

YouTube as a Learning Tool to Improve Students' Speaking Skills as Perceived by EFL Teachers in Secondary School

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ABSTRACT

YouTube has been shown to be a rich source for teaching speaking in EFL contexts. However, the use of YouTube in developing speaking skills is still understudied in the Saudi EFL context. The full use and awardees of YouTube resources are not well articulated by many EFL teachers in Saudi Arabia. This study attempted to examine the perceptions of English instructors of using YouTube to improve the speaking skills of the students in the secondary stage in Saudi Arabia. The English instructors' attitudes towards YouTube and the best ways to use YouTube in the class were examined. The descriptive and analytical approaches have been applied in order to design the research. For data collection, a questionnaire has been designed to address the research topic. It was distributed on a sample of English language instructors (30 EFL instructors) in the secondary stage in Riyadh city in Saudi Arabia. The findings of the study showed that English language instructors see that YouTube is a highly beneficial instructional tool in improving the speaking skills of the secondary school students. It was found that the instructors have positive attitudes towards YouTube. They expressed that YouTube lessens the students' anxiety and allow the students to learn faster, retain attention for a long time and motivates the students to learn the language. On the other hand, the findings showed that YouTube can be used in different ways in the class such as asking the students to comment on a particular video or to give some details, discuss, pose questions and give answers. YouTube gives a real chance for the students to interact in the class and to speak freely and get improved in pronunciation. The study recommended using YouTube as an integral instructive tool in English language classes.

Key words: YouTube, Speaking skill, EFL, Attitudes, Instructors

INTRODUCTION

The new internet-based modes of language learning have always been described as reliable sources for language learning. With internet-based applications, students can practice language learning through motivating activities such as games due to attractive features associated with games. The emergence of internet gave researchers an opportunity to facilitate language learning by using amusing and enjoyable games (Halic, Lee, Paulus & Spence, 2010). YouTube is an internet-based educational tool which allows the learners to easily maintain content and motivate students to learn due to the videos and graphics it presents to the learners (Deng & Yuen, 2011).

YouTube is one of the significant internet-based resources for language learning. YouTube is a famous site that allows the users to upload videos, to share videos with other users, and to comment on the videos posted. The site attracts millions of users every month. Also, YouTube is available in more than sixty language and many countries in the world (Silviyanti, 2014). YouTube application can be found in

many smart phones as well. The most prominent feature of YouTube is that it contains many videos on different subjects and in many languages. In a search box, the users can write the name of the video they need to watch and it will run on directly. Such videos are very important in the educational field. By using these videos, the language instructors can design lessons for their learners and give meaningful activities in language classes. For example, there are conversation activities such as "move trailer" and "voiceover" that can be employed to practice speaking and listening (Watkins & Wilkins, 2011, p. 115).

Many researchers have affirmed the role of YouTube in language learning. Barrs (2012) reported that YouTube plays a role in the cross-cultural knowledge since users from different cultures can upload videos. Also, Snelson and Perkins (2009) reports that the videos enhance motivation in L2 learning and the learners can exchange videos in a tension free environment. YouTube videos assist the learners to comment, share, express, speak, and think in a positive environment without the restrictions of the conventional classes in which the teacher is the only speaker in the class (Alhamami,

2013). According to Alastuey (2011), YouTube videos have a significant role in allowing the learners to speak and interact with their peers and teachers in class during watching the videos and understanding what is going on. Wagner (2007) supported the use of videos in teaching speaking since they allow the learners to remember the material and speak freely about it.

Furthermore, Wagner (2007) argued that YouTube-based materials allow the learners to master pronunciation, sound discrimination, and comprehending what is being said to them through the graphical and illustration means used in the videos. Also, Çakir (2006) informed that videos offer authentic language inputs which create a meaningful language learning environment. In such authentic contexts, the learners come across real objects, persons, and situations. This makes of YouTube a leading source of language learning.

