

فعالية استخدام اليوتيوب في محاضرات تدريس اللغة الإنجليزية لتنمية
حصيلة المفردات اللغوية للمتعلمين

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ملخص الدراسة:

في عالمنا الرقمي يعتبر اليوتيوب هو المنصة الأكثر شيوعاً من حيث الاستخدام مما حدا بالدراسة الحالية لتحري فعالية تضمين مقاطع اليوتيوب في محاضرات تدريس اللغة الإنجليزية لتنمية حصيلة المتعلمين من المفردات اللغوية بالإضافة إلى تحري الفهم عن جدوى تعلم المفردات باستخدام هذه المنصة الشهيرة سبعون طالبة أسهمت في تجربة الدراسة وتتراوح أعمارهن ما بين ١٩-٢١ عام. وقد شاركت في هذه الدراسة مجموعتان إحداهما كمجموعة تجريبية والأخرى كمجموعة ضابطة. درست المجموعة التجريبية باستخدام مقاطع فيديو وأغاني تعليمية مختارة بالإضافة إلى الكتاب المقرر بينما لم تدرس المجموعة الضابطة بأي من هذه الوسائل ولكن تم تدريسهن بالطريقة التقليدية باستخدام الكتاب المقرر في المحاضرات فقط. وتحدث الإشارة إلى أن نفس الكتاب المقرر قد تم استخدامه مع المجموعتين اللتين تم تدريسهما بنفس المعلم مما أدى إلى تحقيق الصدق الداخلي للتجربة البحثية. تم تطبيق اختبار قبلي للمجموعتين قبل إجراء التجربة واختبار بعدي لهما بعد انتهائهما. أوضحت نتائج البحث أن المجموعة التجريبية التي درست بتضمين مقاطع الفيديو من اليوتيوب في خطوات التجربة كانت نتائجها تفوق المجموعة الضابطة التي درست بالطريقة التقليدية وذلك في الاختبار البعدي برغم أنه لم يكن هناك فرق في مستوي المجموعتين العلمي في الاختبار القبلي قبل إجراء التجربة مما يعني أن تضمين مقاطع اليوتيوب في التدريس بإعادة الاستماع إلى المقاطع وكتابة ملحوظات عليها والتفاعل بالتعليقات علي محتواها الممتع لهن أدى إلى ليس فقط ازدياد حصيلة المجموعة التجريبية من المفردات اللغوية ولكن الاستبيان المقترح المطبق علي المجموعة التجريبية أوضح زيادة وعيهم بفائدة تضمين مقاطع اليوتيوب في تحسين عملية تعلمهم للغة و تسهيل اكتسابهم للمفردات اللغوية باللغة الإنجليزية من ناحية أخرى أوضحت الدراسة بعض التحديات مثل التششت ووجود بعض الترجمات الخاطئة في غياب الإرشاد التعليمي من قبل المعلم لذلك تقترح الدراسة تضمين مقاطع اليوتيوب بمهنية عالية للتغلب على هذه المعوقات.

الكلمات المفتاحية: تعلم اللغة-دارسي اللغة الإنجليزية كلغة أجنبية/ ثانية- مقاطع اليوتيوب- اكتساب مفردات اللغة.

Impact of Implementing YouTube in EFL Classes to Enhance Saudi EFL Learners' Vocabulary Acquisition

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Abstract:

In our digital era, YouTube is the most popular online platform. The present study aims at investigating the impact of YouTube on acquiring vocabulary among EFL learners. It also investigates students' attitudes towards learning vocabulary by implementing YouTube as an instructional aid. Seventy Saudi female intermediate-level students aged between 19 and 21 years participated in the study. Two classrooms were involved; one as the experimental group and the other as the control group. The experimental group was taught English vocabulary in a multimedia environment using YouTube videos, clips, and educational songs, whereas the control group was taught vocabulary in a traditional way relying on the prescribed coursebook, Reading Explorer 3.

