

THE EFFECTIVE USE OF YOUTUBE VIDEOS FOR TEACHING ENGLISH LANGUAGE IN CLASSROOMS AS SUPPLEMENTARY MATERIAL AT TAIBAH UNIVERSITY IN ALULA

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ABSTRACT: *Technology plays an important role in people's day-to-day life and can be used effectively for various aspects in education. The YouTube website is regarded as one online material that can be integrated into traditional English lessons. It is also considered a source of online material that can play a vital role in the teaching and learning field. This paper sheds light on a new mode of teaching English courses and examines the effective role of the multimodal text found in many YouTube videos for teaching English inside the classrooms as supplementary material. This study concluded that YouTube could be a good material to incorporate English lessons and can also help with understanding the lesson. It found that the use of YouTube can play a vital role in helping pupils understand their English lessons, improve their performance, and advance their understanding of English. Additionally, the multimodal text in YouTube can play a leading role in helping learners understand their English lessons. However, this paper included a number of recommendations according to the study findings. It also recommended some future research, particularly to explore students' attitudes towards the use of YouTube and the negative concerns that pupils may have while learning new languages by using YouTube or teachers' experiences with using YouTube videos.*

KEYWORDS: YouTube website, Multimodal text, Supplementary material, Authentic videos, Online materials, Traditional.

INTRODUCTION

Technology plays a vital role in societies and it can be used for many aspects of daily life. For instance, many people use technology to conduct activities and work like searching for a job, completing business transactions, or gathering information. In fact, technology can offer learners many online materials, such as websites for learning, and provide them an incredible source of information. However, there are a significant number of online materials that can be integrated into traditional English lessons, such as the YouTube website. YouTube is considered a source of online material that can play a key role in the teaching and learning field. It has become more popular with people, particularly among adults. This website can provide students with everyday videos and authentic situations that may help them improve their understanding and performance in English language lessons. As many researchers have observed, learners can gain positive indicators when they watch authentic and real-life clips (Maness 2004). Using YouTube videos to teach English classes as supplementary material will provide learners with good understanding and knowledge of their lectures. In addition, it is likely to make the learning process more fun and meaningful. Furthermore, it gives students the opportunity to memorize their lessons more easily.

The purpose of this paper is to shed light on a new mode of teaching English courses and examine the effective use of YouTube videos for teaching English language in classrooms as

supplementary material. It also tries to answer some questions; namely, is it helpful and useful to use YouTube as an additional tool for teaching English in classrooms? What successes can be achieved by using YouTube inside classrooms? To what extent can multimodal text in YouTube videos improve students' understanding of and performance in English language?

The study objectives.

This study has aimed to achieve a number of objectives for teachers, students, and the educational process. One of these purposes is using YouTube videos in teaching English and adding them as supplementary material to courses. Next, this study will allow pupils to use modern technology to study English and give them access to a large source of online teaching videos on YouTube. In addition, using YouTube videos to teach the main topics in the course will assist learners to complete the syllabus accurately and quickly. Finally, using YouTube clips in the classroom will give learners the chance to study outside class and assist them in understanding English. The next goal is to make students more active and independent in the learning process and to make tutors facilitators in the teaching process. Another objective of this study is training lecturers and teachers on how to use technology in English lessons. Another goal is using YouTube videos to develop communication between students and provide them with authentic situations and conversations to gain better understanding of their lessons. The final objective is to help teachers complete many of their tasks more effectively and efficiently.

The rationale for choosing this study

The impetus for choosing this study is the remarkable use of the YouTube website, its free-of-charge availability, and ease of use. Thus, many language tutors can use the website's videos to teach English. YouTube has become one of the most-popular websites in the world (Alexa 2011). Many students around the world like language videos, and many clips have been viewed millions of times. For instance, a video titled "Learn English Listening Skills" has more than eight million views; see it at <https://www.youtube.com/watch?v=ssuiqtreiBg>. Another reason is because of the negative concerns that learners face when studying in the traditional way. As an illustration, teaching English courses might be complex, and learners need a method to simplify the lessons and better understand them. Moreover, pupils may feel uninterested in the class since there is no enjoyment. Additionally, pupils are likely to face difficulty with lecturing or teaching that follows the traditional teaching routine; they may prefer another mode of learning English. Also, learners may miss class or may not hear or understand class content. However, by using YouTube videos, students can gain a considerable number of advantages and motivations that make the learning process active. In addition, it may offer teachers a chance to overcome a number of negative concerns and involve learners in a new method of teaching. Furthermore, it can be a helpful tool for tutors to use in their lessons. To the best of my knowledge, there is no research discusses the key role of using YouTube videos for teaching English language in classrooms at Taibah University in Alula. According to Terantino (2011), many researchers observe that there is a paucity of research about the influence of YouTube videos on English language learning and little experiential investigation to elucidate effective ways to incorporate Web-based applications into overseas language instruction. Also, language teachers may not have enough background or knowledge of the positive impact of YouTube videos for teaching purposes.

