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The Educational Use of YouTube Videos in Communication Fluency Development in English: Digital Learning and Oral Skills in Secondary Education

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Abstract

Advancement of technology nowadays shows English has become necessary to be mastered and taught to students. Many media tools can be used in teaching language skills. One such widely used media is considered video website YouTube.com since it is the social medium that is positively appraised most by all learners. With adequate access to the internet, learners could use YouTube videos as the valuable tool to develop multiple foreign language skills. This research explored the types of EFL YouTube videos mostly watched by secondary students to enhance speaking skills in the school for gifted children in Kazakhstan. After analyzing the content of YouTube videos, a mixed-methods study was employed to reveal the most preferable categories of video websites that might be valuable to boost communication proficiency in English. Data collection was via a questionnaire with 288 Secondary Education students' participation. The results of the questionnaire were analyzed descriptively. The findings of the study indicated that Secondary Education students had a positive attitude towards using YouTube videos to learn English speaking skills. In addition, participants' responses showed that mostly used categories were found regarding English films, songs and vlogs. Authors also identified that the most preferable types of YouTube videos helped learners to become motivated and confident throughout the experiment.

Introduction

Technology development throughout the decades has had a great impact the way we work, learn, and communicate. English was not an exception, it has also been revolutionized as a foreign language (EFL) learning and teaching field. Digital tools integration into language learning and teaching has provided the wealth of possible solutions for upgrading learning procedures and outcomes. Traditional classroom, where only traditional tools are administered, is no longer the preferable option for learners. Thus, they never get satisfied with education

provided in the framework of the traditional curriculum in the world where smartphones, iPads, and YouTube videos are dominated in all walks of life (Giri, & Rana, 2022; Sarzhanova & Alimbekova, 2016).

In Kazakhstan, despite the fact that the English language is taught even from the early childhood the number of people who can speak it effortlessly is identified quite small. The main reason of that often lies in the inappropriate apply of needed to use methods by teachers in the process of language teaching and even worse thing can be teachers' neglect the state-of-the-art applications by supporting old-fashioned way of teaching languages where only books, board and chalks are included. It is obvious that foreign language learning is prominent because of scientific, technological and social developments in modern world. Visual and auditory tools have a great role in teaching (Smagulova et al., 2021; Toleubekova & Sarzhanova, 2016, 2018). Visual materials are of great significance in foreign language teaching. The fact that a picture is worth a thousand words is seen more especially in foreign language teaching practices (Demirel, 2012). Auditory tools are also very useful in the correct use of language or in pronunciation studies (Khan, Ayaz & Faheem, 2016; Paudel, 2021; Thekes, 2021). Visual students learn with pictures, diagrams, videos and written explanations. They will respond more easily. Students who learn by hearing will enjoy learning by listening to dialogues, music and songs, and by repeating them aloud and even internally (Bertiz, & Hebebcı, 2021; Demirci, 2021; Çakmak & Erol, 2001; Şengül & Sünbül, 2015; Tarvin, 215).

Since English takes its stance as the predominant language and serves as a means of verbal and written communication worldwide to reduce differences in economic, political and social aspects the ability to speak fluently in English has become the main concern in education and utilization of digital technologies, such as videos and images, provides better classroom interaction since teachers can complement the methods applied when teaching all language skills, which enhances students' learning experience (Balcı & Sünbül, 2015; Tleuzhanova, et al., 2021) .

EFL teachers often challenge to utilize potentially useful technology in order to promote student autonomy, and create stimulating lessons. With adequate access to the Internet, generally well known to students a wide range of online audiovisual resources can be available that can function effectively in multiple ways for a variety of English classes (Ghimire, 2022; Unsal Sakiroglu, 2020; Watkins & Wilkins, 2011; Zeebaree, 2021). Among those resources videos are found as an authentic tool that can be used by teachers and they are described as rich and exciting sources for teaching EFL classes as well (Stempleski, 1987, p. 3). According to Çakir (2006), it is a well-known fact that the use of audio-visual materials such as videos makes the process of language learning stimulating and facilitating. In addition, these materials can bring flexibility to language learning procedure, and help students develop communicative skills, listening comprehension and expand vocabulary.

In this context, YouTube is the digital technology which is being progressively used for educational purposes. Researchers across the world have stated YouTube as a helpful tool for promoting student competence through the interpretation of visual guide, particularly for English discourse (Jalaluddin, 2016; Kabooha & Elyas, 2015; Kabooha & Elyas, 2018). YouTube is basically considered as a medium which gives many contributions in teaching and learning process. It provides huge video content that teachers can utilize in English classes. YouTube as Media is issued by the teachers to solve this problem at the first step (Khalid, 2012). The resource,

YouTube.com, is an online video repository in which nearly any digital video material can be stored and exhibited at zero cost. Started in February 2005, YouTube hosts videos that are progressively currently viewed more than 2 billion times each day (Timeline, 2011). The popularity of YouTube worldwide is evident with growing number of users, exceeding 1.8 billion every month in 2018 (Gilbert, 2018). Kousha (2012) claimed, “YouTube is video-sharing for public use and the third most visited website after Google and Facebook” (p. 2). According to Benson (2015), “YouTube is an online service, officially launched in late 2005, which allows registered users to upload video clips for viewing by the general population of internet users”. Nofrika (2019) pointed out, “YouTube not only provides texts and images but also combines video and animated video. The modifications of YouTube get the attention of people to use, especially students. Therefore, YouTube has potential as a tool for education”.

