

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This introductory chapter discusses the background of the study, statement of the problem, questions of the study, hypotheses of the study , the objectives of the study ,significance of the study ,methodology of the study ,the limits of the study and the summary of the chapter .

1.1Background of the Study

Language is a group of words spoken or written by people to communicate the ideas. Simply a language is an acquired vocal system for communicating meanings (Descombe: 2003:5). Now a days English is a language which has great influence and demand for people to learn, it is an international language learned in all over the world. The weakness of students in oral communicative competence justifies that the traditional method of teaching and learning English is seem to be not adequate for EFL students to develop their oral communicative competence. Information and communication technology has evolved recently on a very quick scale and started to be part of our daily lives. People started paying attention to it in the last decade when they saw that it can be useful in almost every aspect in their lives, starting from the houses to the markets and from small institutions to bigger industries (Medoukall 2015 :1). What is most important is that information communication technology ICT has infiltrated the majority of the world countries and people are no longer able to separate themselves from its tools such as audio-visual systems, internet, and others (Djahida , 2017:1).

The use of these tools particularly educational YouTube videos in EFL classroom has many advantages for both teachers and learners. The first advantage

of educational YouTube videos in EFL classroom helps learners see and listen to language in its real context. According to Medoukall (2015 , p2) states that videos present an authentic language used by native speakers, as well as all language genres (songs, debates, talks, poems.etc.). This of course is considered as a good way in order to learn a great deal of vocabulary which is important for developing students' oral communicative competence.

Relevantly, Benmouhoub (2015 : 1) discusses that seeing language in use spurs students to enhance oral production and confidence in their speech. By watching educational YouTube videos, learners will know how people initiate, and end their conversations. Moreover, (Benmouhoub 2015 :1) states that watching a Video enables EFL learners to pay more attention to the language used by native speakers, and heightens their awareness to the subject matter . In this regard, learners will gain background knowledge of the language studied which is very important in order to be fluent and in context when speaking , educational YouTube videos also develop EFL learners' cultural awareness of the target language. Via educational YouTube videos, students can see how people in the target culture live, their values, customs, clothing, food and how people in that culture interact with one another .

Hence, this new innovation is very crucial and beneficial which should base its goals and objectives on enhancing learners' ability to communicate effectively

1.2 Statement of the Study problem

This study attempts to identify the impact of educational YouTube videos on improving EFL student's oral communicative competence. While the researcher taught at University of Zalingei observes that third year students of college education for basic level at university of Zalingei were unable to communicate orally effectively and lack of oral communicative competence and this can

influence on their level at the future and make them fail completely in oral interviews of certain job or in every day communication with those who speak English language particularly with native English speakers . For this reason, the researcher assumes that educational YouTube videos presentations might be fruitful for all teachers and students who are eager to enhance their classroom abilities and knowledge in oral communicative competence . Teachers of English have never used YouTube videos in their classroom. Educational YouTube website is a major provider with the largest amount of educational videos. EFL students might benefit from the exposure to educational YouTube videos to improve their oral communicative competence .The researcher assumes that educational YouTube videos presentation might be significant for students to improve their oral communicative competence.

1.3 Questions of the Study

The study sets out to answer the following questions:

1. To what extent does the use of educational YouTube videos improve EFL student's oral communicative competence?
2. To what extent can educational YouTube videos make EFL students familiar with the culture of the native speakers?
3. How can EFL teachers and students interact through using educational YouTube videos?
4. What are EFL students' attitudes towards using educational YouTube Videos to enhances their oral communicative competence?

1.4 Hypotheses of the Study

The study sets out to test the following hypotheses:

- 1- The use of educational YouTube videos improves EFL student's oral communicative competence.
- 2- Educational YouTube videos make EFL students familiar with the culture of the native speakers.
- 3-EFL teachers and students can positively interact through using educational YouTube videos.
4. EFL students have positive attitudes towards using educational YouTube Videos to enhances their oral communicative competence.

.1.5 Objectives of the Study

This study sets out to achieve the following objectives:

1. To identify the impact of using educational YouTube videos on improving EFL student's oral communicative competence.
2. To highlight whether educational YouTube videos can make EFL students familiar with the culture of native speakers .
3. To examine whether EFL teachers and students can positively interact through the use of educational YouTube videos.
4. To find out EFL students' attitudes towards using educational YouTube Videos in enhancing their oral communicative competence.

1.6 Significance of the Study

The significance of this study stems from its attempt to bring up new insight into issues pertaining to investigate the impact of educational YouTube videos on improving EFL student's oral communicative competence. This study will cover the area of oral communicative competence . It will help University students to improve their oral communicative competence . It will also help Sudanese university teachers in enhancing their area of weakness in oral communicative competence . It is hoped that the obtained results at the future will assist the curriculum designers to take the right decisions with regards of promoting students oral communicative competence.

So, this study intends to highlight the impact of using educational YouTube videos as a mean to improve EFL students' oral communicative competence by opening the door for both teachers and students to interact within that space and also to feed them with new ways to teach and learn English language instead of the traditional ones.

1.7 Methodology of the Study

The researcher followed the experimental ,descriptive analytical method and quantitative approach collecting information of this study . Pre-post test and questionnaires were used as primary tools for data collection. The first questionnaire is planed to be distributed to (104)university teachers of English language to shed light their points of views in terms of this issue while the second questionnaire is distributed to (80) students of the experimental group to find out their attitudes towards using the educational YouTube videos in enhancing their oral communicative competence. The sample size of the test was consisted of (160) students selected 100% and divided them into two equal groups,

experimental and control group. Experimental group were (80) students whereas control group were (80) students selected randomly.

1.8 Limits of the Study

This study is limited to identify the impact of using educational YouTube videos on improving EFL student's oral communicative competence .It is planed that it will tentatively cover the period from (2017-2020). The sample of this study is exclusively drawn from third year students of English language at faculty of Education for Basic level at University of Zalingei.

1.9 Summary of the Chapter

This introductory chapter was concerned with the introduction of the chapter , the background of the Study, statement of the problem, questions of the study hypotheses of the study, the objectives of the study, , , significance of the study, methodology of the study ,and limits of the study.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

This chapter discusses the related literature review on investigating the impact of using educational YouTube videos on improving EFL student's oral communicative competence. It is divided into two parts; the first part is theoretical background and the second part is previous studies.

Part one: Theoretical Background

2.1 An Introduction to the Internet

One of the main information communication technology tools that human brain created is internet, the internet world is considered as a virtual place where people find the information and contact with others in all over the world .The treatment of the internet involves computer network through the use of computer machine. Computer net work consists of a collection of computers, printers and other equipment that is connected together so that they can communicate with each other .This means that in order to create a computer network, the users need to link a group of computers to each other in order to be allowed to either communicate or share information with each other. There are two types of linking the computers to form a network, the first type is using the cable , whereas the second type is called Wireless network which means connecting two computers or more without using cabling . Instead of that, wireless radio signals are used by computers for information purposes (medoukall , 2015: 40).

The internet can be defined as an electronic communication network that connects computer networks and organizational computer facilities around the world .In addition , internet is at once a world-wide broadcasting capability, a mechanism for information dissemination, a medium for collaboration and interaction between individuals and their computers without regard for geographic and location. People benefit from internet as a tool to achieve their needs in business , pursuing education goals, making social communication and others purposes. To do so, 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 .It is a wide virtual space that contains many sections concerning many fields of the human's interests (Djahida : 2015 : 42) ..

2.2 The concept of YouTube

YouTube is one of the most important parts in the internet and a World Wide Web source. This website began on February 14th, 2005 in California and the founders are Steve Chen, Chad Hurley and Jawed Karim (who were employees in PayPal Company) with the domain's name <http://www.youtube.com>. The source YouTube.com is a website that exists in the web. It is considered to be an online keep for digital video files . The videos are stored and can be displayed free by anyone. It is an online service where every person can watch, download and create videos for free. In this digital era , the internet has served as a vital part of the world and today is being relied on as a part of our daily life. YouTube is considered as the largest internet video sharing website and one of the most important parts of the internet and a source in the world wild web. It is considered to be an online depository for any digital video file that can be stored and restored anytime. It also allows people to discover, watch and share originally created videos. Furthermore; millions of videos have been uploaded and shared .YouTube

has multiple ways to find any online videos about any field in life. Lately, it has entered the world of education.

It is used in different fields of education . In the field of English language YouTube website is useful, many students use YouTube videos to enhance their English learning .YouTube videos are a new way that offers the students the chance to practise their language skills properly. It help the students to recognize the new ways of practicing and developing of language skills and help them to develop their language skills .It is the part of internet that gives enough feedback for EFL teachers and students, make them to become successful in teaching and learning by discovering the new ways of language acquisition from native speakers . (Benmouhoub, 2015: 30).

Hence, throughout these definitions of YouTube, we can say that it is one of the easiest website for downloading different kinds of videos in a short period of time, and that the user should be skilful enough in choosing the right video to achieve the desired goals.

2.3 The Notion of Communicative Competence

Communicative competence means a competence that enables one to communicate. This competence can be oral, written or even nonverbal. It refers to the ability to understand the target language smoothly and to use it accurately , fluently and appropriately with sociocultural significant . That is to say the ability to produce correct utterances , to apply the grammatical rules of a language , to form correct utterances, to know how and when to use the utterances appropriately.

Descombe (2003:14)define Communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. In this concept of communicative competence, knowledge refers to knowledge of an

individual about language and about other aspects of language uses, such as knowledge of underlying grammatical principles, and knowledge of how to use language in a social context in order to fulfill communicative functions. In addition, to this definition the concept of skill refers to how an individual can use the knowledge in actual communication . On the other hand, communicative competence refers to the ability of function in a truly communicative setting .That is to say to have ability to understand the language, and to use it accurately , fluently and appropriately in different real life situations of communication.

Widdowson, (1983:8) defines communicative competence as “the underlying systems of knowledge and skill required for communication” .It defined as “the tacit knowledge of the language and the ability to use it for the communication. This refers to possessing knowledge of language as well as skills to use the language in real life situations to fulfill communicative needs .

Brumfit, (1987: 11) explicates communicative competence not only as an inherent grammatical competence but also ability to use grammatical competence in a variety of communicative situations .On the other hand , communicative competence is refers to the ability to deploy linguistic , interpersonal and sociocultural effectively for communicative purpose.

So communicative competence refers to the ability that enables the native and non-native English speakers to communicate successfully. Communicating successfully refers to how to pass the comprehensible message to the listeners. It is refers to the grammatical, sociolinguistic, discourse and strategic competence. These different competence are defined as follows :

2.3.1 Linguistic Competence

Linguistic competence refers to the knowledge of vocabulary, phonological , morphological and syntactic features of the language , these knowledge help the speaker speak the target language fluently and accurately.

On the other hand, Linguistic competence, refers to the knowledge of the sounds and their pronunciation (i.e. phonetics), the rules that govern sound interactions and patterns (i.e. phonology), the formation of words by means of e.g. inflection and derivation (i.e. morphology), the rules that govern the combination of words and phrases to structure sentences (i.e. syntax), and the way that meaning is conveyed through language (i.e. semantics) ,These knowledge help the speaker speak the language successfully (Adam , 2018 : 14).

2.3.2 Sociolinguistic Competence

Sociolinguistics competence refers to understanding how to use the language in different social context. That is to say to be able to use and to understand the language in different social context. This involves knowing the taboos, the politeness indices in each case, what the politically correct term would be for something .and attitudes expressed

In addition, this competence means “understanding how to use the utterances appropriately in different social context as a mean to know how to use utterances appropriately in different social context and to understand the utterances uses in different social context.

Sociolinguistic competence refers to the knowledge of pragmatic aspects of various speech acts, namely, the cultural values, norms, and other socio-cultural conventions in social contexts. The knowledge of socio-cultural rules helps EFL learner to be confident and ready to communicate with other who knows English language or with native English speakers effectively. (Adam , 2018 : 15).

2.3.3 Discourse Competence

Discourse competence is another component of communicative competence .This type of competence refers to the mastery of the way grammatical forms meaning are combined to develop consistent and meaningful texts . This competence is relate to the cohesion and coherence of the text . Cohesion refers to the linguistic

features that relate sentence to one another whereas coherence refers to the text that appropriately fits its situational context .Therefore when a text is consistent internally it is consider cohesive and when it is consistent with its context consequently it is coherent . On the other hand , discourse competence refers to the ability to deal with the extended use of the language in context .This is ordinary achieved through the connection of series sentences or utterance to form meaningful whole . These connections are quite implicit . The idea are linked each other based on general knowledge of the world as well as familiarity with a particular context .It could be said that communication consists of different genres of discourse such as conversation , discussion , debates ,and description an narration , (Adam , 2018 : 16).

This competence is concerned with intersential relationship . Discourse competence is the knowledge of rules regarding the cohesion (grammatical links) and coherence (appropriate combination of communicative functions) of various types of discourse.

2.3.4 Strategic Competence

Strategic competence is defined as knowledge of verbal and non-verbal communication strategies that help the learner solves the problems of communication. It refers to the ability to enact verbal and nonverbal communication strategies. Strategic competence is vital in developing the foreign /second language, because enable the learner to communicate effectively .This competence refers to the ability to avoid potential breakdown in communication. A competent speaker is the one who tries his or her best to communicate the message successfully by using different communication strategies (Adam , 2018 :17) .

Littlewood (1984:84,p86) details some of communication strategies which students have been observed to use :

- Avoid communicating

Learners try to avoid occasions and topics that will present differently. e.g. a grammatical discussion or topics for which they lack the necessary vocabulary

- Adjust the message

When the learner encounters a problem while an exchanging is actually taking place, they may decide to alter the meaning that they intended to communicate or omit some items of information make the ideas simpler or say something slightly different.

-Use paraphrase

A learner may use to paraphrase .e.g. a learner who did not recall the word for “a car seat – belt ” avoided the need for it by saying. I had better tie myself.

-Use approximation

A learner may decide to use words which express the meaning as closely as possible .e.g. some fruit instead of pineapples or use words that refer to something else, but may be interpreted appropriately .e.g bureau instead of shop for French learners.

- Create new words

A learner may create a new word or phrase. The new word may be created by literally translating the elements in a native language word .e.g night – table for bedside table or may be created out of second language materials .e.g. water holder for bucket.

-Switch to the native language

A speaker may decide to the word form his native language, This is most likely to succeed in the situation where the listeners has knowledge of the speakers native language.

-Using non-linguistic recourses

A speaker may use non-linguistic resources .e.g. (mime , gestures or intonation) to make the meaning clear .e.g . to point and to say put it there , please .

- Seeking help

A learner may seek help from outside. He may use bilingual dictionary or he may ask for help from the listeners by signaling that he is difficult or showing hesitation. So using YouTube Videos of English lessons inside the classroom can help EFL students to improve their oral communicative competence.

2.4 Educational YouTube Videos and Vocabulary

Vocabulary refer to all words about the certain language that a particular group of people possess and use for communication. Adequate vocabulary help the speaker speak the language fluently and easily (Richard (1982:47) .

Mccarthy (1999:1) explains that vocabulary refers to the range of words about certain language that a particular group of people acquired from other social group .On the other words Vocabulary are amount of words about a particular language that learner knows and uses for communication. It play role in oral fluency. That is to say sufficient vocabulary help the speaker speak the language easily.

Rierner (2010 .10-18) proposed eight aspects of acquiring good knowledge of words as following :

-denotation and connotation

Denotation is a word which has literal or dictionary meaning. Most common words in English have more than one denotation. For example, the word pound means or denotes a unit of weight, a place where stray animals are kept, a unit of money in the British system, and the verb to hit .Two people may use the same word to mean, or denote, different things. For example, risk may be an economic term dealing with efficiency; for an environmentalist the word denotes health concerns.

Connotation plays a vital role in almost every type of communication and it is a word of associations and implications that go beyond the literal meaning. Many

words carry connotations of approval or disapproval, disgust or delight. Connotation is the emotional and imaginative association surrounding a word. Connotations could be positive or negative, purely based on its context. For example

Positive	Negative
Sagacious	Astute
Confident	Cocky
Prudent	Cowardly
Unwise	Foolish
Relaxed	Lazy

- spelling and pronunciation

To know how to spell and to pronounce the words properly

-collocations

To know the collocations of the language . Yule (2006:108) define Collocation as two or more words go together with syntactical and lexical relations. (e.g in spite of , look forward to) .

- polysemy .

polysemy refers to the word has more than one meaning (e.g. foot of a hill , foot of a table , foot of human being etc)

-homonymy

Homonymy refers to word which has two or more entirely distinct (unrelated) meanings .for example

Bank – bank of financial and bank of river

bat –flying creature /using in sports

race –contest of speed / ethnic group

-hyponym

Hyponym refers to words which their meanings are specific instances a more general word .i.e cats and dogs are hyponym of the word animal .

-synonymy

To know the words which has same meaning . Synonymy refers to two or more words has same meaning . On the other hand synonym refers to the words that have same meaning or that are closely related in meaning (e.g answer /reply – wide /broad –freedom /liberty –buy /purchase –almost /nearly)

-antonym

Antonym are English words which are opposite in meaning .i.e

a- gradable (cold /hot) –small/big)

b- non-gradable (dead /alive –sleep/awake –happy/sad-present/absent-married /single-fast/slow)

To sum up we can say that using educational YouTube videos inside the classroom can help EFL student to increase their English vocabulary knowledge as well as to promote their oral language fluency

2.5 Educational YouTube Videos and Collocations

Collocations refers to two or more words go together with lexical and grammatical relations . In English there are so many words go together with lexical and grammatical relations , therefore using online tool such as educational YouTube Videos can help English students to learning the really English collocation so as to achieve oral communication effectively.

Yule (2006:108) point out that collocation refer to words which occur together form one lexical item. On the other hand collocation refers to two or more words go together with syntactical and lexical relations. Asma (2017:9) . 'Collocations' are usually described as "sequences of lexical items which habitually co-occur

[occur together]" For examples 'thick eyebrows', 'sour milk', etc . in addition collocation refers to the group of words go together with lexical and grammatical relations.

The term collocation refers to combination of two lexical items compose one semantic item, it refers to the combinations of words that are preferred over other combinations that otherwise appear to be semantically equivalent . so Collocations refers to two or more vocabulary items occur together compose a unit of meaning.

Asma (2017: 10) mentions that, collocation fall into two major groups as following :

- **Lexical collocations**

Lexical collocations are collocations which are consists nouns, adjectives ,verbs , adverbs . Asma (2017: 11) classify lexical collocations by structural types :

- (1) verb + noun (wind a watch ,quench ones thirst)
- (2) adjectives + noun (torrential rain)
- (3) noun+ verb (volcanoes erupt)
- (4) noun 1+ noun2 (school of whales)
- (5) adverb + adjective (loosely acquainted)

In sum, the main characteristics of lexical collocations are that their mostly reflect of their meaning of lexical constituents and that the sequences of lexical items frequently co-occur.

- **Grammatical collocations**

Grammatical collocations refers to a phrase consisting of a dominant word noun, adjective verb and preposition or grammatical structure such as infinitive or clause. According to Benson (1986) grammatical collocations fall into following combinations

noun + preposition (blockade against)

noun + *to*-infinitive (e.g. *He was a fool to do it., They felt a need to do it*)

preposition + noun (e.g. *by accident, in agony*)

Predicate adjective + *to* infinitive, (she is ready to go)

To sum up we can say that using online tools such as educational YouTube videos can help EFL students to increase their English collocations knowledge as well as oral communication.

2.6 Educational YouTube Videos and Grammar

Grammar is aspect of linguistic competence which help the speakers convey the message to the listeners effectively. Using educational YouTube Videos inside the classroom can provides students with knowledge in English grammar to enhance their oral language performance as well as oral communication .

Selinker (1994 :161) define the grammar as a set of principles that governing the language , any language in this universe consists a set of abstract principle . This principle are invariable in any language cannot be change . Educational YouTube website can help EFL students to learning more about English grammar from the native speakers which can help them to widen their oral language development .

Burton (1982:40) mentions that grammar refers to the rules in a language for changing the form of words and joining them into sentences. Grammar knowledge help the speaker speak the language fluently , accurately and pass the message to the listeners successfully .Therefore educational YouTube Videos can help EFL students to learn more about English grammar to improve their oral language performance as well as oral communication .

Grammar refers to the rules in which joining linguistics units such as words and phrase into meaningful sentences .That is to say the rules in which words uses together forms meaningful sentences. Using Educational YouTube videos inside

the classroom can provides the students with knowledge of English grammar to improve their English grammar as well as oral communication. (Riemer 2010 .6)

2.7 Educational YouTube Videos and Pronunciation

Pronunciation is one of the basic aspect of linguistics competence, it is an act in which a person pronouncing the words in the speech. Clear pronunciation helps the listener understand the message from speaker effectively. Therefore, using online tool such as educational YouTube Videos inside the classroom can provides EFL students with knowledge to enhance their English pronunciation as well as oral communication .

Understanding how to pronounces English words properly is something very important for EFL students to be master as well as to communicate effectively . Using online tools such as educational YouTube Videos inside the classroom can help students to understand how English is spoken by the native speakers to enhance their English pronunciation.

Kelly (2000:122) states that pronunciation refers to an act in which a person uttering the words to communicate with another. In the other word, pronunciation is an act in which a person articulating the words in the speech. Learners with good pronunciation in English were observed to be understood whereas those who mispronounces English sounds, letters, and stress syllables in different positions in the words and do not used proper and appropriate intonation in the speech were observed to be not understood.

