

Exploring digital distractions in the use of YouTube for enhancing foreign language writing proficiency



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ABSTRACT

YouTube is a digital platform that can support the development of language skills, including writing. As an important tool for improving writing abilities, YouTube offers videos that help language learners practice creative writing and other types of writing in an easy and accessible way. However, the use of this platform may also create distractions for learners. This study focuses on examining the digital distractions that occur when using YouTube to improve writing skills in a foreign language. It also aims to suggest ways to make the platform more effective for language learning. The study involved seventy-nine participants, who were purposefully selected from different universities. To achieve the research objectives, a mixed-method approach was used to collect data from these participants. The findings revealed several digital distractions on YouTube that may affect the learning process, such as advertisements, video recommendations, the auto-play function, and pop-up notifications. Among these, advertisements and pop-up notifications were identified as the most common sources of distraction. Although these features may be useful for other purposes like marketing, they interrupt the learning process and reduce learners' focus during language study.

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1. Introduction

The proliferation of technology in the language learning domain has provided language learners with alternative methods for improving language skills. Using digital platforms is one of the alternative methods for language learning, language skill acquisition, and language improvement. According to [Alakrash et al. \(2022\)](#), these digital platforms had various language materials and resources that help language learners learn effectively.

For years, many digital platforms have appeared to be effective in helping language learners in their learning journey. One prominent feature these platforms have in common is the integration of multimedia elements. Nevertheless, this involves incorporating various media forms into these platforms, such as texts, videos, audio, and other interactive learning elements. More so, there have been numerous studies on using digital platforms to

improve language skills. These studies provided an array of evidence on the effectiveness of these platforms. They advocated proper integration into language learning since they give the students alternative settings for learning ([Sari, 2022](#)).

YouTube is one of these platforms, characterised by diverse and educational videos that provide learners with practical examples of language scenarios and visual language learning materials. According to [Kim and Kim \(2021\)](#), using this platform has reportedly improved learners' language, oral, and written skills. Meanwhile, one of the implications of using YouTube and other digital platforms is the inducement of digital distraction during language learning. Digital distraction in language learning entails diverting learners' attention from the learning goal due to the presence of some features.

Many distracting elements, such as pop-up notifications and advertisements, characterize the YouTube platform. This interruptive ad can make the learner viewing the video content lose interest in learning. However, other distracting elements on YouTube platforms are video recommendations, auto-play features, notifications and alerts, and video length and quality. Meanwhile, this study emphasizes the importance of understanding and knowing how to deal with these distractions for

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language learners. This knowledge will facilitate their ability to harness the platform's full potential for optimal learning.

2. Literature review

Recently, a lot of studies have explored the use of YouTube platforms for language learning, emphasizing engagement and access to diverse language resources for learning. On the other hand, some studies have also investigated the challenges of using the YouTube platform for language learning. However, the current research builds on the findings of these investigations, providing enough background for the understanding of the objective of this study.

2.1. Digital platforms and foreign language learning

Digital platforms are among the positive remnants of the effect of the emergence of technology in the domain of language education. The presence of technology in language education has maintained a progressive impact on both the teaching and learning of language, such that teachers make use of technological tools to facilitate their language teaching, and students, on the other hand, are also able to access varied language resources, including platforms that offer practical teaching on language. However, early research on using digital platforms for language learning mirrored the effectiveness of digital tools such as CD-ROM and other language software. Meanwhile, [Irzawati \(2021\)](#) noted that digital platforms came to the limelight in the 21st century by integrating online learning during COVID-19. However, due to this pandemic, schools were shut down worldwide, and the learning system was shifted from face-to-face classrooms to online learning.

Before this pandemic, there was already a presence of technology in the language learning domain. However, with the effects of the pandemic on the educational system, more attention was drawn to online learning, giving rise to different digital learning platforms. However, with the spread of technology in language learning, more investigations have been carried out on various online learning platforms. However, most of these investigations focused more on the positive impacts of these platforms on foreign language learning and their multimedia features. A study by [Alakrash et al. \(2022\)](#) explored the use of digital platforms by Arab students who are EFL learners. However, the study discovered that these digital platforms enhance students' language and digital literacy skills. On the other hand, [Kim \(2020\)](#) revealed that learning with these platforms helps bridge distance learning, so learners no longer need to be physically present in the classroom.

