

The Impact Of Using Youtube On Improving EFL Undergraduate Speaking Skills In Jordan

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ABSTRACT

English proficiency, especially speaking skills, is crucial for academic and professional success in Jordan. However, many undergraduates struggle with fluency, particularly those majoring in English Language and Literature (ELL). Traditional teaching methods in Jordan emphasize exam preparation over practical language use, leading to superficial knowledge acquisition. This study investigates the effectiveness of YouTube in improving the speaking skills of Jordanian EFL undergraduates. Employing a mixed-methods approach with a quasi-experimental design, the study evaluated the effectiveness of YouTube as a tool for enhancing pronunciation, vocabulary, grammar, and fluency. Ninety-three participants were divided into experimental and control groups, with the former undergoing a 16-week YouTube program and the latter continuing traditional methods. Quantitative results showed significant improvements in the experimental group's speaking skills across all assessed areas, while the control group exhibited only modest gains. Qualitative analysis from semi-structured interviews revealed themes related to YouTube's effectiveness, its benefits in engagement and learning, challenges such as content relevance and distractions, and comparisons with traditional methods. The findings suggest that YouTube is a valuable supplement to traditional teaching, significantly enhancing speaking skills among Jordanian EFL undergraduates, though careful implementation with curated content and instructional support is crucial. Future research should investigate broader applications and long-term impacts in diverse educational settings.

Keywords: YouTube, EFL education, speaking skills, Jordanian undergraduates.

1. BACKGROUND

English, a global lingua franca, is indispensable in science, medicine, and economics, facilitating communication across cultures and borders (Al-Khasawneh, 2017; Karakas, 2013). In Jordan, English is the primary foreign language taught from the early stages of education through university (Hamdan & Hatab, 2009). Despite its compulsory status, many Jordanian undergraduates, especially those majoring in English Language and Literature (ELL), struggle with speaking proficiency (Al-Eiadeh et al., 2016; Saed et al., 2021). Research indicates that only 20% of these students achieve fluency, which enables effective communication (Khalaf & Dzakiria, 2018). This shortfall is attributed to a curriculum emphasizing passing exams over developing functional language skills, leading to superficial knowledge acquisition rather than long-term mastery (Alhabahba & Ali Mahfoodh, 2016; Huwari & Abd Aziz, 2011). Furthermore, limited opportunities to interact with native speakers and the prevalent use of Arabic in classroom settings further diminish students' speaking skills (Huwari, 2019).

However, traditional methods often fail to incorporate these strategies effectively, necessitating the integration of modern technological tools like YouTube (YT) to fill this gap (O'Malley, 1990; Oxford, 1990). YT, a platform with over 2 billion users, offers a vast array of educational content that combines auditory and visual stimuli, making it an invaluable resource for language learners (Köster, 2018). Studies show that YT videos can significantly enhance EFL learners' pronunciation, vocabulary acquisition, and speaking proficiency (Kabooaha & Elyas, 2018). For instance, YT channels such as "BBC Learning English" and "English with Lucy" provide

structured lessons, pronunciation guides, and interactive exercises that have been shown to improve speaking skills by up to 30% (Fleck et al., 2014; Kaboocha & Elyas, 2018).

Despite these benefits, YT's potential remains underutilized in Jordanian universities, where traditional teaching methods dominate (Almurashi, 2016). This gap highlights the need for innovative approaches integrating YT into EFL education to address Jordanian undergraduates' challenges (Hamad et al., 2019). The theoretical underpinning of this study draws on the Cognitive Theory of Multimedia Learning, which posits that combining visual and auditory input enhances learning outcomes by engaging multiple cognitive processes (Mayer et al., 2014). According to this theory, YT's multimodal content aligns with how the human brain processes information, making it an effective tool for language acquisition (Mayer et al., 2014). Additionally, the study builds on the Self-Regulated Learning (SRL) framework, which emphasizes the role of learners in managing their learning through strategies that enhance motivation, self-efficacy, and cognitive engagement (Zimmerman, 2002). Integrating YT into the EFL curriculum aligns with these theoretical perspectives, offering a pathway to improving the speaking skills of Jordanian undergraduates.

