



MANSOURA UNIVERSITY
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**The Impact of Using YouTube Authentic Videos
Strategy on Improving Pronunciation and Motivation of
Preparatory Stage EFL Pupils**

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Journal Of The Faculty Of Education- Mansoura University

No. 114 – April. 2021

The Impact of Using YouTube Authentic Videos Strategy on Improving Pronunciation and Motivation of Preparatory Stage EFL Pupils

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Abstract

The purpose of this study was to examine the impact of using YouTube authentic videos strategy on improving pronunciation skills of preparatory stage EFL pupils. The study adopted the quasi-experimental design using thirty 2nd year preparatory stage pupils to be the study participants. The YouTube authentic videos strategy was used in teaching the experimental group in the first term of the academic year (2020-2021). The instruments of the study were an EFL pronunciation tests (pre-post), an analytical scoring rubric, and an EFL motivation towards pronunciation scale. The data of the study were analyzed statistically. Results showed that there were statistically significant differences between the pre-post instruments (EFL pronunciation test and motivation towards pronunciation scale) in favor of the post one. The results showed that the use of YouTube authentic videos strategy had a significant impact on improving EFL pupils' pronunciation skills. In conclusion, the study recommended implementing the YouTube authentic videos inside the classroom. It was also suggested that further research should be conducted related to using YouTube videos strategy for developing other language skills such as listening.

Key words: EFL pronunciation skills, motivation, and YouTube authentic videos

مستخلص الدراسة :

تلعب اللغة الإنجليزية كلغة دولية دورًا مهمًا في أجزاء كثيرة من حياتنا في الوقت الحاضر. ويعد إتقان اللغة الإنجليزية، وخاصة مهارة التحدث، أمرًا ضروريًا للطلاب للسماح لهم بالتواصل مع الآخرين على مستوى العالم. التحدث هو عملية معقدة لإرسال الرسائل وإستلامها من خلال إستخدام التعبيرات اللفظية. تهدف هذه الدراسة الى تحسين مهارة نطق اللغة الإنجليزية كلغة أجنبية لدى تلاميذ المرحلة الإعدادية وذلك من خلال إستخدام إستراتيجية مقاطع اليوتيوب الأصلية. بالإضافة إلى ذلك تتحقق هذه الدراسة من إمكانية إستراتيجية مقاطع اليوتيوب الأصلية لتحسين الدافعية نحو تعلم نطق اللغة الإنجليزية.

تبنت هذه الدراسة التصميم شبه التجريبي بإستخدام مجموعة واحدة تجريبية مع قياس قبلي وبعدي لأدوات البحث: الإختبار و بطاقة الملاحظة و الإستبيان. حيث هدفت إلى تحقيق فاعلية إستراتيجية التدريب المعتمدة على إستراتيجية مقاطع اليوتيوب الأصلية في تحسين النطق باللغة الإنجليزية و الدافعية نحو تعلمها لدى تلاميذ الصف الثانى الإعدادى. يتكون المشاركون من مجموعة واحدة من ٣٠ تلميذا من طلاب السنة الثانية الإعدادية بمدرسة سمونود الجديدة للبنات، سمونود، بمحافظة الغربية للعام الدراسي (٢٠٢٠-٢٠٢١). إنتهت الدراسة الحالية الى إثبات انه من الممكن تنمية مهارات نطق اللغة الإنجليزية و الدافعية نحو تعلمها بالإعتماد على إستراتيجية مقاطع اليوتيوب الأصلية لدى تلاميذ الصف الثانى من المرحلة الإعدادية

Introduction:

The most important part of learning speaking rests on pronunciation. Many people believed that native-like pronunciation is a utopian goal which the speakers of other languages cannot achieve. So, the question is not ‘whether’ pronunciation should be taught, but ‘how’ the teachers can motivate the pupils to practice pronunciation inside and outside the classroom. In English language, it is hard to know how to pronounce a word by its spelling because it is not a phonetic language. English pronunciation depends on sounds. Some sounds in English do not exist in other languages.

However, Celce- Murcia Celce-Murcia, M., D.M. Brinton and J.M. Goodwin (2010) stated that many English teachers still spend too much of class time on teaching reading and writing skills almost ignoring speaking and listening practice. Pronunciation is one of the most neglected skills inside the classroom. In fact, Harmer (2001: 183) explained: “almost all English language teachers get students to study grammar and vocabulary, practice functional dialogues, take part in productive skill activities and become competent in listening and reading. Yet some of these same teachers make little attempt to teach pronunciation in an overt way and only give attention to it in passing”.