- **English sounds :**

English sounds are divided into the following

-Consonants

A consonant sound refers to sound in which the air flow is cut off, either partially or completely . Examples :

/p/	put, supper, lip	/ʃ/	show, washing, cash
/b/	bit, ruby, pub	/z/	leisure, vision
/t/	two, letter, cat	/h/	home, ahead
/d/	deep, ladder, read	/tʃ/	chair, , watch
/k/	can, lucky, sick	/dʒ/	jump, pigeon, bridge
/g/	gate, tiger, dog	/m/	man, drummer, comb
/f/	fine, coffee, leaf	/n/	no, runner, pin
/v/	van, over, move	/ŋ/	young, singer
/θ/	think, both	/l/	let, silly, fall
/ð/	the, brother, smooth	/r/	run, carry, (GA car)
/s/	soup, fussy, less	/j/	Jellyfish
/z/	zoo, busy, use	/w/	woman, way

Following are the examples of pronunciation variation of each above sounds in different positions in the words :

Sounds	Common pronunciation	Pronunciation variation				Silent
/b/	B Ball					bomb doubt Limb Thumb Numb Subtle
/d/	D Dog					Wednesday Edge Handsome Hedge Sandwich Wedge Add
/f/	f fan					
/g/	g grapes				F laugh tough cough enough	daughter high gnat bough bought eight sign campaign champagne

						cologne gnome resign foreigner align assign
/h/	h hat		F phone laugh tough cough enough	ð those that these this whether wither weather	Θ Thank thaw theatre theft theme theory therapeutic thermos thesis	Ghost high daughter hour bough bought eight honest mechanic scheme school when where whether while white why what

/j/	j jellyfish					
/k/	k kite					knowledge knife knee know knickers knight knit knob knock knuckle
/l/	l leaf					Calf Folk Almond Talk Calm Chalk Walk Half Salmon
/m/	m monkey					

/n/	n nest					column Autumn Hymn
/p/	p pig			F Phone		Psychology pneumonia Coup Cupboard Psychiatrist Psychic Psychotic Raspberry
/r/	r robot					
/s/	s sun			Z has Scissors Cheese Busy		Aisle Island
/t/	t tap		ð feather the brother teeth	θ thongs think both therapy	ʃ action	Often listen butcher castle Christmas

			their there them then they	thick thief thermal thing		Fasten Mortgage Rustle Match Watch Nestle Witch
/v/	v van					
/w/	w web					Answer Sword two Whole Wrack Wrap Wrist Wrinkle Wreck Wrench Wrestle Wriggle Wren
/z/	z zebra					

-Vowels

A vowel sound is refers to sound in which the air flow is unobstructed when the sound is made . Examples :

/i:/	eat, sleep	/ʌ/	under, enough, butter
/ɪ/	silly, baby (in final positions)	/ɑ:/	father, calm, can , car, apart
/ɪ/	it, swim	/ɒ/	odd, want, cough
/e/	edge, lead	/ɔ:/	or, daughter, more
/æ/	apple, man	/ʊ/	put, full
/ɜ:/	earn, bird, occur	/u:/	ooze, shoe, suit
/ə/ mother			above, support, possible, Africa,

Following are the examples of vowels sounds which has pronunciation variations in different positions in th words :

Sounds	Common Pronunciation	Pronunciation variation			Silent
/a/	a cat apple, man	ə Africa	/ɒ/ want swan	,	Artistically Logically Musically Physically Critically

/e/	e egg edge	/ə/ Silent	I England		Maze Age Breathe Bridge Change Gene Hate
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/i/	i igloo	j question			
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/u/	u put, full pull	ʌ But butter mug cup buy run, sun , Sum under, enough Summary Pulse Pump Punch Punctuation Puncture Pungent Punish Punt Pup Puppy Pus Putter Puzzle Public	ə Support		guest build guard biscuit vogue rogue tongue guilty guitar guess
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		Pub Pulp Pulsate Plus Plush Fussy			
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/ə/ (Schwa sound)	A Above	Ə centre ladder support, possible, Africa, mother			
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-Diphthongs

Diphthongs refers to the sound which consists two vowels sounds .Examples

/eɪ/	ache, pay	/ɛə/	air, dare
/aɪ/	I'm, right	/ʊə/	tour
/ɔɪ/	oil, noise	/aʊ/	out, cow
/ɪə/	ear, here	/əʊ/	own , coat

-Triphthongs

Triphthongs refers to sound which consists three vowels sounds .Examples

/eɪə/	layer,bayonet	
/aɪə/	fir,higher	
/ɔɪə/		lawyer, royal
/əʊə/		mower, lower

/aʊə/

hour, shower

- **English Letters**

Letter refers to sign or symbol represent a sound in a language .For example English letters in the following :

C , o , q , x , y.

Following are the examples of pronunciation variation of each above letters in different positions in the words .

Letters	Common Pronunciation	pronunciation variation		Silent
c	/c/ as in city, cycle, cents	/k/ as in cat, cot, cup, cow		Conscience Conscious Crescent Descend Descent Disciple Evanesce Fluorescent Muscle Fascinate

O	O orange	ʌ become some son	U moon	/ɒ/ Odd Toss Totter Tot bottle boss bottom bother borrow	
		/ə/ Occur o'clock offence offend offensive	ʃ Permission		
Q	Q Qualify	k/ as in bouquet, marquis			
x	/eks/ Xmas	/g//z/ as in example, exam	/z/ as in xylophone	/k//s/ as in box, fox, fix Six	

Y	Y	I	I		
	you	buy	busy fussy		

• **Stress syllables**

The stress syllables are refers to the syllables which could be pronounce louder than others syllables in the words. For examples

'regular	'regularly	regu'larly
'grammar	gram'marian	gram'matical
con'tinue	con'tinuous	conti'nuity
	grammati'cality	

in contrast the syllables which could be pronounce without much fore in the utterance are called unstress syllables .The stress syllable change the pronunciation of the word if its missed for example in the word 'grammar .It could be difficult to be understood if one mispronounces the stress syllable .i.e grammar . So learners should aware of the importance of stress syllables and try to do seriously to learn more about the stress syllable to solves this problems and to be good with pronunciation .

• **Intonation**

Intonation is an act of rising and falling of the pitch in the speech .It use to signals a definite meaning, emotion or attitudes .

To sum up we can say that , using educational YouTube Videos inside the classroom can help students to increase their knowledge in English sounds ,letters ,placement of stress syllable and intonation as well as to improve their English pronunciation

2.8 Educational YouTube Videos and Stress

Stress refers to the syllable sound which pronounces louder than other syllables in the word. For example

'maths, mathe'matics mathema'tician

'regular 'regularly regu'larly

The syllables which pronounce more forcibly or strongly than neighboring syllables are called stress syllables whereas those syllables which pronounce without much force are called unstress syllables. The shift of sound in the words i.e. 'object and ob'ject make confusion to listener if one mispronounce the stress syllable. However, English learner must be aware of the importance of the stress syllables to solve these problems. Therefore, educational YouTube Videos are a good source that can help EFL students to learn more about the placement of stress syllables in the words and how native speakers pronounce the stress syllable in the word as well as to enhance their English pronunciation.

Alkhuli(1998:34) define stress as syllable sound which pronounces higher than others syllables in word. This loudness call stress. On the other hand, Stress refers to the prominence given to certain syllables or words within utterances. The variations of the stress are used in English to distinguish between a noun, and a verb as in as in an 'insult versus to in'sult.

Roach (1983:94) points out that stress can be define as syllable sound which pronounces strong than other syllable in the words. Stress is also used in English for contrastive emphasize as in "I wan't a 'red pen, 'not a black one". Using educational YouTube is one of important tools that can help the students to learn more about the placement of English stress to enhance their English pronunciation

Kelly (2000:66) point out that, stress refers to an act in which syllables pronounces louder than the others syllables in the word. The speaker who comply

placement of stress syllable in the words is considered to be good with pronunciation. Therefore educational YouTube Videos are the good sources which can help the students to learning more about the placement of English stress syllables and to understand how the native speakers pronounces the stress syllable as well as to improve their English pronunciation.

2.9 Educational YouTube Videos and Intonation

Intonation is an act of rising and falling of the pitch in the speech. It use to signals what is important in what is saying, or attitude with which something is saying, to distinguish between new and old information, and to signal turn-taking and other conversational management strategies. So using online tool such as educational YouTube Videos inside the classroom can help EFL students to understand how native speakers use the language in different situations.

Kelly (2000:86) point out that the term intonation refers to an act in which the voice level up and down in the speech. This change of the pitch use to imply certain meaning, attitude or emotion. For example if someone calls someone else and he /she answer 'Yes' with a rising tone, the speaker will signal that he/she opening interaction with him, but if he/she say 'Yes' with a falling tone, this may indicate that he/she do not wish to speak to him. On the other hand, intonation is an act of lowness and highness of the pitch in the speech. It is an act of changing the pitch level in the speech given to sequences sentence or utterances. It use to signal a particular meaning, or particular interpersonal attitudes and emotion. In addition, intonation refers to the pitch patterns in the speech which function of conveying syntactic, semantic or attitudinal information.

Roach (1983:150-201) explain that, intonation is an act of rising and falling of the voice level in the speech. Intonation is defined as a melodic entity where the voice rises and falls between different levels of pitch within an utterance, depending on its role as an indicator of grammatical features or emotions and

attitudes .Using Educational YouTube Videos website inside the classroom can help the students to understand how to use appropriate intonation as well as oral communication .

Roach (1983 :163) classify intonation into three functions in the following

-The grammatical function of intonation

The grammatical function of intonation is the intonation which functions to indicate the grammatical features of a language .For example the placement boundaries between phrases , clauses , sentences , the difference between question and statement and the use of grammatical subordination.

-The attitudinal function of intonation

The attitudinal function of intonation is the intonation which functions to express the emotions and attitudes and to add special kind of meaning in the language.

-The accentual function of intonation

The accentual function of intonation is the intonation which functions to produce the effect of prominence on the syllables that need to be perceived as stressed

- The discourse function of intonation

The discourse function of intonation is the intonation which functions to signal to the listeners what is to be taken as new information and what is already given

To sum up we can say that using educational YouTube Videos inside the classroom can provide the students with knowledge about intonation to be able to understand and to use appropriate intonation.

2.10 Educational YouTube Videos and oral fluency

Fluency refers to the ability to speak and write a particular language easily . That is to say the ability to speak and to write the language smoothly .This demand known the target language with social cultural significance , and possessing sufficient vocabulary knowledge , therefore using educational YouTube Videos inside the classroom can provide the students with knowledge to help

them to improve their oral language fluency . On the other hand, oral fluency is the ability to speak the language with normal level of speed and easily. The ability to speak the language easily without making pause to think more about the grammatical rules and vocabulary knowledge , the speaker who make pause to think more about grammatical rules and vocabulary knowledge in order to speak he / she will not be judge as a fluent speaker (lack of fluency) .Oral fluency is the speakers' capability to speak the language easily and smoothly .

Oral fluency refers to the ability to keep the conversation going on with normal level of speed . Therefore, using educational YouTube Videos inside the classroom can provides EFL students with knowledge that can enables them to improve their oral language fluency (Benmouhoub , 2015:23) .

2.11 Educational YouTube Videos and Culture

Many of EFL students are face difficult and problems to speak English fluently and, effectively this ensures that , native speakers cultural background knowledge on developing oral communicative competence are very essential for students to promote their oral language performance. Therefore educational YouTube Videos are the good sources which can enable the students to be familiar with cultural background of the native speakers and how they are practice the Language orally , this knowledge can help them to enhance their English orally as well as oral communication .

Selinke (1994:310) explain that the crucial to success in any conversation is be able to use language with sociocultural significant and to have skills to use the language appropriately. This refers to the ability to pronounce the language properly, and to speak it accurately, and fluently as well as skills to use it appropriately. Therefore using educational YouTube Videos inside the classroom can provides students with the knowledge which can help them to improve their oral language performance.

Yule (2006:216) defines culture as all ideas and assumptions that people learn from others members of social groups. In this respects we can says that using education YouTube Videos inside EFL classroom can help the students to understand how oral language could be develop to improve their oral language performance.

Findlay (1998:7) define Culture as a knowledge of behavior patterns, arts, beliefs, customs, though, and all other products work of a particular social. In this respects we can say that using educational YouTube Videos inside the classroom can diversify EFL students with cultural background of the native English speakers to be considered as a full member of the community.

2.12 Educational YouTube Videos and Listening Comprehension

Heaton (1988:14) define listening comprehension as an interactive process of understanding sounds and oral language . Listeners comprehend the oral language and sound through sound discrimination grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. (Descombe: 2003:5) define listening comprehension as the various processes of understanding and making sense of sounds and spoken language. This involves knowing the sound, comprehending the meaning of individual words, and understanding the syntax and grammar of a language . Listening comprehension function significant memory for discrimination the sounds , receiving the senses and understanding spoken discourse. So Listening comprehension refers to processes in which the listener understanding the sound and spoken language .The listeners to understand what they are listening to, uses following processes.

- **Top-down Processing**

The top-down processing is Emphasizing the listener's use of their existing knowledge of a topic and the relevant context in forming hypotheses as to the speaker meaning and, when appropriate, in modifying them to match new incoming information . Meaning that the listener depends on his prior knowledge in order to comprehend what the speaker is saying, or at least have a general recognition of the topic spoken and modify his prior knowledge to fit the new input. On the other hand, top-down processing is that the listener actively reconstruct the meaning of the speaker's utterance and use the sounds as stimuli to waken his or her prior knowledge and understand the incoming utterances, they added. In this reconstruction process, the listener uses prior knowledge of the context and situation within which the listener takes place to make sense of what he or she hears , Therefore, the knowledge that the listener own in his memory plays a major role in understanding the speaker(Medoukall (2015 : 26) .

- **Bottom-up Processing**

The bottom-up is a process that works in a more analytical way “bottom-up processing would involve decoding based on the segmenting of the individual words out of the stream of speech. In other words, the listener tends to divide the speakers speech into small constituents in order to understand what is said.

This type of processing is in a more analytical way, and model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts.

To sum up we can say that listening to educational YouTube Videos inside the classroom can help the students to activate their listening comprehension .

2.13 Educational YouTube Videos and Motivation

The word motivation as a major factor affect on learning foreign Language, it is derived from the Latin “movere” which means to move .It is the key elements

for successful learning outcomes, psychological forces which move people, bring them into action and keep them going. It is the force that pushes someone to do something or to learn a language. It is also defined as one's directions to behavior or the orientation students have with respect towards achievement the success of foreign language learning. The desire that give students the pleasure to success in achieving learning foreign language , help them doing something well and makes them gains positive results on learning certain Language or field . Motivation is a key factor in success of foreign language learning. It is a desire that helps the students to develop learning English language .On other word; motivation is important part of human psychology which makes a person want to work towards a goal. Students who have positive motivation achieve more success in learning English language than those have negative motivation.

Richard (1982:5) mention that, motivation is general desire , need or want ,that generates the energy requires someone to behave in a particular way , that mean if you want to do something or to learn certain Language , science or field you need to have motivation so as encourage you to achieve effectively . It is enthusiasm for doing something or to learn a language, excitement which a person have more effort to do certain things or to learn a language. It is arousing that increase to the person more ability to actualize that she /he wanted to do whether is learning or other goals successfully .It is commonly thought of as an inner desire, emotion that moves to particular action. More specifically, humans universally have needs or desire which are more or less innate for achievement something or to develop learning English language .In a addition , motivation is internal and external factors that stimulate desire and energy of people to be continually interested and committed to a job ,role , subject or to make effort to attain a goal .It have two parts, positive stimulus which mean want to certain thing or way from

a negative one which mean unwanted , less want to certain thing .This sure that , positive motivation increase students energy to achieve high success in learning EFL whereas negative motivation give less achievement .So vivid pictures of YouTube Videos can increase students' motivation to practice their language orally

Elsied (2010:8-11) mentions that there are two types of motivation, integrative and instrumental motivation.

- **Instrumental motivation**

Instrumental motivation is generally indicated by the aspiration to get practical benefits from the study of a foreign language. It is thought to be the purpose of learning a foreign language. It is a motivation in which EFL students Learning English for certain reason or purposes. Instrumental motivation refers to the perceived pragmatic benefits of foreign language proficiency and reflects the recognition that for many language students it is usefulness of foreign language proficiency that provides the greatest driving force to learn a language, students with instrumental motivation wanting a language to fulfill certain aims or benefits. The benefits behind learning English encourage EFL students to do their best in order to master English effectively forwards as well as to find a job in future, to read useful materials or join a well-known college. Therefore, laboratories can increase student's motivation in developing their oral language skills as well as to become fluent .It play a vital role in developing foreign language .So, instrumental motivation has inflection of external need. The students wish to learn a Language in order to master the target Language as well as to gain certain benefits.

- **Integrative motivation**

Integrative motivation is the second type of Language learning described by Gardner and Lambert ,in this type of motivation is that in which students learning

a Language in order to join certain group of the target Language, the students wanting a Language because ,civilization of the target group of the Language .On the other hand, integrative motivation refer to a person attitude toward the target Language community ,possibly a wish to integrate ,because the culture of the target group.

Integrative motivation is defined as the evolvment that generates from inside. The students do something for the pure pleasure of doing it. In addition, integrative motivation is usual behavior of someone who appreciates the target language community and studies the language for the reason of joining that community. On the other hand, integrative motivation reflects whether the students identified with the target culture and people in some sense, it is a key component in assisting the students to develop some level of proficiency in the language. It becomes necessity in order to operate socially in the community or to become one of its members, the students learning language as a tool for joining target community. So, students with integrative motivation wishes to integrate himself into culture of the target Language community therefore ,meeting native English teachers through YouTube can increase EFL students motivation to be more interest on the language so as to develop it effectively .

2.14 Attitudes towards educational YouTube Videos

Attitude is a factor influenced by social and psychological elements. Students who have positive attitudes achieve learning more than who have negative attitudes. Mckay (1992:P28)Asserts that , Language teachers , researchers and students should acknowledge that , positive attitudes facilitate language learning . This explain that teachers must use appropriate techniques as social and psychological inside the classroom to enable their students to have positive

attitudes. Therefore, exposures to native English language speakers via educational YouTube Videos inside the classroom can have positive effect on student's attitudes to enhances their oral communicative competence

Elhaj (2018:6) point outs that , attitudes is refers to one perception of an object , favorable or unfavorable .It is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs) and weighed by evaluations of those outcomes or attributes . Thus a person who holds strong beliefs that positively valued outcomes will has positive attitude towards the behavior. Conversely a person who holds strong beliefs that negatively outcomes has a negative attitude .On the other hand, attitude can be internal or external .Internal attitudes are those which are related to the evaluation of the learner towards himself (the evaluation of his ability etc). Conversely external attitudes are those which are related to the learners evaluation of things (objects, ideas or situations) outside himself .i.e. his evaluation of learning a language, the target language groups or their culture.

Abdelsalam (2006:26) classifies attitudes according to their relation to motivation .He states that , attitudes are viewed as social and psychological basic for sustaining motivation . This means that, attitudes such as favorable towards the target language community could be expected to produce positive motivation whereas ethnocentric attitudes could be expected to produce negative motivation. The desire to learn a second or a foreign language or to do well in any study is attitude related to motivation. Therefore exposure to native speakers language through YouTube Videos will encourage students to improve their oral language performance.

Wood (1964:2). proposes that, attitude is the overall feelings of a person towards any particular thing. Mckay (1992:27-28)claims that attitude of a person is positive or negative attributes to anything . Attitude can be described as a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object .

Mckay (1992:P29), (2008:21) point outs that Attitudes are the behavior of learners or feeling that influence in their foreign language learning achievement. That is to say a Learner who has positive attitude achieves high success in foreign language learning than that who has negative attitudes. On the other hand, attitude is a psychological construct, a mental and an emotional entity that inheres in, or characterizes a person. It refers to a set of emotions, beliefs, and behaviors towards a particular object, person, thing, or event. It is a mental and neural state of readiness organized through the experience, exerting a directive or dynamic influence upon the individual response to all objects and situations with which it is related.

Mckay (1992:27-29)Classifies attitudes into three components :

- **Cognitive component**

Cognitive component involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of learning .This component classified into four steps: connecting the previous knowledge and new one, creating new knowledge, checking new knowledge and applying the new knowledge in many situations.

- **Affective component**

Affective component refers to the emotional or feeling segment of an attitude .It refers to the amount of positive or negative feeling of one has towards the objects.

Wood (1964:3.) stated that , learning process is an emotional process . It is affected by different emotional factors .Its agreed that the inner feeling and emotions of EFL learners influence their perspective and their attitudes towards the target language (troike , 2006) . In this respect we can say that , the learner who feel positive towards the target language learning has positive attitudes whereas one who feel negative has a negative attitudes and the learner who has positive attitudes achieve learning more than one who has negative attitudes .

- **Behavioral component**

This component refers to the action of tendencies one behave towards the objects, ,that is to say the way one behave and reacts in a particular situations towards the objects . Mckay (1992:27-29)) states that positive attitudes lead to the positive behaviors with the participants toward foreign /second language learning . Such students are also, observed to be more eager to solves the problems, to acquire the information and to engage themselves emotionally. This explains that a positive attitude reflects positive behaviors. Conversely, a negative attitude reflects negative behaviors. Therefore, one who behaves positively towards the objects has positive attitudes whereas one who behaves negatively has a negative attitude. So we can say that he learners who have positive behaviors achieve learning more that than who have negative behavior, Therefore exposure to native speaker via

educational YouTube Videos can positively affect on EFL student attitudes and behaviors towards enhancing their oral communicative competence.

