



Exploring the role and use of YouTube in learning the English language components for Libyan University students: Faculty of Art and Science Saloug as a case study, Benghazi University

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المستخلص

يهدف هذا البحث الى استكشاف دور واستخدام اليوتيوب في تعلم مكونات اللغة الانجليزية لطلبة قسم اللغة الانجليزية في كلية الآداب والعلوم سلوق، جامعة بنغازي، ليبيا. تتكون العينة من 75 طالبا وطالبة تم اختيارهم عشوائيا. استخدم الباحثون لجمع البيانات استبيان ليكرت الثلاثي. أظهرت النتائج ان منصة اليوتيوب تعتبر تطبيق مفيد في تعلم اللغة الانجليزية لدى طلبة اللغة الانجليزية بكلية الآداب والعلوم سلوق، جامعة بنغازي لما يوفره التطبيق من سهولة الوصول والاستخدام، وتنوع محتواه التعليمي، وتنوع اساليب التدريس المتاحة؛ كما اظهرت الدراسة ان الطلبة يستعملون اليوتوب بشكل كبير في اكتساب وتطوير مفردات اللغة الانجليزية لديهم بشكل أكثر من مكونات الأخرى للغة الانجليزية. كما توصي الباحثتان باجراء المزيد من الدراسات لتناول قيود استخدام اليوتيوب كأداة تعليمية في تعلم اللغة الانجليزية وايجاد طرق تطبيق استرشادية ومنهجية للطلبة والمعلمين في استخدام هذا التطبيق.

الكلمات الدالة: اليوتيوب، اللغة الإنجليزية، كلية الآداب والعلوم سلوق، جامعة بنغازي، ليبيا.



Abstract

This research explores the role and use of YouTube in learning English language components for Libyan university students at the Department of Art and Science, Saloug, Benghazi University. The participants are 75 students chosen randomly. The data were collected using Likert-scale questionnaires ranging from agree, neutral to disagree. The findings revealed that YouTube is a valuable resource for Libyan English language learners due to its wide range of content, accessibility, and teaching styles. The participants reported that YouTube is beneficial for developing their learning of English language components. The researcher found that vocabulary improvement was the primary focus for the participants. Further studies are needed to address YouTube's limitations and provide guided practice and feedback.

Keyword: YouTube, learning English language, the Department of Art and Science, Saloug, Benghazi University.

Introduction

Libya has recognized the importance of English in the global context and has made significant investments in English language teaching to promote international exchange and economic development. The government has invested in the English language teaching curriculum, introducing new teaching materials designed by native speakers. Moreover, high educational institutions have sent local graduate students abroad to obtain higher degrees in English language teaching (Jalova, 2014). However, Libyan university students continue to struggle with practical communication in English outside the classroom due to limited opportunities for interaction. These challenges in English language communication and engagement emphasized the need for innovative approaches to new English teaching and learning styles leveraging YouTube as a learning tool.

Moreover, the pervasiveness of YouTube as a social media platform has led to its use as a supportive learning medium, particularly in the context of English as a Foreign Language (EFL)



education. Research indicates that YouTube videos can effectively enhance students' listening, reading, speaking, and writing skills, while also aiding in grammar comprehension and vocabulary expansion. Furthermore, the use of YouTube videos has been found to increase students' interest and motivation in learning English, underscoring the platform's potential as a valuable learning resource for supporting students' language acquisition (Putri Audina et al., 2023& Wang et al., 2021). These insights emphasize the significance of YouTube in supporting English language learning and highlight the evolving landscape of language education in Libya. Additionally, YouTube provides learners access to authentic English language content, including conversations, lectures, and media that reflect real-life use of English. YouTube provides different types of content available; instructional videos, language tutorials, and educational channels. Purnamasari (2018) stresses that students can fully engage through videos on YouTube. YouTube videos can be motivating for learners to fully immerse themselves and develop their English proficiency.

