HOME   ABOUT ▾   AUTHOR INSTRUCTIONS ▾   CURRENT   ARCHIVES   ANNOUNCEMENTS   STATISTICS

Home / Archives / Vol. 7 No. 3 (2019): May / Education & Assessment

TEACHERS' BELIEFS AND PRACTICES OF USING YOUTUBE IN EFL CONTEXT IN MUHAMMADIYAH SENIOR HIGH SCHOOLS OF SURABAYA

🔶 https://doi.org/10.18510/hssr.2019.7357

👤 Gita Febriani

English Department, Faculty of Education and Teacher Training,
Muhammadiyah University of Surabaya

👤 Gusti Nur Hafifah

✉ gustihafifah@gmail.com

English Department, Faculty of Education and Teacher
Training, Muhammadiyah University of Surabaya

Corresponding Author(s) : Gusti Nur Hafifah

✉ gustihafifah@gmail.com

Humanities & Social Sciences Reviews, Vol. 7 No. 3 (2019): May

Article Published : May 15, 2019

⬇ Download this PDF file

▣ PDF   ▣ XML

📊 Statistic

⊙ Self Help

Home / Editorial Team

Editorial Team

SUBMIT ARTICLE ⊕

Dr Firdouse Rahman Khan
Chief Editor
Faculty of Business Administration Department, Sohar University, **Oman**
Ⓘ ORCID id   ◆ Google Scholar   Scopus 57202074476

Dr. Pacha Malyadri
Section Editor
ICSSR Senior Fellow, Center for Economic & Social Studies, Begumpet, Hyderabad, **India**
Ⓘ ORCID id   ◆ Google Scholar   Scopus

Dr. Rohail Hassan
Section Editor
Othman Yeop Abdullah Graduate School of Business, Universiti Utara Malaysia, **Malaysia**
Ⓘ ORCID id   ◆ Google Scholar   Scopus 56575985100

Dr R Kannan
Section Editor
Department of English, Kalasalingam Academy of Research and Education (Deemed to be University), Tamil Nadu, **India**
Ⓘ ORCID id   ◆ Google Scholar   Scopus 56872513600

Kittisak Jermsittiparsert
Section Editor
School of Business Administration, Henan University of Economics and Law, **China**
Ⓘ ORCID id   ◆ Google Scholar   Scopus 57214268798

Associate Editors

Dr. Artur Borcuch, Assistant Professor, Faculty of Economics, Warsaw University, **Poland**
Dr. Dwiyanto Indiahono, M.Si., Public Administration Department, Social and Political Sciences Faculty, Universitas Jenderal Soedirman, **Indonesia**.
Dr. Bonimar T. Afalla, College of Teacher Education, Nueva Vizcaya State University, **Philippines**
Dr. Gagan Singh, Assistant Professor, Department of Commerce, Uttarakhand Open University, **India**
Dr. Farhana Sabri, Faculty of Leadership & Management, Islamic Science University of **Malaysia**
Dr. A. Evangeline Jemi, Scott Christian College (Autonomous), Tamilnadu, **India**
Dr. Jessica Ong Hai Liaw, Faculty of Defense Studies and Management, National Defense University of Malaysia (UPNM), **Malaysia**

Managing Editor

Dr Suneeta, MGES Journals [editor@hssr.in]

Keywords

"Tweets by @EducationMaya"

Tweets by @EducationMaya   ⓘ

Maya Global Edu Society
@EducationMaya

This study @UTYcampus exploring the concept of #leadership & analyzing how the character in leadership is an essential factor in developing the quality of #humanresources in an organization. Full study at doi.org/10.18510/ijmie...

⊙ Self Help

MORAL VALUE OF LOCAL WISDOM-BASED LEARNING AT UNIVERSITY OF MUHAMMADIYAH SURABAYA: INDONESIAN CASE

May 15, 2019

📄 382-388

👥 Badruli Martati, Wahyuni Suryaningtyas, Misrin Hariyadi

📄 PDF   📄 XML

TEACHERS' BELIEFS AND PRACTICES OF USING YOUTUBE IN EFL CONTEXT IN MUHAMMADIYAH SENIOR HIGH SCHOOLS OF SURABAYA

May 15, 2019

📄 389-397

👥 Gita Febriani, Gusti Nur Hafifah

📄 PDF   📄 XML

THE USAGE OF MASSIVE OPEN ONLINE COURSE (MOOC) IN TEACHING AND LEARNING AMONG STUDENTS

May 15, 2019

📄 398-404

👥 Norhasyimah Hamzah, Wan Nurul Asyida Wan Roosli, Mohd Erfy Ismail, Arihasnida Ariffin

