



Developing Students' EFL Listening Comprehension Performance via YouTube Videos

**تنمية أداء الاستيعاب السمعي في اللغة الانجليزية كلفة اجنبية للطلاب
عبر مقاطع فيديو اليوتيوب**

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Abstract

This study investigated the effect of using YouTube videos on the development of first year secondary students' EFL listening comprehension performance. Two intact classes (N=110) were chosen randomly during the first semester of the school year 2021-2022 from EFL first year secondary students, Gharbia Governorate. Participants were assigned into an experimental group (N=55) and a control group (N=55). A pre-test was given to both groups before the experiment to make sure that the two groups were equal. Afterwards, the experimental group was instructed using YouTube videos, meanwhile the control group was instructed using the conventional teaching method using audio recording only. At the end of the experiment that lasted for 8 weeks, a post-test was carried out in order to measure students' level in EFL listening comprehension. Data were analyzed using independent and paired samples t-test. Results revealed that YouTube videos were effective in developing the experimental group students' EFL listening comprehension performance. These positive results implied that the use of YouTube videos provided an authentic setting which was beneficial to EFL students in order to develop their listening comprehension performance. Implications, recommendations, insights for further research and conclusions were provided in the light of the study results.

Keywords : *Listening comprehension, YouTube*

الملخص العربي :

هدفت هذه الدراسة إلى تقصى فعالية استخدام مقاطع فيديووات اليوتيوب كأداة تعليمية في تنمية أداء الاستيعاب السمعي في اللغة الانجليزية كلغة اجنبية لدى طلاب الصف الاول الثانوي . تكونت عينة الدراسة من ١١٠ طالب و طالبة من طلاب الصف الاول الثانوي بإحدى المدارس الثانوية بمحافظة الغربية . تم اختيار وتقسيم عينة الدراسة من قبل الباحث الى مجموعتين, أحدهما تجريبية (ن=٥٥) وهي التي تعرضت للمعالجة التجريبية باستخدام مقاطع فيديووات اليوتيوب و الأخرى ضابطة (ن=٥٥) و هي التي لم تتعرض للمعالجة التجريبية. ولقد شاركت عينة الدراسة في التجربة والتي استمرت لمدة ٨ اسابيع وذلك خلال الفصل الدراسي الاول للعام الدراسي ٢٠٢١- ٢٠٢٢ . خضعت المجموعتان لاختبار قبلي للتأكد من كونهما متساويان وبعد ذلك تم التدريس للمجموعة التجريبية باستخدام مقاطع فيديووات اليوتيوب بينما تم التدريس للمجموعة الضابطة باستخدام التسجيلات/ الصوتيات المسموعة . ثم خضعت المجموعتان لاختبار بعدى لقياس ادائهن في مهارة استيعاب المسموع . و تمت معالجة البيانات إحصائياً باستخدام برنامج SPSS و لقد خلصت نتائج الدراسة الى وجود فروق دالة إحصائياً بين متوسطي درجات المجموعتين التجريبية والضابطة لصالح المجموعة التجريبية وبرهنت هذه النتائج على قدرة مقاطع اليوتيوب في توفير بيئة تعليمية جيدة لتنمية أداء الاستيعاب السمعي لدى الطلاب.

Introduction

Technology has become the language of the age. . It has become an inseparable part of students' life since COVID-19 pandemic. Also, it has eliminated many of the barriers to fast and easy learning and communication. In other words, people can now get what they want to know in no time and via whatever resources they see appropriate. The technological developments have contributed greatly to the success of mankind in many avenues . The use of technology has become very competitive, and there is a growing demand for quality modern technology.

Nowadays, technology has made the task of learning foreign/second language easier, and various technologies have been developed as supplementary materials to support learners . In turn, the methods of teaching/learning foreign/second language have shifted from traditional practices to integrations with technology. This shift comes with an aim to engage learners to use various ways to practice foreign/second language while simultaneously increasing their attention spans and attraction for the language.

The Internet, as an example of technology, has begun to be widely used in almost every aspect of our life and in all fields including foreign/second language education at all levels . There are many valid online interactive resources on the Internet. Through the Internet, learners of any foreign/second language can easily communicate with native speakers at any time and in any place from school, home or work. In this way, the Internet is considered as an optimal place for learning any foreign/second language.

The Internet seems to be part of individuals' life, especially for EFL students. As such, educators and EFL teachers should provide teaching sources available on it that can provide audio, videos and podcast, especially in the period of COVID-19 crisis that revealed the necessity for EFL teachers to have digital and technological skills in order to teach their students online effectively. They should have the ability to use, exploit and apply digital technologies in all educational activities.

The Internet plays an essential role in education, especially in foreign/second language teaching and learning. It has forced both educators and students to be innovative and creative to search for suitable teaching and learning materials. As a result, there are many new teaching and learning media, especially in EFL. One media platform on the Internet that can provide exposure to foreign/second language teaching and learning is YouTube videos.

By using YouTube videos, EFL students can watch images, scenes, and/or scenarios and at the same time listen from the YouTube videos. In addition, the use of YouTube videos can assist students in keeping their attention in the classroom as well as widen and deepen their knowledge or comprehension as the images can give them more insight about the content of the videos than that of the audio recording.

YouTube is a top-rated online video-sharing website among students where they can watch, upload, and share videos. It can provide them with everyday videos and authentic situations that may help them improve their understanding and performance in foreign/second language. It is an Internet-based educational tool that allows students to easily maintain content due to the graphics and videos it presents to them. It is one of the significant Internet-based resources for foreign/second language learning. It allows teachers to publish recorded lectures and lessons online. It is accessible in 61 languages and loaded with rich, multicultural content on various topics (Brook, 2011; Deng and Yuen, 2011 and Silviyanti, 2014).

There are several rationales and reasons for using YouTube videos in developing and enhancing foreign / second language skills, in general, and listening comprehension, in particular. At first, they can facilitate students' listening comprehension due to visual clues such as facial expressions, gestures and some details of the setting. Also, students have positive attitudes towards using them in listening comprehension learning. Another rationale is that they can help students increase not only listening comprehension but also cultural understanding. However, selecting appropriate videos according to students' interests and needs is a significant role of foreign / second language teachers in order to enhance the teaching and learning of listening. As a result, purposes and expectations for watching videos, content of videos and quality of

videos should be seriously taken into account by foreign / second language teachers (Lastufka and Dean, 2008;Roh, 2011; Ismaili, 2013 and Woottipong, 2014) .

The above researchers also demonstrate that YouTube videos can provide students with several opportunities to practice optimal modified input, receive immediate and personalized feedback, explore variety of resources available, get a fair exposure to a great diversity of listening materials, keep track of their progress, obtain authentic examples , enrich their vocabulary, get information faster and feel more confident in dealing with the lesson as they not only depend on their listening skills but also on their comprehension.

Bonk (2011) provided a number of theoretical linkages at the American Educational Research Association Conference regarding the use of YouTube videos in instruction and among them the following:

1. They provide a context for learning,
2. They maximize learners' retention through visual and auditory information,
3. They provide a shared learning experience for learners in reflection on the subjects and
4. They promote learners' participation as they can be watched, created, shared and commented on.