Part two:

2:2.0 Previous Studies:

Different studies have been carried out by different researchers related to the field of this study .The researcher introduce some of local and international studies in this part as follows :

Local studies :

2:2:1The First Study

This study was entitled "The Problem of Fluency in Spoken English Among Students Majoring in English in Sudanese Universities ". The study was carried out by Alhaj mohammed dafalla in 2005.The problem of the was the majority of the Sudanese university students who majoring English leave their institute of education without any real fluency in speaking English . The study Aimed to investigate the causes of the problems of fluency in spoken language among students majoring English in Sudanese universities and try to find remedies to this problem . One of the questions related to this study was “ what are the actual causes of Sudanese university students problems in using fluent spoken English “?. The researcher followed descriptive analytical methods and quantitative approach in this study , the researchers used test and questionnaire as primary tools for data collection .Test for students and questionnaires for teachers and students . The study found that there is no chance for Sudanese university students to practice oral skills on the university environment , because of lack of oral activities and the absence of the native speakers .The study recommended that , there should be encouraging establishing English societies at Sudanese Universities .

2.2.2 The Second Study

This study was entitled "The Impact of Explicit Grammar Teaching on EFL Learners Oral Communication Skills". The study was carried out by nasr Ahmed Mohamed in 2014 .The problem of the study was that Sudanese secondary school students at White Nile state were completely failed to express themselves in oral discussion , communication sessions and forums .The study aimed to investigate the impact of explicit grammar instruction on EFL learner's oral communication skills. One of the questions related to this study was “ does the of teaching explicit grammar has negative impact on EFL learners oral communication skills ?. The researcher followed descriptive analytical method qualitative approach in this study . The researchers used interview and questionnaire as primary tools for data collection . Interview for secondary schools students and A questionnaire for secondary schools teachers in (WNS) White Nile state and (KHS) Khartoum state. The results indicates that , explicit grammar instruction negatively affects EFL learners oral communication skills . The study recommended that , Teachers should teach grammar in communicative activities.

2.2.3 The Third Study

This study was entitled " Investigating Pronunciation Problems Among Sudanese University Students ". The study was carried out by Ahmed Abdalla Ibrahim in 2016 . The problem of the study was Sudanese third year university students study English were often faced problems when they speak English and pronunciation in speaking was one of these problems .The study aimed to investigate pronunciation problems among Sudanese university students. One of the questions related to this study was “ how far do some university students in Khartoum state practice pronunciation exercise in their courses “?. The researcher followed descriptive analytical methods and qualitative approach in this research . The researchers used interview and questionnaire as primary tools for data collection .A interviews for

university students and questionnaire for university teachers. The results of the study showed that some university students 3rd year did not mastering English words , phrase and sentences stress in speaking . The study recommended that, providing CD and cassettes by native speakers (British or American) speaking in different topics e.g (daily life topics) help university students improve their pronunciation. Establishing English forums and clubs in Sudanese universities should help students to improve their pronunciation and speaking skills through debating cultural activities .

2.2.4 The Forth Study

This study was entitled "Challenges Pertaining to Fluency in Spoken English Among Sudanese Undergraduate Majoring in English " . The study was carried out by abdelrahman Imam Abelraman in (2016). The problem of the study was that the majority of Sudanese university students were often inhibited when trying to say thing in foreign language in the classroom . The study aimed to investigate the challenges pertaining to fluency in spoken English among Sudanese undergraduate majoring in English. One of the questions related to this study was “ to what extent does shortage of ideas and insufficient vocabulary hinder the students in speaking English fluently”? . The researcher followed descriptive analytical methods and qualitative approach in this research . The researchers used interview and questionnaire as primary tools for data collection . Interview for university students and A questionnaire for university teachers and. The finding shows that shortage of ideas and insufficient vocabulary hinder the students in fluent speaking . The study recommended teachers of English language must consider the difficulties and problems that face students in speaking fluency and try to solves them.

2-2-5 The Fifth Study

This study was entitled "Effects of Vocabulary knowledge on Speaking Performance Among Sudanese Undergraduate Students ". The study was carried out by Musa Mohammed abdalla in 2016. The problem of the study was that pre-year students of Sudanese university were found difficult to express themselves in English and lack of English vocabulary. The study aimed to investigate the effects of vocabulary knowledge on speaking performance Among Sudanese undergraduate students . One of the questions related to this study was " to what extent can the vocabulary knowledge enhance Sudanese undergraduate students speaking performance? . The researcher followed experimental, descriptive method and quantitative approach in this study . The researchers used pr-posttest and questionnaire as primary tools for data collection .pre- post test for university students and a questionnaire for university teachers and. The study found that vocabulary knowledge enhances students oral production . The study recommended that an in – depth approach to vocabulary teaching and learning has to be adopted , clarified and well presented right from the very beginning of the teaching program.

International studies :

2.2.6 The Sixth Study

This study was entitled "Developing EFL Learners Listening Comprehension through YouTube Videos " . The study was carried out by Medoukall Farid in 2015. The problems of the study was that students of English language faculty of Arts at University of Biskra in Algeria were less motivated to depend on their listening comprehension to help them in the process of language learning .The study aimed to examine the impact of blending the use of YouTube videos within the process of EFL teaching and learning. The study also focused on what correlates YouTube to listening and the way it helps develop listening

comprehension .One the questions related to this study was “. How can EFL teachers and learners interact through YouTube website? The researcher followed experimental descriptive analytical methods and quantitative approach in this study . The researchers used pre-posttest and questionnaire as primary tools for data collection . Pre-posttest to the third year students of English language and a questionnaire for teachers. The study reveals that the use of YouTube videos positively affect on developing EFL learners” listening comprehension , also the findings of the investigation showed that English language learners are interested in the use of internet tools like YouTube in their learning process. The study recommended that, Laboratories should be provided for EFL learners to practise on their listening abilities. 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.

2.2.6 The Seventh Study

This study was entitled ” The Impact of Using YouTube Videos on Learning Vocabulary in Suadi EFL Classrooms". The study was carried out by Elyas Tariq in 2015 . The population of study was second year students of English , faculty of arts at king Abdul –Aziz University . The study aimed to investigate the impact of using YouTube videos on learning vocabulary and to find out participants perceptions towards You tube videos clip use for the acquisitions of vocabulary .One of the questions related to this study was “What are the students` attitudes towards the use of YouTube videos in their classrooms to enhance their vocabulary learning”? . The researcher followed experimental descriptive analytical method and quantitative approach in this study . The researchers used pre-posttest and questionnaire as primary tools for data collection .pre-post test for students and a questionnaire for teachers. The findings of the study showed that, YouTube videos help student in learning new vocabulary and students have positive attitudes

towards using YouTube videos to facilitate learning new vocabulary items. The researcher recommended that, YouTube videos selected for the use in language classrooms should be includes lesson`s objectives .

2.2. 8 The Eighth Study.

This study was entitled "The Role of Educational YouTube Videos in Improving EFL Learners' Speaking Skill" .The study was carried out by Djahida labdi in (2017 . The problem of the study was that Algerian EFL learners were faced problems and difficulties in speaking and pronunciation in speaking and lack of vocabulary was some these problems and difficulties. The present study aimed to investigate the role of using educational YouTube videos to improve EFL learners' speaking skill. One of the questions related to this study was "How can YouTube videos enhance EFL learners speaking skill?? The researcher followed , descriptive analytical method and quantitative approach in this research . The researchers used questionnaires as primary tools for data collection . Questionnaire for teacher and students of English .The results positively confirmed that YouTube Videos is effective tool for enhancement of students' oral performance , also the results confirmed that both learners and teachers have a positive attitude towards the use of YouTube videos as tools to improve and develop speaking skill. The researcher recommended that teachers should be aware of the involvement of technology in the educational field and merge Information and Communication Technology (ICT) tools within the curriculum. Students should experience the use of some tools such as watching education YouTube videos habitually to help them to overcome their language difficulties and improve their oral performance.

2.3 Summary of the Chapter

In this chapter the researcher has discussed a review of literature related to ,an introduction to internet, the concept of YouTube, , the notion of communicative competence , YouTube Videos and oral communicative competence , YouTube Videos and culture , YouTube Videos and motivation and attitude towards educational YouTube Videos as well as some previous studies related to the field of this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter highlights the research methodology that the researcher uses for data collection in accordance with the study questions and hypotheses .It included the method adopted in this research, research design, population and sample size of the study and instruments used for data collection . Furthermore characteristics related to data collection, such as validity and reliability were also addressed in this chapter. Then a detailed description of data collection procedure was provided. Eventually, the chapter was culminated with a summary.

3.1 Methodology and Methods of the Study

The researcher followed experimental and descriptive analytical methods. A quantitative approach has been applied in this study. Pre-posttest and questionnaires have been used as primary tools for data collection. The pre-post test was given to third year students (experimental and control group) of English language, College of education for basic level at university of Zalingei , whereas the questionnaires was distributed to university teachers and students of experimental group. The quantitative approach was helped a lot in finding fruitful answers in testing research hypotheses.

3.2 Research Design

The nature of this research is experimental descriptive analytical one. The study consisted of two variables independent and dependent variables. Independent variable is educational YouTube Videos as tool of learning English as a foreign language and dependent variable is oral communicative competence .As the procedure of experiment , pre test and post test is used to t evaluate students

performances in speaking and listening skills before and after application of the program . The pre test and post test incorporated the control and experimental groups.

The experiment is tested the effectiveness of new strategy on experimental group .It considered to be the best method of testing the effect . Furthermore questionnaires also were designed in accordance of four questions and four hypotheses of the study and distributed to university teachers and students to collect the data of this study .The study aimed to identify the impact of using educational YouTube videos on improving EFL student's oral communicative competence, moreover to examine whether EFL teachers and students can positively interact through using educational YouTube videos , to highlight whether educational YouTube videos make EFL students familiar with the culture of the native speakers and To find out EFL students' attitudes towards using educational YouTube Videos in enhancing their oral communicative competence.

The study covered the area of oral communicative competence. It aimed to help university students to improve their oral communicative competence and it also help EFL university teachers in enhancing their area of weakness in oral communicative competence. It is hoped that the obtained results at the future will assist the curriculum designers to take the right decisions with regards of promoting university students oral communicative competence.

3.3 population and sample size of the Study

The population of this study was consisted of two groups: University teachers and students. The study was targeting university students. First the sample population of the test was consisted of (160) 3rd year students divided into two equal groups, (80) control group and (80) experimental group successively, who were study in

the college of Education for basic level at University of Zalingei as advanced students. Second, the sample population of the students questionnaire was comprised (80) students who were chosen purposefully to find out their attitudes towards using educational YouTube videos to enhancing their oral communicative competence. Third the Sample population of teachers questionnaire was consisted of (104) teachers who were chosen randomly to perceive their ideas and opinions towards using educational YouTube videos on improving EFL student's oral communicative competence.

3.4 Instruments of data collection

The data of this study was based on two types of instruments to achieve the research objectives. The tools were pertaining to quantitative method, which was well-functioned in collecting the major quantity of data that could be helpful for the later analysis of the outcomes, so the followings are the instruments that were applied.

3.4.1 Test

Both testing and teaching are so closely interrelated in a sense that it's unavoidable to work in either field without being fixedly concerned with other. Heaton (1988) explain that "Tests are devices to assess the student's performance in learning a language."

A good language test is one that seeks to find out what examiners can do with language, provides a focus purposefully on every day communication activities. This type of test has a more positive effect on learning a foreign language than a mechanical test of structure.

The most common use of language tests is to identify weaknesses and strengths of students' abilities. For example, a test was helps discover that a student has excellent oral abilities. Furthermore, when testers are going to administer these instruments, they should keep in mind that after the application of the test always

there must be a clear measurement, which provides information about the performance of each individual.

The case study of this present research was based on pre- post test to measure the degree of student in oral ability, beside pronunciation, accuracy, fluency and collocations and to test student's listening comprehension. Therefore, the researcher adopted the techniques of testing as experimental instrument for data collection, in order for checking whether there is a perceived change before and after the implementation of educational YouTube videos learning strategy.

Firstly, discussion points in four questions were designed in form of (WH) questions, which was considered to makes the target students to speak. Moreover, it shows students 'confidence to respond simply with deep relaxation .The discussion points were measured by four determines namely pronunciation, accuracy, fluency and collocation to assess the students' real degree of fluency and check their capability of mastering conversation with ease and proficiency.

Secondly, listening tasks were designed to test students listening comprehension in the following rubrics

-Listen carefully to the following passage, then fill the gaps with correct word you hear

-Listen carefully and match the word in list **A** with the suitable nouns in list **B** that you hear

-Listen carefully to the following passage, and then fill the gaps with correct word you hear

-Listen attentively to this text and then complete the gaps with words in the box

3.4.2 Questionnaire

A questionnaire is probably the most widely used instrument in collecting information from the target community sample. According to Heaton (1988) a questionnaire is a written list of questions and answers, which are recorded by respondents. It is a useful technique for collecting data. One of the good characteristics of a questionnaire is that, the questions should be clear and easy to be understood.

3.4.2.1 Description of the teacher's questionnaire

An introduction of the research questionnaire was written clearly, in which the respondents were informed about the aim of the research. The questionnaire was divided into three sections which were designed in accordance with the terms and expressions related to literature review, and research hypotheses , each of them was in such 5- point scale (strongly agree, agree, neutral, disagree and strongly disagree).

The first section was consisted five statements which were designed to specific domain concerns, to what extent does the use of educational YouTube videos improve EFL students in oral communicative competence? the domain emphasis on intensive exposure to educational YouTube videos can potentially help student to practice their oral ability better than traditional classroom. Later, the second section composed five statements. These five statements were concerning on understanding cultural background of the native speakers ,the statements were indicated that using educational YouTube videos are good sources of learning about cultural background of the native speakers also, using educational YouTube Videos inside the classroom help students to recognize how language is spoken in different contexts. Third section also consisted five statements which were designed to find out the using YouTube videos inside the classroom can motivate

students to practice English orally. It also , aims to know how teachers and students can interact through using educational YouTube videos website .

The questionnaire distributed at Sudanese private and governmental Universities in Zalingei and Khartoum state

The study sample respondents differ according to the following characteristics:

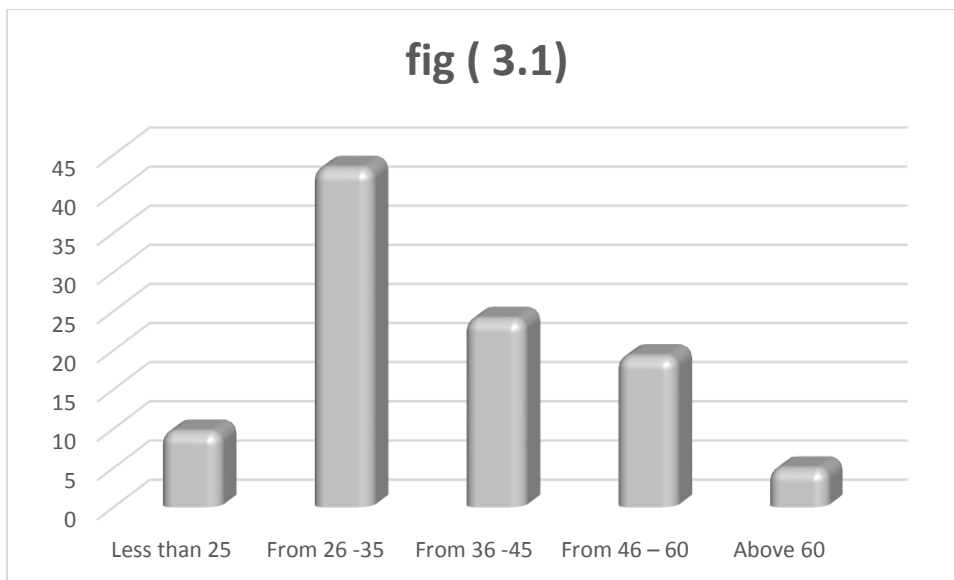
- The respondents according to age
- The respondents according to gender (Male, Female).
- The respondents according to faculties of graduation (Education, Arts, languages).
- The respondents according to Academic qualifications (Bachelor, med , high Diploma ,Master, PhD).
- The respondents according to their experience years (1-5 years, 6-10 years, 11-15 years, 16 years above).

The following is a detailed description of teacher questionnaire for study sample individuals according to the above characteristics:

- **The age**

Table (3.1) : The frequency and percentage distribution for the respondents according to their Age

Valid	Frequency	Percent%
Less than 25	10	9.6
From 26 -35	44	43.3
From 36 -45	25	24.0
From 46 – 60	20	19.2
Above 60	5	4.9
Total	104	100%

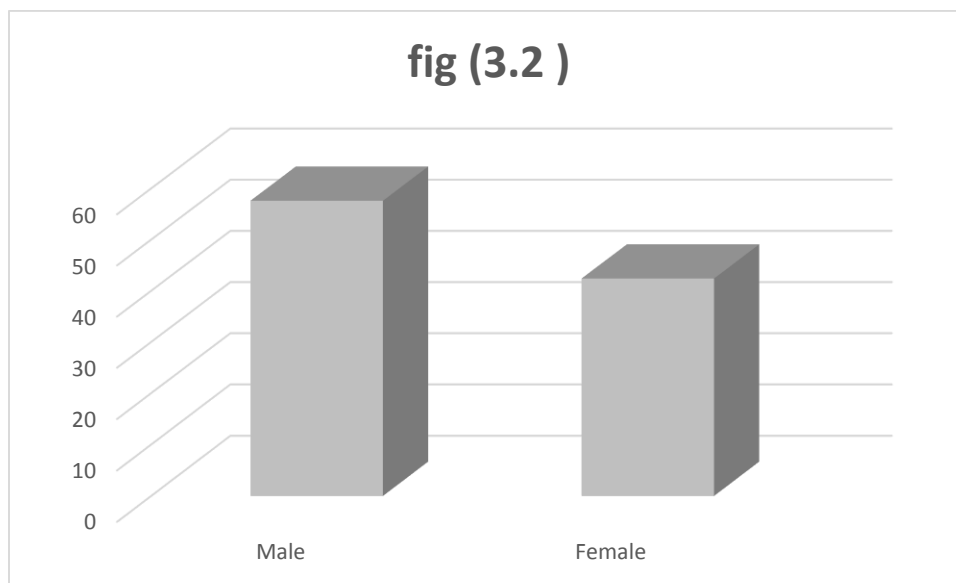


from the above table (3.1) and figure (3.1) it's clear that most of the respondents have age distribution from 26 – 35 with percentage 43.3% , there are number of respondents who have age distribution less than 25 was 10 with percentage 6.9% . also there are number of respondents who have Age distribution from 36 to 45 was 25 with percentage 24% , moreover the number of respondents who have Age distribution Above 60 was 5 with percentage 4.9% this justifies that most of university teachers are younger.

- **The Gender**

Table No.(3.2) The Frequency Distribution for the Study Respondents According to gender:

Valid	Frequency	Percent%
Male	60	57.6
Female	44	42.4
Total	104	100%



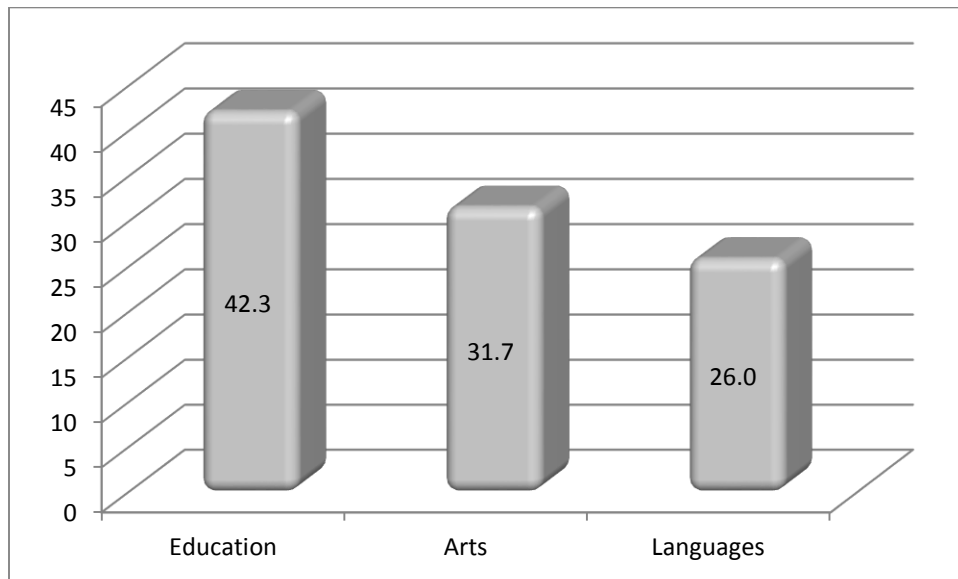
From above table (3.2) and figure (3.2), it is shown that most of the study respondents are males, whom was (60) participants with percentage (57.6%). The female respondents number was (44) participants with percentage (42.4%). It is clear that the number of male questionnaire respondents is higher than the number

of female. In my point of view this could be attributed to willingness of male teacher towards teaching at university .

- **The Faculty of Graduation**

Table No.(3. 3) The Frequency Distribution for the Study Respondents According to Faculty of Graduation .

