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# Opinions of Arabic Prep Class Students on the use of YouTube in Teaching Arabic

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## Abstract

Today, technology has become a concept that expresses a serious need in terms of individual and society, especially in the last period of the global epidemic. Technological developments, which are closely followed all over the world, contribute to the improvement of communication between people at the same rate, and as a result of this information transfer process, individuals find the opportunity to express their feelings and thoughts on various media platforms. The use of this platform, which is called social media, has the feature of responding to the social needs of crowded masses consisting of all existing cultures and segments. Because of these reasons and needs, social media has a very important place in human life with its feature that brings together large masses. Foreign language learning activities have also developed through social media, and many foreign language lessons have become common on Youtube. Among these languages is Arabic, which is spoken by approximately 450 million people in the world. Arabic is one of the most widely taught foreign languages in our country. In this context, it is clear that social media, like other technologies, creates a suitable basis for the use of education in the Arabic teaching process. In this study, the opinions of university students about the use of Youtube, one of the social media tools, in teaching Arabic are included. 200 students studying in Arabic preparatory classes within higher education institutions participated in the research; His views on the Arabic lessons given on Youtube were examined. At the end of the study, Arabic preparatory class students; It has been revealed that they think that the use of Youtube in the Arabic teaching process is beneficial. As a result of the answers given to the open-ended question asked whether Youtube lessons are advantageous in teaching Arabic; It has been determined that Youtube Arabic lessons contribute to the students in the preparation process and course repetitions at school. Another result of the study is; It has emerged that the number of Arabic lessons given on Youtube is less than other languages, which is perceived as a serious deficiency by the students.

**Keywords:** Arabic Teaching, Social Media, Youtube Lessons

## 1. Introduction

### 1.1 Introducing the Problem

Education is a development process that exists in every moment of our lives. Today, people refer to the internet to access information and use time better. Internet platforms are an important tool in the stage of conveying information to people. At this stage, the YouTube platform stands out as a popular application. Most people use

YouTube to listen to music, review products, watch movies, and learn languages. Studies show that social media tools contribute to language teaching (Çangal, 2020).

It is known that online learning environments provide important opportunities and opportunities for distance education. Individuals ensure their personal and professional development in the most efficient way regardless of time and place. However, individuals have the opportunity to choose from educational content according to their interests and abilities (Kesim, 2014). Youtube is one of the largest public repositories on the internet. People can share the content they produce or acquire on Youtube for free and quickly. Youtube has grown rapidly to the present day due to being one of the first mass open video sharing platforms. Among the platforms where videos can be shared in all categories, the platform with the most popularity and usage is Youtube. Youtube accounts for more than 30% of internet traffic worldwide (Casas, 2013). There is a lot of research on educational videos on the YouTube platform. In this context, it is considered important to evaluate the educational channels on Youtube from the viewers' point of view. Video producers with educational content on Youtube, viewers the need for the audience to configure their video content in accordance with their educational needs was seen as a problem and the research was shaped within this scope. In general, this research; "About the Arabic educational videos on Youtube; What are their expectations, suggestions and the aspects of the videos they see as sufficient or insufficient?" formed within the framework of the question.

Web 2.0 technologies cause the digitalization of education and prepare the environment. The main platforms that enable these technologies to be actively used and spread to large masses are social media tools. Among the social media tools, Youtube is one of the most popular platforms with the most educational content (Cihangir, 2021). Youtube is an interactive learning environment for 21st century learners. However, it has become a necessity to evaluate the reliability and quality of educational videos. (Jones & Cuthrell, 2011). Among the features that distinguish Youtube from traditional media tools are; There is a possibility that it is free of charge, that it is possible to express opinions about the content effectively and that the viewers can become content producers (Zinderen, 2020). With this research; Individuals who will create educational Arabic content on the Youtube platform, in line with the views of viewers and trainers; It is aimed to make suggestions about the features that educational videos should have.