YouTube videos can provide real-life examples that could relate to actual situations on a daily basis , make students more relaxed , create an effective and fun learning atmosphere, encourage group work activities through sharing the videos as well as provide students with several opportunities to observe language forms . In addition , they can be used as an alternative method for teaching and learning listening comprehension and they are preferable to audio-only instruction in teaching foreign/second language because of the advantage of multiple input modalities. That is, videos can develop learning and comprehension by attracting students' attention to aural and visual inputs(Alastuey , 2011 ;Watkins and Wilkins, 2011 ;Ismaili, 2013 and Jalaluddin, 2016).

According to Cakir (2006); Xiaoning(2007) ; Gorjian(2014) and Rokni and Ataee (2014), videos provide authentic language inputs that can

create a meaningful language learning environment for foreign/second language learners. In such authentic contexts, learners come across real objects and situations.

It also seems plausible for foreign/second language teachers to involve videos in their classes as they can assist them overcome one of the major challenges that face them in foreign/second language classes. This challenge is exposing students to authentic interactions and settings where the real language is used. In turn, the use of videos in foreign/second language classrooms has gradually become urgent and essential in varied and motivating instructional occasions for foreign/second language teachers (Seferoğlu, 2008 ; Rudd, 2014 and Ding, 2018).

Due to the aforementioned critical requirements of videos in foreign/second language classrooms, it is of utmost importance for foreign/second language teachers, curriculum designers and developers to use and utilize them in order to enhance and develop their students' foreign/second language skills.

The problem and its context

Listening comprehension has an important role in the process of EFL teaching and learning. In spite of its importance, it had less attention compared to the other EFL skills. For this, EFL secondary school students face several difficulties while listening such as: comprehending the spoken text, maintaining their attention to what is spoken in listening comprehension class, understanding the content of the spoken text when they came across any unfamiliar words, catching the intended message, capturing words from a related voice, identifying the main idea, predicting the detailed information of the speakers from the recording played, retelling anything in their own words, identifying specific information, making inference, finding the referring word and finding the related vocabulary.

Students with the conventional audio recording method that is based on memorization and oral repetition rather than functional aspect, felt more depressed, looked confused and bored, were not interested and lazy and were passive while their teacher dominated the classroom activities. In

turn , they became demotivated to depend on their listening comprehension as a tool to assist them in the process of EFL learning. These problems and difficulties were noticed and seen out of many EFL teachers' experience in teaching EFL to secondary one students in Gharbia Governorate, who were interviewed several times by the researcher at the beginning of the first semester of the school year 2021-2022 . They all agreed that students suffered from such problems.

Importantly, the researcher interviewed 15 EFL inspectors from different educational administrations at Gharbia Governorate at the beginning of the first semester of the school year 2021-2022 and they all seemed to agree upon that students really had several problems concerning their listening comprehension performance .In addition, they mentioned some reasons for such problems, among them, "*The lack of exposure to the target language leaves students with a very narrow comprehension of it* ", "*The time provided for listening comprehension practice is little* " , "*Listening cassettes or CDs is hard to find* " , "*Textbooks are not equipped well with listening audio materials or CDs*" , "*Many EFL teachers often ignore listening lessons and prioritize writing, reading, and vocabulary skills*", "*The materials difficulty level is not suitable for secondary school students*" and "*Teachers cannot prepare the listening materials by themselves* ".

Moreover, the researcher held some meetings with a number of EFL first year secondary stage students at several schools at Gharbia Governorate at the beginning of the first semester of the school year 2021-2022 to be aware of their desires to enhance their listening comprehension performance. All students showed a rejecting perception towards the audio materials and they considered them difficult to understand and made them feel confused, bored and tired. Accordingly , they expressed their desires and willingness to enhance and improve their level of listening comprehension performance using other effective tools.

To document this, the researcher conducted a pilot study to a sample of 35 EFL students from first year secondary stage students at Tanta Secondary School, Gharbia Governorate. In the pilot study, a listening comprehension test, prepared by the researcher, was given to the 35 students during the first semester of the school year 2021-2022. The result of the pilot study showed that most students got an average of 48

out of 100 points. Although, a few students reached high levels, the majority still need more help and effort.

Moreover, the researcher found a strong evidence in the previous studies that supports and emphasizes the idea that most EFL learners need some assistance when it comes to listening comprehension. For example, Kelsen (2009); Kuo (2009); Oddone(2011); Seilstad (2012); Chang and Chang (2014); Mun (2014); Silviyanti (2014); Woottipong (2014); Alwehaibi (2015); Almurashi (2016); Ayu (2016); Chen (2016); Balbay and Kilis (2017); Kabooha and Elyas (2018); Saputra and Fatimah (2018); Saputri (2018); (Faramarzi et al., 2019); Lestari (2019); Sandsmark(2019); Wawuda (2019); Baron (2020); Boudahr (2020); Ningtiyas, Suryati and Ariani (2020); Pratama, Arifin and Widianingsih (2020) and Syafiq et.al (2021).

Dealing with the problems and difficulties mentioned above, educators and EFL teachers need to examine alternatives to be implemented in order to stimulate students' interest and encourage their participation to overcome such problems. One of the most appropriate teaching tools that EFL teachers can utilize to enhance EFL students' listening comprehension is the use of YouTube videos.

Questions of the study

The study attempted to answer the following questions:

- 1- To what extent can the use of YouTube videos enhance EFL secondary students' EFL listening comprehension performance?
- 2- Is there any statistically significant difference between the achievements of EFL students who use YouTube videos in order to enhance their EFL listening comprehension performance and those who do not use?

Aim of the study

The study aimed to investigate the effect of using YouTube videos on the development of EFL listening comprehension performance for EFL secondary one students.

Significance of the study

The significance of the study stems from the fact that it tackles the significance of utilizing YouTube videos as a tool to develop EFL students' listening comprehension performance through opening the door for both students and teachers to interact within that space as well as to provide them with innovative ways to learn and teach EFL instead of the traditional ones. So, the results of the study are expected to provide beneficial information to EFL secondary teachers to encourage their students to utilize YouTube videos during the teaching and learning process of EFL listening comprehension. Also, it is expected that the results of the study may be useful for other researchers worldwide as an input to conduct other studies dealing with similar problems. Moreover, the results of the study may assist curriculum designers to consider students' needs and interests in designing EFL programs and courses.

Hypotheses of the study

The study attempted to verify the following hypotheses:

- 1- There is no statistical significant difference between the mean scores of the experimental group and that of the control group on the pretest of EFL listening comprehension.
- 2- There is no statistical significant difference between the mean scores of the experimental group and that of the control group on the posttest of EFL listening comprehension.
- 3- There is no statistical significant difference between the mean scores of the experimental group on the pretest and posttest of EFL listening comprehension.

Delimitations of the study

The study was delimited to:

- 1- 110 EFL secondary first year students at Gharbia Governorate.
- 3- The first semester of the 2021-2022 school year.

Definition of terms

YouTube

For the present study, it is defined operationally as: A video sharing and viewing web page that allows EFL secondary one students to freely and easily view , share , upload and explore videos in order to develop their EFL listening comprehension performance.

Listening comprehension

For the present study, it is defined operationally as: The ability of EFL secondary one students to apprehend from what they listen with the aid of YouTube videos.

Review of literature

Listening comprehension

According to Schmitt (2010), listening is a process of making sense of spoken language due to sounds and visual input, with the help of relevant background knowledge and listening context. Brownell (2013), defines it as a process of receiving, constructing meaning and responding to not only spoken messages but also nonverbal ones.