2. PROBLEM STATEMENT

Despite English being a compulsory subject from kindergarten through university in Jordan, many undergraduates majoring in ELL exhibit low speaking proficiency, highlighting a significant gap between educational objectives and actual communication skills (Al-Eiadeh et al., 2016; Huwari, 2019). Traditional teaching methods predominantly focus on exam preparation, neglecting critical speaking components like pronunciation, vocabulary, and fluency, which are essential for effective language use (Khalaf & Dzakiria, 2018). The insufficient interaction with native speakers and the frequent use of Arabic in educational settings worsen this problem (Al-Eiadeh et al., 2016; Huwari, 2019). Additionally, the potential of digital tools like YT to provide multimodal, engaging language learning experiences is underexplored in this context (Kaboocha & Elyas, 2018). This study seeks to address the urgent need to evaluate YT's effectiveness in improving Jordanian undergraduates' speaking skills, aiming to bridge the gap in traditional EFL education.

3. SIGNIFICANCE OF THE STUDY

This study is significant for students, educators, curriculum planners, and policymakers because it addresses the gap in traditional EFL education through YT (Alm, 2013; Kaboocha & Elyas, 2018). It offers students an engaging, practical approach to improving their speaking skills (Ghasemi & Hashemi, 2011). Educators gain insights into integrating technology into teaching, enhancing engagement and learning outcomes (Mayer, 2014). Curriculum planners can design more effective, modern language programs (Hwang & Chen, 2013). Policymakers can use the findings to advocate for the broader adoption of digital tools in education, enhancing national language proficiency (Raja & Nagasubramani, 2018).

4. AIM OF THE STUDY

The study aims to evaluate the effectiveness of YT in improving the speaking skills of Jordanian undergraduates majoring in English Language and Literature, thereby addressing the gap in traditional EFL education.

5. RESEARCH QUESTIONS

- i. What is the difference in pre-test and post-test speaking skills performance among Jordanian EFL undergraduates before and after implementing YT, and how do these differences compare to a control group using traditional learning methods?
- ii. To what extent does YT improve specific speaking sub-skills (pronunciation, vocabulary, grammar, and fluency) in Jordanian EFL undergraduates as measured by pre-test and post-test scores, and how does the frequency of YT usage correlate with these improvements?

6. ORGANIZATION OF THE PAPER

The paper is organized as follows: it begins with the **Background**, establishing the context of the study, followed by the **Problem Statement** that identifies the research gap. The **Significance of the Study** highlights its importance, and the **Aim of the Study** and **Research Questions** define its objectives. The **Organization of the Paper** outlines the structure, including the **Introduction**, **Literature Review**, **Methodology** (divided into three phases: Quantitative, Qualitative, and Validation), and the **Results and Discussion** section, which presents the

findings. The paper concludes with **Implications and Recommendations, Strengths and Limitations**, and a final **Conclusion**, followed by **Acknowledgement** and **References**.

7. LITERATURE REVIEW

7.1 Language Learning Challenges in Jordan

Jordanian undergraduates face significant challenges in achieving English speaking proficiency, a critical academic and professional success skill. Despite English being a compulsory subject from early education through university, many students, particularly those majoring in English Language and Literature, struggle with speaking skills (Al-Eiadeh et al., 2016; Saeed et al., 2021). Research highlights that only about 20% of these students reach a level of fluency that enables effective communication, mainly due to limited exposure to native speakers and the dominance of Arabic in classroom interactions (Khalaf & Dzakiria, 2018; Huwari, 2019). This lack of real-life practice opportunities results in inadequate vocabulary, poor pronunciation, and an overall low level of oral proficiency, impeding students' ability to engage confidently in English-speaking environments (Alkhaldi et al., 2022).

Traditional teaching methods further exacerbate these challenges, as they often prioritize exam preparation over the development of practical speaking skills (Huwari, 2009; Alhabahba et al., 2016). The focus on rote learning and grammar-translation leaves little room for communicative language practice, which is essential for achieving fluency (Khalaf & Dzakiria, 2018; Al-Eiadeh et al., 2016). Additionally, the rigid, teacher-centred approaches prevalent in Jordanian classrooms fail to engage students in active language use, limiting their ability to apply language skills in real-world contexts (Huwari, 2019; Saeed et al., 2021). These methods also do not adequately incorporate modern strategies or technological tools, which could otherwise enhance the learning experience and better prepare students for the global demands of English proficiency (Al-Jamal & Al-Jamal, 2014).

