Leveraging YouTube Visual Storytelling for Fostering Richer Reading and Writing Proficiency by Foreign Language Undergraduates

Wafa' A. Hazaymeh[1], Mohamad Ahmad Saleem Khasawneh[2]

A R T I C L E I N F O	A B S T R A C T

Aim: The aim of this study is to explore, through a comprehensive analysis of experimental and survey data, how foreign language students utilize YouTube's storytelling features to enhance their reading and writing skills. Specifically, the study investigates the strategic potential of YouTube's storytelling components in improving the reading and writing proficiency of foreign language undergraduates, who were divided into control and experimental groups. **Methods:** A total of 48 undergraduates participated in the experiment, while 91 undergraduates took part in the survey. Initial findings from the pre-test indicated comparable performance levels on reading and writing tests between the two groups before the integration of YouTube visual storytelling into the curriculum. Following the trial, identical achievement tests were administered to both groups four days later to assess any differences in their utilization of YouTube technology. Subsequently, the average post-test scores of the groups were compared using a t-test for independent samples. **Results:** The results of the post-test revealed significant differences in total test scores, with the experimental group exhibiting notably higher performance levels compared to the control group at a significance level of 0.05. **Conclusion:** This underscores the positive impact of teaching reading and writing through YouTube on foreign language students' academic performance. Furthermore, the survey findings indicated that participants strongly believed that these tools contributed to enhancing their proficiency in reading and writing in a foreign language.

[1] Associate Professor, College of Education, Al-Ain University, United Arab Emirates
ORCID iD: https://orcid.org/0000-0002-0466-933X, Email: wafa.hazaymeh@aau.ac.ae
[2] Dr., Assistant Professor, Special Education Department, King Khalid University, Saudi Arabia
ORCID iD: https://orcid.org/0000-0002-1390-3765, Email: mkhasawneh@kku.edu.sa
*Correspondence: wafa.hazaymeh@aau.ac.ae

Introduction

A traditional pedagogical approach, storytelling holds the capacity to impart cultural values, foster affection, and cultivate respect across various cultures. According to the literature, it serves as a pedagogical tool for enhancing foreign language students' reading and writing proficiency. Additionally, it serves as a means to nurture students' linguistic skills, including reading, writing, and speaking, while stimulating their imaginative faculties. In today's technology-driven society, language educators encounter significant challenges in nurturing robust reading skills among their students. Given that contemporary students are often referred to as digital natives, having grown up in an era dominated by computers and smartphones, educators are continuously exploring novel technological resources to supplement or potentially supplant traditional instructional methods (Morgado & Vesala-Varttala, 2023).

In contemporary society, individuals utilize a blend of online and offline communication platforms to maintain connections with friends and family, owing to the widespread availability of diverse digital media forms. While proficiency in technology often requires specialized training, many skills fundamental to traditional literacy, such as reading and writing on paper, are transferrable to digital literacies (Brook, 2011). A burgeoning literary practice termed "digital literacy" entails students engaging in critical interpretation, research, analysis, and knowledge production through various technological tools (Laina & Marlina, 2018). The utilization of wikis, online discussion forums, instant messaging, gaming, electronic journals (e-zines), blogging, fan fiction websites, and other online communities is increasingly prevalent, with students being no exception. Foreign language (FL) instructors face the dual challenge of equipping their students with language skills (reading, writing, speaking, and listening) and providing real-world opportunities for application, often compounded by limited exposure to the target culture. Technology, particularly digital literacy, offers students avenues to deepen their immersion in the target culture and language. However, FL educators may encounter challenges in meeting their students' language learning needs through classroom instruction incorporating digital resources, as not all educators are adept with the technological tools students use for cross-platform communication (Brook, 2011; Gitner, 2015). Nonetheless, with enthusiasm and a willingness to explore various technology tools, educators can overcome such challenges in the classroom.

