The Role of Social Media (YouTube and Snapchat) in Enhancing Saudi EFL Learners' Listening Comprehension Skills

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Thesis Title: The Role of Social Media (YouTube and Snapchat) in Enhancing Saudi EFL Learners' Listening Comprehension Skills

Institution: English Language Centre, Taif University

Major: TESOL

Degree: M.A.

Year of award: 2019

Supervisor: Prof. Dr. Inayat Ullah Khattak

KeyWords: EFL, listening comprehension skills, social media, Snapchat, YouTube

Abstract

Despite of the importance of listening in EFL learning and teaching, this skill is not getting as much attention as other skills. Therefore, learners are less motivated to depend on their listening comprehension as a tool to help them in the process of language learning. Social media, especially YouTube and Snapchat, can be effectively used as a pedagogical tool to enhance the listening skills of EFL learners, compared with other traditional audio recording tools. The objective of this research is to investigate the role of social media (YouTube and snapchat) as a method of teaching, in order to enhance EFL Saudi learners' listening comprehension skills. The primary goal of this study is to know whether social media is capable of developing EFL listening comprehension skills, and gaining the deeper understanding of the presented materials. In addition, using these tools makes them familiar with the target language culture and it's native speakers. In order to achieve this objective; the researcher used a mixed method to ensure the research validity: a questionnaire and a post-test. The participants of the study were 50 female students studying in English Language Centre at Taif University. They were randomly selected and they divided into two groups: the experiment group consisted of 20 female students and the control group consisted of 30 female students. The experiment group was instructed using (YouTube and Snapchat) as the control group using traditional audio method. Then there is a post-test is given to both groups to measure their listening comprehension performance. The findings of the study showed that using social media (YouTube and Snapchat) can enhance the listening skill of Saudi EFL learners. The researcher recommends conducting more studies on other samples from different studies, age levels and from different environments like the schools or training institutes.

Cite as: Al Harbi, W.N. (2019). The Role of Social Media (YouTube and Snapchat) in Enhancing Saudi EFL Learners' Listening Comprehension Skills, English Language Centre, Taif University.(M.A.Thesis). Retrieved from *Arab World English Journal* (ID Number: 268 .December 2020. 1- 54.
DOI: <https://dx.doi.org/10.24093/awej/th.268>

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Title

The Role of Social Media (YouTube and Snapchat) in Enhancing EFL
Listening Comprehension Skills

By

Wed Nasser Alharbi

**A thesis submitted in partial fulfillment of the requirements for the
Master Degree**

Of

English TESOL

Supervisor

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1440- 2019

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دور وسائل الإعلام الاجتماعية (يوتيوب وسناب شات) في تعزيز مهارة الاستماع لدى طلاب
اللغة الإنجليزية كلغة اجنبية

رسالة مقدمه لاستكمال درجة الماجستير في تدريس اللغة الإنجليزية لغير الناطقين بها

للباحثة

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إشراف

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Despite of the importance of listening in EFL learning and teaching, this skill is not getting as much attention as other skills. Therefore, learners are less motivated to depend on their listening comprehension as a tool to help them in the process of language learning. Social media, especially YouTube and Snapchat, can be effectively used as a pedagogical tool to enhance the listening skills of EFL learners, compared with other traditional audio recording tools (Alimemaj, 2010). The objective of this research is to investigate the role of social media (YouTube and snapchat) as a method of teaching, in order to enhance EFL Saudi learners' listening comprehension skills. The principle goal of this study is to know whether EFL learners use (YouTube and Snapchat) while learning the English language, developing their listening comprehension skills, and gaining the deeper understanding of the presented materials. In addition, using these tools makes them familiar with the culture of native speakers. In order to achieve this objective; the researcher used the following instruments: a questionnaire and You Tube Listening comprehension passage.

The participants of the study were 50 female students studying in English Language Centre at Taif University. They were randomly selected and they divided into two groups: the experiment group consisted of 20 female students and the control group consisted of 30 female students. The experiment group was instructed using (YouTube and Snapchat) as the control group using traditional audio method. Then there is a post-test is given to both groups to measure their listening comprehension performance.

The data were gathered then analyzed by using SPSS in order to see whether the findings results positive or negative attitude from EFL learners towards using (YouTube and Snapchat) as a means to enhance the learners' listening comprehension skills. The findings of the study showed that using social media (YouTube and Snapchat) can enhance the listening skill of Saudi EFL learners. The researcher recommends conducting more studies on other samples from different studies, age levels and from different environments like the schools or training institutes.

Key Words: social media, YouTube, Snapchat, EFL, listening comprehension skills

ملخص الدراسة

على الرغم من أهمية الاستماع في تعليم وتعلم اللغة الإنجليزية كلغة أجنبية، فإن هذه المهارة لا تحظى بنفس القدر من الاهتمام مثل المهارات الأخرى. لذلك فإن دوافع المتعلمين أقل في الاعتماد على فهم المسموع لديهم كأداة لمساعدتهم في عملية تعلم اللغة. يمكن استخدام وسائل التواصل الاجتماعي، وخاصة اليوتيوب والسنايب شات، كأداة تعليمية لتعزيز مهارات الاستماع لمتعلمي اللغة الإنجليزية كلغة أجنبية، مقارنة بأدوات تسجيل الصوت التقليدية الأخرى. الهدف من هذا البحث هو استكشاف دور وسائل التواصل الاجتماعي (اليوتيوب و السنايب شات) كطريقة للتدريس، من أجل تعزيز مهارات فهم الاستماع للمتعلمين السعوديين في اللغة الإنجليزية كلغة أجنبية. الهدف الرئيسي من هذه الدراسة هو معرفة ما إذا كان متعلمو اللغة الإنجليزية كلغة أجنبية يستخدمون هذه الأدوات أثناء تعلم اللغة الإنجليزية، وتطوير مهارات فهم الاستماع لديهم، واكتساب فهم أعمق للمواد المقدمة. بالإضافة إلى ذلك فإن استخدام هذه الأدوات يجعلهم على دراية بثقافة الناطقين بها. من أجل تحقيق هذا الهدف؛ استخدم الباحث الأدوات التالية: استبيان بالإضافة الى مقطع فيديو لقياس فهم المسموع. وكان المشاركون في الدراسة 50 طالبة يدرسون في مركز اللغة الإنجليزية بجامعة الطائف. تم اختيارهم بشكل عشوائي وقسموا إلى مجموعتين: مجموعة التجربة تتألف من 20 طالبة والمجموعة الضابطة تتكون من 30 طالبة. تم تدريس مجموعة التجربة باستخدام (اليوتيوب) والمجموعة الضابطة باستخدام مسجلات الصوت التقليدية. بعد ذلك خضعت كل من المجموعتين لاختبار بعدي لقياس أدائهم لفهم الاستماع. تم جمع البيانات ثم تحليلها باستخدام SPSS لمعرفة ما إذا كانت النتائج تؤدي إلى موقف إيجابي أو سلبي من متعلمي اللغة الإنجليزية كلغة أجنبية نحو استخدام اليوتيوب والسنايب شات كوسيلة لتعزيز مهارات فهم الاستماع للمتعلمين. أظهرت نتائج الدراسة أن استخدام وسائل التواصل الاجتماعي يمكن أن يعزز مهارة الاستماع للمتحدثين باللغة الإنجليزية كلغة أجنبية. يوصي الباحث بإجراء المزيد من الدراسات على عينات أخرى من دراسات مختلفة، على اعمار متفاوتة، ومن بيانات مختلفة مثل المدارس أو معاهد التدريب

Acknowledgement

First of all, I would like to express my thankfulness to Allah that has given me health and power, and blessed me with cooperative people to accomplish this work.

