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Examining the Influence of YouTube Educational Channels on the Interactive Enhancement of Speaking Proficiency of Saudi EFL Learners

Nasser Mohammad Alrashidi, Hamoud Sultan Alanazi, Salman Sulaiman Alrashidi, Hammad Jarallah Alshartan, Hammad Ali Alshammari * 

Department of English, College of Arts, Jouf University, Sakaka 72388, Saudi Arabia

ABSTRACT

This research examines the influence of YouTube educational channels on enhancing the speaking proficiency of Saudi EFL learners, particularly focusing on the perceptions and usage of these platforms among undergraduate students. The study reveals a diverse demographic profile of participants, primarily aged 21–23, indicating a strong inclination among younger learners towards technology-enhanced education. With a significant majority of female participants (76.3%), the findings reflect broader trends in language education that necessitate further exploration of gender dynamics, and the barriers faced by male students. Participants demonstrated high familiarity with YouTube, with 43.6% categorizing themselves as “very” or “extremely familiar,” and reported frequent usage of the platform for language learning. Their perceptions of YouTube’s effectiveness for improving speaking skills were notably positive, with 57.9% deeming it “very” or “extremely effective.” The clear preference for YouTube over traditional methods underscores its role as a vital educational resource, offering a variety of content that caters to different learning styles. Qualitative feedback highlighted the value of engaging and immersive learning experiences. The study concludes by emphasizing the necessity for educational institutions to incorporate YouTube into curricula and adopt inclusive pedagogical strategies that enhance the learning experience for all students. Future research should further investigate the implications of these findings on educational practices and gender dynamics in digital learning environments.

Keywords: YouTube; EFL Learners; Speaking Proficiency; Digital Education; Gender Dynamics

*CORRESPONDING AUTHOR:

Hammad Ali Alshammari, Department of English, College of Arts, Jouf University, Sakaka 72388, Saudi Arabia; Email: h.alshammari@ju.edu.sa

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1. Introduction

In recent years, the proliferation of digital technologies has revolutionized language education, with platforms like YouTube playing a pivotal role in enhancing the learning experience. YouTube, as one of the most widely used video-sharing platforms, offers a rich array of educational content that caters to various learning styles and preferences^[1]. For English as a Foreign Language (EFL) learners in Saudi Arabia, YouTube serves as an accessible resource for improving speaking proficiency, which is critical for effective communication in both academic and professional settings^[2]. Speaking skills are fundamental in language acquisition, often serving as a key indicator of overall proficiency^[2]. Traditional language instruction has frequently prioritized reading and writing, sometimes neglecting the importance of speaking practice^[3]. YouTube provides an opportunity for learners to engage with authentic spoken language, exposing them to diverse accents, colloquialisms, and conversational contexts, which are essential for developing effective communication skills^[4]. In the context of Saudi Arabia, where English is increasingly important for global engagement, understanding how YouTube can facilitate speaking proficiency is especially relevant.

Despite the growing popularity of YouTube as an educational tool, there remains a paucity of empirical research specifically examining its impact on the speaking proficiency of Saudi EFL learners. Most studies have explored the broader implications of digital tools for language learning, lacking a focused analysis of YouTube's specific contributions to speaking skills development. This study aims to fill this gap by investigating the influence of YouTube educational channels on the speaking proficiency of Saudi EFL learners and identifying the features that enhance their learning experience. This research is significant as it aims to provide insights into the practical applications of YouTube as an educational resource within the Saudi EFL context. By focusing on speaking proficiency, the findings will contribute to the existing literature and offer educators strategies to enhance language instruction through multimedia resources. Additionally, understanding learners' perceptions will inform the creation of more effective educational content on YouTube tailored to the needs of EFL learners.

The primary objectives of this study are; 1) To evaluate the impact of YouTube educational channels on the speaking

skills of Saudi EFL learners, 2) To identify the specific characteristics of YouTube content that contribute to enhanced speaking proficiency, 3) To explore learners' perceptions of the effectiveness of YouTube as a tool for improving their speaking abilities. This study is guided by the following three questions to approach its goal; What is the level of familiarity among Saudi EFL learners with the effective use of YouTube educational channels for enhancing their language learning experience? How do Saudi EFL learners perceive the impact of YouTube educational channels on their speaking skills compared to traditional learning methods? What specific features of YouTube educational content do Saudi EFL learners believe contribute most significantly to their improvement in speaking proficiency? The study will focus on Saudi EFL learners who utilize YouTube educational channels for language practice. While the research aims to provide a comprehensive understanding of the topic, it is limited by the reliance on self-reported data, which may introduce bias. Furthermore, the specific demographic focus may limit the generalizability of the findings to other contexts or populations.

2. Background

The emergence of digital technologies has transformed language education, with platforms like YouTube gaining prominence as valuable resources for learners. This literature review examines the influence of YouTube educational channels on enhancing the speaking proficiency of Saudi EFL learners. It encompasses theories of language acquisition, the role of multimedia in education, and previous studies that highlight the efficacy of YouTube as an educational tool.