### *1.2 Purpose of the Research*

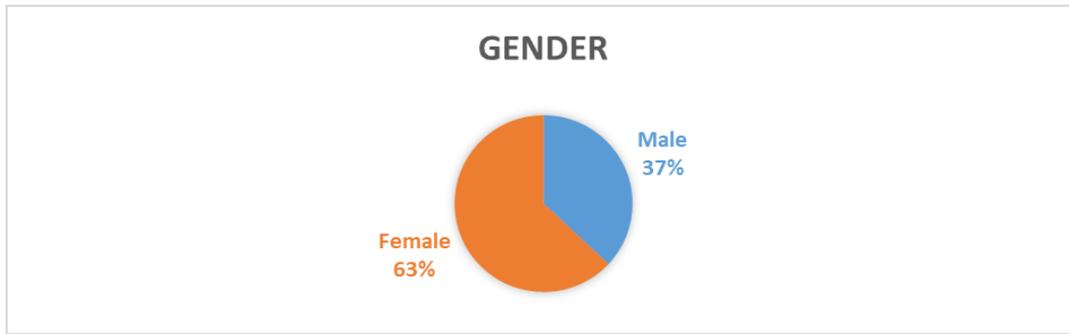
In the research, it was aimed to determine the use of YouTube in Arabic teaching. The aim of the study is to reveal the perspectives of Arabic preparatory class students towards the use of YouTube. For this purpose, answers to the following questions were sought in the study:

1. Using YouTube by Arabic preparatory class students; what are their thoughts about it?
2. What are the habits of Arabic preparatory class students using YouTube?
3. What are the positive and negative aspects of using YouTube in teaching Arabic?

## **2. Method**

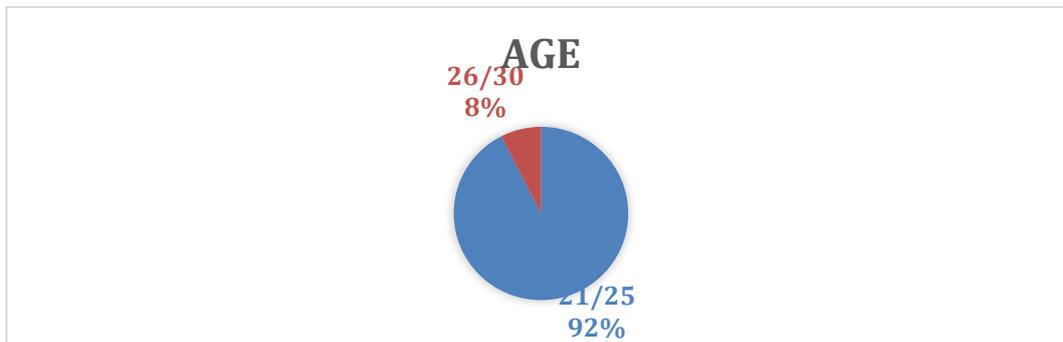
This research is a study prepared by using qualitative research methods. YouTube in teaching Arabic student views on its use are discussed. In this respect, the research is a case study. The study group of the research consists of 200 students studying in the Arabic preparatory class at universities. The personal data of the participants are as follows:

Table 1: Gender of Participants



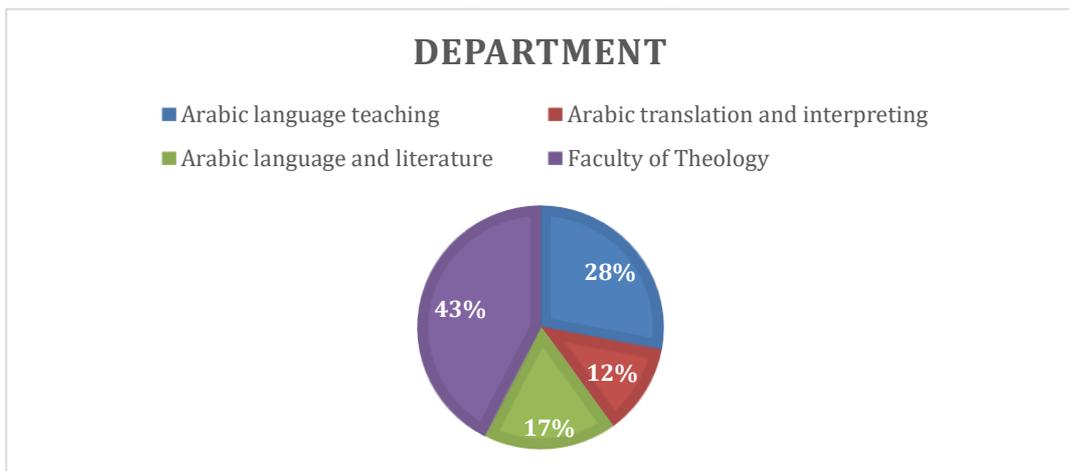
One hundred and twenty-six (63%) of the participants were women and seventy-four (37%) were men.

Table 2: Age of Participants



The students participating in the research are between the ages of 21-30. When the data is examined, it is understood that there are more female students than males.

Table 3: Department of Participants



The Faculty of Theology ranks first with 85 students in the Arabic preparatory class.

A structured interview form prepared by the researcher was used to collect opinions from the students. The structured interview form consists of two parts. In the first part of the form, the participants there are the following questions to identify personal information:

- What is your gender?
- How old are you?
- In which department are you a student?

The questions in the second part are:

- What about the use of YouTube in Arabic teaching processes?

do you think?

- How often do you use YouTube?
- In your opinion, what are the positive aspects of using YouTube while learning Arabic?
- In your opinion, what are the negative aspects of using YouTube while learning Arabic?

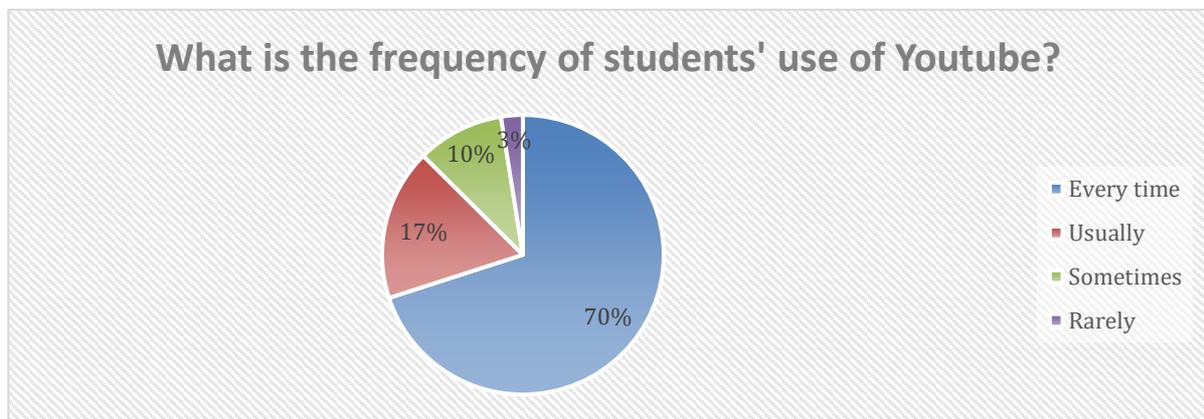
Content analysis was used in the analysis of the data obtained within the scope of the research.

## 2. Findings and Comments

In this section, findings and comments about the research are given.

