

**An-Najah National University
Faculty of Graduate Studies**

**The Impact of Using YouTube
Channels on Improving Achievement
of the English Language Skills among
Sixth Graders in Qalqilia District**

**By
Mohamed Majid Morad**

**Supervisor
Dr. Fawaz Aqel**

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This thesis was defended successfully on 31/10/2019 and approved by:

Defense Committee Members

1- Dr. Fawaz Aqel / Supervisor

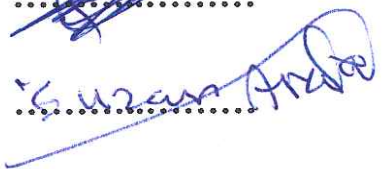
2- Dr. Aysar Yassin / External Examiner

3- Dr. Suzan Arafat / Internal Examiner

Signature

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Dedication

I dedicate my work to my family; I will never stop showing gratitude to my friend Baha who devoted most of his time to make this experience stress free.

I also thank my friends and appreciate their support during my study.

I will never forget to thank my loving parents, sisters and brothers who afforded real support for me.

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الإقرار

أنا الموقع أدناه، مقدم الرسالة التي تحمل العنوان:

اثر استخدام قنوات اليوتيوب في تطوير تحصيل طلاب الصف السادس
الاساسي في مهارات اللغة الانجليزية في محافظة قلقيلية

**The Impact of Using YouTube Channels
on Improving Achievement of the English Language
Skills among Sixth Graders in Qalqilia District**

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت
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Declaration

The work provided in this thesis unless otherwise referenced, is the
researcher's own work, and has not been submitted elsewhere for any other
degree or qualification.

Student's Name:

Mohamed Majid Morad

اسم الطالب:

Signature:

.....محمد مجيد مراد.....

التوقيع:

Date:

31/10/2019

التاريخ:

Table of contents

Subject	Page
Defense Committee Members	iii
Dedication	
Acknowledgement	iv
Declaration	v
Table of contents	vi
List of Tables	viii
List of Figures	ix
List of appendixes	x
Abstract	xi
Chapter One: Introduction and Theoretical Background	1
1.1 Introduction and Theoretical background	2
1.2 Statement of the problem	6
1.3 Objectives of the study	7
1.4 Research questions	7
1.5 Hypotheses of the study	8
1.6 Significance of the study	8
1.7 Definition of the terms	9
1.8 Limitations of the study	10
1.9 Summary	11
Chapter Two: Review of Related Literature	12
2.1 Technology and its Significance in Education	13
2.2 E-Learning	14
2.3 YouTube definition	15
2.3.1 YouTube in the Educational Process	16
2.3.2 How do you search on YouTube?	17
2.3.3 YouTube Site Features	17
2.3.4 YouTube Uses in Education	18
2.4 YouTube Applications in English Language	19
2.4.1 Cognitive Theory of Multimedia Learning (CTML)	23
2.4.2 Using Videos/YouTube in Language Learning and Teaching	25
2.5 Related Studies	25
2.5.1 Studies about the impact of YouTube in the English language teaching	34
2.6 Summary	36
Chapter Three: Methodology and Procedures	37
3.1 Introduction	38
3.2 Approach of the study	38

Subject	Page
3.3 Population and sample of the study	38
3.4 The instructional material	39
3.5 Instruments of the study	40
3.6 Validity of the test	41
3.7 Reliability of the test: the researcher found the reliability coefficient through	43
3.8 Procedures of the Study	44
3.9 Statistical analysis	47
3.10 Summary	48
Chapter Four: The Results of the Study	49
4.1 Introduction	50
4.2 Results of the test analysis	50
4.3 Results of the first question	50
4.4 Results of the second question	51
4.5 Results of the third question	52
4.6 Results of the fourth question	52
4.7 Summary	54
Chapter Five: Discussion, Conclusions and Recommendations	55
5.1 Introduction	56
5.2 Discussion of the Results of the Study Questions	56
5.2.1. Discussion of the Results of the First Question	56
5.2.2. Discussion of the Results of the Second Question	57
5.2.3. Discussion of the Results of the Third Question	57
5.2.4. Discussion of the Results of the Fourth Question	59
5.3 Recommendations	60
5.4 Conclusion	61
5.5 Summary	62
References	63
Appendxes	71
المُلخَص	ب

List of Tables

Table No.	Title	Page
Table (3.1)	Study sample of Qalqilia district schools	39
Table (3.2)	The correlation coefficient between the degree of each domain of the test and the total mark of the test	42
Table (3.3)	The correlation coefficient between the degree of each item and the total mark of the test.	42
Table (3.4)	Reliability coefficient through split-half	43
Table (3.5)	Reliability coefficient through Cronbach's alpha	43
Table (3.6)	The final version of the English achievement test	44
Table (4.1)	Means and standard deviation of the experimental group and those of the control group on the pre-test	51
Table (4.2)	Means and standard deviation of pretest and posttest of the experimental group	52
Table (4.3)	Means and standard deviation of the experimental group and those of the control group on the posttest	53
Table (4.4)	Size Effect (η^2)	53

List of Figures

Figure No.	Title	Page
Figure (2.1)	Cognitive Theory of Multimedia Learning	24

List of appendixes

Appendix No.	Appendixes	Page
Appendix (1)	Task facilitation document to the Ministry of Education	72
Appendix (2)	Task facilitation document directed from the Ministry of Education in Qalqilia to the four schools included in the study	73
Appendix (3)	A proof paper of achievement test	74
Appendix (4)	English Achievement Test	75

The Impact of Using YouTube Channels on Improving Achievement of the English Language Skills among Sixth Graders in Qalqilya District

By

Mohamed Majid Morad

Supervisor

Dr. Fawaz Aqel

Abstract

This study investigated the impact of using YouTube channels on improving the achievement of the English language skills among sixth-graders in Qalqilia district. The researcher followed the quasi-experimental approach in this study. The study instrument consists of an achievement pre-posttest to collect data. The population of the study represented all male and female sixth graders in Qalqilia schools. A sample of 122 male and female students was purposively chosen and divided into two groups: first, the experimental group which learned the English language through using YouTube channels and second, the control group which learned the English language through using the traditional method. After conducting the pre-posttest, the researcher analyzed the collected data by using independent T. Test sample, paired T. Test sample, and Eta square to test the effect size. The results of the study revealed the following:

- There is a positive impact of using YouTube channels on improving the achievement among sixth graders in Qalqelia district.
- There are statistically significant differences at ($\alpha \leq 0.05$) between the pre-test mean scores and the posttest mean scores of the experimental group in favour of the posttest.

- There are statistically significant differences at ($\alpha \leq 0.05$) between posttest mean scores of the experimental group and those of the control group in favour of the experimental group.

Based on the study results, the researcher recommended using YouTube channels as an effective educational method of teaching the English language. The researcher also recommended conducting further studies related to using YouTube channels with different dependent variables such as writing, listening, vocabulary with different grades.

Chapter One

Introduction and Theoretical Background

1.1. Introduction and Theoretical background

1.2.Statement of the problem

1.3. Objectives of the study

1.4. Research questions

1.5. Hypotheses of the study

1.6 Significance of the study

1.7 Definition of the terms

1.8. Limitations of the study

1.9. Summary

Chapter One

Introduction and Theoretical Background

1.1 Introduction and Theoretical background

As technological development is growing in all areas of life by time, the world has become one village. There are no spatial and temporal borders since people can communicate with their families, friends, and relatives, who are living in other countries at one minute, and they can access any information easily. This growing technological development makes the education process handle further responsibility. Education, in its turn, qualifies the individuals to be effective figures in the society and provides them with knowledge and skills to face life needs and problems challenging them.

The low level of students' achievement has been raising concerns for the Ministry of Education and public directorates since this level of achievement still exists in all grades. Alzoubi and Younes (2015) attributed this low achievement to a number of factors: first, psychological factor in which students do not take learning English seriously and do not have enough motivation for learning. Second, educational factor since some teachers do not use suitable teaching methods and focus only on vocabulary and grammar areas. Third, the social factor relating to the students' family and environment which take part in this level of achievement. Therefore, great attention must be given to methods of teaching as traditional methods

are no longer in harmony with this rapid technological development. It is essential to use the modern teaching methods.

To effect better achievement in English, students need to master the four main skills; listening, speaking, reading, and writing in addition to some areas such as vocabulary and grammar. A teacher must change the teaching process from an abstract process into addressing one so that students can use audio-visual materials to learn the language effectively, learn and discover knowledge on his/her own, and contextualized learning which is closer to reality. Thus, it is essential to use technology in teaching English.

E-learning is a combination of modern techniques that form a solution for a number of problems facing both teachers and learners. E-learning is the interactive learning process that is applied through computer and network to transfer knowledge and skills, Attiyah (2013). YouTube is one of the most effective applications in life walks; it supplies users with images, improvements, sounds, videos, and colours. Computer allows presenting information in an accurate, flexible, varied ways, and better display process. Moreover, It creates an atmosphere of good teacher-students communication and between students themselves and develops students' learning ability, Al-Aqra (2012).

