

The Use of YouTube in Enhancing Speaking proficiency Among Jordanian EFL Students

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Abstract

Digital technology has proven to be an effective tool in teaching and learning the English language. However, using YouTube in promoting speaking skills has not been scrutinised sufficiently in Jordan. Therefore, the current research aims first to investigate EFL teachers' perceptions of utilizing YouTube to promote students' speaking skills. Second, teachers' attitudes towards YouTube. Third, the ways of using YouTube in the language classroom. A fully quantitative research design was used to frame the study. A mix-method research design was adopted to collect the data from the teachers. The sample of the study included 30 EFL instructors for the quantitative part and 6 teachers for semi-structured interviews from the secondary stage in Amman, Jordan. The results showed that teachers posit a high level of attitudes towards YouTube as a highly beneficial teaching instrument for students' learning process, decrease the students' anxiety, retain attention for a long time and learn faster, and increase their motivation. Moreover, the results showed that YouTube could be utilised in several ways i.e. pose questions and give answers, give descriptions about watched videos or discuss them. YouTube enhances students' interaction in the classroom and eventually enhances their pronunciation. The qualitative results revealed three themes: Improving cross-cultural sensitivity, building content knowledge and skills in the English language, and Refining an understanding of English as a global language. It is recommended that YouTube should be used as an integral instructive tool in EFL classes.

Keywords: YouTube; speaking skill, Language learning, Language teaching, EFL students, Jordan.

Introduction

YouTube is no doubt the largest portal for video streams in the world and the 2nd largest video search engine, with > 1 billion users per month and > 6 billion hours of video watched each month; this translates to about one hour for every person on Earth. According to YouTube statistics, this figure is 50 percent more compared to that of last year. YouTube is available in 56 different countries and 61 different languages (Albahlal, 2019). With more than 200 million videos available as claimed by Content ID on a wide range of topics and in different languages, language teachers and students can make use of these videos for learning purposes. Students prefer

and even require working with instructional media, according to numerous studies, yet they frequently lack effective skills for finding and using digital materials. It is the role of the 21st-century educator to make these resources available to students by designing relevant activities that will help them learn the language more effectively (Jalaluddin, 2016). The following elements are among the most important for YouTube's success: You can use it anywhere, at any time, and it is completely free. It's simple to use, allowing for quick uploads of videos that you may subscribe to on various channels. YouTube is genuine, with a diverse range of content that offers a distinct perspective on the target culture. The simple integration with other social networking

platforms allows for collaboration, such as sharing videos and conversing while rating and commenting on them (Saed, Haider, Al-Salman, & Hussein, 2021). It is accessible on a variety of devices, including mobile phones, making it an ideal educational tool. When it comes to selecting instructional resources, media agreements, or the usage of media that our children deal with regularly, YouTube is crucial and handy. On the downside, YouTube is now heavily ad-supported, and there is a lot of offensive content. Video availability may change, and some may be copyright-protected or not suitable to be posted to YouTube (Meinawati, Harmoko, & Rahmah, 2020).

Meaningful learning necessitates both lower and higher-order thinking skills when considering various areas of cognition and information processing (Balbay & Kilis, 2017). Learning techniques such as behaviourist, cognitivist, and constructivist are not mutually exclusive, but rather support each other. Learning necessitates both receptive and productive skills for the learner to connect new information with previously acquired knowledge. The learner takes on a more passive position at times, such as while digesting information, and a more active role at other times, such as when developing new knowledge. When developing videos or other learning materials, ICT may support both processes by providing educational and instructional videos that foster receptive skills while still requiring productive abilities. These activities integrate several learning processes that support meaningful learning, such as questioning, community building, experimenting, writing, designing, visualizing, communicating, and assessing (Riswandi, 2016).

