

## The Use of YouTube as a Learning Tool by Libyan EFL Students at Azzaytuna University

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### Abstract:

This study examined the use of YouTube as a learning tool among Libyan EFL university students at Azzaytuna University in Tarhouna. A mixed-methods research design was adopted, involving a questionnaire administered to thirty third- and fourth-year EFL students and semi-structured interviews with four participants. The findings revealed that students frequently use YouTube for language learning and perceive it as an effective and motivating resource, particularly for enhancing listening and speaking skills, as well as vocabulary and grammatical knowledge. Despite these advantages, the results indicated that students do not view YouTube as a substitute for the teacher's role. The study concluded that YouTube can serve as a valuable supplementary tool in EFL instruction when appropriately integrated into the teaching and learning process.

**Keywords:** YouTube, EFL students, language learning, technology in education, Libya

### 1. Introduction

Advancements in technology and internet-based tools have significantly transformed the teaching and learning process, making it more interactive, engaging, and effective. Technological innovations have simplified learning and enhanced students' understanding by providing access to diverse educational resources. The internet has become one of the most widely used technologies in education, and students increasingly regard online websites as primary sources of information. As a result, the use of online learning tools has become widespread (Raja & Nagasubramani, 2018) Sari and Margana (2019) note that today's learners, often referred to as the digital generation, rely heavily on online resources to support their learning. Similarly, Ghasemi, Hashemi, and Bardine (2011) emphasize that internet websites are easily accessible and user-friendly, which has

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contributed to their popularity in educational contexts. Among these tools, YouTube has emerged as one of the most widely used platforms for learning, particularly in the field of language education.

This study focuses on Libyan EFL (English as a Foreign Language) university students in their third and fourth years at the English Language Department, Faculty of Languages and Translation, Azzaytuna University in Tarhouna. The motivation for conducting this study stems from the extensive use of internet-based resources, especially YouTube, by students for language learning purposes. The study adopted a descriptive research design and employed both quantitative and qualitative methods to collect data through a structured questionnaire and semi-structured interviews.

### ١,١ The Aim of the Study

The main aim of this study is to investigate whether Libyan EFL university students use YouTube for learning purposes and their perspective toward it.

### ١,٢ The Research Question

Do EFL university students use YouTube for learning purposes? If yes, why?

### ١,٣ The Significance of the Study

The significance of this study is to investigate the benefits of using YouTube as a learning tool for Libyan EFL university students

## ٢. Literature Review

Previous research has highlighted the effectiveness of online learning tools in language education. YouTube provides authentic audiovisual materials that support listening comprehension, pronunciation, vocabulary acquisition, and learner motivation. Studies have shown that videos created by native speakers can enhance students' communicative competence and engagement (Almurashi, 2016; Hassan et al., 2018). Other studies emphasize that YouTube promotes autonomous and stress-free learning environments (Srinivasacharlu, 2020). However, research also suggests that while YouTube is beneficial, it should complement rather than replace classroom instruction (Abbas & Qassim, 2020).

## ٣. Methodology

### ٣,١ The Research Design

A mixed-methods approach was adopted for this study. Quantitative data were collected through a structured questionnaire distributed to thirty EFL students in their third and fourth years at the Faculty of Languages and Translation, Azzaytuna University. Qualitative data were gathered through semi-structured interviews with four volunteer students. The questionnaire responses were analyzed using descriptive statistics, while the interview data were analyzed thematically to identify recurring patterns and themes.

### ٣,٢ The Population of the Study

The population of the study is Libyan EFL students from the third and fourth year of the English language department at the faculty of languages and translations at Azzytouna University in Tarhouna for the academic year 2021/2022. Thirty undergraduate students from English language department took part in this study. The sample was students from the third and fourth year of study because students are in an advanced level of study, so absolutely they had experience with Internet tools to solve their learning problems more than the first and second year.

### ٣,٣ The Research Tools

In this study both structured questionnaire and semi structured interview were used to collect data, as Taheroost (2016) states that questionnaire is an effective tool for collecting data from big number of participations at short time. Semi structured interview used to know students' perspective and their experience with YouTube. Szombatova (2014) states that "semi structured interview is a qualitative method of collecting information and evidence on people's opinions, ideas and experiences."

### ٣,٤ Data Analysis

Data were collected using a structured questionnaire and semi-structured interviews. The questionnaire was administered to thirty third- and fourth-year EFL students and consisted of ten items measured on a five-point Likert scale ranging from strongly agree to strongly disagree. Although forty-five questionnaires were distributed, only thirty valid responses were returned, yielding a response rate of 66%. Prior to data collection, participants were informed of the purpose of the study and assured that there were no right or wrong answers. Ethical approval was obtained from the English Language Department. The questionnaire was adapted from Abbas and Qassim (2020) with minor modifications. Quantitative data

were analyzed using descriptive statistics through Microsoft Excel, and the results were presented in tables and percentages.

In addition, semi-structured interviews were conducted with four students who had completed the questionnaire, including two third-year and two fourth-year students. The interviews were conducted face-to-face, lasted between five and ten minutes, and included open-ended questions related to the use of YouTube for language learning. All interviews were audio-recorded with participants' consent and later transcribed verbatim. Qualitative data were analyzed using thematic content analysis to identify recurring themes and patterns. To ensure confidentiality, pseudonyms were used for all participants.

