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THE EFFECTIVENESS OF USING YOUTUBE VIDEO ON EFL IRAQI COLLEGE STUDENTS' PERFORMANCE IN GRAMMAR AT MISSAN UNIVERSITY

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Abstract

YouTube is a social media platform that was launched in 2005 that allows billions of individuals to discover watch and share original user created videos. YouTube is a powerful educational and motivational tool that is being used in the EFL classroom (Duffy, 2007:173). This study aims to identify and classify the effectiveness of using YouTube Video on EFL Iraqi college students' Performance in Grammar at Missan University. The study is restricted to students (males and females) of the third year EFL Iraqi College students during the academic year 2014-2015. A questionnaire for students and a grammar test have been constructed to be the main instruments used. The result shows that there is a statistically significant difference between the pre and post administration of the questionnaire and in favour of the post administration of the questionnaire.

Keywords

You Tube Video, Grammar, Performance

1. Introduction

1.1 The Problem of the Study and its Significance

The problem is embodied in the high rate of failure in the final examination in "grammar". The use of the target language in explaining the rules of grammar may lead to a discrepancy between the levels of achievement realized by the learners of English at the same stage or section. To the best of knowledge, no such study has been carried out so far. Thus, it is hoped that this study may fill part of the gap in English teaching. Because understanding the rules of grammar is essential for improving learners' competence in English, the use of the native language can, in some way or another, guarantee the achievement of that goal. To decrease students' mistakes in learning English, especially in grammar, teachers must be able to create a favourable condition in teaching and learning process in order to make the students comprehend and use English easily. Using suitable method, technique and media which are appropriate to the main subject, learning can increase the students' interest and motivation in studying English, so the students feel interested and pay attention to that subject.

As used YouTube videos to learn English is still a fresh idea, how it can be used in facilitating language learning in class effectively is still not clear. Most literature on the educational use of YouTube focuses only on its impact on motivation and ideas for using the videos (Yuen Fung Yee Vian, 2015:5)

Additionally, the use of YouTube videos into the classroom, particularly Grammar classrooms has contributed too much greater flexibility in instruction. This research aims to understand how educators are using YouTube in their learning grammar. It is important to understand how YouTube is being used as video is a powerful educational and motivational tool that is being used in today's 22st classroom (Duffy, 2007: 180).

1.2 Aims

The study aims:

1. To identify and classify effectiveness of using video lesson based grammar on EFL Iraqi college students in Misan.

1.3 Hypothesises

The following null hypothesises have been posited:

1. There aren't statistically significant differences between the experimental group performance and that of the control group in the grammar score of the post test
2. There aren't statistically significant differences in the experimental samples' YouTube Video Lesson Based Grammar between the pre - post administration questionnaire.

1.4 Values

a- exploring teachers' effectiveness of using YouTube Video lesson based grammar on EFL Iraqi college students in Misan.

b- shedding light on the language learners achieve fluency faster when they are immersed in using YouTube Video lesson based grammar on EFL Iraqi college students in Missan.

1.5 Limits

This study is limited to

1. The students (males and females) of the third year EFL Iraqi College students during the academic year 2015-2016.
2. The YouTube video lesson based grammar" in English departments in basic education college at university of Missan.

1.6 Definitions of Basic Terms

1.6.1 YouTube

YouTube is an ideal vehicle to teach and expose students to a variety of English dialects (Watkins et al, 2011: 117).

1.6.2 Grammar

The knowledge of the structures regularities of language in the mind of the speakers (Linguistic /grammatical competence) (Cook, 2001:25).

2. Theoretical Background

2.1 The Purpose of Using YouTube in the Learning English Classroom

YouTube is used for varying purposes, to exposure the authentic English as well as to promote a learning style that is more autonomous learning; to provide an opportunity for freedom of expression; to serve as a vehicle for collaboration; to inspire and motivate students; to make learning fun; to set an appropriate mood or tone; to decrease anxiety and

tension on scary topics; and to create memorable visual images. It makes a particularly powerful contribution to both the content and the process of language learning; especially contribute to interest and motivation, sense of the context of the language, and a specific reference point or stimulus, and the majority of uploaded videos are used to provide linguistic and cultural content and information on and related to the target language. YouTube Videos are now used for classroom lectures, institutional promos, bulletins and newsletters(Harmer, 2001:282;Terantino, 2011:10-12; Johnson & Swain, 1997; Duffy, 2008: 173-182).

