

Arab World English Journal (AWEJ) Special Issue on CALL Number 11. July 2025
DOI: <https://dx.doi.org/10.24093/awej/call11.6>

Pp. 96-110

YouTube as a Learning Tool Among EFL Learners: A Systematic Review

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Received: 03/29/2025

Accepted: 06/18/2025

Published: 07/26/2025

Abstract

This review paper examines the crucial impact of YouTube on learning English as a Foreign Language. Recently, learners' interaction and development of their skills have been improved due to the integration of digital platforms into language education. YouTube is regarded as one of the most prevalent platforms due to its accessibility, multimodal content, and capacity to simulate real-life communication. This study tackles thirty selected research articles from various cultural and institutional backgrounds to identify the pedagogical benefits and challenges associated with using YouTube in teaching English. Conventional methods of teaching English as a foreign language encounter difficulties in improving students' engagement and offering opportunities for real-life language use. These traditional approaches depend heavily on memorization and textbook-based instruction, limiting progress in essential language skills. This study seeks to address the following research questions: How can YouTube be effectively utilized to improve learners' language skills? What are the key benefits of integrating YouTube into English as a Foreign Language instruction? How do cultural and educational contexts shape the implementation and results of using YouTube in English Language Teaching? The research explores YouTube's potential in developing vocabulary, pronunciation, listening, and improving speaking abilities. Furthermore, it studies the obstacles and pedagogical considerations of incorporating YouTube in classroom settings. Several recommendations are proposed, such as incorporating YouTube as a supplementary means of teaching language, choosing relevant and high-quality video materials, promoting active learner engagement, and offering professional development opportunities to utilize multimedia effectively.

Keywords: Engagement, institutional, multimedia, pedagogical, proficiency, YouTube

Cite as: Abbas, N. F., Awad, Z. E., & Mohaisen, A. K. (2025). YouTube as a Learning Tool Among EFL Learners: A Systematic Review. *Arab World English Journal (AWEJ) Special Issue on CALL (11)*:96-110. <https://dx.doi.org/10.24093/awej/call11.6>

Introduction

YouTube has evolved as a revolutionary digital platform that has altered educational environments by providing practical methods to improve language acquisition. This leading video-sharing network is an essential tool for improving language acquisition in English as a Foreign Language (EFL) schools. This study rigorously investigates the use of YouTube as an instructional tool in EFL classes and its significant influence on students' language learning results. YouTube substantially enhances language learning opportunities in EFL contexts by offering authentic language input, promoting motivation and engagement, and enabling collaboration and social contact. Conventional methods of teaching English as a foreign language encounter difficulties in improving students' engagement and offering opportunities for real-life language use. These traditional approaches depend heavily on memorization and textbook-based instruction, leading to limited progress in essential language skills such as listening, speaking, and vocabulary acquisition. There are multiple reasons for selecting this topic for exploration. First, the use of YouTube in EFL learning remains restricted across different cultural and educational settings. Second, it is essential to assess the advantages, drawbacks, and methods of incorporating YouTube in teaching environments. Finally, this research addresses the increasing need among curriculum developers and educators for data-driven insights on how digital platforms such as YouTube can be effectively used to aid language learning. This research is of value for curriculum designers to recognize the importance of employing multimedia platforms in EFL education. It provides guidance on selecting appropriate YouTube content and how to implement it successfully across diverse cultural and institutional contexts. Furthermore, it offers learners evidence-based information on how to use digital means like YouTube to enhance language acquisition.

