The Attitudes of Jordanian School Students towards Using YouTube as a Learning Tool

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Abstract:

The present study aimed to identify the attitudes of Jordanian school students towards using YouTube as a tool for learning. A descriptive analytical approach is adopted. Questionnaire forms were distributed to 80 9th grade male students. They were selected from Al-Jubia Secondary School for Boys in Amman, Jordan. This study was conducted during the second semester of the academic year (2018-2019). All of the questionnaire forms were retrieved and considered valid for statistical analysis. The response rate is 100%. SPSS was used. It was found that YouTube is highly used by Jordanian school students. It was found that Jordanian school students have positive attitudes towards using YouTube as a tool for learning. It was found that respondents consider YouTube as an effective learning tool. It was found that YouTube improve students’ learning experiences and academic performance.

Keywords: Social media, YouTube

Introduction:

Technological developments have been increasing. They are employed today in various fields, such as: the medical, industrial, business, banking, and educational fields. For instance, it can be noticed that each classroom today includes a computer, smartboard, and data show device. It can be noticed that many teachers and faculty members today use computers and software applications to assess and teach students. It can also noticed that students today use computer for acquiring information. In this regard, it should be noted that social media (SM) has been receiving much attention by scholars, students, and teachers. That’s because millions around the globe today are using SM platforms. These platforms are used much for teaching students, learning new things and interacting socially with others (Faizi et al., 2013).

SM is defined as platforms that facilitate the online communication, and collaboration (Russo et al., 2008, p. 22). It is also defined as internet-based applications that allow their users to create and exchange a user-generated content (Kaplan and Haenlein, 2010, p.61). The use of SM has been increasing due to many reasons, such as: a)-the increasing availability of internet services, b)-the invention of new technological devices, c)-the development of mobile devices and computers constantly.

SM has also affected the way people learn and teach. It is employed for making discussions, promoting participation and sharing content (text,
image, audio content or video) (Faizi et al., 2013). It include Facebook, YouTube, WhatsApp, Twitter, LinkedIn and etc. (Raut and Patil, 2016). YouTube is a SM platform that was established in 2005. It enables people to share, upload and watch videos. Numerous videos are uploaded to YouTube each day and millions of comments are posted on YouTube each day. Through these comments, people can have a conversation and share ideas (Snyder, and Burke, 2008).

YouTube is used in many schools, colleges and universities. It is also used at home. It may be used for learning new information and interacting with others socially. It may be used for delivering information. It may be used for carrying out activities at classroom and enhance students’ engagement in the online learning environment. It is considered easy to use by students. It may be used for academic, personal, and business purposes. It helps students in doing assignments (Snyder, and Burke, 2008).

Statement of the Problem:
The number of technological developments has been increasing and millions of people have internet access. In addition, millions of people have access to smartphones, tablets, and computers. Therefore, the number of social media users has been increasing. SM is increasingly used in several fields, such as: the business, academic and entertainment fields. SM may include YouTube (Faizi et al., 2013). On February, 2005, Jawed Karim, Steve Chen, and Chad Hurley created YouTube (Hansen & Erdley, 2009).

In 2007, there was two million YouTube users. In that year, YouTube included sixty percent of the overall videos uploaded to the web (Hansen & Erdley, 2009). YouTube is used for connecting people with one another. It enables people to share videos. (Faizi et al., 2013). It may be used in the teaching-learning process. For instance, it may be used for giving students online lectures. It may be used by teachers for presenting information in classroom. In addition, teachers can use YouTube for providing students with material to be studied before the exam. It can assist students in doing assignments. It enables students to participate in the classroom activities. It may be used for providing students with additional material to enhance the learning outcome (Brecht, 2012). It may be used for learning languages, such as: English language. For example, it may be used for learning vocabulary (Heriyanto, 2015), or improving a certain language skill (Alqahtani, 2014). Therefore, the researcher of the present study aimed to explore the effectiveness of using YouTube as a tool for learning from the perspective of Jordanian school students.

The Study’s Objectives:
The present study aimed to:

1. Identify the extent of using YouTube by Jordanian school students
2. Identify the attitudes of Jordanian school students towards using YouTube as a tool for learning

The Study’s Questions:
The present study aimed to answer these questions:

Q.1 What is the extent of using YouTube by Jordanian school students?

