



**An-Najah National University  
Faculty of Graduate Studies**

**IMPACT OF USING YOUTUBE ON ENHANCING  
SPEAKING SKILLS PROFICIENCY THROUGH  
A STUDENT-CENTERED APPROACH**

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Degree of Methods of Teaching English Language, Faculty of Graduate Studies,  
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## **Dedication**

To the steadfast soul of my country, Palestine, which runs through my soul, the land that embodies resilience, hope, and many smiles, my land that constantly reminds me of strength and the fresh breeze of freedom.

To those who held me close when the nights were dark, your support and unwavering presence have lightened my path.

To my family, your sacrifices and prayers have strengthened every step of this journey, and I am endlessly grateful for this.

To all who have supported me through unheard prayers and kind words.

To my little minions, my students who have been a cornerstone of my success and a million smiles.

This accomplishment reflects every little brick of collective strength and encouragement I have been blessed with.

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Firstly, all praise and gratitude go to the Almighty Allah for always blessing and guiding me. "And He found you lost and guided you" \_ Surah Ad-Duha (93-7)

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## Declaration

I, the undersigned, declare that I submitted the thesis entitled:

### **IMPACT OF USING YOUTUBE ON ENHANCING SPEAKING SKILLS PROFICIENCY THROUGH A STUDENT-CENTERED APPROACH FOR 4TH GRADERS IN JENIN**

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

**Student's Name**

**Siham Belal Madhat Abdulhadi**

**Signature:**



**Date:**

**17/02/2025**

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# **IMPACT OF USING YOUTUBE ON ENHANCING SPEAKING SKILLS PROFICIENCY THROUGH A STUDENT-CENTERED APPROACH FOR 4TH GRADERS IN JENIN**

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## **Abstract**

YouTube is a global and powerful digital platform has transformed education into a more interesting process since the YouTube platform could greatly benefit learning languages, especially speaking. This study aimed to investigate the effect of utilizing YouTube on speaking skill proficiency improvement among 4th graders in a student-centered approach in Jenin-Palestine. In this study, data were gathered using a mixed-method quasi-experimental design involving 54 students assigned randomly into experimental and control groups. The experimental group used YouTube videos that the researcher made in their curriculum, while the control group continued to follow traditional teaching methods. Data collection techniques included pre-and post-tests, semi-structured interviews, and researcher self-reflection. The experimental group significantly improved their speaking proficiency with a mean difference of 4.1 ( $\alpha = 0.000$ ) after the treatment as opposed to the control group, which did not show much change ( $\alpha = 0.200$ ). The qualitative analysis revealed that students became more confident, articulated, and encouraged. They enjoyed making creative videos: technical problems and poor internet accessibility have been solved using strategies such as downloading videos before time and differentiated instruction. In contrast, the control group showed no difference in their means. Qualitative findings highlighted increased confidence, clarity, motivation, and students' enjoyment and creativity when making videos. Students face technical glitches and limited internet access; however, incorporating strategies such as per-downloading selected videos and differentiated learning instructional principles minimized acquiescence. Based on the cognitive theory of multimedia learning (CTML) and constructivist learning theory, this study affirms the promising contribution of YouTube in stimulating engagement and language learning. Some recommendations drawn from this study include the integration of YouTube in the learning curriculum. The results of this study prove YouTube's potential as one tool to enhance speaking abilities without

having the most resources and yet supporting a student-centered and interactive learning environment.

**Keywords:** YouTube; Speaking Skills; Student-Centered Approach; Language Proficiency.

# Chapter One

## Introduction and Theoretical Framework

### 1.1 Introduction

Language is believed to be among the strongest weapons of human communication and social relations, a means of message and exchange, and an extremely significant influence in social mobilization and change through various social media (OL Ofinsawo, Ezeokoli, Akinsulire, & Lawal, 2014).

Students who learn English as a second language do not use the language in real-life conversations. This leads to some lack of confidence, which leads to avoidance when communicating in English. Speaking skills are critical to communicating successfully; this includes passing and expressing thoughts and ideas, interacting and participating in meaningful conversations, giving career-building presentations, and so much more to have effective interaction and obtain professional and academic success (Bedir, 2019).

This process includes learning pronunciation, intonation, grammar, vocabulary, and the ability to organize thoughts easily. Speaking skills are critical in language learning for learners of English as a foreign or second language because they allow people to communicate in real life and achieve a variety of personal and professional tasks; they can also lead to increased fluency, accuracy, and pragmatic competence in the target language (Nuha & Saputri, 2021).

#### 1.1.2 The Importance of English in the Arab World

Today's English is becoming the most important means of communication globally in many human activities such as commerce, technology, science, and even education. Recently, the importance of English has spiked tremendously in the Arab world. English proficiency is increasingly recognized as essential to professional and academic success. Therefore, effective communication in the English language often proves to be an essential requirement for higher studies and for securing jobs in multinational corporations. Consequently, English has become a focal point in most Arab countries, and governments, institutions, and organizations are making significant investments in the English language to meet the demands of a globalized economy.

English as a foreign language in the Arab world stems from a combination of historical, economic, and social elements. In history, English was introduced to the region of the Middle East through colonialism, but its use has continued to foster and develop through globalization. It is taught as a foreign language, and today, in some schools and universities, it is used as a medium of instruction. Such a trend in teaching English bears further movement towards standardization on the global level to improve the competitive strength of Arab graduates internationally (Zughoul, 2003).

Besides, The Gulf Cooperation Council (GCC) countries have become a source of an increased demand for English language skills with their improved economic growth. Economic activities in these countries have diversified beyond oil and gas into, for instance, tourism, finance, and education, which have opened and increased in size, requiring the concurrent increase in English skills for the workforce. For example, in the United Arab Emirates, English is the working language of the private sector, and native fluency in English is often a central component of job mobility. This strategic importance of English throughout these economies puts into perspective the imperative for stronger English language education across the region.

In its official policy pronouncements, the Omani government underscored that the English language is crucial and occupies a foundational position in the international arena. It further recognizes English as an associate of science and technology and a tool of modernization without which a nation cannot transition successfully. It is a strategic choice deep-rooted in the various sociolinguistic, socio-economic, socio-cultural, historical, and political considerations (Al-Issa, 2006).

English is a significant symbol of modernity and social development in the Arab world. For young people, English represented a gateway to global culture, the media, and entry into modern technology. The ready accessibility of English on social media sites also has made it more significant as an everyday medium of interaction. In countries such as Egypt and Jordan, English is used not only for instruction and trade but also for relating to the world outside (Al-Issa, 2006). That social dimension of learning English reminds us that it is important beyond the classroom and connects with the cultural-mental development of a person in the Arab world.

High levels of English proficiency amongst learners within the Arab world are not easy, despite an increasing importance being given to the language. Various factors make this situation challenging: poor quality of English language instruction, lack of resources, and societal attitudes toward learning English. In certain communities, English might be felt to be of lesser relevance as compared to the mother tongue, while in others, resistance to its importance may arise out of cultural or historical reasons. These barriers are still functioning to influence education. On the other hand, up-to-date technology combined with learner-centered approaches can act positively. With the help of YouTube or similar platforms, teachers can now create purposeful and interactive learning environments that appeal to students' wants and needs and work toward fostering their speaking skills and linguistic fluency.

### **1.1.3 English Language Education in Palestine**

The obstacles that Palestinian English language education faces today are no different than what obstacles that any other Arab country faces, from overwhelming students, counts in one class, lack of reliable internet connectivity and resources, and inefficient salaries for teachers, all that adds to the weight of being taught a new language. It contributes to a lack of motivation, energy, and creativity in the classroom. This frustration and dissatisfaction of teachers are infuriated by the traditional teaching methods that emphasize rote learning, memorizing, and repetition, along with the problem that the Tawjihi exam has no speaking oral exam or listening exam. Thus, the public tends to have weak English communication and speaking skills (Dajani & McLaughlin, 2009).

An intricate blend of cultural, educational, and sociolinguistic elements has defined English language instruction in Palestine. The existing curriculum, especially the "English for Palestine" textbooks, has been criticized for its lack of coverage of intercultural themes, which impedes the development of student's critical thinking and cross-cultural communication abilities (Faraj, Bellot, & Frumuselu, 2024).

Palestinian students face several challenges and barriers in acquiring quality English language education due to various political, economic, and cultural factors common in the region. Political conflicts and wars, economic instability, and limited resources can all have an enormous effect on the access and quality of instruction in Palestinian schools. Under these conditions, the classroom becomes a significant environment for Palestinian

students to improve their English-speaking abilities. Despite external constraints, active participation in classroom activities provides Palestinian students with a structured setting to practice and enhance their English language skills. Students can improve their confidence and fluency in speaking English by participating in real-world circumstances (Rafidi & Wagner, 2023).

More importantly, technology has affected our lives enormously, especially with the technical generation that teachers deal with every day to the extent that modern classrooms try hard to incorporate modern features such as smart boards and projectors; some would even go to creating a unique space with complete technical equipment, unlike the traditional classroom where it was only the "chalk and talk method" along with paper and pencil testing which is no longer preferred. Digital devices such as smartphones, iPad's, laptops, and computers heavily invade today's world. Educators, curriculum designers, and EFL pedagogy experts recognize the need for a parallel shift in response to the rapid advancement of educational technology. Those favoring enhancing teaching and testing practices at all educational levels have become more outspoken, especially when the COVID-19 pandemic posed serious obstacles. A global shift for online learning was triggered by this crisis, dramatically and drastically affecting the old traditional teaching-learning approach (Almahasees, Mohsen, & Amin, 2021; Haider & Al-Salman, 2020).

The current study utilizes the Macmillan "Give Me Five!" curriculum, a thorough six-level English language program for elementary teaching. This curriculum prioritizes the enhancement of English language fluency in conjunction with essential 21st-century skills, including teamwork, critical thinking, and social competence. It encompasses the Common European Framework of Reference for Languages (CEFR) levels pre-A1 to B1. It also incorporates print and digital educational resources to suit various teaching contexts, including in-person, blended, and online. "Give Me Five!" emphasizes student engagement through interactive and dynamic material, encompassing music, adventure narratives, games, and practical tasks. The cooperative learning style enhances cooperation and learner autonomy while cultivating communication skills and confidence in English. An important aspect is incorporating test preparation resources for standardized evaluations like Cambridge English and Trinity examinations, facilitating learners in attaining academic and practical language objectives.

The Navio platform enables digital integration by offering interactive materials, gamified activities, and progress monitoring tools. The curriculum's characteristics render it exceptionally customizable, enabling students to hone language abilities in immersive 3D worlds while obtaining rapid feedback. Furthermore, educators get advantages from a collection of digital instruments, comprising a teacher's application, progress monitoring systems, and adaptable instructional materials. Incorporating "Give Me Five!" in the thesis is hoped to bolster research on the effectiveness of blended learning techniques in elementary English instruction. The curriculum's adherence to international standards and emphasis on comprehensive language learning offers a robust foundation for investigating novel teaching methodologies and their effects on student performance (Macopedia Software House, 2022).

Regarding technology integration, it is believed that various forms of technological advancements have infused and invaded all aspects of our daily lives, and education is one of the most overpoweringly affected aspects. For example, most modern classrooms have progressed into dynamic spaces, often featuring smart boards and electronic games, moving from traditional chalk classrooms with a static curriculum and paper-pencil assessments (Almahasees, Mohsen, & Amin, 2021). The technical classroom came to life after the COVID-19 pandemic, a considerable challenge facing the global world; this forced a shift in teaching pedagogies towards online learning (Haider & Al-Salman, 2020). Such shift indicates that teachers were becoming more in demand by adopting a more digital-focused strategy and seeking other platforms to help students learn languages. As a global video-sharing website, YouTube has become a valuable educational medium in this century as it provides a wide selection of content to meet the different needs of learners, especially English language students. YouTube's extensive video library offers actual language exposure, demonstrating that native speakers and real-life circumstances are not seen in traditional textbooks (Watkins & Wilkins, 2011).

## **1.2 Problem Statement**

Learning English in Palestine is not simple, especially learning to speak. The issues are systemic—schools lack facilities, the teachers themselves might not be properly trained, and education policy sometimes does not promote modern approaches to teaching. In most classrooms, traditional methods like memorization, drilling, and lecturing on the

part of the teacher are reinforced. Although these methods attempt to build accuracy, they fail to give students the ability to use the language in a practical sense during daily communication. This is specifically true in state schools, which lack resources compared to private schools that implement international curricula like Macmillan or Oxford (Bianchi & Razeq, 2016). As a result, students graduate without the confidence or ability to utilize English effectively, putting them at an academic and career disadvantage (Nasser & Wong, 2013).

What makes this fact all the more heart-wrenching is the broader context of life in Palestine. The ongoing political instability in the West Bank doesn't just disrupt life—it disrupts education. Schools often have to navigate constant uncertainty, and students and teachers alike are forced to focus on survival rather than learning. Imagine trying to concentrate on a language lesson when you're worried about what might happen outside the classroom. On top of that, students rarely get to hear or practice English outside school, which makes it even harder for them to develop their speaking skills (Hussein, Wong, & Bright, 2022). It's an unfortunate fact, and one which the researcher could not ignore. In researching this topic, it was clear that there's a tremendous gap in solutions—especially when it comes to evidence-based practices in teaching speaking skills in Palestine. While there has been a certain amount of research on the use of technology, and YouTube, in language learning, there has been no research whatsoever on the use of YouTube alone to develop young learners' speaking skills in situations like Palestine. This is especially surprising, considering the potential of YouTube as a resource. It is available, engaging, and full of real English that students can learn from in their free time. But does it really work in a location where resources are limited and the problems are so distinctive? That's what the researcher wanted to discover.

This missing puzzle piece is what led the researcher to embark on this study. The aim is to see if YouTube can assist Palestinian elementary school students in enhancing their English-speaking abilities—and if so, how. It's not about discovering a new tool for teaching; it's about discovering a means of providing these students with an opportunity to succeed. Through the discovery of how best to use YouTube, the researcher hopes to provide teachers and policymakers with helpful pragmatism that has tangible potential. Ultimately, it is simply about putting these students in position to be best prepared to achieve their potential, both academically and in life.

### 1.3 Significance of the Study

As this study aims to explore the effect of YouTube, it holds significant importance for language teachers, particularly in Jenin schools. Examining the effectiveness of YouTube as a means of enhancing speaking skills is hoped to reap several crucial implications:

**Pedagogical Innovation:** The findings might pave the way for new teaching methods prioritizing communication skills and authentic language use. Educators may incorporate YouTube into their teaching strategies to create more interesting and engaging classrooms.

**Students' academic Outcomes:** Understanding how to use YouTube and how it may affect speaking abilities might lead to improved student learning outcomes. Students who find it hard to reach the school under difficult political circumstances may find YouTube content a way to develop higher fluency, self-esteem, and competency, which are necessary for academic, social, and career success.

**Teacher Professional Development:** The expected research findings may help Palestinian teachers improve their teaching approaches by incorporating more digital platforms like YouTube into their teaching toolset and implementing them into the English curriculum.

Lastly, the study's results are hoped to significantly contribute to integrating YouTube into the settings of educational institutions, especially schools in Jenin.

### 1.4 Study Questions

Given the potential advantages and positive attitudes toward the role of using YouTube in teaching speaking skills, this study addresses the following questions:

#### **Main study question**

Are there statistically significant differences at ( $\alpha \leq 0.05$ ) level about the impact of using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4th graders due to pre and post-tests of the experimental group?

## **Study sub-questions**

1. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) level about the impact of using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4<sup>th</sup> graders in the pre-test of the control and experimental groups?
2. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) level about the impact of using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4<sup>th</sup> graders due to pre and post-tests of the control group?

## **1.5 Study Hypotheses**

### **Main Study hypothesis**

There are no statistically significant differences at ( $\alpha \leq 0.05$ ) about using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4th graders on the post-test between the experimental group.

### **Study sub- hypothesis**

1. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) about using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4th graders in the pre-test of the control and experimental group.
2. There were no statistically significant differences at ( $\alpha \leq 0.05$ ) about using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4th graders between the pre-and post-test of the control group.

## **1.6 Terms Definitions**

**YouTube:** One of the most used web-hosted video-sharing sites where users can add, view, share, and interact with digital media. As a procedural definition, it is an active method of disseminating educational, religious, and information content, offering open and diverse resources for learning. Its qualities, such as playlists, subscriptions, and interactive commentaries, make it a versatile medium for independent study, collaborative study, and global knowledge sharing.

**Speaking proficiency:** A measurable ability in order to speak spontaneously in a particular language, and with a facility to deploy fluency, accuracy, and clarity. It is the

capacity to use grammar, vocabulary, pronunciation, and interactive skills so as to communicate ideas effectively, contribute to conversations, and react appropriately in a variety of settings. It is the key to academic, occupational, and social success and can be achieved by concerted practice and exposure to actual language use.

**A student-centered approach:** An instructional method prioritizing students' unique needs, interests, and learning styles. It shifts the paradigm from teacher-led instruction to active student involvement, encouraging participatory and student-centered learning culture. It is a teaching style that emphasizes student-centered learning experience, critical thinking, and problem-solving, making students take control of the learning process and assisting teachers as facilitators or mentors.

### **1.7 Summary**

The emphasizes the role of language in effective communication and culture, with the global language par excellence that people use worldwide being English. It is important among Arab countries, as English becomes the key to opening up academic or professional options for many students. Unfortunately, many students, particularly in Palestine, have had considerable difficulty mastering English. In general, the students find that the limitations of teaching resources combined with the political conditions make learning too hard for practicing speaking skills.

Then comes YouTube: It is not only an entertaining tool but also very easily used for learning languages. The study observes how YouTube can affect English Language education from boring and teacher-centered methods to very interactive and interesting, even student-focused resources and explores whether YouTube really provides more confidence and fluency while speaking in English.

The chapter also describes the various problems faced by students, the study's objectives (like gauging the effects of YouTube and its perceptions by the students), and the importance of this research. It is about finding new and better means of teaching for not just students but teachers, too. This study, for example, raises such questions as: Does YouTube motivate students to speak better English? The study intends to show evidence through proper.

## **1.8 Theoretical Framework**

The highlights the theoretical framework and previous studies concerning the study's variables: speaking skills proficiency, YouTube as a language learning tool, and student-centered learning. Hence, the literature review is categorized into three main sub-parts.