LITERATURE REVIEW

There is an increasing demand and remarkable use of the Internet, including websites and applications. Using the Internet in education has a positive influence on the learning and teaching process, particularly in classes (Rice et al. 2011). Wu et al. (2002) examined the effective use of videos on the Internet and recommended several directions and approaches that stressed the effectiveness of using videos in education. Additionally, the research reviewed various approaches and mechanisms to stream videos and their applications. However, many researchers have observed the influence of interactive television and video-based media on students and teachers. Whithaus and Neff (2006) found that teachers can use videos as a Web-based mode of teaching and gave them the opportunity to use videos as a means of learning. In addition, videos can produce interactivity between students that supports social pedagogy. According to a study by Boster et al. (2006), videos can affect educational achievement in a positive way. Moreover, the study stressed that there is a lacuna in using clips or videos in class. Additionally, the researchers indicated that video applications have a positive influence on learners' performance in social studies and science. However, utilizing YouTube videos in teaching is useful and beneficial for teachers who are interested in technology for teaching purposes. According to Bonk (2009), YouTube is considered an attractive social medium that contributes to global education. YouTube is being increasingly used by instructors to teach the English language (Duffy 2008). It offers fun and fast access to instruction, culture-based videos, and languages from all over the world (Terantino 2011). In other words, the increasing demands of learning through YouTube can change the learning ecology positively (Kwan et al. 2008).

Many researchers have tried to shed light on the vital role of YouTube videos for teaching and learning in classrooms. To begin with, Berk (2009) emphasized the key role of teaching language in the college classroom by using YouTube videos. The researcher mentioned more than 15 benefits regarding why videos should be used in teaching. Another study by Seilstad (2012) investigated using YouTube clips as a new method for teaching English language students in Morocco. The research pointed out that using YouTube videos is a relatively simple strategy to create relevant and specific teaching material. Results from the learners' surveys, comparison to students' final grades in previous semesters, and forms of personal reflection shed light on the efficiency of using YouTube videos. Prensky (2009) asserted the effectiveness of using YouTube videos in teaching since there it contains videos from major scientists, authors, TV news broadcasts, politicians, and other TV programs. The researcher added that YouTube videos have become a standard means of communication with important information that is available only in video and is not found in print form.

The study plan

Participants

The population of the study was 53 learners studying the English language at Taibah University in Alula: 30 learners from group A and 23 students from group B. Participants were enrolled in an English language course and have been studying English for more than four months at Taibah University in order to qualify for the study and for the researcher to collect reliable data. According to Gay (2000), research does not require a large number of participants. Hence, this study used an accessible sample. Learners were placed in different groups according to their courses. The study compiled the information by using an interview and an online survey to examine the effectiveness of the multimodal text in the YouTube videos for teaching English

in classrooms. In addition, students were selected randomly and each learner was asked seven questions in the interview. Then, they were asked to complete an online survey with YouTube videos by answering a couple of questions. All comments and feedback were written.

The study used both qualitative and quantitative methods. For the qualitative portion, the researcher used an interview with the participants regarding their opinions about using YouTube in their classrooms as a supplementary tool. The instructor had an interview with each learner and asked each one questions about their tutors' methods in the class (See Appendix A). After interviewing all participants, their answers and comments were written to be analyzed.

For the quantitative portion, an online survey was given to the subjects of the study. For more details, the instructor gave the students, after the interview, a small sheet of paper that included the online survey. Students were requested to watch a short YouTube video titled "Advertising lesson"; see the link <http://youtu.be/MQAVXyTvzTc> and then watch another video titled "Buying at a supermarket"; see the link <https://www.youtube.com/watch?v=X9wbm0VRwbU>. Both videos contain subtitles and video transcriptions and last for two minutes and a few seconds (See appendix D). The first video contains vocabulary about buying and advertising at the supermarket, while the second video features some authentic conversations regarding how to ask for and order items at the supermarket. After watching these two videos, students had to answer a quiz about the videos and answer some questions to reflect their opinions and feelings. All answers and comments were collected to be analyzed. The online survey can be viewed at <https://www.surveymonkey.com/s/CF6RPD3> or in appendix B.

