

Faculty Members' Perspective on Employing YouTube in Teaching English for ESL Undergraduate Students

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Abstract—The study investigated the use of YouTube videos for teaching English as a foreign language to English major students at universities and explored teachers' perspectives on implementing this method. It also aimed to identify potential issues that teachers and students might encounter. A mixed-method approach combining quantitative and qualitative data collection was employed. A Five-Likert scale questionnaire assessed teachers' perspectives on using YouTube to teach various English language skills. The study involved 42 English language faculty members from private and public universities, and their responses were analyzed statistically and analytically. The findings indicated that teachers have a positive attitude as they successfully utilize YouTube videos to improve students' English language skills. Faculty members observed that the monotony of teaching decreased while students' motivation to engage with the English language increased. The study also revealed some challenges students face in developing their English language skills, such as a lack of self-confidence and an inability to express their thoughts adequately.

Index Terms—YouTube, teaching, English skills, ESL, university students

I. INTRODUCTION

The Internet has emerged as an alternative avenue for education; it offers a plethora of online resources and platforms, including websites like Instagram, Facebook, Twitter, and YouTube. Accordingly, teaching English as a foreign language presents challenges in effectively incorporating technology, fostering student autonomy, and creating engaging lessons (Watkins & Wilkins, 2011; Lestari & Prasetyo, 2019). Teachers and students need the Internet, computers, and digital media access as YouTube videos are precious teaching tools due to their accessibility and the shift in society from print to audiovisual media as well as it is amusing for both teachers and students (Ratheeswari, 2018; Kulal & Nayak, 2020).

Not only is YouTube acknowledged as a substantial online asset with a central role in education, but it also presents a wide array of everyday videos and authentic scenarios that enhance students' grasp and competence in English language lessons. Research indicates that learners benefit substantially from genuine, real-life video content (Maness, 2004; Kabooha & Elyas, 2015). Integrating YouTube videos into English classes as supplementary material can enrich learners' comprehension, making learning more enjoyable and meaningful and aiding information retention. Moreover, YouTube has gained prominence as a valuable platform for language learners, particularly in enhancing speaking and listening skills. Educators can use YouTube videos to evaluate students' listening and speaking abilities since these videos incorporate visual and auditory elements (Watkins & Wilkins, 2011; Nurkholida, 2016; Aldukhayel, 2021).

At the university level, faculty members choose suitable techniques and media to motivate and engage students. The World Wide Web (WWW) is valuable for enhancing English language proficiency by employing multiple strategies in teaching, such as games, group work, and internet materials (Medoukali, 2015; Jarrah et al., 2021; Khalifeh et al., 2022). Videos, in particular, benefit learners by conveying body language and contextual information, catering to students with short attention spans (Yasin et al., 2018; Ammari et al., 2021). The students often enjoy these videos as entertainment and serve as a medium for teaching listening and comprehension skills. Prensky (2009) argued for the efficacy of incorporating YouTube videos in education, highlighting that the platform offers content from prominent scientists, TV news broadcasts, and various television programs. These YouTube videos have evolved into a conventional mode of

communication for sharing vital information that is exclusively available in video format and not in print (Anggraeni, 2012).

Although research on the impact of YouTube on language learning exists in numerous countries, a gap exists in the Jordanian context, especially concerning the English language's multiple skills (Pratama et al., 2020; Syafiq et al., 2021). Therefore, the English language is imperative in Jordan to bridge the gap between the old teaching methods and adopting technology-driven teaching to adapt to the "new normal." The Ministry of Education in Jordan acknowledges the significance of English in cultivating communication abilities and promoting multilingual comprehension among students. They support student-focused classrooms and creative teaching methodologies like communicative language instruction rather than content-based learning at schools and universities (Haider & Al-Salman, 2020a).

Educators must identify the digital competencies and expertise required to bolster students' academic and social achievements, encompassing academic excellence and appreciation of cultural diversity (Benson, 2015). YouTube can serve as a central element in these endeavors, enhancing the learning experiences of Jordanian students and fortifying their resilience amid challenges posed by the COVID-19 pandemic (Al-Salman & Haider, 2021; Almahasees et al., 2021; Haider & Al-Salman, 2020b).