Methods of Searching and Scanning Articles

The articles in this study are searched, filtered, and selected through a systematic and reliable method. Initially, the researchers utilize appropriate academic databases and digital resources such as Google Scholar, ERIC, Scopus, Web of Science, and Science Direct. These platforms are chosen due to their extensive coverage of peer-reviewed journals and scholarly articles in the fields of education and language acquisition. The researchers also utilize a specific set of keywords and search phrases, including "YouTube and EFL," "YouTube and language learning," "YouTube in English classrooms," and "digital media in English teaching." They use Boolean operators such as AND and OR to refine search terms and get precise results. The selected articles are published between 2008 and 2024 and are exclusively written in English. They are peer-reviewed papers related to the use of YouTube as a tool for teaching English. The researchers employ inclusion and exclusion criteria to ensure studies that are beneficial and appropriate. The inclusion criteria consist of studies that primarily focus on the use of YouTube in English language teaching, assess learners' outcomes such as engagement or language skills, and present data derived from observation, experimentation, or student feedback. Conversely, several studies are excluded since they pertain to engineering or children's entertainment, are unrelated to language education, or they do not offer research-based evidence, such as opinions or editorials. Then, the researchers screen and filter the articles by reviewing the titles and abstracts to exclude any irrelevant studies. They organize and analyze the chosen articles depending on essential information, including research objectives, methods, findings, and educational context. The whole process starts with 200 articles. The researchers gradually

reduced them through various stages of filtering, resulting in a final selection of 30 highly relevant articles. These articles are further categorized into thematic groups.

This rigorous methodology guarantees the inclusion of only the most pertinent articles, effectively excluding extraneous or irrelevant content, as briefly outlined in Table One.

Table 1. *Reduction process of articles*

No.	Categories of the reduction	Remaining articles
1.	All articles	200
2.	Excluding articles about learning engineering	150
3.	Excluding articles about building plans	100
4.	Excluding articles about entertainment for children	80
5.	Excluding articles about songs for children	60
6.	Remaining articles about YouTube as a learning tool among EFL learners	30

Findings

The findings of the present study are presented in the following sub-sections, which represent the final step of dividing the 30 studies into five main topics:

The Use of YouTube in Specific Cultures

Alwehaibi's (2015) paper indicates that YouTube, a video-sharing platform, allows individuals to create and view video content. It provides access to innovative and unconventional methods of teaching and learning. This technology is used for educational reasons in Saudi Arabia. This study investigates the effect of incorporating YouTube technology in EFL classrooms to improve college students' comprehension of the course content. This research concentrates on a course within the Elementary School Teacher of English curriculum intended to enhance observational skills for effective teaching. A quasi-experimental test was employed, with two groups of second-year college students from Princess Noura University, Riyadh, randomly assigned to the experimental (51 students) and control (45 students) groups. The experimental group received instructions via YouTube videos, discussions, and PowerPoint presentations, while the control group had traditional lectures. Statistical analysis showed significant improvements in the experimental group. The study suggests that YouTube is an effective pedagogical tool for improving subject acquisition among EFL college students. It also indicates that YouTube should be considered a valuable educational resource in classrooms.

Al-Mosawi and Rashid's (2017) paper titled "The Effectiveness of Using YouTube Video on EFL Iraqi College Students' Performance in Grammar at Missan University" aims to determine the effectiveness of using YouTube videos as a social media network developed in 2005 that allows billions of learners to discover, view, and share original user-generated films. This study seeks to evaluate and categorize the efficacy of YouTube videos on the grammatical performance of EFL Iraqi college students at Missan University. The research tackles third-year male and female EFL students at an Iraqi college during the 2014-2015 academic year. The researchers utilize a questionnaire directed at students, alongside a grammar evaluation. The results show a statistically significant difference between the pre- and post-administration of the questionnaire, favoring the post-administration results. The study's application benefits for

learners lacking sufficient time for language lessons or those seeking immersion in an English-speaking environment.