The same coursebook and content were implemented in both groups. Also, the two groups were taught by the same instructor to ensure internal validity. A pre-test and a post-test, as well as a questionnaire, were implemented to collect data. Findings reveal that the experimental group that was taught using YouTube outperformed its counterpart, the control group, in the post-test of vocabulary. Results prove that YouTube had a statistically significant effect on the students' vocabulary acquisition, as the experimental group engaged actively with YouTube by pausing, taking notes, and interacting with comment sections. In addition, findings clarify that the experimental group had positive attitudes towards the use of YouTube to facilitate their acquisition of vocabulary. On the other hand, the study detected challenges such as distractions, incorrect subtitles, and inadequate structured guidance. The study therefore recommends that these challenges be addressed tactfully.

key words: language learning; EFL learners; YouTube; vocabulary acquisition.

Introduction:

Since we live in the era of technology, information technology can be a practical tool for language instruction to resolve instructive issues. You Tube as a popular free of charge website can provide EFL teachers with authentic materials to innovate their teaching instruction.

On the other hand, vocabulary is essential for achieving language proficiency in all language skills; listening, speaking, reading and writing. Thus, it is the backbone of all these language skills and enhancing the way vocabulary is acquired is a must.

Research clarified that acquiring foreign/second language necessitates a number of competences. Vocabulary is on top of them as without enough vocabulary, the EFL learners will not be able to perceive written texts (Luu& Bui, 2025; Mansour, 2014). Recently, You Tube is presented as an efficient tool for supplementing learners with vocabulary (Kristiani& Pradnyadewi, 2021; Nasution, 2019).

Vocabulary learning is an essential skill for achieving English proficiency. Yet, most teachers in Saudi Arabia rely on traditional methods, which negatively affect acquiring English as a foreign language (EFL) and limit the learners' opportunities to practice vocabulary in the classroom

(Alqahtani, 2015; Alwehaibi, 2015). Therefore, many EFL learners struggle with vocabulary development. The challenges EFL learners face negatively impact their English proficiency (Alharbi, 2023, Peter, 2018). These challenges necessitate that researchers search for solutions to solve the problem in the area of vocabulary due to its problematic importance.

In addition, educational songs, with the engaging rhythm, repetition, can be an effective instructional tool for teaching vocabulary (Andayani, 2022; Azmin *et al.*, 2020; Rohmah& Indah, 2021). Consequently, implementing these vital, popular and digital tools in language instruction can lead to fruitful results to solve a real problem in the field of vocabulary acquisition.

Review of literature:

The following part investigates the theoretical prospective which emphasizes indulging YouTube in language classes, with a focus on vocabulary improvement. It starts by highlighting the Multimedia Learning Theory, which proves that learning is improved by the combination between verbal and visual content. Then there is a shift to how YouTube is able to improve the students' linguistic abilities by authentic and engaging content.

Research in this area is investigated to illustrate how YouTube is implemented in language acquisition. Recently, You Tube research has proved its effectiveness in enhancing vocabulary acquisition as it reflects authentic, and a more engaging content which mirrors real-life language usage (Aprianto, 2020; Eloufy, 2025).

Vocabulary learning is a very important aspect of learning English as it is considered the base of English language acquisition. However, many teachers face problems in teaching it (Afzal, 2019; Hassan, 2024; Kabooaha& Elyas; 2018).

To conclude, research in this field stress that language proficiency of foreign language can be measured

by the level of knowledge in vocabulary. Thus, thinking of practical and motivating methods to teach it is a must.

Learning Theory of Multimedia

The theory of implementing multimedia in language instruction emphasizes that cognitive processes can be enhanced effectively. Moreover, meaningful learning takes place when a mix of visual and verbal aids are implemented together (Hassan, 2024; Mayer, 2005; Njegomir, 2016; Styati, 2016). Consequently, by applying You Tube as a multimedia instruction learners are helped to construct coherent mental links to become active learners rather than passive ones, since they are using more senses to grasp information of a certain content.

Research stressed the importance of implementing You Tube in education as it facilitates learning and attracts the attention of the different levels of students (Abukhattala, 2016; Buzzetto-More, 2015; Eloufy, 2025). Moreover, videos on You Tube are suitable regarding their length, thus they are convenient for classroom use. In addition, EFL learners can listen to formal and informal English language in different situations and genres such as educational songs, talk shows, and videos (Alimemaj, 2010; Aprianto, 2020; Njegomir, 2016; Peters, 2018; Pujadas, & Munoz, 2019). Hence, EFL learners can acquire different forms of vocabulary by implementing that popular tool which can be used as a supportive educating tool for acquiring the English vocabulary.