2.1. Constructivist Learning Theory

Constructivist Learning Theory posits that knowledge is constructed through active engagement with content, rather than passively received from an instructor. Rooted in the works of theorists such as Jean Piaget and Lev Vygotsky, constructivism emphasizes the role of social interactions, cultural context, and individual experiences in the learning process^[5, 6]. According to constructivist principles, learners actively participate in their own learning journeys, shaping their understanding through exploration, collaboration, and reflection.

In the context of language learning, constructivism encourages learners to immerse themselves in authentic communication scenarios, facilitating the development of language skills in meaningful contexts^[7]. This theory aligns closely with modern educational practices, particularly those that leverage technology, such as YouTube, to enhance learning experiences. In other words Constructivist learning theory posits that learners actively construct their knowledge through experiences and interactions with their environment^[2]. YouTube provides a dynamic platform for such interaction, allowing learners to engage with authentic language use. By observing and imitating native speakers, EFL learners can enhance their speaking skills in a context that reflects real-life communication^[3].

One of the core tenets of constructivism is that learners must be active participants in their own learning processes. This is particularly relevant for language acquisition, where engagement in speaking activities promotes deeper understanding and retention^[8]. YouTube educational channels provide diverse opportunities for active learning, allowing learners to watch, listen, and practice language skills at their own pace.^[6] concept of the Zone of Proximal Development (ZPD) highlights the importance of social interactions in learning. Through collaborative dialogue and interaction with peers, learners can bridge the gap between their current abilities and their potential. YouTube serves as a platform for learners to interact with content creators and other learners through comments, discussions, and shared experiences, thus fostering a sense of community and collaboration^[9]. Constructivism emphasizes the significance of learning in context. Authentic materials that reflect real-world situations enhance the relevance and applicability of language skills^[10]. YouTube offers a vast array of authentic content, from vlogs to tutorials, enabling learners to observe and practice speaking in various contexts, making their learning experience more meaningful^[11].

Research has demonstrated that exposure to authentic spoken language through videos significantly impacts learners' speaking proficiency. According to^[12], multimedia resources like YouTube can provide learners with model pronunciations, varied accents, and conversational styles. By engaging with such content, Saudi EFL learners can better understand linguistic nuances and cultural contexts, which are critical for effective communication.

Constructivism encourages self-directed learning, where learners take charge of their own educational experiences. YouTube allows Saudi EFL learners to select content that aligns with their interests and proficiency levels, enabling them to tailor their learning pathways. This autonomy fosters intrinsic motivation and a sense of ownership over their learning^[13]. Reflective practice is another essential component of constructivist learning. YouTube provides learners with opportunities to reflect on their speaking skills by reviewing their performances and comparing them with model speakers. This process encourages critical thinking and self-assessment, which are vital for language development^[14]. While the integration of YouTube into language learning presents significant advantages, it is essential to acknowledge potential challenges. The quality of content can vary, and learners may encounter misinformation or non-educational materials. Educators must guide learners in selecting high-quality resources and developing critical media literacy skills^[15]. Additionally, excessive reliance on technology can lead to disengagement from traditional learning methods, necessitating a balanced approach that incorporates both digital and face-to-face interactions.

Constructivist Learning Theory offers a robust framework for understanding how YouTube educational channels can enhance the speaking proficiency of Saudi EFL learners. By fostering active participation, social interaction, and contextual learning, YouTube serves as an effective tool for language acquisition. As educational paradigms continue to evolve, incorporating constructivist principles with digital resources like YouTube will be crucial for optimizing language learning outcomes. Speaking proficiency is a critical component of language learning and communication competence^[1]. Traditional EFL instruction often prioritizes reading and writing, which can hinder learners' speaking development^[16]. Engaging with YouTube content allows learners to hear and practice spoken language, thereby improving their fluency and confidence in speaking^[17].

2.2. Role of Multimedia in Language Education

Research indicates that multimedia resources enhance language learning by providing varied input that caters to different learning styles^[18]. YouTube's diverse content, which includes instructional videos, vlogs, and tutorials, can engage learners visually and aurally, promoting deeper understand-

ing and retention^[19]. One of the key advantages of using YouTube in language learning is the exposure to authentic language^[20]. Learners are introduced to various accents, dialects, and cultural contexts, which are essential for developing speaking proficiency. Authentic input facilitates the internalization of language structures and vocabulary used in real conversations^[21]. YouTube has been shown to increase learner engagement and motivation due to its interactive and entertaining nature^[22]. The platform's vast repository of content allows learners to choose videos that align with their interests, fostering a more personalized learning experience^[2]. The accessibility of YouTube also promotes learner autonomy, allowing students to learn at their own pace and select content that meets their specific needs^[2]. This autonomy can be particularly beneficial for Saudi EFL learners, who may seek additional speaking practice beyond traditional classroom settings^[2].

