

Using YouTube for Achieving learning Efficiency: A Case Study Karachi University Students

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ABSTRACT

This case study explores the use of YouTube as a tool for enhancing learning efficiency among Karachi University students. The study examines the factors that motivate students to use YouTube for educational purposes, the type of content they prefer, and the benefits they derive from it. A survey was conducted among 200 students, and the results indicate that YouTube is a popular platform among students, and they find it helpful for learning. Students reported that YouTube provides them with easy access to information, enhances their understanding of complex concepts, and allows them to learn at their own pace. The study also reveals that students prefer visual and interactive content, such as educational videos, animations, and simulations. The findings suggest that YouTube can be an effective tool for promoting learning efficiency among students, and educators should consider incorporating it into their teaching strategies.

Keywords: *YouTube website, Multimodal text, Supplementary material, authentic videos, online materials, Traditional.*

INTRODUCTION

Social media is a computer-based technology that lets people share ideas, opinions, and information in virtual communities. Social media lets users quickly share personal information, documents, movies, and images. Web-based software or apps allow social media use on computers, tablets, and smartphones. Social networking is popular in America and Europe, but Indonesia leads the pack. 1 Social media users exceeded 4.5 billion in October 2021.

Many studies have examined social media's beneficial and negative impacts on students' academic achievement. Heffner (2016) said that social media may help students cope with academic challenges, particularly if they can connect with other students who are experiencing the same issues. Social media allows students to interact and debate lesson topics. Adam Mahamat (cited in Sudha & Kavitha, 2016) also asked students how social media affects their grades. Malaysian university students were surveyed. Most respondents said social media improves academic achievement.

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Students also use social media to watch movies, talk politics, economics, and religion, and study. Social media activity improved reading abilities for certain pupils, according to Mingle and Adams (2015). Respondents discussed test topics and exchanged suggestions on social media. However, Mingle and Adams (2015) found that excessive social media usage caused bad language and spelling, late assignment submission, fewer study time, and poor academic achievement among most respondents. Student social media addiction was high. Eke, Omekwu, and Odoh (2014) listed e-crime, Internet addiction, idleness, traditional crimes like fraud, murder, abduction, and immoral acts including pornography, prostitution, and cyberbullying as risks of social media.

Roblyer, McDaniel, Herman, and Witty (2010) found that instructors and students utilize Facebook differently. This tool's social function differs from its instructional purpose. Students are more inclined to utilizing Facebook for education than professors. Sudha and Kavitha (2016) also found that most faculty members believed that social media had a negative impact on students' academic performance due to a lack of awareness among students and faculty about how to use educational social media topics. Social media had no impact on their academic achievement. Heffner and Tara (2016) also studied Rowan University students in the US. Social media don't help pupils' grades, according to the research. Because social media usage lowered student GPAs.

The report issued a strong recommendation to undergraduate students, urging them to limit their use of Facebook. In a study conducted by Mushtaq (2015), it was discovered that social media platforms play a significant role in the declining habit of newspaper reading among students. This, in turn, may result in them missing out on valuable and essential information. Similarly, Wang, Chen, and Liang (2011) conducted research that supports the notion that social media has a detrimental effect on student performance and academic grades. These findings raise concerns for educators, who must now grapple with these issues and actively seek out improved solutions.

Although the concepts outlined in this report are presented within an academic context, they have far-reaching implications that can be applied to the investigation of communication technology usage across multiple settings. This includes not only educational institutions but also homes, workplaces, and other environments. Moreover, the effects of excessive social media use are relevant to a broad range of users, including teenagers, young adults, and the elderly, and entire families.

The influence of social media on students' newspaper reading habits is an issue of growing concern. With the proliferation of social networking sites and the ease of access to news and information through digital platforms, traditional newspaper readership has experienced a decline among the younger generation. The study by Mushtaq (2015) highlights the connection between students' engagement with social media and their dwindling interest in reading newspapers. As a result, they may overlook important news stories, current events, and valuable knowledge that can be gained from the newspaper medium. This information gap can have significant implications not only for their academic pursuits but also for their general awareness and understanding of the world.

