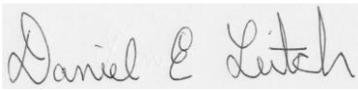


A SURVEY OF BENEFICIAL USES OF YOU TUBE AND FACEBOOK FOR TEACHING
UNIVERSITY ENGLISH LANGUAGE LEARNERS
STUDYING ENGLISH IN THE UNITED STATES

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An Educational Project

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In

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By

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Abstract

A SURVEY OF BENEFICIAL USES OF YOU TUBE AND FACEBOOK FOR TEACHING UNIVERSITY ENGLISH LANGUAGE LEARNERS STUDYING ENGLISH IN THE UNITED STATES

The research examines the use of YouTube and Facebook social media technology with Saudi Arabian university English language learners in the United State. Surveys were conducted with Saudi Arabian university students in the United States asking them about their use of Facebook and YouTube technology to improve their English learning.

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CHAPTER I: INTRODUCTION

This research focused on Saudi Arabian university students' use of technology, particularly YouTube and Facebook in learning English in American schools. Surveys were given to six Saudi Arabian university students to determine if students used social media or not and if they used YouTube and Facebook, did they think it helped them learn more English.

In the Kingdom of Saudi Arabia there is a well-established tradition of English language learning at the school and university level (Ministry of Education, Makka, and Kingdom of Saudi Arabia). King Salman of the Kingdom of Saudi Arabia instituted a program to have Saudi Arabian university students study English in native speaking countries like the United States, England and Canada. The Saudi Arabian Cultural Mission is a specialized agency created by the Saudi government in 1951 to administer programs. The latest program required candidates who wanted to study in the United States to complete an application, have good grades and pass either a TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) minimum score.

Once participants are selected, then SACM arranges for families to come to one of the English-speaking countries. Expenses are paid for by the Saudi Arabian government with the expectation that when the participants return, they will have significantly better English speaking and writing skills (International Office of Student Affairs, 2016).

This research was conducted at the University of Wisconsin-Platteville by surveying Saudi Arabian university students who are in an English Language Learner class to increase their English skills enough so that they can successfully complete courses that are taught totally in English.

The research will explore the use of Facebook by Saudi Arabian English language learner university students. The research will focus on those university students who do use social media and the amount of time that they use the social media sites compared to students who use the more traditional study methods.

Statement of the Problem

This Educational Project built upon the research of the Middle Eastern technology use, specifically social media use, like Facebook and YouTube by students in universities to see if that helps them learn English as second language. Almurashi (2016) studied the use of YouTube videos for teaching English language in classrooms as supplementary material at Taibah University in Alula, Saudi Arabia. The researcher asked seven questions in a survey and then in an interview about YouTube use in a Saudi Arabian university of 53 Saudi Arabian university students. The researcher found that that a majority of university students (90%) found that the YouTube was helpful for students who had been studying English in an English Learning class in a Saudi Arabian university.

In the research in the United States, the subjects who were Saudi Arabian university students were asked to provide demographic information and then to respond to ten Likert-scale questions in a survey, regarding their perception of the effectiveness of using YouTube and in learning English as a second language.

Definition of Terms

YouTube is a free website and it allows users to upload and share videos with friends and family.

Facebook is a free website that lets user send messages, contact with friends and upload photos and videos

English language learner who study English as second language.

Likert five-point scale – researchers have to use it in a survey to collect data.

Delimitations and Limitations of the Research

There are two delimitations to the survey:

1. The scope of my study is limited to the population of Saudi Arabian university students in one university in the United States who are in an English language learner course to improve their English prior to taking university courses that are taught entirely in English.
2. The research is limited to one-time period - a three-week time period because of the need to receive IRB approval and complete the project before graduation.

There are two limitations to the research of the use of social media in improving the English of Saudi Arabian university students in an English language learner program in the United States.

1. The research was limited to only those Saudi Arabian university students who would respond to the survey that was given to them in email and in person.

CHAPTER II: REVIEW OF THE LITERATURE

Research Question

My research focused on the perceptions of Saudi Arabian university students who attend an English language learner program and their view of the use of technology including Facebook and YouTube in learning English as a second language. Do university students who use technology and YouTube perceive that they are learning English better than if they did not use YouTube?

