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Supporting Communicative Approach Using YouTube to Teach the Apology Strategies to Secondary School Students: An Experimental Study

**دعم المنهج التواصلي باستخدام يوتيوب لتعليم استراتيجيات الاعتذار
لطلاب المدارس الثانوية: دراسة تجريبية**

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الخلاصة

تهدف الدراسة التجريبية الحالية إلى استكشاف مدى تأثير استخدام الذكاء الاصطناعي ، وبشكل أكثر تحديداً، يوتيوب ، لدعم المنهج التواصلي (الطريقة التواصلية) لتعليم استراتيجيات الاعتذار الى طلاب المرحلة الثانوية. تكونت عينة الدراسة من 50 طالباً من ثانوية الصادق الأمين للبنين تم اختيارهم من قبل الباحثين في الفصل الثاني من العام الدراسي 2021/2020. تم استخدام اختبارات قبل اجراء التجربة وبعد اجراء التجربة لجمع البيانات. تم استخدام T-Test و One-Way ANOVA لتحليل البيانات. اظهرت النتائج أن المجموعة التجريبية التي تستخدم المنهج التواصلي بمساعدة التكنولوجيا كان أداؤها أفضل من المجموعة الضابطة التي تستخدم المنهج التواصلي وحدها دون استخدام التكنولوجيا. بناءً على نتائج الدراسة الحالية ، تم اقتراح مجموعة من التوصيات من قبل الباحثين في نهاية الدراسة.

Abstract

The current experimental study aims at explore the effect of using Artificial Intelligence, more specifically, YouTube, to support the communicative approach to teach EFL learners the apology strategies. The sample of the study consisted of 50 male students from Al-Sadiq Al-Ameen Secondary School for Boys who were selected by the researchers in the second term of the academic year 2020/2021. Pre-post tests were used to collect data. T-Test and One-Way ANOVA were used to analyze the data. (Results revealed that the experimental group who use the communicative approach assisted with technology performed better than the control group who use the communicative approach alone without technology. Based on the results of the current study, a set of recommendations were suggested by the researchers at the end of the study).

Introduction

Teaching English as a foreign language or as a second language using the communicative approach depends on creating real-life situations that force the learner to use communication to achieve his goal. The teacher tries to use expected situations that the student will encounter in his daily life. The communicative approach does not resemble the audiovisual approach of language teaching, which is based on repetition and exercises. This approach focuses on the role of the students and not the role of the teacher and encourages them to create positions as a simulation of their daily reality so that they can visualize attitudes and reflect the responses of knowledge according to these positions instead of sitting as listeners only in the classroom without any understanding and activity.

Using the communicative approach to teach English as a foreign language or as a second language supports and enhances learning the language functions of the target language. This method is not based on grammar, but rather on communication that achieves proper understanding and proper use of language in contexts. For example, the listener's failure to understand the speaker's meaning leads to misunderstanding and leads to

problems of communication . (Miller, 1974; Thomas, 1983). Oxford (2000) explained that visual materials are an important element and tool that can create harmony between students and the educational methodology and materials used.