YouTube has become a valuable resource for many colleges and universities worldwide. The top three websites that college students find most useful are Myspace, Facebook, and YouTube (Web Analytics Association, 2006). Sakkira, et al (2020) indicated that university students use YouTube to facilitate their language learning and help them to do their homework and assignments. YouTube is regarded as a support to students, teachers, and educational institutions in the learning and teaching process. It is a kind of tool that can be very useful both inside and outside the classroom to learn the language offering a wealth of resources that can complement traditional learning methods.

Many researchers have investigated the role of YouTube in enhancing English language proficiency among students and their perception of the use of YouTube in English language classrooms (Jalaluddin, 2016; Kadek et al., 2021; Riswandi, 2016). However, limited research has been conducted on investigating the extent to which Libyan university students use and access YouTube to learn English and determine whether this platform contribute to the development of



their English language components. The current study seeks to examine the role of YouTube in learning the six components of the English language; speaking, reading, writing, listening, vocabulary, and grammar. The study will be carried out at the English Language Department, Salog Branch, Benghazi University. The research attempts to investigate the role that YouTube plays in improving student learning of English as a foreign language in Libya. It draws teachers' and learners' attention to the role of YouTube in providing various channels for effective teaching and learning of the English language and focusing on this area. Accordingly, this study offers empirical data on Libyan EFL learning and teaching via e-technology. In addition, the results will encourage syllabus designers to implement and integrate the e- technology into the Libyan higher educational system.

Theoretical framework

The theoretical framework aims to clearly describe the theoretical background of using YouTube in language learning. Moreover, it explores and synthesizes existing research and studies on the role of YouTube in learning English as a foreign language.

Social Constructive Theory

The theoretical framework of the study is based on the social constructivist learning theory. Social Constructivism is a theory that asserts the role of social interactions and cultural context in education and knowledge construction. The social constructivist theory proposes that knowledge construction is built through collaboration and interaction with others, instead of being passively absorbed (Vygotsky, 1978). Learners construct knowledge by integrating internalized experience with a social context. As for Constructivism, learning is an activity based on the interaction of learners' experiences with social environments. Accordingly, Social Constructivism emphasizes social interaction as a source of knowledge. Research agrees that constructivist learning theory, which focuses on knowledge construction based on learners' previous experience, is a good fit for e-learning since it confirms learning among learners (Harman & Koohang, 2005, Hung & Nichani, 2001).



In addition, social constructivism stresses the role of authentic materials in the learning process (Vygotsky, 1978). According to social constructivism, authentic materials expose students to real-life language use, which helps them develop their language skills (ibid). Therefore, social constructivism provides a theoretical framework for this study, as YouTube offers a wide range of authentic materials, including lectures, discussions, interviews, and documentaries. Interactive Tools like discussion forums, social media, and virtual classrooms enable learners to engage in meaningful discussions and activities, promoting deeper understanding through social interaction.

YouTube platform can apply and support Social Constructivism in various ways. For example, e-technology facilitates collaborative learning environments where students can work together on projects, share ideas, and provide feedback to each other. This aligns with the Social Constructivist view that learning is a social process. E-learners can create and share stories using YouTube as a digital storytelling tool. This tool allows learners to construct knowledge by connecting personal experiences with academic content. YouTube allows asynchronous learning, where students can engage with content and peers at their own pace, fostering a more personalized and socially interactive learning experience (Zhou,2020)

YouTube as media for language learning

YouTube as a medium for learning with its official address www.youtube.com is a well-known video-sharing website where users can upload, view, and share video clips. YouTube is the second most popular social media platform after Facebook, with more than 2.6 billion users. It is also the most popular platform for watching educational videos, with more than 54% of users watching educational videos (Statista, 2023). YouTube is a website that shares different kinds of videos i.e., video clips, TV clips, music videos, movie trailers, and other content such as video blogging, short original videos, and educational videos. It was started in February 2005. YouTube Users can upload, view, rate, share, and comment on videos on the platform. Unregistered users can watch



videos, while registered users can upload videos to their channels. YouTube offers entertaining videos, and students can easily find videos on learning English (Feldman, 2007).

