

The Role of YouTube in Enhancing English Language Learning from Adolescents' Perspectives in Educational Centers

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Abstract: Objective: The purpose of this study was to explore the role of YouTube as a supplementary tool for enhancing English language learning among adolescents attending educational centers in the Tulkarm District. Specifically, the study aims to examine the extent to which YouTube supports the development of English language skills and to investigate whether differences exist between male and female adolescents in their perceptions of YouTube's role in language learning. **Methodology:** A structured questionnaire was employed to evaluate how YouTube content contributes to listening comprehension, pronunciation, vocabulary acquisition, and speaking fluency. Data collected from 30 respondents were analyzed quantitatively. **Key Findings:** The results reveal that the majority of participant's view YouTube as an engaging, learner-centered platform that effectively complements traditional instruction. The findings indicate that YouTube significantly enhances students' comprehension of lesson content, supports language performance, and fosters greater engagement through the integration of visuals, audio, and text. Moreover, the study highlights the importance of the type of video content used, as it facilitates deeper understanding and motivation among learners. **Conclusions:** The study concludes that, when thoughtfully incorporated into classrooms, YouTube can substantially improve adolescents' English language learning outcomes. **Recommendations:** The study recommends the wider integration of YouTube in English language education, particularly within governmental schools, as a means of addressing challenges in English acquisition and promoting positive attitudes toward the language.

Keywords: YouTube, English language, Skills, Enhancing, Educational Centers and Good Education

دور موقع يوتيوب في تعزيز تعلم اللغة الإنجليزية من وجهة نظر المراهقين في المراكز التعليمية

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ملخص: الهدف: تهدف هذه الدراسة هو استكشاف دور يوتيوب كأداة مكملة لتعزيز تعلم اللغة الإنجليزية لدى المراهقين الملتحقين بالمراكز التعليمية في منطقة طولكرم. وتهدف الدراسة بشكل محدد إلى فحص مدى دعم يوتيوب لتطوير مهارات اللغة الإنجليزية، والتحقق مما إذا كانت هناك فروق بين المراهقين الذكور والإناث في تصوراتهم لدور يوتيوب في تعلم اللغة. **المنهج:** تم استخدام استبيان منظم لتقييم كيفية مساهمة محتوى يوتيوب في تحسين مهارات الاستماع، والنطق، واكتساب المفردات، والطلاقة في التحدث. وقد تم تحليل البيانات التي جُمعت من 30 مشاركًا بطريقة كمية، وأهم النتائج: وكشفت النتائج أن غالبية المشاركين يرون يوتيوب كمنصة جذابة ومتمركزة حول المتعلم وتكمل التعليم التقليدي بشكل فعال. وتشير النتائج إلى أن يوتيوب يعزز بشكل كبير فهم الطلاب لمحتوى الدروس، ويدعم أداءهم اللغوي، ويزيد من تفاعلهم من خلال دمج الصور، والصوت، والنصوص. وعلاوة على ذلك، تسلط الدراسة الضوء على أهمية نوع المحتوى الفيديوي المستخدم، حيث يسهم في تحقيق فهم أعمق وتحفيز أكبر لدى المتعلمين. واستنادًا إلى هذه النتائج، **التوصيات:** توصي الدراسة بتوسيع دمج يوتيوب في تعليم اللغة الإنجليزية، لا سيما في المدارس الحكومية، كوسيلة لمواجهة تحديات اكتساب اللغة وتعزيز المواقف الإيجابية تجاهها. **الاستنتاجات:** وتخلص الدراسة إلى أنه عند إدماجها بعناية في الفصول الدراسية، يمكن ليوتيوب تحسين نتائج تعلم اللغة الإنجليزية لدى المراهقين بشكل كبير.

الكلمات المفتاحية: يوتيوب، اللغة الإنجليزية، المهارات، التعزيز، المراكز التعليمية، التعليم الجيد.

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Background

YouTube usage has been steadily increasing across different segments of society, making it important to review existing studies on the topic and examine how they relate to the current research. The following studies are presented in chronological order.