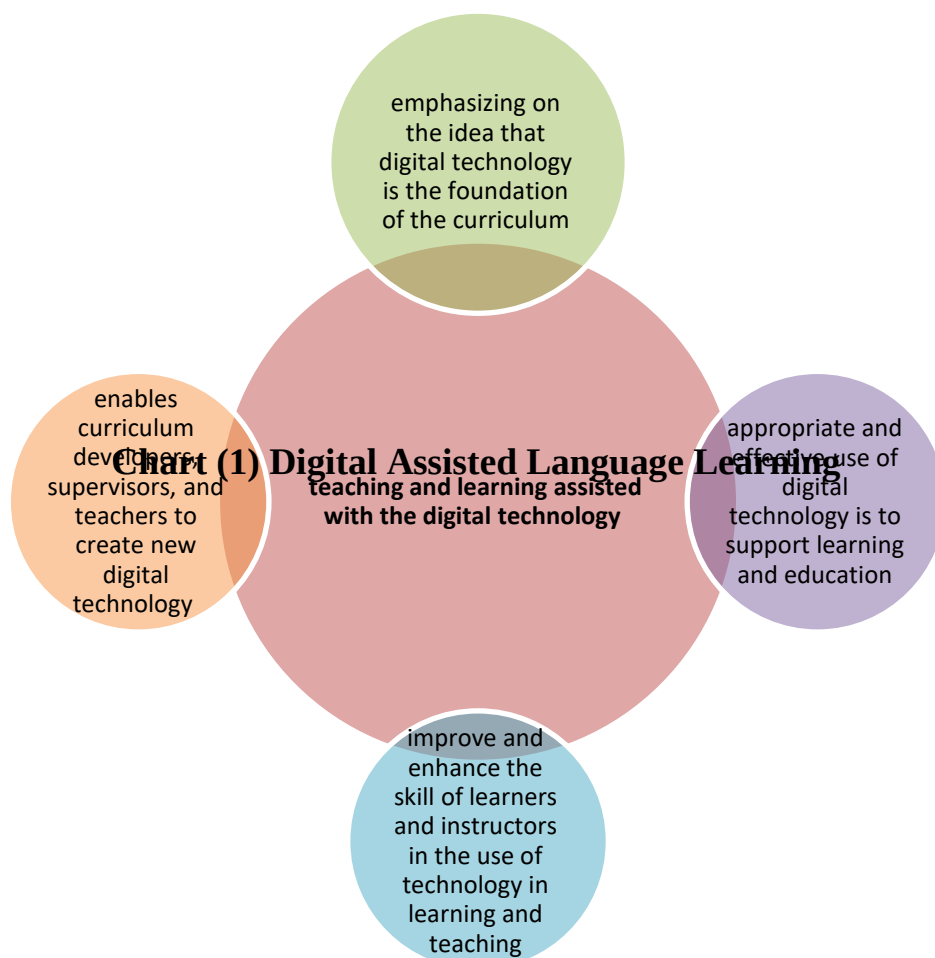
Developing the Students' Digital Skills Using Technology in Education

There has been growing interest in using technology in education as a key part of developing digital skills as a complement to basic English language skills. This new vision includes all classes of learners and does not specify a certain category only. The traditional vision of learning and education such as the ability to read and write has expanded to include understanding digital tools and information for learners (Laurillard, Derrick, and Doel, 2016). The digital strategy focuses on developing the skills of instructors and learners to raise their confidence and vision about the appropriate and effective use of digital technology is to support learning and education. The digital strategy helps to improve and enhance the skill of learners and instructors in the use of technology in learning and teaching. It also aims at emphasizing the idea that digital technology is the foundation of the curriculum. Abbas and Elttayef (2019) argued that “Using technology in education is not a new thing, what is new is how and what to use to develop EFL learners’ communicative language” (59). Al-Abdali (2016 a) emphasized on the idea that “using technology has changed teachers’ practices in teaching and learning because the classroom became more active, a like-life environment, and a student-centered rather than teacher-centered. Moreover, teachers’ roles changed from lecturers, all-in-all factors holders, the only facts tellers, information sources, and experts to observers, advisers, and facilitators. In addition, student’ roles changed from unreceptive listeners to main participants, the role takers, the action-doers, the role-play members, and occasional experts” (pp 46-47). Similarly, Elttayef (2016) emphasized that “With the rapid development of technology, foreign language classes are in need for adopting and utilizing different kinds of technology, in other words, technology should be brought into our classes as effective tools for second language learning and acquisition” (p.39).

