Investigating EFL Teachers' Perceptions of the Use of YouTube in the Development of Saudi EFL University Students' Speaking Skills

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Abstract

The present study attempts to examine English instructors' perceptions, attitudes, and pedagogical suggestions utilising YouTube to help Saudi EFL university students improve their speaking abilities. The research was designed using descriptive and analytical methodologies. A questionnaire was designed for data collection and administered to English language instructors, 61 EFL instructors in English Language Centre at Umm Al Qura University Saudi Arabia. According to the study's findings, English language teachers believed that YouTube is a beneficial teaching tool for developing university students' speaking skills. The findings demonstrated that YouTube might be utilised in the classroom, including allowing students to comment on a specific video or provide some details, debate, ask questions, and respond. The study recommended that students' speaking abilities could be improved by embedding YouTube videos in the EFL classroom.

Keywords: Attitudes, EFL, Instructors' perceptions, Speaking skills, YouTube

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Introduction

Cutting-edge digital technologies like smartphones, iPads, and YouTube videos have dominated the twenty-first-century world, backed by sophisticated ICT applications in every sector. The most crucial of these is education. Educators, curriculum designers, and EFL pedagogy experts have all recognised the urgency for a paradigm shift in teaching and assessment methodologies at all educational levels to cope with this broad tsunami of change in educational technology. After the issues caused by the COVID-19 outbreak, proponents of this
transformation have been more vocal in their demands, resulting in a shift away from the teaching-learning paradigm toward eLearning (Almahasees et al., 2021). This new reality necessitates educational technology, which may lay the foundations for hybrid and full-fledged online learning quicker than expected (Dhawan, 2020).

Several studies have shown YouTube's importance in language acquisition. Language instructors can use these movies to create lessons and activities relevant to their students (Watkins & Wilkins, 2011, p. 115). According to Barrs (2012), YouTube contributes to cross-cultural understanding by allowing people of other cultures to post videos. In addition, according to Snelson and Perkins (2009), videos motivate employees' L2 learning and allow learners to share their videos without any hesitation. As per Alastuey (2011), YouTube videos are critical in having students converse and engage with their classmates and professors in class while viewing and comprehending the videos. According to Wagner (2007), YouTube-based materials help learners understand articulation, sound discrimination, and understanding by using graphical and visual aids in the videos.

Speaking ability is perceived as the most challenging skill for Saudi EFL students to master (Aljumah, 2011). The difficulties in communication among pupils are reflected by their inability to react to the teachers' questions, their inability to grasp the text's overall meaning, and their confusion about the speaker's essential points (Alhamami, 2013). Some Saudi EFL teachers neglect the necessity of teaching speaking skills by using YouTube. For both students and teachers, learning and teaching English may be tedious due to a lack of originality. It may be due to traditional English teaching techniques that emphasise form over communication and neglect pupils' motivation (Cheng, 2002).

Students' speaking abilities can be improved by watching YouTube videos (Silviyanti, 2014; Watkins & Wilkins, 2011). Additionally, YouTube is said to create a stress-free atmosphere where children may communicate with their professors and friends without feeling anxious or afraid (Wagner, 2007). In addition, little research has looked at the function of YouTube in helping students improve their speaking abilities from the viewpoint of Saudi Instructors. This study intends to determine English language instructors' perspectives on utilising YouTube to improve speaking abilities and attitudes regarding YouTube usage and the proper method in Saudi Arabian EFL lessons.
However, EFL instructors' perceptions of incorporating YouTube in teaching language skills, mainly speaking abilities, are largely understudied in the Saudi EFL context.