Furthermore, the negative impact of social media on student performance and grades is a topic that demands attention from educators. Wang, Chen, and Liang (2011) conducted research that demonstrates a correlation between excessive social media use and lower academic achievement. Social media platforms are designed to be highly engaging, with features such as notifications, likes, and comments that can easily distract students from their studies. Spending excessive amounts of time on social media can lead to a decrease in focus, productivity, and overall academic performance. These findings underscore the need for educational institutions to address the issue and find effective

strategies to minimize the adverse effects of social media on student learning outcomes.

While the report primarily focuses on the academic context, the implications extend beyond educational institutions. Communication technology use has become pervasive across various settings, including homes, workplaces, and social environments. The concepts and concerns raised in the report can be applied to studying the impact of communication technology usage in these diverse contexts. For example, understanding how social media affects teenagers' well-being and social interactions, or examining the role of communication technology in the lives of the elderly and its impact on their connectivity and overall quality of life.

In conclusion, the report strongly advises undergraduate students to limit their use of Facebook due to its negative effects on their newspaper reading habits and academic performance. The research conducted by Mushtaq (2015) reveals a correlation between social media use and the decline in newspaper readership among students, potentially causing them to miss out on valuable information. Similarly, Wang, Chen, and Liang (2011) highlight the detrimental impact of social media on student performance and grades. These findings present significant concerns for educators, who must actively seek better solutions to address these issues. Moreover, the concepts discussed in the report have broader implications, applicable to studying communication technology usage in various settings and for different groups of users.

Statement of Problem:

YouTube is a valuable resource for educators. Adults like it more. In a recent study, researchers found that YouTube may help students learn English by showing them real-life films and scenarios.

Due to the growing promotion of the Internet, the use of YouTube is increasing day by day. As we see the growing usage, we will be able to help the students of the University of Karachi get help. So, this research will examine the attitudes of Karachi University students, who use YouTube and who benefit from it.

Research Objectives:

The role that YouTube is playing in the advancement of education and classroom instruction

- 1 Does it really end up being useful in the long run?
- 2 Which of the four categories do you believe would be most advantageous to use as a teaching tool?
- 3 Which academic uses of YouTube are the most fruitful?

Research Questions

- 1 Are students at Karachi University using YouTube in a constructive way?
- 2 Are students at Karachi University using YouTube in a destructive way?
- 3 Is there any substantial link between the use of YouTube and the influence it has on Karachi?

LITERATURE REVIEW:

Websites and apps are in high demand. The Internet improves education, especially in courses

(Rice et al. 2011). Wu et al. (2002) evaluated successful Internet video utilization and suggested numerous ways to employ videos in teaching. The study examined video streaming methods and applications. Interactive TV and video-based media affect students and instructors, according to several studies. Whithaus and Neff (2006) discovered that instructors may utilize movies to teach and learn online. Videos also encourage student interaction and social pedagogy. Boster et al. (2006) found that videos improve academic performance. The survey also identified a gap in class clip use. Video apps improve social studies and science achievement, according to the experts. For tech-savvy instructors, using YouTube videos in class is advantageous. YouTube promotes worldwide education, according to Bonk (2009). English teachers increasingly utilize YouTube (Duffy 2008). Fun and quick access is provided to training, culture-based movies, and languages from throughout the globe (Terantino, 2011). Thus, YouTube learning demands may improve learning ecology (Kwan et al. 2008).

Listening takes time and practice. Students overcome mental barriers by trying to interpret words or phrases. Dissatisfaction follows this time-wasting conduct. Wu et al. (2002) examined the best ways to utilize films in teaching and provided suggestions. Berk (2009) examines how YouTube clips help college language teachers. He proposes 15 video-learning methodologies. Seilstad (2012) investigates teaching English in Morocco via YouTube videos. He says YouTube clips are a straightforward approach to linking and specifying training content. YouTube videos improve student success and self-reflection (Almurashi, 2016). According to Rice et al. (2011), using the Internet in courses has a big influence on education. YouTube may boost student learning. Educational videos are web-recorded educational settings, according to Fathallah (2007). Realistic videos teach particular skills. Upload, download, view, and share YouTube videos. YouTube clips may be repeated, stopped, or completed at any moment and are high-quality.

