

English - ELT Through Islamic Lecturing Videos on YouTube

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ELT through Islamic Lecturing Videos on YouTube: Current Trend of Foreign Language Teaching in Global Era

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Abstract

This study reveals certain ways of transmitting Islamic values to English learning at Islamic universities in Indonesia. YouTube as a useful learning resource in learning English, it is also important to know that YouTube integration in learning in the classroom as well as outside the classroom is a new model in developing students' English language skills in addition to knowing and deepening their religious knowledge (optional content). Thus, the synergy of language and cultural roles in ELT teaching can be done through an autonomous learning strategy such as listening while internalizing religious values in Islamic lecture videos delivered in English. This can contribute significantly to the development of language mastery and student motivation in learning English in addition to deepening their transmitted religious values.

Keywords: language and culture; ELT; transmission of Islamic values; video; YouTube

1. Introduction

In today's contemporary era, English has been developed through a variety of existing social media, consequently any new introducing learning method can be delivered uniquely in addition to following the flow of development without exploring the learning substance. YouTube is one of the social media found, developed and sought by today's society. At a certain level, YouTube provides access to foreign language learners (Terantino, 2011). That is, YouTube is considered as the right solution and feasible if it used as one of the medium of Teaching English (ELT), therefore choosing YouTube as the basis of learning English will be very easily accessible by the academicians in addition to have much in demand by modern society today. YouTube-based learning studies in the last decade have been largely undertaken by observers of language education (Fleck, Beckman, Sterns, & Hussey, 2014) or for those who give special attention and are interested in English. The ease with which YouTube can deliver direct learning to students by means of interacting with the programmed subjects; this system is called teaching through multimedia medium.

YouTube-based learning is a learning program using a computer or smart phone that connects to the internet so that this learning is universal and accessible to people across regions and countries. YouTube is an online material resource that contributes significantly to students' teaching and learning processes. In the current context, the

existence of YouTube has evolved into a platform of sharing ideas and important moments and information that can be utilized by different levels of society. Networking sites in addition to providing facilities for daily sharing video, however, in its development significantly assist students in improving understanding and their performance in English lessons. The author is being aware in her simple observation that learners are able to obtain positive indicators through videos relevant to their English learning needs (cf. Maness 2004). Moreover, using YouTube videos as a means of teaching English classes as additional material can significantly provide students with good insight and knowledge. In a certain stage, learning through YouTube increases students' interest and learning process shall be more fun and meaningful. In addition, it gives students the opportunity to memorize their lessons more easily.

In general, people learn English because they feel that English proficiency benefits important to international communication and travel. As teachers in the field of English, we often find the underlying reasons why students choose English courses, most of which reveal that they only want to learn to speak, read and write languages effectively anywhere and anytime, which one day can be used as soft skills to fulfill the demand in seeking for jobs (Harmer, 2010, p. 11). In its development towards the world of education, audio-visual material is considerably important and helpful in stimulating and facilitating foreign language learning. According to Wright (1976, pp.1) there are many media and visual styles that are useful for language learners. That is, all audio-visual materials have a positive contribution to language learning as long as they are used at the right time and context. In the process of learning and teaching, learners optimally focus on their visual and audio capabilities; however, this visual ability is also the most fundamental in learning process. River (1981, pp.399) additionally argues that the ability to adapt to online media clearly contributes to the understanding of other cultures by providing understanding contacts with cross-country language speakers, especially through audio and visual means.

This article purposes a new introducing teaching model in English that leverages multimedia sophistication like YouTube. This article intendedly wants to answer a number of important questions, such as how effective learning of multimedia based on YouTube multimedia? To what extent do English teaching methods through Islamic lectures on YouTube attract students' interest in learning?

