

**A Program Based on YouTube Videos to Develop Speaking Skills
of Faculties of Commerce Students**

**برنامج قائم علي استخدام مقاطع الفيديو من اليوتيوب في تنمية مهارات التحدث باللغة
الإنجليزية لدي طلبة كليات التجارة**

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المخلص

تهدف الدراسة الحالية الي التعرف علي مدي فاعلية برنامج قائم علي استخدام مقاطع الفيديو من اليوتيوب في تنمية مهارات التحدث باللغة الانجليزية لدي طلبة الفرقة الرابعة بكلية التجارة, جامعة بورسعيد. تكونت عينة الدراسة من ٢٢ طالب وطالبة بالسنة النهائية بكلية التجارة, جامعة بورسعيد للعام الدراسي ٢٠١٤ / ٢٠١٥. الادوات المستخدمة في الدراسة هي: استبانة حول مهارات التحدث, استمارة تحليل احتياجات للطلبة, اختبار قبلي بعدي خاص بمهارات التحدث, و مقياس لتقييم لاداء الطلبة. تم تطوير برنامج قائم علي استخدام مقاطع الفيديو الموجودة بموقع يوتيوب لتنمية مهارتان رئيسيتان وهما: التحدث اثناء مقابلات العمل, التحدث اثناء العروض. استخدم الباحث في الدراسة التصميم التجريبي ذو المجموعة الواحدة. وقد اسفرت الدراسة عن النتيجة التالية: يوجد فروق دالة احصائيا بين متوسطي درجات القياسين القبلي و البعدي لاختبارات التحدث باللغة الانجليزية لصالح الاختبار البعدي مما يثبت صلاحية البرنامج في تنمية مهارات التحدث باللغة الانجليزية لطلبة كلية التجارة بالفرقة الرابعة.

Abstract

The present study investigates the effectiveness of a program based on YouTube videos in developing speaking skills of students in the faculty of commerce, Port Said University. Twenty two fourth year students acting as the study group participated in this study. The instruments used in this study included speaking skills questionnaire, a students' needs analysis form, a pre/ post occupational speaking skills test and a scoring rubric. A program based on YouTube videos was used to develop two skills: using oral communication skills in job interviews and using oral communication skills in business presentations. In this study, the one group pre post-test was used. The results of the study revealed that there was a statistically significant difference between the mean scores of the students in the pre posttest of speaking skills, in favor of the post test. This indicates the effectiveness of the proposed program in developing the participants' English speaking skills.

Keywords: YouTube - Speaking Skills

1. Introduction

English is the most widespread language used in the world as prime means for communication. It often serves as the global language between people from different cultures, neither of whom speaks English as their native language. It is, therefore, very important for university students to learn English and be able to master it. It is a tool that helps them greatly to find and maintain job vacancies, especially in multinational companies (Kitao & Kitao, 1996).

Punthumasan (2007) found that most of students do not want to learn English because they find the subject matter boring and also teaching methodology in the classroom is not interesting. In addition there are not enough interesting textbooks and materials in English which can encourage them to study. As Prapphal (2003) stressed that technology is a good instruction to help students communicate, although it cannot be a substitute for a good language teacher.

Greenberg and Zanetis (2012) pointed out that in the past 50 years, globalization and technology have redefined economic, business, and societies. In parallel, work and life have changed due to elements such as, internet, mobile devices and social networking like Facebook and Twitter which have transformed the way people interact and communicate with each other. There is no doubt that technology is a major contributor in education. Video appears to be another powerful change agent adding value to the learning process and enhancing the quality of the learning experience.

Furthermore, Tafani (2009) pointed out that using films in the classroom helped students focus their attention on accent, voice, body language, choosing words, training ear and the eye, lifestyle, plot idea, summary and many other things depending on the targeted aim. So, it is important to fit films into the classroom schedule organizing different tasks that help in classroom activities. It's important to save time through telling the story of the film and showing three or four key scenes without telling the end. Another way is the use of video-cassette where the students can watch the film themselves in the video-classroom or at home and present what they have watched in the film.

There are several studies about using movies in EFL teaching. For instance, Kitchen's study (2003) dealt with films in teaching five aspects of the English language which were oral communication, writing, vocabulary, grammar and cultural background. Stewart (2006) examined using movies in developing vocabulary, listening and oral communication skills. Finally, Ruusunen (2011) tackled the use of videos in teaching oral presentation skills, grammar and writing.