YouTube videos are multimedia and teach numerous educational skills. Sharing YouTube videos makes group work interesting and meaningful. YouTube helps retain information (Ebied et al., 2016). Technology and the Internet help pupils socialise and learn, according to Frdlinger and Owens (2009). YouTube may be used in education, although some academics worry about security and authenticity. Kay (2012) says films promote good attitudes, learning management, reading and study habits, and student success. However, he lists video learning's drawbacks. Orthodox teaching and technological issues reduce class attendance. Future research should examine how internet video and new media affect learning (Gbolahan, 2017).

Several universities provide course materials on YouTube. Jaffar (2012) reports that 98% of students use YouTube for information and 86% say it helps them study. Thus, the videos taught well. Globally, innovative media users have risen. This invention limits students and instructors. Technology in education is difficult in impoverished nations. Kremer et al. (2013) address technology dissemination, computer supply, efficient ICT usage, pedagogical concerns, accountability, access, and quality.

Educators have embraced the use of YouTube as an educational tool, particularly in "English as a Second Language" (ESL) courses, as noted by Duffy (2018). Students have shown great enthusiasm for utilizing YouTube videos to learn English fundamentals. Duffy (2018) further suggests that YouTube can be a powerful educational and motivational tool, but its effectiveness depends on how it is incorporated to achieve specific learning objectives. The key to successful instructional videos is their student-centred nature, allowing students to access information, share their own content, and engage in pedagogical activities (Duffy, 2018).

Considering the ongoing discussion surrounding the use of YouTube videos for learning, educators should contemplate ways to actively involve students in critically analyzing and utilizing YouTube for collaborative and meaningful social learning experiences. YouTube's potential for promoting interactive and engaging learning environments should not be overlooked.

Another social networking application, Facebook, also offers features that make it suitable for educational purposes, complementing YouTube videos for collaborative learning among students. According to Maloney (2017), Facebook's conversational and collaborative features encourage active participation among users. Students often utilize Facebook as a platform to socialize, get to know their peers, and discover additional websites and information (Stutzman, 2015). It serves as a networking tool for both current and former classmates, fostering informal interactions that may not always align with academic goals (Stutzman, 2015).

While traditional academic use of Facebook appears to be uncommon, it is increasingly being employed for teaching and learning purposes. Selwyn's (2019) research suggests that Facebook can assist university students in navigating their social and communal identities. In their study, Selwyn found that 909 UK undergraduate students utilized Facebook to express their identities as university students by posting about their institution and faculty. However, the research did not conclusively demonstrate Facebook's efficacy as a formal teaching and learning technique.

Nevertheless, it is worth noting that teenagers actively engage with social media and networking applications. A study conducted by Singapore Polytechnic's School of Communication, Arts, and Social Sciences (2019) revealed that 81% of 15- to 19-year-olds and 74% of 21- to 26-year-olds used Facebook daily. This data underscores the widespread use of Facebook among young individuals and highlights its potential as a platform for educational endeavors.

In conclusion, YouTube has emerged as a valuable resource for educators, particularly in ESL courses, with students showing a strong affinity for learning through YouTube videos. When utilized effectively, YouTube can serve as an engaging and motivational educational tool. Additionally, Facebook offers features that facilitate collaborative learning among students, complementing the use of YouTube videos. While research indicates that Facebook is predominantly used for informal social interactions, it still holds potential for educational purposes. Educators should consider leveraging these platforms to foster critical thinking and encourage meaningful social learning experiences among students. Moreover, the popularity of Facebook among teenagers emphasizes the need to explore its potential for educational applications.

The internet, encompassing websites and applications, is meeting a growing demand, particularly in the realm of education. Utilizing the internet in schools has been shown to enhance both learning and teaching processes (Rice et al., 2011). Wu et al. (2002) conducted a study assessing the effectiveness of internet films in educational contexts, highlighting various aspects and strategies to emphasize their value. The research also explored streaming video techniques and applications. Multiple researchers have observed the impact of interactive television and other video-based media on students and instructors. Whithaus and Neff (2006) discovered that educators can employ movies as a means of teaching and learning in online environments. Film-based student interactions contribute to social pedagogy, while Boster et al. (2006) noted that films can aid students in achieving success. However, discrepancies in the use of films in classrooms were also identified. The research further revealed that video applications improve student performance in social studies and science subjects. For educators seeking instructional technology, Facebook videos can prove beneficial. Bonk (2009)