Listening is regarded as the cornerstone for all other abilities to be established and the primary means by which students enhance their original interaction with their target language and culture. Without listening, students could face several difficulties to understand what a speaker is talking about, in turn , having a good communication as an aim will never be achieved. It is an essential skill that people need for communication in their daily lives as it plays a vital role in providing the content and meaningful response .

Listening involves students' awareness of the language being spoken . It does not represent a simple word-by-word translation, but it involves a deeper understanding of the meaning. It can help students to participate more effectively in communication, interact and receive sufficient comprehensible input to learn the target language as well as stimulate

them to learn the other foreign / second language skills (Luo, 2008 ; Vandergrift and Goh , 2012 and Renukadevi, 2014).

In foreign / second language acquisition theory, language input is the most significant condition of language acquisition. Without comprehending the input at the right level, no learning can occur . In language learning, listening is considered a critical means of acquiring foreign / second language. Listening is a complex process, in which the listeners are to draw upon a wide variety of knowledge sources, linguistic and non-linguistic, to interpret rapidly incoming data. Therefore, the listening ability is not easy and it requires considerable training to be implemented effectively (Buck, 2001; Goh, 2002 ; Field, 2008;Sabet and Mahsefat, 2012 ; Vandergrift and Goh, 2012 and Hamouda, 2013).

Many people think that hearing and listening are the same thing ,but they are different. Listening is more complex than merely hearing. Listening is not only hearing ,but it is also the process of interpreting messages of what people say. Listening is the intended attention to what the ears receive from the voices, besides interacting with them psychologically and mentally, but hearing is just a natural and physical activity done by ears to receive the vibrations of the sound from the sources without any interaction . Listening is part of an activity of hearing . Hearing comes first and listening comes after it. Both the speaker and listener are engaged in the communication directly. To build good communication between them, the listener is not only listening but also intend to garb the meaning. The communication process involves both the speaker and listener where the former intends to covey what he/she thinks , while the listener intentionally and actively listens to grab the meaning of the utterance. Listening can help students to imitate teacher's pronunciation or recorded voice from multimedia (Rost ,2011).

So, it can be said that listening requires paying conscious attention ,while hearing is unintentional. People hear with their ears, but they need to employ intentional effort to actually listen. In addition , hearing occurs automatically and spontaneously without expending much effort, whereas listening is what we hear and understand intentionally and consciously with making much effort while doing it . The correlation between hearing and listening is like that between seeing and reading.

Before talking about listening comprehension, it is important to define the term comprehension first. It is the identification of what certain spoken and written pieces of communication mean (Richards and Schmidt, 2010). This means that it is the ability to apprehend whatever people either listen to or read about.

Listening comprehension is regarded as a significant priority skill in any language pedagogy in order to enhance and develop other skills. It is an active rather than a passive skill. Listeners can use both top-down processes (prior knowledge) and bottom-up processes (linguistic knowledge) to comprehend what they listen to. It is not only about hearing what is being said but also involves the ability to comprehend and make sense of the spoken language. It involves recognizing the foreign/second language sound patterns and their variations as well as comprehending the meaning of individual words and the syntax of sentences in which they are presented (Buck, 2001; Jones and Plass, 2002; Osada, 2004; Brown, 2007; Cahyono and Widiati, 2009; Lynch, 2009; Wagner, 2010 and Tyagi, 2013).

Chen (2013) argues that people can comprehend what they listen to when they have the ability to understand and explain the content of what is being spoken. Comprehension can be broken down quickly due to the listeners' lack of working memory and linguistic knowledge. In turn, to master listening, students should have several sub skills (i.e., identifying the topic, guessing from context, etc.).

Listening comprehension can be selective or extensive. Selective listening refers to listening for specific details/information through paying attention to what the listener is interested in listening only and ignoring everything else. The listeners should scan the listening materials selectively only to determine, for example, facts, dates, location, etc. On the other hand, extensive listening refers to listening for an overall understanding of spoken language (Rost, 2011).

In addition, there are three listening comprehension practices according to Rost (2011), namely interactive listening, intensive listening and extensive listening. Interactive listening requires students to interact and listen to a collaborative conversation. In intensive listening, students need to listen closely to precise sounds, words, phrases, grammatical

units, and pragmatic units to learn the foreign/second language. Extensive listening refers to an extra/extended period of listening to the foreign/second language outside the allocated time given in the classroom. Students, according to extensive listening , select their listening materials based on their preference .

In general, listening comprehension skills have five indicators: listening for gist, listening for main ideas, listening for details, listening for inferring meaning, and listening for determining listener's attention (Buck, 2001).

Listening for gist/ listening for global understanding is listening in order to understand the general meaning of the text without paying attention to its details. It allows students to understand the general idea of the text as well as enables them to gather broad information to be used in supporting their opinions. For listening for main ideas, teachers can give some situations where students are asked to determine the main ideas out of these situations. Listening for details requires students to pay attention to all details in the listening text. Students do not pay overall attention to the whole text ,but to specific details they are interested in .They need to be very selective when they are listening to a text.

YouTube

Background

In February of 2005, Steve Chen, Chad Hurley and Jawed Karim founded YouTube website with the domain name <http://www.youtube.com>. It was created as a forum for all people to view ,create , upload and share short videos online. Afterwards , the website has gained high popularity and used greatly by millions of people all over the world . This popularity has drawn the attention of Google company leaders. They have realized the potential role that YouTube can play in people's life ,in terms of education, health, economy and politics. As a result, the company acquired it in 2006. During the summer of 2006, YouTube became one of the fastest-growing websites on the Internet and the World Wide Web. In its current design, there are many categories where people can find what they are interested in such as

movies , music, education, news and sports,etc. (Burk and Snyder, 2008).

It is considered to be an online reservoir for digital video files, and the videos are stored and can be exhibited for free by anyone in any time .It is considered now the most widely used resource for online videos . It is hosted for thousands and even millions of educational, entertainments, medical ,political and historical videos from around the world.

Importance of YouTube videos

YouTube videos are tools of authentic materials that can supplement what then the traditional teaching methods lack, assist teachers in establishing attractive and fresh learning environments, be used to examine the learning efficiency of students, increase students' listening comprehension , develop variety of new topics and issues , allow students to recognize mimic and gesture/movement from every speaker in conversation ,motivate students to interact in an educational capacity with popular cultures as well as help teachers to achieve their goals (Karkera and Chamundeshawari, 2018).

According to Fleck et al. (2014) and Kabooha and Elyas (2018), YouTube is an innovative tool that can play a vital role in language learning , be used as a source of creating a model for good behavior , promote learning in students with high visual orientation in their learning styles, provide visually-compelling access to information for many students with learning difficulties who might miss learning opportunities, make teaching materials relevant and specific to learning the target language , save time in terms of catching students' attention quickly, be used in small or large classes ,stimulate students' imagination and participation, improve students' long-term memory by establishing auditory, visual and mental links and provide students with unlimited free sources for developing their foreign / second language skills.

Practically, YouTube videos provide EFL students some advantages and opportunities such as choosing videos and activities to work with according to their interests, realizing real objects, noticing moving sequences , listening and viewing the topics , increasing their

persistence in learning , reducing individual differences among them , exposing to natural language in real life situations, adapting the pace of practicing to their needs , choosing how long to spend in practicing and deciding what topics or issues to be practiced , providing authentic examples about the use of EFL and developing language skills, including listening, speaking, reading and writing (Zhang, Zhou, Briggs and Nunamaker, 2006 ; Alwehaibi, 2015 and Christ, Arya and Chiu, 2017).

