

Libyan EFL Secondary School Teachers' Beliefs of Incorporating YouTube Videos in Classrooms

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ABSTRACT

YouTube is one of the most common networks that could be used as a beneficial tool to improve students' understanding of their lessons. This study investigates the beliefs of Libyan EFL secondary school teachers of incorporating YouTube videos in classrooms activities. A qualitative approach was put in an application for ten EFL teachers. They were connected through FB messenger to answer two questions of an open-ended questionnaire. The results reveal that all participants show positive attitudes toward incorporating YouTube videos as a teaching tool even though this incorporation may be encountered by many challenges. The implications of this study can contribute to the development of Libyan EFL teachers' strategies and schools' resources to employ YouTube as a teaching tool.

الخلاصة

يُعدّ اليوتيوب من أكثر الشبكات شيوعاً والتي يمكن استخدامها كأداة فعالة لتحسين فهم الطلاب لدروسهم. تبحث هذه الدراسة في آراء معلمي المدارس الثانوية الليبية الذين يدرّسون اللغة الإنجليزية كلغة أجنبية حول دمج فيديوهات اليوتيوب في الصنوف الدراسية. تم تجميع البيانات من عشرة معلمين يدرّسون اللغة الإنجليزية كلغة أجنبية، حيث تم التواصل معهم عبر تطبيق فيسبوك ماسنجر للإجابة على سؤالين من استبيان مفتوح. تكشف النتائج عن أن جميع المشاركين يُظهرون مواقف إيجابية تجاه دمج فيديوهات يوتيوب كأداة تعليمية، على الرغم من أن هذا الدمج قد يواجه العديد من التحديات. يمكن الاستفادة من نتائج هذه الدراسة في تطوير الموارد والاستراتيجيات من قبل المدارس والمعلمين لتوظيف اليوتيوب كأداة شرح تسهيلية.

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Introduction

Currently, technology becomes very widespread and significant not only in our daily lives, but also in education. It has a great effect on the process of learning as it motivates students to participate and helps them to catch information much better (Costley, 2014). In particular, website technologies like YouTube videos have come to be a remarkable parcel of our lives (Szeto & Cheng, 2014). Moreover, they could be used to enhance students' comprehension and interaction effectively. In a survey including 53 participants, to emphasize the effectiveness of YouTube videos in teaching English in classrooms. It has been found that YouTube is more successful than text-book based courses in upgrading better learning of English (Almurashi, 2016). Sherman (2003) has made a discussion about the prominence integration of videos in teaching language. She shows different video materials that could be used in classrooms activities like interviews, educational films, and other materials that show thoughts and views of people around the world.

In the case of Libyan context, not many works have covered the concept of incorporating YouTube videos in teaching EFL. One of those studies has been done by Albaddi (2013). His study investigated the attitudes of 124 preparatory school teachers of using YouTube as a teaching tool, the results showed that teachers hold positive attitudes toward teaching English with YouTube applications. Another study has been made by Abukhattala (2015) revealed that the integration of technology depends mainly on the experience of teachers and their ability in dealing with difficulties that may be faced.

This study aims to find out the beliefs of ten secondary school teachers and challenges encountered by them while incorporating YouTube videos in teaching EFL. A qualitative approach was applied to achieve the goals of this study. Literature review is also provided to show previous works about the same subject.

Literature Review

YouTube is an online public platform for sharing videos (Miller, 2012). It was created in 2004 and purchased by Google in less than one year. In addition, it grew rapidly to be the prominent online video sharing internationally (Jarboe, 2009). Particularly, this social media platform appears to play a manifest role in learning and teaching classes (DeWitt et al., 2013). It tends to supply classrooms with many beneficial results (Fleck, Bechmann & Sterns, 2014), since it enhances conversation, listening and pronunciation of students (Naely, Alimin & Shanti, 2014). Roodt and Peier (2013) have suggested YouTube as a valuable method to achieve the intended purposes of lessons and provide multiple effective ways to perform information to students. YouTube videos seem to improve speaking skills, in that they bring students' attention to different dialects and accents used all over the world (Jalaluddin, 2016). Hakim (2019) has shown the beneficial role of videos in furnishing the vocabulary of students. In addition, the videos facilitate the development of learners' acquisition of new knowledges (Tackett et al., 2018) and furnish their minds with great cognizance of other cultures (Wang, 2017). Moreover, it could improve their critical thinking (Logan, 2012). In 2016, it has been proved that using videos adds aesthetic atmosphere to the classroom, since they tend to provide entertainment materials that encourage students to interact and comprehend much better (Bajrami & Ismaili, 2016). However, despite the wide acceptance of YouTube videos, some scholars show precaution of incorporating them in classroom activities. Harmer (2007) has claimed that most of schools are not supplied with equipment or places which are needed for the use of videos. Ismaili (2013) has added that integrating videos appears to expend most of class time. Furthermore, videos may contain irrelevant or incomplete coverage of the needed information (Stohlmann, 2012) as well as the language used in videos which may be confusing for low-level students (Jalaluddin, 2016). Nevertheless, teachers need to work harder to conquer these obstacles. They must be able to manage class time and provide students with valuable videos in which their contents are directly related to the lesson aims (Berk, 2009; Buzzetto-More, 2014).