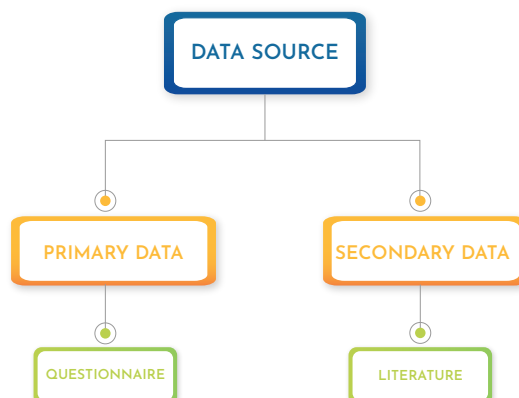
posits that Facebook is not only appealing but also facilitates global education. English teachers, in particular, have increasingly incorporated Facebook into their teaching practises (Duffy, 2008). It enables students to easily and enjoyably engage with foreign films and participate in language classes from around the world (Terantino, 2011), thereby enhancing the learning environment and expectations (Kwan et al., 2008).

Although Harvard students were the initial users of Facebook (Urista, Dong, & Day, 2009), its popularity has since spread globally. In 2006, Facebook boasted 12 million members, and by 2012, that number had skyrocketed to 850 million (Facebook, 2012). Social networking platforms emphasize shared interests (Maloney, 2007). Jones et al. (2010) discovered that social networking sites can serve as valuable instructional resources for both students and teachers. Bran, Grosseck, and Tiru (2011) found that students primarily use Facebook for communication with family and friends, sharing photos and videos, and commenting on posts, rather than for sharing educational content. Facebook users can access other users' profiles depending on their privacy settings and send friend requests to connect with others. This marks the beginning of a friendship, as both parties will appear on each other's friend lists (Kolek & Saunders, 2008). If the friend request is accepted, users can subscribe to their favorite pages, which encompass organizations, sports teams, notable figures, and more. These groups facilitate connecting with like-minded individuals and organizing events. Facebook provides various communication options, including private chat functionality similar to emails (Pempek, Yermolayeva, & Calvert, 2009). Golder, Wilkinson, and Huberman (2007) explain that these private conversations can only be viewed by the recipient.

In summary, the internet, including websites and applications, is meeting the increasing demand for educational purposes. Incorporating internet films, such as those found on YouTube, has proven effective in enhancing teaching and learning experiences. Facebook, a popular social networking platform, offers opportunities for global education and language learning through foreign films. Despite its prominence, Facebook usage primarily revolves around social interactions rather than educational content sharing. Nevertheless, the platform provides avenues for communication and connections among users, facilitating social networking and the exchange of ideas. As technology continues to shape educational landscapes, educators can harness the potential of these internet resources to create engaging and meaningful learning experiences.

RESEARCH METHODOLOGY

YouTube is good for learning, according to research. This research is quantitative. Thus, a data survey is utilized to illustrate the link between independent variables.



Primary Data

Unprecedented data was acquired (Trung Tran, Quy Khuc 2021). The data was collected through questionnaires issued to the students of The University of Karachi.

Secondary Data

Secondary data includes books, newspapers, periodicals, research journals, and websites like Google scholar. Quy Khuc 2021/Trung Tran.

Sampling & Population

For the sole purpose of explaining the population, this research examined using a case study technique. This was done just because the organization was used. The data from the University of Karachi was collected through Survey technique.

In this respect, straightforward sampling methods have been used, and the total sample size of 500 has been spread throughout the several teaching departments at the University of Karachi. According to Roscoe's study from 1975, an adequate research sample size may range from thirty to five hundred people.

Data Collection & Measuring

In this study, a number of different tests have been used in order to achieve credibility and validity in the questions that have been asked and to assess how successful this research has been. This questionnaire was structured in a sweep format with five points. In this research, the questionnaire was taken from Smith's work and completed by students at KU to evaluate reading habits. Data were obtained via the use of a questionnaire, which was measured by the SPSS software. The responses of section A respondents were based on demographic factors such as the respondent's age, faculty ability, newspaper selection, and amount of time spent reading the newspaper.

It has been adopted and modified by Section B, C, D, E, F, G, and H in order to assess the relationships between variables.

