Utilizing Youtube in Enhancing Speaking Skills for Arabic Language Learners who Speak Other Languages

BasmahIssa Ahmad AlSaleem
TEFL Associate Prof.
The World Islamic Sciences and Education University
Amman –Jordan

Abstract

This study investigated the effect of utilizing YouTube in enhancing speaking skills for Arabic language learners who speak other languages in the Arabic for Speakers of Other Languages Centre ASOL at The World Islamic Sciences and Education University (WISE University), Amman- Jordan. Participants of the study were Arabic Language learners who speak other languages who come to Jordan from different foreign countries to learn Arabic language. The researcher hypothesized that if these learners practiced YouTube Videos, their speaking skills may be improved. For answering questions of the study, the researcher designed a pre-post speaking skills test to determine the participants' mastery speaking skills. Furthermore, she uploaded the contents on a YouTube account that were made available for all the participants of the study. Results revealed that the suggested YouTube videos were effective in improving participants' speaking skills. Then the study recommended that YouTube may be utilizing in improving other skills such as oral communication, listening and Arabic language pronunciation.

Keywords: **YouTube, YouTube videos, speaking skills, Arabic language learners who speak other languages.**

Introduction and Background

Arabic language has many applicable skills for Arabic language learners who speak other languages and in the same respect those learners have Islamic, Arabic and legislative courses, idioms, vocabulary, expressions, rich structures with harmony. In the same track, it is recognized via its difficulty in reaching the needed demand. So reaching that demand need terrific efforts for dealing with daily vocabulary, expressions and contexts(Temah&Alnaqa,2003).Teaching Arabic as a foreign language is not so difficult matter as foreign learners say, as it spread quickly in the new turned countries for Islam for prevailing Islam in the south east of Asia(AlAlwsy,1988). In the same respect Arabic language spread in the first centuries rapidly in a short area of time and it is not so strange to see most of literature, language poetry, Quranic fields and aspects and The Hadith were non-Arab scientists who studied Arabic and understood its secrets, grammar, morphology, so it is one the least languages that kept its sounds and structures.

Foreign language is defined as the language that is taught at schools as an instructional course aiming at providing learners with linguistic proficiency enables them to surf, read and study literature, art works and listening to the Radio, understanding dialogues on Cinemas and even use it in the debates and discussions with its native speakers (Alnaqa,1980). Respectfully, foreign learners come from Indonesia, Malaysia, Korea, Brunei, Germany, France, Russia, Bulgaria and Kazakhstan, Albanya,…etc to learn Arabic language, literature, The Holy Quran etc. at multi-linguistic centers in Jordan**.**

Speaking skill begins linguistically and ends via talking and discussing with native speakers of the same language. It needs that the learners produce grammar correct structures and order vocabulary in a sentence(Taemah,1998).Speaking importance is obviously manifested in learning foreign language because talking is a main component in its learning especially for Arabic language learners who speak other languages; many scholars portrayed it as a means for communications and interactions in various societies. Contextually, speaking skills are productive follow listening skill. Via talking; the speaker needs to be able to use sounds correctly, utilize proper grammatical structures and order words conveniently in sentences (Lindsay&Knight, 2006).

Similarly, talking is portrayed as a receptive process entails a motive for speaking, context for what has been mentioned then a linguistic system that order motives and context, so the main aim of talking in communication and conveying meaning(1985,aqanlA).Objectives of Arabic language learners who speak other languages for learning Arabic are so varied and immensely differentiated in considering; some of them are pronouncing Arabic sounds properly, producing toning in an accepted way by the language natives, recognizing and identifying between different identical sounds correctly, determining between different long and short sounds, expressing thought via a sentence context in a suitable way for different situations, pronouncing neighboring sounds correctly, acquiring numbers of vocabulary and think of Arabic language and speak it continuously in a convenient period and live the language atmosphere(AlFawzan,1992)

Speaking skill can be enhanced through dialogues; that are respected as means and an end at the same time. They entail grammatical structures in different structures and situations, imbedded sounds in communicative contexts (Bueno, Madrid&Mclaren, 2006).