YouTube, a kind of e-learning, is a significant application that can be used as an effective educational method if it is well employed to support and enhance students' understanding of the educational material. The idea

of YouTube foundation was firstly appeared by Jawed Karim since he was not able to share a video while he was watching a match with Chad Hurly, and Steve Chen. Then, the trio Jawed Karim, Chad Hurly, and Steve Chen planned to work on this idea and transferred it into a real application. The name of YouTube was registered on February 14th, 2005 and the first video (me at the zoo) was uploaded by Jawed Karim.

Based on the results of many studies, YouTube emphasized its role in improving learning English language and developing language skills as Riswandi (2016), Heriyanto (2015), Kaboocha & Elyas (2015), Khalid (2012). According to Hammond & Lee (2010), YouTube is one of the modern educational technologies that can be applied inside and outside classrooms. It is an internet site which enables users from around the world to browse and access its videos. YouTube is the place where students can find ideas and presentations of English as a foreign language (EFL) researcher and learn the second language through exposure to different activities, events, and cultures. To access YouTube, users need to have a computer, smart phones, and the internet, Bonk (2008). Academic YouTube is a specific website for the purpose of the academic teaching, and it supplies its visitors with educational videos from all areas of education. In addition, it is a tool to store the image and video content.

Teachers can use technology only when enough equipment is available as Ali, Haolader, & Muhammed (2015) stated that integrating and accessing technology in teaching relies primarily on the availability of

technology resources. Thus, using YouTube channels inside classrooms and libraries provides the teacher with an opportunity to take advantage of the integration of technology in their classes. Campwala, Pandya, & Mistry (2016: p.44) mentioned that all types of technology simply are the way which can be used to increase and improve the learning process starting from the very first steps of searching until the last step of retention of information.

YouTube presents many advantages for the educational process, provides all branches of knowledge and develops many skills to students. On the one hand, students can discuss with each other the presented material, take notes of the important points, explain the complicated concepts in a more flexible and easy way, watch the video again and take their time of understanding the presented information, and make students create their own channel. On the other hand, the teacher must be aware of some factors when choosing the YouTube channel. Videos-sharing websites must suit the students' mental characteristics, their individual differences, and their age, Pappas (2015).

Students can improve their listening-comprehension skills through YouTube videos since they offer authentic spoken English in varied varieties and raise their level of motivation as they watch real-life situations, Alqahtani (2014). Watching videos and listening to recorded materials are significant for academic growth since Ternopolsky & Degtiarova (2003) stipulate that using visual learning styles like videos

makes students understand what others do through watching and listening, and therefore hearing and observation should be taken into consideration when watching educational videos. Videos indeed develop the mental abilities of the problem-solving, raise suspense and provocation, offer varied information, and offer feedback as the teacher can pause the video and discuss the unclear points with students, (Ibid).

In general, the majority learning difficulties can be removed if the teachers use E-learning strategies. YouTube as a type of smart technologies has revolutionized in the field of education since it includes many features that address students' attention, interest, needs, and abilities. Based on their studies, Schramm (2016), Al Qahtani (2014), Al-Aklabi study (2009), and Al-Aqra (2012) indicated that technology has a significant role in the teaching-learning process. As a result, our lives are connected to world wide web, so all teachers must use the modern technological techniques in which students do not feel bored, afraid, and non-confident.

1.2 Statement of the problem

After reviewing some of the related literature about the subject, the researcher found that this subject was not given enough attention in Palestine. The research will study the impact of using YouTube channels on improving students' achievement of the English language skills among sixth-graders in Qalqilia District.

English language Curriculum has been developed according to the technological development to suit the needs of the learner. Nowadays, the

role of the teacher is no longer the centre of the educational process. Instead, his/ her role transfers into a guide, helper of the students during the educational process. As a result, the teacher has to bring new technological techniques into the educational process to facilitate the way of achieving the educational desired objectives. Therefore, the researcher proposes using YouTube channels to improve the achievement of the English language skills of sixth-grade students.

1.3 Objectives of the study

This study has two objectives:

- 1- To Increase the achievement of the English language skills of sixth graders by using YouTube channels in the educational process.
- 2- To find out if there are significant differences between the experimental group and the control group due to the use of YouTube channels.

1.4 Research questions

The study attempted to answer the following questions:

- 1- What is the impact of using YouTube channels on improving the achievement of the English language skills among sixth-graders in Qalqilia district?
- 2- Are there any statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group and those of the control group on the pre-test?

- 3- Are there any statistically significant differences at ($\alpha \leq 0.05$) between the pre-test mean scores and the post-test mean scores of the experimental group?
- 4- Are there any statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group and those of the control group on the posttest?

1.5 Hypotheses of the study

- 1- There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group and those of the control group on the pre-test.
- 2- There are no statistically significant differences at ($\alpha \leq 0.05$) between the pre-test mean scores and the post-test mean scores of the experimental group.
- 3- There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group and those of the control group on the posttest.

1.6 Significance of the study

It is hoped that this study contributes to the following:

- 1- Providing students with the needed interaction between students themselves and between students and teacher to avoid boring learning atmosphere and to make a good connection between them.

- 2- Giving students a sense of internal motivation for learning because it includes attractive videos such as songs of alphabets, and stimulates their attention.
- 3- Raising the awareness of the advantages of educational videos on the YouTube website.
- 4- Increasing teachers' awareness of the effectiveness of YouTube channels to improve students' achievement.
- 5- Helping teachers to create an enjoyable learning atmosphere in the classroom.
- 6- Drawing the attention of stockholders to the importance integration of YouTube in the educational process.

1.7 Definition of the terms

- YouTube:

The Encyclopedia of the World Computer Magazine (PCMAG: 2008) stated that YouTube is the most famous website that allows video-sharing in which users can access videos and download them. It allows friends and families to exchange videos.

YouTube is a popular video sharing website that is created first by formal PayPal employees in 2005 and then acquired by Google in 2006. It allows registered users to upload and share video with other people who

can access the site. YouTube offers also sharing videos with other sites according to Techopedia (2019).

The researcher stated that YouTube is the website of Safa Je'edi channel that enables teacher and students to upload a number of educational videos. These educational videos explain lessons in English for Palestine of the first semester of the grade six.

- **E-learning:**

E-learning is an effective figure in human development. It seeks to improve human skills, knowledge, potentials, and abilities for the purpose of man's progress and achievement. It also aims to achieve continuous and direct contact with the surrounding environment, Thaher (2016: p. 23).

The researcher stated that e-learning is a YouTube application which students browse through a computer or a smart mobile phone that is connected to a network.

1.8. Limitations of the study

This study has the following limitations:

Human limitation: this study is limited to sixth grade students.

Locative limitation: the experiment was applied in the basic school of both genders in Qalqilia district.

Temporal limitation: this study was conducted in the first semester of the academic year 2019-2020.

Topical limitation: this study examined the impact of using YouTube channels on improving students' achievement of the English language skills among sixth-graders in Qalqilia district.

1.9 Summary

In this chapter, the researcher viewed the introduction of the study, and then the statement of the problem and talked about English language curriculum. After that, he talked about the objectives of the study and the four research questions. Then, the significance of the study like: rising the awareness of the advantages of educational videos on the YouTube website. The researcher defined some terms like: YouTube and E-learning.

Finally, he showed the limitations of the study such as: human, locative, temporal and topical limitations.

Chapter Two

Review of Related Literature

2.1 Technology and its Significance in Education

2.2 E-Learning

2.3 YouTube in the Educational Process

2.4 YouTube Applications in English Language

2.5 Related Studies

2.6 Summary

Chapter Two

Review of Related Literature

2.1 Technology and its Significance in Education

The increase of scientific and technological developments in all paths of life has placed a lot of responsibilities for the education of today. These responsibilities are related to the process of providing students with the knowledge, skills, and different ways of thinking to be able to solve the problems facing and challenging them. In this world of rapid developments, especially the huge and varied technological ones in all fields of life, traditional methods and strategies have become ineffective means to address students' needs. It is the right time for teachers to use these modern technologies in education. Education has a big task to address difficult problems and build the learners' strong personality that will be capable of dealing with the developments and modernity of this era. Consequently, modern educational methods focus on the use of high-quality educational technology. Modern methods contribute to making changes in the students' knowledge through using several technological programs that aim primarily at making a quantum leap in teaching methods.

Rapid technological development in all areas of the world has made it a small village where temporal and spatial boundaries disappear. Human beings are now able to access information in seconds and send it to an

infinite number of people anywhere. As a result, education has greatly been affected by modern technologies. Accordingly, it is compulsory for educational institutions to take advantage of this great development and use it in the educational process in order to suit its objectives. E-learning is now necessary for all educational institutions such as schools and universities. The students' need to share experiences with other students and colleagues has to a large degree increased. They also need to enrich their educational environment with different sources of research and self-development. Muhammad et al, (2010: p. 9).

2.2 E-Learning

E-learning is considered a driving force for human development because it aims at improving man's progress and achievement through the development of human abilities, knowledge, and skills for the sake of continuous and direct contact with the surrounding world. Thaher (2016). E-learning has many definitions according to a different perception of teachers and according to its nature. Attiyah considered e-learning as "A training based on the integration and mixture of learning through computer and network, while traditional learning is a kind of learning relying on classroom interaction between students and teachers for the aim of enriching knowledge and skills, and reformulating trends", Attiyah (2013: p.9).