Discussion of Prior Research

AbuSa'aleek (2015) researched the use of social media including Facebook in English language learning in Qassim University in Saudi Arabia. They originally surveyed 100 Saudi Arabian university students, but then focused on 25 university students who used Facebook. Thirty-five of the participants were excluded because they did not have a social media account at all. The researchers used a survey created by Kabilan, Ahmad & Abidin (2010) to determine if the use of Facebook would help students learn English better. In the research of those with Facebook accounts, 69.23% felt that Facebook as an online learning environment facilitates, supports and encourages their English language learning.

Other researchers like Mirzaee and Gharibeh (2016) studied web based language learning perception and personality characteristics of university students in Iran. The researchers asked 40 students of English as a Foreign Language. They had 22 females and 18 males who were undergraduate students. They gave the students a personality questionnaire and a web-based language learning aptitude perception questionnaire. The results were that there were no differences between extroverts and introverts in using technology. The results also found that

the use of technology increase university student's motivation to learn English as a second language.

Almurashi (2016) researched the effective use of YouTube videos for teaching English language in a classroom in Saudi Arabia at Taibah University in the Kingdom of Saudi Arabia. The researcher surveyed and then interviewed 53 university English language learner students to determine if YouTube increases their motivation and helps them learn English. The results of the survey were that the use of YouTube played a major role in helping university students understand their language lessons. In addition, the research found that the use of YouTube can be an effective method in dealing with student's difficulties and barriers in understanding English.

Other researchers, Such as Eren (2012), studied students' attitudes towards using social networking in foreign language classes as Facebook in Turkey at Gaziantep University. The researcher created a closed group on Facebook to discuss their information and share others videos and links. On the end of course the researcher gave 40 students questionnaire to explore students who use Facebook for improving their language skills. The results of the questionnaire were 68 percent of students thought that Facebook played major method to learn English language as second language. On other hand, 16 percent disagreed. The results also found that most of students felt that Facebook can be useful for education and Facebook plays positive role for learning foreign language.

Saqlain and Mahmood (2013) researched English language instructors' perceptions about technology based language learning at Northern Border University in Saudi Arabia and Memorial University of Newfoundland in Canada. The researcher surveyed and interviewed 14 English language teachers from NBU. They had two teachers with PhD degrees and twelve with master degrees. Also, all of them were male and non- native speakers of English language. They

interviewed teachers individually and teachers spoke about their perceptions to use technology for language teaching at NBU. The results of interview indicated that most of teachers believed that technology supported language teaching. However, all teachers were concern how students use technology to gain English language. Teachers thought technology has positive effects on learning English.

Anwaruddin (2012) studied learning English in the age of Facebook at North South University in Dhaka, Bangladesh. Researchers created a group on Facebook. She also provided 89 students specific questions to explore students who use Facebook for learning English. She had 52 males and 37 females who were undergraduate students of University College and their average age was 20. The results demonstrated that 49 percent of the students thought that Facebook did not have positive effects on learning English, and encouraged them to use incorrect vocabulary and expressions. On other hand some of students believed that Facebook provided them and opportunity to increase their vocabulary and developed their cultural communication skills.

Bassma Nomass (2013) researched the impact of using technology in teaching English as a second language. She surveyed students at the Department of English Language, College of Arts, to determine the benefit of using technology in teaching English as a second language and gave them questionnaire form to determine the effective use of technology for teaching English as second language in classroom. The results of the survey suggested that most of students thought technology motivated to learn English, and some of students spent plenty of time using technology. However, teachers did not prefer to use technology in the classroom lessons.

Advantages and disadvantages of using technology:

Advantages of using technology may be that it can help with individualizing and customizing curriculum. It can be great when using in cooperative learning groups. Technology can help English language learners gain English skills and improve their technology skills so they are prepared as 21st century learners. As students become more connected to technology it can help them stay on task when they are learning independently.

Disadvantages may be in terms of engagement. The teacher needs to assess if the technology is engaging the students. Is the technology providing targeted support in a specific, necessary skill? Does technology address listening, reading, writing and speaking skills in English? Is the specific technology useful for the English language proficiency of the students? Lastly, can you assess mastery of the skill through the technology?

In terms of learning English or any language, nothing compares to native interaction with the language so you have to assess the best of your time and money in terms of purchasing technology and / or curriculum for different ELP levels.