#### .٤ Results

The questionnaire results revealed that the majority of students use YouTube regularly for learning purposes and consider it an interesting and effective learning tool. Most participants agreed that YouTube videos enhance their listening and speaking skills and help develop vocabulary and grammatical knowledge. The interview findings supported these results, highlighting four main themes: frequent use of YouTube for learning, improvement of language skills, simplification of English lessons, and increased motivation and engagement.

#### .٥ Discussion

This study aimed to examine whether EFL students at Azzaytuna University use YouTube for language learning purposes and to explore the reasons behind its use. The questionnaire results indicated that the majority of students hold positive attitudes toward using YouTube in learning, with 96% perceiving it as an entertaining and engaging learning tool. This high percentage reflects the widespread popularity of YouTube among students and is consistent with findings reported by Hassan et al. (2018), Aljawad and Mansour (2021), Almurashi (2016), and Pratama. (٢٠٢٠) ,

The findings also revealed that 89% of the participants reported understanding the content of YouTube videos without difficulty. This suggests that YouTube provides accessible and comprehensible learning materials, largely due to the attractive and varied modes of presentation. This result aligns with previous studies indicating that video-based learning facilitates comprehension and learner engagement (Abbas & Qassim, 2020; Srinivasacharlu, 2020; Hassan et al., 2018).

Regarding the type of content preferred, 66% of students favored videos created by native speakers, as these videos help improve listening skills and enhance familiarity with authentic language use. This finding supports earlier research emphasizing the value of authentic audiovisual input in language learning (Hassan et al., 2018; Abbas & Qassim, 2020; Pratama et al., 2020).

In addition, 96% of the students reported taking notes while watching YouTube videos in order to remember key points and record new vocabulary. This finding indicates active engagement with video materials and is consistent with the results of Abbas and Qassim (2020), Srinivasacharlu (2020), and Pratama et al. (2020), who found that note-taking enhances comprehension and retention.

An important finding of this study is that 50% of the students believed YouTube cannot replace the role of the teacher, while only 33% agreed that they could rely entirely on YouTube for learning. This highlights the continued importance of teachers in guiding and supporting the learning process, despite advances in educational technology. This result differs slightly from Abbas and Qassim (2020), who reported a higher level of reliance on YouTube, suggesting contextual differences in learners' perceptions.

Furthermore, 87% of students confirmed that they use YouTube regularly for learning purposes and consider it an important tool for language learning. As noted by Hassan et al. (2018), YouTube provides both motivation and entertainment, which are essential factors in effective learning. Similarly, 90% of students reported that YouTube helps improve their language skills, particularly through repeated practice, while 83% indicated that it contributes to the development of grammar and vocabulary. These findings support earlier research demonstrating the effectiveness of YouTube in teaching pronunciation, vocabulary, and overall language skills (Ghasemi et al., 2011; Jalaluddin, 2016).

Additionally, 79% of participants agreed that YouTube videos help simplify English lessons by providing explanations from multiple sources and perspectives. This result is consistent with studies by Almurashi (2016), Srinivasacharlu (2020), and Pratama et al. (2020), which emphasize the role of YouTube in enhancing understanding of complex topics. Moreover, 70% of students believed that YouTube should be integrated into classroom instruction, reinforcing the view that YouTube is

most effective when used as a supplementary instructional tool rather than a replacement for traditional teaching.

Finally, the interview findings supported the questionnaire results, revealing that students perceive YouTube as a helpful, motivating, and enjoyable learning resource. Participants highlighted its flexibility, variety of content, and ability to enhance learning through multiple information sources. These positive perceptions can be attributed to the pedagogical advantages of YouTube, which make it a widely used and valued tool in language learning contexts.

### ٦. Conclusion

This study aimed to explore whether Libyan EFL university students use YouTube for learning purposes. The findings revealed that Libyan EFL students hold positive perceptions toward the use of YouTube in language learning and consider it an essential and engaging learning tool. The results also indicate that students use YouTube videos for a variety of learning purposes. According to Srinivasacharlu (2020), video-based materials enhance learning by enabling students to understand content more effectively through both visual and auditory input. The use of YouTube was found to contribute to the development of several language skills, including listening, speaking, pronunciation, and, to a lesser extent, reading and writing. Moreover, YouTube provides learners with motivation and promotes a relaxed, stress-free learning environment, as noted by Hassan et al. (2018). Students further believe that integrating YouTube into classroom instruction would be highly beneficial, as YouTube videos help simplify lessons and make learning more interesting (Almurashi, 2016). Additionally, presenting learning materials in multiple formats supports better understanding and retention, which enhances the overall learning experience (Patesan et al., 2018).

This study concludes that YouTube is widely used by Libyan EFL university students and is perceived as a valuable tool for language learning. It supports skill development, motivation, and learner autonomy. Nevertheless, effective integration of YouTube into EFL instruction requires teacher guidance and institutional support. Future research should involve larger samples and explore teachers' perspectives on integrating YouTube into classroom practice.

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