

EXPLORING THE EFFECT OF USING YOUTUBE AND INSTAGRAM ON ENHANCING EFL BACHELOR STUDENTS LISTENING COMPREHENSION

Zainab Al-Qahtani

Academy of Learning, Institute for Higher Training, Dammam,
SAUDI ARABIA.

Zainab.al.lajhr@gmail.com

ABSTRACT

Social media are digital platforms used to share content and communicate with others; it plays an important role in students' life. This study explores the effectiveness of using social media platforms such as YouTube and Instagram in teaching and learning English for non-English speakers. In particular this quantitative study investigates the impact of social media videos to improve their listening comprehension skills. Moreover, the study also investigates the teachers' perspective on implementing social media channels as an English language teaching tool. The reliability and accuracy of using social media as a teaching and learning tool were checked against a survey study conducted on EFL students at different universities in the kingdom of Saudi Arabia. 47 students were selected randomly and divided into two groups: a control group and an experimental group. In the beginning, all students were tested according to the Oxford Standard English test to determine their listening proficiency level. After that, the use of social media was implemented in lecturing the listening skills of the experimental group while the controlled group used the traditional audio teaching methods. The analysis of the experimental results using the SPSS revealed that the use of digital channels as a learning tool enhances the listening comprehension of EFL Saudi students. Therefore, it is recommended to use audio-visual clips in listening classes rather than traditional audio clips.

Keywords: Instagram, listening comprehension. social media; YouTube

INTRODUCTION

Nowadays, social media plays an important role in student's life, they spent their whole day going from one app to the other exploring the world with their little devices, making it easy to be engaged in the cultures of different foreign countries. There are a lot of social media applications like YouTube and Instagram that could be implemented in teaching English listening skills. This could be a golden opportunity for the teachers to engage the students in learning and improve their understanding of the lesson content and keep them motivated. Unfortunately, most teachers are still teaching listening in a passive way in which audio is played followed by exercises, and finally, teachers check answers, while students passively receive the incoming information. Different social media apps like YouTube, and Instagram provide the students with the opportunity to watch native speakers in different settings as well as learn their accent and be motivated to learn which could be a very effective learning tool for EFL students specially to improve their listening skills. This paper try to explore how can social media specially YouTube and Instagram enhance the students listening comprehension.

LITERATURE REVIEW

The importance of listening in SLA

The role of listening in language learning and teaching was considered as a passive process. Then it began to gain greater importance thanks to changes in a number of research areas, including interactive, social, and contextual views of language learning, which shaped the interactive approach to language learning. Given all these aspects, listening can now be seen as a communicative event because listeners need a wide range of competencies that will help them understand the message in different situations. Krashen (1994) stated, "Listening is considered today as a complex activity and a key factor in the language acquisition process" It has become increasingly important because it is not only a major language and communication skill in itself but also provides a channel through which a new language can be received and may become "intake". (Brett,1997) Recent evidence suggests that students' ability to understand written materials by reading as well as expressing themselves through speech and written communication is directly linked to the maturity of students at the listening stage of language development (Gowhary, H., Pourhalashi, Z., Jamalinesari, A., & Azizifar, A, 2015)

The importance of listening comprehension for EFL learners

The term "listening comprehension" used in language education in communication and psychological linguistic research corresponds to expressions such as "speech recognition", "speech perception", "understanding speech" and "understanding spoken language (Teng,1998)" In listening comprehension, students focus on selected aspects of audio input, make up the meaning of the passages, and link what they hear to existing knowledge. .(Barati, Biri, 2011) Improving listening comprehension is very beneficial in improving the other three basic skills of speaking, reading, and writing, it's also the foundation for communication skills (Wei, Mi, 2009) The success in listening comprehension is reflected in the ability of EFL students to 1) identify the main idea, 2) guess the meaning of unfamiliar words from context, 3) determine the type of speech, 4) listen to details, 5) understand supportive ideas, 6) recognize the degree of certainty, 7) determine the purpose, 8) understand the sequence of ideas, 9) understand cause and effect, and 10) distinguish between fact and opinion(Ahmad,2016)

