The Use of YouTube in Teaching English Literature

The Case of Al-Majma'ah Community College, Al-Majma'ah University (Case Study)

Al-zyoud Khalid (Corresponding author)

School of Educational studies, University Science Malaysia

Penang, 11800, Malaysia

E-mail: krashed97@yahoo.com

Kabilan Muhammad

School of Educational studies, University Science Malaysia

Penang, 11800, Malaysia

E-mail: Kabilan@usm.my

Abstract

This paper explores the use of YouTube as a supplementary resource in teaching English novel at Al-Majma'ah Community College/Al-Majma'ah University. This study conducted on the second semester 2009/2010, At Al-Majma'ah community college/English language and literature Department. The researchers find that the use of YouTube in studying English is an interesting; beneficial, and give students the chance to get more understanding of the novel and its events. The effect of the YouTube program was measured by using an achievement test, which comprises 10 questions based on the novel comprehension. The sample of the study consists of 10 students. The present study aims at investigating the effect of method of teaching English novel on the students' achievement, and examining whether YouTube program improves students' achievement. The results showed that students wrote positive comments regarding the use of YouTube in a literature course, and use this learning tool effectively. This study recommends the use of YouTube as a supplementary source for teaching literature.

Keywords: English as a foreign language, YouTube, Literature (novel)

1. Introduction

Technology is used into all aspects of our daily life. It provides teaching and learning, with many applications, especially English classes which can improve teaching and learning process. Technology must be used when it has enhanced with language learning experience. Furthermore, Students belong to the digital generation, so they do not have problem to deal with technology in the classroom, and life. It can help teachers complete many of their tasks more efficiently and effectively. One of the active applications of technology is Internet. It becomes increasingly an important tool in our societies. People can do their works in internet such as business transactions, education, gathering information, searching for a job, and teaching and learning. It offers all students with opportunities for learning. Actually, it is an incredible source of information.

YouTube is one of the online materials that can be embedded in traditional classroom situations. These days YouTube has become more popular, especially among adults. 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 that students get positive indicators when they watch nature and real life videos (Maness, 2004). Watching video in YouTube will help students to memorize the events more easily. As the researchers in this current study hope to make use of YouTube which makes the learning process not only more meaningful ,but also with more enjoyment (Alimemaj,2010).

We cannot ignore the role that technology plays in English classes. YouTube is regarded as one of the most effective ways to achieve success in English classroom. The use of YouTube in literature classrooms will provide students with good knowledge and understanding of their lessons. Additionally, learners can use YouTube as a learning tool that helps them in clear understanding after class; they can explore the topic that studied in the class. Kelsen (2009) states that using YouTube as a motivational tool, and students can use this website as a medium in studying English outside of class. He Conducted a study as a Survey of Using YouTube as Supplementary material with College EFL Students in Taiwan, and he found that YouTube motivates students inside and outside the classroom and it helps them in English classes, but this study deals with using YouTube and its effect on students' English performance in general without focusing on a specific topic in the English language.

On the other hand, the focus of this current study in English literature, more specifically it focuses on teaching a novel. Using literature in the EFL classroom can widen learners' understanding of their own and other cultures (Snelson, & Elison-Bowers, 2009). Literature is complex and inaccessible for the foreign language learner; moreover, learners need a great effort to interpret literary texts. Because of the complexity of literature, EFL teachers try to facilitate their lessons to learners, and help them to understand each item at class. Learners should not forget that the novel is not just fun to read, it teaches us many things about life, and it also helps learners in communication with others. By using YouTube in the classroom, students enjoy watching novels and stories, and it can be used in ELT classrooms for various teaching skills and topics such as pronunciation, accents, conversation, and vocabulary. On the contrary, in Saudi universities there is no actual use of YouTube as a learning tool in

English classes, especially literature classes. The method that EFL teachers follow in their classes is lecturing.

Online materials provide learners with authenticity and motivation (Chung, 2012). Motivation is the key of getting positive learning in learning a foreign language. YouTube encourages and motivate students to understand and develop their literature skills in the lessons they access online, and it is a precious in language learning in the classroom for the following reasons:

1) It is helpful and useful tool to learn the language inside and outside the classroom.

2) It can motivate students to attend literature classes with higher motivation.

3) It develops students understanding of literature courses and get better grades.

4) It adds the enjoyment to the literature classes.

2. Language and Technology

This study is under theory of language and technology. Especially web-based theory. That can be described as education that occurs only through the Web, that is, it does not consist of any physical learning materials issued to students (sanca, 2008). Many researches asserted that technology support students in good methods that help them in understanding language, especially English language, (Hughes, & Tolley, 2010). The researchers here focus on one of the application of web-based sites that is YouTube. Using YouTube in English classes will provide teachers with new interesting ways of exploiting films of novels 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. Burke, Snyder & Rager, (2009) showed that video material could be a very useful source for the language teaching-learning process. Moreover, as the course specification suggested that to describe any plans for developing and improving the course such as (e.g. Increased use of IT or web based reference material), and Use Web-CT for uploading material, but this is not implemented in the actual literature classroom there. The researchers develop this course by adding YouTube for literature class. Consequently, the researchers here suggest a new method of teaching English novel by using YouTube. Hence, the aim of the study was to explore the effect of using YouTube on EFL learners' Performance in literature. This study was conducted on one group that would be taught by computerized method, and it was concerned with answering the following question:

-What are the effects of using YouTube on Literature students' performance?

3. An overview of YouTube

In this section, the researchers give a short overview in the history of YouTube:

YouTube is a video–sharing website on which users can upload, share and view videos. It is created in 2005, and it 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 is classified as the third most visited website on the internet. In these days 2010 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.

The use of YouTube in this current study has been stated for many reasons, that is, to make students eager to attend literature class, because many students dropped from literature courses, many students asserted that literature class is boring and they can't understand the context of literature lessons. Additionally, Students actually in the necessity of developing their abilities to understand and enjoy literature lessons. Videos on YouTube combines visual context with spoken language, and provide students with a better understanding to keep the events in the memory for a long time. 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. Consequently, this will enrich literature class with more discussion to get more understanding (Cox, 2011).