For most of preparatory stage pupils, the classroom is the only place where they listen to English wherefore they do not have any other opportunities to practice English. Al-Abri (2008) argued that the pupils have difficulties in English pronunciation because there are no enough oral activities in the book that enable the pupils to practice English. And hence he suggested activating some oral activities such as songs, rhymes, role-plays and oral stories to create educational environment that enables pupils to enjoy learning.

According to Lin (2000), pupils pay more attention to the sounds, vocabulary, and grammar instead of intonation and stress when they are learning English. As a result they could not follow the speed of the native speaker. As well, it cannot be generalized how the intonation should be because it is changed according to the speaker`s intention. So learners need to understand the contents of the dialogue first. Kadota (2007) argued that many teachers may avoid intonation because they find it difficult to teach.

The researcher believed that EFL second preparatory stage pupils ` pronunciation can be improved through using YouTube Authentic videos which is one of the useful exciting learning resources. According to Lombardi (2007), teachers can offer students more authentic learning experiences based on trials from the real world and actions. In fact,

authenticity plays a significant role that helps the teachers and the learners to motivate them towards English learning.

The teachers were encouraged to activate web 2.0 tools inside the classroom to motivate the ‘Net Generation’ pupils to learn English. One of the web 2.0 tools that has become an important educational tool is the YouTube site. YouTube is a video-sharing website that allows people to easily upload and view video clips. Burk & Snyder (2008) indicated that YouTube becomes the most popular resource for online videos. Moreover, it is considered one of the dynamic social site that gives the pupils the opportunity to increase their development in every parts of their lives, raise their awareness and information, and enable them to improve their language skills.

Chhabra (2012) claimed that YouTube Authentic Videos strategy is a good way to provide ‘a slice of living language’ inside the classroom. It creates a language-rich environment in which pupils can practice English as spoken by native. It enables them to learn correct pronunciation (intonation, stress and rhythm, sound of vowels and consonants). As well, YouTube authentic videos strategy helps pupils to improve their learning autonomy levels because it enables them to explore English language videos constantly at any time and any place.

The pilot study

In order to provide evidence for the problem of the study, the researcher conducted a pilot study to determine the current level of second pupils' preparatory stage pronunciation skills (intonation, stress and rhythm, Consonants and vowels). The sample included thirty pupils from EFL second year prep stage in Samanoud ElGdeda for girls, Samanoud, Elgharbya.

The pronunciation test was designed by the researcher. The pronunciation test consisted of two parts. In part one the sample listened to a short story. They were required to retell the short story trying to imitate the same sound of native speaker, and then answer the questions about the same story. In part two, the pupils were asked to describe a picture using their own words, and then they were asked to introduce themselves in five sentences orally. The researcher used a mobile phone to record their answers.

Table 1: Results of the EFL pronunciation test

| Sub skill | Maximum | Mean | SD | Percentage |
|-------------------|---------|------|------|------------|
| Intonation | 5 | 2.8 | 1.12 | 56% |
| Stress and Rhythm | 5 | 2.6 | 1.25 | 52% |
| Vowel | 5 | 2.7 | 1.03 | 54% |
| Consonant | 5 | 3.1 | 0.97 | 62% |
| Total score | 20 | 11.2 | 4.37 | 56% |

Results in table (1) indicate that the participants' total mean score on the pronunciation test was low. This means that the pupils had difficulties in pronunciation skills.

Therefore, this study aimed to improve learners' pronunciation through using YouTube authentic videos for EFL second stage preparatory pupils. In addition, such videos might enhance their motivation to speak and pronounce as well.

Review of literature

Pronunciation is very important in English learning because the message could not be comprehended if the grammar and vocabulary are correct but the intonation, linking, rhythm and stress, and the sounds of vowels and consonants are not produced accurately. According to Celce-Murcia (2010), the field of modern language stated two approaches of teaching pronunciation:

- 1. The intuitive-imitative approach:** This approach stands for imitation the spoken model without interference of any explicit theory or knowledge.
- 2. The analytic-linguistic approach:** It depends on explicitly demonstrating the theory and the information by using tools such as a phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information. These tools help the pupils to perfectly listen and imitate the native speakers.