35 **1.1. Objectives of the Study**

This study aims to achieve a number of specific goals that are expected to be useful not only for lecturers and students, but also to the teaching process of Language within a concept of 'autonomous learning'. In this case, the English learning system on YouTube introduced into a classroom shall give students the opportunity to develop their English language potentiality that they learn through listening and understanding of religious values, in addition to improving the students' spiritual qualities. Another objective is to use YouTube videos for language communication between students and

give them authentic situations and conversations ³⁴ to gain a better understanding of the English and Islamic lessons. The ultimate objective is to help lecturers completing their task of guiding the learners into a more effectively and efficiently language teaching processes. In addition to train lecturers' digital skills on how to use technology in observing the English lessons.

1.2. Hypothetical Underpinnings

The basic thing that lies behind the author's model to discuss the topic and the model of this learning is because the use of YouTube website is currently in great demand of modern society, in addition to free access, and ease of use. Therefore, many lecturers can use website video to teach English. YouTube has become one of the most popular websites in the world (Alexa 2011). Many students around the world love the autodidact learning of language videos, in addition to being accessed repeatedly. For example, an English motivational lecture ²⁶ video entitled "Don't be Sad: Allah Knows", accessible on the YouTube web at URL: <https://www.youtube.com/watch?v=5pyZkY93B2A&t=380s>. Another reason is because of the general concern that students face when learning in the traditional way. As an illustration, teaching English lessons may be complicated, seem boring and learners need a method to simplify the lesson to better understand it. Also, students may feel disinterested in the classroom because learning is done in a traditional way and is not accompanied by media that motivates student interest. In other words, students in general are still faced with difficulties in learning and teaching in a traditional way; whereas they may be more eager to learn English with other methods. However, through YouTube video learning, students gain many advantages and motivations that make the learning process more active. In addition, this medium can also be used by students to engage in new teaching methods. Furthermore, this can be a useful tool for lecturers who can apply it to any subject. To my knowledge, no study has discussed the effectiveness of using YouTube videos to teach English in the classroom. According to Terantino (2011), many researchers observe that there is a lack of research on the influence of YouTube videos on learning English. Some still have limited research that explains an effective way to combine web-based applications into foreign language instruction. In addition, language teachers may not have sufficient background or knowledge about the positive impact of YouTube videos for teaching purposes.

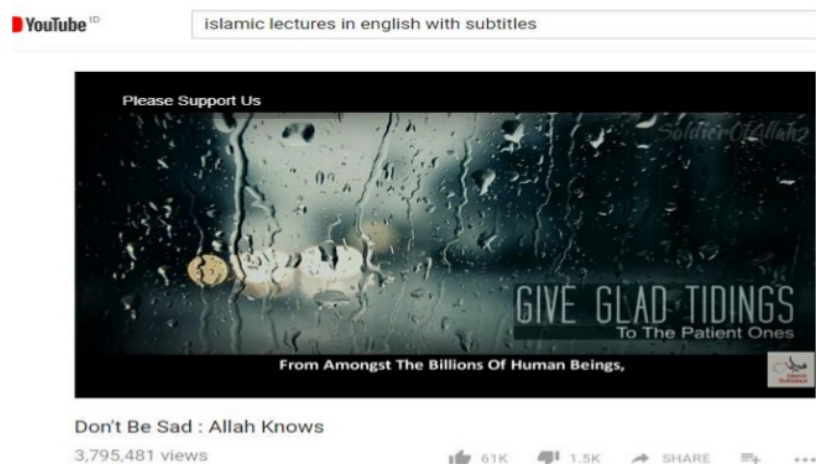


Figure 1. An example of the English Motivational Islamic Lecture Video

Academically, when Indonesians learn English as a foreign language at school, they are inevitably confronted with culture. It is the duty of the lecturer to equip students with information about the underlying culture so that they will be ready to interact with native English speakers. Lecturers must be aware of cross-cultural understanding that is important for cross-cultural communication. Lecturers not only teach the linguistic aspects of English without teaching culture at the same time. Thus the teaching of language structures and cultural conventions should direct students to gain better linguistic and cultural sensitivity. To achieve this goal, my review attempts to explain the need to understand the cultural aspect in the context of teaching English through an Islamic lecture with the English subtitles. This includes the importance of teaching culture, which culture is being taught in ELT classrooms, some cultural aspects related to ELT, and the application of integrated teaching the English language and culture in Indonesia.