[Irzawati \(2021\)](#) investigated several digital platforms, such as learning management systems (LMS), social networking applications, and video

conferencing. LMS is a software that can be used as a virtual center for learning. Regarding language learning using LMS, it is used as a specialized language learning technology system that provides training and education to learners. In the work of [Taysi and Başaran \(2018\)](#), it was discovered that students who use this digital platform have positive perceptions about it based on its efficiency and effectiveness. Having analyzed the effect of video conferencing on communicative language activities, [Darawsheh et al. \(2023\)](#) argued that video conferencing serves as an alternative to physical classes. However, the scholarly work recognized the absence of metalinguistic features among students during learning, which usually manifests in face-to-face classroom learning. Another study by [Yu \(2022\)](#) revealed that video conferencing facilitates improving L2 learners' language skills. [Dogoriti et al. \(2014\)](#) identified Facebook as one of the social networking applications. Initially, digital platforms were designed to promote interaction and communication among individuals. Their presence in the foreign language domain has been impactful, such that both learners and teachers of language benefit from their potential, from catering to learners' learning styles, preferences, and financial burdens to language education to serving as tools for language teaching ([Khasawneh, 2024](#)).

2.2. Exploring the effectiveness of YouTube in writing proficiency

Several investigations have been carried out on using YouTube for language learning. These works uncover YouTube's usefulness in facilitating language and providing practical scenarios for learners. YouTube is a Web 2.0 site that allows individuals to share, view, and comment on videos ([Kim and Kim, 2021](#)). However, YouTube has been considered an online learning platform that has also been integrated into language learning classrooms as supplementary visual material ([Yu, 2022](#)).

YouTube has both LMS and social networking application features as a digital platform. It is a hybrid platform with some elements of LMS, such as accessibility, education content, interactive feedback, instructional videos, and social networking elements, such as user interaction, content sharing, and community building. Nevertheless, these relevant features allow the platform to provide its members with vast arrays of content, ranging from educational to entertainment. In the context of language learning and language skill enhancement, the multimedia features found on this platform enable learners to learn and improve any language skill of their choice. [Kristiani and Pradnyadewi \(2021\)](#) noted that the instructional videos found on the platform help learners enhance their speaking proficiency. Meanwhile, an investigation by [Lestari \(2019\)](#) revealed that the audio feature found on YouTube helps improve students' listening skills in eighth grade at MTs DDI Tani Aman Loa Janan.

Nevertheless, [Hardianti and Saosang \(2022\)](#) argued that the multimedia elements integrated into YouTube aid in understanding the intricacies of writing. For instance, some videos guide stylistic devices, structures, and grammar rules. It is important to note that writing involves putting down one's idea or thought. Therefore, it is important to have the necessary skill to clearly express one's original ideas and message. As noted by [Zulfaniti \(2019\)](#), most students still lack the skill to compose ideas, thus requiring teachers' guidance. Following this condition, [Syafiq et al. \(2021\)](#) claimed that YouTube can be used to overcome this situation as it contributes to language teaching and learning.

Using a process-based, genre-based approach, [Rizkiyah \(2017\)](#) uncovered how some features on the YouTube platform could be used effectively to improve students' writing skills, specifically hortatory exposition texts. The process, which involves strategic steps, starts with building knowledge of the field, followed by modelling of texts, joint construction of the text, independent construction of the text, planning, and drafting. The scholarly work further experimented with this method using instructional videos from YouTube. The findings revealed that the research participants' writing skills improved, which was observed from the rubrics for scoring their content, organization, vocabulary, grammar, and mechanics. The YouTube best fits as a platform for academic writing training. The scholarly work further noted that some features, such as playback and subtitles, enhance learners' autonomy, thus creating room for writing skill improvement.

On the other hand, [Guo et al. \(2014\)](#) claimed that the YouTube platform creates room for students' engagement through some practical videos made available on the platform. Language teachers can create practical videos on YouTube and encourage their students to watch these videos and practice their writing skills. The findings revealed that students find learning enjoyable and more accessible with teacher-made YouTube videos on writing proficiency.

