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Unveiling the Pedagogical Potential: An in-Depth Analysis of EFL Instructors' Perspectives on YouTube for Speaking Skill Enhancement

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ABSTRACT

This study investigates the attitudes and practices of EFL instructors at Saudi universities regarding the use of YouTube to enhance students' speaking skills. Using a mixed-methods approach, the research explores instructors' experiences through both quantitative and qualitative data. Data were collected from 105 male and female instructors across various Saudi universities via questionnaires, and from six female instructors through semi-structured interviews. The findings suggest that YouTube significantly improves English language proficiency, especially in speaking skills. Instructors reported that YouTube videos aid in better pronunciation, vocabulary acquisition, and student engagement. The study underscores the effectiveness of integrating YouTube into EFL classrooms and advocates for its use as a valuable tool for developing students' spoken English. The insights gained from this research can guide best practices for incorporating digital resources in language teaching, ultimately leading to more dynamic and effective English language instruction within the gulf educational context.

Keywords: Speaking Skills; Instructors; YouTube; EFL Classroom; Saudi Context

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1. Introduction

English is a global language that significantly facilitates communication among people from diverse countries. It has become a prominent foreign language for many nations due to its extensive use in international trade, diplomacy, economics, higher education, and peace negotiations^[1, 2]. In Saudi Arabia, English is incorporated as a mandatory component in the educational system, reflecting its importance for students' success. However, teaching English speaking as a foreign language presents significant challenges for teachers, as this skill requires students to engage in intensive practice, focusing on proper pronunciation, appropriate vocabulary, and correct grammar usage^[3, 4].

The emergence of technology has revolutionized lesson preparation and the enhancement of educational experiences^[5, 6]. YouTube, as one of the largest social media platforms, provides a vast array of audiovisual materials^[7]. According to Dizon^[8], YouTube facilitates second language acquisition more effectively than separate listening or reading activities by offering both verbal and visual materials. Despite extensive research on students' perspectives on using YouTube to develop oral proficiency, there is a notable gap in understanding teachers' perceptions in this matter. Therefore, this study aims to bridge this gap by investigating EFL instructors' attitudes and practices regarding the implementation of YouTube to improve students' speaking skills in Saudi universities.

The significance of this study lies in the pivotal role of EFL teachers in shaping the language learning experience for their students^[9]. Building on established practices of integrating digital tools into language learning, it offers a novel contribution by examining these practices within the specific cultural and educational context of Saudi Arabia. The originality of this research is underscored by its focus on how EFL instructors in Saudi universities adapt and utilize YouTube—a globally accessible platform—in ways that align with local educational objectives and cultural norms. This contextualized understanding not only fills the critical gap in the literature but also serves as a suggestion for new avenues to apply these digital learning tools within similar settings around the world.

While this study contributes to the understanding of the use of YouTube in enhancing speaking skills among EFL students, it indeed draws on and reinforces broader theoretical

frameworks whose implications extend beyond the immediate educational context. Situated within the broader perspective of Social Constructivism and Technology-Mediated Language Learning theories, our findings make a more informed understanding of how digital tools like YouTube foster not only language acquisition but also collaborative learning and critical thinking in EFL classrooms. This integration positions our research within a larger academic discourse on the role of technology in education, offering insights that could inform future research and pedagogical practices globally. Although the study builds on existing literature, it introduces a fresh perspective by highlighting the interplay between technology and social interaction in language learning, thus contributing to ongoing discussions in the field of educational technology and language pedagogy. The study is guided by the following research questions:

1. What are the perceptions of EFL instructors in Saudi universities regarding the effectiveness of YouTube as a supplementary tool for developing students' speaking skills in English?
2. What are the most effective pedagogical strategies and practices for integrating YouTube into EFL classrooms to enhance students' spoken English proficiency?

By addressing these questions, the study seeks to provide valuable insights into the potential of YouTube as an educational tool and offer practical recommendations for its integration into EFL teaching practices in Saudi Arabia.

2. Literature Review

2.1. Theoretical Framework

In this study, we examined two key constructs central to our research: Social Constructivism and Technology-Mediated Language Learning. Social Constructivism argues that knowledge is not passively received but is actively constructed through social interactions^[10–12]. This theory emphasizes the importance of interaction and collaboration in the learning process, demonstrating how knowledge is developed through dialogues, discussions, and collaborative problem-solving^[13]. Additionally, Technology-Mediated Language Learning advocates for the integration of technology in presenting teaching materials and designing tasks, which enhances the effectiveness and interactiv-

ity of the learning environment. For instance, in teaching speaking skills, educators can utilize multimedia features from platforms such as YouTube, Twitter, and TikTok^[14, 15]. Mayer^[16] suggests that employing both audio and visual channels, rather than relying solely on one, significantly enhances second language learning.

