrounding them. It considers listening as a complex process, which needs to be

understood in order to teach it, and subsequently, evaluate it before integrating it with phonological aspects and with the skill of speaking. (Bueno, Madrid and McLaren, 2006:282).

2.3 Listening Strategies

In order for learners to be effective listeners, they need to use some strategies that can help them decide the purpose of their listening to the text. It is the teachers' duties to present some listening strategies that will help the learners extract the surface meaning of the text presented by the teachers, and also to have a clear realization of how to catch specific information from the texts and how to identify the topics that the texts are talking about. Listening for gist, listening for the main ideas, and listening for specific information are some useful strategies as the following:

2.3.1 Listening for Gist

Listening for gist is one of the strategies that the learner can follow and even the teacher can show to his/her students in order to get a better understanding of the thing they are listening to. Richards called it listening for global understanding and he defined it as: "Listening in order to understand the general meaning of text without paying attention to specific details" (Richards & Schmidt, 2003, p.246). It helps the students in their listening activities by allowing them to comprehend the general idea of the text presented by the teacher. "Listening for gist enables the students to gather broad information, and then use it to discuss, debate, and support opinions" (Cotter, n.d.). Therefore, it is better for teachers to present this strategy for their students in order to get fruitful results from the listening lessons. Listening for gist is frequently used in real life in a spontaneous

way, for example when we listen to music while we are doing something at home, we are listening to the song but we are not paying attention to details because we are not intending to (Mewald, Gassner & Sigott, 2007). The same thing happens in the study situation. Listening for gist is frequently made use of to prepare the learners for more careful listening. This may be done by asking the learners for the main message, the best title for the text (a radio programme, an ad etc.), the purpose or the function of the text (Mewald et al, 2007, p.8).

2.3.2 Listening for the Main Ideas

Listening for the purpose of understanding the main ideas of the text presented by the teacher is one of the strategies intended by the learners as well as the teachers. Teachers may give some situations where the learners are asked to extract the main ideas out of these situations.

2.3.3 Listening for Specific Information

Listening for specific information requires the listeners to pay attention to almost every detail in the listening text in order not to miss some important pieces of information. Teachers in this level need to give an extra help to their students by either repeating the listening text more than once, and also by stressing the most important pieces of information or even raising their voices when they reach an important point. Richards and Schmidt had a definition for that in which they stated. “Listening in order to understand the specific information contained in a text” (2010, p.344). Therefore, learners need to be very selective when they are listening to the presented text. Listening for specific information or detail is something we do in real life and not only in the study field, for example when we ask for details about a

specific place we are going to visit, at this case we need to listen to and understand the specific details because we are interested in the instructions given to us and we should not miss even the smallest details (Brown, 2006). The same thing goes with students who are passing a test or an exam; they need to focus on specific parts of the question in order to understand what is meant and what the question's aim is: "The test takers should be able to identify the specific information required" (Mewald et al, 2007, p.9). After the specific information required by the question is identified, answering will not be a big problem for the learners.

2.4 Definition of Speaking:

Speaking is defined as an interactive process of constructing meaning that

Involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).

Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. In other words they are required to show mastery of the following sub competencies and skills:

1- Linguistic Competence:

This includes the following skills: Using intelligible pronunciation, following grammatical rules accurately, Using relevant, adequate and appropriate range of vocabulary.

2- Discourse Competence:

This includes the following skills:

Structuring discourse coherently and cohesively

Managing conversation and interacting effectively to keep the conversation going.

3- Pragmatic Competence:

This includes the following skill:

Expressing a range of functions effectively and appropriately according to the context and register.

4-Fluency:

This means speaking fluently demonstrating a reasonable rate of speech.

2.5 Importance of Speaking Skill.

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems.

For a smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking.

In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills viz., listening, speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several

distinct advantages. The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages. The joy of sharing one's ideas with others is immense. When we speak to others we come to have a better understanding of our own selves, as Robert Frost once said: "I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn." Undoubtedly, the clarity in speech reflects clear thinking.

An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life.

Introduction to You tube

Internet is now considered to be at the centre of every individual's interest since people's lives are now directly connected to this type of online technology. Economic investments are growing fast and people started to be attached to this online world to a level that makes it part of their lives. The internet world is a wide virtual space that contains many sections concerning many fields of the human's interests. YouTube is one of most important parts in the internet and a World Wide Web source. The source, Youtube.com, is a website that exists in the web. It is considered to be an online reservoir for digital video files, and the videos are stored and can be exhibited for free by anyone (Watkins & Wilkins, 2011). In the field of English as second/foreign language learning, the use of online tools and especially YouTube website has proven its usefulness. EFL learners now are able to enhance their English learning through the use of YouTube website. Using online videos offers the students a new way to practice on their language skills in any place and this will keep them involved in the learning process (Baniabdelrahman, 2013). Incorporating user-videos such as youtube.com is very important in education. Students have a changing nature and since they are the population that most support ICT tools in general and the web 2.0 in specific, educators should put that in consideration knowing that students absorb information in videos and images quickly as well as texts and from multiple sources. They expect immediate responses and feedback, and they like to get access to media. In addition, they prefer communication (Duffy, 2008); those conditions will suit the educators if they integrate the lessons with web 2.0 tools and YouTube is one of those most suitable tools.

2.6 Brief History on YouTube

“Since 2007, Centre for Learning & Performance Technologies has been building an annual TOP 100 Tools for Learning list, based on the contributions of learning professionals worldwide.” (The Top 100 Tools for Learning 2011 List 2010) This year they published The Top 100 Tools for Learning 2011 List on their website, ranking YouTube as a tool for learning on the second place, right after Twitter. Since 2009 YouTube website was ranked among the first three tools and it is possible to win also the first place in the future, competing with other strong competitors like Facebook, Skype, Google Docs and Moodle. (The Top 100 Tools for Learning 2011 List 2010)

YouTube website since its introduction developed into a very important media serving not only as a means of communicating or networking, but also as a tool for learning foreign languages. Anthropologists, teachers and also learners from around the world argue that the potential of YouTube for foreign language learning is very big now. Huge amount of videos containing authentic language (language used by common people in their daily life) being uploaded on YouTube increase in geometric progression. Many learners and teachers all around the world are becoming conscious of this fact and thus they are trying to take advantage of it. Thus, exploiting YouTube videos can be beneficial not only for those who find the old ways of teaching old-fashioned or those who appreciate working with the latest technologies, but also for anybody focused on developing language skills by means of social networking and online communication.

2.8 The Importance of videos in Daily Life and Education

People nowadays are addicted to what television it airing because when they watch movies and shows and TV programs, they gain knowledge through entertainment. Videos are no less entertaining than TVs, now that the internet has invaded every house; people use it to watch videos. Videos can be a source of creating a model for good behaviour and also they can be used to motivate learners. The teacher can use videos for introducing a topic, also to revise a previous lesson. Motivation is where the importance lays so that the learner stays involved in the learning session (Denning, n.d.). Since videos are beneficial for all types of people, students with special needs may find their way to learning through the use of videos a helpful way. Denning mentioned how useful is the use if videos for students who suffer from difficulties in learning Videos may help to promote learning in students with high visual orientation in their learning styles. Video can also provide visually-compelling access to information for many learners with learning difficulties who might miss learning opportunities provided solely by print-based materials. In this respect, videos provide important learning opportunities to students working in a second language. Teachers may find comfort in the use of videos while teaching students who have some special difficulties and somehow videos can be more efficient and useful than the teacher in such matter.

2.9 The Effective Impact of YouTube in English Learning

Since the mid-1980s when video cassette systems begun to fill our free spaces on shelves of our living rooms, there have been various books dealing with a new way of learning languages supported by using video

cassette systems. The main idea of learning languages with the help of new video technology was deeply rooted in learner's access to play videos outside the classroom. During the late 1980s and 1990s a lot of things changed. Not only the amazing video cassette systems begun to fade away, and were completely replaced by DVD systems and computer systems, but also the fast spread of the Internet and the technology of streaming videos turned the self-access learning inside out. Everything has changed. Everything became faster, more interactive and more entertaining. Even the wildest dreams of the 1980s concerning availability of materials for language learning came true. Nowadays, every learner knows that in order to acquire most foreign language knowledge, he should expose to the foreign language the most and take every opportunity to listen to the language (Allan 1985). To the contrary with the 1990s, today with all the websites on the Internet a learner no longer has to deal with the question of where to find useful materials for his self-access study and not to spend all his pocket money. Accessibility of English language news or other broadcasting is just perfect. English videos can be seen with English subtitles, so that a learner could read the line faster, understand the conversation and also to pay attention to the spoken (Allan 1985). Every learner connected to the Internet has opportunity to take advantage of YouTube and find himself right in the middle of the foreign language speaking world, especially English.

The most helpful in using video in language learning is the visuals. When only hearing the conversation for example in a radio show, all a learner can focus on is speech, accent, intonation and stress. On the other hand, video offers also the visual aspects of non-verbal communication, which is of the same importance. Gestures, facial expression, eye contact,

posture, proximity or appearance may help a great deal in understanding what has been said. Against it, as not very helpful it may be considered a fact, that some of the aspects of nonverbal communication, especially gestures may be misinterpreted by non-native speakers because of not knowing the culture of the particular country (Allan 1985). However, it is just the visual material which can help a learner to learn about cultural background. Contrary to audio materials, video materials usually contain stories, where there are “believable characters in believable situations” (Allan 1985: 25).

The most important skills that can be developed are listening skills, vocabulary, pronunciation, grammar and last but not least a learner can become more confident in speaking activities and positively influence his fluency. As he keeps watching videos actively and exposes himself to English, he gains abilities which he can later use in practicing with his friends either at school or on Skype, chat or various forums in his free time.

Besides developing language skills a learner also develops computing skills which are nowadays, in the age of information society very important and also highly valued.