4. Problem of the Study

The researchers conducted a survey in the beginning of the second semester 2009/2010, which consists of some questions about the problems that faced students in English literature classes, especially novel class. They found that EFL learners faced many problems in English literature classes, first, literature courses are complex in nature, and students want a method to facilitate these courses to better understand. Second, students feel bored in the literature classroom, because there is no enjoyment there. Finally, students faced a problem in the method of teaching them (lecturing), that followed the same routine, and they suggest to use another method of teaching at literature classes, as mentioned earlier that technology motivates students to study, and increase their understanding of the ideas in English classes. Moreover, Teachers of English literature in classes find it challenging to bring their students to an appreciation of English literature (Mabunda, 2010). Improving teaching literature, especially the literature/novel class is critical in Saudi universities and to students, because students in Saudi Arabia have been shown to perform below averages in literature –novel courses. The problem is not only with students to understand novel course, but also with teachers, especially teachers in Saudi Arabia, they have difficulty in conveying literature/novels to students. As the survey conducted by the researchers in English department-Al-Majma'ah College showed that all English professor and lecturers need a new methodology that explains novel class to students in a proper way that increases students' comprehension of novels and its events.

The idea here not just to deliver novel to students on YouTube or in video mode, but it is to make students interested with the fascination of literature, helps them to watch and understand the topics equally. Moreover, YouTube helps students to remember the novel events, which helps them to discuss events with their teachers, helps them to achieve good scores in literature exams, and helps students who missed the class to watch the novel any time.

Consequently, the researchers here suggest adding technology item to literature classes. The present study introduces the use of the YouTube for teaching EFL learners in English novel and it focuses in involving EFL learners to motivate them to use YouTube to get a better understanding of literature. Moreover, Whithaus & Neff (2006) pointed out that students who use YouTube in learning are usually able to get positive attitudes and high performance in language classes, and they did their tasks more significantly than other learners did, because they have an access to the internet and YouTube, which help them to understand novels.

5. Importance of the Study

To the researchers' knowledge, it is the first study in Saudi Arabia about using YouTube for teaching Literature to EFL learners. This study will help EFL learners in studying literature, and it will be good for instructors as a helping tool in their classes. Moreover, it sheds the light on a new method of teaching literature courses. The researchers notice that there is a scarcity in studies, which studied the effect of YouTube in English language, especially in teaching literature, and little empirical research exists that demonstrate how web-based applications can be integrated into foreign language instruction (Terantino, 2011),especially English literature class at tertiary level.

6. Definition of Terms

Literature (novel): A fictional prose narrative of considerable length, typically having a plot that is unfolded by the actions, speech, and thoughts of the characters.

YouTube: is a very popular Web video sharing site that lets anyone store, upload and share videos with others.

7. Literature Review

Due to tremendous use of the internet and increasing demand on internet applications, programs, and websites (Rice, Cullen, & Davis, 2011). Using internet in education has an impact in teaching and learning process, especially in classrooms. Wu *et al* (2002) investigated the using of video over the internet, they suggested many approaches and directions, which emphasized on the importance of using video in learning, and they reviewed many mechanisms and approaches to stream video and its application. This is helpful for researchers and those who interested in technology design in streaming video and use it in classes.

Research emphasized the importance of using technology in literature classes, such as

Vethamani (2004) asserts the benefits of introducing computer in the teaching of literature:

1) It allows learners to use modern technology to study a course.

2) It connects learners to a large source of reading materials available in electronic form.

3) It connects learners to other learners of similar interests.

4) It allows for authentic communication between readers of literary texts.

5) It facilitates an interactive mode of learning unlike many earlier forms of technologies like the audiotape and television that were non-interactive in nature.

6) Teachers become facilitators in the learning process; and learners become more independent and are actively involved in the learning process.

Many other researchers examined the impact of video-based media and interactive television on the teachers, and emphasized that video allows teachers to use it as a mean of learning, and gives them the chance to use it as web-based method of teaching. Video also produces interactivity between learners, which supports social pedagogy (Whithaus &Neff, 2006).Video is not only used in other fields such as mathematics and sciences, but it is also used in English. In comparing the use of video between these different fields, the researchers found that the idea of using video will be useful for students to overcome difficulty ,tediously and boring in English classes, especially literature one.

Flores (2007) emphasized the value of lecture videos to students and their performances in final grade. They also asserted the knowledge equality and specify the positive relation between using video and students' final grade, and improve students' enjoyment in their classes. Oddone (2011) concluded that using video can contribute to support good learning to students, and they showed that students have a good percentage in access video easily and in a confident way, which allows them to enjoy in their classes. Additionally, Boster *et al* (2006) studied the effects of video on educational achievement and they emphasized that there is a lacuna in using video in the classroom .This study also indicates that using video application has an impact in the performance of students in science and social studies. Similarly, Study that conducted by Liu, & Lin, (2011) to compare teaching by using online video lectures, and teaching by the teacher. It showed that the students who use online video had a higher application and more willing to use this type of lectures than those who taught by the teacher. This is in a line with the current study, that is, little research in using YouTube and video in literature classes in Saudi Arabia. This paves the way to the researchers to do more studies in other subjects and other English classes.

Furthermore, Doulai (2003) discussed the application of web-based instruction in an educational setting. He emphasized on the role of delivery of educational multimedia over the internet. This will make the learning more effective and give the learners the chance to work equally in their classes, and allow them to use online video at any time and in any place. Day and fly (2006) presented a study that emphasized on the use of web lectures. A quasi-experimental study was conducted in 15 weeks with two sections of 46 students. One group which taught by traditional lectures, but the other group with web lectures. The results showed that students in the web group had positive and strong attitudes toward web lecture teaching. This helps the researchers to use web-based program that contribute in improving learning of literature. Fill & ottewill (2006) focused on the advantages of using video in classes. It is a helpful tool for both teachers and learners. It increased learner control to access the video and change the perception of students, especially the precious value of technology and embedded it in learning. Qiping and Shubo (2002) emphasized on the importance of teaching literature in the English department in China and they started through conducted a

questionnaire that teachers of English literature conducted boring classes with their students, moreover, they found that teachers ask students questions in literature classes, but students unanswered them. This means that students in English literature have a problem in understanding and managing it.

The researchers in this current study try to shed the light on the importance of using YouTube as an effective tool in literature class, bear in mind, YouTube will give students the opportunities to use it outside the classroom, and help them in understanding their lessons more and more to manage literature class.

8. Methods

8.1 Participants

The population of the study is 120 students majoring in English language and literature from Al-Majma'ah University–Al-Majma'ah community college. The English language programme is transitional in nature. The students stay in the college for two years before they move to the Faculty of Administrative and Human Sciences where they complete another two years in order to graduate with a B.A degree in English language and literature. This college is located in a small city called Al-Majma'ah at the same area of the main campus. Participants in the present study were enrolled in an *introduction to American Literature* course. The researchers do not have access to large number of potential research participants (Gay, 2000), so the researchers here use the accessible sample. Students are placed on one group according to their classes and times. This study is a case study focuses only on 10 students. The researchers selected this sample with this low number of students, because it is the only group that enrolled in this course (The purposive sample), and many students in the English department dropped the course. All participants were failed in this course before.

