Impact of Using YouTube Videos on Iranian Intermediate Male and Female EFL Learners' Listening Skill Development

Rahmatollah Mostajeran, M.A., English Department, Najafabad Branch, Islamic Azad University, Najafabad, Iran
Omid Tabatabaei*, Associate Professor, English Department, Najafabad Branch, Islamic Azad University, Najafabad, Iran
tabatabaeiomid@yahoo.com

Abstract
This study aimed at investigating the effect of instructional YouTube videos on Iranian male and female EFL learners' listening comprehension. It was conducted with 60 male and female intermediate male and female EFL learners. The Oxford Quick Placement Test (OQPT) was used to measure the participants' language proficiency to make sure about homogeneity of the participants. The participants were assigned into two experimental groups and two control groups based on their gender. Then, the experimental groups received instructional YouTube clips, but the control group received the same material without YouTube clips. A pre-test post-test quasi-experimental design was adopted for the purpose of doing this research study. The findings represented that the experimental groups had a significantly higher performance than the control groups and there was no significant difference between male and female learners. The findings of the study offer some practical implications for EFL teachers, learners, curriculum planners, and teaching methodology.

Keywords*:* Listening comprehension, instructional movies, technology, multimedia, YouTube

Introduction

For EFL teachers, it is a struggling issue to utilize potentially useful technology and create stimulating lessons. If students and teachers have adequate access to the Internet, however, there is an extended online audiovisual resource generally well known to students that can function effectively in multiple methods for a variety of English classes. With the advent of computer networks and Internet technology, computer-based instruction has been widely used in language classrooms. Computer technologies have strikingly changed the way people gather information, carry out research and communicate with others throughout the world. Considering the tremendous expenses, copyright issues, objectionable materials and other potential drawbacks of technology, many studies have been conducted regarding the effectiveness of, and better strategies for technology integration (Wang 2005).

YouTube.com as a resource is an online video repository in which any digital video file can be stored and exhibited free of charge. Started in February 2005, YouTube videos are cumulatively viewed more than 2 billion times each day (Timeline, 2011). Although, issues involving copyright infringement and obscenity standards have often made the website controversial, the vast array of diverse content and its organic community interactivity make YouTube a tremendous resource for a multitude of educational endeavors. (Watkins & Wilkins, 2011).

The use of multimedia language learning materials is increasing rapidly in foreign language classrooms. Some believe that the design of the instructional materials should rely on theories such as the interactionist SLA theory, which says that input modification can help comprehension, but does not provide any specific guideline concerning choices designers should

make when they try to implement theory-based features like modified input. Many studies have examined the use of multimedia in English language instruction (Rammal, 2005; Schmid, 2008; Wagner, 2007). Multimedia is the use of several kinds of media including text, sounds, and pictures (Beatty, 2003; Schmid, 2008). One of the most popular media in use today is the internet which makes it feasible for communication as well as being an instructional resource (Peterson, 1997). It could be a place for many people to interact, publish something, play and collaborate (Galien, 2010). Even though Chabra (2012) doubts that the internet can provide materials in the English language for teaching, Schmid (2008, p. 1553) states that the internet can be "a vehicle for promising applications in foreign language learning especially for the memorization of vocabulary".

Review of Literature

Listening Comprehension

As an integral part of communication, listening holds a key place in a language and it plays vital role in the language acquisition process. But its development has been a real test for language teachers. Rezaei and Hashim (2013) point out that EFL learners are less exposed to listening materials in the communities where English is studied as a foreign language. Despite its crucial importance in language intake and acquisition, listening skill lags behind the other language skills. As a result, this skill seems to be the most demanding skill in the communities where English is learned as a foreign language and the majority of low level English as Foreign Language (EFL) learners in those communities lack proficiency in listening comprehension. This situation calls for more research on listening comprehension in such communities to explore appropriate methods to compensate for the gap.

Unfortunately, it is supposed that listening comprehension is a passive activity, but on the contrary, it is an active process because people cannot develop oral skills if the speaker is not understood by the listener. Listening is a process by which listeners share their mutual beliefs, the listeners must understand vocabularies and grammatical structures to interpret the meaning of language input from the text in their mind in which the communication take place, because communication is not only related to being able to speak, but also with understanding by the listener and then be able to produce output. (Hasan, 2000). Several studies show that listening skill is important in language learning process. Holden (2004) states that listening has many aspects that it is difficult to deal with and understand so it requires a lot mental process, and all of these skills play an important role in the process of language learning and the improving more related language skills.

Learning strategies are "the specific thoughts and behaviors that individuals use to help them comprehend, learn, or retain new information'' (O'Malley & Chamot, 1990). O'Malley and Chamot (1990) point out the importance of the strategies used by learners in the language learning process and an accompanying classification strategies in language learning and teaching. They have categorized two main types of strategies, metacognitive and cognitive strategies.