Ibhar (2022) explores the use of YouTube media to improve EFL students' vocabulary acquisition and how learning English vocabulary is essential for international and local job opportunities. He proposes that reading skills are vital for those learning English as a foreign language. Reading is as one of the most essential skills in language acquisition. This study seeks to examine the relationship between reading motivation and vocabulary development in EFL learners. It considers the influence of interest in learning English, mediated by instructor competence. The research participants consisted of 53 university students, all aged 18, from Riau Province, Indonesia. This research utilized quantitative methodologies. The data were gathered via a questionnaire and analyzed using the Structural Equation Modelling (SEM) technique. This study's findings reflect the impact of teacher ability as a moderating variable on student enthusiasm for learning. Abbas and Qassim (2020) conducted a study investigating how YouTube can be used as a supplementary resource in teaching an English novel at Al-Majma'ah Community College. YouTube is not merely a platform for users to share, upload, and comment on videos; instructors can leverage it effectively to maximize student advantages. This study seeks to examine the active and essential role of YouTube in the educational process and its benefits for language educators in improving student skills. The study illustrates many theoretical frameworks that address the utilization of technology to enhance the learning and teaching process. The study draws on Berk's (2009) concepts regarding the use of multimedia, particularly video clips, to improve teachers' technological skills within the classroom. To achieve the objectives of the research, the authors created a questionnaire and distributed it among fourth-year students at the University of Baghdad to demonstrate the effectiveness of technology in education. According to the findings, YouTube is an essential tool in educational environments, as it engages students' attention and promotes their cognitive growth and creativity. Additionally, it allows for comprehensive coverage of educational materials, especially in language learning. Moreover, YouTube adds an enjoyable element to lessons, catering to students' preferences.

Heriyanto (2015) conducted a study to investigate the enhancement of vocabulary understanding and retention among English as a foreign language students at SMK Ma'arif 1 in Kebumen due to the integration of YouTube in their reading classes. The study examines the attitudes of both students and teachers regarding the incorporation of YouTube in vocabulary acquisition. It includes one hundred intermediate-level participants, aged 14 to 17 years. Students were classified into two groups: an experimental group that viewed YouTube during reading assignments and a control group that did not engage with the videos. The researchers have gathered data by pre-tests, post-tests, and questionnaires. The study indicates that the group exposed to the YouTube clips performed better than those not exposed to the videos in the post-test results. The findings suggest that YouTube had a statistically significant impact on the pupils' vocabulary acquisition. The study's findings reveal that participants had a favourable perception of incorporating YouTube into their teaching.

Kristiani and Manik (2021) conducted a study titled "Effectiveness of Using YouTube as Learning Media in Improving Learners' Speaking Skills." They state that speaking is evidence of learners' competence in language. However, several difficulties face learners' ability to communicate, including a lack of confidence, a lack of vocabulary and grammar, and an inappropriate teaching strategy. Thus, the improvement of information and technology is the

solution to those difficulties. There are positive effects of developing technology on education. YouTube is one of the technological developments that provides various types of videos related to learning. These videos help learners in the learning process as they improve their language, particularly their speaking skills. The researchers gather data by utilizing a literature review. They collect them from primary sources (research papers related to the use of YouTube) and secondary sources (books and articles). The findings indicate that YouTube is a beneficial medium for improving learners' speaking skills. YouTube videos offer opportunities for learners to develop their speaking skills. They allow learners to submit recorded videos and receive feedback from teachers and a broader audience.

Mustafa (2018) conducted a study entitled "The Impact of YouTube, Skype, and WhatsApp in Improving EFL Learners' Speaking Skill." He draws teachers and educators' attention to the significance of Skype, YouTube, and WhatsApp in improving speaking skills. The study aims to provide constructive recommendations for learners and teachers. Furthermore, it seeks to focus on the acquisition of speaking abilities through contemporary technology. The instrument used in this study was a speaking test administered to 22 beginner students from the Arab Open University, Riyadh branch, in 2017. The pre-test and post-test were administered to students during their scheduled classes, with each student tested individually. Following two months of training, a post-test was administered to the same students using the identical questions from their pre-test. Data were statistically analyzed using the Statistical Package for Social Sciences (SPSS) software. The study's findings demonstrate that social media networking significantly influences speaking skills. It also indicates that the teacher aiming to enhance students' speaking skills must take these applications into account during the learning process. The study shows that YouTube, WhatsApp, and Skype significantly improve the oral communication skills of EFL learners.