In a recent study, Yassin (2024) investigated the impact of YouTube on English as a Foreign Language (EFL) learners' speaking and listening skills among 200 students in Saudi Arabia. The study employed a mixed-methods approach, combining quantitative data from a paired-sample t-test with qualitative feedback from students. The results revealed a statistically significant improvement in students' speaking and listening skills, particularly among those at higher proficiency levels ($p = 0.003$). Qualitative responses highlighted increased motivation and participation, suggesting that integrating YouTube into EFL classrooms can enhance language learning experiences

Sadaf *et al.* (2024). conducted a mixed-methods study with 60 randomly selected male and female students from schools and colleges in Lower Punjab, Pakistan, to examine YouTube's impact on learning English as a second language. Data were collected through an online questionnaire shared via WhatsApp, email, and Google Forms, and analyzed using SPSS. The results showed positive student attitudes toward YouTube lectures, videos, and vlogs. The researchers concluded that YouTube creates a supportive learning environment and recommended further research to encourage its integration into English language education.

Rufino (2024) conducted a systematic literature review on the use of YouTube in English language teaching and learning, using thematic content analysis and manual coding. Based on predefined criteria, 46 articles were

selected from Google Scholar and ERIC using the PRISMA flowchart. The PICO framework guided the review, focusing on how YouTube is used in instruction and which language skills it supports. The findings showed a wide range of teaching methods and improvements across various skills, including speaking, pronunciation, listening, grammar, reading, writing, comprehension, and self-learning. The study recommended creating content selection guidelines to support the effective educational use of YouTube.

Fikni *et al.* (2024), in their study "Online Media as a Learning Medium for Students to Improve English Speaking Skills in the Era of Digitalization", examined the impact of YouTube on students' English fluency. Using a pre- and post-test design with a sample of 28 seventh-grade students from SMPN 4 Pringgabaya, they measured speaking improvement after YouTube-based instruction. The results showed a modest gain (N-gain score of 0.51) in speaking skills, leading the researchers to recommend YouTube as a valuable tool for enhancing students' English fluency and supporting educators in teaching speaking skills.

Ly *et al.* (2024), in their study at Van Lang University, surveyed 333 English-major students using a 24-item questionnaire based on the Technology Acceptance Model. The results showed that students view YouTube as an effective and motivating tool that promotes learner autonomy. It was found to improve both listening and speaking skills. The researchers recommend using YouTube in class and for homework to boost student motivation, independence, and language development.

Aprianto (2023), in his study "Using YouTube as EFL/ESL Tertiary Students' Self-English Language Learning Strategies", examined how 35 sophomore computer science

students used YouTube for independent English learning. Data from questionnaires and semi-structured interviews showed that students most often used YouTube to improve listening (90%), speaking (81%), reading (59%), and writing (47%), with receptive skills being more commonly practiced than productive ones. YouTube also supported learning components like pronunciation (79%), grammar (74%), and vocabulary (71%). Students viewed it as an accessible and effective tool for self-study, complementing formal language instruction.

Kim & Kim (2021), in their study “The Benefits of YouTube in Learning English as a Second Language: A Qualitative Investigation of Korean Freshman Students’ Experiences and Perspectives in the U.S”, explored how YouTube supports both linguistic and cultural development. The findings showed that YouTube enhances students' cross-cultural understanding and encourages academic engagement, particularly among those studying abroad. Given its strong influence on the daily lives of Korean millennials, YouTube is regarded as an effective tool for promoting multilingual and multicultural education in South Korea.

Gracella & Nur (2020), in their study “Students' Perception of English Learning through YouTube Application”, explored how YouTube supports English learning. Through interviews with five students from SMK Negeri 17, the study found that all participants reported positive experiences using YouTube to improve their English skills. YouTube’s easy accessibility on students’ devices and its availability anytime make it a motivating and effective tool for language learning.

Fadhil Abbas & Ali Qassim (2020), in their study “Investigating the Effectiveness of YouTube as a Learning Tool among EFL Students at Baghdad University”, used a

questionnaire with fourth-year students and found that YouTube is a valuable classroom resource. It captures students’ attention, stimulates their thinking and creativity, and makes learning enjoyable. YouTube videos effectively enhance students’ English language skills and related competencies, serving as both an essential and supportive part of the learning process.