There are many well-known techniques for viewing videos as a means of language acquisition. It only depends on a learner, whether he decides to use YouTube as a responsible active viewer (more conscientiously, doing activities concerning the video), or whether he will focus more on passive viewing only exposing himself to English language (having fun, instead of using various techniques and doing exercises such as guessing what the

video will be about, summarizing what he had seen or writing and looking up new vocabulary).

Using YouTube as a tool means absolute freedom in practicing English, which is also one of the things a learner of the 21st century appreciate. Let me now explain in more detail which abilities can be learned or practiced and also how. At all levels of language learning, video can be a powerful and exciting tool

2.10 YouTube for Enhancing Listening and Speaking

EFL teachers and learners are always searching for ways to enhance their listening and speaking proficiency through the use of many activities. Although some traditional activities could be helpful for practicing the listening and speaking abilities, the modern ways which the technology provides are better and they give positive results for both teachers and learners. Teachers can depend on videos while trying to develop their learners' listening and speaking abilities. Providing the students with real life native conversations along with the printed text to reinforce their understanding and their proper pronunciation could be very helpful. "Supplementing the (often) scripted and stilted textbook listening with the real life authentic conversations you can find on many podcasts is an attractive option for language teachers (not to mention their students)" (Stanley, 2006 p.2). The best way for EFL learners to practise better on their listening and speaking abilities is through the exposure to videos that contain native English speakers. Watkins and Wilkins suggest a number of activities that can enhance the learners' listening and speaking abilities through the use of YouTube videos.

2.11 Using You Tube for Practicing Vocabulary and Pronunciation

A learner comes across thousands of new words during his studies. Not only in study materials or in classroom but also when reading for pleasure. Unfortunately, if the already learnt vocabulary is not used actively, a learner either starts to forget it or the vocabulary moves from active knowledge to passive knowledge. For this reason it is important to practice the vocabulary as often as possible and develop it. YouTube videos are perceived as a good way of practicing vocabulary, because it offers vocabulary in wide range of contexts, which at the same time is an important source of new vocabulary. Previously learnt vocabulary, idioms and collocations may be heard in their natural contexts, in appropriate situations, or in situations a learner had not known before they were appropriate. This means that not only a learner practices vocabulary he learnt before, but also he learns new contexts and new situations where to use it. In example, television talk shows either with celebrities or with interesting writers, poets or scientists offer a lot of different contexts to learn vocabulary from or to hear it in its natural context in an entertaining way.

Together with vocabulary comes also its pronunciation. It is very necessary to avoid mispronunciation when using new vocabulary. This is also the area where YouTube can help. Vocabulary is there used by native speakers of English who use the right pronunciation together with stress, rhythm and intonation which cause learners a lot of troubles. It is also beneficial that people in YouTube clips speak at normal speed for native audience, which a learner never or very seldom experiences in classroom.

The accents and other (for a learner) unfamiliar sounds may be heard on YouTube as well. A lot of channels are today focused on speakers of English presenting a wide range of accents of English (according to its geographical occurrence).

Very useful activities for improving vocabulary can be those focusing on new lexical sets to be learnt through sequence, on reinforcing language already learnt, on note taking activities and on sounds, stress and intonation (Stempleski and Tomalin 1990).

2.12 You Tube Role in Understanding Cultural Background

Video in general is also one of the best ways of learning about cultural background of the country that speaks the language learners are studying. On YouTube both types of videos describing culture of the country can be found. The first type usually presents people in real settings. The second specifically features “information about the social, cultural or professional life of the country.” (Allan 1985: 20) Videos showing people with objects in a real setting provide information about social, cultural or professional life of the country (Allan 1985).

Activities useful for learners are those focusing on studying the cultural influences, focusing on the comparison between the culture of the mother tongue and the target culture. (Stempleski and Tomalin 1990)

2.13 Film, Series, TV Shows in Learning and Practicing Language

The aim of watching films or series is to focus on a story. To this group belong all videos based on storytelling (soap operas, plays, situation comedies, feature films, series, detective stories, adventure stories, animated

films etc.). One of the recommended activities to make use of them is to watch them first with English subtitles to be aware of what its characters are saying, possibly note down the words a learner does not understand, then look it up in a dictionary and then to watch it for the second time, being aware of them (Lonergan 1984).

Concerning films and series it is very important that they are acted. Actors not only simulate reality, but also as Allan says a “lot of visual support comes from gestures and facial expressions of the actors” (1985: 27). Their value for a language learner is in containing all kinds of examples of people communicating. (1985: 24) A lot of “popular TV series can be rich in examples of language function use, for instance, because they feature domestic situations such as shopping, entertaining, meeting new people and so on.” (1985: 25) In case of series or situational comedies, there is another positive factor: a humor which “usually rests on the interplay of characters, not on the semi-technical background” (Lonergan 1984: 84). The value of TV shows is then in a fact that “the language of television reflects the language of the contemporary society from which the programmes come or in which they are based” (Lonergan 1984: 81).

Films based on famous novels can be exploited together with books they are based on. A learner should read a book first (or the particular passage) and then to watch a clip as vocabulary reinforcing activity. It is enjoyable and at the same time it lays the emphasis on being active viewer. Comparing differences between the original novel and the clip is also a valuable activity. As other reinforcing activities remembering the characters, setting and plot can be used. Further commenting on them, looking for

similarities and differences are also possible. Again, all depends on responsibility of a learner etc.

2.14 Music Videos and English Culture

To this group belong all videos based on cinema musicals or pop music videos of all kinds. Their value is besides their musical content an insight on cultural background of the country the video comes from (Lonergan 1984).

On YouTube many music videos are uploaded by bands or companies that have the rights to upload them. Some of the videos are, however, uploaded by Tubers who either created a not official music video or put lyrics into to the video clip, so that while listening to a song, lyrics can be read.

2.15 Developing Listening and speaking Skills through You Tube Videos

Developing listening skills is together with pronunciation practice a positive aspect of using English videos on YouTube. Unlike audio files, video files present pictures which usually contain setting and non-verbal communication which can also help a learner to understand the language. Paying attention to pictures a learner may anticipate what a conversation will be about and he can guess meaning of the words he did not recognize.

Activities recommended for developing listening and speaking skills are focusing on the visual content, what is said in the sequence, on telling the story, presenting what a learner saw in the sequence (Stempleski and Tomalin 1990).

2.16 Characteristics of Learning with YouTube Videos

Learning with YouTube videos is basically informal. The main students' objective is to develop language skills in natural form while watching an entertaining video or doing an activity closely connected with a chosen clip. The informal language learning is today often overlooked, because it does not take place in an organized manner, and it is not following a curriculum or program. At the same time it is not led by any experts or training professionals, and no grades or credits are granted. At first this certain type of learning may not seem to be valid, but it is important to realize, that even the youngest children are learned to their mother tongues in the same manner. They are exposed to the language of their mothers and they usually learn by interacting. They also learn from watching TV, listening to the radio or conversation (Eaton 2010). "What is learned is authentic language, not the official versions presented in textbooks, conversational language rather than written." (Eaton 2010) Eaton also assumes that even though it is not usually regarded as "particularly valid learning" and "it is the most difficult to quantify or track" it "is essential to a language learner's development because it is a more authentic language experience." (Eaton 2010)

The process of informal learning can also be illustrated by the example of student's exchange where a student in a foreign country engages in social situations with native speakers and informally learns its language. Today with all technology advances and services like YouTube, a person does not have to travel abroad to be exposed to a foreign language (Eaton 2010). To be surrounded by (in this case) English speakers all a learner has to do is to open a web browser; type in the address field www.youtube.com

and he can commence to learn. The amount of English speaking videos of various quality, content and type is wide, and depends only on a particular learner what type he spontaneously chooses. However, a learner has to bear in mind, that (like in any other services using on the Internet) there are pros and cons, advantages and disadvantages of such learning.

2.17 Learner's Reasons and Motivation for Practicing English on YouTube

There are many different reasons for practicing English on the Internet, either on learner's own or in the instructor-led courses. Basically, each person who is learning online has his own specific reasons connected with his own specific needs. Generally the main reasons are considered to be the following: The need of self-development, the effort of learning English, no time for attending courses, lack of money, unwillingness to leave home for classes in learner's spare time, unavailability of English courses in the area where a learner lives and occupational duties.

With the reasons mentioned above also relates motivation for developing English skills online or supporting knowledge gained in class. In order learning to be successful, it is inevitable to sustain motivation. It is important for a learner to know the purpose of his learning, it is also important for him to realize his goals and also to realize what exactly he is learning and what he needs to achieve.

In case of YouTube what is motivating a learner is mainly its free content, possibility of working independently, choosing videos and activities to work with according to learner's interests, adapting the pace of practicing to learner's needs, choosing how long to spend in practicing and deciding

what topic or issue will be practiced (grammar, pronunciation etc.). In short, a learner is fully responsible for the right choice of his materials. To certain extent learning in groups or online learning communities can be motivating as well. Sharing useful videos with friends mostly through social networks like Facebook and My space is a new way of entertaining learning.

Using YouTube video as a means of supporting English language learning can be seen as a good motivation. “Children and adults feel their interest quicken when language is experienced in a lively way through television and video. This combination of moving pictures and sound can present language more comprehensively than any other teaching medium.” (Stempleski 1990: 3) Concerning this, YouTube videos as uploaded by real people, living in real relationships in real places, deal with real life situations as well as fictional stories. A learner is thus exposed to the natural language in real life situations which may keep him motivated.

Using YouTube may also be self-motivating to some extent. Thousands of videos which are specifically created to teach (English teachers from all over the world upload their videos), are only a few clicks away from interesting trailers, interviews, TV shows, comedies, or documentaries which are also suitable for being exploited. Because this way of learning is also popular among communities using ESL and EFL websites, these websites often offer activities and links to particular YouTube videos. It is only up to a learner what video or which teacher he will choose. If he decides one teacher is boring for him or he does not explain subject matter properly, he can just use search engine implemented into YouTube and find another one, possibly more useful.