📄 PDF   📄 XML

⑦ Self Help

TEACHERS' BELIEFS AND PRACTICES OF USING YOUTUBE IN EFL CONTEXT IN MUHAMMADIYAH SENIOR HIGH SCHOOLS OF SURABAYA

Gita Febriani, Gusti Nur Hafifah[*]

English Department, Faculty of Education and Teacher Training, Muhammadiyah University of Surabaya
[*]gustihafifah@gmail.com

Abstract

Purpose of Study: Considering Muhammadiyah's big contribution to education in Indonesia by establishing thousands of schools, it is thus important to understand the competence and the beliefs of teachers who teach in Muhammadiyah schools. This quantitative study investigated Muhammadiyah teachers' beliefs and practices of using YouTube in EFL context in all Muhammadiyah Senior High Schools of Surabaya. Employing a survey design, this research aims to describe Muhammadiyah Senior High Schools of Surabaya English teachers' beliefs and practices of using YouTube in the EFL context. 22 English teachers participated as the subjects of the research.

To obtain the data, the instrument used was a questionnaire which is copied and distributed to the targeted subjects. Interview and documentation were done to validate the results of the questionnaire. Results reveal that English teachers in Muhammadiyah Senior High Schools of Surabaya hold positive beliefs about using YouTube in the EFL context. And, despite the only view of them used it often, all the teachers had already used YouTube in their practices of teaching English. Overall, teachers' beliefs about using YouTube in EFL context were in line with their practices.

Methodology: This research applied the quantitative technique and the design employed was survey design. Survey designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. Creswell continues, "Surveys help identify important beliefs and attitudes of individuals."

Results: The results obtained from the participants were analyzed using an SPSS 17 programmer. Each participant was given a participation alphabet and the data were analyzed using descriptive analysis method. Then, the frequencies and percentages for each statement were presented in tables (see appendixes)

Implications/Applications: English teachers in Muhammadiyah Senior High Schools of Surabaya hold positive beliefs about using YouTube in the EFL context.

Keywords: Teachers' Beliefs, Teachers' Practices, Youtube, Muhammadiyah Schools

INTRODUCTION

The development of English language teaching has always involved the innovation of technology. Technological literacy now becomes one of the basic teaching skills. Pupils and teachers are expected to be using ICTs in class on a regular basis.(Arnesen, Thomas. 2010) One form of technology most used in an educational institution is the Internet. The Internet offers language learners with various materials that can help much to enhance the process of language acquisition. One of the sources on the Internet that provides learners this sort of new language input is a video sharing website called YouTube. YouTube is a website in which users can easily view and share video clips. (Ertmer, Peg and Ottenbreit-Leftwitch, Anne. 2009) These video clips in certain themes appear as effective means to language learners so they can learn and practice in a more meaningful and independent way. YouTube provides learners authentic situations and daily clips which can be used to help them to get a better understanding of the lessons.

Nowadays the prerequisites to be a success in integrating technology including YouTube are achievable such as increased access to the internet, supporting the curriculum, and so on. Nevertheless, high-level YouTube use in EFL context is still surprisingly low. (Ertmer, Peggy 2005) It is based on the researcher's experience of discussion with some English teachers in various schools in Surabaya and some other cities. Most of them stated that they rarely use online video clip including YouTube when teaching. This implies that there are barriers, in which one may be at work is concerning teachers' beliefs. (Ertmer, Peggy 2005) Ertmer says that beliefs can and do influence a teacher' choice of integrating technology for instructional purposes. In the case of YouTube use, it can also be perceived, then, that teachers' beliefs about the benefit of this Video Website will influence how often and in what way teachers use it.(Gabillon, Zehra. 2014; Muyambiri, and Chabaefe, 2018;Harmer, Jeremy. 2001)

However, studies proved that teachers' beliefs do not always have a strong influence on their teaching practices. Some studies clearly showed that there may not always be a direct positive correlation between the two variables, mostly due to the fact that teaching practices may be full of contradictions and ambiguities, and thus cannot directly be attributable to their views and beliefs.(Merc, Ali. 2015; Nikiforova, & Ignatiev, 2016; Ottenbreit-Leftwitch, Anne et. al. 2010)