For FL students, digital storytelling (DST) emerges as a valuable tool for fostering literacy and language competencies in authentic contexts, facilitating communication and interaction with native speakers of FL both online and offline through digital and multimodal literacy practices. The growing accessibility of affordable technology intersects with modern educational objectives, leading to a burgeoning adoption of digital storytelling in classrooms (Nassim, 2018). Although DST has yet to fully permeate FL classrooms, it is increasingly recognized as a preferred method for addressing literacy and language challenges among students. Consequently, FL educators must enhance their familiarity with DST strategies. Recent studies by Dreon, Kerper and Landis (2011), Heriyanto (2015), and Kabooha and Elyas (2018) have highlighted the role of technology, particularly computer-assisted language learning software, in facilitating language acquisition. Additional evidence supporting the efficacy of technology in enhancing

student learning has been provided by Budiman (2020). YouTube, a notable example of such technology, has witnessed a surge in educational usage and has been acknowledged by scholars worldwide for its capacity to enhance students' ability to interpret visual cues, particularly in English discourse (Kabooha & Elyas, 2018). Some scholars advocate for the incorporation of YouTube into language classrooms across all educational levels, from elementary to university. Furthermore, an increasing number of students are leveraging YouTube for independent study due to the abundance of educational content available online. Researchers have noted a discernible trend towards investigating the effectiveness of YouTube in language courses (Kabooha & Elyas, 2018).

This study aimed to explore the potential of YouTube visual storytelling in advancing the reading and writing proficiency of foreign language undergraduates. The investigation delved into the utilization of YouTube visual storytelling and its role in facilitating the acquisition of reading and writing skills in foreign languages. By triangulating experimental data and survey responses, the study sought to deepen the comprehension of the strategic implications of YouTube visual storytelling in augmenting the writing and reading abilities of foreign language undergraduates. The following research questions, derived from the overarching objectives and a comprehensive review of the literature, directed both the data collection and analysis in this study. The research questions are as follows:

RQ1: How do YouTube Storytelling features facilitate the reading and writing proficiency of foreign language undergraduates?
RQ2: What are the strategic impacts and usefulness of YouTube visual storytelling in enhancing foreign language reading and writing proficiency of undergraduates?

Review of Literature

Visual Storytelling in Foreign Language Education

Despite the extensive body of research showcasing the effectiveness of visual digital storytelling across diverse educational contexts, this study directs its focus towards FL classrooms. Within language and literacy programs, there has been a push for the integration of digital stories as a pedagogical tool. Chen (2020) asserts that digital storytelling is particularly impactful in teaching foreign languages, appealing to students and offering ease of use for educators (Listiani et al., 2021). Mirza's (2020) research illustrates how digital storytelling effectively integrates educational content into learning activities, fostering engaging and captivating learning environments. Various scholars have utilized this method to establish constructivism-based classrooms (Korucu-Kış, 2023; Nasution, 2019; Yaacob et al., 2021). Additionally, students can utilize digital storytelling to reflect on their learning experiences and creatively share their outcomes. Dreon et al. (2011) highlight the significance of digital storytelling as a tool for language creation, fostering student interest, inspiration, and imagination. Similarly, John and Yunus (2021), Listiani et al. (2021), and Mohammed-Ahmed (2021) underscore how digital storytelling cultivates learning environments that are both enjoyable and intellectually stimulating, leveraging imagination, diverse literacy forms, and various modalities. According to Abdelmageed and El-Naggar (2018), and Masuram and Lizy (2023), digital storytelling projects engage kinaesthetic, auditory, and visual learning modalities. Yeh and Mitric (2019) further note that digital story projects assist students in honing their awareness of audience, purpose, and form in writing, while

also fostering strategic creation skills.

The integration of advanced technology in Digital Story projects enhances student engagement and facilitates the transition from weaker to proficient writing skills (Albahiri & Alhaj, 2020; Morgado & Vesala-Varttala, 2023). Normal linguistic tasks such as salutations and leave-taking can be enhanced through the incorporation of digital storytelling in foreign language workshops (Watkins & Wilkins, 2011; Zhussupova & Shadiev, 2023). Reinhardt (2019) and Wilden et al. (2016) found that students participating in Foreign Language for Specific Purpose courses, particularly in technical-scientific settings, reported improvements in their research, personal, and language skills. Furthermore, Chen (2020) emphasizes the importance of digital storytelling as it allows students to construct their identities through the creation of digital narratives, offering insights into both the products and the learning process that traditional instruction methods may not afford. To gain comprehensive insights into the educational applications of digital storytelling across 26 countries, Rinekso, Rodliyah and Pertiwi (2021) conducted a survey. Digital storytelling enhances students' technical, presentational, research, and creative skills, in addition to bolstering their subject area knowledge and overall academic achievement.