### 2.1. What is the frequency of students' use of Youtube?

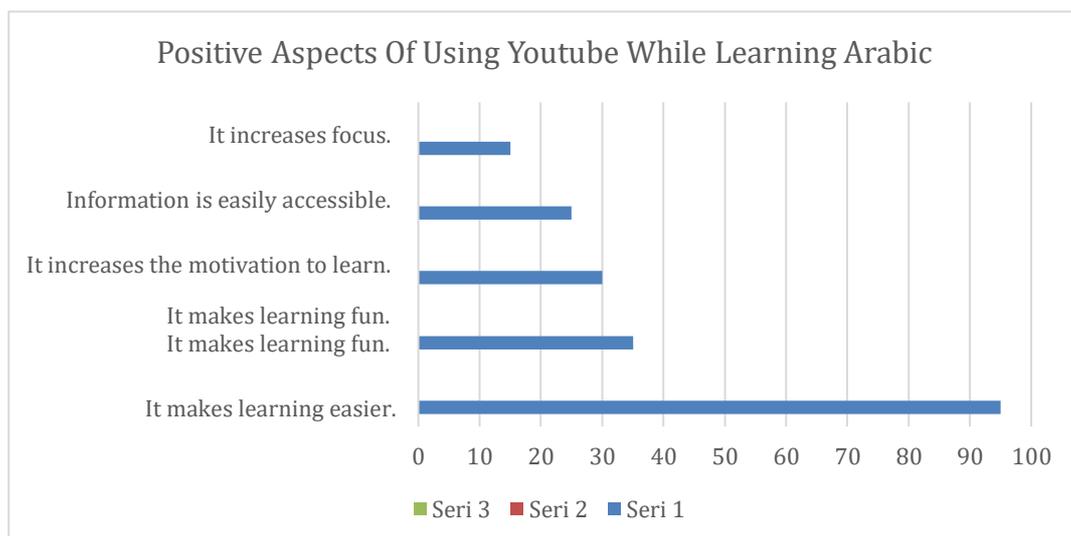
All of the students participating in the research use Youtube. The rate of use of Youtube by students is as follows:



As seen in the graph, 70% of the participants use Youtube actively. It is understood that 17% of the participants generally use youtube. The rate of those who use youtube occasionally is 10%. The rate of those who rarely use youtube is only 3%.

### 2.2. In your opinion, what are the positive aspects of using YouTube while learning Arabic?

Regarding the advantages of learning Arabic on Youtube, the participants generally gave the following answers:



As seen in the data in the chart, 95 respondents think that Youtube facilitates learning Arabic. According to 35 participants, Youtube makes learning Arabic fun. 30 participants Youtube provides motivation to learn Arabic. 25 participants think that YouTube provides easy access to information. Finally, 15 participants see youtube as a source of focus. Some comments on the averages in the chart are given below:

*P.7. Anyone can reach. There's more preparation while telling. So you can put the direct example sentence on the screen. There are all kinds of time savings.*

*P.42. In the past, such supportive services and training did not exist. The lucky ones also went to the special classrooms. It is such a blessing for us to be able to take Arabic lessons comfortably at home and not pay for it right now.*

*P.75. Definitely arabic channels on youtube are helpful. It causes a good student to stay at the same point because of the progress towards the grade level at the university. At this point, the Arabic channels are catching up with us, so to speak.*

*P.80. Sometimes a lack of communication due to the crowded classrooms at the university causes misunderstanding of the subject. We can solve the problem that occurs in our minds by listening to our teachers who tell the necessary subject on Youtube.*

*P.112. We can learn modern text reading lessons, question solutions and classic book reading lessons from our Youtube teachers. There is no need to go long distances for these, they are all at our fingertips.*

*P.132. I'm in the Arabic preparatory class, I'm in the translation and interpreting department. I personally benefited greatly from the Youtube channel this year.*