8.2 Research Design

The subjects of the study consisted of one group that is pre-tested (O) exposed to treatment(X) and post-tested (O). It comprised 10 students chosen purposefully, because it is the only literature novel section in the college. The study is a pre-experimental design. The independent variable is the online program (YouTube). The dependent variable is Students' achievement in a literature course.

8.3 Instruments

The researchers adopted the website (YouTube) to investigate its effect on students' literature achievement in literature/novel course. An achievement literature test was developed by the researchers. The test includes 10 questions (measuring students' achievement in novel "The adventures of Huckleberry Finn"). To establish the validity for the test, the researchers used the method of content validity. They exposed the test to professors and lecturers at English Department-Al-Majma'ah community college. They took all comments and feedback from experts into the consideration of changes and modification in the test. The test reliability verified through the test-retest to make sure that the test is reliable in its objectives and it is in a line with the aim of the study and measure what the study is for. The researcher gave the

test to the group of the students (not from the actual study group), which follow the same teaching method and book to measure the reliability. The period between the two tests is 3 weeks. The Pearson correlation coefficient computed for the test 0.95, which was suitable for the study.

In this study, the following instruments were used:

1) Survey Questions1: (These questions gave to students before the researchers conducted the study).

2) Pre-test (It is before the intervention (YouTube) used in the study.

3) Post-test (It is at the end of the study, it is the same pre-test questions).

4) Interview. (This interview is structured- interview consisted of some questions to measure students' preferences toward using technology, especially the YouTube in literature class).

5) Pre-Interview questions (It is before conduct the study).

9. Procedure for Conducting the Study

The researchers used survey questions, which were given to the subjects of the study. They were asked to answer the questions about the most difficult things in literature class. Likewise, six professors of English language and literature were requested to answer some questions that related to the literature course about the most difficult things to teach the novel. The researchers stated the aim of the survey for the subjects. After answering the survey questions, the papers were collected and the answers were analyzed.

9.1 Survey Questions

These questions were asked to students before the researchers conducted the study:

Q1: What are the difficulties that faced you in Literature/ novel class?

Q2: What is your opinion about the literature course (An Introduction to American Literature) in terms of contents, length of the course, and the appropriateness of the teacher's method in this course?

Q3: What do you suggest to develop literature/novel course?

Q4: Do you think, adding technology to literature class will improve students' understanding of the novels?

Q5: How is your feeling in the literature/ novel class? Do you feel comfortable or boring? And Why?

The study was carried out in 10 weeks 30 lessons, students watching the novel on YouTube, fifty minutes for each class. The feedback from students in the teaching and learning literature was obtained qualitatively via survey and interview, and quantitatively via pre-post test. The aim of the interview was to know if students prefer using technology in English

literature class such as YouTube. On the other hand, the aim of the survey to know the area, which needs to be developed in literature class and how students' achievement in literature.

9.2 Pre-Interview Questions

These questions also were before conduct the study:

Interview question 1: Have you ever used software that helps you in your study?

Interview question 2: Do you think your performance will be improved by using YouTube?

Interview question 3: Give me an example of an assignment, which you have recently worked on by computer?

Interview question 4: Are you familiar with using YouTube?

Interview question 5: Are you happy when you use YouTube?

Interview question 6: Do you think YouTube will help you in understanding literature/novel class?

The instructor gave students questions (pre-test) that related to the novel in order to measure their understanding of the novel. Actually, students are very weak in answering questions. After that, the instructor gave an introductory lesson about YouTube. Subjects in this group were trained to know how to use YouTube, and they used it in their life to watch and upload videos, then students watched the novel on YouTube in the campus and at their home to get a better understanding of the events. At the end of the semester, the instructor gave students (post-test) which consisted of the same questions that have taken before watching the novel; actually, they answered most of questions, that is, their level improved due to watching the novel on YouTube.a test was made to find the effect of YouTube method for teaching literature. Students' feedback on using YouTube in learning English literature through YouTube was more satisfied than learning with the teacher. The researchers find that students have many difficulties in understanding literature topics; they are suffering from the length of the course, and students hope that literature class to be equipped with technology and internet. The researchers interviewed the participants after the implementation of the study, to make sure of the effects of using YouTube in a novel class. The researchers asked participants the following questions in the post interview:

1) What benefits that you get from watching novel on YouTube?

2) In what way did YouTube simplify understanding the events of the novel for you?

3) What features of YouTube that contributed to your learning of literature?

4) Did you find watching the novel on YouTube is more interesting? and why?

The researchers after interviewed all participants and write down the answers, paper collected and analyzed.

9.3 Material

The researchers used the website (YouTube) to present the material. The material was prescribed by the course **E370: Introduction to American Literature**, at the beginning of the second semester 2009/2010, this course consists of two parts: The first part is selected American writers and the second part is novel "*Adventures of Huckleberry Finn* "by Mark Twain. The focus of this study is on the novel. This novel is one of the great American novels, beloved by children, adults, and literary critics alike. The novel tells the story of "Huck" Finn (his friends Jim and Tom, and their journey down the Mississippi River. Huck from his drunk and abusive father, and Jim as a slave. As Huck and Jim, have many great adventures. The true theme of the story the friendship between Huck and Jim. Another theme throughout the novel is Huck's internal struggle between what he has been taught, that helping a runaway slave is a sin, and what he truly believes that his friend Jim is a good boy that will not stop to help him in his life. The figure 1 below is the "*Adventures of Huckleberry Finn' in YouTube.*
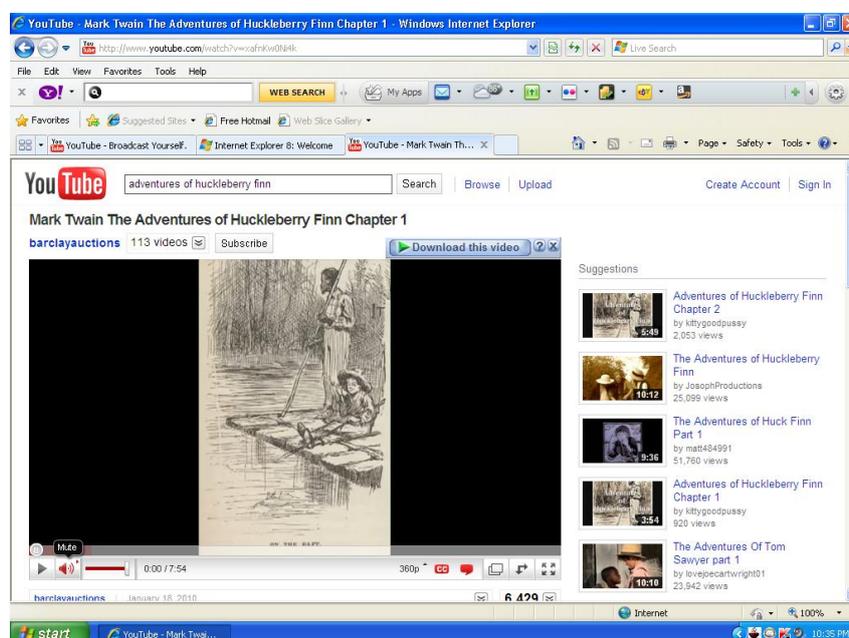

Figure 1. 'Adventures of Huckleberry Finn' in YouTube.