Valid	Frequency	Percent%
Education	44	42.3
Arts	33	31.7
Languages	27	26.0
Total	104	100%



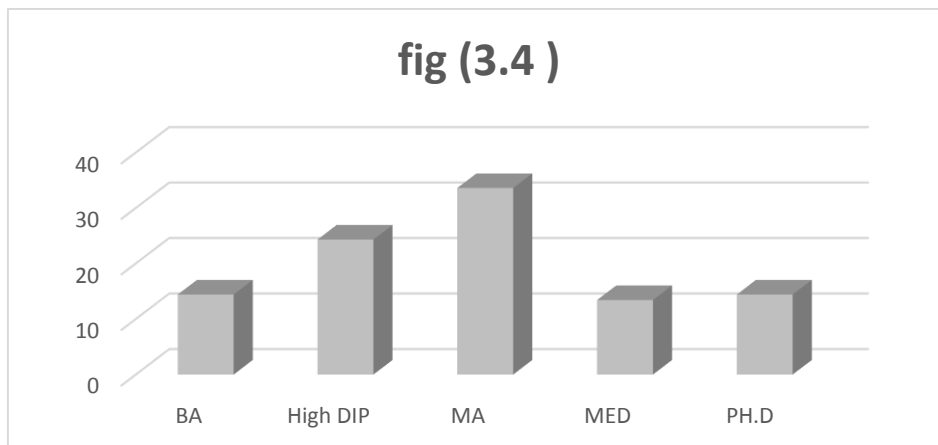
From the above table (3.3) and figure (3.3) shows that The number of those who graduated from faculty of education was (44) participants with percentage (42.3). The respondents who have graduated from faculties Arts were (33) respondents

with percentage (31.7%). In addition, there are (27) participants with percentage (26.0%) who have graduated from faculty of languages . It is clear that the number of teachers who graduated from college of Education is greater than the number of teachers from other colleges . This explain that most of the study respondents have graduated from faculty of Education .

- **The Academic Qualifications**

Table No.(3.4)The Frequency Distribution for the Study Respondents According to the Academic Qualifications:

Valid	Frequency	Percent%
BA	15	14.4
High DIP	25	24.3
MA	35	33.6
MED	14	13.4
PH.D	15	14.4
Total	104	100%

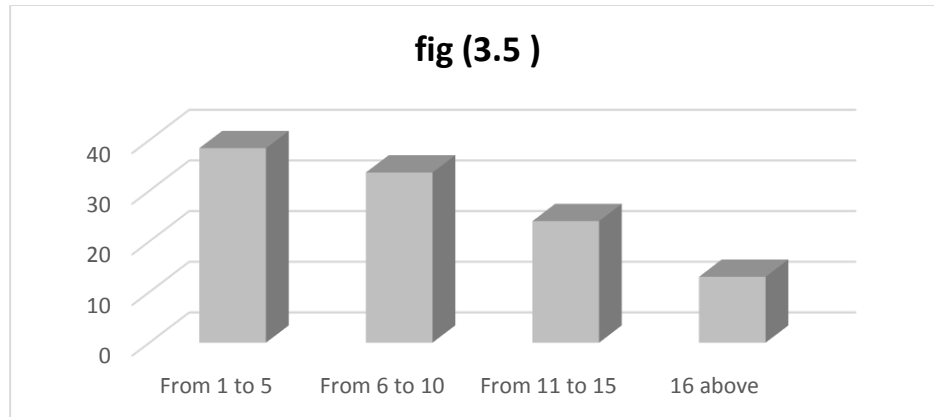


From the above table (3.4) and figure (3.4), it is shown that most of the study respondents have Master qualification with (35) participants with percentage (33.6%). The respondents who have bachelor as qualification were (15) participants with percentage (14.4%). There are (14) participants with percentage (13.4) represent med .There are (25) participants with percentage (24.3%) represent High Diploma. In addition, there are (15) participants with percentage (14.4%) have Ph.D. degrees. It is clear that the number of those who obtain master qualification is the biggest. This justices that majorities of teachers who teach at Sudanese university are lecturers .

- **The Experience**

Table No.(3.5) The Frequency Distribution for the Study Respondents According to Experience:

Valid	Frequency	Percent%
From 1 to 5	40	38.4
From 6 to 10	25	24.0
From 11 to 15	25	24.0
above 16	14	13.0
Total	104	100%



It is noticed from the above table No.(3-5) and the figure No.(3-5) that, most of the sample respondents have experience between (1-5) years was (40) participants with percentage (38.4%). The number of respondents who have experience between (6-10) years was (25) participants with percentage (24.0%). The number of sample respondents who have experience between (11-15) years was (25) participants with percentage (24.0%). The number of sample respondents who have experience (above -16) years was (14) participants with percentage (13.0%). It is clear that most of the respondents experience range between 1- 5 years which constitute (38.4%) of the total number. This justifies that most teachers were from the young generation who seek to enrich their own experiences.

3.4.2.2 Description of the students' questionnaire

An introduction of the research questionnaire was written clearly into one section, in which the respondents informed about the aim of the research. The questionnaire was included ten statements which was designed in accordance with the terms and expressions related to literature review, and each of them was in such 5- point scale (strongly agree, agree, neutral, disagree and strongly disagree).

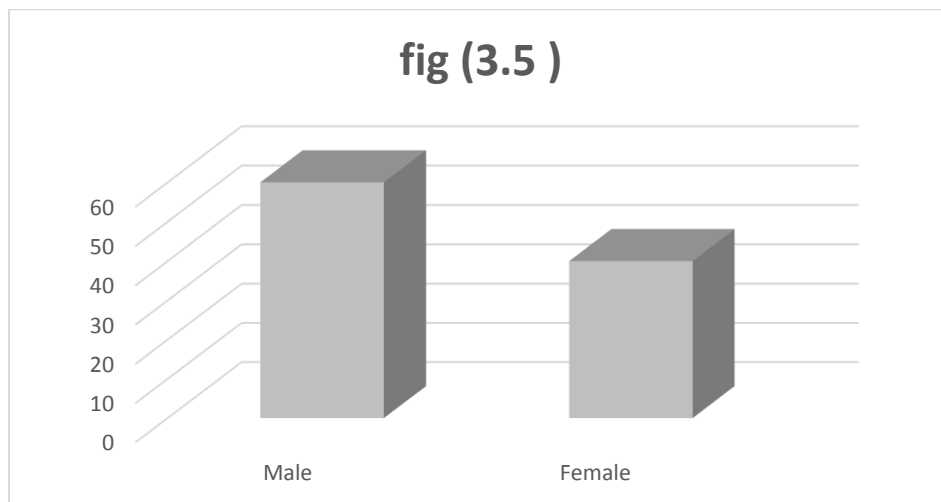
The ten statements were designed to specific domain concerns, what are the EFL students' attitudes towards using educational YouTube Video to enhance their oral communicative competence. The questionnaire was distributed to the Third year

students of English at college of education For basic level at University of Zalingei.

The following is a detailed description for study sample individuals according to their gender :

.Table (3.6) : the frequency and percentage distribution for the students according to their gender

Valid	Frequency	Percent%
Male	45	60.0
Female	35	40.0
Total	80	100%



From above table (3.6) and figure (3.6), it is shown that most of the study respondents are males was (45) participants with percentage (60%). The female respondents number was (35) participants with percentage (40.0%). It is clear that the number of male is higher than the number of female. In my point of view this could be attributed to willingness of male students towards learning process.

3.5 Pilot Study

A pilot study for the test was conducted before collecting the results of the sample. It provides a trail run for the test, which involves testing the wordings of question, identifying ambiguous question, testing the techniques used to collect data, and measuring the effectiveness of standard investigation to respondents. In order to achieve these purposes, two different instruments were used: pre-posttest and questionnaires. The researcher has conducted deliberately chosen sample for pre-posttest which were consisted (10) students. For questionnaires, the researcher randomly shosen sample which were cosisted (20) teahers and (10) students to ensure the validity and reliability of these tools .

3.5. Validity and Reliability of the test

The validity of a test is the extent to which it measures what it is supposed to measure. The test was conducted in a natural educational environment. And to ensure the validity of the test, it was validated and evaluated by some ELT and applied linguistics experts who teach at Sudanese Universities.

Heaton (1988) point out that ,the reliability refers to the degree of accuracy and line of data that the test measures. The test as a mean pre-test and post-test was applied to university students who were divided into two groups (the control group and the experimental group) randomly with a reasonable interval of time . Then the data was collected and manipulated by using the features of statistical Package for Social Studies (SPSS) called Cronbach's Alpha coefficient .The following table illustrates the results of this procedure.

Table (3.7) showed the names of professors and doctors who verified the test:

Name	Place of the work
1.Prof.Ahmed Babikir El-Tahir	Moghtaribeen University
2.Dr. El-Tiyab El-Mansory	International University of Africa
3. Dr.Abbas makhtar Mohamed	SUST
4. Dr. Nagla taha bashire Alnour	SUST
5.Dr.Hillary Marino Petia	SUST
6.Dr. Alsadig Osman Mohamed	SUST

The validity and reliability calculated by using the following equation

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

$$\text{Reliability coefficient} = \frac{n}{N-1}$$

Table (3.8) shows Cronbach's Alpha coefficient for test

	Reliability	Validity
	0.81	0.92

As shown in table (3-8) all the values of the items of the test is positive in the total value (0.92%), which indicates good validity for all the items of test to answer the questions and testing hypothesis of the study .

3.7. Validity and Reliability of the questionnaire

The validity of a tool is the extent to which it measures what it is supposed to measure. The questionnaire was conducted in a natural educational environment,

and to ensure the validity of the questionnaire it was validated and evaluated by some ELT and applied linguistics experts who teach at Sudanese Universities.

According to Hubley (1995):

Reliability refers to "the line of exam results over repeated administrations and the degree to which the results of an assessment are dependable and changeless measure particular student knowledge or skills". On the other hand, Heaton (1988) state out that "Reliability is a necessary characteristic of any good test. It is defined as the degree of accuracy and line of data that the test measures. The questionnaire was in two items, first one distributed to the university teachers randomly and the second one distributed to university students (experimental group) purposely . Then their answers were collected and manipulated by using the features of statistical Package for Social Studies (SPSS) called Cronbach's Alpha coefficient .The following table illustrates the results of this procedure.

The statements of the questionnaires are checked by professors and doctors in the following

table (3.9)

Name	Place of the work
1.Prof.Ahmed Babikir El-Tahir	Moghtaribeen University
2.Dr. El-Tiyab El-Mansory	International University of Africa
3. Dr.Abbas makhtar Mohamed	SUST
4. Dr. Nagla taha bashire Alnour	SUST
5.Dr.Hillary Marino Petia	SUST
6.Dr. Alsadig Osman Mohamed	SUST

The validity and reliability calculated by using the following equation

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

$$\text{Reliability coefficient} = \frac{n}{N-1}$$

Table (3.10) shows Cronbach's Alpha coefficient for questionnaire

	Reliability	Validity
Alpha – cronbach	0.82	0.93

As shown in table (3.10) all the values of the items of questionnaire are positive in the total value (0.93), which indicates good validity for all the items of questionnaire to answer the questions and testing hypothesis of the study.

3.7 Procedures and challenges

The researcher adopted the following procedures in order to conduct this study. Initially, the researcher chosen the sample of test 100% (160) students and divided them into two main equal groups, (80) experiment and (80) control one . After that the researcher adopted pre- test, the students of both experimental and control one were asked to perform their two speaking and listening tasks. Then the researcher taught the target course in two different methods separate with different reasonable timetable. The control group were taught by traditional method whereas the experimental one were chosen to be exposed to the application of educational YouTube videos learning techniques .The researcher used (OHP) overhead projector and loudspeaker during the session . The sessions extended for twelve weeks which constituted a whole semester. Finally, the researcher adopted another second post test to find out the significance difference between two groups. Also at the end of sessions the researcher distributed two different items of questionnaires. First item of questionnaire was distributed for (80) students of experiment group purposefully to find out their attitudes towards using education YouTube Videos in enhancing their oral communicative

competence .The second item of questionnaire was distributed for (104) University teachers randomly , to check their points of view concerning utilizing educational YouTube Videos on improving EFL student's oral communicative competence .Then the data obtained from pre- post test and questionnaires survey was collected and analyzed by using the features of statistical Package for Social Studies (SPSS) called Cronbach's Alpha coefficient specifically with percentile. The researcher was not encountered any challenges:

3.8 Summary of the Chapter

This chapter was discussed the study methodology , research design , population and study sample and the tools used for the data collection and pilot study .It also provides validity and reliability of the tools and full detailed description of the procedures employed in each step.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter is devoted to data analysis, results and discussion collected through the study tools including the oral pre-posttest, listening pre-posttest and questionnaire to university teachers and students of third year , College of education for Basic level at University of Zalingei. Then, the results are used to provide answers to the research questions, and verify its hypotheses.

4.1 Analysis of Oral Pretest and Posttest

Experimental group:

Table (4.1): The frequency distribution of pre –post tests in experimental according to the Pronunciation.

Pronunciation	Pre	Post
Correct	25	55
Incorrect	55	25
Total	80	80

According to table (4.29) for the experimental group it is shown that the number of students with Correct Pronunciation at pre test was (25) But it increased at the post test and becomes (55) .and the number of students with Incorrect Pronunciation was (55) at pre test it was decreased and become (25) at post test .This indicates the existence of statistically differences between pre and post tests at the experimental group , also explain that YouTube Videos help students enhance their English pronunciation

Table (4.2): The frequency distribution of pre –post tests in experimental according to the accuracy.

Accuracy	Pre	Post
Correct	27	53
Incorrect	58	22
Total	80	80

According to table (4.2) for the experimental croup its shown that the number of students with correct at pre test was (27) But it increased at the post test and becomes (53) .and the number of students with incorrect was (58) at pre test, it was decreased and become (22) at post test .This indicate to the existence of statistically differences at the experimental groups , also demonstrate that YouTube Videos improve students oral performance .

Table (4.3): The frequency distribution of pre –post tests in experimental according to fluency .

Fluency	Pre	Post
Fluent	20	60
Unfluent	53	27
Total	80	80

According to table (4.3) for the experimental croup its shown that the number of students with fluent was (20) at pre test , but it increased at the post test and becomes (60) .and the number of students with unfluent was (53) at pre test and it was decreased, and become (27) at post test .This indicate to the existence of

statistically differences at the experimental groups which explain that YouTube Videos help student improve their oral language fluency

Table (4.4) : The frequency distribution of pre –post tests in experimental croup according to collocation .

Collocation	Pre	Post
Relevant	30	50
Irrelevant	50	30
Total	24	24

According to table (4.4) for the control croup its shown that the number of students with **relevant** was (30) at pre test , but it increased at the post test and becomes (50) .and the number of students with **Irrelevant** was (50) at pre test it was decreased , and become (30) at post test .This indicate to the existence of statistically differences at the experimental group ,also demonstrate that YouTube Videos help increases their English collocations knowledge .

4.2 Hypotheses Testing for Oral Pre Test

Table (4.5): One sample T –Test for the Pronunciation Pre Test

Groups	\bar{X}	SD	DF	p-value	t-value	Critical	Sig
Experimental	13.8	1.54	79	0.233	2.4	2.03	0.05
Control	14.3	2.33					

Regarding the scores gained from the pretest (of **Pronunciation**), the mean value was calculated. Mean for the control group was (14.3) and for the experimental group it was (13.8). Moreover, a T-test was employed on these scores for hypothesis testing purposes. The result of T-test suggests (P-value 0.233 being greater than 0.05) . This explain that there is not significance different between two groups in the pronunciation and our null hypothesis is accepted since we have not applied the intended strategy

Table (4.6):One Sample T –Test for (Accuracy) for Pre Test

Groups	\bar{X}	SD	DF	p-value	t-value	Critical	Sig
Experimental	11.5	1.4	79	0.131	3.1	2.03	0.05
Control	11.8	2.53					

Concerning the scores gained from the pretest (of *Accuracy*), the mean value was calculated. Mean for the control group was (11.8) and for the experimental group it was (11.5). Moreover, a T-test was employed on these scores for hypothesis testing purposes. The result of T-test suggests (P-value 0.131 being greater than 0.05),. This demonstrate that there is not significance different between two groups in the accuracy and our null hypothesis is rejected since we have not applied the intended strategy

Table (4.7):One sample T –Test for (Fluency) for Pre Test

Groups	\bar{X}	SD	DF	p-value	t-value	Critical	Sig
Experimental	13.4	2.01	23	0.076	6.03	2.03	0.05
Control	12.1	1.32					

With regard to the scores gained from the pretest (*of Fluency*), the mean value was calculated. Mean for the control group was (12.1) and for the experimental group it was (13.4). Moreover, a T-test was employed on these scores for hypothesis testing purposes. The result of T-test suggests (P-value 0.076 being greater than 0.05), This explain that there is not significance different between two groups in fluency and our null hypothesis is accepted since we have not applied the intended strategy.

Table (4.8): One Sample T –Test for (Collocation) for Pre Test

Groups	\bar{X}	SD	DF	p-value	t-value	Critical	Sig
Experimental	13.2	2.01	23	0.06	5.01	2.06	0.05
Control	12.8	1.32					

Regarding the scores gained from the pretest (**of collocation**), the mean value was calculated. Mean for the control group was (12.8) and for the experimental group it was (13.2). Moreover, a T-test was employed on these scores for hypothesis testing purposes. The result of T-test suggests (P-value 0.06 being greater than 0.05),. This explain that There is not significance different between two groups in their collocations knowledge and our null hypothesis is accepted since we have not applied the intended strategy .

4.3Hypotheses Testing for Oral Post Test

Table (4.9):One Sample T –Test for (Pronunciation) for Post Test

Groups	\bar{X}	SD	DF	p-value	t-value	Critical	sig
Experimental	16.4	3.01	23	0.002	4.6	2.03	0.05
Control	13.1	1.32					

Concerning the scores gained from the posttest (of pronunciation), the mean value was calculated. Mean for the control group was (13.1) and for the experimental group it was (16.4). Moreover a T-test was employed on these scores for hypothesis testing purposes. The result of T-test suggests (P-value 0.002 being less than 0.05). There is a meaningful difference between two groups in the pronunciation . This demonstrate that our hypothesis is accepted .

Table (4.10):One sample T –Test for (Accuracy) for Post Test

Groups	\bar{X}	SD	DF	p-value	t-value	Critical	Sig
Experimental	15.3	2.01	23	0.001	2.53	2.03	0.05
Control	11.1	1.34					

Regarding the scores gained from the posttest (of accuracy), the mean value was calculated. Mean for the control group was (11.1) and for the experimental group it was (15.3). Moreover a T-test was employed on these scores for hypothesis testing purposes. The result of T-test suggests (P-value 0.001 being less than 0.05) .There is a meaningful difference between two groups in the accuracy . This explain that our hypothesis is accepted .

Table (4.11)One Sample T –Test for (Fluency) for Post Test

Groups	\bar{X}	SD	DF	p-value	t-value	Critical	Sig
Experimental	13.7	4.01	23	0.023	4.06	2.03	0.05
Control	11.1	2.34					

Concerning the scores gained from the posttest (of fluency) , the mean value was calculated. Mean for the control group was (11.1) and for the experimental group it was (13.7). Moreover a T-test was employed on these scores for hypothesis testing purposes. The result of T-test suggests (P-value 0.023 being greater than 0.05). This explain that our hypothesis is accepted and there is not significance different between two groups in the fluency .

Table (4.12): One sample T –Test for (collocation) for Post Test

Groups	\bar{X}	SD	DF	p-value	t-value	Critical	Sig
Experimental	13.7	4.01	79	0.023	4.02	2.01	0.05
Control	11.5	2.34					

Regarding the scores gained from the posttest (of collocation) , the mean value was calculated. Mean for the control group was (11.5) and for the experimental group it was (13.7). Moreover, a T-test was employed on these scores for hypothesis testing purposes. The result of T-test suggests (P-value 0.023 being greater than 0.05) .This demonstrate that our hypothesis is accepted and there is not significance different between two groups in their collocations knowledge .