Using videos for listening comprehension

It is very useful to use videos for listening lessons (Martínez, Msc,2022) With the recent computer technology now allows digital video and audio to be connected to the same written text interface. This potential has been adapted for the development of listening skills on CDs in English as a foreign language. These tasks provide listening language input, and feedback on the success of the task, all on the computer screen. (Brett,1997) When teachers use videos as an educational tool, students are involved in learning pronunciation, stress, tones, and new words. These videos can help them improve their listening skills (Martínez, Msc,2022) According to (Widiyanto, Mulyadi, Wulansari, Ati, 2021) There are several factors that make students face problems when learning to understand listening in English, for example, the material is too fast to listen to so that they don't remember what they've heard, and don't know what words in English are spoken or listened to because of the limited vocabulary students have. Do not focus fully on the materials that are listened to, do not understand verbally detailed commands, be lazy in learning or have no motivation to learn, and many other factors.

Using YouTube and Instagram to enhance listening skills

Several studies examine the use of YouTube as an instructional tool to enhance learners' listening comprehension (Alqahtani, E 2014, ...). A study conducted by Alqahtani, E, T (2014) involved 26 students from Al Arqam Saudi Private School for females. The sample was randomly selected and divided into two groups: an experimental group of 14 students and a control group of 12 students. The study took place over an eight-week period. The experimental group received instruction using YouTube videos, while the control group received traditional audio-based instruction. The study found that the YouTube listening/viewing activity had a statistically significant effect on the listening comprehension skills of the experimental group which provided evidence of the significant impact of YouTube on the effect of YouTube.

Another quasi-experimental study encouraging the use of YouTube was conducted by Rizkan, A. M., Mukhaiyar, M., & Refnaldi, R. (2019) investigating the effect of using YouTube as a medium on students' listening skills. It was conducted at IKIP-PGRI Pontianak, focusing on second-semester students in the English Education Study Program. The total population consisted of 95 students, divided into three classes: A, B, and C. The researchers used cluster random sampling to select the sample, with class A as the experimental group, class B as the control group, and class C for instrument tryouts. To assess students' listening skills, the researchers administered a listening test before and after the treatment. The test aimed to evaluate students' abilities and competencies in listening comprehension and was designed to compare the effectiveness of using YouTube (experimental group) versus audio (control group) as teaching materials. The findings revealed that using YouTube as a teaching medium was more effective than using audio for enhancing students' listening comprehension. Furthermore, there was an observed interaction between the teaching materials (YouTube and audio) and their impact on students' listening skills. In conclusion, the study suggested that, overall, YouTube was a more effective tool for teaching listening comprehension compared to audio. However, the level of effectiveness may vary depending on the extent to which the media are utilized.

While Yuyun, I., & Simamora, F. Y. (2021) examines the effectiveness of using YouTube videos as a teaching tool to enhance students' listening skills. The research involved eight participants from the English Department of a private university in Jakarta. Data collection was carried out through classroom observations and interviews to assess the progress of EFL students in their listening learning process. The findings of this study indicate that YouTube videos offer several benefits to EFL learners, including increased confidence, enjoyment in the learning process, enhanced engagement, and greater interest in learning. The classroom observations were recorded on video to examine how students watched the videos and responded to listening exercises. This observation process was repeated five times, using the TED Talks YouTube Channel as the video resource. The observations focused on students' gestures, behaviors, and performance using a predefined rubric that assessed their level of interest, accuracy, and manner. Additionally, interviews were conducted via WhatsApp phone calls and recorded using a voice recorder. The collected data from the classroom observations were analyzed by correcting students' answers, coding, listing, classifying, and summarizing the data. The interview analysis involved transcribing, listing key points, categorizing, translating (if necessary), and summarizing the interview data.