This contradiction of whether or not teachers' beliefs influence teaching practices is an interesting issue to be linked to the use of YouTube as one of technology which can be utilized in the EFL context. Moreover, there are only view research about teachers' beliefs about technology integration, specifically YouTube, and their practices. Even in Indonesia, such studies are rare to find. Therefore, the primary aim of this study was to investigate the beliefs and practices of using YouTube in EFL context by taking the opinions of EFL teachers teaching in Muhammadiyah Senior High Schools of Surabaya on the use of YouTube in their English classes.(Chai, Ching Sing. 2010)

Muhammadiyah schools were chosen to be the subjects of the research because Muhammadiyah is the second largest Islamic organization in Indonesia who deals with not only the religious area but also conducts development in the field of education, health, economy and so on. For educational field itself, specifically elementary and high school level, by the year 2016 Muhammadiyah has established 5.519 schools. This big number indicates big contribution Muhammadiyah schools have given to the education in Indonesia. Therefore, it is important to know the background, the beliefs, the capacity, and the practices of the teachers in Muhammadiyah schools, moreover in the utilization of technology, for they are the practitioners who teach the students. By knowing the teachers' beliefs and practices of technology, it can be analyzed how good the teachers, as well as how far they make use of technology in the classroom. Since as indicated before, technology—specifically YouTube—now become a must in the teaching-learning process.(Isac, Maria Magdalena et. al. 2015;Khalid, Al-Yzoud and Muhammad, Kabilan. 2012)

RESEARCH METHOD

This research applied the quantitative technique and the design employed was survey design. Survey designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. Creswell continues, "Surveys help identify important beliefs and attitudes of individuals." Therefore, survey design was considered the most appropriate design for this research—since it studied teachers' beliefs and practices—and was chosen to be employed in this research.(Park, Sung Hee and Ertmer, Peggy 2007;Pikulski, John and Templeton, Shane. 2004)

In choosing the research subject in a survey design research, the population, target population or sampling frame, and the sample should be determined. In this research, nevertheless, the subject taken was all English teachers in Muhammadiyah Senior High Schools of Surabaya, which is an entire population. This means that the researcher did not need to determine the target population as well as to do sampling. Studying an entire population is one of survey design characteristic as stated by "Survey design are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population."(Creswell, John 2012; Baroughi & Zarei, 2013)

In Surabaya, there are 7 Senior High Schools and 2 Vocational High Schools which belong to Muhammadiyah. When this research was being conducted, teaching in those schools were 22 English teachers who all were being the subjects of the research. These subjects were then given a questionnaire for each person to be filled in. The questionnaire was the instrument to measure these teachers' beliefs and practices of using YouTube in the EFL context. Once all the questionnaire were filled in, the researcher analyzed the data and the results were statistically presented in numbers and percentage. The results were also described and discussed in paragraphs. The researcher also conducted an interview to some teachers from some schools which were being the subjects of the research, in order to confirm and strengthen the results of the questionnaire as it was done by asking teachers' reasons of choosing an option in the questionnaire and their opinion about the results accumulated from the questionnaires. The results of the interview were also described as additional information in every discussion. Finally, the researcher made conclusions based on the results of the analysis.(Sevik, Mustafa. 2011,Subramaniam, Gunadevi Jevi et.al. 2013; Gil, Eduardo González. 2018)

FINDINGS AND DISCUSSION

The results obtained from the participants were analyzed using an SPSS 17 programmer. Each participant was given a participation alphabet and the data were analyzed using descriptive analysis method. Then, the frequencies and percentages for each statement were presented in tables (see appendixes).

Teachers' Belief about Using YouTube in EFL Context

Reviewing the results of table 1, it can be seen that majority of Muhammadiyah senior high schools' English teachers in Surabaya hold the belief that YouTube videos are valuable—specifically in pedagogical context—to be used in teaching English. All the five statements get more than 65% of participants agreed with them, which shows their positive value beliefs in the effectiveness of YouTube in EFL context, in detail is that YouTube presents many opportunities for students to show their skills in many language areas (86.3%), is full of pedagogical value (68.2%), is able to accelerate students' memorization of the lesson (68.1%), is a highly motivating way of teaching English (90.9%), and is fun and entertaining way of teaching English. (100%) in this case is that it is fun and entertaining, highly motivating, good to accelerate students' memorization, full of pedagogical value, and it presents many opportunities for students.

Result of the interview which was done later shows teachers believed the reason for these positive value beliefs is because YouTube is audiovisual. Therefore, it can get students more interested and enable them able to memorize more quickly and easily the lesson that is being learned, compared with when they are taught only by using a book or explained by the teacher.