Computer-mediated communication (CMC) is crucial in English education, especially in improving language acquisition via diverse digital platforms. CMC enables real-time and delayed interactions, providing opportunities for learners to participate in collaborative tasks, peer reviews, and discussions that enhance their language abilities. The subsequent sections delineate the essential components of CMC within the context of English language instruction (Chew & Ng, 2021).

### **1.8.1 History of YouTube**

YouTube is a globally recognized digital platform that archives a vast array of videos for free and offers limited access to its users across numerous fields of study. This subject aims to elucidate the significance and effects of using this digital resource in teacher training, including education and enhancement. It was launched in February 2005. by Steve Chen, Chad Hurley, and Jawed Karim who were three PayPal employees at that time. Their dream was to initiate a user-friendly website on which they could share their own videos without the need for third-party expertise (Keryova, 2020).

According to Singh (2024), YouTube has become the world's second most prominent social media platform, with more than 2.5 billion active users, up from 2 billion in 2019. There are 5.17 billion active users on social media worldwide, which means that 48.35% are actively using YouTube. The latest statistics show that TikTok has the highest average time per user, but YouTube accounts for the most significant overall share of total social media time; thus, the ranking is led by YouTube, where users of the platform Android app collectively spend over 10 trillion minutes each month viewing videos. This context shows that YouTube continues to hold more than double the number of active users compared to TikTok and 40% more than Facebook (Kemp, 2024).

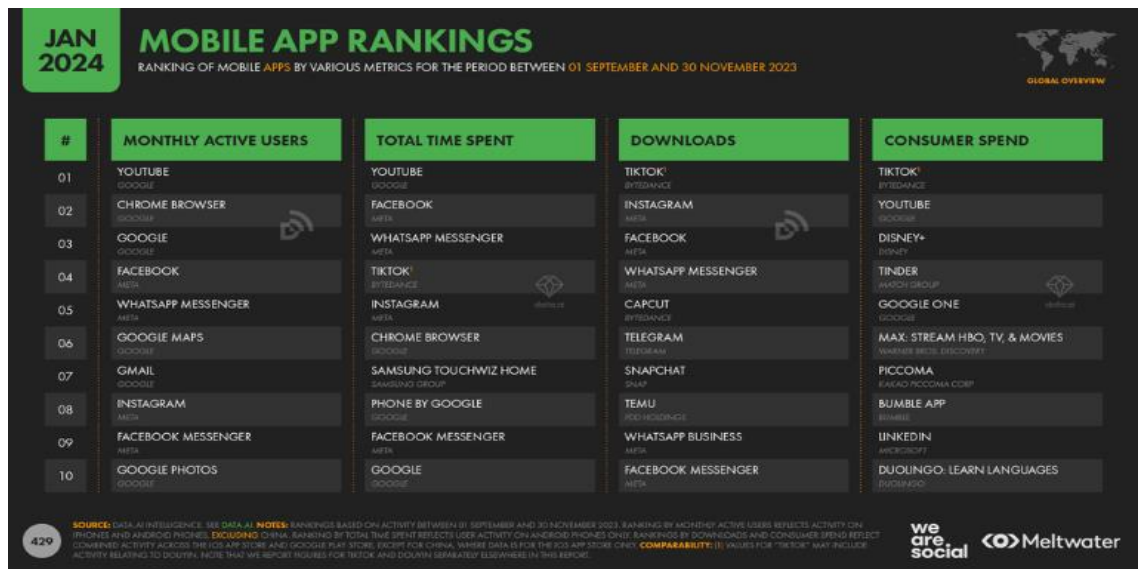
**Table (1)**

*Global Trends in Social Media Usage: Average Daily Time Spent on YouTube (2024)*

Year	Average Time Spent Daily on YouTube
2024	47 minutes and 42 seconds
2023	47 minutes and 30 seconds
2022	46 minutes and 12 seconds
2021	46 minutes
2020	43 minutes and 42 seconds
2019	39 minutes and 42 seconds

**Figure (1)**

*Top Ranked Mobile Apps Worldwide in 2024: Usage and Engagement Trends*



Since its establishment in 2005, YouTube has transformed digital media by providing a global video-sharing platform, altering how individuals access, create, and interact with online content. Originally a platform for sharing personal videos, YouTube has evolved into an extensive storehouse of knowledge, entertainment, and instructional materials. With over two billion global users and millions of videos spanning several subjects, YouTube has become a significant resource for pleasure and education. In recent years, educators and academics have investigated its potential to facilitate language acquisition, particularly in improving students' speaking abilities. It functions as an archive for

educational videos, especially in higher education, where colleges establish channels to facilitate learning through visual media (Siqueira & Valério, 2024).

Since the pandemic in 2020, COVID-19 has been a massive factor in turning traditional learning into innovative and more digitalized teaching methodologies where YouTube has been a source of billions of already-made educational videos (Guo, Liu, Susarla, & Padman, 2024). This platform was helpful with accessing educational videos and fostered community engagement and flexibility during a difficult time of uncertainty. YouTube served as a source for diverse educational content, allowing students access to a vast library of content and information on various subjects (Tume, 2023).

The problems of cultivating speaking competency in English language education are well-documented, encompassing restricted access to native speakers, formal classroom environments, and the fear of speaking that is experienced by many learners during spoken language practice. Conventional language education frequently fails to deliver the intensive, practical experiences essential for developing fluency, pronunciation, and speaking confidence. To mitigate these constraints, student-centered methodologies prioritize autonomy, engagement, and interactive learning experiences, enabling students to participate actively in their education (Talang-Rao, 2022).

### **1.8.2 Communicative Language Teaching (CLT)**

Communicative Language Teaching (CLT) was originated in the 1970s as a reaction to conventional language teaching approaches, highlighting the importance of interaction and the practical application of language. This includes a range of methods that emphasize genuine materials, hands-on learning, and interactive tasks. Although it has been widely embraced, CLT is often critiqued for its insufficient theoretical foundation in language learning, with some asserting that this results in an excessive focus on productive skills, neglecting the importance of language input (Pemberton, 2024).

According to He (2024), Communicative Language Teaching prioritizes practical language application and the development of communication skills via interaction. It distinguishes itself from traditional techniques by emphasizing fluency over correctness in language training. Communicative Language Teaching (CLT) is a technique rather than a philosophy (Savignon, 2002). In contrast to conventional theories, the CLT method

offers extensive flexibility and opportunity for educators and students to utilize it periodically (Kennedy & Kouzma, 2022). The CLT method is not just a Western phenomenon as it represents a "universal endeavor that has drawn inspiration and guidance from the interplay of theoretical and practical initiatives across various contexts" (Krashen, Truscott, & Krashen, 1982). In the late 1960s and early 1970s, some language educators contended that conventional notions of language acquisition could not adequately address student needs (Baugh & Cable, 1993). Many argue that acquiring social terminology and understanding interpersonal and intercultural interactions are equally crucial to mastering grammar and vocabulary (Narcy-Combes, 2004). Furthermore, language acquisition encompasses the development of linguistic skills and the emphasis on practical communication abilities. The communicative method is fundamental to the teaching, namely the communication process (Ellis, 2005).

A multitude of definitions of communicative competence has emerged in applied linguistics. Dell Hymes' contributions to communicative competence are regarded as seminal in this field (Hymes D. , On communicative competence, 1972; Hymes D. , 1971). Hymes defined this concept as student's knowledge to effectively utilize a language within a linguistic community. Hymes was responding to other prominent linguists, the Linguistics Department, University of Maryland, and Chomsky (1965), who differentiated between competence and performance. Chomsky elucidated competency as the theoretical language capacity of an ideal native speaker, whereas performance is this competence influenced by circumstances such as fatigue, social context, memory lapses, and distractions (Chomsky, 1965). Hymes condemned this perspective as excessively idealized and constrained to the extent that language competence, communication, and culture must also be considered (Hymes D. , 1974).

The concept of CLT quickly gained traction and was embraced by linguists worldwide. Since its inception, this method has consistently been the leading approach in the field of language instruction. Meanwhile, Richards identified this as "The Current Trends in Communicative Language Teaching" (Nasimova, 2022).

The prompt reaction to CLT likely stemmed from two key factors. Initially, the early 70s represented an era of "reactive research" (Tomasello, 1988), primarily responding to the behaviorist focus on external influences. Secondly, a pressing necessity and a significant

demand for syllabi possessed a high surrender value. As a result, there was "an overhasty response to the threshold level" Bolitho, in (Johnson & Others, 1983). It is possible that this urgency stemmed from the belief that "situational language teaching was no longer considered a methodology suitable for the seventies and beyond" (Richards & Rodgers, 2001). The urgency led to considerable flexibility in instructional approaches and a notable lack of discussion regarding assessment methods, at least initially. An educator in such an environment must be versatile and possess remarkable resilience.

Several studies indicated that YouTube may be valuable for improving English language instruction and acquisition, especially within the Communicative Language Teaching (CLT) framework. In this regard, YouTube videos offer genuine language input, enhance motivation, and foster the development of diverse language skills (Watkins & Wilkins, 2011). These resources serve as valuable tools for educating individuals on intercultural communication, providing essential cultural context, and fostering an engaging learning atmosphere (Fitri, 2022). Moreover, YouTube projects can potentially enhance student motivation and engagement in language learning, though they might not directly result in economic advantages for students (Kustini, 2019). As indicated by Mayora (2009), the YouTube platform is a valuable tool for promoting genuine writing in EFL classrooms when it allows students to interact with real-world content and enhance their writing skills within meaningful contexts. Thus, YouTube is a multifaceted tool that can enhance different elements of language education when incorporated strategically into the curriculum.

### **1.8.3 Cognitive Theory of Multimedia Learning (CTML)**

CTML is a pedagogical framework incorporating verbal and visual materials, adhering to the dual-channel assumption, that aims to support learners in navigating their constrained memory capacity. According to CTML theory, individuals possess three distinct memory stores: sensory memory that allows for the reception of images and sounds; working memory that is responsible for processing verbal and pictorial representations; and long-term memory which enables the permanent storage of knowledge. The capacity of human working memory is limited, and its duration for processing information is brief.

Consequently, the principles of CTML assert that practical lessons equally incorporate dual-channel assumptions to alleviate the cognitive load associated with multimedia

learning. When information is retained in a person's working memory, five cognitive processes are involved in the CTML: selecting words, selecting images, organizing words, organizing images, and integrating learners. Additionally, five forms of representation exist in CTML. These consist of words and images in multimedia presentations, acoustic and iconic representations in sensory memory, sounds and visuals in working memory, verbal and pictorial models in working memory, and prior knowledge stored in long-term memory. In order to effectively present lessons that align with CTML principles, educators need to minimize extraneous processing, oversee essential processing, and encourage generative processing (Mayer, Cognitive theory of multimedia learning, 2014).

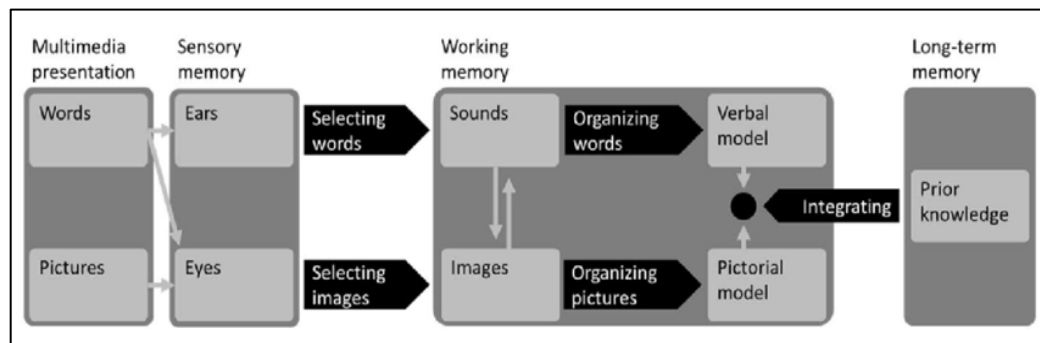
CTML is based on three main assumptions: the active processing assumption (learners are active participants in acquiring new knowledge), the limited capacity assumption (learners have limited cognitive capacity for processing information in working memory); and the dual-channel assumption (learners have two independent channels for processing information) (Mayer, 2021).

### **1. Assumption of active processing**

The active processing assumption posits that learners engage with their learning environment dynamically, choosing pertinent information, structuring it within their working memory, and assimilating it with pre-existing knowledge stored in long-term memory (Mayer, 2021). This assumption holds significant importance in CTML to the extent that effective learning environments can be essentially characterized as promoting the three processes of selection, organization, and integration (Mayer, 2021; Abeysekera & Dawson, 2014; Klein, Noe, & Wang, 2006).

**Figure (2)**

*The Cognitive Theory of Multimedia Learning*



Note: (Mayer, 2019).

## 2. Limited cognitive capacity assumption

The notion of restricted cognitive capacity surfaced as a key tenet in cognitive psychology during the mid-20th century, propelled by the necessity to comprehend the limited nature of human mental resources and significantly shaped by the emerging fields of information theory and computer science of that time. The comparison of the brain to an information processor, characterized by finite memory and processing abilities, played a crucial role in initiating this transition, as early theorists established connections between human cognition and computer systems (Shannon & Weaver, 1949).

This computational perspective established a foundation for groundbreaking studies that measured cognitive constraints. A significant investigation conducted by Miller in 1956 revealed that short-term memory can retain approximately seven items simultaneously, a concept known as the "7±2" rule, which has since become a foundational principle in cognitive psychology. Miller's study highlighted that working memory functions within defined limits, and "chunking," which involves organizing information into more significant, meaningful units, surfaced as a strategy to enhance the restricted capacity of working memory. Shortly thereafter, Broadbent (1958) presented the Filter Model of attention, suggesting that attention is a finite resource, necessitating the brain to sift through incoming information and selectively engage with stimuli according to their relevance or significance. This selective processing model emphasized the constraints of attentional resources and contributed to studies on multitasking and attentional focus, reinforcing the brain's perspective as limited by cognitive capacity constraints. In the 1980s, John Sweller further developed these concepts with cognitive load theory (CLT),

utilizing the assumption of limited capacity in the context of learning and instructional design. Sweller (1988) suggested that teaching strategies must consider the cognitive constraints of learners by minimizing unnecessary cognitive load, thereby enhancing understanding and memory retention. The study classified cognitive load into three distinct types: intrinsic, extraneous, and germane. It proposed that reducing extraneous load would enhance the allocation of cognitive resources for effective learning. Collectively, these theories contributed to a comprehensive understanding of restricted cognitive capacity, which currently serves as a foundation for educational psychology, media studies, and human-computer interaction, guiding practices designed to enhance mental resource allocation across different fields (Sweller, 1988; Broadbent, 1958; Miller, 1956).

### **3. Dual channel assumption**

The capacity for cognition is finite; however, it can be enhanced by utilizing the dual-channel assumption. This principle posits that learners possess two distinct processing channels, each with its limitations (Mayer, 2021). One of these channels handles verbal information, including text and narration, whereas the other manages nonverbal information, such as images and animations (Paivio, 1969). Effectively crafted multimedia lessons utilize both channels to their fullest potential, such as integrating narration with animation throughout the instructional process (Mayer, 2021).

The Cognitive Theory of Multimedia Learning (CTML) is crucial in improving English language acquisition by utilizing multimedia resources to enhance cognitive processing efficiency. Integrating verbal and visual elements enhances comprehension and memory retention of language concepts. This method proves to be highly effective in fostering engaging and interactive educational experiences.

### **4. Principles of CTML in Language Learning Dual Channels**

This theory suggests that individuals process information through distinct visual and auditory pathways, enhancing understanding when both are engaged simultaneously. Meanwhile, Active processing involves learners selecting, organizing, and integrating information, which is essential for language acquisition (Mayer, 2005). Effective multimedia design reduces unnecessary cognitive load, allowing learners to concentrate

on key language components, which enhances learning outcomes (Wang, 2014). Hence, employing slide-sharing and video resources can facilitate concise, engaging lessons that encourage generative learning activities (Cavanagh & Kiersch, 2022). To this end, the combination of images and text aids learners in constructing integrated mental models, thereby improving their comprehension of language structures (Vu, Hung, Van, & Lien, 2021).

CTML provides a strong foundation for improving language learning. In recent years, multimedia resources have come together on the web due to the rise and widespread adoption of advanced computer and communication technologies (Cengiz, et al., 2020). The internet has evolved into an extensive, decentralized multimedia repository. A vast array of media objects has been gathered from the web, forming extensive multimedia resources that facilitate the investigation of various media types through sophisticated computing applications, such as digital libraries, social media platforms, and knowledge-based systems, among others (Nasralla, Khattak, Rehman, & Iqbal, 2023; Chiodino, Di Luccio, Lieto, & Rubinetti, 2020; Amato, Castiglione, Moscato, Picariello, & Sperlì, 2018). The multimedia information resources facilitate access to and interaction with various media objects (Abdulrahaman, et al., 2020). For instance, Google offers users access to over 30 trillion web pages filled with textual content; Flickr facilitates social interaction with over 10 billion images; SoundCloud hosts 50 million audio tracks; and YouTube features over 800 million video clips of varying lengths.

The interactive characteristics of YouTube and CTML principles indicate that they are valuable resources for educators to integrate into speaking activities. Research in educational technology and language learning indicates that integrating visual cues with spoken language effectively connects receptive and productive skills, improving language retention and speaking proficiency (Cambridge Handbook of Multimedia Learning). Therefore, incorporating YouTube videos into language teaching is backed by multimedia learning theory and empirical evidence demonstrating increased engagement, better vocabulary recognition, and enhanced pronunciation abilities in students (Dizon, 2022).

#### **1.8.4 Vygotsky's Sociocultural Theory & the Zone of Proximal Development (ZPD)**

The impact of Vygotsky's Sociocultural Theory and the concept of the Zone of Proximal Development (ZPD) on learning and teaching practices is profound. The ZPD is a comprehensive framework incorporating Vygotsky's core principles, highlighting the significance of social, cultural, and historical contexts in human development (Eun, 2017). It promotes the idea that learning is a collaborative process shaped by social interactions, especially when acquiring a second language (Turuk, 2008). The ZPD influences instructional design and the professional growth of educators, utilizing tools such as diary writing and peer collaboration as supportive mechanisms (Shabani, Khatib, & Ebadi, 2010). The idea goes further than traditional psychology and education, functioning as a theoretical boundary for Vygotsky's ideas, examining evolutionary, identity, and ecological limits. Although thoroughly examined, the ecological frontier between internal and external contexts remains insufficiently explored. This aspect is vital for understanding the ZPD and its implications in educational environments (Del Río & Álvarez, 2007).