Nofrika (2019) conducted a descriptive qualitative study using interviews with four senior students from an English Language Education Department at a private Islamic university in Yogyakarta. The study revealed that when students watch YouTube videos aligned with their interests, their English skills—speaking, listening, pronunciation, vocabulary, and grammar—significantly improve.

Wang & Chen (2020), in their study “Learning English from YouTubers: English L2 Learners’ Self-Regulated Language Learning on YouTube”, found that learning English through YouTube is more flexible, engaging, and interactive than traditional classroom methods. Based on interviews with twenty university students experienced in watching English-teaching videos by YouTubers, the study recommends using such videos to complement formal classroom instruction.

Theoretical Background

Technology shapes nearly every aspect of daily life—from transportation and healthcare to communication and learning. It has made education more accessible, provided instant access to information, and helped people connect and build global communities Turner & Tour (2025)

While traditional teaching tools such as pictures, cards, and magazines once supported classroom learning, technological advances have introduced social media as a modern and

powerful educational aid Buzzetto-More (2014). Platforms such as Facebook, YouTube, WhatsApp, and Twitter now play a significant role in language learning, offering flexible communication and connecting learners worldwide Barrot (2022).

YouTube as an Educational Platform

YouTube is an American social media and video-sharing platform owned by Google. It allows users to upload, share, and view videos, making it a significant resource for English language learning. YouTube has been instrumental in the social media revolution and the rise of user-generated content, fostering greater democratization and individual empowerment (Lastufka & Dean, 2008; Weinberg, 2009; Wankel, 2010; Flew, 2012).

The wider social media and technology revolution is highly relevant to education, as devices such as iPhones, iPads, and Android smartphones, alongside traditional ICT tools, provide diverse platforms that support learning (Iskander, 2008; Ostashewski & Reid, 2010; Stav *et al.*, 2010). YouTube, in particular, exposes learners to authentic language input through diverse content, enhancing listening comprehension, vocabulary, and pronunciation Purwanti *et al.* (2022).

YouTube in Education

YouTube has been integrated into diverse educational settings, including traditional classrooms and online learning environments. Educators and students use it to introduce topics, organize activities, create videos, engage with multimedia resources, and develop digital skills. It also supports online and distance learning by fostering community and improving student outcomes. Moreover, YouTube offers innovative, accessible learning opportunities for students with visual or physical impairments Chen & Wu (2015).

Benefits of YouTube in Language Learning

For EFL teachers, integrating technology, encouraging student independence, and designing engaging lessons can be challenging. However, with reliable internet access, audiovisual tools like YouTube can be effectively used in English classes. Online platforms such as YouTube promotes practical language use, supports student-led projects, encourages computer-mediated communication, and builds cultural awareness and learner autonomy Hsu (2017). It allows EFL students to experience authentic language in real-world contexts, making it an excellent tool for English learning Kholida (2016). Teachers can also use YouTube videos to assess listening and speaking skills by providing authentic audiovisual input Watkins & Wilkins (2011).

YouTube supports all four language skills—speaking, listening, reading, and writing—while also improving learner motivation and engagement (Kurniawan, 2019; Van *et al.*, 2021). Uploading speaking videos allows learners to receive feedback, and research has shown that using YouTube enhances vocabulary, pronunciation, accent, and overall language proficiency Chhabra (2012).

YouTube and Listening Skills

Listening involves understanding and interpreting spoken language, a complex ability requiring practice Hamouda (2013). Selecting appropriate authentic materials is key for teaching listening effectively (Mallapiang, 2014; Dewi, 2018). YouTube provides authentic input, exposing learners to native speakers, gestures, and real-life language, which improves listening comprehension, vocabulary, and cultural awareness (Almurashi, 2016; Yuyun & Simamora, 2021).

YouTube and Speaking Skills

Speaking is essential for expressing ideas and meaningful interaction Brown (2010).

YouTube supports speaking development by providing access to native speakers, engaging content, and opportunities for independent practice. Studies show that YouTube enhances pronunciation, fluency, and vocabulary while creating an enjoyable environment for authentic language practice (Jalaluddin, 2016; Setyo; Wulandari, 2022; Qomaria & Zaim, 2021).