There are many principles should be utilized in improving talking such as providing Arabic language learners who speak other languages with opportunities for practicing linguistic skills, availing similar situations for those that will be faced by those learners. Also, teachers teach them via a step by step way. Furthermore, training them for sufficiency and providing them with suitable opportunities for real life situations, flexible practices suitable for individual differences that permit using the skills in various situations. Continuous training is vitally needed as it generates mastery, providing learners with bulky amount of vocabulary to use in learning as little vocabulary hinder them from practicing the skills at last evaluating their practices continuously (rehaTlA, 2011).

Teaching Arabic for Arabic language learners who speak other languages has many different techniques such as; grammar-translation method. It is one of the oldest methods in teaching foreign languages in the world; it was utilized widely in the absence of social linguistic theory that concerns in the role of the language of life. Furthermore, it refreshed in the absence of linguistic theories that work on sounds, grammar and structures. This method begins with teaching grammar, but with its disadvantages another methods appeared to be used as alternatives (Shehata,2002).*Direct method*; it supposes that there is a relation between vocabulary or between the sentence and the idea without using native speaker's language. It depends on spontaneity then expressing ideas through foreign language neglecting native language.Via this method, the idea of translation was excluded completely, concentrating on oral communication skills. One of its demerits is that it overwhelms learners in foreign languages in aimless situations, so it affects learners' native language respectfully and then they live an atmosphere of strangeness(2003,ihtaF) .

In February 2005, three former PayPal employees created the YouTube Website. The purpose of the website is to upload, view and share short videos. Soon, the website has gained the popularity and many people subscribe to it. The popularity of the website has drawn the attention of Google Company leaders. They have realized the potential role that YouTube will play in the people's life in terms of education, health, politics and economy. So, the company acquired the website in 2006. In the current design of the YouTube website, there are several categories where people can find what they are interested in such as education, music, news and sports**.** Chard Hurley, Steve Chen and Jawed Karim in Pay Pal Corporation established it in February 2005 (Melissa, 2010). YouTube is defined as corporation specialized in Internet services permitted in watching and sharing videos via Internet without money, uploading daily bulky numbers of videos and live events (Ghdon,2009).

YouTube is a very attractive social medium that contributes to the global education (Bonk, 2009). It is being increasingly used by educators to teach the languages (Duffy, 2008). It *"offers fast and fun access to language and culture-based videos and instruction from all over the globe"* (Terantino, 2011). In other words, YouTube is making new demands on learning that are changing the learning ecology (Kwan, 2008). Every year, YouTube official website http://www.YouTube.com shares astonishing statistics about the use of the YouTube worldwide. According to the press link *"http://www.YouTube.com/t/press_statistics"*, YouTube is localized in 43 countries and across 60 languages; YouTube had more than 1 trillion views or around 140 views for every person on the Earth. 100 million people take a social action on YouTube (likes, shares, comments, etc) every week. These statistics show the influence of YouTube on sharing information and knowledge with other people.

With the rapid advancement of technology, the use of video in aiding ASL teaching and learning is also popular among ASL instructors at all levels (Burt, 1999; Davis, 1998; Tuzi & Mori, 2008; Wolf, 2006). In fact, the use of video for educational purpose, in general, is not a new phenomenon as its existence in the educational field has been reported since the early 1960s (Williams & Lutes, 2007).

Educators in the field of language teaching and learning were no exception to the phenomenon, as they also took advantage of the exciting new opportunities offered through the development of video technology (Geddes &Sturtridge, 1982) and this practice has also reached to today's generation of language instructors.

The use of video in language teaching and learning is highly known for its ability to provide authentic language learning environment for the learners (Xiaoning, 2007). Videos such as movies, television programs, and news broadcasts, which generally demonstrate real language that is not simplified and is spoken at a normal pace with genuine accents, are some of the examples of authentic videos that offer the authenticity (Burt, 1999).

This real language experience is especially important to ASL learners who have minimal exposure to authentic Arabic as they are not living among the native speakers. Hence, with its authentic content, language learners, especially ASL learners, could be introduced to the nature of the language in a more realistic manner as presented by the characters in the videos. Besides that, the use of authentic video could offer ASL learners with richer understanding of the language because it is essential for them not to be competent in the target language only but also its background, history, and culture (AlFozan,1992). Moreover, this would indirectly allow the learners to see "situations that are far beyond their classrooms" and inculcate cross-cultural awareness among them, which include aspects such as body language, attire, food and others (Harmer, 2001).