Educators can harness the potential of digital storytelling as an educational tool by crafting captivating narratives on diverse topics accessible to students from any location. As noted by Dreon et al. (2011), students can effectively acquire information through digital stories, similar to traditional sources. Particularly in physics education, digital stories have proven valuable, offering flexibility in learning regardless of students' whereabouts or schedules (Budiman, 2020; John & Yunus, 2021; Laina & Marlina, 2018). Morgado and Vesala-Varttala (2023) observed that MBA students benefited from reform-based instruction facilitated by digital storytelling in flipped classrooms, finding it engaging and enlightening, thereby enhancing their comprehension of concepts, methods, and theories. Numerous studies (Brook, 2011; Chen, 2020; Gitner, 2015; Mirza, 2020; Nassim, 2018; Wilden et al., 2016) highlight that students' creation of relevant digital narratives enhances their grasp of subject matter. According to Heriyanto (2015), digital storytelling has the potential to engage students worldwide, encouraging exploration and discussion of various topics, potentially reshaping the landscape of local education.

YouTube as Digital Tool in Foreign Language Education

YouTube, an online video-sharing platform established in 2005, boasts billions of users who can search, view, and share content created by others (Duffy, 2008). One potential advantage of YouTube is that it empowers students to take control of their learning and the resources they utilize. Recent research (Chen, 2020; John & Yunus, 2021; Yeh & Mitric, 2019) supports the notion that students across all academic levels are increasingly leveraging YouTube. Dreon et al. (2011), and Mirza (2020) identify social interaction, video sharing, and content discovery as primary motivations for YouTube usage. Incorporating YouTube technology into educational settings has consistently shown to significantly enhance student engagement across various learning activities such as viewing, reading, writing, discussing, interacting, and participating (Budiman, 2020; Gabarre, Din, & Gabarre, 2011; Kabooha & Elyas, 2018; Korucu-Kış, 2023; Laina & Marlina, 2018). As highlighted by Brook (2011), YouTube can expose students in FL classes to diverse English accents worldwide, while

Masuram and Lizy (2023) found that YouTube aids in the long-term improvement of learning skills among EFL students in Turkey.

For language educators trained in its use, YouTube's dynamic visual components have positioned it as a valuable instructional tool. Educators view YouTube as a medium that inspires students, integrates real-world contexts into instruction, and facilitates authentic language practice in a supportive environment (Mohammed-Ahmed, 2021; Wilden et al., 2016). Online video-sharing platforms like YouTube have been credited with elevating student achievement and setting higher standards for educational quality. Morgado and Vesala-Varttala (2023) demonstrated the positive impact of YouTube videos on students' vocabulary development. Exposure to videos expands students' vocabulary and contextual understanding, as evidenced by the study's findings. Moreover, Nassim (2018) found that language learners generally find YouTube more accessible than audio tapes, indicating a preference for low-quality YouTube videos over high-quality audio recordings. However, subjective preferences for audio or YouTube may be influenced by various factors such as production quality, program content, teaching approach, student background, and prior knowledge (Brook, 2011; Chen, 2020; Watkins & Wilkins, 2011). Nevertheless, the use of visual aids enhances engagement, leading to improved comprehension, retention, and communication efficacy.

YouTube offers EFL students a dynamic and immersive classroom experience. The integration of music in videos aids in conveying spoken dialogue and ambient sounds, enriching the learning environment (Budiman, 2020; Duffy, 2008; Mirza, 2020). The ability to observe and understand one's surroundings is crucial for comprehending and appreciating non-verbal communication cues. YouTube provides FL students with authentic speaking contexts; they can pause or adjust the volume to practice their language skills (Brook, 2011). Instructors may prompt students to provide thoughtful reflections on the videos they watch on YouTube. In educational settings, students can engage with a wide range of YouTube content, from instructional videos to feature-length educational films, enhancing their learning experience (Dreon et al., 2011; Reinhardt, 2019). The compact layout of YouTube videos offers a space- and time-efficient learning resource, as highlighted by Chen (2020). Brook (2011) underscores the benefits of using YouTube for language instruction, emphasizing its ability to boost students' confidence, provide authentic resources, and significantly enhance engagement among EFL learners. Additionally, Watkins and Wilkins (2011) advocate for the use of YouTube by EFL educators to foster students' independence in learning. YouTube serves as a ubiquitous tool in classrooms worldwide, with software and hardware solutions tailored to educators' needs. Given its integral role in modern education, the removal of YouTube would have a profound impact on learning outcomes (Budiman, 2020; John & Yunus, 2021). While YouTube videos are valuable for showcasing real-life scenarios and FL learners' interactions, they may not fully facilitate conversational practice due to their one-way communication nature (Yeh & Mitric, 2019). However, carefully curated YouTube videos can provide valuable insights into non-verbal communication cues and foster engaging discussions in FL classrooms (Yaacob et al., 2021). To leverage the full potential of YouTube in FL education, instructors must possess a thorough understanding of its visual elements and their implications for verbal communication and oral proficiency.