4.4 Pre- Post Tests Analysis for the Listening Test

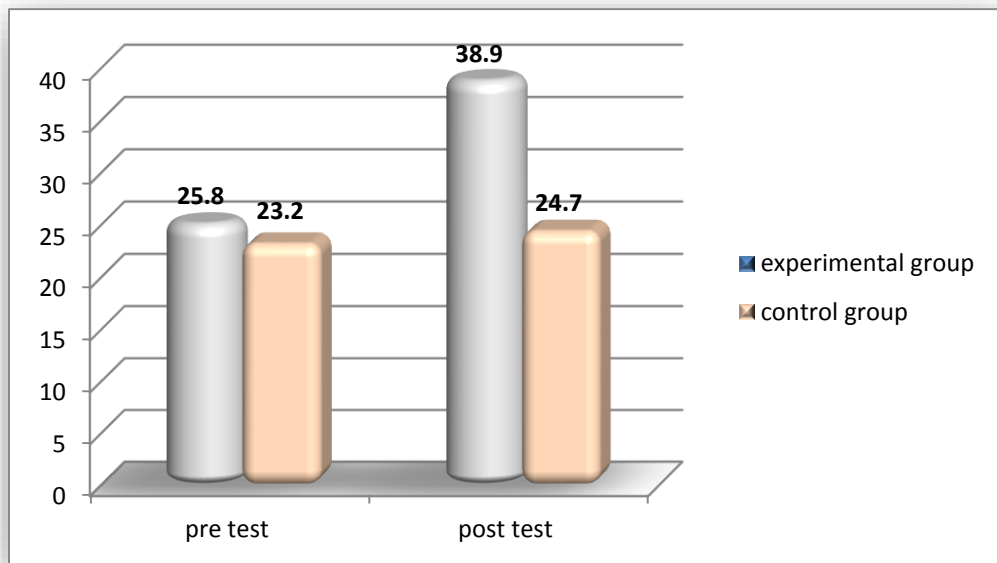
Before the treatment, a pretest (*PET test*) was given to the participants in order to guarantee their homogeneity and determine their ability and knowledge. The test which consisted of 2 questions separated in different parts was administrated to both groups. The students' individual scores on the proficiency test (26) scores for the (experimental group) and 26 scores for the (control group) . After the treatment of program , a posttest (*PET test*) was given to the participants in order to find out the significant different between two group .The post test was consisted of 2 questions. The students' individual scores on the proficiency test was (25) scores for the (experimental group) and (25) scores for the (control group) the following table explain the results of two pre and post tests

Table (4.13) : Descriptive Statistics for pre and post listening test for both experimental and control groups

	Mean	Std. Deviation	N
post control	24.8	3.4	80
Pre control	23.2	7.2	80
Post exp	38.9	7.3	80
Pre exp	25.7	5.5	80

The following figure illustrates the comparison of the mean values of both groups on pretest and posttest for the students' listening test

Fig (4.1)



According to the table (4: 13) and Figure (4:1), regarding the scores gained for experimental group at pre test was 25.7 and at post test was 38.9 whereas for control group at pre test was 23.2 and at post was 24.8 . The performance of the experimental group was better than the control group. There is a significant difference between their mean values after the treatment. Conclude that our strategy has been helpful and that our student’s oral ability has been improved.

Test for the differences between the two means

Table (4.14)T- test analysis of the means of two groups in the pre listening test

Groups	\bar{X}	SD	DF	T-value	p-value	95% confidence. Interval	
						L	U
Experimental	25.2	5.4	29	2.862	0.125	-.33	6.5
Control	23.3	5.2	29	2.824		-.34	9.7

Regarding the scores gained from the pretest (*PET test*), the mean value was calculated. Mean for the control group was (23.3) and for the experimental group it was (25.2). Moreover, a T-test was employed on these scores for hypothesis testing purposes. The result of T-test suggests (P-value 0.125) being greater than 6.5), our null hypothesis is accepted since we have not applied the intended strategy. There is not significance different between two groups.

Table (4.15): T-Test Analysis of the Means of Two Groups in the Post listening test

Groups	\bar{X}	SD	DF	T-value	p-value	95% confidence. Interval	
						L	U
Experimental	38.9	2.388	79	3.54	0.001	3.39	12.76
Control	25.8	1.02	79			3.31	11.50

Concerning the scores gained from the posttest, the mean value was calculated. Mean for the control group was (25.8) and for the experimental group it was (39.9). Moreover, a T-test was employed on these scores for hypothesis testing purposes. The result of T-test suggests (P-value 0.001 being less than 12.76), there is a meaningful difference between two groups and demonstrate that our hypothesis is accepted

4.5 Analysis of the Questionnaires

Analysis of Teachers' Questionnaire

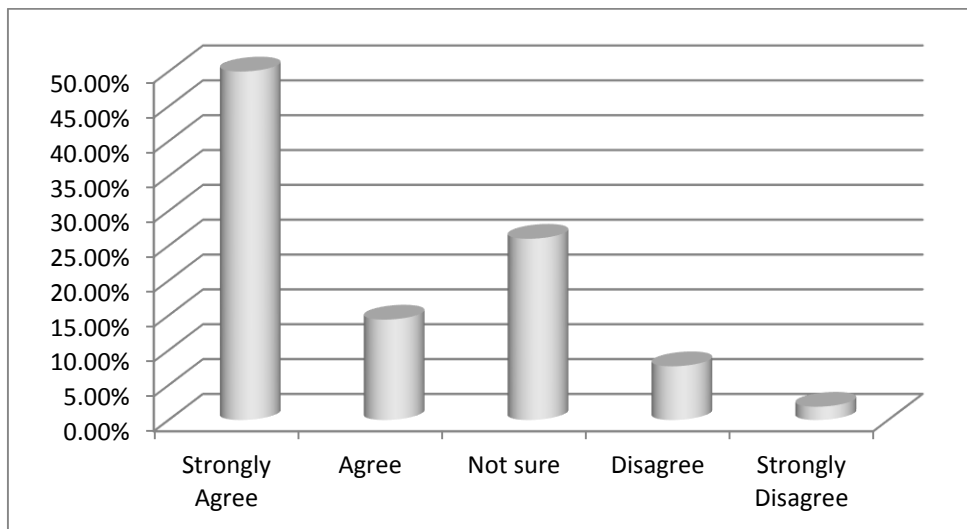
Hypothesis (1) : The use of educational YouTube Videos improve EFL student's oral communicative competence.

Statement (1): Using YouTube videos inside EFL classroom help student practice their oral ability better than traditional classroom.

Table No (4.16) The Frequency Distribution for the Respondents' Answers of item No.(1)

Valid	Frequency	Percent
Strongly Agree	52	50.0%
Agree	15	14.4%
Not sure	27	26.0%
Disagree	8	7.7%
Strongly Disagree	2	1.9%
Total	104	100%

Fig (4.2)



It is clear from the above table No.(4.16) and figure No (4.2) that there are (52) participants in the study sample with percentage (50.0%) strongly agreed with "Using YouTube videos inside EFL classroom help student practice their oral ability better than traditional classroom". There are (15) participants with percentage (14.4%) agreed with that and (27)participants with percentage (26.0%)

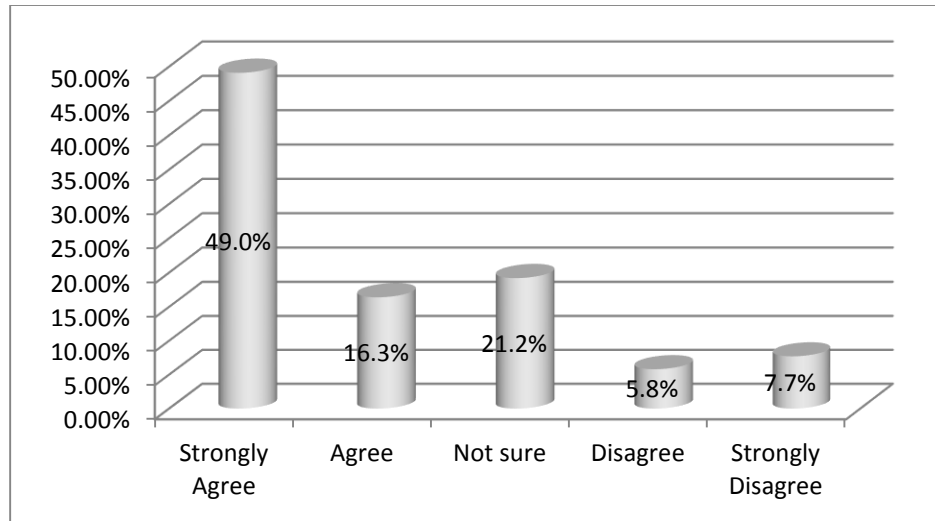
were not sure with that .Moreover (8) participants with percentage (7.7%) disagreed with that while (2) participants with percentage (1.9%%) strongly disagreed with that .This justifies that YouTube videos help the student practice their oral ability better than traditional classroom .

Statement (2):Intensive exposure to YouTube videos help students enhance their English pronunciation.

Table No (4.17) The Frequency Distribution for the Respondents’ Answers of item No.(2)

Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	17	16.3%
Not sure	22	21.2%
Disagree	6	5.8%
Strongly Disagree	8	7.7%
Total	104	100%

Fig (4.3)



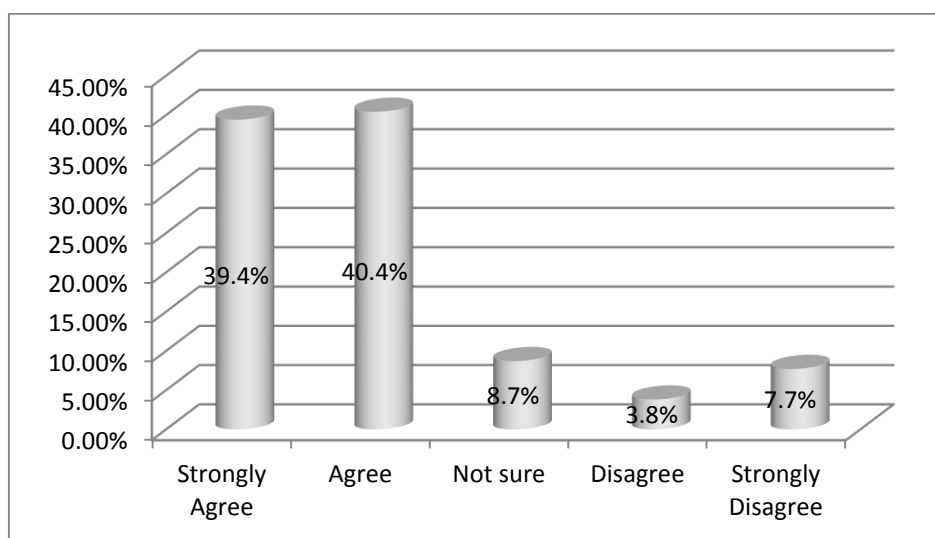
It is observed from the above table No.(4.17) and figure No (4.3) that there are (51) respondents in the study sample with percentage (49.0%) strongly agreed with "Intensive exposure to YouTube videos help students enhance their English pronunciation". There are (17) respondents with percentage (16.3%) agreed with that and (22)respondents with percentage (21.2%) were not sure with that and (6) respondents with percentage (5.8%) disagree with that while (8) respondents with percentage (7.7 %) strongly disagreed with that . This indicates that YouTube Videos help the student enhance their English pronunciation.

Statement (3):Using YouTube Videos inside EFL classroom help students improve their English grammar.

Table No (4.18) The Frequency Distribution for the Respondents' Answers of item No.(3)

Answer	Number	Percent
Strongly Agree	41	39.4%
Agree	42	40.4%
Not sure	9	8.7%
Disagree	4	3.8%
Strongly Disagree	8	7.7%
Total	104	100%

Fig (4.4)



With the reference to table No.(4.18) and figure No (4.4) show that there are (41) participants in the study sample with percentage (39.4%) strongly agreed with "Using YouTube Videos inside EFL classroom help students improve their English grammar ". There are (42) participants with percentage (40.4%) agreed with that

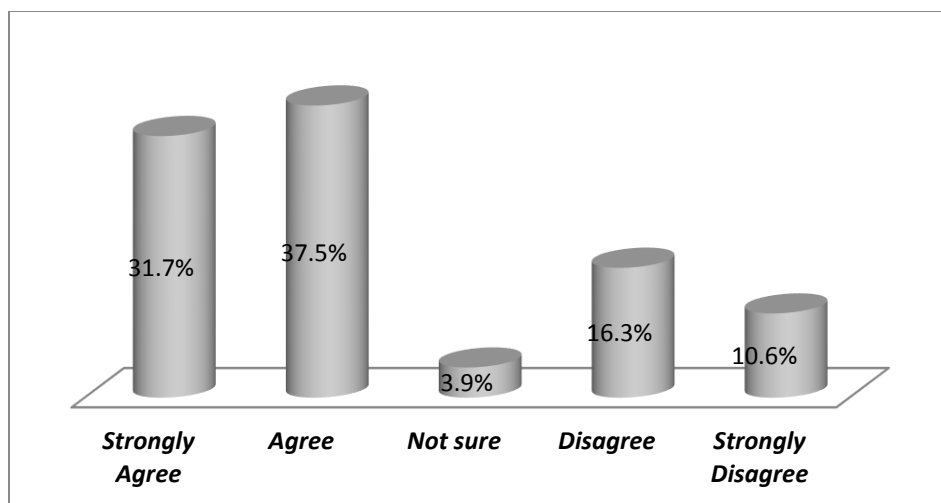
and (9) participants with percentage (8.7%) were not sure about that and (4) participants with percentage (3.8%) disagreed with that while (8) participants with percentage (7.7%) strongly disagreed with that . This demonstrates that YouTube Videos help students improve their English grammar

Statement (4): Utilizing YouTube Videos inside EFL classroom help students' increase their English vocabulary knowledge .

Table No (4.19) The Frequency Distribution for the Respondents' Answers of Question No.(4)

Answer	Number	Percent
Strongly Agree	33	31.7%
Agree	39	37.5%
Not sure	4	3.9%
Disagree	17	16.3%
Strongly Disagree	11	10.6%
Total	104	100%

Fig (4.5)



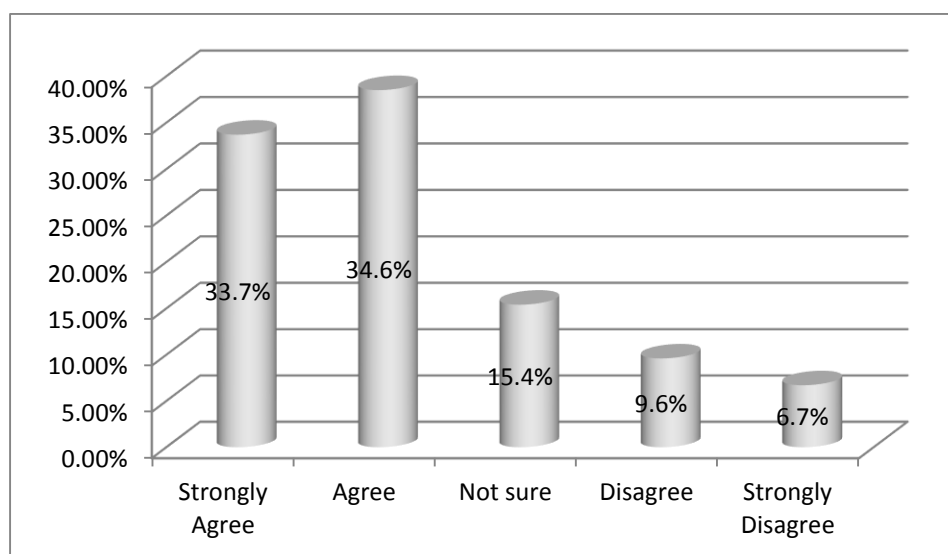
Regarding the above table No. (4.19) and figure (4.5) shows that there are (33) respondents in the study sample with percentage (31.7%) strongly agreed with "Utilizing YouTube Videos inside EFL classroom help students increase their English vocabulary knowledge". There are (39) participants with percentage (37.5%) agreed with that, and (4) respondents with percentage (3.9%) were not sure with that and (17) respondents with percentage (16.3%) disagreed with that while (11) respondents with percentage (10.6 %) strongly disagreed with that . This proves that YouTube Videos help students increases their English vocabulary knowledge.

Statement (5): Watching educational YouTube videos inside EFL classroom positively affect on improving students oral communicative competence.

Table No (4.20) The Frequency Distribution for the Respondents' Answers of item No.(5)

Answer	Number	Percent
Strongly Agree	35	33.7%
Agree	36	34.6%
Not sure	16	15.4%
Disagree	10	9.6%
Strongly Disagree	7	6.7%
Total	104	100%

Fig (4.6)



It is obvious from the above table No. (4.20) and figure (4.6) that there are (35) participants in the study sample with percentage (33.7%) strongly agreed with "Watching educational YouTube videos inside EFL classroom positively affect on improving students oral communicative competence". There are (36) participants

with percentage (34.6%) agreed with that and (16) participants with percentage (15.4%) were not sure with that .In addition (10) participants with percentage (9.6%) disagreed with that while (7) participants with percentage (6.7%) strongly disagreed with that . This justifies that watching YouTube Videos inside classroom help EFL students improve their oral communicative competence.

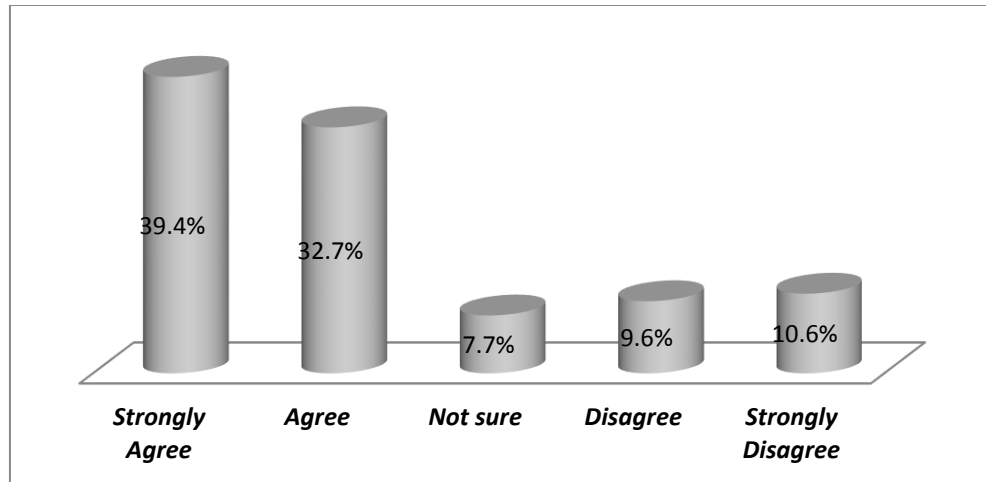
Hypothesis (2): educational YouTube videos can make EFL students familiar with the culture of native speakers.

Statement (6):Using YouTube Videos inside EFL classroom help students comprehend cultural background of the native speakers.

Table No (4.21) The Frequency Distribution for the Respondents’ Answers of item No.(6)

Answer	Number	Percent
Strongly Agree	41	39.4%
Agree	34	32.7%
Not sure	8	7.7%
Disagree	10	9.6%
Strongly Disagree	11	10.6%
Total	104	100%

Fig (4.7)



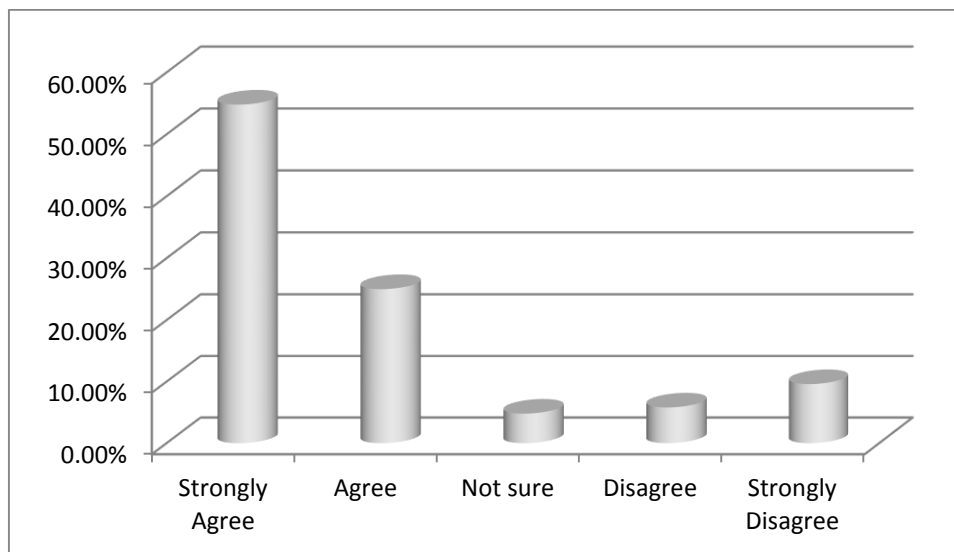
With reference to the above table No.(4.21) and figure (4.7) show that there are (41) respondents in the study sample with percentage (39.4%) strongly agreed with Using YouTube Videos inside EFL classroom help EFL students comprehend cultural background of the native speakers ". There are (34) respondents with percentage (32.7%) agreed with that and (8) respondents with percentage (7.7%) were not sure with that . Moreover (10) respondents with percentage (9.6%) disagreed with that while (11) respondents with percentage (10.6%) strongly disagreed with that . This indicates that using YouTube Videos inside the classroom help student comprehend cultural background of the native speakers

Statement (4.7): Using YouTube Videos inside EFL classroom make students aware with the cultural background of the native speakers.