Students can learn at their own pace, as they can pause, rewind, and replay videos as they want. According to the Pew Research Center (2021), video platforms like YouTube have become popular among students for academic learning and entertainment. Recent studies indicate that English language learners increasingly utilize YouTube as a supplementary tool for language acquisition (Ghasemi & Hashemi, 2011). Researchers argue that the integration of authentic materials found on YouTube—such as vlogs, tutorials, and interviews—helps learners familiarize themselves with authentic language use in different contexts (Rao, 2019).

YouTube is a platform or application to share, listen to, and watch videos. According to the press link http://www.YouTube.com/t/press_statistics, YouTube is localized in 43 countries and across 60 languages. 100 million people take social action on YouTube (likes, shares, comments) every week. These statistics illustrate how YouTube leads to knowledge sharing with others. Many language teachers have started to use the website to teach different languages by uploading language learning videos, due to the popularity of the website, its free-of-charge availability, and easiness of use. Some language learning videos have reached millions of views. For example, the video titled “Learning English-Lesson One (Introduction)” has more than 8 million” views (Jalaluddin, 2016).

Through vlogs and lifestyle channels, learners can gain valuable perspectives on cultural nuances and communication styles. This exposure not only aids language acquisition but also fosters a broader understanding of global citizenship. In an increasingly interconnected world, such cultural competencies are vital for Libyan students who aspire to engage in academia, business, and social interactions beyond their national boundaries. YouTube application offers Libyan students the unique opportunity to gain insights into English-speaking cultures, which is essential for



developing intercultural competence. Research highlights the importance of cultural context in language learning, as it helps students understand idiomatic expressions and cultural references that may not be present in formal language instruction (Byram, 1997). YouTube videos that showcase cultural practices, social norms, and everyday life in English-speaking countries enrich the learning experience and allow students to contextualize the language they are acquiring.

Researchers such as Kelsen (2009), Alimemaj (2010), and Berk (2009) consider YouTube an effective strategy to succeed in English classes. It can be used in ESL classrooms for developing various skills such as listening, speaking, pronunciation, vocabulary, etc. YouTube is useful inside and outside of the classroom to learn the language. There is a vast number of audio-visual resources available online that can be used in multiple ways in English classes. In addition, YouTube is a technology that can link individuals and groups across space and time. One of the main goals of learning the English language is not only to interact with native speakers but also with non-native speakers of English.

There is several research on using YouTube resources to teach English and results show that it has positively contributed to the learner's mastery of the English language. Brook (2011) mentioned that YouTube serves as a helpful resource for language learning and teaching, building confidence, offering authentic materials, and enhancing student engagement. Watkins & Michael (2011) maintained that YouTube is useful for teachers interested in promoting learners' autonomy. Sherman (2003) pointed out that video is today's medium and people spend more time with audio-visual than with printed material. Moreover, authentic material can be interesting and motivating to understand real things. Teachers can utilize audio-visual resources for various objectives, including interpreting spoken language and serving as a language model. Teachers can also use video resources to foster an understanding of cultural matters or as a stimulus for additional activities. Videos offer exposure to various aspects such as objects, locations, human behavior, and occurrences.



YouTube channels and English language learning

There are a large number of channels that can be used by FL learners to enhance their English language.

TED Talks Videos

TED talks videos are another source for use in ESL classrooms. This site features educational performances and talks from the TED Conference on diverse topics with subtitles and transcripts available for language practice. It has talks on Entertainment, Technology, business, global issues science, and Design. Teachers can find many briefs and authentic speech videos with fantastic concepts that can be used for instructing speaking skills. It has 25 subscribers (www.youtube.com/@TED 2024).

BBC Learning English

The BBC (British Broadcasting Corporation) Offers a range of videos on grammar, vocabulary, pronunciation, and practical language use. The channel publishes a new lesson every day on BBC Learning English Channel. Each lesson is designed to help learners learn English effectively using a variety of different formats. Moreover, BBC News Review provides valuable information, including reporters' discussions of current subjects and stories that demonstrate how to use the language from the most recent news items in everyday English. The BBC Learning English website offers some fantastic resources for learners of all ages too, including children (BBC Learning English,2023).