3. Methodology

3.1 Population and Sample

The sample of this study includes (30) third – year college students of the English language in Missan Governorate. The total number of the College student population is 422 distributed among male and female students.

3.2 Instruments

A questionnaire and a grammar test have been constructed to be the main instruments used.

3.2.1 Construction of the Questionnaire

In order to gain information about Identifying and classifying effectiveness of using video lesson based grammar on EFL Iraqi college students in Misan, a questionnaire has been constructed drawing on the following sources: Related literature: They are books, journals, and articles related to the problem of the research .

3.2.1.1 Face Validity of the Questionnaire

An instrument is considered to have face validity in the case that its items are well accepted by other testers, moderators, teachers (Hughes, 1989 : 22). In order to ensure the face validity of a questionnaire and a grammar test and, its first version has been exposed to a number of specialists in the fields of linguistics and methodology of teaching EFL as shown in table (1) below

Table1: *The Academic Ranks, Names, and Locations of the Jury Member*

N	Academic Rank	Name	College
1	Prof. (Ph. D in ELT)	Alaa. Hussan	College of Education, University of Basra
2	Asst. Prof.(Ph.D in ELT)	Shaima' Al-Bakri	College of Education , University of Baghdad .
3	Asst. Prof.(Ph.D in ELT)	Salam Hameed	College of Education, University of Baghdad
4	Asst. Prof.(M.A. in ELT)	Alaa Ismail Chaloob	College of Education, University of Anbar
5	Asst. Prof.(M.A. in ELT)	SaadonSalih	College of Basic Education, University of Misan
6	Instr.(Ph.D. in ELT)	LiqaHabeeb	College of Education, University Dyala
7	Instr.(M.A. in ELT)	NajimAbdulah	College of Education, University of Misan
8	Instr.(M.A. in Linguistics)	Iqbal S. Disher	College of Basic Education, University of Misan

The jurors have been requested to judge whether the items of the questionnaire are suitable or not. In the light of the jurors’ views some items have been added and others have been omitted. The final form of the students' questionnaire consists of (20) items distributed among (30) college students. The rating scale includes the following options: strongly agree, agree, strongly disagree, and disagree.

3.2.1.2 Pilot Administration of the Questionnaire

After ensuring the validity of the questionnaire, a pilot version is administered to a sample of (15) College students who are taken from the Colleges of Basic Education at University of Misan. Regarding the time allotted for answering the items, it has been found that students need 30 minutes to respond to the questionnaire items.

3.2.1.3 Reliability of the Questionnaire

White & Gunstone (1992:177) state that "reliability refers to the consistency of the judgment that follows from the use of a test ". A questionnaire is reliable when it yields the same results over a given time. However, the questionnaire has been administered to the same pilot sample after two weeks. The statistical manipulation of the data has been obtained from

the two administrations. By using Pearson Correlation Coefficient formula, the result yields 0.81, whereas, by using Alpha Cronbach Formula, the result yields 0.82

3.3 Pre-Post Test

A pre-test is conducted to ensure the equalization of the groups involved in the study and a post-test to evaluate the effectiveness of the experimental procedures. A test is any procedure for measuring ability, knowledge, or performance (Richards et al, 1992: 377). In the current study, a grammar test has been constructed to achieve the first aim of the study. Both groups of students are exposed to the same pre-post grammar test.

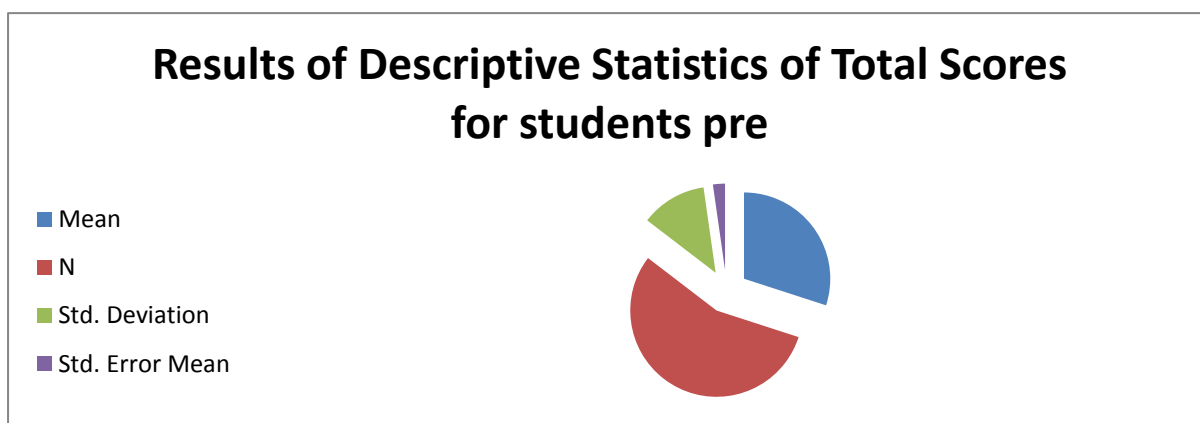
4. Results, Conclusions, Recommendations