In the same vein, Al-Abdali (2017 b) expresses that “over the past few years, new different types of methods-technology based had brought into

FL classes by many teachers depending on results of a number of researchers that emphasizing the important and the necessity of using technology in classrooms” (p.78). Al-Abdali and Al-Temimi (2018) stated that “Technology aided language learning has become a popular method of English classes, since it replaced the traditional teaching and learning with digital touch screen methods. Mobiles are the forms of the new teaching and learning methods. This opened the door for learners to get their learning outside and inside classrooms” (p. 143). According to Bataineh and Al-Abdali (2014), “The new forms of communication is becoming an integral part of modern life finding their place in the language classroom, offering new exciting modes of communication for engaging learners in authentic language learning experiences” (p. 160). Moreover, Bataineh & Al-Abdali (2015) argued that “The use of technology in English as a foreign language (EFL) in learning and teaching has International Journal of Education ISSN 1948-5476 2015, Vol. 7, No. 2 244 www.macrothink.org/ije included mobile phones, mobile-assisted language learning (MALL), computer-assisted language learning (CALL), CDs, DVDs, films, data shows, iPads, iPods, intranet, Internet, multimedia, etc. These types of technology can be regarded as effective tools in the educational operation (pp. 243-244). According to Al-abdali and Alzayadi (2020 a) who explained that “It is the responsibility of Ministry of Education to adopt using technology in the educational system in Iraq to help Iraqi EFL learners communicate successfully, in English, inside and outside classrooms because technology creates an authentic environment to enable learners study and learn English in an English-like community. It is justified that the use of technology in Iraqi education is much needed” (p. 1424). Besides, Julaid and Al-Abdali (2020 b) reported that “Instructional technologies provides the educational system with unlimited various tools and options that enabled learners and teachers in the process of language development” (p.4206). Furthermore, Al-Dulaimi and Al-Abdali (2021) confessed that “Utilization technologies in teaching English as a foreign language has confirmed its significance in conveying the knowledge for both the instructors and the learners. With the rapid shifting from old classes into technology-based classes, teachers and learners should be able to vary their communication knowledge and approaches of teaching” (PP. 26-27) Additionally, Habeeb and Al-Abdali (2020 c) argued that “The

modern application of technology represents an important evidence in contemporary English language teaching methods. Contemporary English language teachers should incorporate different kinds of technological aids to facilitate the delivery of knowledge” (p. 4847). In addition, it enables curriculum developers, supervisors, and teachers to create new digital technology that suits learners and instructors and contributes to the development of all learning and learning skills



YouTube and Clips

YouTube is regarded as one of the tools of education that contributes to the development of higher education (Bonk, 2009). English-speaking learners are increasingly using YouTube to learn English (Duffy, 2008). “YouTube provides quick access to language-based and culture-language lessons from all over the world” (Terantino, 2011, p. 11). In addition, YouTube provides a new tool to help change new educational environments (Kwan et al., 2008). Due to its ease of use and free use, many English language teachers started using YouTube as a tool to teach English by downloading and listening to educational passages. YouTube views reached to millions of different materials (Alhamami, 2002). Thus, YouTube as a digital tool for education is very important if it is used appropriately in EFL/ESL English language classrooms.

Adopting Culture in EFL/ESL Classes

Tomalin (2008), expresses the importance of culture in teaching a language and regarded it as the fifth skill. He explains that in addition to the listening, speaking, reading and writing skills, culture should be taught as a fifth skill.

The Necessity of Developing Pragmatic Competence

The speech acts studies provide the learners with new insights into the unavoidable relationship between linguistic forms and sociocultural contexts (Olshtain and Cohen, 1983). As for Rueda (2006, cited in Shokouhi and Rezaei, 2015), pragmatic should offer EFL students with linguistic tools to assist those students to learn and recognize the action in a proper manner

The Speech Acts of Apology

As long as the apology expresses the speaker's feeling towards the listener, the acts of apology can be considered as expressive speech acts. The speech

acts of apology aim at making a harmony or reestablish a relationship between the speaker, who is the offender and the listener, who is offended. (Searle, 1975). In the same vein, Holmes (1990) relates the speech act of apology to politeness believing that apology is regarded as a social act that aims to maintain good relations between participants. Holmes also adds that to apologize is to act politely, it is a matter of paying attention to the addressee's face needs. The apology is regarded as an act of regret used to express by the offender who feels that somebody has been offended. Apologies mostly did to alter a mistake. Thin such a case, the speaker must make the hearer feels that the speaker is sorry for an action Trosborg (1995, 373). Similarly, Blum-Kulka et al (1993) argue that the apology speech act determines to perform the verbal apology, the hearer should be willing to humiliate him\herself to some extent and confess the guilt and the responsibility for the violation. Hence, an apology is a face-saving act for the hearer and face-threatening act for the speaker.