Then, I would like to express my gratitude to my supervisor and advisor, Dr. Inayat Ullah, whose expertise and patience, added considerably to my experience. I appreciate him, his professional guidance and his assistance. I must express my deepest thanks to Dr.Mansoor, Dr. Haifa, and Dr. Nasra of being there whenever I need them.

My sincere thanks also go to my family especially my parents for their support, trust and motivation. Also my husband who stood by me through all good and bad times. I am also grateful to my best friends (Wa'ad al Maliki & Nouf alzaidi) for being part of my success.

May Allah always give happiness in our life.

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CHAPTER ONE

Introduction

Research background

Recently, huge progress has been made in our lives in different fields, in communication, technology, education, etc, which led to change the way people communicate and educate, and make it different from how it was previously done. Nowadays using modern technologies, for example: smartphones, internet, and computers become the inseparable part of a student's life. Especially this generation where they are growing up surrounded by technologies; moreover, they even cannot live without it. They use technology to study as well as to communicate with each other (Rosenfeld, 2007).

Marc Prensky has described this generation as 'Digital natives'. He stated, "the students have changed completely. Nowadays' students are no longer the students that our educational system was designed to teach. Their brain process perceives new information differently from what their educators expected or designed to teach. Therefore, it becomes a challenge for teachers to find and develop creative and effective ways to engage and educate the digital natives" (Prensky, 2001,p.6).

Information and communication technology ICT has currently been evolving rapidly. In the last decade, people began paying attention to the ICT when they started to see its importance in all aspects of our lives, commencing from households all the way to markets and small-scale institutions to large-scale institutions all over the globe. The catching point is that ICT has infiltrated into most of the countries in the globe, and it is hard for the concerned people to keep its tools separate from their lives. The tools include the internet, audio-visual aids and others. Specifically, the internet is the most vital tool, which has a huge role in the ICT all over the world, and it is connecting people all over, allowing them to share all they can. This has assisted countries to develop in terms of economy, businesses, education, and others.

Online sources including social media are one of the most common and appropriate tools, which could be used for developing EFL learners' listening comprehension skill. The reason is that social media, especially (YouTube and Snapchat) could also give the learners the opportunity to listen to real native speakers, at the same time allow the learners to interact directly with them (Bonk, 2009).

There were many studies done on the effectiveness of using ICT in teaching field. Different suggestions have been made for teaching this generation; one of them are social media, and other sharing sites like wiki, blog, etc. Among all of these sharing websites ,YouTube and Snapchat have become increasingly the most popular websites especially with young adults (Alimemaj, 2010).

Snapchat in Classroom

Snapchat is a multimedia and social network application, allowing the user integrating videos, photos, and direct messages, which disappear after a short time duration. There are 150 million users of snapchat over the world. One of recent studies has shown that more than 78% of students use snapchat daily (Shontell, 2014). It is one of the most interesting methods of teaching, since it broke the routine of traditional teaching, because learning process is not anymore confined in classrooms, but also outside the classrooms. (Heatlry & Lattimer,2013,p.43) states that " social media give the opportunity for students and teachers to interact with each other , as well as it enables for continuing the learning process outside classroom learning hours".

There existed issues regarding to the value of utilizing the social media in the classroom area. It is the feeling of some teachers that the media do not possess a place in the class and there are complaints as the students become addicted to the phones they hold. It is believed by some that the media is the best in saving cost and expanding learning beyond the classroom. It is up to the teachers to be creative and be updated as the current technology is drastically changing. There are many studies that have been made on Twitter, Facebook, wikis, and podcast but only few have been carried out concerning the Snapchat and its utilization in the classroom.

Some schools like the Sioux Falls found in Dakota have been found to have added an account for Snapchat in the effort of connecting to the learners and involving them with promotional messages or fun stories (Raposa,2017). Of late, it is tending to be more difficult to ignore Snapchat and it had drastically grown in content and user base attaining a 40 % of 20 to 35 years of age in the US (Zmikly, 2016). There is a small number of educators, but growing, who have started utilizing Snapchat as a mode of pushing more outside the classroom learning to the smartphones possessed by the students.

Using YouTube to enhance listening comprehension skill:

In the last two decades, the matter of using videos to enhance listening comprehension skill of EFL learners has been greatly discussed (Baltova, 1994). Video materials facilitate learners' listening comprehension skill because it enables them to generate the meaning while they are watching and hearing. Kusumarasdyati investigated the role of using movie on listening comprehension and foreign language learners' imagination in Indonesia. The result of the research showed that movies could be used as an effective language teaching strategy in enhancing learners' listening comprehension skills as well as in stimulating their motivation and imagination.

From all over the world instructors start creating their own channels on YouTube pages, for uploading the educational materials for their students. It is one of the most popular websites these days. (Terantino,2011,p.89) stated, "YouTube provide fun and fast access to language, culture and instruction from all over the world". Many teachers and learners prefer using YouTube since they can use it for free, which enable them to watch and upload videos as much as they want.

Using YouTube in Saudi Arabia for EFL learners has proved that it improved their listening comprehension skill since it enables them to learn and practice the language from the native speakers (Alimemaj, 2010). This type of a website allows the learners to access daily authentic situations and videos that could assist the learners to enhance their performances and understanding of the lessons taught in English.

It has been assessed by many researchers in that there is a positive indication of gain by the students whenever they watch real-life clips and authentic videos. using YouTube videos as a pedagogical tool in English language lessons, would give

students a better understanding of the presenting material. Additionally, the learning process is mainly made more meaningful and fun. Still, there is an opportunity given to the learners in memorizing the particular lesson in an easy manner. One of the principle aims of this work is shedding the light on teaching English language through the utilization of YouTube in the classroom.

Definition of Key terms:

YouTube

YouTube is a free website that enables users from all over the world to watch, upload and create their own channels. It indicates different kinds of videos in different fields such as educational, historical, entertainment, etc (Alqahtani, 2014, 15).

Snapchat

According to Rusli, E., & Macmillan, D.(2013), Snapchat is a photograph and video informing application that is utilized by a huge number of youth and grown-ups around the world. Chances are a significant number of your language students are as of now Snap chatters. Provided that this is true, rouse them to commit a portion of their Snapchat time to learning English outside classroom.

Listening comprehension

As human beings our listening comprehension skill starts at very early age, but it develop as we grow up, Despite the fact it considered as a receptive skill, but it has a great influence on the other productive skills, it's not just hearing the sound, moreover it involve multiple processes such as perceiving, understanding and recognizing speech sounds (Hargadon, 2009) .

Statement of the problem

Using video for educational purposes is not a novel issue; many researchers have been done in this field, in order to examine the effectiveness of using video in EFL teaching. Despite this fact, in our Saudi schools the use of this tool is very rarely. Because many old school teachers didn't believe in the effectiveness of using videos in their EFL classes. Which lead to create a gap between them and their students. Moreover, listening comprehension is the most neglected skill among all other skills,

and using video can play a significant role in learners' listening comprehension improvement.

Research questions:

This research examine the role of YouTube and Snapchat in enhancing listening comprehension skill of Saudi EFL learners, which is address the following questions:

- Does YouTube and Snapchat improve Saudi EFL learners' listening comprehension skill compared with other traditional audio recording tools?
- Can YouTube and Snapchat make Saudi EFL learners familiar with the culture of native speakers to promote understanding of the oral language?