From the point of the process of development and establish the deanship of quality assurance in Al-majma'ah University, the researchers develop the syllabus above and it is used at the university. Moreover, Al-majma'ah University eager to add technology into the teaching learning process, consequently the researchers designed the following practical file that helps professors and lecturers in teaching "The adventures of huckleberry Finn" In the course an introduction of American literature":

-Based on the syllabus of the course, the file of teaching the novel in appendix I:

In this appendix, the researchers show that the course has the process of conducting YouTube class to explain the novel for students in a way that help them to understand the novel. The students discuss the novel parts by commenting on the novel in YouTube website, students

watch the novel after each part, they comment and discuss the events with each other, and they discuss that with their teacher.

From the process of conducing lectures and lessons on YouTube, The researcher pointed that will help teachers to facilitate the novel to students in good way. Moreover, it will help universities and colleges to adopt that.(The syllabus is in Appendix 2).

Data analysis

In order to test the hypothesis of the study, a wilcoxon test was conducted to compare the mean scores of the group in pre-post test. The independent variable is YouTube and the dependent variable is students' achievement in literature/novel course. The significance level is set at (p < =0.05).

9.4 Implications

Al-Majma'ah University in The academic year 2009/10 held workshops that help Professors in the use of instructional technology methods in their classes. Moreover, in 2005, King Saud University held a workshop on: "[T]he Application of Modern Technology to Education" where Dr. Y. A. Al-Oreifi and Dr. A. F. Al-Mutrif (both computer specialists) talked about using of technology in education as cited by Al-Sadig (2007). They focused on the use of a variety of teaching aids such as the computer, internet, and smart classes at Saudi universities. The majority of students were using the internet in the University campus and their homes. This enabled them to access YouTube website to watch the novel. YouTube in this study regarded as a motivation tool that raises the level of motivation among students.

10. Results

The researchers in this study measured the students' achievements in pre-post-test method. Table 2 presents the results of the pretest and posttest for the group. Mean scores for literature achievement in the pre-post test for the group were counted. As it shown in table 3. The results showed a difference due to the intervention of YouTube to the same group between the mean scores in pre and post test. The results also showed that students after using YouTube were good in understanding the novel's events and they comprehended all questions in the post-test.

The Wilcoxon test, which evaluated difference between means for pretest and posttest concerns, is significant z= 2.836, p<0.05. That is, the results indicate significant differential concern for posttest versus pretest. Based on the results produced from the above statistics. A Wilcoxon test was conducted to evaluate whether posttest showed a greater concern for pretest. The results indicated asignificant difference, z =-2.83, p<.05. The mean of the ranks in favor of posttest was 14.100, while the mean of the ranks in favor of pretest was 9.200.

The Wilcoxon test conducted in order to investigate if the YouTube help students in understanding of the literature/novel" The adventures of huckleberry Finn". To answer the study question, the following hypothesis was formulated: There are no significant differences between the mean scores of the group in pretest and posttest on literature achievement that can be attributed to the YouTube. Table 2 showed the posttest was 14.100, while the mean of

the ranks in favor of pretest was 9.200.

Table 2. Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pretest	10	9.2000	2.14994	6.00	13.00
posttest	10	14.1000	1.85293	11.00	17.00

Table 3. Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
pretest-posttest	Negative Ranks	0[a]	.00	.00
	Positive Ranks	10[b]	5.50	55.00
	Ties	0[c]		
	Total	10		

a. posttest < pretest
b. posttest > posttest
c. posttest = pretest

Table 4. Test Statistics

	posttest -pretest
Z	-2.836-[a]
Asymp. Sig. (2-tailed)	.005

a. Based on negative ranks.
b. Wilcoxon Signed Ranks Test

This means that hypothesis is rejected. It means that using YouTube in literature/novel class is helpful for comprehension of the novel. The researchers found that YouTube is an effective tool that helped students in their level, and they recommended using YouTube as a helping tool or as an integrated tool with literature courses. Watching video can make a communication between students, and they see the actions in the novel as it is occurring in the real life, as they live the events, additionally the interview questions showed that students prefer to use YouTube not just outside the literature class, but also at the Literature class. YouTube improved students' comprehension and eliciting of information from the novel.

The researchers collected the survey papers from students that explained the most important difficulties about English literature/novel course, and then they summarized these points as

shown in the following table:

Table 5. Most important difficulties in Literature course

The most important points	The percentage
1. Difficulty in focusing and attention in literature class.	80%
2. The content and the course are too long.	75%
3.Feeling bored in literature class	90%
4. Teacher teaching method is boring (lecturing-students write).	80%

From the table above. The results show that a high percent of all the points which means that literature course/novel needs to be developed, in order to overcome these difficulties. Consequently, the researchers suggested using YouTube in a literature course. The researchers discussed all of the points above with students, and they found that students attention is disturbed for many reason, that is the course itself does not have any something that attract their attention to the lecture such as photos, diagrams, and sound, moreover, most of students attended literature class because it is compulsory course that they must pass it to take other courses.

Students also complain from the content of the course that is more than 300 pages as it contains from 43 chapters. Students cannot read all of these pages through the semester as it is 16 weeks. Whereas the most important factor that motivates students to attend literature class, and help them to do their best is the pshygological point that focuses on students' feeling at literature class. Moreover, students need to be motivated by giving them more chances to interact with the content. According to Harmer, "three elements of ESA will be

present in all - or almost all - classes" (Harmer, 2002). Namely, Engage, Study and Activate

(ESA). A teacher should "try to arouse the students' interest, thus involving their emotions". (Harmer, 2002). E stands for Engage. Harmer (2002) stated, "This is the point in a teaching sequence where teachers try to arouse the students' interest, thus involving their emotion". S refers to Study, which means "any stage at which the construction of language is the main focus" (Harmer, 2002). A means Activate, which "describes exercises and activities which are designed to get students using language as freely and communicatively as they can" (Harmer, 2002). Consequently, teachers here use youtube to motivate student and attract their attention to literature class, and students will feel comfort while they are watching events on video, they will follow the events step by step to get better understanding f the novel. Students also getting bored in literature class due to the teachers' methods which is lecturing as focused on little interaction between student and their teachers, students suggest and need a method that transfer them from boring class and help them to interact with literature content.