Looking into the YouTube's features and merits, we can note that YouTube adheres to these ideals by providing access to varied, genuine linguistic input that students may interact with at their speed and according to their interests. Using scaffolding in language learning through platforms like YouTube can significantly improve the educational experience by offering customized assistance to meet learners' specific needs. This method utilizes a range of strategies to enhance understanding and involvement, proving to be especially beneficial for learners of different languages (Nezhyva & Krasheninnikova, 2024). In this respect, YouTube offers diverse resources that can be accessed at any time, promoting self-directed learning (Liu et al., 2024).

Multimedia content can enhance motivation and interest in language learning, thus promoting collaborative learning environments (Feng, 2023).

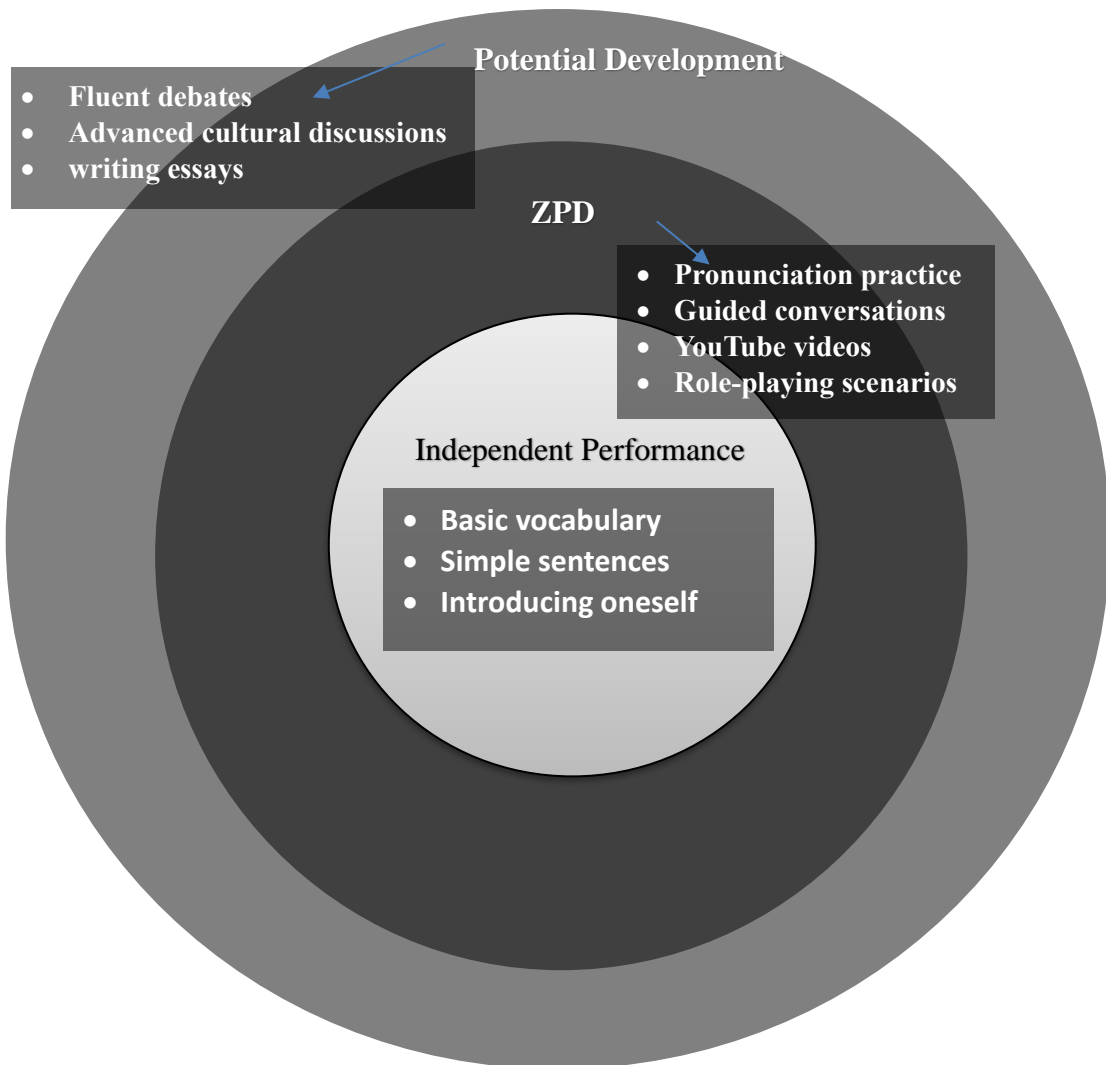
Incorporating video content from YouTube into language learning can significantly support students' growth within their Zone of Proximal Development (ZPD) by merging instructor-led and peer-supported activities. A possible strategy includes guided pronunciation and imitation, where instructors choose videos featuring complex vocabulary and pause key sentences to demonstrate pronunciation and intonation. This

approach facilitates the transition from mimicking to independent speech generation, improving fluency. Furthermore, an engaging group analysis of conversational styles can be performed utilizing a variety of video examples, promoting discussions among students regarding the differences in language use across various contexts. Through collaborative peer engagement, individuals delve into intricate language functions beyond their abilities. Engaging in role-playing scenarios derived from YouTube content enhances language acquisition, with educators and proficient peers guiding students in the practical application of vocabulary and cultural nuances. Utilizing captioned videos alongside vocabulary quizzes enhances students' vocabulary by providing context for new terms, and encouragement from peers and instructors promotes independent application.

Furthermore, engaging in cultural interpretation activities allows students to explore social nuances and idiomatic expressions through structured discussions. Finally, response and reflection exercises, like producing reaction videos, enable students to articulate their understanding and insights with greater independence, bolstered by organized prompts and feedback. These strategies effectively utilize YouTube's genuine context to enhance learner agency and encourage progressive independence in language use and cultural understanding, highlighting the essential role of ZPD in language acquisition; (Kabooha & Elyas, 2018; Larsen-Freeman, 2013; Kinginger, 2002; Chun & Plass, 1996)

**Figure (3)**

*A conceptual representation of Vygotsky's Zone of Proximal Development (ZPD) in relation to YouTube as a scaffolding tool for language learning*



As described in this diagram, YouTube will serve as the tool for language learning in keeping with their ZPD--the innermost circle being their ZPD which consists of scaffolding learning through peer guidance to help one learn skills. The middle layer would be the scaffold that YouTube provides, which is in the form of instructional videos, guidance in pronunciation and interactive activities by the teacher. The outermost layer represents the step towards independent learning, where students undertake methods in education like fluency, critical thinking and independent learning skills. Thus, with the incorporation of such media into the structured guidance provided by the teacher, YouTube can incrementally shift the learner on the move from assisted language use to

autonomous use, well within the context of Vygotsky's theory of cognitive development through social interactions.

### **1.8.5 Constructivist Learning Theory**

The foundational principles of constructivism were established by Jean Piaget, who explored how learners assimilate knowledge. He suggested that individuals generate new knowledge based on their experiences through adaptation and assimilation. When individuals absorb, they incorporate new experiences while maintaining their existing framework intact. People might encounter this phenomenon when their experiences align with their mental models of reality or when they struggle to identify occurrences, misinterpret information, or overlook events as trivial. Conversely, individuals might modify their perceptions of experiences to match their internal representations when those experiences are at odds. Accommodation involves adjusting one's mental representation of the world in response to new experiences, as per the concept. Accommodation is the mechanism through which setbacks facilitate the acquisition of knowledge. When our expectations are not fulfilled, we encounter setbacks; however, by adjusting and reevaluating our approach, we gain insights from our own and others' shortcomings (Alsayer, 2019; (Chand, 2023).

Constructivism should not be taken as a method of pedagogy. Constructivism, instead, states a sort of philosophy which provides reasoning about the learning process that elaborates on how a learner makes knowledge actively on the basis of experiences and interactions. Just as constructivist principles influence teaching methodologies, it does not prescribe actual instructional, or teaching, strategies and methods in itself. Such a framework is appropriate in applying inquiry-based learning, problem-based learning, and collaborative learning, among others. Pedagogy exactly deals with the application of the aforementioned methods and strategies in a classroom setting. Constructivism then becomes an influence on pedagogy but is not a pedagogy on its own., whether it involves hands-on experiences or adhering to guidelines to create a model airplane. According to the philosophy of constructivism, individuals develop understanding through their personal experiences (Yerimadesi, et al., 2023). Nonetheless, constructivism is frequently linked to educational methods that encourage active engagement and experiential learning.

The constructivist learning theory highlights the importance of active engagement, teamwork, and the shared creation of knowledge among individuals involved in the learning process. In this scenario, YouTube is an effective medium, enabling collaborative learning experiences consistent with constructivist principles. Engaging students in creating and critiquing content fosters their autonomy and reflective thinking, which are vital elements of the constructivist approach. Incorporating technology, especially YouTube, into educational practices resonates with constructivist principles by enhancing interactivity, collaboration, and experiential learning (Tohe, 2021).

Recent studies highlight YouTube's significant influence on English language learning, especially when viewed through a constructivist lens. This method highlights the importance of learners actively constructing their knowledge through interactions with various genuine materials—attributes that YouTube offers in abundance. The theory of constructivist learning posits that when learners interact with diverse multimedia resources, they create meaning in a manner that is more individualized and pertinent to their experiences. Using YouTube's extensive language-learning materials, learners can choose videos that match their skill level and personal interests, creating a setting that encourages independent and self-directed study. (Rusdi, Asma, Husna, & Karimipour, 2023; Hendriwanto, Desela, & Sharda, 2022) highlight that YouTube provides students with opportunities to enhance their listening and speaking skills by exposing them to natural language across diverse authentic contexts. This is consistent with constructivist principles, enabling students to engage with English in practical and meaningful ways, thereby fostering the development of real-world communication skills beyond conventional, often textbook-restricted classroom environments.

The platform employs a multimedia strategy grounded in constructivist learning theory, offering learners distinct advantages beyond conventional classroom environments. Constructivism suggests that individuals develop understanding through their experiences, and the varied content on YouTube—such as authentic conversations, instructional videos, and discussions—provides avenues for individuals to contextualize and utilize new language abilities. For instance, as Sasan (2023) highlighted, combining visual, auditory, and contextual cues enhances learners' grasp of language nuances, which is crucial for achieving proficiency in pronunciation, vocabulary, and listening comprehension. As Hendriwanto, Desela, & Sharda (2022) highlighted, exposure to

diverse accents and pronunciations on YouTube provides students a broader linguistic experience and improves their capacity to comprehend global English usage. The platform offers features like video playback speed adjustment and subtitles, which empower learners to customize content according to their preferences, enhancing inclusivity and catering to various learning styles.

Besides improving language abilities, YouTube has been shown to benefit self-regulated learning, a crucial skill for achieving academic success across various fields. Rusdi, Asma, Husna, & Karimipour (2023) emphasized the role of YouTube in enhancing the cognitive, motivational, and metacognitive aspects of self-regulated learning. For instance, the cognitive advantages encompass enhanced vocabulary acquisition and comprehension abilities. At the same time, the motivational element is boosted by the platform's captivating and relatable content, which cultivates a more profound interest in learning. On a metacognitive level, YouTube prompts learners to establish objectives, track their advancement, and contemplate their educational experiences, which are essential for maintaining enduring language development. Gracella & Nur (2020) highlighted that the accessibility and flexibility of YouTube enhance students' comfort and diminish the stress typically linked to language learning, resulting in a more positive and transformative educational experience. These studies indicate that YouTube is a powerful resource for language development while enabling learners to actively engage in their educational experiences, reflecting the tenets of constructivist learning within a digital framework.

Incorporating YouTube into higher education classrooms illustrates the principles of constructivist learning theory and student-centered approaches by offering an engaging, interactive platform that fosters greater student engagement. Constructivism promotes active, experience-based learning, making it a fitting approach for the varied content available on YouTube. This platform allows students to use real-world examples that enhance their theoretical lessons. Mthembu & Roodt (2017) indicated that YouTube videos boost student engagement across three essential dimensions—emotional, cognitive, and behavioral. Students experience enjoyment and relatability with YouTube videos, cultivating a favorable disposition towards learning. Video content significantly improves comprehension by deconstructing intricate concepts via visualization and relatable situations, facilitating students' ability to link abstract ideas to real-world

applications. The nature of YouTube content encourages students to take active roles in learning, as they tend to engage more in discussions and critical thinking activities after viewing videos that spark curiosity and promote question-based exploration.

Furthermore, the student-centered, constructivist approach encouraged by YouTube is particularly effective in enhancing teamwork and collaboration, especially in distance learning settings where maintaining student engagement can be difficult. According to Li & Guo (2015), a student-centered approach based on constructivist principles enables students to engage in multiple phases of learning, such as preparation, group activities, interviews, and reflective exercises. This approach fosters teamwork, enabling students to engage in discussions and analyze video content collectively, allowing them to share their insights and viewpoints. This method proves particularly beneficial in online or hybrid environments, where sustaining engagement can be challenging; the accessible and relatable content on YouTube acts as a driving force for interactive learning and active involvement. Engaging students in every stage of the learning process, from the initial preparation to the reflection after viewing, fosters a sense of community while promoting individual responsibility and ownership of their education. This approach leads to a more enriching and captivating learning experience.

Using YouTube in educational environments enhances critical thinking by prompting students to analyze, assess, and discuss content with their peers. June, Yaacob, & Kheng (2014) discovered that YouTube videos are engaging and enjoyable while encouraging participation, creating a setting that promotes critical thinking. Visualizing and applying lecture content to real-world contexts enables students to enhance their understanding of the material and establish significant connections with the subject matter. This method fosters active engagement, encouraging students to interpret and question the content rather than passively receiving information. When students connect the concepts discussed in lectures to real-life examples in YouTube videos, they engage more deeply in the learning process, resulting in a greater comprehension of the material and a more enriching classroom experience.

Consequently, the current study examines the influence of incorporating YouTube into English language education via a student-centered methodology, evaluating its efficacy in enhancing speaking proficiency. Based on Vygotsky's social constructivist theory and

Krashen's Input Hypothesis, this research asserts that YouTube, with its extensive and diverse material, may function as a medium for social learning and deliver the understandable input necessary for language acquisition. Social constructivism posits that language acquisition transpires through social contact, rendering YouTube an invaluable tool for familiarizing pupils with conversational language and many linguistic situations. Krashen's material Hypothesis reinforces the notion that learners absorb language more efficiently when exposed to material that is somewhat beyond their present comprehension level, a condition conveniently fulfilled by YouTube's vast array of video content.

### **1.8.6 Social Learning Theory SLT**

Social Learning Theory, formulated by Albert Krmar, provides a framework for comprehending how individuals acquire behaviors through observing others in their surroundings. Emerging as a development of behaviorism, SLT broadened its scope beyond the strict stimulus-response framework to include cognitive processing, indicating that individuals actively interpret and mentally analyze observed behaviors prior to imitation. Wozidlo & Kunkel (2017) articulate that SLT posits that behavior is not merely a direct reaction to environmental stimuli; somewhat, it is influenced by cognitive processes that enable individuals to learn from indirect experiences, facilitating learning without direct reinforcement. This fundamental concept distinguishes SLT from prior behaviorist theories, acknowledging the role of observational learning in behavior acquisition. Consequently, SLT emphasizes the pivotal function of observation and cognition in learning, highlighting the significance of social and environmental contexts.

The foundations of the theory are rooted in behavioral and social psychological studies, integrating initial contributions from notable scholars like Julian Rotter, Neal Miller, and John Dollard, who established the basis for comprehending the relationship between behavior and the social context (Krcmar, 2019). Krcmar elaborated on these concepts, identifying essential mechanisms in social learning theory—observation, imitation, and modeling—encompassing processes like attention, memory, and motivation (Krcmar, 2019). Attention is essential for individuals to recognize and concentrate on particular behaviors; memory enables them to hold onto information regarding these behaviors, and motivation influences their decision to replicate the behavior. For instance, when a child

witnesses a model exhibiting positive social behaviors, like politeness or effective conflict resolution, it is anticipated that the child will be more inclined to replicate these actions if they perceive them as beneficial or if the model is important to them.

The practical applications of SLT encompass various disciplines, providing valuable insights into aspects like parent-child relationships, communication skills, and the analysis of interpersonal violence patterns (Woszidlo & Kunkel, 2017). In parenting, SLT elucidates how children internalize behaviors and attitudes exhibited by parents or caregivers, significantly impacting their social skills and emotional regulation development. Similarly, the theory proves valuable in communication studies, elucidating how individuals develop effective communication behaviors by observing adept communicators. In disciplines like psychology and sociology, SLT provides important insights into the formation of aggressive behaviors, illustrating how environmental exposure to violence can lead to the acquisition of aggressive patterns. While SLT is widely applicable, it has limitations; it may not adequately address individual differences in behavior acquisition and can occasionally overlook the impact of innate or biological factors. Consequently, it is important to be mindful of these constraints when applying SLT to complex human behaviors.

In educational contexts, instructional videos—especially on platforms such as YouTube—serve as practical resources that correspond with social learning theory (SLT) by offering students chances to observe, imitate, and model language acquisition. SLT suggests that learning takes place when individuals observe and replicate behaviors. YouTube provides an excellent platform for this by enabling students to view and mimic genuine spoken language from native speakers or skilled users. Instructional videos are recognized for enhancing learning by making lessons more relatable and visually engaging, thereby linking classroom material to real-world contexts. By utilizing videos, learners can emulate proficient speakers' pronunciation, intonation, and conversational standards, strengthening essential elements of language mastery and enhancing their confidence in speaking skills. Nonetheless, the success of video-based learning is influenced by practical considerations such as equipment availability, educators' readiness, and a supportive school environment (Rotondo, 2014). Utilizing YouTube as a resource allows students to internalize and practice conversational styles, enhancing their speaking skills while fostering active, self-regulated learning through organized observation and practice.

## **1.9 Literature Review**

### **1.9.1 Proficiency in Language and Speaking Skills Fluency**

G (2024) defined teaching and learning methods as a collection of techniques and strategies teachers employ to facilitate learner activities to achieve predetermined goals. He suggested various teaching methods yet did not identify any as superior. Nevertheless, technology-based methods have eliminated many barriers to efficient communication and learning. Individuals can now access necessary information efficiently and utilize resources deemed most relevant. Comprehending specific elements of language, such as structure, vocabulary, and pronunciation, is insufficient for acquiring practical communication skills essential for daily interactions. Effective communication of ideas through language is essential for achieving communicative competence (Ilyas & Putri, 2020). The likelihood of effective learning increases when an educator selects an appropriate method tailored to a specific topic and its anticipated learning outcomes.

