

Dedication

To my dear parents and to the rest of my family

Acknowledgements

All praise and great thanks are due to Allah the Almighty Who bestowed me with patience, perseverance relevant to do this study. Great appreciation is due to my supervisor Dr Ahmed mukhtar Elmardi Osman Supervisor for his terse and guidance in the period of this study

Special of praise is reserved to Dr. Sabir Mirgani Ali for his significant support; he kept guiding me for the benefit of this academic work.

Also I would like to Thank the members of libraries of Zalingei university , international university of Africa and Sudan university of sciences and Technology to their help during collecting the information of this study .

Finally I would like to Thanks the staff of Sudan university of sciences and technology particularly college of languages department of English language to their help , advice and encouragement to me on doing this study .

Abstract

This study aimed at investigating the impact of using educational YouTube videos on improving EFL students' oral communicative competence. As procedures for of the data collection the researcher adopted experimental and descriptive analytical methods. Two instruments have been used for collecting data relevant to the study, namely questionnaire to teachers and students of English, oral pre-posttest, aural pre- posttest to the third year students of English at University of Zalingei- College of Education for basic level. The study sample of questionnaires comprises (104) to teachers and (80) to students whereas the sample of pre-posttest consists of (160) male and female students. The researcher used SPSS program to analyze and verify the hypotheses. The results have shown that watching educational YouTube videos inside EFL classroom can positively affect on improving students' oral communicative competence. Moreover, Using YouTube Videos inside EFL classroom can help students to comprehend cultural background of the native speakers. Vivid pictures of YouTube Videos of English lessons motivate students to practice English language orally. The study has recommended that curriculum designers should integrate YouTube Videos in English language syllabuses so as to support the students to widen oral language development. On the other hand, EFL teachers should encourage students to practice their speaking activities with regard to utilizing educational inside the classroom YouTube Videos. Furthermore, Instructors should raise students' awareness about the importance of learning English through using YouTube Videos. Some suggestions are also proposed for further studies.

المستخلص

(Arabic Version)

هدفت هذه الدراسة إلى تقصي اثر استخدام فيديوهات اليوتيوب التعليمية في تحسين كفاءة التواصل الشفهي لدى طلاب اللغة الانجليزية لغة اجنبية. وقد اتبع الباحث المنهج التجريبي والمنهج التحليل الوصفي ، وتم استخدام إثنان من الادوات لجمع البيانات المتعلقة بالدراسة ، المتمثلة في استبيان صمم للطلاب واساتذة اللغة الإنجليزية وايضاً اختبار قبلي وبعدي شفهي وسمعي لطلاب السنة الثالثة بكلية التربية مرحلة الاساس جامعة زانجي. قد تم اختيار عينه (104) استاذاً و(80) طالبا بالنسبة لأداة الاستبيان وعينه (160) طالبا وطالبة لاختبار قبلي وبعدي . وطبق الباحث برامج الحزم الاحصائية للعلوم الاجتماعية لتحليل وتأكيذ الفرضيات . واتضح جلياً من خلال نتائج الدراسة ان مشاهدة فيديوهات اليوتيوب التعليمية باللغة الإنجليزية في قاعة الدراسة لها تاثير ايجابي في تحسين كفاءة التواصل الشفهي لدى الطلاب .بالإضافة الى ذلك استخدام فيديوهات اليوتيوب تساعد الطلاب في استيعاب الخلفية الثقافية الناطقين بها. وقدمت الدراسة عددا من التوصيات اهمها: على مصممين المناهج تضمين فيديوهات اليوتيوب للمقرر اللغة الانجليزية ليساعد الطلاب في توسع افق التطور الشفهي. و من ناحية اخرى على الاساتذة تشجيع الطلاب تفعيل أنشطة التحدث بناءا لافتراضات فيديوهات اليوتيوب التعليمية . علاوة على ذلك علي الاساتذة رفع وعي الطلاب عن اهمية تعلم اللغة الإنجليزية عبراستخدام فيديوهات اليوتيوب. وايضا قدمت بعض المقترحات للدارسات المستقبلية.