Q.2 What are the attitudes of Jordanian school students towards using YouTube as a tool for learning?

The Study’s Significance:
The present study is significant because it provides results that are useful for the following categories of people:

1. Decision makers at the Ministry of Education: The results shall enable them to make better decisions for improving the quality of the teaching process in Jordanian schools.
2. Learners: The results shall encourage learners to employ YouTube in the learning process.
3. Teachers: The results shall enable them to improve their teaching methods.
4. Curricula developers: The results shall enable them to make improvements to school curricula in a manner that encourage teachers to use social media in the teaching process. Such improvements may include: YouTube-based exercises in curricula.
5. Officials: The results shall enable them to develop effective policies for enabling teachers to employ social media in the teaching process.

The Study's Limits:

- Temporal limits: The present study was conducted during the second semester of the academic year (2018/2019)
- Spatial limits: The present study was conducted in a school in Jordan, Amman
- Human limits: The present study targets Jordanian school students
- Thematic limits: The present study aimed to identify the attitudes of students towards YouTube as a tool for learning.

Definition of Terms:

*Social Media:* It refers to internet-based applications that allow their users to create and exchange a user-generated content (Kaplan and Haenlein, 2010, p.61). It may include Facebook, YouTube, WhatsApp, Twitter, LinkedIn and etc.. (Raut and Patil, 2016).

*YouTube:* It is a SM platform that was established in 2005. It enables people to share, upload and watch videos. It may be used for meting academic, personal, or business goals (Snyder, and Burke, 2008).

Theoretical Framework:

Videos can be used in many courses, including mathematics. For instance, they enable students to identify and understand the strategies used by teachers for solving mathematical problems and equations. They enable teachers to record their lessons to be viewed later by students. They increase the number of opportunities of discussion. They enable teachers to identify the way other teachers teach. In addition, recording lessons on videos shall boost teachers’ professional development. It shall enable teachers to observe the behaviors of their students (Jaworski, 1990).

Technological devices can be used to record summary lectures. Recording such lectures shall help students in revising information. Such videos can be uploaded to the web (i.e. online videos). Online videos promote a better understanding for the academic material. That’s because such videos can provide students with a vivid description of knowledge. For instance, some things are difficult to understand through using audio means or text-based means only. Online videos improve students’ capacity to retain information. They facilitates the students’ access to the academic material. They enrich the students’ knowledge because they provide students with information that is not listed in their notes. Online videos can be watched several times till a specific skill is mastered (Whatley and Ahmad, 2007).

It has been suggested that recording lessons on videos and uploading these videos to the web shall enable students and teachers to observe & analyze the things that can’t be analyzed during the period. That shall increase the depth of learning. It’s necessary to analyze critically the things that occur during the period, because teaching is a cultural activity (Santagata et al., 2007). Using YouTube videos in classroom shall attract students’ attention and encourage students to interact with the course material. It shall participate in maintaining the students’ attention. It enables students to enjoy the learning process. It adds a visual stimulation to the learning process. It makes students interested in learning about concepts (Berk, 2009).

YouTube can enhance the learning process and the extent of retaining information. It enables students to keep in touch with their instructors and colleagues. It boosts students’ creativity and promotes innovation. It provides patients and students with information in an easy manner. It increases students’ interest in the subject they learn about. It motivate students to learn new things. It participates in the development of students’ learning and thinking skills (Hansen & Erdley, 2009).

YouTube can be used in class to provide students with information from guest speakers without having them physically in class. It can bridge the gap between students and teachers (Abell, 2011). Using videos in the learning process shall improve this process. It shall make the learning process enjoyable (Oddone, 2011). Although YouTube includes materials that may be biased, inaccurate, or misleading, YouTube improves students’ critical
thinking skills. YouTube increases students’ engagement in the learning process. It improves students’ attention and retention of information. That’s because students find it easier to remember visual clues than auditory ones. YouTube can keep students focused (Clifton, & Mann, 2011). Using YouTube videos shall promote self-directed learning (George & Dellasega, 2011).

YouTube provides students with linguistic knowledge. It also provides students with knowledge about cultures. It may be used for identifying the meaning of concepts and motivating students to learn a foreign language. It can improve the students’ reading, listening, writing and speaking skills. For instance, it enables students to see native speakers speaking the foreign language and writing it. It allows students to collaborate on a project. It promotes creativity and makes students enjoy the freedom of expression. Through commenting on videos, it allows students to express their opinions and practice a foreign language (Terantino, 2011).