On the other hand, research clarifies that YouTube can reduce the stress EFL students encounter when they learn English as they experience it as a source of entertainment while acquiring the English language (Balbay& Kilis,

2017; Fisher & Frey, 2011; Kristiani & Pradnyadewi, 2021). In addition, YouTube can foster interactive learning environment where students can share their ideas and ask questions related to the content they view with confidence (Eloufy, 2025; Khaled & Muhammad, 2012). This way, vocabulary allows language learners to involve in meaningful contexts and use the English language fluently and with confidence (Elhamdi & Hezam, 2020; Hasan, 2024) as it blends learning with entertainment, so it is an interest driven way. Unlike, the limited exposure due to the traditional classroom instruction which hinders opportunities for vocabulary enhancement.

You Tube and the Enhancement of Linguistic Abilities:

YouTube as an educational tool provides students with vast amount of knowledge. Moreover, it creates an interactive environment in which students can share their ideas, argue, and ask questions derived from the YouTube content which enriches their learning environment (Andayani, 2022; Eloufy, 2025; Nasution, 2019). Thus, it facilitates discussion and offers opportunities for constructive peer feedback.

Added to that YouTube is easy to use and access nowadays by the present generation, who can use it to experience the different accents and language styles. This exposure enriches their vocabulary acquisition and enhances the retention of the acquired vocabulary (Alharbi, 2023; Puimege & Peters, 2019).

YouTube helps students to be more engaged with its authentic content, so what is practiced under the teacher's facilitation and guidance mirrors the English language that can be used in everyday life.

Since our students live in the era of digital technology, their learning styles vary, so there should be a paradigm shift in our instruction to cope with that existing variable which brings modern insights to the pedagogy in higher education.

Thus, the benefits of You Tube for teaching vocabulary can be concluded from the previous research in the following part:

- Authenticity: You Tube represent words in various accents, formal and informal language, and real-life situations, not just in isolated sentences contrasting with the traditional way.
- Engagement: Content of You Tube enhances learners' motivation and makes the process learning more interesting fun and this is different from the textbook vocabulary learning.
- Visual & Auditory environment: You Tube joins sight and sound, which leads to more grasping of meaning, language usage.
- Accessibility: You Tube can be used anywhere and any time, so learners are exposed to varied vocabulary.
- Retention: Motivating and contextualized content leads to better understanding and retention of vocabulary.

It should be noted that the reason for choosing You Tube for teaching vocabulary is dedicated to three reasons:

First, because it offers a diverse and authentic input which makes the environment of learning more engaging as it combines visual and audio content that improves comprehension, motivation, and retention better than the traditional methods. Moreover, it exposes students to real-

life language, accents, and language usage through topics that the new era students enjoy.

Second, it gives the teacher the opportunity to discuss the meaning of the new vocabulary which was highlighted at home by students and also enhances the students critical thinking while answering the questions using the noted vocabulary. Thus, the discussion is deeper and paves the way to uncover the hidden curriculum

Third, the interesting and authentic input of You Tube is the most convenient for the intervention of the present study which necessitates that the experimental group students watch the You tube videos and the educational songs at home to be ready for the discussion in the class the next lecture in a blended learning environment which will be discussed in the following part.

Methodology:

Questions of the study:

- How does integrating YouTube into classrooms instruction influence students' vocabulary acquisition?
- What is the students' perception of the effect of acquiring vocabulary using You Tube in classroom instruction?

Participants:

Simple random sampling is utilized in the present study as it is asserted the homogeneity and uniformity of the participants; all the classes in level two in the Reading Comprehension course were included and two classes of them were chosen randomly to participate in the study. This choice of the classes was entirely random. This simple

random sampling has benefits as it confirms unbiased, representative of the students in this course who share traits with the general population of students in this course. It was important for the researcher to make sure that the selected sample is neither too big nor too small. The researcher developed a numeric list of all classes and two classes were randomly chosen, even assigning them as control group and experimental one was also random.