4.1.1 Result Related to the First Hypothesis

The mean ranks of the experimental group are 28.56 and the mean ranks of the control group are 16.23 at 0.05 level of significance and under 29 degrees of freedom. See Graphic 1 and 2. Table 2 and Table 3

Table 2: Results of Descriptive Statistics of Total Scores for students

	Mean	N	Std. Deviation	Std. Error Mean
Pre	16.2333	30	6.68340	1.22022
Post	28.5667	30	5.83499	1.06532



Graphic 1: The Mean Ranks of the Experimental and Control Groups in the Overall Grammar

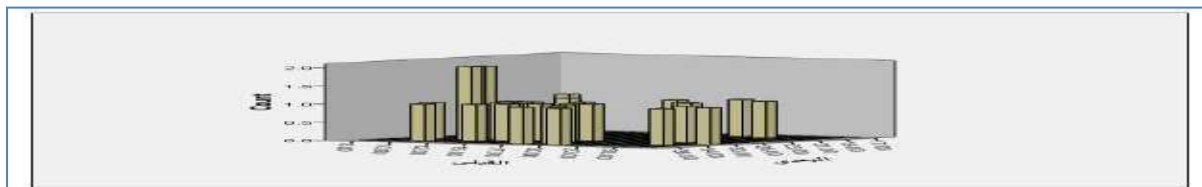


Figure 2: *The Mean Ranks of the Experimental and Control Groups*

The first hypothesis which indicates that “There aren't statistically significant differences between the experimental group performance and that of the control group in 'the grammar score 'of the post-test” is rejected

Table 3: The Mean Ranks of the Experimental samples' grammar between the pre - post administration questionnaire"

No.	Items	Strongly Agree	Agree	Strongly Disagree	Disagree	Weighted Average	Weight Percent
1.	I watch YouTube video for learning English grammar.	12	13	1	4	1.9	88%
2.	Watching YouTube videos helps me to learn English grammar easily.	19	9	1	1	1.4	79%
3.	Using YouTube makes the classroom more interesting	22	4	2	2	1.4	79%
4.	Using YouTube in the classroom is beneficial to improve English grammar skill.	13	15	1	1	1.6	83%
5.	YouTube is a useful resource for oral and written learning	15	11	4	1	1.7	84%
6.	YouTube videos should be used in the EFL classroom.	9	12	4	5	2.1	90%
7.	YouTube should be focused on the syllabus that are presented in the classroom.	12	14	1	3	1.8	86%
8.	Using YouTube motivates me to study English.	18	9	1	2	2.1	90%
9.	I think watching YouTube videos is a useful activity for	9	13	2	6	2.1	90%

	language learners.						
10.	I think using YouTube is a good way of learning English grammar.	14	9	2	5	1.9	88%
11.	The Grammar-YouTube video lesson helps to make Grammar easier for me to speak English correctly.	12	10	1	7	2.1	90%
12.	I would have liked the lessons that include different kinds of activities after watching grammar lessons in YouTube.	7	10	7	6	2.4	95%
13.	Grammar is best taught through using YouTube.	19	8	1	2	1.5	81%
14.	Students can improve their grammatical accuracy through frequent practice of structures in YouTube.	11	14	2	3	1.9	88%
15.	Students enjoy class when videos are shown .	19	9	1	1	1.4	79%
16.	Students would like to see more videos in class that is relevant to their grammar topic.	11	8	5	6	2.2	91%
17.	Students learn grammar more successfully if it is presented in YouTube.	19	5		4	1.7	84%
18.	Students would prefer to watch videos of language that contain grammar.	8	10	6	6	2.3	93%
19.	Students are visual learners. They love to learn visually.	10	15	2	3	1.9	88%
20.	Students remember thing they see more	20	8	1	1	1.4	79%