Speaking is a vital and dynamic component of the educational process. The speaking process originates from the acquisition of grammar and vocabulary, with some emphasis on pronunciation. Richards & Rodgers (2001) assert that reading and writing are the primary skills emphasized while speaking and listening receive minimal attention. The communicative approach prioritizes speaking, as oral communication necessitates speech, and students are expected to interact verbally. Furthermore, reducing teachers' discussions will increase student participation in the classroom. It has been stated that speaking is the most crucial of the four language skills—listening, speaking, reading, and writing—for effective communication. Advancements in technology enable teachers to provide speaking lessons in various languages.

Speaking skills in Second Language Acquisition (SLA) are paramount, as they enable effective communication. Brown (1983) asserted that speaking is the primary skill students will be assessed in practical situations. Articulating thoughts clearly and thoroughly frequently forms the foundation of an individual's initial perception, as it plays a crucial role in daily interactions. Nonetheless, those acquiring a second language might face challenges in English communication due to insufficient motivation and self-assurance in their speaking skills, requiring significant effort to maintain (Kashinathan & Aziz, 2021).

Language goes beyond mere communication, as it incorporates identity, cognition, and cultural elements. Genç et al. (2016) describe language as a multifaceted sign system in which meaning is not intrinsic to words but arises from the interaction among linguistic components. According to (Al-Khresheh, 2024), language proficiency is generally categorized into four skills: listening, speaking, reading, and writing. These skills are further classified into receptive skills (listening and reading) and productive skills (speaking and writing). The skills are interrelated, each playing a distinct role in developing a comprehensive language proficiency that enhances cultural and cognitive insights.

Additional factors encompass restricted vocabulary resources and grammar understanding, anxiety, inadequate chances to practice English in the classroom and in society, and a lack of support outside the classroom (Ratnasari, 2020). According to Shumin (2002), speaking is an area that necessitates targeted instruction and concentrated effort. In English conversation, as opposed to other skills, individuals must think quickly, respond promptly, and reduce hesitation and disruption (Kashinathan & Aziz, 2021). To enhance genuine and clear communication, educators can assist learners in developing their fluency by concentrating on their speaking skills, including the refinement of intonation, rhythm, and pronunciation. Every student has unique learning requirements, making it beneficial for educators to create methods that enable them to attain learning outcomes comparable to those of their classmates (Alkathiri, 2019).

Real-time speech has become standard practice. Oral communications tend to be forgotten over time; thus, effective communication requires the acquisition of additional skills. Lecturers may utilize effective teaching strategies to instruct students in speaking skills. Mazouzi (2013) asserted that learners' activities must be structured to balance fluency and accuracy. Accuracy and fluency are fundamental components of an effective communicative strategy. Classroom practice enhances students' communication skills. Consequently, they should understand the efficacy of the language processing system. Fluency is the foremost characteristic of speaking performance and serves as the primary objective for educators in teaching speaking skills. Hughes & Bryan (2002) defined fluency as the learners' capacity to communicate effectively, ensuring that communication remains engaging and does not falter due to listener disinterest. Hedge (2001) defines

fluency as responding coherently by linking words and phrases, articulating sounds clearly, and employing appropriate stress and intonation.

Accuracy constitutes the second characteristic of speaking performance. Students should achieve fluency in the language they are studying. Consequently, educators ought to emphasize accuracy in their instructional practices. Mazouzi (2013) asserted that students should prioritize the accuracy and correctness of language form while speaking, particularly emphasizing linguistic constructions, lexicon, and phonetics. Vocabulary constitutes a fundamental aspect of speaking skills. The vocabulary comprises the set of words necessary for effective communication. Vocabulary in spoken communication consists of the phrases employed during conversation. Pronunciation denotes how a language or word is articulated. It may refer to commonly accepted phonetic sequences employed in articulating a particular word or speech in a designated sound or to the unique manner in which an individual pronounces a word or language. The subsequent step involves a thorough consideration of all factors influencing speaking ability. Consequently, learning outcomes are designed to enable students to become effective communicators across diverse real-world contexts. These factors present challenges and underscore essential principles for mastering this skill.

Most face-to-face interactions allow participants to obtain immediate feedback, such as inquiries regarding listener comprehension or engagement. Consequently, verbal communication is highly effective compared to other forms, such as body language and facial expressions. Speaking occurs most frequently in situations where participants or debaters are present. These variables facilitate interaction (Widdowson, 1998).

According to Aguilera (2012), speaking is a dynamic and interactive skill encompassing more than just verbal output; it necessitates fluency, accuracy, body language, and contextual awareness. This viewpoint moves beyond the simplistic notion of speaking as just a task and emphasizes the intricate nature of cultivating strong speaking skills. Aguilera (2012) emphasized the importance of teaching strategies that harmonize fluency and accuracy, particularly for learners of English as a Second Language (ESL) who face diverse communicative contexts. Adaptive educational methods are essential to cater to the various situations in which speaking abilities are applied, fostering versatility in learners as they participate in various speaking environments.

Investigations have delved into the complex connection between language proficiency and verbal fluency. De Jong, Groenhout, Schoonen, & Hulstijn (2013) discovered that for second-language Dutch learners, there was a stronger correlation between linguistic skills and average syllable duration than with pause duration, indicating a complex relationship between language proficiency and speech fluidity. Similarly, Afna (2018) found a positive correlation between vocabulary mastery and fluency, suggesting that students with a more robust vocabulary tend to excel in speaking assessments. The results highlight the significance of vocabulary and language skills for effective spoken communication, emphasizing the necessity for focused vocabulary enhancement activities in language teaching.

Ngoc and Dung (2020) conducted an investigation evaluating students' capabilities in speaking skills, with a particular emphasis on fluency levels. The findings indicated a notable lack of speaking fluency among students, implying that further practice, like interacting with genuine spoken material on YouTube, might enhance these abilities. Vargas, Yanqui, Cutipa, & Mamani (2023) investigated the effectiveness of the Present-Practice-Produce (PPP) teaching method, revealing that it notably improved students' oral fluency, as evidenced by advancements in prosody, coherence, and speech rate. The findings emphasize the importance of organized, repetitive practice and approaches such as the PPP model in promoting fluency among language learners.

### **1.9.2 YouTube as a Tool for Learning English**

Harianja & Fibriasari (2019) characterized YouTube as a well-established video-sharing service website that provides a platform for users to upload, download, share, and stream a diverse array of videos from its library at no cost. The content addresses various needs, including entertainment and education (Damayanti, 2022). Abdullah, Hussin, & Ismail (2019) characterized YouTube as a significant online resource for language acquisition. In teaching English as a second language, Alkathiri (2019) characterized YouTube as a valuable learning resource that provides access to engaging videos, enabling educators to enhance their students' second language acquisition process. Alobaid (2021) defined YouTube as a web-based multimedia application that offers various multimedia elements, including visuals, spoken texts, graphics, and videos, which can be incorporated into language learning settings.

As noted by Jackman in 2019, YouTube is a modern e-resource that applies to today's higher education teaching methodologies. Furthermore, YouTube, recognized as the most extensively utilized video hosting platform, is regarded as a significant modern resource with various advantages in the university classroom (Jackman, 2019). The context for the study was established within a South African institution of higher learning, and it has already been noted in other countries, such as the United States, that YouTube videos are frequently utilized for teaching and learning (Schaper, Ehlers, Dilly, Crowther, & Baillie, 2014; Smith, 2011). YouTube videos are a significant resource for enhancing current case teaching materials in health management and policy (Green, et al., 2018). Dreon & Dietrich (2009) highlighted the significance and application of YouTube in educational contexts, noting the favorable responses from educators after observing its potential as a motivational tool for integrating video streaming into teaching practices. A distinctive characteristic of YouTube is the clear identification of two categories of users: the viewers and the content creators (De Bérail, Guillon, & Bungener, 2019).

YouTube is a trendy resource applicable to modern educational pedagogy (Jackman, 2019). Moreover, electronic resources are regarded as the most prevalent and significant, offering substantial advantages that might enhance university classrooms (Jackman, 2019). Certain industrialized nations, such as the United States, extensively utilize YouTube for educational purposes, although several underdeveloped countries do not (Smith, 2011). YouTube videos may serve as a valuable resource for instructional materials across several disciplines, including health management policy (Green, et al., 2018); educators have also employed them for pedagogical purposes, perceiving them as potential educational opportunity (Dreon & Dietrich, 2009). Moreover, YouTube's distinctive attributes are apparent from both the creator's and viewer's perspectives (De Bérail, Guillon, & Bungener, 2019).

Students who engage with YouTube tutorials can be seen as creators and consumers, as some upload content for sharing while others view it for educational purposes. Research indicates that social media effectively promotes social learning to replace traditional instructional methods (Buzetto-More, 2014). The conventional method of lecture-focused classrooms is being questioned by the emergence of active learning hybrid programs like YouTube (Hund & Getrich, 2015). YouTube videos are often regarded as convenient tools for sharing with faculty across various fields and institutions (Topps,

Helmer, & Ellaway, 2013), enhancing their utility for educational purposes. Ferrer, Belvís, & Pamies (2011) found in their study that students from less affluent social backgrounds who had not previously been exposed to ICT devices like tablet PCs did not perform as well in class compared to those who had prior exposure to ICT. It underscores the significance and value of contemporary communication methods within the educational setting.

Majorek (2015) examined the benefits and drawbacks of utilizing YouTube as an educational tool, highlighting its function in enhancing conventional learning approaches. YouTube provides a wealth of free and accessible educational resources that cater to students with limited resources, offering flexible learning opportunities that foster independence and active participation. Nonetheless, there are limitations such as variable internet connectivity, the risk of encountering inaccurate information, and fewer opportunities for engagement compared to conventional educational environments. These limitations indicate the need for thoughtful integration of YouTube alongside traditional teaching methods to enhance educational outcomes.

Abd Algadir (2016) explored using YouTube to enhance English reading comprehension, focusing on Ahfad University for Women students. In this paper, the researcher highlights the significance of this platform as a modern tool for teaching and education overall. The study employed a descriptive-analytical analysis method, utilizing descriptive statistical techniques in the initial phase, followed by applying the inferential statistical method "T-test" for coding and analyzing the collected data. The test was meticulously designed and distributed among the study group, which consisted of 20 intentionally selected students. The data analysis from the focus group was conducted using the SPSS (Statistical Packages for Social Sciences) program. The findings indicate that YouTube plays a significant role in improving reading comprehension skills. YouTube assists learners in tackling their challenges and issues related to reading comprehension.

Cahyana (2020) explored the role of YouTube in teaching English as a foreign language, focusing on its application, student perceptions regarding skill enhancement, and the challenges encountered. The findings indicate that students and teachers hold a favorable perspective on YouTube, with students noting increased motivation and improved skill development. Nonetheless, difficulties like connectivity problems and differing degrees

of student preparedness were observed. The study suggests enhancing YouTube-based teaching methods to improve students' comprehension and involvement, especially as an additional resource that diversifies conventional language education.

Greeves & Oz (2024) examined the viewpoints of instructors and students concerning the influence of YouTube in higher education. The study utilized an online survey to reveal that YouTube is a prevalent educational resource, appreciated for its focus on accuracy, the expertise of content creators, video length, and presentation style. The platform enhanced the quality of the course by offering flexible access to a diverse array of content. The study indicates that, while there are advantages, there is a necessity for organized direction in finding and choosing high-quality educational content on YouTube to improve its efficacy in higher education.

Recent technological advances have made many electronic devices and e-platforms accessible to educators across all levels (Jackman, 2019). Incorporating YouTube within academic settings has garnered significant interest, particularly within the medical academic domain, as evidenced by existing literature; (Green, et al., 2018; Clifton & Mann, 2011). While sharing information literacy videos on the platform enhances visibility, it does not readily lead to the same level of success as a comprehensive and well-organized tutorial. Many librarians create information literacy tutorials for their library websites and share instructional short films on video-sharing platforms to enhance accessibility and visibility (Su & Kuo, 2010).

A study by Alkathiri (2019) explored students' perspectives on using YouTube to enhance their speaking motivation, revealing that students consider YouTube to be a highly effective tool. Khalifa, Samir, & Ebrahim (2021) examined the uses and gratifications of the YouTube platform among young children in Bahrain. The study examined the motivations driving their usage and assessing the gratifications they derive from these interactions. The investigation utilizes the survey approach, employing a non-probability sample of 100 participants. The findings indicated that watching YouTube was the most popular activity among children, accounting for 64%. Additionally, the primary motivation for children's use of YouTube was entertainment, which comprised 70% of the responses. Following this, the motivation for leisure time was noted at 28%, while motivations related to education and skill acquisition were significantly lower, at just 2%.

The study's findings indicate that YouTube significantly influences children in several key areas: "introducing new language terms" accounts for up to 38%, "memorizing songs" for up to 19%, "acquiring values and ethics" for up to 17%, "memorizing foreign words" for up to 15%, and lastly, "speech integrity" at 11%.

Damayanti (2022) asserted that YouTube offers individuals in the education sector access to content to acquire new knowledge from diverse sources. He posited that YouTube is convenient and accessible, enabling English language learners to acquire language skills from proficient individuals. For example, learners can enhance their pronunciation by viewing videos on English Phonetics and practicing concurrently with the content. Understanding the purpose of acquiring a skill enhances student motivation and engagement, contributing to a more effective teaching and learning process. Additionally, the use of YouTube in teaching speaking can extend to other aspects of speaking, including vocabulary, structure, and pronunciation, educators can enhance students' language exposure by curating a range of authentic videos that either explicitly present specific language input or implicitly promote the speaking skills targeted in a lesson. It can be achieved through songs, movie clips, tutorial videos, vlogs, or documentaries that actively showcase relevant speaking skills. YouTube is regarded as a significant digital repository for educators and learners alike. Research by Albalhal (2019) indicates that YouTube videos enhance overall speaking skills and serve as guidance for students. YouTube videos enable students to segment spoken language into comprehensible parts and enhance their ability to recognize sounds (Albalhal, 2019).

Numerous studies have been undertaken regarding the application of technology to improve EFL learning and instruction. According to Hismanoglu (2012), integrating technology in the classroom facilitates an optimal learning environment, benefiting both instructors and students in the teaching and learning processes. According to Whithaus & Neff (2006), educators can use videos to enhance online instruction and provide students with opportunities for self-directed learning. In this respect, numerous scholars have sought to highlight YouTube's importance, particularly its notable impact on English as a Foreign Language (EFL) classroom instruction and learning. Duffy (2008) states that teachers increasingly utilize YouTube for English language instruction because it provides rapid and engaging access to educational content, culturally relevant videos, and diverse global languages. Students may apply their learning by creating videos for their YouTube

channel alongside the options to watch or download them (Kardiansyah & Qodriani, 2018).

YouTube videos offer an effective method for practicing the studied material (Puspaningtyas & Ulfa, 2020). YouTube is also an effective teaching tool for enhancing English speaking abilities (Afrianto & Gulö, 2019). Students can enhance their speaking skills by utilizing the various tutorials and resources available on YouTube. They can also enhance their argumentative skills by analyzing debating films. YouTube's upload feature lets students practice tutorials directly and conveniently (Wahyudin, 2018). Thus, EFL students may utilize YouTube to upload recorded videos in which they speak English.

### **1.9.3 Issues and Challenges of YouTube**

Numerous previous studies have explored the area of child media broadly, including the Al-Masry study (2020), which sought to assess the impact of the "Spacetoon" channel on imparting health concepts to preschool-aged children. The survey revealed that the proportion of health ideas associated with a healthy diet was 32.19%, while the proportion related to personal cleanliness was 25.34%. Additionally, the percentage of health concepts related to exercise stood at 22.60%, and the percentage related to oral and dental health was 19.9%.

Damayanti (2022) identifies age-inappropriate content, particularly sexual elements, as a significant issue in using YouTube videos in English Language Teaching (ELT) classrooms.

Amini & Aziz (2023) also address this issue, highlighting their primary concern regarding the explicit content of the videos. This issue can be effectively managed by activating age restrictions in the YouTube search settings, enabling the platform to filter adult content from search results. YouTube videos necessitate internet access for optimal streaming and viewing experiences. The issue of inadequate internet connectivity was also highlighted by (Darmayanti, Sugianto, Baiduri, Choirudin, & Wawan, 2022). Amini & Aziz (2023) identified this issue as a challenge encountered by teachers when utilizing YouTube videos in the classroom. This online tool functions optimally in a modern, technologically advanced classroom equipped with a stable and fast internet connection. However, this is not a significant concern, as teachers in a traditional low-tech classroom can readily

download videos and store them on their physical devices for student viewing during lessons. Previous research has identified that low-proficiency students perceive videos produced by native English speakers (NES) as exceeding their language comprehension capabilities, attributed to the language's sophistication and the rapid delivery pace (Jati, Saukah, & Suryati, 2019). This issue can be effectively resolved by choosing videos that align with the student's proficiency levels. Additionally, previous studies have indicated that when utilizing YouTube as a digital teaching and learning resource, educators encounter the challenge of lengthy videos, which can lead to diminished student attention (Amini & Aziz, 2023). This issue can be effectively addressed through the careful selection of videos. Kazi (2024) asserts that short videos effectively maintain student engagement with the lesson. Conversely, slow-paced, lengthy videos featuring in-depth explanations and details may be more appropriate for adult learners with a longer attention span. In addition to these concerns, another issue associated with YouTube is the advertisements that appear at specific intervals during video streaming, potentially leading to distractions for students (Damayanti, 2022). There is no method to address this issue for free subscription users due to YouTube's operational mechanisms.

The main drawbacks of utilizing YouTube as an educational resource for students encompass challenges associated with internet connectivity, distractions from unrelated content, and insufficient oversight. Numerous students encounter inconsistent internet access, adversely affecting their capacity to consistently engage with educational videos (Madani, Hidayat, & Hasim, 2023). YouTube's algorithm frequently prioritizes clickbait and irrelevant videos, resulting in distractions that may undermine the learning experience (Dunna, et al., 2022). Advertisements disrupt the learning process, leading to a loss of focus among students (Madani, Hidayat, & Hasim, 2023). Additionally, the substantial data consumption associated with video streaming may restrict access for students with limited internet quotas, rendering frequent use impractical (Putri, 2022; Putri et al., 2024). The aforementioned factors collectively impede the efficacy of YouTube as a principal educational resource.