The researchers also conducted a structure pre- interview with some questions that focused on getting more information about using technology in literature class. As the table 6 below

shows:

Table 6. Using technology in Literature Class

The item	Percentage
1. Using software in literature class	20%
2. Improving of literature performance due to technology	80%
3.Familiarity with using YouTube	80%
4. Feeling happy when using YouTube	80%
5. Doing assignments by using computer	50%

From the table above, the researchers sum up that students were interested in adding technology to literature class, especially YouTube to understand the novel. Students asserted that professors in literature classes did not use technology that help them in understanding the content of the course, professors just bring the book and deliver to students content in lecturing mode, as it is little interaction between professors and students due to misunderstanding and low comprehension for the novel. As a result, students suggest using YouTube as it suits the aims of the course, that students comprehend the novel events. Students are familiar with YouTube as they use it outside classroom for watching videos; this means students know YouTube and how it works which helps in using YouTube in literature classes. At the same time students use computer for doing their homework, without any idea that they can use YouTube to understand literature courses, especially literature one. This support the idea to use YouTube in literature class.

The researchers also did an interview for the participants after the implementation of the study to investigate more the effects of using YouTube in literature class. The results from the post-interview show the following points:

Question 1: What benefits that you get from watching novel on YouTube? Students answer as the followings:

Student 1"When I watch novel in YouTube, I have an ability to follow the events, and get the ideas easily".

Students 2:" I can understand the events".

Students 3: "I watch the novel as it occurs in real life".

Student4:"Watching the novel on YouTube help me to know characters more, events, and themes of it"

Student 5: "I can understand what the novel revolves around".

Student 6: I can answer the exercises about the novel, and I can comment on events"

Student7: "I can understand the themes of the novel".

Student8: "I follow the events in novel".

Student9: "I get better understanding of the novel".

Student 10: I focus more on the novel events".

Question 2: In what way did YouTube simplify understanding the events of the novel for you?

Students answer as the followings:

Student1: "Watching events of the novel helped me to unravel the secrets of plot".

Student2: "Watching characters of the novel personified on YouTube provides me with the complete understanding of the characters, and their importance in the novel".

Student3:" Changing the novel into a real version on YouTube enables to understand the symbolism presented in the plot. The audio and digital effects played a key role in simplifying that".

Student4: "YouTube assists understanding of the chronicle order of the plot".

Student5: "YouTube facilitates the comprehension of the novel themes".

Student6: "YouTube provides me with a way to analyze events and connect them together".

Student7:" It gives me the ability to watch the novel more than one time in order to understand it".

Student8: "YouTube proves to be the best narrator of the novel, as it provides me with different angels of vision to see the events of the story".

Student9: "Yes, it helped me in understanding the novel, especially in the aspect of time; it decreases the time that I need to understand the novel".

Student10: "It gives me more chances to interact with the novel and its characters, and events".

Question 3: What features of YouTube that contributed to your learning of literature?

Students answer as the followings:

Student 1:" Having access to other videos related to the main video I want to learn about".

Student 2: "I can replay the video so I can cover details that I might miss".

Student 3: "I can pause at a certain points to take notes".

Student 4:" Listening directly to the characters let me enjoy and learn better".

Student 5: "YouTube effects like sound effect facilitate comprehending the literary work".

Student 6: "visual effects attract my attention. However, I feel bored when I read books". Student 7:" I can watch the latest views regarding the literary work".

Student 8: "Watching different videos and views about a topic increase my knowledge level".

Student 9: "When I watch a video several times, I can completely understand it, and provide some critical views".

Student 10: "Rich source of images that simplified difficulties while learning literature".

Question 4: Did you find watching the novel on YouTube is more interesting? and why?

Students answer as the followings:

Student 1: "Yes, I found it more interesting because it increased the level of suspense in the action of the novel".

Student 2: "Yes of course because after watching the literary work I felt as it is a real story that happened in real life. I felt like living".

Student 3: "Yes I did enjoy the movie and I felt more involved emotionally with the characters".

Student 4: "I found watching the literary work on YouTube is more enjoyable and interesting because I find it easier to watch the literary work that reading it. It also saved my time and effort".

Student 5: "No, I didn't find it interesting because this is the first time I watch the literary work on YouTube as I usually read it".

Student 6: "Yes, It is very interesting to use modern and electronic methods in studying subjects as literature. It is very innovative and encouraging".

Student 7: "Yes, I discovered that watching the literary work on YouTube is more enjoyable than reading it because It is easier to follow up the events of the literary work on YouTube that reading It especially if the literary works is so long".

Student 8: "No, I did not find it interesting because I have no access to the internet and I don't know how to use the computer at all".

Student 9: "Yes I enjoyed watching the literary work on YouTube. It is like watching the literary work in cinema or on TV. It helped me to get acquainted with many features of the literary work that I found difficult to trace in reading such as the developments in the personalities of the characters".

Student 10: "Yes, I found it very interesting and exciting to watch the work on YouTube as I enjoy using technology in learning. YouTube made the literary material so flexible as I can reach any point in the literary work easily. I can also repeat any part more than once and that enables me to understand the work in a better way. Using YouTube is very enjoyable as it makes studying literature more accessible and easier that it used to be".

This reflects the effectiveness of YouTube in a novel class. Moreover, "I can analyze the events, and comment on novel parts". Students show that they eager to use YouTube in English literature class. This give them the ability to focus more in novel and its' event.

-Students tend to use YouTube outside the class, that is, an interesting website that helps them

to understand the lesson in anytime and anywhere. They also recommended it to their friends in other colleges to use it. Moreover, students want to use YouTube to get information about other literature courses." YouTube helps us to watch the novel again at any time and place, and provide us with information about other literature courses such as drama".

- Students feel happy with YouTube class, and they are eager to attend literature class. In addition, students feel that YouTube added enjoyment to literature class." I feel comfort in YouTube class, and I feel happy that I can understand the novel".

-Students hope to add technology to literature classes, especially YouTube. "I suggest focusing on using technology in English classes". Students show positive preferences in using YouTube.

-Students in YouTube class have an ability to understand and follow the novel events; they know the characters, events, themes of the novel.

11. Discussion

The main purpose of this study was to investigate the use of YouTube in literature class, especially in the novel class. The results indicate that YouTube can help students in literature class, especially in understanding the novel events and the ability to raise the literature achievement, as other studies discovered (Sherman 2003) (Liu, & Lin, 2011) Students enjoy watching video/clips/pictures/films on YouTube, because it gives them more enjoyment and exploring the world. The idea of using YouTube in English classes is to achieve success in the classroom. Sherman (2003) argues that there are in fact many characteristics of video drama, which aid comprehension, that is, gives students more understanding of the events and actions. YouTube is regarded as one of the most interesting applications that help in understanding English literature. It gives students the chance to understand events of stories, criticizes the stories. Students experience the language in the video in a lively way. Videos in YouTube also present language more comprehensively than any other teaching medium and more realistically too.