Moreover, Qomariyah, S. S., Permana, D., & Hidayatullah, H. (2021) utilized a quasi-experimental design with a non-equivalent control group to conduct this study. The experimental group received instruction through YouTube videos, while the control group was taught using audio recordings. The total population for this study consisted of 90

students. A listening test, comprising 35 multiple-choice questions, was employed as the research instrument for data collection. Throughout the treatment process, the students demonstrated a keen interest in and motivation for the media used. They exhibited maximum effort in identifying words, understanding their meanings, and pronouncing them correctly. The YouTube learning videos provided both auditory and visual stimuli, which captured the students' attention and enabled them to comprehend the speech or words presented, thereby enhancing their language skills. The data analysis revealed that the application of YouTube learning videos had a positive impact on the listening comprehension performance of students in the English language department, particularly those in the first semester. These students exhibited improved performance compared to those who were not exposed to YouTube videos but instead received instruction through audio recordings. The statistical analysis confirmed a significant difference in the listening comprehension performance scores between the experimental and control groups.

On the other hand, the research papers investigating Instagram are lacking, however one study examined how can Instagram enhance the listening skills of the students was conducted by Agustin, R. W., & Ayu, M. (2021), the research conducted in this study employed a qualitative research design. The primary objective was to investigate the influence of using Instagram on the improvement of students' vocabulary and listening skills. Data collection was carried out through a questionnaire administered to English Language Education students. The questionnaire consisted of nine statements that participants were required to respond to by selecting either "Yes" or "No." Additionally, there were four statements that presented five options for participants to choose from, including "disagree," "strongly disagree," "agree," "strongly agree," and "neutral." Based on the findings of the research, the researchers concluded that Instagram indeed has a positive impact on the vocabulary and listening skills of English education students.

METHOD

This research is conducted using the quantitative method since data is explained in numerical outcomes. The variables of this study are conducted in a descriptive way. The study was held in order to investigate the effect of social media (YouTube, and Instagram) on listening comprehension skills. The research is divided into two main sections, the theoretical one and the practical one, the theoretical part is concentrating on the two main variables of the topic. The independent variable is YouTube, and Instagram videos, and the dependent variable is listening comprehension. In the practical section, the data gathered are analyzed in order to check for the results which are going to confirm or reject the hypothesis.

The whole experience conducted online. The participants were divided into two groups, each group are randomly assigned into two sections, the first one is the control group and the other one is the experimental group. Both groups tested with Instagram and YouTube. Before starting the experiment, both groups were equally given a listening pre-test to examine their listening proficiency level. The two groups' listening outcomes were determined using eight tests and the results of the tests were analyzed.

Participants

Students

To investigate this study, English Language department students from 5 different universities are chosen randomly. the sample of this study were 47 participants in the field of the English language who were chosen randomly with a variety of number, ages, and gender in each test. Moreover, 9 English language teachers who have a good experience with the traditional audio

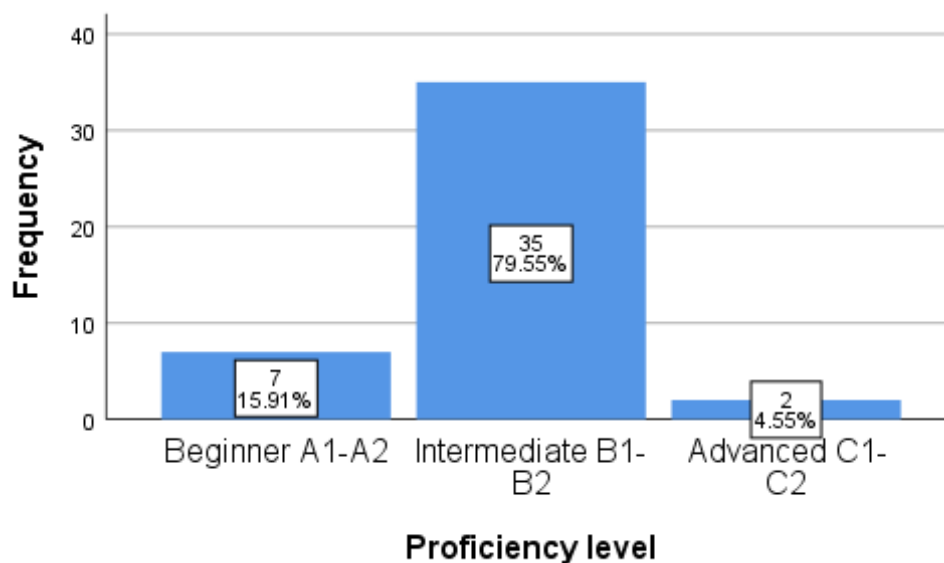
methods to get some valuable insights about the use of YouTube, and Instagram videos in enhancing EFL learning.