#### **1.9.4 Gratification**

The uses and gratification approach are grounded in a functional perspective, emphasizing that understanding the media's role in society hinges on how individuals engage with these channels. Furthermore, the impact of the media is contingent upon the audience's characteristics. The bulk of investigations, personal variations, demographic influences, and analyses carried out in this domain have centered on examining the connection between roles defined within the context of motives and needs, as well as the extent of individual engagement and utilization, alongside the intensity of such engagement and utilization. This is grounded in a theoretical framework that juxtaposes job analysis with motive theories, as this methodology primarily hinges on understanding the function and content of media (Al-Khalifa & Garcia, 2013).

The perspective of uses and satisfactions examines how individuals engage with various methods and derive satisfaction in mass communication, representing a structured and functional analysis. Their perspective on the public is limited to successfully selecting individuals for the media's narratives and content. Unlike earlier concepts like the theory of united effects or the magic bullet, which portrayed crowds as separate passive entities acting in harmony, the perspective on uses and satisfactions emphasizes individual traits. Therefore, the uses and satisfactions method focus on specific characteristics and their connection to enjoyment and satisfaction, patterns of motivation, personal needs, and the behavioral framework that studies habits and levels of engagement. Subsequently, the conversation transitioned to examining the media's role and the audience's origins.

The studies conducted by Bloomer in 1979 and Wendall in 1981 stand out as significant contributions to this field. The concept of uses and gratifications revolves around the individual's needs linked to mass communication. These needs arise from specific social and psychological contexts alongside alternative sources beyond mass communication. Individuals anticipate these sources to fulfill their needs, and mass communication may or may not effectively meet these expectations. This theory has undergone extensive testing and application within Arab societies, allowing for identifying public members' goals through media analysis. Enquiring about these objectives, their motivations, and the needs they recognize can provide valuable insights (Al-Khalifa & Garcia, 2013).

The theory of uses and satisfaction rests on several foundational assumptions according to (Al-Khalifa & Garcia, 2013). These assumptions include:

1. The audience engages actively with media, utilizing it to achieve specific objectives.
2. The public plays a crucial role in establishing the connection between fulfilling their needs and selecting methods they perceive as effective in meeting them.
3. Various sources vie for the opportunity to meet needs.
4. The public alone can reveal the authentic landscape of media consumption.
5. The audience plays a crucial role in determining the value of the relationship between needs and usage.
6. People utilize media to address their issues related to information retrieval, social interaction, social learning, and personal growth.
7. People select media content that most effectively fulfills their requirements, whether for fundamental information, entertainment, or educational purposes.
8. Reasons and societal satisfaction.

The vision of "Bloomer" 1979 is crucial for elucidating the connections between the motives and satisfactions derived from mass communication and its diverse influences. This vision centered on three hypotheses aimed at categorizing the motives and gratifications that reflect the essence of these influence relationships (Al-Ahdal & Almarshedi, 2021).

- Mental drivers that facilitate the gathering and structuring of data.
- The reasons behind transformation and escape and how they connect to entertainment.
- Motives related to personal identity.

Blumler (1979) identified a relationship between studies on uses and satisfaction and those examining impacts. For instance, the investigation into uses and satisfaction is linked to impact studies, even though it encompasses certain public elements like knowledge, attitudes, and social perception (Baran, Davis, & Striby, 2012).

Cognitive motives relate to one of the previously outlined categories of requirements, precisely those cognitive needs that pertain to enhancing knowledge, acquiring information, and comprehending the environment. The cognitive demands or reasons, as articulated by Palmgreen's term "watching," could facilitate the individual's learning process. Observation serves as the most compelling catalyst for acquiring knowledge. Conversely, the reasons for seeking escape and transformation are unrelated or loosely connected to the true essence of the medium, like news. The motive of personal identity influences an individual's exposure to the medium, as it seeks to reinforce its ideas regarding specific life-related issues found in the medium's content. This effect manifests in the individual's exposure and selective attention (Wahid, Bakim, & Ariffin, 2022).

### **The researcher comment on the previous studies**

The literature review presented in Chapter Two is indeed very good in providing both theoretical and empirical justification pertaining to the role of YouTube in developing speaking proficiency. These were all framed under Communicative Language Teaching (CLT), the Cognitive Theory of Multimedia Learning (CTML), and Vygotsky's Sociocultural Theory, which together underscore the manifold significance of input in authentic forms, social interaction, and a multi-modal element in language acquisition, especially concerning speaking ability. Telematics in Computer-Mediated Communication (CMC) also supports the argument for using digital tools such as YouTube, with its clear promise of bringing real-time interaction based on authentic oral communication with a native speaker, learner-centered, and engaging concept in language acquisition.

From the researcher's perspective, YouTube acts as a resource for modern languages, justly occupied by the digitalization of education. The studies reviewed show how it may promote engagement, motivation, and self-regulation in learning. Still, some loopholes exist, like: most studies approach language learning as a whole without really delving into specific speaking proficiency, especially aspects like pronunciation, fluency, and the ability to speak spontaneously. In addition, although they provide theoretical backing for using YouTube as a supplement in language learning, practicalities like a low-complexity internet connection, advertisement distractions, and varieties in the quality of content seldom come up, even when they affect the actual effectiveness in real-life educational scenarios much more than theory does.

These limitations are great for future research, pointing out a more explicit focus on the effects of YouTube use on speaking skills, possible mitigations of practical barriers, and the long-term influences of such endeavors across various cultures and educational settings. It is finally important to include teacher training, along with managing cognitive load, as to how the educators can optimally integrate YouTube into their teaching practices. The constructivist approach accentuates active and collaborative learning making it highly necessary to investigate structured methodologies in balancing digital engagement and teaching effectiveness.

In such research, greater benefit would also accrue to future studies that broach the above themes for more rounded perusal of the possibilities that exist in maximizing the use of YouTube as a resource for enhancing language learning outcomes, specifically improving speaking proficiency. This will certainly contribute to a sound theoretical base in digital language learning and would also give hands-on guidance to educators and policymakers who are keen to employ YouTube wisely in language education.

## **Chapter Two**

### **Methodology and Procedures**

#### **2.1 Introduction**

This chapter covers the following components: the research design, the population and sample, the instruments together with their validity and reliability, the statistical data analysis, and the study process and variables.

#### **2.2 Study Design**

A quasi-experimental approach, utilizing both quantitative and qualitative methods was employed to explore students' proficiency in speaking skills using the YouTube platform. The study used pre-and post-tests for the quantitative part of the research, interviews with the students, and researcher self-reflection for the qualitative part.

#### **2.3 Study Population**

This research was conducted at Elaf Private Schools which belongs to the Directorate of Education of Jenin, Palestine. This school was chosen because the researcher found it complicated to include more schools due to the researcher's job. Although additional classes from other private schools were intended, the political situation in Jenin prevented this. Furthermore, the school had an interactive school learning environment. Such environment aided the implementation of the study; the videos were presented to the students in class on the smart board, where the students viewed the videos, the researcher made and uploaded them to YouTube. The videos were interactive and made the students learn independently.

The study specifically selected 2 out of 3 classes of 4th graders who are aged 9 to 10. The sample included 54 students, who were divided into two groups: control and experimental each of which comprised 27 students. The 4th-grade students have shown the cognitive and motor abilities to use technology and benefit from interactive videos because the book has many interactive games and videos inside of its application that each student had with them from first to third grade. In addition, their age and developmental status matched the fundamentals of comprehending and participating in such research. Therefore, they were ideal for assessing their speaking skills improvement with YouTube videos.

## 2.4 Study sample

**Table (2)**

*The distribution of the first sample according to study independent variables*

<b>Variables</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Female	25	46.3%
	Male	29	53.7%
	<b>Total</b>	<b>54</b>	<b>100%</b>
<b>Enrollment for the school Status</b>	First year	9	16.67%
	Second year	10	18.52%
	Third year	7	12.96%
	Fourth year	28	51.85%
	<b>Total</b>	<b>54</b>	<b>100%</b>

The table clearly shows the distribution of independent variables gender and enrollment status among the 4th graders in Elaf Scientific schools in Jenin. The gender distribution is relatively balanced, with 53.7% males 29 students and 46.3% females 25 students. This slight rise in male students is not unusual or uncommon and does not appear to affect the total sample significantly. Regarding the enrollment status, most of the students were in their fourth year of schooling in Elaf scientific schools, comprising 28 students 51.85%, along with 10 students 18.52% in their second year and nine students 16.67% in their first year. The fewest group was the third-year students, with seven students (2.96%). It shows that most students had substantial experience in the educational system and an understanding of the differences that come with curriculum, with a smaller proportion of first-year students, which the researcher made sure to introduce them well enough before starting the experiment.

## 2.5 Instruments of the Study

This study employed three instruments: a paired T-test, interviews, and self-reflection. The test evaluated the improvement of each student who participated in the research on their speaking skills before and after the YouTube intervention. The tests were classified into pre-test and post-test. Both of the tests were oral aimed to measure students' English-speaking skills before and after the intervention. Additionally, an observation checklist

and rubric were used to ensure transparency in grading all the students involved. Pre-tests were age-appropriate for 4th graders and designed to include and reflect real-life situations.

A pre-test was conducted at the beginning of the first academic semester 2024/2025 at the end of August; it was divided into two tasks for both controlled and experimental groups. The first involved answering familiar questions about general topics (school, hobbies, and friends), while the second part involved a simple self-introduction.

The post-test was conducted at the end of October of the first academic semester, 2024/2025 whereby the researcher asked the control group to prepare a presentation relevant to the curriculum unit as a project, and the researcher asked them to present in any form they liked, whether PowerPoint or real-life projects. On the other hand, the experimental group was invited to show through a video that they can either post on YouTube themselves or the researcher can post. For evaluation, a rubric was used to score students' performance across the five assessment criteria: pronunciation, fluency, comprehensibility, vocabulary used, and accuracy within spoken sentences. Each criterion was rated on a scale of 1-5, where 1 = needs significant improvement and 5 = excellent performance.

Additionally, semi-structured interviews were implemented to gather qualitative data on students' insights and attitudes toward using YouTube to enhance their speaking skills.

The interview questions were both open-ended and closed-ended, guided by a flexible researcher to encourage them to express themselves freely. The questions were as follows:

1. Did you feel excited to watch the videos I made on YouTube?
2. Did you enjoy making your videos? What did you enjoy the most in making your videos?
3. Did your English-speaking skills get better?
4. Do you feel more confident in speaking English after watching and making videos?
5. Do you think the videos helped you speak more clearly?
6. How did it make you feel to watch your videos on YouTube?

7. Was it fun to make your own videos or was it hard?
8. Did you feel good about yourself after making videos?

The questions focused on:

1. The students' attitudes toward learning English through YouTube.
2. The researcher Investigated whether students use YouTube as an enjoyable, engaging, and useful medium for improving their speaking skills.
3. Students' Experiences while Making and Watching Videos: the researcher investigated whether YouTube fired up the student's creative side, along with assessing their reactions and responses to the videos
4. Perceived Benefits: the researcher examined whether the students gained confidence in speaking skills.
5. Students' self-perception along with emotional connection: The researcher explored how students' emotions engaged with the experiment while creating and watching the videos, such as feelings of accomplishment, pride, or even boredom.
6. Socializing and collaboration: The researcher explored the students' sense of community and healthy competition while watching their classmates' videos.
7. Challenges of exploring the digital world: The researcher understood the technical difficulties from a lack of familiarity with YouTube as a platform.

To capture the researcher's experience in implementing the experiment, this study provided enriching insights from the researcher herself using self-reflection to offer a valuable qualitative side.

Understanding the researcher's dual role as an investigator and an active participant in the classroom requires careful reflection on actions, decisions, and interpretations. This study was conducted to collect data and shed light on how the researcher's involvement shaped and rounded the learning experience outcomes. Reflecting on the journey with YouTube as a learning tool, the researcher had mixed feelings of excitement and feeling complete as the researcher watched the students not only change the way they engage and view the English language but also it opened their eyes to the potential of this modern

technological world. The insights the researcher gathered through interviews and observations allowed the researcher to connect deeply with the student's learning journey.

The researcher felt a shift in the students' energy for a starter. The buzz of excitement filled the classroom; it was recognized that the researchers' enthusiasm or assumptions bias could affect and influence the observation; the researcher stopped that from happening by slowing down and asking myself questions:

- Is the researcher giving all students equal attention?
- Are the materials and methods working the way the researcher intended?
- How might the researcher's personal preference influence the evaluation's success?

By regularly remembering these questions, the researcher ensured that biases were minimized and the students' perspectives remained central to the study's core.

To ensure consistent self-reflection, the researcher developed a structured routine. A journal was maintained to document thoughts and observations after each session. Some entries contained quick notes on what worked well or needed improvement, while others delved deeper into why specific activities resonated with or challenged the students.

Self-reflection was not just an observational tool but also a catalyst for action. Initially, the researcher noticed the hesitation among a few students; instantly, the researcher assumed that time would ease their discomfort, which was the case for some students but not others. However, the reflection showed that students needed more explicit instructions and examples to build confidence. In response, the researcher modeled the activity better via the YouTube video and provided a sample of the videos that were attached to the curriculum itself.

Additionally, the reflections helped the researcher adjust specific lessons and how to deliver the information. For example, in unit 2 P25, the researcher acknowledged the need for additional scaffolding by breaking the task into manageable steps that 4th graders enjoy and understand.

The biggest challenge of self-reflection was managing the researcher's excitement for the project, which sometimes risked overshadowing a balanced analysis. Correspondingly,

the creativity students showed in their videos using costumes, props, and editing was exciting. Still, it was essential for the researcher to stay in the right headspace on whether these activities were achieving the primary essence of the study.

### **Credibility**

The study tool (test) was subjected to experts who recommended its validity to achieve the study's purposes.

Check appendix H for the names of Jury of experts who validated the oral exam.

### **2.6 Validity and Reliability of the Instruments**

The post-test and pre-test were adapted from the 4th-grade curriculum that the school adopted, "Give me Five—Macmillan," specifically the starter unit, units 1 and 2 (P10-P16), P24-P26, P38, and P39, to investigate the impact of using YouTube on speaking skills, specifically English. The reliability was tested using the Cronbach Alpha test, which was 0.730 for the control group students' responses and 0.967 for the experimental group students' responses. This result is acceptable for the study purposes.

### **2.7 Procedures**

The study was conducted according to the following steps:

Preparing the study tool, identifying the study sample and the program, conducting the tests, performing the post-tests after two weeks, collecting the responses, entering them into the computer, and statistically processing them using the Statistical Package for Social Science (SPSS). The researcher then gathered the responses, formulated the results, and proposed the recommendations.

During the first academic semester, the researcher started the research in mid-August 2024 and conducted a pre-test earlier. "The Give Me Five" curriculum for 4th grade adapted part of this test from the fourth-grade Give Me Five English textbook. The students studied two units along with the starter unit that the textbook provides.

The videos used in this study were modified and made by the researcher with the help of other students who were not part of the two groups. The content was developed regarding the educational standards and goals of the curriculum provided and was completely relevant and appropriate for students.

### **Start of the study**

- Started in mid-August 2024, during the first academic semester
- An oral pre-test was conducted to assess students' speaking skills.
- Pre-test material was conducted using the textbook's starter unit and basic information.

### **Development of the videos**

- The researcher made the videos using both drawing techniques and digital skills.
- The videos were made to align with the fourth grader's skills and curriculum goals.
- The researcher focused on the topics in the textbook "Give Me Five" and used the same language structure.
- Students who were not part of the study groups participated in creating the videos, whether by acting out a scene, presenting vocabulary, or demonstrating dialogues.
- The videos featured simple language suitable for 4th graders, direct instructions, and key concepts.
- The researcher assured that the videos had incredible visuals that would attract students.
- The videos had many interactive elements, such as comprehension questions, forms for them to fill out, prompts for students, or a pause for reflection.
- Videos were uploaded to the YouTube channel created by the researcher .
- The students were informed to access and watch the videos outside the classroom.

### **Experimental group**

- This group used YouTube as part of their English lessons.
- Students watched one or two videos weekly in the classroom, guided by the researcher.
- After watching the videos, the researcher included a few classroom activities, such as pronunciation drills and vocabulary games, that are related to the textbook.

- The researcher asked the students to create short videos and use the researcher's videos as an example.
- The researcher then took those videos and uploaded them to the channel.
- The researcher shared the link of students' videos on the group chat and presented them at the end of each unit.

### **The control group**

- The researcher used traditional lessons with traditional ways to explain everything from reading passages to textbook exercises.
- The researcher observed both groups very closely while keeping a journal to take daily notes on the process, including challenges and what the researcher could adjust.
- The researcher considered both group's engagement, participation, and interactions.
- The post-test was similar to the pre-test but used the full material the groups had taken during the experiment.
- Several English language professors reviewed post-tests to ensure validity and alignment with the research goals.
- The researcher conducted semi-structured interviews with the experimental group to understand their challenges and experiences while using and making YouTube videos.

### **2.8 Statistical processing**

After gathering the responses, they have been corrected, codified, entered into the computer, and statically processed by using the statistical package for social science (SPSS).

The statistical procedures used in the study are:

- Means, standard deviations, and percentages.
- Chronapach Alpha formula.
- Independent sample t-test.
- Paired t-test.

## **2.9 Preparation of the semi-structured interviews**

1. Prepare a list of open and closed unrestricted questions that were appropriate for 4<sup>th</sup> graders.
2. Conduct interviews with the 7 students.
3. Record and analyze the data collected from interviews.

## **2.10 Study Variables**

The current study investigated the impact of using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4th graders. The study includes the following variables:

### **Independent variables**

#### **Gender:**

- Female/Male.

#### **Enrollment status:**

- First year.
- Second year.
- Third year.
- Fourth year.

#### **Teaching approach:**

- Traditional textbook-based teaching (control group).
- YouTube based videos, student-centered teaching (experimental group).

### **Dependent variables**

Speaking skills proficiency: measured in terms of:

- Fluency
- Pronunciation
- Clarity
- Confidence

## **2.11 Summary**

This chapter sheds light on the various methodologies and procedures applied in the current study. The study used a mixed-methods approach with a descriptive research design to explore the Impact of Using YouTube on Enhancing Speaking Skills Proficiency through a Student-Centered Approach for 4th graders. This study used a quasi-experimental approach, utilizing both quantitative and qualitative methods.