All the above research articles explore the employment of YouTube in different countries, including Saudi Arabia, Iraq, and Indonesia. YouTube is regarded as an instructional tool to enhance language learning, especially for English as a Foreign Language (EFL) students. The studies concentrate on various language skills, including grammar, vocabulary, and speaking. The researchers suggest that YouTube tackle EFL learners' everyday difficulties, including vocabulary acquisition, grammar understanding, and speaking fluency.

Student Perceptions and Experiences with YouTube in EFL Learning

The theme of Student Perceptions and Experiences with YouTube in EFL Learning is tackled in nine articles. Harlinda and Nurrica (2019) studied the perception of English Education students at IAIN Palangka Raya regarding the use of YouTube as a learning medium for English as a foreign language. A survey was conducted with one hundred and twenty students from the 2016-2018 cohorts. The study focused on exploring the students' perception of using YouTube for autonomous learning and improving their language skills and components. The findings showed that 59.3% of the students agreed that using YouTube videos independently increased their confidence in practising English. Additionally, 55.0% of the students perceived YouTube as a valuable source for practising listening skills. Hwang (2010) explored the comprehension strategies employed by English learners who watched an authentic YouTube video as a resource for learning English as a foreign language. The research focused on eighty-one students from various majors (Physics, Architecture, Law, and Social Welfare) enrolled in a Freshman English course at a private university in Northern Taiwan. The study adopted a questionnaire to collect

data, which was then analyzed using percentage calculation. The findings of the study centred around two main themes. Firstly, the researchers identified the strategies students frequently use to understand the target verb or ingredient in the video. Secondly, they identified the least commonly used strategy for obtaining the target verb or ingredient.

Novawan et al. (2021) conducted a study to explore how YouTube is a widely utilized technology for the instruction and acquisition of English. YouTube offers the Web 2.0 generation educational tools with communicative features suitable for both synchronous and asynchronous learning. This research employs questionnaires and open-ended interviews with university students in an Indonesian setting. The results indicate that YouTube was widely used in online EFL classrooms. However, it was not utilized as much for objectives such as entertainment and the study of other subjects. Simanjuntak et al. (2021) conducted a study to examine students' perceptions of using YouTube as an online English learning medium during the COVID-19 pandemic at SMA Negeri 4 Pematangsiantar. It explicitly focuses on the aspects of students' attractiveness, effectiveness, relevancy, and motivation. The research involved students from class XI PMIA 6 and XI PMIA 7. The researchers gathered the data by using a qualitative research method, with a questionnaire distributed to the students through Google Forms. The results showed that the majority of students had positive reactions to every statement in the questionnaire, indicating their favorable views on using YouTube as a platform for learning English online. The study concluded that YouTube is attractive, practical, and relevant to the course content. Besides, it serves as a source of motivation for students in their online English learning journey during the COVID-19 pandemic at SMA Negeri 4 Pematangsiantar.

Budiyanti (2022) conducted a study investigating EFL students' perception and use of YouTube videos to improve their English speaking skills in an Islamic university. The research includes thirty-fourth-semester students from the Arabic department. The data was collected using questionnaires with a 5-Likert scale and short interviews to provide additional insights. The findings indicated that the students positively perceive incorporating YouTube videos in the EFL classroom. They believe that these videos greatly assist them in completing their speaking assignments, as they provide real-life models from native English speakers. Tahmina (2023) explored the students' perception of using YouTube as a learning tool for English language learning. The study examined sixty-six undergraduate students from the Department of English at Jagannath University in Dhaka, Bangladesh. The researcher gathers data through a questionnaire and semi-structured interviews. The findings showed that students benefit from watching educational videos on YouTube. These videos are very effective for acquiring English vocabulary and making learning enjoyable.