7.2 YT as an Educational Tool

YouTube has emerged as a highly effective educational tool in language learning, offering a wealth of authentic, multimodal content that significantly enhances learners' linguistic abilities. The platform's vast array of videos provides learners with real-life examples of language use, including pronunciation, vocabulary, and grammar in context, which are essential for developing speaking skills (Almurashi, 2016). Studies have demonstrated that YT's combination of auditory and visual stimuli aids in better retention and comprehension of language concepts, making it particularly effective for EFL learners who need exposure to native speakers (Kaboocha & Elyas, 2018). Furthermore, YT's accessibility allows learners to engage with the material at their own pace, providing opportunities for repeated practice and reinforcing language skills outside the traditional classroom setting (Fleck et al., 2014). This flexibility makes YT a valuable resource for self-directed learning, especially in regions where access to native speakers or immersive language environments is limited (Ayu, 2016; Duffy, 2008).

Integrating with YT becomes even more potent in enhancing EFL education. YT-mediated LLS enables learners to actively apply cognitive, metacognitive, and social techniques in a digital environment, thereby improving their speaking proficiency (Oxford, 1990; O'Malley et al., 1990). For instance, learners can use YT to practice pronunciation by mimicking native speakers, utilize videos for vocabulary expansion, and engage in interactive exercises that reinforce their learning (Kaboocha & Elyas, 2018; Almurashi, 2016). Research shows that students who incorporate YT into their LLS experience a marked improvement in speaking skills, with some studies reporting up to a 30% increase in fluency and vocabulary retention (Fleck et al., 2014). Additionally, YT's interactive features, such as comments and subtitles, allow learners to engage socially with other users, fostering a collaborative learning environment that aligns with social strategies (Saiful, 2019; Selvarajan & Thiagarajan, 2018). Thus, YT provides a comprehensive, modern approach to language learning that effectively meets the needs of EFL learners in diverse educational contexts.

8. METHODOLOGY

8.1 Phase 1: Quantitative Phase: Quasi-Experimental Study

8.1. Research Design.

This phase employed a quasi-experimental design with a pre-speaking test and post-speaking test approach to assess the effectiveness of YT on Jordanian undergraduates' speaking skills. Participants were divided into experimental and control groups, with the experimental group receiving the YT intervention and the control group

continuing with traditional methods. Both groups received pre- speaking test assessments to establish a baseline, the experimental group received an intervention period, and the post-speaking test assessments evaluated the changes in speaking proficiency resulting from the intervention.

8.1. Settings.

The study was conducted at a private university in Jordan, utilizing standard classroom environments where students had access to necessary resources, such as computers and internet connectivity, particularly for the experimental group engaging in YT. These settings mirror typical learning conditions, ensuring the intervention's applicability in real-world educational contexts.

8.1. Participants.

The study included undergraduate students majoring in English language and Literature at a private university in Jordan, specifically those in their third or fourth year of study, to ensure adequate exposure to English language coursework. A preliminary language assessment determined that participants needed to have a basic level of English proficiency in order to be eligible. Exclusion criteria included students with advanced proficiency or prior exposure to native English-speaking environments. A sample size of 94 participants was calculated using G*Power analysis, targeting a medium effect size, a power of 0.80, and a significance level of 0.05. The sample was divided equally into experimental and control groups. Convenience sampling was employed due to the accessibility of the target population, while purposive sampling ensured that participants met the inclusion criteria.

8.1. Pre-Test Administration.

The pre-speaking test administration involved a standardized speaking proficiency test to measure key language ability aspects, including pronunciation, vocabulary, grammar, and fluency. The speaking test was conducted individually with each participant in the experimental and control groups under controlled conditions to ensure consistency. Tests were audio-recorded for accurate scoring by trained evaluators using a detailed rubric. The data collected from these pre-speaking tests provided a baseline for each participant's language proficiency, which was essential for assessing the effectiveness of the intervention during the post-speaking test phase.