YouTube is used by educators as a pedagogical resource that aims to teach new knowledge and skills through videos. This website provides a network with active participation of students in which they support each other towards achieving the pre- determined learning objectives. In addition , the use of YouTube videos can be very valuable when brought to school education because of the variety of probable benefits in different facets such as: practicing language skills in any place and this will keep students involved in the learning process , improving students' outcomes and engagement and memorizing content more easily (Prabhu, Vorne, Glaser, Rajagopalan, and Beriwal, 2017).

YouTube videos belong to online resources, which are very significant in the teaching and learning process. Students can be provided with daily videos of real situations that can assist them to improve and enhance their understanding and achievement in English lessons . Students also can get positive cues when they watch such videos . On the other hand, watching YouTube videos can give students a good understanding and knowledge of their course (Riswandi, 2016).

Features of YouTube videos

YouTube is known as the largest platform on the Internet for online video sharing .It is considered to be an online depository for any digital video file that can be saved and restored anytime. It provides a wide variety of user-generated and corporate media videos. Due to its diversity and user-friendliness, it has been blowing up among people from the time forward. It allows anyone with Internet access to view and upload videos free of charge. Hence, the viewing and production of videos increase prosperously in worldwide, making YouTube keep maintaining a secure foothold in the video-sharing market. It provides listeners control over the speed of videos, so students can learn at their

own pace . Users and viewers of YouTube videos do not only upload videos, they can also provide immediate feedback through asynchronous interaction to other video contents (Bonk, 2009 and Jones and Cuthrell, 2011).

Duffy (2008) and Beaudoin (2013) mention the following helpful tools and options of YouTube videos that teachers and students can utilize as guidelines in order to boost their learning:

- 1. Segment** : Watching the videos in short segments.
- 2. Notes**: Developing note-taking skills on the first viewing, then rewind, replay and check them.
- 3. Pause** : Stopping the videos in order to practice predicting/recalling .
- 4. Sound off** : Turning the sound off for listing the steps of a process.
- 5. Picture off** : Using the audio clues for describing what is on screen.
- 6. Preview** : Determining the suitability of each video carefully for the lesson's objectives and students' learning outcomes.
- 7. Integrate** :Integrating the video into the overall learning experience by adding an experimental component to the lesson.
- 8. Cut** :Capturing the concepts that are most relevant to the topics or activities .
- 9. Focus** : Charging students with specific viewing responsibilities.
- 10. After** : Considering ,for example , the interests of students and problems of misunderstanding after watching the videos .
- 11- Filtering**: Filtering out bad comments and inappropriate content .

At the bottom of the video screen, there are options to adjust the volume, display the length of the video and the running time and enlarge the video. After the video clip ends, users have the option to forward the clip or watch it again. Titles and screen shots of other videos with similar content can be automatically displayed. Moreover, videos can be saved under the options of “Favorite” or “Add to Playlist”. Additional information on video viewing and other YouTube functions can be accessed by clicking on the “Help” link, which can take users to the YouTube’s “Help Center”. Users of YouTube can create their channels to upload under proper categories, share freely, explore and post related videos (Burke and Snyder, 2008 ;Yang, Hsu and Suyanti, 2010 ; Biel, Aran and Gatica-Perez, 2011 and Srinivasacharlu, 2020).

YouTube (<http://www.youtube.com>) is a Web 2.0 site that is primarily based around video sharing, commenting and viewing. The video author can add a title and a description to the video. The viewers and authors of the videos can make criticisms on their own videos and other videos as well. To create video channel ,there is an option for this and enormous number of videos can be uploaded in the channel. The creator of the channel can share the link of the created channel in other social media for facilitating other viewers to watch the uploaded videos. Besides , YouTube offers easy navigation for users to explore its videos from various categories. It constantly reminds its users of its new and trending videos through its trending feature (Cheng, Dale and Liu, 2007; Bonk, 2009 ;Terantino, 2011;York, 2011 and Dinh, 2018).

Videos are categorized into two types according to their purposes. The first type is authentic videos that are made by and for native language speakers. They are made in order to help learners to be exposed to real communication. They are not complete units for learning as they are not produced for learning and teaching purposes. As a result , it takes time from the side of teachers to choose videos and design activities to be suitable for students' levels and learning objectives. The other type is educational videos that are designed as supplemental classroom materials by educators to meet the requirements of curricula and educational standards (Intajuck, 2010 and Oddone, 2011).

YouTube videos in teaching and learning English

YouTube videos are being increasingly used by foreign / second language teachers to teach EFL/ESL as they offer fun and fast access to language instruction. They are regarded as a source of online materials which have a vital role in foreign / second language teaching and learning. They provide EFL/ESL students with authentic live situations that can help them improve and enhance their foreign / second language skills .

YouTube videos can also help students develop their learning autonomy levels as such levels can encourage them to watch and explore foreign / second language videos continuously inside and outside classroom themes. They are authentic in nature since they present interesting videos created by people from all over the world .They are not only

created for fun purposes but also for educational purposes. They can give students various opportunities to communicate effectively in the target language through experiencing in natural environment and real situations.

Nowadays, YouTube videos are a society for foreign / second language teachers and students. They are considered a platform for exchanging audio and video materials in the classroom . Teachers can benefit from them in designing meaningful lessons and activities for their students, and in making an exceptional classroom environment. Teachers can select the videos that fit students' level and engage them in a series of activities about what they have seen in the videos (Kelsen, 2009; Sun, 2009; Lee, 2010 and Noytim, 2010).

Berk (2009) provided the following twelve generic techniques for using YouTube videos in teaching: (1) They should provide content that is different from the information appropriate for the context, (2) They should demonstrate different principles like anger management, family relationships, etc., (3) They should present alternative points of view to enhance the ability to reach decisions and convey compelling arguments, (4) They should apply content to real-world applications for important matters, (5) They should serve as a stimulus for learning activities, (6) They provide a good or bad application to critique, (7) They can exaggerate a particular point on various issues, (8) They snap student's attention through inserting various options and tools, (9) They should be entered into collaborative learning exercises, (10) They should motivate and inspire students, (11) They can be used as commercial breaks when students are restless for whatever reason and (12) They can be employed to signal a return from a class break.

Using YouTube videos in teaching and learning English has several advantages for students. They promote authentic language of everyday spoken English, support a more autonomous learning style and provide them with an opportunity to be exposed to a real communication context so that they can model the language used in real context and prepare themselves to contribute to the world of work. They also help them understand the various contexts and interpret spoken words, provide audio and visuals for them, allow them to figure out the words they hear while watching the content and help them contextualize the

language and depict the foreign culture more effectively. Moreover , they can give them a clear picture of how the language is used , minimize ambiguities in native speakers' voices and act , scan focus on information that cannot be readily presented in a traditional classroom because of some constraints such as costs, location, size, etc. and assist them to share, comment, express and think positively without the restrictions of the traditional classes in which teacher is the authority and the only speaker in the class (Alastuey , 2011 ;Watkins and Wilkins, 2011 ;Ismaili, 2013 and Jalaluddin, 2016).