The Relationship between Pragmatics and Culture and the Context

Fasold (2006) stated that "Pragmatics have a relationship between the sentences and their meanings, and the meaning that the speaker has in the context" (p. 170). Analyzing people's concepts is not an easy task. Therefore, it is very important to study a language through the pragmatism so as to people are able to express and understand other's expressions objectively (Shokouhi & Rezaei, 2015). In the same context, the pragmatic enables people to understand each other linguistically but at the same time, it needs to understand the meaning of the speakers and what is in their mind (Yule, 1996).

The Previous Studies

Al-Quraishy (2011) conducted a study to find out the types of apology strategies to be used by Iraqi students who speak English as a foreign language. The current study aims to identify the reasons for the failure to use these strategies. For this purpose, the completion test was applied to twenty-five Iraqi students who speak English as a foreign language. The

results showed that Iraqi students who speak English as a foreign language lack the knowledge of most of the apology strategies.

Aydin (2013) conducted a comparative study to identify the apology strategies used by Turkish, American English, and non-Native speakers in Turkey. The discourse completion test was applied to 29 English speakers, 30 Turkish speakers and 15 non-native speakers in Turkey to collect data for the current study. The results of the present study showed that non-native speakers showed similarities in their apologies for general strategies.

Farashaiyan and Amirkhiz (2011) conducted a study to identify and compare apology strategies used by Iranian students who speak English as a foreign language and ESL learners. A *Discourse completion tasks* questionnaire was used in this study and applied to 15 Iranian students and 15 Malaysian students. The results showed that there are similarities and differences in the use of apology strategies among Iranian and Malaysian students.

Salehi (2014) conducted a comparative descriptive study to identify and define apology strategies used by Iranian students who speak English as a foreign language and native speakers of English and to find out whether there is a difference in the use of strategies and to what extent or does inter-language differ from their use of these strategies A Discourse Completion Task (DCT) consists of five positions distributed to 21 Master students in Iran and sent via e-mail to 15 English speakers around the world. The findings revealed certain similarities and few differences in terms of the frequency and the type of strategies used by the participants in those situations.

Alsulayyi (2017) conducted a comparative study to examine the apology strategies used by 30 British native speakers and 30 Saudi EFL teachers using a Discourse Completion Task (DCT). The study considers expressions of regret based on gender, cultural differences and severity of the offense. The findings show different ways of using apology strategies by the two investigated groups based on the variables considered. Finally,

the study concludes with some pedagogical implications for EFL teachers in the Kingdom of Saudi Arabia (KSA).

Questions of the study

1. Is using the communicative approach valid in teaching the EFL learners the speech acts of apology strategies in the cultural and pragmatic contexts?
2. Is using instructional technologies (YouTube, Clips, and Movies) support the communicative approach to teach EFL learners the speech acts of apology in cultural and pragmatic contexts?
3. In which apology strategies (an explanation, an expression of apology, a promise of non-recurrence, an offer of repair, and an acknowledgment of responsibility) did the experimental group develop more as a result of using the communicative approach assisted with technology?

The Hypothesis of the study

1. The communicative approach is valid in teaching the EFL learners the speech acts of apology in the cultural and pragmatic contexts.
2. Instructional technologies support the communicative approach to teach EFL learners the speech acts of apology in cultural and pragmatic contexts.
3. The experimental group students developed all the apology strategies (an explanation, an expression of apology, a promise of non-recurrence, an offer of repair, and an acknowledgment of responsibility) as a result of the using the communicative approach assisted with technology.