2.18 Previous Studies

Study One

Medoukal (2015), Developing EFL Learners' Listening Comprehension through YouTube Videos. A Case Study of Second Year Students at Mohamed Kheider University of Biskra, Dissertation Presented to the Branch of English as Partial Fulfillment for the Master's Degree in Sciences of Languages, People's Democratic Republic of Algeria, Ministry of Higher Education and Scientific Research, Mohamed Kheider University, BISKRA, Faculty of Arts and Languages, Branch of English ,Presented by: Farid MEDOUKALI.:

The most important results that have been found in this research can be divided into two main parts: EFL learners' positive attitude concerning the use of videos to enhance their listening comprehension, and the positive points of view of the teachers concerning the use of such technology in the educational setting in order to improve their students' listening ability and bring a better feedback for the teachers.

The findings of the investigation showed that English language learners are interested in the use of internet tools like YouTube in their learning process since it represents to them a new way which they think it is going to help them in the educational setting and enrich their English language knowledge.

The majority of the students are interested and curious about how can YouTube change the way of their learning and be presented to them as a new method of teaching them the English sessions.

Teachers think that YouTube videos could be a solution to many problems such as boredom and routine. However, the success of the use of this technology depends on the teachers' experience of using such tools and the way they guide the students through the use of its features.

Through the review of the students and teachers' questionnaires, this study has made us sure that YouTube videos can be used as a new and authentic source for providing knowledge that learners can depend on for the purpose of gaining new information beside the teacher.

YouTube videos can be a very useful way of practicing the listening ability for EFL learners and provide them with new and exciting methods of learning the English language.

General Comment

At the end of this research, it can be said that in order to be able to integrate the use of technology in the process of teaching and learning English as a foreign language, some conditions need to be addressed:

- Curriculum designers should be aware of the involvement of technology in the educational field and merge ICT tools within the curriculum.
- Laboratories should be provided for EFL learners to practice on their listening abilities.
- Teachers need special training concerning the use of ICT tools.
- Students should experience the use of some tools such as Overhead Projectors and Data shows more often.

- Opening channels in YouTube website in which teachers and students could interact through video postings and comments will be a good method for both teachers and learners.

Study two:

Kwansei (2011), and Michael Wilkins (2011), Kansai University of International Studies, Japan, Using YouTube in the EFL Classroom, Gakuin University, Japan.

The conclusion of this study is that, EFL classes with access to the necessary technology can make good use of YouTube and other online video-streaming sites. However, it is important to realize that there are some limitations. **First**, YouTube is limited to what copyright restrictions allow. If students are determined to focus on certain clips that are not available on YouTube due to copyright infringement laws, then students will have to procure these clips on their own. **Secondly**, given the vastness of the YouTube library, a certain amount of structuring and guidance from the teacher might be necessary in order to prevent students from spending unproductive hours perusing the site. **A third** consideration, teachers might need to take into account is the nature of much of the material on YouTube. Although the site does not allow nudity, there is a fair amount of risqué content and provocative language available. Teachers of younger students would be well advised to take this into account. **Finally**, certain countries have placed bans on YouTube and other video streaming sites (Toksabay, 2010), meaning that classes in those countries might have greater difficulty accessing useful online videos.

However, You Tube remains a valid resource for teachers seeking to enhance their lessons with lively, topical content, and further research into the use of the site (as well as other online video-streaming websites) would be very welcome for the EFL and SLA community. Further avenues for academic inquiry might include, but are not limited to, comparing different video streaming sites for the type of content provided and technological advantages available or determining the degree to which students are already accustomed to YouTube and the frequency with which they use it. Additionally, YouTube clips in similar genres, but from different creators, might be compared for effectiveness. Finally, different video media--VHS, DVD, and YouTube--could be compared with each other with regard to the availability of content, the quality of data storage, ease of access, and student / teacher preference.

Study three

Jalaluddin,(2016) PhD Student at the Department of English, Aligarh Muslim University, Aligarh, Email: Using YouTube to Enhance Speaking Skills in ESL Classroom, mohammad.jalaluddin@fulbrightmail.org, Using YouTube to Enhance Speaking Skills in ESL Classroom.

The important Conclusion of this study that: YouTube is a very useful online resource to teach speaking skills in ESL classroom. It has many advantages and disadvantages also. An instructor should be aware of the pros and cons of using YouTube videos. There should be special instruction from the teachers for the students to use YouTube in appropriate ways. Nobody can deny the importance of using online resources in teaching and learning of English. There are thousands of English short videos available on YouTube

that can be used for teaching and learning English language. It can be used in various ways for effective teaching and learning. It is not only useful to enhance speaking and listening skills but also to teach reading and writing skills. An instructor is free to use it in his/her own way that he/she think might be productive and meaningful for students.

Study four

Bastos(2009), Universidade do Minho and Escola Secundária Carlos Amarante, Braga – Portugal biafonso@gmail.com, and Ramos (2009), Universidade do Minho, Braga – Portugal, altina@iec.uminho.pt: You Tube for Learning English as Foreign Language, Critical Thinking Communicative Skills:

The most important results of this study are that, The use of video, comprising sound, graphics and animation, seemed to display some advantages over textbooks, worksheets, slides, overhead projectors and films; learners started to select videos available on YouTube with a critical eye and ask the teacher to incorporate them in classes, realizing that “their” tool effectively used in the classroom could help them achieve learning outcomes.

The video-enhanced classes were engaging students in the learning process, restoring the confidence of those dealing with language problems and encouraging them to participate in classes; some students seemed prone to assimilate vocabulary, discuss the subjects and give distinct viewpoints. Students were better informed, ideas were clearer and the contents introduced seemed more meaningful. As a next step, learners will be

provided new opportunities to improve the learning experience. Producing their own videos may be one of the challenging activities already in mind.

Full aware that we are embarking on an exciting experience, many questions begin to form in our mind: Will this practice improve ESL learning? Will it develop their reflective and critical thinking? Can these tools help teachers unlearn old ways of teaching? Can they promote a new effective model of teaching and learning? Can videos be transformed into a more collaborative tool?

Comment on the Previous Studies

Here the researcher wants to compare between the previous studies and this research focusing on the points of agreement and disagreement.

The first Study of Medoukal (2015), Developing EFL Learners' Listening Comprehension through YouTube Videos. A Case Study of Second Year Students at Mohamed Kheider University of Biskra, People's Democratic Republic of Algeria , The most important results of this study showed that EFL learners' positive attitude concerning the use of videos to enhance their listening comprehension, and the positive points of view of the teachers concerning the use of such technology in the educational setting in order to improve their students' listening ability and bring a better feedback for the teachers. It is only in listening but this research focus on listening and speaking skills.

According to the second study, Kwansei (2011), and Michael Wilkins (2011), Kansai University of International Studies, Japan, Using YouTube in the EFL Classroom, Gakuin University, Japan. , EFL classes with good

access to the necessary technology can make good use of YouTube and other online video-streaming sites this can help a lot in learning process. But the study showed some limitation in this field such as copyright restrictions, the vastness of the YouTube library, a certain amount of structuring and guidance from the teacher is needed for the learners to save the time, some countries have placed bans on YouTube and other video streaming sites this limitation may make some difficulties in using You Tube if no taken in account. On the other hand researcher does not mention any limitation on using You Tube.

According to the Jalaluddin,(2016), Using YouTube to Enhance Speaking Skills in ESL Classroom: There are thousands of English short videos available on YouTube that can be used for teaching and learning English language. It can be used in various ways for effective teaching and learning. It is not only useful to enhance speaking and listening skills but also to teach reading and writing skills. The study of Jalaluddin is similar to the hypothesis of this research

According to the study of Bastos (2009), You Tube for Learning English as Foreign Language, Critical Thinking Communicative Skills . The use of video, comprising sound, graphics and animation, seemed to display some advantages over textbooks, worksheets, slides, overhead projectors. Also Basto study is has same idea as this study using You Tube is better than traditional classroom.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes research methodology applied in this study data collection method , the research population the participant used in this study and data analysis method

3.1 Research methodology

In this study the researcher uses descriptive analytical method questioaire.

3.2 Data Collection Tool

This research cannot be studied only from a theoretical point of view in order to reach some results. The research examines two complicated variables which are listening and speaking beside YouTube videos, thus it needs much time to cover both variables in a good way. In order to reach better results for this research, the descriptive method is used and students' questionnaire is used. Due to the limited amount of time, it is decided that the questionnaire would be the most appropriate instrument which provides us with clear insights. The questionnaire is distributed to the second year students of English language. The questionnaire is parted into three groups; the first section was to have an idea about the students' opinions about whether YouTube can enhance the listening and speaking skills of EFL learners or not.

The second section was designed to investigate the students' attitudes towards the use of YouTube videos inside the classroom beside whether YouTube videos can make the EFL learners familiar with the culture of native speakers of English and promote their understanding.

Finally, the third and last part was made to provide us with information about students' visions and opinions concerning effectiveness of YouTube as educational tool in developing EFL learners' listening and speaking skills. In general, the questionnaire will give us an idea about the students' familiarity with ICT tools and specifically the YouTube and whether or not it will be a suitable environment to develop their listening and speaking ability.

3.4 Description of the Questionnaire

The principal purpose of this questionnaire is to introduce and explain one of the internet tools which is YouTube videos in educational field generally and in listening and speaking particularly. The main part of the survey is to have a clear idea about the students' attitudes towards the use of YouTube videos in the process of teaching and learning the English language. The first section of the questionnaire aims to explore the students' knowledge about the internet and YouTube and to find out whether they use it for educational purposes or not. The second section is meant to know how EFL students can benefit from the use of YouTube videos in EFL teaching and learning settings and how could that be helpful to develop their listening comprehension and speaking skills. The goal is to understand the value of this tool to EFL learners and whether or not it will help them enhance their listening abilities.