On the GO with EF.

The EF Education focuses on spoken English and offers entertaining English language courses for all ages and levels. The channel introduces lessons in a slightly different approach. Learners learn



English while traveling on a virtual holiday. The channel enhances cross-cultural understanding and communication. The channel has 397 M subscribers ([EF YouTube channel 2024](#)).

English Addict with Mr. Duncan: Focuses on different aspects of English with a humorous and engaging teaching style. The channel provides easy and entertaining videos. it concentrates on spoken English rather than grammar. The channel has more than 1.23M subscribers ([Speak English With Mr. Duncan2024](#)).

Rachel's English: Specializes in American English pronunciation and speaking skills. Lessons are introduced efficiently and easily. It helps learners to practice English in real-life conversations. It has 5.6M subscribers (rachelsenglish.com/free 2024)

Previous studies

The impact of using YouTube on students' language components has been the subject of many studies. These studies have shown that using YouTube improves students' language components, including listening, speaking, reading, writing skills, grammar, and vocabulary. Kim and Kim (2021) conducted a study to investigate the advantages of YouTube in learning English as a second language for nine Korean students studying in the U.S.A. The researchers adopted a qualitative approach to examine whether YouTube can help increase students' linguistic and cultural perspectives. The study revealed that YouTube helped Korean students to improve their English knowledge and skills. Moreover, the YouTube platform contributed to expanding the learners' cultural knowledge and perspectives. YouTube supported the Korean students' social and academic engagement in the host English-speaking country.

In their study, Meinawati et al (2022) examined the effectiveness of YouTube as an electronic learning resource in learning English writing. The study used an exploratory mixed method. The researchers used tests, observations, and a questionnaire to collect the data. The participants were



university students majoring in English language. 100 participants were chosen randomly. The study demonstrated that using YouTube as an e-resource has a positive impact on writing English essays. YouTube significantly improved the learners' punctuation, spelling, mechanics, styles, and quality of expression, organization, and grammar. However, the learners' writing component of the logical development of ideas has a low increase. Moreover, Students were also enthusiastic about the use of YouTube during the essay-writing activity

Al Jawad (2020) carried out a study to examine the effect of YouTube on the development of speaking performance of 50 secondary school students. The researcher adopted the quasi-experimental research design. The participants were chosen randomly and divided randomly into an experimental group and a control group. The experimental group was taught by YouTube videos while the control group was taught using traditional methods. The study utilized 'an oral test as an instrument for collecting data. The results showed that the experimental group learners performed better than the control group. The researcher concluded that YouTube is a workable online tool for improving learners' speaking competence. Another study by Al Jawad and Mansour (2021) examined the importance of integrating YouTube in EFL classrooms. The study considered the effect of YouTube in enhancing English listening skills in higher education in Libya. The researchers followed a quantitative research framework. A questionnaire was used to collect the data from 60 students studying in the Department of English at AL-Kofrah University. The findings revealed that YouTube was a significant tool for improving Listening skills. It created a comfortable learning atmosphere that encouraged and motivated the students to learn more. Rashid et al (2022) conducted a study to examine English language teachers' perception of using YouTube in teaching at Saudi Arabian universities. The teachers asserted that YouTube is a significant teaching technology for developing the speaking skills of university students. Moreover, the study recommended embedding YouTube in English language classes.



Harlinda (2091) carried out a study to find out the perception of the students of the English Education Study program in Malaysia. She used a quantitative survey with 120 students. The students learned English as a Foreign Language by the mediation of YouTube. In addition, the study was conducted to investigate the students' perception of using YouTube as media for learning English as a foreign language for their autonomous learning. Moreover, the research aimed to examine the students' perception of using YouTube as media for learning English as a foreign language to improve their language skills and language components. The result of the study illustrated that 59.3% of students agreed using YouTube videos independently enhanced their confidence to practice English. 55.0% of the students stated that YouTube is a good source for practicing listening skills. Finally, based on the result, most of the students in the English Education Study Program were capable of learning English as a foreign language independently and had the freedom to choose and control their learning. This also means that the use of YouTube as a medium for learning the English language has developed autonomous learners to improve their language components.