2.3. Empirical Studies on YouTube and Speaking Proficiency

Several studies have explored the impact of YouTube on language learning. For instance, a study by Lin and Lan^[17] found that online speaking practice through YouTube significantly reduced learners' speaking anxiety and improved their proficiency. Similarly, Saldanha^[23] reported positive correlations between YouTube usage and improved speaking skills among EFL learners.

While research on YouTube's impact on Saudi EFL learners is still emerging, preliminary studies indicate its effectiveness.^[2] highlighted the role of YouTube in enhancing learners' speaking skills, noting that students appreciated the opportunity to practice pronunciation and intonation through interactive content. Another study by^[2] found that learners who engaged with YouTube educational channels showed marked improvements in their speaking proficiency. Despite its benefits, the use of YouTube in language learning is not without challenges. Issues such as the overwhelming volume of content, the potential for distraction, and the need for critical evaluation of sources can hinder effective learning^[24]. Moreover, not all content is pedagogically sound, which underscores the necessity for guided usage in educational contexts^[25]. In summary, YouTube educational channels present significant opportunities for enhancing the speaking proficiency of Saudi EFL learners. The theoretical frame-

works of constructivist and social learning theories support the effectiveness of YouTube as a tool for language learning. Empirical evidence indicates that engaging with authentic, multimedia content can significantly improve speaking skills. However, challenges remain that educators must address to optimize the learning experience.

3. Methodology

3.1. Research Methodology

This study employs a mixed-methods research framework, integrating both quantitative and qualitative approaches to examine the influence of YouTube educational channels on the speaking proficiency of Saudi EFL learners. This design allows for a comprehensive understanding of both measurable outcomes and learners' personal experiences.

Why Mixed Methodologies

In this current study, we attempt to explore the influence of YouTube educational channels on the enhancement of speaking proficiency of Saudi EFL learners, a mixed-methods research approach is particularly well-suited for several compelling reasons. The mixed-methods approach facilitates a thorough exploration of the intricate dynamics involved in language learning through digital platforms. According to^[26], mixed methods allow researchers to capture both the breadth and depth of a research question, combining numerical data from the online questionnaire with rich, descriptive data from interviews. This dual approach ensures that the study does not merely quantify outcomes but also delves into the contextual factors that contribute to speaking proficiency enhancement. Using an online questionnaire allows for the collection of quantitative data that can identify trends and measure improvements in speaking proficiency among learners. In contrast, interviews provide qualitative insights that can reveal learners' experiences, motivations, and attitudes towards using YouTube for language learning. This integration is vital; as argue, combining qualitative and quantitative data enriches the findings, providing a more nuanced understanding of the research topic. The mixed-methods approach enhances the validity and reliability of the research findings through triangulation. By comparing and contrasting the quantitative results from the questionnaire

with qualitative insights from the interviews, researchers can confirm or challenge findings, reducing potential biases associated with single-method studies^[27]. This triangulation is especially critical in educational research, where multiple factors can influence learner outcomes. Incorporating interviews allows for a deeper exploration of individual learner experiences. This aligns with constructivist theories of learning, which emphasize the importance of learners' voices in understanding educational processes^[6]. By capturing the subjective experiences of Saudi EFL learners, the study can offer insights into how and why YouTube educational channels impact their speaking proficiency, thereby informing more effective teaching strategies.

A mixed-methods design provides the flexibility to adapt research instruments based on preliminary findings. For example, insights gained from the online questionnaire can guide the development of more focused interview questions, ensuring that the qualitative phase addresses the most relevant issues identified in the quantitative data^[26]. This adaptability can enhance the depth and relevance of the study. Language learning is influenced by various cognitive, social, and emotional factors. A mixed-methods approach allows researchers to explore these complexities by integrating quantitative measures of speaking proficiency with qualitative data on learners' perceptions and experiences^[28]. This comprehensive perspective is essential for understanding the multifaceted nature of language acquisition through digital resources. In today's digital learning environment, employing a mixed-methods approach aligns with current educational practices that advocate for the integration of technology in language learning. The findings from both the questionnaire and interviews can provide actionable insights for educators seeking to leverage YouTube effectively in their teaching practices^[29]. This relevance enhances the applicability of the research findings in real-world educational contexts. In conclusion, the selection of a mixed-methods research approach for the study of YouTube educational channels' influence on the speaking proficiency of Saudi EFL learners is scientifically justified. This approach facilitates a comprehensive understanding of the research question by combining quantitative and qualitative methodologies, enhancing the richness and validity of the findings. By employing both online questionnaires and interviews, the research can capture a multifaceted view of learners' experiences, ultimately contributing

valuable insights to the field of language education.

3.2. Research Questions

The primary objectives of this study are; evaluating the impact of YouTube educational channels on the speaking skills of Saudi EFL learners, identifying the specific characteristics of YouTube content that contribute to enhanced speaking proficiency, and exploring learners' perceptions of the effectiveness of YouTube as a tool for improving their speaking abilities.