The study used pre-and post-tests for the quantitative side of the research, interviews with the students, and researcher self-reflection for the qualitative side.

## **Chapter Three**

### **Results of the study**

#### **3.1 Introduction**

This study aims to identify the impact of using YouTube on enhancing speaking skills proficiency through a student-centered approach for. To achieve the study purpose, practical performance was measured among (54) male and female students, (27 in) the experimental group, and (27) male and female students from the same level in the control group. The two groups were chosen from 4th graders at Elaf Private School in Jenin.

#### **3.2 Quantitative Findings**

To collect the quantitative results, the practical performance of the experimental group was measured, and the scores gathered, codified, entered into the computer, and statistically processed using the Statistical Package for Social Science (SPSS). The findings are presented as follows:

#### **3.3 The Study Results of the Quantitative data**

##### **3.3.1 Results of the main study question and its related hypothesis**

**Are there statistically significant differences at ( $\alpha \leq 0.05$ ) level about the impact of using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4th graders due to pre and post-tests of the experimental group?**

And the related hypothesis:

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) about using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4th graders on the post-test between the experimental group.**

To answer this question and test its related hypothesis, Paired t-tests and independent sample t-tests were used, and the results are shown in Tables (3 and 4).

**Table (3)***Paired t-test result of the student's scores in the experimental group on pre and post-test*

<b>Group (Experimental)</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>t</b>	<b>Sig.*</b>	<b>Improvement</b>
Pre	87.2	27	7.99	-7.469	0.000*	4.1
Post	91.3	27	8.00			

\*. The mean difference is significant at the 0.05 level.

Table (3) shows that there are statistically significant differences at ( $\alpha \leq 0.05$ ) level about the impact of using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4<sup>th</sup> graders due to pre and post-test of the experimental group. The significant value was (0.000) which is less than 0.05. The improvement in scores was 4.1 which is in favor of the post-test.

**Table (4)***Independent sample t-test level students' scores in the experimental group on pre and post-test*

<b>Experimental Group</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>Sig.*</b>
pre	27	87.2	7.99	-1.888	0.005*
post	27	91.3	8.00		

\*. The mean difference is significant at the 0.05 level.

Table (4) shows that there are statistically significant differences at ( $\alpha \leq 0.05$ ) level about the impact of using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4<sup>th</sup> graders due to pre and post-test of the experimental group. The significant value was 0.005 which is less than 0.05. The differences are in favor of the post-test.

### 3.3.2 Results of the first sub-question and its related hypothesis

Are there statistically significant differences at ( $\alpha \leq 0.05$ ) level about the impact of using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4th graders in the pre-test of the control and experimental groups?

And the related hypothesis:

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) about using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4th graders in the pre-test of the control and experimental group.**

To answer this question and its related hypothesis, Paired t-test independent sample t-tests were used and Tables (5 and 6) show the results.

**Table (5)**

*Paired t-test result of the student's scores between the control and experimental group on the pre-test*

<b>Group (control &amp; Experimental) in pre-test</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>t</b>	<b>Sig.*</b>	<b>Improvement</b>
Control Pre	87.25	27	7.99	0.113	0.911	0.14
Experimental Pre	87.11	27	7.42			

\*. The mean difference is significant at the 0.05 level.

Table (5) shows that there are no statistically significant differences at ( $\alpha = 0.05$ ) level about the impact of using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4th graders in the pre-test of the control and experimental group. The significant value was 0.911 which is more than 0.05. The result means that the two groups have the same previous knowledge with regards to speaking skills proficiency) and are equivalent and suitable for conducting the study.

**Table (6)**

*Independent sample t-test level students' scores in the control and experimental group on-test*

<b>Pre-test</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>Sig.*</b>
experimental	27	87.11	7.42	-0.071	0.944
control	27	87.25	7.99		

\*. The mean difference is significant at the 0.05 level.

Table (6) shows that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) level about the impact of using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4<sup>th</sup> graders in the pre-test of the control and experimental group. The significant value was 0.944 which is more than 0.05.

### 3.3.3 Results of the second sub- question and its related hypothesis

**Are there statistically significant differences at ( $\alpha \leq 0.05$ ) level about the impact of using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4th graders due to pre and post-tests of the control group?**

And the related hypothesis:

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) about using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4th graders between the pre-and post-test of the control group.**

To answer this question and its related hypothesis, Paired t-test independent sample t-tests have been used and Tables (7 and 8) show the results.

**Table (7)**

*Paired t-test result of the student's scores between the control group on pre and post-test*

<b>Group (Control)</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>t</b>	<b>Sig.*</b>	<b>Improvement</b>
Pre	87.1	27	7.42	-1.316	0.200	1.5
Post	88.6	27	5.41			

\*. The mean difference is significant at the 0.05 level.

Table (7) shows that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) level about the impact of using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4th graders between the pre and post-test of the control group. The significant value was 0.200 which is more than 0.05. The result means that no improvement happened to the control group since no program has been made for it.

**Table (8)**

*Independent sample t-test level students' scores in the control group on pre and post-test*

<b>Control</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>Sig.*</b>
Pre	27	87.1	7.42	-0.858	0.395
Post	27	88.6	5.41		

\*. The mean difference is significant at the 0.05 level.

Table (8) shows that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) level about the impact of using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4<sup>th</sup> graders in the pre-test of the control in pre and post-tests. The significant value was 0.395 which is more than 0.05.

### **3.4 Qualitative Findings**

#### **3.4.1 Qualitative findings of the Interview**

This section presents the findings as themes and subthemes supported by evidence and extracts from the students as shown during the interviews.

#### **Main Themes and Sub-Themes with Students' Quotations**

##### **Theme 1: The benefits of using YouTube**

##### **Sub-theme 1.1: Excitement and Enjoyment**

The majority of the students reported several benefits of using YouTube, such as the excitement and enjoyment while watching and creating the videos; for example, Student 7 maintained that he got so excited because every time there was something new, as shown in the excerpt: *"I felt so excited because every time there was something new"* (Int. St 7). Another student reported that they adored the videos because they were so lovely. This perception is evidenced in the excerpt, *"They were so beautiful, I loved them"* (Int. St 5).

##### **Sub-theme 1.2: Enjoyment of making videos**

Following the process of watching the videos, many students have shown their excitement in making their own videos. This journey made them explore their creative side and independent side to explore the textbook topics as shown in student excerpt *"I love making videos because I like making videos on my own, and I like when we made about*

*minibeasts*" (Int. St 4). Similarly, another student mentioned how making videos had brought them closer with the eagerness to share personal experience. This made the student feel some sense of triumph. As student 4 wrote. *"I was excited to share my life with the 'get to know me' video, and I felt like it helped me be better"* (Int. St 3).

These responses have proven the dual role of YouTube videos as a learning and enjoyment platform whether it is for self-expression or learning and engaging with others.

## **Theme 2: Enhancement in English-Speaking Skills**

### **Sub-theme 2.1: Perceived enhancement in speaking skills**

The interviews showed that many students believe that they are getting on top of their class with their English-speaking skills as a result of this study as illustrated by the statement *"I can speak English more than other Palestinians."* Similarly, another student felt so confident to express their progress, emphasizing the effectiveness of YouTube videos as it expressed in this quote *"Yes, my English-speaking skills got better"* (Int. St 2).

### **Sub-theme 2.2: Enhancing clarity in speaking**

Many students have pointed out how this intervention helped them improve the clarity of their speaking skills as student 8 mentioned that the YouTube videos were a great model for speaking imitation, *"The videos helped me speak more clearly"* (Int. St 8). This statement was echoed by student 5 emphasizing that the intervention helped them greatly, *"Yes, the videos helped me speak more clearly"* (Int. St 5).

As shown through these responses, YouTube videos contributed to stronger and more confident speech among their peers.

## **Theme 3: Increasing self-confidence**

### **Sub-theme 3.1: Increased confidence in speaking English**

Students have constantly mentioned feeling confident within themselves after engaging and making their own videos as student 6 stated *"It made me feel confident"* (Int. St 6). Likewise, student 7 shared how watching themselves strengthened their self-esteem as illustrated in this quote *"I felt confident enough to speak that well"* (Int. St 7).

This feeling of high self-esteem was further highlighted by student 2 who defined the pride felt while watching their videos "*I was so happy to watch myself on YouTube and hear that I am confident enough to speak that well*" (Int. St 2).

A similar note was given by student 3 as well who described pride in watching the self-made videos "*I felt proud of myself*" (Int. St 3).

#### **Theme 4: Emotional Impact of Watching Videos**

##### **Sub-theme 4.1: Sensations of joy**

Several students have pointed out that watching their videos on YouTube has evoked this sense of positive emotional atmosphere among the class and often extended to their families as reflected in this response "*When I watch my videos, I feel happy, and my parents and friends feel happy too*" (Int. St 4). This feeling was highlighted by student 8 as illustrated in this response "*I felt so happy and was proud of myself*" (Int. St 8). These moments of happiness, joy, and pride show how this study positively enforced students' well-being.

##### **Sub-theme 4.2: Motivation for future efforts**

For many students, watching their videos not only gave them a sense of pride but also a huge motivational tool to keep them going as shown in this quote "*Watching my videos gave me motivation to do more*" (Int. St 5).

Responses show a great deal of emotional rewards of the video-making process along with the courage and pride that the students demonstrated.

#### **Theme 5: Challenges and Efforts in Making Videos**

##### **Sub-theme 5.1: Overcoming difficulties**

Despite the positive emotional outcomes, there were a lot of challenges that the students were aware of and worked hard to overcome. For example, student 7 mentioned the technical difficulties during the video making "*Putting the pictures and audio together was hard*" (Int. St 7). Student 3 confessed that though it was tough it was rewarding at the same time as presented in this quote "*It was a bit hard, but watching my videos gave me motivation to do more*" (Int. St 3).

### **Sub-theme 5.2: Self-reliance in the process**

Students also stressed the importance of self-reliance when allowed to tackle challenges that helped them to develop a sense of independency and help their cognitive problem-solving side as expressed by this student "*Sometimes it was hard, but I helped myself, and it became easy*" (Int. St 8).

### **3.4.2 Findings of self-reflection**

This section presents the findings as themes and sub-themes supported by evidence and extracts from the students derived from the Researcher's self-reflection.

#### **Central theme: the role duality of the Researcher**

The Researcher had a unique placement as both the researcher and the teacher in the classroom, which enabled the researcher to immerse in the learning environment while maintaining the perfect lens to analyze the data and observe the attitudes. The Researcher was both an investigator and an active participant in the classroom.

#### **Sub-theme 1.1: Analysts and active teacher**

As an analyst, the researcher was responsible for designing and creating the videos as needed. However, as a teacher, the researcher became part of the classroom's heartbeat, sharing students' triumphs and challenges. This dual role was both a gift and a challenge.

#### **Sub-theme 1.2: wrestling with bias**

The researcher understood that her passion and presumption could sway the outcomes of this study, so the researcher developed a sense of the constant process of self-questioning. She often paused to ask herself questions, such as whether all the students were equally paid attention to or if there was unconscious influence by personal preferences. Thus, this introspection became instrumental in the objectivity and credibility of the findings.

#### **Theme 2: advantages for the researcher**

This theme mainly discusses how the research impacted the researcher personally and professionally.

### **Sub-theme 2.1 Learning from the Students**

The researcher did not just teach but gained a lot of knowledge and learned from the students as well—their creativity, flexibility, and enthusiasm inspired her and deepened her understanding of effective teaching.

### **Sub-theme 2.2 building a habit of reflection**

The researcher developed a habit because she used her reflections every day. She kept writing down every observation, minor achievement, and complex challenge. Even though some notes were quick and some were highly in-depth, they all blended well to understand this study and improve, keeping the researcher grounded. This eventually turned out to be a daily ritual for her personal growth.

### **Subtheme 2.3: Attachment and Detachment Balance**

The researcher was highly researched and attached to this study even before she started, which was a blessing and a curse. The sheer happiness of watching students become somewhat stars in the channel while getting more and more creative by the second was sometimes so exciting that the researcher would achieve the study's goals. With constant self-reflection, the researcher was able to balance the activities to fulfill the objectives. This self-discipline was not always easy, but it was crucial to the study's success.

### **Central Theme 3: The Students' Transformation**

One of the most rewarding parts of the study was observing how the students responded to the integration of YouTube. Their growth was not totally academic—it was personal and creative.

### **Sub-theme 3.1: classroom spirit was rejuvenated**

The researcher felt that difference marked the classroom in a totally new way. Some students who formerly made the classroom go silent now came out in full participation, their eyes were buzzing invitingly at what they explored in English through YouTube. The change meant more than learning; it was discovering a new way to connect to the world.

### **Sub-theme 3.2: Meeting Students Where They Were**

Not every student was willing to jump straight in. A few needed extra assistance, so the researcher shifted her approach. Breaking tasks into smaller pieces and serving as scaffolding worked for many of these students, allowing them to find their footing. This is a constant reminder that every child is unique and thus requires a tailored approach.

### **Sub-theme 3.3: Become Unleashed in Creativity**

These students' creativity were breathtaking. They made videos and brought their concepts to life with costumes, props, and imaginative editing. While relishing their creativity, the researcher also struck a balance by ensuring these tasks would still serve the core goal of improving language ability.

### **3.5 The comparison between the results**

The comparison of both qualitative and quantitative findings of the study is complemented with several findings concerning the effect of YouTube on enhancing speaking skills. The quantitative results show statistically significant differences, "indicating that YouTube signified a positive implication on speaking proficiency," improvements were noted in pre-and post-test scores . The effectiveness of YouTube by the results of the paired t-test and independent sample t-test was proven effective in students' speaking skills, particularly in the experimental group; in contrast, they found no significantly different impact in the control group. However, qualitative findings from student interviews showed personal experiences in favor of quantitative results in that many students reported having clearer speech and expressed increased self-confidence and pride in their speaking abilities, while some students expressed that creating their own YouTube videos was exciting and fun. Emotional benefits of the project included happiness from seeing themselves on the videos and further motivation to improve. Thematic analysis captured the improvements in speaking and self-confidence, as well as emotional growth, derived from interacting with YouTube. All these results support the efficacy of YouTube as a language learning tool, as it indicates an improvement in performance at the scholarly level. Additionally, improvement in terms of motivation, creativity, and emotional effects was there to support the quantitative results. In other words, results from the same study support each other, since they testify for both speaking and emotional development effects, which further help in aligning qualitative findings

with the quantitative aspect, thus best portraying the transformational capacity of using digital platforms in language education.

### **3.6 Summary**

this study explores the effectiveness of YouTube as an English learning tool through both quantitative data from student performances and qualitative learner feedback. Students who frequented educational YouTube content showed measurable improvements in vocabulary acquisition, listening comprehension, and pronunciation, according to the results. Further qualitative responses indicated platform accessibility, engagement, and the availability of various content types as critical advantages. However, distractions and an absence of structured learning paths were noted as hindrances. Thus, this study suggests that although YouTube is a great supplemental resource for English learners, its effectiveness ultimately depends on how it is strategically used and integrated into a structured learning environment.

## **Chapter Four**

### **Discussion, Conclusion, and Recommendations**

#### **4.1 Introduction**

This chapter discusses the results of the study that aimed to examine the impact of using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4th graders. The study adopted quantitative and qualitative methods. Finally, the last chapter proposes recommendations concerning the impact of using YouTube on enhancing speaking skills proficiency through a student-centered approach for 4th graders.

#### **4.2 Discussion of the Results of the first study question and its hypothesis**

Findings indicated statistically significant differences at  $\alpha \leq 0.05$  level in the impact of using YouTube on enhancing speaking skills proficiency of the 4th graders on the pre and post-test of the experimental group. The differences were in favor of the post-test with an improvement score that reached 4.1. The researcher attributed these results to the fact that YouTube offers a user-friendly website that has transformed it into an extensive storehouse of knowledge, entertainment, and instructional materials. Such results agree with Siqueira & Valério (2024) who found that YouTube functions as an archive for educational videos, especially in higher education, where colleges establish channels to facilitate learning through visual media. The results are also in line with Harianja & Fibriasari (2019) who characterized YouTube as a well-established video-sharing service website that provides a platform for users to upload, download, share, and stream a diverse array of videos from its library at no cost. The content addresses various needs, including entertainment and education; Albahlal (2019) characterized YouTube as a significant online resource for language acquisition. In the realm of teaching English as a second language, Alkathiri (2019) characterized YouTube as a valuable learning resource that provides access to engaging videos, enabling educators to enhance the second language acquisition process for their students, and with Alobaid (2021) who provided a detailed definition of YouTube as a web-based multimedia application that offers various multimedia elements, including visuals, spoken texts, graphics, and videos, which can be incorporated into language learning settings.

The results also align with Jackman's statement in 2019, noting that YouTube serves as a modern e-resource applicable in today's higher education teaching methodologies. Furthermore, Jackman (2019) noted that YouTube, recognized as the most extensively utilized video hosting platform, is regarded as a significant modern resource with various advantages in the university classroom (Schaper, Ehlers, Dilly, Crowther, & Baillie, 2014; Smith, 2011). Who reported that YouTube videos are a significant resource for enhancing current case teaching materials in health management and policy. Dreon & Dietrich (2009), by the same token hig, highlighted the significance and application of YouTube in educational contexts, noting the favorable responses from educators after observing its potential as a motivational tool for integrating video streaming into teaching practices. A distinctive characteristic of YouTube is the clear identification of two categories of users: the viewers and the content creators.

The result of the study supported Abd Algadir's (2016) study, which indicated that YouTube plays a significant role in improving reading comprehension skills. YouTube assists learners in tackling their challenges and issues related to reading comprehension, Cahyana (2020) who found that You Tube improve students' comprehension and involvement, especially as an additional resource that diversifies conventional language education, Greeves and Oz (2024) who found that while there are advantages, there is a necessity for organized direction in the process of finding and choosing high-quality educational content on YouTube to improve its efficacy in higher education, Alkathiri (2019) who found that YouTube to be a highly effective tool, Alkathiri (2019) who indicated YouTube to be a highly effective tool, Khalifa, Samir, & Ebrahim (2021) who The findings indicated that YouTube significantly influences children in several key areas: "introducing new language terms", Albalhal (2019) indicated that YouTube videos enhance overall speaking skills, and (Kardiansyah & Qodriani (2018) who found that YouTube videos offer an effective method for practicing the material being studied.