In his study, Alimemaj, (2010) has examined the use of YouTube videos in English classrooms. After watching YouTube videos for two months, students of the experimental group performed better than the control group in the post-test. The mean score of the experimental group had increased from 6.79 in the pre-test to 9.86 in the post-tests while in the control group score had slightly increased the pre-test score of 7.0 increased to 7.75 in the post-test, indicating that the use of YouTube videos improved the listening comprehension performance of Saudi EFL students. The data revealed that the experimental group who watched YouTube videos for two months performed better in the post-test compared to the control group. The results show an enhancement in the students' listening comprehension. The researcher concluded that YouTube has incredible potential in English language classroom instruction. YouTube videos have improved students' English language skills, especially listening comprehension, by opening a new world for a more



interesting and productive learning environment. YouTube videos that feature authentic language use by native English speakers assist students in learning and practicing the language.

In a study conducted by Aprianto (2020), the primary goal was to understand which language skills and components university students, most commonly improve through YouTube videos. The study also attempts to find out the reasons behind the students' use of the YouTube platform for self-language learning strategies. The study utilized descriptive qualitative methods to outline the prevalent uses of YouTube as a learning tool and to identify which language skills and components are most commonly improved by students through YouTube. Data was collected through questionnaires and semi-structured interviews involving 35 sophomore students majoring in computer science. The findings indicate that, of the four English skills, tertiary students primarily used YouTube for individual study or to enhance their listening (90%), speaking (81%), writing (47%), and reading (59%), with listening being the most dominant skill. Moreover, the students predominantly used YouTube as a self-learning strategy to improve their language components, such as pronunciation (79%), grammar (74%), and vocabulary (71%). These students utilized YouTube for individual English study, viewing it as a complementary and accessible language learning source while considering it an innovative self-strategy for enhancing their language skills and components.

Tahmina's (2023) study explored how learners perceive YouTube as a tool for enhancing language learning. The research involved 66 undergraduate English students from Jagannath University, Bangladesh, using questionnaires and semi-structured interviews for data collection. The results showed that most students found YouTube educational videos beneficial. However, they noted that YouTube had minimal impact on assignment preparation, study attentiveness, and grammatical competence. Most (95.45%) reported that YouTube helped them learn English vocabulary and improve their overall language skills. Specifically, YouTube enhanced speaking skills, listening comprehension, and note-taking. Despite this, 63.64% of the students disagreed



that YouTube aided in writing assignments. Overall, the study concluded that YouTube positively impacts EFL learners' English proficiency.

Research Methodology

This exploratory study adopts a descriptive and analytical method. Quantitative research is used to measure the responses of Libyan students about the role of YouTube in improving their English language learning. More precisely, the study will focus on the enhancement of YouTube in the student's learning of the six components of the English language; Listening, Speaking, Reading, Writing, Grammar, and Vocabulary. A questionnaire is distributed to a random sample of 75 students at the Department of English, the Faculty of Art and Science, Salog, Benghazi University, Libya. The quantitative research is used to gain more accurate numbers and measurement of this researched area.

The questionnaire consisted of two parts. The first part of the questionnaire included demographic information of the respondents including gender, age, and students' internet experience. The second part consisted of twelve items using a Likert- scale ranging from agree, neutral, and disagree. The questionnaire was distributed to a random sample of 75 students. The Data collected were analyzed and the results were shown statistically in numbers, percentages, and described. Based on the results, the researcher concluded the findings.

Research objectives

To determine the benefits of integrating e-technology, specifically YouTube, in learning English as a foreign language in Libyan higher education.

To examine the benefits of YouTube for learning the English language components outside the classroom.

Research question

RQ1: What role could YouTube play in enhancing students learning of the English language?

RQ2: Which language components that university English language students most commonly improve through YouTube channels?

Data Analysis.