The total number was 70 female students studying English as a Foreign Language in the English Language Department at Imam University, Riyadh, Saudi Arabia, where the instruction is based on lectures. Participants were chosen randomly from two parallel EFL classes enrolled in level two in the same Reading comprehension course where the same set book Reading Explorer³ is taught.

Two classes enrolled in level two were randomly assigned to a control group and an experimental one. Each of which were 35 students. The participants age ranged between 19 and 21. Before starting the experiment, the two groups English proficiency was assessed using the Oxford Placement Test (Allen, 2004) which was chosen for its alignment with CEFR levels as it proved credibility in EFL research. All participants were classified as A2-level.

In addition, the Vocabulary Knowledge Scale (VKS) was implemented to ensure the investigation of both groups' vocabulary level before starting the intervention. The results reveal that there was no significant difference ($t(95) = 2.03, p < 0.05$) between the pretest scores of the experimental group ($M=22.8, SD=7.7$) and the pretest scores of the control group ($M=23.1, SD=8.1$). Thus, the two groups of the study were

nearly equal regarding their proficiency level before starting the experiment.

Research Design:

The present study adopted the experimental design by implementing a pre/post test as well as a questionnaire to answer the research questions. The learners of the study were randomly assigned into two groups; an experimental group who watched the YouTube during the reading class activities and the control group who was not exposed to the You Tube as they just used the course book. Both groups were tested using the same pre/ pos-test, which was Vocabulary Knowledge Scale (VKS), a week before and a week after the experiment. The pre test was implemented to determine the level of EFL learners regarding vocabulary whereas the post-test was implemented to investigate the EFL learners` acquisition of vocabulary. The study was conducted over a period of thirteen weeks.

Tools:

Vocabulary Knowledge Scale (VKS):

For the present study, the vocabulary knowledge scale was implemented. It was developed by Paribakht and Wesche (1993). The purpose of this scale was to investigate the learners' vocabulary level before and after conducting the experiment.

It is a 5-point scale that is used to reflect learners' progressive knowledge of vocabulary. The scale ratings range from total unfamiliarity, little recognition of a vocabulary, little knowledge about its meaning to the ability to use the vocabulary word in a correct complete sentence. The scale measures the progressive degrees of

vocabulary acquisition; Level I clarify that learner is totally unfamiliar of the word. The next three levels, II, III, and IV measure the levels of vocabulary acquisition. The levels measure the use of a certain vocabulary in a sentence (See Appendix 1).

When the study participants provide evidence of their vocabulary acquisition, the score given to that test item is then determined by a relocation of scores according to the following categories: (VKS) scoring allows category I to get a zero. Category II to get 1 score and get 2 scores for self-reported word knowledge, but learners need to display their vocabulary knowledge to get the higher score. For correctly identifying synonyms or meanings score 3 was awarded for categories III. If words had been used in a semantically correct sentence, but with wrong grammar then Score 4 was given. Score 5 was given when the vocabulary word was used correctly grammatically and semantically. Thus, the score changes according to the stage a student reflects when he answers progressively.

It should be stated that IV and V determine exactly each learner's knowledge of vocabulary. The study participants were given a list of 30 vocabulary words (VKS) and the instructor explained how to demonstrate their level of vocabulary for each one.

Eventually, it is assured that the reliability and validity of this scale was tested by Paribakht and Wesche (1993) and proved to be efficient after using it as a pre and posttest on 93 learners with six various proficiency levels, so it was implemented safely in the present study.

Questionnaire:

The questionnaire was distributed on the experimental group only at the English Department during the reading class during the second semester of 2024. First, participants were given clear instructions on the goals of the study before responding to the questionnaire and were assured that their answers will be used only for the completion of the process of the present study.

They were provided with clear instructions on how to fill in the questionnaire which employed a 5- point Likert scale ranging from "Strongly agree" to "Strongly disagree," allowing students to clarify the extent of their agreement with each statement (See appendix 2). Participants were given 30 minutes to complete the questionnaire in class. They were assured that their responses would be used only for research and academic purposes.