Increase learners' comprehension; with video's ability to feature moving visual element, along with sound, the combination of these elements would help to increase ASL learners' comprehension because they do not only hear the language but also see it (Harmer, 2001). In other words, they are presented with the total context, which includes the paralinguistic and linguistic elements, together with the physical environment (Hick. 1982). Through the paralinguistic features especially, learners would have the tendency to comprehend better as they offer gestures, facial expressions and other visual clues (Geddes, 1982).

Enhance various language skills; Video is also especially useful as it can be utilized to enhance ASL learners' various language skills such as listening, speaking, writing, reading and grammar. Authentic content of a video for example, could be used to focus on grammar and vocabulary such as to introduce new words and grammatical components, supplemented by other production activities (Tuzi& Mori, 2008). Moreover, the content of certain video such as the plot could be manipulated to enhance learners' writing and speaking skills by eliciting their opinions of the plot through their writing as well as their speaking ability. This includes activities such as discussion, debate, role-play, dialogue, and group presentations (McGill, 2010; Xiaoning, 2007).

Nevertheless, Mekheimer (2011) mentioned that the integration of video based material, *"inducing satisfactory viewing comprehension and presented in an integrated language skills instruction, is a valuable approach to whole language teaching"* (p. 5). Hence, videos should be utilized with the purpose of integrating all the skills through activities such as guided practice and interactive follow-up discussions among all the learners as well as with the instructor. However, in employing these activities, it is important that ASL instructors pay close attention to various characteristics of the learners like their proficiency level in ensuring the success of the implementation.

Of all the possible benefits of using video, specifically in language teaching and learning, its usage are highly associated with its motivating feature (Dikilitas & Duvenci, 2009). This feature is indeed essential as motivation is considered the backbone of any classroom including ASL classroom (Lile, 2002). The combination of moving visual and sound elements, coupled with interesting activities, could help to stimulate learners' interest as they have the chance to not only hear the language in use but also see it (Hammer, 2001).

Moreover, it could help to liven up the language learning process and make it more meaningful by bringing in the real world into the classroom (Burt, 1999; Geddes & Sturtridge, 1982). According to McGill (2010) also, videos, which describe interesting, authentic situation in which relevant Arabic is utilized, can attract ASL learners' attention and interest. Hence, they would possibly be more motivated to learn Arabic, which they may have found difficult, through the exciting way. There is a number of factors that need to be considered in assessing the usefulness of video material such the video length, sound and picture quality, language density, appropriacy, and relevance of the video (Taylor, 2009).

• In terms of video length, it is essential for ASL instructor to ensure the video is neither too long nor too short. Hammer (2001) asserted that the use of video between 1 and 4 minutes is suitable enough as it *"can yield a number of exercise, demonstrate satisfying range of language, easier to manipulate, and can be highly motivating"* (p. 283).

• The visual and sound quality of the video is also important as video with poor quality may distract learners' engagement and interest (Hammer, 2001).
• It is also important for ASL instructor to ensure that the video usage is able to meet the teaching objectives of the lesson by considering its relevance and appropriateness (Xiaoning, 2007). Hence, ASL instructors may choose video material, which highlights particular grammatical, curricular, or thematic objectives (Wolf, 2006). This is also to avoid the possibility of non-optimum uses of video among ASL instructor, which do not contribute to ASL learners' meaningful Arabic learning (Hobbs, 2006).

There are several reasons behind YouTube's potential as a resource to facilitate ASL teaching and learning. Besides its immense popularity as a video sharing website, it is also known for its huge database, user-friendly features, and social-networking characteristic. These are also among the advantages of YouTube that can be exploited by ASL instructors for educational purposes:

Huge video database; According to Yudhi Herwibowo (2010), every day, about 65000 new videos are being uploaded on YouTube with around 100 million video clips being watched by its users from across the globe. This phenomenon demonstrates YouTube's potential as a resource to facilitate ASL teaching and learning. Moreover, ASL instructors are able to explore various types of video through YouTube's video categories such as autos and vehicles, comedy, education, entertainment, film and animation, music, news and politics and others. With this variety of video, ASL instructors would have the opportunity to use video for different language learning purposes in various creative ways. Not only that, since YouTube consists of videos which are uploaded by users from across the globe, this would also be helpful in demonstrating variety of Arabic from all over the world to ASL learners, in an authentic way.