1. Demographic information

Descriptive statistics for the participants' demographic information are listed in Figures 1, 2, and 3.

a. Gender

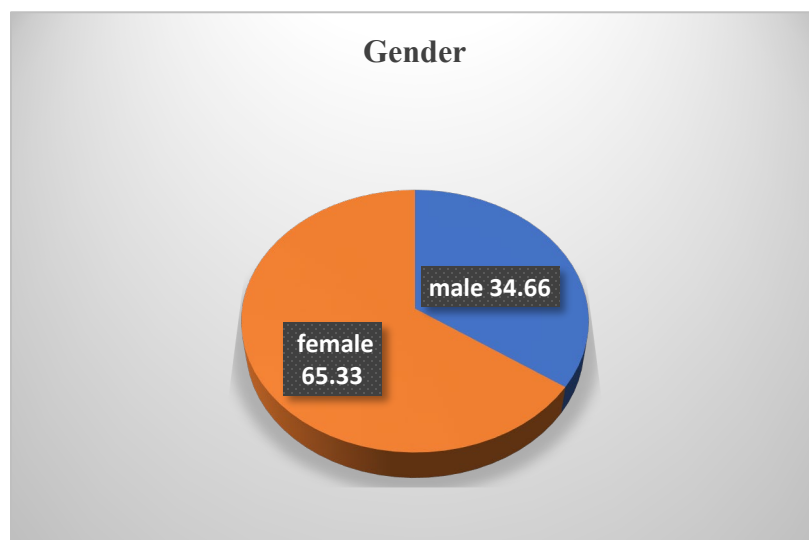


Figure (1) gender of the participants.

The pie chart illustrates that males comprised 26 (34.66%) of the participants, while females represented the vast majority of the participants with 49 (65.33%)



b. Age

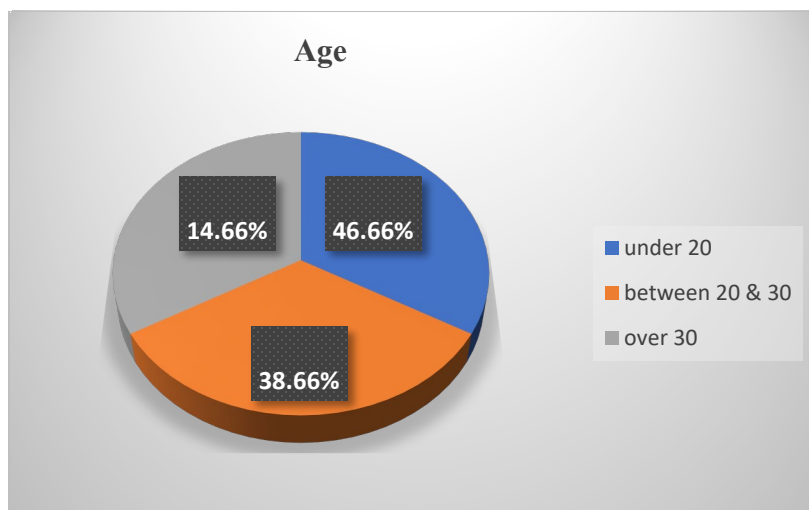


Figure (2) age of the participants

From the chart, we can notice that 35(46.66%) of the 75 students are under 20 and they gained the highest percentage while 11 (14.66%) are over 30. 29 (38.66%) students are between 20 and 30.