In EFL contexts, speaking skill has always been a challenge for EFL learners. The EFL students have frequently been taught through traditional methods of language teaching where they are not exposed to the target language or to the channels through which they can speak, communicate, and interact using the target language (Zeng & Takatsuka, 2009). Also, speaking is a difficult skill since it entails the learners to master a sum of other skills such as vocabulary, grammar, and comprehension. Silviyanti (2014) reported that YouTube videos are especially useful for speaking skills since they enhance the learners' motivation and make the content comprehensive to the learner.

YouTube was reported to be fit for speaking instruction. In a YouTube-based class, the knowledge is shared and the students become more independent in their language learning and overcome the challenges that traditionally prevent them from speaking freely in the class (Zhang, 2010). Different studies have supported the integration of YouTube videos in language learning and in speaking instruction (e.g. Alhamami, 2013; Silviyanti, 2014) and develop critical skills (Watkins & Wikins, 2011). Furthermore, YouTube has the feature of enhancing students' pronunciation as well (Wagner, 2007).

Speaking skill is one of the major challenges for Saudi EFL learners (Aljumah, 2011). The learners' difficulties in speaking appear in the lack of the learners' ability to respond to the teachers' question, they cannot get the general idea of the text, and they confuse the speaker's main points (Alhamami, 2013).

The importance of teaching speaking by applying YouTube in the class is being ignored by some Saudi language teachers in the secondary stage. Due to the lack of creativity, learning and teaching English can be boring for both learners and teachers alike. This may be attributed to the classical methods of teaching English that focused more on the form and ignored communication and students' motivation (Cheng, 2002).

YouTube was reported as a valuable source in teaching speaking (Silviyanti, 2014; Watkins & Wikins, 2011). Due to the important feature of YouTube in terms of videos, graphics, and animation, YouTube can be a tool to help learners comprehend what they listen to, speak freely

without hesitation, and overcome their anxiety in speaking classes.

Despite the importance of YouTube in teaching speaking, very few studies have been conducted to examine role of YouTube in developing the speaking skills. Moreover, no single study, to the researcher's knowledge, has investigated the use of YouTube from the perspective of English language teachers since they are the closest source of information to the students.

Aljumah (2011) said that speaking has always been reported to be a problem for Saudi EFL learners. The traditional methods of teaching adopted by English teachers in Saudi classes in the secondary stage produce poor speakers who are not able to engage in extended conversations with others (Alhamami, 2013). In addition, suffering from the inability to speak with confidence in front of others as well as to ask and respond to the questions of classmates and teachers were among the problems that students face during learning process.

YouTube is one of the useful techniques that can be used to develop students' speaking skills (Silviyanti, 2014; Watkins & Wikins, 2011). Besides being motivating and interesting, YouTube allows the students to listen clearly to the words and sentences from its origins, pronounce the words properly, and organize their ideas while speaking. Also, YouTube was reported to provide a tension-free environment in which the students can interact with their teachers and peers without anxiety and fear. However, YouTube was not put too much investigation with regard to the Saudi students. Also, very rare studies examined the role of YouTube on improving the speaking skills of the students from the perspective of Saudi EFL teachers. This study is an attempt to examine the impact of YouTube on developing the speaking skills as perceived by the English teachers.

This study aims to identify English language teachers' perceptions of using YouTube in developing speaking skill, to identify their attitudes towards YouTube usage and to identify the best ways to use YouTube in EFL classes in the secondary school in Saudi Arabia.

METHODOLOGY

Design

Descriptive approach has been applied in this study with the analytical aspect that describes and analyses the use of YouTube in developing speaking skills. The research design is made based on the questions and the objectives of the study. In addition, in order to give a descriptive and numerical representations of the data and to describe the findings deeply, the study used a mix method design of the qualitative and quantitative approaches.

Research Subjects

The subjects of the study comprised (30) Saudi EFL male English language instructors in the secondary school at Riyadh city in the Kingdom of Saudi Arabia. The selected instructors have two or more years of experience in the field of

teaching English as a foreign language. The native language of these instructors is Arabic and their foreign language is English. All of the selected instructors have BA degrees in English language teaching.

Data Collection Instrument

The researcher prepared a questionnaire to collect data from the participants. The questionnaire was presented to the subjects of the study. The research questionnaire was prepared based on the past studies that focused on using YouTube to develop speaking skills and other related language learning skills.