This study is guided by the following three questions:

1. What is the level of familiarity among Saudi EFL learners with the effective use of YouTube educational channels for enhancing their language learning experience?
2. How do Saudi EFL learners perceive the impact of YouTube educational channels on their speaking skills compared to traditional learning methods?
3. What specific features of YouTube educational content do Saudi EFL learners believe contribute most significantly to their improvement in speaking proficiency?

3.3. Participants

The study involves fifty $n = 50$ Saudi EFL learners at their 6th to 8th level at one of the northern Saudi Universities, most of the participants are taking a practicum course that is usually provided for English language students at their last semester in the bachelor program. Forty five students $n = 45$, were given online questionnaires to provide their responses toward the implementation of YouTube educational channels in language learning and its impact on the overall performance. For the qualitative data collection, five participants $n = 5$ will be purposefully selected from the initial sample based on their willingness to participate in interviews, ensuring a diverse mix of proficiency levels.

3.4. Instruments

The instrument adopted in this study to collect responses from the participants students who are studying in English Department at their sixth, seventh, or eighth semester, is a well-constructed online research questionnaire with a

total questions $n = 12$. The internal construction of this online questionnaire has five sections, and all these sections attempts to measure and examine the influence of YouTube educational channels on the enhancement of speaking proficiency of Saudi EFL Learners. The five sections are 1) Demographic Information, 2) Familiarity with YouTube Educational Channels, 3) Perception of Impact on Speaking Skills, 4) Features Contributing to Improvement, and 5) Additional Comments, see **Appendix A**.

Individuals who approved to participate in this study will receive the following appreciation and instructions: (Thank you for participating in this study. Your responses will help us understand the role of YouTube educational channels in enhancing English language learning among Saudi EFL learners. This questionnaire will take approximately 10 minutes to complete. Your responses are anonymous and confidential.)

3.5. Procedures

An online questionnaire was created through Google Forms to assess the participants' familiarity with, perceptions of, and experiences with YouTube educational channels. The questionnaire was distributed to faculty members within the English department through WhatsApp and Telegram groups. Faculty members were asked to share the questionnaire link with their students, ensuring a wider reach within the targeted cohort. Also, the researcher is personally contacted number of students asking them to fill the online questionnaire and provide them with any details explaining items they may find require additional explanation.

4. Findings

This chapter presents the responses collected from thirty-nine participants, detailing their average age, gender, and level/semester in the undergraduate English program. The chart below illustrates the participants' age distribution: 12.8% are aged 18–20 ($n = 5$), 41% are aged 21–23 ($n = 16$), 23.1% are aged 24–26 ($n = 9$), and 23.1% are aged 27 or older ($n = 9$).

The distribution of gender among participants is notably uneven, with males representing 23.7% and females 76.3%, as shown in Chart 2 below. This imbalance may be attributed to the relatively small number of male students in

the English Department at the target university where this study was conducted.

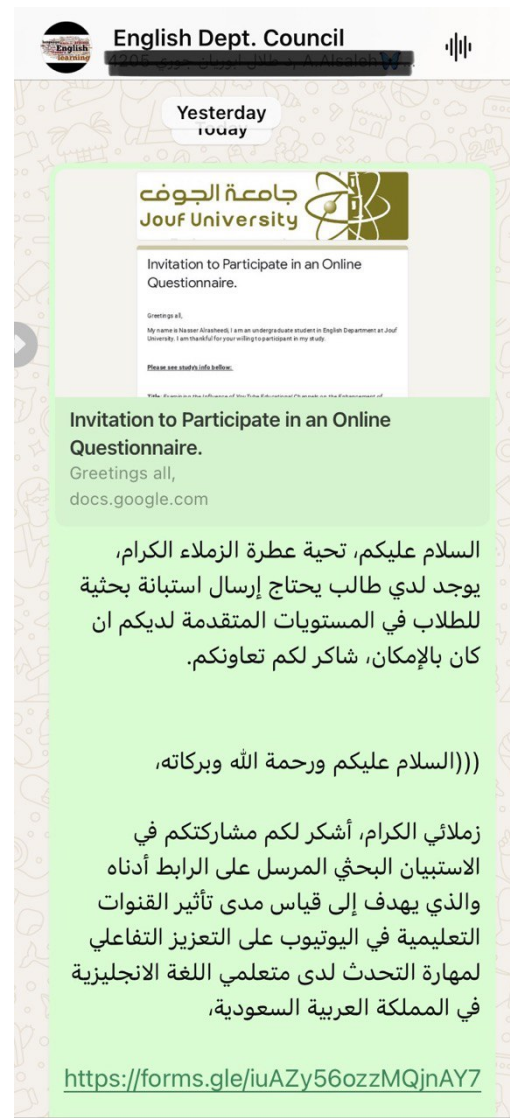


Photo 1: WhatsApp invitation sent to faculty members in English Department Council to forward it to their students at sixth, seventh, and eighth semesters.