YouTube and Writing Skills

Writing requires organization, vocabulary, and grammar skills (Mulyanti, 2018; Tangpermpoon, 2008). YouTube videos, particularly narrative ones, help students' structure ideas, brainstorm, and improve grammar. During the COVID-19 pandemic, YouTube became an important tool for online learning, supporting independent study and exposure to authentic language (Trang, 2022; Pratiwi, 2011; Anggraeni, 2012).

YouTube and Reading Skills

Reading is a core language skill that supports listening, speaking, and writing (Brown (2007, 2010)). YouTube improves reading comprehension by activating prior knowledge, encouraging critical thinking, and providing authentic content. Students respond well to videos, which fosters motivation, engagement, and participation in learning activities (Alwehaibi 2015; Ghasemi *et al.*, 2011; Hayikaleng *et al.*, 2017).

Effective Use of YouTube in Learning

Using YouTube in educational centers, similar to a flipped classroom model, helps reinforce lessons. Shorter videos improve learning efficiency and maintain student engagement (Yu & Gao (2022)). Creating and sharing videos boosts participation, skills, and motivation, supporting a learner-centered and interactive approach (Orús *et al.*, 2016; Shoufan & Mohamed, 2022).

Method

Study Design: This study employed a descriptive-analytical method to investigate the role of YouTube in enhancing English language learning skills as perceived by students in educational centers. This approach allowed the researcher to systematically describe and analyze students' experiences and perspectives regarding the integration of YouTube in language learning.

Study population and Setting: The population of the study consisted of 30 adolescent students enrolled in educational centers in the Tulkarem District during the summer course of the academic year 2023–2024.

Study Sample: The study included all students in the population, comprising 15 males and 15 females, who were selected randomly from different educational centers within the district.

Data Collection Tool: A 21-item questionnaire was developed to explore students' perceptions regarding the role of YouTube in developing listening, speaking, reading, and writing skills. The current study questionnaire had three sections and 21 statements. The first section focused on Students' Perceptions of YouTube in General (9 items). The second section of the questionnaire focused on Students' Perceptions of YouTube in Enhancing Reading and Writing Skills (5 items), the third section focused on Students' Perceptions of YouTube in Enhancing Listening and Speaking Skills (7 items). The study was carried out after establishing the validity and reliability of the research instrument. The researcher distributed the questionnaire to students in the selected educational centers and subsequently collected the responses. Data were then statistically analyzed to interpret students' perspectives on

the role of YouTube in enhancing their English language skills

Validity and Reliability of the Tool:

Ensuring the validity and reliability of the questionnaire was a key priority. To assess reliability, a pilot study was conducted with a small group of participants using the test-retest method with a one-week interval to evaluate consistency of responses. Internal consistency was measured using Cronbach’s Alpha, a widely accepted statistic that indicates the reliability of survey instruments. To ensure content validity, the questionnaire was carefully designed to cover all essential aspects of English language learning—listening, speaking, reading, and writing—thus accurately reflecting the intended constructs.

Statistical Analysis: The collected data were analyzed quantitatively using descriptive statistics. The study applied a ranking system to interpret responses, as follows: responses of 80% or higher indicated strongly agree, 70%–79% indicated agree, 60%–69% indicated neutral, 50%–59% indicated disagree, and less than 50% indicated strongly disagree. This method allowed the researcher to clearly present the degree to which students perceive the role of YouTube in enhancing their English language skills.

Table (1): Sample distribution according to gender.

No	Gender	Frequency	Percentage (%)
1.	Male	15	50%
2.	Female	15	50%
3.	Total	30	100%

Results

This table shows that the study sample consisted of an equal number of male and female adolescents, ensuring balanced perspectives in analyzing YouTube’s role in English language learning.

The first research question addressed in this study was: “What is the role of YouTube in

enhancing English language learning skills in educational centers in the Tulkarem District from adolescents’ perspectives?” To answer this question, the researcher analyzed students’ responses using means, percentages, and degree levels for each questionnaire item. The findings are presented in Tables 3, 4, 5 and 6 which summarize students’ perceptions of YouTube’s effectiveness in supporting the development of listening, speaking, reading, and writing skills. This quantitative analysis provides a clear understanding of the degree to which YouTube contributes to language learning and highlights areas where it is particularly effective.