SAMPLE CHARACTERISTICS AND DEMOGRAPHICS:

Table 1

Variable	Categories	Freq.	% (N = 116)
Gender	Male	17	14.7
	Female	99	85.3
University	King Khalid University	60	51.7
	Al-Qassim University	17	14.7
	Other	39	33.6
Major	English	99	85.3
	Other	17	14.7

- The majority of the sample participants are females (85%) and majored in English (85%).
- More than half (52%) of the participants study/studied at King Khalid University, while 15% study/studied in Al-Qassim University, and the rest study/studied in other different universities in KSA.



Graph 1

They were tested with Oxford level test; the majority of them (80%) was intermediate B2 (see Graph 1).

Teachers

9 English Language teachers were chosen to explore their opinion toward the use of YouTube and Instagram videos as an educational tools, 5 out of the 9 participating teachers (56%) are 26-30 years old, while the rest are divided between older or younger than this age range.

Most of them are females (7 out of 9; or 78%). They vary in the levels they are teaching (1st, 2nd, 3rd, other).

Instruments

To achieve the research aim, the researcher used the following instruments:

Questionnaires

The researcher used web-based questionnaires which are made to investigate the teachers' and students' attitudes and opinions toward the use of YouTube, and Instagram videos in their classroom setting to enhance the students' listening comprehension. This instrument was chosen as it saves time as most of the students and teachers have a full schedule.

pre-test

The pre-test was taken from Oxford website to determine the listening proficiency level of the students. It was given to both experimental and control groups before starting the experiment. It consists of 6 parts, each part consisting of 4 questions and one audio recording.

Procedure

First, the researcher designed a web-based questionnaires and it was distributed to English language university students and teachers from different universities.

Second, the researcher contacted the students to test their proficiency level by Oxford level test.

Third, YouTube and Instagram videos was chosen by the researcher in order to fit the student's level of proficiency.

Forth, the experiment group given listening test by using You Tube and Instagram videos followed by multiple choice questions about they have watched and heard.

fifth, the control group given listening test by using audio recording followed by multiple choice questions about what they have heard.

Finally, after the researcher applied for the training program, the results will be collected from the tests, and the results analyzed using the SPSS software program.

RESULTS

Student Questionnaire

Response to the Main Questions:

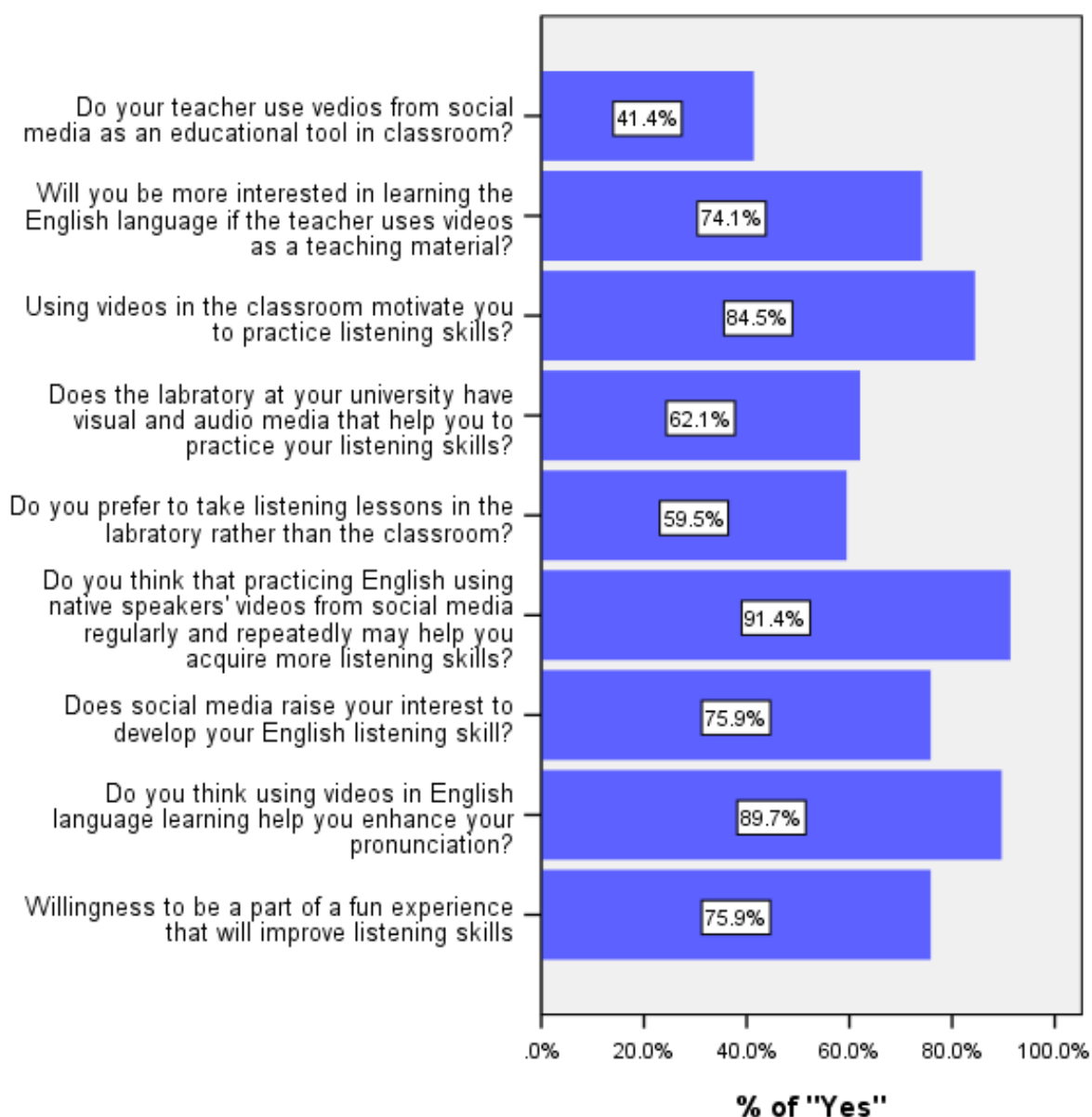
Several Yes / No Questions:

Agreement Questions:

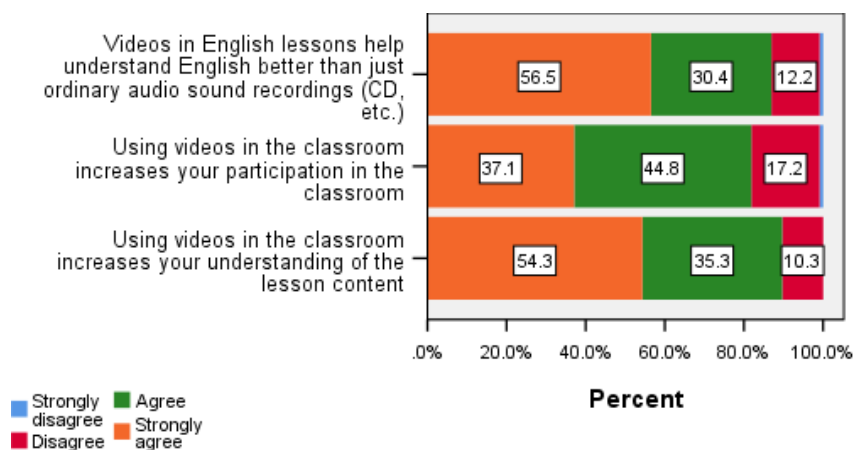
Most of the participants (60%+) are:

- Thinking that they would be more interested if teachers use videos (74%).
- Thinking that using videos in classroom would motivate them to practice listening skills (85%).
- Having university labs that provide visual and audio media for listening (62%).
- Preferring to take listening lessons in university labs (60%).