8.1. The Intervention.

The intervention phase involved the experimental group participating in a 16-week YT program with three sessions per week. These sessions included curated YT videos focusing on pronunciation, vocabulary, grammar, and fluency, integrated with strategic learning activities to enhance speaking skills. In contrast, the control group continued with regular learning methods, receiving regular instruction without incorporating YT. The distinct approaches allowed for a direct comparison of outcomes between the innovative YT-mediated intervention and standard teaching practices.

8.1. Post-Speaking Test Administration.

Post-speaking test administration involved conducting the standardized speaking proficiency tests used in the pre-speaking test phase for the experimental and control groups. These assessments were carried out under identical conditions to the pre-speaking test, ensuring consistency in data collection. The results were then used to evaluate any pronunciation, vocabulary, grammar, and fluency changes, comparing the effectiveness of the YT in the experimental group with the traditional methods used in the control group.

8.1. Quantitative Data Analysis.

Quantitative data analysis was conducted using SPSS software to compare pre-speaking test and post-speaking test scores within and between the experimental and control groups. Statistical tests, including paired t-tests for within-group comparisons and ANOVA or ANCOVA for between-group comparisons, were employed to determine the significance of the differences observed. These analyses assessed the impact of YT on speaking proficiency, focusing on pronunciation, vocabulary, grammar, and fluency changes.

8.2 Phase 2: Qualitative Phase - Exploration of Experiences

8.2. Research Design and Settings.

This study phase employed a qualitative design, conducted within the same private university in Jordan where the quantitative phase occurred. The qualitative phase aimed to gain deeper insights into the participants' experiences with the YT in a natural educational setting.

8.2. Participant Selection and Sampling.

A purposive sampling method selected a subset of participants from the experimental and control groups, ensuring diverse perspectives (n=94). The sample size for the qualitative phase included 12 participants from the experimental group. This sample size allowed for in-depth exploration while maintaining data collection and analysis manageability.

8.2. Interviews Conducted.

Semi-structured interviews were utilized as the primary data collection method, allowing flexibility in probing deeper into participants' experiences while adhering to a guiding framework. The interviews focused on understanding the participants' perceptions, challenges, and benefits associated with the YT. Each interview lasted approximately 10-15 minutes, providing ample time for detailed responses.

8.2. Recording and Transcription.

All interviews were audio-recorded with the participant's consent to ensure accurate data capture. The recordings were then transcribed verbatim, maintaining the authenticity of the participants' responses. Transcriptions were carefully reviewed to ensure completeness and accuracy before proceeding to analysis.

8.2. Qualitative Data Analysis.

Data analysis followed the Braun and Clarke (2006) thematic analysis framework, which involved familiarizing the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. Coding was conducted systematically across the entire data set, with themes and patterns identified and categorized to capture the essence of participants' experiences. Triangulation was employed by integrating these qualitative findings with the quantitative results, providing a comprehensive and validated understanding of the study's outcomes.

8.3 Phase 3: Validation, Reliability, and Ethical Considerations

8.3. Pilot Testing.

Pilot testing was conducted on quantitative and qualitative instruments to refine and optimize their effectiveness. For the quantitative phase, the speaking proficiency test was administered to a small group of students (n = 10) who were not part of the main study. This pilot helped assess the test items' clarity, difficulty level, and timing. In the qualitative phase, the semi-structured interview guides were piloted with a few participants (n = 5) to ensure the questions were straightforward and could elicit detailed responses. Feedback from these pilots was used to make necessary adjustments to improve the instruments before the full-scale study.

8.3. Reliability Testing.

To ensure the reliability of the quantitative instruments, Cronbach's alpha was calculated to measure the internal consistency of the speaking proficiency test. The test achieved a Cronbach's alpha value of 0.82, indicating a high level of reliability and that the items consistently measured the intended aspects of speaking skills—pronunciation, vocabulary, grammar, and fluency. This statistical measure provided confidence that the instrument would yield consistent results across different administrations.