The researcher prepared a questionnaire about using YouTube to develop speaking skills. The questionnaire consists of (26) statements, distributed on (3) fields. The researcher distributed (40) questionnaires got back (36) questionnaires answered by the participants. The rating scale used in this questionnaire is Likert scale that has five ratings.

The researcher conducted a pilot study before distributing the questionnaire to the entire research participants. The researcher sent the questionnaire to a randomly selected sample of (5) male English language instructors. They reported that the items were clear and easy to understand. Also, the researcher calculated the difference in time between the first and last one who finished the questionnaire in piloting it. The time was five minutes.

Questionnaire Validity and Reliability

Validity means that the questionnaire is suitable for the purpose for which the tool is meant. The researcher achieved the validity of the survey by presenting it to a number of juries in the field and asked them for their point of view on the appropriateness of the instrument to the goals of the study. The researcher conducted the proper amendments to the questionnaire based on the experts' opinions and produced the questionnaire in its final form.

Also, the construct validity of the questionnaire has been verified by using the Pearson correlation coefficient. The results can be seen in the following Table 1.

The above Table 1 shows that the values of correlation are significant and this means that the questionnaire has a good validity level and that it suits the study.

On the other hand, reliability means the consistency of findings. In order to fulfill the reliability of the research tool, Cronbach's Alpha coefficient is utilized for this purpose. The results of Cronbach's Alpha coefficient are seen as below:

The above Table 2 shows that the questionnaire is a reliable tool since the correlation values for all the sections of the questionnaire ranged between (0.952) and (0.745). All of these values are high values. The overall correlation value is (0.801) and this indicates that the questionnaire is fit for the purpose of this study.

The researcher conducted a pilot study before distributing the questionnaire to the entire research participants. The researcher distributed the questionnaire to a randomly selected sample of (5) English language instructors. They reported

Table 1. Correlation coefficient results

Part 1		Part 2		Part 3	
S	Pearson	S	Pearson	S	Pearson
1	.147**	1	.654**	1	.488**
2	.658**	2	.577**	2	.687**
3	.347**	3	.687**	3	.785**
4	.614**	4	.632**	4	.641**
5	.631**	5	.547**	5	.988**
6	.521**	6	.729**	6	.655**
7	.641**	7	.623**	7	.598**
8	.569**	-	-	8	.678**
9	.527**	-	-	-	-
10	.511**	-	-	-	-
11	.641**	-	-	-	-

Table 2. Questionnaire reliability

Sections	N	Cronbach's Alpha
English Language Instructors' Perceptions on Using YouTube in Developing speaking skills	11	0.745
English Language instructors' Attitudes toward YouTube	7	0.811
The Best Ways to Use YouTube as Perceived by English language instructors	8	0.952
Total	28	0.801

that the items were clear and easy to understand. Also, the researcher calculated the difference in time between the first and last one who finished the questionnaire in piloting it. The time was five minutes.

Procedures of the Study

The following steps have been adopted in order to conduct the study:

1. The participants were made aware of the purpose of the survey and their approval was ensured in order to participate in the study. They were given the full contacts of the researcher to contact her in case of any inquiries.
2. The questionnaire was sent out to the participants and the researcher collected their responses electronically.
3. The researcher gathered the data during a one-week period.
4. The researcher gathered the participants' responses and analyzed them statistically. The data were analyzed and shown in tables so as to visually represent the responses in a clearer way. Then, findings were discussed and analyzed. The researcher presented recommendations and suggestions based on the research findings.

Data analysis

A number of statistical tools have been used in order to analyze the collected data. The frequency and percentage

tools were used to calculate the proportion of agreement or disagreement to each item of the questionnaire. Also, the arithmetic mean and standard deviation were employed by the researcher to see the degree of agreement and dispersion between the responses of the respondents.

FINDINGS AND DISCUSSION

This part demonstrates the results of the study. The questionnaire responses are shown in tables. The findings of the research are explained based on the research questions.

