Arab World English Journal
INTERNATIONAL PEER REVIEWED JOURNAL ISSN: 2229-9327

Arab World English Journal (AWEJ) Volume 17. Number 2, June 2026 Pp. 421-437
DOI: https://dx.doi.org/10.24093/awej/vol17no2.27

# From Screen to Classroom: YouTube Vlogs as a Tool for Intercultural Competence in EFL Education

**Fouad Elhabchi**
Laboratory of Education, Philosophy, and Humanities
Department of Education Sciences and Technologies of Teaching
The Higher School of Teachers (ENS)
Moulay Ismail University, Meknes, Morocco
Corresponding Author: fo.elhabchi@edu.umi.ac.ma

**Mohammed Zeriouh**
Laboratory of Education, Philosophy, and Humanities
Department of Education Sciences and Technologies of Teaching
The Higher School of Teachers (ENS)
Moulay Ismail University, Meknes, Morocco
Email: m.zeriouh@umi.ac.ma

Received:02/11/2026 Accepted: 06/10/2026 Published:06/15/2026

Abstract
Technology has transformed the landscape of learning and teaching. One aspect of this change was social media platforms, which have offered new vistas and contributed to connecting millions of learners to the external world. YouTube, for instance, is a social media platform that has been utilized numerously as a learning and teaching method for educational purposes for many years. However, studies are still limited concerning the effects of YouTube Vlogs on the learners' intercultural competence. This study investigates whether exposure to YouTube vlogs improves the intercultural competence of learners or not. It operationalized the construct by combining intercultural knowledge and awareness into one single dimension. A total of 30 students were selected from each group. Two intact groups were purposively selected and assigned as experimental and control groups from Salam High School, Meknes, Morocco. To analyze the data, SPSS v.27 (Statistical Package for the Social Sciences) was used to identify the effects and test the hypotheses. The study's findings reveal that exposure to YouTube vlogs has significantly enhanced the intercultural knowledge and awareness of the experimental group compared to the control group. In contrast, the control group shows no important change over time. These findings suggest that YouTube vlogs can be considered an innovative method of teaching English culture in classes of English as a foreign language, as they can help them enhance their intercultural competence, particularly intercultural knowledge and awareness. Besides, it underscores the significant role of social media platforms as authentic digital resources in fostering intercultural learning and teaching.

***Keywords*:** Intercultural competence, intercultural knowledge and awareness, quasi-experimental study, learners of English as a foreign language, YouTube vlogs

**How to cite:** Elhabchi, F., & Zeriouh, M. (2026). From Screen to Classroom: YouTube Vlogs as a Tool for Intercultural Competence in EFL Education. *Arab World English Journal, 17*(2):421-437. https://dx.doi.org/10.24093/awej/vol17no2.27

## Introduction

The major changes that technology has made to human life are apparent in recent decades. It has wired groups from various backgrounds, countries, and nations. It helps connect people of different cultures, languages, and religions. These technological breakthroughs have taken diverse forms, such as social networks. YouTube, Twitter, Meta, TikTok, and Instagram have offered large spaces for communication and interaction. Besides, they have also formed learning environments in which teachers and students share information and transfer knowledge. For instance, YouTube is considered a social media platform that provides free access to its users. Also, it gives chances to seek information and share one's real-life activities, emotions, and thoughts. Today, YouTube is the most popular video platform. Burke et al. (2009) stated that twenty million users aged between 12 and 17 visit YouTube every month.

YouTube not only provides its users the chance to seek knowledge and watch videos, but also offers them the potential to share their personal experiences, lifestyles, customs, and traditions through vlogs. These types of videos can help students develop their ways of learning English and enrich their learning experiences. According to Aburub and Singh (2024), YouTube can be used as a supplementary resource by both learners and teachers in their learning and teaching process. In addition, YouTube videos can give access to hundreds of thousands of videos that contain diverse content, which can be used in classroom lessons (Ikhlasa and Suryadi, 2023).

Despite the great potential provided by YouTube videos and vlogs, many EFL classrooms rely heavily on traditional learning methods that exclude this digital platform from classroom instruction. This leaves a gap between the native digital learners' daily habits and the classical classroom learning practices. Therefore, the present study aims to address the potential effects of YouTube vlog content on learners' cultural awareness. Particularly, it seeks to answer the following questions:

RQ1. Is there a statistically significant improvement in students' intercultural knowledge and awareness within the experimental group from pre-test to post-test?

RQ2. Is there a statistically significant difference in students' intercultural knowledge and awareness between the experimental and control groups on the post-test?

This study can help provide several benefits. Students and teachers can use YouTube vlogs in their teaching and learning practices to develop their cultural knowledge about English culture. Also, it helps learners identify various cultural discrepancies and similarities between their own culture and the foreign one. Therefore, assisting them in interacting globally without any misunderstandings or stereotypes.

## Literature Review

### *YouTube*

YouTube is a social media platform that contains numerous videos about different fields. Mekheimer (2024) underlined that "The dawn of the 21st century saw a paradigm shift in video accessibility with the emergence of internet-based platforms like YouTube" (p. 3). Reuters Institute (2021) pointed out that YouTube was named the world's second-most influential social media platform, behind Facebook. It is considered a platform that offers a space for learners to seek knowledge and track their fields of interest. Yassin (2024) stated that "since the introduction of YouTube in the year 2005, it has developed from a mere video-sharing site to an instructional tool" (p. 1). In this regard, Tohamba (2025) asserted the role of YouTube in language learning.

She added that it offers multimodal learning materials that integrate both visual and auditory input to support learners' language acquisition.