**Literature Review**

Using YouTube videos to improve pupils' speaking abilities has been the subject of several research studies (Ariyanto et al., 2018; Arrooyani, 2018; Albahal, 2019; Lestari, 2019; Sari and Margana, 2019; Al Jawad, 2020; Ilyas and Putri, 2020; Tristiana and Swondo, 2020; Angraini, 2021; Kusuma & Syam, 2022; Zaitun and Salsabila, 2022). According to recent research by Syafiq et al. (2021), YouTube videos greatly improved students' speaking abilities and other aspects of English language competency, such as grammatical structures, vocabulary, fluency, and content. Likewise, Meinawati et al. (2020) discovered that viewing videos on YouTube improved students' ability to communicate smoothly and confidently. According to Kurniawan (2019), students are clinging to YouTube since it is a valuable instrument for improving their speaking talents (p. 324). As one of the most famous sites on the internet, YouTube might be used in EFL classes to assist students in improving their English language skills, notably listening, and speaking abilities. It can make education more exciting and fruitful (Alkathiri, 2019). According to Jati et al. (2019), students' speaking skills increased significantly in accuracy, fluency, and overall performance when they used YouTube content.

Through a questionnaire, Omer (2017) studied how YouTube videos impacted the boost in EFL students' speaking and listening abilities. According to the study, YouTube also boosted students' speaking and listening abilities and motivated them to communicate vocally in English. At Biskra University in Algeria, Djahida (2017) assessed the influence of educational YouTube videos on EFL students' speaking abilities. The study discovered that using YouTube videos to develop speaking abilities was seen favourably by both teachers and students. Qomar (2016) investigated how YouTube might help students enhance their speaking abilities and discovered that it could. According to the research, students employed appropriate intonation and emphasis when reciting phrases, appropriate syntactic structures, and a word selection that is both correct and adequate. In Indonesia, Riswandi (2016) looked at how YouTube videos could assist seventh graders to enhance their speaking abilities. The findings revealed that students'
speaking skills improved significantly due to their exposure to YouTube, especially lexicon, grammar, articulation, and fluency.

Furthermore, according to Silviyanti (2014), utilising YouTube in the EFL classroom appears to be fascinating, encouraging, and practical. Students look enthusiastic and eager to watch various films before practising pronunciation and speaking like native speakers. In a similar vein, Bani Abdelrahman (2013) investigated the influence of using online-shared oral journals on Saudi first-year university graduates. The researcher created a speech proficiency exam that required both groups to take a pre-test prior to the start of the study and a post-test following the completion of the intervention. On the test, the experimental group outperformed the control group.

Furthermore, YouTube videos, according to Alastuey (2011), serve an essential role in helping students to converse and communicate with their professors and classmates, as well as comprehend their environment. According to Watkins and Wilkins (2011), YouTube is an effective teaching tool for improving all language acquisition abilities, mainly listening, and speaking, and expanding students' vocabulary across domains and cultures. Wagner (2007) also suggested utilising videos for teaching speaking skills. They help EFL graduates recall material, improve their pronunciation, grasp what is said through the pictures and illustrations used in movies, and communicate smoothly and freely.

In EFL situations, YouTube is a valuable resource for teaching speaking. However, its impact on improving speaking abilities in the Saudi EFL setting is still underexplored. Many Saudi EFL teachers do not understand using YouTube materials to their maximum potential. Binmahboob (2020) surveyed how English instructors in Riyadh, Saudi Arabia, felt about utilising YouTube to assist pupils in honing their communication abilities in secondary school. The study's findings revealed that the instructors believe that YouTube reduces EFL learners’ anxiety and allows them to learn faster, pay attention for more extended periods, and be motivated to learn. The present paper determines the influence of YouTube videos on the improvement of speaking abilities of Saudi University students, as perceived by Saudi EFL Teachers considering the substantial research on how YouTube clips have favourably influenced and impacted the development of the English teaching/learning paradigm.
Importance of Speaking in SLA

Many students value learning to speak English proficiently as one of the four language abilities. As part of communication, they employ speaking abilities to maintain a rapport in interactions, influence others, and win discussions. Students may be developed via various approaches. "The ability to communicate planning, preparation, and practice might help an EFL learner improve his conversational skills (Harmer, 2011). To provide a clear description of enhancing the students' performance, "it is also essential to talk about the many types of speaking skills. Micro-skills are examples of pronunciation, lexemes, vocabulary, idiomatic expressions, and phrasal units. On the other hand, Macro skills deal with mastering the more critical aspects of language units, such as fluency, conversation, purpose, style, cohesiveness, nonverbal communication, and strategic alternatives (p.142).