The usefulness of YouTube Visual Storytelling in Foreign Language Teaching

The utilization of DST in the FL classroom presents both advantages and challenges. Despite

research indicating its positive impact on students' language and literacy skills, there are notable constraints associated with its implementation. DST may restrict opportunities for students to practice their language skills as it may not inherently promote the use of L2 skills, often being perceived by educators as merely combining images and music. Consequently, if instructors lack a comprehensive understanding of digital storytelling and its assembly, DST activities in EFL classrooms may not yield the desired outcomes and may instead result in disruptions and students' reluctance to collaborate effectively. Moreover, while some students may experience improvements in their writing, others may not observe significant enhancements in pronunciation or oral competency when transitioning to digital storytelling for writing assignments. Hence, the efficacy of DST in enhancing L2 abilities, particularly speaking skills, remains uncertain. Despite these challenges, instances exist where the benefits of digital storytelling outweigh its drawbacks. A prior study revealed that students encountered challenges and frustrations during the DST process due to insufficient background knowledge, hindering their progress in second language acquisition. To maximize the effectiveness of DST activities, instructors should select culturally and educationally relevant topics that engage students while consistently incorporating them into the curriculum. However, implementing DST projects for EFL students with lower proficiency levels may pose time constraints. Nevertheless, with careful planning and integration of brief DST exercises into the curriculum, instructors can overcome these challenges and provide meaningful learning experiences for students.

Through the utilization of teacher, peer, and self-evaluations, a prior study observed enhancements in specific linguistic aspects among students, including heightened awareness of language structures and exploration of more intricate grammatical rules, particularly when educators integrated digital storytelling into collaborative writing tasks. In contrast to prior literature, there is a shift in students' behaviour towards independence in writing and adoption of the writing process approach when engaged in collective creation of digital narratives. This transition fostered a culture of lifelong language learning and autonomy among students. The integration of digital storytelling into the writing process introduces novel elements such as authentic audience engagement and audio-visual resources, thereby motivating students to refine their linguistic, creative, and technical proficiencies.

The immediate feedback provided by reviewing their digital narratives enabled students to identify and rectify speech and content errors promptly, leading to improvements in language skills and bolstering self-assurance in their second language. Consequently, their metalinguistic awareness was heightened, prompting them to revise and refine their narratives. According to Gartner's findings (201s), engaging students in the composition of both conventional and digital narratives nurtured their critical absorption and generation of knowledge in the digital era.

Study Methodology

Study Design

Utilizing a quantitative research framework, this investigation delves into the impact of visual storytelling elements on YouTube on the FL reading and writing proficiency of students.

Employing a quasi-experimental approach, the study evaluates students' reading and writing skills through pre-test and post-test group comparisons. Furthermore, alongside the quasi-experimental inquiry, the research incorporates a survey conducted across various universities, aiming to gauge the perceived efficacy and utility of YouTube visual storytelling attributes in augmenting the reading and writing proficiency of undergraduate students.

Study Population

A cohort of undergraduate students specializing in foreign languages at a university was randomly selected and divided into two groups: an experimental group and a control group. Over a span of four weeks, the experimental group underwent training through YouTube storytelling videos, while the control group received instruction via conventional teaching methods involving audiotapes. Prior to participation in both the experiment and surveys, all individuals provided informed consent by signing a consent form, acknowledging their voluntary involvement in the study and their right to withdraw at any time. Subsequently, participants underwent pre-tests assessing their reading and writing skills. The pre-test scores served as an additional variable to account for initial variations in reading and writing abilities.

Sampling

The study sample comprised 48 undergraduate students majoring in foreign languages, who were selected randomly to partake in the surveys. Additionally, 91 undergraduate students majoring in foreign languages participated in the survey. The demographic characteristics of the participants are delineated in Tables 1 and 2.

Table 1

Summary of Demographic Features of Participants in the Quasi-experiment

Categories	Variables	Frequencies	Percentages
Gender	Male	N=29	60.41%
	Female	N=19	39.59%
Academic Level	Penultimate year	N=13	27.08%
	Final year	N=35	72.92%

The presented Table 1 illustrates that more than 60% of the undergraduates involved in the experimental investigation were male students, with the remaining being female. Furthermore, the table reveals that 72.92% of the undergraduates are in their senior year, while the remainder are in their junior year. The table denotes experienced undergraduate students in the field of foreign languages.

