Assessing the Impact of YouTube Videos on Enhancing the Fluency of EFL Learners at Sudan University of Science and Technology

Mr. Suleman Hassan Hamed Suleman
Department of English Language, College of Education at Sudan University of Science and Technology
sulemanhamid246@gmail.com
Associate Prof. Tahiya Alshaikh Alhameem
Department of English Language, College of Education at Alzaiem Alazhari University
t.hameem2009@hotmail.com

Abstract
This study aims to assess the impact of YouTube videos on enhancing the fluency of EFL learners at Sudan University of Science and Technology. To achieve this objective, the researcher employed the experimental method. A pre-test and post-test, were used as primary tools to assess the impact of utilizing YouTube videos on the development of the fluency of EFL learners. The data were analyzed using an independent samples t-test, including Levene's Test, to examine the results of the pre-test and post-test. The results indicate that learners who engaged with YouTube videos demonstrated significant improvements in fluency compared to those in the control group. Additionally, findings suggest that Youtube videos promote interactive and autonomous learning, allowing learners to practice real-life language use in an engaging and flexible environment. Limitations related to sample size, duration of exposure, and learner motivation are acknowledged, alongside recommendations for future research to explore long-term effects and optimal instructional strategies for video-based learning. This study contributes to the growing body of literature on digital learning tools in language education, emphasizing the role of multimedia in fostering effective and engaging EFL learning experiences.

Keywords: EFL, YouTube Videos, Speaking Skills, Autonomous Learning, Video-based Learning

1. Introduction

With the rise of the age of rapid technological progress, online videos in education have become an all-important tool in language learning (Ying, Siang, & Mohamad, 2021). It has been noted that English as a Foreign Language (EFL) learners gain access to digital platforms such as YouTube, TED-Ed, and Massive Open Online Courses (MOOCs) that offer rich source of audiovisual materials for the purposes of improving their linguistic ability (Koutská, 2023). Of the four core language skills (listening, speaking, reading, writing), speaking is one that is hard to learn, because learners need the fluency, accuracy, and interactive communication. Usually, in traditional classroom environment, there are rarely enough opportunities for the learners to work on spoken English extensively (Islam & Stapa, 2021). Thus, the attention given to integrating online educational videos in EFL instruction is garnered to bridge the gap.

Learners are exposed to authentic language use, native speaker pronunciation and the different accents which are vital part in the development of the oral proficiency via online educational videos (Toleuzhan, Sarzhanova, Romanenko, Uteubayeva, & Karbozova, 2023). Furthermore, these videos offer context-based learning experiences that help improve vocabulary, pronunciation, and conversational skills. While several studies point that digital learning tools are helpful in EFLs' language acquisition, but the contribution of online educational videos to facilitate the improvement of their spoken skills has not been explored (Alqahtani, 2021; S. Chen, Du, Wang, & Yang, 2022).

Observations have shown that online educational videos are helpful for all the teachers and students who want to unlock their brains to increase their speaking skills and knowledge (Jamil, Belkacem, & Lakas, 2023). Although online educational videos can certainly serve as a useful means of supplementing learning in the English language classroom, most English teachers do not use them, at least in substantial numbers (Syafiq, Rahmawati, Anwari, & Oktaviana, 2021). For example, because their level of proficiency with video technology is minimal, or because our educational institutions care not to recognize such benefits in its process of teaching the English language (Zou, Li, & Jin, 2021). Externally, EFL learners do stand to benefit from the exposure via a number of exercises in group and pair work (Adem & Berkessa, 2022). On the contrary, non-native EFL teachers are sometimes not ready to facilitate accurate pronunciation (Khalili, 2021). Thus, online video is highly recommended applied in learning.

Previous research relating to the use of digital tools in language learning has predominantly been examining digital tools to enhance listening, reading and vocabulary enhancement (Alakrash & Abdul Razak, 2021). With audiovisual, learners receive some benefit for the

speaking skill; however, each information of the research has not examined how the element of a specific video that helps us, his speaking as well as research lacks of comprehensive examination as how some point of the online video such as interactivity or subtitle or even repetition (Perez, 2022).