Bloomfield et al. (2010) and Walker (2014) expressed that one of the serious problems of listening comprehension is related to the pronunciation of words that is different from the way they appear in print. Due to the fact that the spoken language varies to the form of the written language, the recognition of words that make the oral speech can create some difficulties for students.

According to Vandergrift (2007) and Walker (2014), in addition to identifying the words despite their unfamiliar pronunciation, students should try to decide which linguistic part belongs to which word. Prosodic features of spoken language like where the stress falls, weak forms and

strong forms of words, and intonation also impact the comprehension of oral text. Vandergrift (2004) and Walker (2014) indicated that oral passages exist in real time and should be processed rapidly and when the passage is over, only a mental representation remains. Listening needs immediate processing to access the spoken input again, making the skill more complex than reading. Students' cultural background knowledge can have an important role in their listening comprehension. A general understanding of the country's culture and its history can facilitate listening processes.

Vandergrift (2007) and Walker (2014) declared that listeners can use pragmatic knowledge to make inferences and identify speakers' implied meaning that these should be specifically considered by teachers when teaching listening comprehension. Bloomfield et al. (2010) argued that regional accents can impact the spoken message that is understood by the listeners and familiar accents are easier to understand than unfamiliar accents. Buck (2001) mentioned a lot of problems in listening activities like unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar accents. Hasan (2000) indicated that unfamiliar words, difficult grammatical structures, and the length of the spoken passages are the most important factors that cause problems for learners' listening comprehension. He continued that clarity, lack of interest, and the demand for complete answers to listening comprehension questions are the serious difficulties of students' listening comprehension.

Multimedia in listening

According to Mayer (2009), multimedia is generally referred to the combination of text and pictures; and learning occurs when learners create mental images from those words and pictures. Mayer (2009) adds that the words can be in written or spoken form and the pictures can be in any form of image or video. In order to deliver comprehensible input, technology integration in EFL has historical foundations. The utilization of technology has benefited EFL curriculum and learners over the years. The development of multimedia tools for listening comprehension and the use of input enhancement practices urged many researchers to conduct a number of empirical studies to peep into optimal ways of presenting video material to students.

In such an attempt, Perez and Desmet (2012), proposed a general categorization of some of such studies and outlined their central research questions. Though the study found input enhancement techniques through captions as convincing for vocabulary learning at the first sight, their in-depth analysis signals caution in generalizing these findings. Further experimental research, with in view of previous studies in the field, was recommended on gaining deeper insight into the advantages of input enhancement for vocabulary learning.

According to Mayer (2009), learners create mental images from words and pictures in the learning process, and the words can be either in written or spoken form and the pictures can be in any form of image or video. This reflects the role of visual element in the learning process and has attracted a number of researchers to examine the influence of visuals on listening skill. Li (2013) found positive effects of using advance organizers for listening comprehension. Walters explored the influence of Visual Verbal Integration Training (VVIT), a novel intervention for enhancing students' listening abilities. Findings indicated positive effects of VVIT on participants' listening performance. Further, they demonstrated improvement in level of confidence, happiness, academic and organizational skills. Further experimental research with larger samples was recommended to verify the effectiveness of VVIT for high visual and low auditory students' challenges.

Use of video resources is becoming more frequent in EFL teaching, particularly in teaching listening comprehension. Conclusive evidence of the effectiveness of multimedia

technology in language listening came from a study by Aldera (2015). He investigated the effectiveness of using multimedia technique (video mode + test) on listening comprehension. The results exhibited significant effects of visual stimulus over the auditory mode in enhancing listening comprehension.

Sarani, Behtash, and Arani (2014) found significant positive effects of video-based tasks on students' listening comprehension in realizing and understanding the authentic language more efficiently. Similarly, Chen, Wang, and Xu (2014) examined the effects of two different presentation modes (audio and video) on L2 listening comprehension and found that well designed multimedia audio video materials were more favourable to listening comprehension.

Kuo (2009) also found positive effects of integrating YouTube video clips on the listening comprehension performance of Taiwanese EFL learners. Rahmatian and Armiun (2011) compared the effects of audio material and video material on listening comprehension. Results showed positive contribution of video message to an enhanced understanding of the audio message in some cases. Yet, audios were found helping students occasionally concentrating on audio elements. Furthermore, videos were found helping in increasing accuracy, guessing and anticipating but at the same time, they may sometime include some disconcerting elements leading learners' attention away from elements.