Table 2

Summary of the Demographic Features of the Undergraduates in the Survey

Categories	Variables	Frequencies	Percentages
Gender	Male	N=42	46.15%
	Female	N=49	53.85%
Academic Level	Penultimate year	N=37	40.65%
	Final year	N=54	59.35%

A survey involving 91 foreign language undergraduates was conducted, revealing that 46.15% of participants were male, while 53.85% were female, representing a higher proportion. Additionally, the tables displayed that 59.35% of the surveyed participants were in their senior years, with the remaining students in their junior years.

Study Tool and Validity

The aim of conducting reading and writing assessments was to delineate the students' foreign language proficiency in these areas. This encompassed evaluating both the overall and individual scores subsequent to the implementation of the proposed method (YouTube storytelling videos). Participants were tasked with engaging in paired conversations akin to a performance examination. Students had unrestricted freedom in selecting the topic for the reading and writing experiment. Another instrument employed in the study was a survey questionnaire constructed through Google Forms. The primary purpose of the survey was to complement the experiment's findings by elucidating the effects of YouTube visual storytelling on the enhancement of foreign language reading and writing proficiency.

The researcher conducted an assessment of the validity and reliability of the reading and writing evaluation instruments utilized by the students. A panel consisting of eight foreign language experts possessing proficient language skills and extensive teaching experience critically reviewed and endorsed the researcher's assessments. Feedback from these scholars informed adjustments to both the test and survey instruments. Through the retest/test method, the reliability of the assessment was established. Initially, a pilot test involving 10 students not included in the study sample was administered, resulting in a Pearson correlation coefficient of 0.87. Subsequent analysis of post-test results revealed a Pearson correlation coefficient of 0.84, indicating strong reliability for both assessments. Similarly, an examination of the survey data yielded a correlation coefficient of 0.85.

Administration of Study Tools

Experimental Test Administration

The experimental group engaged in reading and writing exercises facilitated by a set of seventeen storytelling videos sourced from YouTube. The selection and presentation of these video clips were based on the students' language proficiency levels, as determined by the researcher. Additionally, an observational checklist was employed to assess the students' participation levels and their reading and writing competencies. A pair-converse examination was administered both before and after the intervention to gauge the students' reading and writing proficiencies. The objective of these pre- and post-tests was to assess the participants' proficiency in reading and writing within the FL context, encompassing aspects such as accuracy and fluency. Accuracy entails the adept use of vocabulary, grammar, and pronunciation in specific contexts, while fluency pertains to maintaining a satisfactory level of expression during independent reading or writing endeavours.

Survey Questionnaire Administration

The survey was conducted through digital channels, utilizing students' diverse social media profiles, such as Instagram, Facebook, and WhatsApp. The questionnaires encompassed different response formats, incorporating polar and content-based inquiries. The primary objective of the survey was to determine students' perceptions regarding the effectiveness and utility of YouTube visual storytelling in improving foreign language reading and writing skills.

Method of Analysis

Relevant statistical analyses were performed, which involved computing both pre-test and post-test scores. The reading and writing proficiencies of students in their respective languages were assessed through achievement evaluations administered twice: initially before the experiment and subsequently after its completion. IBM SPSS (Statistical Package for the Social Sciences) was utilized to process the data derived from the experimental assessments. The comparison between the two groups of learners was conducted via a t-test. Additionally, percentile values were employed to illustrate the findings obtained from the conducted surveys.

Results and Discussion

Results Presentation

The findings derived from the gathered data are delineated into two sections herein. The initial section delineates the outcomes of the executed experiments, encompassing both the pre-test and post-test outcomes. Subsequently, the second section employs graphical representations to encapsulate the summarization of the survey outcomes.

Results of the Experiments

A preliminary assessment was administered to all participants in the experimental study to address any initial discrepancies within the EG and CG. An independent samples t-test was utilized to compare the mean scores of undergraduate students majoring in foreign languages across the two distinct groups during the pre-test phase, utilizing SPSS software. Table 3 illustrates the difference in mean scores between the experimental and control groups during the pre-test. The data depicted in Table 3 suggests that there were no statistically significant differences in the mean scores of undergraduate students majoring in foreign languages between both groups during the pre-test phase. The findings indicate that both the experimental and control groups exhibited similar performance levels on the reading and writing assessment prior to the implementation of YouTube visual storytelling in the instructional process. To examine the differences between the two groups regarding their utilization of YouTube technology, the same assessment was administered as a post-test four days subsequent to the experiment. Subsequently, an independent samples t-test was conducted to compare the mean outcomes of each group during the post-test phase.