The questionnaire was adopted after consulting 4 experts in the field, getting their feedback and modifying according to their comments. Also, a pilot study on 30 students was conducted to ensure the reliability using SPSS version 29. The Cronbach's Alpha revealed a correlation of 0.938 which is high indicator that it is suitable.

The statements of the questionnaire were as follows:

- YouTube enriched my vocabulary acquisition.
- YouTube videos/ educational songs improved the quality of my assignments.
- YouTube videos/ educational songs made vocabulary easier for me to learn.
- YouTube/ educational songs helped me to improve my pronunciation.

- YouTube / educational songs were alternative ways to learn vocabulary.
- YouTube/ educational songs resulted in better comprehension of vocabulary.

Procedures:

Two EFL classes were randomly chosen and assigned to the experimental and control groups. Baseline equivalence was confirmed through the pretest (VKS) assessing the two groups vocabulary knowledge. Moreover, the demographic variables such as age and proficiency level were confirmed. It happened that the same instructor taught both groups and this hinders the instructor's bias and ensures the internal validity. All lessons for both groups were aligned in topic, vocabulary scope, and duration.

During the intervention, both groups followed the structured curriculum that used identical materials, but their instructional approaches were different. The control group followed a traditional instructional model, relying on teacher's explanations and textbook-based exercises. On the other hand, the experimental group instructor incorporated chosen suitable You Tube clips alongside with the traditional materials in her instruction encouraging them to discuss, ask and argue the ideas presented in the content. Moreover, she asked them to watch the You Tube clips, which are sent to them via emails to spend the time of the next class in discussing the content, commenting on issues implied in it, and answering questions based on it in a blended learning environment.

A week after the pretest was administered on both groups, the intervention began.

To preserve internal validity, the only variable that differed between the two groups was the integration of suitable chosen educational You Tube clips during instruction. All lectures for both groups were aligned in topic, vocabulary, and duration to ensure internal validity.

The intervention:

The instructor of the experimental group introduced the topic and the new vocabulary using a selected You Tube video or educational song which was sent to the participants via their emails before the lecture and they were told to watch it carefully at their pace and as much times as they need to note the vocabulary in it and be ready for the discussion and for answering the questions in the next day lecture. This way, the teaching of vocabulary changed to be in a blended environment unlike the traditional way where the vocabulary is introduced in the same lecture without any previous preparation. In the lecture, the experimental group participants were told that they were going to watch the YouTube which was previously sent to them to answer a vocabulary worksheet. Before they watched the You Tube video in class, two skimming questions were written on the board which they had to answer after watching the educational You Tube clip for the First time. Then, more detailed questions had to be answered after watching for the second time. Between the two times, the experimental group instructor was asked to pause and replay the You Tube clip to emphasize the new vocabulary which the students prepared and noted at home as a preparation for the lecture. Finally, students in pairs did the vocabulary worksheet activity. The experimental group students were given a few

minutes to discuss their answers. After that, the elicitation of answers and commenting on them by the teacher. The experimental group instructor was asked to encourage praise her students who prepared at home so they managed to answer the questions by using the vocabulary mentioned in the You tube song/ video according to the one assigned each week of the experiment.

It was emphasized that the experimental group teacher should send the educational You Tube clip to the students before the lecture, so that students watch it at home at their own pace and time, then come to the class for discussion and for answering the teacher's questions based on the You Tube content sent to them, so it is a blended learning.

In class the teacher plays the educational You Tube song/video and elicits from the students' the new vocabulary focusing on their use and pronunciation. She pauses and replays the new vocabulary. Finally, the elicitation of experimental group students' answers to the vocabulary worksheet activity and commenting on their answers.

Immediately after the intervention, a post-test (VKS) was administered to both groups of the study to determine how much they acquired vocabulary. In addition, a follow-up questionnaire was conducted on the experimental group participants to detect their engagement and perception of the effect using You Tube in classroom instruction.