In the same respect, many educators emphasize the use of educational multimedia due to its essential roles in enhancing interaction and communication between teachers and students and consequently their

impact on the educational process will be much great. Educational multimedia is a double-edged sword; if a successful teacher knows how to manage and use it, the educational multimedia will be helpful for students by providing them with successful learning. In contrary, if the teacher cannot use this multimedia effectively, it impacts the teachers and learners negatively, Majali et al, (2005: p. 23).

One of the most important applications nowadays is the computer as it is an important technological facility; it has enormous advantages in the various sectors of life. Computers provide motions, images, sound, and colours at the same time through educational video, which creates interactions between students themselves. In addition, computers provide speed, accuracy, information diversity, and flexibility in displaying process that makes better information displays. One of the video tape features that distinguishes it among other means, such as television, movies, and tapes, is its ability to save effort, space and time. Educational video reduces time in terms of delivering information that is required to learn more different things than traditional education. Videos also provide interaction between learners themselves, and the teacher. It also enhances learner's ability for learning, Al-Aqra (2012: p. 220).

2.3 YouTube definition

It is possible to define YouTube as an internet site that relies on adding users to have access to videos from all over the world. It also allows anyone to browse and use these videos, Hammond & Lee (2010: p.126).

The Encyclopedia of the World Computer Magazine (PCMAG: 2008) defines YouTube as the most popular site of video sharing that makes it possible for anyone to download short videos, or to preview them privately or publicly. It is a place to exchange videos between friends and families.

According to Alexa Web site statistics, since the establishment of the Universal YouTube site in 2005, it has become one of the world's fastest-growing websites and has become the third-largest internet website in the world, Alexa (2012).

2.3.1 YouTube in the Educational Process

These days YouTube videos are increasingly becoming an essential part of millions of people's lives around the world. YouTube is being of great importance at Google because people can search for whatever they desire to watch. Nowadays, YouTube facilitates watching the news, movies, actions, and documentaries online. What makes YouTube videos unique to another internet facilities is the possibility to download and upload several kinds of clips or videos whenever necessary.

YouTube videos present audio-visual information and provide real experiences that the computer cannot offer to the students by itself. YouTube educational video presents a set of experiences and lessons to achieve educational goals through organizing the long experience of the teacher or the author of the educational video that will be presented to the students purposively, Assayed (2000).

2.3.2 How do you search on YouTube?

There are two ways to search through YouTube site. First, by typing what you are looking for directly in the search box of the site. This is the traditional method that is recognized by everyone. Second, it is through channels that are related to each area. For example, the user can search for educational videos through the Education channel via the <http://www.youtube.com/edu> link. Finally, the user types the address in the research box to search in the educational part of the site, Firwana (2012, p:45).

2.3.3 YouTube Site Features

Duffy (2008: p.124) identified YouTube's most prominent features. They could be summarized as follows:

1. The site includes a wide range of video content that includes movies, TV clips, videos, and music.
2. Unregistered users can view most videos on the site.
3. Users can freely add a title that best describes the video.
4. Separate channels can be created for each user.
5. The site contains videos that are related to the video content. Through the content, YouTube site can indicate the title of the uploaded video.

6. Users can subscribe to particular channels and send an e-mail to the registered mail in this channel telling them about the latest videos uploaded.

Users can also add some features to YouTube such as ways to ease its use, add comments and edit the video directly on the Internet. YouTube management can also offer features such as deleting any part of the original video using cutting and rotating the original video. Adding audio clips to the video and controlling the volume of the sound could be a good feature, too, Kaboocha (2012).

2.3.4 YouTube Uses in Education

YouTube's uses cannot be limited to education as they are diverse and can be used in various school subjects. The following are some of the YouTube uses in Education:

1. Teaching different types of disciplines: YouTube can be used to teach different types of science. It could present scientific experiments that cannot be applied in labs or need time to be implemented. These experiments are provided to the students for their safety. These are some of the most important uses of YouTube as there are very difficult experiments that are above the local schools' abilities. These experiments are recorded somewhere and uploaded on YouTube to be used by different schools all over the world, Bloxx (2012: p. 4).

2. Implementing some research activities: The teacher can ask students to search for videos. In addition, teachers may ask students to write a comparison between them, Trier (2007: p. 603).
3. Providing a variety of educational resources: In this section, students are linked to various educational resources supporting a certain lesson. This constitutes a diverse source of education, Clearance (2009: p. 6).
4. Teaching via YouTube encourages the students to use different techniques in learning: This makes them refrain from using the traditional methods in teaching. Abu Rezeq and Abu Taha (2018: p. 15) revealed that the paper-and-pencil strategy is the most used technique in governmental schools. They called for using new strategies in learning that are away from books and papers, and to use modern technology in teaching.

2.4 YouTube Applications in the English Language

It is known that when teachers show how something is important, they are able to solve it with their endeavours by applying what is important. Thus, it is an invitation for teachers to search for new technologies that best serve the teaching process, especially in learning languages, Lewis (1993). In the same respect, learning a second language requires many skills to be developed, and these skills cannot be built haphazardly. That is why they must exploit modern technologies in the fields of education, Mansour (2014).

YouTube is one of the modern technologies teachers could use for teaching the English language. Bonk (2008) declared that YouTube is a tool that presents cultural aspects and it is an application that could easily be used by teachers from K-12 to higher education. YouTube is a good application to conduct training and experimenting in classes. Thus, YouTube is a place where learners find ideas and presentations for EFL scholars and researchers. It is a place for learners to maximize their opportunities to learn a second language through the exposure to different accents, cultures, methodologies and different ways of presentations. Bonk (2008).

Kaboocha & Elyas (2016) declared that the process of selecting YouTube educational video ought to be of great care as these videos lead to the enhancement of English language learning. They also added that the right selection of YouTube videos could increase students' motivation towards learning the English language.

Alqahtani (2014) added that YouTube educational videos worked for developing students' listening comprehension. The researcher explained that using YouTube videos is the best way for students to listen to a native spoken English language. YouTube provides learners with a variety of English dialects and accents. Alqahtani stressed that YouTube videos worked for increasing the level of motivation among EFL learners as YouTube does not only provide various videos but also provides real-life situations and real English. Students may fast develop their listening skill if

they watch the YouTube videos they like. If the students do that, they will watch more and more and will be exposed to thousands of English words.

When the researcher investigated the YouTube applications, he found that there are many uses for YouTube in the English language. The following are the uses that are mentioned by Watkins & Wilkins (2011, pp. 115-116).

Conversation analysis: This activity is very suitable for advanced level students. The activity can make an awareness of real conversation techniques as well as common conversation problems that can be avoided. In this activity, learners view the clips that are provided by their teachers showing real or unsuccessful conversational methods to reinforce the material taught in the class. In this case, the students can select different videos that are uploaded on YouTube. These videos are of different levels. Some of them show slowness in conversation, and the others show quick speed in conversations. Students who have these videos will analyze the videos in terms of pace. This means the process of analysis has begun. Learners will also investigate the different influences that may affect the speed of speaking. They could be something cultural or psychological. In these activities, the learners will learn some factors that might affect the conversation and the use of words.

Movie trailer voiceovers: This is a difficult project concerned with teaching listening and speaking. It is a project that best suits advanced students to identify their pronunciation problems and deal with the quality

of their English speaking. In this activity, learners may choose a short movie; its language is English, from YouTube. Then, they transcribe the movie's audio. Then, the video, previously heard, can be downloaded again from YouTube and stripped of its audio track using a free software program called YouTube Downloader (<http://youtubedownloader.com/>). With the assistance of the students' recording. They, then, can record their own voices while focusing on synchronization and mimicry. Many learners can copy other speakers' accents as well as narrate the trailer. At the time the recording is done, learners can use applications such as Apple or Windows video editors to redub the performance. This kind of activity includes a frequent close listening to create the transcript and then repeats recordings in which students try to reconstruct native-like tempo, pitch, and articulation. The assessment of this activity is based on the accuracy of both listening and speaking.

Famous movie scene re-enactments: This is a useful project mostly best suitable for intermediate to advanced students in order to develop the quality of their speaking in a physical and effective way. In this activity, students can choose a well-known scene from a film and then dramatize it again. The students can do this before their classmates, or they can video record it off their performance. Then, acting should focus on some of the standards mentioned in the class. For example, if learners focused on intonation, this requires them to concentrate on the same thing (intonation) while acting (whether before classes or in the recording). Teachers' assessment of this performance should be based on the accuracy of

performance and with reference to the topics that are mentioned earlier in the class.

Note-taking and summarizing: This is a very important skill for learners to master. In this activity, learners are either asked to write summaries or to take notes on the matters that are mentioned in the video. This activity is a lively experience for students as they will have sufficient time for watching the videos several times and they will write their summaries. In this activity, learners will learn several things including listening, writing, and accuracy. It is a kind of interaction between the student and the video. Learners can easily pause the video at any time to write down their notes. In addition to the flexibility of using the video, learners will learn to write freely and quickly. Some of the teachers may ask a student in the class to follow up the video and give a summary or ask them to listen to the audio once. This will strengthen the students' comprehension and concentration.