Meanwhile, table 2 shows that teachers agreed that using YouTube videos are effective in teaching English (77.2%), it can lower students' anxiety toward learning English (68.1%), and also it helps students to learn concepts easier (72.7%). This strengthens the previous finding that English teachers in Muhammadiyah Senior High Schools of Surabaya believed that YouTube is valuable to be utilized in teaching English. They were in favor that YouTube can assist their teaching activities by lowering students' anxiety toward learning English and helping students to learn concepts easier, and thus, it is effective to be used.

To confirm this, the results of the interview show that teachers stated that when students are showed videos on YouTube, they feel more comfortable to learn. The videos and music make students feel more at ease and fun to learn, and that is why they more likely engaged with the concept easier. According to the teachers, this media is proven more effective to use than the conventional method, as long as the material presented is appropriate with students' level and competence.

Further, reviewing table 3, it can be seen that majority of the participants (77.3%) agreed that using YouTube in teaching English can be time-consuming. This indicates that the teachers need some suggestions in managing their time when using YouTube. For the next statement, the result shows that almost half of the participants perceived that YouTube may distract students' attention, while almost half of the rest (45.5% agreed, 36.4% disagreed). This suggests that some teachers still need better planning in utilizing YouTube channel which suits the most with the materials, so students will still be able to keep the focus on the material while watching the videos at the same time. For the next statement which states that teachers must use YouTube videos only for fun, and breaking down boredom, result shows that teachers do not wholly agree nor disagreed with the statement (31.8% agreed, 45.4% disagreed), which indicates that they may still have confusion in determining when YouTube should be used in teaching and what for. And for the last statement in the table, the majority of the participants (72%) stated that it is not difficult to find appropriate material on YouTube. This suggests that teachers in Muhammadiyah schools have already had good accessibility in various YouTube channel especially in EFL context, which enables them to find suitable videos that they need for their materials.

Strengthening the analysis above, the results of the interview showed that some teachers who agreed that YouTube is time-consuming are more likely because they were lack of preparation before using it in the classroom. It should be better if teachers spend a bit more time in preparation, that is planning of time management and work with the videos such as crop the duration, etc before it is ready to be present in the classroom. As for the case that YouTube can distract students' attention, teachers stated that it depends on the teacher. To keep students focus on the material while watching YouTube, the instruction given before must be clear. Teachers should also always control the students and remind them of their task during their time watching videos.

Concerning the difficulties some teachers found in finding appropriate material in English, results of interview show teachers' argument that it may because they have to match the videos first, whether they are good enough to show to students—in case there is no inappropriate scenes—or the language spoken is easy to understand or not by students. However, to solve this, teachers can always open YouTube channels which provide English learning materials and all they have to do is subscribing to the channel.

Next, review the results of table 4, it can be seen that almost half of the participants (36.4%) agreed that they have already had enough resources of YouTube to teach English, while almost half of the other (31.8%) stated they have not.

This result shows in-synchronization with the result of the previous statement, "I believed it is difficult to find appropriate English material in YouTube" which gets a majority (72.7%) of the participants disagreed with it, which literally means they did not have difficulties in finding appropriate resources of YouTube to teach English. This indicates that some teachers did not use materials that they found on YouTube as their resources in teaching English. In other words, most of them believe that YouTube is accessible, but the only view of them really explored or used YouTube itself as teaching resources. This may be due to their preferences for using another resource besides YouTube such as text-books, songs, mass media, authentic materials, etc., in which they do not need to explore more on its videos.

Further, the result shows that almost half of the participants (45.5%) believed that they can use YouTube for assessment, while almost half of the other (40.9%) were undecided. This indicates that some teachers have found ways to use YouTube for assessment while some of them were still not sure whether it will be effective for assessment or not. This, actually, based on the result of the interview, depends on the teachers' creativity. Any kind of authentic assessment for four skills actually can be done with the help of YouTube, as long as the teacher is willing to find the appropriate ways.

Meanwhile, for the last two statements, majority of the participants declared that they agreed that it is easy to access YouTube for teaching English (72.7%) and they were able to use it optimally (63.6%). This strengthens previous findings of their positive beliefs of YouTube in the EFL context.

Based on the analysis of each table above, it can be seen that majority of the teachers positively believed in using YouTube in the EFL context. It is proven by their agreement in statements which state the positive value of YouTube as what can be seen in the tables.

However, regardless of this fact—that teachers hold good value beliefs about YouTube in the EFL context—there are still view things regarding using YouTube videos in which teachers still need suggestions such as; how to use YouTube in their English classes without being time consuming; how to utilize it so that the videos will not distract students' attention during the lesson; how to make use of YouTube videos as resources that are always available; and how to utilize it for assessment, which means that teachers must not use YouTube videos only for fun, and breaking down boredom.