YouTube

In the same way, videos on the web are highly successful. The internet is a media that aids the teaching and learning process in education and significantly impacts students' achievements. (Apuke & Iyendo, 2018). Furthermore, teachers may utilise YouTube to help students learn in English classes, and it promotes student interaction, which is beneficial to interpersonal teaching methods (Wael Abdulrahman, 2016). However, according to Kabooha & Elyas (2018), Teachers of English are interested in incorporating YouTube into their classrooms. According to Lee (2010) and Alimemaj (2010), it provides them with a new technique to assist them in the educational environment and increase their pupils' English language skills.

Video Clip

Smaldino et al. (2012: 310) say that "the trend today is delivery of video media as short, concise segments that teachers can assemble in various ways to support a variety of utilisation scenarios". Short video segments ranging from 1 to 4 minutes can give several tasks, display a diverse variety of language, are simple to handle, and are highly motivating (Harmer, 2007: 283).

Video in Speaking Instruction: Benefits and Drawbacks

According to Harmer (2007: 308), a video can convey in-use language. Brewster et al. (2002: 204) divides the benefits of utilising films for learning into four categorisations:

First, a video introduces or revises unfamiliar words, phrases, and idioms
from a linguistic standpoint. It depicts all aspects of communication, such as linguistic forms, nonverbal codes, meaning negotiation, and interaction. Second, a video varies the teaching-learning process, making it more entertaining, exciting, and motivating for students. Third, a film allows pupils to expand their cultural awareness by allowing them to look at the world well beyond the classroom. Fourth, a video can increase students' curiosity while providing up-to-date information. It helps pupils to make the most of their contextual inference abilities.

According to Riddel (2003: 223), employing video has other drawbacks. The downsides of employing audio-visual media include the possibility that pupils would not see it as authentic learning. The 'stop-start' aspect of the instruction might annoy students, and not everyone may be able to see the screen in a broad group. In the present times, EFL instructors at English language centers, the teachers integrate technology to facilitate English language instruction and learning and use social networking websites to provide engaging real-life authentic material in their online classes. In the researcher's observation, most teachers are still resistant to social media on the pretext of multiple reasons, which the present study intends to investigate formally and more profoundly.

**Methodology**

**Design**

The use of YouTube to develop conversational skills is discussed and analysed in this descriptive research with an analytical component. The research design is determined by the study's research objectives and research questions. In addition, the study used a mixed-method approach that included qualitative and quantitative techniques to produce a qualitative and quantitative representation of data and explore the findings in-depth.

**Subjects of Study**

Forty-five (45) Saudi EFL male English language instructors from Ummul Qura University in Saudi Arabia participated in the research. The teachers who have been chosen to have at least two years of experience teaching English as a second language. These instructors speak Urdu and Arabic as their native languages and English as their foreign language. Each lecturer has an MA, MPhil, or PhD in English language instruction.

**Population and Sampling**

The population comprises 61 teachers who teach English as a foreign language at English Language Centre in Ummul Qura University,
Saudi Arabia. Out of these, 45 foreign language teachers completed and returned the survey. Moreover, the researcher used a random sampling strategy involving selecting the participants for interviews. Seven of these teachers consented to short interviews describing their experiences with social media implementation. The teachers' educational background and teaching experience varied, and the respondents' ages ranged from 25 to 48. The study sample comprised male teachers because of the gender-segregated educational system in Saudi Arabia. Each teacher was assigned a pseudonym to ensure confidentiality.

**Data Collection Instrument**

Following mixed methods research design, the researcher used quantitative and qualitative methods to collect data for this phenomenological study. Qualitative research approaches explain participants' actions and attitudes when collecting and analysing data (Creswell, 2014). In contrast, data acquired through quantitative methods can be conveniently analysed and presented more effectively through tables and figures.