3.6 Participants

This survey is made to target the second year students of English language at Sudan University of Science and Technology. The survey targets students' selection at random with the use of You Tube videos. The reason of the survey is to explore the population opinions about whether they use You Tube for educational purposes ,and whether it help them in developing their listening and speaking ability. Because they study oral expression and they may have experienced the use of laboratories or any other technological tools and have an idea about them.

3.7 Population of Study

The Poptation of this study is undergraduate students of Sudan University of Science and Technology.

3.8 Statistical Reliability and Validity of Research Tool

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the Reliability:

. Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (40) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Reliability	
Statistics	
Cronbach's Alpha	N of Items
0.701	14

CHAPTER FOUR

DATA ANALYSIS

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the students' community in Sudan university of Science and technology.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 30 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.2 Analysis of the Questionnaire

The researcher distributed the questionnaire on determined study sample (30), and constructed the required tables for collected data. This step consists of the transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

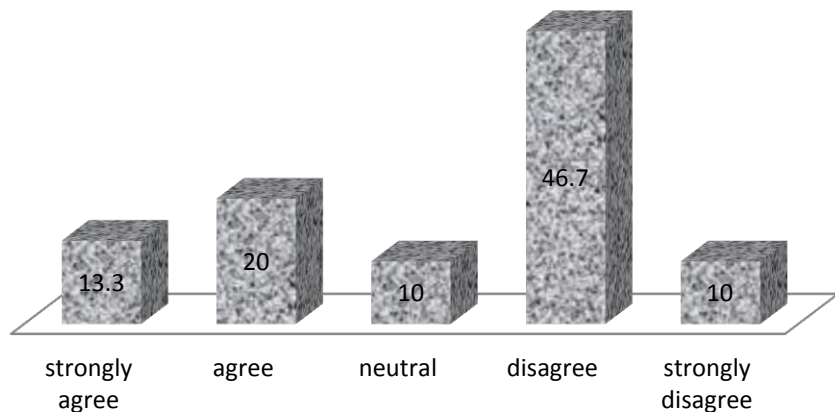
Statement No.(1): Using videos inside the class room motivates me to practice English orally

Table No (1)

The Frequency Distribution for the Respondents' Answers of Statement No.(1)

Valid	Frequency	Percent%
strongly agree	4	13.3
Agree	6	20
Neutral	3	10
Disagree	14	46.7
strongly disagree	3	10
Total	30	100.0

fig (1)



It is clear from the above table No.(1) and figure No (1) that there are (4) participants in the study's sample with percentage (13.3%) strongly agreed with that " Using videos inside the class room motivates students to practice English orally". There are (6) participants with percentage (20.0%) agreed with that, and (3) participants with percentage (10.0%) were not sure

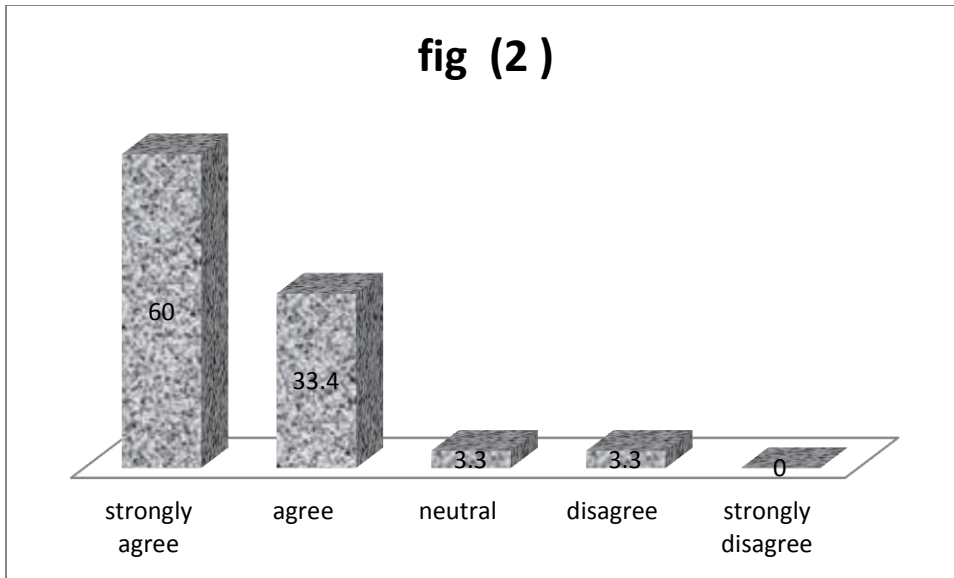
that, and (14) persons with percentage (46.7%) disagreed. and (3) participants with 10% are strongly disagree

Statement No.(2): Using you tube videos inside the classroom increase your participation in the classroom

Table No (2)

The Frequency Distribution for the Respondents' Answers of Statement No.(2)

Valid	Frequency	Percent%
strongly agree	18	60
Agree	10	33.4
Neutral	1	3.3
Disagree	1	3.3
strongly disagree	0	0
Total	30	100.0



It is clear from the above table No.(2) and figure No (2) that there are (18) participants in the study's sample with percentage (60.0%) strongly agreed with that " Using you tube videos inside the classroom increase your participation in the classroom

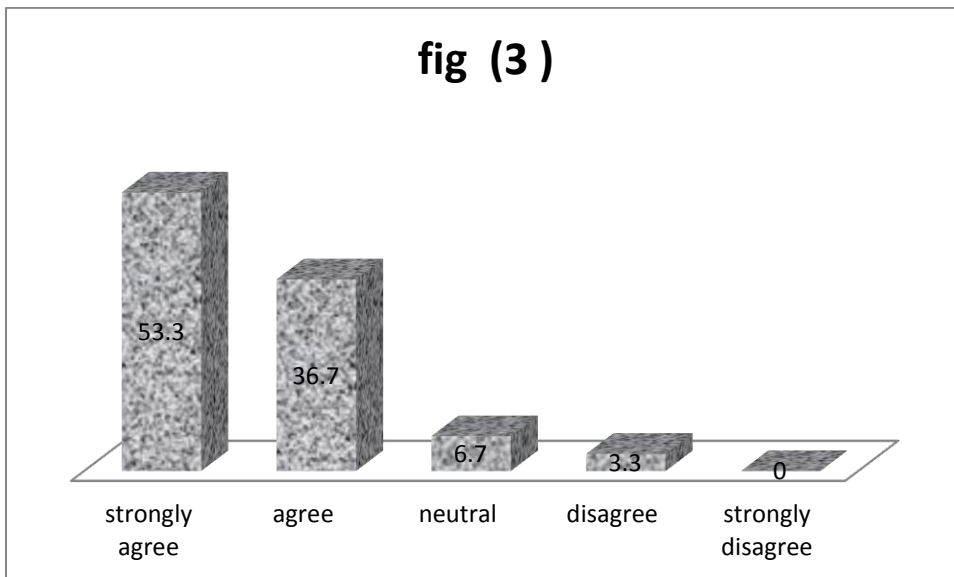
". There are (10) participants with percentage (33.3%) agreed with that and (1) participant with percentage (3.3%) were not sure that, and (1) participant with percentage (3.3%) disagreed. and (0) participant with 0% are strongly disagree

Statement No.(3): Using you tube videos will increase your comprehension of the lesson content

Table No (3)

The Frequency Distribution for the Respondents' Answers of Statement No.(3)

Valid	Frequency	Percent%
strongly agree	16	53.3
Agree	11	36.7
Neutral	2	6.7
Disagree	1	3.3
strongly disagree	0	0
Total	30	100.0



It is clear from the above table No.(3) and figure No (3) that there are (16) participants in the study's sample with percentage (53.3%) strongly agreed with that " Using you tube videos will increase your comprehension of the lesson content

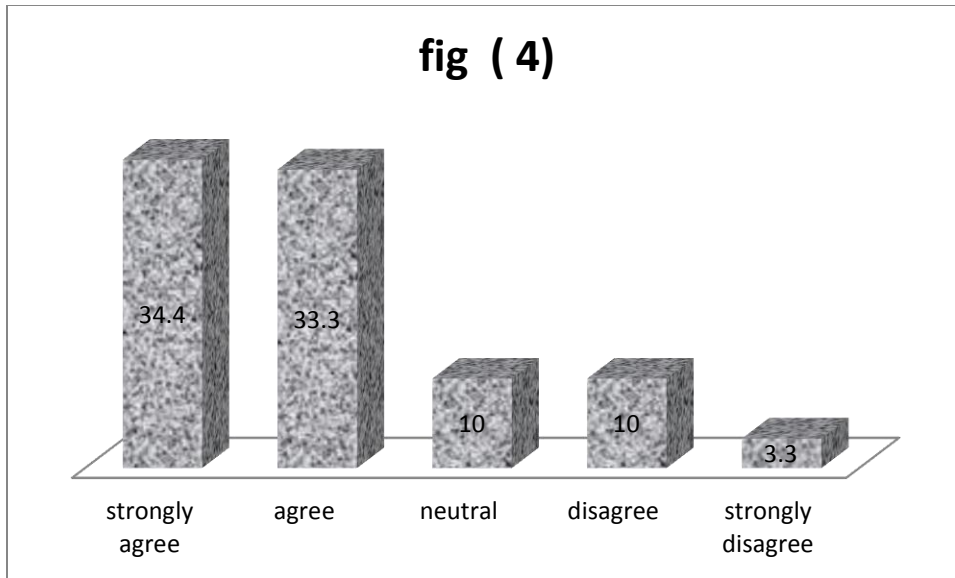
". There are (11) participants with percentage (36.7%) agreed with that, and (2) participants with percentage (6.7%) were not sure that, and (1) participants with percentage (3.3%) disagreed. and (0) participants with 0% are strongly disagree

Statement No.(4): watching educational you tube videos inside the classroom has positive effect on developing listening and speaking

Table No (4)

The Frequency Distribution for the Respondents' Answers of Statement No.(4)