EFL Teachers' Perceptions of Using YouTube in Developing Speaking Skills

This part of the questionnaire comprises items that identify the English language instructors' perceptions of using YouTube in developing speaking skills. This section consists of eleven items and the participants' answers to these items are presented in Table 3 as follows:

The above table shows that the English language instructors' perceptions of using YouTube in developing speaking skills are high with a mean (3.64). The participants generally consider the role YouTube can have in developing speaking skills. Below is a demonstration of the results of each statement:

- **Watching YouTube videos help students improve their speaking skill.** The mean score is (4.04) and the standard deviation is (1.06). This indicates that the participants estimated this item as being high and that they
- **YouTube videos help students comprehend the material they listen to.** The mean score is (3.31) and the standard deviation is (1.25). This indicates that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the ninth rank
- **YouTube videos help students discriminate individual sounds they listen to.** The mean score is (3.46) and the standard deviation is (1.06). This indicates that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the seventh rank
- **YouTube videos help students understand the material in detail.** The mean score is (3.38) and the standard deviation is (1.19). This indicates that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the eighth rank
- **Students can better use stress and intonation cues when they listen to YouTube videos.** The mean score is (3.31) and the standard deviation is (1.11). This indicates that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the tenth rank.
- **Students can better follow the direction of talk when they listen to YouTube videos.** The mean score is (3.58) and the standard deviation is (0.99). This indicates that the participants estimated this item as being

Table 3. EFL teachers' perceptions of using youtube in developing speaking skills

S	Statements	%	SA	A	NS	D	SD	Mean	Std. D	Rank
1	Watching YouTube videos help students improve their speaking skill.	%	36.3	32.0	17.3	6.7	7.3	4.04	1.06	3
2	YouTube videos help students comprehend the material they listen to.	%	21.2	21.9	12.4	25.2	18.0	3.31	1.25	9
3	YouTube videos help students discriminate individual sounds.	%	11.1	17.0	20.6	29.7	21.2	3.46	1.06	7
4	YouTube videos help students understand the material in detail.	%	8.8	11.8	19.6	30.4	29.4	3.38	1.19	8
5	YouTube videos better help students use stress and intonation cues.	%	9.8	16.0	21.6	29.4	22.9	3.31	1.11	10
6	Students can better follow the direction of talk when they listen to YouTube videos.	%	15.7	29.7	27.5	18.0	9.2	3.58	0.99	6
7	Through the YouTube video, they listen for important words that carry meaning	%	35.3	45.4	14.1	3.6	1.3	3.28	0.84	11
8	YouTube videos help students guess the meaning of unfamiliar words.	%	26.8	34.3	21.6	13.7	3.6	4.06	1.07	2
9	YouTube videos help students make inferences about what is not stated.	%	25.2	29.7	11.8	19.9	13.1	4.10	0.87	1
10	YouTube videos help students segment the stream of speech into recognizable units.	%	8.2	15.7	17.6	35.6	21.9	3.67	1.12	5
11	YouTube videos prevent students from going astray while speaking.	%	7.8	11.4	11.4	31.0	37.6	3.87	1.02	4
Total Mean			3.64							

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

- **When students watch a YouTube video, they listen for important words that carry meaning.** The mean score is (3.28) and the standard deviation is (0.84). This indicates that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the eleventh rank.
- **YouTube videos help students guess the meaning of unfamiliar words.** The mean score is (4.06) and the standard deviation is (1.07). This indicates that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the second rank.
- **YouTube videos help students make inferences about what is not stated.** The mean score is (4.10) and the standard deviation is (0.87). This indicates that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the first rank.
- **YouTube videos help students segment the stream of speech into recognizable units.** The mean score is (3.67) and the standard deviation is (1.12). This indicates that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the fifth rank.
- **YouTube videos prevent students from going astray while speaking.** The mean score is (3.87) and the standard deviation is (1.02). This indicates that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the fourth rank.

The above findings indicated that English language instructors have excellent perceptions on using YouTube to develop speaking skills. Their responses denoted that YouTube videos can help students guess the meaning of unfamiliar words, enable students to improve their speaking skills, and guide students. Also, the results referred to YouTube videos potentials that can help students in segmenting the speech into recognizable units, help students to comprehend the material they listen to, and help students to better discriminate the sounds. Generally, the participants see that YouTube is useful for the students in the areas of meaning, comprehension, and sounds identification.