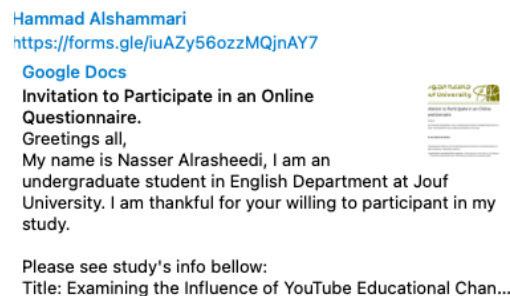


Photo 2: Telegram invitation sent to some faculty members in English Department to forward it to their students at sixth,

seventh, and eighth semesters.

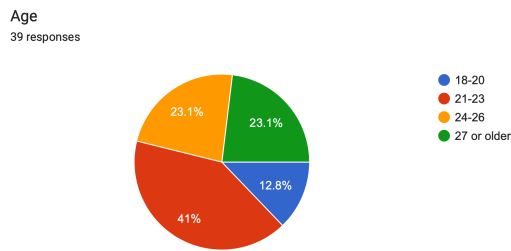


Chart 1: Age

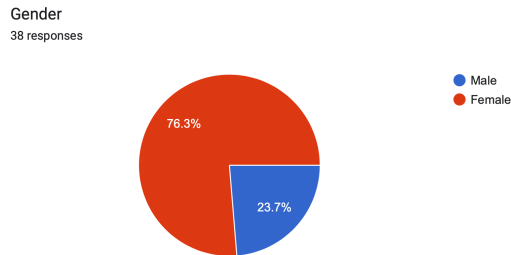


Chart 2: Gender

In terms of participants' level of study, the distribution across semesters is fairly balanced. The study indicates that 43.6% of participants are in the 6th semester, 30.8% in the 7th semester, and 25.6% in the 8th semester, as illustrated in Chart 3 below.

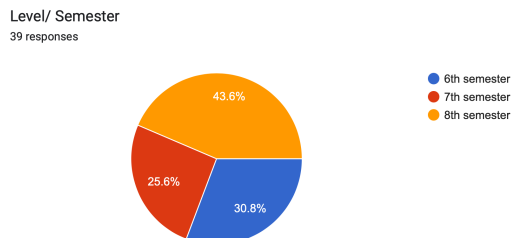


Chart 3: Level of study

Interestingly, this study yielded some unexpected responses to certain questions in the online questionnaire. Examining the responses to Question 1, which asked about the frequency with which BA students use YouTube for educational purposes, the results showed similar percentages: 0% never, 30.8% rarely, 25.6% occasionally, 17.9% frequently, and 23.1% very frequently.

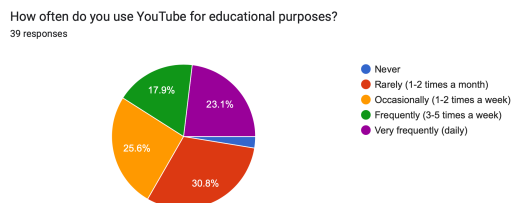


Chart 4: Responses to first question

In response to the second question regarding the familiarity of Bachelor of Arts students in the English department with using YouTube educational channels for enhancing language learning, the results indicated a varied level of familiarity. Specifically, 10.3% of respondents reported being "not at all familiar," while 20.5% indicated they were "slightly familiar." A larger proportion, 25.6%, classified themselves as "moderately familiar." Additionally, 20.5% of participants considered themselves "very familiar," and 23.1% identified as "extremely familiar" with these educational resources. These findings suggest a generally positive familiarity among students with utilizing YouTube as a tool for language learning.

How familiar are you with the concept of using YouTube educational channels to enhance language learning?
39 responses

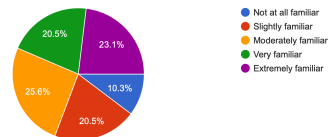


Chart 5: Familiarity level

The third question explored how BA learners perceive the effectiveness of using YouTube educational channels for improving their speaking skills. The collected responses revealed the following distribution: 0% found it not effective at all, 13.2% slightly effective, 26.3% moderately effective, 36.8% very effective, and 21.1% extremely effective.

In your opinion, how effective are YouTube educational channels in improving your speaking skills?
38 responses

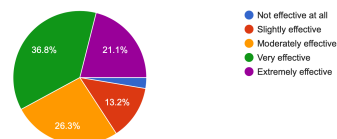


Chart 6: Perceiving effectiveness

The third question addressed participants' perceptions of traditional education compared to new YouTube educational channels. The results indicated a positive perspective, with most participants believing that YouTube channels perform better than traditional classrooms. The responses were as follows: 0% indicated much worse, 0% worse, 25.6% about the same, 38.5% better, and 23.1% much better.

How does your experience with YouTube compare to traditional classroom learning in terms of improving your speaking skills?
39 responses

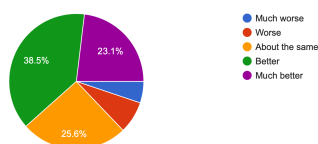


Chart 7: Traditional vs YouTube learning

The fourth question inquired about the anticipated benefits of incorporating YouTube into language learning, particularly for improving speaking skills. The responses were as follows: accessibility (17.9%), variety of content (46.2%), real-life examples (15.4%), and interactive features (17.9%).