Recently YouTube has become an effectual educational tool since it connects academicians, educators and researchers from all over the world and provide interesting, knowledgeable and engaging content which has added a new dimension to education by making it innovative as well as creative (Lynch, 2016; Fleck et al., 2014). YouTube allows teachers and students to search for videos on a wide range of academic subjects. Teachers and students can upload videos here or create playlists from those already available (Bravo et al., 2011). Kousha, Thelwall, and Abdoli (2012) defined three types of YouTube videos. They are art and humanities, natural and formal science videos, and social science. Besides, Nofrika (2019) states that vlogs, a new type of video, are mostly used by students. Vlogging helps connect with people from all over the world. The videos created by the creator reach the audience all over the world by enabling people to connect with each other. (Othman, 2018; Qiao, 2016) Vlogs also allow students to get information at a time and place that is suitable for them. Learners may feel less pressure when they are permitted to think about a topic and listen to a lesson as many times as needed without the pressure from a class to move on. (Sharma, 2019). That’s why using YouTube both inside and outside the classroom can enhance conversation, listening, and pronunciation skills. Besides YouTube videos can be used as realia to stimulate cultural lessons, and promote authentic vocabulary development (June & Kheng, 2014; Terantino, 2011; Watkins & Wilkins, 2021).

Arts and humanities. The categories of the arts and humanities, according to Kousha, Thelwall, and Abdoli (2012), include music, dance, cinema, animations, humor, TV shows, and humanities documentaries. Students can learn information and amuse themselves by watching English movies thanks to the stories in the films (Halawa,2022). According to Kanean (2013), utilizing movies to teach English, particularly to foreign learners, is a smart method since it enables students to advance their skills by recognizing the actors' and actresses' speech patterns.

Natural or formal science videos. Natural or formal science videos, according to Kousha, Thelwall, and Abdoli (2012), encompass online videos with natural science or formal science (math and logic) categories that show a specific natural or formal phenomenon, explain the theory underlying natural or formal phenomenon, and describe a scholarly event or experience related to studying such phenomenon.

Social sciences. Kousha, Thelwall, and Abdoli (2012) listed the following as forms of social sciences included in YouTube videos: advertisements, news or correspondents' reports, activism and business, politics, social science films, and academic speeches by a social scientist.

Vlog. Blogs and specifically video-based blogs (vlogs) are considered one of the most phenomenal applications in language education (Hsu, 2016). As a video equivalent of blogs, vlogs could be beneficial tools for speaking practice as they can be employed to increase out-of-class speaking opportunities and compensate for the limited contact time and speaking practice in class (Andiappan et al., 2021). Besides, there are many kinds of vlog, such as beauty vlog, tutorial, and review. Saiful (2019) states that “YouTube vlog is an avenue to form digital communities and sharing real-life activities and thoughts from people all around the world” (p. 76).

In sum, the primary objective of the current research is to reveal the most useful categories of YouTube videos on improving students' speaking skills, which are regarded as key elements in determining proficiency in the language. Thus, the present study addresses the following questions:

1. Which categories of YouTube videos are more valuable for speaking proficiency development?
- 2 Which of the following subscales, fluency, grammar, pronunciation, vocabulary and content were most noticeably advanced as a result of watching YouTube videos according to revealed categories as the most valuable ones?

In today's rapidly changing worlds, students enjoy to watch videos on YouTube which not just helps them learn complex concepts but it also helps them develop listening and punctuation skills. That is why, YouTube is an essential tool in classrooms as it attracts the attention of students and develops their mentality and creativity. YouTube lets teachers and students search for videos on a variety of academic subjects. Teachers and students can upload videos or they can create playlists from those already available. It also helps cover the materials comprehensively, especially language. On another hand, teachers can focus more on students' learning abilities rather than spending more time explaining complex concepts and topics (Berk, 2009; Buzzeto-More, 2015; Calif, 2000; Dybek, 2002; Forcier, 2021; Klein, 2022).

Literature Review

The Use of Digital Tools in EFL Learning

Nowadays changes happening in the sphere usually take place due to digital technology development and it is considered as one of the most important triggers of revolutionizing the Language Teaching and Learning processes making it as much exciting as possible. Recently, considering technology as an educational device and its introduction in education sphere led the traditional English Language teaching drastically changed (Aslan, 2011). With the advent of versatile computer communication tools, videos and the Internet, the role of computers in language teaching has become an important issue facing foreign language teachers around the world.

Computer-assisted language learning activities and internet resources help English teachers to access information quickly and conveniently on their own. In addition, students who learn English through an intensive program in education areas gain a wide range of skills and qualifications for their future life. In this respect, technology forces people to have the ability to distinguish themselves in order to reach a lot of information (Lamy & Hapel 2007; Shield & Kukulska-Hulme, 2008).

Technology entry into linguistics sphere shows the shift in educational standard from a behavioral to a constructivist learning way. Language is a day-to-day thing, so the productive way to learn a language is being in interactive, authentic environments. Digital technologies are vital tools for amending language teaching methods and approaches for better. Even though constructivism itself never be a form association with using technology, constructivist assumptions represents a view for integrating digital technology into the language studies (Brown 1997; Wolffe 1997). Constructivism states that learning takes place in contexts, whereas technology refers to the designs and environments that engage learners. There is a close link between technology and constructivism, the practice of each one benefiting the other. The use of technology as a constructivist educational tool can help learners to express their ideas, articulate what they know, and explore, manipulate, and process information, while actively cooperating with each other (Jonassen, Peck, & Wilson, 1999).