Moreover, there has been little research into how learners perceive and engage with, and are challenged by, using online videos as their main or secondary learning resource. Educators who do not possess a greater level of knowledge of these factors may facilitate the integrative application of online videos into their teaching programs poorly (Valverde-Berrocoso, Fernández-Sánchez, Revuelta Dominguez, & Sosa-Díaz, 2021). Moreover, language anxiety and absence of real time talking remains a great impediment to effective speaking practice even in the realm of technology fortified learning (Procel, Medina, Sotomayor, & Sanchez, 2024). Online videos give us exposure to spoken English but fail to give you really scheduled, interacting speaking practice. Therefore, it is unclear whether passive exposure alone is sufficient to develop meaningful speaking skill or if additional strategies such as video based discussion tasks, speech analysis tools, or AI driven feedback system are required to maximize its impact to the learners' speaking proficiency (Eragamreddy, 2024).

This research attempts to explore how usage of online educational videos affects the development of EFL learners' speaking skills. In particular, this will attempt to evaluate the level to which video-based learning enhances fluency, pronunciation, and general communicative competence. Additionally, it will examine students' views regarding the use of online videos as a learning tool, as well as potential impediments from using this method. The study sets out to answer the following question: What is the impact of the YouTube videos on the fluency of EFL learners?

In the following sections of this paper, the literature related to YouTube videos in EFL learning will be reviewed, the research methodology is outlined, findings are presented and implications for the language educators are discussed. In the end, this study intends to provide relevant concepts with regards to how YouTube videos may help improve the fluency of EFL learners.

2. Literature Review

In Sudan, learning English as a foreign language (EFL) can be taught in primary schools and continue until tertiary education. However, many English learners have a real problem in English speaking skill regardless of the year of learning it. Some Sudanese researchers report major problems that hinder Sudanese students from speaking English. Among them, large class sizes, inexperienced teachers, inadequate resources, psychological variables, a lack of

acceptable teaching methods, and learners who place a premium on accuracy and grammar over pragmatic ability and fluency in the target language.

Accurate spoken English abilities are mostly dependent on the teacher, who models pronunciation and provides feedback to students; yet, nonnative speaking EFL teachers sometimes feel unprepared to teach pronunciation. To address this problem, technology can be used to create opportunities for students to practice speaking English both inside and outside of the classroom. As a result, the purpose of this study is to determine the efficacy of YouTube videos in developing the fluency of EFL learners both within and outside of speaking courses. Thus, this chapter represents the literature review of this study. First, an overview of speaking that contains its definition, importance, characteristics, difficulties, the reason of teaching speaking, and the assessment of this skill. Secondly, dealing with ICT, an introduction to these tools will be discussed and its significance will be portrayed through some real instances. Moreover, a further analysis of effectively using online videos as an authentic material will be shed light on. Also, this chapter will discuss some applied theories implement online videos, interactive authentic learning platforms, and the suitable teaching strategies that can be applied by teachers to teach online educational videos so as to develop speaking skill and their problems.

2.1 Vygotsky's Sociocultural Theory

According to Sociocultural Theory (SCT) (Vygotsky, 1978), social interaction, cultural tools, and scaffolding are all critical to cognitive and linguistic development. Learning, takes place within a Zone of Proximal Development (ZPD) which is defined as the difference between what learners can do independently to those that can take place with the help of a more knowledgeable other (e.g. teacher, peer, technological tool) (Kostogriz & Veresov, 2021). When viewed from the perspective of learning English as a Foreign Language (EFL), Vygotsky's theory supplies a solid foundation to understand how online educational videos can improve the speaking skill of learners by giving them structured exposure, cognitive engagement and interactive possibilities to study (Song, Shin, & Shin, 2023).