RESULTS

The interview

The researcher evaluated the comments given during the students' interview, which concentrated on getting more data about the effective of using technology, especially YouTube in English classrooms as a helpful tool. The results are summarized in the chart below.

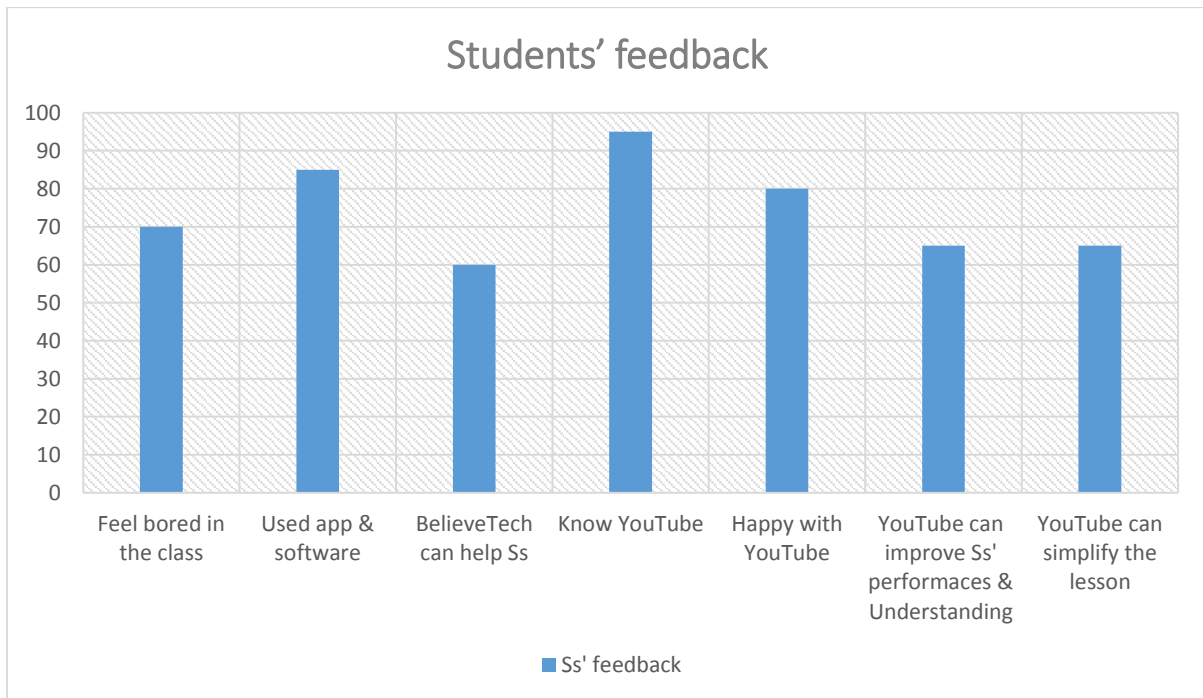


Figure 1: The students' feedback from the interview.

The survey.

After the interview, the participants were requested to do an online survey in order to explore more about the influence of using YouTube in English classrooms and to see if there was any change in their opinions. The researcher collected the online survey comments from the learners who watched short clips on YouTube and reflected their experiences and opinions. All comments and feedback are summarized in the chart below.