Teachers' Practices of Using YouTube in EFL Context

Teachers' practices of using YouTube in EFL context were measured by exploring teachers' frequency of using YouTube in the classroom, kinds of YouTube videos that are used, what skills they taught using YouTube, materials taught using YouTube, and certain YouTube channels they frequently access to be used in teaching English.

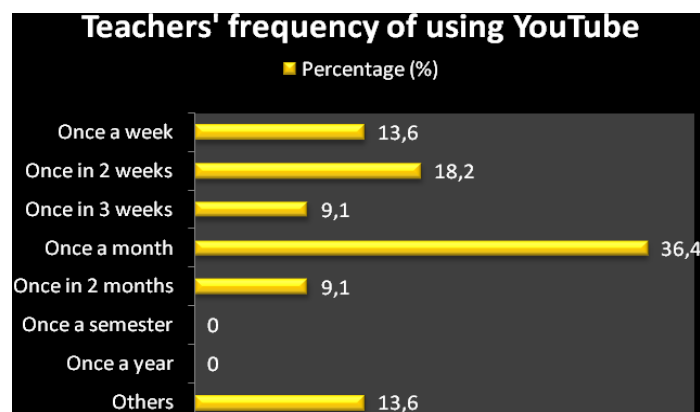**Teachers' Frequency of Using YouTube**

Figure 1. Teachers' frequency of using YouTube
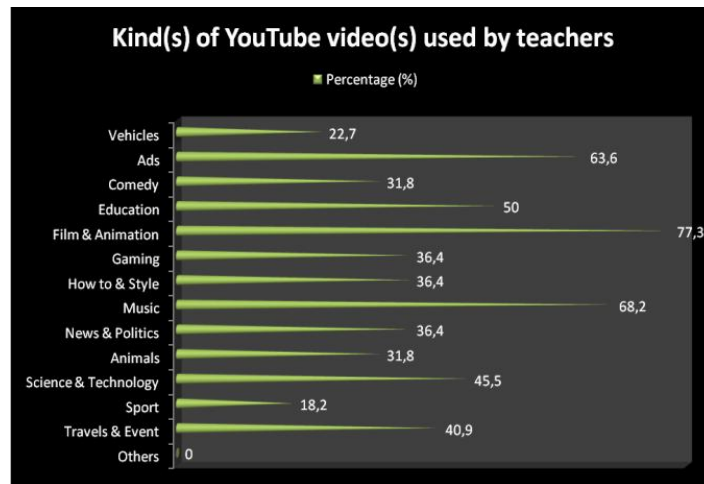
Kind(s) of YouTube Video(s) Used by Teachers

Figure 2. Kinds of YouTube Video used

As can be seen in the result, all kinds of YouTube videos had ever been used by the teachers, with the highest percentage was film and animation videos and the lowest was sports videos. Kinds of videos that are most rarely used by the participants were sport and vehicles with the percentage of 18.2% and 22.7% respectively, while the others get a percentage beyond 30% of participants used it. From this, it can be claimed that teachers in Muhammadiyah Senior High Schools of Surabaya have already had good accessibility in almost every kind of videos available on YouTube, which indicates that they have had enough varied resources of YouTube videos for teaching English. This is in line with their beliefs as in the statement "I can access YouTube easily for teaching English" which was agreed by the majority of the teachers (72.7%).
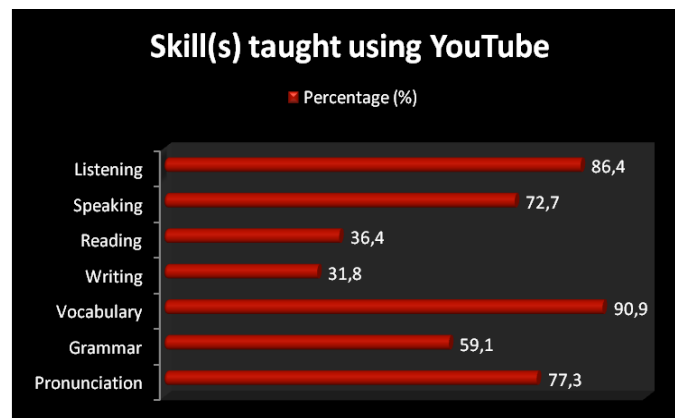
Skill(s) Taught Using YouTube

Figure 3. Skill(s) taught using YouTube

Reviewing the result, it can be seen that almost all of the teachers in Muhammadiyah Senior High Schools of Surabaya preferred to use YouTube when to teach vocabulary. The second highest percentage was listening skill, followed by pronunciation and speaking skill. More than half of participants used it to teach grammar while only view teachers used it to teach reading and writing skills.