The findings of the study clarified that YouTube videos had proven to contribute positively to speaking. This corresponds with Alhamami (2013) and Alwahabi (2013) who pointed out that YouTube videos can help improve speaking skills and enhance cooperative learning between students and to develop the chances for language use. YouTube videos provide a good environment for cooperative learning, answering questions, formulating questions on video, and communication skills that are important for independent learners.

Also, this finding is supported by Wagner (2007) argued that using videos in the classroom gives instructors to offer language learners to authentic cultural information. English speaking skills practice through movies is more applicable

for the students who do not get any English class to learn cultures in the target language. The same result is revealed by Silviyanti (2014) who reported the positive effect of YouTube on developing speaking skills. It is important to know that YouTube can improve the language. The interesting and pleasant environment formed by YouTube encourages the class to learn.

Furthermore, the present findings are supported by Snelson and Perkins (2009) who concluded that the usage videos in English language class is a useful in language learning. It motivates the learners to speak in the foreign language. There are so many advantages of using videos for developing students' speaking skill. It can be said that YouTube can be very helpful for them enhancing their speaking skill, it can also be a valuable tool in the cultures and vocabulary learning. The major benefit of using movies for learning English is that it amuse the learners. Thus, the students have to learn English by watching YouTube movies because it is already confirmed that they have many benefits.

Lee (2010) and Alimemaj (2010) supported that findings of this study by revealing that English language instructors are interested in the use of YouTube in their learning process since it represents to them a new way which they think it is going to help them in the educational setting and enrich their students' English language knowledge.

Furthermore, this finding is confirmed by Barrs (2012) who emphasized that the instructors think that YouTube videos could be a solution to many problems such as boredom and routine. Additionally, Sun (2009) supported this finding by revealing that YouTube videos can be used as a new and authentic source for providing knowledge that learners can depend on for the purpose of gaining new information beside the instructor. YouTube videos can be a very useful way of practicing the speaking ability for EFL learners and provide them with new and exciting methods of learning the English language.

EFL Teachers' Attitudes towards Using YouTube in Developing Speaking Skills

This part of the questionnaire comprises items that identify the English language instructors' attitudes toward YouTube usage. This part consists of seven statements and the results are as below:

The above Table 4 shows that the instructors have positive attitudes towards the use of YouTube in developing the speaking skills of the students. The mean score for this section is (3.72) and this is a high mean score. Below is an account of the responses to each item of this section:

- **It is easy to find materials in English language learning on YouTube.** The mean score for this item is (3.66) and the standard deviation is (1.29). This means that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the third rank.
- **YouTube videos capture and retain students' attention better.** The mean score for this item is (3.38) and the standard deviation is (1.24). This means that the participants estimated this item as being high and that they

Table 4. EFL teachers' attitudes towards using youtube in developing speaking skills

S	Statements	%	SA	A	NS	D	SD	Mean	Std. D	Rank
1	It is easy to find materials in English language learning on YouTube.	%	13.1	29.7	26.5	24.5	5.6	3.66	1.29	3
2	YouTube videos capture and retain students' attention better.	%	51.0	37.6	4.9	4.2	2.3	3.38	1.24	5
3	Students learn English faster and better by using YouTube videos.	%	22.2	32.0	20.9	18.0	6.2	3.59	1.22	4
4	Using YouTube videos in language learning decreases students' anxiety in the class.	%	53.9	33.3	8.8	3.3	.3	3.94	1.11	2
5	I feel more comfortable in using YouTube to teach English.	%	56.5	28.1	6.9	6.2	2.0	3.13	1.35	6
6	I enjoy choosing materials on YouTube in learning English.	%	23.2	29.7	31.7	12.1	3.3	3.03	1.44	7
7	I will have more YouTube-related class work.	%	46.7	40.5	7.5	4.6	.7	4.67	1.29	1
Total Mean			3.72							

had positive perceptions about it. This item comes in the fifth rank.