The wealth of online content and tools available on YouTube is mind-boggling. Media corporations, colleges, institutions, or sign language product providers, as well as individuals, are among the creators of these products. They create a wide range of products, from highly professional to semi-professional to downright ridiculous, that can be both appealing and beneficial to your students or simply a waste of time (Albantani & Madkur, 2017). A thorough check for engaging and challenging language-related videos takes time, but it's a worthwhile venture for future lesson

preparation. YouTube introduced educational channels in 2012 to make it easier to use videos in the classroom and to provide a safer platform for students by removing unwanted content and distracting movies. <http://www.youtube.com/education>. The subject-specific sections of YouTube Education reduce the stress of locating the appropriate resources that will be updated regularly in the future (A. B. P. Sari, Dardjito, & Azizah, 2020). The following list of YouTube language learning materials provides an overview of the seemingly unlimited number of videos that, when embedded in relevant assignments, can improve language acquisition. The name of the YouTube channel, its web link, and a brief description are included in the following list. Many of the resources are in Arabic due to the author's Arabic background, although they can often be obtained in other languages as well.

With the introduction of YouTube, language learning videos have become available. English language learners and teachers now have access to on-demand videos and are no longer reliant on out-of-date language classrooms since numerous videos that are linked to English language teaching and learning can be found on YouTube (Saed et al., 2021). Learners can now use YouTube videos to learn at any time of day; they can even read body language and comprehend paralinguistic information, making it easier for them to understand. So, YouTube videos aid in the development of learners' cognitive abilities. YouTube videos are often used by tertiary students to improve their English language skills (Meinawati et al., 2020). However, in Jordan, the use of YouTube videos is not yet explicitly established. The goal of this research is to find out how YouTube videos can help tertiary students learn the English language more effectively.

Literature Review

YouTube was said to be suitable for teaching people how to speak. Knowledge is exchanged in a YouTube-based lesson, and students grow more confident in their language study and overcome the obstacles that previously prevented them from speaking freely during classes (Riswandi, 2016). Several reports have validated the use of YouTube videos in learning language speaking (Mustafa, 2018), as well as in developing critical skills (Y. N. Sari & Margana, 2019). YouTube also includes a

function that helps students improve their pronunciation (Balcikanli, 2010). One of the most difficult skills for Saudi EFL students to master is speaking (Almurashi, 2016). The lack of capacity of the students to react to the teachers' questions reveals their challenges in speaking. They are unable to grasp the overall meaning of the text and misunderstand the speaker's primary points (Alhamami, 2013). Some secondary school language teachers in Saudi Arabia overlook the value of teaching and speaking through the use of YouTube in the classroom (Wang & Chen, 2020). Teaching and learning the English language can be tedious for both students and teachers due to a lack of inventiveness. This could be attributable to traditional English teaching techniques that prioritized form above motivation & communication (Balcikanli, 2010). YouTube has been mentioned as a useful tool for teaching language speaking (Jati, Saukah, & Suryati, 2019). YouTube has key features like videos, visuals, and animation that can assist learners in the comprehension of what they hear, speak easily in class. Despite the relevance of YouTube in teaching language, there has been little research on its role in speaking skills development. Furthermore, no one study has until now looked into the use of YouTube from the English language teacher's perspective who are the students' closest information source. Speaking has long been noted as an issue for Saudi EFL students, according to Aljumah (2011). Teaching techniques used by English teachers in secondary school classes in Saudi Arabia generate poor communicators who are unable to engage in lengthy conversations (Alhamami, 2013). Furthermore, students' incapacity to talk confidently in front of others, as well as ask and reply to questions, are among the difficulties they confront during the learning process. One of the effective strategies for improving students' speaking skills is to incorporate the use of YouTube as it allows learners to listen clearly to sentences and words from their sources, correctly pronounce words, and organize their ideas while communicating, in addition to being inspiring and engaging. Additionally, YouTube is said to create a stress-free platform for learners to communicate with their lecturers and peers without worry (Hussin, Gani, & Muslem, 2020). However, YouTube is yet to be well explored in the context of its

usefulness through an investigation into the Jordanian teachers. Additionally, only a few research looked at the impact of YouTube on the language speaking skills of EFL students from the side of Jordanian EFL instructors. This study aims to look into the influence of YouTube on speaking skills development as seen by Jordanian EFL teachers. The goal of this study is to determine how EFL instructors perceive YouTube in terms of speaking skills development, and their views on YouTube usage and how to efficiently use it.