In a context where English interaction with native speakers is rare, YouTube offered a chance to communicate and interact easily. YouTube provided plenty of opportunities to explore the world around. Currently, many video blogs and vlogs share real-life moments from a diverse global range. Importantly, YouTube as a social media platform represented a multidimensional resource that has helped students relate to real-life situations, explore distant regions, and expand their knowledge. In this vein, Aslan (2025) explained:

> Social media constitutes an important dimension of many people's daily interactions in platformized digital spaces such as Facebook, YouTube, and Instagram. In such spaces, it is frequently observed how ordinary people make sense of everyday language practices and make connections between language use and social life. (p. 2)

Listiani et al. (2021) stated that YouTube videos supported students in connecting to real-life situations. It can be considered an indispensable tool for the EFL classroom, which has gained the students' interest due to its free access, familiarity, and unlimited sources. Additionally, it encompassed the need to match the curriculum content with the real-life context, which indeed supported the learning process and the teaching practices. Saed et al. (2021) noted that YouTube can help students develop their pronunciation, speaking skills, grammatical structure, chunk choices, and fluency, which led to a coherent discourse.

In general, social media platforms such as YouTube are indispensable and may be instrumental in constructing knowledge and transmitting information. Furthermore, it is a free-access platform that can broaden the learners' knowledge about the globe. Thus, based on visual content, YouTube has also contributed to gaining the students' trust to follow the content of the videos instead of audio recordings. According to Saed et al. (2021), YouTube, as a multimedia platform, fosters the development of all language skills as well as the expansion of vocabulary across different cultural aspects. Therefore, students found it a familiar resource to discover various contexts that underpin inferring meaning from the diverse situations provided.

### *Vlogs*

According to Nofrika (2019), vlogs represented YouTube videos that spread honest and real-life moments and beliefs about their world. Vloggers shared authentic content about their lifestyles, food, clothes, traditions, and customs. They reflected their natural reality by telling stories accompanied by real footage. In this regard, Almehmadi (2024) highlighted how such platforms foster communication and intercultural connections, stating that:

> By engaging in conversations, discussions, and exchanges on social media, learners can refine their understanding of the cultural nuances associated with the target language, communicative norms, and appropriate language use. Furthermore, social media bridges the gap between classroom instruction and real-life language use, enabling learners to apply their language skills in authentic communication settings. (p. 8)

Gunelius (2018) explained that a vlog can take the form of a blog containing extensive video content. So, Video streamers who publish video streams on websites like YouTube instead of using blogs also use the term vlog. The potential provided by online vlogs on YouTube has provided a new form of content exchange. They have opened a new vista to explore the globe and its culturally related themes. Ho (2022) asserted the salient role of vlogs as they have created a space for cultural exchange, conveying information, and making connections. Interestingly, vlogs

have formed new ways of exploring distant regions and expanding the learners' cultural knowledge about foreign cultures.

Vlogs have opened cutting-edge vistas that can be explored by students and help them discover the unreached areas and new cultural aspects of the English world. In this regard, research has asserted the significant role of YouTube in improving the students' intercultural learning. Dizon (2022) found that the integration of YouTube in the classroom helped students develop their intercultural learning and communication.

***Intercultural Competence***

Intercultural communicative competence refers to the ability to communicate effectively with people from other cultures. It encompasses the skills of understanding, interpreting, and respecting the foreign culture. According to Byram et al. (2002), intercultural communicative competence involves the language learner's capacity to encourage mutual understanding across different cultures and to engage with individuals with different perspectives.

The imperative need to inject new competencies in EFL teaching to fit the 21st-century changes has drawn attention to intercultural communicative competence. This manifested when highlighting the role of the intercultural speaker and not only the English speaker. Interestingly, English learners should recognize the cultural varieties and the sociolinguistic context of the foreign language so as to communicate, interact, and exchange thoughts. Galante (2015) affirmed the role of the cultural and linguistic context when studying English as an international language.

Byram (1997) then developed a model that catered to the intercultural speakers' needs and successfully reached a phase of global intercultural communication. This model comprised:

1. Attitudes (savoir-être)
2. Knowledge (savoirs)
3. Skills of interpreting and relating (savoir comprendre)
4. Skills of discovery and interaction (savoir apprendre/faire)
5. Critical cultural awareness (savoir s'engager)

