EFFECT OF YOUTUBE AS A CONTENT MANAGEMENT ON ENGLISH READING PROFICIENCY AT ELEMENTARY LEVEL

Arshad Iqbal

PhD Scholar Allama Iqbal Open University-Pakistan

arshadyousafzy@gmail.com

Corresponding Author: Dr. Rukhsana Durrani

Allama Iqbal Open University

rukhsana.durrani@aiou.edu.pk

ABSTRACT

This study was conducted to explore the effect of teaching through YouTube on English Reading Proficiency (comprehension) at the elementary level in the rural areas of Swat, Pakistan. This research revealed that reading proficiency (comprehension) could be developed if the students are taught by using YouTube as a medium and a Content Management System for teaching English Textbooks at the elementary level. The True Experimental research design was adopted for the two sections of the same grade in a public school. 60 students were randomly selected (30 participants in each group) through the Random Sampling Technique from 107 students in both sections. After the pilot testing, minor recommended changes were made. A pre-test and a post-test were administered in 60 working days, comprising 06 lessons from the English Textbook of class 8th. The data was analyzed using a t-test results showed that teaching through YouTube had comparatively better results in terms of score and performance on the increase of reading proficiency (comprehension) among elementary-level students. The outcomes of the research are worthwhile for teachers, curriculum designers, syllabi designers, pedagogues, and policymakers. In addition, YouTube is suggested as a Content Management System for teaching different aspects related to reading proficiency (comprehension).

Keywords: *Teaching Through YouTube; Elementary Teacher Education (ETE); English Reading proficiency (Phonics, Phonemic Awareness, Vocabulary, Fluency and Comprehension)*

INTRODUCTION

The use of technology in the classroom is expanding, which could help students learn in new ways. It's easy to teach using free online videos (Haleem et al., 2022). There are a variety of

ways to educate students using these resources, but YouTube channels and videos can offer pupils fun and interactive ways to hone their abilities (Tahmina, 2023). YouTube supports personalised learning by providing students with access to videos and a community section that caters to their individual needs and learning preferences. As they can watch videos at their own pace and focus on the areas where they need the most help, this approach can be especially helpful for students who may struggle with traditional learning methods (Kumar & Nanda, 2022). Compared to conventional methods, many students find YouTube to be a more entertaining and interesting learning environment (Biletska et al., 2021).

Teachers may use YouTube to make reading comprehension exercises more entertaining for their students, which might help boost their motivation and engagement. YouTube enables interaction and teamwork. Students can use YouTube to watch videos and work with their peers to discuss and learn together (Perraton, 2000). This can foster a sense of belonging among the students and motivate them to help one another learn. For teaching students English reading comprehension skills, YouTube can be a useful tool (Beardsley et al., 2021). YouTube can assist students in developing their reading comprehension abilities and achieving their academic objectives by giving them access to a wide variety of educational content, enabling personalized learning, being a fun and engaging way to learn, and being a platform that encourages collaboration and interaction (Camilleri & Camilleri, 2021).

This research study discovered the effect of using YouTube as a content management system for a flipped classroom on increasing English reading proficiency of elementary students in 8th grades at a public sector school in the rural areas of District Swat, where the learners are not well-versed and good in English reading. Further, this research was focused on English reading proficiency. And the use of YouTube in education had the potential to greatly enhance English reading proficiency at the elementary level (Tawaqal & Rizqyan, 2023). By providing students with access to educational resources, allowing for personalized and interactive learning, and enabling live interaction with teachers, YouTube could be a valuable tool for improving reading comprehension skills (Wang & Chen, 2020). Using YouTube videos for the flipped classroom approach enhanced English reading proficiency. This allowed for more individualized and personalized learning, as students could pause, rewind, and review the videos as needed. It was a general misperception about YouTube that it could be used only for entertainment and social

interaction (Novawan, Tosalem, Ismailia & Setiarini, 2021). In most of the rural areas of Upper Swat, neither teachers nor students were aware of the proper use of YouTube in education for learning. Furthermore, about live interaction with the students, YouTube could be used for teaching English reading proficiency (Michael & Shah, 2020). Kept in view the importance of YouTube, considering the review of literature for research, it was intended to conduct a study because of the research gap on the effect of YouTube on English reading proficiency (comprehension) at the elementary level.

This study could open new avenues to explore YouTube in developing English reading proficiency (comprehension) at the elementary level. YouTube played a significant role in learning English, revealing that the participants used social networks to enhance their English vocabulary development skills, consequently improving their English Language reading ability (Hoa, 2021). This study revealed that interacting via YouTube was highly advantageous to learning languages, although parents and students did not know much about its use. It was found that the world was focusing on digital learning and focusing on application-based education. At the same time, it was considered a waste of time in rural areas. It could add value and interest to students in e-learning and English reading proficiency (comprehension) for elementary students, which may be generalized to all over Pakistan. It was an example for the new educationists to follow as it was a pioneer study in filling the research gap, using YouTube for educational purposes.