Table No (4.22) The Frequency Distribution for the Respondents' Answers of item No.(7)

Answer	Number	Percent
Strongly Agree	57	54.8%
Agree	26	25%
Not sure	5	4.8%
Disagree	6	5.8%
Strongly Disagree	10	9.6%
Total	104	100%

Fig (4.8)



Concerning the above table No.(4.22) and figure (4.8) shows that there are (57) participants in the study sample with percentage (54.8%) strongly agreed with "Using YouTube Videos inside EFL classroom make students aware with

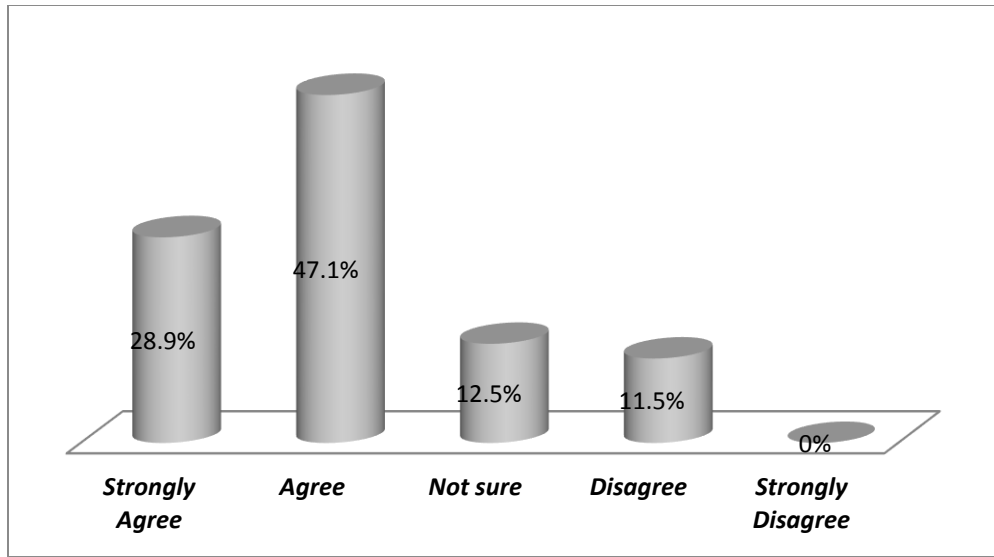
cultural background of the native speakers . ". There are (26) participants with percentage (25%) agreed with that and (5) participants with percentage (4.8 %) were not sure. and (6) participants with percentage (5.8%) disagreed with that while (10) participants with percentage (9.6%) strongly disagreed with that . This asserts that using YouTube Videos inside the classroom make students aware with cultural background of the native speakers .

Statement (8): Using YouTube Videos in EFL classrooms diversify students with the cultural background of the native speakers.

Table No (4.23) The Frequency Distribution for the Respondents' Answers of item No.(8)

Answer	Number	Percent
Strongly Agree	30	28.9%
Agree	49	47.1%
Not sure	13	12.5%
Disagree	12	11.5%
Strongly Disagree	0	0%
Total	104	100%

Fig (4.9)



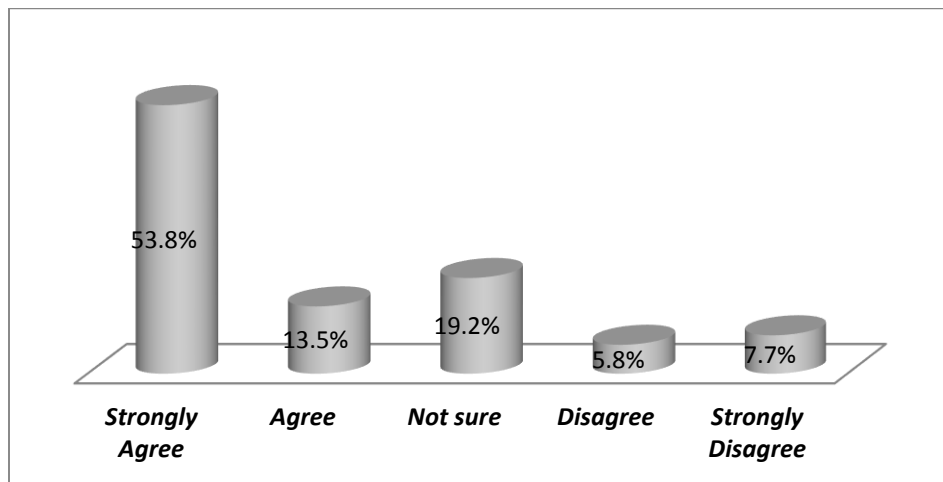
It is clear from the above table No. (4. 23) and figure (4. 9) shows that there are (30) respondents in the study sample with percentage (28.9%) strongly agreed with "Using YouTube Videos inside EFL classrooms diversify students with the cultural background of the native speakers ". There are (49) respondents with percentage (47.1%) agreed with that and (13) respondents with percentage (12.5 %) were not sure with that. Moreover (12) respondents with percentage (11.5%) disagreed with that, while there is no respondents with percentage (0.0%) strongly disagreed with that . This indicates that using YouTube inside the classroom diversify students with cultural background of the native speakers.

Statement (9) Watching YouTube Videos inside EFL classroom help students recognize how English language is spoken in different contexts.

Table No (4.24) The Frequency Distribution for the Respondents' Answers of item No.(9)

Answer	Number	Percent
Strongly Agree	56	53.8%
Agree	14	13.5%
Not sure	20	19.2%
Disagree	6	5.8%
Strongly Disagree	8	7.7%
Total	104	100%

Fig (4.10)



Regarding the above table No.(4.24) and figure (4.10) there are (56) participants in the study sample with percentage (53.8%) strongly agreed with "Watching YouTube Videos of English lessons inside EFL classroom help students recognize how English language is spoken in different contexts ". There are (14) participants

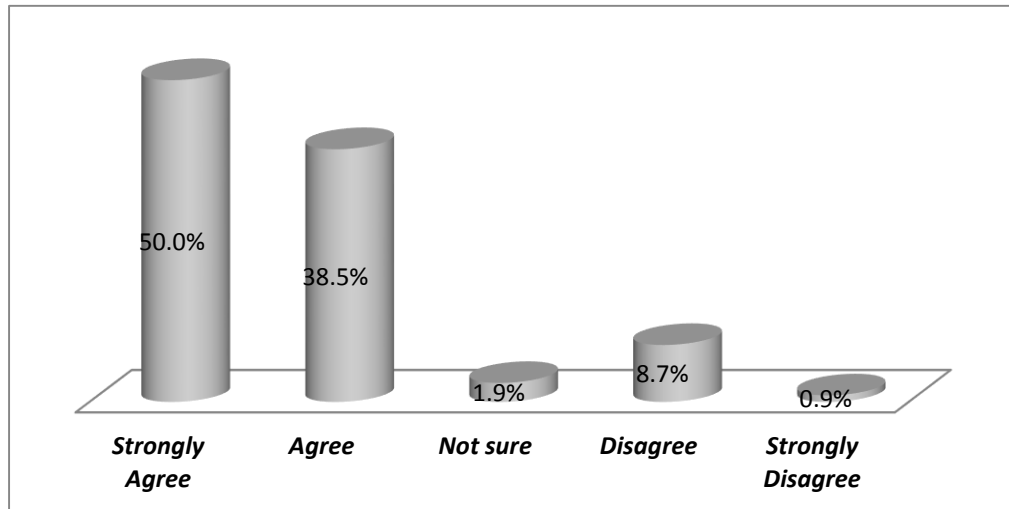
with percentage (13.5%) agreed with that, and (20) participants with percentage (19.2 %) were not sure with that .In addition there are (6) participants with percentage (5.8%) disagreed with that while (8) participants with percentage (7.7%) strongly disagreed with that . This indicates that watching YouTube Videos inside the classroom help students recognize how English is spoken in different contexts.

Statement (10): educational YouTube Videos are good sources of learning about cultural background of the native speaker

Table No (4.25) The Frequency Distribution for the Respondents' Answers of item No.(10)

Answer	Number	Percent
Strongly Agree	52	50.0%
Agree	40	38.5%
Not sure	2	1.9%
Disagree	9	8.7%
Strongly Disagree	1	0.9%
Total	104	100%

Fig (4.11)



With reference to the above table No.(4.25) and figure No (4.11) show that there are (50) respondents in the study sample with percentage (50.0%) strongly agreed with "educational YouTube Videos are good sources of learning about cultural background of the native speakers ". There are (40) respondents with percentage (38.5%) agreed with that and (2)respondents with percentage (1.9%) were not sure with that .Moreover there are (9) respondents with percentage (8.7%) disagreed, with that while only one respondent with percentage (0.9%) strongly disagreed. With that . This indicates that YouTube Videos are good sources of learning cultural background of the native speakers.

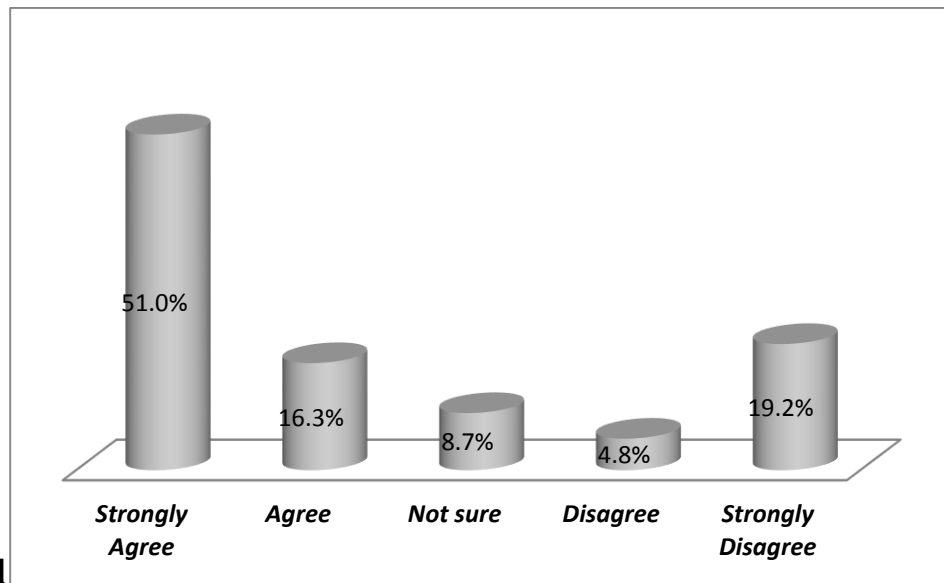
Hypothesis (3): EFL teachers and students can positively interact through using educational YouTube videos.

Statement (11):EFL Students will be more interested in learning English if their teachers use educational YouTube Videos as a part of teaching materials as compared to only textbook.

Table No (4.26) The Frequency Distribution for the Respondents' Answers of Question No.(11)

Answer	Number	Percent
Strongly Agree	53	51.0%
Agree	17	16.3%
Not sure	9	8.7%
Disagree	5	4.8%
Strongly Disagree	20	19.2%
Total	104	100%

Fig (4.12)



With regard to the above table No. (4.26) and figure (4.12) shows that there are (53) participants in the study sample with percentage (51.0%) strongly agreed with "EFL Students will be more interested in learning English if their teachers use educational YouTube Videos as a part of teaching materials as compared to only

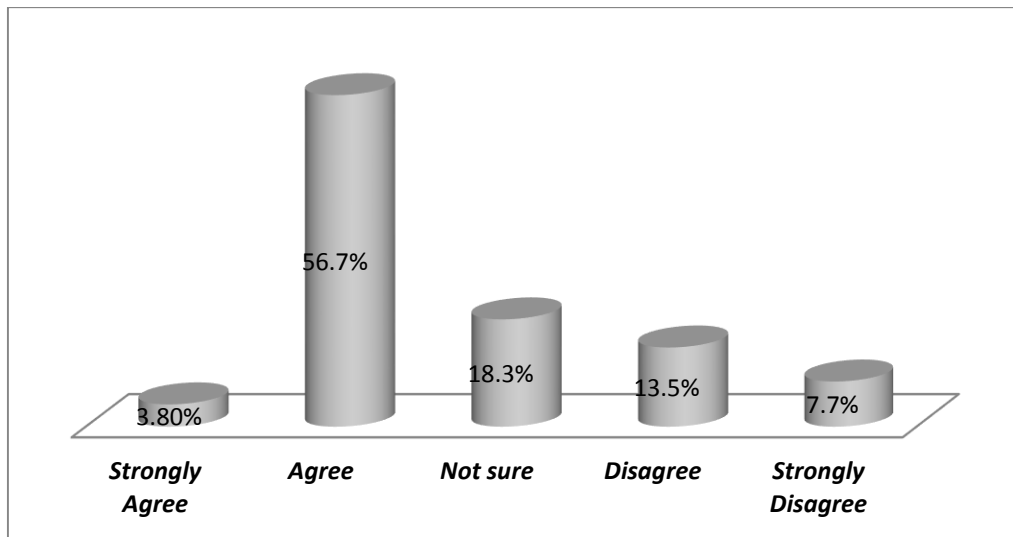
textbook". There are (17) participants with percentage (16.3%) agreed with that and (9) participants with percentage (8.7 %) were not sure with that . In addition (5) participants with percentage (4.8%) disagreed with that while (20) participants with percentage (19.2%) strongly disagreed with that . This justifies that EFL students will be more interested in learning English if their teachers use educational YouTube Videos inside EFL classroom as a part of teaching materials as compared to only textbook .

Statement (12):Watching YouTube Videos inside EFL classroom help students comprehend oral English more than using just ordinary audio sound recordings (CD).

Table No (4.27) The Frequency Distribution for the Respondents' Answers of Question No.(12)

Answer	Number	Percent
Strongly Agree	4	3.8%
Agree	59	56.7%
Not sure	19	18.3%
Disagree	14	13.5%
Strongly Disagree	8	7.7%
Total	104	100%

Fig (4.13)



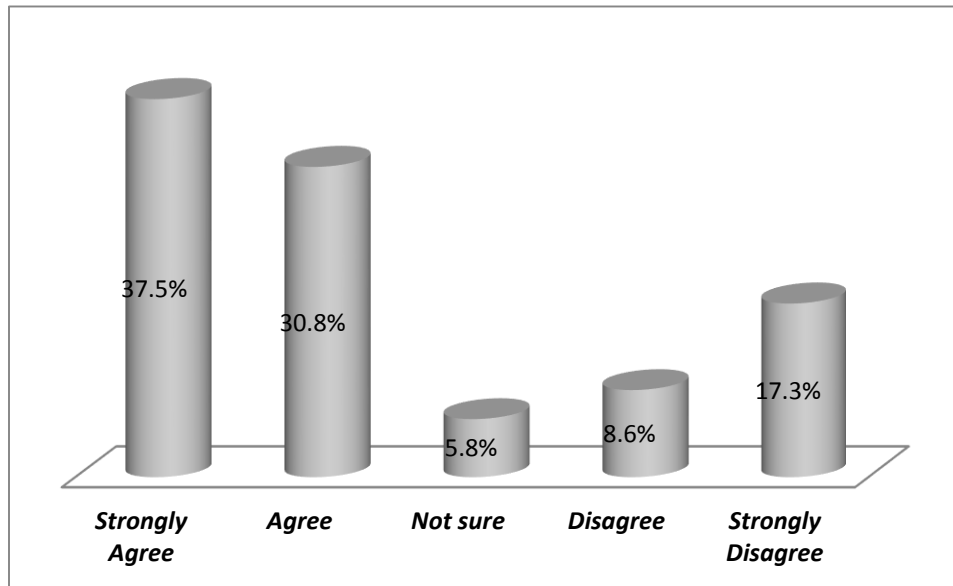
Concerning the above table No.(4.27) and figure (4.13) there are (4) respondents in the study sample with percentage (3.8%) strongly agreed with "Watching YouTube Videos of inside EFL classroom help students comprehend oral English more than using just ordinary audio sound recordings (CD)". There are (59) respondents with percentage (56.7%) agreed with that and (19) respondents with percentage (18.3 %) were not sure with that .Moreover there are (14) respondents with percentage (13.5%) disagreed with that while (8) respondents with percentage (7.7%) strongly disagreed with that . This indicates that watching YouTube Videos inside classroom help students in comprehend oral English more than using just ordinary audio sounds recordings (CD).

Statement (13):Using educational YouTube Videos within EFL classroom lesson is more fun and entertainment than only printed texts.

Table No (4.28) The Frequency Distribution for the Respondents' Answers of item No.(13)

Answer	Number	Percent
Strongly Agree	39	37.5%
Agree	32	30.8%
Not sure	6	5.8%
Disagree	9	8.6%
Strongly Disagree	18	17.3%
Total	104	100%

Fig (4.14)



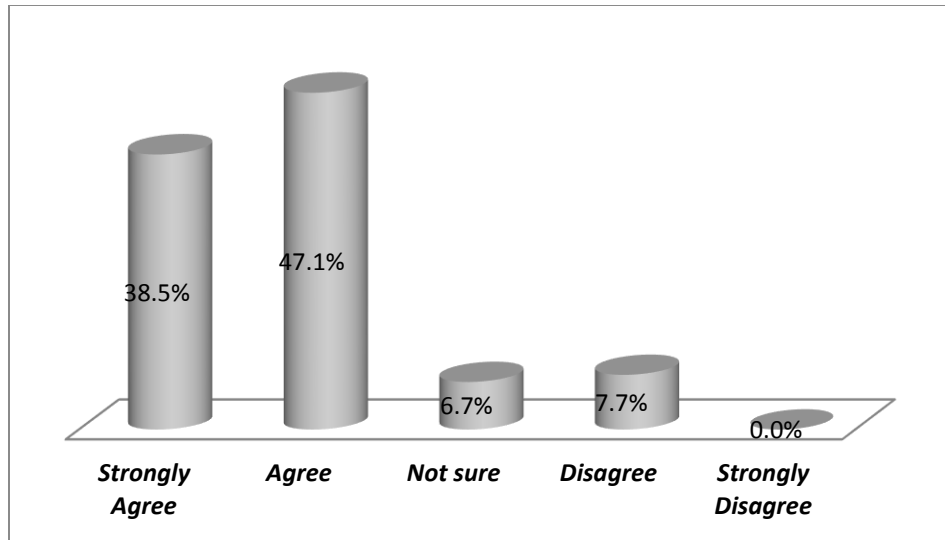
With reference to the above table No.(4.28) and figure (4.14) show that there are (39) respondents in the study sample with percentage (37.5%) strongly agreed with“ Using educational YouTube Videos within EFL classroom lesson is more fun and entertainment than only printed texts". There are (32) respondents with percentage (30.8%) agreed with that and (6) respondents with percentage (5.8 %) were not sure with that . In addition there are (9) respondents with percentage (8.6%) disagreed with that while (18) respondents with percentage (17.3%) strongly disagreed with that . This justifies that using educational YouTube Videos within EFL classroom lesson is more fun and entertainment than only printed texts.

Statement (14):Using educational YouTube Videos inside EFL classroom motivate students practice English orally.

Table No (4.29) The Frequency Distribution for the Respondents’ Answers of item No. (14)

Answer	Number	Percent
Strongly Agree	40	38.5%
Agree	49	47.1%
Not sure	7	6.7%
Disagree	8	7.7%
Strongly Disagree	0	0.0%
Total	104	100%

Fig (4.15)



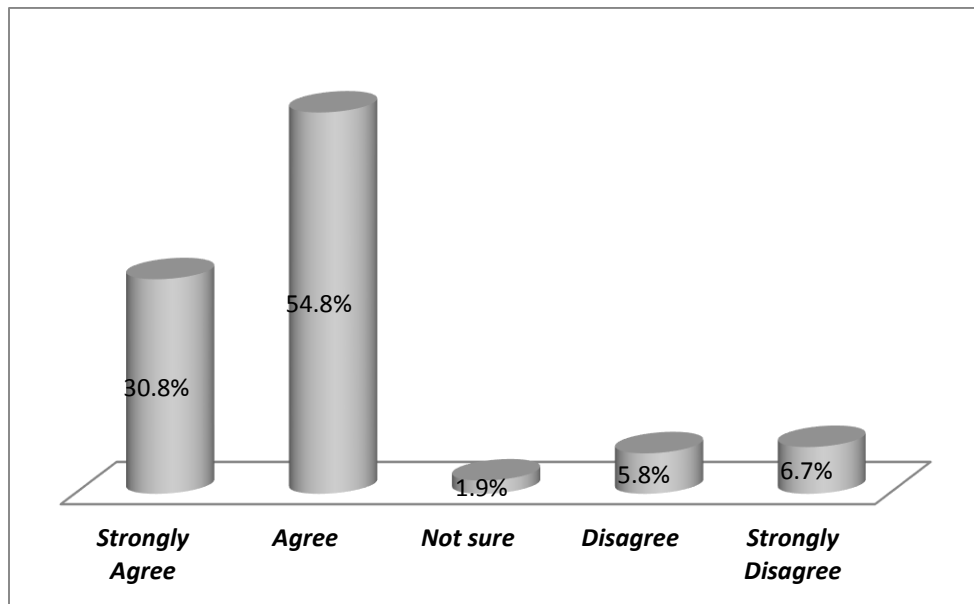
Concerning to the above table No.(4.29) and figure (4.15) shows that there are (40) participants in the study sample with percentage (38.5%) strongly agreed with " Using educational YouTube Videos inside EFL classroom motivates students practice English orally". There are (49) participants with percentage (47.1%) agreed with that and (7) participants with percentage (6.7 %) were not sure with that while (8) participants with percentage (7.7%) disagreed with that and there is no participants with percentage 0.0% strongly disagree with that . This indicates that using educational YouTube Videos motivated students practice oral English .

Statement (15): Using educational YouTube Videos inside EFL classrooms increase students' participation.

Table No (4.30) The Frequency Distribution for the Respondents' Answers of item No.(15)

Answer	Number	Percent
Strongly Agree	32	30.8%
Agree	57	54.8%
Not sure	2	1.9%
Disagree	6	5.8%
Strongly Disagree	7	6.7%
Total	104	100%

Fig (4.16)



It is observed from the above table No.(4.30) and figure (4.16) show that there are (32) participants in the study sample with percentage (30.8%) strongly agreed with "Using educational YouTube Videos of English inside EFL classrooms increase students' participation". There are (57) participants with percentage (54.8%) agreed

with that, and (2) participants with percentage (1.9 %) were not sure with that and (6) participants with percentage (5.8%) disagreed with that , while (7) participants with percentage (6.7%) strongly disagreed with that . This demonstrates that using educational YouTube Videos encourages students' involvement in class activities.