Table (2): illustrates the distribution of the 21 questionnaire items according to the areas they target in this study.

YouTube	No of Items
YouTube in general	9
YouTube's role in enhancing reading and writing skills	5
YouTube's role in enhancing listening and speaking skills	7
Total	21

The table shows that the questionnaire covers a balanced range of topics, addressing general perceptions of YouTube as well as its role in improving all four language skills.

To answer the first research question, “What are the degrees of the role of YouTube in enhancing English language learning skills in educational centers in the Tulkarem District from adolescents’ perspectives? the data were analyzed using means, percentages, and degree levels for each item. Tables 3, 4, and 5 present the findings, followed by detailed interpretations of the results after each table, highlighting students’ perceptions of YouTube’s effectiveness in enhancing listening, speaking, reading, and writing skills.

Table (3): Students' Perceptions of YouTube in General.

No	Item	Mean	Percentage	Degree
1.	YouTube is easy, understandable, allows me to learn new knowledge and develop my English skills	4.15	83%	Strongly agree
2.	YouTube capture my attention better in class and the presentation of audio- visual language make the rest of class easier	3.59	71.8%	Agree
3.	I find gestures and body languages of YouTube speakers motivating and engaging English videos is enjoyable	3.82	76.4	Agree
4.	YouTube can improve academic performance	3.44	68.8	Neutral
5.	YouTube videos enhance classroom activities and fun compared to traditional methods	4.15	83	Strongly agree
6.	YouTube encourages learning new words and give additional information about certain subject.	3.91	78.2%	Agree
7.	YouTube provides variety of content and choices and answers my questions	3.85	77%	Agree
8.	I would recommend YouTube videos to be used constantly as a supplementary material in English classes at schools	4.41	88.2%	Strongly agree
9.	Educational centers nowadays use YouTube regularly in English classrooms and this help to better learning of the language	4.15	83	Strongly agree

Table 3 illustrates students' perspectives on the general features of YouTube based on 9 items. The table presents the mean scores, percentages, and degree levels for each item, highlighting how adolescents perceive YouTube as a tool for learning English.

Analysis of Results of table 3

The results indicate that YouTube is perceived as an effective and engaging tool for English language learning. A significant majority of participants (83%) agreed that YouTube is easy to use, facilitates knowledge acquisition, and enhances English skills, while also making learning more enjoyable than traditional methods. Similarly, 83% of students believed that YouTube positively enhances classroom activities.

The platform's motivational impact is evident, as 76.4% of participants found gestures and body language in videos engaging and enjoyable. Additionally, over 77% acknowledged that YouTube supports vocabulary development and deeper

exploration of topics. Notably, 88.2% of students strongly recommended that YouTube be used consistently as a supplementary learning tool, and 83% agreed that it improves learning outcomes in educational centers.

However, the results show that YouTube's direct effect on academic performance is more moderate, with only 68.8% of students expressing agreement or neutrality regarding this aspect. This suggests that while YouTube is highly valued for its accessibility, variety, and engagement, its impact on measurable academic achievement may be indirect

Overall, these findings highlight that students appreciate YouTube for its interactive, learner-centered content, its ability to support classroom learning, and its role in fostering motivation and engagement. Its effectiveness is particularly notable in enhancing the overall learning experience, even if its influence on formal academic performance is perceived as more limited.

Table (4): Students' Perceptions of YouTube in Enhancing Reading and Writing Skills.

No	Item	Mean	Percentage	Degree
1.	YouTube enable me to write English sentences well as after watching a video I feel good at writing and started to write posts via social media.	3.91	78.2	Agree
2.	YouTube helps to improve reading skills by reading titles and subtitles in YouTube platform also, I absorb new vocabularies	4.15	83%	Strongly agree
3.	YouTube provides helpful tips for writing in English and drives my sentence structure	3.88	77.6%	Agree

No	Item	Mean	Percentage	Degree
4.	Watching YouTube videos with speakers write on boards and seeing words on screen enable me to mimic that and develop my writing, reading skills.	3.94	78.8%	Agree
5.	YouTube videos are vital in developing grammatical patterns, building vocabulary and enhance reading comprehension skills	3.91	78.2%	Agree

Table 4 presents students' perspectives on the role of YouTube in improving reading and writing skills, based on 5 key items. The table reports the means, Percentages and degree levels for each item.