2.2. Defining Speaking Skills

Speaking is a fundamental and universal means of expressing desires, sharing ideas, and delivering speeches. Buphate and Esteban^[17] define speaking as the act of using language to produce words with a natural voice. Additionally, John and Yunus^[18] describe speaking as “an interactive process of creating meaning through the generation, acceptance, and processing of knowledge, while effectively using pronunciation to articulate words and convey thoughts and ideas” (p. 1). This definition aligns with our research aims by providing a comprehensive understanding of speaking skills, which is crucial for assessing YouTube’s impact on enhancing students’ speaking proficiency.

Given the importance of developing speaking fluency for foreign language (FL) students, Ghasemi and Mozaheb^[19] emphasize that fluency promotes effective communication and enhances students’ English competence. However, many foreign language learners encounter challenges in creating effective conversations. These difficulties can stem from factors such as limited vocabulary, ineffective speaking skills, poor concentration, and insufficient communicative competence^[20–22]. Alrasheedi^[23] highlights that teaching English as a spoken skill in Saudi Arabia is challenging due to the emphasis on Standard English in the curriculum rather than everyday language.

2.3. Technology and Improving Speaking Skills

Technology plays a crucial role in enhancing the teaching and learning process. For example, X (formerly Twitter) has been shown to support writing, reflective thinking, idea sharing, and collaborative learning^[24, 25]. Additionally, the Blackboard platform offers tools for conducting online lectures, creating assignments, facilitating discussions, and providing feedback^[26]. Xiuwen and Razali^[27] investigated the use of TikTok in teaching English as a Foreign Language (EFL) and its impact on speaking proficiency. Incorporating

TikTok videos into lessons can make learning more engaging and expose students to native English speakers, thereby enhancing their vocabulary, grammatical structures, pronunciation, and understanding of social contexts.

2.4. Using YouTube for Learning English

YouTube has emerged as a significant platform in language education, particularly for enhancing English speaking skills. Since its inception in 2005, it has grown into one of the world’s most influential social media platforms, with over one billion hours of video content consumed daily by 2020. This vast collection of videos, featuring both native and non-native speakers, provides a dynamic and flexible learning environment that effectively supports English language acquisition^[7, 28, 29].

YouTube is widely recognized as a flexible and engaging platform, allowing learners to access educational content at their convenience, thus enhancing their learning experience^[8]. Research by Çoklar and Cihangir^[30] underscores YouTube’s educational impact, revealing that 97% of users spend up to three hours on educational content, primarily seeking academic support and solutions. Despite YouTube’s popularity, some users also utilize alternative educational platforms like Udemy and “Video Sınıf,” which are specifically designed for structured learning.

Dizon^[8] further explores the diverse motivations behind YouTube usage for language learning, highlighting its role as a versatile tool for acquiring knowledge, learning foreign languages, and understanding different cultures. While many users engage passively with content, fewer participate actively by creating videos or commenting. Although YouTube is not seen as a replacement for traditional, teacher-led instruction, its strengths lie in providing authentic language exposure, enhancing pronunciation, and increasing learner motivation through diverse and engaging content. This study builds on these insights by examining how EFL instructors in Saudi Arabia leverage YouTube to improve students’ speaking skills.

2.5. Empirical Studies Investigating YouTube and EFL Speaking Skills

Understanding the influence of YouTube on learner autonomy, vocabulary development, and reducing learning

pressure is crucial^[4]. Empirical studies offer valuable insights into these areas. AlBahlal^[31] conducted a quantitative study examining secondary school teachers' views on YouTube's effectiveness in enhancing students' speaking skills. The study found that YouTube videos fostered cooperative learning and increased opportunities for speaking practice in class. Sari, Dardjito, and Azizah^[32] explored the impact of YouTube video projects on EFL learners' self-development, revealing benefits such as improved cooperative learning, greater technology literacy, and enhanced confidence in expressing opinions. Toleuzhan et al.^[33] performed a mixed-methods study with high school students in Kazakhstan, finding that 94% of respondents had positive perceptions toward using YouTube to improve their spoken English.

While the literature highlights many studies on students' perspectives regarding YouTube's role in developing oral proficiency, there is limited research on teachers' perceptions. Additionally, there is a notable gap in studies within the Arab context, particularly Saudi Arabia. Most research has focused on other EFL contexts, such as Indonesia^[32], Kazakhstan^[33], and Turkey^[30]. Therefore, this study employs a mixed-method approach to investigate both male and female instructors' perspectives at Saudi universities.