In previous studies, Wang (2015) attempted to find out the targets of integrating video materials in EFL classrooms. He explored that videos appear to provide students with reliable language material and aesthetic values as well. Similarly, Alwehaibi (2015) conducted a study in Princess Noura University in Riyadh, Saudi Arabia on the impact of using YouTube on students' content learning. The results demonstrated favorable benefits for students' outcomes. Thus, she recommended YouTube as a significant teaching resource in EFL classrooms. In further study to examine the perception of students toward using YouTube videos in listening activities, Silviyanti (2014) adopted a mix of open and closed questionnaires which were applied to 45 students as samples. The students showed their acceptance and expressed their gladness of seeing the

native speakers talking in front of them. This paper attempts to focus on the side of teachers' beliefs and their experience in dealing with the challenges of integrating YouTube in their classrooms.

Methodology

In order to achieve the aims of this study, a qualitative approach was adopted. Ten teachers from five different secondary schools (public and private) were selected randomly to not limit the research to specified kind of teachers. They were connected through Facebook messenger to answer these questions:

- a- What is your opinion about incorporating YouTube videos in teaching lessons for EFL secondary school students?**
- b- What kinds of challenges do you encounter in incorporating YouTube videos in your classroom?**

Results

The answers of teachers show their willingness to use YouTube videos in giving their lessons. However, some of them referred to the challenges they encounter during the incorporation of such a method. Here are some of their answers to the questions:

a- What is your opinion about incorporating YouTube videos in teaching lessons for EFL secondary school students?

This question was used to extract teachers' opinions about YouTube videos and their use in classrooms. Teacher A explained that students interact more effectively when materials like pictures or videos are used. Teacher B wrote: *I always try to provide my lessons with new aids. I find that they make students, even those of low levels, entertain the lesson.* Teacher C wrote: *I think the main principle to increase students' levels to the peak is to avoid traditional methods of teaching and try to incorporate new sources like videos. Videos would help teachers convey information to their students much easier.* Teacher D wrote: *Most of students nowadays are attached to all types of technologies. Hence, teachers must know how to use them to improve students' levels.*

Other teachers stated that videos tend to provide students with the native pronunciation and a high quality of information. They believe that the variety of information that can be found in YouTube videos help teachers to a great extent in conveying the content of lessons.

b- What kinds of challenges do you encounter in incorporating YouTube videos in your classroom?

This question concentrates on the challenges and issues that teachers confront while their attempt to incorporate YouTube videos in their classrooms. The responses of teachers illustrate a strong agreement of the difficulties they encounter.

One of the teachers stated: *the school does not support the idea. It does not provide Internet router or place where we can display the videos.*

Another teacher added: *there is no special room or tools to show videos. In addition, some students find it difficult to understand the accent of videos.*

Half of teachers agreed that the limited class time is the main obstacle. Others share the same views with previous ones.

Discussion

The main aim of this study is to evaluate the acceptance of incorporating YouTube videos in teaching EFL in secondary school classrooms. The discussion includes analysis of the study findings which show that teachers accept the incorporation of YouTube videos because of some reasons such as students' beliefs, quality of videos information and entertainment. However, the challenges mentioned by the teachers include time, Internet connection, and schools' facilities.

When teachers were asked about their beliefs in the matter of incorporating YouTube videos in teaching EFL, most of them agreed that YouTube videos play a valuable role in giving lessons. They referred to the beliefs of their students and their inclination to use technology. They stated that the students interact more with lessons which are supplied with materials like videos. Similarly, the participant teachers stated that YouTube videos could provide respectable quality of information to students. They believe that students would catch the native pronunciation when they listen to the native speakers in videos. In addition, they stated that using YouTube videos facilitate transferring knowledge to students. One of them mentioned an example in which using YouTube videos would shorten a lot of effort; He explained "*when we have to do a real experiment to show students the results, we simply display them a clarifying video showing the experiment and results as in reality*". Moreover, some teachers referred to the effect of using videos on the atmosphere of classrooms. They stated that videos spread positive energy among the whole students, as it takes them away from the typical strict teaching. One of the participants stated "*when I use videos, I see the satisfactory smile among students' faces*". These results are in correspondence with many previous views and findings (DeWitt et al., 2013; Fleck et al., 2014; Silviyanti, 2014; Naely et al., 2015; Alwehaibi, 2015; Wang, 2015; Almurashi, 2016; Bajrami & Ismaili, 2016; Hakim, 2019), since all of them concentrate on the various benefits of YouTube on the development of students.

Paradoxically speaking, almost all of teachers mentioned some difficulties which inhibit them from obtaining the benefits of videos in their classrooms. Firstly, similar to Ismaili's (2013) view, the participants complained about the lack of time. They stated that adding materials like videos in classrooms will spend a lot of time which is very limited. One of the participants commented "*we do want to provide new materials to our classrooms, but unfortunately we do not have enough time even to complete the curriculum*". Secondly, they demonstrated that they have problems in downloading the YouTube videos because of the weakness of the Internet connection which seems to be an issue in Libyan context particularly. Furthermore, similar to what has been mentioned by Harmer (2007), the participants reported that their schools do not have basic tools or places to display videos. This shortage includes screens, data shows, and special room as mentioned by some of the participants.

It is obvious from the discussion above that because of schools' shortening in one hand, and insufficiency of teachers' experience on the other, the effective incorporation of YouTube technology is still faced by many obstacles.

Conclusion

This study demonstrates that despite the encountered challenges, teachers hold acceptance and willingness toward incorporating YouTube videos in their classrooms. Thus, it suggests YouTube as a facilitative tool. It recommends teachers to improve their experience about technological tools to follow their students' needs. In addition, it recommends schools to offer the necessary tools including computers, data shows, and Internet connection to encourage teachers to incorporate new methods instead of the traditional ways of teaching. However, this study is limited to little amount of secondary school teachers. Further studies could cover the beliefs of both teachers and students at different levels and find practical solutions for confronted obstacles.

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