Valid	Frequency	Percent%
strongly agree	13	34.4
Agree	10	33.3
Neutral	3	10
Disagree	3	10
strongly disagree	1	3.3
Total	30	100.0



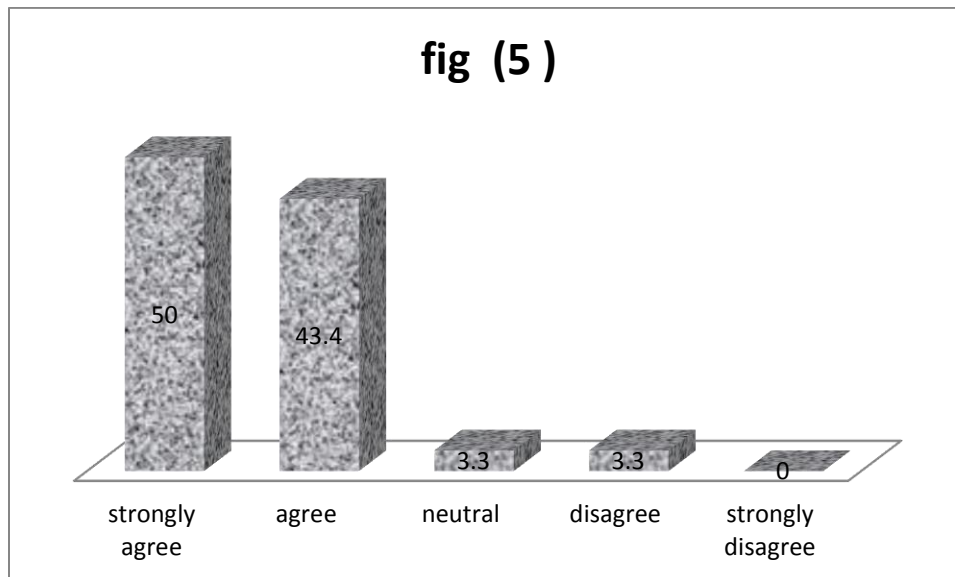
It is clear from the above table No.(4) and figure No (4) that there are (13) participants in the study's sample with percentage (34.4%) strongly agreed with that " watching educational you tube videos inside the classroom has positive effect on developing listening and speaking ' There are (10) participants with percentage (33.3%) agreed with that, and (3) participants with percentage (10.0%) were not sure that, and (3) persons with percentage (10.0%) disagreed. And (1) participants with 3.3% are strongly disagree.

Statement No.(5): intensive exposure of EFL to videos of native speakers is a vital source of practicing and listening skills

Table No (5)

The Frequency Distribution for the Respondents' Answers of Statement No.(5)

Valid	Frequency	Percent%
strongly agree	15	50
agree	13	43.4
neutral	1	3.3
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0



It is clear from the above table No.(5) and figure No (5) that there are (15) participants in the study's sample with percentage (50.0%) strongly agreed with that " intensive exposure of EFL to videos of native speakers is a vital source of practicing and listening skills ". There are (13) participants with percentage (43.4%) agreed with that, and (1) participants with percentage

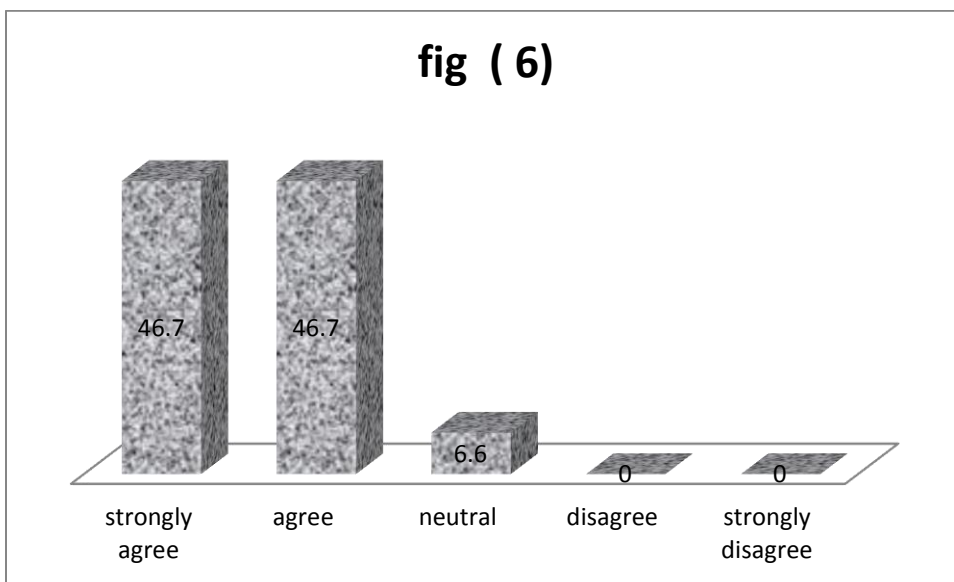
(3.3%) were not sure that, and (1) participants with percentage (3.3%) disagreed. And (0) participants with 0% are strongly disagree

Statement No.(6): you tube videos are good source for understanding native speakers culture

Table No (6)

The Frequency Distribution for the Respondents' Answers of Statement No.(6)

Vali	Frequency	Percent%
strongly agree	14	46.7
Agree	14	46.7
Neutral	2	6.6
Disagree	0	0
strongly disagree	0	0
Total	30	100.0



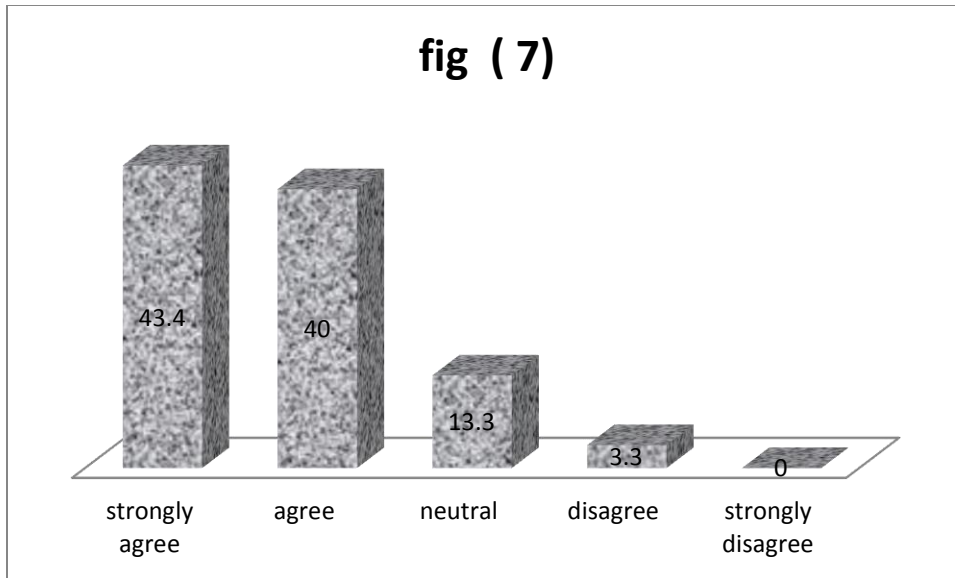
It is clear from the above table No.(6) and figure No (6) that there are (14) participants in the study's sample with percentage (46.7%) strongly agreed with " you tube videos are good source for understanding native speakers culture ". There are (14) participants with percentage (46.7%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (0) participants with percentage (0.0%) disagreed. and (0) participants with 0% are strongly disagree

Statement No.(7): videos are best ways of learning about culture back ground of the native speakers

Table No (7)

The Frequency Distribution for the Respondents' Answers of Statement No.(7)

Valid	Frequency	Percent%
strongly agree	13	43.4
Agree	12	40
Neutral	4	13.3
Disagree	1	3.3
strongly disagree	0	0
Total	30	100.0



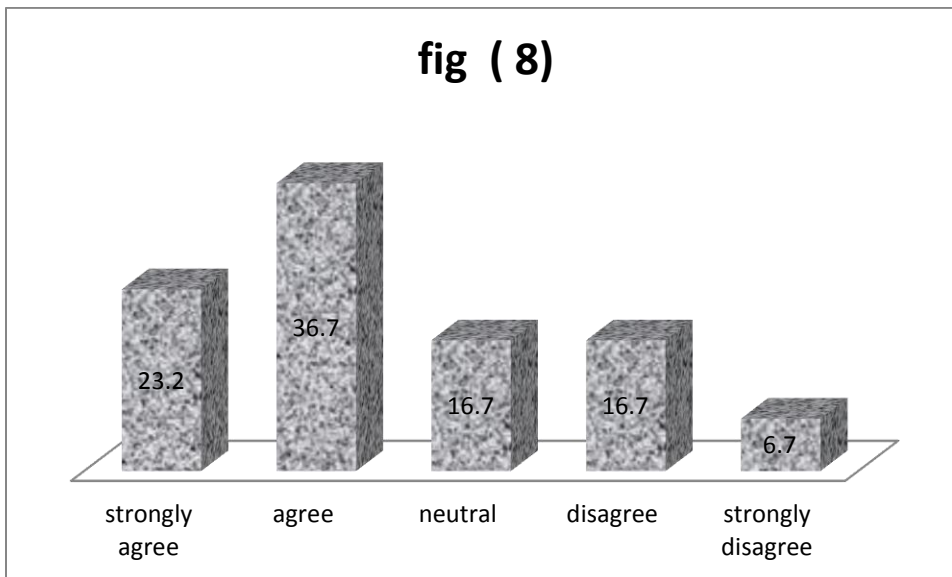
It is clear from the above table No.(7) and figure No (7) that there are (13) participants in the study's sample with percentage (43.4%) strongly agreed with " videos are best ways of learning about culture back ground of the native speakers ". There are (12) participants with percentage (40.0%) agreed with that, and (4) participants with percentage (13.3%) were not sure that, and (1) persons with percentage (3.3%) disagreed. and (0) participants with 0% are strongly disagree