- **Students learn English faster and better by using YouTube videos.** The mean score for this item is (3.59) and the standard deviation is (1.22). This means that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the fourth rank.
- **Using YouTube videos in language learning decreases students' anxiety in the class.** The mean score for this item is (3.94) and the standard deviation is (1.11). This means that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the second rank.
- **I feel more comfortable in using YouTube to teach English.** The mean score for this item is (3.13) and the standard deviation is (1.35). This means that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the sixth rank.
- **I enjoy choosing materials on YouTube in learning English.** The mean score for this item is (3.03) and the standard deviation is (1.44). This means that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the seventh rank.
- **I will have more YouTube-related class work.** The mean score for this item is (4.67) and the standard deviation is (1.29). This means that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the first rank.

The above findings show that participants have positive attitudes towards using YouTube in developing speaking. It was shown that YouTube videos lower the students' anxiety, help students learn faster, and retain the students' attention during the class. Also, it was shown that the participants see that it is easy to find learning materials on YouTube and that they feel comfortable using YouTube in teaching English. Generally, the participants like to use YouTube in the class.

The results show that the English language instructors appear to be curious and positive towards the idea of considering YouTube videos as a good source for practicing speaking and they have shown their interest to experience the use of YouTube videos in the classroom as a teaching material.

This finding is supported by Watkins and Wilkins (2011) and Alimemaj (2010) who reported that YouTube videos have many advantages in the field of teaching, one of them maybe its ability to create a communicative atmosphere. Another advantage which is the videos' ability to cover the non-verbal communication and that will help the learners to comprehend better. The same result was confirmed by Kelsen (2009) and Barrs (2012) who concluded that YouTube videos seem to gain the support of most of the instructors and the reason is their desire to break the routine and bring new things to the educational setting which will be fun and entertaining. Almost all of the instructors also believed that the use of videos can be a way to solving their students' pronunciation and intonation problems through the listening to the content of those videos which can contain native English speakers who probably will bring a correct form of clearly pronounced words. This would make the students imitate what they listen to and eventually turn to native-like speakers.

Moreover, Silviyanti (2014) supported this research finding that YouTube Videos are a good source for teaching speaking; this is what all the participants agreed upon confirming that the authenticity of the videos gives them the privilege to be a good source for teaching speaking. All participants also think that using videos as a teaching material will attract the interest of the students and make them want to study and that because of the power of videos in putting the students inside the situation and make them live it, and also the videos ability to bring real life situations inside the classroom and this will break the routine that the students used to live in. Furthermore, the findings of this study showed that the use of YouTube videos in teaching speaking minimizes anxiety and makes the students feels comfortable. Entertainment is one of the things that bring good

atmosphere to the classroom and instructors need it and this is what the findings show, videos are the solution for the instructors to bring a funny atmosphere to the class. Also, this finding is supported by Kelsen (2009) who reported that the instructors have a positive attitude towards YouTube videos owing to their interactivity, socialization, and cooperative learning.

The Best Ways to use YouTube as Perceived by EFL English

This part of the questionnaire comprises eight items that identify the perceptions of English language instructors of the best ways to use YouTube. This part consists of eight statements participants' responses are seen in the below Table 5.

From Table 5, it is shown that the perceptions of English language instructors of the best ways to use YouTube are high since the overall mean of this section is (3.73) which is considered a high mean. All these responses are demonstrated in the below lines:

- **Using YouTube as a direct instructional tool.** The mean score for this item is (3.38) and the standard deviation is (1.24). This means that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the sixth rank.
- **Using YouTube to give additional information about a certain subject.** The mean score for this item is (3.59) and the standard deviation is (1.22). This means that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the fifth rank.
- **Students are made to have a discussion over a certain video.** The mean score for this item is (3.94) and the standard deviation is (1.11). This means that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the fourth rank.