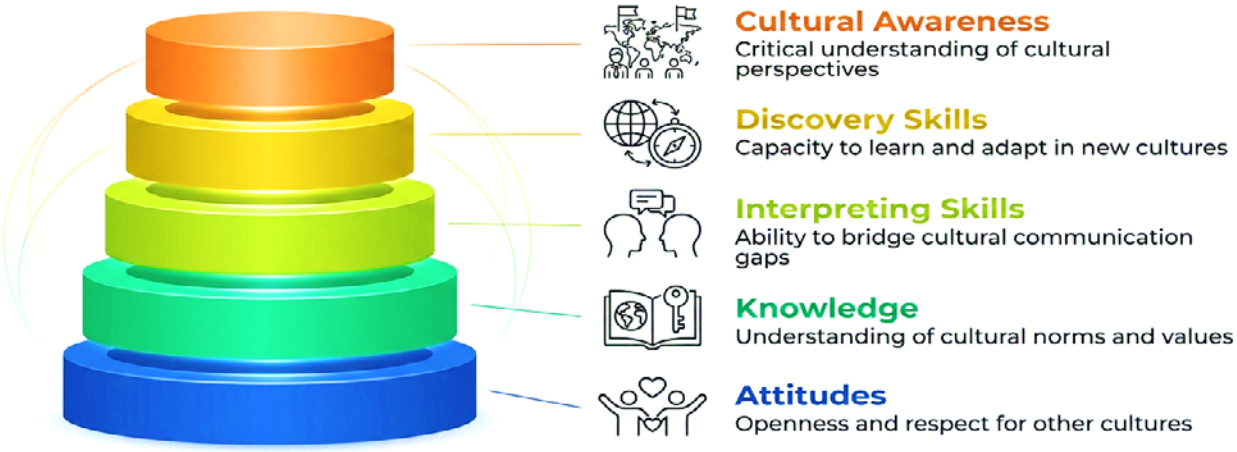



*Figure 1***.** Byram's model of intercultural competence

This model approached language learning from a cultural standpoint. It tended to conflate the cultural aspects of language with linguistic abilities. The shift to an intercultural speaker, rather than a native speaker, was highly emphasized by the five components of Byram's model. He asserted that learners should acquire cultural knowledge of both local and foreign cultures. In

addition, Byram (1997) insisted that when adjusting one's own local beliefs to others, it is necessary to have the ability to recognize and differentiate between foreign cultural behaviors, lifestyles, and values. This model promoted openness and tolerance among learners, which in turn fosters positive attitudes. Byram further asserted that the skills of interpreting and relating are important competencies because they can enable an understanding of the target culture by making comparisons between cultures. This helped identify the similarities and discrepancies that may occur during interactions. The latter was supported by the skills of discovery and interaction that supported enhancing one's knowledge about the various kinds of behaviors, traditions, and values of foreigners. Hence, it can help mitigate the risk of communication breakdown or a cultural faux pas. Byram et al. (2002) also affirmed another skill in the Byram model, which is critical cultural awareness. This can help learners avoid being vulnerable or fragile to cultural bias or dominance. Hence, they can be 'on their toes' and vigilant during cultural encounters and aware of different viewpoints about foreign countries.

Although intercultural competence has been recognized as a multidimensional construct, the present study focused largely on intercultural knowledge and intercultural awareness due to their relevance to the EFL context. Also, they can be developed through instructional interventions such as YouTube Vlogs.

## Method

To accomplish the study's objectives and validate the hypotheses, this section outlined the research design, participants, instruments, and procedures.

### *Research Design*

This study employed a quantitative pretest–post-test quasi-experimental design to examine the effects of vlogs on EFL learners' intercultural competence.

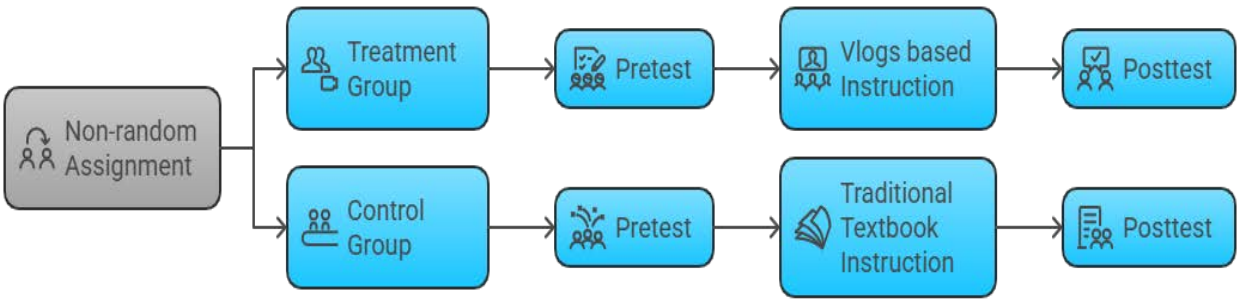



*Figure 2.* Quasi-experimental design of the study: Vlog-Based instruction vs. traditional textbook instruction

This design attempted to investigate the changes in participants' intercultural knowledge and awareness before and after exposure to YouTube vlogs as authentic cultural content. The independent variable was exposure to YouTube vlogs, while the dependent variable was learners' intercultural knowledge and awareness, measured through a standardized questionnaire.

The study's main research questions are:

RQ1. Is there a statistically significant difference in students' intercultural knowledge and awareness between the experimental and control groups on the post-test?
RQ2. Is there a statistically significant improvement in students' intercultural knowledge and awareness within the experimental group from pre-test to post-test?
For this study, the following two hypotheses were proposed:
$H_0$ (Null Hypothesis):
There is no statistically significant difference in post-test scores of intercultural knowledge and awareness between the experimental and control groups.
H1. Students in the experimental group will show a significantly greater improvement in intercultural knowledge and awareness compared to students in the control group.

***Participants***

Participants include approximately 30–30 EFL learners from Salam High School, Meknes, Morocco. The students who participated in this study were aged between 15 and 20. They were selected using convenience sampling based on their availability and willingness to take part in the experiment. Participants were divided into two groups: an experimental group that watched culturally rich vlogs and a control group that followed the regular classroom instruction without exposure to vlogs.

***Instruments***

The instrument adopted Duisembekova's (2021) questionnaire so as to examine the effects of YouTube vlogs on the learners' intercultural competence. The pretest/post-test involved a five-point Likert scale, where 1 represented "strongly disagree," and five denoted "strongly agree." This was to help gain a better understanding of the quantitative data. The instrument demonstrated high internal consistency (Cronbach's $\alpha$ =.810 for Knowledge and .783 for Awareness). In addition, a section was dedicated to collecting demographic data on gender and age.

***Pilot Study***

The current study performed a pilot study to assess the reliability of the questionnaire. The instrument consisted of 14 items that combined intercultural knowledge and awareness. It was administered to a pilot sample to ensure the clarity and appropriateness of the items. The test of reliability showed satisfactory internal consistency (Cronbach's $\alpha$ = .774). Hence, it indicates that the questionnaire was suitable for use in the main study.