Video length; Apart from the huge database, the length of YouTube videos is another advantage that separates YouTube from other traditional media content servers because YouTube is mostly consisted of short videos (Cheng, Dale & Liu, 2007). This is mainly due to YouTube's policy of limiting its regular users to upload video of not more than 15 minutes of duration. Hence, video length is one of the essential aspects that need to be considered by ASL instructors in incorporating it in any lesson (Burt, 1999; Xiaoning, 2007); this would allow ASL instructors to choose videos of not only various types but also different lengths.

User-friendly features; another advantage of YouTube as a resource for ASL teaching and learning is its free accessibility. Moreover, due to its popularity, YouTube videos are also widely embedded in various websites and blogs, making it highly accessible for numerous purposes including for teaching and learning. Besides that, YouTube is also known for its user-friendly features, which make video searching, watching, and sharing experience, easier (Cheng, Dale & Liu, 2007). Besides the common search button, where users can type the topic of a video that they are looking for, YouTube's main website page offers easy navigation for users to explore its videos from various categories. Other than that, YouTube constantly reminds the users of its new and trending videos through its trending feature.

YouTube Video Downloading; in overcoming the identified barriers, some of the possible ways are by downloading the content from YouTube using certain software or converting YouTube videos into other format and later save them onto a flash drive or a hard disk via certain websites or software (Jones &Cuthrell, 2011). Various websites and blogs have also dedicatedpages on the different ways of downloading YouTube content including for educators, to be incorporated into teaching and learning.

Strategies in using YouTube as a resource to facilitate ASL/AFL teaching and learning

As discussed earlier under the benefits of using video, video could be used to enhance ASL learners' various language skills through numerous interesting ways. Duffy (2008) believes that the use of video, particularly from YouTube, should not be passive and suggests several some guidelines in using it for teaching and learning ,which could also be applied to ASL context:

• Segment, which refers to watching video in short, segments. This is indeed important in ensuring the learners' interest would not wane throughout the viewing process (Taylor, 2009).
• Notes, which is useful in developing learners' note-taking skills. This activity, which involves several steps such as viewing, rewind, replay and checking, could be implemented to initiate classroom discussion or brainstorming session.
• Pause in which ASL instructor could temporarily *"pause"* the video at certain scenes and ask learners to predict or recall what will happen next.

- Sound off could also be employed to enable learners to narrate certain scenes using the target language.
- Picture off is another activity that would allow learners' productivity by asking them to describe certain scenes using audio clues.
- Focus by giving learners a specific responsibility while viewing the video.ASL instructor could introduce the video with a question, asking learners to look for certain things, or unfamiliar vocabularies. This is to keep learners on task and direct the learners' learning experience with the objective of the lesson.
- After refers to the post viewing activity which includes ASL instructor's evaluation of the video usage from several aspects such as learners' interest, learners' understandings as well their experiences and feelings.

This study aimed at investigating the impact of using YouTube videos in enhancing speaking skills for Arabic language learners who speak other languages. Since, the present study sought to ascertain the effects of YouTube videos technology on learning speaking skills for Arabic language learners who speak other languages at Arabic for Speakers of other Languages Center at WISE University. This study will investigate whether the new technology is the most effective tool in enhancing the ASL students' speaking skills, or not. Moreover, one important contribution of this study is to motivate ASL students who face difficulties in mastering Arabic language and is sometimes unmotivated to learn to use YouTube Arabic data while learning Arabic.

Problem Statement

Through surfing the related literature, it becomes obvious that many Arabic language learners who speak other languages have lowness and obstacles in practicing the Arabic speaking skills. So, a pilot study was carried out, by the researcher, for a sample of foreign students who speak other languages in Arabic for Speakers of other Languages Center at The World Islamic Sciences and Education University to find out the reasons behind those obstacles. The results show that the levels of Arabic language learners who speak other languages need to be improved as they suffer much and need remedy for their weakness in the everyday Arabic speaking. Therefore, the present study investigated the effect of utilizing YouTube as a tool in enhancing speaking skills for Arabic language learners who speak other languages.