YouTube videos allow students comment, share, edit, add and discuss what they have watched . Students can interact with their peers and teachers in class while watching YouTube videos and understanding what is going on. YouTube videos create a motivating environment in which students can better comprehend what they listen to . On the other hand , YouTube videos make the classroom environment more interesting and interactive for language learning.

There are several studies that proved the effectiveness and positive outcomes of YouTube videos in foreign / second language learning as a useful tool that has many benefits and advantages compared to other traditional methods .For example the studies of Alqahtani (2014); Lin and Duy (2014) ; Kim (2015) ; Medoukali (2015) ; Nurkholida (2016) ; Hamad, Metwally and Alfaruque (2019) ; Phuong (2018) ; Refai (2018); Albahlal (2019) ; Mostajeran and Tabatabaei (2019) ; Recard , Sembel and Hasibuan (2019) ; Rizkan, Mukhaiyar and Refnaldi (2019) ; Alabsi (2020) ; Chien , Huang and Huang (2020) ; Al Jawad and Mansour (2021) ; Fadhillah , Muniroh and Rahmaningtyas (2021) ; Qomariyah , Permana and Hidayatullah (2021) ; Shafwati et al . (2021) and Yuyun and Simamora (2021).

Alqahtani (2014) explored the effectiveness of YouTube as a teaching tool in developing EFL students' listening comprehension performance. Results showed that there was statistically significant difference between mean scores of the two groups , in favor of the experimental group students.

Lin and Duy (2014) examined the effect of video-based Internet materials on international students' listening comprehension and their

attitudes towards the video-based Internet materials. Participants were 40 international students studying at a public university in Taiwan . The experimental group was taught using video-based Internet materials, whereas the control group completed listening tasks with spoken narrations only. The instruments were a listening comprehension test and a questionnaire concerning the use of Internet. Results showed that the experimental group students significantly scored higher than those in the control group.

Kim (2015) investigated the influence of using authentic video resources on developing listening comprehension skill. Participants were 86 students from a Korean university. They were assigned into three groups according to the results of an exam. They were taught for a period of three weeks. Many positive perceptions toward using videos were revealed by students.

Medoukali (2015) investigated the effect of blending the use of YouTube videos within the process of developing EFL teaching and learning ,in general, and the listening comprehension, in particular . Participants were EFL students at Mohamed Kheider university of Biskra .The instruments were two questionnaires. The first for students and the other for instructors . Results showed that both students and instructors had positive attitudes towards the Internet ,in general, and the use of YouTube videos as a tool to enhance students' listening comprehension performance, in particular.

Nurkholida (2016) explored the effectiveness of using YouTube videos in developing listening performance of university students as well as assessing their attitudes towards the use of them. Participants were 61 students. The one-group pretest-posttest design was used . Results showed that students' listening comprehension performance increased significantly and they had positive attitudes towards using YouTube videos in enhancing their listening performance.

Hamad, Metwally and Alfaruque (2019) explored the effect of using You Tube and Audio Tracks Imitation (YATI)on the improvement of speaking skills of EFL students . Participants were 48 students at College of Science and Arts Muhayil, King Khalid University. They were divided into an experimental and a control group . Results revealed

that using YATI technique had positive impacts on students' listening performance .

Phuong (2018) Investigated the influence of using videos on students' listening performance and their attitudes towards using videos in listening learning. Participants were 71 students who were assigned into two groups, experimental and control , in Foreign Languages and Informatics Center of PPC II (People's Police College II). The control group (N=35) was instructed using 10 audio recordings, whereas the experimental group (N=36) was instructed using 10 videos in a period of 10 weeks .Results revealed that the experimental group outperformed and surpassed the control group in listening comprehension performance.

Refai (2018) explored EFL students' attitudes and perceptions when and after using YouTube videos in an EFL listening class. Participants of the study were EFL students of English Language Teaching Department in Muhammadiyah University , Indonesia. Data were collected from a questionnaire and open interviews. Results indicated that most of students who were instructed by YouTube videos showed positive attitudes and had good perceptions in utilizing YouTube videos in comprehending EFL utterances.

Albahlal (2019) explored English language teachers' perceptions concerning using YouTube videos in developing speaking skills and their attitudes towards the use of them as well as the best ways to use them. To achieve this, the descriptive analytical method was employed. Participants were 40 Saudi EFL male English language teachers in Riyadh city. Results indicated that teachers had good perceptions and positive attitudes towards using YouTube videos in order to develop speaking skills.

Rizkan, Mukhaiyar and Refnaldi (2019) investigated the effect of using YouTube videos on EFL students' listening performance . The study was conducted at IKIP-PGRI Pontianak in the 2017-2018 academic year. There were two classes, class A and class B . The first class (A) taught through using YouTube videos ,while the second class (B) taught through using audio recordings. Data were taken from a listening comprehension test. Results indicated that YouTube videos were more effective than audio recording .

Alabsi (2020) investigated the effect of adding text to videos on EFL students' listening comprehension performance. Participants were 76 prep college EFL students from Taibah University. They were divided into two groups, experimental and control. The researcher used t-test and results indicated superior performance and a significant positive effect through teaching via watching videos and adding text.

Chien, Huang and Huang (2020) explored the impact of using YouTube as a supplementary material on EFL college students' listening comprehension. Participants were all Taiwanese and aged from 18-20, with a high intermediate level of proficiency in English. They were exposed to YouTube learning environment. A questionnaire was administered to them in order to recognize their perceptions and reflections towards integrating YouTube into courses. The paired t-test was employed to find out the difference before and after the treatment. Results indicated that students performed better on the listening comprehension post-test.

Al Jawad and Mansour (2021) investigated the impact of using YouTube on enhancing students' listening skills. The descriptive method was used in this study. The instrument used was a questionnaire which was designed for a sample of 60 EFL students at Kufrah Faculty of Arts and Science, Benghazi University. Results revealed that students were very motivated and interested in enhancing their listening skills through using YouTube videos.

Fadhillah, Muniroh and Rahmaningtyas (2021) explored students' perceptions of using English talk show videos in order to develop their listening performance. Participants were 46 students who were enrolled in the intermediate listening class and advanced listening class. The instruments were an online questionnaire and an interview. Results indicated that students demonstrated positive attitudes towards using English talk show videos and they perceived English talk show videos as a beneficent tool for developing their listening performance.

Qomariyah, Permana and Hidayatullah (2021) investigated the impact of using YouTube videos on students' listening comprehension performance. A listening test was used as the instrument of the study. There were two groups; experimental and control. The experimental

group was instructed using YouTube videos ,whereas the control group was instructed using audio recordings. Results indicated that YouTube videos had significant and positive effects on students' listening comprehension performance. Moreover , students were more interested and motivated to learn listening comprehension through using YouTube videos.

Shafwati et al . (2021) investigated the effect of YouTube videos on students' listening ability. The one group pre-test post-test design was employed in this study. Participants were 23undergraduate students of English Department, University of Lampung. Results indicated that there was significant effect of using YouTube videos on students' listening comprehension performance. In addition , majority of students agreed that using YouTube videos gave them contextual examples that could relate to real life situation, helped them to comprehend better and made listening class more engaging.

Yuyun and Simamora (2021) investigated the effectiveness of YouTube Videos in improving students' listening skills. Participants were 8 EFL students who were chosen from the English Department in a private university in Jakarta. Data were collected through interviews and class observation to observe students' progress in listening performance. Results showed that YouTube videos benefited and supported EFL students in improving their performance in listening .