The results of the initial analysis of the review of literature indicated that the use of Facebook, YouTube and other social media technology has benefited Saudi Arabian university students who are learning English as a second language. However, there were some researchers who believed that the use of social media sites could have a negative effect in teaching English as a second language. Some students in the survey reported that they did not benefit from using social media to learn English

Hypotheses

I hypothesized that the university students from Saudi Arabia will have positive benefits of using technology such as Facebook and YouTube in learning English as a second language.

Null Hypothesis

The university students from Saudi Arabia will not have positive benefits of using technology such as Facebook and YouTube in learning English as a second language.

Chapter III: Method

Participants

Research was conducted in at a university in the United States with university students from the Kingdom of Saudi Arabia who were in an English language learner program. The participants were six of Saudi Arabian four of them were females and two were males. Their ages were between 20 and 26 years. The education level is that all females did not have bachelor's degrees and the males did it. The six students are studying English in the United States and at the UW Platteville University (see figure 1).

ID	AGE	SEX	MAJOR
A1	20 year	Female	ESL Student
A2	21 year	Female	ESL Student
A3	20 year	Female	ESL Student
A4	21 year	Female	ESL Student
B1	24 year	Male	Bachelor's degree
B2	26year	Male	Bachelor's degree

Figure 1: Demographics of participants

Materials

The information that was collected included university student's perception of the use of technology to learn English as a second language. Data were collected for the beginning (March) of the school year.

A five-point perception scale having ten items was constructed to collect data from the university students regarding their perception of using technology, particularly Facebook and YouTube to learn English as a second language.

Procedures

Before the research began I first received permission from the Institutional Review Board. The letter approving the research is in Appendix A. Once permission was received from the Institutional Review Board, I proceeded to receive permission from the university and the instructor of the English language learner program.

Subsequently, I prepared, administered, and collected data from the Saudi Arabian university students via personal one-on-one interviews of the six students. The Saudi Arabian university students were known to the researcher. University students were selected because they met the criteria of being Saudi Arabian in an English language learner program.

No recruitment procedures or material inducements for participation were provided to the potential respondents. Potential respondents were asked to participate in an email to them that included the request to complete the survey and an explanation that the research was for completion of an educational project for an MSE at the University of Wisconsin-Platteville. Participants were also asked to have a one-on-one interview with the researcher.

To protect the participant's identity a data key code was prepared for each participant on the separate data sheet Appendix B. Each participant was assigned a number on the data

collection sheet instead of their name. The data key code was stored separate from the data collection sheet. The material was stored in the University of Wisconsin-Platteville locked files in the Education Office of Special programs. The survey was administered via a one-on-one interview in March of 2017. Six people responded to the initial survey.

CHAPTER IV: RESULTS

The initial survey resulted in six one-on-one interviews. The return rate for the survey was 100 percent. This percent is an acceptable response rate because very specific questions were asked of a unique population. Even though it is a small sample size, it is a representative sample of Saudi Arabian university students who are learning English at a university. There were only six total English language learners at the Midwestern University.

Because the questions were not in both English and Arabic, there could be some misunderstanding but because the interview was to see if students were learning English, the researcher only asked in English and not in Arabic.

In this study, I surveyed six participants of Saudi students. Four of them were females and two were males. The survey consisted of seven questions. Then data showed that men by 80 percent encouraged using Facebook and YouTube for learning English. However, they were bored to use traditional routine during class. They preferred to learn by different method that might help them to understand contexts and increase vocabulary. Further, men believed that Facebook is helpful and enjoyable for writing skills. On other hand, women did not prefer Facebook. The data showed us that women by 20 percent believed Facebook could help students to improve English.

Of those respondents, the major conclusion could be that male students had a higher rate than women from Saudi Arabia in favor of social media and they had different opinions

regarding Facebook and YouTube. Men students encouraged using Facebook for learning English. However, Saudi women in this study did not believe Facebook could help students to improve English. Moreover, the cultural norms of Saudi women need to be considered in order to offer them additional method to the traditional language instruction routine.

However, the women in this study believed that students in the classroom setting have better opportunities for communication with other classmate and the teacher as well. They stated that students can practice with each other and the teacher to gain a lot of significant knowledge. In contrast people on Facebook cannot meet with friends face-to-face, so that did not encourage them to use Facebook because a large part of communication is nonverbal.