Ilyas and Putri (2020) investigated the impact of using YouTube channels on EFL students' speaking skills. The objective of this study is to determine whether there is a substantial effect of using a YouTube channel on students' speaking skills. To fulfil the goals of education, the YouTube channel is employed to facilitate lesson delivery for students and improve their motivation in studying. YouTube has a beneficial impact when integrated into classroom instruction to enhance language acquisition, particularly in speaking skills. This study employs an experimental research design undertaken inside the English language study program at Universitas Islam Riau. The sample comprises 48 first-semester students. The application of a YouTube channel for learning yielded considerable improvement in the study's outcomes.

According to the SPSS data, the significance value (2-tailed) was 0.000, which is not larger than the threshold probability of 0.05. 0.000 is less than 0.05. It can indicate a significant effect of using a YouTube channel on students' speaking skills. Faturakhman (2021) examined that YouTube has gained considerable popularity as a learning tool among young adults compared to other online learning media. This research aimed to investigate students' perceptions about using YouTube in English skills classes. A qualitative technique using a case study design was employed with six undergraduate students in their third semester who freely participated in this research. The tools employed in this study are questionnaires and interviews. The study indicated that YouTube videos enhance students' enjoyment of learning English and facilitate their comprehension of the topic. Nonetheless, YouTube complicates communication with instructors and peers in the absence of WhatsApp. YouTube offers the advantage of preventing student boredom, allowing for study at any time and location, and enabling the option to re-watch videos at their discretion.

These studies uncover the students' positive perceptions towards using technology represented by YouTube in their EFL learning. This is because YouTube increased their confidence, motivation, and engagement in practising English. The articles also revealed that incorporating YouTube videos into the classroom can positively impact students' language skills, particularly their speaking abilities. Researchers have observed significant improvements in students' speaking performance after implementing YouTube-based activities and lessons.

YouTube for Specific Language Skills

The theme of YouTube for Specific Language Skills is tackled in six articles. Mayora (2009) examined the use of YouTube to encourage authentic writing in EFL classrooms. The researcher shows that language teachers face difficulties in teaching writing skills. EFL classrooms provide limited opportunities for learners to engage in authentic writing. Many researchers maintain that adding YouTube allows for a chance to mitigate such limitations. The article suggested that YouTube can be a valuable resource for developing writing skills in EFL classrooms, as it offers countless hours of exposure to spoken English. Solano et al. (2020) conducted a study aimed at utilizing educational YouTube videos as an auxiliary resource for teaching vocabulary in the classroom. It was conducted in public institutions for eighth-grade basic education in Ecuador. The participants consisted of 150 native Spanish speakers. They were classified into an experimental group of 75 students who received English courses supplemented by crude animated movies, and a control group consisting of 75 students who did not utilize this resource. The study employed quantitative and qualitative methodologies. It used students' questionnaires, quizzes, observation sheets, and surveys. The study was done on 16 English classes during which pre-service students were responsible for designing activities that incorporated EFL YouTube videos to augment learners' vocabulary. The results show that YouTube videos, as a supplementary resource, enhance class productivity by increasing interaction and fostering learner engagement and motivation in vocabulary acquisition.

Al-Hamouri et al. (2022) conducted a study investigating the impact of YouTube videos on the skill development of EFL learners in Jordan. He gathered data through 352 valid surveys from five Jordanian schools. He employs a quantitative method and analyses it via SEM. The findings indicate a significant positive effect of YouTube videos on EFL learners. Additionally, the results demonstrate that technological self-efficacy moderates the relationships between YouTube videos and interaction, as well as between YouTube videos and the listening, speaking,

and vocabulary acquisition skills. Furthermore, the findings suggest that technological self-efficacy enhances EFL learners' utilization of YouTube videos for improving their English language proficiency. Abed's (2020) work "Using YouTube as a Learning Tool in Teaching Listening Skills" examined how YouTube effectively enhances listening skills in language learning. He proposes that teachers select high-quality content since not all videos are educational. The teacher should show students videos and quiz them to check their understanding. He assumes that watching videos can be done at any time and everywhere, providing flexibility in learning.