The elements of pronunciation

Pronunciation is an integrated and integral part of language learning. Zhang (2009) stated "*There are two main features of pronunciation- the segmental and supra segmental features. Segmental features are sets of distinctive sounds of particular language and the supra segmental features are related to intonation; stress and change of sounds in connected speech*". These segmental and supra segmental features do not work separately but they combine together to convey the meaning.

Stress

Word stress is the stress patterns of individual words in which syllables are the most emphasized. *The* stressed syllable in a word

dominates over the rest and pronounced with more energy. Length, loudness and pitch are aspects of word stress. In sentence stress, one of the stressed syllables becomes the stressed part of the sentence. It is very significant to display the intent of the speaker and the main message of the sentence.

Rhythm

There is relationship between stress and rhythm in English language; Rhythm is a consequence of stress. In English the rhythmic beat is created from regular repetition of stressed and unstressed syllables.

Intonation

Intonation is the pitch of the voice with which a voiced sound is pronounced Celce- Murcia (2010) pointed that intonation is regarded an indicator of grammatical features in the speech. It contains the paralinguistic vocal features such as: pitch, loudness, resonance, quality and flexibility. Speakers alert these features to convey intention and emotion.

Vowels and Consonants

Vowels are characterized by a free passage of air. The English vowels are (a, e, i, o, u, and sometime y). In English, it is practically hard to characterize the vowel system at any general level that could decrease regional differences. Ladefoged (2006: 49) argued that “*In comparison to vowels, there is much less variation in consonants among different regional varieties of English*”. Celce- Murcia (2010: 42) stated “*Consonants are usually classified by using three criteria: phonatory status (or voicing), place of articulation, and manner of articulation*”. Briefly, there are some consonants that are produced with the vocal cords vibrating and the others are not. And hence, this classification presents where the sound is made and how the breath stream is stopped in the vocal tract.

Factors affecting the learning of pronunciation

Exposure to the target language: In order to acquire the English language, pupils should mostly receive a large amount of *intelligible* input (Krashen, 1982). Teacher should provide the English class with opportunities to enable the pupils to deal with native speakers such as authentic conversation.

Phonetic ability (Aptitude): It refers to the ability to distinguish between two sounds. There are pupils who can mimic sounds accurately better than others.

Motivation and attitude: Motivation plays a role *in* acquiring a foreign language. Teachers cannot force pupils to learn if they're not motivated. Teachers can provide information and many oral activities to English practice, but they don't have the power to change the pupils'

pronunciation if they do not want. Pupils have to want to improve their pronunciation and be interested in learning English themselves.

The native language (The mother tongue): Derwing (2008) stated that the mother tongue of pupils affects their English pronunciation. The foreign Accent refers to the different way by which the learners speak the target language.

Importance of authentic videos

Nowadays, videos play a significant role in the learning platform especially with the development of information and communication technology. Cruse (2011, p. 6) indicated that *“Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed-captioning”*.

Authenticity refers to the language produced by native speakers for native speakers in a real society to transfer a real message. Using authentic videos inside the classroom gives the pupils the chance to listen to real life context in a pragmatic situation. *“Authentic materials are appropriate and good in terms of goals, objectives, learner needs and interest as well as natural in terms of real life and meaningful communication”*(Kilickaya, 2004).

Importance of YouTube

YouTube is considered one of the advantageous sites that takes a great place among Net Generation. YouTube is a free of charge site that enables the teachers and learners around the world to create personal and official channels by using the internet through www.YouTube.com. And hence, they can upload, download and share videos with varied content. This attractive educational platform dramatically alerted the traditional way of passive learning and gave numerous opportunities for pupils to increase their active participation

Sherman (2003) stated that *“authentic video is any kind of programs that we can see directly on cinema, television or DVD, films, documentary, advertisement, and game show”*:

Movies

These movies are one of the important media that use different charming images and sounds that motivate the pupils to practice pronunciation inside and outside the classroom. The audiovisual and the written hints elevate their deeper comprehension of the context so that they

can easily follow the native speakers' speech and improve their oral performance.

Songs

The Songs provide the learning environment with pleasure and amusement atmosphere that arise the pupils' attention. There are multiple styles of music that make the pupils inspired and relaxed.

Documentary films

Documentary videos can be considered educational tool by which the pupils face factual conditions that are different from the language used in the other movies. Besides that, the imitation of the serious speech enables the pupils to pronounce the sounds accurately and recognize the lexical items.