- Thinking that regularly and repeatedly practicing English using native speaker videos on social media may help acquiring more listening skills (91%).
- Showing that social media raise their interest to develop English listening skills (76%).
- Thinking that videos in English language learning help enhance the pronunciation (90%).
- Willing to be part of a fun experience that will improve listening skills (76%).
- Only 41% said that their teachers use social media videos as educational tools.



Graph 2

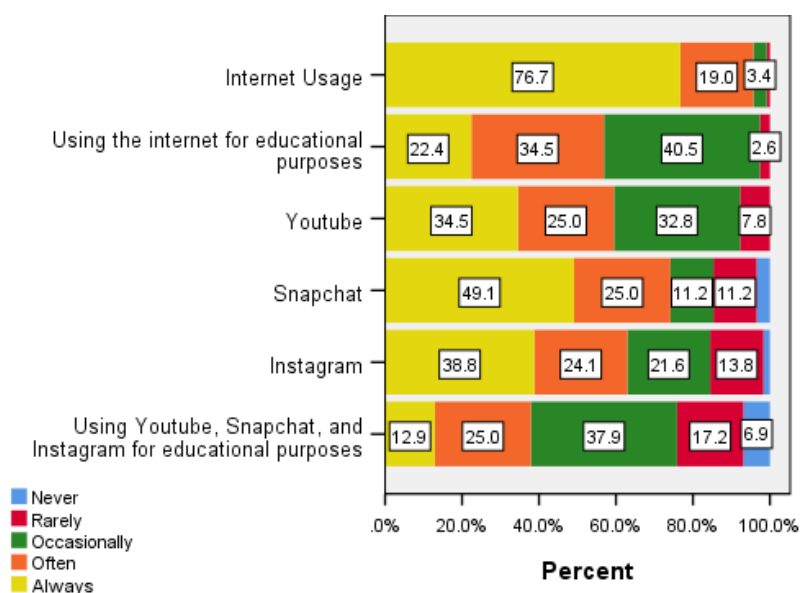


Graph 3

The majority (80%+) agree with the following:

- That videos in English lessons help understand English better than just ordinary audio sound recordings (CD, etc.).
- That using videos in the classroom enhances their participation.
- That using videos in classroom increases their understanding of the lesson content.

Frequency of Using Internet, Social Media Platforms and Utilizing them for Educational Purposes:

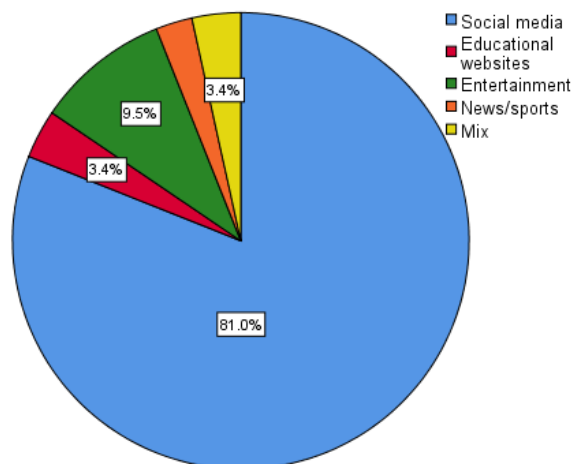


Graph 4

- The majority of the participants (96%) often / always use the internet. Among these more than half (57%) often / always use it for educational purposes.
- Most of the participants (60%+) often / always use YouTube / Snapchat or Instagram, with Instagram being the highest among them (74% often / always use it).

- Only 38% often / always use the 3 social media platforms for educational purposes; most of the rest are occasionally using it for such purposes.