c. Internet experience

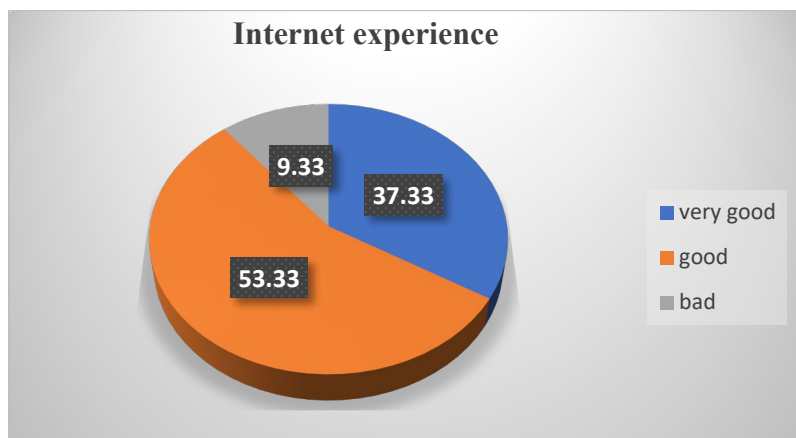




Figure 3, participants' internet experience

28(37.33%) out of 75 students were very good at using the Internet. 40(53.33%) were good. 7(9.33%) indicated they were bad at using the internet. According to the results, a large number of the participants are good internet users

1. Descriptive statistics related to the six English language components

Table 1: the percentage of items related to the six components

Items	Agree		Neutral		disagree	
	N	percentage	N	percentage	N	percentage
learning English via YouTube makes it easier for me to learn new vocabulary	48	61.53%	21	29.23%	6	9.23%
The language content on YouTube supports my writing skills.	38	47.69%	25	33.84%	12	18.46%
YouTube helps me a lot in learning grammatical rules.	39	50.76%	21	29.23%	15	20%
Learning English through YouTube improves my pronunciation.	45	60%	20	26.66%	11	14.66%
YouTube improves my reading skills	30	40%	28	37.33%	17	22.66%
YouTube can improve my listening skills	42	56%	18	24%	15	20%
YouTube improves my English-speaking ability	37	49.33%	22	32.30%	16	18.46%
YouTube provides me with a better understanding of the meaning of English words.	42	53.84%	18	24%	15	21.53%
Using YouTube video materials enhances my listening comprehension of English dialogues.	40	53.33%	17	22.66%	18	24%



Items	Agree		Neutral		disagree	
Learning English through YouTube provides me with excellent materials to read.	46	61.33%	16	21.33%	13	17.33%
YouTube gives me more opportunities to access grammatical lessons.	49	64.61%	13	16.92%	13	18.46%
When I struggle with my writing assignments, I use YouTube to help me.	37	49.23%	29	38.46%	9	12.30%

Results and discussion

From the table, we can notice that (61. 63%) of the participants reported that YouTube makes it easier to learn vocabulary and 42 students (53.84%) stated that YouTube provides a better understanding of the meaning of English words. This result is congruent with the study conducted by Tahmina (2023), who concluded that (95. 45%) of students at university use YouTube to enhance their English language vocabulary.

As for grammar, the table shows that (50.76%) of the students agreed that YouTube helps them a lot in learning grammatical rules. This can be affirmed in their responses about the opportunities that YouTube gives to access grammatical lessons which gained (64.61%) of the overall students' responses. The results indicate that YouTube can be considered a good e-resource for grammatical materials. The results go in line with the study of Aprianto (2023), who concluded that (74%) of university students predominantly used YouTube as a self-learning strategy to improve their English grammar.

while 12.30% disagreed, 47.69% of the participants agreed that the language content on YouTube supports their writing. In addition, the statistics of the study indicated that YouTube is a helpful means for writing assignments for 49.23% of the participants. Meinawati et al. (2022) also found that YouTube has a positive impact on students' essay-writing skills. However, the result is incongruent with the finding of Tahmina (2023), who reported that 63.64% of the students in her study disagreed with the notion that YouTube helped them write their assignments.



The item YouTube improves my reading skills gained 40% of the total responses of the participants. The item Learning English through YouTube provides excellent materials to read had 61.33. This means that YouTube provides good material for reading skills that can enhance students' English reading proficiency. The study agrees with the findings of Aprianto (2023) and Tahmina (2023) who confirmed that YouTube plays an essential role in learning English reading skills.

In Speaking skill, item 4 learning English by YouTube improves my pronunciation obtained a total response of 60%. 49.33% of the participants agreed with the role of YouTube in developing their speaking skills. The results are consistent with the research of Rashid et al (2022) and Aljawad (2020) who stressed that YouTube is a valuable e-device for developing Speaking skills.