3. Methodology

3.1. Research Design

This study employs a mixed methods approach, a well-established methodology in educational research. However, its application within the unique context of Saudi EFL classrooms, specifically focusing on the integration of YouTube as a pedagogical tool, provides novel insights that are not extensively covered in the existing literature. The innovative aspect of this research lies in its contextual adaptation—bridging the gap between global technological advancements and their localized application in the Gulf region's educational settings. This approach not only validates the effectiveness of YouTube in enhancing speaking skills but also offers a culturally specific perspective that enriches the global discourse on technology-mediated language learning^[34, 35]. The study followed a sequential procedure: quantitative data was first collected via a questionnaire, and qualitative data was subsequently gathered through interviews for in-depth exploration.

3.2. Participants

The questionnaire targeted EFL male and female instructors at Saudi universities, employing a snowball sampling technique to effectively reach participants within this specialized teaching community^[36]. With a sample size of 105 respondents, even though it was modest in size, it expressed the targeted population, providing a focused and relevant dataset for exploring the integration of YouTube in Saudi EFL classrooms. This sample size, although limited, offers valuable insights and is sufficient for identifying key trends and patterns in this specific context. Further research could be done by taking a larger or more diverse pool of participants and then continue from there to extend generalizability and test other added variables. (see **Table 1** below).

By using a convenience sampling approach, six females were identified from the respondents of the questionnaire for interviews. The choice of female instructors was made for accessibility reasons. This study was conducted in full compliance with ethical guidelines and received approval (H-01-R-088) from the Directory of scientific Research Ethics at Majmaah University. All participants were fully informed about the nature and purpose of the study and provided explicit written consent before participating in the interviews.

Interviews were conducted with four female instructors from Majmaah University and two from Qassim University. To protect participants' privacy, anonymity and confidentiality were maintained by assigning pseudonyms and securely handling all data. Among the participants, Maha and Rana hold PhDs, each with over twenty years of teaching experience. Sarah, an MA holder, has been teaching English for three years. Noor, also a PhD holder, has thirty-three years of teaching experience. Hind, a newer instructor, has been teaching for seven months, while Reem, an MA holder, has twelve years of teaching experience.

This study specifically focused on female EFL instructors due to the cultural and religious context in Saudi Arabia, where educational settings are often segregated by gender for religious purposes. As such, the research team was in direct contact with female respondents and opted not to include male instructors in the interviews. While the inclusion of male instructors could provide additional insights, the perspectives of female instructors are particularly valuable given their significant role in the education system. These instructors often bring unique insights into the challenges and

Table 1. Demographic Data of Questionnaire Participants.

Demographic Data		Frequency	Percentage
Gender	Female	93	88.5%
	Male	12	11.4%
	Total	105	100%
Highest degree awarded	Bachelor's degree	57	54.2%
	Master's degree	25	23.8%
	PhD	23	21.9%
	Total	105	100%
Total number of years teaching English	Less than 5 years	44	41.9%
	5 to 9 years	29	27.6%
	10 to 20 years	25	23.8%
	More than 20 years	7	6.6%
	Total	105	100%

strategies of language teaching within a gender-segregated environment, which is crucial for understanding the broader dynamics of EFL instruction in Saudi Arabia.

The main data collection tool is a structured questionnaire, complemented by semi-structured interviews to elicit qualitative insights.

3.2.1. Questionnaire

The questionnaire served as the primary tool for collecting quantitative data. It is advantageous for reaching a large number of participants, thereby enhancing the validity of the results^[37]. The questionnaire is adopted from Albahlal^[31] (See **Appendix A**) and encompasses the key elements under investigation in this study. It consists of two sections, totaling 26 statements. Albahlal^[31] proved the validity of the questionnaire regarding the content and consistency. Moreover, the researcher reported Cronbach's alpha coefficient result which was 0.80.

3.2.2. Semi-Structured Interviews

To ensure data triangulation and gain comprehensive insights into the research phenomenon, semi-structured interviews were used alongside the questionnaire. Dornyei^[35] and Merriam and Tisdell^[38] highlight that interviews are a versatile tool commonly employed in qualitative research within applied linguistics. The semi-structured format was chosen for its flexibility^[39], allowing the interview to remain focused while giving the researcher the freedom to explore relevant ideas that arise during the conversation^[40]. The interviews lasted between thirty and forty minutes. The final version of the interview protocol was developed following an initial analysis of the questionnaire data, enabling a deeper

exploration of the quantitative findings and the collection of detailed qualitative insights (see **Appendix B**).