### **Results Related to the First study question and its Related Hypothesis**

The results showed no statistically significant differences in the impact of using YouTube on enhancing the speaking skills of 4th graders in the pre-test of the control and experimental groups. The results indicate that the two groups have the same previous knowledge about using YouTube to improve students' speaking skills. The researcher

attributes these results to the fact that both groups were carefully selected and ensured equivalency in their baseline skills. This means that any observed differences in the post-test results can confidently be attributed to the intervention rather than the differences between the two groups.

### **Discussion Related to the second sub-study question and its related hypothesis**

The results of the study showed no statistically significant differences at ( $\alpha \leq 0.05$ ) level in the impact of using YouTube on enhancing speaking skills proficiency of the 4th graders due to pre and post-tests of the control group.

The researcher attributes these results to the fact that the control group did not receive the intervention during the study timeline. Without being exposed to YouTube, their speaking skills remained the same. It is also worth mentioning and considering that those students are growing up in a challenging environment. The lack of resources and tools that the control group lacked may be related to the limited resources and tools available in such circumstances to access YouTube, which created a gap. The researcher attributed these results to the fact that the control group did not change because no program had been implemented.

## **4.3 Qualitative Discussion**

This part presents the qualitative findings that respond to the second research question on using YouTube to enhance the proficiency of speaking skills through student-centered approaches for 4th graders. Themes and sub-themes define the discussions, which include evidence from student interview data and self-reflection given by the researcher.

### **1. Addressing the Study Questions**

The qualitative findings provide insights into the study's central question and sub-questions.

#### **Main Study Question**

The qualitative findings tend to strongly support the quantitative findings, indicating that using YouTube significantly enhanced students' speaking skills. Many students have confessed their improvement very loudly and clearly, as evidenced by statements like,

*"The videos helped me speak more clearly"* (Int. St 8) and *"Yes, my English-speaking skills got better"* (Int. St 2).

These improvements aligned with the cognitive theory of multimedia learning (CTML) (Mayer, 2021), claiming that auditory and visual tools enhance comprehension and retention. This finding is consistent with Alkathiri (2019), who highlighted YouTube's role in improving language acquisition through engaging and interactive content.

### **Sub-Question 1**

Qualitative results showed no significant difference between the control and experimental groups at the pre-test stage. Speaking proficiency for both groups was similar before the intervention, as shown by the initial interviews conducted with their students. This equivalence would prove that the post-test gains for the experimental group can be attributed to the YouTube intervention and not to pre-existing differences within the subject data. This supports Baker and Bruce's (2019) statement about the essentiality of baseline equivalence in experimental studies.

### **Sub-Question 2**

These qualitative data show that the control group which did not get the YouTube intervention acquired minimal speaking skills. This strengthens the argument favoring the YouTube-based student-centered approach to improving speaking proficiency. This observation supports Maru & Nur (2020), who asserted that control groups without multimedia tools demonstrate the least improvement in language skills.

## **2. The Benefits of Using YouTube in English Language Teaching**

The study found that YouTube helped students develop their speaking skills through authentic language input and engagement. Students reported improvement in clarity, fluency, and confidence, which follow CTML since using visual and auditory elements allowed deeper understanding and retention. For example, one student asserted, *"The videos helped me speak more clearly"* (Int. St 8), while another shared, *"I felt confident enough to speak that well"* (Int. St 7).

The Constructivist Learning Theory goes beyond this; students actively construct knowledge by creating videos and sharing them, where the activity would lead to

ownership of learning, for instance: "*I love making videos because I enjoy making videos on my own*" (Int. St 4). YouTube's unique and interactive nature promotes a student-centered learning environment where students can explore as they see fit and express themselves. This idea is consistent with Harianja & Fibriasari's (2019) idea about the role of YouTube in promoting active and experiential learning.

The findings of this study are consistent with those of previous studies on the benefits of YouTube use in language learning. One of the most highlighted contributions of YouTube is that it is an efficient tool for improving language acquisition through visual and audio stimuli (for example, Alobaid, 2021). Similarly, Watkins & Wilkins (2011) found that the benefit of YouTube video input is authentic language input, which can directly fulfill learners' listening and speaking competencies.

Khalifa, Samir, & Ebrahim (2021) also asserted that YouTube is shedding light on children's language development due to exposure to new vocabulary and improving pronunciation. This aligns with the current study's findings, where students reported enhanced clarity and fluency in speaking skills. Furthermore, Alkathiri (2019) emphasized that YouTube's engaging content fosters motivation and self-confidence in language learners, reflected in the students' increased confidence and enthusiasm in this study.

### **3. A Few Challenges Related to the Application of YouTube**

Classroom usage of YouTube received some negatives alongside positives, mainly due to technical difficulties and failure to engage students. Teachers said there were issues of poor internet access and the necessity to store videos for prior viewing owing to their large file sizes. Such challenges are found in the research work of Maru & Nur (2020), which explores similar problems that resurfaced in Indonesian classrooms.

It was interesting for the students to have those videos with them, but alone, it was not enough to capture and keep their attention during a lesson. Teachers had to add to this with quizzes and discussions, among other things. This agrees with Khalidiyah (2015), who reported that interactive content increases student involvement.

Students faced hurdles in this aspect, such as getting outside videos, as they had limited access to the internet and even devices. Such challenges typified the socioeconomic

disparities of the Palestinian problems, as expressed by (Bakeer & Bruce, 2019). In addition, some students had trouble with the videos' pace and complexity, hence showing the need to differentiate instruction based on proficiency levels. This was in line with the view of Fitri (2022), who claimed that to create effective content on the YouTube, this content must be based on learners' needs.

### **Relatedness with Earlier Studies**

The drawbacks that emerged in the present study were not far from what previous studies had reported. For instance, Majorek (2015) identified the technical hindrances of using YouTube in education, from internet connectivity to video pre-downloading. Dreon & Dietrich (2009) also noted that it takes careful planning and interactive elements to keep multimedia content-centered so as to obtain students' engagement.

Moreover, Damayanti (2022) stressed that students from poor families may not benefit from equal access to technology, thus making socio-economic differences appear that should be most considered while studying technology access. This concurs with the findings from this study, whereby students mentioned challenges in watching videos due to poor internet and devices.

## **4. Strategies to Overcome Challenges**

This section, rooted in Constructivist Learning Theory and Vygotsky's Sociocultural Theory, focuses on the strategies teachers and students have used to address the hurdles YouTube poses in the EFL arena teaching-learning process.

### **Teacher Strategies**

The teacher was able to take some decisions to lessen the technical difficulties, such as pre-downloading videos and seeking technical training to ensure lesson continuity. This is in line with constructivism in creating a resource-rich learning environment. This corresponds to what Majorek (2015) stated about important preparation and technical support when using YouTube for education.

The teacher added quizzes and discussions into videos to cater for students' anxiety. This fits Vygotsky, who combined near-accurate learning to provide scaffolding to support the students' learning in a particular activity or content area. The teacher also used

differentiated instruction with customized video content regarding proficiency levels, allowing all students to participate in meaningful learning. This is supported by Teng (2022), who argued for differentiated instruction in multimedia-based learning.

### **Student Strategies**

Students adapted to their challenges with resilience and creativity. For instance, some students helped themselves troubleshoot technical issues, as one student explained, "*Sometimes it was hard, but I helped myself, and it became easy*" (Int. St 8). This self-reliance reflects the constructivist principle of active, self-directed learning.

They also utilized YouTube's emotional and motivational value to maintain their engagement. Watching their videos evoked pride and joy, encouraging continued effort. "*Watching my videos motivated me to do more,*" one student explained (Int. St 5). This aligns with Alkathiri (2019), who found that motivating content on YouTube is a miraculous tool for enhancing motivation and self-confidence in language.

### **4.4 Alignment with Earlier Studies**

Earlier scholarly works verify the strategies employed by teachers and learners within the study. For example, Yeh et al. (2020) found that adding interactive elements, such as quizzes and discussions, engages students in multimedia content. Wati and Rozimela (2019) also used the same findings to support the importance of differentiated instruction in addressing diversity in learning demands. Likewise, according to Khalidiyah (2015), self-directed learning is a way of overcoming technical difficulties, as found in the present study, where learners exhibited perseverance and problem-solving skills.

### **Connection with Current Literature**

This research addresses the application of technology in language learning and is linked to and added to the existing literature on the subject. For instance, Watkins & Wilkins (2011); Fitri (2022) discovered that YouTube's interactive and relatable content nourishes a particular spirit of positivity for learning, almost as engaging and motivating as what is found in the current study.

In addition, the other challenges identified, such as technical problems and issues in keeping students active, seem to echo the findings of (Maru & Nur, 2020; Bakeer & Bruce,

2019) regarding the necessity of improving the technological infrastructure and differentiated instructional approaches to use the interactive video most effectively in education.

The study also provides evidence to support Vygotsky's (1978) Sociocultural Theory, particularly in relation to ZPD. The employment of YouTube presented scaffolding that helped students further develop their speaking skills. The collaborative and supportive learning environment fostered by teachers further enhanced this theoretical framework.

#### **4.5 Recommendations**

In light of the previously mentioned results, the researcher recommends the following:

1. Integrating YouTube into school curriculums.

Educators should consider adding and incorporating YouTube to enhance speaking, reading, and listening skills. The platform is extremely engaging and full of content that makes language learning more enjoyable and accessible for young students.

2. Training teachers on using multimedia.

Stakeholders should consider conducting workshops and training sessions for teachers so they can understand the effectiveness of platforms such as YouTube.

3. Conducting further research on digital tools in education.

Researchers should investigate YouTube's effect on the four skills. They should also examine how different age groups and other learning contexts can adopt YouTube.

4. Providing YouTube accessibility during crises

YouTube is an alternative teaching tool for students who cannot attend school during wartime. The videos can be downloaded offline, ensuring that education continues in areas where the internet is flaky during invasions or power outages.

#### **4.6 The Study Limits**

These constraints apply to the following study limitations:

- The topical limit: The role of using YouTube in enhancing speaking skills proficiency
- The human limit: 4<sup>th</sup> graders and their teacher.
- The locative limit: Elaf Scientific Schools in Jenin, Palestine.

- The temporal limit: the first academic semester of the year 2024/2025.

#### **4.7 The Study Limitations**

**Sample Size and Scope:** This research has been confined to one school in Jenin, Palestine, with a sample size of only 54 students. Therefore, generalization beyond this study into other contexts or regions will be impossible.

**Geographical Constraints:** Because the study was conducted in a specific area (Jenin), it may not represent more diverse educational settings in Palestine or elsewhere.

**The ongoing war:** Among other issues, the most significant barrier encountered in this research study was the continued contest and war in the nation. The change of regular school programs, limited access to resources, and emotional and psychological challenges to students and staff members would have affected the findings.

**Short responses:** The students were really young 4th graders, so their responses during the interviews were short and limited.

**Technical Challenges:** Limited access to the Internet and technical problems with video editing, uploading, etc., have made it difficult for some students and the researcher to implement this intervention.

**Time Constraints:** The restricted period (one academic semester) did not give enough time for studying possible long-term effects of YouTube use on developing their speaking skills.

**Resource Limitations:** The researcher-made YouTube videos used in this study did not explore the full potential of using YouTube as these resources cannot compare with those in technologically advanced settings.

**Teacher Involvement:** The present study was limited to student-related outcomes and, therefore, did not explore in depth the role of the teacher in introducing YouTube within the curriculum, which could have opened up new insights.

**Cultural and Contextual Factors:** Conducting the study in only one particular cultural and educational context may restrict the extent to which the findings can be applied to

other contexts with different cultural and/or educational norms. Also, not all parents agreed to help the kids to create videos and upload them.

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## Appendices

### Appendix (A)

#### Oral Pre-Test

Students were asked to introduce themselves in English during the pre-test. The task was designed to assess their speaking skill including pronunciation, fluency, vocabulary, grammar, and clarity.

#### Instructions Given to Students

##### Introduce Yourself in English

##### Instructions:

- You will have **2-3 minutes** to introduce yourself in English.
- Speak clearly and try to use complete sentences.
- If you need help, the teacher will ask you follow-up questions.

##### Prompts that were used when the students asked for help:

1. What is your name?
2. How old are you?
3. What do you like to do?

Below is the page with the instructions used for the oral pre-test, including instructions and prompts given to students:

**Self-introduction**

My name is \_\_\_\_\_

I am \_\_\_\_\_ years old, I am from \_\_\_\_\_ and I live in \_\_\_\_\_.

I live with my \_\_\_\_\_  
(family: Dad, Mum, sister(s), Brother(s), Grandmother, Grandfather)

I am a student at \_\_\_\_\_ in grade \_\_\_\_\_

My favourite subject is \_\_\_\_\_ (subjects: English, Arabic, I.T, P.E., Mathematics, Science, History, Geography, Drama, Arts and Crafts)

I love to \_\_\_\_\_ (hobbies: swim, play football, play basketball, draw, sing, take pictures, play video games, play board games, do puzzles)

My favourite food is \_\_\_\_\_

My favourite colour is \_\_\_\_\_

My favourite sport is \_\_\_\_\_

My best friends are \_\_\_\_\_

In the future, I would like to be \_\_\_\_\_ (jobs: nurse, doctor, lawyer, accountant, policeman, teacher, baker, engineer, scientist)

Layla: Hi, I'm Layla and I'm eight, what about you?  
Sami: Hello Layla, My name is Sami and I'm eight too!  
Layla: Where do you live Sami?  
Sami: I live in Jalin, and you?  
Layla: I live in Nablus with my parents and my two brothers, who do you live with?  
Sami: I live with my parents and my grandmother, I have a little kitten we call it Leo do you have any pets?  
Layla: No, but I would love to have one soon.

**key questions you might need.**

1. What's your name?
2. What are your hobbies?
3. Where are you from?
4. Where do you study?
5. What subjects do you like the most?
6. Are there any subjects you don't like?
7. Do you have any pets?
8. When were you born?
9. What's your favourite food?
10. Do you have brothers and sisters?
11. Are they older or younger than you?
12. Tell me about your best friend

T. Sivan Abdillahi

## **Appendix (B)**

### **The oral post-test**

#### **Post-Test General Overview**

An oral post-test was conducted to evaluate the speaking skills of students who underwent the experiment. It tested their ability to convey ideas, use vocabulary from the curriculum, and demonstrate improvement in fluency and accuracy. Each student participated individually in a 3-7-minute speaking session.

For the control group, the post-test was conducted in the traditional way, in which students made their presentations before the researcher and classmates.

In the case of the experimental group, the task was to make presentation-style videos on the course-assigned topics and upload them to YouTube or send them to the researcher to upload them.

#### **Guidelines for the Administration of Tests**

- Students were given a task to prepare a 3-5 min presentation.
- It was explained well in advance regarding the prompts and topics for clarity.
- The control group presented their presentations in front of classmates and the teacher.
- The experimental group recorded their presentations and uploaded them to YouTube.

#### **Student Preparation Details**

The students were informed well beforehand about the topic.

#### **The post-test setting**

- All presentations for the control group were done in the classroom with students and teachers present.
- For the experimental group, the students were advised to find a quiet and comfortable place before recording their presentation videos to bring flexibility and independence to their work.

## Appendix (C)

### Evaluation Criteria Rubric

Evaluation Criteria	Excellent (5)	Outstanding (4)	Good (3)	Acceptable (2)	Low (1)
Pronunciation and Intonation	Shows impeccable pronunciation and intonation, using a variety of tones and intonations appropriate to the context	Shows good pronunciation and intonation most of the time, although may make some minor errors	Shows acceptable pronunciation and intonation, although may make some evident errors	Shows some pronunciation and intonation issues affecting message comprehension	Shows very poor pronunciation and intonation that significantly hinder message comprehension
Oral Expression Skills	Expresses themselves clearly, fluently, and structured, using vocabulary and grammar appropriate to an advanced level	Expresses themselves clearly and fluently most of the time, although may make some grammatical or vocabulary errors	Expresses themselves acceptably, although may show difficulties expressing complex ideas and makes grammatical and vocabulary errors	Shows difficulties expressing themselves clearly and fluently, makes grammatical and vocabulary errors that hinder comprehension	Shows very poor oral expression, with serious grammatical and vocabulary problems that hinder comprehension
Creativity and Originality	Demonstrates a high level of creativity and originality in the video presentation, using innovative resources and showing unique and original ideas	Demonstrates creativity and originality in the video presentation, using some innovative resources and showing original ideas	Shows some creativity and originality in the video presentation, although could explore more innovative resources and show more novel ideas	Shows little creativity and originality in the video presentation, using basic resources and showing unoriginal ideas	Shows a total lack of creativity and originality in the video presentation, using common resources and showing unoriginal ideas
Vocabulary and Grammar	Uses a rich and varied vocabulary, and demonstrates an advanced command of grammar, without making significant errors	Uses appropriate vocabulary and demonstrates a good command of grammar, although may make some minor errors	Uses a limited vocabulary and demonstrates a basic command of grammar, making evident errors	Shows difficulties using appropriate vocabulary and shows grammatical problems affecting comprehension	Shows a very limited vocabulary and makes serious grammatical errors that hinder comprehension
Contextual Understanding	Demonstrates an excellent understanding of the context and effectively adapts their message, using appropriate examples and references	Demonstrates a good understanding of the context most of the time, although may show some lack of adaptation or inappropriate examples	The student shows an acceptable understanding of the context, although could improve message adaptation and example selection	The student has difficulties understanding the context and adapting their message appropriately, making errors in example selection	The student shows a total lack of understanding of the context, without adapting their message and selecting inappropriate examples

## **Appendix (D)**

### **Questions for the semi-structured interview**

The researcher tried the best effort to make students feel comfortable and understand the questions, allowing them to respond in the language they were most confident using.

The questions were

- Did you feel excited to watch the videos I made on YouTube?
- Did you enjoy making your videos? And what did you enjoy the most in making your videos?
- Did your English-speaking skills get better?
- Do you feel more confident in speaking English after watching and making videos?
- Do you think the videos helped you speak more clearly?
- How did it make you feel to watch your videos on YouTube?
- Was it fun to make your own videos or was it hard?
- Did you feel good about yourself after making videos?

## Appendix (E)

### Transcript of my interviews with students

Speaker 1 is the researcher and Speaker 2 are the students

Speaker1: Hello.

Speaker2: Hi

Speaker1: What's your name?