2. DISCUSSION

2.1. Literature Review: Cognitive Theory of Multimedia Learning (CTML)

Richard Mayer (2005) proposed Multimedia Learning Theory which in his opinion the use of multimedia in learning can improve the functionality of one's brain. It is based on a view and the theory that effective learning involves the use of images and words. Multimedia is defined as the use of text and images or visual and sound or a combination of visual and auditory cues (Mayer, 2005). According to theory, one of the main purposes of teaching using multimedia is to encourage learners to build a coherent mental representation of the material presented. Students are advised to be able to understand the material presented as active learners, leading to the acquisition of new knowledge (Mayer, 2003). Mayer (2010) argues that meaningful learning of words and images occurs when learners are involved in five cognitive processes. Among these

cognitive processes are selecting relevant words to be processed in verbal working memory as well as relevant images for processing in visual working memory, arranging selected words into verbal models as well as selected images into pictorial models and finally integrating representations verbal and pictorial to each other. and with prior knowledge. To connect Multimedia theory with this research, multimedia helps in creating learning that is more meaningful than memorizing. Adapun who synergize in this study is the lecturers can integrate YouTube in the English language teaching classroom and improve the language learning experience of students in addition to increasing their vocabulary knowledge through Islamic English lectures.

The large number of videos available on YouTube requires lecturers to choose carefully. According to the video to function as a productive part of the learning experience, however, it is important for the instructor to consider three elements for video design and implementation, ie cognitive load, non-cognitive elements affecting engagement and features that can motivate enterprising students in learning.



Chart 1. Video Components of Effective Education (Brame, 2015)

The first important aspect is the cognitive load associated with sensory memory gather information from the environment. Another important aspect of making educational videos is incorporating elements that help encourage student engagement. If students do not watch videos, they can not learn from them. Then the latter is an active learning where teachers to help students get the most out of educational videos, it is important to provide tools to help them process information and to monitor their own understanding. In this discussion, some aspects that teachers should consider in using YouTube-based Arabic learning are: 1. Video availability Teacher's job is to monitor the availability of video as some videos are only available for a certain time range (Burke & Snyder, 2008). 2. Quality of content Educators should pay attention to the date of the video to know that the information in the video is not out of date (Freeman & Chapman, 2007). In addition, it is also important to pay attention to the quality of the content because often the video is made without limit. Often videos also violate courtesy rules for displaying obscene videos (Agazio & Buckley, 2009).

⁴
2.2. The Importance of Online English Learning

Today, information technology (IT) is transforming into an effective and significant tool in promoting the quality and efficiency of education used. The development of the functions and objectives of this technology can be quickly adapted to human needs, thus producing lesson patterns that are not only interactive and creative but also active and inclusive. Educational research has shown that innovation leading to change in the education system without expertise and acceptance is generally rarely sustainable (Green, 1997). The emergence of new phenomena and the impact of information technology on various aspects of life is something that can not be denied again, some fundamental changes that occur in the community realize the existence of connectedness. This phenomenon demands that extraordinary speed has easily satisfied human needs and answers all the challenges of human life's complexity. Recent advances in industry and information; such as almost every local and interlocal institutions provide information network logging system and even so the emergence of local, national, regional and international terms influenced by human thinking in using internet access: multimedia; new communication technologies, tools and techniques facing designers, planners and managers as well as executives have educational programs. The introduction of new information technology to education centers (schools and universities) and even homes, simple relationships between teachers and students, as well as faculty and students have changed overall. Thus, the traditional learning model changes with the amount of information and knowledge received. Currently widely found from leading countries in the field of telecommunications, in creating and launching, university-based education and virtual learning or the transformation and development of traditional systems to virtual learning via the Internet can be effectively used. Even in Indonesia alone, both the assessment and application of learning models berbasis internet videos have not been found.