3.3. Data Analysis

Questionnaire data were analyzed using the Statistical Package for the Social Sciences (SPSS), with agreement levels assessed through frequency and percentage tools. While the analysis primarily employs descriptive statistics, this approach is well-suited to the exploratory nature of the study, providing clear and accessible insights into instructors' perceptions and practices. Although more advanced statistical techniques could yield deeper insights, the current analysis effectively highlights the central trends relevant to the research questions. Future research could apply more sophisticated analytical methods to further investigate the nuances of the data, particularly in studies with larger sample sizes. For qualitative data analysis, thematic analysis (TA) was employed to identify patterns and recurring ideas. This method helps uncover and understand shared meanings and experiences within a large qualitative data set^[41]. Finally, the interview results were interpreted in the context of the defined themes and linked to the research questions.

4. Findings

The findings are presented in line with the research questions, starting with the first question and followed by the second. The results from the questionnaire are examined first, with insights from the interviews providing additional context. Questionnaire items (1 to 18) address the first question, while items (19 to 26) focus on the second question.

4.1. What Are the of EFL Instructors in Saudi Universities Regarding the Effectiveness of YouTube as a Supplementary Tool for Developing Students’ Speaking Skills in English?

As indicated in **Table 2** below, it is apparent that the majority of participants believe that YouTube contributes to the enhancement of speaking and listening skills. The analysis of items (1, 3, & 5) of the questionnaire, which pertain to speaking skills, reveals that almost all participants in both the questionnaire and interviews acknowledged the significance of YouTube in developing students’ English-speaking

skills. As depicted in **Table 2**, the first item indicates that over 91.3% of instructors (39% agree and 44.7% strongly agree) concurred that watching YouTube videos helps students improve their speaking skills, with the highest mean of 5.05. This underscores instructors’ awareness of YouTube’s impact on enhancing students’ speaking abilities.

Additionally, 5 out of 6 interviewees recognized YouTube’s contribution to developing students’ English-speaking skills (as indicated in **Figure 1**). For example, Maha mentioned, “When it comes to speaking, they will not only learn the pronunciation, but also the usage. They can see the body language, facial expressions, and other things”.

Table 2. Findings of the First Section of the Questionnaire.

No.	Statement		Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	MEAN	Std. D	RANK
10	Watching YouTube videos help students improve their speaking skill	Freq. %	7 6.6	1 0.9	1 0.9	8 7.6	41 39	47 44.7	5.057	1.314	1
11	YouTube videos help students comprehend the material they listen to	Freq. %	3 2.8	3 2.8	1 0.9	12 11.4	49 46.6	37 35.2	5.019	1.109	2
12	YouTube videos help students discriminate individual sounds	Freq. %	4 3.8	3 2.8	7 6.6	14 13.3	48 45.7	29 27.6	4.771	1.227	5
13	YouTube videos help students understand the material in detail	Freq. %	3 2.8	2 1.9	6 5.7	30 28.5	43 40.9	21 20	4.629	1.103	11
14	YouTube videos better help students use stress and intonation cues	Freq. %	3 2.8	6 5.7	9 8.5	17 16.1	51 48.5	19 18	4.562	1.216	12
15	Students can better follow the direction of talk when they listen to YouTube videos	Freq. %	3 2.8	4 3.8	4 3.8	27 25.7	39 37.1	28 26.6	4.705	1.184	9
16	Through the YouTube video, they listen for important words that carry meaning	Freq. %	2 1.9	3 2.8	6 5.7	19 18	48 45.7	27 25.7	4.800	1.095	4
17	YouTube videos help students guess the meaning of unfamiliar words	Freq. %	2 1.9	2 1.9	8 7.6	26 24.7	38 36.1	29 27.6	4.743	1.118	8
18	YouTube videos help students make inferences about what is not stated	Freq. %	3 2.8	10 9.5	6 5.7	31 29.5	37 35.2	18 17.1	4.362	1.272	13
19	YouTube videos help students segment the stream of speech into recognizable units	Freq. %	3 2.8	9 8.5	9 8.5	29 27.6	36 34.2	19 18	4.362	1.279	13
20	YouTube videos prevent students from going astray while speaking	Freq. %	6 5.7	15 14.2	13 12.3	31 29.5	25 23.8	15 14.2	3.943	1.427	14
21	It is easy to find materials in English language learning on YouTube	Freq. %	4 3.8	3 2.8	6 5.7	12 11.4	32 30.4	48 45.7	4.990	1.297	3
22	YouTube videos capture and retain students’ attention better	Freq. %	3 2.8	3 2.8	5 4.7	25 23.8	37 35.2	32 30.4	4.771	1.187	5
23	Students learn English faster and better by using YouTube videos	Freq. %	3 2.8	3 2.8	5 4.7	25 23.8	39 37.1	30 28.5	4.752	1.175	7
24	Using YouTube videos in language learning decreases students’ anxiety in the class	Freq. %	3 2.8	7 6.6	9 8.5	19 18	36 34.2	31 29.5	4.629	1.325	11
25	I feel more comfortable in using YouTube to teach English	Freq. %	4 3.8	6 5.7	8 7.6	18 17.1	35 33.3	34 32.8	4.676	1.355	10
26	I enjoy choosing materials on YouTube in learning English	Freq. %	5 4.7	6 5.7	5 4.7	13 12.3	40 38	36 34.2	4.762	1.376	6
27	I will have more YouTube-related class work	Freq. %	6 5.7	5 4.7	2 1.9	25 23.8	45 42.8	22 20.9	4.562	1.300	12
Weighted mean									4.6720		
Weighted Std. D									0.9180		