Hypothesis of the study:

- Using social media (YouTube and Snapchat) can enhance the listening skill of Saudi EFL leaners.
- Using social media (YouTube and Snapchat) can make Saudi EFL leaners familiar with the culture of native speakers.
- Using social media (YouTube and Snapchat) is an effective method of teaching in developing Saudi EFL leaners' listening skill more than traditional methods.

Significance of research:

Using video technology in classroom instruction will broaden Saudi EFL learners understanding of the target language. Motivation and authenticity are two important reasons that contribute to the successfulness of learning a language (Alimemaj, 2010). According to Alimemaj (2010, p.10) "The main advantage of using YouTube is that, it provides actual examples of everyday language used by ordinary people". YouTube videos can also stimulate the two channels -visual and auditory- of the working memory in the brain which results in the increasing of the long memory content (Berk,2009)

The study's significance is to evaluate how Snapchat and YouTube could enhance the EFL leaners' listening skill in Saudi Arabia. Then there will be a comparative study of snapchat and YouTube and this all will be assessed in the project. The importance of

this study is to shed the light on listening skill as the receptive skill by the use of Social media (YouTube & Snapchat), which can effectively serve as an effective tool used to enhance the listening skill of EFL learners. According to (Roodt, 2013), social media would help to generate or stimulate learners' interest, which would result in effective language acquisition.

Purpose of the study:

This research goal is to examine the potential effect of using social media(YouTube and Snapchat) as methods of teaching ,specially to enhance Saudi EFL leaners' listening comprehension skills for the female section at Taif University.

CHAPTER TWO

Literature review

This study explores the role of social media as YouTube and Snapchat as teaching tools to enhance Saudi EFL learners in their listening comprehension skills. The first part offers an introduction related to Second Language Acquisition theories especially which concerned with listening and comprehension skills and its importance in SLA. The second part explores the use of YouTube and its relation with language acquisition. It also provides related previous researches, which related with acquiring language through YouTube and Snapchat and how these tools have the ability to enhance listening comprehension. Beside, reviewing some of its advantages, and a few suggestions for the use of YouTube in acquiring the language.

Second Language Acquisition (SLA)

Second language acquisition is a multidisciplinary field. In the 1970s, dominated the naturalistic studies of people who learn English as a second language (VanPatten & others, 2010). In the 1980s, Stephen Krashen's theories became a prominent for second language acquisition. In his theories, which usually known as Input Hypothesis, Krashen said that language acquisition is influenced only by comprehensible input. Krashen's model was influential in the field of acquisition of the second language and also had a significant impact on language teaching, but left some important processes without clarification. The search in the 1980s was marked as an attempt to fill in the blanks. Some trends included Lydia White's description of learner competency, Manfred Pienemann's use of pronunciation models and lexical functional grammar to explain learner outcomes. This period also witnessed the

beginnings of trends based on other fields, such as the psychological trend of communication (VanPatten & others , 2010).

However, the two main areas of scholarly interest were linguistic theories of acquisition of the second language, based on the universal grammar of Noam Chomsky, and psychological orientations such as skill acquisition theory and communication.

After the year 2000, the field of research did not differ significantly, as it was concentrated on the same fields in the nineties, with the division of research into two main camps of orientation, linguistic orientation and psychological orientation (Ellis& others, 2005).

Krashen (1981) made a distinction between acquisition and learning processes, the first is about understanding and communication for example when children acquire their mother tongue, it done innately without any effort, where the other is awareness directed at the use of language. Krashen argued that acquisition is more important than learning, and should encourage conversation activities rather than grammatical or vocabulary exercises. There are many researchers in the field of language emphasize the exchange of relations through the four language skills: listening, speaking, reading and writing processes (Cohen, 1995).

Listening comprehension

The components of listening comprehension:

Firstly, the ability to discriminate sounds, patterns of intonation, and the voice qualities in SL and to differentiate between them and the same sounds in the native language (Chastain,1988).

According to Rivers (1981) secondly, comprehending the complete message of the speaker. He referred that recognizing of spoken message rely on understanding of the semantic meaning.

Thirdly, Chastain (1988) referred to the capability to understand the message in someone's auditory memory up till it can be processed. In order to develop the learners' auditory memory, teachers must ensure that they hear as much language as possible.

fourthly, testing the significance conveying segments of the material. Listeners have to consume intensity to understand the new presented points and they lean on semantic hints (Chastain,1988).

Utilizing schema theory on listening comprehension of EFL:

Schema theory is one of the important theories of learning that affects perception and learners' memory. "According to schema-theorists, we comprehend something only when we can relate it to something we already know" Carrell (1983).Schema theory can demonstrate the way we choose between homonyms unconsciously, the use of definite article with a noun. On the other hand, Schema theory is important to language teaching because schematic knowledge is as essential a component of successful communication as linguistic knowledge. This theory is based on the belief that "every act of comprehension involves one's knowledge of the world" (Widdowson,1983).

The importance of listening comprehension

Listening comprehension is a different process of comprehending the spoken language. it involve ability of knowing speech sounds, understanding the meaning of individual words and the syntax of sentences (Nadig, 2013 as cited in Pourhosein Gilakjani & Sabouri, 2016). According to Hamouda (2013), listening comprehension

refers to the understanding of what the receiver has heard and it is his/her ability to replay the message despite the fact that the receiver may replay the sounds without real understanding.

O'Malley, Chamot, and Kupper (1989 as cited in Pourhossein Gilakjani & Ahmadi, 2011) defined listening comprehension as an active process where the listener build up the meaning by using cues from contextual information and from existing knowledge, while depend on many strategic resources to achieve the required task.

The Effect of YouTube on Listening Comprehension

Social media has a huge effect on learning today specially YouTube and Snapchat as a force tools that facilitate learners' listening comprehension (Kusumarasdyati, 2004; Safarali and Hamidi, 2012). YouTube and Snapchat as tools to enhance students' listening comprehension skills as they are able to derive meaning from what they are watching and hearing to the comprehensible input provided by the environment in which the video takes place.

Lin (2009) showed the effects of visual aids and text types on listening comprehension. The findings of the study showed the important effect of input presentation modes on listening comprehension and their relation with text types. On the other hand Luo (2004) as he examined the influence of DVD films on students' listening comprehension. As the study showed the effect of nine films into the class curriculum and used in the whole school year. The DVDs were the main materials of the course, supported by the designed activities. Educational activities included story-telling, picture description and open-ended questions for group discussion on topics retrieved from the films. The final findings of the statistical analyses indicated that college freshmen's listening "did improve" through the

instruction of using DVD films in a motivating learning environment with lower level of anxiety after a whole school year.

Nolan(1961) shed the light on the use of audio-visual materials, one finds evidence of reliance upon visual aids since the beginnings of history. Cave wall drawings, Babylonian maps (on clay tablets), Egyptian pictographs, medieval art works, Renaissance woodcuts, and early illustrated books show the importance of the visual medium through-out recorded history .

Bonk(2009) refer that the teachers have the ability to have their own YouTube channels and they can publish videos concerning the lesson contents to their students. Sometimes a teacher could turn into a celebrity just by sharing his own videos on YouTube, as some teachers who were specialized in specific materials; they published videos that attracted people who are interested in the areas of physics, law, computer science, and other subject areas in which he recorded their own lectures. Their videos received hundreds of thousands of views and now around quarter million are following their video publications.

The internet is a broad field that contains many resources that are produced and continue to be produced by internet workers. When someone searches for online video resources, many websites appear to provide the service of storing and exhibiting videos and their number is estimated to reach 210 websites with large number of videos shared, but only one video website that is famous and being used million times per day by internet users and that website is youtube.com.“At present the website with the largest market share is www.youtube.com” (Duffy, 2008 p.122).