Despite these initiatives, the conventional education system, heavily reliant on high-stakes exams, still needs to be revised. In addition, some educators need more training to stay up-to-date with technological advancements, leading to a technological divide between them and their digitally proficient students. Hence, digital technology and YouTube have become integral to the educational platform in Jordan.

The impetus behind this study is the widespread use and accessibility of YouTube in English language education. Many educators utilize YouTube due to its ease of access and free availability. YouTube is a globally popular website with numerous language-related videos that attract millions of views from students worldwide. Traditional English teaching methods can be challenging and uninspiring, often leading to disinterest and difficulty comprehending class content. Jordanian students are enthusiastic about studying and excelling in English. Faculty members continually explore various teaching methods to enhance the teaching of English due to its significance. The study explores different aspects of incorporating YouTube into education, specifically in English courses. It seeks to understand faculty members' attitudes regarding using YouTube videos as supplementary teaching materials to enhance English learning. It mainly attempts to answer the following questions:

1. What is the faculty member's perspective on using YouTube videos in face-to-face and online learning in English courses for undergraduate students?
2. What are faculty members' perceptions of the role of YouTube in speaking skill improvement according to undergraduate students using YouTube videos in face-to-face and online learning?
3. According to EFL English faculty members, what is the most effective approach to using YouTube?

II. LITERATURE REVIEW

A number of studies have examined the advantages of using YouTube videos in teaching and learning English in Foreign Language (EFL) classes.

Labdi (2017) surveys teachers' and students' perceptions of the influence of educational YouTube videos on EFL learners' speaking ability. The researcher has distributed a questionnaire to 10 English teachers and 60 second-year EFL university students to collect the data. The results indicate that teachers and learners positively perceive using YouTube videos as an educational tool in English. The study states that YouTube videos break the classroom routine and help students overcome their anxiety and express their thoughts freely.

Omer (2017) examines the role of YouTube videos in improving EFL learners' listening and speaking skills at Sudan University of Science and Technology (SUST). A descriptive-analytical method has been used to analyze the distributed questionnaire to collect the data. The Findings exhibit that YouTube videos enhance students' listening and speaking skills. The study also suggests that YouTube makes EFL learners familiar with the English culture, motivates them to practice English orally, and increases classroom participation.

Alkathiri (2019) designs a five-point Likert scale questionnaire to explore EFL students' attitudes toward using YouTube to develop knowledge of linguistics in the English language. The study sample consists of 30 EFL students in the Department of English at Prince Sattam Bin Abdulaziz University. The study's findings indicate that incorporating YouTube into the English language classroom helps students be motivated and engaged during the lessons. Moreover, engaging in English-speaking tasks with YouTube videos augmented students' confidence in their English-speaking abilities.

Cahyana's (2020) study examines the utilization of YouTube videos in English language learning, focusing on its implementation, the students' perception of its influence on English skill enhancement, challenges faced by teachers and students, and the student's overall perspective on using YouTube videos for learning English. The respondents include five tenth-grade English teachers and 35 tenth-grade students. The research design employs an embedded mixed-method approach. Data are collected through the distribution of questionnaires and analyzed using SPSS. The study's findings indicate that teachers successfully implemented the YouTube video technique to target various English skills; students hold a favorable opinion regarding improving their English learning as it reduces monotony in teaching and

increases motivation in learning English. The results include insights into challenges faced by teachers, students' perceptions of skill improvement, and their overall views on implementing the YouTube video technique.

Tristiana and Swondo (2020) review the potential impact of YouTube content creation on students and how their speaking ability can be fluent. The research employs an experimental quantitative approach. The sample comprises 80 eleventh-grade students from Madrasah Aliyah Swasta Yaspi, Labuhan Deli, a control class, and an experimental class, each containing 40 students. The experimental class received instruction using YouTube content creation, while the control group has been taught through conventional methods. Data collection involved pre-tests and post-tests, with oral tests in the form of short dialogues serving as research instruments. In conclusion, the utilization of YouTube content creation greatly influences students' speaking skills.