2.4.1 Cognitive Theory of Multimedia Learning (CTML)

CTML was investigated thoroughly by Mayer and other cognitive researchers. These researchers claimed that multimedia affects the way that the human's brain works. to illustrate more, the philosophy of this theory states that learners do better and learn more if they learn by using pictures and videos. They claim that these are interesting things for learners that stimulate their learning, Mayer (2005). In this respect, multimedia is defined as a mixture of manuscript and photos or graphics and voices, or

any combination of graphics and aural signals. The theory also states that learners are best trying to find the relation between the word and the picture by writing and describing. This also makes the matter a challenge for them where at this stage, learning occurs, Mayer (2009). According to this theory, one of the chief goals of instruction by means of multimedia is to inspire students to form a comprehensible cognitive representation from the offered material.

Learners should have a logic of what is presented. The relation is positive as if there is a diligent participant; it means that there is a room for new knowledge, Mayer (2003). Mayer affirmed that expressive knowledge from photos and words occurs when learners are involved in five mental processes, Mayer (2010). These processes include choosing related words for treating them in verbal working memory as well as pertinent pictures for treating them in visual working memory, arranging the designated words into a spoken model as well as designated photos into graphics and lastly mixing the verbal and pictorial representations with each other and with previous information (see Figure 2.1).

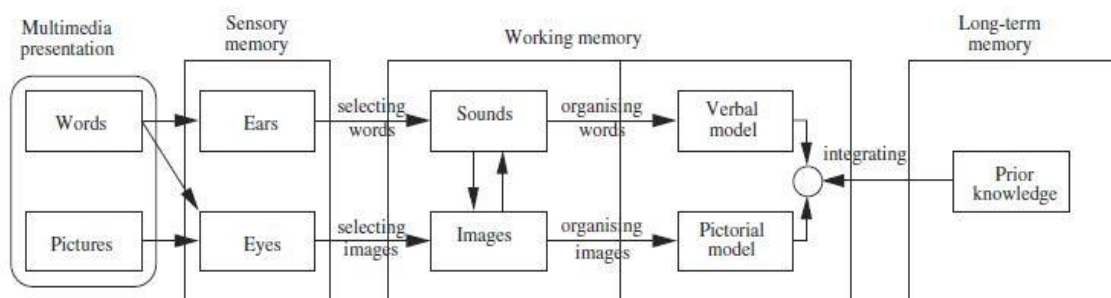


Fig. (2.1): Cognitive Theory of Multimedia Learning.

(Adopted from Kaboocha & Elyas, pp. 3526, 2016)

2.4.2 Using Videos/YouTube in Language Learning and Teaching

YouTube application is regarded to be a useful teaching/learning tool. There are many demands by a considerable number of educationalists to use YouTube in education. One of these scholars is Mayer who confirmed that using videos in education is of great significance, especially for basic courses. He added that YouTube eases challenging ideas, and attracts the attention of low achievers and students with special needs, Mayer (2001).

YouTube is a multidimensional source that presents videos of all fields of knowledge that can be accessed easily. In addition, videos on YouTube are very helpful for saving class time and effort, Hafner & Miller (2011). Ghasemi, et. al. (2011) investigated the originality and the creativity of using YouTube videos in classrooms and approved that YouTube is considered one of the most effective tools to be used in the class in terms of the time. In the same context, Callow & Zammit (2012) study showed the effectiveness of using YouTube different videos in increasing English language general achievement.

Balcikanli stated that YouTube is one of the effective tools that best meet students' needs and desires, especially when the main interest of the lesson is to stimulate real-life language as YouTube provides authentic conversations, Balcikanli (2011). Furthermore, YouTube provides countless chances of learning a different language. Learners can easily watch and listen to various types of spoken material (whether official

language or everyday language) and genres (lyrics, debates, songs, shows, or clips), Balcikanli (2011).

McKinnon commented that the acts, movements, spirits, and signs that are shown in YouTube video sections show a significant visual inspiration for the learners of language, McKinnon (2011). Some of the researchers said that the inclusion of YouTube in the language classrooms could decrease the amount of stress that the students may feel during their process of learning a new language. Students, when using YouTube, may see it more amusing than an activity of learning, Ghasemi, et. al. (2011).

Kabooha & Elyas (2016) confirmed that using YouTube educational videos in teaching the vocabulary of the English language helps students to learn vocabulary perfectly. The two researchers stated that using YouTube educational videos affects positively the attitudes of students towards learning English. They demanded English language teachers use YouTube videos in English language classrooms in order to develop the process of learning.

2.5 Related Studies

In this section, the researcher concentrated on collecting the most relevant studies on the topic of the study. The studies surveyed were directly related to the use of video, YouTube videos and other technological applications in the field of education. The researcher obtained plenty of benefits when collecting these videos, especially

recognizing the way in which the video should function. The studies were written from the newest to the oldest.

The first study collected by the researcher is the study of Abu Sultan (2016) which was in the field of Physical Education. It aimed to show the effectiveness of the interactive educational video to develop university students' professional skills in football. In this study, the researcher provided the students with an educational video that shows different skills in football. The video was prepared by the researcher because he is a teacher of Physical Education. In order to achieve the objective of the study, the study used the one-group experimental method. An achievement test was the study tool and was distributed to a sample of (30) students. The researcher prepared a list of skills and then a pre-post-test to measure the effect of the video using independent sample tests and ETA square coefficient to determine the effect size. After doing the experiment and comparing the results of the two achievement tests, the researcher found that there are significant differences between students' degrees in the achievement test in favour of the application of post-test. The study also revealed that the interactive video was effective according to Black's rate of gain.

The second study is the Al-Abssi (2016) which concerned with using one of the technological tools, an interactive book, to teach metacognition skills for the students. The study aimed to find out the effect of employing the interactive book in the development of 7th graders' concepts and

metacognition thinking skills in science. The researcher adopted the experimental method using a sample of (80) seventh graders. The sample of the study was divided into two groups; the first group was the experimental one and included (39) students, while the second group was the control which included (40) students. The researcher randomly selected the sample of the study. The researcher used the following tools for the purposes of measurements: content analysis card, exam of concepts and exam of metacognition thinking skills. After collecting the data of the exams, the study found that there were statistically significant differences at ($\alpha \leq 0.05$) between the average scores of the experimental group and the control group in the two exams in favour of the experimental group. This indicates the effectiveness of interactive books in teaching.

Another study by Abu Jazar (2016) which is pertinent to the current study as it aimed to investigate the impact of using interactive digital poems to develop 9th graders' skills of analyzing the literary texts in the Arabic language in Gaza schools. As the previously mentioned studies, the researcher used the experimental method. In addition, the researcher used the descriptive analytical approach to determine the skills of analysis. The researcher applied her study on a sample of (63) female students: (31) students were in the experimental group, while (32) students were in the control group. The researcher used a metacognitive test to measure the skills in analyzing literary texts. After the experiment, the study found that there were statistically significant differences at ($\alpha \leq 0.05$) between the average scores of the experimental group and the control group scores in

the concepts test and the test of cognitive thinking skills in favour of the experimental group.

The following study is concerned with developing skills in the English language. Wilkes, Macaruso, Kazakoff, & Albert study (2016) aimed to investigate the effectiveness of blended learning on reading comprehension for 2nd graders in California, USA. In the study, the researcher used several teaching videos to develop reading comprehension. The researchers adopted the experimental approach using two classes, one group was a control group and the second was experimental. The experiment was applied in the second semester of the academic year 2015. The two researchers checked the equalization of the two groups: the experimental and control groups. The results of the study showed that there was a significant improvement in the students in the experimental group who were taught by blended learning and especially the use of the educational videos. The study recommended the use of blended learning in general and in teaching reading in particular.

In a related study using computer programs to develop reading, Schramm (2016) aimed to check the effectiveness of a reading project program to teach reading decoding skills among primary school students with disabilities in New Jersey, USA. The study also aimed to evaluate the impact of the computer program to develop literacy. Three students with special needs participated in the experiment. The researcher used the experimental method applying the experiment on the three students. The

students participated for 20 minutes using a computer. The study included (5) lessons. The results of the study indicated that there is progress in the levels of students in reading, especially decoding skill. The study also found that using computer programs have an influence on the way the students learn reading. The study recommended that a larger sample and more time should be used to apply computerized programs with the help of teachers in teaching reading skills to students with learning disabilities.

Sardegna's study (2016) aimed at finding out the effectiveness of computer applications to develop elementary students' reading skill in Taiwan schools. Thirty-two primary school teachers were the sample of the study. Their comments and opinions were taken into consideration about the effectiveness of various computer applications in primary schools. The participants of the study noted that teachers prefer to use various computer applications in teaching reading. However, there are a few teaching factors that hinder the use of computers. These factors may include the lack of computer devices, the absence of trained teachers to deal with different applications of computers, and the students' level in using computers. The study recommended that teachers should train on how to overcome the difficulties in using computers in teaching reading.

Based on the previous study results, the researcher of the current study did not spare an effort to mitigate the difficulties that may appear during the application of the experiment. The researcher was confident that the students who participated in the experiment know how to use computer

and internet. He tested them and found out that they are able to do that. Learning how to use the computer and internet is a precondition for learning through YouTube. In addition, the researcher is skilled in using the different computer applications. It was easy for the researcher to deal with different videos on YouTube. Taking into consideration the previous difficulties and the different outcomes of the previous studies, the experiment of this research has succeeded to achieve its aims.