What do you believe are the main benefits of using YouTube for speaking practice? (Select all that apply)
39 responses

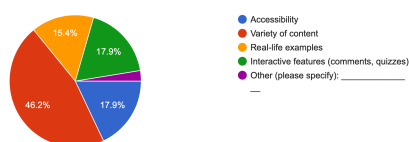


Chart 8: Perceived benefits of YouTube-centered instructions

The fifth question focused on the specific features of YouTube educational content that can enhance speaking skills. The responses indicated the following preferences: video demonstrations (26.3%), subtitles or captions (39.5%), practice exercises (15.8%), and engagement with content creators (18.4%).

What specific features of YouTube educational content do you find most helpful for improving your speaking skills? (Select all that apply)
38 responses

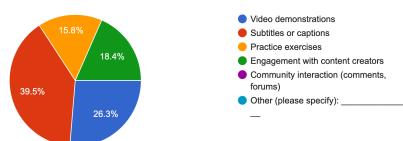


Chart 9: Perceived effective features

This question asked participants to rate various YouTube features related to the learning experience, where 1 indicates “not important” and 5 signifies “very important.” Specifically, it assessed the importance of “content variety.”

On a scale of 1 to 5, how important are the following features for your learning experience? (1 = Not important, 5 = Very important). Content variety
39 responses

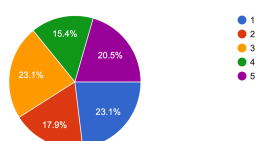


Chart 10: Importance ranking; content variety

This question asked for rating some of the YouTube features for learning experience as 1 means not important,

while 5 indicates very important. This question measures the importance of “visual aids”.

On a scale of 1 to 5, how important are the following features for your learning experience? (1 = Not important, 5 = Very important). Visual aids
38 responses

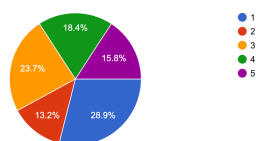


Chart 11: Importance ranking; visual aids

This question asked participants to rate various YouTube features relevant to the learning experience, where 1 denotes “not important” and 5 signifies “very important.” It specifically assessed the importance of “interactivity.”

On a scale of 1 to 5, how important are the following features for your learning experience? (1 = Not important, 5 = Very important). Interactivity
38 responses

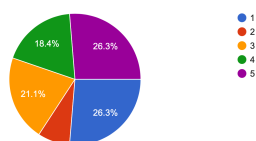


Chart 12: Importance ranking; interactivity

This question asked participants to rate several YouTube features related to the learning experience, with 1 representing “not important” and 5 indicating “very important.” It specifically evaluated the importance of “content quality.”

On a scale of 1 to 5, how important are the following features for your learning experience? (1 = Not important, 5 = Very important). Content quality
38 responses

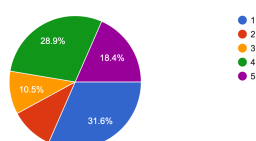


Chart 13: Importance ranking; content quality

In response to the open-ended question inviting additional comments regarding the use of YouTube educational channels for language learning, participants provided a range of insights.

One participant noted, “I think that using YouTube for educational purposes is very helpful for beginner learners. However, I don’t necessarily believe that watching formal educational or teaching courses is required. You can benefit from watching videos that help improve your speaking skills in a fun and enjoyable way; I think this approach is much easier and more effective.” Another participant emphasized the necessity of using YouTube as a tool for language acquisition: “People need to understand that using YouTube to

learn English and practice speaking is essential for mastering the language, even more so than learning in traditional settings. It's crucial to practice thinking in English rather than in Arabic or to engage in imaginary conversations with the content creator or other imaginary individuals."

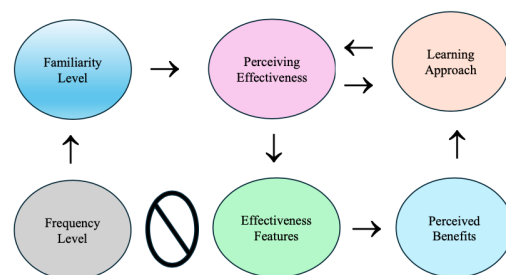
A participant also expressed their gratitude for specific channels, stating, "I would like to mention that channels like Z American English and various other foreign channels have greatly assisted me in improving my English language skills. Thank you!" Additionally, one response highlighted the benefits of YouTube for skill development: "I was able to develop my listening skills significantly, and I learned grammar as well. There are teachers who summarize content effectively." These responses illustrate the varied and positive experiences participants have had with YouTube as a resource for language learning.