The objectives of the Research

The objectives of the study were:

To investigate the effects of Teaching through YouTube on English reading proficiency (comprehension) of grade 8th students.

To compare the results of teaching through YouTube and teaching through lecture methods in English reading proficiency (comprehension) of grade 8th students.

Research Questions

1. Is there an effect of teaching through YouTube on the English reading proficiency (comprehension) of grade 8th students?
2. Is there a significant difference between teaching through YouTube and teaching through the lecture method on English reading proficiency (comprehension) of grade 8th students?

LITERATURE REVIEW

YouTube is an excellent resource for teaching speaking in English as a Second Language (ESL) classrooms. Students may also use YouTube to study languages from across the globe (Ariyanto et al., 2018). Technology, particularly YouTube, has been shown to significantly impact the vocabulary development of primary school students (Rababah, 2020). Aside from that, the present research uses technology and new approaches in teaching, such as YouTube, to determine students' abilities (Haleem et al., 2022). The teaching and learning process may be improved with the help of technological advancements (AlAli & Akkof, 2025). The use of technology in the classroom is becoming more popular to improve learning and raise student success. More and more educators are using and recommending YouTube to enhance students' current instructional strategies (Tabassum, 2025).

Several technological aids for learning, such as interactive new teaching methods. Modern teaching methods have emerged as the most notable advancement in education in recent years (McCraney, 2025). The advantages of current teaching methods have prompted schools to use them in their education. But to teach, teachers must do a lot of hard things (Guzerbaev, 2025). It always needs more challenges, art, and creativity to meet the growing needs of students. Most teachers have always tried to find a good and effective place for students to learn to have more fun and be more excited about it.

One approach is to utilize YouTube videos to teach language skills during the COVID-19 pandemic. According to the study, using YouTube videos in the classroom improved students' speaking skills and the teaching and learning process. According to the study's findings, YouTube videos enhanced students' fluency, vocabulary, pronunciation, grammar, and content. Consequently, viewing YouTube videos while completing such online classes has increased students' speaking ability. Other English talents, such as reading and writing, will be investigated in future studies (Saed et al., 2021). Tarantino (2011) remarked that YouTube has played a vital role in education. YouTube might be used as a portable school. "YouTube provides you easy and entertaining access to language and culture-based videos and courses from all around the globe." YouTube is a useful tool since it is simple and can be used in various ways. Most of the time, anybody with an Internet connection may view YouTube's free material. YouTube may also be seen as a window through which individuals can observe the world in new ways and expand their perspectives (Shahzadi, 2024). A study on Online Informal English Learning indicated that YouTube might assist individuals in learning English, particularly in vocabulary (Arndt & Woore,

2018). Any website that allows users to communicate is considered social media. One of them is YouTube (Yurder & Akdöl Doyuran, 2020).

Using YouTube in the classroom could enhance instruction (Alwehaibi, 2015). YouTube provided classroom-style videos for COVID-19 (Breslyn & Green, 2022). Many educational institutions keep their learning-focused YouTube channels updated (Cholik et al., 2023). YouTube contains all the necessary information, and many educators post video lectures from doctoral programs in early childhood education (Yaqoob et al., 2018). There are roughly 1.311 billion videos and uploads on YouTube. The educational content on YouTube is beneficial for teachers, parents, and students of all ages (Cihangir & Çoklar, 2021). YouTube educational videos outnumber books from the Library of Congress (Munger, 2024). Along with lectures and presentations, Students and teachers benefit from YouTube EDU, which offers educational videos to instructors and students, and a vast selection of educational videos that can be customized to each child's learning preferences on the free YouTube network (Cihangir & Çoklar, 2021). By watching a YouTube video, even the most complicated subjects can be made simple (Burhanlı & Bangır-Alpan, 2021). Disappointed or absent students can become discouraged, but recorded videos can alleviate this, and watching them again may make them feel better (Vaněček et al., 2025).

To improve one's English, high-quality YouTube content is produced by large broadcasters like TED Talks and non-profit educational organisations like BBC Learning English, which host hundreds of lectures by experts in education and English language acquisition (Mahmudah, 2022). Teachers create playlists of numerous videos to help students understand a subject. To introduce active learning or research projects, videos may be shown in class or assigned outside of it. Additionally, they might suggest that students sign up for playlists that are subject-specific (Greene & Crespi, 2012).