**Questionnaire**

The researcher created a questionnaire based on a previous study on the use of YouTube to improve speaking and other language learning abilities. There are 26 statements in the questionnaire, spread among three areas. The Five-point Likert, which includes five possible responses, was utilised in this survey. The researcher ensured that it was valid by piloting the poll with a random selection of (5) male English language instructors. In addition, they were questioned on the instrument's suitability for the study's objectives. Following the experts' suggestions, the researcher made the required revisions to the questionnaire and then administered it.

**Interview**

To triangulate the data acquired through a survey questionnaire, the researcher conducted semi-structured interviews with the volunteer participants to elicit information on their challenges while using social media as an educational tool in their EFL contexts. Finally, according to the participants' preferences, the time and place of the interview with the professors were determined. These interviews were video-recorded and later transcribed and analysed to identify a thematic pattern to support the analysis and interpretation of data.
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Results and Discussion

This section displays the study's findings. The tables display the results of the questionnaire. The study findings are described considering the research questions. The frequency and percentage tools calculated each questionnaire item's proportion of agreement or disagreement.

Teachers' Opinions on Using YouTube to Improve EFL Students' Speaking Skills

The items in this portion of the survey are designed to determine how English language instructors feel about utilising YouTube to improve speaking abilities. There are eleven items in this section. Table 1 shows how English language instructors feel about utilising YouTube to improve speaking abilities. The following is an example of the outcomes of each statement:

Table 1. Teachers' Opinions on Using YouTube to Improve EFL Students' Speaking Skills

<table>
<thead>
<tr>
<th>Serial no.</th>
<th>Statement</th>
<th>%</th>
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<tbody>
<tr>
<td>1.</td>
<td>Students can improve their speaking skills by watching YouTube videos.</td>
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<td>2.</td>
<td>YouTube videos assist students in comprehending the information they listen.</td>
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<td>3.</td>
<td>YouTube videos assist students in differentiating between individual sounds.</td>
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<td>4.</td>
<td>Students can learn more about the topic by watching YouTube videos.</td>
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<tr>
<td>5.</td>
<td>YouTube videos can assist students learn to use stress and intonation cues more effectively.</td>
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<td>6.</td>
<td>When students watch YouTube videos, they can better follow the conversation's flow.</td>
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<td>7.</td>
<td>They listen to the YouTube video for important words that have significance.</td>
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<td>8.</td>
<td>Students may learn to guess the meaning of unknown words using YouTube videos.</td>
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<td>9.</td>
<td>Students can form inferences about what is not said by watching YouTube videos.</td>
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<td>10.</td>
<td>YouTube videos assist students with segmenting the stream of speech into recognised parts.</td>
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<tr>
<td>11.</td>
<td>YouTube videos keep pupils on track while they speak.</td>
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Figure 1
The results of item no.1 demonstrate that the participants have positive perceptions of this item, as 37% agree and 24% strongly agree that students can improve their speaking skills by watching YouTube videos. At the same time, 30% differ in viewpoint. Similarly, 28% strongly agree, and 35% agree that YouTube videos assist students in comprehending the information they listen to. Regarding the view that YouTube videos assist students in differentiating between individual sounds (Item no. 3), 11% strongly agree, and 44% agree with the viewpoint, whereas only 24% in total disagree. Interestingly the views that students can learn more about the topic by watching YouTube videos (item no.5) and that YouTube videos can assist students to learn to use stress and intonation cues more effectively (item no.6) are agreed by 77% of respondents. A moderate number of 54% of respondents believe that watching YouTube videos can help students better follow the conversation's flow (item no.6), whereas 39% disagree and 15% remain neutral in this regard. The view that students listen to the YouTube video for essential words with significance (item no.7) is disagreed by 64%. 42% of respondents disagree, and 37% agree that students may learn to guess the meaning of unknown words using YouTube videos (item no.8) which shows the divided opinion on this issue. The opinion that students can form inferences about what is not said by watching YouTube videos (item no.9) is disagreed by 67%, whereas only 33% agree. The role of YouTube videos in assisting students in segmenting the stream of speech into recognised parts (item no.10) is endorsed by 62%. In contrast, a meagre 24% differs from this viewpoint. Lastly, 63% endorse the view that YouTube videos keep pupils on track while they speak.