Videos contain facial expressions and gestures that help learners grasp meaning effectively. Sasmita (2022) proposed that YouTube is used widely by students and teachers. They use videos to improve pronunciation. This study focuses on one teacher from SMP Muhammadiyah, two Taman Sidoarjo, and sixteen eighth-grade students from the 8A International Class Orientation. The researcher collects data through interviews and questionnaires. The results show that students and teachers are positively impacted when using YouTube to learn pronunciation. The teachers found that YouTube helps students remember English words easily. Sometimes, teachers find it difficult to find videos that fit their topics. The students may have poor internet connections. So, the teachers must prepare effective videos and check the students' pronunciation. Rachmawati and Cahyani's (2020) study "The Use of YouTube in Improving Non-English Department Students' Pronunciation Skills" aimed to identify whether or not using videos as media influences non-English department students' pronunciation skills. This study uses a quantitative method. The researchers collect data using test observations. The findings show that students practice and say words aloud, imitating words pronounced in YouTube videos. The results show the effectiveness of using YouTube in learning non-English department students.

The articles discussed above focus on using YouTube to develop language skills in English as a Foreign Language. The potential of YouTube to improve writing skills in EFL contexts was highlighted. Besides, YouTube could provide authentic writing opportunities for learners by allowing them to publish their texts online and reach a wider audience. The challenges faced by language teachers in teaching writing and the limited opportunities for meaningful writing practice were also discussed. The articles show the effectiveness of using YouTube videos for vocabulary development and language skill improvement among EFL learners. They also prove the positive influence on EFL learners' language skills, such as listening, speaking, and vocabulary acquisition.

Using YouTube in Real Classroom Teaching

Audina and Suwastini et al. (2022) examine the application of YouTube videos for teaching English language skills through George's literature review technique. Research related to YouTube suggests that it can be used to enhance students' listening, reading, speaking, and writing abilities, as well as address their challenges in mastering these skills. Moreover, using YouTube videos helps in reducing students' grammar challenges and improving their vocabulary. YouTube videos have enhanced students' interest, motivation, and enthusiasm for learning the English language. The results indicated that YouTube videos are employed as adequate educational resources for improving students' acquisition of English as a Foreign Language. Al-Awabdeh (2021) examined the Jordanian EFL teachers' perceptions of using YouTube. The study explored the impact of YouTube on the speaking skills of students learning

English as a Foreign Language using semi-structured interviews. The results indicated that the educators held a firm conviction regarding YouTube's effectiveness as a learning resource. They emphasized multiple benefits, including its ability to alleviate anxiety, enhance motivation, and increase students' attention spans. The study presented various methods for integrating YouTube into the classroom, including facilitating discussions about the videos, ultimately improving student interaction and pronunciation skills.

Al-Jawad and Mansour (2021) examined the importance of utilizing YouTube in EFL classrooms to improve students' listening abilities in Libyan institutions. YouTube is a significant application of information and communication technology today. It is crucial in fostering an educational environment that meets learners' needs. The researchers utilize a questionnaire as a data collection instrument for students. The questionnaire includes a sample of 60 randomly selected second and third-year English language students at the Faculty of Arts and Science in Kufrah. The findings of the study indicate that students exhibit a strong interest in improving their listening abilities through the utilization of YouTube videos. Fleck, Beckman, Sterns, and Hussey (2014) conducted a study entitled "YouTube in the Classroom: Helpful Tips and Student Perceptions." They investigate the use of short video clips in college classrooms. They employ Blended Learning Theory and Information Processing Theory to present insights into the successful incorporation of technology into the classroom. They also reviewed literature on multimedia to highlight their value as teaching techniques. Students' perception is positively of the videos. Additionally, class quiz scores are reflected as indices of learning.