Meinawati et al. (2020) evaluate the effectiveness of using YouTube to improve English speaking skills in 10th-grade students of both genders at SMA IT Rahmaniya. The research focuses on employing YouTube as a distinctive and enjoyable teaching method to create a comfortable classroom environment and foster increased enthusiasm for learning. Utilizing the qualitative descriptive method, the study found that YouTube is highly effective. It has boosted students' confidence and expression in speaking English, addressing concerns about language correctness by offering visual examples of proper pronunciation and usage from native speakers.

The role of YouTube videos in improving the speaking skills of EFL Jordanian students was investigated by a study by Saed et al. (2021). They tested eighty students who studied at a private university. Later, the researchers divided the sample into two groups: the first was taught using YouTube videos for oral skills, while the control group employed the traditional approach. The two groups were evaluated using the IELTS speaking band descriptors. The results clarified that using YouTube helped the experimental group to score higher than the control group. The study also finds substantial progress in the speaking performance of the control group, especially in pronunciation, fluency, and coherence.

Syafiq et al. (2021) explore the effect of YouTube videos on enhancing students' speaking abilities in the context of online learning amid the COVID-19 pandemic. Classroom action research was executed among first-semester college students at Muhammadiyah University of Kudus. The study focused on non-English program participants, with 85 students selected from a redundant class through planned sampling. Data was attained from speaking assessments and interviews, and analysis was performed using the constant comparative method and descriptive statistics. The findings revealed that YouTube videos, employed as learning materials for English, improved students' speaking skills, encompassing aspects such as fluency, pronunciation, content, grammar, and vocabulary. The study concluded that integrating YouTube videos is beneficial in enhancing students' speaking proficiency during the COVID-19 pandemic online learning.

While most of the previous studies stressed the advantages of using YouTube for teaching English, little research referred to the challenges of using YouTube in teaching. Kadagidze (2011) points out some challenges teachers may face when using YouTube in the classroom. Teachers might spend significant time searching for suitable content on the platform, as it can be challenging to find legitimate, accurate, unbiased, and classroom-appropriate material. Moreover, classroom management and lesson planning can be problematic when using YouTube. Effective classroom management requires a structured and consistent approach, and lesson plans should consist of short, precise tasks with readily apparent learning objectives, aligning more with a behaviorist approach to learning than the constructivist approach associated with social networking sites.

Zboun and Farrah (2021) stated that YouTube may not naturally support cooperative learning, so alternative methods should be explored to facilitate collaborative learning. The length of videos is crucial, as overly long videos can affect student interest. Furthermore, online learning often reduces interaction between teachers and students compared to face-to-face learning, which may decrease students' motivation.

Jalaluddin (2016) points out that Faculty members should be aware of some potential pitfalls of using YouTube in English Language Teaching (ELT) classes. The study mentions a number of disadvantages of using YouTube in teaching:

1. Language Comprehension: Understanding the language in YouTube videos can significantly challenge many students.
2. Inappropriate Content: Some videos on YouTube may be considered indecent, tasteless, or unsuitable for younger viewers, and copyright issues can also arise.
3. Distraction and Classroom Management: YouTube videos can easily distract students and disrupt the learning environment if not managed properly.
4. Reliability of Uploaded Material: YouTube contains a vast number of videos of varying quality, with some invading copyright restrictions, making it crucial for teachers to discern genuine content from fraudulent or low-quality uploads.
5. Cultural Bias: Many YouTube sites and uploads are created by European or North American enthusiasts, which may lead to cultural bias in the content and choices. Therefore, it is important for local teachers to select culturally relevant material.

Despite its potential drawbacks, previous research indicated that YouTube can be a valuable resource for ELT classes. Nevertheless, very few studies examined how YouTube can improve the English language of Jordanian university students. The current study, therefore, aims to investigate the power of implementing YouTube to enhance the English

language in general and how to develop Jordanian EFL university students' speaking skills. This study investigates the perspective of faculty members on using YouTube videos in English learning and their perceptions of the role of YouTube in speaking skill improvement. It also searches for the most practical approach to implementing YouTube videos in teaching English.