Using Language Learning Resources on YouTube

The internet is an ever-growing medium for language learning and teaching resources, that offer teachers and students alike an enormous amount of possibilities

to practice and apply their foreign language skills. Given this information, it is still astonishing how many of these resources that are often free of charge are not being used or even known by many language teachers. While knowing the resources seems to be the first step when it comes to using ICT in the foreign language classroom, knowing how to use them creatively and effectively appears to be the even bigger problem. The author introduces different language learning resources available on YouTube and provides ideas on how to use these resources in the foreign language classroom to train different skills and to enhance the language learning experience. The author argues that for an effective implementation during the language learning process the mere presentation of the resources alone is not enough. Instead the detailed description of tasks and assignments is crucial for a successful application in the classroom.

The utilization of multimedia technology has given positive contributions in the implementation of teaching listening. It provides the teachers with easier and more efficient ways to facilitate listening materials and practices in the form of audio as the main important sources. However, employing audio only is considered to be not enough to assist students to comprehend the information well. The use of audio-visual materials such as videos is proposed a better means to acquire students' listening comprehension. The visualization of videos provides the students the ease to get better contexts, decrease the boredom, and stimulate imagination to the more authentic situation. This paper employed causal comparative research to examine the use of audio and audio-visual materials in teaching listening, then to evaluate which one has better result in obtaining students' listening comprehension as viewed from genders.

Advantages of YouTube Videos

Using YouTube as a teaching tool has many advantages. Because it is a free teaching resource, it saves the teaching budget. Moreover, it makes teaching an ongoing process, since learners can learn in and out of their classroom. Also, it helps learners to expose to authentic native speakers' settings, which help them to gain deeper understanding of the foreign language culture, in the same time learners' listening comprehension will be improved.

Motivation is another significant advantage of using YouTube, which contributed in second language acquisition, because when learners expose to real language in real settings they will be more motivated to learn.

The Effect of Snapchat on Listening Comprehension

Snapchat is a photograph and video informing application that is utilized by a huge number of youth and grown-ups around the world. Chances are a significant number of your language students are as of now Snapchatters. Provided that this is true, rouse them to commit a portion of their Snapchat time to learning English outside classroom. (Rusli, E., & Macmillan, D., 2013)

Snapchat has many cool highlights that you can use to upgrade language of students' perusing, composing, tuning in, and talking aptitudes. These highlights incorporate the capacity to record recordings, take photographs, visit, get to the feeds of well known media locales in English, and make individual and gathering stories. Furthermore, clients can improve their recordings and photographs with content, videos and photos with text, drawings, links, stickers, filters, special effects, sounds, and costumes. Become more familiar with these features (Shontell, 2013).

Snapchat is the most famous way to use to tell stories. Students can use Snapchat's filters, stickers, and lenses to add special effects, props and backgrounds to animate their own digital stories. They can disguise themselves as animals or characters with

these tools and let their imagination run wild. Snapchat can tie the story topic to what students learning or provide a vocabulary list of words they should include (Statista, 2014).

Suggestion for the use of Snapchat and YouTube videos in language learning:

Many learners use Snapchat and YouTube videos in their daily life, but unfortunately few learners use them as a pedagogical tools to improve their foreign language skills. However, if the instructors activate Snapchat and YouTube in their EFL classes as a pedagogical tools it will make English language learning easier and more accessible to everyone. Duffy (2008) proposed some guidelines for instructors in order to utilize videos to boost English learning, which are:

Segment: teacher present a short segment video to learners.

Taking-notes: watching videos has a great influence in improving students' note-taking skill, students can take note while watching the video and review what they wrote.

pause: students can watch the videos more than once; they also can pause and replay.

Picture off: teacher can play an audio player before presenting the video on screen then compare learners prediction with the actual video.

Post- video: After the learners watch the video, the instructor can take in his/ her consideration what was more interesting to students, what they did not understand

Related Literature:

Alqasham (2018) explored the nature and roles of virtual social network within a Saudi tertiary English as a foreign language context, and the trajectory of the students' experiences and perceptions of Twitter inside the classroom and of WhatsApp outside the classroom throughout a 12-week semester. By using a questionnaire, interviews, and classroom scenarios, to gather data from 93 English language teacher trainees and

84 Preparatory Year Program students from three different colleges at Qassim University (QU) in Saudi Arabia. The findings showed that VSN in the Saudi EFL context is divided into two types, private- and public-based, and that participants' use and activity in each type varies depending on the platform affordances. Also students may have a positive attitude toward the use of a VSN in their daily lives, contextual constraints could mean that classroom use may fail to be sustained over a relatively long period of time. Beside that, WhatsApp allowed the students to collaborate, practice what they were learning, develop autonomy, and transit from being passive to active learners, not only in English but also in other subjects.

Benmouhoub (2015) explained the effect of using YouTube videos as pedagogical tools to improve EFL learners' oral fluency. The sample composed of 65 students third year LLCE students, teachers of oral expression and teachers of civilization, at the department of English, university of Bejaia who are divided into control and experimental group. The tools of the study were questionnaires and students' evaluation checklists by interview as well as classroom observation. The findings referred that, the majority of third year LLCE students are not fluent in English. In addition, all third year LLCE students, teachers of oral expression (except for one) and teachers of civilization expressed a positive attitude toward the suggested hypothesis.

Kim(2015) showed that the effect of the use of video resources on improving listening comprehension. His study composed of 86 students at a Korean university participated. They were assigned to one of three groups based on the results of their TOEIC test scores. Each group studied the same lessons using authentic video materials. They were taught for 10 sessions over three weeks. The pre- and post-test design helped to determine whether authentic videos were effective in improving

listening skills for all proficiency levels. The results of this study showed that the students' listening skills increased significantly after learning with videos. In addition, listening improvements among the intermediate and advanced students were much greater than those of the low proficiency group. As for students' perceptions toward using video resources for improving their English listening skills, they responded positively.

VARAKANTHAM & others (2009) referred to the potential effects of using technology on learning the language among the female EFL students. The study used a questionnaire as a tool. The sample of the study composed of 36 participants. The results of the study showed clearly that computer software, social networking websites, online videos, audio tools (i.e., YouTube, Skype, MP3 players), smart phone and tablet apps have a positive effect on learning English as a foreign language. Therefore, technology tools can clearly be effective in improving the students' language and communication skills.

Li-Li (2009) clarified the effect of YouTube of listening/viewing activities on Taiwanese EFL Learners' Listening Comprehension. The study investigate the role of YouTube video as a pedagogical tool for the performance of EFL Taiwanese students' listening comprehension. The study aimed to compare the consequences of using of YouTube videos in three experimental groups with those used in a control group where clips weren't used. The sample consisted of 195 EFL students in a school placed in Taiwan, participated in a 14 week experimental research. All of the experimental groups showed an attitude questionnaire related to YouTube clips listening/viewing activities in week fourteen. The results proofed that all of the experimental groups presented different attitudes depending on the numbers of YouTube video used. In general the attitude toward learning the language had a

significant effect in term of listening comprehension. The results imply that using YouTube video provide an real native speaker settings that is useful to learners.

On the other hand, De Brito (2015) argued that the effects of listening comprehension on English Language Learners` (ELLs) writing performance while taking notes. The sample was composed of 30 ELLs were administered a questionnaire in order to find out the difficulties they face when taking notes. The findings indicated that student face various difficulties when taking notes, citing speech rate and different range of accent as the main problems. The results showed that during the note taking process students could perform better if they were exposed first to any teaching materials like a power point or a hand out to improve their understanding and to assist their note-taking.