Internet is Usually Accessed for:



Graph 5

The majority of the participants (81%) connect to the internet to use the social media. Which can be an opportunity for teachers to engage them to the learning proses by the use of videos from social media (YouTube and Instagram)

Teacher Questionnaire

- Most of them (6 out of 9; or 67%) always use the internet.
- All of them prefer to use technological material and rely on technology when teaching listening (tools varied from audio recording to videos to podcasts). All of them think that students will acquire better listening skills through exposure to videos and almost all of them (8 out of 9) think that videos are a good source for teaching listening. Almost all of them (8 out of 9) think that students can take advantage of videos to improve their English language; 4 of these 8 gave good reasons, which can be pooled together into: improving pronunciation, knowing own mistakes, learning with fun and gradually get to know the meaning of new vocabularies. Most of them (7 out of 9; or 78%) think that the traditional teaching of listening is not suitable for students nowadays; 4 of these 7 gave valid reasons, which can be pooled together into: lack of advanced technology, complications, and lack of fun.
- All of them are willing to advise their students to practice listening skills through social media videos.

The Experiment (Applied on Students Only)

We have 47 participants that should undergo 8 tests (4 using Instagram and 4 using YouTube). Their attendance to the 8 tests varied from 44 to full number (i.e., 47). They were tested with Oxford level test; the majority of them (80%) was intermediate B2 (see the figure below).

Difference between the Experimental (Video) and the Control Group (Audio):

Table 2

SM Used	Test No.	Group	N	Mean	SD	Median	P-value*
Instagram	1	Audio	22	66.75	18.04	71.05	0.056
		Video	22	76.08	12.55	78.95	
	2	Audio	21	61.51	21.32	58.33	0.004
		Video	23	77.54	16.37	83.33	
	3	Audio	22	59.09	28.43	53.85	0.000
		Video	22	87.76	18.18	92.31	
	4	Audio	24	62.04	19.08	66.67	0.000
		Video	23	83.09	17.04	88.89	
YouTube	1	Audio	20	63.89	19.29	66.67	0.046
		Video	23	72.95	18.97	83.33	
	2	Audio	20	72.35	21.60	76.47	0.013
		Video	26	85.07	13.23	88.24	
	3	Audio	21	64.05	19.40	65.00	0.000
		Video	22	86.14	13.71	90.00	
	4	Audio	23	69.90	20.99	69.23	0.005
		Video	24	84.94	14.61	88.46	

* One-tailed p-value of Mann-Whitney test, calculated using the Exact method

Almost in all the 8 tests (where both Instagram and YouTube used), the difference in the score between the experimental (video) group and the control group (audio) is statistically significant, So, we can finally conclude that the video group is always performing better than the audio group, and this can be sensed from the median score of the two groups across the 8 tests. For example, in test2 of Instagram, the median score if 58 for the audio group, while it's 83 for the video group.

DISCUSSION AND CONCLUSION

The results that have been found in this research are that the internet can provide learners with some beneficial tools in order to help them improve their listening comprehension. Through this simple fieldwork, the researcher tried to investigate students and teachers' attitudes concerning the use of such technologies in the academic setting, it can be said that the findings showed that the students seem to be very interested in the use of YouTube videos inside the classroom for the reason to improve their listening comprehension. According to them, it is going to be a good experience and a good way to break the routine of the usual study. Teachers also showed their curiosity about the use of YouTube videos in EFL classes, and they believe that videos can have a positive effect on the learners' listening ability and can also be a good helping tool for the teachers as well.

The experience of this study examined the effect of YouTube and Instagram videos on the development of Saudi EFL students listening comprehension skills. The findings of the study proved that there were statistically significant differences between the achievement of the experimental group and the control group on the listening comprehension test due to the use

of social media videos. These results were clear by comparing the mean scores of the tests of the two groups. The findings of this study indicated that the treatment had a significant effect on EFL students' listening comprehension skills between the experimental and control groups and in favor of the experimental one. The findings align with all of the previous work in the literature review section.