III. METHODOLOGY

The study adopted quantitative and qualitative methods to analyze the data and used some statistical analysis.

A. Sample of the Study

The study employed an online questionnaire for faculty members, which was administered over the course of one week. The questionnaire was created using Google Forms and distributed to faculty members via email and WhatsApp messages to comply with social distancing guidelines. The study's sample comprised 42 faculty members in the Department of English at both private and government universities during the academic year 2022-2023 at the undergraduate level. The faculty members were randomly selected from this population to gather valuable insights into their perceptions of implementing YouTube in English language teaching. Table 1 displays the demographic data of the study sample members based on personal variables.

TABLE 1
DEMOGRAPHIC DATA OF STUDY SAMPLE MEMBERS ACCORDING TO PERSONAL VARIABLES

		Frequency	Percent
Gender	Male	25	59.5
	Female	17	40.5
	Total	42	100.0
Age	less than 30	15	35.7
	31-40	18	42.9
	41- 51	9	21.4
	52 and more	0	0
	Total	42	100.0
Years of experience	less than 5 years	17	40.5
	6- 15 years	14	33.3
	16-25 years	3	7.2
	more than 25 years	8	19.0
	Total	42	100.0

Table 1 presents the following information:

- 1-The percentage of females in the sample was 40.5%, while the percentage of males was 59.5%.
- 2-The highest percentage in the 'Age' category was 42.9%, observed in the age group of 31-40 years, while the lowest percentage was 0% in the age group of 52 years and above.
- 3-The 'Years of experience' category had the highest percentage, 40.5%, for those with less than five years of experience and the lowest percentage, 7.2%, for those with 16-25 years of experience.

B. Research Instrument

The researcher designed a 31-item questionnaire based on a five-point Likert scale to collect data for the study. This questionnaire aimed to explore faculty members' perspectives on using YouTube in English language teaching. It was divided into three sections as follows:

The first section (items 1-10) focused on faculty members' perspectives on using YouTube in language teaching. The second section (items 11-22) addressed the role of YouTube in improving speaking skills. According to EFL English faculty members, the third section (items 23-31) investigated the most effective approaches to using YouTube. The arithmetic mean of the responses from the study's sample members to the questionnaire items are as follows:

- (A) the arithmetic means of 1- 2.33 indicates a Negative
- (B) the arithmetic means of 2.34 - 3.66 indicates a Neutral
- (C) the arithmetic means of 3.67-5 indicates a Positive

C. Instrument Validity and Reliability

Validity pertains to how accurately a study captures or evaluates the specific concept the researcher intends to measure. To ensure the questionnaire's face validity, the researcher shared it with multiple experts, seeking their input regarding its suitability for achieving the research objectives. A majority of the experts confirmed that the questionnaire effectively measures its intended purpose. The final version of the questionnaire can be found in Appendix A. Additionally, the researcher established the questionnaire's construct validity by calculating Cronbach's alpha values, as displayed in Table 2 below:

TABLE 2
CRONBACH'S ALPHA VALUES FOR THEIR SUB-DIMENSIONS FOR THE STUDY TOOL

Dimensional	Cronbach's alpha
Teachers' perspectives towards using YouTube in developing English language skills	0.791
EFL teachers' perceptions of using YouTube in developing speaking skills	0.803
The most effective approaches to use YouTube according to EFL English educators.	0.744
Total	0.907

IV. FINDINGS AND DISCUSSION

The First Question: What is the faculty members' perspective on using YouTube videos in both face-to-face and online English courses for undergraduate students?

To answer this question, mean and standard deviation values for items in the domain 'Teachers' perspectives towards using YouTube in developing English language skills' are presented in Table 3.