When students have access to educational content on YouTube, flipped classrooms are simpler to implement to free up class time for discussion, projects, and other active learning activities and that the teachers can record and stream their lectures online for students to watch at their convenience (Bui, 2021). These films painstakingly weave together text, music, images, and imagery to convey a message. Students may learn about new topics, arguments, or projects by ordering essays (Safar, 2025). YouTube videos can be educational. Students can watch these films as many times as they'd like to improve information flow, clarify complex concepts, and explain

challenging procedures (Hussain, 2024). Everyone knows, as evidenced by the millions of YouTube videos, that it lays the groundwork for a thriving e-learning community where anyone can join, discuss, and share their evaluations and recommendations (Zhou et al., 2020).

RESEARCH METHODOLOGY

According to Creswell (2014), the study fell under the Pragmatist Research Paradigm and was the best fit for Experimental Research Design. So, the design of the study was truly experimental due to the fulfilment of all three conditions of the experimental research design. More precisely, the Pretest Posttest Equivalent Control Group Design has been used. Two sections of the same school, from the public sector, were selected for the experiment. There was only one school in the whole rural area of this study: Government High School Tarogay and there were two sections of class 8th in that school. In both of those sections, 107 students were in class 8th: 53 students in Section “A” and 54 students in Section “B”. Using the Simple Random Sampling technique, the researcher selected 60 students as a sample: 30 students from the experimental group and 30 for the control group. Furthermore, in each group, there was a distribution of samples as 33.33...% or ten students below average, 3333...% or ten average students, and 33.33... % or ten students of below-average achievement level.

The instrument for collecting data was the tests to evaluate reading proficiency at the elementary level. MCQ-type written tests for comprehension of the lessons’ text were created by the teacher from the English textbook of class 8th from which the researcher selected six lessons from the middle section of the book. A pretest was conducted at the start and a post-test at the end of the study. The Pilot test was authenticated by the professionals' opinion, piloted, and implemented as a pre-test & post-test before and after intervention respectively.

Independent variables could be manipulated in experimental research design, and their effects could be observed over time. Furthermore, a significant result could be concluded for the relationship and proportionate change between those. The independent variable was the teaching through YouTube in class 8th for English language reading proficiency, and manipulation of the population was possible because the same school students and the same teacher were teaching English in both classes. Also, the researcher had gotten NOC from the school.

There are three types of experimental research designs which are True Experimental Research Design, Pre-Experimental Research Design, and Quasi-experimental Research Design. However, a True Experimental Research Design was best for this research due to the following

facts. In the True Experimental Research Design, there were three conditions. i. There could be a control group. ii. The researcher could manipulate the independent variable. iii. Random sampling techniques could be possible for sample selection. All three necessary conditions were fulfilled there: The class 8th students of Class “B” were the control group. The Independent variable was teaching through YouTube. Also, the samples were selected on Random Sampling.

The researcher selected thirty students from Section "A" of the Government High School Tarogay as an experimental group. This group was exposed to the 60-day treatment for teaching them English textbooks from the prerecorded video lectures on YouTube. The True Experimental research method was applied to the experimental group because it was exposed to YouTube for teaching English at home, just like a flipped classroom, and a discussion on it in the class. For this purpose, pre-experiment information and a convincing session were held with their parents to allow them for this experiment. As the researcher was also the teacher of these students, it was easy to convince them to allow their children for this experiment. The researcher selected thirty students from Section "B" of Government High School Tarogay as a control group. It was controlled by not exposing them to YouTube in teaching English in class and at home; parents were already against using YouTube at this stage for students. The researcher ensured it in the Parents-Teachers meetings. A pre-treatment and post-treatment test were conducted to analyze the effect of YouTube on English writing proficiency (comprehension) at the elementary level in the rural areas of Swat.

For the experimental group in this treatment, there were 100 marks, 06 pre-tests, and 06 post-tests, which measured students’ English reading proficiency in an English textbook of class 8th for each lesson starting and after the treatment. Thus, there were six pre and post-tests for this group. The control group was taught the same six last lessons from the same book with the lecture method for the same period as it was for the experimental group. Also, there were 100 marks, 06 pre-tests, and 06 post-tests, which measured students' English reading proficiency in the English textbook of class 8th of the controlled group for every lesson in the starting and after the lesson taught with the lecture method. Each MCQs type test of a hundred MCQs was conducted to measure comprehension of the taught lessons from the text. A deductive approach was used in the lesson planning for each lesson. In the end, these two types of tests, 12 tests for both groups, were concluded, and its result was analyzed for the outcome and generalization. Some threats could affect the study results, but the researcher minimized the threats by student capabilities, but there

were fewer chances of variance due to the same societal conditions. However, as the researcher was teaching in the same school, he met the school management and parents and made the environment of studying and working as usual as it was already going on for the control group.