The rapid development of technology nowadays has let English language teaching (ELT) professionals start investigating the best way of practicing and learning EFL stepping away from a traditional classroom by means of available digital devices and internet resources (Sundqvist & Sylvén, 2016). Lee (2019) interprets this thing as informal digital learning of English (IDLE), which goes as autonomous learning, self-directed using a variety of digital technologies such as smartphones, social media, and internet sites to learn and practice English. By using myriad of internet browsers or applications both teachers and students can afford learning and teaching procedures in outdoor environment (Crane, 2000; Bucher & Wuest 1987). As to Bull and Ma (2001), technology offers a wide range of resources to language learners. Technology transforms learners from passive recipients to active ones and lets more profound and enriching linguistic immersion (Parvin & Salam 2015). Not only does technology enable teachers to adapt classroom activities by enhancing the language learning process but it is also essential as a tool to help teachers facilitate language learning for their learners (Riasati et al., 2012; Rodinadze, & Zarbazoia, 2012).

YouTube Videos in EFL Learning and their Advantages

In general, the videos are considered as a technological resource that complements language teaching approaches with the opportunity to experience the foreign language in an authentic context. In fact, videos are being commonly used in these days because they function similarly as computers and due to these prospects individuals are given an opportunity to develop their cognitive skills. In this context, YouTube is accepted as one of the online materials that can be included in traditional classroom situations (Khalid & Muhammad, 2012). One of the most advantageous uses of YouTube videos for foreign language education is for less commonly taught languages for which some of these videos provide access to spoken samples, instructional units, and reading and writing practice. They enable users around the world with access to linguistic information for a specific target language that may not be accessible otherwise (Rodinadze, & Zarbazoia, 2012).

When people watch a movie or TV program, different emotions are set off, such as excitement, anger, laughter, relaxation, love, whimsy, or even boredom. These feelings are often triggered by the mood which comes from specific visual scenery, the actors, and/or the background music. From this perspective, a video can have a strong effect on your mind and senses. Most of the researchers support the dual-coding theory which implies that multimedia auditory/verbal and visual/pictorial stimuli improves memory, comprehension, understanding, and

deeper learning than either stimulus by itself. Learning in the pictorial conditions tested (video and audiovisual) was superior to learning in the verbal (audio) conditions (Berk, 2009).

Today more and more EFL teachers prefer using YouTube videos with aim to leverage English learning in EFL classrooms and supplement them with even valuable content (Albahiri & Alha, 2020). The idea of using YouTube videos in the foreign language classroom is not new, but the opportunity for student-created videos and social networking provided by YouTube offers a novel way to create linguistic input and encouraging students to engage in the target language. Utilizing this approach to learning foreign languages concentrates on the defining characteristics of the digital natives for whom digital technologies and social networking have become commonplace and indispensable in their daily lives. It is undeniable that foreign language teaching will remain a delicate balancing act; however, YouTube is a tool that can help tilt the scales in favor of teachers. Integrating the use of YouTube videos in foreign languages is a valuable resource for teachers and students. What's more, YouTube offers a powerful, social venue in which the potential reach is of great significance (Lenhart et al., 2010; Pausch, 2007; Prensky, 2001).

There are no any age and level restrictions observed regarding the use of YouTube videos and specifically this might have an enormous potential in teaching EFL to students. In this regard, learners are the categories of individuals who most benefit this resource since it helps to become educated, engaged and inspired with ad hoc content corresponding to their level and to the teaching objectives (Buzetto-More, 2014). YouTube remains as an effective resource for teachers that helps to provide students with more lively lessons enriched a lot in terms of content, and further research into the use of the site (as well as other online video-streaming websites) would be very preferable for the EFL and SLA community (Watkins & Wilkins). Moreover, YouTube videos are accessible and repeatable many times. In other words, the current social media is flexible because users can watch videos anytime and anywhere (Nofrika, 2019).

The two major strengths of using YouTube are the exposure to authentic English as well as the possibility to develop a learning style that is more autonomous and student-centered. The regular use of a wide variety of English media by students might have a positive effect on their achieving a degree of L2 immersion that might otherwise be unavailable outside a study-abroad program (Johnson & Swain, 1997). Additionally, incorporating technology into EFL learning is a way for students to interpret seemingly abstract foreign language concepts in actual experiences (Wang, 2005).

According to Boyd and Ellison (2007), YouTube is not just another video-based website, it is also revealed as a social network site in which people work together with aim to actively participate in a continual process of collaborative meaning construction. Since the use of YouTube has been identified as a big potential in teaching all language skills, many authors have studied the benefits it has in EFL teaching. For example, Watkins and Wilkins (2011) claim that this resource helps to improve students vocabulary, conversations, listening, and pronunciation skills both inside and outside the classroom. Similarly, Chhabra (2012) states that YouTube promotes pedagogical applications, which are useful in teaching language learning; for example, it enables learners to enhance vocabulary, accents, pronunciation, voice modulation, among others. In addition, the quick access it provides to a big range of video materials with enormous number of no-cost videos can be considered as

another good aspect of using YouTube. Furthermore, utilizing this teaching tool provides authentic context of everyday English with good quality and sound, which are another important aspects in the learning process, maintain the students' interest, and are convenient in applying in the classroom by teachers where no problems are confronted.

Watkins and Wilkins (2011) state, this tool can be of great help to students to choose any YouTube video in English, and evaluate their abilities in terms of comprehension some kind of materials by themselves; also, through its usage learners can acquire the pronunciation and social skills needed in communication; and additionally, they can find thousands of YouTube videos without anybody assistance. Finally, if students consider the class not quite exciting so then they can browse YouTube in order to find interesting videos as a supplementary resource to make the topic being taught a very catchy through conversation analysis, movie trailers voiceovers, film scenes or note-taking.