TABLE 3
MEAN AND STANDARD DEVIATION FOR ITEMS DOMAIN "TEACHERS' PERSPECTIVE TOWARDS USING YOUTUBE IN DEVELOPING ENGLISH LANGUAGE SKILLS"

No		Mean	Std. Deviation	Percent*	Rank	Trend
3	English language acquisition is accelerated and enhanced through the utilization of YouTube videos.	4.38	0.84	87.6%	1	Positive
4	Incorporating YouTube videos into language instruction reduces students' classroom apprehension.	4.09	1.02	81.8%	2	Positive
8	I find myself at ease when employing YouTube as a tool for teaching English.	3.98	0.60	79.5%	3	Positive
6	Students can grasp the English information that someone intends to convey.	3.95	0.59	79.0%	4	Positive
2	YouTube videos surpass at engaging and maintaining the focus of students.	3.91	0.76	78.1%	5	Positive
5	It's effortless for students to acquire extensive new vocabulary to enhance their speaking abilities.	3.90	1.03	78.1%	6	Positive
7	Students take the initiative to dedicate time to practice listening and speaking through YouTube.	3.79	0.92	75.7%	7	Positive
10	I anticipate having additional coursework related to YouTube in my classes.	2.27	0.57	45.3%	8	Negative
1	Locating resources for learning English on YouTube is a straightforward task.	2.19	0.82	43.8%	9	Negative
9	I enjoy using educational content from YouTube to aid in English learning	2.17	0.57	43.3%	10	Negative
Teachers' perspectives towards using YouTube in developing English language skills		3.46	0.47	69.2%		Neutral

*Percent= (Mean/5) ×100%

Table 3 reveals that the mean values range from 2.17 to 4.38. The highest mean is observed for the statement, "English language acquisition is accelerated and enhanced through the utilization of YouTube videos." In contrast, the lowest mean pertains to the statement, "I enjoy using educational content from YouTube to aid in English learning." The overall mean for the domain 'Teachers' perspectives towards using YouTube in developing English language skills' is 3.46.

Based on Table 3, the study sample members hold positive perspectives towards using YouTube to develop English language skills. However, they encounter some challenges related to their coursework and identifying necessary resources for learning English on YouTube. Additionally, they only enjoy using educational content on YouTube at some times.

The results are compatible with Alkathiri (2019), Tristiana and Swondo (2020), Saed et al. (2021), and Syafiq et al. (2021), where studies emphasized the positive impact of using YouTube in developing the students' language. However, the three lowest-scoring items suggest that some students need to be more active or interested in engaging in additional work. They prefer to limit themselves to their course books and nothing else. This could be attributed to our teaching methods and culture. For a long time, Jordanian students have heavily relied on memorizing English textbooks. Furthermore, our culture may impose some restrictions on classroom behavior, as students have traditionally been taught to be quiet and attentive. These outcomes are not consistent with Labdi's (2017), Alkathiri's (2019), and Pinto's (2020), which emphasized the positive impact on shy students who were able to overcome their shyness and fear of speaking in front of the entire class.

The Second Question: What are the faculty members' perceptions of the role of YouTube in improving speaking skills for undergraduate students in both face-to-face and online learning?

In addressing this question, Table 4 displays the mean and standard deviation values for items within the domain of 'EFL teachers' perspectives on the utilization of YouTube to enhance speaking skills.

TABLE 4
MEAN AND STANDARD DEVIATION FOR ITEMS DOMAIN "ESL TEACHERS' PERCEPTIONS OF USING YOUTUBE IN DEVELOPING SPEAKING SKILLS"

No		Mean	Std. Deviation	Percent*	Rank	Trend
1	YouTube videos facilitate students' comprehension of the content they hear.	4.10	0.66	82.0%	1	Positive
11	Students' speaking skills can be enhanced by watching YouTube videos of their favorite English speaker.	4.05	0.62	81.0%	2	Positive
3	YouTube videos support students in gaining a more thorough understanding of the material.	4.00	0.58	80.0%	3	Positive
2	YouTube videos enable students to distinguish individual sounds more effectively.	3.95	0.66	79.0%	4	Positive
5	When listening to YouTube videos, students can more easily follow the flow of conversation.	3.88	0.67	77.6%	5	Positive
4	Students can improve their use of stress and intonation cues through YouTube videos.	3.87	0.68	77.4%	6	Positive
6	While watching YouTube videos, they listen for pivotal words that convey meaning.	3.86	0.68	77.2%	7	Positive
10	Students can effortlessly replicate the accents of native speakers.	3.85	0.78	77.0%	8	Positive
9	YouTube videos assist students in segmenting spoken content into recognizable components.	3.83	0.62	76.6%	9	Positive
8	Students can make inferences about unstated information with the help of YouTube videos.	3.17	0.49	63.4%	11	Neutral
7	YouTube videos support students in inferring the meaning of unfamiliar words.	2.02	1.07	40.4%	12	Negative
EFL faculty members' perceptions of using YouTube in developing speaking skills		3.69	0.41	73.8%	10	Positive