The positive results of the above previous studies implied that the use of YouTube videos were beneficial and useful as well as a motivating factor that developed EFL/ ESL students' foreign/second language skills ,in general, and their listening comprehension performance ,in particular.

Method

The study adopted the quasi-experimental design. Two classes were selected randomly during the first semester of the school year 2021-2022 from EFL first year secondary students, Gharbia Governorate; one class was taught using YouTube videos to represent the experimental class/group, whereas the other class was instructed using the conventional teaching method that based on audio recording to represent

the control class/group. The average age of the participants was around 16-17 years old.

The researcher prepared a 10-item multiple choice listening comprehension performance test for pre-testing (see appendix A). The researcher also prepared an equivalent version for post-testing (see appendix B). The two versions were prepared in order to measure students' level in EFL listening comprehension before and after the treatment. The two versions were prepared in the light of the objectives of students' EFL course in order to measure the sub-skills of: (1) Finding specific information, (2) Identifying the main idea, (3) Guessing the meaning of new words from context, (4) Predicting information and (5) Recognizing the implied meaning. In the two equivalent versions of the test, YouTube videos were played just one time and students were asked to watch YouTube videos and after that they were required to choose one correct answer out of four choices.

The validity of the test was established by submitting it to a number of jurors in the field of TEFL in order to determine if the test measures what it is supposed to measure. They were asked about the validity of the content of the test regarding EFL listening comprehension, videos' suitability to the objectives and order and arrangement of items. Their comments and remarks were regarded and taken into account to amend the test prior to its administration. They all agreed that the test was valid in its final form.

Concerning the reliability of the test, it was established through using test-retest method. The correlation coefficient between the two applications amounted to 0.92 which indicating satisfactory level of reliability. The test was piloted during the first semester of the school year 2021-2022 and some modifications were accomplished in the light of piloting it. It was found that 50 minutes were appropriate for answering the test. The total mark of the test was 10 marks, one mark for each item since they are equal in their importance. One mark was awarded to the correct answer, whereas the incorrect answer was awarded zero.

Before starting the experimentation, both groups were pretested at the same time and under the same conditions to examine their equal level in

EFL listening comprehension . The experimentation started at the first semester of the school year 2021-2022 for a period of eight weeks . During the 8-week period, the experimental group students were taught through using YouTube videos, whereas the control group students were taught through using the conventional teaching method that based on audio recording . Following the intervention, the two groups were posttested at the same time and under the same conditions in order to measure their level in EFL listening comprehension. Both the pre-test and post-test were evaluated by the researcher as the two versions of the test consisted of objective items .

For the experimental group, the following procedure that composed of three stages was used for each listening comprehension class:

Pre-listening

This stage allowed students to activate their background knowledge in order to promote their interest in the topic, share their ideas , recognize things(i.e., the speaker's way of talking, the length of the videos, their roles), obtain information and specialized vocabulary related to the topic , be aware of the relationship between them and the speaker , be aware of the objectives of the lesson and build up their expectations for the coming information . Brainstorming and showing pictures are examples of several activities used in this stage .

While-listening

During the while- listening stage, students verified their expectations and predictions and made interpretations /judgments based on what they understood. In this stage , the researcher played the video twice . In the first time , students were presented with the learning materials and instructed to , for example ,take notes , write down keywords and complete charts based on the information provided by videos. In the second time , the materials were presented again accompanied by a number of exercises and activities to be completed by students.

Post-listening

In this stage, students had the opportunity to connect what they understood to their own opinions, ideas and experiences, in turn ,enabled them to explore new ways of understanding the meaning. This stage was very useful in checking students' listening comprehension and in clarifying doubts about the topic. Some post-listening activities that were used are : problem solving, deconstructing and reconstructing the

listening text ,writing short reflections, making drawings and explaining them, summarizing information, creating a poster, completing charts, swapping information, etc.

Results of the study

Hypothesis one testing

“There is no statistical significant difference between the mean scores of the experimental group and that of the control group on the pretest of EFL listening comprehension”

The purpose of verifying hypothesis one was to determine students’ level in listening comprehension before implementing the intervention to be sure that the two groups were equal before the experimentation. The independent samples t-test was employed to test the difference between means of scores of the two groups and the result is shown in the following table:

Table (1): The t-value for the two groups on the pretest of EFL listening comprehension

Test	Groups						df	t	Sig.
	Exp. Group			Cont. Group					
	Mean	SD	N	Mean	SD	N			
EFL Listening Comprehension Test	4.032	2.351	55	3.096	2.373	55	108	.762	No sig.>0.01

As indicated in the above table, the t-test value was not statistically significant at ($\alpha \leq 0.01$) as the difference between the two groups was approximately equal ($t=0.762$, $p>0.01$). Thus, the two groups were equal before the experimentation. In turn, the first null hypothesis (H_0) is accepted. The result can be displayed graphically in the following figure:

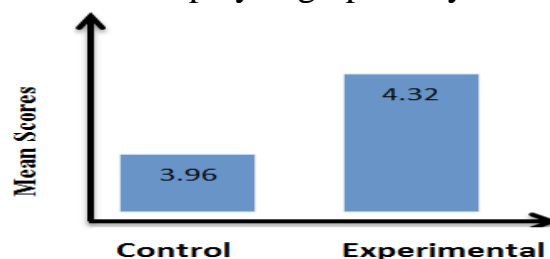


Figure (1): Mean scores of the two groups on the pretest of EFL listening comprehension

Hypothesis two testing

“There is no statistical significant difference between the mean scores of the experimental group and that of the control group on the posttest of EFL listening comprehension”

The independent samples t-test was employed in order to verify this hypothesis and the result is shown in the following table:

Table (2): The t-value for the two groups on the posttest of EFL listening comprehension

Test	Groups						df	t	Sig.
	Exp. Group			Cont. Group					
	Mean	SD	N	Mean	SD	N			
EFL Listening Comprehension Test	14.048	2.121	55	5.000	2.491	55	108	20.489	Sig.<0.01

According to the above table, there was a statistically significant difference in mean scores of the experimental group ($M=14.48$, $SD=2.121$, $df=108$) and that of the control group ($M=5.000$, $SD=2.491$, $df=108$), in favor of the experimental group ($t=20.489$, $p< 0.01$). This result indicates that the experimental group students surpassed the control group students on the posttest of EFL listening comprehension. In turn, the second null hypothesis (H_0) is rejected. The result can be displayed graphically in the following figure :

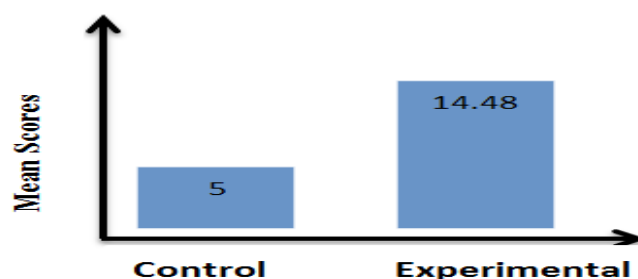


Figure (2): Mean scores of the two groups on the posttest of EFL listening comprehension

Hypothesis three testing

“There is no statistical significant difference between the mean scores of the experimental group on the pretest and posttest of EFL listening comprehension”