The second key tenet of Vygotsky's theory is that language development happens through social interaction and meaningful communication (Newman & Latifi, 2021). Direct conversations with peers and instructors have traditionally provided EFL learners with benefits. But the role-play scenarios, dialogues and the interactive exercises done in online educational videos can simulate the society interaction (X. Sun, Zhang, & Lei, 2022). For instance, collaboration on YouTube, Coursera, and Edmodo is allowed by platforms such as

YouTube, Coursera, and Edmodo through comment sections, forums for discussion, and peer feedback mechanisms (Owen, Iseal, Joseph, & James, 2024). Lastly, this digital social engagement is in accordance with the view of Vygotsky that learning is a social affair where the constructions of knowledge occur in collaborative learning environments. Traditional classrooms have time constraints with speaking practice, however online platforms take learning outside of the classroom and offer learners to freely comment and correspond with each other asynchronously to reinforce speaking skills (Nur, Noni, & Korompot, 2024).

2.2 Using Online Videos in ELT

In an audio-visual environment, it is vital to use web videos to deliver a message. Moving images have been utilized for instructional purposes for a long time, beginning with magic lanterns over a century ago and continuing to the most recent web streaming technology. Due to the options given by the World Wide Web in today's teaching and learning environment, students now have access to the most recent material and examples, whether to supplement classroom discussion or to highlight significant development in the field. Many Web-based channels have been developed where people with similar interests have been formed to generate archives of relevant resources. As a result, a large number of instructors and students in the particular field share a great deal of responsibilities.

Digital and online videos are frequently embedded in a multimedia or hypermedia context, according to Boyle (1997), and some educators prefer to talk about multimedia or hypermedia learning. Wagener (2006) showed that short online video clips can be a particularly rich resource for the digital language laboratory, and that when combined with a structured self-access program, they can be a feasible model for intensive language practice. Her findings suggest that encouraging frequent solo listening practice through short video clips can have major effects, which are well-received by students. Using interactive computer videoconferencing tools bring people together for academic purposes. Audio-graphic conferencing takes things a step further by mixing in a variety of visuals (images, drawings), writing, audio, and possibly video. Video projects provide numerous chances for learners by generating more dynamic and engaged classrooms, as well as developing positive confidence and individual dependability. Learner autonomy is also promoted through these initiatives, which allow students to practice the target language in a collaborative, engaging, and supportive atmosphere. The convergence of technology and pedagogy has the potential to make teaching and learning experiences rich, memorable, motivating, and joyful for both students and teachers. Using videos or films in language learning is with a great benefit to both teachers and learners. Harmer (2001) notes that, *"to same people videotape is merely a glorified version of*

audiotape, and the use of video in class is just listening with pictures" (p. 282).

Most teachers nowadays choose to employ video or film over any other assistance because it helps to encourage and interest their pupils in the lesson. It gives a ready-made framework for kids who struggle to read or write. The video may be managed as well; teachers can use the pause button to break up the recordings into segments. The rewind button is also lifesavers for the confused student. Video can bring a unique, extra layer to the learning experience for a variety of reasons. Furthermore, video is a teaching tool that has been available since the late 1970s. When compared to textbooks, blackboards, and audio tapes, it is a relatively new choice for language teachers. Video helps the students to understand the instruction more than use a textbook because video brings language in the context of life in realistic situations to the classroom. When people watch a movie or a TV show, they are evoked or formalized with superficial and even deep sensations and emotions, such as enthusiasm, rage, laughing, relaxation, love, whimsy, or even boredom, as well as knowledge, facts, and reactions from that video. In addition, Video is so close to language reality-containing visual that expose students to real language in the kind of contexts where it naturally occurs. Furthermore, they relate more closely to learners' needs and hence provide a link between the classroom and students' needs in the real world.