Comment on previous studies.

From all the previous studies which shed the light on the role of social media in enhancing EFL students' listening comprehension skill. This study has agreed with some previous studies in some similarities and different elements from those the following:

According to the aims:

There were similarities with the current study in social media as (YouTube) as in enhancing EFL students' listening comprehension skill such as the studies of Alqasham (2018), Benmouhoub (2015) , Kim(2015) , Li-Li (2009) . All the studies agreed in the aim of that the role of social media in enhancing EFL students' listening comprehension skill.

According to methodology:

There were similarities with the current study and previous studies in using descriptive method such as in studies of Alqasham (2018) , Benmouhoub (2015) ,

Kim(2015) , Li-Li (2009) ,VARAKANTHAM & others (2009) and De Brito (2015) as all of them used questionnaire as a tool of their study .

According to Population of the Study:

There were similarities with the current study and previous studies in applying the study on samples of students from universities such as Alqasham (2018), Benmouhoub (2015) , Kim(2015) , Li-Li (2009) and De Brito (2015).

The current study had benefits from previous studies the following:

Teachers must have better understanding of the role of social media in enhancing Saudi EFL students' listening comprehension skill.

Students should know how to use social media as (YouTube and snapchat) to enhance their listening comprehension skill.

Choosing the best tool for study variables measuring which was pre and after test

Interpretation of results according to the similarities and differences in previous studies.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter offers a description of the research methodology of the study. It has been divided into five sections: participants, instruments, procedure, ethical consideration and data collection & analysis.

Participants of the research:

The sample of this research consists of 50 Saudi female students studying in English language department at Taif University. They are distributed into 20 female students of experimental group and 30 female students of control group. The range of their age is between 19 and 22 years. They are chosen randomly without any considerations about their knowledge with the use of internet.

Instruments:

The purpose of this research is to examine the role of social media (You Tube and snapchat) as a method of learning to enhance EFL Saudi students' listening comprehension skill. In order to achieve the aim of this research and to reach better results, the researcher used the following instruments:

- **A questionnaire**
- **Post-test (You Tube clips followed by listening comprehension test)**

The questionnaire used with 50 randomly-chosen female students from English Language center at Taif University. It is adopted from a previous study concerned with Developing EFL learners' listening comprehension through YouTube Videos, done by (Farid MEDOUKALI,2015), but it required to add more questions related to utilizing Snapchat in enhancing listening skill.

The questionnaire is divided into three sections:

- The first section is made to have ideas about students' knowledge on the internet and find out whether they use it for educational purposes or not.
- The second one is designed to investigate students' attitudes towards using Snapchat and YouTube Videos inside the classroom and how could that be helpful to develop their listening comprehension.

- The third and last section is made to provide us with information about students' opinion on future learning conditions. The validity of the questions is measured by a group of specialists' professors judgments in English department. The objectives of the questions varied to investigate the positivity or the negativity the tools possess (Appendix A).
- Beside this, there is a listening comprehension passage (You Tube video) with 11 multiple-choice questions related to it. Each multiple-choice question is given one mark as they equal in their importance. You Tube videos are very important because they serve as effective materials in teaching listening comprehension skills (Appendix B).

Procedure:

To achieve the purpose of the research, the following steps are taken:

- The participants' questionnaire is distributed to the female students studying in the English Language Centre at Taif University. They are required to answer individually in order to give pure opinion towards the topic.
- You Tube video (Listening comprehension passage) was chosen by the researcher in order to fit with students' language level skillfulness.
- The control group is taught listening skills by using audio-tapes followed by multiple choice questions about they have heard.
- The experiment group is taught listening skills by using You Tube video followed by multiple choice questions about they have watched and heard.

There is a post-test after the researcher applied the training program. This post-test is given to both groups in order to measure their Listening comprehension passage. The results will be collected from the pre-post tests and analyze using the SPSS software program.

Ethical consideration:

Ethical consideration is the norms that distinguish what is accepted what is not, it is critical issue in research, especially in conducting or evaluating the research. In the current work, the researcher treated the participants respectfully; there is not any physical or psychological harm as the researcher maintained confidentiality in conducting the data collection. Since the names of the respondents are used for

academic purposes only. Moreover, the participants fully understand the aim and the nature of the study, and their participations are voluntary.

Data collection and analysis:

Quantitative data will be calculated by using SPSS program. Quantitative calculations used in this research are means, standard deviation, Pearson correlation and independent sample T-test.

An independent T-test will be used to compare the different results of the two groups.

CHAPTER FOUR

Results and Discussion

In this chapter the researcher present the results obtained in this study, which aimed to shed light on the role of social media (YouTube and Snapchat) in enhancing EFL learners' listening comprehension skill. The scholar used both a questionnaire as well as reading comprehension passage, in order to collect data from the students.

Students' Questionnaire:

Aim of the Survey

The overall goal of this work is to urge, through the descriptive approach, the curriculum designers as well as the teachers to take into consideration the need of integrating information and communication technologies in general and the internet in the process of teaching the English language. Additionally, the main purpose is to investigate how students perceive the use of Snapchat and YouTube within the listening course and how will they benefit from this technological tool to develop their listening comprehension.

Description of the Students' Questionnaire:

The principal purpose of this questionnaire is to introduce and explain one of the internet tools which is YouTube. The main part of the survey is to have a clear idea about the students' attitudes towards the use of Snapchat and YouTube videos in the process of learning and teaching the language. The first section of the questionnaire aims to test the students' knowledge about the internet and find out whether they use it for educational purposes or not. The second section is meant to know how EFL students can benefit from the use of Snapchat and YouTube videos in EFL teaching and learning settings and how could that be helpful to develop their listening comprehension. The goal is to understand the value of this tool to EFL learners and whether or not it will help them enhance their listening abilities.

Participants

This survey is made to target the students of English language at Taif University. The students' selection is at random.

SECTION ONE: Background information

1. When I access the internet, I usually visit:

Table 1: the use of Internet

	Frequency	Percent
Social media	35	70.0
Entertainment	2	4.0
News/Sport	1	2.0
YouTube website	12	24.0
Total	50	100.0

Graph 1: the use of internet

According to the findings that are shown in Graph (1) about the students' responses on using the internet shows that 70% of the participants access social media, 4% of them access entertainment and 24% of them access YouTube website. The findings also show that only 2% of participants access news/sport. The results show that the majority of participants are familiar with the use of social media and about half of them access YouTube website. 4.5. 2 I use the internet for educational purposes:

Table 2: Frequency of Internet Use for educational purposes

choices	Frequency	Percent
always	12	24.0
very often	9	18.0
often	13	26.0
occasionally	8	16.0
rarely	7	14.0
never	1	2.0

Total	50	100.0
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Graph 2: Frequency of Internet Use for educational purposes

As it can be seen in table (2), the use of internet for educational purposes vary between the participants, the results show that 26% of participants often use the internet for educational purposes and 24% of them use it always, whereas 18% of them use it very often, 16% of them use it occasionally, 14% of the participants who rarely use it and only 1% of them who never did.

3. I visit Snapchat and YouTube website:

Table 3: Frequency of visiting Snapchat and YouTube website

choice	Frequency	Percent
always	41	82.0
very often	8	16.0
often	1	2.0
Total	50	100.0

Graph 3: Frequency of visiting Snapchat and YouTube website

According to the results shown in table (3) about the students' responses on visiting Snapchat and YouTube website, 82% of participants always visit Snapchat and YouTube website whereas 16% of them visit it very often. On the contrary 2% of them often visit Snapchat and YouTube website. The findings from this research indicate that the majority of participants are familiar with Snapchat and YouTube website.