Table of Contents

| Items | Pages |
|---|-------|
| Dedication | I |
| Acknowledgements | II |
| Abstract | III |
| Abstract (Arabic Version) | IV |
| Table of Contents | V |
| List of abbreviation | VIII |
| Definition of terms | IX |
| CHAPTER ONE Introduction | |
| 1.0 introduction | 1 |
| 1.1 Background of the Study | 1 |
| 1.2 Statement of the problem | 2 |
| 1.4 Questions of the Study | 3 |
| 1.5 Hypotheses of the Study | 4 |
| 1.6 Objectives of the Study | 4 |
| 1.7 Significance of the Study | 5 |
| 1.8 Methodology of the Study | 5 |
| 1.9 Limits of the Study | 6 |
| 1.10 Summary of the chapter | 6 |
| CHAPTER TWO Literature review and related previous studies | |
| 2.0 Introduction | 7 |
| 2.1 An Introduction to the Internet | 7 |
| 2.2 The concept of YouTube | 8 |
| 2.3 The Notion of Communicative Competence | 9 |
| 2.3.1 Linguistic Competence | 10 |
| 2.3.2 Sociolinguistic Competence | 11 |
| 2.3.3 Discourse Competence | 11 |
| 2.3.4 Strategic Competence | 12 |
| 2.4 Educational YouTube Videos and Vocabulary | 14 |
| 2.5 Educational YouTube Videos and Collocations | 16 |

| | |
|---|----|
| • Lexical collocations | 17 |
| • Grammatical collocations | 17 |
| 2.6 Educational YouTube Videos and Grammar | 18 |
| 2.7 Educational YouTube Videos and Pronunciation | 19 |
| 2.8 Educational YouTube Videos and Stress | 35 |
| 2.9 Educational YouTube Videos and Intonation | 36 |
| 2.10 Educational YouTube Videos and oral fluency | 37 |
| 2.11 Educational YouTube Videos and Culture | 38 |
| 2.12 educational YouTube Videos and Listening Comprehension | 39 |
| • Top-down Processing | 39 |
| • Bottom-up Processing | 40 |
| 2.13 Educational YouTube Videos and Motivation | 40 |
| • Instrumental motivation | 42 |
| • Integrative motivation | 42 |
| 2.14 Attitude towards educational YouTube Videos | 43 |
| -Cognitive component | 45 |
| -Affective component | 46 |
| Behavioral component | 46 |
| Part two Previous Studies: | 47 |
| 2.3 Summary of the Chapter | 53 |
| CHAPTER THREE Research methodology | |
| 3.0 Introduction | 54 |
| 3.1 Methodology and Method of the Study | 54 |
| 3.2 Research Design | 54 |
| 3.2 Population and Sample size of the Study | 55 |
| 3.4 Instruments of data collection | 56 |
| 3.5 pilot of study | 67 |
| 3.5 Validity and Reliability of the Study | 67 |
| 3.4 Procedures and challenges | 70 |
| 3.8 Summary of the Chapter | 71 |

| | |
|---|-----|
| CHAPTER FOUR | |
| Data analysis , results and discussions | |
| 4.0 Introduction | 72 |
| 4.1 Analysis of Oral Pretest and Posttest | 72 |
| 4.4Pre- Post Tests Analysis for the Listening Test | 79 |
| 4.5 Analysis of the Questionnaires | 82 |
| 4.6Discussion | 133 |
| 4.7 Summary of the Chapter | 135 |
| CHAPTER FIVE | |
| Main findings, conclusion , recommendations, and suggestions for further studies | |
| 5.0. Introduction | 136 |
| 5.1.Main Findings | 136 |
| 5.2 conclusion | 137 |
| 5.3. Recommendations | 138 |
| 5.4. Suggestions for Further Studies | 138 |
| Appendixes | |
| References | |

List of abbreviations

| The words | The abbreviations |
|--------------------------------------|--------------------------|
| 1-English as a foreign Language | EFL |
| Information communication technology | ICT |
| 2-White Nile state | WNS |
| 3-Khartoum state | KHS |
| 4- Overhead projector | OHP |
| 5-English language teaching | ELT |

Definitions of research terms

1-YouTube: YouTube is a website exist in web where every person can watch and download different kinds of videos for free in a short period of time, and that the user should be skilful enough in choosing the right video to achieve the desired goals.

2-Communicative Competence : communicative competence refers to possessing knowledge of language as well as skills to use the language in real life situations to fulfill communicative needs .

3-Listening Comprehension: listening comprehension refers to the various processes of understanding and making sense of sounds and spoken language

4-Motivation : Motivation refers to the psychological force that pushes someone to do something or to learn a language.

5 -Attitudes : Attitudes is refers to one perception of an object , favorable or unfavorable .

6-Culture : culture refers to the knowledge of behavior patterns, arts, beliefs, customs, though, and all other products work of a particular social .