The result shows that some teachers in Muhammadiyah schools have not fully realized that YouTube is basically effective to teach all 4 skills and 3 aspects of language teaching. It is shown by an only a low percentage of teachers who use YouTube to teach reading and writing skills, and half of them used it to teach grammar. Whereas, as the previous studies had proved, since YouTube provides authentic texts and written material, it is effective to be used in teaching listening, reading comprehension and writing tasks. YouTube is potential to be applied in teaching four skills and also vocabulary and pronunciation. To confirm this, results of the interview show that it actually depends on the teacher, how are their creativities to use YouTube to teach reading and writing, since some teachers did not find it difficult and they have practiced it.
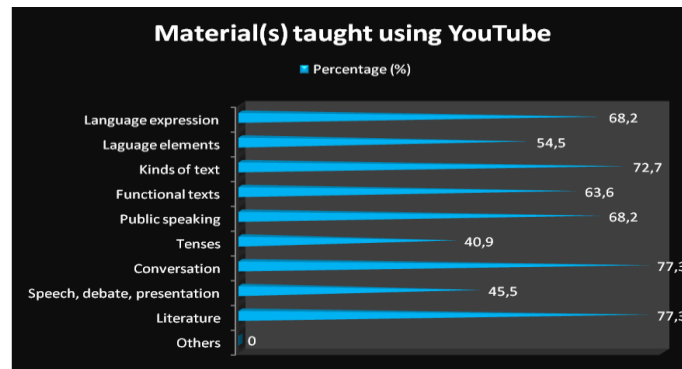
Materials taught Using YouTube

Figure 4. Material(s) taught using YouTube

The result shows that almost all kinds of materials get more than 50% of the participants chose them. Meanwhile, tenses and speech, debate, and presentation were chosen by less than 50% of the participants. This indicates that Muhammadiyah Senior High School teachers have already had good accessibility of YouTube videos, and they have been able in integrating it to various appropriate materials which they taught. This is in line with their beliefs as in the statement "I believed it is difficult to find appropriate English material in YouTube" which were agreed by only 18.2% of the teachers, which means that majority of the teachers feel it is easy to find appropriate materials in YouTube.

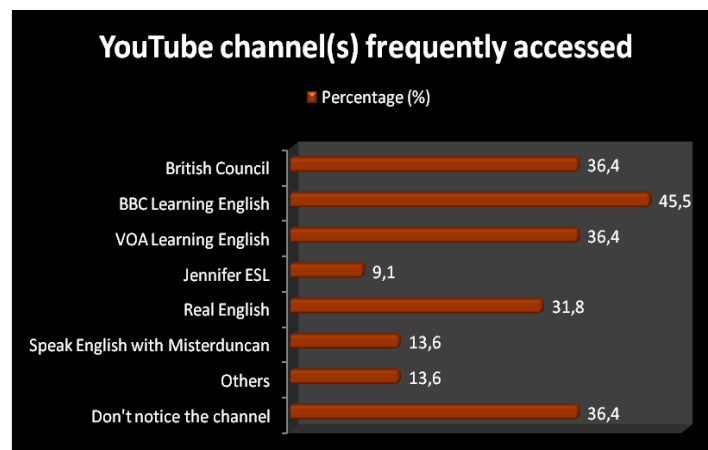**YouTube Channels Frequently Accessed by Teachers**

Figure 5. YouTube channel(s) frequently accessed

Reviewing the results, as has already discussed before, once again, it shows that Muhammadiyah English teachers have already had good accessibility in finding appropriate materials in YouTube to teach English, it is proven by their statements concerning YouTube channels that most of them frequently accessed. The channels are indeed, mostly the channels that provide English-learning videos that could help teachers to present the lesson better, more creative and fun to students. However, some teachers still did not notice the channels they accessed when searching for YouTube videos for teaching English. This indicates that there are still some teachers who have not aware yet that there are YouTube channels which are specially made to present online English learning for English learners and teachers. It suggests that the teachers took videos randomly as long as they thought it was appropriate for the materials they would teach. (Uysal, hacer hande and bardakci, mehmet. 2014; Akbari et al., 2013)