5. Discussion & Conclusion

The findings from this study provide valuable insights into how undergraduate English students perceive and utilize YouTube educational channels as a resource for language learning. The diverse demographic profile of participants, coupled with their varied experiences and familiarity with YouTube, paints a nuanced picture of the role that digital platforms play in contemporary language education. The age distribution of participants shows a predominant concentration in the 21–23 age group, suggesting that younger students are more inclined to adopt modern educational technologies. This aligns with existing literature indicating that younger learners tend to favor interactive and technology-enhanced learning environments^[30]. The gender disparity, with a significantly higher number of female participants (76.3%), reflects broader trends in higher education where women often outnumber men in language studies^[31]. This imbalance could affect the dynamics of classroom interactions and resource utilization, prompting a need for further research into the barriers faced by male students in this field. The participants' reported familiarity with YouTube as an educational tool suggests a growing acceptance of digital resources in language learning. A majority classified themselves as at least moderately familiar, with 43.6% of respondents indicating they were "very" or "extremely familiar" with YouTube educational channels. This familiarity is criti-

cal, as studies indicate that learner familiarity with resources positively influences their perceived effectiveness^[32]. The high frequency of usage reported—ranging from occasional to very frequent—suggests that YouTube is becoming an integral part of the language learning experience.

The participants' perceptions of the effectiveness of YouTube educational channels for improving speaking skills were overwhelmingly positive, with 57.9% considering these resources as "very" or "extremely effective." This finding supports previous research that highlights the potential of multimedia resources to enhance language acquisition by providing authentic language input and exposure to diverse linguistic contexts^[33]. Moreover, the comparison between traditional educational methods and YouTube revealed a strong preference for the latter, with 61.6% of respondents believing that YouTube offers a better learning experience. This finding is consistent with studies that emphasize the flexibility and accessibility of online resources, which allow learners to engage with content at their own pace^[18]. Participants identified several anticipated benefits of using YouTube for language learning, with "variety of content" (46.2%) being the most cited advantage. This highlights the importance of diverse instructional materials in sustaining learner engagement, a critical factor in language acquisition^[34]. Additionally, the preferred features of YouTube content—such as video demonstrations and subtitles—suggest that learners value resources that accommodate different learning styles and provide interactive elements. The emphasis on content quality and visual aids further underscores the necessity of high-quality educational materials in facilitating effective learning experiences. The following diagram shows the primary components in the speaking effectiveness diagram; frequency level, familiarity level, perceiving effectiveness, learning approach, perceived benefits, and effectiveness features.



The frequency level is important to indicate the famil-

ilarity level for those undergraduate students toward YouTube educational channels. This study found a limited number of learners may pay sufficient attention for available YouTube Channels even they had a positive attitude toward its positive impact on their speaking skills.

The qualitative feedback provided by participants adds depth to the quantitative findings, revealing a strong appreciation for informal and enjoyable learning experiences. One participant's remark about the ease and effectiveness of using YouTube for language learning echoes the sentiments of many educators who advocate for learner-centered approaches that prioritize engagement and motivation^[34]. Additionally, the emphasis on practice and immersion in English, as articulated by several participants, highlights the importance of real-life applications in language acquisition, consistent with the principles of communicative language teaching^[35]. In summary, the findings of this study indicate that YouTube educational channels are viewed favorably by undergraduate English students as effective tools for enhancing language skills, particularly in speaking. The positive perceptions of effectiveness, coupled with a high level of familiarity and frequent usage, suggest that these channels are becoming integral to students' educational experiences. Future research should explore the implications of these findings, particularly regarding gender dynamics and the specific pedagogical practices that maximize the benefits of using YouTube in language learning.

In conclusion, this study highlights the significant role that YouTube educational channels play in the language learning experiences of undergraduate English students. The findings indicate a strong preference for digital resources among younger learners, particularly within the 21–23 age demographic, who demonstrate a notable familiarity and frequency of use of YouTube for educational purposes. This trend underscores the shifting landscape of language education, where traditional methods are increasingly supplemented or even replaced by modern, technology-enhanced learning tools.

The predominance of female participants in this study reflects ongoing gender disparities in language education, necessitating further investigation into the unique challenges and barriers faced by male students in this domain. Such insights could inform more inclusive pedagogical strategies that address these disparities and foster equitable learning environments.

Participants' overwhelmingly positive perceptions of YouTube's effectiveness for enhancing speaking skills reveal the platform's potential as a rich source of authentic language input and diverse linguistic contexts. The clear preference for YouTube over traditional educational methods, alongside the participants' emphasis on the variety and quality of content, suggests that digital resources not only engage learners but also accommodate various learning styles. This aligns with the broader literature emphasizing the necessity of diverse instructional materials in sustaining learner motivation and engagement. Moreover, the qualitative feedback underscores a growing appreciation for informal, enjoyable, and immersive learning experiences that platforms like YouTube can provide. Such insights resonate with contemporary educational theories advocating for learner-centered approaches that prioritize engagement and motivation.