***Procedures***

Students watched nine English-language vlogs that were carefully chosen from YouTube. Those YouTube vlogs reflect various cultural aspects of English culture, such as traditions, customs, lifestyles, and daily activities. During the four weeks of intervention, the experimental group watched three vlogs every week. This was followed by a class discussion intended to strengthen understanding and encourage cultural reflection. However, the control group did not watch vlogs and relied solely on the standard course materials. The pretest was performed by both groups one week before the intervention, and the post-test was completed right after the last session.

## Results

This section displays the study results. First, descriptive statistics are reported to describe the participants and to assess the equivalence of the experimental group and control group before the intervention. Then, the inferential statistical analyses are presented to test the study's hypotheses.

### *Demographic Information of Participants*

This subsection reports the demographic characteristics of participants in the experimental and control groups to provide the baseline equivalence before the intervention.

Figure 3 illustrates the age distribution of the experimental and control groups. The proportions of students aged 15–17 and 18–20 were similar in both groups, indicating that the groups were comparable in terms of age before the intervention.

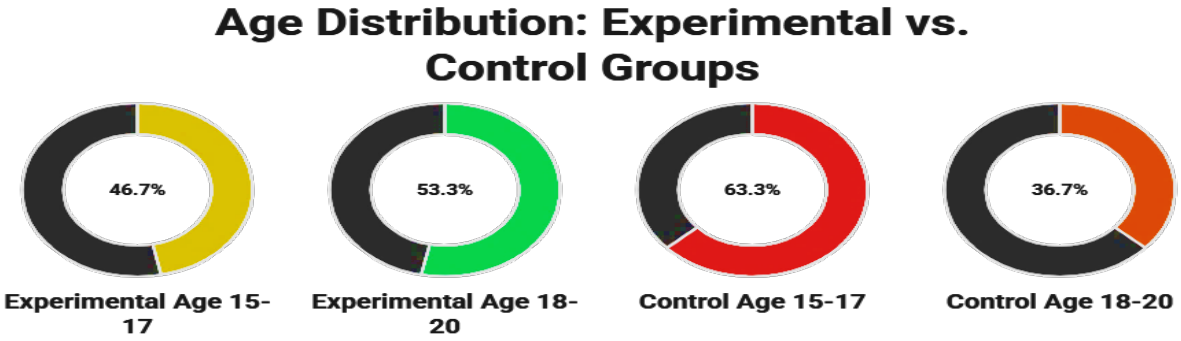



*Figure 3.* Age distribution of the experimental and control groups

Figure 4 presents a marked difference in gender representation across the two sample groups. In the male category (Experimental group 46.7% vs Control group 33.3%), but for the female gender, the rate of the control group (66.7%) is higher than that of the experimental group (53.3%). In total, females are overrepresented in both groups, but significantly more in the control group.

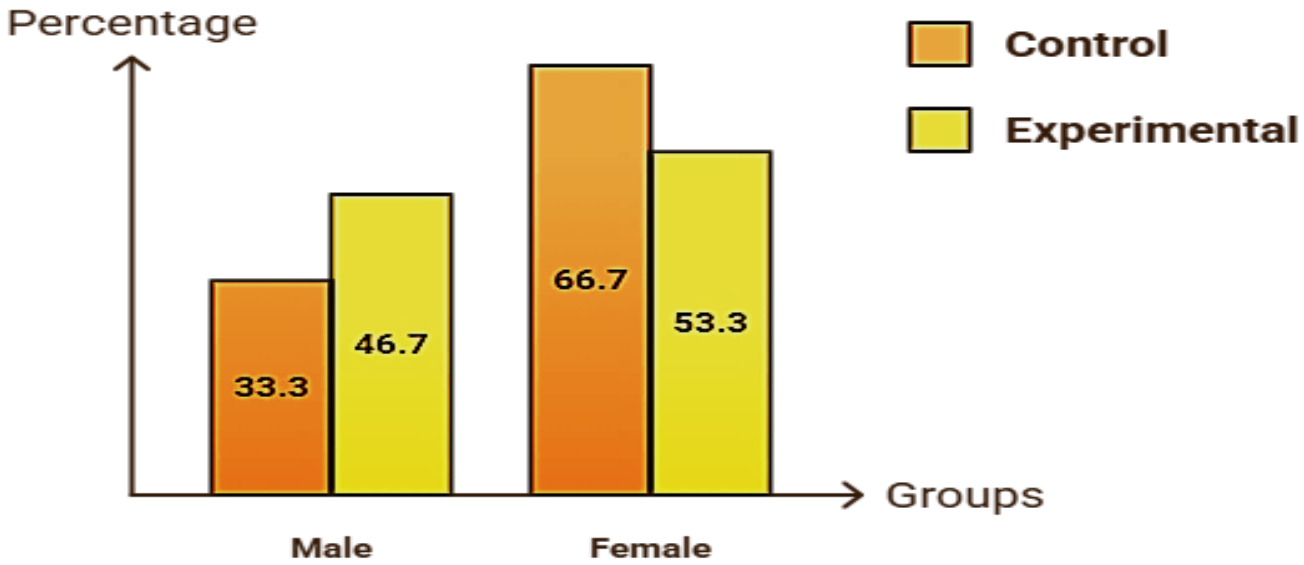



*Figure 4.* Gender distribution

***Pretest Equivalence of Groups***

Table 1**.** *The Overall intercultural knowledge and awareness pretest mean scores and the standard deviation*

| | Groups | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pretest | Experimental | 30 | 3,1500 | ,47393 | ,08653 |
| | Control | 30 | 3,3548 | ,36829 | ,06724 |

A pretest was given to both the control and experimental groups to test the effects of vlogs on the participants' intercultural knowledge and awareness. Table 1 presents the pre-treatment mean scores and standard deviations of students in the two groups.