The paired samples t-test was employed to verify this hypothesis and the result is shown in the following table:

Table (3): The t-value for the pre and posttest of the experimental group of EFL listening comprehension

Group	EFL Listening Comprehension Test						df	t	Sig.
	Pre			Post					
	Mean	SD	N	Mean	SD	N			
Experimental Group	4.32	2.351	55	14.48	2.121	55	54	35.674	Sig.<0.01

According to the above table, there was a statistically significant difference in mean scores of the experimental group on the pretest (M=4.32, SD=2.351, df=54) and posttest (M=14.48, SD=2.121, df=54) of EFL listening comprehension, in favor of the posttest ($t=35.674$, $p < 0.01$). This result shows that the experimental group students' performance on the posttest of EFL listening comprehension was better than their performance on the pretest of listening comprehension. In turn, the third hypothesis (H_0) is rejected. The result can be visualized graphically in the following figure:

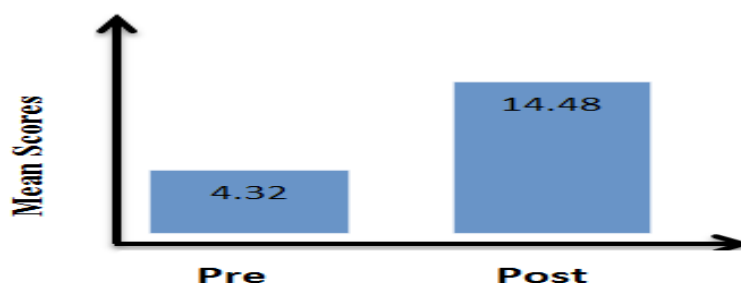


Figure (3): Mean scores of the experimental group on the pretest and posttest of EFL listening comprehension

Discussion

The results of the study showed that there was an improvement in the experimental group students' EFL listening comprehension performance and that the experimental group students outperformed and surpassed the control group students on the posttest of EFL listening comprehension performance. This result can be attributed to a number of rationales and reasons as follows:

For the experimental group students ,YouTube videos provided them with a context for learning EFL, increased their retention via visual and auditory information , provided shared learning experiences, motivated and enthused them to practice listening that assisted them to enhance their listening comprehension performance, gave them a clear picture of how to use EFL, reduced stress and ambiguities that existed in native speakers' voices and acts, supported their familiarity with spoken language, provided them with innovative environment, provided a common learning experience for them in terms of reflection on the subject , helped them to enrich their vocabulary, enabled them to see the real interaction between natives and helped them guess the meaning of unfamiliar words.

They also lowered their anxiety, enabled them to ask students to mention some points or details they saw in the videos , gave them chances to provide information, comment, discuss, and understand the materials, provided a tension-free and flexible learning environment in which they could interact with their teachers and peers without anxiety and fear, elaborated the understanding of the materials , provided them with memory cues so as to support conceptualization through visualization, encouraged them to watch and explore videos continuously inside and outside the classroom and enabled them to recall information easily . This ,in turn , sharpened their listening comprehension performance . Watching YouTube videos enabled the experimental group students to spur their motivation, receive immediate feedback from them, monitor the effectiveness of their learning, boost their understanding, provide examples of authentic language , enhance their ability to develop fast and automatic word recognition skills, increase their listening

vocabulary, cope with fast speech rate, process EFL more fluently and accurately, gain a deeper understanding of EFL , acquire large areas of self-learning and provision of knowledge based on their curiosity, increase their knowledge of EFL outside the classroom and activate their background knowledge . This, in turn, was reflected positively on their listening comprehension performance .

Interesting topics of YouTube videos made the experimental group students more focused to listen to the content of listening, increased their interest and concentration to understand the content and the given questions, killed the boredom that accompanied the traditional language classes, where all students were passive and encouraged group work activities through sharing the videos that added fun and meaning to the learning environment . They also improved the brain's ability to remember new vocabulary , decreased anxiety, enabled them to observe differences in usage and assisted them to be more confident at interpretations .

The application of YouTube videos made students of the experimental group feel learning easier and fun while practicing listening comprehension in the classroom. They assisted them get a better insight into the subject lesson through visual support. They made the learning situation more motivating, enjoyable, interesting, cooperative, creative, and productive, in turn , students tended to be excited to finish the tasks given by their teacher .

YouTube videos provided students with effective means (convenient, accessible, authentic and sometimes free) to learn EFL as well as provided them with both audio and visual inputs which gave them the opportunity to figure out the speech or words they heard within the learning process. They also provided them with different phrases, sentences and situations in a meaningful way which gave the opportunity for students to enhance the specified EFL listening comprehension skills , in turn, helped them be less anxious while learning .

YouTube videos motivated students, brought the real world into the classroom, contextualized language naturally and enabled them to experience authentic language in a controlled environment. They also better captured attention for smoother information retention, assisted

students to remember the content of the lesson in an efficient manner and made them feel comfortable . Moreover, they increased the interaction of students and enabled them to review the submitted materials several times according to their abilities.

The success of applying YouTube videos could be seen from the experimental group students who were more motivated and interested to follow up their teacher's instructions compared to the control group students who were treated by audio recording only. This , in turn , had a restricted effect on their performance, yet when teaching was accompanied with audio-visual materials as YouTube videos , students were found to perform better ,in terms of their listening comprehension performance .

The positive effects of using You Tube videos on students' listening comprehension performance could be explained by visual elements. They facilitated their listening comprehension learning as they could guess the meanings of unknown words as well as they were able to comprehend main ideas more easily than by listening only to audio materials. They attracted their attention and created relaxing environment that made them enjoy learning. They put students inside the situation and made them live it.They brought real life situations inside the classroom. They broke the routine that students used to live in. They kept students attentive and helped them clear up their doubts.

You Tube videos led to the ease of reviewing and understanding the materials in a timely manner for students according to their needs and abilities through the availability of educational content for them and the possibility to refer to it smoothly and easily. They also allowed flexibility in following up the materials at the appropriate pace for them. Furthermore, they brought plenty of opportunities for the experimental group students to receive authentic language , notice the body language (i.e., mimics , gestures ,etc.), reach EFL easily out of the classroom, see and listen to EFL in its real context, develop their cultural awareness of EFL, raise discussion in the EFL class , comment and ask questions about the videos and upload, download, watch and share videos any time.

Students watched the YouTube videos and left their comments which were read by other viewers and this laid a platform for further discussions on the same topic and provided an opportunity for students to express their opinions freely.

Results of the study are in consistent with the study results of Alqahtani (2014); Lin and Duy (2014) ; Kim (2015) ; Medoukali (2015) ; Nurkholida (2016) ; Phuong (2018) ; Refai (2018); Albahlal (2019) ; Hamad, Metwally and Alfaruque (2019) ; Mostajeran and Tabatabaei (2019) ; Recard , Sembel and Hasibuan (2019) ; Rizkan, Mukhaiyar and Refnaldi (2019) ; Alabsi (2020) ; Chien , Huang and Huang (2020) ; Al Jawad and Mansour(2021) ; Fadhillah , Muniroh and Rahmaningtyas (2021) ; Qomariyah , Permana and Hidayatullah (2021) ; Shafwati et al . (2021) and Yuyun and Simamora (2021) , which all supported that Youtube videos had positive effects on foreign /second language skills.