Statement No.(8): you tube videos present native speakers in their real settings

Table No (8)

The Frequency Distribution for the Respondents' Answers of Statement No. (8)

Valid	Frequency	Percent%
strongly agree	7	23.2
agree	11	36.7
neutral	5	16.7
disagree	5	16.7
strongly disagree	2	6.7
Total	30	100.0



It is clear from the above table No.(8) and figure No (8) that there are (7) participants in the study's sample with percentage (23.2%) strongly agreed with " you tube videos present native speakers in their real settings ". There are (11) participants with percentage (36.7%) agreed with that, and (5) participants with percentage (16.7%) were not sure that, and (5) participants

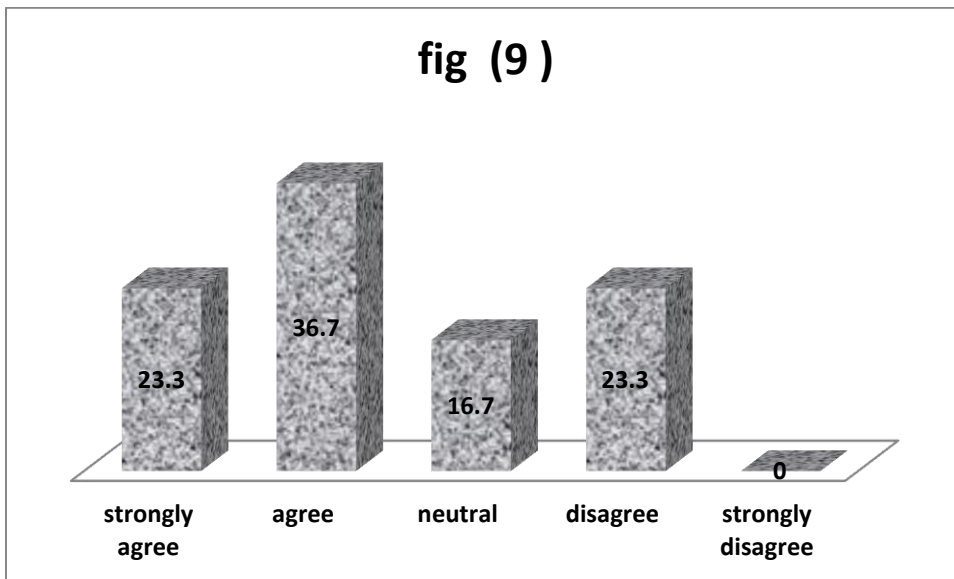
with percentage (16.7%) disagreed. and (2) participants with 6.7% are strongly disagree

Statement No.(9): having wide pack ground abut native English culture enable you to know how languages is used .

Table No (9)

The Frequency Distribution for the Respondents' Answers of Statement No.(9)

Valid	Frequency	Percent%
strongly agree	7	23.3
Agree	11	36.7
Neutral	5	16.7
Disagree	7	23.3
strongly disagree	0	0
Total	30	100.0



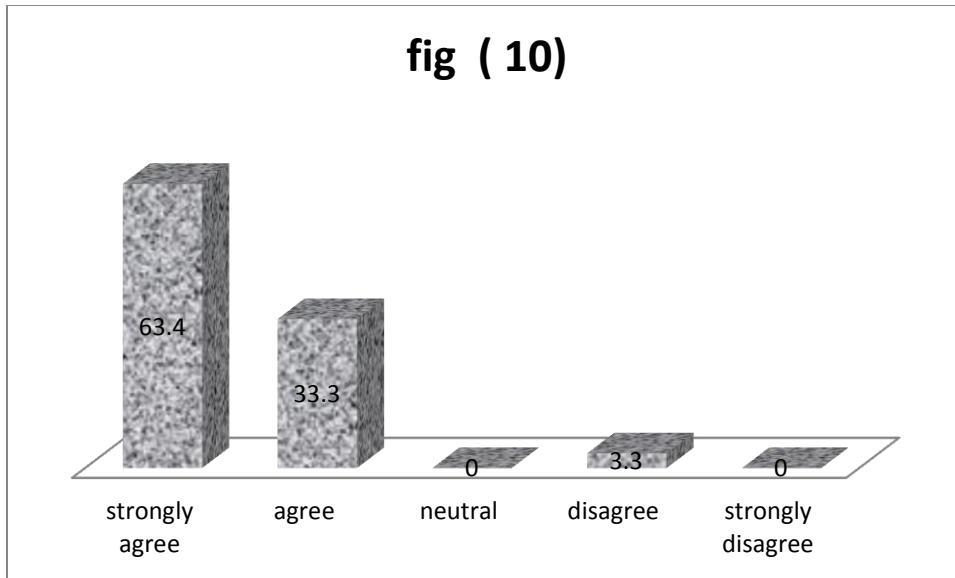
It is clear from the above table No. (9) and figure No (9) that there are (7) participants in the study's sample with percentage (23.2%) strongly agreed with " having wide pack ground abut native English culture enable you to know how languages is used . ". There are (11) participants with percentage (36.7%) agreed with that, and (5) participants with percentage (16.7%) were not sure that, and (7) participants with percentage (23.3%) disagreed and (0) participants with 6.7% are strongly disagree

Statement No.(10): Mastering cultural back ground of the native speakers can post languages learning process

Table No (10)

The Frequency Distribution for the Respondents' Answers of Statement No.(10)

Valid	Frequency	Percent%
strongly agree	19	63.4
Agree	10	33.3
Neutral	0	0
Disagree	1	3.3
strongly disagree	0	0
Total	30	100.0



It is clear from the above table No.(10) and figure No (10) that there are (19) participants in the study's sample with percentage (63.4%) strongly ' Mastering cultural back ground of the native speakers can post languages learning process ". There are (10) participants with percentage (33.3%) agreed with that, and (0) persons with percentage (0.0%) were not sure that, and (1) participants with percentage (3.3%) disagreed. and (0) participants with 0.0% are strongly disagree

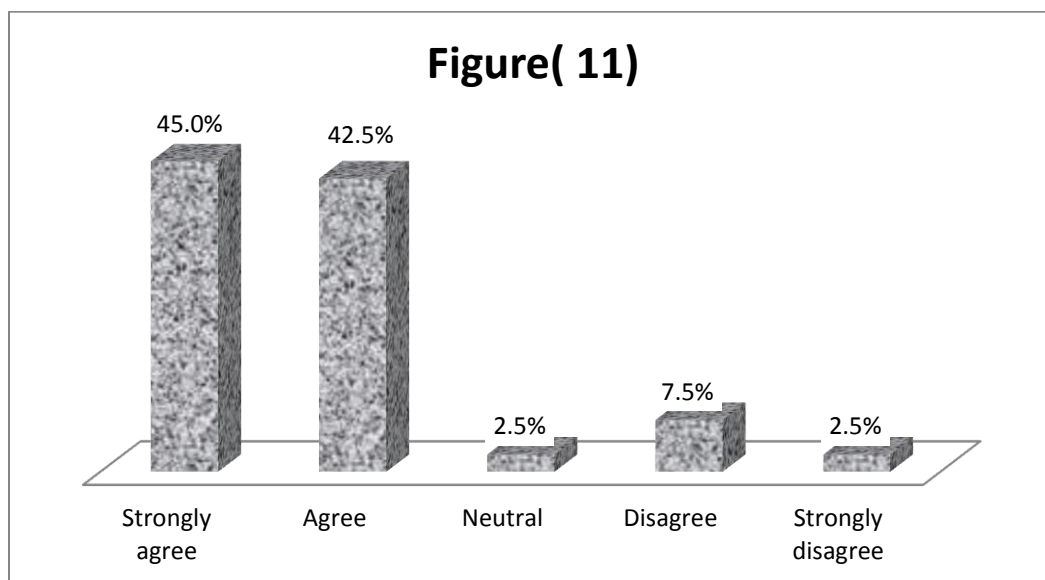
Statement No.(11): Students will be more interested in learning the English languages if the teacher used English videos as a teaching aid as compare of textbook .

Table No (11)

The Frequency Distribution for the Respondents' Answers of Statement

No.(11)

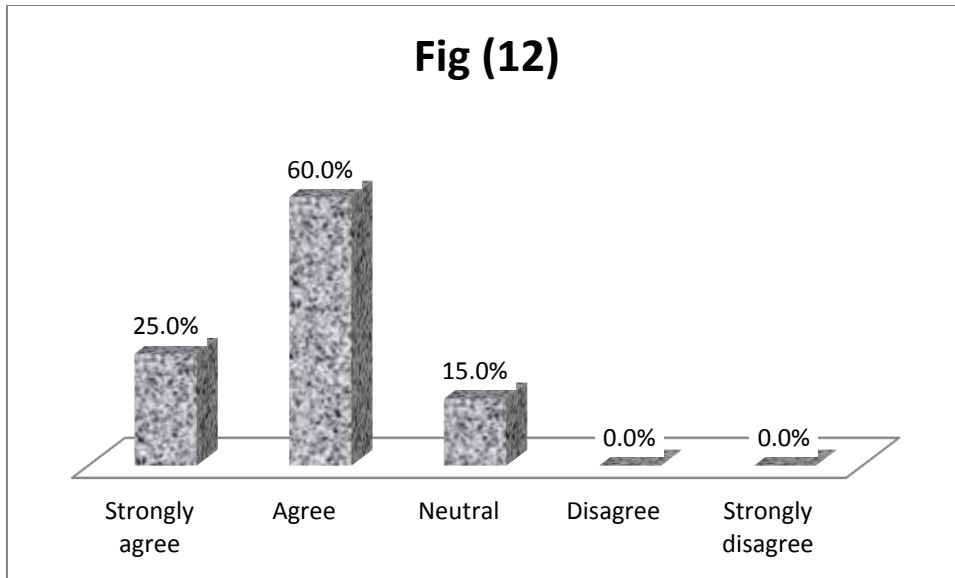
Answer	Frequency	Percentage
Strongly agree	13	45
Agree	12	42.5
Neutral	1	2.5
Disagree	3	7.5
Strongly disagree	1	2.5
Total	30	100%



It is clear from the above table No. (11) and figure No (11) that there are (18) participants in the study's sample with percentage (45.0%) strongly agreed with ' Students will be more interested in learning the English languages if the teacher used English videos as a teaching aid as compare of textbook . ". There are (17) participants with percentage (42.5%) agreed with that, and (1) participants with percentage (2.5%) were not sure that, and (3) participants with percentage (7.5 %) disagreed. and (1) participants with 2.5% are strongly disagree.