8.3. Validity Assurance.

The validity of the quantitative instruments was ensured through both content and face validity processes. A panel of experts in language education and research methodology reviewed the speaking proficiency test for content validity, ensuring comprehensive coverage of the relevant aspects of speaking proficiency. The Content Validity Index (CVI) was calculated, resulting in a score of 0.88, indicating substantial agreement among the experts that the test items were relevant and representative of the measured constructs. Additionally, face validity was assessed through expert feedback, confirming that the test appeared appropriate and effective for evaluating speaking skills. For the qualitative instruments, expert review ensured that the interview questions were aligned with the study's objectives and capable of capturing in-depth insights from participants, further enhancing the validity of the research.

8.4 Ethical Considerations

This study rigorously adhered to ethical considerations, beginning with obtaining informed consent from all participants, including a comprehensive explanation of the study's purpose, procedures, and rights. Confidentiality was ensured through strict measures to protect participant identities and securely store all data. Participants were

also informed that their participation was entirely voluntary, with the option to withdraw at any time without any consequences. The university's Institutional Review Board (IRB) approved the study under the approval number, ensuring that all ethical guidelines were met throughout the research process.

9. RESULTS AND DISCUSSION

9.1 Quantitative Results

The quantitative phase of the study involved 94 undergraduate students majoring in English language and literature at a private university in Jordan. The participants were evenly split between the experimental group ($n = 47$) and the control group ($n = 47$).

Table 1 displays the mean and standard deviations of students' speaking skills scores from the pre-test and post-test, broken down by group (control and experimental). The results provide a detailed comparison of the performance of both groups across four key domains: pronunciation, vocabulary retention, accurate grammar usage, and fluency.

In the **Pronunciation** domain, the control group showed a modest improvement, with a pre-speaking test mean of 3.87 ($SD = 1.68$) and a post-speaking test mean of 4.27 ($SD = 1.46$). In contrast, the experimental group engaged with YT substantially increased from a pre-speaking test mean of 3.81 ($SD = 1.56$) to a post-speaking test mean of 6.92 ($SD = 0.97$).

For **Vocabulary Retention**, the control group improved slightly from a pre-speaking test mean of 3.94 ($SD = 1.57$) to a post-test mean of 4.64 ($SD = 1.37$). Meanwhile, the experimental group demonstrated a significant enhancement, increasing from a pre-speaking test mean of 3.97 ($SD = 1.60$) to a post-speaking test mean of 8.05 ($SD = 0.82$).

In the **Accurate Grammar Usage** domain, the control group's scores showed minimal improvement, with a pre-speaking test mean of 3.62 ($SD = 1.87$) and a post-speaking test mean of 3.89 ($SD = 1.26$). On the other hand, the experimental group's scores nearly doubled, rising from a pre-speaking test mean of 3.65 ($SD = 1.69$) to a post-speaking test mean of 7.46 ($SD = 0.91$).

Lastly, in the **Fluency** domain, the control group improved from a pre-speaking test mean of 4.12 ($SD = 1.87$) to a post-speaking test mean of 4.68 ($SD = 1.32$). The experimental group, however, showed a more pronounced improvement, increasing from a pre-test mean of 4.09 ($SD = 1.83$) to a post-test mean of 7.88 ($SD = 1.02$).

Overall, the **total** scores further highlight the difference in performance between the two groups. The control group's total speaking skills score increased from 15.55 ($SD = 4.28$) to a post-speaking test mean of 17.48 ($SD = 4.33$). In contrast, the experimental group showed a significant improvement, with their total score rising from a pre-speaking test mean of 15.52 ($SD = 4.25$) to a post-test mean of 30.31 ($SD = 3.77$). These results suggest that the YT substantially improved students' speaking skills in the experimental group across all domains compared to the control group.

Table 1 shows the mean and standard deviations of the students' speaking skills scores in the pre-and post- implementations according to their group.