The aim of the study

The current study aims to bring light to the differences between teaching with the communicative approach using YouTube and Clips and teaching with the communicative approach alone without any kind of technology. This study aims at investigating validation of using the communicative approach alone without any kind of technology in teaching EFL learners the speech acts of apology. It also tends to explore if using instructional technologies is useful to teach the EFL learners the speech acts of apology.

The significance of the study

After reviewing the previous literature, the researcher believes that this study is the first study in Iraq, which examines the use of the communicative approach hand in hand with the use of educational technologies to teach apology strategies for secondary school students. The results of the present study will contribute to supporting the academic literature on teaching methods, teaching techniques, and linguistics. The results of the present study are important for teachers, researchers, supervisors, and students to help them learn about the problems that hinder learning and understanding the teaching of English language materials.

The sample of the study

The sample of the study consisted of 50 male students from Al-Sadiq Al-Ameen Secondary School for Boys during the second semester of the academic year 2018/2019 (See Table 1). To achieve the purpose of the study, the researcher divided the study sample into two parts: the first section consisted of 25 students and was considered as a group of experiments, while the other 25 students was considered as a control group. The experimental group studied the apology strategies using the communicative approach supported by instructional technologies, while the students of the control group studied the apology strategies using the communication approach alone without using any kind of instructional technologies.

Table (1): The Study Sample Distribution

Group	Method of Teaching	Number
Experimental	Communicative Approach Assisted with Technology	25
Control	Regular Communicative Approach (without tech.)	25
Total		50

The problem of the study

Despite the fact that teachers use the communicative approach which is the most successful and effective method of teaching English, but students still

suffer from not understanding the educational materials and they are still unable to communicate appropriately. Although the roles are shifted from the teachers to the students in the communicative approach, this does not mean that students can read, write and speak fluently. The students' problem is not solved, students are still passive listeners and the teachers are organizers, observers, and facilitators. Therefore, the researcher tries to use educational technologies such as YouTube, movies, and clips to create real-life situations for students to understand the functions of language and use them in the required context because these educational techniques help them to see how the native speakers use the apology strategies in their daily life. Therefore, the researcher believes that the use of the communication approach alone in classrooms is not enough, it must be supported by many instructional technologies i.e., YouTube, movies, and clips, etc. to strengthen and support learning and perform better in the English language.

Data collection

Instruments

Two instruments were used by the researcher to collect data. An oral and open-ended question tests were used. The oral test was applied through an interview with the participants. Whereas, the open-ended questions were applied through responses to different situations through writing. The researcher used YouTube, movies, and clips as tools for data collection. According to Snelson and Perkins (2009), YouTube is regarded as a new method and tool to get a lot of information in a short time and in an easy way without a need for special skills and, also it is free.

The Validity of the test

A team of five professors and doctors who are specialized in linguistics, applied linguistics, and computer-assisted language learning (CALL) revised and modified the instrument regarding the content, time is given, spelling, grammar, marks distributions, and style. Therefore, the instrument was written in the final form based on those experts' suggestions, opinions, and directions.

Reliability of the instrument

To ensure the validity of the test, the researcher used the test-retest technique to ensure the validity of the test. The test was applied to a group of 10 students who were excluded from the actual sample of the study. Two weeks later, the same test was applied to the same group on the same conditions to see if there are any differences in the students' mean scores.

Variables of the study

The study has the following variables:

1. The independent variable of this study is the teaching method which includes:
 - a. teaching the apology strategies using YouTube, Clips, and Movies, and
 - b. teaching the apology strategies using the regular communicative method.
2. The dependent variables are students' scores of both groups (experimental and control) in the post-test and in each apology strategy.

Suggested Material hand in hand with the Official Prescribed Textbook

The prescribed textbook did not contain all the apology strategies which the researcher would like to investigate, therefore, the researcher and with the help of many experts in linguistics designed a suggested material containing some information from the originally prescribed textbook and some other information from other sources (internet, articles, books, and Ph. D. dissertation s and MA. Theses. The suggested material covered all the apology strategies. Both groups (experimental and control) studied the same suggested material which was loaded with various apology strategies (Cohen and Olshtain, 1983), but it was presented in different methods.