The research on videos and multimedia learning is described as an experimental support in teaching, especially in introductory courses with novice learners which makes contribution to increasing memory, comprehension, understanding, and deeper learning (Berk, 2009). Yagci (2014) also highlighted all these incentives and noted that YouTube is a global gateway that can be accessed regardless time and place. Furthermore, according to Bueno Alastuey (2011), YouTube videos are considered quite important since they enable learners to speak and communicate with their teachers and peers so that they could understand their surroundings despite the life situations.

YouTube Videos and Oral Skills Development

The results of a study conducted by Jati et al. (2019) depicts that after using YouTube content some improvements showed up according to students' speaking skills considerably in three areas including fluency, accuracy and overall performance. It is evident that YouTube is used for varying purposes, the majority of which are not educationally relevant. For example, many people use YouTube simply as a form of entertainment. Due to this educational value of YouTube, it is clear that it using YouTube content lays great emphasis on foreign language education (Berk, 2009).

Cakir (2006) reported that videos provide authentic language inputs that allow learners to experience more effective language acquisition atmosphere. These authentic environments are quite valuable since they provide real objects, individuals, and circumstances which help to comprehend real context regarding different life situations. Silviyanti (2014) reported that applying YouTube in the EFL classroom often indicates to be compelling, encouraging, and beneficial, where students are enthusiastic to watch different videos and after practice spoken language in the same way as native speakers. Wagner (2007) recommended using videos to teach speaking skills because videos enable students to memorize the flow of information, improve pronunciation, consider the content through the graphics and illustrations provided in videos, and speak fluently and effortlessly. The research findings reported by Kurniawan (2019, p. 324) showed that students cling to the YouTube under the premise that it is an effective tool for improving their speaking skill.

Riswandi (2016) carried out an investigation among seventh-grade students on how YouTube videos affect students' speaking skills. The findings showed that the use of YouTube influenced positively on students' oral language skills, especially vocabulary, grammar, pronunciation, and fluency areas have been developed by much. Omer (2017) investigated the effectiveness of using YouTube videos in improving EFL learners' listening and speaking skills. More specifically, 30 s-year undergraduate students of English were involved in the study answering the questionnaire for data collection. The results implied that YouTube positively contributed to students' listening and speaking skills and encouraged them to practice spoken language in English. Furthermore, YouTube makes students familiar with native English speakers' culture, which, in turn, strengthened their knowledge about the language.

According to Albahiri and Alha (2020) and Ünal's (2022) investigation, the findings indicate that videos, particularly those on YouTube can prove to be of substantial benefit for boosting learners' the speaking ability. The results of this study show that the use of the visual elements provides better considering given its image of the real environment. The SPSS analysis revealed the positive impact of using YouTube technology on the Saudi EFL students' speaking performance in English. YouTube videos are of great help to stimulate motivation among the students to learn English.

Teachers applying YouTube technology in the EFL classroom helps to engage learners the most in the learning activities which in turn influences on having good learning outcomes. The participants were 150 Spanish native speakers who were divided into an experimental group (75 students) who received English lessons with EFL YouTube videos, and a control group (75 students) who did not use this resource. The methodology involved 16 English lessons in which pre-service students were in charge of preparing activities that included the use of EFL YouTube videos with the purpose of enhancing learners' vocabulary. As a result, it was revealed that EFL YouTube videos as a supplementary resource contributed to making classes more productive since interaction was increased making learners feel engaged and motivated to learn vocabulary.

In recent years, technology has proved to be an important part of teaching and learning environment. With technology being an indispensable part of our everyday lives, it is time to reinterpret the concept of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process; that is, technology becomes an integral part of the learning experience (Eady & Lockyer, 2013). According to Tomlison (2009), computer-based activities provide students quick knowledge and convenient materials related to their interests. Internet materials motivate learners to learn more. Besides, Larsen-Freeman and Anderson (2011) hold the view that technology provides teaching resources and brings learning experience to the learners' world. By means of technology, numerous authentic materials can be provided to learners and they can be motivated in learning language.

Considering the purpose and importance of this study, it is apparent that technology is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. Technology is a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process. People watch videos on YouTube for different reasons, and even use YouTube to learn languages. Studies

(Meinawati et al., 2020; Shariff & Shah, 2019) also reveal that YouTube contributes to language teaching processes when used in a planned and purposeful way. For this reason, in this study, it is aimed to comparatively examine the use of YouTube for educational purposes by secondary school students in learning a foreign language in terms of some variables.

Methods

Research Design

The design of this study was developed under a mixed-methods approach with an explanatory sequential design. Creswell (2014) explains that this is a simple design which provides a thorough explanation to the quantitative results obtained using qualitative methods. In this study, the researchers gathered and interpreted both quantitative and qualitative data to explore the most watched types of EFL YouTube videos among secondary students to develop English-speaking skills. The aim of integrating the use of qualitative data into this study was to perform a deeper investigation of the types of EFL YouTube videos to provide the researcher with a more comprehensive view of the problem. However, using a quantitative approach alone is insufficient to properly understand the problem. Therefore, the research design chosen in this study is suitable for the study's purpose.

Research Participants

This study was conducted among students of specialized boarding *schools* for gifted children located in the central part of Kazakhstan. In total, 288 secondary students were randomly selected, (182) male and (106) female Kazakh and Russian speakers who ranged between 12 to 13 years old. More specifically, the results were obtained from a questionnaire designed for secondary Education students regarding the use of different content YouTube videos to improve communication competence in English as a Foreign Language in Kazakhstan. All also had a minimum of five or six years of English language learning experience in schools with Upper-Intermediate (B2) level.