The researcher believes that using video in teaching speaking makes the teaching-learning process more alive than before, and that the research findings demonstrate that using video in teaching speaking is an effective technique for improving students' speaking ability and motivation to participate in speaking activities. Through video, students are encouraged to practice the skill. It attracts students' attention and they become more enthusiastic in joining the discussion. According to Calverley et al. (2007, P. 100): *''the Video which are commercial breaks and documentary films make the students be curious and stimulated in joining speaking activity''*. Visual imagery may help students learn more effectively. A good teacher is a good manage. To manage a class, he or she must use a variety of interaction techniques, such as the use of authentic material to enhance his or her students' speaking and listening skills, and the use of video technique in the classroom to develop students' speaking and listening skills. Additionally, an English teacher must use a variety of teaching techniques to make his or her teaching interesting and fun. Video techniques have a great importance in the teaching process. Using such strategy, the teacher is able to better explain lessons and motivate students. As a result, the goal of our current study is to demonstrate that using video approaches to teach English is not a passive activity. It is a very dynamic, very necessary process, and an important aspect that helps pupils improve their speaking skills. Learners can fully engage and effectively become interested in developing their level in learning English, particularly

speaking skill, through the use of real-life discussions in the classroom, as well as the use of videos to encourage shy students to participate because we are creating an environment that is as real as possible.

2.3 Role of Online Educational Videos in EFL Learning

There has been extensive research on online educational videos in English as a Foreign Language (EFL) instruction. Videos are effective in facilitating language acquisition particularly listening ability, vocabularies retention, and fluency (in speaking) (C.-M. Chen, Li, & Lin, 2022). Based on Hwang, Rahimi, and Fathi (2024), video instruction has particular value in that it provides authentic exposure to language used by the learners, which is important for the development of oral fluency. Compared to traditional work, online videos enable learners to have real experience conversations, cultural details and different kinds of speech patterns which result in improvement of overall speaking competence (Oksana Andriivna, Olena Vasylivna, Lopushanskyy, Valeriia Mykhaylivna, & Yukhymets, 2021). Video content also promotes multimodal learning by using visual, auditory, and textual elements as learning styles have different ways of processing information (Shaojie, Samad, & Ismail, 2022). It also serves to help affirm language patterns and the contextual use of it, accelerating the speed of language acquisition. Adaptive learning technologies found in video platform also serves as personalized instruction with suggestions of the relevant content to learners considering the progress and interest of the learners to increase engagement and retention (Gligorea et al., 2023).

2.4 Video-Based Learning and Pronunciation Development

Research has revealed that online educational videos are positively helpful to the pronunciation accuracy of EFL speaking skills (Asratie, Wale, & Aylet, 2023). Native speakers video will help learners achieve a better phonetic awareness as they hear correct intonation, stress pattern, and rhythm. Learners who are regularly presented to and imitate pronunciation-focused videos are able to improve their articulation and fluency (Alqahtani, 2021). Also, AI-driven speech recognition software offered on interactive video platforms provides real time feedback to the learners to help them self-correct and tune their pronunciation (Tai, 2024). In this regard, it promotes immediate reinforcement, since learners receive immediate feedback facility that enables them to quickly correct any mistakes they may make in their speech. In addition, phonetic training programs embedded in video-based courses that concretely improve pronunciation through systematic exercises and guiding feedback truly help students (Felker,

2021). Also, the availability of pronunciation training videos paves the way for-practicing the pronunciation at the time convenient to the learners and therefore increases their confidence and will to talk (Sholekhah & Fakhrurriana, 2023).

2.5 Online Videos as a Tool for Interactive and Autonomous Learning

The use of online educational videos can be one of the major benefits in aiding in the promoting of autonomous learning (Tsai, 2021). The learners who use the video based instruction get more motivated and engaged in the self-directed learning behavior (Zhu, 2024). Learners have different needs and preferences and platforms like YouTube, TED-Ed and FluentU offer them diverse content accordingly (C.-M. Chen et al., 2022). In addition, since video learning has features such as subtitles, quizzes, and comment sections, learners can practice speaking by repetition and through interacting with the content (Perez, 2022). Furthermore, video based learning environments incorporate gamification capacities, for example, badges, stats, that improve the user's interest and participate in learning for a prolonged period (Jayalath & Esichaikul, 2022). This research further underscores that video-based discussion forums facilitate peer interaction, which helps students learn collaboratively by sharing perspectives, questions, and comments on their speaking abilities (Warschauer et al., 2023). Online videos also provide the flexibility needed by learners to revisit difficult concepts, which makes for a personalized and adaptable learning experience catered to the proficiency level of the learner and their learning goals (Ulanday, Centeno, Bayla, & Callanta, 2021).