than they read.						
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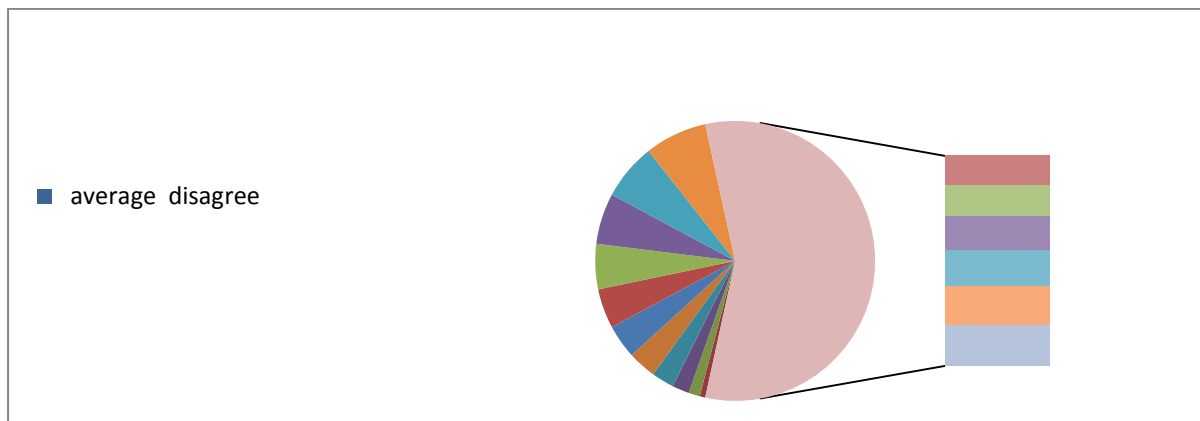


Figure 3: The Mean Ranks of the Experimental samples' grammar between the pre - post administration questionnaire"

4.1.2 Result Related to the Second Hypothesis

The result shows that there are statistically significant differences between the pre - post administration questionnaire and favour of post administration questionnaire.

Thus, the second hypothesis which indicates that “There aren’t statistically significant differences in the experimental samples' grammar between the pre - post administration questionnaire" is rejected. (See Table3)

4.2 Conclusion

Using YouTube for watching English video can be a helpful tool for developing English skills. However, its usage can be useful for learners who do not have enough time to study language courses or those who would like to expose themselves to the English language surroundings. English grammar videos have never been within easy reach of learners of English as they are nowadays.

4.3 Recommendations

1. New methods of teaching Using YouTube Video Lesson Based Grammar must be applied in our classrooms.

4.4 Suggestions for Further Studies

These are the suggestions for the related studies that can be applied in the classroom.

1. A study to conduct experiments of Using YouTube Video Lesson Based Grammar, in different stages of learning i.e. university, secondary and primary.

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Appendix A

The Effectiveness of Using YouTube based-grammar in EFL classroom.

Test of Grammar

Q:1) Choose the correct answer.

- 1- Mark promised.....shopping. (Go, to go,going)
- 2- I'm not sure what For the party. (Wear, to wear,wearing)
- 3- I miss in London. (Live, to live, living)
- 4- I can't waitthe photos you took. (See, to see,seeing)
- 5- Do you mind it with you ? (Take, to take, taking)

Q:2) Read the following sentences and then write TRUE if the sentence is correct and FALSE if the sentence is incorrect and correct the sentences that you think are incorrect.(Choose only 5)

- 1- Ali would like to eat an apple .
- 2- Mohammed loves collecting stamps.
- 3- We would prefer having dinner later.
- 4- Hassan tends to talk too much.
- 5- Nada tries to avoid answering my question.
- 6- I can't imagine Ali to ride a bike.

Q:3) Read the following sentences and choose the suitable choice.

- 1- David failed..... his electricity bill. (pay, to pay, paying)
- 2- I'd like you carefully. (listen, to listen, listening)
- 3- I always avoid anyone's feelings. (hurt, to hurt, hurting)
- 4- Can you all stop.....please? (talk, to talk, talking)
- 5- I need my shoes. (Clean, to clean, cleaning)

Q:4) Fill in the blank the right word and use the suitable grammatical structure (to + infinitive or verb + ing) for the following sentences.

- 1- It was late yesterday. They decided a taxi home. (take)
- 2- Mike gave up to find a job in his country. (try)
- 3- I likes up early.(get)

4- My classmate would love ... New York again. (visit) 5- Do you think , it's safe to Baghdad? (travel)