Data was gathered from Secondary students in a school for gifted students located in the central part of Kazakhstan. The total sample of participants was 288. The mean age of the participants was 13.36 years old, with a range from 13 to 14 years (13=58.7%, 14=41.0%). Moreover, 59% (n=170) were female and 41% (n=118) were male. The questionnaire has been administered to survey participants with the aim to reveal the most watched categories of EFL YouTube videos on the learners' for the development of speaking abilities.

Research Instruments

A questionnaire was designed for Secondary Education students regarding the use of various types of YouTube videos to develop communication fluency in English as a Foreign Language in Kazakhstan. Information from the theoretical framework was used to conduct 15 items in the field of CALL. Furthermore, a group of experts was chosen to carry out Delphi method validation. Following their discussion, 12 items were chosen to include in the questionnaire to determine the impact of the current project on individuals' speaking fluency. The students responded to those major constructs which rated by using a 4-point Likert-type scale (1= not at all, 2=very little,

3= fairly much, 4= a lot), except for Q2 (1= “It does not take too much time”, 2= “neutral”, 3= “using it easy and beneficial”, 4= “helpful to become motivated”), Q11 (1= “educational/informative videos”; 2= “neutral”; 3= “travel videos”; 4= “motivational videos”) and Q12 (1= “Free to use”, 2= “Neutral”, 3= “To reach media is easy”, 4= “Place for socializing”). Using IBM SPSS Statistics V23.0 for MacOS, the questionnaire’s reliability coefficient for the instrument was tested.

The items and materials of the test were presented to the opinion of 5 experts, including Turkish, child development, pre-school education, measurement and evaluation, psychology and educational sciences. In line with expert suggestions, changes were made in the expressions of the items and some sub-items were removed. In this context, the content validity of the scale was ensured based on expert opinions. The research scale was designed to have a total of 12 items, including 5 titles and sub-items constituting these titles.

The 12-item form of the scale with 5 titles was evaluated within the framework of expert opinions, and item reliability based on disagreement and consensus was calculated. For reliability among experts, the result obtained with “Reliability = Consensus / (Agreement + Disagreement)” is expected to give a result higher than 0.70 (Miles & Huberman, 1994). In this context, it was seen that the scale used in the research had a reliability coefficient of .87 as a result of the analysis.

In the validity and reliability stages of the scale, item reliability was calculated based on expert opinions. Kendall's W statistics was calculated to calculate the inter-rater agreement by applying the scale to 25 children at secondary school level and scoring them by 3 raters. In order for the five subscales to be consistent within themselves and form the whole of the scale, the total scores of the 5 sub-factors were taken and the CFA model was established with a general factor. With this model, it has been confirmed by the validity study that comparisons can be made in the 5 sub-factors of the scale and in the overall scale. The reliability analysis of the five sub-factors that make up the overall scale was calculated with the Cronbach Alpha internal consistency coefficient. It was observed that this value varied between .78 and .89 for all sub-dimensions and the overall scale.

Data Analysis Techniques

The data collected in accordance with the purpose of the research were processed into the SPSS-25 package program. First of all, the distribution of the data was examined and it was determined that there was no data showing extreme values and missing data. Normal distribution assumptions based on Kolmogorov-Smirnov statistics for the overall scale and its sub-factors were tested (Yurt & Sünbül, 2014). As a result of the analysis, it was seen that the data of the research scale met the assumptions of normal distribution. It is seen that the distribution of scores obtained from the scale is continuous data and is at the scale level with equal intervals. The fact that the two samples (groups) are independent from each other, that the dependent variables are measured at the interval or ratio scale level, and that normality and homogeneity assumptions are met meet the parametric test assumptions. In this context, since the parametric test assumptions were met, parametric statistical techniques were used in comparisons according to the demographic characteristics of the children.

Results

The results in Table 1 show positive attitude of participants towards using EFL YouTube videos to develop speaking proficiency (Q01).

Table 1. Descriptive Statistics per Item

Item	N	%				M	SD
		1	2	3	4		
Common							
Q01	288	2.1%	3.5%	55.9%	38.5	3.31	.640
Q02	288	12.2%	5.6%	46.5%	35.8%	3.06	.948
Arts and humanities							
Q03	288	6.3%	12.8%	37.2%	43.8%	3.18	.886
Q04	288	20.8%	51.0%	21.9%	6.3%	2.14	.813
Q05	288	4.5%	12.2%	38.9%	44.4%	3.23	.834
Natural or formal science							
Q06	288	47.2%	43.1%	9.7%	0%	1.62	.656
Q07	288	22.2%	48.6%	28.5%	7%	2.08	.729
Social sciences							
Q08	288	64.9%	33.0%	2.1%	0%	1.37	.525
Q09	288	61.1%	32.6%	4.5%	1.7%	1.47	.667
Vlog							
Q10	288	3.8%	4.5%	66.3%	25.3%	3.13	.660
Q11	288	51.0%	3.8%	5.9%	39.2%	2.33	1.426
Q12	288	20.8%	7.6%	51%	20.5%	2.71	1.266