Based on the analysis above, it can be seen that view participants used YouTube for teaching often, every two weeks or less. This is not in line with their beliefs which indicate that they are able and willing to use it as often as needed. The result also shows that all kinds of YouTube videos had ever been used by the teachers, which indicates that they have had easy access to YouTube videos for teaching English. This is in line with their beliefs that they can access YouTube easily for teaching English, although they had said that they do not have enough resources. In addition, the result shows that despite the effectiveness of YouTube for teaching all four skills and three aspects of English, only view teachers used it to teach reading and writing. Furthermore, English teachers in Muhammadiyah Senior High School have made use of YouTube videos to teach almost all kinds of materials, which indicates that they have been able in integrating it to

various appropriate materials. This shows that teachers' practices were in line with their beliefs that it is easy to find appropriate materials on YouTube. This is strengthened by teachers' statements concerning YouTube channels they frequently accessed. The channels are, indeed, mostly the channels that provide English-learning videos that could help teachers to present the lesson better. Overall, teachers' practices have been in line with their positive belief of using YouTube in the EFL context.

CONCLUSION

Based on the results obtained from the responses of the participants, there are two conclusions can be drawn for this research.

First, English teachers in Muhammadiyah Senior High Schools of Surabaya hold positive beliefs about using YouTube in the EFL context. In details, they believed that YouTube presents many opportunities for students to show their skills in many language areas; YouTube is full of pedagogical value; YouTube can accelerate students' memorization of the lesson, lower students' anxiety toward learning English, and help students to learn concepts easier; YouTube is an effective, fun, highly motivating and entertaining way of teaching English; It is easy to access and find appropriate English materials in YouTube; and they would be able to use YouTube optimally in teaching English.

Second, despite the only view of them used it often, all English teachers in Muhammadiyah Senior High Schools of Surabaya have already used YouTube in their practices of teaching English. They had enough resources of videos from various English-learning channels on YouTube, and they had been able to integrating them to various appropriate materials. Regardless of teachers' low awareness of utilizing YouTube in teaching all language skills and aspects, overall, teachers' practices of using YouTube in EFL context were in line with their positive beliefs about the value of YouTube.

REFERENCES

Akbari, A., Abbasian, M., & Jansooz, P. (2013). Application of RAP Model in measuring the capabilities of attracting sources in the economy: A case study of the tourism sector in Sistan and Balucestan, UCT Journal of Social Sciences and Humanities Research, 1(1): 16-21.

Arnesen, Thomas. The role of ICT in the teaching of English as a Foreign Language in Norwegian lower secondary schools – a study of ICT use and patterns of associated factors. Masterspesialisering Engelsk, ILS, UiO. (2010)

Baroughi, E., & Zarei, M. H. (2013). The Ranking of Effective Factors on Efficiency of Commercial Ads In Attracting Viewers In Tehran, Iran, UCT Journal of Management and Accounting Studies, 1(1): 22-28.

Chai, Ching Sing. Teachers' Epistemic Beliefs And Their Pedagogical Beliefs: A Qualitative Case Study Among Singaporean Teachers In The Context Of It-Supported Reforms. TOJET: The Turkish Online Journal of Educational Technology. October. 9 (4), 128-139. (2010)

Creswell, John W. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. USA: Pearson 4th edition. (2012).

Ertmer, Peg and Ottenbreit-Leftwitch, Anne. Teacher Technology Change: How knowledge, beliefs, and culture intersect. AERA. (2009)

Ertmer, Peggy A. Teacher Pedagogical Beliefs: The Final Frontier in Our Quest for Technology Integration?. ETR&D, 53 (4), 25-29. (2005)

Gabillon, Zehra. A Synopsis of L2 Teacher Belief Research. Belgrade International Conference on Education, 14-16 Nov 2013. (2014)

Gil, Eduardo González. "Modelo institucional de gestión universitaria: Universidad Santo Tomás de Colombia." Opción34.86 (2018): 259-285.

Harmer, Jeremy. The Practice of Language Teaching. United States of America: Longman ELT. (2001)

Isac, Maria Magdalena et. al. Teaching Practices in Primary and Secondary Schools in Europe: Insights from Large-Scale Assessments in Education. JRC Science and Policy Report. (2015)

Khalid, Al-Yzoud and Muhammad, Kabilan. The Use of YouTube in Teaching English Literature The Case of Al-Majma'ah Community College, Al-Majma'ah University (Case Study). International Journal of Linguistics, December, 4 (4), 525-551. (2012)

Merc, Ali. Using Technology in the Classroom: A Study with Turkish Pre-Service EFL Teachers. TOJET: The Turkish Online Journal of Educational Technology , April, 14 (2), 229-240. (2015)

Muyambiri, B., and Chabaefe, N. N. (2018). The Finance – Growth Nexus in Botswana: A Multivariate Causal Linkage. Dutch Journal of Finance and Management, 2(2), 03. https://doi.org/10.20897/djfm/2634

Nikiforova, E. P., & Ignatiev, V. P. (2016). Issues of Professional Training for Russian Language Teachers in the Conditions of a Multicultural Environment. International Electronic Journal of Mathematics Education, 11(10), 3425-3433.