The pace of technological advancement is quickening, particularly in the field of internet technology. Social media refers to a variety of websites and programs that students use. Furthermore, the most popular websites at present time are Facebook, YouTube, Twitter, and Instagram. YouTube, on the other hand, becomes more engaging and enjoyable than other websites because it not only gives images and text but also video content and animated films that entice students to utilize it. YouTube, according to was founded as a platform for video-sharing with educational potential. According to Zaidi et al. (2018), YouTube assists students in learning English and can improve their pronunciation, thereby motivating them to learn English outside of the regular classroom. Additionally, using YouTube can help students improve their English skills. According to Kabooha and Elyas (2018), the incorporation of YouTube has a significant impact on the adoption and comprehension of the vocabulary. Furthermore, Clifton and Mann discovered that watching YouTube videos enhances students' critical awareness and aids their knowledge (as cited in June, Yacoob, and Kheng, 2014, p. 58). According to Brook (2011), YouTube can improve students' capabilities in listening, writing, reading, and speaking. Zaidi et al. (2018) noted that students can improve their pronunciation using YouTube as a learning tool. Most students describe YouTube videos as engaging, relevant, and entertaining to the learning process (Albahiri & Alhaj, 2020). According to Zaidi et al. (2018), YouTube is a simple and accessible way for students to improve their English skills. A researcher who is a YouTube user may spend time on YouTube while waiting for a lecture or taking a break in the classroom. Furthermore, there are several reasons why students should use YouTube,

including YouTube is entertaining; students may watch videos over and over, and students can watch videos at any time and from any location (Ilyas & Putri, 2020). Students are also drawn to YouTube since some of the videos are animated. However, some problems are associated with the use of YouTube, including the fact that students require an internet connection to watch YouTube; sometimes, the type of keyword used may not always match the displayed video; the validity of some of the YouTube contents is not always ensured and sometimes, the students may be addicted to harmful contents on YouTube (Alakrash & Razak, 2021). They may also be too engrossed in viewing YouTube videos and fail to pay attention in class. Another problem is that when it's time for recess, the students may still be watching YouTube and have no time to relax and refresh. Furthermore, some students may secretly be watching YouTube videos that they have become addicted to during class (Wahyuningsih & Dewi, 2019, Razak et al, 2019). Notwithstanding, the general belief is that the English skills of an active YouTube user will improve over time as a result of exposure to YouTube videos. Many students browse YouTube, but many are unaware that watching various sorts of videos on YouTube has enhanced their English skills. As a result, the researcher is curious to learn what kind of videos students frequently view on YouTube and what areas of English might be improved.

METHODOLOGY

Design

A descriptive research method was utilized in this work with an analytical perspective that discusses and analyses the improvement of speaking skills using YouTube videos as a learning tool. The research design is determined by the research question and objectives. The study also employed a mixed-method design that combined qualitative and quantitative methodologies to provide the numerical and descriptive data representations, as well as to discuss the findings in-depth.

Research Subjects

The research involved 30 Jordanian EFL male EFL teachers that work in a secondary school

in Amman, Jordan. The selected teachers have up to 2 years of teaching experience as EFL teachers, and their mother tongue is Arabic while English is their acquired language. All the teachers have earned a bachelor's degree in EFL teaching.

Data Collection Instrument

A questionnaire was developed based on the research objectives to facilitate data collection from the participants. The study's participants were given a questionnaire that contained questions on how to utilize YouTube to improve speaking abilities and other skills during language learning. The questionnaire was developed to leverage YouTube as a tool to improve speaking abilities; the questionnaire is made up of 26 statements spread over three areas. The researcher issued (40) questionnaires and the participants responded to 36 of the questionnaires. The rating scale utilized in this research tool is a five-point Likert scale. Before disseminating the research tool to the entire research group, a pilot study was first conducted. The questionnaire was delivered to a group of five male EFL teachers who were chosen at random. The respondents stated that the items were straightforward to comprehend. In addition, when piloting the questionnaire, the researcher estimated the time gap between the first and last person to complete it and found that it took five minutes to complete the task.