REFERENCES

- [1]. Agustin, R. W., & Ayu, M. (2021). The impact of using instagram for increasing vocabulary and listening skill. *Journal of English Language Teaching and Learning*, 2(1), 1–7. <https://doi.org/10.33365/jeltl.v2i1.767>
- [2]. Ahmad, S. Z. (2016). The flipped classroom model to develop Egyptian EFL students' listening comprehension. *English Language Teaching*, 9(9), 166. <https://doi.org/10.5539/elt.v9n9p166>
- [3]. Alqahtani, E. (2014). *Effectiveness of Using YouTube on Enhancing EFL Students' Listening Comprehension Skills* [MA thesis]. Al-Imam Muhammad Ibin Saud Islamic University.
- [4]. Barati, L., & Biria, R. (2011). The impact of first language intonational clue selection on second language comprehension. *Open Journal of Modern Linguistics*, 01(02), 33–38. <https://doi.org/10.4236/ojml.2011.12005>
- [5]. Brett, P. (1997). A comparative study of the effects of the use of multimedia on listening comprehension. *System*, 25(1), 39–53. [https://doi.org/10.1016/s0346-251x\(96\)00059-0](https://doi.org/10.1016/s0346-251x(96)00059-0)
- [6]. Gowhary, H., Pourhalashi, Z., Jamalinesari, A., & Azizifar, A. (2015). Investigating the effect of video captioning on Iranian EFL learners' listening comprehension. *Procedia - Social and Behavioral Sciences*, 192, 205–212. <https://doi.org/10.1016/j.sbspro.2015.06.029>
- [7]. Pratama, S. H. H., Arifin, R. A., & Widianingsih, A. W. S. (2020). The use of YouTube as a learning tool in teaching listening skill. *International Journal of Global Operations Research*, 1(3), 123–129. <https://doi.org/10.47194/ijgor.v1i3.50>
- [8]. Qomariyah, S. S., Permana, D., & Hidayatullah, H. (2021). The effect of YouTube video on students' listening comprehension performance. *Journal of English Language Teaching Fakultas Pendidikan Bahasa Dan Seni Program Studi Pendidikan Bahasa Inggris IKIP Mataram*, 8(1), 67. <https://doi.org/10.33394/jo-elt.v8i1.3837>
- [9]. Rizkan, A. M., Mukhaiyar, M., & Refnaldi, R. (2019). The effect of using YouTube as a teaching media on the students' listening skill (The case of 2nd semester Students of English Education Study Program of IKIP-PGRI Pontianak). *Proceedings of the Seventh International Conference on Languages and Arts (ICLA 2018)*. <https://doi.org/10.2991/icla-18.2019.48>
- [10]. Wei, J., & Matsubayashi, J. (2009). Notice of Retraction: Research on improving college students' English listening comprehension of China. . *2009 2nd International Conference on Power Electronics and Intelligent Transportation System*. <https://doi.org/10.1109/peits.2009.5406887>
- [11]. Widiyanto, S., Mulyadi, M., Wulansari, L., & Ati, A. P. (2021b). Youtube as a media for students' comprehensive listening ability at junior high schools in bekasi. *Jurnal*

- PAJAR* (Pendidikan Dan Pengajaran), 5(6), 1699.
<https://doi.org/10.33578/pjr.v5i6.8504>
- [12]. Yuyun, I., & Simamora, F. Y. (2021). The use of youtube to support efl students' listening skills. *ELLTER Journal*, 2(2), 1–12. <https://doi.org/10.22236/ellter.v2i2.7512>
- [13]. Krashen, S. D., & Terrell, T. D. (1998). The natural approach.
- [14]. Latifi, M., Ketabi, S., & Mohammadi, E. (1013). The Comprehension Hypothesis Today: An Interview with Stephen Krashen. *Electronic Journal of Foreign Language Teaching*, 10, 221-233. <http://e-flt.nus.edu.sg/>
- [15]. Teng, H. C. (1998). A Study of EFL Listening Comprehension Strategies.
- [16]. Martínez, M. E. (2022). The use of esl youtube videos to improve listening skill. *Título de la monografía*.