Analysis of Results of table 4

The results indicate that YouTube plays a significant role in enhancing students' reading and writing skills. Approximately 78% of participants reported that watching YouTube videos boosts their ability to write sentences and motivates them to write posts on social media, demonstrating an increase in confidence and active use of English outside the classroom. A majority of students (83%) strongly agreed

that YouTube supports reading development by providing exposure to titles, subtitles, and new vocabulary. Regarding writing skills, around 78% agreed that YouTube offers practical tips, guides sentence structure, and allows learners to imitate writing through on-screen content.

Moreover, students recognized the platform's effectiveness in reinforcing grammar, expanding vocabulary, and improving reading comprehension. Overall, these findings suggest that YouTube is a highly engaging and effective educational tool for supporting the development of essential language skills, particularly reading and writing, in adolescent learners.

Table (5): Students' Perceptions of YouTube in Enhancing Listening and Speaking Skills.

No	Item	Mean	Percentage	Degree
1.	Listening to YouTube videos regularly develop my listening power, I understand my teacher easily and acquire English.	4.23	84.8%	Strongly agree
2.	YouTube videos expose me to authentic English conversations, improving my listening comprehension	3.94	78.8%	Agree
3.	Whenever I watch YouTube videos, I develop my pronunciation in English by exposure to a variety of English speakers and accents	3.88	77.6%	Agree
4.	YouTube helps me remember words and phrases that I can use in my speaking	3.45	69%	Neutral
5.	YouTube videos increase my confidence in speaking when listening to native speakers and learn to speak without anxiety	3.85	77%	Agree
6.	YouTube sharpen my listening skill as I can listen to the same lesson from different teachers again and again	4.25	85%	Strongly agree
7.	YouTube videos hone my communication, speaking and listening abilities and I can better follow directions and guess the meaning of words.	4.40	88.1%	Strongly agree

Table 5 presents students' perspectives on the role of YouTube in improving listening and speaking skills, based on 7 items. The table reports the means, percentages, and degree levels for each item

Analysis of Results of Table 5

The findings indicate that YouTube is a highly effective tool for enhancing English listening and speaking skills. Approximately 85% of participants reported that repeated exposure to YouTube videos helps improve listening by allowing them to review lessons

and adapt to different teaching styles. Similarly, 84.8% agreed that regular listening enhances their overall comprehension of English and teacher explanations.

Exposure to authentic English conversations was recognized as beneficial by 78.8% of students, improving listening comprehension, while 77.6% noted improvements in pronunciation through interaction with diverse accents. YouTube also contributed to speaking confidence, with 77% of students reporting reduced anxiety and greater fluency when

practicing with native speaker content.

Vocabulary retention had a slightly lower impact, with 69% agreeing that YouTube helps them remember words and phrases for speaking. Overall, these results demonstrate that YouTube strongly supports listening and communication skills, while its influence on vocabulary and pronunciation may require complementary strategies or targeted content to maximize learning outcomes.

Table (6): T-Test Analysis of Gender Differences in Students' Perceptions of YouTube.

Gender	t	df	sig
YouTube in general	0.12	28	0.91
YouTube (reading and writing skills)	0.15	28	0.88
YouTube (listening speaking skills)	0.18	28	0.86

Table 6 presents the results of a t-test conducted to examine potential gender differences in students' perceptions of YouTube's role in enhancing English language learning across three areas: general YouTube use, reading and writing skills, and listening and speaking skills.

The t-test analysis revealed no significant gender differences in any of the areas assessed. All p-values were greater than 0.05, indicating that male and female students responded similarly to the questionnaire items. Specifically:

- For YouTube in general, the t-value of 0.12 with a p-value of 0.91 suggests no significant difference between males and females.
- For reading and writing skills, the t-value of 0.15 with a p-value of 0.88 indicates that gender did not influence responses.
- For listening and speaking skills, the t-value of 0.18 with a p-value of 0.86 further confirms that perceptions were consistent across genders.