Moreover, parents requested that the experimental group of students use YouTube for learning at school and at home. Most of the student's parents' social and economic backgrounds were the same, and most were working as agrarian laborers and doing other laboring work in the fields. As it was a hilly and less developed area in Swat, very few families were wealthy, and due to the same cultural background, they had the same working and spending customs. Exposure to YouTube by control groups was a threat, but, as the custom and tradition of the whole agricultural and rural society, students and teenagers were not allowed to use mobile and other electronic devices at a young age, and still, the control group parents were requested not to allow the use of mobile and computers during the period of this experimental study.

The external environment of all the students was almost the same. When students went home after school, most were enrolled in Deeni Madrasas (Religious Schools) to learn the Quran and other religious books. They played different games in the evening and completed their homework for school at night. So, it was almost impossible to be influenced by any external environment, which could affect their study habits or other intervening variables. As the same teacher teaches English in class 8th, it was easy to control the situation according to the research standard and the previously mentioned agreed-upon points.

Research tools were created to test the students' English reading proficiency (comprehension) in the English language before and after the treatment. For this purpose, MCQ-type tests for comprehension of the lessons' text were applied. A total of six pre-tests and six post-tests were conducted so that every ten days, there was a pre and post-test for both the groups, and the test results were compiled for further study and documentary proof.

As it was experimental research, all the data was collected from all the experimental and Control group students by six pre- and six post-tests. Each test carried 20 marks for 20 MCQs from the taught lesson based on the comprehension written in SLOs of the Lesson mentioned at the start of the lesson. The results were analyzed on standard means of objectives to check their significant difference between the pre-test and post-test. The experimental and control group results were examined at the last stage. For this purpose, a T-test was applied. Moreover, the result was generalized to the whole population by calculating the significant difference.

Here are descriptions of data analyses. SPSS was used to analyze the data using t-statistics as shown below:

RESULTS

Table 1

Compression of means of all Pre-tests means of Control Group with Experimental Group

Instructional Group	N	Means	SD	Std. Error	df	t-value	Sig
C. Group 6 Pre-tests	6	7.7389	.77214	0.31522			
					5	3.780	0.13
Exp Group 6 Pre-tests	6	6.4056	.22941	0.09366			

The average pre-test score of all 6 control groups was 7.7389, whereas the average pre-test score of all 6 experimental groups was 6.4056. For the pre-tests administered to the control group, the standard deviation was .77214, whereas it was .22941 for the experimental group. The sample size (n) for each group was 6 and these were the Means. The t value was 3.780 and the significance of the (2-tailed) value in this case was 0.13. This value was greater than 0.05. The matched sample statistics showed that the control group and experimental group both had similar mean scores at the start of the study, therefore it was concluded that there was no statistically significant difference between the two groups.

Table 2

Compression of All Pre and Post Tests for Control Group

Instructional Group	N	Means	SD	Std. Error	df	t-value	Sig
Cont G all 6 Pre-tests	6	7.7388	77214	.31523			
					5	-18.529	0.00
Cont Gr all 6 Post-tests	6	11.5444	.22941	0.09366			

In Table 2 Comparison of scores between the Control Group with all 6 Pre-Tests Means

and the Control Group with All 6 Post-Tests Means was calculated. The Mean score of the Control Group on all Pre 6 Tests Means is M=7.7388, and the Control Group on all 6 Post Tests Means is M=11.5444. The standard deviation for the Control Group for all 6 Pre-Tests Means was .77214, while the standard deviation for the Control Group for all 6 Post-Tests Means was .22941. The obtained t-value was (-18.529), and the significance level was 0.000 which was less than 0.05. So, it was concluded that the Control Group All Post 6 Tests Means performed better at 3.8056 points in mean scores on the Control Group all Pre 6 Tests Means as compared to its performance on the Pre-test.