I.1 Context of the Problem

Due to the changes of economies, work techniques, the way in which people interact and the appearance of social media, language needs have changed. Oral communication in English becomes one of the basic international communication channels between people all over the world.

Many studies and surveys about the needs of job market emphasized the need for English oral communication skills. For example, Freihat and Al-Machzumi (2012), who investigated different forms of English oral communication for Jordanian business graduate employees in the workplace settings. The study revealed that business graduate employees require experience in a range of oral communication skills. It is recommended that these skills should be included in university business curriculum. Also, Subramaniam and Harun (2013) studied the perception of employers concerning the use of English oral communication skills by the marketing students in polytechnics. The research proved that learning oral communication and having good proficiency had to be a priority for these marketing students as they had to deal with their team work and customers at their workplace in English.

There are several studies that proved the positive outcomes of videos especially YouTube videos in EFL and ESP teaching as a useful method that has several advantages compared with traditional other regular methods. For example Watkins and Wilkins (2011) addressed various ways in which teachers can use the YouTube videos to teach English. Khalid (2012) used YouTube as a supplementary resource in teaching English novel. Subramaniam, Abdullah and Harun (2013) investigated students' perceptions of YouTube as an effective teaching tool to prompt oral communication in classrooms.

1.2 Statement of the Problem and Research Questions

In the light of the previous studies and literature review, English occupational oral communication skills seem to be a significant requirement for the new graduates to find a job. In spite of the significance of these skills for future career, students at the faculty of commerce, Port Said University have not studied these skills before which is considered a gap between job market requirements and graduates capabilities.

Accordingly, this study was designed to investigate the effectiveness of using YouTube videos for developing speaking skills in job interview and speaking skills during the presentation of the students of the fourth year of faculty of Commerce through investigating the following questions:

1. What are the occupational speaking skills that are needed for the fourth year students of the faculty of commerce to prepare them for the job market?

2. How far is using a program based on YouTube videos effective in developing some occupational oral communication skills of the fourth year students of faculty of commerce, Port Said University?

2. Review of literature and related studies

2.1 Speaking Skills

Speaking involves interaction with other speakers, i.e. understanding how to take turns and how others feel about the topic under consideration. Finally, information processing on the spot, i.e. the ability to respond immediately, is important and may not be appreciated by the non-native English speakers, who seek to develop the ability to speak fluently and accurately (Hedge, 1993).

There are a number of factors relating to speaking skills to be considered for effective English speaking performance. Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers. Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students' fluency when speaking (Tam, 1997).

For effectiveness of speaking, Shumin (1997) pointed out a number of elements involved, including listening skills, sociocultural factors, affective factors, and other linguistic and sociolinguistic competence such as grammatical, discourse, sociolinguistic, and strategic competence. In order to convey meaning, EFL learners must have an understanding of words and sentences; that is, they must understand how words are segmented into various sounds, and how sentences are stressed in particular ways. This grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency, which, in turn, develops confidence in speaking.

Speaking for special communication usually occurs in contexts where speaking performance is conducted for an audience in differing circumstances. The principles of public speaking are also intertwined with the development of speaking for special communication. When a speech involving an audience is taken into consideration, the act of speaking is considered to be more complicated than general everyday conversation and a number of other skills are therefore included in the speaking delivery process, e.g. choosing topics, organizing thoughts, tailoring the message, and adapting to listener feedback (Lucas, 2001).

Zaremba (2006) also pointed out a study indicating that speaking skills or communication skills were usually placed ahead of work experience, motivation, and academic credentials as criteria for new recruitment for employment. Students who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom. Zhang (2009) also limited exposure to English speakers or members of the international community. This might be one reason for

teachers to provide more situations and activities for students to strengthen their speaking competence.

While reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. Of all the four macro English skills, speaking seems to be the most important skill required for communication (Zaremba, 2006). Wongsuwana (2006) believed that speaking skills can be trained and it doesn't depend on the talent.

Effective communication by means of speaking usually creates a number of benefits for both speakers and business organizations. For example, effective speaking skills result in achievements during ceremonial speaking activities, job training activities, job interviews, and many other business purposes (Osborn, 2008).

Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community (Pathom, 2009).

Khamkhien (2010) believed that, speaking is considered to be the most important skill of four keys language skill. It is the ability that requires the process of communicative competence, pronunciation, grammar, and vocabulary improving.