Implications

In the light of the results reached by the study, the following pedagogical implications have been provided:

There are special criteria that should be considered in the selection of the listening materials for EFL secondary students and among them : (1) The language of the materials should be clear, living and simple ,(2) The materials should be suitable for the linguistic level of students as well as for their social and cultural characteristics,(3) The materials should aim to enhance a specific set of skills and requirements for students at their level and(4) The materials should be adjusted according to students' needs, abilities and characteristics.

YouTube videos can be a very useful source for developing EFL secondary students' listening comprehension performance. They include a lot of elements and facilities that can enable students to change their role from a dependent to an independent one. This change should be built with planning, observation, encouragement and self-regulation.

YouTube videos are essential for EFL secondary teachers. They regularly need to think about their teaching strategies and activities. Thus, they need to construct and evaluate their own ways of teaching to

be sure that their goals and expectations are achieved. They should adopt suitable techniques and strategies that can increase the level of participation and interaction of students. YouTube videos are flexible in organizing the class according to the allocated time and the needs of students, in turn, their goals and expectations can be achieved.

In order to implement YouTube videos more successfully, EFL secondary teachers should provide excitement for students in order to evolve their intellect, be able to think about their students' conditions in fascinating the materials, consider their students' individual differences and learning styles to help them in reflecting their experience with the YouTube videos to communicate their ideas and attitudes, change their role from lecturers into educators whose role is to facilitate, support and guide students, integrate YouTube videos with regular instruction in the classroom, create a good relationship with their students and encourage their students to practice listening comprehension skill outside the classroom.

Recommendations

On the basis of the results of the study, the following recommendations should be regarded:

- 1- EFL curriculum of the secondary stage should be provided with various activities and materials in order to enhance EFL listening comprehension performance.
- 2- The secondary schools should be provided with the necessary digital and technological tools and equipment within the curriculum of EFL.
- 3- Curriculum designers should be aware of the importance of involving technology, in general, and YouTube, in particular, in teaching and learning EFL.
- 4- Special training courses, workshops and seminars should be held for EFL secondary teachers in order to make them familiar with various techniques and strategies of using YouTube videos for developing EFL listening comprehension performance.
- 5- EFL secondary teachers are recommended to encourage their students to start using the appropriate and relevant videos from YouTube as well as provide them with more motivating and innovative ways in order to develop their EFL listening comprehension performance.

6- Training opportunities should be afforded for EFL secondary students on how to benefit and utilize from YouTube videos as well as on how to overcome the troubles which stand in the way of implementing YouTube videos in order to develop their EFL listening comprehension performance.

Insights for further research

The researcher suggests the following areas for further research:

1- Conducting evaluative , analytical and qualitative studies in the area of using YouTube videos in order to develop and improve students' foreign/second language skills ,in general, and their EFL listening comprehension performance, in particular.

2- Conducting further studies on the influence of YouTube videos on students' listening comprehension performance using different data sources .

3-Further studies can be conducted at other educational stages using other technological applications in order to develop EFL students' foreign/second language skills ,in general, and their EFL listening comprehension performance ,in particular.

4-A follow-up study should be conducted in order to explore teachers' perspectives and students' motivation and attitudes towards the use of YouTube videos in order to develop and improve students' listening comprehension performance .

5- A comparative study can be conducted between YouTube and other technological tools and explore their effects on students' listening comprehension performance.

6- Further studies can be conducted about the listening comprehension problems encountered by EFL secondary students in the EFL listening classroom.

Conclusion

The study results yielded that YouTube videos indeed developed EFL students' listening comprehension performance as there was a significant difference in mean scores of the experimental group and that of the control group, in favor of the experimental group. Additionally, most of the experimental group students believed that YouTube videos were an excellent learning tool through which they could improve their

performance in EFL listening comprehension . Results of the study could be motivating and helpful in designing courses and materials for EFL secondary stage students.

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Appendix (A) : EFL Listening Comprehension Pre-Test

Name:
Class:.....
Date:.....

Listen carefully and then choose the correct answer from a,b,c or d.

- 1- **The main idea of the passage you heard is that**
 - a- Modern countries should search for ways to decrease the rapid growth of their populations
 - b- Pollution is damaging our environment
 - c- Because of the growth in the human population , humans cannot ignore pollution
 - d- Pollution is destroying the environment regardless of our location

2- What are the speakers mainly discussing ?

- a- A painting that was seen downtown
- b- An art display in a library
- c- An assignment for art class
- d- A new art project in the city

3- John met his friend at

- a- 5 : 45
- b- 4 : 15
- c- 5 : 15
- d- 4 : 45

4- What does the girl want her friend to do ?

- a- Study with her
- b- Have a break
- c- Give her a notebook
- d- Help her to answer the test

5- What does " abundant " Probably mean ?

- a- Deficit
- b- Plentiful
- c- Not enough
- d- Shortage

6- What is " An egret " ?

- a- A kind of food
- b- A kind of birds
- c- A sound a dog makes
- d- A small child

7- What will happen next ?

- a- The hunter will run away
- b- The ant will run away
- c- The ant will bite the dove
- d- The ant will bite the hunter

8- What Probably happened next ?

- a- Katy made a sandwich for lunch

- b- Katy was late for the school bus
- c- Katy's mom quizzed her on the spelling words
- d- Katy put the spelling words list in her backpack

9- Where does this conversation happen ?

- a- In an insurance company
- b- In a museum
- c- In a theater
- d- In a mall

10-Which of the following statements about the firemen is true ?

- a- They could not put out the fire
- b- They anticipated the fire
- c- They were not ready for the disaster
- d- They could barely escape the fire

Appendix (B) : EFL Listening Comprehension Post-Test

Name:
Class:.....
Date:.....

Listen carefully and then choose the correct answer from a,b,c or d.

1-The main idea of the passage you heard is that caffeine

- a-Is a powerful drug that effects the body in several ways
- b-Is linked to several health concerns
- c-Is good to drink before working out
- d-Is a strong drug that only activates the body when used

2-What is the subject of the announcement ?

- a-New classes will be added to the school
- b-Some students have received rewards
- c-The school is preparing its own magazine
- d-New teachers will be employed at the school

3-The tickets of the theater cost

- a-Twenty dollars
- b-Fifty dollars
- c-Fifteen dollars
- d-Ten dollars

4-What does the boy want to do ?

- a-Borrows a calculator
- b-Buys a calculator
- c-Checks a calculator
- d-Uses a calculator to do his test

5-What does " Labors " probably mean ?

- a-Studies
- b-Eats
- c-Plays
- d-Works

6-What is " An ardent " ?

- a-Lazy
- b-Old
- c-Keen
- d-Foolish

7-What will happen next ?

- a-Susan will look out the window
- b-Susan will run to the kitchen
- c-Susan will change her clothes
- d-Susan will put her homework in her backpack

8-What Probably happened next ?

- a-Andy and Zack called Zack's mother for help
- b-Andy and Zack searched for 4 of the long thin pieces
- c-Andy and Zack went outside to play
- d-Andy and Zack sorted the pieces into 3 piles

9-What is Lilly's job ?

- a-An accountant
- b-A lawyer
- c-A painter
- d-A writer

10-Which of the following statements about Candy is true ?

- a-Candy did not have money
- b-Candy bought a magazine
- c-Candy ran to a book shop
- d-Candy did not get the book