The Apology Strategies

The researcher followed Cohen and Olshtain's (1983) model of apology strategies. They divided the apology strategies into the following:

1. Explanation
4. Expression of apology
5. Promise of non-recurrence
6. Offer of repair
7. Acknowledgment of responsibility

Findings of the study

An oral and open-ended question tests were given to the experimental groups at the beginning of the second semester of the academic year 2017/2018. The researcher used SPSS Software (Means, standard deviations, T-tests, One-Way ANOVA and Scheffe) to find any significant differences in the posttests between both groups of the study.

To determine the difference in the means of the scores of both groups, a pre-test was administered at the beginning of the second semester of the academic year 2017/2018 to determine both groups' knowledge in apology strategies before conducting the experiment.

Table 2: Means and Standard Deviation of both Groups on the Pre-Test

Group	Mean s	Std. Deviation	T	DF	Sig.
Experimental	45.90	15.33	0.25	31	0.69
Control	44.65	15.92			

According to table 2, the results of both groups are equivalent. In other words, it was clear that students' knowledge of apology strategies of both groups was before starting the experiment. Accordingly, the difference between the scores of both groups on the pre-test was not statistically significant. Table 2 shows the absence of statistically significant differences at the level of significance 0.05 in the apology strategies due to the method of teaching. The findings revealed that the scores of the student for both groups in the apology strategies were almost equivalent in the pre-test before applying the experiment.

Findings related to the first question

The first question of the study was (Is using the communicative approach valid in teaching the EFL learners the speech acts of apology in cultural and pragmatic contexts? To answer this question, means and standard deviations of the two groups for the method of teaching were calculated

(see Table 3). To measure changes in the whole students' apology strategies knowledge as a result of using the communicative approach assisted with technology and a regular communicative method, and by using appropriate statistical means, the study found out that there is a significant statistically significant difference in the speech acts of apology of the experimental group in the post-test. Based on this result, the first hypothesis of the study " The communicative approach is valid in teaching the EFL learners the speech acts of apology in cultural and pragmatic contexts. " is confirmed. Table 3 revealed that the mean scores of the experimental group in the post-test were higher than of those of the control group. These differences may be attributed to the new method of teaching the speech acts of apology strategies using the communicative approach assisted with technology.

Table 3: Means and Standard Deviation of Both Groups on the Post-Test

Group	Mean s	Std. Deviation	T	DF	Sig.
Experimental	73.30	16.88	4.34	31	0.00
Control	47.65	15.98			

Table 3 shows that there is a statistically significant difference between the performances of the two groups on the post-test. This difference indicates that using the communicative approach assisted with technology has a positive effect on their apology strategies learning. The mean score for the experimental group is 73.30 while 47.65 is for the control group.

Findings Related to the Second Question

The second question of the study was (Is using instructional technologies (YouTube, Clips, and Movies) support the communicative approach to teach EFL learners the speech acts of apology in cultural and pragmatic contexts? After analyzing the data, results showed that using technology in general and using (YouTube, Clips, and Movies) in particular has a positive effect on the performance of the experimental group. In other words, the experimental group performed better than the control group on the posttest. The researcher attributed the development to the use of the new method of teaching that is using the communicative approach assisted with

technology. More specifically, teaching with the communicative approach is not enough and fruitless unless it is supported by suitable instructional technologies. Accordingly, the second hypothesis of the study “Instructional technologies support the communicative approach to teach EFL learners the speech acts of apology in cultural and pragmatic contexts” was also confirmed based on the results of the study.

Findings Related to the Third Question

The third question of the study was (In which apology strategies (an explanation, an expression of apology, a promise of non-recurrence, an offer of repair, and an acknowledgment of responsibility) did the experimental group develop more as a result of using communicative method assisted with technology?

To answer this question, means, One Way ANOVA, and standard deviations of the two groups for the method of teaching were calculated (see Table 3). To measure changes in the whole students' apology strategies knowledge as a result of using the communicative approach assisted with technology and a regular communicative method, and by using appropriate statistical means, the study found out that there is a significant statistically significant difference in the speech acts of apology of the experimental group in the post-test.