According to Alimemaj (2010), Videos are selected according to a number of criteria:

- The signification and the interval of videos should be suitable to the pupils' level so the teacher should neatly select them.
- Teachers should carefully select incidents they prefer to be convenient for the content of the curriculum.
- Teachers should plan pre-viewing, while-viewing and post-viewing activities based on the videos that suit the curriculum.
- The chosen videos should go along with a specific order. They should present several parts of real community where real language is used.

Using YouTube authentic videos in the classroom

There are some activities that the teacher can use in the classroom to raise the pupils' curiosity and motivation to participate and practice pronunciation:

- Listen and repeat activities
- Use of a phonetic alphabet (Phonetic Training)
- Phonetic placement methodology (Phonetic Training)
- Songs and rhymes
- Recording video

Potential problems and challenges of using YouTube authentic video

1. Some schools block the ability to access to YouTube inside the classroom.
2. The teachers themselves may not have the skills that enable them to use these technologies.
3. Modiano (2009: 64-65) stated that the native speaker model can affect the learner identity because shadowing of native speaker model leads to create a new identity different from the identity of the learner.

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4. Beside the problems of privacy and copyright, it is indicated that the YouTube authentic videos should be accurately selected from a trustworthy source (Burke, Snyder & Rager, 2009).
 5. The videos are sometimes no longer accessible, or may include some advertisements that are not suitable to be exposed to the pupils (Jones & Cuthrell, 2011).
 6. The time also is one of the reasons that the teacher may challenge when using instructional technologies that need an extra time for proper accomplishment.

Motivation

Motivation is one of the important factors that the pupils need to improve their pronunciation skills and achieve their goals in the learning process. Harmer (2007) pointed out “*without the motivation of students, there is no engagement in the class; teachers cannot achieve success to fulfill their objectives*”. Integrative motivation refers to the willing to be completely involved into the target language society. The pupils should feel interested in the people and their culture. They should also have a powerful desire to acquire native-like pronunciation.

Studies related to YouTube authentic videos strategy and improving pronunciation skills and motivation

Ibrahim (2008) investigated the impact of using songs and games in correcting some of second year Al-Azhar prep pupils' error pronunciation in English. Participants of this study consisted of two experimental groups of some of the preparatory stage pupils of Al-Azhar prep school. The instruments of the study were a pre-post pronunciation test to assess pupil progress in pronouncing the sounds under study. The results of the study provided evidence for the effectiveness of using songs and games in improving students' mispronunciation.

A study conducted by Elsayed (2015) to determine the effectiveness of YouTube on developing speaking skills of the second-year preparatory school. Two EFL female classes in the second preparatory stage were selected and were assigned to a control group and an experimental one. A questionnaire was developed to determine the speaking skills needed at this stage. A pre-post speaking test, a rubric and a list of criteria to select the suitable YouTube videos were developed. The results of the study indicated that the treatment program has a large effect on improving pupils' speaking skills.

Statement of the problem

Based on the results of the pilot study and the review of related studies it becomes evident that there is a weakness in EFL second preparatory stage pupils' pronunciation. They have problems in intonation, rhythm and stress, vowel and consonant. Pupils need to be trained in new ways such as YouTube authentic videos that might improve their pronunciation skills and motivation.

Questions

The present study attempts to find an answer to the following questions:

1. What is the effectiveness of using YouTube authentic videos to improve EFL preparatory stage pupils' pronunciation?
2. What is the effectiveness of using YouTube authentic videos to improve EFL preparatory stage pupils' motivation?

The first question branches out into the following sub Questions:

1. How far would the use of YouTube authentic videos improve EFL preparatory stage pupils' intonation?
2. How far would the use of YouTube authentic videos improve EFL preparatory stage pupils' rhythm and stress?
3. How far would the use of YouTube authentic videos improve EFL preparatory stage pupils' vowel and consonant?

Hypotheses

The following hypotheses are tested:

1. There is a statistically significant difference at $0,05 \geq$ level between mean score of the pre -post test of EFL pronunciation in favor of the post test.
2. There is a statistically significant difference at $0,05 \geq$ level between mean score of the pre- post administration of EFL motivation scale in favor of the post one.