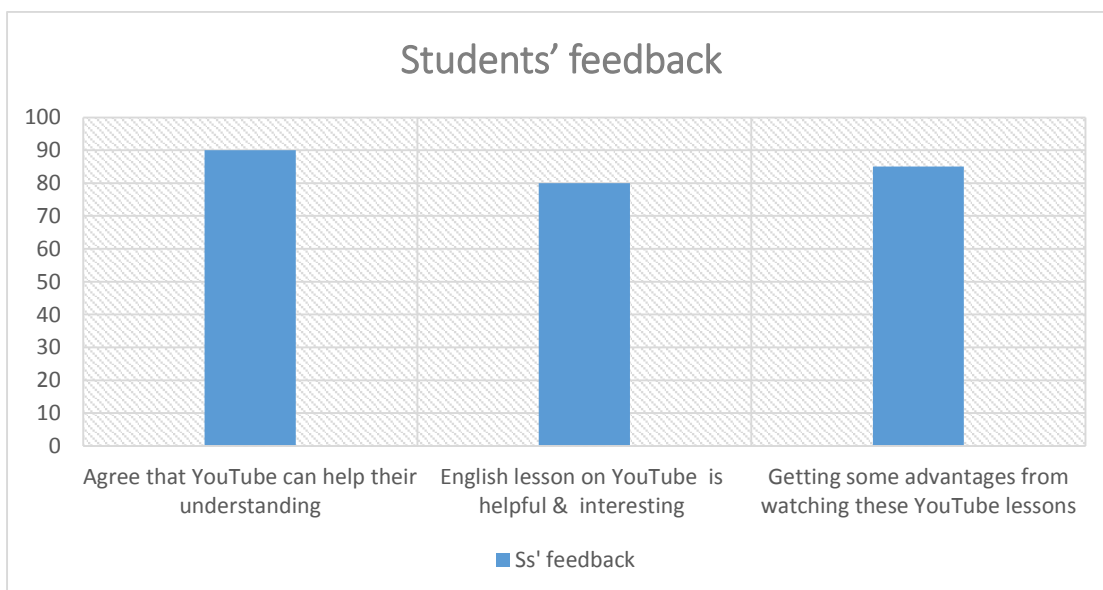


Figure 2: The learners' feedback from the online survey.

All subjects answered the quiz correctly and reflected their opinions about watching such videos in the classroom. According to the survey feedback, more than 85 percent of participants agreed that YouTube can improve their understanding. In addition, they found these kinds of lessons to be helpful and interesting. Moreover, the learners in this study gained a considerable number of advantages from watching the two lessons on YouTube.

Discussion:

The primary objective of this study is to investigate the effective use of YouTube videos as an additional material for teaching English in classrooms. Here is a comprehensive analysis of the interviews and survey feedback that the learners provided.

To begin with, the first question of the interview, which was “How do you feel in your traditional English class? Do you feel bored or comfortable? Why?” focused on the students’ feelings when their teachers use a traditional way of teaching. The aim of this question was to provide a general overview of the students’ feelings during their lessons in the classroom. Seventy percent of participants answered that they feel bored in class since their teachers use the traditional teaching routine for every class. In addition, they asserted that most of their teachers do not use technology to show them visual content during their lessons. As a result, this may cause very little interaction between them and their tutors because of their low comprehension and misunderstanding of the English lesson. The first learner answered “Honestly, sometimes I find difficulty to follow my teacher, and get the ideas easily” and another learner supported the same opinion when she said: “I feel a sleepy because my teacher follow the same routine.” In addition, another learner answered “Bored most of the time because I couldn’t understand all the words I felt the material we have in the class is dull.” Such answers presented the pupils’ reaction and their feelings about the class when their teachers followed the traditional teaching routine. In addition, it emphasizes the importance of using new methods for teaching that make the class more interesting and enjoyable.

The second question was, “Have you ever used any software or application to help you in your study?” The goal of asking this question was to know if the learners are familiar with applications and software in their studies. In fact, a high percentage of participants use many kinds of applications and software in their studies, such as Microsoft Word, Microsoft PowerPoint, Microsoft Excel, and some dictionaries. In addition, they have some applications for learning in their smartphones, tablets or iPads that help them with their studies. That means students will not have any problems dealing with technology in their classrooms since they belong to the digital generation.

The third question was, “Do you think that by adding technology to English lessons your understanding of the lesson will be improved?” The aim of this question was to know if the technology has the ability to improve the students’ understanding of the lesson. Some of the learners agreed that, by adding technology to English lessons, their understanding will be improved; one of the students said, “I think it is helpful to have technologies tools in our classroom,” and another commenter supported this idea by saying “Yes, I think so, it is could be interesting and useful to use technology in our studying.” Another student noted, “Yes it is more engaging for students of this generation and they get better understanding.” As mentioned in the participants’ comments, technology can play a key role in improving students’ understanding. In addition, it means that learners are eager to have technology like YouTube in the classroom to be more comfortable.

For the fourth question, which was “Do you know how to use the YouTube website?” most participants know how to deal with YouTube and are familiar with it since they have its application in their smartphones and laptops for watching videos. Additionally, most of them have their own accounts and are active on the website. For example, one of the learners said, “Every day I watch some videos in the YouTube like movies, news, and lessons as well” and another learner supported a similar point when she answered: “Sure, I know the YouTube very well and I have my own account.” As a consequence, YouTube is not complicated to use if teachers upload lessons or ask their students to watch a video for learning purposes.