SM makes learning enjoyable. It enables students to communicate with each other and with teachers. It enhances the interaction between students. It also enhances the interaction between teachers and students. It increases students’ knowledge because it enables them to identify their colleagues’ opinions. It enhances students’ understanding and retention for the information included in the material. It provides students with more opportunities for discussion. It reduces the stress and anxiety associated with learning process. It facilitates students’ access to the course material (Zaidieh, 2012).

SM enables students to communicate with their teachers. That will enable teachers to identify students’ fear, problems, and confusion. SM improves the students’ performance and relationships with their teachers. It promotes interaction and collaboration among students. It enhances the students’ learning experiences. It encourages shy students to participate and engage in the learning process. Thus, it raises students’ self-confidence level. It provides students with a collaborative learning environment which shall enhance students’ problem-solving skills. It encourages students to share their ideas and express their opinions. It enables students to acquire new information (Faizi et al., 2013).

YouTube is considered easy to use. It is provides unlimited amount of knowledge. It enhances the learning outcomes. It provides opportunities for learning and holding discussions between students. It attracts students’ attention and increase students’ knowledge and retention of information. It increases students’ comprehension of information. It enables students to acquire new skills and develop their current skills. It enables students to see practical applications of the knowledge they have acquired. It engages students in the learning environment and supports different learning styles. It provides students with supplementary material. It facilitates students’ access to the course material (Fleck et al., 2014).

SM provides learners with much information and knowledge. It enables teachers to discover students’ talents. It is considered easy to use. It enables students to share their creative works with others. It enables students to get feedback instantly on their works from colleagues. Thus, it promotes interaction between students and their colleagues. It develops students’ skills and enables students to decide which profession to practice in the future. It raises students’ self-confidence level because it enables students to share their achievements with others and get positive feedbacks on them.
participates in promoting awareness among students about various issues in life (Raut and Patil, 2016). YouTube can be used for improving the speaking skills of ESL students. It can inspire students, capture their attention and motivate them to learn the target language. It serves as an enjoyable tool for learning a language. It allows students to share their opinions with others, and provides students with examples about everyday language. It promotes autonomy among students in their learning process (Jalaluddin, 2016)

Empirical literature:

Snyder, and Burke (2008) aimed to explore the attitudes of university students towards using YouTube for learning in the United States. The questionnaire forms were distributed to 837 undergraduates. However, 813 forms were retrieved. The nonrandomized convenience sampling method and the SPSS program were used. It was found that respondents have positive attitudes towards using YouTube for learning. It was found that respondents don’t use YouTube much. It was found that most of the respondents use YouTube for personal goals rather than academic goals. It was found that YouTube enhances students’ learning experiences and increases students’ engagement in the learning environment.

Frdlingcr and Owens (2009) aimed to explore the effectiveness of using YouTube in classroom. The sample consists from 61 graduate students. Those students were selected from King’s College in London. The sample also consists from 20 undergraduates who were selected from Rowan University in USA. A questionnaire was used for obtaining data. The latter researchers calculated standard deviations, medians, and means through using SPSS. It was found that YouTube is an effective tool for learning and respondents have positive attitudes towards using YouTube for learning. It was found that YouTube enables students to understand the material. It was found that YouTube is an enjoyable learning medium that keeps students interested in learning.

Khalid and Muhammad (2012) aimed to explore the attitudes of university students towards using YouTube in learning English literature. The sample consists from ten students enrolled at Al-Majma’ah Community College. Those students were selected from a novel course. The latter researchers used several methods; pre-test, post-test, interview, and survey methods. It was found that students have positive attitudes towards using YouTube in learning English literature. It was found that such use improves students’ academic achievement in literature courses. Alqahtani (2014) aimed to explore the impact of using YouTube on the listening comprehension skills of EFL school students in Saudi Arabia. He conducted his study during the academic year (2014/2015). 26 students were sampled. They were divided into two groups; 14 ones were assigned to the control group and 12 ones were assigned to the experimental group. The members of the experimental group attended classes through using YouTube videos. Pre-test and post-test were used for data collection. It was found that using YouTube has a positive significant impact on the listening comprehension skills of EFL school students in Saudi Arabia. It was found that YouTube provides students with language learning opportunities. It was found that YouTube enhances the listening outcomes of EFL school students in Saudi Arabia.