- **Students are called to give comments after watching a video.** The mean score for this item is (3.95) and the standard deviation is (1.10). This means that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the third rank.
- **The students are invited to produce and share videos.** The mean score for this item is (3.13) and the standard deviation is (1.35). This means that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the eighth rank.
- **Students can upload their own videos to demonstrate understanding.** The mean score for this item is (3.25) and the standard deviation is (1.19). This means that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the seventh rank.
- **Asking students to mention the three/four major points or details they see in the video.** The mean score for this item is (4.31) and the standard deviation is (0.92). This means that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the first rank.
- **To have the class roster in front of the instructor and call on students randomly to share that feedback.** The mean score for this item is (4.28) and the standard deviation is (0.84). This means that the participants estimated this item as being high and that they had positive perceptions about it. This item comes in the second rank.

The above findings show that there are different ways to use YouTube in the class. The participants show that one of the best ways to use YouTube is to ask students to mention some points or details they see in the video. Also, the instructors can have a class roster and get the students write comments after watching the video. Moreover, the a discussion can be made after watching the video and the students

Table 5. The best ways to use youtube as perceived by EFL English

S	Statements	%	SA	A	NS	D	SD	Mean	Std. D	Rank
1	Using YouTube as a direct instructional tool.	%	6.9	15.0	16.0	32.0	29.4	3.38	1.24	6
2	Using YouTube to give additional information about a certain subject.	%	9.5	14.1	20.9	35.9	19.0	3.59	1.22	5
3	Students are made to have a discussion over a certain video.	%	4.6	7.2	8.8	35.6	43.1	3.94	1.11	4
4	Students are called to give comments after watching a video.	%	4.6	7.2	8.8	35.5	43.2	3.95	1.10	3
5	The students are invited to produce and share videos.	%	16.3	32.0	17.3	16.7	17.3	3.13	1.35	8
6	Students can upload their own videos to demonstrate understanding.	%	9.8	16.0	21.6	29.4	22.9	3.25	1.19	7
7	Asking students to mention the three/four major points or details they see in the video.	%	51.0	37.6	4.9	4.2	2.3	4.31	0.92	1
8	To have the class roster in front of the instructor and call on students randomly to share that feedback.	%	46.7	40.5	7.5	4.6	0.7	4.28	0.84	2
Total Mean			3.73							

are given the specific tasks such as giving information from the videos they listened to. On the other hand, students can learn how to discriminate the individual sounds through the YouTube videos and they can upload, share, and comment on the videos. Generally, the findings show that the YouTube videos can be used to give chances to the students to give information, comment, discuss, and understand the material they listen to.

This finding corresponds with the findings of Snelson and Perkins (2009) who reported that YouTube videos can be utilized in different ways inside the language classroom. These videos can be used in some different learning situations. This is also supported by Wagner (2007) and Alwahabi (2013) who demonstrated that authentic materials such as YouTube videos are always the best way to improve the students' pronunciation and intonation. This is what the results of the participants showed and it appears that all the instructors agree on this point.

YouTube videos can be a resolution for the language learners who have problems in speaking. This can be justified that students, in YouTube videos-based classes, are given opportunities to speak freely and share opinions and comments with their instructors and friends (Brown, 2014). In traditional speaking classes, students are inactive in addition to the lack of participation and exchange of comments and opinions whether with their instructors or with their friends.

The findings showed that YouTube videos are useful than the traditional speaking strategy as it enables the learners to interact with the text, confer and discuss, solve problems with each other, derive meaning and make comments (Lee, 2010). All these skills that are available in the YouTube videos enable them to become better listeners.

This finding is supported by the findings of Lou, Wu, Shih and Tseng (2010) and Zorko (2009) who concluded that YouTube is of a great importance in the current classroom environment. YouTube videos make learners classroom-oriented and motivated to learn, participate, and interact. Also, YouTube videos kill the boredom that accompanies traditional language classes where all students are passive and the instructor makes all the efforts.

Also, this findings corresponds with Zorko (2009) who revealed that the students can use YouTube videos at their own place at home at any time of the day. This gives them more independence from classrooms and they practice as much as they need. Moreover, students benefit greatly through the authentic materials provided by YouTube videos and interaction is enhanced.