2.6 Impact of Video-Based Learning on Fluency and Conversational Skills

Educational videos in EFL learning promote speaking fluency. Contextual dialogues can be observed in online videos, as learners can read the dialogue along with the video and later transfer it into oral speech (Q. Sun & Yang, 2022). Learners' success in shadowing techniques with videos to be used online is also the result of more fluency and confidence in spoken English (Zhao & Shang, 2022). Additionally, research shows that a video based role playing exercises improves students' capacity to engage in a real conversation with their fellows in actual living (Wang et al., 2021). Subtitles and transcripts in video based learning can help us to incorporate them in the video based learning to support fluency development by helping with reinforcing word recognition and pronunciation accuracy (Jao, Yeh, Huang, & Chen, 2024). Moreover, it is conducive to students having exposure to various English accents and speaking styles of English language; a function of which is adaptation to various communicative contexts (Malik, Qin, & Oteir, 2021). Understanding fluency is made possible by recent advances in AI powered video analysis tools that are able to provide learners with

personalized feedback regarding their speech patterns and areas that can improve (Patty, 2024). Such online video-based learning is an indispensable resource in modern EFL education because these tools help develop fluency and conversational skills in a more effective and interactive way.

3. Material and Methods

3.1 Study Design

In this study, a pre-posttest approach was utilized to investigate the impact of YouTube videos on enhancing the fluency of EFL learners at Sudan University of Science and Technology. There were two groups, experimental and control. The pre-test and post-test were designed to identify changes in fluency outcomes before and after seeing the YouTube videos.

3.2 Participants

The study was conducted at Sudan University of Science and Technology in the first term of academic year (2022-2023). Seventy students were chosen from first year students of English-College of Languages at Sudan University of Science and Technology. Out of these 70 students, 35 of them were chosen for the treatment group. They were asked to watch ten online videos in six-weeks period, respectively. After they watched videos, they were required to complete the exercises about the videos.

3.3 Data Collection

The researcher used the quantitative experimental method: pre-posttest is used as primary tool to assess the impact of utilizing YouTube videos on developing the fluency of EFL Learners at Sudan University of Science and Technology. This method was utilized to collect data and evaluate it for the study's aim as well as to test hypotheses. This method was helpful in obtaining meaningful answers and getting positive results for the research questions.

3.4 Procedure

The participants for the pre-test and post-test include 70 first year students of English at College of Languages at Sudan University of Science and Technology. Of these, 35 students were assigned to a control group, while the remaining 35 formed the experimental group. Before beginning treatment in each group, the teacher performed a pre-test. YouTube videos were chosen for the experimental group because they are an important technology application that helps to create a relaxed learning environment adapted to the needs of the learners. It can assist students improve their fluency in and out of the classroom. The experimental group was assigned to view ten short instructional videos on YouTube, while the other class functioned

as a control group, working on a reading text using traditional teaching methods.

In each session, the learners were shown one instructional film. Each class was given 40 minutes per session to treat and practice new phrases, as well as debate various aspects of the animation. The instructional procedure lasted ten sessions. One session later, the researcher gave the students a post-test. Throughout the process, the researcher asked students to form sentences and answer questions about the movies. The researcher utilized various effective tactics for the experimental group, by giving them structured exposure, cognitive engagement, interactive possibilities prediction, roleplaying, and repetition, that help improve vocabulary, pronunciation, and conversational skills. The control group, on the other hand, received traditional instruction. Finally, the test results were compared to determine the impact of the YouTube video on EFL learners' fluency.

3.5 Statistical Analysis

To explore the impact of instructional videos on first year students of English at College of Languages at Sudan University of Science and Technology, the OPT, pre-test, and post-test scores were evaluated using the Statistical Package for the Social Sciences (SPSS) version 23.0. An independent samples t-test, including Levene's Test, was utilized to examine the participants' speaking exam grades. This analysis aimed to evaluate and compare the students' performance.