Speaking skill is a crucial part of foreign language teaching and learning. This actually shows the great importance of this skill on foreign language classes. Through speaking we can share our ideas and thoughts with other people; in that way a smooth interaction between People can take place. Teachers of English may experience the same situation in which students are unwilling to speak .there are of course many factors causing this problem, such as; lack of confidence; lack of vocabulary and others say that the topic of conversation is not interesting (Sanaa, 2013).

2.2 Workplace needs

Oral communication is the spoken interaction between two or more people. The interaction is far more complex than it seems, it is composed of multiple elements and can take many forms ranging from informal conversation that occurs spontaneously for which the content cannot be planned, to participation in meetings which occurs in a structured environment, usually with a set agenda (Rahman, 2010). Oral communication is the mode of choice in most workplaces today; the paper memo is dead, replaced by voice mail, informal conversation, and

sometimes E -mail or fax-mail (Martin, 1995). Furthermore, students need to speak well in their personal lives, future workplaces, social interactions, and political endeavors as they will have to attend meetings, make presentations, participate in discussions and arguments, and work with groups (Deepa, 2012).

In addition, Crosling and Ward (2002) mentioned that workplace oral communication for business graduates employees is important and frequent. Although graduate employees communicate orally with staff in other departments of their company and with those in other companies, they add that the most often used forms of oral communication are informal work-related discussions, listening and following instruction, and informal conversation but In meetings, which are perceived as important for job success, participation in discussion was the most frequently used form of communication, although some formal presentation was involved. Business communication is the sending and receiving of verbal and non-verbal messages within the organizational context (Roebuck, 2001). Hynes (2005) stated that, effective business communication is the key to planning, leading, organizing, and controlling the resources of the organizations to achieve objectives which may be formal or informal in nature.

It is widely accepted that business management and business educators perceive communication skills as highly valuable to employees and organizations alike for example, in business organizations, numerous sources have reported that communication skills are critical to career success and a significant contributor to organizational success (Roebuck, 2001). Research has shown faculty and administrators perceive that communication skills are very important to students' eventual career success (Gray, 2010). Oral communication skills are the ones most prized by employers in the new informal workplace atmosphere. Some employers even test technicians in their ability to follow oral directions (Martin, 1995).

Dominguez and Rokowski (2002) pointed to the gap existing between the goals of the academic and the professional world. This corresponds to what Grubb and Lazerson (2005) stated in The Journal of Higher Education that there has been a trend toward the promotion of occupational and professional education in higher education. Huhta (1999) agreed with that point of view and adds that personnel managers are convinced that the greatest weakness of vocational language teaching is the lack or shortage of oral skills practice. They agree that oral skills are the greatest problem of vocational language teaching.

Crosling and Ward (2002) pointed out that regarding the need, and the varied and often creative ways of including oral communication skills in subjects, there appears to be little research available that provides a more precise understanding of the nature of workplace oral communication for graduate employees. They indicate that although graduates may at times be

required to present formally in the workplace, an emphasize in university studies primarily on this aspects is not an adequate preparation for workplace oral communication.

The classroom and the outside world are separated, however, in an attempt to avoid this division, the design of the English for specific purposes syllabus can contemplate the classroom as a physical place and an integral part of the real world, therefore, in order to reach satisfactory objectives, a great deal of the time spent on applying and acquiring theoretical academic knowledge should be devoted to working with linguistic elements taken directly from a real world context (Acedo & Rokowski, 2002).

2.3 YouTube

YouTube is a video-sharing website on which users can upload, share and watch videos. It was created in 2005, and was founded by Chad, stevechen, and Jawal Karim, who were employees in PayPal Company. YouTube began as a venture technology with us 11.5 million investments. The domain name is www.youtube.com, and then it is developed as and grew rapidly as more than 100 million video views per day. YouTube hosts videos that are cumulatively currently viewed more than 2 billion times each day. It is classified as the third most visited website on the internet. In these days, YouTube launched a new design to simplify its interface and increasing the time users spend on the site. It provides students with a visual connection to abstract literary theory, which help teachers to increase students' participation, and shed the light on context. (Khaled, 2012).

Concerning using YouTube in education, Educause (2006) indicated that, YouTube is a fast-paced learning style of younger learners that frequently use the Internet. As a strategy that incorporates technology, it can motivate and engage students in active learning by using a variety of instructional methods and learning activities in the classroom or via distance education courses, an enriched learning environment is created for the student (Fill & Ottewill, 2006). Cox (2011) mentioned that using YouTube in the classroom attract students' attention to be in the situation. It is regarded as a source of interactive language learning, in YouTube lesson; students' can comment and ask questions about the video. The two primary benefits to using YouTube in the classroom are the exposure to authentic English as well as the promotion of a learning style that is more autonomous and student-centered (Watkins & Wilkins, 2011).