Data analysis

This section displays the study's findings in the form of tables based on the developed research questions.

“The perception of EFL Teachers on Speaking Skills development using YouTube”

This section of the research tool has questions about how EFL teachers feel about using YouTube to improve speaking skills. This section contains 11 items, and the participants' responses are listed in Table 3:

The perceptions of EFL teachers about using YouTube to improve speaking abilities are high as shown in the table (mean = 3.64). participants think about how YouTube can help them improve their speaking skills. The

following is an example of the results of each statement:

- ***“Student can improve their speaking skill via watching YouTube videos.”*** The standard deviation (SD) is 1.04 while the mean score (MS) is 4.06; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the third item on the list.

- ***“Students can better understand the materials they watched on YouTube videos.”*** The SD is 1.23 while the MS is 3.33; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the ninth item on the list.

- ***“Students can be able to discriminate individual sounds by watching YouTube videos too.”*** The SD is 1.05 while the MS is 3.45; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the seventh item on the list.

- ***“Students can have a detailed understanding of their material by watching YouTube videos.”*** The SD is 1.17 while the MS is 3.36; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the eighth item on the list.

- ***“Students can better use stress and intonation cues by watching YouTube videos.”*** The SD is 1.12 while the MS is 3.29; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the tenth item on the list.

- ***“Listening to YouTube videos can help students better follow the direction of talk.”*** The SD is 1.01 while the MS is 3.59; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the sixth item on the list.

high and that they had positive perceptions about it. This item comes in the sixth rank.

“Students can through YouTube videos understand important words that convey meanings.” The SD is 0.82 while the MS is 3.30; this implies that the participants thought

this item was of excellent quality and had a favourable impression of it. This is the eleventh item on the list.

“Students can rely on YouTube videos to have clues of the meaning of unfamiliar words.” The SD is 1.09 while the MS is 4.04; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the second item on the list.

“Students can make inferences about what is not stated by watching YouTube videos.” The SD is 0.85 while the MS is 4.09; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the first item on the list.

“Students can be able to segment speech streams into recognizable units by watching YouTube videos.” The SD is 1.13 while the MS is 3.65; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the fifth item on the list.

“YouTube videos can keep students from speaking out of context.” The SD is 1.01 while the MS is 3.85; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the fourth item on the list.

According to the research, EFL teachers have a positive attitude toward using YouTube for speaking skill improvement. Their comments indicated that videos on YouTube channel can

to practice cooperative learning, developing video questions, answering questions, and communicating with others, all of which are crucial for independent learners.

Table 1. The perception of EFL teachers on speaking skills development using YouTube

S	Statements	Mean	SD
1	Student can improve their speaking skill via watching YouTube videos.	4.06	1.04
2	Students can better understand the materials they watched on YouTube videos.	3.33	1.23
3	Students can be able to discriminate individual sounds by watching YouTube videos.	3.45	1.05
4	Students can have detailed understanding of their material by watching YouTube videos.	3.36	1.17
5	Students can better used stress and intonation cues by watching YouTube videos.	3.29	1.12
6	Listening to YouTube videos can help students better follow the direction of talk.	3.59	1.01
7	Students can through YouTube videos understand important words that convey meanings.	3.30	0.82
8	Students can rely on YouTube videos to have clues of the meaning of unfamiliar words.	4.04	1.09
9	Students can make inferences about what is not stated by watching YouTube videos.	4.09	0.85
10	Students can be able to segment speech streams into recognizable units by watching YouTube videos.	3.65	1.13
11	YouTube videos can keep students from speaking out of context.	3.85	1.01

assist students in deciphering the meaning of difficult/unfamiliar words/phrases, guide and enhance their speaking skills. Furthermore, the findings alluded to the potential of YouTube videos to assist students in fragmenting speech into recognized pieces, comprehending the material they listen to, and better discriminating sounds. In general, the respondents believed that YouTube is beneficial to students in terms of comprehension, meaning, and sound identification.