The results as shown in the tables above emphasized the importance of using technology in literature class, as 90% of students hope to use it in classes. This also means that students eager to use technology such as YouTube to be more comfortable in the classroom environment as in table 6 80% of students feel happy and they are familiar with using YouTube which helps them in getting a better understanding of their lessons.

With the refer to the pre-post test; the researcher noticed that students' achievement is good to the intervention of using YouTube in watching and understanding the novel "Adventures of Huckleberry Finn". To link the ideas in this study together. The researchers used survey, pre-post test, and interview in order to get more explanation of using technology in literature class.

After a comprehensive study of the answers that the students provided, it appeared that YouTube proves to be an innovative and creative help in the field of studying the literary text. In the light of the students' answers the following discussion will explain how YouTube has

changed the way in which the literary text will be dealt with in the classroom.

The first Question of the interview concentrated on the general benefits of YouTube as a creative way of teaching literature. The question was mainly designed to provide a general overview of the benefits as seen by the students in the classroom. Some answers highlighted the ability, that YouTube provided, to follow up the events of the plot easily and therefore understand the sequence of the events in a better way. The first student said "When I watch novel in YouTube, I have an ability to follow the events, and get the ideas easily", and the eighth student said "I follow the events in novel", and second student supported the same point when he said:" I can understand the events".

Some students emphasized on the real-life picture that the YouTube created in their minds. This live picture presented a panoramic view of all elements involved in the literary work, like the characters, the themes, and the events of the novel as the third student said "I watch the novel as it occurs in real life". YouTube enriched the students' knowledge about the literary text and enabled them to provide more comprehensive answers to questions related to the literary text. Accordingly, YouTube enhances their ability to answer questions related to their study of the novel, as the fifth student answered "I can understand what the novel revolves around", and seventh students said "I can understand the themes of the novel".

As it has been mentioned in the answers of the students to first question, YouTube played a vital role in providing students with a comprehensive understanding of all the elements involved in the construction of the text. What better than watching a real and vivid picture of the plot! YouTube enables the students not only to read about the events of the story, but also to live the events as if they were real characters in the plot. The answers concentrated on the role of YouTube as a live environment through which the students can provide their critical understanding of the novel. They can also read other critical views presented by other students or even by specialist in the field of literary criticism.

The second question focused on how YouTube facilitated understanding literature for students. Some students were very happy about how YouTube provided a full understanding of all the elements involved in the plot. It unraveled the threads of the plot and stripped the vagueness ,and complexity of the events As first student answered that" Watching events of the novel helped me to unravel the secrets of plot", and the third student answered as Changing the novel into a real version on YouTube enables to understand the symbolism presented in the plot. The audio and digital effects played a key role in simplifying that".

YouTube is characterized by the audio-visual effect. This quality provides depth to the characters involved in the literary work through presenting them personified through the actors. Seeing the characters as if they were real persons enables the students to understand the characters in a more comprehensive way, and relate to them emotionally. In addition to what has been mentioned the audio and visual effects presented by YouTube offered the students the ability to grasp the hidden meanings of the plot. Symbolism is understood in deeper way by transforming the written images into a spoken and seen ones as the second student answered "Watching characters of the novel personified on YouTube provides me with the complete understanding of the characters, and their importance in the novel".

YouTube divided the literary works into parts or episodes that can be track easily and seen more than once. This helped the students to analyze the events of the plot and connect them together, moreover it helped them to follow the chronological order of the plot, as the fourth student answered "YouTube assists understanding of the chronicle order of the plot".", and the sixth student answered" "YouTube provides me with a way to analyze events and connect them together".

The flexibility that the YouTube provides in watching the literary work in a short time saved the time and the effort s of the students, and it gave them to watch the literary work more than one time in order to understand it ,and reach a comprehensive understanding of all themes in the literary work as the fifth student answered: : "YouTube facilitates the comprehension of the novel themes", and the ninth student answered "Yes, it helped me in understanding the novel, especially in the aspect of time; it decreases the time that I need to understand the novel". The literary work is usually provided with one narrator or one angle of vision to see the events of the story, but YouTube played an effective role in providing the literary work with more than one angle of vision. Students see YouTube as a better narrator for the events as the eighth student answered: "YouTube proves to be the best narrator of the novel, as it provides me with different angels of vision to see the events of the story".

YouTube is an active environment. It does not only provide a visual narrator of the literary work, but also enables the students to interact with the literary work, even outside the classroom. Students managed to watch the literary work and provide their critical comments on YouTube. In addition to that, they were able to read the comments of their classmates as the tenth student answered "It gives me more chances to interact with the novel and its characters, and events".

In the third question. The emphasis was given to the features of YouTube which contributed to students' learning of literature. The answers of the students revolved around the flexibility that the features of YouTube which enabled the students to go beyond the limited sources founded in the library. YouTube gave students the chance to access other videos which are related to the main video through YouTube. Students were able to watch the videos more than once in a short time to cover the details that they missed watching in the first time. It also provides the students with the ability to stop at a certain points in order to take notes. YouTube effects like visual and sound effects helped students to enjoy watching the literary work and provided them with a rich knowledge that broaden their ideas and information about the literary work. Moreover, YouTube played a vital role in students understanding of the literary work, especially when students watch the video more one time, and it helped them to see the images and simplified the events of the literary work. In the fourth question, the researchers were more interested in the effect of YouTube as compared to the literary text. Did YouTube leave a positive or a negative response, and did students enjoy the experience itself. Most of the students described watching the literary work on YouTube as a positive experience for different reasons. These reasons varied from the level of suspense that YouTube created in the action of the novel. To the fact that, some students do not like reading and prefer watching literary work on YouTube. Some students were thrilled that they lived the literary work as in a actual life, They felt that the literary work was a real story that

happened in real life, and that drove them to enjoy more and to get involved emotionally with the characters.

YouTube is a technological product. It belongs to the age that the students live in. This feature made YouTube closer to the hearts of the students who enjoy technology and use it in daily basis. Some of the students were very interested in using modern and electronic methods in studying subjects as literature and they described the experience as innovative and encouraging. They believed that YouTube made the literary material so flexible that they can reach any point in the literary work easily. Other students enjoyed watching the literary work on YouTube as if they were in cinema. It helped them to get acquainted with many features of the literary work that they found difficult to trace in reading such as the developments in the personalities of the characters.