The fifth question, “Do enjoy and feel happy when you use the YouTube website?” was concentrated on the learners’ feelings when they watch any kind of videos on YouTube. Moreover, the purpose of this question is to provide a general overview of the learners’ feelings when they watch a video on YouTube. Some of the students expressed that they feel happy and they sometimes do not even realize how much time has passed while they are watching YouTube videos for any purpose. They like YouTube since it has audio and visual effects. The first learner said “Yes, I love watching YouTube, I used YouTube for looking up almost everything.” Another student supported the same point when he commented: “for the most part, yes; most of the videos I watch are very entertaining or informative.” Such answers presented a positive reaction when the students have something visual like YouTube.

The sixth question explored whether YouTube videos can improve students’ performances and understanding in class. Indeed, more than half of the participants described watching YouTube videos in the classrooms as a positive step for many reasons, which varied from one student to another. For instance, one of the participants said “Yes, there are YouTube videos teaching me how to learn or speak step by step. They are great for me because I am a visual learner.” In addition, some students were very optimistic and the believed that YouTube videos have the ability to provide a full understanding of many aspects of their lessons. The first student said “Of course, and sometimes I watch some lessons on the YouTube to help me to understand the lesson completely,” while the third student answered “I could see this method as an effective,” and another learner supported the same point when she said “Actually, it depends on the context, but for me I think it would be a significant improvement.” Therefore, it is clear that YouTube can provide students with a complete understanding of the lesson and enables them to understand the lessons comprehensively.

Regarding the seventh question, which was “In what way did YouTube videos simplify the lesson of the English language?” This question concentrated on how YouTube could facilitate understanding English lessons for students. In fact, there are a reasonable number of students who believed that it has the ability to simplify lessons since it has audio and digital effects and makes them more realistic and understandable. In addition to what has been mentioned, the audio-visual effects featured in YouTube videos can help learners to grasp the hidden meanings of some references and idioms in English language. As one of the students answered, “YouTube can provide a verbal and a real life situation”; another learner agreed with the same idea when he said “YouTube could make the lesson simple and interesting.” Another participant answered that YouTube can increase interest and better capture attention for smoother information retention. As a result, YouTube has many features, such as audio-visual effects, which can play a key role in simplifying English lessons for students.

With reference to the survey results, the researcher noticed that learners’ achievement was good in watching and understanding the videos “Advertising lesson” and “Buying at a supermarket.” In addition, all students were able to answer the quiz correctly, and they reflected their opinions

again after watching the two simple lessons in YouTube. In fact, the results of the survey presented some changes in the participants' views. For example, in the interview, only 60 percent of the learners emphasized that YouTube can improve their performance and simplify the English lesson. However, after they did the survey and experienced some authentic YouTube lessons, some of them changed their opinions. They asserted that YouTube videos can play a vital role in their understanding and have the ability to simplify the lesson for them. Similarly, approximately 40% of participants did not know the advantages that YouTube provided, but then they changed their thoughts after they viewed the sample videos. However, the participants mentioned a number of features that can contribute to their learning of the English language. One of these advantages is flexibility, which can enable them to go beyond the limited information and sources that are available in the library. In addition, audio-visual effects enable learners to understand their lessons comprehensively and simplify complicated ideas.

After a comprehensive study of the interviews and survey comments that the learners provided, the use of YouTube in the English classes as a supplementary tool can play an important role. Additionally, the multimodal text in YouTube can play a leading role in helping learners to understand their English lessons. In addition, this study found similar results as some past research, like Sherman (2003), which found that watching authentic videos in the classroom can make the learning process more enjoyable and meaningful. Moreover, researchers have consistently found that YouTube is an effective tool that can build learners' knowledge and help them improve their English fluency. Also, watching YouTube videos can help learners communicate and experience the events in the videos. Moreover, authentic YouTube videos have the ability to improve learners' comprehension and elicit information. Additionally, it gives learners the opportunity to understand the lesson in effective and lively way. Also, YouTube videos can present the lesson more realistically and comprehensively than traditional teaching methods. Besides, students can use YouTube videos as a learning tool that aids them in developing a clearer understanding both inside and outside class. Furthermore, it assists teachers to complete their tasks more effectively and efficiently.