The study's findings revealed that YouTube videos have been shown to help people talk more effectively. This is in line with Alwahabi (2013) and Alhamami (2013) who stated that YouTube videos can assist students to enhance their speaking abilities, boost cooperative learning, and expand their opportunities for language use. YouTube videos are a great place

Wagner (2007) argues that employing videos in classes can provide teachers with authentic cultural knowledge to share with language learners. Students that do not have access to English classes or who want to learn about cultures in the target language can benefit from practicing their English-speaking abilities through videos. Silviyanti (2014), who reported on the good impact of YouTube on the development of speaking skills, came to the same conclusion. It's crucial to understand that YouTube can help you improve your language skills. YouTube creates an engaging and friendly atmosphere that encourages students to learn.

Furthermore, Snelson & Perkins (2009) agree with the current findings, concluding that using videos in English language classes is beneficial to learning the language. It encourages students

to talk in the target language. There are substantial benefits of using videos to improve the speaking abilities of learners. It can be argued that YouTube can be useful for students in improving their speaking skills, as well as beneficial in learning about different cultures and terminology. The main advantage of using videos to learn English is that it entertains the students. As a result, students must study English through viewing YouTube movies, as it has already been proven that they offer numerous advantages.

The observations in this work were in line with Lee (2010) & Alimemaj (2010), who stated that EFL instructors are keen on using YouTube in their classes because it is a novel way they believe will help in the educational sector and enrich their learners' knowledge of the English language. Barrs (2012) further verified this finding, stating that the teachers believe YouTube videos might be a solution to a variety of issues. Sun (2009) added to this discovery by indicating that YouTube videos can serve as a fresh and authentic pool of knowledge that students can rely upon, and the instructor can also use it to source new information. YouTube videos may be a great way for EFL students to practice their speaking skills while also providing them with fresh and fascinating ways to learn the English language.

The attitude of EFL teachers towards speaking skills development using YouTube

This section of the questionnaire contains questions about the attitudes of EFL teachers toward the use of YouTube. This section is comprised of seven assertions, with the following outcomes:

Table 4 illustrates that the teachers had a positive attitude toward using YouTube to help students improve their speaking skills. This section's mean score is 3.72, which is a very high value. The following is a summary of the responses to each of the items in this section:

- ***“Finding English language learning materials on YouTube is easy.”*** The SD is 1.27 while the MS is 3.64; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the third item on the list.

- ***“Students pay more attention when using YouTube videos”.*** The SD is 1.25 while the MS is 3.39; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the fifth item on the list.

- ***“English language learning is faster and better by using YouTube videos.”*** The SD is 1.20 while the MS is 3.57; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the fourth item on the list.

- ***“The level of anxiety on the side of the students during EFL classes decreases when using YouTube videos.”*** The SD is 1.09 while the MS is 3.92; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the second item on the list.

- ***“My comfort level is higher when teaching English using YouTube.”*** The SD is 1.33 while the MS is 3.11; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the sixth item on the list.

- ***“I prefer to source my English learning materials on YouTube.”*** The SD is 1.45 while the MS is 3.05; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the seventh item on the list.

- ***“I am likely to have more class works related to YouTube.”*** The SD is 1.27 while the MS is 4.65; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the first item on the list.

The results indicate that the participants are enthusiastic about utilizing YouTube to improve their speaking skills. Students can minimize their anxiety by watching YouTube videos; it also helps them learn faster and focus during classes. It was also demonstrated that the participants believe YouTube makes it easier to access teaching materials and they are comfortable teaching EFL using YouTube to teach English. In general, teachers prefer to use YouTube in class.

The findings reveal that EFL instructors are intrigued and favourable about the notion of using YouTube videos as a helpful source for practicing speaking; they also expressed an interest in trying out YouTube videos as a

authenticity qualifies them as a good information source for teaching language speaking skills. All the participants believe that videos, when used as a teaching tool, will pique students' interest and motivate them to learn,

Table 4. The attitude of EFL teachers towards speaking skills development using YouTube

N	Statements	Mean	SD
1	Finding English language learning materials on YouTube is easy.	3.64	1.27
2	Students pay more attention when using YouTube videos.	3.39	1.25
3	English language learning is faster and better by using YouTube videos.	3.57	1.20
4	The level of anxiety on the side of the students during EFL classes decreases when using YouTube videos.	3.92	1.09
5	My comfort level is higher when teaching English using YouTube.	3.11	1.33
6	I prefer to source my English learning materials on YouTube.	3.05	1.45
7	I am likely to have more class works related to YouTube.	4.65	1.27
	Total Mean	3.62	

teaching resource in the classroom.