Ottenbreit-Leftwitch, Anne et. al. Teacher value beliefs associated with using technology: Addressing professional and student needs. Journal of Computer and Education, June, 55, 1321-1335. (2010)

Park, Sung Hee and Ertmer, Peggy A. Impact of Problem-Based Learning (PBL) on Teachers' Beliefs Regarding Technology Use. Journal of Research on Technology in Education, 40 (2), 247-267 (2007)

Pikulski, John J. And Templeton, Shane. Teaching and Developing Vocabulary: Key to Long-Term Reading Success. USA: Houghton Mifflin Company. (2004)

Sevik, Mustafa. Teacher views about using songs in teaching English to young learners. Journal of Educational Research and Review, December, 6 (21), 1027-1035. (2011)

Subramaniam, Gunadevi K. Jevi et.al. Polytechnic Students' Perceptions Of Youtube Usage In The English Oral Communication Classroom. International Journal of Asian Social Science, 3 (9), 1962-1966. (2013)

Uysal, Hacer Hande and Bardakci, Mehmet. Teacher beliefs and practices of grammar teaching: focusing on meaning, form, or forms?. South African Journal of Education, 34 (1). (2014)

APPENDIXES

Table 1: Statement 1-5 of Questionnaire of Teachers' Beliefs

Statement	Option									
	Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree	
	N	%	n	%	n	%	n	%	n	%
1- I believed that YouTube videos present many opportunities for students to show their skills in many language areas.	7	31.8	12	54.5	3	13.6	-	-	-	-
2- I believed that YouTube videos are full of pedagogical value.	2	9.1	13	59.1	5	22.7	2	9.1	-	-
3- I believed that YouTube videos accelerate students' memorization of the lesson.	3	13.6	12	54.5	2	9.1	4	18.2	-	-
4- I believed that YouTube videos are a highly motivating way of teaching English.	3	13.6	17	77.3	2	9.1	-	-	-	-
5- I believed that YouTube videos are fun and entertaining way of teaching English	6	27.3	16	72.7	-	-	-	-	-	-

Table 2: Statement 6-8 of Questionnaire of Teachers' Beliefs

Statement	Option									
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
6- I believed that using YouTube videos is effective in teaching English.	5	22.7	12	54.5	4	18.2	1	4.5	-	-
7- I believed that using YouTube videos can lower students' anxiety toward learning English.	1	4.5	14	63.6	6	27.3	-	-	-	-
8- I believed that using YouTube videos helps students	1	4.5	15	68.2	4	18.2	2	9.1	-	-

Statement	Strongly Agree		Agree		Option Undecided		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
to learn concepts easier.										

Table 3: Statement 9-11, and 13 of Questionnaire of Teachers' Beliefs

Statement	Strongly Agree		Agree		Option Undecided		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
9- I believed that using YouTube videos in my English class can be time consuming.	2	9.1	15	68.2	5	22.7	-	-	-	-
10- I believed that using YouTube videos to teach English may distract students' attention during the lesson.	4	18.2	6	27.3	4	18.2	8	36.4	-	-
11- I believed that teachers must use YouTube videos only for fun, and breaking down boredom.	4	18.2	3	13.6	5	22.7	7	31.8	3	13.6
13- I believed it is difficult to find appropriate English material in YouTube.	-	-	4	18.2	2	9.1	15	68.2	1	4.5

Table 4: Statement 12, and 14-16 of Questionnaire of Teachers' Belief

Statement	Strongly Agree		Agree		Option Undecided		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
12- I believed that I have enough resources to use as YouTube videos.	1	4.5	8	36.4	6	27.3	7	31.8	-	-
14- I believed that I can use YouTube for assessment.	-	-	10	45.5	9	40.9	3	13.6	-	-
15- I believed I can access YouTube easily for teaching English.	3	13.6	13	59.1	2	9.1	4	18.2	-	-
16- I believed that I am able to use YouTube optimally in teaching English.	2	9.1	12	54.5	5	22.7	3	13.6	-	-