4. Results and Discussion

The pre-test was designed to establish whether there was a significant difference between the two groups' pre-treatment fluency level. The post-test was designed to determine the difference in student levels following treatment between the experimental and control groups, as well as whether the experimental group achieved substantial progress in post-treatment training using YouTube videos. The test scores were examined using independent samples t-test, including Levene's Test approaches.

4.1 Pre-Post Analysis

The results of the pretest show that the mean score of the control group (6.429) is higher than that of the experimental group (4.029), which indicates that there was an initial performance difference between the two (Table 1). Variable values within each of the groups (standard deviation values=0.8757 control and 0.9996 experimental) are slightly different. Furthermore, the mean standard error of the mean for each sample (0.1480 and 0.1690, respectively) indicates stable sample means. When considering the impact of the intervention on posttest performance, one should take into account this difference in pretest scores.

Table 1: Group statistics for total scores in the pretest

Group Score	N	Mean	Std. Deviation	Std. Error Mean
Control	35	6.429	.8757	.1480
Experimental	35	4.029	.9996	.1690

Table 2: Independent samples t test of total scores in the pretest

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	f	Sig	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95 % Confidence Interval of the Difference	
								Lower	Upper
Score / Equal variances assumed	2.10	.151	10.64	68	.000	2.4000	.2246	1.958	2.842

From table 2, Levene's F test for equal variances indicates that the two groups are homogeneous, i.e. their variances are equal, ($p = 0.151 > 0.1$) with regard to total performance in the pretest. Student's t test indicates that the performance of the control group in the pretest is significantly ($p = 0.000 < 0.01$) better than the experimental group.

Table 3 Group statistics for the difference in fluency score in the post-test

Group		N	Mean	Std. Deviation	Std. Error Mean
Fluency	Control	35	.014	.0845	.0143
	Experimental	35	.957	.1420	.0240

It is clear from table 5 that the progress in the performance in fluency of the experimental group (mean difference = 0.957) is apparently higher than the control group (mean difference = 0.014).

Table 4 Independent samples t test of the difference in fluency score in the post-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	f	Sig	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95 % Confidence Interval of the Difference	
								Lower	Upper
fluency / Equal variances assumed	4.439	.039	-33.753	68	.000	-.9429	.0279	-.9986	-.8871

From table 4, Levene's F test for equal variances indicates that the two groups are homogeneous, i. e. their variances are equal, ($p = 0.039 > 0.01$) with regard to difference in fluency score. Student's t test indicates that the progress in the performance measured by the difference in fluency score, is significantly ($p = 0.000 < 0.01$) better in the experimental group than in the control group.

5. Discussion

The findings of this study present extremely important insights on the effect of the YouTube videos on EFL learners' fluency. The results of the pretest showed a significant difference between the control and experimental group because the mean score of the control group (6.429) is greater than the experimental group (4.029). The fact that this variable started with a different baseline for the different groups suggests that the baseline is likely to be an important variable to consider when analyzing post intervention results.

Even with different pretest scores, the YouTube videos utilized in the experimental group are expected to help to increase the speaking fluency, pronunciation accuracy and overall oral proficiency. The previous works have emphasized that video based learning can provide authentic language exposure for learners to enhance their ability of understanding and reproducing spoken English (Hwang et al., 2024; Koutská, 2023). Because the baseline

performance of the experimental group was lower than the other groups, any subsequent ability to post test scores that occur would indicate the effectiveness of video-based instruction in closing the proficiency gap.

Additionally, the T-test investigation shows that the progress in the performance in fluency of the experimental group (mean difference = 0.957) is apparently higher than the control group (mean difference = 0.014). This happened because the students were able to imitate the native speakers in their actions they have watched. Unlike earlier, they started speaking effortlessly, and unconfidently.