YouTube videos have several potential advantages in the teaching field (Alimemaj, 2010; Watkins & Wilkins, 2011); one of such advantages is the potential to establish a communicative environment. Another advantage is that non-verbal communication can be covered in such videos which can aid learners in better understanding. A similar conclusion was reached by Kelsen (2009) & Barrs (2012) who determined that most teachers embrace YouTube videos because they want to disrupt the routine and introduce new things to the classroom (things that are both interesting and entertaining). Most of the teachers believed that using videos to solve the intonation and pronunciation problems of their students might be as simple as watching and listening to these videos that may include native English speakers who would most likely bring the right form of clearly uttered words. This would encourage students to emulate what they hear, eventually leading to native-like speech.

Furthermore, Silviyanti (2014) validated this finding by considering YouTube Videos as an excellent source of information for teaching speaking; this is something that most of the teachers agreed on, confirming that the videos'

owing to the power of videos to immerse students in a situation, as well as the videos' ability to bring real-life scenarios into the classroom, which will disrupt the students' usual routine. In addition, this study revealed that teaching language speaking skills using YouTube videos reduces nervousness and makes learners feel more at ease. Instructors can rely on videos as a way to bring funny moods to the class, as the findings reveal. Entertainment is among the things that bring a good ambiance to the classroom, and this is highly needed by the teachers. This finding is also corroborated by Kelsen (2009), who claims that teachers prefer YouTube videos because of their socialization, interactivity, & cooperative learning.

The Most Efficient Ways of YouTube Utilization as Perceived by EFL Teachers

This part of the survey consists of eight questions that assess EFL instructors' opinions on the best ways to use YouTube. Table 5 shows the participants' replies to the eight statements in this section.

Because the overall mean score of this section is 3.73, which is considered high, it is believed that the EFL instructors' judgments of the best

ways to use YouTube are high as seen in Table 5. The following lines exhibit all these responses:

- ***“YouTube usage as a direct teaching tool.”*** The SD is 1.22 while the MS is 3.35; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the sixth item on the list.
- ***“YouTube usage as an additional source of information.”*** The SD is 1.20 while the MS is 3.57; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the fifth item on the list.
- ***“Encouraging students to engage in discussions over a specific video.”*** The SD is 1.09 while the MS is 3.92; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the fourth item on the list.
- ***“Requiring students to comment on videos they have watched.”*** The SD is 1.12 while the MS is 3.97; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the third item on the list.
- ***“Inviting students to produce and share videos.”*** The SD is 1.36 while the MS is 3.14; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the eighth item on the list.
- ***“Allowing students to upload their videos to prove their understanding.”*** The SD is 1.18 while the MS is 3.24; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the seventh item on the list.
- ***“Requiring students to highlight some key details or points in a video.”*** The SD is 0.90 while the MS is 4.29; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the first item on the list.
- ***“Randomly calling on the students to share their comments based on the class roster.”*** The SD is 0.85 while the MS is

4.26; this implies that the participants thought this item was of excellent quality and had a favourable impression of it. This is the second item on the list.

These findings demonstrate that YouTube may be used in a variety of ways in the classroom. One of the greatest methods to use YouTube, according to the participants, is to encourage students to identify some of the points or nuances they perceive in the video. Instructors can also create a class roster and ask students to leave comments after seeing the video. Furthermore, following the viewing of the video, a conversation can be held, and the students are assigned specific duties, such as providing information based on the movies they have watched. Students, on the other hand, can use YouTube videos to learn the ways to distinguish between specific sounds, as well as publish, share, and comment on them. In general, the findings demonstrate that YouTube videos can be helpful to students in the areas of providing information, remark, as well as discussing and comprehending the material they are listening to.