Heriyanto (2015) aimed to identify the impact of using YouTube on English language vocabulary maintenance and comprehension among college students in Kebumen, Indonesia. That was explored from the perspective of the college students and faculty members. The sample consists from 100 college students and 4 faculty members. The students were divided into experimental and control groups. The experimental group members attended vocabulary lessons through which YouTube was employed. The latter researcher collected data from the students through using pre-test and post-test. He collected data from the faculty members through using a questionnaire. He found that YouTube has a positive significant impact on English language vocabulary maintenance and comprehension among college students in Indonesia. Thus, he recommends using YouTube at language learning classrooms.
Talaue et al. (2018) aimed to identify the effectiveness of social media in raising the academic performance of college students in Saudi Arabia. They questionnaire forms were distributed to 60 students who were selected from Jubail University College. All of these forms were retrieved and analyzed. Some of those students were majoring in business administration and the rest were majoring in modern information system. It was found that YouTube is an effective tool for learning. It was found that YouTube has a positive impact on students’ academic performance.

**Approach:**
A descriptive analytical approach is adopted.

1. **Methods of Data Collection:**
   - Secondary sources: They are represented in the relevant studies, and theses that were reviewed.
   - Primary source: It is represented in the questionnaire that was developed by the researcher.

2. **Instrument:**
The researcher developed a questionnaire for collecting data. The first part aims to identify the extent of using YouTube. The second part aims to identify the respondents’ attitudes towards YouTube as a tool for learning. It was developed based on the studies of Snyder, and Burke (2008), Frdlingcr and Owens (2009), Whatley and Ahmad (2007), Raut and Patil (2016), Zaidieh (2012), Fleck et al. (2014), Alqahtani (2014), Terantino (2011), Talaue et al. (2018), Faizi et al. (2013), and Clifton, & Mann (2011), Jalaluddin (2016) and Heriyanto (2015). The five point Likert scale was adopted.

3. **Validity**
The validity of the questionnaire was measured through passing the preliminary version of the questionnaire to several three experts to provide their views in terms of language, clarity and relevance. Those experts are professor working at Jordanian universities and specialized in educational fields. They approved all the statement in terms of relevancy, language and clarity. They added that the instrument can meet the intended goals. However, they corrected few language mistakes.

4. **Reliability**
The value of Cronbach Alpha coefficient was calculated. This value is 0.892 which is high. That means that the instrument is highly reliable and capable of measuring what it aims to measure.

5. **Population:**
The population involves all the Jordanian students who are enrolled in Jordanian schools

6. **Sample:**
The researcher selected a purposive sample that consists from 80 ninth grade male students. They were selected from a public school located in Amman, Jordan. To be specific, they were selected from Al-Jubiha Secondary School for Boys. All of the questionnaire forms were retrieved and considered valid for statistical analysis. The response rate is 100%.

7. **Methods for statistical analysis:**
Standard deviations, and means were calculated for identifying the respondents’ attitudes towards YouTube as a tool for learning. Frequencies and percentages were calculated to identify the extent of using YouTube by the respondents. The value of Cronbach Alpha coefficient was calculated and the SPSS program was also employed. The criteria mentioned below were used for classifying means:

- 2.33 or less: Low (negative attitudes)
- 2.34-3.66: Moderate (neutral attitudes)
- 3.67 or more: High (positive attitudes)

8. **Results and discussion related to the first question**

Q.1. What is the extent of using YouTube by Jordanian school students?

Percentages and frequencies are calculated to answer question No.1. They are presented in table (1)

| Variable                                | Category                  | Frequency | Percentage |
|-----------------------------------------|---------------------------|-----------|------------|
| Extent of using YouTube                 | 1 hour per day or less    | 6         | 7.5        |
|                                         | More than 1 hour per day- less than 2 hours per day | 14 | 17.5 |
|                                         | 2 hours or more per day   | 60        | 75         |
|                                         | Total                     | 80        | 100        |

Table (1): The results related to the extent of using YouTube by Jordanian school students
Based on table (1), it was found that most of the respondents use YouTube much. That is inconsistent with the result concluded by Snyder, and Burke (2008) and Talaeu et al. (2018). To be specific, it was found that 75% of the respondents use YouTube 2 hours or more per day. It was found that 17.5% of the respondents use YouTube more than 1 hour per day- less than 2 hours per day. It was found that 7.5% of the respondents use YouTube 1 hour per day or less. Thus, YouTube is highly used by Jordanian school students. The researcher attributes this result to the fact that there are millions of Jordanians who have access to internet and mobile devices. This result may be attributed to the low costs of internet services and mobile devices.