4. I use Snapchat and YouTube website for educational purposes:

Table 4 Using Snapchat and YouTube website for educational purposes

	Frequency	Percent
always	7	14.0
very often	4	8.0
often	22	44.0
occasionally	9	18.0
rarely	3	6.0
never	5	10.0
Total	50	100.0

Graph 4: using Snapchat and YouTube website for educational purposes

According to the results shown in table (4) about the students' responses on using Snapchat and YouTube website for educational purposes shows that 44% of participants often use Snapchat and YouTube website for educational purposes, 18% of them use it occasionally and 14% of them use it always, whereas 8% of them use it very often, 6% of the participants who rarely use it. The findings show that only 1% of the participants who have never used Snapchat and YouTube website for educational purposes.

The findings show that the majority of participants often use Snapchat and YouTube website for educational purposes.

SECTION TWO:

Students' Attitudes towards Using Snapchat and YouTube Videos inside the Classroom

5. Using videos inside the classroom motivates you:

Table 5: Using videos inside the classroom motivates you

Choices	Frequency	Percent
strongly agree	28	56.0
agree	21	42.0
strongly disagree	1	2.0
Total	50	100.0

Graph 5: Using videos inside the classroom motivates you

When we look at (5), we will see that most of the participants agree on the statement which says that using YouTube Videos inside the classroom motivates the students. The overall percentage of participants who agree with this statement is 98% between strong agreement and agreement. Their level of agreement differs, 56% the participants are strongly agreeing with this idea whereas 42% of them agree with it. On the contrary, findings indicate that only 2% of the participants are strongly disagreeing with this idea.

6. Using videos inside the classroom increases your participation in the classroom:

Table 6: Using videos increases your participation in the classroom

Choices	Frequency	Percent
strongly agree	23	46.0
agree	27	54.0
Total	50	100.0

Graph 6: Using videos increases your participation in the classroom

When we look at table (6), we will see that most of the participants agree on the statement which says that using videos increases the students' participation in the classroom. The overall percentage of participants who agree with this statement is 100% between strong agreement and agreement. Their level of agreement differs, 54% the participants agree with this idea whereas 46% of them strongly agreeing with it.

7. Using videos increases your understanding of the lesson content:

Table 7: Using videos increases your understanding of the lesson content

choices	Frequency	Percent
strongly agree	20	40.0
agree	30	60.0
Total	50	100.0

Graph 7: Using videos increases your understanding of the lesson content

As it seen in table (7), all the participants agree on the statement which says that using videos increases the students' participation in the classroom. The overall percentage of participants who agree with this statement is 100% between strong agreement and agreement. Their level of agreement differs, 60% the participants agree with this idea whereas 40% of them strongly agreeing with it.

8. Watching educational Snapchat and YouTube videos inside the classroom has beneficial effect on learning English:

Table 8: Watching educational Snapchat and YouTube videos inside the classroom

Choices	Frequency	Percent
strongly agree	15	30.0
agree	33	66.0
disagree	2	4.0
Total	50	100.0

Graph 8: Watching educational Snapchat and YouTube videos inside the classroom

When we look at table (8), we will see that most of the participants agree on the statement which says that watching educational Snapchat and YouTube videos inside the classroom has beneficial effect on learning English. The overall percentage of participants who agree with this statement is 96% between strong agreement and agreement. Their level of agreement differs, 66% of the participants agree with this idea whereas 30% of them strongly agreeing with it. On the other hand, 4% of the participants are disagreed on the statement that says watching educational Snapchat and YouTube videos inside the classroom has beneficial effect on learning English.

9. Snapchat and YouTube videos are good source for practicing listening ability:

Table 9: Using Snapchat and YouTube videos are good source for practicing listening ability

	Frequency	Percent
strongly agree	15	30.0
agree	31	62.0
disagree	4	8.0
Total	50	100.0

Graph 9: Using Snapchat and YouTube videos are good source for practicing listening ability

As it seen in table (9), most of the participants agree on the statement which says that using Snapchat and YouTube videos are good source for practicing listening ability. The overall percentage of participants who agree with this statement is 92% between strong agreement and agreement. Their level of agreement differs, 62% of the participants agree with this idea whereas 30% of them strongly agreeing with it. On the other hand, 8% of the participants are disagreed on the statement that says using Snapchat and YouTube videos are good source for practicing listening ability.

10. It is helpful if the students practice English listening comprehension with computers using videos:

Table 10: It is to learn with computers using videos.

choices	Frequency	Percent
strongly agree	24	48.0
agree	24	48.0
disagree	2	4.0
Total	50	100.0

Graph 10: Learn with computers using videos.

When we look at table (10), we will see that most of the participants agree on the statement which says that it is helpful if the students practice English listening comprehension with computers using videos. The overall percentage of participants who agree with this statement is 96% between strong agreement and agreement. 48% of the participants agree with this idea and others are strongly percentage.

In contrast, 4% of the participants disagree with the statement which says that it is helpful if the students practice English listening comprehension with computers using videos.

SECTION THREE: Students' opinion on Future Learning Conditions

11. Will you be more interested in learning the English language if the teacher uses videos in English as a teaching material?

Table 11: Using videos in English as a teaching material.

	Frequency	Percent
strongly agree	44	88.0
agree	6	12.0
Total	50	100.0

Graph 11: Using videos in English as a teaching material.

From table (11), it seen that all the participants agree with the idea that it is interesting to learn if the teacher uses videos in English as a teaching material. The participants who agree with this idea are grouped between 12% of agreement and 88% of strong agreement.

- The researcher concludes that all the participants show their satisfaction with this idea for some reasons:
- Improving the students' language and communication skill.
- Providing real-life listening with plenty of information.
- Motivating students and bring the real world into the class
- Students not only listen to the language but they see gestures and clues through videos.

12. Do you think that studying in the laboratories will help you more in practicing your listening ability better than in the classroom?

Table 12: Studying in laboratories more effective in practicing your listening ability

Choices	Frequency	Percent
yes	31	62.0
no	19	38.0
Total	50	100.0

Graph 12: Studying in the laboratories help in practicing students' listening ability

From table (12), we will conclude that the majority of participants agree with the statement which it says that studying in the laboratories will help more in practicing students' listening ability better than in the classroom. The overall percentage of participants who agree with this statement is (62%) whereas (38%) of them are disagreed.

13. Do you believe that using videos within the classroom lessons will be fun and entertaining more than the printed texts?

Table 13: Using video or printed texts.

	Frequency	Percent
yes	36	72.0
no	14	28.0
Total	50	100.0

Graph 13: Using videos inside the classroom more entertaining than the printed texts

It is shown in table (13) that most of the participants agree on the idea which says using videos inside the classroom lessons is more fun and entertaining than the printed texts. The percentage of the participants who say "yes" to the idea is 72% whereas the participant who refuse the idea is 28%.

14. Do you think using videos in English language learning help you enhance your pronunciation?

Table 14 using videos improve pronunciation.

Choices	Frequency	Percent
yes	47	94.0
no	3	6.0
Total	50	100.0

Graph 14: Using videos improve pronunciation.

As can be seen from table (14) it is obvious that there is a great percentage concerning the participants who agree with the idea which says using videos in English language learning help students to improve their pronunciation (94%). On the contrary, 6% only of the participants refuse the idea.

15. Do you think that using videos in English language learning help you to understand oral English better than traditional audio recordings?

Table 15: Using videos help understanding better than traditional audio recordings

	Frequency	Percent
yes	37	74.0
no	13	26.0
Total	50	100.0

Graph 15: Using videos help understanding better than traditional audio recordings.