This observation agreed with Snelson & Perkins (2009) who found that there are many ways of using YouTube videos in the language classroom and educational settings. Wagner (2007) & Alwahabi (2013) supported this observation by suggesting that real materials like YouTube videos can be a great way to improve the intonation and pronunciation skills of students. In this study, all the participants seemed to agree on these points.

For language learners that cannot speak fluently, YouTube videos may help them as justified by the fact that students are allowed to speak and express their ideas freely in YouTube video-based classrooms, as well as share comments with their peers and teachers (Brown, 2014). Students are inert in typical speaking sessions, and there is a lack of participation and interchange of ideas and opinions, whether with their peers or with their teachers. The studies revealed that YouTube videos are more effective than traditional speaking strategies because they allow students to interact with the material, solve problems together, confer and discuss, derive meaning, and offer comments (Lee, 2010). All these skills that can be learned from

YouTube videos can help students become excellent listeners.

Lou et al (2010) and Zorko (2009) supported these findings by suggesting that YouTube is highly important in the contemporary educational environment. Learners are more classroom-oriented and driven to study, interact and participate after watching YouTube videos. Furthermore, YouTube videos alleviate the boredom that sometimes comes with conventional language sessions, in which all pupils remain passive, and the teacher does all the work. Also, Zorko (2009) stated that students can watch YouTube videos numerous times a day at their discretion, and this allows them to be less reliant on courses; it also allows them to practice as much as they want. Furthermore, the authentic content offered by YouTube videos is of great benefit

to learners who may rely on them to improve their interaction skills.

Alimemaj (2010) & Sun (2009) also agreed with the conclusions of this study but stated that YouTube ought to be used with caution in the classroom as students may become infatuated with technology such as computers, the internet, and YouTube videos, which may cause them to lose sight of their initial goal. That is why it is recommended that the teachers should monitor the YouTube videos watched by the students. Furthermore, the expenditures that come with modern technology can restrict the use of YouTube videos in language classes; for instance, some students may not be able to afford some of the gadgets (such as computers) which may be the basic requirement for students to purchase in some low-budget schools.

N	Statements	Mean	Std. D
1	YouTube usage as a direct teaching tool.	3.35	1.22
2	YouTube usage as an additional source of information.	3.57	1.20
3	Encouraging students to engage in discussions over a specific video.	3.92	1.09
4	Requiring students to comments on videos they have watched.	3.97	1.12
5	Inviting students to produce and share videos.	3.14	1.36
6	Allowing students to upload their videos to prove their understanding.	3.24	1.18
7	Requiring students to highlight some key details or points in a video.	4.29	0.90
8	Randomly calling on the students to share their comments based on the class roster.	4.26	0.85

It's also worth noting that YouTube incorporation in and outside the classroom is not free of certain drawbacks; however, there is no doubt that the perceived advantages of this technology far exceed most of its drawbacks. As a result, the only concern should be how to effectively incorporate YouTube rather than whether it is worth using in classrooms because the influence on learning is too great to ignore. It is suggested that YouTube be used as an effective teaching method for increasing the learning capability of EFL students.

Enhancing Cross-Cultural Sensitivity

The first topic that arose was that the foreign students from Jordan that took part in this research were engaged actively in learning

different parts of EFL culture via YouTube. said that in their home country, EFL education did not focus on teaching multiculturalism. they were not able to examine the perspectives of other cultures. In addition, it was rarely addressed by other important venues in everyday life. Rather, they thought that YouTube assisted them in developing cross-cultural sensitivity by connecting them to a wider globe. Regarding cross-cultural awareness, students shared what they learnt on YouTube. Some of them said that watching YouTube encouraged them to learn more about American culture as they prepared for and participated in degree programs in new places. For example:

Before beginning my study abroad in the United States, I was able to practice the

expected scenario as nobody warned me about the difficulties I would face while studying overseas. As a result, I chose to watch videos on YouTube to learn more about cultural issues that I should know. These videos were rather beneficial. I also felt ... like being much closer to folks living in different places through watching videos on YouTube. If I have a relative that intends to travel abroad, I will advise that the person should first get intimated with the targeted culture by watching YouTube videos. (Teacher 2).