This supports existing literature which stresses the importance of digital resources in supporting in interactive and self-paced learning. Video based instruction has been proven to support pronunciation development with exposure to native speakers (Zhao & Shang, 2022), improving fluency through shadowing exercises (Alqahtani, 2021), and enhancing engagement via subtitles, real time feedback (Owen et al., 2024; Perez, 2022). Comparing the outcome of the post tests to those of the said videos as the study progresses is essential in determining the effect of YouTube videos to the learner's speaking skills.

6. Implications for EFL Instruction

This study's findings have significant pedagogical implications. Finally, they point towards the necessity to incorporate the digital tools in EFL educators' teaching methodologies in order to augment the learners' speaking skills. Since the experimental group did not score at all higher than the pretest scores, it can be said that the traditional teaching methods were just not enough for them. In addition to classroom instruction, online video can offer exposure to authentic language use, to supplement learning and to empower self-teaching.

These results also point to the possibility that learners with lower initial proficiency levels will gain more from video-based interventions as such resources provide opportunities for repetitive exposure and practice. Future work should investigate the impact of video based learning on long term speaking proficiency and considers the type of videos (e.g. instructional, conversational) being used for learning.

7. Limitations and Future Research Directions

The pretest results offer a convenient baseline for reading and future assessments of the effect of YouTube videos; as soon as some limitations. Because individual differences in learning preferences and prior experience with English may affect performance, the study does not take

that into account. Also, the sample size may not adequately reflect the variety of EFL learners since it is sufficient for statistical analysis.

To get a deeper insight into how students perceive and use video-based learning, future studies should also incorporate qualitative methods, such as learner interviews and self-reflections. Furthermore, examining the role of various video formats (e.g. animated vs. real-life dialogues) of video content would provide more nuanced findings of their effect on language acquisition.

8. Conclusion

In conclusion, the pretest findings highlight an initial disparity in speaking proficiency between the control and experimental groups, emphasizing the need for targeted interventions to support learners with lower starting proficiency levels. The implementation of YouTube videos holds promise as an effective tool for improving the fluency of EFL learners by providing interactive, engaging, and authentic language exposure. Further analysis of post-test results will be essential in determining the overall efficacy of this instructional approach and its potential for broader application in EFL education.

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Appendix

Appendix (1)

Sudan University of Science and Technology College of Graduate Studies

posttest for Students after Watching Well-selected Online Videos

Dear students,

Thank you for agreeing to participate in this study on: **The Impact of Online Educational Videos on the Enhancing of EFL Learners' Speaking Skills.** A Case Study of First Year Students of English at College of Languages – SUST. Your answers will be kept anonymous. I highly appreciate you taking time out of your busy schedule. First, I will ask you to watch ten online videos in six weeks period except for the class hours. Then you are kindly asked to take post-test which is more specifically related to the title mentioned above.

1. The Power of Words – Retrieved from: https://youtu.be/0rFY3UHXNUkhttps://youtu.be/0rFY3UHXNUk
2. Dansil Washington – Retrieved from: https://youtu.be/K0oeu45992k
3. Simon Sinek on Millennials in the Workplace – Retrieved from: https://youtu.be/21YSHxv2eAQ
4. The Donkey and the Tiger - Episode 1. - Retrieved from: https://youtu.be/dtkMBJ991EU

5. How to Talk About Your Free Time and Hobbies in English - Retrieved from: https://youtu.be/hoyhPZDp3dE
6. British English Pronunciation - Retrieved from: https://www.youtube.com/watch?v=ZeJM7QmufO8&ab_channel=EnglishwithLucy
7. Working with someone new - Retrieved from: https://www.youtube.com/watch?v=i5KWMkGsPOk&ab_channel=BBCLearningEnglish
8. Daily Routine – Retrieved from: https://youtu.be/ecF1y2bI2T4
9. 7 Beliefs you Have to live a Great Live- Your Beliefs Shape your Reality! - Retrieved from: https://youtu.be/akukonfG-fs
10. 6 Minute Vocabulary: How to use linking- Retrieved from: https://www.youtube.com/watch?v=j2YsroEPH5M&list=PLcetZ6gSk96-GbYhcN0KkFtIL8LJPOG5x&ab_channel=BBCLearningEnglish