On the other hand, the findings of this study were supported by Alimemaj (2010) and Sun (2009) who reported that YouTube should be carefully used in the class. The students may get obsessed by technology such as computer, internet, and YouTube videos and this may deviate them from their original objective. That is why YouTube videos must be under control and not to be left to control students. Furthermore, what can be counted against the usage of YouTube videos in language classes is the costs associated with modern technology. When computers become an

essential requirement for student to buy, low budget schools and low-income students generally cannot afford one.

CONCLUSION

This study aimed to examine EFL teachers' perceptions on using YouTube in developing speaking skill, their attitudes towards YouTube usage and the best ways to use YouTube as perceived by English language teachers. With the aid of technology, speaking learning can be developed and enhanced. YouTube is a technological tool that delivers many benefits to EFL students.

Based on the findings of the study, English language instructors have positive perceptions of using YouTube to develop speaking. They expressed that YouTube videos help students guess the meaning of unfamiliar words, help students improve their speaking skills, and prevent students from going astray while speaking and listening to the videos. English language instructors also have positive attitudes towards using YouTube in developing speaking. It was shown that YouTube videos lower the students' anxiety, help students learn faster, and retain the students' attention during the class. The participants see that it is easy to find learning materials on YouTube and that they feel comfortable using YouTube in teaching English. There are different ways to use YouTube in the class. The participants show that one of the best ways to use YouTube is to ask students to mention some points or details they see in the video. YouTube videos can be used to give chances to the students to give information, comment, discuss, and understand the material they listen to.

YouTube is a new technique that concentrate on the interactive nature of speaking. It includes a lot of elements that provide students change their learning styles from a dependent to an independent one. This changing must built with planning, encouragement, observation, and self-regulation. Students gain from this active, reliable and self-regulated learning. They will link their goals with a particular learning to improve their goals. They will display self-discipline, set task before entertainment, diligently complete homework in classroom or at home.

YouTube is essential for EFL instructors themselves. They regularly need to think about their teaching strategies and used activities. Thus, they need to construct and evaluate their own way of teaching and make sure that their goals and expectations are achieved. YouTube is a flexible method to organize the class according to the time available and the needs of EFL students.

English language instructor should make their students always be aware of the strategies that work best for them. Their confidence and motivation for learning will increase if they are aware of what good skills they have. Student failure usually comes from low self-confidence and low motivation. Students with low self-confidence do not have motivation to complete their tasks, as well as they do not want to risk failure.

The findings of the study can help designers of the curriculum to consider students' needs in designing the curriculum. EFL students can be encouraged to improve communicative

competence through working on the behaviors and skills related to communicative competence. Language programs and universities may take into account improving programs, courses, materials, or seminars that deal with the components of speaking.

There are implications for language courses, programs, and universities as well. The importance of the speaking skill is that this skill means the success in making the learner a good language learner. Language programs and universities may take into consideration how to train students to improve their speaking skills.

Therefore, instructors should use YouTube videos as teaching materials in EFL classroom, in order to add variety to the learning environment and to attract the learners' attention. Furthermore, the use of YouTube videos may also inspire and engage the learners to learn English language independently outside the classroom. Meanwhile, it is also recommended that learners of EFL to use YouTube videos as one of the tools in independent English language learning. EFL learners need to be aware of the educational aspect of YouTube videos, besides entertainment. If used for the right purposes, YouTube videos can be very effective in English language learning

RECOMMENDATIONS

The researcher recommends the following:

1. EFL/ESL instructors can use YouTube videos while teaching speaking materials so that the students can communicate effectively in a tension-free and motivating environment.
2. EFL/ESL instructors can learn how to produce videos and upload them on YouTube with a consideration for the purposes they aim to achieve with their students.
3. The instructor should be well aware of how to integrate YouTube videos in teaching speaking and into the syllabus in general.
4. YouTube should be integrated with normal instruction in the classroom as a complementary activity.
5. Students should be assessed based on their ability to learn, benefit and interact with their class peers using YouTube-based speaking materials and other ICT language learning utilities.
6. Using YouTube should be used not only to develop speaking skill but also the other language skills (reading, writing, and listening).
7. Students must be trained of how to use the new technologies to improve their language skills.

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