This is how the Likert scale, which has five points, was supposed to work.

| Strongly Disagree | Disagree | Neutral | Agree | Strongly Disagree |
|-------------------|----------|----------|----------|-------------------|
| Yes / No | Yes / No | Yes / No | Yes / No | Yes / No |

Data Analysis

For the goal of defining and analyzing the test, many methods were used. This initial descriptive information / study targeted population of the respondents, such as gender age ability instructor and many others. This continues the findings and conclusions of the research.

In the second, the Cronbach's alpha- statics formula was used to answer the validity of the questions. This formula was accessed to its reliability and validity of the question, which was surveyed during the surveyed research. In figure, the linear regression analysis was used to indicate the predictive behavior of the variables.

Table 1: *Positive effect of YouTube on the academic performances of students*

| | Positive effect of YouTube | Mean | Std. Deviation |
|----|---|-------------|-----------------------|
| 1. | The usage of YouTube is useful in higher educational institutions, because they are an effective communication application. | 4.83 | 1.21 |
| 2. | Group discussions can be arranged with the experts using YouTube. | 4.47 | 1.40 |
| 3. | An appointment can be fixed with other subject experts through YouTube. | 3.98 | 1.54 |
| 4. | YouTube site are helpful for the students' studies because students can receive announcements from lecturers and faculty. | 4.80 | 1.38 |
| 5. | The YouTube help in the students' studies because the students can discuss their assignments with friends. | 4.64 | 1.39 |
| 6. | Using YouTube improves the interaction with classmates, lecturers and other subject experts | 4.42 | 1.39 |
| 7. | YouTube facilitate the academic activities and coordinate with others. | 4.55 | 1.41 |

The table above shows mean scores from highest to lowest. The greatest mean score (M=4.83) implies that students are more engaged in this issue than others, while the lowest mean score (M=3.98) indicates less engagement.

H01: Social Media's benefits on pupils' academic achievement are similar.

Table 2: *Descriptive results of YouTube is the useful tool for learning of students of Karachi University (A Case Study)*

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|------------------|-----|------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | Lower Bound | Upper Bound | | |
| Excellent | 82 | 4.51 | .97 | .10 | 4.29 | 4.72 | 100 | 6.00 |
| Very good | 136 | 4.55 | .86 | .07 | 4.40 | 4.70 | 214 | 6.00 |
| Good | 124 | 4.48 | .96 | .08 | 4.31 | 4.65 | 100 | 6.00 |
| Medium | 29 | 4.6 | .90 | .16 | 4.27 | 4.95 | 2.71 | 6.00 |

Table 3: *Negative effect of YouTube is the useful tool for learning of students of Karachi University*

| | Negative effects of Social media | Mean | Std. Deviation |
|----|---|-------------|-----------------------|
| 1. | These YouTube influence the academic performance of students negatively, because they distract from the students studies. | 3.95 | 1.67 |
| 2. | Using YouTube require spending money and are wastage of time and by this way it will affect the students' academic life. | 3.85 | 1.70 |
| 3. | Addiction to YouTube is problematic issue that affects The students' academic life. | 4.96 | 1.66 |
| 4. | I find it hard concentrating on study knowing that student can play online games and visit these sites just by logging into them. | 4.02 | 1.63 |
| 5. | I compare the students' grades before the students become engaged into these social media and after the student became involved. I see a drop in my academic performance. | 3.73 | 1.54 |
| 6. | SNSs are personal' social-can't be used for education. | 3.27 | 1.83 |

H02: YouTube is a valuable learning tool for Karachi University students.

Table 4: Descriptive results of YouTube is positive effects on students the academic achievements

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|------------------|-----|------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | Lower Bound | Upper Bound | | |
| Excellent | 82 | 3.78 | 1.19 | .13 | 3.52 | 4.04 | 1.00 | 6.00 |
| Very good | 136 | 3.83 | 1.17 | .10 | 3.63 | 4.03 | 1.00 | 6.00 |
| Good | 124 | 3.72 | 1.15 | .10 | 3.52 | 3.93 | 1.00 | 6.00 |
| Medium | 29 | 3.94 | 1.10 | .20 | 3.52 | 4.36 | 1.67 | 5.83 |