To be more specific, secondary students showed a good predisposition to development of speaking skills through the use of EFL YouTube videos with 94.4% of positive answers. Regarding the question Q02 (“What is the reason of your positive attitude towards using YouTube channels to develop EFL speaking skills?”), 46.5% of participants answered that they like using it because YouTube videos are very useful regarding its content and easiness to use while 35.8% of learners responded that they have positive attitude towards using YouTube videos since after using it they become confident and motivated and other participants like it due to its effectiveness in terms of time-saving. Q3 aims at revealing the number of participants who mostly prefer watching movies in English through YouTube platform, the results show that 81% of learners like to develop speaking skills watching English films on YouTube. According to Q4 (How much do you like to watch TV shows/Programs in English using YouTube?”), only 28.2% of participants often watch TV shows and programs in English using YouTube while 71.8 of learners provided negative responses regarding the current question. Q5 shows the number of participants who prefer to listen to English songs with the use of the present learning platform where positive attitudes were shown by most of participants (83.3%) and others’ (16.7%) responses regarding the question were

expressed with much negativity. Special attention should be paid to the following two questions (Q6,Q7) where the aim was to determine the number of participants who are often involved in listening academic lectures (natural and formal science) and watching science documentaries. And, the results show that most of participants provided negative responses regarding both questions with 90.3% and 70.8% respectively. Similarly, Q8 and Q9 revealed that nowadays there are very few individuals who actively use social science documentaries (advertisements, news, correspondents' reports, activism, business, politics) where only 2.1% and 6.2% of participants provided positive results regarding the questions. The next three questions were used to show to what extent the participants like to visit Vlogs on YouTube (Q10), what type of Vlogs they favor more (Q11) and the reason why they like a particular type of Vlog (Q12). According to Q10, the vast majority of participants (91.6%) considered Vlogs on YouTube useful in order to develop individuals' oral production. In the next question ("What type of Vlog on YouTube do you like to use to develop English-speaking skills?") 51% of participants answered that they prefer educational Vlogs while 39.2% of learners chose motivational Vlogs and other 5.9% considered Vlogs on YouTube useful due to travel vlogs. Finally, the last question defines the most important characteristic that the participants like about Vlog on YouTube where 51% of students mentioned that they like easiness to reach the media and 20.8% of learners responded positively regarding its availability without any charge while almost same number of participants (20.5%) provided answers where they mention that Vlogs on YouTube are preferable due to the opportunity of socializing with the people all of the world.

Differences Regarding Gender

Student's t-test for independent samples was performed to analyze whether there is any statistically significant difference among the participants' attitudes and perceptions regarding the use of EFL YouTube videos to develop speaking skills with regard to their gender. Table 2 shows that only Q05 and Q10 have statistically significant differences ($p < .05$) between groups. Moreover, girls scored higher in 6 items while boys scored higher in 4 items.

Table 2. Student's t-test for Independent Samples (Gender)

Item	N		M		SD		t	p
	Male	Female	Male	Female	Male	Female		
Q01	118	170	3.28	3.33	.583	.677	-.648	.517
Q02	118	170	3.03	3.08	.910	.976	-.500	.617
Q03	118	170	3.24	3.15	.874	.895	.850	.396
Q04	118	170	2.19	2.10	.896	.751	.887	.376
Q05	118	170	3.08	3.34	.863	.799	-2.532	0.12
Q06	118	170	1.58	1.65	.631	.673	-.867	.387
Q07	118	170	2.08	2.08	.694	.754	-.002	.998
Q08	118	170	1.37	1.37	.552	.508	.036	.971
Q09	118	170	1.51	1.44	.689	.652	.842	.401
Q10	118	170	2.08	2.32	.930	.921	-2.156	.032
Q11	118	170	3.32	3.31	.703	.598	.133	.894
Q12	118	170	2.00	2.05	1.261	1.272	-.310	.757

Differences in Foreign Language Achievement and Academic Achievement

Table 3 and Table 4 show the attitudes and tendencies of using Youtube in terms of learning English according to the academic and English achievements of the participating secondary school students.

Table 3. Student’s One Way F -test Result (Foreign Language Success)

	FL Success	N	M	SD	F	p
M1	High	99	3.27	0.65	4.039	0.019
	Moderate	90	3.45	0.60		
	Low	100	3.20	0.63		
m2	High	99	3.18	0.89	3.094	0.047
	Moderate	90	3.12	0.70		
	Low	100	2.90	0.79		
m3	High	99	3.17	0.71	0.786	0.457
	Moderate	90	3.12	0.78		
	Low	100	3.25	0.64		
m4	High	99	2.05	0.77	0.911	0.403
	Moderate	90	2.21	0.88		
	Low	100	2.17	0.91		
m5	High	99	3.41	0.60	4.909	0.008
	Moderate	90	3.12	0.79		
	Low	100	3.15	0.73		
m6	High	99	1.76	0.74	2.965	0.053
	Moderate	90	1.58	0.65		
	Low	100	1.53	0.67		
m7	High	99	2.30	0.58	16.458	0.000
	Moderate	90	2.13	0.68		
	Low	100	1.79	0.61		
m8	High	99	1.33	0.49	0.413	0.662
	Moderate	90	1.38	0.49		
	Low	100	1.40	0.59		
m9	High	99	1.44	0.59	0.649	0.523
	Moderate	90	1.53	0.58		
	Low	100	1.45	0.61		
m10	High	99	3.29	0.68	4.897	0.008
	Moderate	90	3.13	0.71		
	Low	100	2.98	0.68		
m11	High	99	2.32	0.82	2.857	0.059
	Moderate	90	2.20	0.74		
	Low	100	2.46	0.69		
m12	High	99	2.66	1.01	1.791	0.169
	Moderate	90	2.62	0.91		
	Low	100	2.85	0.78		

In the table, the comparison results of the educational YouTube usage levels in terms of English success are shown. According to the results of One-Way Variance Analysis, significant differences were found in the m1-m2

(Common), m5 (Arts and humanities), m7 (Natural or formal science) and m 10 (Vlog) items of the scale according to the success of the participants in English lessons ($p < 0.05$). According to the results of the Sheffe test, which was carried out to reveal the source of the difference, the participants with very high and high foreign language success use 'Common', 'Arts and humanities', 'Natural or formal science' and 'Vlog' Youtube videos for educational purposes more than their peers with low .