Few students described the experience as negative one. Some were not interested in the idea of watching a literary work as they usually prefer to read the text as it was written by the author. While some students did not like the experience as a result of their computer illiteracy. They lack the experience or the knowledge to deal with a computer and that's why they did not get along with the idea of combining between literature and computer technology.

In short, this current study focused on using YouTube in literature class, and it suggested using YouTube in other English classes to provide students with good knowledge and facilitate learning English language.

12. Conclusion

This paper has been an attempt to emphasize the significance of using YouTube in teaching literature, and helps learners to more understanding of novels at Al-Majma'ah Community College-Al-Majma'ah university .YouTube is conceived to be more effective than the textbook-based novel courses in dealing with the learners' difficulties in understanding literature. However, the paper does not intend to detract from the role of textbook-based novel courses in introducing EFL Learners to literature. It suggests using YouTube as a supplementary tool in literature classes.

This study found that the use of YouTube helped students to understand literature, especially novel. It gives support to the effect of YouTube on students' level in Literature courses. In other words YouTube showed a significant effect on the understanding and remembering of the novel events. In short, the study indicated that YouTube was effective in promoting better learning of literature. It is suggested that YouTube can be integrated into literature courses.

This study found statistical difference in the performance between students using YouTube and students using literature text. It supports the effects of using YouTube on studying literature. YouTube should be considered by the Literature teachers, and design maker in English curricula contents. That is, most of students' responses were positive in using YouTube in literature class.

Based on the study findings, the researchers offer the following recommendations:

1) Conduct similar studies in other literature topics such as short stories, plays, drama…..etc.

2) Provide Saudi colleges and English departments with enough computer laboratories, which are connected with internet.

3) Hold seminars and workshops to train teachers or lecturers on how to implement technology in English classes, especially literature one.

4) Using YouTube in novel classes and add it as a supplementary to the course.

References

Abdalla, A. S. Y. (2007). The Role of Smart Boards in Enhancing Students' Oral Presentations: The Case of Al-Majma'ah Community College, King Saud University.

Al Maleh, L. (2005). English literature and Arab students. *Academic Exchange Quarterly, 9*, 269-275.

Alimemaj, Zamira. (2010). YouTube, *language learning and teaching techniques, 2*(3), 10-12.

Al-Mutrif, A. F. (2004). "Reality and Future of Higher Education". A paper read at King Saud Workshop on: The Application of Technology to Education. (Written presentedinArabic)ascitedbyAl-sadig2007.

Al-Oreifi, Y. (2004). E-Learning: A Pioneering technology and a Promising Method. A paper read at King Saud Workshop on: The Application of Technology to Education. (Written presented in Arabic as cited by Al-sadiq (2007).

Boster, F. J., Meyer, G. S., Roberto, A. J., Inge, C., & Strom, R. (2006). Some effects of Video streaming on educational achievement. *Communication Education, 55*(1), 46-62. http://dx.doi.org/10.1080/03634520500343392

Chung, L. Y. (2012). Web 2.0-Based E-Learning: A Probe into the Application of Online Social Networking in College Freshman English Curriculum. *Advanced Materials Research, 403*, 1240-1243. http://dx.doi.org/10.4028/www.scientific.net/AMR.403-408.1240

Cox, C. (2011). *Literature-based Teaching in the Content Areas: 40 Strategies for K-8 Classrooms*: Sage Publications, Inc.

Day, J., & Foley, J. (2006). *Evaluating web lectures: a case study from HCI.*

Doulai, P. Educational Delivery Technology Laboratory (EDTLab) Application of streaming of streaming media in educational environments, 2003. English club: Teacher's room: Teacher's workshop: Using video in the EFL/ESLclassroom. [Online] Available: http://www.englishclub.net/teachers/workshop/video.htm

Fill, K., & Ottewill, R. (2006). Sink or swim: taking advantage of developments in video streaming. *Innovations in education and teaching international, 43*(4), 397-408. http://dx.doi.org/10.1080/14703290600974008

Flores, N., & Savage, S. J. (2007). Student demand for streaming lecture video: Empirical evidence from undergraduate economics classes. *International Review of Economic Education, 6*(2), 57-78.

Gay, L. R., & Airasian, P. W. (2000). *Educational research: Competencies for analysis and application*: prentice Hall Upper Saddle River, NJ.

Harmer, J. (2002). *How to teach English.* Beijing: Foreign Language Teaching and Research Press.

Hartsell, T., & Yuen, S. (2006). Video streaming in online learning. *AACE Journal, 14*(1), 31-43.

Hughes, J., & Tolley, S. (2010). Engaging students through new literacies: the good, bad and curriculum of visual essays. *English in Education, 44*(1), 5-26. http://dx.doi.org/10.1111/j.1754-8845.2009.01054.x

Kelsen, B. (2009). Teaching EFL to the iGeneration: A Survey of Using YouTube as Supplementary Material with College EFL Students in Taiwan. *CALL-EJ Online, 10*(2).

Liu, Y., & Lin, Y. (2011). *Study for the analysis and design video teaching software system.*

Mabunda, M. T. (2010). *Literary art and social critique: teaching literature for social transformation at the University of KwaZulu-Natal, English Education Discipline.*

Maness, K. (2004). Teaching media-savvy students about the popular media. *English Journal, 93*(3), 46-51. http://dx.doi.org/10.2307/4128808

Nichols**,** M. (2003). *A theory for e-Learning.* [Online] Available: http://www.ifets.info/others/journals/6_2/1.pdf (February 02, 2008)

Oddone, C. (2011). Using Videos from YouTube and Websites in the CLIL Classroom. *Studies About Languages, 18*, 105-110.

Qiping, Y., & Shubo, C. (2002). Teaching English literature in China: Importance, problems and countermeasures. *World Englishes, 21*(2), 317-324. http://dx.doi.org/10.1111/1467-971X.00251

Rice, K., Cullen, J., & Davis, F. (2011). Technology in the Classroom: The Impact of Teacher's Technology Use and Constructivism: Retrieved from edtech2. boisestate. edu/cullenj/.../Cullen_Davis_Final_Synthesis_Paper. docx.

Sanca, G, N (2008) Web-based English language learning. *Paper presented at the* 8*th International Educational Technology Conference*, Anadolu University, Eskişehir, Turkey.

Sherman, J. (2003). *Using authentic video in the language classroom*: Ernst Klett Sprachen.

Snelson, C. (2011). YouTube across the Disciplines: A Review of the Literature.

Snelson, C., & Elison-Bowers, P. (2009). Using YouTube videos to engage the affective domain in e-learning. *Research, reflections and innovations in integrating ICT in education,*

3.