Al-Qasas (2015) study aimed to identify the effectiveness of an interactive website in developing university students' presentation skills. The study was conducted at the University College of Applied Sciences in Gaza. The study used (4) questions to find out the effectiveness of an interactive website. The questions are about the skills of the design of presentations, what is the frame of the interactive website, are there differences between the control group and the experimental in the achievement test. The researcher adopted the analytical descriptive approach when analyzing the presentation skills, and the experimental method when applying the experiment on the two samples. The samples were divided into two sections; the first group was experimental which included (24) students, while the other was the control group and comprised (22) students. The researcher used an observation card to observe the students' presentation skills. The analysis card consisted of (37) items that were divided into (6) domains. The researcher also built an interactive website. After the experiment, the study found that there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of

the experimental group and the control group scores in the achievement test in favor of the experimental group. The study also found that the interactive website has an effect of more than 1.2 percent according to Black's rate.

Al-Qasas (2015) study was the most useful study for the researcher as he learned how to select the most appropriate educational videos to be in the Website the researcher designed. The researcher noticed that the researcher of the previous study designed a well-organized educational site in terms of the videos uploaded, the arrangements of folders, the links and the content of the videos that focus on the same aim – to develop presentation skills. The researcher of the current study took into consideration the students' level, age, and interests when choosing the site of YouTube videos.

In another study that dealt with the impact of the videos in the field of education, Al-Aqra (2012) study aimed at identifying the impact of interactive video on developing university students' performance in discus throwing. The researchers used the experimental approach by selecting a sample of students from the first year of the Faculty of Physical Education and Sports at Al-Aqsa University in Gaza. The study was conducted in the second semester (2009/2010). The researcher selected a sample of (40) students who were distributed into two groups; Twenty students were in the experimental group and were taught by using interactive video, while the (20) students were in the control group and were taught by using the traditional method. After applying the experiment, the study approved the

effectiveness of employing interactive video to develop skill performance – the discus throwing. The study recommended that laboratories should be exploited for teaching through educational media.

Another study by Cheung and Robert (2013) investigated the methods of teaching reading. The study examined the effectiveness of various educational technology applications for the improvement of students' achievement in reading skills from grade 1 to grade 6. The study surveyed (20) previous studies that aimed to determine the impact of different applications of educational technology on reading comprehension. The total number of students who were participated in these studies was more than (7000) students. The researcher analyzed these studies and found that there is a positive, but simple, role for the applications of educational technology to develop reading comprehension skills for students with reading difficulties. The study recommended that more studies should be conducted to determine the effectiveness of internet applications in education.

Al-Aklabi study (2009) showed the effectiveness of educational videos. It aimed to determine the effectiveness of the interactive video on the development of the competencies of the female teachers of Jurisprudence and Inheritance subject in the Kingdom of Saudi Arabia. The study also aimed at providing the female teachers with the necessary competencies that are required for the selection, use, and production of different educational materials. The educational videos aimed to show the

female teachers various methods in different educational situations by helping them to design their lesson plans. The study was limited to one sample that included (13) teachers who teach the Jurisprudence and Inheritance subject. The study used the semi-experimental and descriptive approach. The study used two tools: a questionnaire that was used to identify the competencies of the teachers and an observation card to record the performances. The female teachers watched the interactive videos thoroughly. The study approved the effectiveness of the interactive video on the development of the competencies of the Jurisprudence and Inheritance subject.

2.5.1 Studies about the impact of YouTube in the English language teaching

Watkins & Wilkins (2011) conducted a theoretical study to elaborate on the benefits of using YouTube in the EFL classroom. The study of Watkins and Wilkins surveyed several studies that had been conducted to investigate the benefits of YouTube in EFL classrooms. The study concluded that using YouTube improves students' listening, conversation, and pronunciation. They mentioned that YouTube could be used as realia through the exposure to various English of the world. They added that using YouTube also improves learning original vocabulary, reading and writing.

Kabooaha & Elyas study (2016) aimed to investigate the impact of including YouTube video clips on developing Saudi English language

students' reading activities and vocabulary learning. The research used a sample of students who were studying in the preparatory intensive English course at King Abdul-Aziz University in Saudi Arabia. The study also aimed to explore the attitudes of the students towards the influence of using YouTube video clips on learning vocabulary. The study used (100) students to present the sample of the study. In addition, the study included (4) English language female teachers. The researchers used (4) classrooms in this study. Three of the classes were used as the experimental groups and one class was used as a control group. The researchers used YouTube educational videos to teach vocabulary to the students in the experimental three groups. In contrary, the students who participated in the control group were taught vocabulary through using pictures and traditional method of teaching vocabulary. The study used two tools for collecting data: an achievement test and a questionnaire. After doing the experiment, the study showed that the students who were taught by the YouTube clips outperformed the students who were taught by the traditional method.

Heriyanto (2015) study investigated the use of YouTube educational channels on developing learners' vocabulary. The study also aimed to teach reading by using YouTube videos. One of the study objectives was to collect teachers' attitudes and learners towards using YouTube videos to teach vocabulary. The study used (100) intermediate-level students to be the sample. As most of the previous study follow, the current study divided the sample into two groups: an experimental group whose students learnt by using YouTube videos to teach them reading; while in the control group,

the student did not watch the videos on YouTube. The study used two tools: an achievement test and a questionnaire. The findings of the study showed that the students who were taught using YouTube clips had higher grades in the test than the students who were in the control group.

A new study by Alqahtani (2014) was concerned with teaching listening. It aimed to measure the effect of using YouTube educational videos to develop Saudi English language 12th graders' listening comprehension skills. The study sample was randomly selected (26) 12th graders. The sample of the study was divided into two groups; one experimental group and included (14) students, and the control group included (12) students. The participants of the study were involved in the 8-week experiment. The study used listening achievement test that was given to the participants before and after the experiment. After the experiment, the researcher collected the marks of the post-test and found that the students who were involved in the experimental group had higher marks than their counterparts in the control group. Thus, using YouTube educational videos is effective to develop students' listening comprehension skills.

2.6 Summary

In this chapter, the researcher reviewed the literature related to the subject and found that most studies suggested that YouTube has a very positive impact on the learning.

Chapter Three

Methodology and Procedures

3.1 Introduction

3.2 Approach of the study

3.3 Population and sample of the study

3.4 The instructional material

3.5 Instruments of the study

3.6 Validity of the test

3.7 Reliability of the test: the researcher found the reliability coefficient through

3.8 Procedures of the Study

3.9 Statistical analysis

3.10 Summary

Chapter Three

Methodology and Procedures

3.1 Introduction

In this chapter, the researcher shows the approach adopted by this study to achieve the objective of the study, the sample of the study and how it was selected out of the population. The instructional units the sixth-graders were taught by both YouTube channels and the conventional method. Besides, the researcher shows the instrument used to collect data of the study, the steps being followed to get a good final version of the instrument, and the different ways used to test the validity and reliability of the instruments. Moreover, the researcher mentions the procedures being passed from the beginning of the study until the end of the study and the statistical methods used to analyze the collected data.

3.2 Approach of the study

To achieve the study aims, the researcher used the quasi-experimental research design since it is suitable for the nature of the study which aimed to test using YouTube in teaching the English language and finding its impact on sixth graders' achievement in Qalqilia district.

3.3 Population and sample of the study

The study population includes (2591) male and female sixth graders in Qalqilia district according to the annual educational statistical book

2018/2019 produced by the Ministry of Education. Male students number reached (1308) while female students number reached (1283). The researcher chose the study sample purposively since the four schools where the experiment was applied are close to the work location of the researcher. Table (3.1) shows the study sample:

Table (3.1): Study sample of Qalqilia district schools

School name	Group	Gender	No. of students
Ras-Atiyya Secondary boys school	Experimental	Males	28
Azzun al – Atma Secondary girls school	Experimental	Females	31
Prep Azzun	Control	Males	36
Ras-Atiyya Secondary girls school	Control	Females	27
Total			122

Table (3.1) shows that the study sample consists of (122) males and female students, 64 of them are male students and 58 of them are females. The experimental group consists of (59) students, 28 of them are male students and 31 of them are female students. The control group consists of (63) students, 36 of them are male and 27 of them are female students.

3.4 The instructional material

The instructional material which was taught for sixth graders using YouTube channels is lessons (13, 14, 15, 16) from the English language book- the second semester of the academic year 2018/2019. These lessons were taught through (28) instructional classes.

The researcher used a variety of existed YouTube channels including (English for Palestine) channel which is specialized in teaching the English

language for the public education students in Palestine, and other channels like (Mohamed Abo Morad channel).

3.5 Instruments of the study

The researcher conducted an achievement test of the English language lessons (13, 14, 15, 16) for sixth graders.

The researcher designed the test based on the following steps:

1. Setting the objective of the test:

This test aimed to measure the sixth graders' achievement level of the English language before studying the lessons of the English language and after the experiment of YouTube channels, and compare between them.

2. Determining the test dimensions:

The researcher analyzed the lessons (13, 14, 15, 16) in the second part of the English language book for sixth grade to figure out the included skills which are six skills (Listening, Speaking, Reading, Language, Vocabulary, Writing).