Abdan, Felicia, and Dike (2019) examined how YouTube is used as an educational tool to increase interest in biology among secondary school students in Ikwerre Local Government Area, Rivers State, and Nigeria. The researcher employed a quasi-experimental design involving two groups of students. The experimental group received instruction through YouTube videos while the control group was taught using conventional methods. The findings indicate that students in the experimental group exhibited greater interest and improvement compared to those in the control group. These results suggest that educators should incorporate diverse teaching strategies to foster student engagement. So, integrating technology into education significantly alters traditional teaching methodologies, especially within secondary school settings.

The articles above discuss the employment of YouTube as a learning tool in teaching English as a Foreign Language. The findings indicate that employing YouTube videos can enhance students' interest, motivation, and enthusiasm for learning English. The researchers highlight the benefits of incorporating different types of YouTube videos into language learning, such as tutorials, music videos, and educational videos. Similarly, the studies found that EFL teachers were positive about using YouTube to enhance students' speaking skills.

YouTube as a Supplementary Material and Teaching Resource

The theme of YouTube as a Supplementary Material and Teaching Resource is incorporated in five articles. Azevedo and Matias (2019) conducted a study to analyse the grammar lessons provided by three Brazilian YouTube channels that teach English as a foreign language. The objective was to compare the approaches used by each teacher in their videos and determine if the lessons covered the explanation of meaning, use, and form of the grammar. Additionally, the study sought to investigate whether the lessons were repetitive or lacking innovation in the online learning environment. The analysis involved watching two videos from

each YouTube channel: English in Brazil, Inglês Compartilhado, and Mairo Vergara. The results revealed that five of the six videos analyzed included a grammar explanation covering the language's meaning, use, and form. The teachers adopted a deductive approach to teaching grammar. One video did not provide a grammar explanation for quantifiers but offered a mnemonic or trick to memorize their use. In terms of technology, the primary tool used by the teachers was 'captions' to illustrate example sentences related to the grammar taught. Some teachers also utilized the software 'Notepad' and incorporated animation into their videos.

Khalid and Muhammad's article (2012) titled "The Use of YouTube in Teaching English Literature: The Case of Al-Majma'ah Community College, Al-Majma'ah University," explored the effectiveness of using YouTube as a supplementary resource in teaching English literature to students. The study was conducted at Al-Majma'ah Community College/Al-Majma'ah University, focusing on the second semester of 2009/2010. The researchers found that incorporating YouTube into the study of English literature was both enjoyable and beneficial for students. It enhanced their comprehension of the novels and the events within them. To assess the impact of this approach, an achievement test consisting of ten questions related to novel comprehension was administered to a sample of ten students. The results indicated that students responded positively to the integration of YouTube in their literature courses and effectively leveraged this learning tool.

Khaliq (2019) studied using YouTube as a media tool in English Language Teaching (ELT) for teaching procedural text. This study indicates that the media serves as a valuable resource for educators in the teaching and learning process, particularly within EFL classes. There are two types of media: visual and auditory. This article advocates for the utilization of YouTube as an educational medium. It offers many instructional videos across many levels, ranging from beginner to intermediate and even advanced. Consequently, the author intends to present a movie demonstrating a technique for accomplishing a task. The objective is to familiarize students with procedural texts, namely in their creation and identification. Ilyas (2020) conducted a study examining the effect of utilizing YouTube to enhance students' speaking skills in English. Using a YouTube channel not only aids in students' comprehension of lessons but also boosts their motivation for learning. This study assesses the crucial impact of using a YouTube channel on students' speaking proficiency. When integrated into classroom instruction, YouTube fosters a positive learning attitude and promotes language acquisition, particularly speaking abilities. This research employed an experimental design within the English language study program at Universitas Islam Ria. The result indicates a significant improvement in students' speaking proficiency following instruction via the YouTube channel.