Table 2**.** *Independent-samples t-test*

| Independent Samples Test | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Pretest | Equal variances assumed | ,305 | ,583 | -1,869 | 58 | ,067 | -,20476 | ,10958 | -,42412 | ,01459 |
| | Equal variances not assumed | | | -1,869 | 54,665 | ,067 | -,20476 | ,10958 | -,42440 | ,01488 |

An independent-sample t-test was conducted to compare the groups' pretest scores. Levene's test indicated that the assumption of homogeneity of variances was not violated ($p = .583$). The findings indicated that there was no statistically significant difference between the experimental and control groups at pretest, $t(58) = -1.87$, $p = .067$, at the 0.05 significance level.

***Within-Group Pretest–Post-test Comparisons***

*Experimental Group*

Table 3. *Means and standard deviations of intercultural knowledge and awareness scores for the experimental group*

| Paired Samples Statistics | | | | | |
|---|---|---|---|---|---|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pretest | 3,1500 | 30 | ,47393 | ,08653 |
| | Post-test | 3,8000 | 30 | ,32294 | ,05896 |

Table 3 presents the mean scores and standard deviations for the students in the experimental group.The results showed a statistically significant increase in scores (M = 3.80, SD = 0.32) compared to the pretest scores (M = 3.15, SD = 0.47)

Table 4**.** *Paired sample test*

| Paired Samples Test | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower | Upper | | | |
| Pair 1 | Pretest – Post-test | -,65000 | ,54828 | ,10010 | -,85473 | -,44527 | -6,493 | 29 | <,001 |

A paired samples t-test was run to see the changes experienced in the experimental group after the YouTube vlogs-based intervention. The results demonstrated a statistically significant increase in scores (M = 3.80, SD = 0.32) compared to the pretest scores (M = 3.15, SD = 0.47), t (29) = −6.49, p < .001. The mean difference of 0.65 indicates that there is a significant improvement post-intervention.

*Control Group*

Table 5. *Means and standard deviations of intercultural knowledge and awareness scores for the control group*

| Paired Samples Statistics | | | | | |
|---|---|---|---|---|---|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pretest | 3,3548 | 30 | ,36829 | ,06724 |
| | Post-test | 3,3214 | 30 | ,34980 | ,06386 |

The control group scored a mean of M=3.355, SD=0.368 on the pretest and M=3.321, SD=0.350 on the post-test, according to descriptive statistics, showing a slight drop in scores after the intervention period. Hence, the students' scores in the control group decreased, which implies a lack of cultural knowledge and awareness regarding the English culture.

Table 6. *Paired sample test*

| Paired Samples Test | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower | Upper | | | |
| Pair 1 | Prestest – Post-test | ,03334 | ,06426 | ,01173 | ,00934 | ,05733 | 2,842 | 29 | ,008 |


ISSN: 2229-9327

The paired-samples t-test for the control group indicated a minimal difference between the pretest and post-test scores. The mean difference stood at M=0.033, the SD was 0.064, while the standard error of the mean stood at SE=0.012. The t-test showed that this difference was significant at the 0.01 level, t (29) =2.842, p=0.008, indicating that there was a small difference between post-test and pretest scores.

***Between-Group Post-test Comparison***

Table 7. *Descriptive statistics of post-test mean scores and standard deviations*

| Group Statistics | | | | | |
|---|---|---|---|---|---|
| | Groups | N | Mean | Std. Deviation | Std. Error Mean |
| Post-test | Experimental | 30 | 3,8000 | ,32294 | ,05896 |
| | Control | 30 | 3,3214 | ,34980 | ,06386 |

The results show that the experimental group ($M$=3.800, $SD$=0.323) had higher post-test scores than the control group ($M$=3.321, $SD$=0.350). There were 30 students in each group. Standard errors of the mean were $SE$=0.059 for the experimental group and $SE$=0.064 for the control group, suggesting that there is little variability in the means of the groups.

Table 8**.** *Independent-samples t-test comparing post-test scores of the experimental and control groups*

| Independent Samples Test | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Post-test | Equal variances assumed | ,467 | ,497 | 5,506 | 58 | <,001 | ,47857 | ,08692 | ,30458 | ,65256 |
| | Equal variances not assumed | | | 5,506 | 57,634 | <,001 | ,47857 | ,08692 | ,30456 | ,65258 |

An Independent-samples t-test was run on the two groups' post-test scores. The results showed that there was a statistically significant difference between the two groups, t (58) = 5.51, $p$ < 001, with the experimental group scoring higher in the post-test than the control group. The mean difference amounted to 0.48 (95% CI 0.30-0.65).

**Discussion**

The study aimed to determine the impact of using YouTube vlogs on the development of the students' intercultural competence with a focus on intercultural knowledge and awareness.

The findings of the study displayed that, as opposed to traditional classroom activities, vlog-based instruction was more effective in enhancing students' intercultural knowledge and

awareness. This result confirmed the assumption that the employed strategy of using YouTube vlogs for intercultural communication activities is a beneficial method to enhance the two dimensions of the students' intercultural communicative competence.