Ultimately, the statement that YouTube can enhance my listening skills received an agreement rate of 56.30%. Additionally, 53.33% of students reported that using YouTube video materials significantly enhances their listening comprehension of English dialogues. This indicates that YouTube is a valuable tool for improving listening skills among Libyan students at the Department of English, Faculty of Salog, University of Benghazi. The majority of students found the app beneficial for learning listening skills, aligning with the findings of Aljawad and Mansour (2020), Harlinda (2019), Alimemaj (2010), and Aprianto (2023), who all highlighted the importance of YouTube in learning listening skills.

2. The descriptive analysis of the main themes.

Table (2) total percentage of English language components

The main theme	The total agreement in percentage
Listening	54.66%.
Speaking	54.66%.
Reading	50.66%.
Writing	50%.
Grammar	58.66%.
Vocabulary	60%.



The table could be summarized as follows; the students viewed YouTube as a beneficial tool for learning the six components of the English language. Vocabulary was rated the highest, with 60% of students finding it useful, followed by grammar at 58.66%. Reading skills had a 50.66% agreement rate, slightly higher than writing skills at 50%. Speaking and Listening skills were rated at 54.66%.

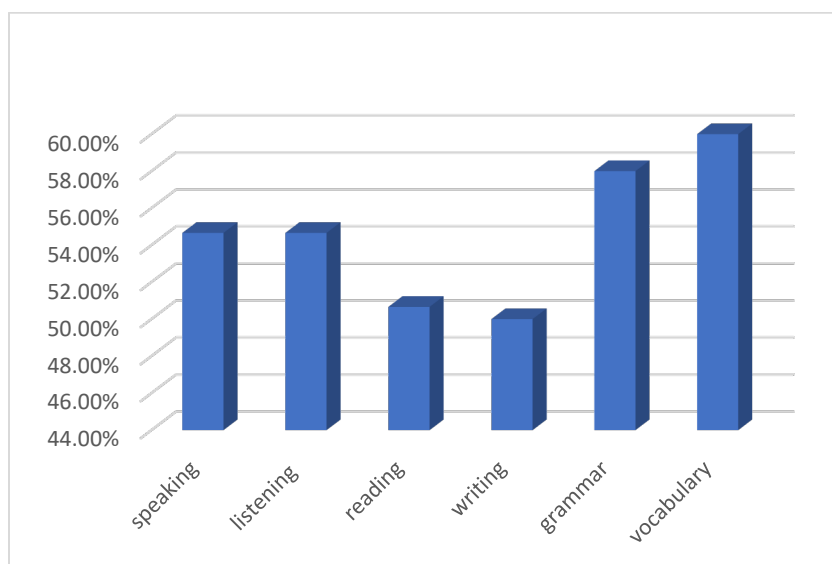


Figure 4: the total percentage of the English language components

Conclusion

YouTube has become a valuable resource for English language learners due to its wide range of content, accessibility, and the variety of teaching styles available. Accordingly, students often turn to YouTube to enhance different aspects of language learning, including vocabulary, grammar, listening, speaking, writing, and reading skills. At the Faculty of Arts and Science, Saloug, Benghazi. Vocabulary improvement is the primary focus for students using YouTube. Nonetheless, it is best utilized as a supplementary resource alongside structured learning activities to maximize its benefits.



Teaching implications

Using YouTube for language learning highlights the importance of integrating this resource into structured educational frameworks. Educators in Libya can capitalize on YouTube by curating playlists that align with specific learning objectives, encouraging critical engagement with the content. This may involve asking students to summarize videos, discuss their themes, or create their video responses. Additionally, incorporating YouTube into blended learning models can further enhance its effectiveness. Educators and teachers can develop a more dynamic learning environment by combining traditional classroom activities with YouTube-based assignments. This approach not only leverages the strengths of YouTube but also addresses its limitations by providing opportunities for guided practice and feedback. Teachers need to use online videos professionally and carefully to ensure their effectiveness in language learning. Furthermore, instructors should consider the challenges associated with the use of YouTube videos, such as the need for appropriate selection and evaluation of content, as well as the potential impact on classroom dynamics and teacher-student interaction.



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