Fedorenko et al. (2025) conducted a study on the need for new methods for educational activities that can be utilized to reveal the personality potential of young people. To them, higher education for teaching English moves towards modernizing the process of teaching English for particular aims (ESP) in terms of developing the personal potential of learners. Hence, mastering English is regarded as a crucial aspect of the professional competence of a specialist in any field. It necessitates the formulation of a suitable strategy for organizing the training process, along with the execution and systematic support of English language instruction for prospective specialists. Given those mentioned above, there is a need to create an educational environment where all learners have a high level of activity, which, in turn, enables offering full-fledged, equal communication. This research improves the effectiveness of educational processes within a professional English course, which is achieved through the appropriate integration of video

educational resources that focus on fostering students' personal development and the organizational incorporation of a discussion-centred flipped classroom model. The researcher's data can be utilized in research on improving students' motivation to learn English for professional purposes with the aim of revealing the capacity of discussion-oriented flipped classrooms exploiting educational video materials on self-development for enhancing students' motivation.

The five studies underscore the positive contributions of YouTube as a supplementary tool for learning English, highlighting its effectiveness in boosting student motivation, comprehension, and engagement. Each study examines different teaching dimensions and employs various research methods. Azevedo and Matias (2019) concentrate on grammar instruction, advocating for deductive methods paired with visual aids. Khalid and Muhammad (2012) assess the platform's impact on improving literature understanding through achievement evaluations. Khalid (2019) investigates its broader effects on vocabulary development, speaking skills, and cultural awareness. In contrast, Ilyas (2020) focused on the enhancement of speaking abilities, demonstrating how YouTube can successfully build confidence in verbal communication. Fedorenko et al. (2025) tackle the impact of integrating videos on students' motivation in a professional English course.

Conclusion

This systematic review reveals the crucial educational impact of YouTube in the EFL environment, especially when examined through the lens of multimedia learning theory, which proposes that learning is more effective when words and images are presented together. The verbal and visual processing channels must be engaged together. YouTube videos enhance learners' comprehension, vocabulary preservation, speaking fluency, and pronunciation rigour by gathering audio, visual, and contextual cues. Moreover, the learner's autonomy and engagement are embraced by the unique characteristics of YouTube, including pausing, re-watching, and commenting. Nevertheless, the effectiveness of YouTube relies heavily on instructional design. The findings suggest that incorporating YouTube into EFL instruction includes several advantages. Firstly, it modernizes pedagogical practices. Secondly, it aligns with learners' interests and digital habits, ultimately facilitating a more accessible and enjoyable learning experience. However, the effective utilization of YouTube must include careful selection, strategic planning, and an awareness of distraction, quality of content, and alignment with educational goals. Consequently, the educators and curriculum designers must employ YouTube as a supplementary tool while maintaining pedagogical integrity. This review further reveals the crucial need for training teachers with the strategies essential to maximize YouTube's educational potential, ensuring it functions as a supportive means rather than an impediment to effective and meaningful language learning. This conclusion is consistent with the principles of multimedia learning. It underscores the educational significance of incorporating well-organized, visually engaging, and contextually relevant video materials into language instruction to enhance the depth and importance of learning outcomes. Several recommendations are proposed, such as incorporating YouTube as a supplementary means of teaching language, choosing relevant and high-quality video materials, promoting active learner engagement, and offering professional development opportunities to utilize multimedia effectively. In this sense, future research incorporating other multimedia Apps into the classroom environment is highly recommended.

Funding: This paper is not funded.

Conflict of interests: The authors declare no conflict of interest.

Authenticity: This manuscript is a review paper.

Artificial Intelligence Statement: AI and AI-assisted technology have been used for language and grammar refinement. The authors take the responsibility for the accuracy and integrity of the content.

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