From table (15), it is clear that a significant percentage concerning the participants who agree with the idea which is says that using videos in English language learning help to understand oral English better than traditional audio recordings (74%) in contrast, the participants who disagree with this idea are (26%).

The researcher concludes that using Snapchat and YouTube videos are good source for practicing listening ability for some reasons.

The main benefit from Using Snapchat and YouTube videos are good source for practicing listening ability is that students not only listen to the language but they can also see it through video clues and gestures which allow students go beyond of what they listen. Video materials affected students' listening comprehension skills since they are able to drive meaning from what they are watching and hearing and they can make connection between words and images

16. In your opinion, is the traditional method in teaching listening skills very helpful for the students nowadays?

Table 16 Traditional method in teaching listening skills

Choices	Frequency	Percent
yes	5	10.0
no	45	90.0
Total	50	100.0

Graph 16: traditional method in teaching listening skills .

When we look at table (16), we will see that the most of participants refuse the idea which says that the traditional method in teaching listening skills very helpful for the students nowadays and they are represented in a percentage of (90%). On the other hand, the participants who agree with this idea are only (10%).

The researcher concludes that video presentations increase students' attention and therefore increase their motivation. They can watch videos anytime inside and outside the classroom which make them more eager to learn and You-Tube is very easy to use. The traditional method of learning English language are very boring for them. Students considered videos are more enjoyable ways and a mean to increase their motivation. YouTube and snapchat help students to develop their listening skills.

Students' post Listening comprehension test

Aim of the test:

Examining the role of social media (YouTube and snapchat) as a method of teaching, to enhance EFL Saudi learners' listening comprehension skills

Procedures:

The study sample divided into two groups: the experiment group consisted of 20 female students and the control group consisted of 30 female students. The experiment group was instructed using (YouTube and Snapchat) as the control group using traditional audio method. Then there is a post-test given to both groups to measure their listening comprehension performance.

Data collection and results of the study:

The results of the study can be presented according to the Hypothesis formulated by the researcher as follow:

Hypothesis of the study:

- Using social media (YouTube and Snapchat) can enhance the listening skill of Saudi EFL learners
- Using social media (YouTube and Snapchat) is an effective method of teaching in developing Saudi EFL learners' listening skill more than traditional methods. .

“There is a statistically significant difference between the mean scores of the students of the experimental group and control group in the post-test in the direction of the experimental group”

To check this hypothesis, the researcher used two independent-samples T-test. Table (17) shows some descriptive statistics for each group.

Table (17): the numbers, means and standard deviations of students' results for both experimental and control groups in the post-test

group	number	mean	Standard deviation
experimental	20	8.25	1.372
control	30	5.13	1.196

Based on the above table (17), it could be concluded that the mean of experimental group is (8.25) and of control group is (5.13), standard deviation of experimental group (1.372) and standard deviation of control group is (1.196) in the post measurement.

Having analyzed scores of experimental group on the post test, the researcher concluded that there is statistically significant difference between the mean scores of students in the test in favor of post measurement.

In order to study the significance of the difference between the two means, two independent-samples, T-test is used. The following table shows the results of T-test.

Table (18): Results of T-test for detect differences between means of students' scores in the post-test

Equality of variance test		T	df	Significance	Effect size η^2
F	significance				
1.342	0.252	8.512	48	0.000	0.602

Based on the above table (18), it could be concluded that there is a statistically significant difference at 0.01 significance level between the mean of students' scores in the post-test in the direction of the experimental group. This proves that using social media (YouTube and Snapchat) can enhance the listening skill of Saudi EFL learners.

To calculate the effect size, the researcher depends on the eta squared index, which could be used for independent and paired samples T-test (Cohen, 1988). The mathematical formula for eta squared index as follow:

$$\eta^2 = \frac{T^2}{T^2 + df}$$

This index could be explained as follows:

If $\eta^2 < 0.01$, then the effect size is small.

If $0.01 \leq \eta^2 < 0.059$, then the effect size is medium.

If $0.059 \leq \eta^2 < 0.138$, then the effect size is large.

If $0.138 \leq \eta^2 < 0.232$, then the effect size is very large.

If $\eta^2 \geq 0.232$, then the effect size is huge.

In the previous test, the value of the effect size (0.602) was huge, which indicating that the hypothesis of the study is met.

This proves that using social media (YouTube and Snapchat) is an effective method of teaching in developing Saudi EFL learners' listening skill more than traditional methods for some reasons:

(YouTube and Snapchat are the most interesting methods of teaching, since they broke the routine of traditional teaching, because learning process is not anymore confined in classrooms, but also outside the classrooms.

(Heatly and Lattimer, 2013) states that " social media not only enables teachers and students to connect with one another, but it also allows for continued learning outside traditional classroom learning hours". The results showed that the learners of the audio-visual group scored significantly higher than the learners with audio- only group.

Discussion:

This study has agreed with some previous studies in some similarities and different elements from those the following :

According to the aims :

All the previous studies agreed with the current study in the aim of the role of videos in enhancing EFL students' listening comprehension skill

According to methodology:

as all of them used questionnaire as a tool of their studies, where the current study used a questionnaire and a listening comprehension passage .

According to Population of the Study :

There were similarities with the current study and previous studies in applying the study on samples of students from universities

Results of the study supports the questions presented by the researcher. It was proved that:

– Using social media (YouTube and Snapchat) can enhance the listening skill of Saudi EFL learners.

2 - Using social media (YouTube and Snapchat) can make Saudi EFL learners familiar with the culture of native speakers.

3- Using social media (YouTube and Snapchat) is an effective method of teaching in developing Saudi EFL learners' listening skill more than traditional methods.

Questionnaire results

The overall findings that appear in this survey, which is made for students, show positive responses when speaking about the ICT tools in general, and about (Snapchat and YouTube) in specific.

Firstly: what can be seen from the findings is that, all the participants prefer to use videos in the classroom because they think using videos increase their participation as well as increase their understanding of the lesson content. Additionally, the majority of the participants thinks positively concerning the ideas which say, using educational YouTube Videos and Snapchat are more motivational, beneficial and interesting. YouTube videos and Snapchat are good source for teaching listening: Students think that using videos and Snapchat as a teaching material are a good source for practicing listening ability and improving their pronunciation. That is because of the power of videos and Snapchat in putting the students inside the situation and make them live it. Students do not only listen to the language but they can also see it through video clues and gestures which allow students go beyond of what they listen. Furthermore, findings show that most of the participants feel that Video materials affected their listening comprehension skills, because of their ability to provide real life listening with plenty of information. Entertainment is one of the things that bring an interesting and enjoyable atmosphere to the classroom and this is what the findings show because of videos ability to bring a funny atmosphere to the class.

Listening comprehension passage test results

The findings of the study proved that there were statistically significant differences between the achievement of the experimental group and the control group on the listening comprehension test due to the use of YouTube videos. The results of this study indicate that there are significant difference between experimental group (using videos) and control group (traditional audio recordings) in favor of the experimental one.

The overall mean scores of the two groups in the post test was a clear sign of the effect of YouTube videos on the students' listening comprehension performance. The control group's mean is (5013) while the experimental group's mean is (8.25).

The findings of this study are agreed with the study findings of Alqasham (2018), Benmouhoub (2015), Kim(2015), VARAKANTHAM & others (2009), Lin (2009), Luo (2004) whose results support the significant effect of YouTube videos and snapchat on EFL learner's listening comprehension performance. YouTube videos and snapchat are effective, interesting and challenging methods of teaching in developing Saudi EFL leaners' listening skill more than traditional audio methods.