Table (12) laboratories will help you in practicing your listening ability better than in the traditional class room

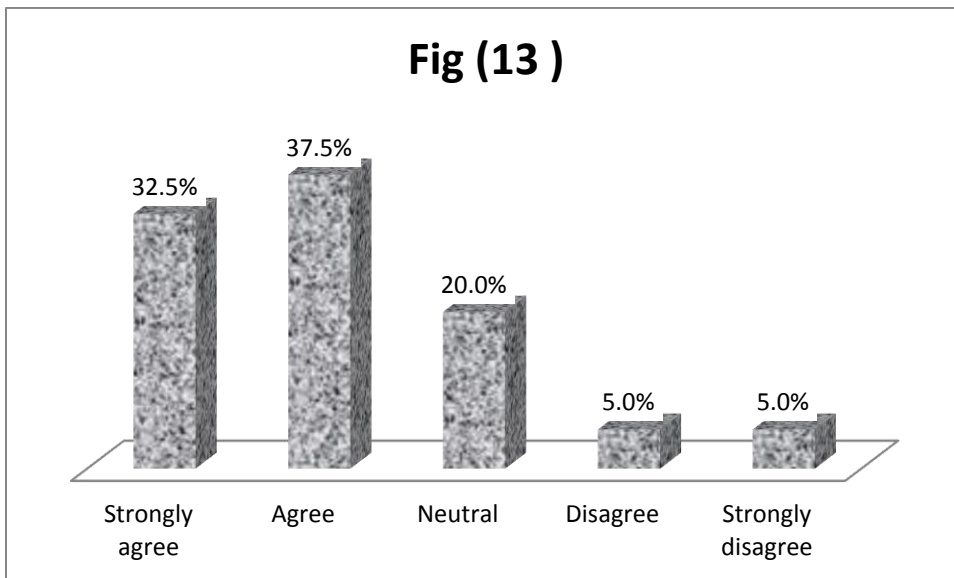
Answer	Frequency	Percentage
Strongly agree	5	25%
Agree	19	60%
Neutral	6	15%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	30	100%



It is clear from the above table No. (12) and figure No (12) that there are (10) participants in the study's sample with percentage (25.0%) strongly agreed with the that “laboratories will help you in practicing your listening ability better than in the traditional class room ". There are (24) participants with percentage (60.0%) agreed with that, and (6) participants with percentage (15.0%) were not sure that, and (0) persons with percentage (0.0 %) disagreed. and (0) participants with 0.0% are strongly disagree

Table (13) using the videos inside the class room will be more fun and entertainment than the printed text .

Answer	Frequency	Percentage
Strongly agree	8	32.5%
Agree	10	37.5%
Neutral	8	20%
Disagree	2	5%
Strongly disagree	2	5%
Total	30	100%

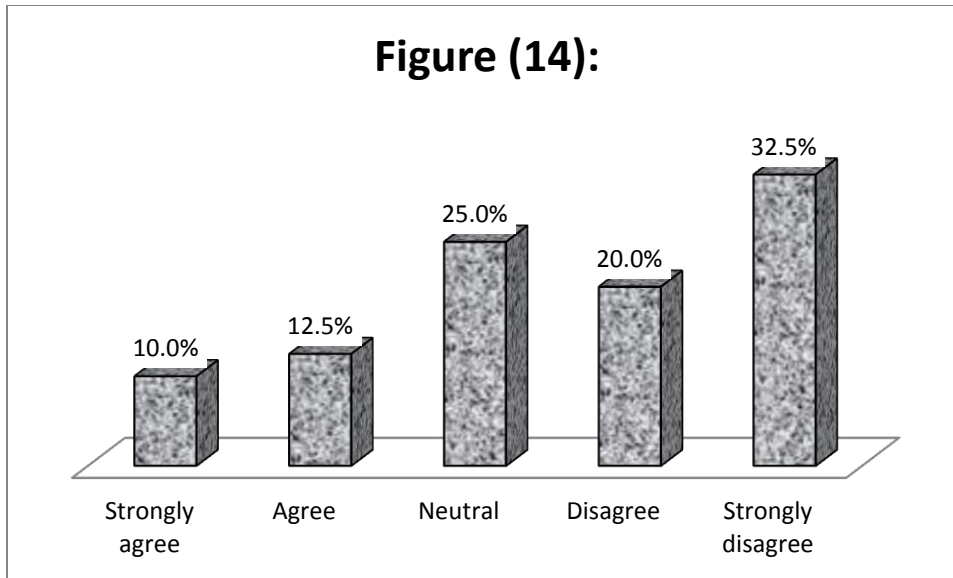


It is clear from the above table No.(13) and figure No (13) that there are (8) participants in the study's sample with percentage (32.5.0%) strongly agreed with the that “using the videos inside the class room will be more fun and

entertainment than the printed text . ". There are (10) participants with percentage (37.5%) agreed with that, and (8) persons with percentage (20.0%) were not sure that, and (2) persons with percentage (5.0 %) disagreed. and (2) participants with 5.0% are strongly disagree

Table (14) videos in lessons help you improve your punctuations more than using hard copy dictionaries

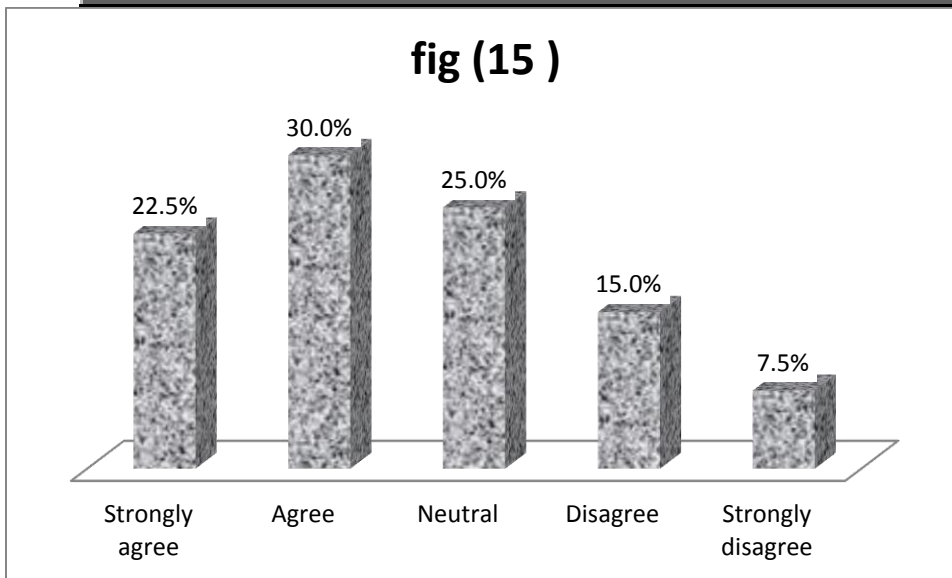
Answer	Frequency	Percentage
Strongly agree	2	10
Agree	4	12.5
Neutral	8	25
Disagree	6	20
Strongly disagree	10	32.5
Total	30	100%



It is clear from the above table No.(14) and figure No (14) that there are (2) participants in the study's sample with percentage (32.5.0%) strongly agreed with that “videos in lessons help you improve your punctuations more than using hard copy dictionaries ”. There are (4) persons with percentage (37.5%) agreed with that and (8) participants with percentage (20.0%) were not sure that and (6) participants with percentage (5.0 %) disagreed. And (10) persons with 5.0% are strongly disagree

Table (15) videos of English lessons will help learners understand oral English patten than just ordinary audio sound, recording CDs ...etc.

Answer	Frequency	Percentage
Strongly agree	4	22.5
Agree	7	30
Neutral	10	25
Disagree	6	15
Strongly disagree	3	7.5
Total	30	100%



t is clear from the above table No.(15) and figure No (15) that there are (4) participants in the study's sample with percentage (22.5.0%) strongly agreed with that “videos of English lessons will help learners understand oral English patten than just ordinary audio sound , recording CDs ...etc. ”.

There are (7) participants with percentage (30.0%) agreed with that, and (10) participants with percentage (25.0%) were not sure that, and (6) participants with percentage (15.0 %) disagreed. and (3) participants with 7.5% are strongly disagree

Hypotheses testing by using chi-square test

Table No.(16)

Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis: YouTube can enhance the listening and speaking skills of EFL learners?

Nom .	Statement	mean	SD	Chi square	p-value
1	Using videos inside the class room motivates students to practice English orally	2.2	0.9	36	0.000
2	Using You Tube videos inside the classroom increase students participation in the classroom	2.3	0.5	23	0.000
3	Using You Tube videos will increase students comprehension of the lesson content	2.3	0.7	23	0.000
4	watching educational you tube videos inside the classroom has positive effect on developing listening and speaking	3	.9	22	0.000
5	intensive exposure of EFL to videos of native speakers is a vital source of practicing and listening skills	2.9	.8	24	0.000

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) participant was (36) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (6.5). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Using videos inside the class room motivates me to practice English orally

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) participants was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (6.5). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Using you tube videos inside the classroom increase your participation in the classroom

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) participant was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (6.5). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Using you tube videos will increase your comprehension of the lesson content.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) participant was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (6.5). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "watching educational you tube videos inside the classroom has positive effect on developing listening and speaking.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) participant was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (6.5). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "intensive exposure of EFL to videos of native speakers is a vital source of practicing and listening skills

According to the previous result we can say that the first hypothesis of our study is accepted and it is true that YouTube *can enhance the listening and speaking skills of EFL learners*

Table No.(17)

Chi-Square Test Results for Respondents' Answers of the participants of the Hypothesis: YouTube can make the EFL learners familiar with the culture of native speakers of English to promote understanding.