In the light of the students' interview feedback, YouTube can improve their performance in English language lessons. Furthermore, YouTube videos combine visual context with spoken language and develop learners' ability to enjoy and understand English lessons. It makes students interested in and fascinated by the English language. Additionally, YouTube assists learners to remember the content of the lesson in an efficient manner, which helps them discuss the content of the lesson with their classmates and teachers in an active way. In brief, YouTube can be a creative and innovative help in the field of studying the English language.

CONCLUSION

To sum up, this paper has shed some light on one of the most used social media tools in the learning field. The paper discusses the effective role of the multimodal text found in many YouTube videos for teaching English inside the classrooms. This paper found that the use of YouTube in teaching the English language plays a leading role in helping learners understand their English lessons. It can improve the performance of students and upgrade their levels in English courses. In other words, YouTube presented a substantial influence on students' understanding of English.

Also, this paper found that YouTube could be a good material to incorporate English lessons and it can help with understanding the lesson as well. It should be considered by English teachers in the classroom since many of the learners' responses in this study were positive. In short, the study showed that the YouTube website can be an effective method in dealing with students' difficulties and barriers in understanding English. It is conceived to be more effective and successful than textbook-based English courses in promoting better learning of English. However, the study does not intend to detract from the role of textbook-based English courses. It suggests that YouTube can be integrated into traditional English courses as a supplementary tool. Future research in the efficient use of YouTube videos in teaching and learning English is essential, specifically to investigate learners' attitudes towards the use of YouTube and negative concerns that learners may have while learning new languages by using YouTube or tutors' experiences with using YouTube videos. Such studies will help researchers to optimize the use of YouTube in teaching and learning English language.

Here are a number of recommendations according to the study findings. To begin with, provide classes with an adequate number of computers that are connected to the Internet. Next, conduct similar research or studies in other teaching topics like mathematics, biology, physics and other subjects or courses. Add YouTube as a supplementary tool to English courses and use its videos while teaching lessons. Another recommendation is for language teachers to pay attention to the following points. First of all, language teachers should bear in mind their own contexts and target audience when it comes to videos that may create a conflict with other cultures. Finally, administrators should hold workshops and seminars to train lecturers or teachers on how to implement technology in their English lessons.

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Appendix A (Interview questions)

Name: ----- Major: ----- Level: -----

1- How do you feel in your traditional English class? Do you feel bored or comfortable? Why?

2- Have you ever used any software or application to help you in your study?

3- Do you think that by adding technology to English lessons your understanding of the lesson will be improved?

4- Do you know how to use the YouTube website?

5- Do enjoy and feel happy when you use the YouTube website?

6- Do you think YouTube videos will improve your performance and understanding in your English lessons?

7- In what way did YouTube videos simplify the lesson of the English language?

Appendix B (Survey questions)

Please see the video titled “Advertising lesson”; then answer the questions below

Copy the link below to your browser

First video: <http://youtu.be/MQAVXyTvzTc> “Advertising lesson”

Second video: <https://www.youtube.com/watch?v=X9wbm0VRwbU> “Buying at a supermarket”

1. How many new words did you get from this short video?

2. (Yes or No question) Businesses advertise to sell more?

3. What does a coupon means?



4. How to ask for a discount ?



5. (Fill the gap) A deal is when a store or shop makes the prices

6. Overall, Do you agree that use such this kind of YouTube video in the class can help you in your understanding?

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree

7. In your opinion, what advantages do you get from watching an English lesson on YouTube?



8. Did you find watching an English lesson on YouTube website is more helpful and interesting? Why?



Appendix C (The first video transcription)