Chapter Five

Conclusion and Recommendations

Conclusion

The purpose of this research is to examine the role of social media (You Tube and snapchat) as a method of learning, in order to enhance EFL Saudi students' listening comprehension skill.

In order to achieve the aim of this research and to reach better results, the researcher used the following instruments: A questionnaire and You Tube video (Listening comprehension passage).

The sample of this research consists of 50 Saudi female students studying in English language department, Taif University. They are chosen randomly. They divided into two groups: the experiment group consisted of 20 female students and the control group consisted of 30 female students. The experiment group was instructed using (YouTube and Snapchat) as the control group using traditional audio method. Then there is a post-test given to both groups to measure their listening comprehension performance. The researcher checks both validity and reliability.

The findings from the two research methods: questionnaire and listening comprehension passage showed the following:

- There is a statistically significant difference at 0.01 significance level between the mean of students' scores in the post-test in the direction of the experimental group and the learners of the audio-recorded group scored significantly higher than the learners with audio recording group. This proves that using social media (YouTube and Snapchat) can enhance the listening skill of Saudi EFL learners.
- All the participants prefer to use videos in the classroom because they think using videos increase their participation and increase their understanding of the lesson content.
- The majority of the participants thinks positively concerning the ideas ,which say that using educational YouTube Videos and Snapchat are more motivational, beneficial and interesting.

- Participants think that using videos and Snapchat as a teaching material are good sources for practicing listening ability and improving their pronunciation.
- Participants feel that using social media (YouTube and Snapchat) is an effective method of teaching in developing Saudi EFL learners' listening skill more than traditional methods.

The participants show their satisfaction with using videos and Snapchat as a teaching material for some reasons:

- Improving the students' language and communication skill.
- Providing real-life listening with plenty of information.
- Watching videos anytime inside or outside the classroom.
- motivating students and bringing the real world into the class
- Easy to use and practice listening comprehension.

Kusumarasdyati (2004) states that video materials facilitate learners' listening comprehension skill because it enables them to generate the meaning while they are watching and hearing. And (Heatlry & Lattimer,2013, p.43) states that " social media not only allows instructors and students to connect with each other, moreover it provide the opportunity for continued learning outside the traditional learning classrooms' hours".

Recommendations

In the light of the results of this study, the researcher recommends that:

- Conducting more studies examining the potential effect of using YouTube and Snapchat on enhancing listening comprehension skill, as well as using different instruments like interview or observation.
- Conducting the same study for longer period in order to end up with better results.
- It is recommended that the same study can replicated with larger sample in order to promote the results' generalization.
- It is recommended to investigate teachers' attitude toward using social media as a pedagogical tool

- It is suggested to apply the same study but with different study sample for example, include both males and females as well as include the intermediate or secondary students.
- The same study instruments can be used to examine the effects of YouTube and Snapchat on other language skills e.g. speaking or reading comprehension.

Pedagogical Implications

There are number of pedagogical implication that could be drawn from these research findings:

Learning any language is a matter of exposure to that language, so EFL learners need to expose to English as much as they can, therefore using Social media would provide that opportunity.

Since listening play a significant role in SLA, teachers are highly recommended to provide learners with more creative and interesting ways, in order to enhance this skill by using different pedagogical tools.

Teachers need to believe in the effectiveness of using different technological activities in their classrooms, in order to enhance their learners' motivation.

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Appendix A

Developing EFL learners Listening Comprehension

Dear students,

Please answer the following questions concerning the use of Snapchat and YouTube videos to enhance EFL learners' listening comprehension skill.

General Information:

Gender: Male ☐ female ☐

Age:

SECTION ONE: Background information

Answer the following questions:

1. When I access the internet, I usually visit:

a. Social media (Facebook, Snapchat, Twitter ...) []

b. Educational websites []

c. Entertainment []

d. News/Sport []

e. YouTube website []

f. other []

2. I use the internet for educational purposes:

a. [] always b. [] very often c. [] often d. [] occasionally e. [] rarely f. [] never

3. I visit Snapchat and YouTube website:

a. [] always b. [] very often c. [] often d. [] occasionally e. [] rarely f. [] never

4. I use Snapchat and YouTube website for educational purposes:

a. [] always b. [] very often c. [] often d. [] occasionally e. [] rarely f. [] never

SECTION TWO:

Students' Attitudes towards Using Snapchat and YouTube Videos inside the Classroom

Answer the following questions:

1. Using videos inside the classroom motivates you:

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

2. Using videos inside the classroom increases your participation in the classroom:

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

3. Using videos increases your understanding of the lesson content:

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

4. Watching educational Snapchat and YouTube videos inside the classroom has beneficial effect on learning English:

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

If you agree, How?

.....

.....

5. Snapchat and YouTube videos are good source for practicing listening ability:

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree

If you agree, How?

.....

.....

6. It is helpful if the students practice English listening comprehension with computers using videos:

a. ☐ strongly agree b. ☐ agree c. ☐ disagree d. ☐ strongly disagree If you agree, How?

.....
.....

SECTION THREE:

Students' opinion on Future Learning Conditions

Answer the following questions:

1. Will you be more interested in learning the English language if the teacher uses videos in English as a teaching material?

a. ☐ Yes b. ☐ No

How?

.....
.....

2. Do you think that studying in the laboratories will help you more in practicing your listening ability better than in the classroom?

a. ☐ Yes b. ☐ No

How?

.....
.....

3. Do you believe that using videos within the classroom lessons will be fun and entertaining more than the printed texts?

a. ☐ Yes b. ☐ No

Why?

.....
.....

4. Do you think using videos in English language learning help you enhance your pronunciation?

a. ☐ Yes b. ☐ No

How?

.....
.....

5. Do you think that using videos in English language learning help you to understand oral English better than traditional audio recordings?

a. ☐ Yes b. ☐ No

How?

.....
.....

6. In your opinion, is the traditional method in teaching listening skills very helpful for the students nowadays?

a. ☐ Yes b. ☐ No

Why?

.....
.....

7. State any further suggestions if there are.

.....
.....
.....

Appendix B

Listening comprehension passages (YouTube videos)

The video's link: <https://youtu.be/S1muCUZW9WK>

Listening comprehension passage

Student name:

.....

Answer the questions below:

1 - What color is the man's jacket?

A) red B) green C) black D) white

2 – How does the man go to work?

A) car B) train C) bus D) walk

3 – What time did he leave for work this morning?

A) seven B) six C) seven thirty D) six thirty

4 – How long does it take to get to work?

A) 15 minutes B) 45 minutes C)1 hour D) 30 minutes

5 – When does he have to be at work?

A) 7:30 B) 8:00 C) 8:30 D) 8:15

Listening comprehension passage

Student name:

.....

Answer the questions below:

1 – what is a correct description of Nancy?

- A) little, old man with white hair B) little, young women with nice hair
C) little, old women with white hair D) little, old women with nice hair

2 – Where does Nancy live?

- A) in a big house on the corner of Main Street and fourth street
B) in a small house on the corner of Red Street and Third Street
C) in a red house on the corner of Main Street and Third Street

3 – How many cats does Nancy have?

- A) Two B) Three C) Four D) Five

4 – What day does she feed her cats early in the morning?

- A) Tuesday B) Wednesday C) Thursday D) Friday

5 - What time does she feed her cats early in the morning?

- A) five o'clock B) four thirty C) five thirty D) five o'clock

6 - what day does she feed her cats early the rest of the week?

- A) 8 o'clock B) 9 o'clock C) 10 o'clock D) 8:30