*Percent= (Mean/5) ×100%

Table 4 indicates that the mean values range between 2.02 and 4.10. The highest mean is associated with the statement, "YouTube videos facilitate students' comprehension of the content they hear." In contrast, the lowest mean pertains to the statement, "YouTube videos support students in inferring the meaning of unfamiliar words." The overall mean for the domain 'EFL teachers' perceptions of using YouTube in developing speaking skills' is 3.695.

According to Table 4, there are positive perceptions among faculty members of English as a foreign language regarding using YouTube to develop speaking skills. However, they encounter challenges in enhancing their students' ability to make inferences about unspoken information using YouTube videos and deduce unfamiliar words' meanings. Many students do not heed the need to widen their knowledge scope by reading extracurricular educational books or watching beneficial documentaries on their own.

The results are consistent with previous studies conducted by Labdi (2017), Omer (2017), and Alkathiri (2019), which revealed the positive impact of using YouTube videos in their teaching. Students enjoy watching videos, which can eventually improve their ability to listen to and understand English spoken with various accents, as clarified in Meinawati et al.'s (2020) study.

Conversely, the lowest-scoring item indicates that inferring the meaning of unfamiliar words is challenging, mainly due to language weaknesses some students have. They require much more practice than others to reach a proficient level. These findings align with previous research by Alastuey (2011) and Jalaluddin (2016), highlighting a few difficulties and drawbacks of using YouTube videos.

The third question: According to EFL English faculty members, what is the most effective approach to using YouTube?

A. To Answer This Question, Mean and Standard Deviation Values for Items in the Domain 'The Most Effective Approaches to Using Youtube According to EFL English Educators' Are Presented in Table 5.

TABLE 5
MEAN AND STANDARD DEVIATION FOR ITEMS DOMAIN "THE MOST EFFECTIVE APPROACHES TO USE YOUTUBE ACCORDING TO EFL ENGLISH EDUCATORS"

No		Mean	Std. Deviation	Percent*	Rank	Trend
2	Utilizing YouTube to supplement the information related to a specific topic.	4.02	0.64	80.5%	1	Positive
3	Encouraging students to engage in a discussion based on a particular video.	3.98	0.64	79.5%	2	Positive
4	Requesting students to provide feedback or comments following their video viewing.	3.98	0.60	79.5%	2	Positive
6	Prompt students to identify and discuss the three or four key points or details observed in the video.	3.90	0.62	78.1%	4	Positive
9	Students experience a heightened sense of assurance when expressing their ideas in English within the classroom.	3.88	0.71	77.6%	5	Positive
7	Having the class list available to the instructor and randomly calling on students to share their insights.	3.86	0.65	77.1%	6	Positive
5	Motivating students to upload self-created videos to demonstrate their comprehension.	3.81	0.74	76.2%	7	Positive
10	Students can speak English confidently, even when they are unconcerned about using incorrect grammatical structures.	3.81	0.89	76.2%	7	Positive
8	Students can exhibit self-discipline during English presentations.	3.14	0.42	62.9%	9	Neutral
1	Employing YouTube as a primary teaching resource.	1.76	0.98	35.2%	10	Negative

Table 5 illustrates the mean ranges between 1.76 and 4.02, with the highest mean for "Utilizing YouTube to supplement the information related to a specific topic," but the lowest mean was for "Employing YouTube as a primary teaching resource".