Using movies on YouTube for language skill

Movie video is one of the media which can be used in language learning. YouTube with its official address www.youtube.com, is a popular site which allows people to upload a video, watch it, and comment on it. Based on the statistical report on its official website (http://www.youtube.com/yt/press/id/statistics.html), it has more than one billion visitors every month. Furthermore, it is available in 61 countries in 61 languages, and also available on smart phones. Therefore, thousands of videos with thousands of topics in many languages are available on YouTube. For movies, people can just easily type some key words and related movie videos will appear. There are also a lot of these videos made for educational purposes. With these videos, creative teachers can choose and can lead students to meaningful activities involving one or the four English skills. Examples of activities may range from conversation activities, "movie trailer, voiceover, to famous movie screen re-enactments" which can be used for listening and speaking activities (Watkins and Wilkins, 2011, p.115). In addition, Kreisen (2009) states that:

YouTube, as mentioned, is a readily available source of authentic pop culture material, encouraging students to interact in an educational capacity with popular culture through English language. YouTube clips may act as a motivating factor for students wishing to further develop their language skills as they endeavor to gain a deeper understanding of content they willingly access online. Moreover, it is also available for students to engage in outside of class in some form of student-centered learning. (Kreisen, 2009, p. 3). Kreisen (2009) points out that the universality of YouTube has enabled students to know other cultures since the videos are uploaded by many people around the world. Besides, it gives motivation in L2. It also allows students to do video-sharing which can give positive outputs for learning (Snelson & Perkins, 2009), and language learning can take place in a meaningful environment (Alhamami, 2013). Videos that are uploaded can interest students to pay attention not only to the picture but also to the nonverbal gestures and intonation which makes the video full of richness (Stempleski, 2002). Teaching listening by using video is now a common thing since video has audio plus visual which enable students to participate in both (Wagner, 2007). These audio and visual characteristics make it easy for students to recall the material (Kozma, 1991). Furthermore, "the use of video allows listeners to utilize the non-verbal components of communication that can

assist them in processing and comprehending aural input" (Wagner, 2007, p.67) as well as providing "authentic language input" (Cakir, 2006, p. 67) because students are exposed to the real contexts, real people as well as real situations (Moobin, 2008). Thus, YouTube is the leading movie video website that exists today.

Research Questions

Q1: Does providing instructional videos via YOUTUBE have any significant impact on Iranian intermediate male EFL learners' listening comprehension?

Q2: Does providing instructional videos via YOUTUBE have any significant impact on Iranian intermediate female EFL learners' listening comprehension?

Methodology

Participants

The participants in this study were all EFL students of Pouyesh language institute in Isfahan and the sample was selected based on their performance on OQPT. This study was conducted with 60 participants aged 16 to 21, all of whom were studying English in Pouyesh Institute at intermediate level in Esfahan. To assure reliability, the participants were anonymous and were selected randomly and they were assigned into two experimental groups and two control groups.

Instruments

The instruments used in this study consisted of Oxford Quick Placement test (OQPT), pretest and posttest. The OQPT was administered to select homogeneous group of participants. The test consisted of 40 questions including cloze passage-testing prepositions, grammar, pronouns, and vocabulary- and completion questions. In order to estimate the participants' listening comprehension ability, a pretest was designed and conducted to the participants before the course. The score of the pretest were collected to be compared with the scores of the posttests to determine the improvement of the participants after completing the course. The test consisted of 20 multiple-choice questions that participants had to listen and answer the questions. A posttest was conducted to estimate how much participants have improved in listening comprehension. The test contained 20 multiple-choice questions with the same level of difficulty. The reliability of the scores was evaluated by KR-21 formula. The validity of test was evaluated the same as pretest.

Procedure

The participants of the study sat for OQPT to fulfill the criterion of homogeneity. They were assigned to four groups containing two groups of male and two groups of female learners. The participants were assigned into two experimental groups and two control groups based on gender, each of which has 15 students. The teacher administered the treatment during four weeks, each week three sessions. In every session, one instructional video was taught to the learners. A pre-test was administered before the treatment in each group by the teacher. Then, the experimental groups received instructional YouTube clips, the second control group received no instructional tools. At the beginning of each session ,the participants of both groups received warm-up on the theme of the listening on which they were going to work that session .Then, they had pre-teaching of the vocabulary if any new or problematic one presented in the listening. Next, the copies of question related to each listening was taken from test assessment package and hand out to the whole participants. Different kinds of questions were assigned for each listening.

At the end of the program, the posttest was administered to all the experimental groups and control groups. The aim of this test was to check the listening comprehension development of the participants and to determine the effectiveness of videos via YOUTUBE on listening comprehension.

Results

The first research question was posed to investigate the effect of providing instructional videos via YOUTUBE on Iranian intermediate male EFL learners' listening comprehension. To this end, the results of the pretest and posttest for male participants were compared with each other. Then, mean scores of the two groups on the posttest were compared with each other and the results were analyzed statistically.