Speaker2: My name is Yazid

Spaker1: What grade are you in?

Speaker2: Fourth grade.

Speaker1: Can you please come closer? Yes.

Speaker2: Okay.

Speaker1: I will ask you eight questions. And those questions I'm going to ask in English. Okay. If you don't understand, let me know and I will translate into Arabic for you. Okay?

Speaker2: Okay.

Speaker1: And also, you can answer in Arabic.

Speaker2: I know.

Speaker1: Okay. Number one. Did you feel excited to watch the videos I made on YouTube?

Speaker2: Yeah.

Speaker1: Okay. Number two. Did you enjoy making your own videos? And what did you enjoy the most in making your own videos?

Speaker2: I don't have a channel.

Speaker1: Not on your channel. On my channel?

Speaker2: Oh, yeah. Your videos are so cool.

Speaker1: Thank you. Did you like your videos?

Speaker2: Yes. Okay.

Speaker1: Number three. Do you think your English-speaking skills got better?

Speaker2: Yeah.

Speaker 1: Very nice. Number four. Do you feel more confident in speaking English after watching and making videos?

Speaker2: Yes, I am.

Speaker1: Bravo. Okay. Number five. Do you think the videos helped you speak more clearly? Speaker 2: Yes.

Speaker 1: Bravo. Number six. How did it make you feel to watch your videos on YouTube? Speaker2: It made me feel confident. Very nice.

Speaker1: Very nice. Number seven.: Was it fun to make your own videos or was it hard?

Speaker2: It was fun.

Speaker1: Nice. So it wasn't hard for you?

Speaker2: Yeah.

Speaker1: Okay. Number eight. Did you feel good about yourself after making videos?

Speaker2: Yes.

Speaker1: Nice. High five. Thank you. Sit down.

---

Speaker1: Hello. Hello. What's your name?

Speaker2: My name is Mahmoud. Okay. Mahmoud.

Speaker1: What grade are you in?

Speaker2: Fourth grade.

Speaker1: Okay, Mahmoud, I will ask you a few questions.

Speaker2: Yeah.

Speaker1: There are eight questions I'm going to ask you in English. If you do not understand. Let me know and I will translate it in Arabic. Okay?

Speaker2: Okay.

Speaker1: The first question. Did you feel excited to watch the videos I made on YouTube?

Speaker2: Yeah. Yeah, it's very exciting. They were cool. Yeah.

Speaker1: Thank you. Okay. Number two. Did you enjoy making your own videos? And what did you enjoy the most in making your own videos?

Speaker2: uhhh learning some countries and space.

Speaker1: So, you felt excited?

Speaker2: Yeah.

Speaker1: Okay. Thank you. Number three, do you think your English-speaking skills got better?

Speaker2: Yeah. Because. Because I can speak English more than other Palestinians.

Speaker1: Wow. Okay. Very nice answer. Number four. Do you feel more confident in speaking English after watching and making videos?

Speaker2: Not really.

Speaker1: Do you still feel shy?

Speaker2: A little bit.

Speaker1: Okay. Number five. Do you think the videos helped you speak more clearly?

Speaker2: Yeah.

Speaker2: Okay. Six. How did it make you feel to watch your own videos on YouTube?

Speaker2: We are. I feel very happy.

Speaker1: Why did you feel happy?

Speaker2: Because I love learning.

Speaker1: Number seven. Was it fun to make your own videos or was it hard?

Speaker2: Sometimes will be hard, but actually, all of that I made is very easy.

Speaker1: Yeah. Did someone help you?

Speaker2: No, I actually helped myself.

Speaker1: Wow. Okay. Number eight. Did you feel good about yourself after making those videos?

Speaker2: Yeah. Okay.

Speaker1: Thank you so much. Mahmoud, you can sit down. Thank you so much.

---

Speaker1: Hello. Hi. What's your name?

Speaker2: My name is Ghina.

Speaker1: And what grade are you in?

Speaker2: I am in fourth grade.

Speaker1: Okay, I'm going to ask you eight questions right now. And I will ask you in English. If you didn't understand, let me know so I can translate it for you in Arabic. Okay? And feel free to answer, whether in English or in Arabic. Okay?

Speaker2: Okay.

Speaker1: Okay. Question number one. Did you feel excited to watch the videos I made on YouTube?

Speaker2: Yes, because it's very fun and I like your videos.

Speaker1: Thank you. Number two, did you enjoy making your own videos and what did you enjoy the most in making your own videos?

Speaker2: Yes, I love making videos because I like making videos on my own and I like when we made about minibeasts.

Speaker1: Okay. Bravo. Number four. Sorry. Number three. Do you think your English-speaking skills got better?

Speaker2: Yes.

Speaker1: Okay. Number four, do you feel more confident in speaking English after watching and making videos?

Speaker2: Yes.

Speaker1: Okay. Number five. Do you think the videos helped you speak more clearly?

Speaker2: Yes.

Speaker1: Number six, how did it make you feel to watch your own videos on YouTube?

Speaker2: When I watch my videos, I feel that I have I have alone video

Speaker1: Yes. That you made?

Speaker2: Yes.

Speaker1: Okay. Number seven. Was it fun to make your own videos or was it hard?

Speaker2: It's be fun and a little bit hard.

Speaker1: Okay. Why was it hard?

Speaker2: Because I've made it.

Speaker1: It's okay. Answer in Arabic if you want.

Speaker2: putting the pictures and audio together was hard

Speaker1: the Montage you meant?

Speaker2: yes.

Speaaker1: Okay. Number eight. Did you feel good about yourself after watching your videos?

Speaker2: Yes, when my friends and my parents watch it, I get happy.

Speaker1: Oh, that's really sweet. Okay. Thank you so much. Now sit down by.

Speaker1: Hello. Hello. What's your name?

Speaker2: My name is Miral.

Speaker1: And what grade are you?

Speaker2: Fourth grade.

Speaker1: Okay. Miral. I will ask you eight questions there are in English. If you don't understand. Ask me to translate it for you in Arabic. And feel free to answer in English or Arabic. Okay. Number one. Did you feel excited to watch the videos I made on YouTube?

Speaker2: they were so beautiful I loved them.

Speaker 1 : Thank you. Number two. Did you enjoy making your own videos and what did you enjoy the most in making your own videos?

Speaker2: Yes.

Speaker1: And what did you enjoy the most in making your own videos? I can translate in Arabic, speaker1: yes Arabic please.

Speaker1 translate to speaker 2

Speaker2: I was so happy to watch myself on YouTube and to hear that I'm confident enough to speak that well.

Speaker1: Wow. Okay. Number three. Do you think your English-speaking skills got better?

Speaker2: Yes. They're Okay.

Speaker1: Number four. Do you feel more confident in speaking English after watching and making videos?

Speaker2: No.

Speaker1: You still shy?

Speaker2: yes

Speaker1: Really? Okay. Do you think the videos helped you speak more clearly?

Speaker2: Yes.

Speaker1: Okay. Number six. How did it make you feel to watch your videos on YouTube?

Speaker2: it was very nice – start speaking in Arabic- I like making videos so when I saw myself I felt impressed by my work.

Speaker1: Like. Hello. Okay. Number seven. Was it fun to make your own videos or was it hard?

Speaker2: This is so easy. I love it.

Speaker1: Okay. Number eight. Did you feel good about yourself after watching your videos?

Speaker2: Yes. - when I see myself and I notice everyone around me impressed I feel so proud.

Speaker1: Okay. Very nice. Thank you so much. Yeah, thank.

Speaker1: Hello.

Speaker2: Hello.

Speaker1: What's your name?

Speaker2: My name is Hamzah

Speaker1: Okay. What grade are you in?

Speaker2: I am in fourth grade.

Speaker1 : Yes, you're in fourth. Fourth grade. Okay, I'm going to ask you a few questions. There are eight questions. I'm going to ask you in English. If you do not know the answer, or if you do not know the question and what it means, ask me to translate in Arabic. Okay?

Speaker2: Okay.

Speaker1: The first question did you feel excited to watch the videos I made on YouTube?

Speaker2: Yes.

Speaker1 : Okay. Number two, did you enjoy making your own videos? And what did you enjoy the most in making your own videos?

Speaker2 : I can't understand you.

Speaker1 : if you do not know how to answer in English, you can answer in Arabic and English.

Speaker2: I was excited to share my life with the get to know me video and I felt like it helped me be better.

Speaker1: number three. Do you think your English-speaking skills got better?

Speaker2 : Yes, yes it did. Okay.

Speaker1: Okay. Number four. Do you feel more confident in speaking English after watching and making videos?

Speaker 2:Yes.

Speaker1 : Okay. Number five. Do you think the videos helped you speak more clearly?

Speaker2: Yes. Yes It did.

Speaker1: Number six. How did it make you feel to watch your videos on YouTube? Were you happy or sad? Excited.

Speaker2: I was happy. Yes.

Speaker1: were you proud?

Speaker2 : nodes his head

Speaker1: Okay. Was it fun to make your own videos, or was it hard?

Speaker2: It's easy.

Speaker1: Did you feel good about yourself while making your videos?

Speaker2: yes I felt very good

Speaker1: Hello.

Speaker2 : Hello.

Speaker1: What's your name?

Speaker2: My name is Janna.

Speaker1: And what grade are you?

Speaker2: I am in fourth grade.

Speaker1: Okay, excellent. So, Janna, I have a few questions for you. I will ask you in English, in case you didn't understand. I can translate the questions for you in Arabic. Okay. And if you want to answer in English or Arabic, it's up to you. Feel free to answer whatever you want. Okay? Number one, did you feel excited to watch the videos I made on YouTube for you?

Speaker2: Yes.

Speaker 1: Okay. Number two, did you enjoy making your own videos? And what did you enjoy the most in making your own videos?

Speaker2: Yes. I liked making videos because I love Of English. And I want to be an English teacher when I grow up like you.

Speaker1: Oh, that's so sweet. Number three. Do you think your English-speaking skills got better?

Speaker2: Yes.

Speaker1: excellent. Number four. Do you feel more confident and speaking English after watching and making videos on YouTube?

Speaker2: Yes, because you teach us a lot.

Speaker1: I love this!. Number five. Do you think the videos helped you speak more clearly?

Speaker2: Yes.

Speaker1: How did it make you feel to watch your own videos on YouTube?

Speaker2: It made me to be happy.

Speaker1: Yeah. Very nice. Was it fun to make your own videos or was it hard?

Speaker2: It was fun.

Speaker1: Okay. Did you feel good about yourself after making those videos?

Speaker2: Yes.

Speaker1: Hello.

Speaker2: Hello.

Speaker1: What's your name?

Speaker2 : My name is Aisha.

Speaker1 : And what grade are you in?

Speaker2: I'm fourth and fourth grade.

Speaker1 : Aisha. I have eight questions regarding the videos we've made. It's in English. If you do not understand something, ask me and I will translate it to you. And feel free also to answer whether in English or Arabic. Okay. Question number one. Did you feel excited to watch the videos I made on YouTube?

Speaker2: Yes, I got so excited because every-time there was something new.

Speaker1: Number two, did you enjoy making your videos and what did you enjoy the most in making your own videos?

Speaker2: in Arabic.

Speaker2: I love to make videos to being with I want to be famous one day. Maybe that would be my way of fame.

Speaker1: Okay. Number three. Do you think your English-speaking skills got better?

Speaker2: what ?

Speaker1: The way we talk. Do you want me to translate?

Speaker2: no, I understand and yes.

Speaker1: Okay. Very nice. Number four. Do you feel more confident in speaking English after watching and making videos?

Speaker2: I think.

Speaker1 :Okay. Number five. Do you think the videos helped you speak more clearly?

Speaker2: Yes.

Speaker1: Okay. How did it make you feel to watch your videos on YouTube?

Speaker2: I felt so happy and I was proud of myself.

Speaker1: Very nice. Number seven. Was it fun to make your own videos? Or was it hard.

Speaker2: it was a bit hard but watching my videos gave me motivation to do more.

Speaker1: Okay. Very nice. Did you feel good about yourself after watching the videos?

Speaker2: Yes.

Speaker1: Okay. Very nice. High five. Thank you so much.

## Appendix (F)

### Permission from the school to facilitate conducting the study

<p>State of Palestine Ministry of Education Directorate of Education /Jenin Elaf Scientific Schools</p>		<p>دولة فلسطين وزارة التربية والتعليم مديرية التربية والتعليم / جنين مدارس ايلاف العلمية</p>
<p>التاريخ : 9/11/2025</p>		
<p><b><u>الموضوع : تسهيل مهمة</u></b></p> <p>إلى من يهمه الامر</p> <p>لا مانع لدى إدارة مدارس إيلاف العلمية من تسهيل مهمة الطالبة الجامعية : سهام بلال مدحت عبدالهادي " ، حاملة هوية رقم : "402295117" .</p> <p>و تقبلوا فائق الاحترام</p> <p>مديرة المدرسة : أماني النتر ختم المدرسة : </p>		

## Appendix (G)

A screenshot of the YouTube channel that the researcher made

The screenshot shows the YouTube channel page for "Sunny Smiles Club". The channel name is "Sunny Smiles Club" with the handle "@Sunny-SmilesClub96", 102 subscribers, and 30 videos. The bio reads: "Hello everyone this is a channel for education purposes, come along with me ♡ ...more". There is a "Subscribe" button.

Navigation tabs include "Videos" (selected), "Shorts", and a search icon. Filter tabs are "Latest" (selected), "Popular", and "Oldest".

The video grid displays the following content:

- My students projects P4**: 59 views · 4 weeks ago. Video thumbnail shows a biology project with labels like "tubulus", "anus", "intestine", and "chrysalis". Duration: 9:38.
- My students projects P3**: 43 views · 4 weeks ago. Video thumbnail shows a dolphin. Duration: 8:54.
- My students projects P2**: 66 views · 4 weeks ago. Video thumbnail shows two girls. Duration: 12:40.
- My students projects P1**: 226 views · 4 weeks ago. Video thumbnail shows a 3D model of a person's head. Duration: 10:57.

Below the grid are four more video thumbnails showing a boy in a red shirt, a boy in a black hoodie, a boy in a dark shirt looking at a phone, and a girl in a pink hoodie.

The largest video in the foreground is a landscape video showing a beach, turquoise water, and green hills. A small inset video in the top right corner shows a girl in a white jacket.

## Appendix (H)

### Jury of experts who validated the oral exam

<b>The expert</b>	<b>Their field</b>
Dr. Khaled Dweikat	English language teaching curriculum and instruction
Dr. Thani Bsharat	Methods of Teaching English
Dr. Monther Zyoud	English language methods
Dr. Fouad Hasan	English language studies and literature
Ms. Fatima dweikat	Linguistics and translation



جامعة النجاح الوطنية  
كلية الدراسات العليا

## تأثر استخدام اليوتيوب على تعزيز إتقان مهارات التحدث من خلال نهج متمركز حول الطالب

إعداد

سهام بلال مدحت عبد الهادي

إشراف

د. خالد دويكات

قدمت هذه الرسالة استكمالاً لمتطلبات درجة الماجستير في أساليب تدريس اللغة الإنجليزية في كلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2025

# تأثر استخدام اليوتيوب على تعزيز إتقان مهارات التحدث من خلال نهج متمركز حول الطالب

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## الملخص

باعتباره منصةً رقميةً عالميةً وقويةً، أحدثت تحولاً في مجال التعليم، يمكن لتطبيق (اليوتيوب) أن يفيد بشكلٍ كبيرٍ في تعلم اللغاتٍ وخاصةً مهارةً التحدث. تهدفُ هذه الدراسةُ إلى التحقق من أثر استخدام (اليوتيوب) على تحسين كفاءة مهارة التحدث لدى طلاب الصف الرابع من خلال نهج تعليمي يركز على الطالب في جنين، فلسطين. استخدمتُ هذه الدراسةُ تصميمًا شبه تجريبيًا بمنهجيةً مختلطةً، حيث تم تقسيم أربع وخمسين طالبًا بشكلٍ عشوائيٍّ إلى مجموعتين: تجريبية وضابطة. استخدمتُ المجموعة التجريبية مقاطع فيديو على (اليوتيوب) أعدها الباحثُ لنتناسب مع المنهاج الدراسي، بينما استمرت المجموعة الضابطة في اتباع طرق التدريس التقليدية. تم جمع البيانات من خلال اختباراتٍ قبليةٍ وبعديّةٍ، مقابلاتٍ شبه منظمةٍ، وتأمّلاتٍ ذاتيةٍ من الباحث. كشفت النتائجُ الكمية عن تحسنٍ ذي دلالةٍ إحصائيةٍ في مهارات التحدث لدى المجموعة التجريبية، حيث بلغ الفرقُ في متوسط الدرجاتِ ( $\alpha < 0.001$ ) 4.1، في حين لم تُظهر المجموعة الضابطة أي تحسنٍ ذي دلالةٍ إحصائيةٍ ( $\alpha = 0.200$ ). أما النتائجُ النوعيةُ، فقد أبرزتُ زيادةً في الثقة والوضوح، والدافعية لدى الطلاب، بالإضافة إلى الاستمتاع والإبداع الذي شعروا به أثناء إنشاء مقاطع الفيديو. وواجه الطلاب تحدياتٍ مثل الصعوبات التقنية وضعف الوصول إلى الإنترنت، ولكن تم التغلب على هذه التحديات باستخدام استراتيجياتٍ مثل تحميل الفيديوهات مسبقًا والتعليم المتمايز. وبناءً على نظرية التعلم متعدد الوسائط (CTML) ونظرية التعلم البنائي، تؤكدُ هذه الدراسةُ على الدور الواعد لليوتيوب في تحفيز الانخراط، وتعلم اللغة. تتضمنُ التوصياتُ المستخلصةُ من هذه الدراسة دمج (اليوتيوب) في المناهج الدراسية، تدريب

المعلمين على استخدام الوسائط المتعددة، وإجراء مزيداً من الدراسات حول استخدام المنصات الرقمية في التعليم. تثبتُ هذه الدراسةُ إمكانياتِ (اليوتيوب) كأداةٍ فعالةٍ لتعزيزِ مهاراتِ التحدثِ حتى في بيئاتٍ محدودةِ المواردِ، مع دعمِ نهجِ تعليميٍّ تفاعليٍّ يركزُ على الطالبِ.

**الكلمات المفتاحية:** ليوتيوب؛ مهارات التحدث؛ النهج المرتكز على الطالب؛ كفاءات اللغة.