Results:

The results of the present study are derived from the following two tools:

Vocabulary Knowledge Scale (VKS):

In order to find out if there were any significant differences between the pretest scores of the students in the experimental group and the control one, an independent sample t test was conducted. The results reveal that there was no significant difference between the two groups of the study and that they were nearly equal regarding their proficiency level before starting the experiment as previously discussed.

Thus, they were similar in their level of vocabulary before the intervention.

To investigate the effect of using YouTube videos/ educational songs into the teaching instruction on their vocabulary acquisition, the independent t-test sample was implemented. Its aim is to compare the post test scores of the experimental group and the control one. Results indicate that the post-test scores of the experimental group students were ($M= 45.9$, $SD= 8.5$) significantly higher ($t(95) = 2.03$, $p < 0.05$) when compared to the control group sample scores ($M= 31.1$, $SD= 9.1$).

This clarifies that the incorporation of educational chosen YouTube clips in the teaching of vocabulary had a significant effect on the experimental group students' vocabulary acquisition that outperformed their peers in the control group. Consequently, results prove that the effect of YouTube in the acquisition of vocabulary was positive due to its interesting, varied and authentic content. Hence, You Tube offered diverse and authentic input by which blended learning became more motivating since it

combined visual and audio content that improved students' comprehension, and retention better than the traditional methods.

In addition, the experimental group results clarify that the interesting and authentic input of You Tube had positive effects on enhancing students' vocabulary. Hence teaching vocabulary by implementing educational You Tube clips in the blended learning environment -as explained in the intervention- can have positive effects in enhancing the students' vocabulary rather than the traditional way of learning vocabulary which emphasizes the memorization of certain words in the text book.

A Questionnaire:

The questionnaire was implemented on the experimental group students a week after the post test. Most participants demonstrated enthusiasm in filling in the questionnaire. When they were asked if using YouTube enriched their vocabulary acquisition, (98%) of the students agreed to the statement whereas (2%) of the students did not decide.

When they were asked if using YouTube improved the quality of the assignments that they submitted, (85%) of the students agreed that YouTube videos helped them to submit better assignments whereas (15%) of the students were uncertain. When asked if YouTube videos/ educational songs made vocabulary easier for them to learn, (94%) of the students strongly agreed were as (6%) remained uncertain. Regarding pronunciation, when students were asked if YouTube helped them to correct their pronunciation, (86%) of the students agreed while (5%) of the students disagreed and (9 %) of them were

uncertain. As for the implementation of YouTube as an alternative way to learn vocabulary, (94%) of the students found it a good alternative way to learn vocabulary whereas (2%) of the students disagreed and (4%) remained undecided. Concerning the question of whether using YouTube videos/ educational songs resulted in better comprehension of vocabulary (90%) of them agreed and (3%) of them disagreed while (7%) of the students were uncertain. Thus, the majority of the students considered YouTube to be a supportive tool for acquiring vocabulary.

Eventually, the absence of the “strongly disagree” from the sample’s choices implies that YouTube is recognized by students as a beneficial learning tool. Thus, the previous findings highlight the importance of integrating YouTube into language instruction and align with the previously mentioned research which advocates leveraging social media to enhance vocabulary acquisition.

Discussion:

Results of the present study reveal that You Tube is effective to be intervened in language instruction while teaching vocabulary as both quantitative and qualitative measurements affirm that. The majority of the students revealed its effectiveness in helping them to acquire vocabulary. Moreover, they clarified increase in their motivation to learn vocabulary when implementing You tube in language instruction. To this end, Sakkir, Dollah, and Ahmad (2020) and Eloufy (2025) affirm the same result. It should be noted that even shy students participated with more confidence and motivation when educational songs were implemented for teaching vocabulary as they participated in a hidden way, rather

than being on show in front of the whole class. This is in the same alignment with Alharbi (2023), Kristiani and Pradnyadewi (2021), and Web& Nation (2017) studies. Moreover, by discussing the content of the You Tube material, commenting on values and ideas impeded in it, the language teacher uncovers the hidden curriculum in language classes (Alakawi, 2017; Lawrence, et. al., 2018) and plays the role of not only the teacher, but also the educator.