Table 4. Student's One Way F -test Result (General Academic Achievement)

	Achievement	N	Mean	SD	F	p
M1	High	112	3.43	0.68	4.619	0.011
	Moderate	101	3.33	0.57		
	Low	76	3.17	0.62		
m2	High	112	3.04	0.82	1.383	0.252
	Moderate	101	3.00	0.84		
	Low	76	3.19	0.72		
m3	High	112	3.26	0.76	1.101	0.334
	Moderate	101	3.12	0.65		
	Low	76	3.16	0.71		
m4	High	112	2.16	0.88	0.064	0.938
	Moderate	101	2.12	0.86		
	Low	76	2.14	0.83		
m5	High	112	3.37	0.75	4.719	0.010
	Moderate	101	3.25	0.65		
	Low	76	3.07	0.71		
m6	High	112	1.65	0.74	0.378	0.686
	Moderate	101	1.57	0.62		
	Low	76	1.64	0.72		
m7	High	112	2.14	0.61	5.778	0.003
	Moderate	101	2.18	0.59		
	Low	76	1.87	0.75		
m8	High	112	1.43	0.56	1.092	0.337
	Moderate	101	1.32	0.49		
	Low	112	1.38	0.56		
m9	High	112	1.43	0.56	0.869	0.420
	Moderate	101	1.53	0.67		
	Low	76	1.46	0.53		
m10	High	112	3.15	0.69	0.101	0.904
	Moderate	101	3.13	0.70		
	Low	76	3.11	0.71		
m11	High	112	2.38	0.72	2.417	0.091
	Moderate	101	2.41	0.76		
	Low	76	2.17	0.77		
m12	High	112	2.85	0.93	3.656	0.027
	Moderate	101	2.74	0.92		
	Low	76	2.49	0.82		

Table 4 shows the comparison results of the students' general academic use of Youtube for educational purposes. According to the results of the One-Way Variance Analysis, significant differences were found in the m1 (Common), m5 (Arts and humanities), m7 (Natural or formal science) and m12 (Vlog) items of the scale according to the success of the participants in English lessons ($p < 0.05$). According to the results of the Sheffe test, which was carried out to reveal the source of the difference, the participants with very high and high academic achievement use 'Common', 'Arts and humanities', 'Natural or formal science' and 'Vlog' Youtube videos for educational purposes more than their peers with low academic achievement.

Discussion

Students' perception regarding the use of EFL YouTube videos highlighted that it helps in advancing the learners' oral production. The findings of the present study exhibit that the participants have positive attitude towards using the EFL YouTube videos to develop speaking skills. Possible explanation behind this attitude could lie in the opportunity that provides EFL YouTube videos where the process of language acquisition comes with ease and enjoyment. According to Alimemaj (2010), the use of YouTube videos in the process of language learning and teaching was revealed more enjoyable and meaningful. Natsev (2010) demonstrated several advantages of YouTube videos among them the author highlighted the feature of videos that allows learners to observe visually and hear said content in a real environment. It is quite important when audio and visual perceptions go simultaneously since as Albahiri (2020) mentioned 'listening comprehension reinforced by watching comprehension'. Moreover, the attractive units in the video are better to keep learners concentrated and attentive in the process of learning the language materials, as compared to audio (Albahiri et al., 2020). Alwehaibi (2015) claims that many people consider videos interesting more than audio technologies since they are more familiar with watching television and video than listening to audio materials other than music and songs. Researchers from all over the world found YouTube beneficial medium for enhancing student competence through the interpretation of visual clues, particularly for English discourse (Kabooha and Elyas, 2018).

Focusing specially on speaking skills in EFL, in terms of the use of YouTube videos, the participants value the tool positively for the development of their speaking skills in the target language. The research results show that learners found the use of YouTube videos motivational in the process of language learning. Many studies indicate the integration of YouTube technology into teaching process is an important factor for motivating learners to watch, read, write, discuss, interact and participate in the learning process (Kilb, 2012; Sime and Themelis, 2018). Alwehaibi (2015) also demonstrated that YouTube forms an enjoyable and entertaining atmosphere with the video materials motivating the learners to practice the learned or demonstrated skills. According to the research that was carried out by Maria (2018), the evidence shows that YouTube technology motivates learners, increases retention of material aids comprehension of speaking skills due to the promotion of innovative and creative activities and their involvement. YouTube offers a wide range of content for learning English. As a result, through interacting in a fun experience, learners are stimulated, and their anxiety about learning a second language is reduced (Aksoy, 2021; Saed, 2021). Gay (2009) commented on the motivating power of YouTube videos and the improvement in student learning and retention. The study results reported by Cakir (2006) demonstrate that many language instructors consider the video content both interesting and motivating since it creates a real, contextualized, and

authentic teaching-learning environment. Kabooha and Elyas (2015) mentioned that well-selected videos allow students to enhance language competency and increase their motivation to put the target language into practice. In addition, the survey results indicated that together with students' motivation needed for the effective language learning, participants' confidence also increased. A study by Brook (2011) also found that YouTube as a tool helps in the process of language learning and teaching especially he highlighted that it increases confidence, offers authentic materials. Research findings by Meinawati (2020) showed that watching YouTube videos helped students speak more fluently and with a high confidence.