Table 3

Results of the Pre-test Experiment

Test	Group	Sample	Mean	Std. dev.	t-test	Sig.
Pre-test	CG	48	4.44	3.46	3.26	0.01. Not
	EG	48	2.23	2.16	-	Significant

The findings of the t-test, as depicted in Table 4, present the comparative improvement between the experimental and control groups on the post-test. Table 4 illustrates that the t-values reached statistical significance at the 0.05 level for the overall test scores. This indicates notable disparities between each group on the post-test, particularly concerning the experimental group. The proficiency in reading and writing among foreign language students in this group exhibited significant enhancement compared to their counterparts in the control group, as evidenced by a p-value of 0.05. These results underscore the affirmative influence of integrating YouTube technology in augmenting the reading and writing proficiencies of foreign language learners.

Table 4

Outcomes of T-Test

Test	Group	Sample	Mean	Std. dev.	t-test	Sig.
POST-test	CG	48	40.44	5.45	-7.20	0.00.
	EG	48	27.23	4.12	0.05	

Results of the Survey

The survey encompassed five primary inquiries designed to elucidate the perceived effects and utility of the tools under consideration. The findings, encapsulated in both graphical representations and a tabular format, emanate from the participation of 91 undergraduates. As illustrated in the table, a majority of the respondents (exceeding 61%) express a strong conviction regarding the high utility of YouTube storytelling features in augmenting FL reading and writing proficiencies (refer to Figure 1).
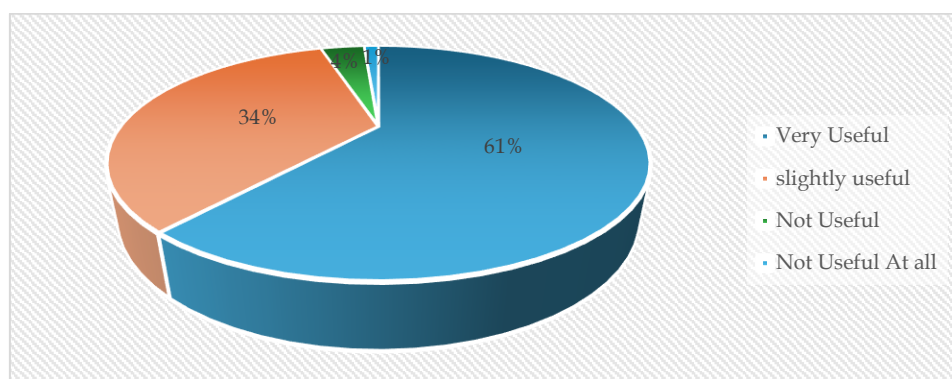

Figure 1: *Results of the Perceived usefulness of YouTube Visual Storytelling Tools in enhancing reading and writing skills in FL.*

Additionally, Figure 2 delineates that nearly 70% of the survey respondents acknowledge that YouTube storytelling features contribute to their proficiency in reading and writing in the foreign language. Conversely, only approximately 3% and 2% respectively opine that the efficacy of the technology in enhancing FL reading and writing skills is either infrequent or negligible.
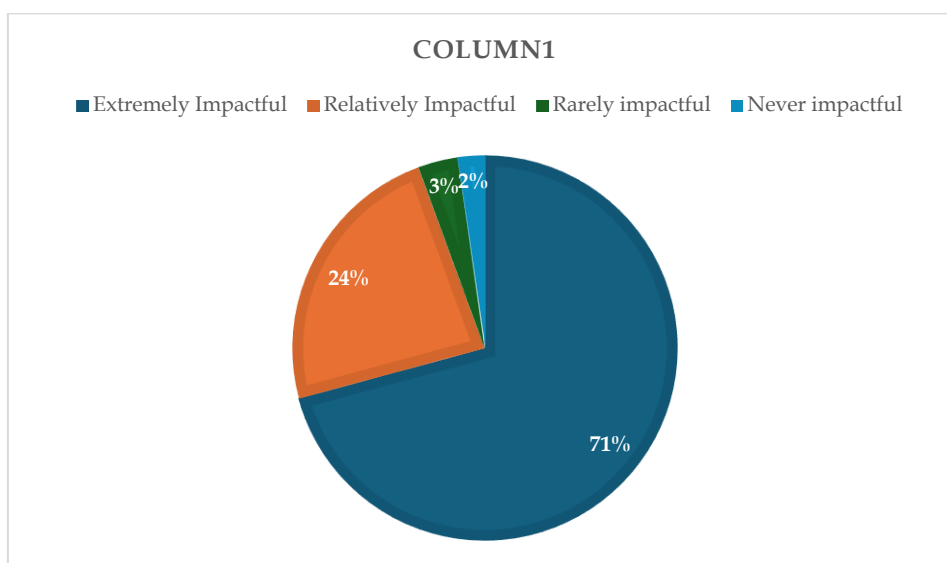