9. Results and discussion related to the second question:

Q.2 What are the attitudes of Jordanian school students towards using YouTube as a tool for learning?

Standard deviations and means are calculated to answer question No.2. They are presented in table (2):

| No. | Statement                                                                 | Mean  | Standard deviation | Level |
|-----|---------------------------------------------------------------------------|-------|--------------------|-------|
| 1   | YouTube improves students’ understanding of information                  | 4.91  | 1.01               | High  |
| 2   | YouTube enables teachers to discover students’ talents                   | 2.30  | 0.98               | Low   |
| 3   | YouTube is a flexible learning tool                                       | 4.91  | 0.65               | High  |
| 4   | YouTube facilitates students’ access to the material of courses          | 1.21  | 0.62               | Low   |
| 5   | YouTube develops students’ listening comprehension skills                | 3.92  | 0.79               | High  |
| 6   | YouTube enhances students’ speaking skills                               | 1.03  | 0.91               | Low   |
| 7   | YouTube enriches students’ knowledge                                     | 4.47  | 0.43               | High  |
| 8   | YouTube enhances students’ academic performance                          | 4.98  | 0.29               | High  |
| 9   | YouTube improves students’ learning experiences                          | 3.82  | 0.68               | High  |
| 10  | YouTube improves students’ retention of information                      | 3.97  | 0.76               | High  |
| 11  | Using YouTube can reduce the anxiety associated with learning            | 2.02  | 0.81               | Low   |
| 12  | YouTube increases students’ engagement in the learning process           | 4.97  | 0.98               | High  |
| 13  | YouTube supports the different learning styles of students               | 4.07  | 1.07               | High  |
| 14  | YouTube provides more opportunities for holding discussions between students in class | 2.31  | 0.38               | Low   |
| 15  | YouTube motivates students to learn new information                      | 4.51  | 0.24               | High  |
| 16  | YouTube improves students’ writing skills                                | 4.49  | 0.61               | High  |
| 17  | YouTube improves students’ vocabulary maintenance                        | 4.82  | 0.40               | High  |
| 18  | YouTube improves students’ reading skills                                | 4.38  | 0.57               | High  |
|     | Total                                                                     | 3.72  | 0.67               | High  |
Based on table (2), the overall mean is (3.72) which is high. That means that Jordanian school students have positive attitudes towards using YouTube as a tool for learning. It was found that respondents consider YouTube as an effective learning tool. The latter results are consistent with the result concluded by Snyder, and Burke (2008), and Frdlingcr and Owens (2009). It was found that YouTube improves students’ understanding of information. That is because the mean of statement 1 is 4.91. That may be attributed to the fact that YouTube provides students with visual clues combined with auditory clues. The latter result is consistent with the result concluded by Whatley and Ahmad (2007) and Zaidieh (2012).

It was found that YouTube doesn’t enable teachers to discover students’ talents. That is because the mean of statement 2 is 2.30. The latter result is inconsistent with the result concluded by Raut and Patil (2016). It was found that YouTube is a flexible learning tool because the mean of statement 3 is 4.91. The latter result is consistent with the result concluded by Zaidieh (2012). That may be attributed to the fact that YouTube enables students to retrieve and revise information at any time and place. It was found that YouTube doesn’t facilitate students’ access to the material of courses. That is because the mean of statement 4 is 1.21 which is low. That’s attributed to the fact that Jordanian teachers don’t upload videos of their recorded lessons on YouTube nor use YouTube for distributing the course material to students. The latter result is inconsistent with the result concluded by Zaidieh (2012) and Fleck et al. (2014).