3. Formulating the test items:

The primary version of the achievement test includes (13) questions distributed into six skills. Students have to answer every question according to required. The test includes questions measuring the determined six skills.

4. **Correcting the test:**

The researcher assigned one mark for every true answer and zero for every wrong answer.

5. **The pilot experimentation:**

After preparing the primary version of the test, it was applied to a pilot sample consisted of (25) students excluded from the study sample.

3.6 Validity of the test

The researcher verified the test validity through:

- **The referee validity:**

The researcher showed the primary version of the achievement test to 10 specialized referees in English language and English language supervisors of the primary stage. They gave their opinion about the test suitability for the sixth graders, the questions coverage for the content of the lessons, and the test questions formulation. The referees suggested deleting some questions and reformulating some of them. The researcher modified the test according to the referees' opinions until it became (12) questions.

- **Construct Validity:**

The correlation coefficient was measured between the degree of each domain of the test and the total mark of the test.

Table (3.2): The correlation coefficient between the degree of each domain of the test and the total mark of the test

Domain	Correlation coefficient	sig. Value
Listening	0.687**	0.01
Speaking	0.801**	0.01
Reading	0.417*	0.05
Vocabulary	0.915**	0.01
Language	0.822**	0.01
Writing	0.894**	0.01

**item is statistically significant at (.01)

* item is statistically significant at (.05)

It is clear from the table (3.2) that all the correlation coefficients of domains are statistically significant. Thus, the researcher accepted this result.

- **Internal Consistency Validity:**

The correlation coefficient was measured between the degree of each item and the total mark of the test.

Table (3.3): The correlation coefficient between the degree of each item and the total mark of the test.

The correlation coefficient with the total mark of the test		
Item	Correlation coefficient	sig. Value
1	0.884**	0.01
2	0.672**	0.01
3	0.802**	0.05
4	0.894**	0.01
5	0.511**	0.01
6	0.772**	0.01
7	0.887**	0.01
8	0.426*	0.01
9	0.818**	0.01
10	0.343	Not sig
11	0.691**	0.01
12	0.687**	0.01

It is clear from the table (3.3) that all the correlation coefficients of the test domains are statistically significant at (.01) except for item (10) which was not statistically significant. The researcher kept it for its importance in the test construction and modified it after consulting the referees about it.

3.7 Reliability of the test: the researcher found the reliability coefficient through

- **Split-Half:**

Pearson correlation coefficient was calculated between the test two halves, then the correlation coefficient was calculated using Spearman-Brown. Table (3.4) shows the results of test reliability:

Table (3.4): Reliability coefficient through split-half

Instrument	No. of test items	Correlation between the test two halves	Reliability coefficient
Test	12	0.852	0.920

- **Cronbach's alpha:**

The test reliability coefficient was calculated using Cronbach's alpha, table (3.5) shows the results of test reliability:

Table (3.5): Reliability coefficient through Cronbach's alpha

Instrument	No. of test items	Reliability coefficient
Test	12	0.909

It is clear from the table (3.5) that reliability coefficient reached (.909) which is considered an excellent value before applying the test.

- **Determining the test time:**

The time of the English achievement test was calculated through the arithmetic average for the time of all answers of the pilot sample consisting of (25) students. The average time reached (35) minutes with an extra (5) minutes to read instructions. Thus, the total time of the test reached (40) minutes.

- **The final version of the test:**

After verifying the psychometric characteristics of the test, the final version of it consists of (12) questions. Table (3.6) shows the final version of the test according to the skills and the specified mark for it.

Table (3.6): The final version of the English achievement test

Domain	No. of questions	Total mark
Listening	2	8
Speaking	1	5
Reading	3	8
Vocabulary	2	6
Language	1	5
Writing	3	7
Total	12	39

The final version of the test consists of (12) questions distributed into (6) main skills. Students get a mark ranging (0-39).

3.8 Procedures of the Study

The researcher followed the following steps:

1. Reviewing the educational literature of previous studies which addressed employing Web tools and YouTube channels in particular

and the educational studies which addressed teaching the English language for the primary stage.

2. Selecting the instructional material which is lessons (13, 14, 15, 16) from the second part of the English language book for the primary sixth grade. These established lessons are taught for students in the second term of the academic year 2018/2019.
3. Analyzing the lessons (13, 14, 15, 16) content to determine the included skills and get a benefit when designing YouTube channels and English achievement test.
4. Designing YouTube channels and presenting it to a variety of referees to give their opinions about its suitability for the sixth graders and for the mentioned lessons content.
5. Designing a teacher guide to teaching the mentioned lessons through using YouTube channels and presenting it to referees to give their opinions educationally and scientifically.
6. Designing an achievement test of the mentioned lessons and presenting it to a variety of referees to test validity and reliability.
7. Getting the supervisor and university agreement to apply the study.
8. Getting task facilitation document directed from the university to the Ministry of Education in Qalqilia district which attached in the appendix (1) Pp. 67.

9. Getting task facilitation document directed from the Ministry of Education in Qalqilia district to the fourth schools where the study has been applied which attached in the appendix (2) Pp. 68.
10. Applying the achievement test on a pilot sample consisted of (25) students excluded from the study sample to verify the items correctness, clarity, validity, and reliability. A proof paper is attached in appendix (3) Pp. 69 and the achievement test is attached in appendix (4) Pp. 70-71.
11. Meeting with the teachers selected to apply the study and discussing the teaching steps according to YouTube channels and the steps should be followed during a teaching in addition to visits and attending the classrooms.
12. Applying the achievement pretest on the study groups.
13. Teaching the experimental and control groups since the experimental group was taught by YouTube channels while the control group was taught by the traditional method. The study application was conducted as follows:
 - The study application took (30) educational classes including the tribal and post-application of study instruments. The study application started on March, 10th, 2019 and finished on May, 10th, 2019.

14. Conducting the achievement posttest on the study groups.
15. Correcting the test and grading.
16. Conducting suitable statistical treatment to find the results.
17. Interpreting the results, discussing it, setting the suggestions and recommendations in light of the results.
18. Discussing and evaluating this thesis is approved by Committee Members whose names are shown in the appendix (5)

3.9 Statistical analysis

The researcher corrected the English achievement test and put grades for study groups. Since the current study is one of the experimental studies comparing between two groups, the researcher used the following statistical methods through the program (SPSS):

- Pearson correlation coefficient to calculate the construct validity and the internal consistency validity of the test.
- Split half and Cronbach's alpha coefficient to Calculate the reliability test.
- Arithmetic means and standard deviation of the study groups' marks.
- Independent Sample T-Test to calculate the differences between the means of the experimental group and those of the control groups on the English posttest.

- Paired Sample T-Test to calculate the differences between the pretest and posttest means of the experimental group.
- Eta square to calculate the effect size of using YouTube on improving sixth-graders' achievement.

3.10 Summary

In this chapter, the researcher talked about the approach of the study which used the quasi-experimental. Then the population that includes 2591 male and female sixth graders. The researcher conducted an achievement test of the English language. After that, he verified the test validity through the referee validity and construct validity. Finally, the researcher explained the statistical analysis in details.

Chapter Four

The Results of the Study

4.1 Introduction

4.2 Results of the Test Analysis

4.3 Answer for the first question

4.4 Answer to the second question

4.5 Answer to the third question

4.6 Answer to the fourth question

4.7 Summary

Chapter Four

The Results of the Study

4.1 Introduction

This study aims to find out the impact of using YouTube channels on improving the achievement among sixth-graders in Qalqilia district. This chapter shows the results of the study regarding the research hypotheses. The researcher used different statistical procedures to analyze the collected data using SPSS (statistical package for the social sciences). The statistical tables show the results in addition to their analysis.

4.2 Results of the Test Analysis

The results are figured and analyzed in relation to the hypotheses of the study.

4.3 Answer for the first question

To answer the first question which was formulated as follows: what is the impact of using YouTube channels on improving the achievement among sixth-graders in Qalqilia district?

The researcher should answer the third and fourth questions to decide if YouTube channels have a positive or negative impact on sixth graders' achievement.

4.4 Answer to the second question

The hypothesis of the second question was formulated as follows:
There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group and those of the control group on the pre-test.

The researcher used the Independent Sample T-Test to test the null hypotheses. Means and standard deviation of the experimental group and those of the control group on the pretest are shown in table (4.1)

Table (4.1): Means and standard deviation of the experimental group and those of the control group on the pre-test

Domain	Group	N	Mean	Std. Deviation	T	Df	Sig. Level
Achievement Test	Experimental	58	18.3983	5.52095	1.890	120	0.535
	Control	58	16.4127	6.08179		119.888	0.535

Table (4.1) shows that there are differences between the experimental group and the control group in the pretest but this difference is not significant since the T. computed value (1.890) is less than the T. tabulated value which indicates that the null hypothesis is accepted. Thus, there are no statistically significant differences between the experimental group and the control group on the pre-test. The researcher made sure that both groups are ready to be tested after he fished the experiment on all students in the sample.

4.5 Answer to the third question

The hypothesis of the third question was formulated as follows:
There are no statistically significant differences at ($\alpha \leq 0.05$) between the pre-test mean scores and the post-test mean scores of the experimental group.