Moreover, Table 5 indicates that faculty members believe that the most effective methods for using YouTube are to supplement information related to a specific topic, encourage students to participate in discussions based on specific videos, enhance students' ability to provide notes or comments after watching the video and identify and discuss three or four main points or details noted in the video.

Faculty members observe an improvement in students' English language skills after using YouTube, which aligns with the findings of Tristianana and Swondo (2020), Saed et al. (2021), Syafiq et al. (2021), and Pinto (2020). Students have become more dynamic and interested in their studies. These students generally have energetic personalities, and this teaching method fulfills their learning requirements.

However, faculty members also indicated that YouTube is ineffective in enhancing students' self-discipline during English presentations and cannot serve as a primary educational resource. This finding is similar to Alastuey's (2011) and Jalaluddin's (2016) results, which revealed the limitations of using YouTube as the sole teaching method. Many students prefer written materials, so they may need more than videos alone. These students are usually introverted or very bashful about expressing their thoughts verbally.

B. The General Overview of Using YouTube

The application of analysis of variance (Independent Samples T-Test) has been conducted to assess the views of the respondents regarding the study's variables. This analysis was performed concerning the variables of gender and (ANOVA) concerning the respondents' views about the study's variables, specifically Job Age and Years of experience.

Three statistically important variations, at a significance level of $\alpha \leq 0.05$, exist in the viewpoints of the study participants concerning 'Faculty members' attitudes towards employing YouTube for enhancing English language skills' and 'EFL faculty members' views on utilizing YouTube for the improvement of speaking skills,' categorized by gender.

However, age and years of experience revealed no statistically important differences at the significance level ($\alpha \leq 0.05$) in the study sample members based on age. The F-values were not statistically significant.

The variables "Teachers' perspectives towards using YouTube in developing English language skills" and "EFL teachers' perceptions of using YouTube in developing speaking skills" are categorized by years of experience, such as "less than five years", "6-15 years", "16-25 years", and "more than 25 years". Nevertheless, as indicated in Table 8, there are no statistically significant variations at the significance level ($\alpha \leq 0.05$) in the perspectives of the study participants based on years of experience. The F-values did not reach statistical significance.

V. CONCLUSION AND RECOMMENDATION

The study aimed to investigate faculty members' perspectives on using YouTube for language learning. The results demonstrated the dominance of positive attitudes among faculty members in teaching English using YouTube. They observed a development in the students' English language skills in general and their speaking skills in particular after using YouTube. Furthermore, the faculty members suggested that integrating YouTube videos into English language teaching fulfills the needs of students with energetic personalities as they become more dynamic and interested in EFL classes when taught utilizing YouTube videos. The faculty members pointed out that YouTube videos can broaden and expand students' knowledge on a particular topic.

The outcomes also revealed some challenges related to using YouTube videos in teaching English. Students frequently need more enthusiasm or interest in taking on extra assignments, often choosing to confine themselves to their assigned course materials. Faculty members have also noted that YouTube proves ineffective in bolstering students' self-discipline during English presentations and is not considered a primary educational tool. Several students favor written materials, believing they need more than just videos. Usually, these students are either introverted or reluctant to vocalize their thoughts. The interpretation of unacquainted words poses a challenge, primarily due to language deficiencies some students experience. Students face difficulties related to their coursework and struggle with identifying essential learning resources for studying English on YouTube. Additionally, they need to consistently find satisfaction in using educational content on YouTube.

The examination of gender-based differences in the study identified three statistically significant distinctions in the sample's views on faculty members' attitudes regarding using YouTube to enhance English language and speaking skills. The "T" values pointed to statistical significance favoring females, potentially linked to their tendency for change and the freedom to express thoughts, imparting a more dynamic quality to the course. Conversely, no statistically significant differences were observed concerning age and years of experience. Despite further categorization of variables by experience, opinions based on years of teaching experience did not exhibit significant variations.

The findings inspired some recommendations regarding teaching implications. The study recommended that one of the most effective approaches in EFL teaching is to use YouTube to supplement information related to a given topic and then encourage students to participate in discussing that topic. The study also recommended further research on YouTube's influence on the linguistic proficiency of English and other languages.

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