Questions

In order to tackle this problem, the present study attempted to answer the following questions:

What is the effectof utilizing YouTube videos in enhancing the Speaking skills for Arabic language learners who speak other languages?

For research purposes this main question can be divided into the following sub-questions:
1. What are the required speaking skills for Arabic language learners who speak other languages?
2. How far do the Arabic language learners who speak other languages master the speaking skills?
3. What are the features of using YouTube videos in developing the Speaking skills of Arabic language learners who speak other languages?
4. What is the effect of YouTube videos in developing the Speaking skills of Arabic language learners who speak other languages?

Purposes

This study attempted to:
1. Determine the Speaking skills necessary for Arabic language learners who speak other languages.
2. Assess the current level of Arabic language learners who speak other languages in the identified Speaking skills.
3. State the effect of utilizing YouTube videos in enhancing the Speaking skills for Arabic language learners who speak other languages

Community and Sample

The current research is unique since it examines the effect of utilizing You Tube videos in improving the Speaking skills of Arabic language learners who speak other languages. Few studies have been conducted in the same track in general, and on the speaking skills in particular. There has also been only limited research in the Arabic context in general, and in the Jordanian context in a specific trend. Therefore, for the purpose of the study, the students who speak Arabic as a Foreign Language in ASOL at WISE University were chosen as participants of the study. Their number was 40 students.

Delimitations

This study was limited to:

1. A sample of Arabic language learners who speak other languages in ASOL at WISE University.
2. Some speaking skills were utilized for Arabic language learners who speak other languages.

Design

This study employed the quasi-experimental design in terms of dividing the participants of the study into two groups, an experimental group and a control group. The experimental group was taught speaking using YouTube but the control group was taught speaking via the traditional method.

Groups	**Main Procedures**		
	Pre-test Pre-Administration	Treatmentvia YouTube	Post-test Post-Administration
Experimental	✓	✓	✓
Control	✓	------	✓

Diagram (1) Design of the study

Instruments

The researcher used the following instruments to tackle the problem of the study:

1. A Speaking skills' questionnaire to determine the most important required skills for the Arabic language learners who speak other languages.
2. An observation checklist for the Arabic Language learners who speak other languages designed by the researcher to assess participants' speaking skills.
3. A Speaking skills' rubric to score the participants' speaking skills during the pre/post test.

Program

It was a content program uploaded on YouTube videosto develops the Speaking skills of the Arabic language learners who speak other languages.

Procedures

In order to answer the questions of the study, the study proceeded according to the following steps:

1. Reviewing the literature and the previous studies related to the features of You Tube and speaking skills for Arabic language learners who speak other languages.
2. Choosing the sample of the study at The World Islamic Sciences and Education University-Arabic for Speakers of Other Languages Center ASOL and dividing them into an experimental group and a control group.
3. Designing speaking skills questionnaire to determine the most required speaking skills and presenting them to jurors to verify their validity, reliability and suitability.
4. Modifying the questionnaire according to the jury's opinions.
5. Designing an observation checklist for Arabic language learners who speak other languages then presenting it to jurors to verify their validity and suitability.
6. Modifying the instruments according to the jury's opinions.
7. Designing speaking skills test and a scoring rubric to assess Arabic language learners who speak other languages practices.
8. Presenting the speaking skills test and the coring rubric to the jury to verify their validity and suitability.
9. Modifying the speaking skills test and the coring rubric according to the jury's opinions.
10. Applying the aforementioned instruments to determine their reliability.
11. Administering the above-mentioned instruments as pre administration for both the experimental group and the control group.
12. Designing the You Tube account then presenting it to the jury to identify it's suitability for the participants.
13. Modifying the program according the jury's opinions in its final form and then applying for the stated participants
14- Conducting the program to the experimental group
15- Administering the above mentioned instruments as post administration for both the experimental group and the control group after the program.

16- Scoring and treating the data statistically

17- Presenting summary, results, conclusion, and recommendations

Data Analysis

The researcher used the SPSS statistical package to calculate means, standard deviation of the score.The "t" test was used to determine differences between the mean scores of the participants in both groups on the speaking skills test.