YouTube remains the most convenient way for me to learn about other cultures that I have not met in person. I even studied issues regarding U.S. customs and immigration by watching YouTube videos. I felt like I was already a community member after watching the YouTube videos since there were so many individuals living together. . This knowledge that I gathered by watching videos on YouTube also allowed me to get along easily with my fellow international classmates. (Teacher 3).

Our results also revealed that most of the students that took part in this study were enthusiastic about second language learning using YouTube. When compared to the other local and global search engines or social media platforms, such as Google and Naver, YouTube remains the most beneficial platform for Jordanian students to receive high-quality English language instruction while also allowing them to practice self-regulation. This was demonstrated during their classroom instruction. The students seemed to have difficulties with classroom activities and in writing in the English language at first, especially in small group educational settings. However, when the instructor permitted them to access online tools to supplement their learning, they demonstrated much-improved writing skills throughout the semester.

Teacher 1 noted that numerous YouTube videos give "simple, practical, and clear training" in developing her English competency and fluency, and in her contribution to small group activities. Teacher

1, who appeared to be proactive in class meetings attendance, believed that, in comparison to Google, YouTube provided more beneficial resources for academic works while collaborating with her classmates. So, rather than looking for other internet resources, she relied on YouTube as a major tool to clarify and understand confusing subjects or languages in English. Other students made related comments:

When we compose essays during small group talks, my instructor would say that it is fine if we use internet resources or any electronic devices. So, I simply turn on YouTube to look for the relevant information. Naver is also useful, but it can be difficult to locate accurate material at times. One disadvantage of using YouTube in class is that it can be difficult to discover appropriate content in the allotted time. However, when there is enough time as permitted by the instructor, I usually rely on YouTube. (Teacher 1)

The final theme of our research revealed that YouTube allowed foreign students in Jordan to perceive English in a new light and to broaden their awareness of the language as a universal language, something they had been under-informed on throughout their previous formal schooling in Jordan. The majority of the students stated that their learning experience on YouTube was useful and connected to tolerating other forms of English that were not restricted to Standard English. Such favourable encounters, in particular, boosted their confidence in their ability to adapt to the new academic environment. Teacher 6, who actively participated in classroom tasks, regarded YouTube as a platform that "makes an obvious impact." She believed that her high school education was responsible for her lack of knowledge of the various forms of English since it was mostly focused on the American version of the English language. So, "YouTube was helpful in putting things in order in English. "What I learned in Jordan in terms of English was not encompassing." Others explained how YouTube helped them become more comfortable with English as a global language:

My understanding of various forms of English was limited because the English teachers

during my high school were more interested in the American version of the language. [.....] You know, learning English in Jordan is tacitly seen as something that schools should prevent. [.....] YouTube is seriously promoting Jordanian language and culture as numerous comments about music have been placed on YouTube videos. (Teacher 6)

Conclusion

This study considered the view of EFL teachers on the improvement of speaking skills using YouTube, as well as their attitudes on YouTube usage and the most efficient ways to use YouTube. Technology can help improve speaking skills and YouTube is one of the available technologies that can help EFL students in a variety of ways. According to the study's findings, EFL teachers think that using YouTube to improve speaking skills is a good idea. They claim that students can develop the ability to decode the meaning of certain unfamiliar words/phrases, enhance their speaking skills, and speak comfortably by watching YouTube videos. EFL teachers also showed a favourable attitude regarding using YouTube to improve speaking skills. YouTube videos can also minimize students' anxiety, making them learn faster and focus during classes. The participants noted that learning resources can be easily accessed on YouTube and can be comfortably used to teach English. YouTube can be used in a variety of ways in the classroom. One of the greatest methods to use YouTube, according to the participants, is to encourage students to highlight some of the points or nuances they perceive in the video. Students can use YouTube videos to provide information, remark, discuss and grasp the subject they are listening to.

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