Accordingly, the findings present responses to RQ1 and imply a statistically significant difference in intercultural knowledge and awareness between students in the experimental and control groups on the post-test. The difference between the groups at post-test shows that the observed increase is attributed to the efficacy of the treatment and not to other external factors. Therefore, based on the post-test results, the statistical evidence rejects the null hypothesis and confirms the alternative hypothesis.

Additionally, these results offer a clear answer to RQ2 by demonstrating a statistically significant improvement in students' intercultural knowledge and awareness within the experimental group from pre-test to post-test. Importantly, it highlighted the YouTube vlogs intervention's salient impact on intercultural learning. Besides, it demonstrated the ability of such treatments to produce an intercultural learning experience, which was apparent in the mean gain scores.

These findings are consistent with previous studies regarding the use of YouTube vlogs in EFL classrooms. According to Saidalvi et al. (2021), watching Vlogs can help students feel comfortable speaking about different topics, which can enhance their speaking skills. In line with previous studies, the findings indicated that exposing students to a series of videos from their cultural context could enhance their ability to recognize and make sense of sociocultural issues (Vezzali et al., 2019; Zhang, 2020). Besides, these results are consistent with Abbas and Qassim (2020), who noted that incorporating YouTube videos into English lessons makes learning more enjoyable. Besides, they added that those videos can improve the quality of learning the English language in general.

These findings corroborate earlier studies suggesting that the use of authentic audiovisual materials allows learners to engage with multiple cultural themes, which can contribute to enhancing their intercultural communicative competence (Seferoğlu, 2008; Yunus et al., 2013). In addition, this process not only supports the attempt to understand other cultures but also makes one become aware of his or her own culture (Kaiser, 2011; Sturm, 2012).

The current findings align with previous research and support Jin's (2023) results. He asserted the interactive functions of social media, which support learners from different cultural backgrounds to identify and understand other cultures and develop a positive attitude about them. Besides, he stated that students could learn multicultural ideas from social media platforms like YouTube.

Thus, these studies imply the salient impact of YouTube vlog interventions on language-learning instruction and on enhancing learners' main dimensions of ICC. Indrastana and Rinda's (2021) study found that the use of YouTube vlogs can increase students' interest and self-confidence when speaking English. Along with developing critical thinking skills and fostering their creativity. Our findings reinforce the claims of Fidan and Gencel (2022), who noted that the use of technology, such as video-based instruction, had positive effects on English learning. Khaliq (2019, as cited in Abbas et al., 2025) investigated YouTube as a media instrument for procedural text instruction in ELT. His study found that YouTube is a useful tool for EFL classrooms in the teaching and learning process.

By integrating YouTube Vlogs, the potential to foster the learners' intercultural competence is highly expected, and students are provided with huge chances to boost their knowledge about

the English culture and develop awareness towards the English-speaking communities. Importantly, the incorporation of YouTube vlogs is not only about cheering up intercultural learning, but it also contributes to fostering the students' two fundamental components of IC. According to Fadhil Abbas & Ali Qassim (2020), YouTube videos supported students in engaging with the foreign culture of the target language.

However, there are significant differences that have been noticed between the experimental and control groups through the examination of intercultural knowledge and awareness levels. The former and the latter showed significant variations, suggesting that the YouTube Vlog-based intercultural activities were effective in fostering improvements in these areas. Also, it implies that teaching practices based solely on the textbook are not sufficient to develop the students' intercultural knowledge and awareness. These findings put much emphasis on the effective role of YouTube Vlogs in developing the students' intercultural knowledge dimension, as well as supporting them in gaining positive intercultural awareness towards the foreign culture. These notable contributions in difference stem from the numerous benefits of YouTube Vlogs. First, they provide rich cultural content to learners with diverse perspectives. Second, they provide learners with a large amount of cultural aspects of English culture that suit their interests and actively engage them in interactions. Third, the visual impact of YouTube Vlogs is highly appealing and engaging in exploring the cultural differences. Moreover, YouTube offers opportunities for discussion, comments, and interactions, leaving a large space for learners to engage in intercultural encounters freely.

Lastly, the easy access to the YouTube platform makes it convenient for the learner to interact with the Vloggers. On the other hand, traditional classroom activities do not provide students with the opportunity to interact with people of diverse cultural backgrounds. On the whole, YouTube Vlog-Based Intercultural Activities can encourage learners to enhance their intercultural knowledge and awareness. It is interesting to note that these two dimensions are fundamental in optimizing intercultural communicative competence.

## Conclusion

To enhance students' intercultural learning experiences and better promote their ICC, this study makes an attempt for the importance of including YouTube vlog-based intercultural activities into teaching. Teachers may assist learners in recognizing a multicultural environment by utilizing these innovative educational practices.

This study's implications will be of great importance to the field of intercultural education. With the help of YouTube Vlogs, students will be able to develop their intercultural competence. Besides, they can improve their understanding of other cultures and enlarge their awareness of the world. Implementing YouTube Vlogs in the classroom represents an innovative and pedagogical method in teaching and learning practices. Additionally, it reflects the combination of authentic resources and genuine cultural content. This is in line with Byram's (1997) intercultural model that asserts the role of cultural content in developing the learners' ICC dimensions in the classroom. As a practical application, incorporating authentic cultural content as a YouTube vlog into the curriculum is a way that can help teachers close the theory-practice gap. Therefore, it is important to ensure that students can cope with the changes brought by globalization and help them associate with English-speaking societies around the world.

***Limitations and Future Directions***

While this study has led to important findings, it is important to highlight certain limitations that should be taken into consideration. The study used a small sample size, which can limit the generalizability of the results. Besides, it focuses on a quasi-experimental design, and thus, it cannot generate significant findings as the experimental design. Future research can be conducted on a large number of participants, thereby enhancing the validity of the findings and making more believable inferences.