Only 8.4% of instructors disagreed that watching YouTube videos helps students improve their speaking skills (see item 1 in **Table 2**). However, the interviews revealed

several challenges. A major issue was technical problems, such as poor internet connections and malfunctioning equipment. Noor remarked, “Sometimes, there are technical prob-

lems such as poor internet connection. Also, sometimes the podium doesn't work smoothly, consuming much time from the lesson." Another concern was advertisements interrupting the flow of videos, as noted by Rana: "The only disadvantage is that there are a lot of advertisements. They interrupt the flow of watching and waste class time." Additionally, some instructors felt that the language in certain videos might not suit all social contexts. Reem observed, "The language we use in academia differs from the common language used in YouTube videos." Regarding speaking skills, item 3 in the questionnaire (Table 2) shows that 86.6% of instructors agree YouTube helps students discriminate individual sounds. Similarly, 82.6% agree that YouTube videos aid in using stress and intonation cues. This indicates that instructors use YouTube to help students produce understandable speech with correct pronunciation, aligning with interviewees' views.

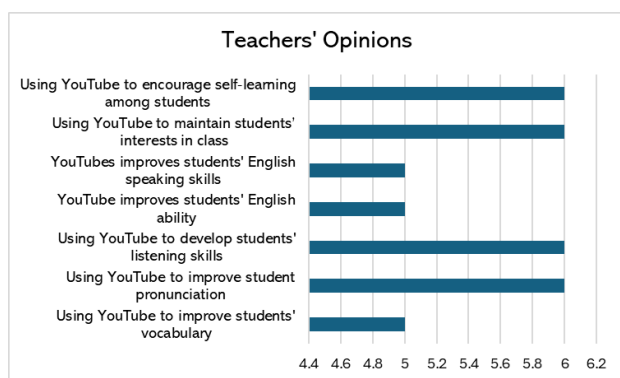


Figure 1. Interviewees' opinions towards the use of YouTube.

For listening skills, the analysis of questionnaire items (6, 7, 8, 9, 10, 11) reveals that 89.4% of instructors agree students listen for key words in YouTube videos (item 7), and 88.4% agree it helps them guess unfamiliar words (item 8). However, item 11, with a mean of 3.9, shows that 67.5% agree that YouTube videos prevent students from deviating while speaking. This suggests YouTube helps students acquire vocabulary and structures that aid fluent speaking. Item 6 indicates that 89.4% of instructors believe students follow the direction of speech better with YouTube videos. Sarah noted, "I use YouTube mostly for listening because they will listen to someone speak with pictures like videos, so this will enhance listening." Additionally, 81.8% of instructors think YouTube videos help students make inferences about unstated content (item 9), and 79.8% believe they help segment speech into recognizable units (item 10). These

results demonstrate how instructors use YouTube to improve students' listening skills.

For course content delivery, items (2, 4) show that 81.8% of instructors agree YouTube helps students understand material (item 2), and 69.4% agree it helps in detailed comprehension (item 4). This suggests YouTube is used to simplify lesson content for better student understanding. Regarding capturing students' attention, 89.4% of instructors agree YouTube videos are effective (item 13), and 81.7% believe they reduce classroom anxiety (item 15). Noor commented, "It makes the subject matter interesting for them. For example, I have noticed that they pay more attention when I switch on YouTube, and the whole class listens carefully." In terms of self-learning, 89.4% of participants agree that YouTube helps students learn English faster and better (item 14), suggesting effective independent learning through the platform. For ease of use, 87.5% of instructors find YouTube easy for finding English language materials (item 12), with Hind noting, "I can easily find the videos I need on YouTube." Additionally, 83.2% feel comfortable using YouTube for teaching English (item 16), and 84.5% enjoy selecting materials (item 17). Finally, 87.5% agree they would incorporate more YouTube activities into their classes (item 18).