The researcher used the Paired Sample T-Test to test the null hypothesis. Means and standard deviation of the pre-test and post-test of the experimental group are shown in table (4.2)

Table (4.2): Means and standard deviation of pretest and posttest of the experimental group

Domain	Group	N	Mean	Std. Deviation	T	Sig. Value
Achievement Test	Experimental post-test	58	28.0259	7.39098	8.596	.001
	Experimental pre-test	58	18.3190	5.53513		

Table (4.2) shows that the mean of the experimental posttest (28.0259) is larger than the mean of experimental pretest (18.3190); thus there are statistically significant differences between the pretest mean and the posttest mean of the experimental group in favor of the posttest.

4.6 Answer to the fourth question

The hypothesis of the fourth question was formulated as follows:
There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group and those of the control group on the posttest.

The researcher used the Independent Sample T-Test to test the null hypothesis. Means and standard deviation of the experimental group and those of the control group on the posttest are shown in table (4.3).

Table (4.3): Means and standard deviation of the experimental group and those of the control group on the posttest

Domain	Group	N	Mean	Std. Deviation	T	Sig. value	Sig. Level
Achievement Test	Experimental	58	28.03	7.41	6.70	.000	.112
	Control	58	19.35	6.44		.000	

Table (4.3) shows that the mean of the experimental post-test reached (28.03) whereas the mean of the control post-test reached (19.35). Thus, there are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group (which was learnt via using YouTube channels) and those of the control group (which was learnt via using the traditional method) on the post-test in favor of the experimental group.

To show the extent of using YouTube channels on sixth graders' achievement, the researcher used the effect size technique.

Table (4.4): Level of Size Effect (η^2)

	Level of Size Effect (η^2)	
	Eta	Eta Squared
Post-test	0.533	0.285

Table (4.4) shows the effect size of using a YouTube channel on improving the achievement among sixth graders. The effect size is large which indicates a significant effect. The researcher attributes this effect to many techniques and activities such as effective interaction and audio-visual method in addition to motivation and interest created by addressing a new modern strategy rather than using the same traditional method all the

time. YouTube channels also benefit students as they are exposed to English speakers' videos.

4.7 Summary

This chapter shows the results of the study and all of them are with using YouTube in learning process, the researcher did not find studies claim that using YouTube is useless which means that using that site is very useful.

Chapter Five

Discussion, Conclusions and Recommendations

5.1 Introduction

5.2 Discussion of the results of the study questions

5.2.1 Discussion of the results of the first question

5.2.2 Discussion of the results of the second question

5.2.3 Discussion of the results of the third question

5.2.4 Discussion of the results of the fourth question

5.3 Recommendations

5.4 Conclusions

5.5 Summary

Chapter Five

Discussion, Conclusions and Recommendations

5.1 Introduction

This chapter discusses the results of the study, answer the questions, and shows the conclusions figured out in view of those results. The researcher suggests recommendations that will benefit English language teachers, students, and curriculum designers. The researcher further suggests recommendations for further studies.

5.2 Discussion of the Results of the Study Questions

5.2.1. Discussion of the Results of the First Question

What is the impact of using YouTube channels on improving the achievement among sixth-graders in Qalqilia district?

The results of the 3rd and 4th questions show a positive impact of using YouTube channels on improving sixth-graders' achievement in Qalqilia district. The result of the third question shows a significant difference between pretest achievement and posttest achievement. Table (3) shows that there are statistically significant differences at ($\alpha \leq 0.05$) in the experimental group achievement in favour of the posttest. The result of the fourth question shows also a significant difference between the control group' achievement and the experimental group' achievement. Table (4) shows that there are statistically significant differences at ($\alpha \leq 0.05$) in the

mean scores of the experimental group and those of the control group on the posttest in favour of the experimental group.

5.2.2. Discussion of the Results of the Second Question

Are there any statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group and those of the control group on the pre-test?

The result of this question indicates that the pretest achievement of both the control group and experimental group are the same. This means that there are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group and those of the control group on the pre-test. It is acceptable since the researcher wants to make sure that if there is a difference in achievement between the two groups is because of the used method not the level of students' achievement.

The result of the study supports the findings of Heriyanto (2015), Kabooha & Elyas (2015) and Al Qahtani (2014) as the experimental group and the control group have a similar level of proficiency on the pretest.

5.2.3. Discussion of the Results of the Third Question

Are there statistically significant differences at ($\alpha \leq 0.05$) between the pre-test mean scores and the post-test mean scores of the experimental group?

The result of this question indicates a positive impact of YouTube channels on improving the experimental group achievement of the post-test. This means that there are statistically significant differences between the pre-test mean scores and the post-test mean scores of the experimental group in favour of the post-test. The researcher attributes this result to the following:

1. Using YouTube channels enables students to deal with one of the technological applications which is considered a modern and attractive method of teaching the English language.
2. On the one hand, using YouTube enables students to interact with each other and on the other hand to interact with the teacher.
3. Using YouTube presents an audio-visual content, so it is suitable for both audio learners and visual learners.

This result supports Riswandi (2016) study that investigated the use of YouTube-based videos to improve students' speaking skill and indicated that students have an improved achievement in the speaking performance test. Heriyanto (2015) and Kaboocha & Elyas (2015) investigated that the effectiveness of using YouTube on vocabulary mastery and indicated that the experimental group got a higher achievement of the posttest than the achievement of the pretest.

5.2.4. Discussion of the Results of the Fourth Question

Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group and those of the control group on the posttest?

The result of this question indicates that the experimental group (who were taught English by using YouTube channels) outperformed the control group (who were taught English by using the traditional method). This means that there are statistically significant differences between posttest mean scores of the experimental group and those of the control group in favour of the experimental group. The researcher attributes this result to the following:

1. The experimental group received student-centred classes while the control group received a teacher-centred class.
2. Using YouTube touches the students' abilities so it creates an interesting and motivating class.
3. The experimental class has an extra chance to receive teaching by watching the videos several times while this feature is not found in the control class.

This study result supports Heriyanto (2015) and Kaboocha & Elyas (2015) finding which indicated that using YouTube affected positively on vocabulary mastery. It also agreed with Al Qahtani (2014) which indicated

that using YouTube enhanced EFL students' listening comprehension skills as the experimental group outperformed the control group on the posttest.

5.3 Recommendations

In light of the study results, the researcher arrived at the following recommendations:

- 1- Using YouTube channels as an educational method is effective for teaching the English language.
- 2- Using YouTube channels will take into consideration the individual differences since low achievers can repeat watching the video at home if they don't understand the material.
- 3- Using YouTube channels will develop Listening, pronunciation, vocabulary and grammar skills since students are exposed to English language native speakers.
- 4- Using YouTube channels increase students' suspense and motivation since students are exposed to a new technological technique.
- 5- Train teachers to use YouTube and social media.
- 6- Curriculum designer should include YouTube exercises in the textbook.
- 7- Increase the awareness of English teachers about the benefits of using YouTube in teaching- learning process.

- 8- For further studies, the researcher suggests (The Effectiveness of the Interactive Videos on Developing 6th Grader's English Grammar).
- 9- Conduct another studies in the same field but on different variables like: The Influence of Using YouTube Channels on Improving Students Achievement in English Language Skills in Ramallah District.

5.4 Conclusion

In terms of the discussion of the results of the four questions, the researcher concluded the results as follows:

There is a positive effect of YouTube channels on sixth graders' achievement based on the statistically significant differences resulted by the posttest.

There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group and those of the control group on the pretest.

There are statistically significant differences at ($\alpha \leq 0.05$) in the pretest mean scores and the posttest mean scores of the experimental group in favor of the posttest.

There are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group and those of the control group on the posttest in favor of the experimental group.

5.5 Summary

In this chapter, the researcher reviewed recommendations for future research. This research is needed in other universities and on different variables. Then, the researcher showed the conclusion of the study to view the results and benefits of this research.

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Appendixes

Appendix (1): Task facilitation document to the Ministry of Education

Appendix (2): Task facilitation document directed from the Ministry of Education Qalqilia to the fourth schools

Appendix (3): A proof paper of achievement test

Appendix (4): English Achievement Test

Appendix (5): Committee Members

Appendix (1)

Task facilitation document to the Ministry of Education

دولة فلسطين
وزارة التربية والتعليم العالي
مركز البحث والتطوير التربوي

State of Palestine
Ministry of Education & Higher Education
Educational Research & Development Center

الرقم: ١٥٦٥١ / ٢٤ / ٤
التاريخ: 2019/ 3 / 28
الموافق: 1440 / 6 / 13 هـ

السيدة مديرة التربية والتعليم العالي المحترمة
فلسطينية
تحية طيبة وبعد،،

الموضوع: تسهيل مهمة بحثية

نهديكم أطيب التحيات، ونرجو التكرم التعاون مع الطالب: محمد ماجد محمد مراد، لاستكمال حصوله على شهادة الماجستير من جامعة النجاح الوطنية، وتنفيذ دراسته بعنوان:

" أثر استخدام قنوات اليوتيوب في تطوير تحصيل طلبة الصف السادس الأساسي في مدارس محافظة قلقيلية". وتمكينه من تطبيق دراسته وإجراء اختبارات صفيّة على طلبة الصف السادس في مدارس: ذكور راس عطية الثانوية، ذكور عزون الأساسية المتوسطة، إناث عزون العتمة الثانوية، بنات راس عطية الثانوية التابعة لمديريّتكم، وبما لا يؤثر ذلك على سير العملية الإدارية والتعليمية.