According to the results, English language instructors have ambivalent feelings about utilising YouTube to improve speaking abilities. Their comments indicate that YouTube videos could assist students to estimate the meaning of unknown phrases, enhance their speaking abilities, and lead students to some extent. Furthermore, the findings allude to the potential of YouTube videos to assist students in segmenting speech into recognisable pieces, comprehending the information they listen to, and improving sound discrimination. The participants agree that YouTube helps children with meaning, understanding, and sound recognition. According to the study's conclusions, YouTube videos have been shown to help people talk better. It is the same as Alhamami’s (2013) and Alwahabi's (2015). They said YouTube videos could assist students
in improving their speaking abilities, boost cooperative learning, and expand their language usage opportunities.

Furthermore, Snelson and Perkins (2009) determine that employing movies in English language classrooms benefits language acquisition. It encourages students to converse in a foreign language and may also be used to learn about cultures and terminology. YouTube has piqued the curiosity of English language teachers who want to use it in their classrooms, according to Lee (2010) and Alimemaj (2010), since it assists them as a technique for improving their students' language proficiency. Barrs (2012) corroborates this result, noting that the teachers felt YouTube videos could help with various issues, including boredom and monotony. Sun (2009) substantiates this assertion by demonstrating how YouTube videos may be used to practise EFL learners' conversational skills and provide them with new and engaging opportunities to understand the English language.

**Attitudes of EFL Teachers Towards Using YouTube to Develop Speaking Skills**

<table>
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<tr>
<th>Statement</th>
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<tbody>
<tr>
<td>1. I use YouTube as a great source to obtain materials for English language learning.</td>
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<td>20</td>
<td>11</td>
<td>35</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2. YouTube videos are more effective in capturing and retaining students' attention.</td>
<td>17</td>
<td>15</td>
<td>11</td>
<td>44</td>
<td>11</td>
<td></td>
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<tr>
<td>3. YouTube videos help students learn English more quickly and effectively.</td>
<td>15</td>
<td>22</td>
<td>13</td>
<td>37</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>4. The use of YouTube videos in language instruction reduces students' nervousness in class.</td>
<td>17</td>
<td>13</td>
<td>11</td>
<td>44</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>5. I feel more at ease utilising YouTube to teach English.</td>
<td>13</td>
<td>15</td>
<td>11</td>
<td>40</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>6. In learning English, I like selecting resources from YouTube.</td>
<td>13</td>
<td>11</td>
<td>4</td>
<td>48</td>
<td>22</td>
<td></td>
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<tr>
<td>7. I'll be doing more YouTube-related classwork in the future.</td>
<td>15</td>
<td>11</td>
<td>11</td>
<td>37</td>
<td>24</td>
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This section of the questionnaire consists of seven questions that assess the opinions of English language instructors about YouTube usage. Table 4 reveals that the teachers are enthusiastic about utilising YouTube to help students improve their speaking abilities. The following is a summary of the responses to each section's items:

55% consider YouTube an excellent source for English language learning materials, whereas 33% disagree and 11% remain neutral (item no.1). Again 55% of respondents find YouTube videos more effective in capturing and retaining students’ attention, whereas 32% differ with this opinion (item no.2). The majority of 48% agree that YouTube videos help students learn English more quickly and effectively, whereas 37% found YouTube least effective (item no.3). 57% of the respondents found that using YouTube videos in language instruction reduces students' nervousness in the class, whereas only 30% differed, and 11% remained neutral (item no.4). The moderately high majority of 60% proclaim that they feel more at ease utilising YouTube to teach English. Only 28% found themselves quite uncomfortable with the use of YouTube (item no.5). Despite all these differences, 70% of teachers still like selecting resources from YouTube for learning English (item no.6) and 61% of respondents intend to do more YouTube-related classwork in the future (item no.7). The results reveal that individuals are enthusiastic about utilising YouTube. YouTube videos have been demonstrated to reduce anxiety, speed up learning, and keep learners' attention throughout the class. Besides, the participants believe YouTube makes it easier to discover
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learning resources and that they are comfortable using YouTube to teach English. In general, participants prefer to utilise YouTube in class.

The results demonstrate that English language instructors are both intrigued and excited about the potential of YouTube videos for speaking practice. They have indicated an interest in employing YouTube videos as classroom teaching tools, like the findings by Alimemaj (2011) and Watkins and Wilkins (2011). YouTube videos, they said, establish an informal environment and the potential to cover nonverbal cues, which will assist learners to understand more. Kelsen (2009) and Barrs (2012) concurred, noting that most instructors appear to support YouTube videos. Silviyanti backs up the idea that YouTube videos are a fantastic way to educate people on how to speak (2014). According to Kelsen (2009), teachers have a favourable view regarding YouTube videos because of their cooperative learning, socialisation, and engagement. This study found that using YouTube videos to teach speaking reduces nervousness and makes students feel more at ease.

EFL English Teachers' Views on the Best Ways to Use YouTube

As shown in Table 3 below, this section of the questionnaire has eight items identifying English language instructors' opinions of the best methods to use YouTube.

<table>
<thead>
<tr>
<th>S.no.</th>
<th>Statements</th>
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<tbody>
<tr>
<td>1.</td>
<td>We can use YouTube to teach directly.</td>
<td>8</td>
<td>11</td>
<td>8</td>
<td>40</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>We can use YouTube to provide deeper knowledge on a certain topic.</td>
<td>6</td>
<td>11</td>
<td>6</td>
<td>42</td>
<td>33</td>
<td></td>
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<tr>
<td>3.</td>
<td>We can make students participate in a video discussion.</td>
<td>6</td>
<td>15</td>
<td>8</td>
<td>37</td>
<td>31</td>
<td></td>
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<tr>
<td>4.</td>
<td>After viewing a video, students are asked to provide feedback.</td>
<td>8</td>
<td>17</td>
<td>11</td>
<td>40</td>
<td>22</td>
<td></td>
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<tr>
<td>5.</td>
<td>The students are encouraged to produce and share videos.</td>
<td>11</td>
<td>22</td>
<td>11</td>
<td>31</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Students can demonstrate comprehension by uploading their own moves.</td>
<td>13</td>
<td>15</td>
<td>13</td>
<td>40</td>
<td>17</td>
<td></td>
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<tr>
<td>7.</td>
<td>We can ask students to identify three or four important points or aspects in the video.</td>
<td>15</td>
<td>13</td>
<td>6</td>
<td>48</td>
<td>15</td>
<td></td>
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<tr>
<td>8.</td>
<td>We can have the class roster in front of the instructor and randomly choose students to provide feedback comments.</td>
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Table 3
A clear majority of 71% of respondents endorse using YouTube to teach directly. Similarly, 75% support the use of YouTube to provide more profound knowledge on a specific topic. Most of the respondents, 68%, endorse using YouTube to make students participate in a video discussion, whereas 21% disagree, and 8% remain neutral. Similarly, 62% agree that students are asked to provide feedback after viewing a video. Little more than half of the respondents (55%) agree that the students are encouraged to produce and share videos, whereas 33% disagree and 11% remain neutral. Again 57% of respondents believe that students can demonstrate comprehension by uploading their movies, whereas 28% disagree. Most of the respondents, 63%, view it as a valuable activity to ask students to identify three or four crucial points or aspects in the video. Only 28% do not perceive it as beneficial. Lastly, 50% believe that teachers can randomly choose students to come to the podium and provide feedback, whereas 37% disagree and 11% remain neutral.