4.2. What Are the Most Effective Pedagogical Strategies and Practices for Integrating YouTube into EFL Classrooms to Enhance Students' Spoken English Proficiency?

According to Table 3 below, the instructors employ various strategies for utilizing YouTube in the classroom. In item 19, (72.3%) of instructors agreed that they use YouTube as a direct instructional tool. Additionally, a high number of instructors (94.1%) agreed that they use YouTube to provide additional information about a certain subject (item 20), with the highest mean score of 5.01. These results (items 19 & 20) indicate that instructors benefit from YouTube as an auxiliary tool to explain part of the class content or provide additional information that enriches the educational experience for students.

The results of the interviews reinforce this strategy, as all six participants admitted to using YouTube to facilitate students' understanding of educational content (See Figure 2 below. For example, Rana reported,

Table 3. Findings of the Second Section of the Questionnaire.

No.	Statement		Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	MEAN	Std. D	RANK
19	Using YouTube as a direct instructional tool	Freq. %	3 2.8	7 6.6	19 18	25 23.8	37 35.2	14 13.3	4.219	1.248	8
20	Using YouTube to give additional information about a certain subject	Freq. %	3 2.8	0 0	3 2.8	13 12.3	54 51.4	32 30.4	5.010	1.005	1
21	Students are made to have a discussion over a certain video	Freq. %	3 2.8	6 5.7	7 6.6	19 18	46 43.8	24 22.8	4.629	1.235	4
22	Students are called to give comments after watching a video	Freq. %	5 4.7	5 4.7	3 2.8	19 18	44 41.9	29 27.6	4.705	1.300	3
23	The students are invited to produce and share videos	Freq. %	5 4.7	13 12.3	8 7.6	19 18	39 37.1	21 20	4.305	1.449	6
24	Students can upload their own videos to demonstrate understanding	Freq. %	5 4.7	8 7.6	8 7.6	23 21.9	40 38	21 20	4.410	1.357	5
25	Asking students to mention the three/four major points or details they see in the video	Freq. %	4 3.8	2 1.9	5 4.7	12 11.4	55 52.3	27 25.7	4.838	1.153	2
26	To have the class roster in front of the teacher and call on students randomly to share that feedback	Freq. %	8 7.6	9 8.5	7 6.6	20 19	45 42.8	16 15.2	4.267	1.443	7
Weighted mean									4.5476		
Weighted Std. D									0.9468		

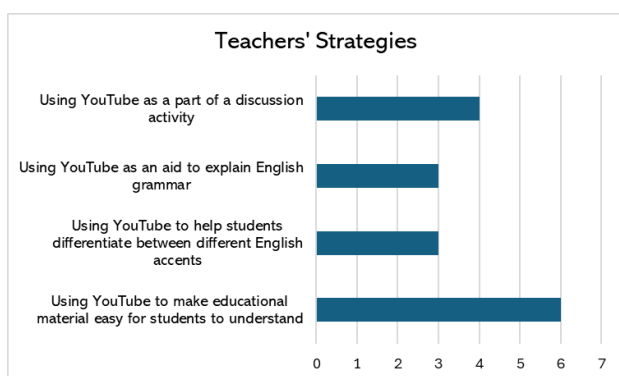


Figure 2. Interviewees’ Strategies for Using YouTube to Enhance Speaking.

In the last 10 years, I used to never read the plot of any story or play. I just got the movie and let them watch it in class. In this way, they understand most of the play or the drama.

A large number of instructors use YouTube to provide opportunities for students to discuss. In item 21, (84.6%) of instructors agreed that students engage in discussions over certain videos. Moreover, Reem uses debate as an activity as she said:

In the next class, we will have a debate on Aristotle and Plato. One group of students will be presenting Aristotle. The other group will be presenting Plato, and they will debate with each other about their opinions of criticism based on the video that we saw on YouTube.

The majority of instructors (87.5%) call students’

names to give comments after watching a video (item 22). This indicates that students have the space to speak and comment on class activities, which contributes to improving English speaking. In addition, Noor commented “Some parts in the lesson can be explained through using YouTube. Then, after watching, we should give students the chance to comment, discuss, and negotiate with each other”.