Figure 2: *Results of the Perceived Impacts of Youtube Storytelling Features in Enhancing FL Reading and Writing Skills.*

Table 5

Results of Perceived Effectiveness of YouTube Storytelling Features in Enhancing FL Reading and Writing Skills

Survey Items	Agree	Neutral	Disagree	Mean	Std. Dev.
The consistent use of YouTube storytelling tools has enhanced my reading ability and writing proficiency in the foreign language	85.74	2.95	11.31	4.72	0.89
I learned how to read and write difficult expressions and expand my FL vocabulary through YouTube storytelling	72.45	8.33	19.22	4.13	1.32
YouTube storytelling features should be integrated into the FL curriculum	91.85	4.22	3.93	5.28	0.53

Moreover, Table 5 illustrates participants' strong consensus regarding the enhancement of their foreign language reading and writing skills through these tools, with an average score of 4.72 and a relatively small standard deviation of 0.89. Additionally, a significant majority of respondents (72.4%), with a mean score of 4.13 and a higher standard deviation of 1.32, indicated that YouTube storytelling aided them in mastering complex phrases and

expanding their foreign language vocabulary. With a mean score of 5.28 and a low standard deviation of 0.53, the majority of participants (91.8%) expressed the belief that YouTube storytelling components should be integrated into the foreign language curriculum. These findings underscore the potential benefits of incorporating YouTube's storytelling features into formal language education to enhance students' reading and writing proficiency.

Discussion

This study has explored and documented methodologies for leveraging YouTube's storytelling features to enhance reading and writing proficiency. An examination of the impact of YouTube's visual storytelling elements suggests that they can indeed bolster students' reading and writing skills in languages other than their native tongue. The findings indicate that students may find YouTube's visual storytelling resources, particularly video-based storytelling components, beneficial within the classroom setting. These results align with the framework of social cognition, as supported by Yeh and Mitric (2019), Chen (2020), Brook (2011), and Laina and Marlina (2018), who argue that an engaging and interactive classroom environment facilitates foreign language acquisition. Similarly, Kabooha and Elyas (2018) demonstrated that incorporating brief videos in foreign language instruction enhances information retention and sustains active student participation throughout lessons, reinforcing the outcomes of this study. The research suggests that academic performance can be enhanced through the utilization of YouTube as an educational tool. Nassim (2018) also found that the integration of visuals improves performance in foreign language classrooms. This enhancement is attributed to the encouragement of both students and educators to partake in creative and innovative projects, as highlighted by Rinekso et al. (2021).

Moreover, the experiment demonstrates that the utilization of YouTube technology fosters student motivation, enhances information retention, and augments their comprehension of spoken language. Its application creates an animated and interactive environment that fulfils the diverse requirements of students' English language acquisition. Gitner (2015), Mirza (2020), Yaacob et al. (2021), and John and Yunus (2021) all ascertain that active engagement and observation in social interactions yield positive outcomes, aligning well with social cognitive theory. Consequently, this study advocates for the integration of visual elements in FL classes to stimulate participation, thereby enabling students to practice spontaneous oral and written communication both inside and outside the classroom. To extend the scope of this investigation, it becomes imperative to incorporate various short video excerpts from YouTube depicting the myriad social and professional contexts, along with the interrelationships within them, essential for enriching FL students' socio-linguistic exposure. The intricate interplay between visual and verbal narrative threads constituting communication poses a challenge in assimilating all visual storytelling components as discrete entities. Consequently, researchers stand to benefit from the study's findings, particularly concerning insights into YouTube's efficacy. Studies exploring the utility of YouTube in enhancing writing skills or teaching reading comprehension among FL students will find this dataset particularly valuable.