Table 3

Compression of means of Experimental Group Pre-Tests Means and Experimental Group Post Tests Means of all 6 pre and 6 post-tests

Instructional Group	N	Means	SD	Std. Error	df	t-value	Sig
Exp G All 6 Pre-tests	6	6.4056	.22941	.09366			
					5	-36.347	0.00
Exp G All 6 Post-tests	6	14.4222	.41614	.16989			

In Table 3 for the Experimental Group, all 6 Pre-test means, and the Experimental Group all 6-post-test means where the Experimental group pre-test mean was (M= 6.4056), and the test Mean was (M=14.4222). The standard deviation on the pre-tests for the Experimental Group 6 Pre-Tests Means was .22941, while the standard deviation on the Experimental Group all 6 Post-Tests Means scores was .41614. The obtained t-value was -36.347 and the significance level was 0.000 which is less than 0.05. It was concluded that the Experimental Group 6 Pre-Tests Means performed better on the Experimental Group all 6 Post-Tests Means. It has also performed better than the control group means on its Post-test. Because in the control group, all 6 means the difference between the pre and post-test means was 11.5444 - 7.7388= 3.8056, while the difference of means in the Experimental Group was 14.4222- 6.4056 = 8.0166. It showed that the experimental group performed 4.2110 means an average better than the control group in all 6 tests.

Table 4

Compression of means of all 6 Post-tests means of the Control Group with all 6 Post-tests Means of the Experimental Group

Instructional Group	N	Means	SD	Std. Error	df	t-value	Sig
Cont G All 6 Post-tests	6	11.5444	.51409	.20987			
					5	-13.644	0.00
Cont G All 6 Post-tests	6	14.4222	.41614	.16989			

In Table 4 the researcher compared the scores for the post-test of the Control Group with all 6 post-test means and the Experimental Group with all 6 post-test means, it was noted that the mean for the Control Group in all 6-post-test means was 11.5444. While The mean for the Experimental Group in all 6 Post-tests Means was 14.4222. The standard deviation for the Control Group all 6 Post-tests Means was .51409, while the standard deviation for the Experimental Group all 6 Post-tests Means was .41614. The number of means of tests in each condition was 6. The t-value was (-13.644) and the sign. (2-Tailed) value was 0.000 As this value was less than 0.05. Because of this, it was summarized that there was a statistically significant difference between the mean achievement scores of the Control Group all 6 post-test means, and the Experimental Group all 6 post-test means. The means differences were noted in both means but the change in the mean of the Experimental Group all 6 Tests Means was 8.0160, while the change in the Control Group all 6 Tests Means was 3.8058. So, it was concluded that the experimental group performed 4.2108 points average score higher than the control group (8.0160- 3.8058= 4.2108).

Based on the above analysis, it was concluded that the null hypothesis was rejected on this basis.

DISCUSSIONS

The study examined the effect of teaching English reading comprehension through YouTube on elementary students in the rural areas of Swat, Pakistan. It was concluded that the experimental group performed an average score of 4.2108 points higher than the control group. YouTube enables interaction and teamwork. Students may use YouTube to watch videos and work with their peers to discuss and learn together, and this study proved that disappointed or absent

students became encouraged, and recording videos alleviated this, and watching them again made them feel better (Muñiz Calvente et al., 2022). Teaching through YouTube as a Content Management System better affected increasing the students' reading comprehension skills, and this study testified this by providing students with access to educational resources, allowing for personalized and interactive learning, and enabling a live interaction with teachers (Yahaya & Ahmad, 2025). YouTube could be a valuable tool for improving reading comprehension skills (Lubong & Bullecer, 2026). This study proved that YouTube could be a valuable tool and can be used for personalized and interactive learning, live interaction with teachers, and access to a wide variety of educational content. When teaching students English reading comprehension skills, YouTube can be a useful tool. A study explored new avenues for exploring the use of YouTube in developing English reading comprehension at the elementary level and this study is valid testimony in this regard (Toleuzhan et al., 2023). YouTube has played a significant role in learning English, revealing that the participants used social networks to enhance their English vocabulary development skills, and this study concluded that improving the students' English Language reading ability and the finding is aligned with the result that YouTube in the classroom can significantly improve the teaching and learning process (Tohamba, 2025). YouTube played a significant role in learning English, revealing that the participants used social networks to enhance their English vocabulary development skills, consequently improving their English Language reading ability (Kristiani & Pradnyadewi, 2021). YouTube may help to enhance students' speaking skills, vocabulary development, and pronunciation, among others. The platform is user-friendly and offers a vast selection of educational content produced by reputable sources, such as TED Talks and BBC Learning English (Kusuma & Syam, 2022). The flipped classroom approach allows students to access recorded lectures and educational videos at their own pace, freeing up class time for discussion and active learning (The Derek Bok Centre for Teaching and Learning, n.d.). The free, easily accessible content on YouTube provides a platform for a thriving e-learning community where students can learn, discuss, and share knowledge (Hayirli, 2025).