مع الإحترام والتقدير،،

د. إيهاب شكري
مدير مركز البحث والتطوير التربوي

نسخة :
معالي وزير التربية والتعليم العالي
عطوفة السيد وكيل الوزارة المحترم
عطوفة الوكيل المساعد للتخطيط والتطوير المحترم
السيد عميد كلية الدراسات العليا المحترم/ جامعة النجاح الوطنية

Ramallah P.O. Box (576) Ramallah Fax (+972-2-298-3207) Tel. (+972-2-298-3290) هاتف
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Appendix (2)

Task facilitation document directed from the Ministry of Education Qalqilia to the fourth schools

State of Palestine
Ministry of Education
Directorate of Education-Qalqilia
Azzon intermediate school



دولة فلسطين
وزارة التربية والتعليم
مديرية التربية والتعليم / قلقيلية
مدرسة ذكور عزون المتوسطة

التاريخ: ٢٠١٩-٥-١٢

الى من يهمه الامر

تشهد ادارة مدرسة ذكور عزون المتوسطة

ان المعلم محمد ماجد محمد مراد

قام بتنفيذ اختبار قبلي وبعدي لمادة اللغة الانجليزية لطلاب الصف السادس في المدرسة وذلك
لاغراض دراسية لبرنامج الماجستير للفصل الثاني ٢٠١٨-٢٠١٩م

وبناء على طلبه اعطي هذه الشهادة

واقبلو فائق الاحترام

المدير مازن غرابية



Appendix (3)

A proof paper of achievement test

State of Palestine
Ministry of Education & Higher Education
Directorate of Education - Qalqilia



دولة فلسطين
وزارة التربية والتعليم العالي
مديرية التربية والتعليم العالي - قلقيلية

التاريخ : 2019/3/24

الرقم : ١٤٧٥ / ١ / ٣ / ٢٠١٩



حضرة مدير/ة مدرسة _____ المحترم/ة
تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة بحثية

الإشارة / كتاب وزارة التربية والتعليم العالي رقم 10701/46/4 تاريخ 2019/3/20

نهديكم أطيب التحيات ، ارجو التعاون مع السيد / محمد ماجد محمد مراد في تنفيذ دراسته بعنوان " اثر استخدام قنوات اليوتيوب في تطوير تحصيل طلبة الصف السادس في مدارس محافظة قلقيلية " وتمكينه من تطبيق دراسته واجراء اختبارات صفية على طلبة الصف السادس في المدرسة بما لا يؤثر ذلك على سير العملية الادارية والتعليمية .

مع الاحترام،،،

أ . نائلة فحماوي عودة

مديرة التربية والتعليم العالي



نسخة /التعليم العام

خ. ه. ع. / غ. ص

أ. ه. ع. / غ. ص

Appendix (4)

English Achievement Test

English Achievement Test

Name: -----

Mark : ____

Listening

A- Listen and circle the word: (4 Marks)



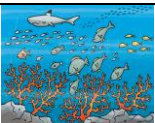

1- I think that is..... (beautiful/exciting).

2- I (think /don't think) travelling is safe.

3- we came in (quickly / rudely).

4- Mr. Ali thinks we play noisily! Our neighbor will(interrupt / complain).

B- Listen and number: (4 Marks)

			
()	()	()	()

Speaking

C- Match the sentences with the correct sentences: (5 Marks)

	Column A		Column B
1-	I think it's interesting to see lots of sea plants		She is brave
2-	Rami is polite and kind		I'm sorry
3-	I love my old sister		He is teaching me to swim
4-	you shouldn't interrupt while others are speaking		Please write carefully

Reading

4- Read the passage. Then answer the questions below:

Amy and her class are talking about why they love their friends. Mohammed and his friends are talking about their best friends and why they love them. Amy and her dad are talking about day at school. Bilal thinks his sister Reem is brave because she can't walk, but she hopes to be spacewoman. Reem is playing basketball with Bilal. She thinks he is kind.

D- Answer the following questions: (3 Mark)

- 1- Reem is Bilal's (sister / friend).
- 2- Amy and her dad are talking about(their friends / day at school).
- 3-Reem (is playing / plays) basketball with Bilal.

E- Put T or F: (2 Marks)

- 1-Jordan is not honest. He always tells lies. ()
- 2- Amy is generous. She lends her books. ()

F- Read and complete: (3 Marks)

- 1-A name
- 2- An opposite of hate×
- 3- An adjective

Vocabulary

G- Fill in the gap words from the box: (3 Marks)

(queue- boat –library)

- 1- The child doesn't notice the..... . He is in a hurry.
- 2- This is a Please talk quietly.
- 3- Causteau sailed in ato explore the ocean.

H- Write the term: (3 Marks)

(Calypso – Compass – Good Manners)

- 1- shows us east, west, north, and south.
- 2- is the name of Jacques Cousteau's boat.
- 3- include waiting in a queue and talking quietly at library.

Language

I- Complete the sentences with the correct answer: (5 Marks)

- 1- Rania (think) Ibn Battuta was very wise.
- 2- I think it's (more / most) exciting than exploring the ocean.
- 3- My sister enjoys (write) stories.
- 4- Please, don't push in(quick).
- 5- Two girls (start) to speak loudly in the library.

Writing

J- Do as shown between brackets: (2 Marks)

1- Ibn Battuta is an (explore) who travelled to east to visit Makka and Madina (noun).

2- Amy is (help). She is listening to you and giving advises (adjectives).

K- Re-arrange: (3 Marks)

1- watch/ Hey/night /you/ TV /Ben /Did /last / and

.....

k2- cities /east /to / travelled / holy / of / the / Makka / and / visit / He / Madina

.....

3- again / you / sorry / before / interrupting / for

.....

L- Punctuate: (3 Marks)

1- theres lot of coral under the sea and ocean I think its beautiful

.....

2- no of course not i dont need to walk in space i can float

.....

Best Wishes

جامعة النجاح الوطنية
كلية الدراسات العليا

اثر استخدام قنوات اليوتيوب في تطوير تحصيل طلاب الصف
السادس الاساسي في مهارات اللغة الانجليزية في محافظة قلقيلية

اعداد

محمد ماجد محمد مراد

اشراف

د. فواز عقل

قدمت هذه الأطروحة استكمالاً لمتطلبات درجة الماجستير في أساليب تدريب اللغة
الانجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2019

اثر استخدام قنوات اليوتيوب في تطوير تحصيل طلاب الصف السادس الاساسي في مهارات اللغة الانجليزية في محافظة قلقيلية

اعداد

محمد ماجد محمد مراد

اشراف

د. فواز عقل

الملخص

هدفت هذه الدراسة إلى معرفة أثر استخدام قنوات اليوتيوب على تحسين التحصيل لدى طلبة الصف السادس في محافظة قلقيلية. اتبع الباحث المنهج شبه التجريبي في هذه الدراسة. تمثلت أداة الدراسة في اختبار تحصيل قبلي وبعدي لجمع البيانات. يتألف مجتمع الدراسة من جميع طلبة الصف السادس من الذكور والإناث في مدارس قلقيلية كما قام الباحث باختيار عينة قصدية تتألف من 122 طالب وطالبة حيث تم تقسيمهم إلى مجموعتين: المجموعة التجريبية -التي تعلمت اللغة الانجليزية من خلال استخدام قنوات اليوتيوب- وتتألف من 59 طالب وطالبة، والمجموعة الضابطة -التي تعلمت اللغة الانجليزية من خلال استخدام الطريقة التقليدية- وتتألف من 63 طالب وطالبة. بعد التطبيق القبلي والبعدي لاختبار التحصيل، قام الباحث بتحليل البيانات من خلال استخدام اختبارات للعينات المستقلة واختبارات للعينات المرتبطة ومربع ايتا لقياس حجم الأثر. خلصت نتائج الدراسة إلى ما يلي:

- يوجد أثر إيجابي نتيجة استخدام قنوات اليوتيوب لتحسين التحصيل لدى طلبة الصف السادس في محافظة قلقيلية.
- توجد فروق ذات دلالة إحصائية عند مستوى $(\alpha \leq 0.05)$ بين متوسطي درجات الاختبار القبلي ودرجات الاختبار البعدي للمجموعة التجريبية لصالح الاختبار البعدي.
- توجد فروق ذات دلالة إحصائية عند مستوى $(\alpha \leq 0.05)$ بين متوسطي درجات المجموعة التجريبية ودرجات المجموعة الضابطة في الاختبار البعدي لصالح المجموعة التجريبية.

بناءً على نتائج الدراسة، أوصى الباحث باستخدام قنوات اليوتيوب كأداة تربوية فعالة تستخدم لتدريس اللغة الانجليزية . كذلك، أوصى الباحث بإجراء دراسات أخرى تتعلق باستخدام قنوات اليوتيوب مع متغيرات تابعة أخرى كمهارة الكتابة والاستماع والمفردات واتجاهات الطلبة لدى مراحل مختلفة.