The survey results revealed that a substantial majority (85.74%) of foreign language students concurred that regular utilization of YouTube storytelling tools significantly

enhanced their proficiency in reading and writing in the respective language. This finding aligns with the discovery by Abdelmageed and El-Naggar (2018) that digital storytelling contributes to enhanced communication skills, underscoring the generally positive impact of multimedia technologies on language proficiency. With a low standard deviation (0.89) and a mean score of 4.72, participants exhibited consistent progress, suggesting a promising trajectory. These findings underscore the potential efficacy of YouTube stories as a valuable learning resource for enhancing foreign language fluency and proficiency in reading and writing. Notably, a noteworthy revelation from the survey was that a majority of respondents (72.4%) reported significant expansion of their foreign language vocabulary through the practice of reading and writing complex phrases.

Furthermore, variations in individuals' experiences are evident, as indicated by the relatively higher standard deviation of 1.32 compared to the mean of 4.13. This finding underscores the efficacy of YouTube stories in augmenting language skills and facilitating vocabulary acquisition, an integral aspect of foreign language learning. Subsequently, the majority of respondents (91.8%) expressed the belief that integrating YouTube's storytelling components into language instruction would be beneficial. This consensus aligns with findings by Duffy (2008), who explored avenues for incorporating new media into educational settings. This is evident in the mean score of 5.28 and a standard deviation of merely 0.53. Such insights carry significant implications for the field of foreign language education, highlighting the imperative for educators to recognize the potential of YouTube storytelling tools and integrate them into pedagogical practices. These technologies can complement the conventional school curriculum and foster active engagement among students throughout the language learning process.

The broader implications of the survey findings extend to foreign language teaching and learning practices. Educators aiming to cultivate students' reading and writing proficiencies should consider leveraging multimedia resources such as YouTube stories. The benefits of digital storytelling and multimedia in language instruction have been elucidated by scholars such as Christiansen and Koelzer (2016) and Gitner (2015), among others. Moreover, the capacity for students to expand their vocabulary through viewing YouTube videos underscores the significance of incorporating novel and diverse instructional materials. The theories posited by Budiman (2020) and Heriyanto (2015) suggest that multimedia content can enhance language acquisition. Lastly, educational systems need to adapt to the digital landscape, supported by the fact that 91.85% of survey respondents advocate for the integration of YouTube storytelling into the curriculum. This finding resonates with previous research by authors like Duffy (2008) and Nassim (2018), underscoring the utility of digital storytelling tools for language educators.

Conclusions

This study investigates the impact of YouTube storytelling on the reading and writing skills of foreign language undergraduates. It involved 48 students in two groups, aiming to assess YouTube's effect on literacy development. Pre-test results showed no significant differences between groups. Post-test evaluations were conducted to compare performance, revealing the influence of YouTube technology on improving reading and writing skills.

The post-test results revealed significant differences between groups, particularly in the experimental group using YouTube technology. Students following the Speak Reading and Writing program showed significantly higher literacy skills compared to the control group, indicating YouTube's beneficial impact on language learning. Survey results indicated participants' agreement that YouTube tools improved their reading and writing skills, with a mean score of 4.72 and moderate standard deviation. Additionally, most respondents (72.4%) reported that YouTube storytelling helped them learn difficult phrases and expand their vocabulary. The majority (91.8%) suggested including YouTube storytelling in the language curriculum, aligning with its potential to enhance literacy skills.

Implications and Future Directions

The study contributes valuable insights to the existing literature by emphasizing the significance of YouTube storytelling in language learning. It underscores the pivotal role of visual storytelling in facilitating the acquisition of new languages. While past discussions among scholars regarding the efficacy of YouTube for language learning have been inconclusive, this study provides substantial evidence supporting the importance of YouTube storytelling in enhancing writing and reading skills.

Practically, the study suggests that the effectiveness of YouTube visual storytelling hinges upon the quality of content. High-quality content is essential for facilitating effective language learning and ensuring proper conceptualization among learners. Therefore, students of foreign languages should prioritize engaging with high-quality YouTube visual storytelling content to optimize their learning experience. Additionally, attention should be given to enhancing language proficiency, as it serves as a catalyst for strategic learning with the aid of YouTube. Ultimately, the strategic incorporation of YouTube visual storytelling approaches into language learning programs holds promise for fostering comprehensive understanding and learning development among students.

This study acknowledges its limitations and suggests avenues for future research. While it examines the impact of YouTube visual storytelling on FL learning, it recognizes that other factors may also play a role. Future studies could explore the potential mediating role of learners' psychological wellbeing in this relationship, offering valuable insights. Additionally, addressing methodological limitations, future research could utilize Likert scale data collection and analyse it using Smart PLS 4, enhancing the depth of understanding in this area.

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