Table 1
Mean and Standard Deviations of Students' Speaking Skills Scores in the Pre-Test and Post- speaking Test, by Group (Control and Experimental)

Domains	Group	N	Pre- speaking test		Post- speaking test	
			Mean*	Std. Deviation	Mean*	Std. Deviation
Pronunciation	Control Group	47	3.87	1.68	4.27	1.46
	Experimental Group	47	3.81	1.56	6.92	0.97
Vocabulary Retention	Control Group	47	3.94	1.57	4.64	1.37
	Experimental Group	47	3.97	1.60	8.05	0.82
Accurate Grammar Usage	Control Group	47	3.62	1.87	3.89	1.26
	Experimental Group	47	3.65	1.69	7.46	0.91

Fluency	Control Group	47	4.12	1.87	4.68	1.32
	Experimental Group	47	4.09	1.83	7.88	1.02
Total	Control Group	47	15.55	4.28	17.48	4.33
	Experimental Group	47	15.52	4.25	30.31	3.77

Note: Max of 9.

Table 2 presents the results of the Multivariate Analysis of Covariance (MANCOVA) conducted to examine the differences in the students' speaking skills scores between the control and experimental groups, considering pre- and post-implementation data. The MANCOVA results reveal significant differences across all domains of speaking skills—pronunciation, vocabulary retention, accurate grammar usage, and fluency—between the two groups.

For the Test source, Wilks' Lambda was significant ($\Lambda = 0.119$, $p = 0.001$), indicating a statistically significant overall effect of the intervention on students' speaking skills. Specifically, significant differences were found in pronunciation ($F(1,90) = 5.928$, $p = 0.008$), vocabulary retention ($F(1,90) = 8.009$, $p = 0.001$), accurate grammar usage ($F(1,90) = 8.161$, $p = 0.001$), fluency ($F(1,90) = 8.074$, $p = 0.001$), and the total speaking skills score ($F(1,90) = 6.652$, $p = 0.005$). These results suggest that implementing YT significantly improved speaking skills in the experimental group compared to the control group.

For the Group source, Wilks' Lambda was also significant ($\Lambda = 0.108$, $p = 0.006$), confirming that the group membership (experimental vs. control) significantly influenced the speaking skills outcomes. The analysis showed significant differences between the groups in pronunciation ($F(1,90) = 6.806$, $p = 0.005$), vocabulary retention ($F(1,90) = 8.172$, $p = 0.001$), accurate grammar usage ($F(1,90) = 7.370$, $p = 0.003$), fluency ($F(1,90) = 7.152$, $p = 0.003$), and the total speaking skills score ($F(1,90) = 6.770$, $p = 0.005$). These results highlight the effectiveness of the YT, as students in the experimental group significantly outperformed those in the control group across all evaluated domains.

With mean squares for pronunciation, vocabulary retention, accurate grammar usage, and fluency ranging from 2.288 to 2.587, the error values represent the variance in the speaking skills scores that the model could not explain. The Total source provides the overall variance in each domain, confirming the robustness of the MANCOVA results. The significant p-values ($p \leq 0.05$) across all domains underscore the substantial effect of the intervention on enhancing the speaking skills of the experimental group compared to the control group.

Table 2

MANCOVA test results for the differences among the means of the students' scores of the speaking skills according to their group (Control Group, Experimental Group) in the pre- and post-implementations

Source	Domains	Sum Squares	of df	Mean Square	F	Sig.
Test Wilks' Lambda=0.119 Sig.= 0.001*	Pronunciation	15.337	1	15.337	5.928	.008*
	Vocabulary Retention	18.328	1	18.328	8.009	.001*
	Accurate Grammar Usage	19.516	1	19.516	8.161	.001*
	Fluency	20.551	1	20.551	8.074	.001*
	Total	19.009	1	19.009	6.652	.005*
Group Wilks' Lambda=0.108 Sig.= 0.006*	Pronunciation	17.608	1	17.608	6.806	.005*
	Vocabulary Retention	18.699	1	18.699	8.172	.001*
	Accurate Grammar Usage	17.625	1	17.625	7.370	.003*
	Fluency	18.204	1	18.204	7.152	.003*
	Total	19.346	1	19.346	6.770	.005*

Error	Pronunciation	232.83	90	2.587
	Vocabulary Retention	205.92	90	2.288
	Accurate Grammar Usage	215.19	90	2.391
	Fluency	229.05	90	2.545
	Total	257.22	90	2.858
Total	Pronunciation	205.612	92	
	Vocabulary Retention	254.839	92	
	Accurate Grammar Usage	252.118	92	
	Fluency	305.285	92	
	Total	278.625	92	

Note: * Significant at ($\alpha \leq 0.05$)

9.2 Qualitative Results

9.2. Overview of Qualitative Findings.

The qualitative phase involved 12 participants drawn from the experimental group. Through thematic analysis, several key themes were identified, shedding light on the participants' experiences with YT, including the effectiveness of the intervention, perceived benefits, challenges encountered, and comparisons with traditional learning methods.