Based on the findings of the study, more future research is recommended:

- Firstly, exploring both teachers' and learners' perceptions can give insight into the effects of Vlogs-based instruction in the EFL classroom.
- Second, expanding the duration of the intervention phase can have more impact on the development of the learners' ICC.
- Third, a longitudinal study can gain deeper insight into YouTube's effects on the learners' intercultural competence.
- Fourth, conducting comparative studies between YouTube Vlogs and other social media platforms can help reflect their significant impact on intercultural competence.
-

**Funding:** This research received no external funding.

**Acknowledgement:** The authors would like to express their sincere gratitude to The Higher School of Teachers (ENS), Moulay Ismail University, Meknès, Morocco, for its academic support throughout this research.

**Conflicts of Interest:** The authors declare no conflict of interest.

**Authenticity:** This manuscript is an original work.

**Artificial Intelligence Statement:** During the preparation of this manuscript, the authors used Grammarly to enhance the clarity and readability of the text. The authors subsequently reviewed and revised the content as necessary and take full responsibility for the final version of the publication.

**Publisher's Note**: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors, and the reviewers.

**About the Authors:**

**Fouad Elhabchi** is a third-year doctoral student at the Higher School of Teachers (ENS), Moulay Ismail University, Morocco. He has over 14 years of experience teaching English and holds a master's degree in Applied Language Studies. His research interests include applied linguistics, digital learning, intercultural communicative competence, and foreign language teaching. https://orcid.org/0009-0008-5670-488X

**Dr. Mohammed Zeriouh** is an Associate Professor at the Higher School of Teachers (ENS), Moulay Ismail University, Morocco. He specializes in English Language Teaching, Digital Technology, and cultural studies. His research focuses on integrating technology in language education and teacher development. He has contributed to several national and international conferences and publications related to applied linguistics and language education. https://orcid.org/0009-0002-3577-9440

**References**

Abbas, N. F., & Qassim, T. A. (2020). Investigating the effectiveness of YouTube as a learning tool among EFL students at Baghdad University. *Arab World English Journal (AWEJ), 6*(CALL Special Issue), 326–338. https://doi.org/10.24093/awej/call6.23

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

Aburub, O. A. R. S., & Singh, M. K. M. (2024). The impact of YouTube on improving EFL undergraduate speaking skills in Jordan. *Library Progress International, 44*(2), 1–10. https://doi.org/10.48165/bapas.2024.44.2.1

Almehmadi, W. (2024). The influence of social media on improving the pragmatic skills of EFL Saudi university students. *World Journal of English Language*, *14*(6), 279–289. https://doi.org/10.5430/wjel.v14n6p279

Aslan, E. (2025). 'Responding to "thank you" properly': Mediated metapragmatic repertoires in an English language teaching YouTube video. *Discourse, Context & Media, 67*, Article 100934. https://doi.org/10.1016/j.dcm.2025.100934

Burke, S., Snyder, S., & Rager, R. (2009). An assessment of faculty usage of YouTube as a teaching resource. *Internet Journal of Allied Health Sciences and Practice, 7*(1), 1–8. https://doi.org/10.46743/1540-580X/2009.1227

Byram, M. (1997). *Teaching and assessing intercultural communicative competence.* Multilingual Matters.

Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the Intercultural Dimension in Language Teaching*. *10*.

Dizon, G. (2022). Australian Journal of Applied Linguistics YouTube for second language learning: What does the research tell us? *Australian Journal of Applied Linguistics*, *5*(1), 19–26. https://doi.org/10.29140/ajal.v5n1.636

Duisembekova, Z. (2021). Beliefs about intercultural communicative competence: The development and validation of a new instrument. *International Journal of Instruction, 14*(2), 103–116. https://doi.org/10.29333/iji.2021.1427a

Fadhil Abbas, N., & Ali Qassim, T. (2020). Investigating the effectiveness of YouTube as a learning tool among EFL students at Baghdad University. *Arab World English Journal (AWEJ),* Special Issue on CALL, *6***,** 344–356. https://doi.org/10.24093/awej/call6.23

Fidan, M., & Gencel, N. (2022). Supporting the instructional videos with chatbot and peer feedback mechanisms in online learning: The effects on learning performance and intrinsic motivation. *Journal of Educational Computing Research, 60*(7), 1716–1741. https://doi.org/10.1177/07356331221077901

Galante, A. (2015). Intercultural Communicative Competence in English Language Teaching: Towards Validation of Student Identity. *BELT – Brazilian English Language Teaching Journal*, *6*(1), 29. https://doi.org/10.15448/2178- 3640.2015.1.20188

Gunelius, S. (2010). *30-minute social media marketing: Step-by-step techniques to spread the word about your business: Social media marketing in 30 minutes a day*. McGraw-Hill Professional.