³² Multimedia can be used effectively for learning purposes (Burden and Byrd, 1999). The use of multimedia in teaching and learning not only increases students' interest but also allows students to enjoy learning. Furthermore, Cairncross and Mannion (2001) show that multimedia has the potential to create a high quality learning environment. Key elements of multiple media, user control over information delivery, and interactivity can be used to improve the learning process of creating an integrated learning environment. Multimedia-based learning is becoming increasingly popular among people who have known the virtual world. Although it has limitations, because of course learning through multimedia and internet should not eliminate the elements of traditional learning such as face-to-face interaction between faculty and students. For example, the information contained on the internet is unlimited and constantly evolving.

2.3. Video as a Visual Aids

The term 'visual aids' can be explained through several applied examples such as films, slides, pictures, videos, graphics, and other devices involving the sense of sight

(other than books), used in teaching, illustrating lectures, etc. (Webster's New World College Dictionary, 2010). There is no doubt that the visual aspect becomes an important component in language learners from generation to generation. Visual aids or visual vehicles consisting of presentation, training, and teaching of language have existed and developed since the 1920s and 1930s, from film strips, drawings, slides and circumferential objects.

²³
The use of video in ¹⁰teaching English classes has become a common practice in language teaching. Today, ³⁶internet facilities and the availability of different technologies have made it easier for lecturers to ¹⁰work. Lecturers can download or watch (live streaming) various videos suitable for ¹⁰learners from the internet. Because there are thousands of videos that can be used as a reference in language teaching, even lecturers are able to easily select the shared videos according to learning needs. Videos can facilitate language teaching in a variety of ways. This can make the classroom becomes more interesting. In addition, it helps students to generate ideas for discussion. The least can make the class more interactive and effective (Al Mamun, 2014a, p. 10).

Using video in language teaching inspires authentic language tastes to learners. In addition, using video-related content helps learners to generate drafts of ideas and in-depth thoughts on the subject matter. In addition, students can concentrate on the use of context ³¹language in video along with non-verbal language features that help them ¹⁷in gaining a better understanding of the use of the target language. Usefulness of the use of video in language teaching which states that the video provides a stimulus to the learner who facilitates an opportunity for ¹⁷learners to obtain subject background schemata. Also the use of video helps students to have an idea of the stress patterns and rhythm of the target language (Al Mamun, 2014b, p. 10).

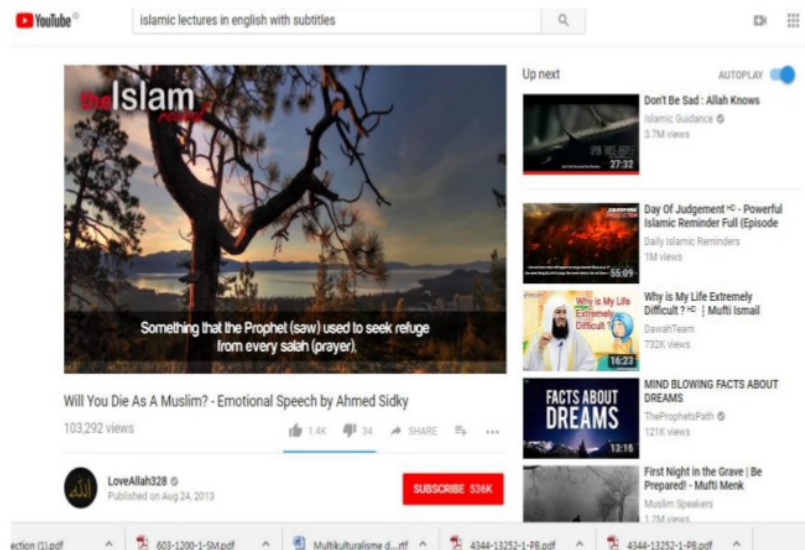
2.4. Implications of English Learning through Online Video