Test of the Study Hypotheses:

To answer the study questions and check its hypotheses, the mean and standard deviation will be computed for each statement from the questionnaire that shows the opinions of the study respondents about the problems .To do that, the researcher will give degree for each response. The one degree for each response with " always, " two degrees with each response “often " three degrees for each response” sometimes , four degrees for each response “rarely ", five degrees for each response "never " , , This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, the non-parametric chi-square test will be used to know if there are statistical differences amongst the respondents' responses about the study’s hypotheses.

Table (4.31): Chi –Square Test for Hypothesis NO. (1): The use of YouTube videos improve EFL student's oral communicative competence.

No	Statement	mean	SD	Chi square	p-value
1	Using YouTube videos inside EFL classroom help student practice their oral ability better than traditional classroom	2.7	4.1	22	0.000

2	Intensive exposure to YouTube videos help students enhance their English pronunciation	2.6	0.5	19	0.000
3	Using YouTube Videos inside EFL classroom help students improve their English grammar	2.5	0.9	31	0.000
4	Utilizing YouTube Videos inside EFL classroom help students' increase their English vocabulary knowledge	2.9	1.6	22	0.000
5	Watching educational YouTube videos inside EFL classroom positively affect on improving student oral communicative competence.	2.8	2.1	27	0.000

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 1st statement 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "using YouTube videos inside EFL classroom help student practice their oral ability better than traditional classroom.

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 2nd statement was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant

differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “Intensive exposure to YouTube videos help students enhance their English pronunciation.

The calculated value of chi-square for the significance of the differences for the respondent’s responses in the 3rd statement was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.5) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “Using YouTube Videos inside EFL classroom helps students improve their English grammar

The calculated value of chi-square for the significance of the differences for the respondent’s responses in the 4th statement 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.9) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “Utilizing YouTube Videos inside EFL classroom help students' increase their English vocabulary knowledge .

According to the previous results, the 1st hypothesis is accepted

Table (4.32) Chi –Square Test for Hypothesis NO. (2): using educational YouTube videos make EFL students familiar with the culture of native speakers

No	Statement	mean	SD	Chi square	p-value
1	Using YouTube Videos inside EFL classroom help EFL students comprehend cultural background of the native speakers'.	2.8	3.4	25	0.000
2	Using YouTube Videos in EFL classroom make EFL students aware with the cultural background of the native speakers	2.5	1.5	19	0.000
3	Using YouTube Videos in EFL classrooms diversify EFL students with the cultural background of the native speakers	2.4	0.9	31	0.000
4	Watching YouTube Videos of English lessons inside EFL classroom help students recognize how English language is spoken in different contexts	2.9	1.6	25	0.000
5	YouTube Videos of English lessons are good sources of learning about cultural background of the native speakers	2.6	0.7	36	0.000

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 1st statement 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 (11.7). This indicates that, there are statistically significant

differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “Using YouTube Videos inside EFL classroom help EFL students comprehend cultural background of the native speakers’

The calculated value of chi-square for the significance of the differences for the respondent’s responses in the 2nd statement was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.5) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “Using YouTube Videos inside EFL classroom make EFL students aware with the cultural background of the native speakers

The calculated value of chi-square for the significance of the differences for the respondent’s responses in the 3rd statement was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “Using YouTube Videos inside EFL classrooms diversify EFL students with the cultural background of the native speakers .

The calculated value of chi-square for the significance of the differences for the respondent’s responses in the 4th statement 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.9) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “Watching YouTube Videos inside EFL classroom help students recognize how English language is spoken in different contexts.

The calculated value of chi-square for the significance of the differences for the respondent’s responses in the 5th statement 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement YouTube Videos are good sources of learning about cultural background of the native speakers

According to the previous results, the 2nd hypothesis is accepted

Table (4.33): Chi –Square Test for Hypothesis NO. (3):EFL teachers and students can positively interact through using educational YouTube videos.

No	Statement	mean	SD	Chi square	p-value
1	EFL Students will be more interested in learning English if their teachers use educational YouTube Videos of English as a teaching materials as compared to only textbook.	2.8	0.6	22	0.000

2	Watching YouTube Videos inside EFL classroom help student in comprehending oral English more than using just ordinary audio sound recordings (CD)	3.1	3.5	38	0.001
3	Using educational YouTube Videos within EFL classroom lesson is more fun and entertainment than only printed texts.	2.8	0.6	24	0.000
4	Using educational YouTube Videos inside EFL classroom motivates students practice English orally.	3.2	3.5	33	0.001
5	Using educational YouTube Videos inside EFL classrooms increase students' participation.	3.2	4	33	0.000

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 1st statement 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "EFL Students will be more interested in learning English if their teachers use educational YouTube Videos of English as a teaching materials as compared to only textbook."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 2nd statement was (38) which is greater than the

tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (3.1) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “Watching YouTube Videos inside EFL classroom help students in comprehending oral English more than using just ordinary audio sound recordings (CD).

The calculated value of chi-square for the significance of the differences for the respondent’s responses in the 3rd statement 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “Using educational YouTube Videos within EFL classroom lesson is fun and entertainment than only printed texts.”

The calculated value of chi-square for the significance of the differences for the respondent’s responses in the 4th statement was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (3.2) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “Using educational YouTube Videos inside EFL classroom motivates students practice English orally.”

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 5th statement was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (3.2) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "Using educational YouTube Videos inside EFL classrooms increase students' participation."

According to the previous results, the 3rd hypothesis is accepted.

Analysis of Students' Questionnaire

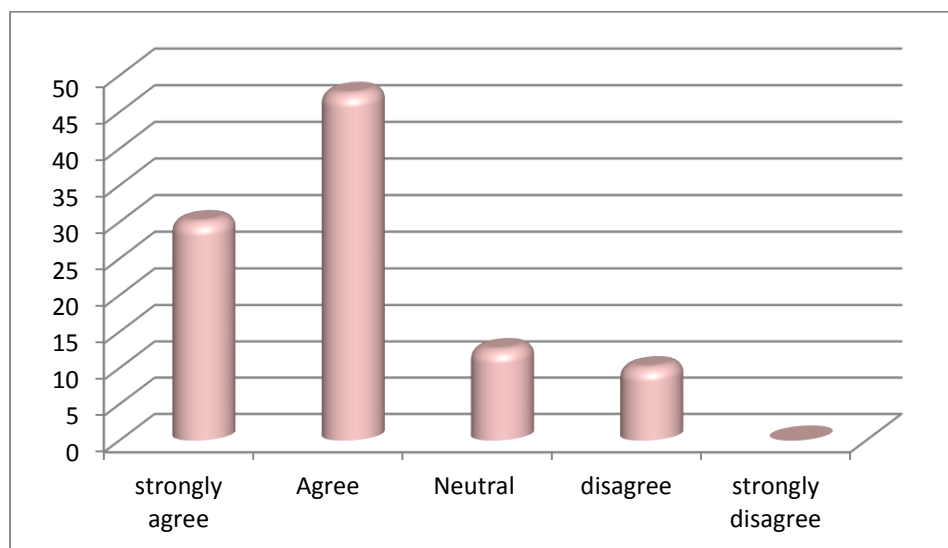
Hypothesis (4)EFL students have positive attitudes towards using educational YouTube Videos to enhances their oral communicative competence

Statement (4.16): YouTube Videos are regarded as a very valuable tool for my language learning.

Table (4.34): The frequency and percentage distribution of the respondents according to the statement (16)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	24	30.0	30.0	30.0
Agree	38	47.5	47.5	77.5
Neutral	10	12.5	12.5	12.5
Disagree	8	10.0	10.0	87.5
strongly disagree	0	0	0	0
Total	80	100.0	100.0	100.0

Fig (4.17)



Concerning the table (4.34) and figure (4.17) referring to the statement "YouTube Videos are regarded as a very valuable tool for my language learning". It's illustrated that there are (24) participants' with percentage 30.0%, strongly agree

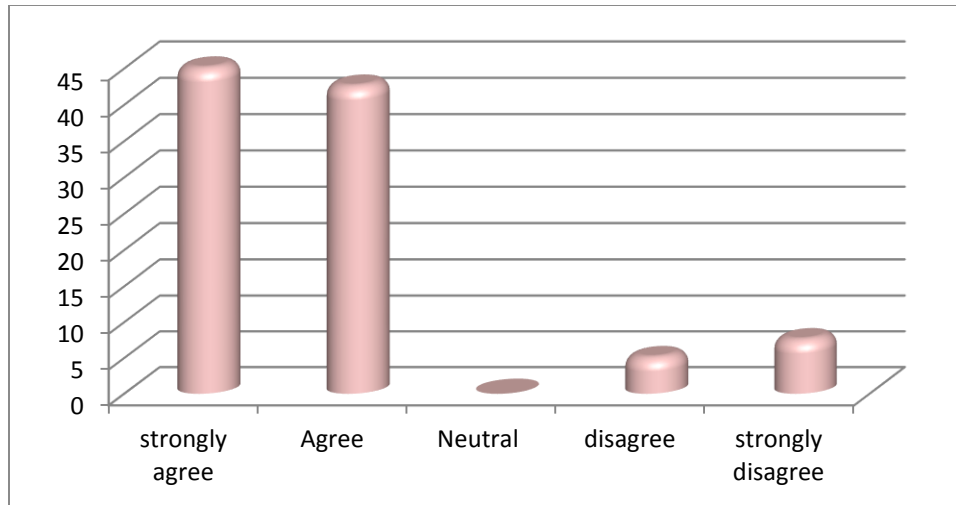
with that and there are (38) participant with percentage 47.5%, agree with that moreover there are (10) participant with percentage 12.5%, not sure and (8) participant with percentage 10.0%. disagree with that . There is no participants with percentage 0.0% strong disagree with that . This demonstrates that YouTube Videos help students improve their oral skill.

Statement (4.17) Utilizing YouTube Videos provide me with samples of real life communication.

Table (4.35): The frequency and percentage distribution of the respondents according to the statement (17)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	36	45.0	45.0	45.0
Agree	34	42.5	42.5	87.5
Neutral	0	0	0	0
Disagree	4	5.0	5.0	92.5
strongly disagree	6	7.5	7.5	100.0
Total	80	100.0	100.0	100.0

Fig (4.18)



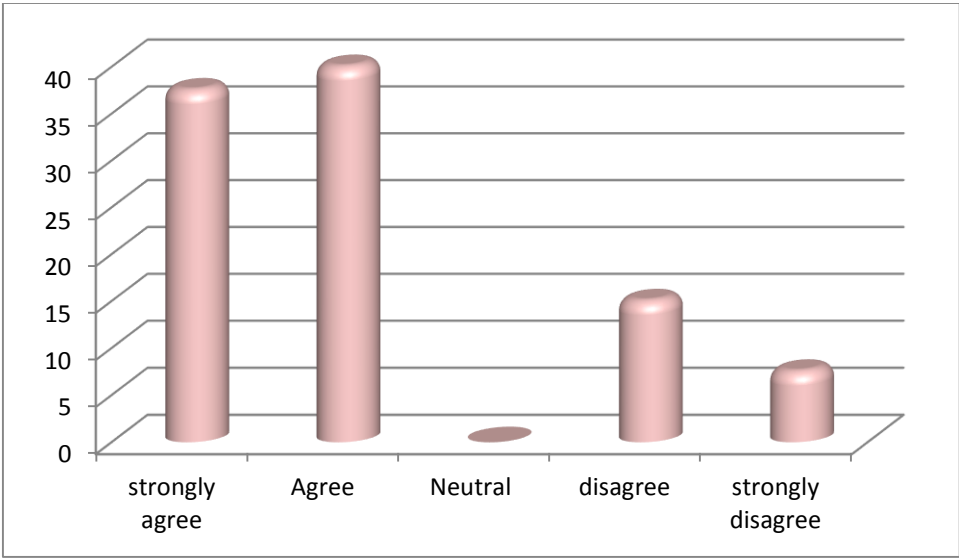
With regard to the table (4.35) and figure (4.18) referring to the statement "Utilizing YouTube Videos provide me with samples of real life communication". It's showed that there are (36) participants' with percentage 45.0% strongly agree with that .There are (34) participants with percentage 42 .0 % agree with that . There are is participants with percentage 0.0% not sure with that . There are (4) participants with percentage 5.0%, disagree with that whereas (6) participants with percentage 7.5 % strongly disagree with that . This proves that watching YouTube Videos inside classroom provide student with sample of real life communication .

Statement (18):YouTube Videos of help me grasp cultural background of English native speakers.

Table (4.36): The frequency and percentage distribution of the respondents according to the statement (18)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	30	37.5	37.5	37.5
Agree	32	40.0	40.0	77.5
Neutral	0	0	0	0
Disagree	12	15.0	15.0	92.5
strongly disagree	6	7.5	7.5	100.0
Total	80	100.0	100.0	100.0

Fig (4.19)



Regarding to the table (4.36) and figure (4.19) relating to the statement "YouTube Videos help me grasp cultural background of English native speakers ". It is clear that there are (30) participants' with percentage 37.5% strongly agree with that and

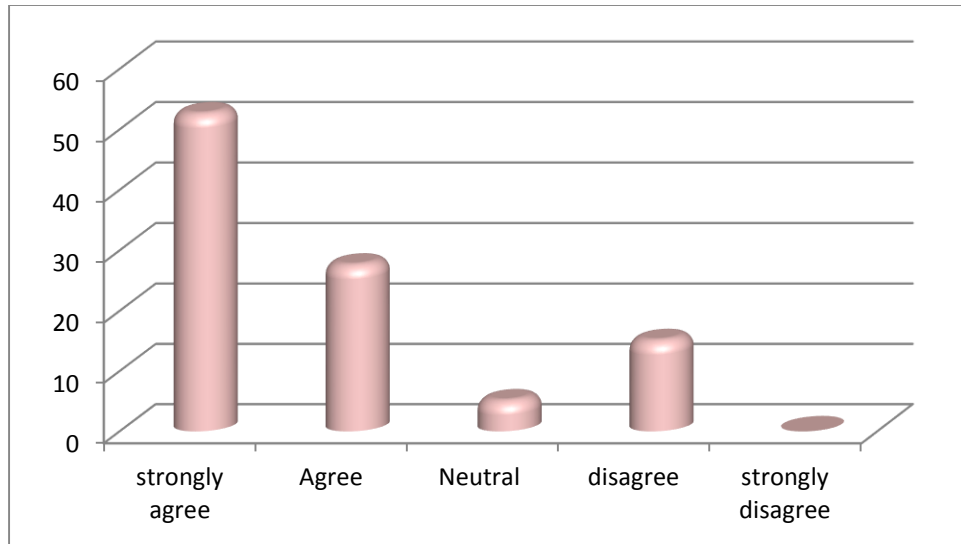
there are (32) participants with percentage 40.0% agree with that . There is no participants not sure with that . There are (12) participants with participants with percentage 15.0%, disagree with that while (6) participants with percentage 7.0%.strongly disagree with that . This illustrates that educational YouTube Videos help students grasp cultural background of English native speakers.

Statement (19):Watching YouTube Videos inside classroom help me improve my oral communicative competence

Table (4.37):The frequency and percentage distribution of the respondents according to the statement (19)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	42	52.5	52.5	52.5
Agree	22	27.5	27.5	80.0
Neutral	4	5.0	5.0	5.0
Disagree	12	15.0	15.0	95.0
strongly disagree	0	0	0	100.0
Total	80	100.0	100.0	100.0

Fig (4.20)



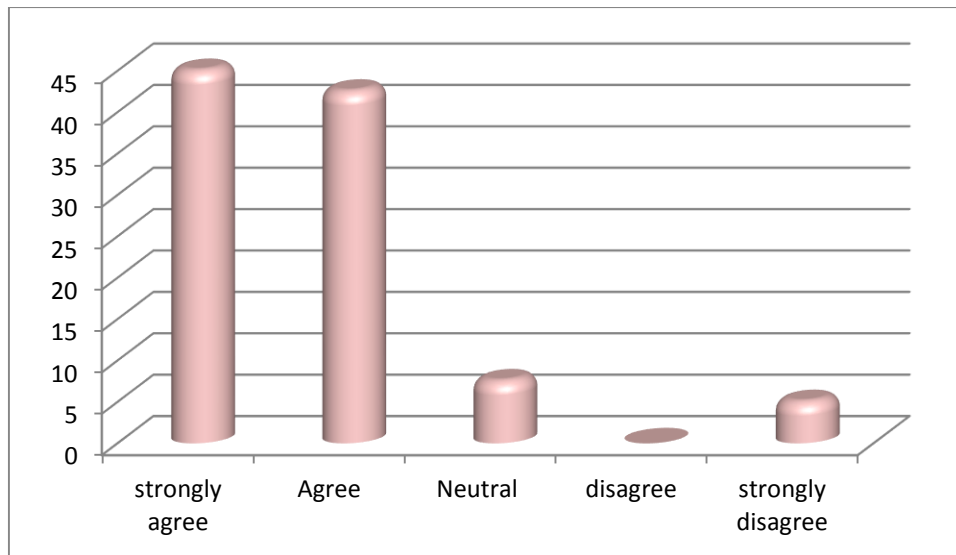
With regard to the table (4.37) and figure (4.20) relating to the statement "Watching YouTube Videos inside classroom help me improve my oral communicative competence". It is obvious that (42) participants' with the percentage 34.60% strongly agree with that and there are (22) participants with percentage 27.5 % agree with that . There are (4) participants with 5.0 % not sure with that . There are (12) participants with percentage 15 %, disagree with that while there is no participants with percentage 0.0 %.strongly disagree with that . This demonstrate that using educational YouTube Videos inside the classroom help the students enhance their oral communicative competence .

Statement (20):Using YouTube Videos inside EFL classroom help me listen to the language in its real context.

Table (4.38): The frequency and percentage distribution of the respondents according to the statement (20)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	36	45.0	45.0	45.0
Agree	34	42.5	42.5	87.5
Neutral	6	7.5	7.5	95.0
Disagree	0	0	0	0
strongly disagree	4	5.0	5.0	100.0
Total	80	100.0	100.0	100.0

Fig (4.21)



With reference to the table (4.38) and figure (4.21) concerning to the statement "Using YouTube Videos inside EFL classroom help me listen to the language in its real context". It is shows that (36) participants' with percentage 45.0% strongly agree with that and there are (34) participants with percentage 42.5 % agree with

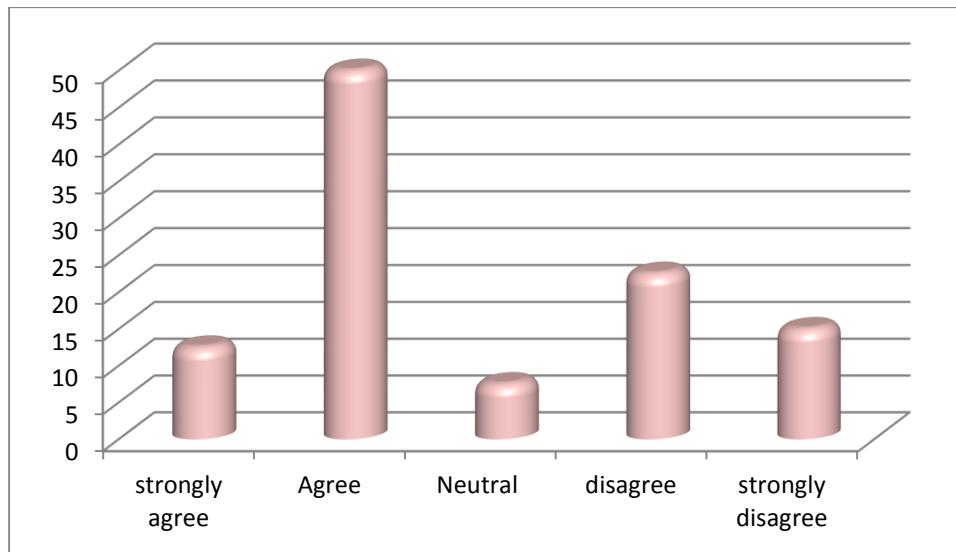
that .There are (6) participants with percentage 7.5 % not sure with that and there is no participants with percentage 0.0% disagree with that whereas there are (4) participants with percentage 5.0% strongly disagree with that. This justifies that using YouTube Videos inside classroom positively improve students’ receptive skills.

Statement (21): YouTube Videos should be integrated in English syllabuses so as to widen my oral language development.