This website provides learners with authentic situations and with everyday clips that help them to get better understanding of their lessons, as many researchers asserted, students get positive indicators when they watch nature and real life videos (Maness, 2004). Kelsen (2009) stated that using YouTube as a motivational tool, and students can use this website as a medium in studying English outside of class. Chung (2012) mentioned that,

online materials provide learners with authenticity and motivation, which is the key of getting positive learning in learning a foreign language. YouTube encourages and motivates students to understand and develop their skills in the lessons they access online, and it is a precious in language learning in the classroom activities.

Using YouTube in English classes provides teachers with new interesting ways in class activities. It becomes very popular, especially with young adults, helps learners of English language to learn English and improve their levels by providing them with authentic examples of everyday English. In fact, as technological advancements are made, the young generation becomes more interested to different approaches of learning such as incorporating the use of YouTube videos to initiate oral communication (Jeevi & Pathma & Nor, 2013).

YouTube is an amusement and social communication website. It can be used as a resource for teaching and learning activity in English oral communication classroom, in addition, using You Tube will be able to embrace the English oral communication activities such as discussion, interaction, adaptation and reflection which are seen necessary for teaching and learning (Fill & Ottewill, 2006). YouTube as learning materials can create communication between learners, peers and tutors. The present age of the Web such as using YouTube, is all about two-way communication, collaboration and incorporating YouTube in the classroom is an ideal place to utilize these technologies (Ishak, 2002).

Hinduja and Patchin (2008) discussed the idea that bringing in YouTube into the classroom as a teaching material to prompt speaking is an effective way to provide means in which to make learning more meaningful, using YouTube can prompt in giving differing viewpoints, express thoughts and feelings in a healthy way, and practice critical thinking skills. Giffords (2009) argues that, using YouTube provides a virtual stimulus to share thoughts and objects with personal meaning, such as in pictures and stories also; it is believed that students may feel empowered when using social networking to establish relationships that provide information, mutual assistance, and support

3. Methodology

3.1 Participants

The participants of the study included twenty two faculty of commerce' students (7 males and 15 females) who participated voluntarily in learning the program. Their preparation program did not include English occupational oral communication skills.

3.2 Hypotheses of the study

1. There is a statistically significant difference at the .05 level between the mean scores of the students in the pre and post English occupational oral

communication skills test in the job interview in favor of the post-measurement.

2. There is a statistically significant difference at the .05 level between the mean scores of the students in the pre and post English occupational oral communication skills test in business presentation in favor of the post-measurement.

3.3 Instruments of the study

3.3.1 Speaking skills questionnaire

Aim and Validation of the questionnaire

The researcher reviewed the related literature in order to identify the real needs of the fourth year students of the Faculty of Commerce and prepare an speaking skills checklist needed in the job market.

It was submitted to a jury committee in the field of Curricula and Instruction (Methods of Teaching English) in order to provide their suggestions and the necessary modifications. The jury committee received the initial form of the of the questionnaire for validation. They provided some remarks that were considered by the researcher.

A students' needs analysis form

Since the present study is based on ESP approach, and the content should be related to the participants' needs, the researcher developed a needs analysis survey for the participants. After submitting speaking skills questionnaire to the jury members, the researcher translated the final form after validation into Arabic and distributed it among the study participants. Before starting to fill in the form, the researcher explained the items and discussed the aim of the survey with them. The researcher preferred to distribute an Arabic form to be sure that the participants understand the meaning of all items. From the analysis, it can be seen that the majority of the participants agreed at the importance of the most of the statements.

3.3.2A pre post test

Test Validity and Reliability

To determine the validity of the test, it was submitted to a jury committee in the field of Curriculum and Instruction (Methods of Teaching English as a Foreign Language). In the light of their suggestions, modifications were done. The jury members agreed that the test was valid. The reliability of the test was computed using the Statistical Package for the Social Sciences SPSS program 19, and proved to be reliable at (0.86).

3.3.3Scoring rubric

Aim and Validation of the rubric

In order to evaluate the participants' level of speaking skills before and after studying the program, the researcher developed a scoring rubric. To determine the validity of the rubric, the initial form was submitted to a jury committee in the field of Curriculum and Instruction (Methods of Teaching English as a Foreign Language). In the light of their suggestions,

some items were modified or substituted and others were deleted to reach the final form of the scoring rubric.