These results demonstrate that gender does not play a significant role in students' perceptions of YouTube's effectiveness in

enhancing English language learning. Both male and female students reported similar experiences and benefits from using YouTube as a supplementary educational tool.

Discussion

The findings highlight several important points. First, 88.2% of students believe YouTube should be used regularly as a supplementary tool in English classes, showing that they view it as both effective and engaging. This supports Schmidt (2016)

Schmidt *et al.* (2016), who emphasized that multimedia tools like YouTube create motivating learning environments. In addition, 83% of students find YouTube easy to use and helpful for improving their English, reflecting Kukulska-Hulme *et al.* (2015) view that digital platforms make learning more accessible and enjoyable. The same percentage also noted that educational centers increasingly integrate YouTube into lessons, making activities more interactive and enjoyable, which aligns with Liu & Tsai (2013) on the benefits of video-based learning for motivation and retention.

Furthermore, 78.2% of students believe YouTube helps them learn new vocabulary and gain extra knowledge, supporting Arndt & Woore (2018) and Abbas *et al.* (2019), who found that social media encourages incidental vocabulary learning. About 77% value YouTube's wide range of content, consistent with Maziriri *et al.* (2020), while 76.4% report that gestures and body language in videos increase motivation, as noted by Binmahboob (2020). Similarly, 71.8% say audiovisual features improve attention and understanding, supporting Adler *et al.* (2025). However, 68.8% remain neutral about YouTube's direct impact on academic performance, suggesting that its effectiveness depends on content quality and how it is used Maziriri *et al.* (2020).

Moving to Table 4, the results show strong agreement on YouTube's role in developing

reading and writing skills. First, 83% of students believe YouTube improves their reading through titles and subtitles, helping them learn vocabulary in context. About 78.8% also report that videos showing written words or board explanations support both writing and reading development, highlighting YouTube's value as an interactive learning tool. Similarly, 78.2% of students feel that YouTube helps them write better sentences, motivates them to post on social media, and strengthens grammar, vocabulary, and reading comprehension, supporting Mayer (2014) multimedia learning theory. In addition, 77% agree that YouTube provides useful tips that improve sentence structure and make writing practice more accessible, which aligns with Stevenson & Baker (2025), who found that YouTube videos effectively support academic writing skills.

Moving to Table 5, the findings reveal strong agreement about YouTube's role in improving speaking and listening skills. A large majority of students (88.1%) strongly believe that YouTube enhances their communication, speaking, and listening abilities by exposing them to real-life language and helping them follow directions and infer meaning from context. This supports Mayer (2014) multimedia learning theory, which highlights how audiovisual content improves comprehension and engagement. In addition, 85% of students report that replaying YouTube lessons from different teachers strengthens their listening skills, allowing them to review content at their own pace and reinforce understanding, consistent with Schmitt (2000) emphasis on repeated exposure for language retention.

Similarly, 84.8% agree that regularly listening to YouTube videos improves their ability to understand English and follow their teachers more easily. This reflects the importance of continuous listening practice, as highlighted by, Vandergrift & Goh (2012) who

stressed that frequent exposure to varied speech enhances comprehension. Furthermore, 78.8% of students feel that authentic English conversations on YouTube help develop their listening skills, supporting Gilmore (2007) view that authentic materials reflect real-world language use and improve learning outcomes.

The results also show that 77.6% of students believe YouTube improves their pronunciation by exposing them to different speakers and accents, aligning with Derwing & Munro (2005) findings on the importance of diverse linguistic input. Likewise, 77% report increased confidence in speaking after listening to native speakers, which supports MacIntyre (2007) research on reducing language anxiety through exposure to natural communication. Finally, although 69% of students remain neutral about YouTube's role in vocabulary retention, some acknowledge that it helps them remember useful words and phrases. This mixed response may relate to variations in content quality, yet it still aligns with Nation (2022) argument that vocabulary learning improves when passive exposure is combined with active language use.