Table 1. *Descriptive Statistics of the Pretest and the Posttest for Male Participants*

Groups			Mean	N	Std. Deviation	Std. Error Mean
Experimental	Pair 1	Pretest	14.63	15	1.631	.421
		Posttest	22.05	15	1.139	.294
Control	Pair 1	Pretest	14.50	15	1.574	.406
		Posttest	16.58	15	1.568	.405

The table shows the mean scores and standard deviations of the pretest ($M = 14.63$, $SD = 1.63$) and the posttest ($M = 22.05$, $SD = 1.14$) for the experimental group and the mean scores and standard deviations of the posttest ($M = 14.50$, $SD = 1.57$) and the posttest ($M = 16.58$, $SD = 1.57$) for the control group among male participants. It is axiomatic that both groups outperformed on the posttest. To make sure that these differences were statistically significant, Paired-Samples t-tests were conducted.

Table 2. *Results of the Paired-Samples t-Tests for Male Participants*

Groups			Paired Differences						t	df	Sig. (2-tailed)
			Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
						Lower	Upper				
Experimental	Pair 1	Pretest -- Posttest	-7.427	2.239	.578	-8.666	-6.187		-12.849	14.000	
Control	Pair 1	Pretest -- Posttest	-2.081	1.646	.425	-2.992	-1.170		-4.897	14.000	

According table 2, the results of the pretests for the experimental group ($t(14) = -12.85$, $p < .001$) and the control group ($t(14) = -4.90$, $p < .001$) because both p values were significant. However, an Independent-Samples t-test was run to compare the control group and the experimental group on the posttest.

Table 3. Results of the Independent-Samples t-Test for Male Participants on the Posttest

	Levene's Test for Equality of Variances	t-test for Equality of Means

| | | *F* | *Sig.* | *t* | *df* | *Sig.* (2-tailed) | Mean Difference | *Std.* Error Difference | 95% Confidence Interval of the Difference | |
									Lower	Upper
Posttest	Equal variances assumed	1.191	.284	10.931	28	.000	5.470	.500	4.445	6.495
	Equal variances not assumed			10.931	25.549	.000	5.470	.500	4.441	6.499

Table 3 indicates that the results of the Independent-Samples *t*-test were significant ($t(28) = 10.93$, $p < .001$). The difference between mean scores was 5.47 with 95% confidence interval ranging from 4.46 to 6.50. Therefore, providing instructional videos via YOUTUBE had a significant impact on Iranian intermediate male EFL learners' listening comprehension.

Discussion

Considering many researches that have been conducted in this field, few studies have been done on the effect of instructional movies on learners' performance in the EFL classrooms because learners suffer from the only text-based educational environment and lack opportunities to access new materials. Therefore, the ultimate objective of this research is to identify the influence of using YOU TUBE video on listening skill of Iranian EFL learners.

The results obtained from analysis of data were in line with a study conducted by Arono (2014) with 89 students in an experimental group who were taught by using interactive media and 126 students in a control group who were taught using audio learning media. The results showed that the students taught with interactive multimedia improved their critical listening skills more than those in the control group. A study on proficiency and motivation by Lamb (2004) with 219 first year students in Indonesia revealed that even though the students had had contacts with English in their environment e.g. magazines, books, TV, music, etc., the students" proficiency was still low.

The study is also a novel trend toward use of technology in classrooms in order to engage learners in their progress. It aimed to contribute to the growing number of researches in this new field of CALL and the resulting effects in the Iranian EFL context. The present study, therefore intend to develop a new concept among practitioners of this field by examining this approach in some Iranian classrooms to prove the effectiveness of alternative material and to find evidence in support of using technology make learners more involved in their learning.

The summary of the results are reiterated here: based on the statistical analysis of the results, both descriptive and inferential, it was revealed that (a) providing instructional videos via YOUTUBE have significant impact on Iranian intermediate male EFL learners' listening comprehension, (b) providing instructional videos via YOUTUBE have significant impact on Iranian female intermediate EFL learners' listening comprehension. And (c) There is no significant difference between the effect of providing instructional videos via YOUTUBE on male and female EFL learners' listening comprehension.

Conclusion

Undoubtedly, teaching listening comprehension is one significant goal of all language teaching programs. It is believed that L2 learners' communicative competence involves listening comprehension as one essential component.

After performing the experiments and doing the necessary statistical an analysis it was found that: there was a statistically significant difference between the pretest and posttest scores of the learners of using YOU TUBE video group, and that the learners in this group had improved significantly owing to the treatment they experienced. In addition, the learners in the two experimental groups obtained significantly better results than the control group learners. Additionally, it was shown that of using YOU TUBE video was significantly more effective than traditional teaching when it came to teaching/learning listening comprehension.

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