1. [00.00] Teacher: These are called advertisements. [3s]
2. [00.04] Speaker: Businesses advertise to sell more. [4s]
3. [00.10] Teacher: So for example ... this came from my newspaper the Denver Post. [5s]
4. [00.15] Teacher: Here they have mattresses beds ... so 399\$ you can buy this bed for.. and you will see things like here called a coupon, a coupon means you get a percentage. [17s]
5. [00.32] Speaker: Coupons make things cheaper. [3s]
6. [00.36] Teacher: Here is a Wal-Mart. Do you have Wal-mart in your country? [3s]
7. [00.39] Teacher: Look at that, you can get ribs for 1.98\$ and different .. items you can just go through .. they have food! [11s]
8. [00.51] Speaker: Do you have Wal-mart in your country? [3s]
9. [00.54] Teacher: And advertising there .. ohh! My wife would love this, summer savings American furniture warehouse. [12s]
10. [01.06] Speaker: Do you like shopping for furniture? [4s]
11. [01.10] Teacher: What you will see in ads a lot is 40% off, this percent off, 20% off, 30% off ... 60% off.. that is telling you that they have a deal. [14s]
12. [01.24] Speaker: A deal is when a store or shop makes the prices lower. [6s]
13. [01.31] Teacher: If I need to find a new computer .. I go to Best Buy, right now they have deals on smartphones. [9s]
14. [01.40] Teacher: This one over here is sporting goods so I can buy golf clubs at a discount 20% off. [8s]
15. [01.48] Teacher: Here's Walgreens, it's what we call a drugstore. [4s]
16. [01.53] Teacher: Sears is what they call a department store, looks like they have refrigerators for 30% off .. so that's how they advertise in the newspaper. [10s]
17. [02.03] Teacher: Now this is an advertisement of TV. Baths for old people and stuff so you can most of your ads from TV. [9s]
18. [02.12] Speaker: And here are some ads on the internet. [9s]
19. [02.14] Speaker: This is from Toyota .. or if I go down here is an ad from Netflix for movies you can see the ad here .. on Google for .. that TV right here. Here's Best Buy. This is an advertisement right here. [22s]
20. [02.36] Speaker: Adwords or Pay-per-click so these are all ads over here right here are ads as well .. so how so how do you do advertisement in your country? [Music] [18s]

Appendix D (The second video transcription)

Speaker: Welcome to twominuteenglish.com. Teaching you English through two-minute lessons. In this lesson, we will learn what to say when you need to ask for help in a supermarket.

(Asking About a Specific Counter)

1. **Jack:** Hey. I wanted to buy oats. Can you help me out?
2. **Bill:** Sure Sir. Which brand are you looking for?
3. **Jack:** I'm looking for Kelloggs. On which counter will I find it?
4. **Bill:** It's counter three. It's at the back, near the dairy section.
5. **Jack:** Thanks. Will I find the other brands on the same counter?
6. **Bill:** Yes! We have all the major brands displayed there.
7. **Jack:** Okay! Thanks for your help.
8. **Bill:** You're welcome.

(Checking If Credit Cards Are Accepted)

1. **Jack:** Hi. I got some stuff and now I'm wondering. Do you take credit cards?
2. **Mary:** Yes Sir. We do.
3. **Jack:** Do you accept cards from all banks?
4. **Mary:** Yes Sir. Any American Bank would do.
5. **Jack:** I have a Citibank credit card.
6. **Mary:** That would be fine Sir. Can I have your card to swipe?
7. **Jack:** Sure. Here it is.

(Asking For a Discount)

1. **Jack:** I have a loyalty card from here. Will that grant me any discount?
2. **Bill:** Yes Sir. It will get you 5% off on the total purchase.
3. **Jack:** Can I club it with another discount card?
4. **Bill:** No Sir. I'm sorry. That's not allowed.
5. **Jack:** Ok. That's not a problem. Is it going to get me loyalty points too?
6. **Bill:** Yes Sir. Every time you pay with it, you get some points which you can redeem later on.
7. **Jack:** That's great. Thanks for the information. I didn't know that.

(Asking For Help While Buying)

1. **Jack:** Hi. I want to buy some canned tomatoes. But I see none displayed. Do you have more in stock?
2. **Mary:** I'm not sure Sir. Which brand do you prefer?

3. **Jack:** I don't have a favorite one. Any of them will do as long as it's not too expensive.
4. **Mary:** Actually all the brands are almost in the same price range. I am sure we have some brands in stock. Let me check.
5. **Jack:** Will it take long?
6. **Mary:** Not at all Sir. Yes we have some. In aisle 3. Look at the third row from left.
7. **Jack:** Okay. Thanks!

(Repeat these phrases)

1. **Speaker:** Hey. I wanted to buy oats. Can you help me out?
2. **Speaker:** On which counter will I find it?
3. **Speaker:** Do you take credit cards?
4. **Speaker:** Do you accept cards from all banks?
5. **Speaker:** I have a loyalty card from here. Will that grant me any discount?
6. **Speaker:** Can I club it with another discount card?
7. **Speaker:** I want to buy some canned tomatoes. But I see none displayed.... Do you have more in stock?