Significance

This study is significant in the following:

1. It explains how YouTube authentic video can be used in English classroom and its impact on students' motivation
2. It attempts to examine the use of YouTube authentic videos on improving EFL preparatory stage pupils' pronunciation skills (intonation, stress and rhythm, consonants and vowels)
3. It emphasizes the importance of e-Learning to improve EFL preparatory stage pupils' pronunciation
4. It challenges the regular teaching approach in which: pronunciation instruction is mainly based on the segments of sounds that are taught

non-communicatively through the practice of isolated sentences, and pronunciation instruction is heavily teacher centered.

5. It develops a new teaching technique in which: teachers should pay more attention to intonation and stress rather than sounds, the main objective is to teach pronunciation communicatively.

Delimitations

Delimitations of the study are as follow:

1. A sample of 30 EFL second year preparatory pupils (experimental group) in Samanoud EL-Gdeda for girls school, Samanoud, Elghrbya.
2. YouTube authentic videos to improve pronunciation skills (intonation, stress and rhythm, Consonant, and vowel)
3. A new unit designed by the researcher to suit the pupil `level.

Method

Participants and Setting

A group of thirty pupils were selected from second year preparatory stage, Samanoud ELGdeda for girls school, Samanoud, El gharbya Governorate for the school year (2019-2020). The participants consisted of one group of thirty pupils. The pupils` ages ranged from 14 to 15. Every pupil has her own computer. The group was taught for 40 minutes for ten sessions.

Design

The current study adopted the quasi-experimental design that aimed to investigate the impact of using YouTube Authentic Videos on improving pronunciation skill for EFL second year prep school pupils and their motivation. YouTube Authentic Videos strategy was used to teach the experimental group. A pre-post pronunciation test and scoring rubric were conducted to measure their pronunciation skills. A pre-post motivation scale also was administrated to measure the motivation of learning EFL pronunciation skills.

Instruments

For the purpose of the study, the following instrument was designed

- A pre-post pronunciation test for assessing EFL second preparatory stage pupils' intonation, stress and rhythm, linking, vowel and Consonant.
- Scoring rubric to observe the development of the pupils` pronunciation skills (intonation, stress and rhythm, vowel and Consonant).

Apr-post administration of scale for assessing EFL second preparatory stage pupils' motivation

Definition of terms

Pronunciation

According to Lynda Yates and Beth Zielinski (2009), “*pronunciation refers to how we produce the sounds that we use to make meaning when we speak*”

YouTube

According to Watkins &Wilkins (2011), “*YouTube.com is a free online website on the internet that affords to store and display video clips for watching and sharing*”.

Authentic Materials

“*Authentic materials exist in the real world used by native speakers of the target language to communicate with real audience for real purposes*” (Alimemaj, 2010).

Video

Sherman (2003) has defined authentic video as "all kinds of programme one can normally see at the cinema, on T.V or on DVD1). all these programmes lie in native speakers' daily life and the purpose of these authentic videos are to make their life more convenient, relaxing and colorful".

Results and discussions

Testing the first hypothesis of the study

The first *hypothesis* stated that "there is a statistically significant difference at the (0.05) level of significance between the mean score of the experimental group in the pre and post EFL pronunciation test (individual sub-skills and the total score) in favor of the post one".

Table (1):

Comparing EFL pronunciation skills of the experimental group in the pre- and post-administration of the EFL pronunciation skills test

| Sub-skills | The practice | N. of cases | Means | S. D | df | t. Value |
|--------------------|--------------|-------------|--------------|-------------|-----------|-----------------|
| Intonation | pre – test | 30 | 2.72 | 0.76 | 29 | -9.7** |
| | post – test | 30 | 4.38 | 0.38 | | |
| Stress | pre – test | 30 | 1.92 | 0.34 | 29 | -19.1** |
| | post – test | 30 | 5.05 | 0.72 | | |
| Vowel | pre – test | 30 | 1.92 | 0.29 | 29 | -11.1** |
| | post – test | 30 | 2.73 | 0.31 | | |
| Consonant | pre – test | 30 | 1.87 | 0.22 | 29 | -24.6** |
| | post – test | 30 | 4.62 | 0.56 | | |
| Total score | pre – test | 30 | 8.42 | 1.18 | 29 | -27.01** |
| | post – test | 30 | 16.78 | 0.98 | | |

**** Correlation is significant at the 0.01**

It is evident from the results in the table (1) that there are statistically significant differences between the mean scores of the experimental group students in the pre and post - test in all pronunciation test's skills and the overall score in favor of the post one. All the values of (t) were statistically significant at the (0.01) level of significance. These results validate the first hypothesis. It indicates the effectiveness of YouTube authentic videos strategy to improve pronunciation skills.