9.2. Theme 1: Experience with YT.

Participants generally reported positive experiences with YT, highlighting that it made learning more engaging and interactive. One participant noted, *"Using YT allowed me to see and hear real English conversations, which boosted my confidence in speaking."* The combination of visual and auditory learning was frequently mentioned as helpful for improving language comprehension and retention.

9.2. Theme 2: Perceived Benefits of YT.

Participants observed significant improvements in pronunciation, vocabulary, grammar, and fluency. For example, one student stated, *"Watching native speakers on YT improved my pronunciation and helped me learn new vocabulary in context."* Another participant pointed out the advantage of replicating videos: *"I could watch videos multiple times until I fully understood the grammar rules, which enhanced my fluency."* Learning at one's own pace was repeatedly cited as a significant benefit.

9.2. Theme 3: Challenges Encountered During the Intervention.

Despite the benefits, participants faced challenges using YT as a learning tool. Some students had difficulty finding appropriate content, with one expressing, *"It was sometimes challenging to find videos that matched my level or were relevant to what we were learning in class."* Others mentioned the potential for distraction, as one participant confessed, *"I often got distracted by unrelated videos on YT."* Suggestions to overcome these challenges included having curated playlists or receiving guided recommendations from instructors.

9.2. Theme 4: Comparison with Traditional Learning Methods.

When comparing YT with traditional learning methods, participants generally found YT more engaging and effective. One participant remarked, *"Traditional methods are more structured, but YT allowed me to learn at my own pace and see how language is used in real life."* However, some participants still valued traditional methods for providing foundational learning, with one noting, *"YT was great for practice, but traditional lessons are essential for understanding the basics."* Overall, participants saw the combination of both methods as complementary, enhancing their overall language learning experience.

10. DISCUSSION

The findings from this study provide compelling evidence supporting the effectiveness of YT in enhancing the speaking skills of Jordanian EFL undergraduate students. The quantitative results demonstrated significant

improvements in the experimental group's pronunciation, vocabulary retention, grammar usage, and fluency compared to the control group. These findings align with existing literature, emphasizing the benefits of integrating multimedia tools into language learning (Duffy, 2008; Saiful, 2019; Shih, 2010).

The substantial increase in speaking skills across all domains for the experimental group indicates that YT offered students a more interactive and engaging learning experience than traditional methods alone. This is consistent with Ayu's (2016) assertion that combining visual and auditory input plays a crucial role in language acquisition. By providing authentic, context-rich examples of language use, YT videos help bridge the gap between theoretical knowledge and practical application—a common challenge in traditional EFL education (Alqahtani, 2019; Ghasemi & Hashemi, 2011).

The improvement in pronunciation observed in the experimental group can be directly linked to exposure to native speakers through YT. Research shows that repeated exposure to native pronunciation allows learners to mimic and internalize the correct sounds and intonation patterns more effectively (Jenkins, 2007; Walker & Zoghbor, 2015). Hamad et al. (2019) also highlighted the significance of combining visual and auditory elements in video content to enhance pronunciation accuracy. In contrast, the control group's modest gains underscore the limitations of traditional classroom environments, where students have fewer opportunities to practice listening to and reproducing native speech patterns (Al-Seghayer, 2014; Richards & Rodgers, 2014).

Due to YT's contextual learning environment, vocabulary retention significantly increased in the experimental group. Studies have consistently shown that vocabulary is acquired more effectively when learners encounter new words in meaningful contexts rather than in isolation (Schmitt, 2008). The ability to replay YT videos and see vocabulary used in various contexts likely reinforced vocabulary acquisition and retention. The cognitive theory of multimedia learning, which contends that dual coding of visual and auditory information enhances memory retention, supports this finding (Mayer, 2014).