In light of these findings, it is evident that YouTube educational channels are becoming integral components of language learning, particularly for developing speaking skills. As educational institutions and instructors consider integrating such resources into their curricula, it will be essential to explore pedagogical practices that optimize the use of YouTube in language learning contexts. Future research should also delve deeper into the implications of gender dynamics within digital learning environments, further enhancing our understanding of how these resources can be utilized to benefit all learners. Ultimately, the insights derived from this study contribute to a growing body of literature on digital tools in education and highlight the necessity of adapting pedagogical practices to meet the evolving needs of today's language learners. As technology continues to shape educational landscapes, understanding and leveraging these tools will be vital in fostering effective and engaging learning experiences for all students.

Finally, there are several recommendations can be revealed from this study to enhance the integration of YouTube educational channels in language learning for undergraduate English students: a) Curriculum Development: Educational institutions should consider incorporating YouTube educational channels into their language curricula. This could involve creating specific modules that leverage high-quality content to target particular language skills, especially speaking, while ensuring alignment with learning outcomes, b) Pedagogical Training for Instructors: Teachers should re-

ceive professional development training focused on how to effectively use YouTube as a teaching tool. This training should emphasize strategies for integrating digital resources in ways that complement traditional teaching methods and address diverse learning styles, c) Gender-Inclusive Strategies: Further research into the gender disparities observed in language education is crucial. Institutions should develop inclusive pedagogical strategies that specifically address the barriers faced by male students, promoting a more equitable learning environment for all genders, d) Curated Content Libraries: Educators and institutions could create curated lists of effective YouTube channels and videos, categorizing them by language skills and proficiency levels. This would guide students in selecting high-quality, relevant resources for their learning needs, e) Interactive Learning Experiences: To maximize engagement, educators should consider designing interactive assignments that require students to create their own video content or engage with existing YouTube videos through discussions, reflections, or group projects. This approach would not only enhance speaking skills but also foster critical thinking and creativity, f) Feedback Mechanisms: Establishing regular feedback loops between students and instructors regarding the effectiveness of YouTube

resources can help in refining the use of digital tools. Surveys or focus groups could provide valuable insights into students' experiences and preferences, enabling continuous improvement, g) Emphasizing Authenticity and Diversity: As students appreciate the variety of content available on YouTube, educators should encourage the use of authentic materials that expose learners to diverse linguistic contexts and cultures. This can enhance cultural competence and contextual understanding in language learning, h) Monitoring and Evaluation: Ongoing assessment of the impact of YouTube resources on language learning outcomes is essential. Institutions should develop metrics to evaluate the effectiveness of these tools in improving language proficiency, particularly in speaking skills. By implementing these recommendations, educational institutions and instructors can better harness the potential of YouTube educational channels, creating more dynamic, engaging, and effective language learning experiences for all students.

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Appendix A

Online Research Questionnaire: Examining the Influence of YouTube Educational Channels on the Interactive Enhancement of Speaking Proficiency of Saudi EFL Learners

Introduction: Thank you for participating in this study. Your responses will help us understand the role of YouTube educational channels in enhancing English language learning among Saudi EFL learners. This questionnaire will take approximately 10 minutes to be completed. Your responses are anonymous and confidential.

Section 1: Demographic Information

1. Age
 - 18–20
 - 21–23
 - 24–26
 - 27 or older
2. Gender:
 - Male
 - Female
3. Year of Study:
 - 6th Semester
 - 7th Semester

8th Semester

Section 2: Familiarity with YouTube Educational Channels

4. How often do you use YouTube for educational purposes?

Never

Rarely (1–2 times a month)

Occasionally (1–2 times a week)

Frequently (3–5 times a week)

Very frequently (daily)

5. How familiar are you with the concept of using YouTube educational channels to enhance language learning?

Not at all familiar

Slightly familiar

Moderately familiar

Very familiar

Extremely familiar

Section 3: Perception of Impact on Speaking Skills

6. In your opinion, how effective are YouTube educational channels in improving your speaking skills?

Not effective at all

Slightly effective

Moderately effective

Very effective

Extremely effective

7. How does your experience with YouTube compare to traditional classroom learning in terms of improving your speaking skills?

Much worse

Worse

About the same

Better

Much better

8. What do you believe are the main benefits of using YouTube for speaking practice? (Select all that apply)

Accessibility

Variety of content

Real-life examples

Interactive features (comments, quizzes)

Other (please specify): _____

Section 4: Features Contributing to Improvement

9. What specific features of YouTube educational content do you find most helpful for improving your speaking skills? (Select all that apply)

Video demonstrations

Subtitles or captions

Practice exercises

Engagement with content creators

Community interaction (comments, forums)

Other (please specify): _____

10. On a scale of 1 to 5, how important are the following features for your learning experience?

(1 = Not important, 5 = Very important)

Content variety: [1] [2] [3] [4] [5]

Visual aids: [1] [2] [3] [4] [5]

Interactivity: [1] [2] [3] [4] [5]

Content quality: [1] [2] [3] [4] [5]

Section 5: Additional Comments

11. Please share any additional comments or experiences regarding the use of YouTube educational channels for your language learning.

Thank you for your valuable participation!

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