It was found that YouTube develops students’ listening comprehension skills. That is because the mean of statement 5 is 3.92. The latter result is consistent with the result concluded by Alqahtani (2014). It was found that YouTube doesn’t play a significant role in enhancing students’ speaking skills. That’s because the mean of statement 6 is 1.03. The latter result is inconsistent with the result concluded by Terantino (2011). That may be attributed to the fact that YouTube doesn’t provide its users with opportunities to talk face to face with native speakers. That may be attributed to the fact that the number of the discussions opportunities in class is affected by the teacher’s capabilities and classroom management skills.

It was found that YouTube enriches students’ knowledge. That is because the mean of statement 7 is 4.47. The latter result is consistent with the result concluded by Whatley and Ahmad (2007), Zaidieh (2012), Fleck et al. (2014) and Raut and Patil (2016). It was found that YouTube enhances students’ academic performance. That is because the mean of statement 8 is 4.98. The latter result is consistent with the result concluded by Talaue et al. (2018) and Faizi et al. (2013). It was found that YouTube improves students’ learning experiences. That is because the mean of statement 9 is 3.82. The latter result is consistent with the result concluded by Faizi et al. (2013) and Snyder, and Burke (2008). It was found that YouTube improves students’ retention of information. That is because the mean of statement 10 is 3.97. The latter result is consistent with the result concluded by Whatley and Ahmad (2007), Clifton, & Mann (2011), Zaidieh (2012) and Fleck et al. (2014).

It was found that YouTube doesn’t reduce the anxiety associated with learning. That is because the mean of statement 11 is 2.02. The latter result is inconsistent with the result concluded by Zaidieh (2012). It was found that YouTube increases students’ engagement in the learning process. That is because the mean of statement 12 is 4.97. The latter result is consistent with the result concluded by Snyder, and Burke (2008) and Clifton, & Mann (2011).

It was found that YouTube supports the different learning styles of students. That is because the mean of statement 13 is 4.07. That may be attributed to the fact that YouTube can meet the needs of auditory learners and visual learners too. The latter result is consistent with the result concluded by Fleck et al. (2014) and Zaidieh (2012). It was found that YouTube doesn’t provide opportunities for holding discussions between students in class. That is because the mean of statement 14 is 2.31. The latter result is inconsistent with result concluded by Faizi et al. (2013), Zaidieh (2012) and Fleck et al. (2014). It was found that YouTube motivates students to learn new information. That is because the mean of statement 15 is 4.51. That may be
attributed to the fact that YouTube provides educational videos that are enjoyable, such as: the educational videos that include songs. The latter result is consistent with result concluded by Jalaluddin (2016).

It was found that YouTube improves students’ writing skills. That’s because the mean of statement 16 is 4.49. That may be attributed to the fact that YouTube includes videos about writing techniques and strategies. The latter result is consistent with result concluded by Terantino (2011). It was found that YouTube improves students’ vocabulary maintenance, because the mean of statement 17 is 4.82. That may be attributed to the fact that YouTube includes many videos that aim at increasing students’ knowledge about vocabulary. Such videos usually provides students with the pronunciation of the word and its picture. The latter result is consistent with result concluded by Heriyanto (2015). YouTube can improve students’ reading skills, because the mean of statement 18 is 4.38. That may be attributed to the fact that YouTube includes videos about reading techniques, such as: the skipping technique.

Appendix (A): Example of a YouTube video that can be used for learning:

The screenshot below represents a YouTube video that aims at improving the writing skills of learners.

*Source: This screenshot was captured by the researcher of the present study

Conclusion:

It was found that YouTube is highly used by Jordanian school students. For instance, most students use YouTube for 2 hours or more per day. It was found that Jordanian school students have positive attitudes towards using YouTube as a tool for learning and consider YouTube as an effective learning tool. It was found that YouTube doesn’t improve students’ speaking skills. However, it improve students’ listening, writing and reading skills. It was found that YouTube improves students’ learning experiences and academic performance.

Recommendations:

The researcher recommends:

1. Conducting more studies about the obstacles hindering students from using YouTube for learning goals.
2. Developing strategies by the Jordanian Ministry of Education for increasing the extent of using YouTube by Jordanian teachers in classrooms. The researcher believes that the latter ministry should provide public schools with the more technological devices.
3. Holding training courses and workshops for teachers about the way of employing technological devices in classroom for meeting academic goals.
4. Encouraging teachers to carry out YouTube-based activities in classroom.
5. Encouraging curricula developers to add YouTube-based exercises to curricula.
6. Ensuring that internet services and technological devices are provided in public schools.

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