Table 4: Means and Standard Deviation of Both Groups on the Pre-Post Tests

The Apology Strategies	Te st	Experimental group			Control group		
		Me an	Std. Deviat ion	Sig.	Me an	Std. Deviat ion	Sig.
Explanatio n	Pr e	10.25	4.33	0.00	8.40	3.87	0.32
	Po st	15.30	5.25		9.33	2.56	
expressio n of	Pr e	8.11	1.09	0.00	8.97	1.36	0.65

apology	Post	15.66	2.43			9.86	1.95		
promise of non-recurrence	Pre	8.18	1.43	0.00		9.43	1.23		0.19
	Post	15.02	1.66			8.95	1.48		
offer of repair	Pre	9.86	1.32	0.00		9.00	1.90		0.86
	Post	12.72	1.11			10.24	1.76		
acknowledgment of responsibility	Pre	9.50	1.58	0.00		8.86	1.21		0.37
	Post	14.60	1.93			9.40	1.67		
The average score out of 100%	Pre	45.90	13.67	0.00		44.65	11.99		0.47
	Post	73.30	14.24			47.65	12.43		

According to Table 4, the experimental group developed in the strategy “expression of apology” more than the other four strategies, the mean scores were 15.66% out of 20.00%. This means that YouTube and Clips have a great effect on enhancing the communitive approach to teach the speech acts of apology strategies. Regarding the strategy “explanation”, it is in the level two among the strategies that developed by the experimental group where the mean scores were 15.30% on the posttest in comparison with their scores in the pretest 10.25%, this development is attributed to the communicative approach enhancement with YouTube and Clips. The third one is the strategy “promise of non-recurrence”, the experimental group scores were 15.02% higher and better than their scores on the pretest 8.18%. According to the results, “acknowledgment of responsibility” strategy came in the fourth level of knowledge developments, the scores were 14.60% compared with the scores 9.50% on the pretest. And finally,

the apology strategy “offer of repair” the experimental group students achieved better results on the posttest where the scores were 12.72% as compared with the pretest results 9.86%. Accordingly, the third hypothesis of the study " The experimental group students developed all the apology strategies (an explanation, an expression of apology, a promise of non-recurrence, an offer of repair, and an acknowledgement of responsibility) as a result of using communicative method assisted with technology, and according to the obtained data analysis results, is confirmed.

Conclusion

Currently, the communicative approach has become more valued and widely accepted and used in language teaching settings, the focus has shifted towards the improvement, support, and enhancement of communicative competence. This shifting includes teaching the pragmatic and cultural competencies for the learners. Consequently, focusing on teaching pragmatics and cultural materials has been in increasing demand. To be able to teach better and to cover all the pragmatics and cultural materials successfully, it is necessary to understand the cultural differences and pragmatic patterns of the languages so that teachers can understand this specific area of teaching. To do so, there is a need to utilize technology in teaching such as You Tubes and Clips to teach pragmatics and cultural materials, especially, the speech acts of apology, effectively to enhance the teaching with the communicative approach which is improved to be not very valid alone without using technology. Technology, currently, become a vital tool for online, distance, and face-to-face learning. After analyzing the differences between the experimental and control groups students, it was clear that the experimental group students performed better than the control group students in using the apology strategies. The experimental group students developed their ability to learn and use the apology strategies after using You Tubes and Clips which show them ways of apologizing and when/where to apologize.

Recommendations

The study is limited to the speech acts of apology, more specifically, it is limited to the apology strategies. Accordingly, it is recommended to study

the other aspects of the speech acts such as to request, refuse, thank, congratulate, etc. It is also recommended to investigate other types of instructional technologies to develop, on one hand, the speech acts aspects and, in another hand, to develop the process of teaching The English language on a deeper level to achieve a better understanding. Also, variables such as social class, gender, and age can be potential research areas for further studies. Also, each semantic formula can be studied individually and learners' performances can be investigated in a longer period at university and schools levels respectively.

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