Ho, W. Y. J. (2022). 'Coming here you should speak Chinese': The multimodal construction of interculturality in YouTube videos. *Language and Intercultural Communication*, *22*(6), 662–680. https://doi.org/10.1080/14708477.2022.2056610

Ikhlasa, T. N., & Suryadi, S. (2023). The effect of vlog content YouTube media on learning English. *International Journal of Indonesian Education and Teaching (IJIET)*, *7*(1). https://doi.org/10.24071/ijiet.v7i1.5315

Indrastana, N. S., & Rinda, R. K. (2021). The implementation of mobile-assisted language learning through YouTube vlogging to boost students' speaking performance. In *Proceedings of the First International Conference on Social Science, Humanity, and Public Health (ICOSHIP 2020)* (pp. 50–54). Atlantis Press. https://doi.org/10.2991/assehr.k.210101.012

Jin, S. (2023). Unleashing the potential of social media: Enhancing intercultural communication skills in the hospitality and tourism context. *Sustainability*, *15*(14), 10840. https://doi.org/10.3390/su151410840

Kaiser, M. (2011). New approaches to exploiting film in the foreign language classroom. *L2 Journal, 3*(2), 232-249. https://doi.org/10.5070/L23210005

Listiani, N. K. M., Suwastini, N. K. A., Dantes, G. R., Adnyani, N. L. P. S., & Jayantin, I. G. A. S. R. (2021). YouTube as Digital Learning Resources for Teaching Bilingual Young Learners. *Proceedings of the 2nd International Conference on Technology and Educational Science (ICTES 2020), 540*(Ictes 2020), 156–162. https://doi.org/10.2991/assehr.k.210407.230

Mekheimer, M. A. (2025). Beyond the textbook: A year-long exploration of VODcasts in EFL education. *Education and Information Technologies*, *30*(4), 4777–4793. https://doi.org/10.1007/s10639-024-12900-y

Nofrika, I. (2019). EFL Students' Voices: The Role of YouTube in Developing English Competences. *Journal of Foreign Language Teaching and Learning, 4*(1), 56–73. https://doi.org/10.18196/ftl.4138

Reuters Institute. (2021). *Digital news report 2021*. https://bit.ly/3wYgory

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). https://doi.org/10.1016/j.heliyon.2021.e07543

Saidalvi, A., Mohamad, A., & Fakhruddin, W. F. W. (2021). Using English vlog within YouTube as a tool to enhance speaking skills. *International Journal of Academic Research in Business and Social Sciences, 11*(8), 1303–1311. https://doi.org/10.6007/IJARBSS/v11-i8/10665

Seferoğlu, G. (2008). Using feature films in language classes. *Educational Studies, 34*(1), 1- 9. https://doi.org/10.1080/03055690701785202

Sturm, J. L. (2012). Using film in the L2 classroom: A graduate course in film pedagogy. *Foreign Language Annals, 45*(2), 246–259. https://doi.org/10.1111/j.1944-9720.2012.01187.x

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 Research, 5*(5), 500–510. https://doi.org/10.53621/jider.v5i5.595

Vezzali, L., Di Bernardo, G. A., Stathi, S., Visintin, E. P., & Hewstone, M. (2019). Using intercultural videos of direct contact to implement vicarious contact: A school-based intervention that improves intergroup attitudes. *Group Processes & Intergroup Relations, 22*(7), 1059–1076. https://doi.org/10.1177/1368430218809885

Yassin, B. (2024). Enhancing English as a Foreign Language (EFL) learning in Saudi Arabia: The academic contribution of YouTube in EFL learning and cultural awareness. *Frontiers in Education, 9*, 1451504. https://doi.org/10.3389/feduc.2024.1451504

Yunus, M. M., Zakaria, S., & Suliman, A. (2019). The potential use of social media on Malaysian primary students to improve writing. *International Journal of Education and Practice, 7*(4), 450–458. https://doi.org/10.18488/journal.61.2019.74.450.458

Zhang, L. (2020). Developing students' intercultural competence through authentic video in language education. *Journal of Intercultural Communication Research, 49*(4), 330–345. https://doi.org/10.1080/17475759.2020.1785528

## Appendix

### Questionnaire on Intercultural Competence in EFL Learning

**Instructions:**

Please read each statement carefully and indicate the extent to which you agree using the following scale:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

**Section A: Personal Information**

1. Gender

☐ Male
☐ Female

2. Age

Please indicate your age range:

☐ 15–17
☐ 18–20
☐ 21 or above

(Please indicate how much you agree with the following statements.)

**Section B: Intercultural Knowledge and Awareness**

| No. | Statement | Response |
|---|---|---|
| 1 | I am well equipped with cultural patterns of the target language. | ☐1 ☐2 ☐3 ☐4 ☐5 |
| 2 | I know the culture of people from other cultural backgrounds. | ☐1 ☐2 ☐3 ☐4 ☐5 |

| No. | Statement | Response |
|---|---|---|
| 3 | I know about the similarities and differences between the cultures of other countries and Moroccan culture. | ☐1 ☐2 ☐3 ☐4 ☐5 |
| 4 | I know how people from different countries behave in various circumstances to have better communication with them. | ☐1 ☐2 ☐3 ☐4 ☐5 |
| 5 | I know only the cultures of English-speaking countries. | ☐1 ☐2 ☐3 ☐4 ☐5 |
| 6 | I can analyze the cultural information. | ☐1 ☐2 ☐3 ☐4 ☐5 |
| 7 | I can interpret the cultural information. | ☐1 ☐2 ☐3 ☐4 ☐5 |
| 8 | I can relate the cultural information. | ☐1 ☐2 ☐3 ☐4 ☐5 |
| 9 | I have culture-specific knowledge of other countries. | ☐1 ☐2 ☐3 ☐4 ☐5 |
| 10 | I understand my own cultural identity. | ☐1 ☐2 ☐3 ☐4 ☐5 |
| 11 | I am aware of the cultural differences. | ☐1 ☐2 ☐3 ☐4 ☐5 |
| 12 | I understand my own culture. | ☐1 ☐2 ☐3 ☐4 ☐5 |
| 13 | I am aware of my own cultures. | ☐1 ☐2 ☐3 ☐4 ☐5 |
| 14 | I am aware of the other cultures. | ☐1 ☐2 ☐3 ☐4 ☐5 |