Moving to Table 6, the study found no significant gender differences in students' perceptions of YouTube as a learning tool. The t-test results for general views, reading and writing, and listening and speaking skills all showed p-values above 0.05, meaning gender does not influence their opinions.

This aligns with earlier research. For instance, Harb, J., Abu Bakar, N., & Krish, P. (2014) reported no gender differences in attitudes toward multimedia language learning. Similarly, Schlebusch & Manyarela (2024) found that while female students were slightly more engaged in online learning, both genders had similar views on digital tools like YouTube. Overall, male and female learners appear to benefit equally from technology-

based language resources.

Mahendran & Maniam (2022) also found no significant gender differences in students' perceptions of YouTube's usefulness for improving speaking skills in Malaysia and Indonesia. Their findings align with this study, confirming that gender does not influence attitudes toward YouTube as a language-learning tool.

Together, these findings present YouTube as an inclusive digital tool, showing that learners of all genders benefit equally from its educational content and highlighting its strong potential to support equal learning opportunities in expanding digital education.

Conclusion

This study explored the role of YouTube in supporting English language learning among adolescents in educational centers in the Tulkarem District. The findings indicate that YouTube is widely used and perceived as an effective tool for enhancing students' language skills, including listening, speaking, reading, writing, vocabulary acquisition, and pronunciation. The platform not only supports teachers by supplementing traditional instructional methods but also motivates students by providing engaging, interactive, and accessible content. Its integration into the classroom offers a valuable opportunity to strengthen teaching practices and promote active, learner-centered language learning.

The scope of this study was focused on educational centers in the Tulkarem District during the summer holiday of the 2023–2024 academic year. While this provides valuable insights into YouTube's role in this context, future studies could expand to other regions, age groups, or learning environments to further explore the platform's educational potential.

Based on the findings, several recommendations are proposed. Educators should consider incorporating YouTube into

lesson plans as a supplementary tool to reinforce language skills, encourage autonomous learning, and provide exposure to authentic language use. Researchers are encouraged to conduct further studies with larger and more diverse samples to explore YouTube's effectiveness across different educational settings and age groups. Policymakers should support the integration of digital tools like YouTube in curriculum development and provide training for teachers to utilize these resources effectively. Overall, this study demonstrates that when thoughtfully implemented, YouTube can significantly enhance English language learning outcomes and foster a more engaging, interactive, and effective educational experience for adolescents.

Recommendations

- The Palestinian government, in collaboration with educational centers, should recognize the educational value of YouTube and integrate it as a long-term instructional tool across all school levels to enhance students' English language skills effectively.
- Educational centers and teachers should collaboratively develop YouTube playlists and content aligned with the national English curriculum to ensure access to high-quality, age-appropriate, and culturally relevant materials.
- English language teachers should receive targeted professional development on effectively incorporating YouTube videos into their lesson plans, enabling seamless integration from primary to secondary levels.
- Educational centers should be equipped with the necessary infrastructure, including reliable internet access, audio-visual equipment, and digital literacy support for

- both teachers and students, to maximize the benefits of YouTube as a learning resource.
- Schools and educational centers should establish mechanisms to regularly assess the impact of YouTube on students' language progress, collecting feedback from both students and teachers to refine its use and ensure continuous improvement.
 - Further research should explore the implementation of YouTube videos across different proficiency levels and investigate various instructional approaches to determine the most effective methods for enhancing engagement and learning outcomes.
 - While tools like YouTube can enrich learning, they cannot replace teacher–student interaction; instead, using YouTube as a supportive resource alongside active teaching leads toward improved learning outcomes.

Disclosure Statement

The author declares no conflict of interest.

- **Ethical approval and consent to participate:** This study was conducted in accordance with ethical research guidelines. Approval was obtained from the relevant educational authorities, and informed consent was received from all participants prior to data collection.
- **Availability of data and materials:** The datasets generated and analyzed during the current study are available from the corresponding author upon reasonable request.
- **Author contribution:** The author independently designed the study, collected the data, analyzed the results, and prepared all sections of the manuscript.
- **Conflict of interest:** The author declares that there are no conflicts of interest related to this study.

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- **List of Abbreviations**
EFL: English as a Foreign Language.

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