The improvement in grammar usage in the experimental group indicates the structured yet flexible learning environment YT offers. Learners could revisit grammar points as needed, internalizing rules more effectively than through traditional instruction alone. This finding is consistent with the work of Shyamlee and Phil (2012), who argued that multimedia tools provide a dynamic and interactive approach to learning grammar, making abstract rules more concrete and easier to understand. Additionally, Al-Jarf (2004) noted that multimedia-assisted language learning could significantly enhance grammar understanding by presenting complex structures in a more accessible and engaging format.

Fluency, another critical aspect of speaking skills, improved significantly in the experimental group. This can be attributed to the exposure to fluent, natural speech through YT videos, which allowed students to practice and develop their fluency in a low-pressure environment. Previous research has shown that repeated exposure to fluent speech, combined with opportunities to mimic and practice, is crucial for developing fluency (Levett, 1999; Thornbury, 2005). The traditional methods used in the control group likely lacked these elements, resulting in slower progress in fluency development (Richards & Schmidt, 2013).

However, the qualitative results highlighted some challenges encountered by students using YT as a learning tool. While the overall experience was positive, with students appreciating the engaging and interactive nature of YT, issues such as difficulty finding appropriate content and potential distractions were noted. These challenges are consistent with the findings of Almurashi (2016) and Hadley and Charles (2017), who observed that YT is a powerful educational tool that requires careful curation and instructor guidance to maximize its effectiveness. The suggestion for curated playlists or guided recommendations aligns with Kanuka and Garrison's (2004) recommendations, emphasizing the importance of instructional support in blended learning environments to ensure students remain focused and engaged.

When comparing YT with traditional learning methods, participants generally found YT more engaging and effective. One participant remarked, "Traditional methods are more structured, but YT allowed me to learn at my own pace and see how language is used in real life." This reflects the findings of Alm (2013), who noted that while digital tools significantly enhance the learning experience, they are most effective when integrated with traditional methods rather than being used as standalone solutions. This suggests that a blended approach,

combining the strengths of both traditional and digital methods, may offer the most comprehensive and effective strategy for language learning (Raja & Nagasubramani, 2018).

The study strongly supports integrating YT into EFL education to enhance speaking skills. These findings are consistent with a growing body of research advocating using multimedia tools to create more dynamic, engaging, and effective learning environments (Bonk, 2011; Mayer, 2014; Almurashi, 2016). However, the challenges identified indicate that careful planning, curation, and instructional support are essential to maximize the benefits of these tools. Future research should explore how best to integrate YT with traditional methods to create a balanced and comprehensive language learning experience that effectively meets the needs of EFL learners in diverse educational contexts (Carlsson, 2019).

10.1 IMPLICATIONS AND RECOMMENDATIONS

The findings suggest that integrating YT into EFL curricula can significantly enhance students' speaking skills, particularly in pronunciation, vocabulary, grammar, and fluency. Educators should consider adopting a blended learning approach, combining traditional methods with YT-mediated activities to leverage both strengths. It is recommended that instructors provide curated content and guided learning paths to mitigate challenges such as distraction and content relevance. Further research should explore the long-term impacts of YT and its application across different language proficiency levels and cultural contexts to refine and optimize its use in EFL education.

11. STRENGTHS AND LIMITATIONS

The study's strengths include its mixed-methods design, which provided a comprehensive understanding of the impact of YT on speaking skills and its practical application in a real-world educational setting. However, limitations include the relatively small sample size and the focus on a single university, which may affect the generalizability of the findings. Additionally, while the study highlights the effectiveness of YT, the potential for distraction and the need for curated content underscore the importance of careful implementation.

12. CONCLUSION

This study demonstrates the significant positive impact of YT on enhancing the speaking skills of Jordanian EFL undergraduates, particularly in areas such as pronunciation, vocabulary, grammar, and fluency. Integrating multimedia tools like YT into language education offers an engaging and effective complement to traditional methods. However, careful planning, content curation, and instructional support are crucial to maximizing these benefits. Despite some limitations, the study provides valuable insights into the potential of blended learning approaches, suggesting that the strategic incorporation of digital tools can significantly enhance language learning outcomes. Future research should explore broader applications and long-term effects to further refine these strategies in diverse educational settings.

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