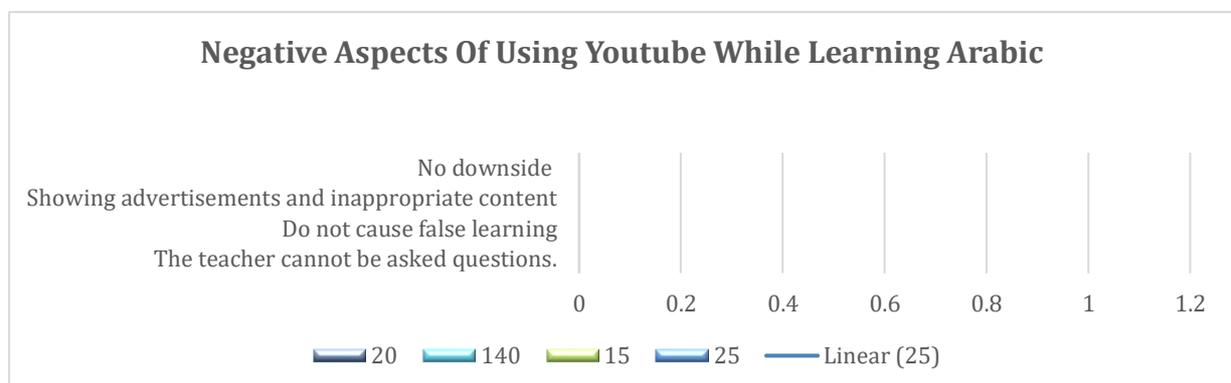
*P.165. There were some lessons that I couldn't attend, because not everyone in our class speaks Arabic at the same level, sometimes the lectures were really long. In these situations, Youtube videos have always come to my rescue.*

*P.183. It is certainly very useful as a supportive education.*

*P.190. The fact that the lessons can be accessed from anywhere, the opportunity to listen to the lessons one after the other with the playlist, the lessons do not take much time, the reading passages are translated in a neat language are all advantages.*

**2.3. In your opinion, what are the negative aspects of using YouTube while learning Arabic?**

Regarding negative aspects of learning Arabic on Youtube, the participants generally gave the following answers:



According to the participants, the most negative aspect of using YouTube in teaching Arabic too much advertising (70%). 12% of the participants stated that they could not find answers to the questions. The rate of those who argue that youtube Arabic lessons do not have any disadvantages is 10%. 8% of the participants argue that youtube causes wrong teaching. Some comments on the negative in the chart are given below:

*P.28. Preparation is good for the student. We translate and enter the lesson. However, only this works. Other than that, I do not find any Arabic channel successful in narration.*

*P.32. There is a boring narration in Arabic channels. This applies to everything from tone of voice to the way of speaking.*

*P.66. When we look at the English resources, we find a lot of varieties, a lot of videos, but there is not that much variety in Arabic. We are forced to watch the video, which is of no use to us, until we understand it.*

*P.127. The lecture is very monotonous. The narrator should not shoot a video after six hours of class, he should be energetic.*

*P.145. Among the disadvantages; for some students, there is the factor of quick expression. Moreover; there is a lack of interaction as an inevitable consequence of this platform. Constantly skipping open-ended questions creates a problem for me. For example, in the "silsiletül lisan" book, instead of just translating open-ended questions in each unit, some titles can be given that can help with the answer.*

### 3. Discussion

Today, most of the students prefer Youtube as their educational video content platform (Barry, 2015). People spend most of their time on various websites. Thus, social media is an important tool to be used in language teaching processes. There are many studies on the use of social media tools in language teaching processes (Balçıkanlı, 2009). Studies have shown that when social media is used in language teaching, it proved to be easy. Based on student opinions on the use of YouTube in teaching Arabic, this the data obtained from the study also support the results of previous studies.

Students in the study group think that YouTube improves their language skills. The same students believe that in the future, individual learning systems will develop and the use of YouTube in language teaching will increase. The use of YouTube in language teaching has both positive and negative aspects. Some of the positive aspects of using YouTube in lessons; it improves language skills, makes learning fun, and provides easy access to information.

Although there are more positive aspects, the use of YouTube in language teaching also has some negative aspects (Çangal, 2020). According to students, YouTube can cause false learning. Not asking questions to the teacher is another negative feature. Youtube Arabic lessons, encountering advertisements and irrelevant content is one of the main problems faced by learners. Another result of the study is; It has emerged that the number of Arabic lessons given on Youtube is less than other languages, which is perceived as a serious deficiency by the students.

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