CHAPTER V: DISCUSSION

Facebook and YouTube are popular free social networking websites throughout the world. People can create their own account, and share communication with one another by sending photos, videos, and writing comments. This study investigated whether or not Facebook and YouTube were beneficial for students to learn English well. The data showed that participants had different opinions regarding the value of Facebook and YouTube to assist Saudi students to improve their English.

The reasoning behind these results related to many factors such as, religion, culture, and family. In an Islamic country, Saudi women follow the teaching of Sharia that forbids them to have contact with strange men. Thus women have to wear a hijab when they go out in public. In addition, women must have permission from their father or husband when they want to travel anywhere and to travel abroad to study since King Abdullah made some changes and encouraged women to study abroad. Typically, women grow up with specific roles and these effects on their personality. This may cause women concern when they use Facebook.

A second factor that influences the use of social media is culture. Most everyone in the world is proud of their culture and follows it without any explanation or change. Moreover, Islam affects culture too.

A final factor is family. It definitely plays a significant role that develops women's personality. The family provides everything for woman such as, education, safety, love. So families bring girls up with specific roles. For example, girls must stay with family until they get married, and they just have contact with girls when they make friendships. Also since women's actions reflect onto their family, they hesitate to use Facebook if it could negatively affect their

reputation. So, if Saudi women make any mistake, their community will blame them excessively because the older generation is very traditional. All of these considerations influence Saudi women personality. Thus women lack more confidence and motivation to use Facebook readily.

Until limitations are lifted on women's behavior educators can expect continued resistance or a hesitation by Saudi women to use social media. Even though women are highly educated, they will still be influenced by society and feel certain pressures from their culture.

In conclusion, the study exposed that Saudi man had a higher rate than women in favor of social media. They had different opinions regarding Facebook and YouTube. According to my studies, I would encourage students to use several ways to improve their English excluding the traditional method. In these study males students lost interest with routine methods and were more engaged when they used social media. However, the cultural norms of Saudi women need to be considered in order to offer them an alternative or additional method to the traditional language instruction routine.

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APPENDIX A: IRB APPROVAL LETTER

APPENDIX B: PROJECT MATERIALS- SURVEY INTERVIEW QUESTIONS

1-How much do you use technology?

2-Do you think technology helps you to improve your English speaking skills?

3-How many times a week do you use Facebook? 1 is every day, 2 is every other day, 3. Is one a week, 4 is once a month, 5 is none

4-Does the Facebook motivate you to learn English?

5-Do you think that using the Facebook will be enjoyable?

6-Is the Facebook helpful to learn English?

7- Do you think that the Facebook help you to work with your classmate?

APPENDIX C SURVEY INTERVIEW RESULTS

#	No answer	Comments	
		Demographic Information	
1		Male (1) more	1 On a scale of 1 to 5 with 1 being the most and 5 being the least, how much do you use technology?
4		Female (2) little	
4		Female (3) sometimes	
1		Male (4) most of time	
3		Female (5) sometimes	
5		Female (6) once a month	
1		Male(1) agree	2 Do you think technology helps you to improve your English speaking skills
5		Female (2) disagree	
5		Female(3)disagree	
1		Male (4) agree	
5		Female(5) disagree	
4		Female(6)little agree	
1		Male (1)	3How many times a week do you use Facebook? 1 is every day, 2 is every other day, 3. Is one a week, 4 is once a month, 5 is none
5		Female(2)	
4		Female(3)	
1		Male(4)	
5		Female(5)	
4		Female(6)	

1		Male(1)	-Does the Facebook motivate you to learn English?
5		Female(2)	
4		Female(3)	
1		Male(4)	
5		Female(5)	
5		Female(6)	
1		Male(1)	5-Do you think that using the Facebook will be enjoyable?
4		Female(2)	
5		Female(3)	
1		Male (4)	
	x	Female(5)	
	x	Female(6)	
1		Male(1)	6-Is the Facebook helpful to learn English?
5		Female(2)	
	x	Female(3)	
1		Male(4)	

5		Female(5)	<i>7- Do you think that the Facebook help you to work with your classmate?</i>
5		Female(6)	
1		Male(1)	
5		Female(2)	
	x	Female(3)	
1		Male(4)	
5		Female(5)	
5		Female(6)	