Terantino, J. M. (2011). Emerging Technologies YouTube for foreign languages: You have to see this video. *Language Learning & Technology, 15*(1), 10-16.

Vethamani, M.E. (2004). E-Forums in the Literature Classroom. *Readings in TESL, 2*, Essays in Honour of Basil Wijayasuria. Petaling Jaya.

Whithaus, C., & Neff, J. M. (2006). Contact and interactivity: Social constructionist pedagogy in a video-based, management writing course. *Technical Communication Quarterly, 15*(4), 431-456. http://dx.doi.org/10.1207/s15427625tcq1504_2

Wu, D., Hou, Y. T., Zhu, W., Zhang, Y. Q., & Peha, J. M. (2002). Streaming video over the Internet: approaches and directions. *Circuits and Systems for Video Technology, IEEE Transactions on, 11*(3), 282-300.

Appendixs

Appendix 1. File of teaching the novel

Topics	Lectures
1. Introduction to the novel Teacher here gives students an overview about the novel.	Lecture 1
2. Introduction in using YouYube, how to login in YouTube, and give students an overview how students log in YouTube and search on it.	Lecture 2
3. Teacher login YouTube, turn the video on YouTube, which consists of chapter 1, students, watch the video and write their comments, questions, and notes to discuss them later with teacher. After that, teacher and students discuss the events of the novel. At the end of the session teacher tells students to write a brief report about the clip that they watched.	Lecture 3
4. Teacher login YouTube, turn the video on YouTube, which consists of chapters4-6, students, watch the video and write their comments, questions, and notes to discuss them later with teacher. After that, teacher and students discuss the events of the novel. At the end of the session teacher tells students to write a brief report about the clip that they watched.	Lectures 4-5
5. Teacher login YouTube, turn the video	Lectures 6-7

on YouTube, which consists of chapters 7-10, students, watch the video and write their comments, questions, and notes to discuss them later with teacher. After that, teacher and students discuss the events of the novel. At the end of the session teacher tells students to write a brief report about the clip that they watched.	
6. Teacher login YouTube, turn the video on YouTube, which consists of chapters 11-13, students, watch the video and write their comments, questions, and notes to discuss them later with teacher. After that, teacher and students discuss the events of the novel. At the end of the session teacher tells students to write a brief report about the clip that they watched.	Lectures 8-9
7. Teacher login YouTube, turn the video on YouTube, which consists of chapters 14-16, students, watch the video and write their comments, questions, and notes to discuss them later with teacher. After that, teacher and students discuss the events of the novel. At the end of the session teacher tells students to write a brief report about the clip that they watched.	Lectures 10-11
8. Teacher login YouTube, turn the video on YouTube, which consists of chapters 17-19, students, watch the video and write their comments, questions, and notes to discuss them later with teacher. After that, teacher and students discuss the events of the novel. At the end of the session teacher tells students to write a brief report about the clip that they watched.	Lectures12-13
9. Teacher login YouTube, turn the video on YouTube, which consists of chapters 20-22, students, watch the video and write their comments, questions, and notes to discuss them later with teacher. After that, teacher and students discuss the events of the novel. At the end of the session teacher tells students to write a brief report about	Lectures 14-15

the clip that they watched.	
10. Teacher login YouTube, turn the video on YouTube, which consists of chapters 20-22, students, watch the video and write their comments, questions, and notes to discuss them later with teacher. After that, teacher and students discuss the events of the novel. At the end of the session teacher tells students to write a brief report about the clip that they watched.	Lectures 16-17
11. Teacher login YouTube, turn the video on YouTube, which consists of chapters 23-25, students, watch the video and write their comments, questions, and notes to discuss them later with teacher. After that, teacher and students discuss the events of the novel. At the end of the session teacher tells students to write a brief report about the clip that they watched.	Lectures 18-19
12. Teacher login YouTube, turn the video on YouTube part 1, which consists of chapters 26-28, students, watch the video and write their comments, questions, and notes to discuss them later with teacher. After that, teacher and students discuss the events of the novel. At the end of the session teacher tells students to write a brief report about the clip that they watched.	Lectures 20-21
13. Teacher login YouTube, turn the video on YouTube part 1, which consists of chapters 29-31, students, watch the video and write their comments, questions, and notes to discuss them later with teacher. After that, teacher and students discuss the events of the novel. At the end of the session teacher tells students to write a brief report about the clip that they watched.	Lectures 22-23

14. Teacher login YouTube, turn the video on YouTube, which consists of chapters 32-35, students, watch the video and write their comments, questions, and notes to discuss them later with teacher. After that, teacher and students discuss the events of the novel. At the end of the session teacher tells students to write a brief report about the clip that they watched.	Lectures 24-25
15. Teacher login YouTube, turn the video on YouTube, which consists of chapters36-39, students, watch the video and write their comments, questions, and notes to discuss them later with teacher. After that, teacher and students discuss the events of the novel. At the end of the session teacher tells students to write a brief report about the clip that they watched.	Lectures 26-27
16. Teacher login YouTube, turn the video on YouTube, which consists of chapters40-43, students, watch the video and write their comments, questions, and notes to discuss them later with teacher. After that, teacher and students discuss the events of the novel. At the end of the session teacher tells students to write a brief report about the clip that they watched.	Lectures 28-29
17. Review of the whole novel: Teachers discuss with students the whole novel to explain the difficult points for students.	Lecture 30

Appendix 2. Syllabus of The novel Section (The adventures of Huckleberry Finn"

Topics	Actual Contact Hours
Mark Twain: Introduction to his novel: *Huckleberry Finn*	3
Huckleberry Finn Chapters (1-6) Critical Analysis	3
Huckleberry Finn Chapters (7-13) Critical Analysis	3
Huckleberry Finn Chapters (14-20) Critical Analysis	3
Huckleberry Finn Chapters (21-27) Critical Analysis	3
Huckleberry Finn (27-33 Critical Analysis	3
Huckleberry Finn (27-33)Critical Analysis	3
Huckleberry Finn (34-43)Critical Analysis	3
Themes; Review of Twain	3
Review of the whole course	3

Authors

Khalid M. Al-zyoud is a PhD candidate in Teaching English for speakers of other languages (TESOL) at the school of Educational studies. Universiti Sains Malaysia. He is engaged in research about web-based teaching and English language. Muhammad K. Kabilan is Associate professors at the School of Educational Studies, Universiti Sains Malaysia. He is engaged in researches related to the use of ICT for professional development and language teaching and learning. Addresses for correspondences: Khalid M. Al-zyoud krashed97@yahoo.com, Muhammad K. Kabilan Universiti Sains Malaysia, school of Educationalstudies, Penang, 11800, Malaysia.Email: Kabilan@usm.my