CONCLUSION

This study aimed to examine the impact of using YouTube as a medium for teaching English reading competency, as well as the significance of a Content Management System in improving student outcomes. The study's findings were highly revealing, leading to several logical conclusions. The study discovered that students who were taught using YouTube as a Content

Management System performed much better on the post-test than students who were taught using traditional lecture techniques. This finding emphasizes YouTube's potential as a strong tool for delivering educational information, as well as the need for a well-designed Content Management System to assist student learning. In contrast, students in the control group who were taught using traditional lecture techniques had lower levels of English reading competency. This finding emphasizes the significance of adopting more engaging and interactive teaching techniques, as well as the possibility for video-based learning to assist students in overcoming the limits of traditional lecture-style instruction.

According to the study, students in the experimental group who were taught via YouTube showed a higher degree of interest in the subject and were more involved in cooperative learning practices. This finding implies that video-based training has the potential to boost student motivation and engagement while also fostering a more collaborative and dynamic learning environment. The study also discovered that traditional lecture approaches encouraged pupils to be passive, resulting in lower levels of performance in English reading competence. This research emphasizes the need for educators to adopt more interactive and engaging teaching approaches. The study discovered that students in the experimental group who were taught using YouTube and a Content Management System were more motivated to learn and benefitted from their peers' ongoing coaching, support, and criticism. This finding emphasizes the significance of peer-to-peer learning as well as the favorable influence that video-based training may have on student motivation and engagement. The study's findings give significant evidence of the potential benefits of utilizing YouTube to teach English reading competence, as well as the importance of a Content Management System in improving student outcomes.

Recommendations

1. As YouTube has demonstrated effectiveness as a content management system for teaching English reading comprehension, educators may explore integrating a diverse range of educational technologies and social applications. Platforms like Meta for Education can enhance interactive learning experiences, catering to different learning preferences and fostering student engagement.
2. Future research may be extended beyond English reading comprehension to investigate the impact of technology-based interventions in other elementary-level subjects such as History, Geography, Science, and Mathematics. This comprehensive approach will provide

insights into the scalability and effectiveness of technology across various academic domains.

3. Seminars and professional development workshops may be organized to train educators on effectively integrating technology into classroom instruction. Providing teachers with the necessary skills and resources to utilize social media platforms, educational applications, and specialized tools like Meta for Education and Canva for Education will empower them to create dynamic and engaging learning experiences aligned with the objectives of this study.

REFERENCES

AlAli, F., & Akkof, A. M. A. (2025). Advancing teaching and learning through modern technological innovations. *Journalism and Mass Communication*, *15*(5), 262–278. https://doi.org/10.17265/2160-6579/2025.05.003

Alwehaibi, H. O. (2015). The impact of using YouTube in EFL classroom on enhancing EFL students' content learning. *Journal of College Teaching & Learning (TLC)*, *12*(2), 121–126. https://doi.org/10.19030/tlc.v12i2.9182

Ariyanto, N., Rochsantiningsih, D., & Pudjobroto, H. (2018). Enhancing students' speaking skill by using YouTube video. *English Education*, *6*(3), 278. https://doi.org/10.20961/eed.v6i3.35883

Arndt, H. L., & Woore, R. (2018). Vocabulary learning from watching YouTube videos and reading blog posts. *Language Learning & Technology*, *22*(3), 124–142. https://doi.org/10.64152/10125/44660

Beardsley, M., Albó, L., Aragón, P., & Hernández-Leo, D. (2021). Emergency education effects on teacher abilities and motivation to use digital technologies. *British Journal of Educational Technology*, *52*(4), 1455–1477. https://doi.org/10.1111/bjet.13101

Biletska, I. O., Paladieva, A. F., Avchinnikova, H. D., & Kazak, Y. Y. (2021). The use of modern technologies by foreign language teachers: Developing digital skills. *Linguistics and Culture Review*, *5*(S2), 16–27. https://doi.org/10.21744/lingcure.v5nS2.1327

Breslyn, W., & Green, A. E. (2022). Learning science with YouTube videos and the impacts of Covid-19. *Disciplinary and Interdisciplinary Science Education Research*, *4*, Article 13. https://doi.org/10.1186/s43031-022-00051-4

Bui, T. K. L. (2021). Using lecture videos in flipped classroom model. *Advances in Social Science, Education and Humanities Research*, *621*, 269–277. https://doi.org/10.2991/assehr.k.211224.026

Burhanlı, S., & Bangır-Alpan, G. (2021). Why do university students prefer YouTube to learn and study? *Educational Policy Analysis and Strategic Research*, *16*(4), 164–177. https://doi.org/10.29329/epasr.2021.383.9

Camilleri, M. A., & Camilleri, A. C. (2021). The acceptance of learning management systems and video conferencing technologies: Lessons learned from COVID-19. *Technology, Knowledge and Learning*. https://doi.org/10.1007/s10758-021-09561-y