The research findings in regard to the video types on YouTube mostly preferred by participants show that the vast majority of learners like watching films on YouTube to develop speaking proficiency. Kutuzova (1982) highlighted that importance of films in language learning is higher than reading passages or stories since films offer rich material for listening and speaking as well as for discussion and civilization studies. Using visual aids in the foreign language curriculum is an interesting and entertaining way to enhance the learner's competency of the target language, and the messages available through film offer a stimulating change of routine in the classroom (Massi and Merino, 1996). Well-selected understandable films bring satisfaction to the learner, instill some confidence that students can understand the language and encourage them to put in more effort in studying the language. Proper films can serve as a relevant pedagogical tool, both in the classroom and in private studies (Idiko, 2010). A movie can be used to improve students' speaking skills by watching directly how the native speakers (the actors and actresses) in speaking use English as their mother tongue. In addition, the situation of learning with friends while watching movie identified interesting and enjoyable process of language learning (Halava, 2022). The results of survey by Halava (2022) reported that most students give positive feedback about English movie and its relation to their speaking skills and authors in regard to the current research work concluded that the use of English movie is in order to teach speaking to students, so that they can improve their speaking abilities and finally able to acquire the entire skills of English.

The present study has also allowed authors to reveal the percentage of participants who are interested in using YouTube videos in order to watch various TV programs and shows. As a result, the vast majority of students were found with negative responses. It was revealed that only 28.2% of participants use YouTube to watch TV programs and shows. The data in the current study indicate that song can be a useful supplement in the development of oral production in EFL since we identified 83.3% of participants who listen to music on YouTube. The study results reported by Good (2015) indicate that students taught via songs showed more improvement in performing EFL language skills than learners taught via speech-based methods. Kreutz (2004) investigation findings show that musical activities are generally regarded enjoyable, thus increasing positive atmosphere and students' motivation. According to Busse (2018), informal observational data and teachers accounts suggest that students stayed focused and disciplined when they started singing. Singing together thus helped to share learning content without interruption of learning processes.

The survey results regarding academic lectures and science documentaries demonstrated that the vast majority of participants provided negative responses mentioning that they like least to use YouTube to watch academic lectures and science documentaries with the aim to develop speaking skills. Similarly, the question regarding the

use of YouTube to watch social science documentaries has also negative responses. 6.2% of participants answered that they often watch news, advertisements, etc. on YouTube to improve speaking proficiency.

The questions concerning Vlogs were meant to reveal to what extent participants like to use Vlogs and what type of Vlogs they prefer and why they are interested in those types of Vlogs. As a result, the vast majority of students showed positive attitude towards using Vlogs on YouTube to develop EFL speaking skills(91.6%). Educational content was identified as the favorite type of Vlogs (51%)and motivational vlogs were revealed as the next type of Vlogs that the participants prefer (39.2%). The last question was used to reveal the effective characteristic of used Vlogs on YouTube by participants where 51% of learners answered that they like YouTube Vlogs because of the easiness to reach the media while 20.8% of learners said that it is free from charge and others (20.8%) responded that YouTube Vlogs using allows to socialize worldwide with many people. The research that was carried out by Huang and Hung (2010) indicated that vlogs significantly improved the learners' oral performance in terms of total words and lexical richness. Sun (2012) investigated the effectiveness of vlogs on Taiwanese college-level EFL learners' speaking performance and their perceived gains in their speaking proficiency. Balakrishnan (2013) blended vlogging into the usual face-to-face interaction activities and found those perceived vlogs to be an effective supplementary tool in improving their oral production, especially in terms of fluency.

Another finding in this study is the comparison of secondary school students' educational use of YouTube according to their general and foreign language achievements. According to the research findings, students with a high level of foreign language and general success use Youtube more in the subjects of 'Common', 'Arts and humanities', 'Natural or formal science' and 'Vlog'. In this respect, it can be said that there is a high correlation between students' educational use of youtube and their general academic and foreign language achievements. As a matter of fact, many studies have been conducted on the use of social media tools in language teaching processes and academic success (Alhamami, 2013; Arndt & Woore, 2018; Benson, 2015; Fachriyah et al., 2020; Kbooha & Elyas, 2018; Kim & Kim, 2021; Pujjati. et al., 2019; Renaldi, 2017; Shariff & Shah, 2019). Studies show that when social media is used in language teaching, it facilitates learning, ensures that learners are exposed to the target language in extracurricular processes, and learners have the opportunity to communicate and practice with target language speakers. The data obtained from this study, which is based on student opinions on the educational use of YouTube, also supports the results of previous research..

Conclusion

EFL YouTube videos, as a supplementary teaching resource in EFL, make EFL learning process more enjoyable and productive due to the fact that it is easily accessible, free from charge and with interesting audio-visual content. Except creating a pleasant environment EFL YouTube videos increase learners' motivation and confidence. The research results reported that students are less interested in videos available on YouTube about science documentaries and more like to watch different films on YouTube to develop speaking skills. Using films in EFL learning helps individuals to imitate the actors and actresses. In addition, using songs in English was revealed effective since it provides positive atmosphere in the process of language learning making them more motivated. Another more significant finding has been determined regarding vlogs. Participants found vlogs' using

productive in EFL because of its educational and motivational content and opportunity to socialize with people from the entire world regarding the videos watched.

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