In item 23, (75.1%) of instructors agreed that they invite students to produce and share videos. Also, Maha commented that “In YouTube, there are some videos showing the students how to make words tree. My students shared the videos with me, and after that, I started to use them in teaching. So, we exchanged experiences”. In item 24, most instructors (79.9%) agreed that students can upload their videos to demonstrate understanding. Having students prepare and produce their own videos enhances their collaborative learning. A high number of instructors (89.4%) agreed that they ask students to mention the three/four major points or details they see in the video (item 25). In the last item (26), 77% of instructors agreed to have the class roster and call on students randomly to share their feedback. When students provide feedback, it not only develops speaking skills but also develops students’ critical thinking. The results are reinforced by Sarah, who commented:

The most important thing is that listening to the video should be accompanied by a task. I post a YouTube link to the students and ask them, for example, to write three new vocab-

ulary words they learned from the video, or to write a reflection, or to watch a movie and write their personal feelings after watching it.

From the analysis, it is clear that there are different strategies adopted by instructors in teaching English speaking. The most prominent strategies identified include discussion, debate, and utilizing YouTube to provide additional information.

5. Discussion

Regarding RQ1, the results show that university instructors have positive perceptions towards using YouTube to enhance English speaking skills, which aligns with previous research ([4, 8, 28, 29, 31, 33, 42]). YouTube notably boosts student engagement and participation in class discussions, aids pronunciation improvement through exposure to correct speech patterns, and enhances intonation. Additionally, it serves as a valuable resource for expanding vocabulary, as noted in studies by Al-Bahlal^[31], Ilyas & Putri^[29], and Rufino^[25]. This underscores the platform's versatility in providing diverse content.

Moreover, using YouTube in teaching improves students' comprehension of lesson content, supported by Dizon^[8], Ilyas & Putri^[29], and Toleuzhan et al.^[33], who highlight the effectiveness of audio-visual learning in enhancing listening comprehension. Most participants from the questionnaire and interviews recognize YouTube's ability to capture students' attention and reduce boredom, consistent with Dizon^[8], Rufino^[25], and Sari et al.^[32]. YouTube usage also reduces student anxiety and promotes self-directed learning, aligning with research by Hamad et al.^[4], Mahmudah^[28], Purwanti et al.^[42], and Sari et al.^[32].

However, challenges such as poor internet connectivity and disruptive advertisements were reported, echoing findings from Purwanti et al.^[42] and Çoklar and Cihangir^[30]. For RQ2, the findings reveal several strategies used by instructors to effectively develop students' speaking skills. One key strategy is encouraging students to create and share their own YouTube videos, supported by Al-Bahlal^[31], Purwanti et al.^[42], and Rufino^[25], which highlights the benefits of student-generated content in promoting speaking proficiency and collaborative learning. Sari et al.^[32] found that while such projects enhance technical skills, they may not always

improve speaking abilities. Another effective strategy involves providing YouTube videos for students to watch and discuss, as noted by Purwanti et al.^[42] and Rufino^[25], fostering language practice and comprehension.

Lastly, soliciting feedback from students after watching YouTube videos is valuable, as noted by interviewee Maha and supported by Al-Bahlal^[31]. Reflective discussions about the content help deepen understanding and encourage critical thinking. In conclusion, integrating strategies such as student video creation, active discussion, and feedback sessions allows instructors to effectively develop students' speaking skills in EFL classrooms, contributing to enhanced language proficiency.

These findings of the study underpin the significant potential of YouTube, being one of the digital tools used in improving speaking skills in Saudi EFL classrooms, with implications that go beyond the immediate practical applications. By aligning our findings with the theoretical frameworks of Social Constructivism and Technology-Mediated Language Learning, this study contributes to the broader academic discourse on the integration of technology in education. The contextual adaptation of YouTube within the Saudi Arabian educational setting enhances language learning and facilitates cooperative learning, along with analytical thinking, thereby offering a fresh perspective on how universally accessible platforms can be adapted to meet local education objectives. Such contributions are crucial to shaping future research and instructional approaches, especially for similar educational contexts worldwide.

6. Conclusions

YouTube has emerged as a globally significant tool for learning foreign languages; hence, the present study represents an in-depth investigation into its use within Saudi EFL classrooms. By examining the perspectives of Saudi university instructors, this research emphasizes not only the effectiveness of YouTube in improving students' spoken English skills but also broader implications for using the site in educational settings. The study contributes to the academic discourse further by situating its findings within the frameworks of Social Constructivism and Technology-Mediated Language Learning, thereby demonstrating how these theories can be applied to enhance educational outcomes through

digital tools. These findings offer important recommendations for the use of YouTube in language teaching, with consequences extending beyond this particular learning context to other learning environments internationally. It presents a new perspective by showing how technology can be adapted to meet the particular needs of different cultural and educational settings, providing thereby a better contribution from diverse countries to the international discussion of educational technology.