Cholik, M., Umaroh, S. T., Rijanto, T., & Soeryanto, S. (2023). YouTube as an alternative to learning media: A case study. *Jurnal Pendidikan Teknologi dan Kejuruan*, *29*(1), 86–97. https://doi.org/10.21831/jptk.v29i1.49115

Cihangir, H. H., & Çoklar, A. N. (2021). Using YouTube as an education environment: Examining follower views. *International Technology and Education Journal*, *5*(1), 50–60. https://files.eric.ed.gov/fulltext/EJ1312890.pdf

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Greene, H., & Crespi, C. (2012). The value of student created videos in the college classroom—An exploratory study in marketing and accounting. *International Journal of Arts & Sciences*, *5*(1), 273–283

Guzerbaev Asılbek, (2025). Innovative Teaching Methods in Modern Education: Trends, Implementation, and Challenges. International Journal of Formal Education 4(8), 23-26. http://journals.academiczone.net/index.php/ijfe

Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the Role of Digital Technologies in Education: A Review. *Sustainable Operations and Computers*, *3*, 275-285. https://doi.org/10.1016/j.susoc.2022.05.004

Hayirli, O. (2025). YouTube as an educational and self-development tool. *European Journal of Teaching and Education*, *7*(1), 89–108. https://doi.org/10.33422/ejte.v7i1.1461

Hoa, T. M. (2021). Perks and perils of adult learners in communication English learning at English language centers in Vietnam. *English Language Teaching Educational Journal*, *4*(3), 213–224.https://doi.org/10.12928/eltej.v4i3.2955

Hussain, G. (2024). Impacts of YouTube tutorials on students education. *UCP Journal of Mass Communication*, *2*(1), 101–117.

Kristiani, P. E., & Pradnyadewi, D. A. M. (2021). The effectiveness of YouTube as learning media in improving learners' speaking skills. *The Art of Teaching English as a Foreign Language*, *2*(1), 7–11. https://doi.org/10.36663/tatefl.v2i1.97

Kumar, V., & Nanda, P. (2022). Social media as a learning tool: A perspective on formal and informal learning. *International Journal of Educational Reform*, *33*(3), 1–26. https://doi.org/10.1177/10567879221094303

Kusuma, L., & Syam, Z. B. (2022). Using YouTube to improve students' speaking skill in teaching procedure text. *Proceedings Series on Physical & Formal Sciences*, *3*, 5–11. https://doi.org/10.30595/pspfs.v3i.257

Lubong, L. J., & Bullecer, W. (2026). YouTube videos as instructional tools for improving reading comprehension skills among Grade 3 learners: A mixed-methods study. *Psychology and Education A Multidisciplinary Journal*, *57*(1), 73–83

Mahmudah, K. (2022). The research review about using YouTube English channel in improving students' English foreign language skills. *JR-ELT (Journal of Research in English Language Teaching)*, *6*(2), 17–30. https://doi.org/10.30631/jr-elt.v6i1.27

McCraney, M. (2025). Innovative education methods: Transforming teaching and learning. American College of Education. *American College of Education*. https://ace.edu/blog/innovative-education-methods-transforming-teaching-and-learning/

Michael, E. A., & Shah, P. M. (2020). Students' perception on YouTube usage in rural ESL classroom. *International Journal of Academic Research in Business and Social Sciences*, *10*(3), 410–431. https://doi.org/10.6007/IJARBSS/v10-i3/7059

Munger, K. (2024). *The YouTube apparatus*. Cambridge University Press. https://doi.org/10.1017/9781009359795

Muñiz Calvente, M., Álvarez-Vázquez, A., & Fernández, P. (2022). Collaborative learning through YouTube. *Journal of Higher Education Theory and Practice*, *22*(7), 202–208. https://doi.org/10.33423/jhetp.v22i7.5284

Novawan, A., Alvarez-Tosalem, S. M., Ismailia, T., Wicaksono, J. A., & Setiarini, R. B. (2021). Students' experiences of online English language learning by using YouTube. *Advances in Social Science, Education and Humanities Research*, *514*, 220–226. https://doi.org/10.2991/assehr.k.210101.048

oleuzhan, A., Sarzhanova, G., Romanenko, S., Uteubayeva, E., & Karbozova, G. (2023). The educational use of YouTube videos in communication fluency development in English: Digital learning and oral skills in secondary education. *International Journal of Education in Mathematics, Science, and Technology*, *11*(1), 198–221. https://doi.org/10.46328/ijemst.2983

Perraton, H. (2000). Choosing technologies for education. *Journal of Educational Media*, *25*(1), 31–38. https://doi.org/10.1080/1358165000250105