DISCUSSIONS

This research examined YouTube's positive and negative impacts on student academic achievement. A descriptive analysis showed that most students found YouTube beneficial for studying. That may increase university activities. Social media helped respondents learn. YouTube should benefit students. Intriguingly, Alberoni University students generally utilize social media to learn and grow. As excellent communication tools, social media may also help students work together to address class issues. Students also get notifications from professors on social media. Then, social media lets individuals connect with classmates and friends to develop their communication skills (Benraghda and Radzuan, 2018) and get lectures, faculty, and university updates that are more essential to them. Raut and Patil (2016) also said social media has improved society. Users may create, edit, and share new textual, graphic, and audio material. It assists us in political, economic, and educational areas, making it crucial to our lives.

Sudha and Kavitha's (2016) research of US university students found that students see YouTube favourably. The survey found that many faculty members thought social media helped students study because they could debate assignments. The research found that social media has no effect on academic achievement. An ANOVA indicated no statistically significant impact of YouTube. Most participants had high academic ratings. No responses were academically weak. Most said social media helped their grades. According to Adam Mahamat (2014), most Malaysian university students believe social media improves academic achievement.

This survey also indicated that the majority of Karachi University students considered YouTube helpful and effective in their learning process. Students said excessive social media usage hampered their studies and wasted time and money. Thus, increasing social media usage may squander money and time and distract students from their schoolwork. To save time and money, ignore social networking.

Contrary to past studies, this study found little interest in negative concerns. Most faculty members understood that students utilize social media more for socializing than academic goals, according to Sudha and Kavitha (2016). Their survey found that most faculty members thought social media addiction hurt students' academic performance. Most faculty members also realized that social networking sites had more negative than positive effects on students' academic performance due to students' and faculty's lack of awareness of appropriate use and educational topics. Heffner

and Tara (2016) found that social media hurts kids' grades.

The current study's findings on students' positive social media usage may be noteworthy and distinctive. Because the public has a bad view of social media and thinks kids' increased usage of the internet and social media like Facebook hurts their academic performance. The present research found that social media improves students' academic performance by providing them with news, information, and global perspectives. Valenzuela, Park, and Kee (2008) found that Facebook intensity positively affects students' life happiness, social trust, civic engagement, and political involvement. The positive and significant associations between Facebook variables and social capital were small, suggesting that online social networks are not the best way to combat youth disengagement from civic duty and democracy. YouTube, a great learning tool for Karachi University students, had no statistically significant negative consequences. This suggests social media doesn't hurt students' grades. Thus, social media will improve pupils' performance. Social networking helps them acquire general and professional skills. According to Heffner and Tara (2016), class discussion boards and school programmed Facebook pages might be effective for academic concerns. Wang, Chen, and Liang (2011) found otherwise. They said social networking hurts students' grades. Social media affects students' grades and skills. The research indicates educators improve problem-solving.

CONCLUSION

Karachi University students utilize YouTube to boost their study process by communicating, receiving university-related difficulties, and getting other information. Thus, Afghan students used social media to study. However, many viewed too much social media usage as a worry, wasting their time and money. Lecturers, faculty, and social media users, particularly Facebook page owners, should share beneficial problems that help students learn. Academic performance was unrelated to positive or negative social media usage.

According to data research, utilizing videos to teach listening makes it easier for pupils to absorb the topic. YouTube enhances the teaching experience and cannot be ignored by educators. YouTube videos should be essential and expanding learning tools. Students love YouTube. These movies improve students' presentations and academic comprehension. Since they take notes and know how long YouTube videos are, they use them as teaching tools. Students think utilizing YouTube videos in class is essential. Students also think YouTube videos improve their language abilities, particularly listening, and they prefer native-speaker videos. YouTube videos help students understand the language's culture. Thus, YouTube videos are crucial to education, and additional research should concentrate on refining them to boost excitement. Based on the result, the researcher recommends that teachers actively adapt their teaching style to make listening more fun for pupils. Second, the instructor should explain the content and motivate the pupils to learn. Third, using video to develop and achieve listening goals can benefit kids. Fourth, teaching a language—especially a foreign language—includes listening. Thus, teachers must create unique approaches to education. Fifth, as facilitators, instructors must consider their students' interests in the content.

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