The significant advantage that can be gained from ¹⁰using video as a learning medium is because it provides authentic language input ¹⁰. Movies and TV programs are oriented to native speakers, thus, at a certain level, the video provides authentic language input (Katchen, 2002). That is, it is clear that the practical implications of using video in learning in any classroom environment can be easily used; teachers can be directly ²⁰involved as tutors in the process whenever they want; can stop the video, start and rewind to repeat it several times if necessary according to the learning needs. As for every language fragment selected and discussed in a YouTube lesson on an English lecture video can be effectively applied. To get students pay attention to a particular point in the program, the lecturer can adjust the sound and video velocity or silence. In addition, learners can concentrate on the language in detail and interpret what ³⁰has been said, repeat it, apply the reply and so on. Students can also concentrate in detail ³⁰on visual instructions such as facial expressions, clothes, gestures, postures and environmental details in audio-visual learning via YouTube. Even without listening to spoken language, the meaning of language can be captured by the visual aspect alone, which is the most

important part of the video methodology. Another thing to focus on is that in learning a foreign language, interpreting the subject's attitude in the video is very difficult because the facts show that the listener concentrates on the verbal message, not the visual clue in interpreting the meaning of communication. Language learning through video allows students to conclude attitudes. Rhythmic hand and arm movements, head nods, head movements relate to message structures. In addition, students have a general idea of the culture of the target language. It may be fun for learners to have something different in learning a language other than textbooks and cassettes to listen to. On the other hand, in addition to expenses, the loss of the video must also be taken into account. The main disadvantages are cost, inconvenience, maintenance and some cases, technological fears. In addition, sound and vision, the quality of copies or materials produced at home may not be ideal. Another important issue in this regard is that teachers should be trained in using and utilizing internet facilities such as video learning. Otherwise, language learning becomes tedious and applied as if aimlessly.

2.5. Some of the Technical Implications of Video-Based Learning

It is easy for a group of imaginative lecturers with experience in using video in English teaching to compile a list of different ways using video instructional method in the classroom. Video-based language learning has been widely studied in various types and research methods. Canning-Wilson (2000) argues that as a foreign language educator, we should not lose sight of the educational goals that exist in the language class although it may be a popular means applied to students. To get successful results in language teaching using video as an aid there are several techniques that must be mastered by both students and students.