3.4 Program

3.4.1 Aim and Objectives

The program aims at developing oral communication skills in job interview and speaking skills in oral presentation. By the end of the suggested program, the participants expected to be able to:

- Give a good oral presentation.
- Perform well in a job interview.
- Communicate orally in job interview.
- Conduct informative presentations.
- Start business interview
- End business interview
- Discuss C.V
- Use non-verbal communication
- Discuss your previous experiences
- Give a presentation
- End a presentation
- Answer audiences' questions about the presentation
- Introduce yourself to the audience
- Introduce your project, plan and main idea
- Explain the main target of the presentation
- Give conclusions/ summaries
- Give recommendations/ instructions

3.4.2 Content of the program

The program focuses on developing two skills, speaking skills in job interview and speaking skills in oral presentation. A list of language functions related to these two skills was developed and submitted to a jury committee to check the validity and reliability. According to the final form of the language functions, YouTube videos related to these functions are selected and related activities were designed. Designing and selecting the relevant handouts related to the topics of the program. Then the participants exposed to the final form of the program. The total hours of instruction are (32) hours, 16 sessions two hours each, distributed as follows: every topic contains 3 sessions, every sessions lasts for 2 hours, after every topic, the researcher held a revision session which lasts for 2 hours, adding the pre-test and post-test sessions.

4. Results and discussion

4.1 Results

The First Hypothesis

The first hypothesis of the present study stated that “There is a statistically significant difference at the .05 level between the mean scores of the students in the pre and post speaking skills test in the job interview in favor of the post-measurement.”

To test the hypothesis, t-test "SPSS" program was used to compare the students' total mean scores on the pre post-test.

The following table shows the findings for the first hypothesis:

Table: 1 T-test value for the difference between the mean score of the pre and post-test of speaking skills in job interview

	Number of Participants	Mean scores	Standard Deviation	T-Value	Significance
Pre-test	22	16.77	4.545	20.957	.05
Post-test		28.77	6.429		

Table (1) shows that there is a significant difference between the mean scores of the pre and post administration of the test in favor of the post one as the t-value is (20.957) was significant at the (.05) level. These results assure that the program was effective in developing speaking skills in job interview of the research group. The first hypothesis was accepted.

The Second Hypothesis

The second hypothesis of the present study stated that “There is a statistically significant difference at the .05 level between the mean scores of the students in the pre and post speaking skills test in business presentation in favor of the post-measurement.”

To test the hypothesis, t-test "SPSS" program was used to compare the students' total mean scores on the pre post-test.

The following table shows the findings for the third hypothesis:

Table:2 T-test value for the difference between the mean score of the pre and post-tests of the speaking skills in business presentation

	Number of Participants	Mean scores	Standard Deviation	T-Value	Significance
Pre-test	22	18.95	4.874	21.429	.05
Post-test		28.68	6.267		

Table (2) shows that there is a significant difference between the mean scores of the pre and post administration of the test in favor of the post one as the t-value is (21.429) was significant at the (.05) level. These results assure that the program was effective in developing speaking skills in business presentation of the research group. The second hypothesis was accepted.

5. Recommendations and Suggestions

5.1 Recommendations

In the light of the results and conclusion of the present study, the following recommendations are suggested:

YouTube videos should be used in teaching students different educational stages to enhance their skills in oral communication.

Faculties of commerce should adopt new teaching program which qualify students for the job market.

Faculties should use new technology in teaching to minimize the gap between the students' real life and educational environment.

Before designing any learning program specially business program, faculties of commerce should pay attention to the job market needs.

Using authentic material help students to value the learning process and participate actively.

5.2 Suggestions for further research

In light of the results and the recommendations of this study, the following suggestions for further research are presented:

Replicating the current study to tackle other topics related to occupational oral communication skills such as meetings, conferences, social relations and conflict resolution.

Follow a similar approach adopted in the present study to tackle English for Specific business topics; such as Business Administration, Accounting, Marketing and Advertising.

Studying the effect of using YouTube Videos on developing other oral communication skills of students at different faculties.

Studying the effect of using YouTube Videos to develop other language skills such as listening and speaking.

Replicating the current study on the students in the English Department at the Faculty of Commerce

The effect of using YouTube videos to develop occupational oral communication skills of the first, second and third year students at Faculty of Commerce.

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