Table (4.39): The frequency and percentage distribution of the respondents according to the statement (21)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	12.5	12.5	12.5
Agree	40	50.0	50.0	62.5
Neutral	0	0	0	62.5
Disagree	18	22.5	22.5	85.0
strongly disagree	12	15.0	15.0	100.0
Total	80	100.0	100.0	100.0

Fig (4.22)



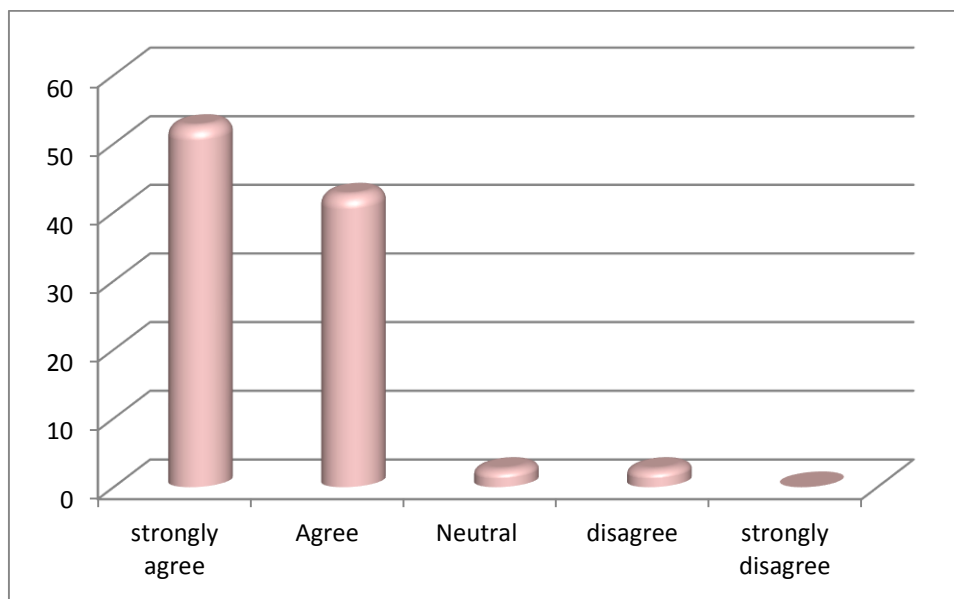
With referring to the table (4.39) and figure (4.22) relating to the statement "YouTube Videos should be integrated in English syllabuses so as to widen my oral language development". It is shows that there are (10) participants' with percentage 12.5%, strongly agree with that and there are (40) participants with percentage 50.0% agree with that and there are no participants with percentage 0.0% not sure with that . There are (18) participants with percentage 22.5%, disagree with that while there are 12 participant with percentage15.0%. strongly disagree with that . This shows that educational YouTube Videos should be included in English syllabuses.

Statement (4.22):Choosing the right YouTube Videos of English help me achieve my oral communication skills.

Table (4.40): the frequency and percentage distribution of the respondents according to the statement (22)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	42	52.5	52.5	52.5
Agree	34	42.5	42.5	95.0
Neutral	2	2.5	2.5	97.5
Disagree	2	2.5	2.5	100.0
strongly disagree	0	0	0	100.0
Total	80	100.0	100.0	100.0

Fig (4.23)



With regarding to the table (4.40) and figure (4.23) referring to the statement "Choosing the right YouTube Videos of English help me achieve my oral

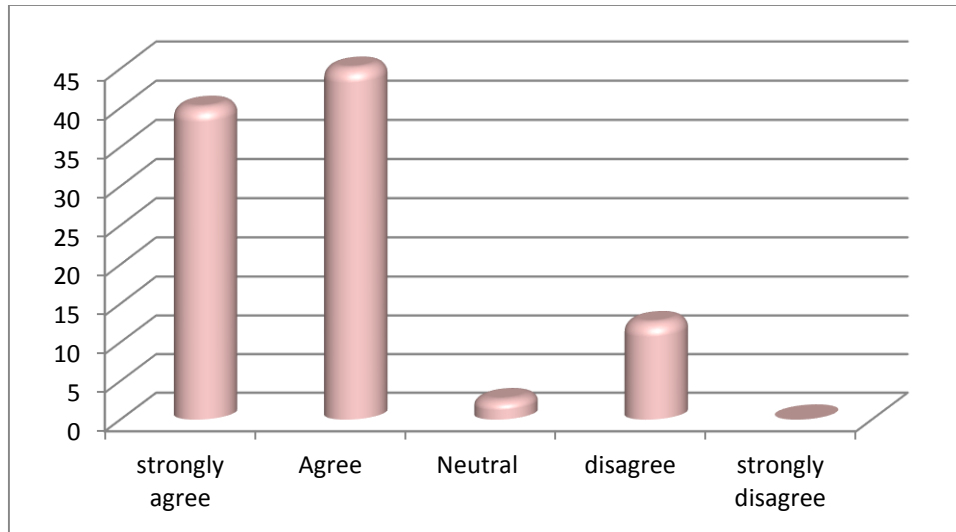
communication skills ". It is shows that there are (42) participants' with percentage 52.5% strongly agree with that and there are(34) participants with percentage 42.5% agree with that . There are (2) participants with present.2.5% are not sure with that . Moreover there are 2 participants with percentage 2.5% disagree with that while there is no participants with percentage 0.0 % strongly disagree with that .This illustrates that educational YouTube Videos help students promote oral skill.

Statement (23): Vivid pictures of YouTube Videos motivate me practice my English language orally.

Table (4.41): The frequency and percentage distribution of the respondents according to the statement (23)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	32	40.0	40.0	40.0
Agree	36	45.0	45.0	85.0
Neutral	2	2.5	2.5	2.5
Disagree	10	12.5	12.5	97.5
strongly disagree	0	0	0	100.0
Total	80	100.0	100.0	100.0

Fig (4.24)



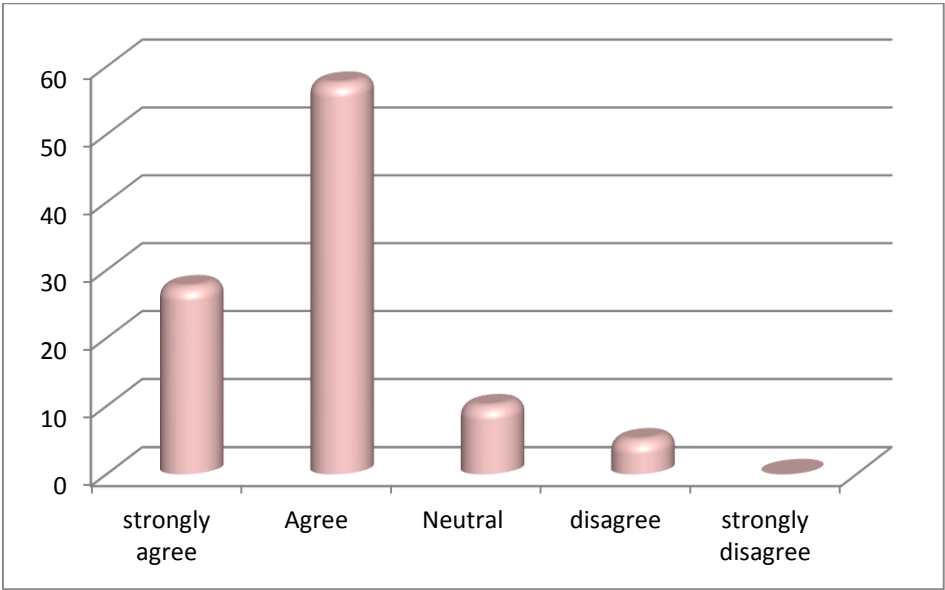
With regarding to the table (4.41) and figure (4.24) referring to the statement "Vivid pictures of YouTube Videos of English lessons motivate me practice my English language orally". It is illustrated that there are (32) participants' with the percentage 40.0%, strongly agree with that and there are (36) participants with percentage 45.0%, agree with that ,also there are (2) participants with percentage 2.5 are not sure with that while there are (10) participants with percentage12.5%, disagree with that and there is no participants with percentage 0.0%strongly disagree with that .This illustrates that live pictures of YouTube Videos give students incentive to practice English verbally.

Statement (4.24): Using YouTube Videos in ELT assist me practice my different kinds of oral communicative activities

Table (4.42): The frequency and percentage distribution of the respondents according to the statement (24)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	22	27.5	27.5	27.5
Agree	46	57.5	57.5	85.0
Neutral	8	10.0	10.0	95.0
Disagree	4	5.0	5.0	95.0
strongly disagree	0	0	0	100.0
Total	80	100.0	100.0	100.0

Fig (4.25)



According to the table (4.42) and figure (4.25) referring to the statement "Using YouTube Videos in ELT assist me practice my different kinds of oral

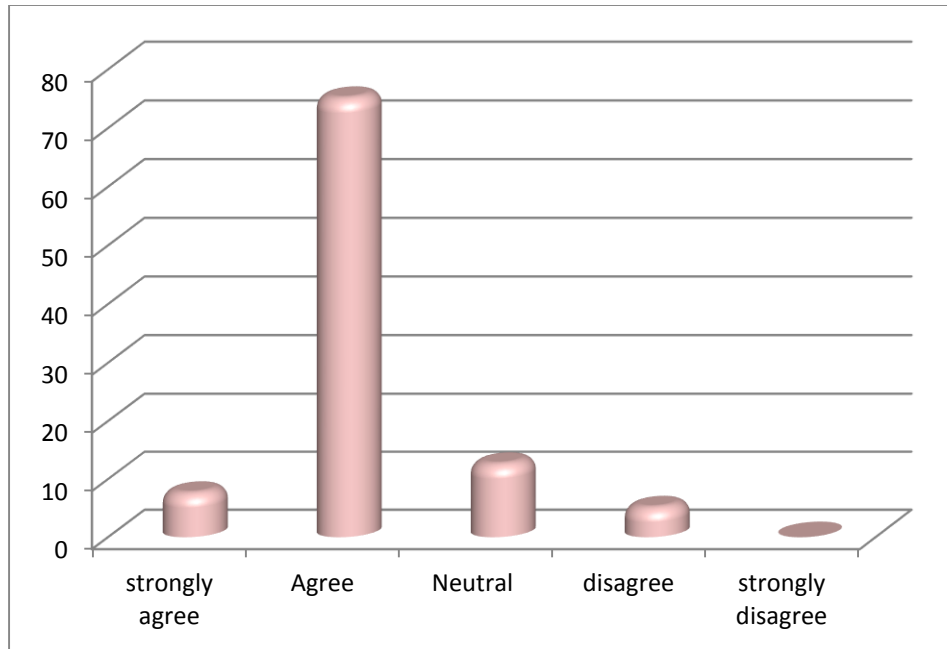
communicative activities". It is noticed that there are (22)participants' with percentage 27.5%, strongly agree with that and there are (46) participants with the percentage 57.5 % agree with that . In addition there are (8) participants with percentage 10.0%, not sure with that while there are (4) participant with percentage 5.0%.disagree with that and there is no participants with the percentage 0.0 % strongly disagree with that .This shows that oral communicative activities can be developed by using YouTube Videos.

Statement (25): YouTube Videos bring me great advantages for improving my oral language performance.

Table (4.43): The frequency and percentage distribution of the respondents according to the statement (25)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	7.5	7.5	7.5
Agree	60	75.0	75.0	82.5
Neutral	10	12.5	12.5	12.5
Disagree	4	5.0	5.0	95.0
strongly disagree	0	0	0	100.0
Total	80	100.0	100.0	100.0

Fig (4.26)



With regard to the table (4.43) and figure (4.26) referring to the statement "YouTube Videos bring me great advantages for improving my oral performance ". It is noticed that there are (6) participants' with percentage 7.5% strongly agree with that and there are (60) participants with percentage 75.0% agree with that in addition there are(10) participants with percentage 12.5%, not sure with that while there are (4) participants with percentage 5.0%. disagree with that and there is no participants with percentage 0.0% strongly disagree with that .This explain that YouTube Videos helps students improve their oral language performance .

Table (4.44):Chi –square Test for Hypothesis NO. (4):EFL students have positive attitudes towards using YouTube Videos in enhancing their oral communicative competence

No	Statement	Mean	SD	Chi square	p-value
1	YouTube Videos are regarded as a very valuable tool for my language learning.	3.7	4.1	29	0.000

2	Utilizing YouTube Videos provide me with samples of real life communication.	3.6	0.5	14	0.000
3	YouTube Videos help me grasp cultural background of English native speakers	3.5	0.9	33	0.000
4	Watching YouTube Videos helps me improve my oral communicative competence	3.9	1.6	22	0.000
5	Using YouTube Videos inside EFL classroom help me listen to the language in its real context.	3.6	0.7	36	0.000
6	YouTube Videos should be integrated in English syllabuses so as to widen my oral language development	2.7	1.5	23	0.000
7	Choosing the right YouTube Videos help me achieve my oral communication skills.	2.8	0.6	22	0.000
8	Vivid pictures of YouTube Videos motivate me practice my English language orally	3.1	3.5	38	0.001
9	Using YouTube Videos in FLT assist me practice my different kinds of oral communicative activities.	3.8	2.1	27	0.000
10	YouTube Videos bring me great advantages for improving my oral performance.	3.7	1.5	29	0.000

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (3.7) which are greater than the hypothesized mean (2.3) which support the respondents who disagreed with the statement "YouTube Videos are regarded as a very valuable tool for my language learning. "
- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2) was (14) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (3.6) which is greater than the hypothesized mean (2.3) which support the respondents who disagreed with the statement "Utilizing YouTube Videos provide me with samples of real life communication".
- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(3.5) which is greater than the hypothesized mean (2.3) which support the respondents who disagreed with the statement "YouTube Videos of helps me grasp cultural background of English native speakers
- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (4) 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (3.9) which is greater than the hypothesized mean (2.3) which support the respondents who disagreed with the statement “Watching YouTube Videos helps me improve my oral communicative competence.

- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (5) 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(3.6) which is greater than the hypothesized mean (2.3) which support the respondents who disagreed with the statement “Using YouTube Videos inside EFL classroom help me listen to the language in its real context.
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (6) 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 (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who disagreed with the statement “YouTube Videos should be integrated in English syllabuses so as to widen my oral language development.
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (7) 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 (11.7). This indicates that, there are statistically significant

differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who disagreed with the statement “Choosing the right YouTube Videos helps me achieve my oral communication skills.

- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (8) was (38) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(3.1) which is greater than the hypothesized mean (2.3) which support the respondents who disagreed with the statement “Vivid pictures of YouTube Videos motivate me practice my English language orally.
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (9) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(3.8) which is greater than the hypothesized mean (2.3) which support the respondents who disagreed with the statement “ Using YouTube Videos in FLT assist me practice my different kinds of oral communicative activities”.
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (10) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(3.7) which is greater than the hypothesized mean (2.3) which

support the respondents who disagreed with the statement “YouTube Videos bring me great advantages for improving my oral performance .

According to the previous results, the 4th hypothesis is accepted

4.6 Discussion

The Study has discussed the impact of using educational YouTube videos on improving EFL student's oral communicative competence. It is clear from the above According to table (4.1) for the experimental group it is shown that the number of students with Correct Pronunciation at pre test was (25) But it increased at the post test and becomes (35) .and the number of students with Incorrect Pronunciation was (55) at pre test ,it was decreased and become (45) at post test .This indicate to the existence of statistically differences between pre and post tests at the experimental group and also indicates that the use of educational YouTube Videos inside the classroom help student improve their English pronunciation . With regard to table (4.2) for the experimental group it is shown that the number of students with correct at pre test was (27) but it increased at the post test and becomes (53) .and the number of students with incorrect at pre test was (58) at pre test it was decreased , and become (22) at post test .This indicate to the existence of statistically differences at the experimental group , also explain that YouTube Videos help the students improve their oral language ability consider rules . With regard to the table (4.3) for the experimental group it shows that the number of students with fluent level at pre test was (20) but it increased at post test and become (60) and the number of student with unfluent level in pre test was (53) , it was decreased and become (27) at post test .This indicates to existence of statistically differences at experimental group , also demonstrates that YouTube Videos help students enhance their oral language fluency .

With regard the table (15) and figure (1) The performance of the experimental group in post test (listening test) was better than control group .This explain that our strategy has been helpful and that our student's oral ability has been improved

Concerning to the responses of questionnaires the table No.(4.16) and figure No (4.2) that there are (52) participants in the study sample with percentage (50.0%) strongly agreed with "Using YouTube videos inside EFL classroom help student practice their oral ability better than traditional classroom". There are (15) participants with percentage (14.4%) agreed, and (27)participants with percentage (26.0%) were not sure, and (8) participants with percentage (7.7%) disagreed, while (2) participants with percentage (1.9%%) strongly disagreed .This justifies that YouTube videos help students practice oral ability better than traditional classroom . It is observed from the above table No.(4.17) and figure No (4.3) that there are (51) respondents in the study sample with percentage (49.1%) strongly agreed with "Intensive exposure to YouTube videos help students enhance their English pronunciation". There are (17) respondents with percentage (16.4%) agreed, and)22(respondents with percentage (21.1%) were not sure with that , and (6) respondents with percentage (5.8%) disagree, while (8) respondents with percentage (7.7 %) strongly disagreed. This indicates that YouTube Videos help students enhance their pronunciation in English. Concerning the table (4.23) and figure (4.9) using YouTube Videos inside EFL classroom diversify students with cultural background of the native speakers. There are (30) respondents in the study sample with percentage (29.9%) strongly agreed with "Using YouTube Videos inside EFL classrooms diversify students with the cultural background of the native speakers ". There are (49) respondents with percentage (47.1%) agreed with that and (13) respondents with percentage (12.5 %) were not sure with that . and (12) respondents with percentage (11.5%) disagreed, while (10) respondents with

percentage (0.0%) strongly disagreed with that .This indicates that YouTube Videos make EFL familiar with cultural background of the native speakers. Concerning the table (4.34) and figure (4.17) referring to the statement "YouTube Videos are regarded as a very valuable tool for my language learning". It's illustrated that there are (24)participants' with the percentage 30.0%, strongly agree with that and (38) participant with percentage 47.5% agree with that .There are (10) participant with the percentage 12.5%, not sure with that , moreover there are (8) participants with percentage 10.0%. disagree with that and no participants with percentage 0.0% strongly disagree with that . This demonstrates that YouTube Videos help students improve oral skill. With regard to the table (4.35) and figure (4.18) referring to the statement "Utilizing YouTube Videos provide me with samples of real life communication". It's showed that(36) participants' with percentage 45.0 % strongly agree with that (34) participants' with percentage 42.0%, agree with that .There are no participant with percentage 0.0% not sure with that turned out to be(4) participants' with percentage 5.0%, disagree whereas (6) participants' with percentage 7.0%.strongly disagree .This proves that watching YouTube Videos inside classroom provide students with sample of real life communication .

4.7 Summary of the Chapter

This chapter has covered the data analysis of the study which is about investigating the impact of educational YouTube videos on improving EFL student's oral communicative competence. This is done through oral pre-post test, listening pre-post test and questionnaires to the teachers and students, Moreover, it showed the data tabulated in tables and. figures .Then, interpretations were made from the collected data. Finally, the researcher has thoroughly discussed the results of the study.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGESSTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter presents the discussion of main findings gained when applying the tools , conclusions, recommendations and suggestions for the future studies

5.1 Main Findings

This study investigates the impact of educational YouTube Videos on improving EFL student's oral communicative competence. The analysis of pre-posttest and questionnaires of university teachers and students in chapter four reveals the following findings:

- 1- There is enhancement on student's pronunciation, accuracy, and fluency at experimental group compared with control one in post-test.,
- 2-Using educational YouTube videos inside the classroom improve student listening comprehension .
- 3-Utilizing educational YouTube Videos inside the classroom help students' increase their English vocabulary knowledge.
- 4-Using educational YouTube Videos inside the classroom help students comprehend cultural background of the native speakers.
- 5-Using educational YouTube videos inside the classroom diversify students with cultural background of the native speakers

6-Watching educational YouTube videos inside the classroom help students recognize how English is spoken in different contexts.

7-Vivid pictures of educational YouTube Videos inside the classroom motivate students practice English language orally.

8-Using educational YouTube Videos in ELT assist students practice different kinds of oral communicative activities.

9-EFL students have positive attitudes towards using educational YouTube Videos in enhancing their oral communicative competence.

5.2 Conclusion

This study investigates the impact of using Educational YouTube videos on improving EFL students oral communicative, it discussed in five chapters as follow:

In chapter one, the researcher has introduced a brief background of the study, statement of the research problems, questions of the study, hypotheses of the study, objectives of the study, , significance of the study , methodology of the study and limits of the study .

In chapter two the researcher discussed the theoretical framework related to Educational YouTube videos and oral communicative competence as well as concluding with previous studies.

Chapter three highlights the research methodology; two instruments of data collection have been used; pre-posttest to University students and questionnaires for both university teachers and students.

In chapter four the results of the pre-posttest and questionnaire have been analyzed statistically by using SPSS program, also each of four hypotheses have been discussed and tested respectively according to the results. Consequently,

significant finding revealed that the uses of Educational YouTube videos in EFL classroom improve students' oral communicative competence.

Finally, in chapter five, the research summary of main findings, conclusion, recommendations and suggestions for further studies have been clarified.

5.3 Recommendations

In the light of the results of the study, the followings are recommended:

- 1- Curriculum designers should integrate YouTube Videos in English syllabuses so as to help the students to widen oral language development.
- 2-EFL teachers should raise students' awareness about the importance of learning English through using YouTube Videos.
- 3- EFL teachers should encourage students to practice their speaking activities with reference to education YouTube videos website.
- 4- Language labs should include YouTube Videos Apps to help students enhance oral skill.
- 5- Phonetics and phonology should be integrated in all educational syllabuses.
- 6- English grammar should be taught from beginners up to advance levels gradually.
- 7- Students should use online dictionaries to increase their vocabulary knowledge.
- 8-Students should practice their English collocation outside the classroom

5.4 Suggestions for Further Studies

The present of the study provides insights on investigating the impact of educational YouTube Videos on improving EFL student's oral communicative competence. Further researches could be done in the following areas.

- 1-The study can be replicated with other population including students in the primary level and secondary level.

2-It could be applied on teacher's attitudes towards using educational YouTube Videos

3- The study could be implemented on the influence of educational YouTube Videos in promoting communication skills

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