Results and Discussion

For answering questions of the study, the T-test for independent and dependent groups was used. Results are shown in the following discussion but the table was inserted in the appendices:

Table (1) T-Test of the pre administration of the pre-post Speaking skills test comparing the experimental and the control group (Appendix A)

Table (1) indicates that the mean score of the experimental and the control groups was equivalent. This indicates homogeneity of the two groups. The t-values are between (-.313 &.458) and this reflects that there is no statistically significant difference between the mean scores of the experimental and the control groups in the speaking skills and the total score of the pre-speaking skills test before conducting the experiment. Thus, any variance between the two groups that may happen after the experiment could be attributed the effect of the experiment. The pre-test revealed that most of the students have average proficiency in speaking test.

Table (2) T-Test of the post administration of the pre-post Speaking test comparing the experimental and the control group (Appendix B).

Results in table (2) shows that the experimental group outperformed the control group in all the speaking skills. Acloser look at table (2) revealed that (Articulate sounds through their articulator correctly, Differentiate between neighboring sounds, Verify sound according to the situation, Speak harmoniously in a mode that suits the meaning) were the most improved sub skills (i.e. mean= 2.15, 2.18, 2.28 & 1.85). On the other hand, Express in different situations such as interrogation and exclamation; was the least improved skill (mean =1.73). However, all differences between the experimental and the control group were significant at 0.05 level. This means that utilizing **YouTube**videos among other variables not measured by this study-was effective in enhancing the students' speaking skills.

Discussion of the Results

Firstly, for carrying out the study; the researcher utilized much from the literature in general and especially in building up the study questions, hypotheses, instruments, procedures of the study. As for the first result of this study, which is *" there is a statistically significant difference between the mean scores of the experimental group (students who were taught by* **YouTube** *videos) and the mean scores of the control group (students who were taught by the regular method) on the overall speaking skills post test in favor of the experimental group."*

Recommendations

The current study asserted the importance and impact of using **YouTube** videos for practicing speaking skills in classes of Arabic for Speakers of other Languages. The researcher suggested **further research** in:

1. Conducting and applying the **YouTube** videos to different stages such as primary, secondary and college for native speakers of Arabic language learners.
2. Investigating factors that may affect the students learning on YouTube videos such as; language proficiency, background knowledge, self-esteem, perception, age and gender.
3. Analyzing the relation between the students' learning style and their preference for learning on YouTube.

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Appendix (A): Pre speaking skills administration

Speaking skills	Groups	N	Mean	S. Deviation	T-test for Equality of Means		
					t	df	Sig.
Articulate sounds through their articulator correctly.	Experimental	40	2.15	.533			
	Control	40	1.48	.506	5.807	78	.05
Differentiate between neighboring sounds.	Experimental	40	2.18	.636			
	Control	40	1.55	.714	4.133	78	.05
Verify sound according to the situation.	Experimental	40	2.28	.679			
	Control	40	1.60	.632	4.601	78	.05
Speak harmoniously in a mode that suits the meaning.	Experimental	40	1.85	.949			
	Control	40	1.25	.494	3.549	78	.05
Express in different situations such as interrogation and exclamation.	Experimental	40	1.73	.987			
	Control	40	1.40	.591	1.787	78	.08
Total	Experimental	40	10.45	2.375	7.280	78	.05

Appendix (B) Post speaking skills administration

Speaking skills	Groups	N	Mean	Std. Deviation	T-test for Equality of Means		
					t	df	Sig.
Articulate sounds through their articulator correctly.	Experimental	40	1.18	.712	.184	78	not sig.
	Control	40	1.15	.483			
Differentiate between neighboring sounds.	Experimental	40	1.20	.911	-.313	78	not sig.
	Control	40	1.25	.439			
Verify sound according to the situation.	Experimental	40	1.25	.954	.000	78	not sig.
	Control	40	1.25	.870			
Speak harmoniously in a mode that suits the meaning.	Experimental	40	1.15	.362		78	not sig.
	Control	40	1.08	.971	.458		
Express in different situations such as interrogation and exclamation.	Experimental	40	1.13	.463	.149	78	not sig.
	Control	40	1.10	.955			
Total	Experimental	40	5.90	1.837	.236	78	not sig.
	Control	40	5.80	1.951			