Nom .	Statement	Mean	SD	Chi square	p-value
1	you tube videos are good source for understanding native speakers culture	2.2	0.6	22	0.00
2	videos are best ways of learning about culture background of the native speakers	2.6	0.8	27.7	0.00
3	You tube videos present native speakers in their real settings	2.4	0.9	25.7	0.001
4	Having wide background abut native English culture enables students to know how languages are used.	2.7	1.6	24	0.00
5	Mastering cultural background of the native speakers can post videos of languages learning process.	2.8	3.5	28	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) participant was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (6.5). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "you tube videos are good source for understanding native speakers culture.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) participant was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (6.5). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "videos are best ways of learning about culture back ground of the native speakers .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) participant was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (6.5). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "You tube videos present native speakers in their real settings

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) participant was (24) which is greater

than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (6.5). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “having wide pack ground abut native English culture enable you to know how languages is used .

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (5) participant was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (6.5). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Mastering cultural back ground of the native speakers can post languages learning process.

According to the previous result we can say that the second hypothesis of our study is accepted and it is true that YouTube *can make the EFL learners familiar with the culture of native speakers of English to promote understanding.*

Table No. (18)

Chi-Square Test Results for Respondents’ Answers of the participants of the Hypothesis: YouTube is more effective tool in developing EFL learners’ listening and speaking skills than traditional methods of textbook.

Nom .	Statement	Mean	SD	Chi square	p-value
1	Students will be more interested in learning the English languages if the teacher use English videos as a teaching aid as compare of textbook.	2.5	0.4	25	0.00
2	Laboratories will help students in practicing your listening ability better than in the traditional class room .	3.0	0.7	27.5	0.00
3	using the videos inside the class room will be more fun and entertainment than the printed text	2.7	0.6	24	0.00
4	videos in lessons help you improve students punctuations more than using hard copy dictionaries .	2.6	.8	23	0.00
5	videos of English lessons will help learners understand oral English patter than just ordinary audio sound , recording CDs ...etc.	2.7	1.6	34	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) participant was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (6.5). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students will be more interested in learning the English languages if the teacher used English videos as a teaching aid as compare of textbook .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) participant was (27.5) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (6.5). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "laboratories will help you in practicing your listening ability better than in the traditional class room .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) participant was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (6.5). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "using the videos inside the class room will be more fun and entertainment than the printed text.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (6.5). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "videos in lessons help you improve your punctuations more than using hard copy dictionaries.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) participant was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (6.5). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "videos of English lessons will help learners understand oral English pattern than just ordinary audio sound , recording CDs ...etc..

According to the previous result we can say that the third hypothesis of our study is accepted and its true *YouTube is more effective tool in developing EFL learners' listening and speaking skills than traditional methods of textbook.*

CHAPTER FIVE

SUMMARY OF RESULTS AND RECOMMENDATION FOR FURTHER STUDIES

5.0 Introduction

This chapter consists of the summary of the results of the study, recommendation for further studies and general conclusion.

5.1 Summary of Results

After the conducting the questionnaire to the population of the study which undergraduate students at Sudan University of Science and Technology the results and findings show that:

- 1- Using videos inside the class room motivates students to practice English orally.
- 2- Using you tube videos inside the classroom increase EFL learners' participation in the classroom activities during learning process.
- 3- Watching educational You Tube videos inside the classroom has positive effect on developing listening and speaking skills of EFL learners.
- 4- intensive exposure of EFL to videos of native speakers is a vital source of practicing listening and speaking skills and also it is good source for understanding native speakers culture because videos present native speakers in their real settings

- 5- Having wide background about native English culture enable EFL learners to know how languages is used and mastering cultural background of the native speakers can boost languages learning process.
- 6- Students will be more interested in learning the English language if the teachers use English videos as a teaching aid as compare of textbook.
- 7- laboratories will help EFL learners in practicing their listening ability better than in the traditional class room
- 8- Using videos inside the class room will be more fun and entertainment than the printed text as well as using videos in lessons can help English Language Learners to improve their punctuations more than using hard copy dictionaries .

5.2General Conclusion

Alongside this work, we tried to talk about the widespread of the social media tool and their effect on the Educational fields. You Tube is one of most affectionate tools which is invading every aspect in our lives, one of them is education. Also, we spoke about the use of YouTube videos in the teaching and learning process and we tried to prove that its use will promote EFL students' listening comprehension and speaking skills. This research was divided into two parts, the theoretical part and the field work. The theoretical part consists of two chapters in which the study was about the two variables of the topic. The first chapter concentrated on the listening comprehension and speaking skills variable in which it covered some aspects concerning these skills. On the other hand, the second chapter concentrated on YouTube videos as a second variable in this study. The field work was concerned about the data analysis of the students' questionnaires

with the discussions of the findings. Classrooms are the prime setting for EFL learners to learn the English language at Sudan University of Science and Technology. This setting could be the cause for certain limitations that learners may encounter. One of these limitations is the lack of laboratories where the students could learn through relying on their listening and speaking abilities. The investigation took place at Sudan University of Science and Technology with learners. The population was undergraduate students of English language and the reason for choosing them was because they have oral expression module. The students were chosen randomly without any consideration of age, gender, or social status. The questionnaire was handed to them in order to know their attitudes towards the adoption of such technology such as YouTube website for enhancing their listening comprehension and speaking skills. The aim of this research was whether to confirm or reject the hypothesis that if EFL learners integrate YouTube videos while learning the English language, they will develop their listening comprehension and speaking skills. The findings of the investigation showed that English language learners are interested in the use of YouTube videos in their learning process since it represents to them a new way which they think it is going to help them in the educational setting and enrich their English language knowledge. The majority of the students are interested and curious about how can YouTube change the way of their learning and be presented to them as a new method of teaching them the English sessions. The research findings also revealed EFL teachers' acceptance and support concerning the use of the new methods which the technology provides to the teachers. However, the success of the use of this technology depends on the teachers' experience of using such tools and the way they guide the students through the use of its features. Through the review of the students'

questionnaires, this study has made us sure that YouTube videos can be used as a new and authentic source for providing knowledge that learners can depend on for the purpose of gaining new information beside the teacher. YouTube videos can be a very useful way of practicing the listening and speaking ability for EFL learners and provide them with new and exciting methods of learning the English language.

To conclude, it can be said that the study of the topic of developing EFL learners' listening comprehension and speaking through YouTube videos using the descriptive method is not as good as can be expected, but the problem of the limited period of time forced the use of such method in order to obtain some results. The most suitable way for this topic is the experimental way. The limitation of time also prevented the use of interviews if we take into account that the interview's analysis is a time consuming. Another limitation faced this work which is the technical problems concerning the laboratories of the English department which led us to count only on the students' questionnaire in the field work without

depending on the observation.

5.3 Recommendations

At the end of this research, it can be said that in order to be able to integrate the use of technology in the process of teaching and learning English as a foreign language, some conditions need to be addressed: - Curriculum designers should be aware of the involvement of You Tube Videos in the educational field and merge ICT tools within the curriculum. - Laboratories should be provided for EFL learners to practice on their listening and speaking abilities. - Teachers need special training concerning the use of

ICT tools such as You Tube. - Students should be guiding and experience the use of some tools such as Overhead Projectors and Data shows more often. - Opening channels in YouTube website in which teachers and students could interact through video postings and comments will be a good method for both teachers and learners. Those technology tools would not be effective without taking the aforementioned qualifications into consideration

Suggestion to Further Studies

The researcher suggested the following studies in field of social media in teaching and learning process of English Language:

- 1- The Impact of Social Media in English Language learning process.
- 2- The Role of Facebook in understanding Native English Culture.
- 3- Investigating Role of English Language Laboratories in developing Listening and Speaking Skills of EFL Learners.
- 4- Investigating the Impact of movies and music songs in Understanding Native English Accent and Pronunciation.

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Appendixes

Questionnaire:

Exploring The Impact of Using YouTube Videos in Enhancing Listening and Speaking Skills of EFL Learners

Dear students, you are kindly requested to answer the following questions concerning **the use of YouTube videos to enhance EFL learners' listening and speaking skills**. This is not a test so there are no right or wrong answers and you don't even have to write your names, we are interested in your personal opinion, please give your answers sincerely, as only this will guarantee the success of the investigation.

General Information:

Gender: Male ☐ female ☐
Age:

Statement	Strongly agree	agree	Neutral	Disagree	Strongly disagree
1- Using videos inside the classroom motivates me to practice English orally.					
2- Using YouTube videos inside the classroom increases your participation in the classroom.					
3- Using YouTube videos increases your comprehension of the lesson content.					
4- Watching educational YouTube videos inside the classroom has positive effect on developing listening and speaking.					
5- Intensive exposure of EFL learners to videos of native speakers is a vital source of practicing listening skills.					
6- YouTube videos are good source for					

understanding native speakers' cultural background.					
7- Videos are the best ways of learning about cultural background of the native speakers.					
8- You Tube videos present native speakers in their real settings.					
9- Having wide background about native English culture enable you to know how language is used.					
10- Mastering cultural background of native speakers can boost language learning process.					
11- Students will be more interested in learning the English language if the teacher uses videos in English as a teaching aid as compared to textbook.					
12- Laboratories will help you in practicing your listening ability better than in the traditional classroom.					
13- Using videos within the classroom will be more fun and entertainment than the printed texts					
14- Videos in lessons help you improve your pronunciation more than using hard copy dictionaries.					
15- Videos of English lessons will help learners understand oral English better than just ordinary audio sound recordings (CD, etc.).					