Results reported in table (1) indicated that the experimental group's post test results were significantly better than the pre test results in all pronunciation sub- skills (m=4.38; 5.05; 2.73; and 4.62) for the intonation, stress, vowels and consonants respectively. The total test score (m= 16.78) confirmed the post -test high scores. All values were significant at the 0.01 level.

The effect size

To calculate the effect size of using YouTube authentic videos strategy, the researcher used (η^2) as shown in table (2):

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

Table (2):

The effect size of using the treatment on improving pronunciation skills

| Effect size | η^2 | Skill |
|-------------|----------|-------------------|
| High | 76.4 % | Intonation |
| High | 92.6 % | Stress |
| High | 80.9 % | Vowel |
| High | 95.4 % | Consonant |
| High | 96.2 % | Total Test |

Table (2) points to the high effect of the proposed YouTube authentic videos strategy in enhancing the individual pronunciation sub-skills ($\eta^2 = 76.4; 92.6; 80.9; \text{ and } 95.4$ respectively). This means that the treatment effect on improving the pronunciation sub-skills ranged from 81% to 95%. This high impact was evident by the total η^2 for the EFL pronunciation test score ($\eta^2 = 96.2$).

Testing the second hypothesis of the study

The second hypothesis stated that "there is a statistically significant difference at the (0.05) level of significance between the mean score of the experimental group in the pre and post administration of the motivation scale as a whole in favor of the post administration".

Table (3): Comparing EFL motivation level of the experimental group in the pre- post administration of the EFL motivation scale

| Variables | The practice | N. of cases | Means | S. D | Df | t. Value | Sig. | Effect size η^2 | Effect size |
|-----------|--------------|-------------|-------|------|----|----------|-----------|----------------------|-------------|
| All Scale | pre – test | 30 | 30.47 | 1.85 | 29 | - 169.2 | 0.01 Sig. | 99.9% | High |
| | post – test | 30 | 92.50 | 0.77 | | | | | |

It is evident from the results in table (3) that there are statistically significant differences between the mean scores of the experimental group pupils in the pre and post administration of motivation scale in favor of the post one. A closer look at results shows that $t = 169.2$ which is statistically significant at 0.01 level. The effect size of using YouTube authentic videos strategy on the pupils' motivation level was high ($\eta^2 = 0.99$).

This indicates that 99.9% of the score variance for the pupils' motivation is due to the effect of the experimental treatment (YouTube authentic videos strategy). These results are consistent with the first hypothesis and confirm its validity. The researcher attributes these differences to effect of using the proposed strategy. It indicates the effectiveness of YouTube authentic videos strategy in enhancing the EFL pupils' motivation.

Conclusion

Through the statistical analysis, the following are the results of the present research:

- There is a statistically significant difference at the (0.05) level of significance between the mean score of the experimental group in the pre and post EFL pronunciation test in favor of the post one.
- There is a statistically significant difference at the (0.05) level of significance between the mean score of the experimental group in the pre and post administration of the motivation scale in favor of the post administration".
- The current research provided evidence for the effectiveness of using YouTube authentic videos strategy in enhancing the pronunciation skills of the EFL prep stage pupils.

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- The current research highlighted the significance of using YouTube authentic videos strategy to improve the motivation towards learning pronunciation for the EFL prep stage pupils.

Recommendations

Based on the previous results and conclusion of the study, some practical recommendations are presented:

- The teacher should pay attention for teaching pronunciation skills by focusing on the intonation, stress and rhythm, vowels and consonants.
- Teachers should provide their classroom with authentic videos to help the pupils interact with other cultures.
- Supervisors should train the teacher to choose the suitable videos depending on certain criteria.
- The Internet should be available in the classroom.
- The Ministry of Education should create YouTube channels for teachers and students.

Suggestions for further research

The present study suggests the following researches:

1. Conducting a follow-up study on this research in order to see whether YouTube authentic videos strategy training has the same influence on other language skills (listening and reading).
2. Administering YouTube authentic videos strategy to different stages (i.e., primary and secondary).
3. Applying the experimental treatment on larger samples.
4. Using other strategies for enhancing EFL learners' pronunciation skills.

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