The data above suggest that YouTube videos can provide students with opportunities to provide information, remark, discuss and comprehend the topic they listen to. Students may use YouTube videos to learn how to distinguish specific sounds and create, share, and comment on them. Instructors can also create a class roster and ask students to leave
comments after seeing the video. Snelson and Perkins (2009) discovered that YouTube videos could be used in different ways in the language class and came to the same result. Natural resources, like YouTube videos, are always the most efficient technique to improve students' intonation and pronunciation (Alwahabi, 2013). All the instructors concur on this topic, as seen by the participants' outcomes.

Students may interact with the material, consult, and debate, solve issues together, infer meaning, and comment using YouTube videos (Lee, 2010). In traditional speaking sessions, students are passive, with little engagement and sharing of opinions and ideas with their lecturers and classmates. They can improve their listening abilities by using the strategies taught in the YouTube clips (Brown, 2014). Zorko (2009) believes that YouTube is essential in today's classroom. YouTube videos are available to students at their leisure. On the other hand, the students may become fixated on technological YouTube videos and lose sight of their initial goal. YouTube videos, as a result, must be kept under control.

**Findings of the Interview Data**

The interviews show the benefits and drawbacks of utilising YouTube to help students improve their speaking abilities.

**The Benefits of Using YouTube Video**

Using YouTube has several benefits, including:

First, many YouTube videos can assist students in honing their public speaking abilities because videos on YouTube support various learning needs, especially in language learning. Students may learn English from a native speaker [Teacher 2]; studying English from a video by a native speaker is suitable for students to develop their speaking abilities, and students can easily comprehend how to use the language appropriately. Second, YouTube videos can also be online resources for students and teachers. Teachers have discovered the most effective approach to engaging children in learning using technology. Third, because YouTube video is a versatile instructional medium, it aids students in their learning. Fourth, both within and outside the classroom, students can access YouTube videos. Finally, students may learn anywhere and at any time by using YouTube.

**YouTube Video's Drawbacks**

Aside from the benefits of using YouTube videos, there are some drawbacks as well:
For starters, specific YouTube videos may be unsuitable for schools. The video makers are also of all ages, origins, and cultures, and the YouTube videos are occasionally unsuitable for pupils. Second, the language level employed in the films might be confusing for specific pupils. Because YouTube has so many videos, it may easily divert pupils and lead them away from the topic. Third, YouTube has a wealth of intriguing videos, including music, gaming, cinema, and other forms of entertainment. The other video can easily distract students and disrupt their studying process. Fourth, instructors and parents cannot consistently maintain control over their pupils. Students may access YouTube from any device, including their computers and mobile phones. Teachers and parents must therefore provide teaching and guidance.

Conclusions

YouTube is a useful technological tool for EFL students. YouTube as a tool for improving communication abilities is seen favourably by English language educators. One of the most effective methods to use YouTube is to have students comment on specific parts or nuances in the video. The participants observe how simple it is to access learning resources on YouTube and how comfortable they are with utilising YouTube to teach English. YouTube is a new method that emphasises the participatory quality of speech. Several features enable pupils to transition from dependent to autonomous learning methods. According to their English language professors, students should always be informed of the best approaches, according to their English language lecturers. If learners know what promising talents they possess, their confidence and willingness to study will grow.

Implications of the study

The study's outcomes can aid curriculum designers in considering students' demands. Using the conception of EFL university teachers at Ummul Qura University about using YouTube as a learning tool to improve learners' speaking ability, EFL students might be concentrated on the actions and abilities associated with communicative competence. Language schools and institutions may explore upgrading speaking-related programmes, courses, resources, or seminars. There are consequences to language lessons, programmes, and colleges. Consequently, teachers in the EFL classroom should use YouTube videos as teaching aids to diversify the environment for learning and interest
students. Moreover, EFL students may be motivated and engaged in studying English outside the classroom if they watch YouTube videos.

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