Pho, D. H., Nguyen, T. H., Le, K. A., & Le, H. G. (2021). Creating effective educational video on Youtube Kids for primary student. *American Journal of Educational Research*, *9*(6), 368–375. https://doi.org/10.12691/education-9-6-7

Rababah, L. M. (2020). Jadara University students' attitudes towards the use of Microsoft Teams in learning English as a foreign language. *Studies in Linguistics and Literature*, *4*(4), 59–64. https://doi.org/10.22158/sll.v4n4p59

Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021). The use of YouTube in developing the speaking skills of Jordanian EFL university students. *Heliyon*, *7*(7), e07543. https://doi.org/10.1016/j.heliyon.2021.e07543

Safar, M. (2025). Utilization of short films in teaching writing review texts to middle school students. *Journal of Pedagogy: Journal of Education*, *2*(4), 29–35. https://doi.org/10.62872/tgvgrs42

Shahzadi, K. (2024). YouTube as a digital learning tool: Analyzing its effectiveness in supporting student education. *World Journal of SDGs Review*, *1*, 39–50. https://doi.org/10.71016/wjsdgr/kfv21s32

Tabassum, A. Exploring EFL Students' Lived Experiences of Using YouTube to Enhance Writing Skills: A Phenomenological Study. International Journal of English: Literature, Language & Skills. https://www.researchgate.net/profile/Asiya-Tabassum/publication/397497010_Exploring_EFL_Students'_Lived_Experiences_of_Using_YouTube_to_Enhance_Writing_Skills_A_Phenomenological_Study/links/6913602a4baee165919233cc/Exploring-EFL-Students-Lived-Experiences-of-Using-YouTube-to-Enhance-Writing-Skills-A-Phenomenological-Study.pdf

Tahmina, T. (2023). Students' perception of the use of YouTube in English language learning. *JOLLT Journal of Languages and Language Teaching*, *11*(1), 151–159. https://doi.org/10.33394/jollt.v11i1.6883

Tawaqal, M. I., & Rizqyan, A. D. (2023). Enhancing English language proficiency in grade 1 junior high school: The impact of YouTube videos as a learning tool. *Global Synthesis in Education Journal*, *1*(2), 1–63. https://doi.org/10.61667/gzyd5d86

The Derek Bok Center for Teaching and Learning. (n.d.). *Flipped classrooms*. Harvard University. https://bokcenter.harvard.edu/flipped-classrooms

Tohamba, C. P. P. (2025). The use of YouTube in improving English vocabulary mastery in early childhood: Systematic literature review. *Journal of Instructional and Development Researches*, *5*(5), 500–510. https://doi.org/10.53621/jider.v5i5.595

Toleuzhan, A., Sarzhanova, G., Romanenko, S., Uteubayeva, E., & Karbozova, G. (2023). The educational use of YouTube videos in communication fluency development in English: Digital learning and oral skills in secondary education. *International Journal of Education in Mathematics, Science, and Technology*, *11*(1), 198–221. https://doi.org/10.46328/ijemst.2983

Vaněček, D., Yorulmaz, I., & Dobrovská, D. (2025). A holistic exploration of student attitudes toward AI use in higher education: an international comparison. *Cogent Education*, *12*(1), Article 2571691. https://doi.org/10.1080/2331186X.2025.2571691

Wang, H. C., & Chen, C. W. Y. (2020). Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. *Innovation in Language Learning and Teaching*, *14*, 333–346. https://doi.org/10.1080/17501229.2019.1607356

Yahaya, M. B., & Ahmad, A. B. (2025). The use of YouTube on students' interest and achievement in learning. *International Journal of Academic Research in Business and Social Sciences*, *15*(7). https://doi.org/10.6007/IJARBSS/v15-i7/25867

Yaqoob, N., Bibi, T., & Mansoor, M. O. (2018). Early childhood learning videos on YouTube: A thematic analysis of viewer's perceptions. *Journal of Early Childhood Care and Education*, *2*, 35–50.

Yurder, Y., & Akdöl Doyuran, B. (2020). Social media as a communication channel. In A. Özbebek Tunç & P. Aslan (Eds.), *Business management and communication perspectives in Industry 4.0* (pp. 115–131). IGI Global. https://doi.org/10.4018/978-1-5225-9416-1.ch007

Zhou, Q., Lee, C. S., Sin, S.-C. J., Lin, S., Hu, H., & Ismail, M. I. (2020). Understanding the use of YouTube as a learning resource: A social cognitive perspective. *Aslib Journal of Information Management*, *72*(3), 339–359. https://doi.org/10.1108/AJIM-10-2019-0290