The combination of quantitative and qualitative data reveals that most instructors view YouTube positively for classroom use. They employ the platform to enhance students' speaking and listening skills and to supplement lesson content. Additionally, YouTube helps capture students' attention during instruction. Based on the study's findings, several pedagogical implications emerge. Instructors are encouraged to integrate YouTube videos into lessons focused on spoken English to create an interactive learning environment that motivates student participation and verbal engagement. YouTube can also be used to teach various aspects of speaking, including pronunciation, vocabulary acquisition, and contextual language usage. Instructors can select relevant videos to complement classroom instruction and reinforce speaking skills. While YouTube is valuable for improving speaking proficiency, it also supports the enhancement of listening and reading skills. Instructors can utilize the diverse content available on the platform to address different language learning objectives.

This study acknowledges the limitations posed by its sample size. While the sample size is modest, it is well-suited to the specific context of Saudi EFL instructors and aligns with the exploratory nature of the research. Future studies could build on these findings by incorporating a larger and more diverse participant pool, which would enhance the generalizability of the results. Expanding the participant base would also allow for a deeper exploration of the variables involved, providing a more comprehensive understanding of the research topic across different educational settings.

Author Contributions

Conceptualization, A.A. and M.A.; methodology, B.A.; software, B.A.; validation, M.A., A.A. and B.A.; formal anal-

ysis, B.A.; investigation, B.A.; resources, B.A.; data curation, A.A.; writing—original draft preparation, B.A.; writing—review and editing, B.A.; visualization, M.A.; supervision, A.A. and M.A.; project administration, M.A.; funding acquisition, A.A. All authors have read and agreed to the published version of the manuscript.

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Institutional Review Board Statement

The study was conducted in accordance with the Declaration of Helsinki, and approved by the Directory of Scientific Research Ethics of Majmaah University (protocol code H-01-R-088, and date of approval 25-09-2023).

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The data is available on reasonable request to the corresponding author.

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Conflicts of Interest

The authors declare no conflicts of interest.

Appendix A. Questionnaire Statements

First section:

S	Statements	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	Watching YouTube videos help students improve their speaking skill.						
2	YouTube videos help students comprehend the material they listen to.						
3	YouTube videos help students discriminate individual sounds.						
4	YouTube videos help students understand the material in detail.						
5	YouTube videos better help students use stress and intonation cues.						
6	Students can better follow the direction of talk when they listen to YouTube videos.						
7	Through the YouTube video, they listen for important words that carry meaning						
8	YouTube videos help students guess the meaning of unfamiliar words.						
9	YouTube videos help students make inferences about what is not stated.						
10	YouTube videos help students segment the stream of speech into recognizable units.						
11	YouTube videos prevent students from going astray while speaking.						
12	It is easy to find materials in English language learning on YouTube.						
13	YouTube videos capture and retain students' attention better.						
14	Students learn English faster and better by using YouTube videos.						
15	Using YouTube videos in language learning decreases students' anxiety in the class.						
16	I feel more comfortable in using YouTube to teach English.						
17	I enjoy choosing materials on YouTube in learning English.						
18	I will have more YouTube-related class work.						

Second section:

S	Statements	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
19	Using YouTube as a direct instructional tool.						
20	Using YouTube to give additional information about a certain subject.						
21	Students are made to have a discussion over a certain video.						
22	Students are called to give comments after watching a video.						
23	The students are invited to produce and share videos.						
24	Students can upload their own videos to demonstrate understanding.						
25	Asking students to mention the three/four major points or details they see in the video.						
26	To have the class roster in front of the teacher and call on students randomly to share that feedback.						

Appendix B. Interview Questions

Interview Questions

- 1- What is your major?
- 2- How long have you been teaching English?
- 3- In teaching English, do you prefer traditional teaching or technology-based teaching and why?
- 4- Do you use YouTube in teaching English?
- 5- (if answer to Q4 is NO) If you were asked to use YouTube in your classroom, how would you implement it in your lesson? What strategies do you think are the best to use YouTube in class?
- 6- Do you think integrating YouTube videos in classes would enhance students' English ability?
- 7- In your opinion, do YouTube videos affect students' English speaking skills?
- 8- Do you think that YouTube encourages autonomous learning among students?
- 9- What are the benefits of using YouTube videos for the teacher and the student?
- 10- In your opinion, what are the advantages of using YouTube to develop English speaking skills?
- 11- Do you think there are drawbacks to using YouTube to develop speaking skills?
- 12- Have you faced any problems using YouTube in your classes?
-If yes, what are the solutions you might suggest for other teachers?

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