On the other hand, the carefully chosen You Tube educational clips helped EFL learners of the experimental group to understand vocabulary better and with more interest. Since the majority of EFL learners are visual and auditory, You Tube proved to be effective in their acquisition of vocabulary and in enhancing their motivation to learn. This copes with Almemaaj (2010) and Jomaa, et.al. (2024) studies which affirm that digital media enhances students' intrinsic and extrinsic motivation to learn vocabulary. It also agrees with Apprianto (2020), Lin (2010) and Nasution (2019) studies that affirm that videos and You Tube are efficient in helping learners learn, retain and comprehend vocabulary of a second language.

Furthermore, the present study clarifies that English instructors can control and guide how You Tube can be used tactfully in language classes and also for revision by students at home when they learn and revise vocabulary at the time and pace that suit them to be ready for discussion in the following lecture. Unless this step is tackled, You Tube can be a source of distracting the students. Thus, by relying on chosen Educational You Tube media for teaching and revising vocabulary, we get the advantages of this media regarding enjoyment, motivation of our digital

era students and avoid the disadvantages of distraction or the waste of time.

However, the research results cannot be generalized as they are derived from EFL female students who belong to a single institution, which may affect the generalization of the results. Consequently, it is recommended that future studies examine the gender element in this respect.

Finally, the results of the present study, together with those previous research (Alharbi, 2023; Alsakaker, 2025; Andayani, 2022) clarify that since EFL learners enjoy the digital media, You Tube can be incorporated wisely and efficiently in language classes to enhance the language potentials of EFL students. Thus, while many methods have been traditionally implemented to promote vocabulary learning through reading, the findings of the present study suggest that the popularity of You Tube for vocabulary learning should be further exploited in EFL classes to modernize language instruction.

Conclusion:

In our digital era, online tools such as YouTube can change the way language learners acquire vocabulary. Results of the present study affirm that using You Tube as an educational instructional aid leads to more engagement of the EFL learners in acquiring vocabulary, and in the enhancement of their motivation towards acquiring it. Thus, it makes their learning of vocabulary more dynamic, and motivating. Consequently, selecting the educational You Tube material that intervene with language instruction is a priority to get the hoped satisfying results without distracting the learners. Thus, we as educators' control and guide how You Tube can be used in language classes.

It is worth mentioning that EFL learners' proficiency level as well as their cultural background in addition to the objectives of the lesson should be taken into consideration when selecting the You Tube videos or educational songs that will be intervened with the teaching instruction.

Future research in this specific area can examine the gender as a variable. Thus, the sample of the research can be enlarged. Moreover, more research in the area of uncovering the hidden curriculum in language classes can be tackled to have a more profound effect - as educators - on our students.

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Appendix (1):

Vocabulary Knowledge Scale (VKS).

I) I don't remember having seen this word before

II) I have seen this word before but I don't know what it means

III) I have seen this word before and I think it means _____ -
_____ (synonym or translation)

IV) I know this word. It means _____ (synonym or translation)

V) I can use this word in a sentence. e.g.: _____

You are required to put a tick on the right box according to the key mentioned above.

No. Words	I	II	III	IV	V
1-Previous					
2-Canoe					
3-Anxious					
4-decision					
5-Sore					
6-Prisoners					
7-Dramatic					
8-Manner					
9-Drunk					
10-Sea Shore					
11-Task					
12-Arrow					
13-Indisputable					
14-Astute					
15-Ferry					

16-Natives					
17-Hollow					
18-Comparison					
19-Tame					
20-Upright					
21-Sane					
22-					
Misunderstand					
23-Instructions					
24-Hurts					
25-Captives					
26-Sightseeing					
27-Lag behind					
28-Appreciate					
29-Strive					
30-Ferocious					

Appendix (2):

Questionnaire

Statement	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
1-YouTube videos/ educational songs increased my vocabulary.					
2- YouTube videos/ educational songs improved the quality of my assignments.					
3- YouTube videos/ educational songs made vocabulary fun for me to learn.					
4- YouTube/ educational songs helped me to improve my pronunciation.					
5- YouTube/ educational songs were alternative ways to learn vocabulary.					
6-YouTube/ educational songs resulted in better comprehension of vocabulary.					