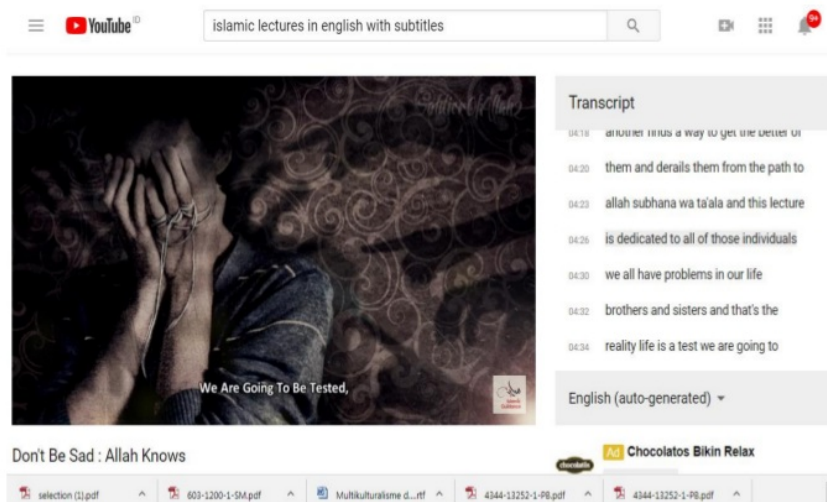


Figure 2. Learning English through video lectures in English

TECHNIQUE	IMPLICATIONS IN CLASS ACTIVITIES
ACTIVE VIEWING	Watching actively can increase student enjoyment and satisfaction and focus their attention on the main idea of the subject described in the video. Before starting the presentation, the lecturer writes some basic questions on the board about the discourse discussed in the video so that the students get an idea of the content. After viewing the question, the students then answer the questions verbally, or they are called upon to record while watching. In order for students to gain a more detailed understanding, lecturers should provide a guide or guide in watching and listening and occasionally explaining certain terms or special language features. However, it should be remembered that the level of student understanding should be taken into account.
FREEZE FRAMING AND PREDICTION	Occasionally lecturers lay off video framing by pressing the pause button or whale on a video that has been downloaded or streaming life on YouTube. If the video played is not only about textual information written as subtitles, but also about body language, facial expressions, emotions, reactions, and character responses. Occasionally lecturers stop the video when he wants to examine in more detail the words and expressions about moods and emotions, as well as the significance of the text in order to obtain certain questions, this is certainly based on the idea that students will be interested in learning the language conveyed through an in-depth understanding against the text content.

SILENT VIEWING Because video is an audiovisual medium, sound and images are separate components. Watching silent viewing, arousing students' interest, stimulating thoughts, and developing their anticipatory skills towards the discourse that is conveyed in the video. In watching closely, the video segment is played with sound off using only images. This activity can also be a prediction technique when students watch the video for the first time. One way to do this is to play the video segment silently and tell the students to observe the behavior of characters and to use their predictive power over new words delivered and how to pronounce them. Then the lecturer presses the pause button at the interval to stop the screen image and asks the student to guess the meaning on certain terms without having to open the dictionary. Finally, the video segment plays back in a voice so participants can compare their impressions with what actually happens in the video.

**REPETITION AND
ROLE-PLAY**

When there are some difficult language points on the discourse presented in the video, slow repetition is an important and necessary step in a communicative-based learning process. Certain topics conveyed in the video are played with certain pauses for repetition either segmentally or per-expression. If at this stage the student is known to have a clear understanding of the discourse presented in the video, they are asked to explain the repeated part or fragment of the language or sentence. After students become confident about the learning materials they are doing, they will develop their own vocabulary and language structure. Role-play involves students as active participants. Because each student plays a defined role, he becomes increasingly involved. This activity also helps students to better understand the discussion of discourse in the text and they will be more able to respond to a problem wisely. In other words, role play is a communication activity in language activities, it gives students the opportunity to apply what they learn.

**REPRODUCTION
ACTIVITY**

After the students are shown segments in the video, they are asked to reproduce ²⁰at the subject or speaker is saying, to describe what happened, or to write or retell what has happened. This activity encourages students to try their knowledge. This will be useful for students who want to practice certain English-language topical communication, although in practice it is not uncommon to find errors in pronunciation, grammar construction and limited vocabulary mastery, so in this case it takes lecturer participation in guiding students.

**DUBBING
ACTIVITY**

This activity can be done when, if known through certain indicators, requires the necessary language competence. Then also on the segment of this activity, students are asked to fill in the dialogue that was lost after watching the video episode without the sound of the voice. This can attract students' interest and can create a fun learning English situation in addition to learning religious values through an English

	speaking lecture accompanied by an English subtitle.
FOLLOW-UP ACTIVITY	It is essential that English teaching through video review should lead to follow-up activities as a basis for further oral practice. Discussions stimulate communications built by students, and assist them in achieving the success of communicative practices. Through follow-up activities, students have the opportunity to develop sharing and cooperative skills.

3. Conclusion

Trends in learning in the global era that show the involvement of Information and Communication Technology (ICT) in educational action, which can thus be realized through the utilization of social media, especially YouTube. In the field of English language teaching, YouTube provides a variety of learning resources that can be benefited to improve students' English language skills through Islamic-themed videos. In addition, the entertaining atmosphere because of YouTube's features can also foster students' learning motivation. Besides YouTube as a useful learning resource in learning English, it is also important to know that YouTube integration on learning in the classroom and outside the classroom is a new model in developing the potential of students' English language skills in addition to knowing and deepening religious knowledge (optional content). Thus, the synergy of language and cultural roles in ELT teaching can be undertaken through an autonomous learning strategy such as listening while internalizing religious values in Islamic lecture videos in English. This can contribute significantly to the development of language mastery and students motivation in learning English in addition to deepening the transmitted religious values.

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PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12