2.3. Challenges of using the YouTube platform for foreign language learning

Generally, the YouTube platform has continued to offer language learners essential resources to learn a language and improve their language skills quickly. However, the issue with using this platform, which is also like other digital platforms, is the accessibility of the right resources that align with learners' learning goals. Although many videos are available on the platform, not all videos are suitable for a particular learning goal. As reported in the scholarly works of [Huang \(2020\)](#), [Triana et al. \(2021\)](#), and [Suwastini et al. \(2021\)](#), teachers find it difficult to select suitable videos that suit their language learning goals for a particular lesson. As such, they must watch these videos from the beginning to the end to ascertain the most suitable ones. According to [Purwanti et al.](#)

[\(2022\)](#), the videos on YouTube serve as learning materials and are different from the textbook materials used in the classroom. Language teachers can quickly tell whether textbook material is suitable for language learning by merely looking at the title and table of contents; this does not apply to video material, as the teacher will have to go through the whole video ([Khasawneh, 2023](#)).

Nevertheless, previous studies have also identified unstable internet connections as one of the challenges of using the YouTube platform for language learning. As a technical challenge in using YouTube, [Purwanti et al. \(2022\)](#) noted that this challenge hinders learners from accessing the platform. Most digital platforms are only accessible through the Internet. Even the internet connection must be strong enough to access the platform entirely. However, a low internet connection can hinder learners from streaming the videos, downloading them, or making the videos unclear. [Triana et al. \(2021\)](#) argued that a slow internet connection while using YouTube for language learning has the capability of frustrating learners and consequently causing low motivation. The lack of a structured learning path also poses a challenge while using YouTube for language learning. Contrary to traditional classroom language learning, there is a lack of a structured approach to using YouTube for language learning. Language learners who use YouTube for learning are often challenged to determine where to start, resulting in a gap in the necessary knowledge.

Even though the YouTube platform creates room for autonomous learning, some learners still need the presence of teachers as they feel less motivated to use the platform to learn. There needs to be more interaction between teachers and learners when using YouTube for language learning. [Coverdale-Jones \(2000\)](#) argued that one challenge to using videos as an alternative to physical classes is the need for interpersonal communication. Learners are opportunities to interact with their peers and teachers in the traditional classroom setting, leading to motivation and engagement, which are not attainable when using YouTube for foreign language learning. [Purwanti et al. \(2022\)](#) asserted that the limited interaction between language teachers and their students negatively impacts the students' learning styles, as they must adjust to new styles. As such, [Alharbi \(2019\)](#) advised that while using the videos as a learning tool, teachers should deliberately pause the videos and initiate a discussion based on the content of the videos, aligning them with the learning goals.

A critical drawback of using YouTube for foreign language learning is digital distraction. Digital distractions happen when the attention of language learners who use the YouTube platform is diverted from their learning goal due to various factors. Nevertheless, this research will uncover some of these distractions to help learners understand them and know how to deal with them.

2.4. Gap in literature

Having explored many works on the use of YouTube for language learning, it can be said that many scholars have emphasized internet connection, content quality, and low motivation, amongst others as the challenges that learners are faced with while using YouTube Platform for language learning. Nevertheless, there is less focus on the concept of digital distractions as one of the major challenges of using YouTube in language learning. As such, this research is focused on addressing these digital distractions.

2.5. Research questions

- A. What are the prevalent digital distractions in the use of YouTube platforms for writing proficiency?
- B. To what extent do digital distractions affect the writing proficiency outcome of foreign language learners?
- C. What are the strategies to minimize these digital distractions on YouTube for optimal writing proficiency improvement?

3. Research methodology

3.1. Research design

A mixed research methodology was adopted in this research to effectively reflect the opinions of relevant stakeholders (language students and language teachers) on the issue of digital distractions that language learners encounter while using the YouTube platform for writing proficiency improvement. According to Morse (2010), this method incorporates a complete research method with another simultaneous research method (basically, a combination of quantitative and qualitative methods).

3.2. Research participants

Nevertheless, a total of seventy-nine individuals, comprising fifty-nine foreign language students and twenty foreign language teachers, were used in this study. These participants are, however, purposively selected based on certain criteria, which include being a foreign language student or teacher, having experience in the use of YouTube for language learning or teaching, and a willingness to share their opinions regarding the research's objective. On the other hand, the demographic information of the participants revealed that the number of male respondents was thirty (30), while the remaining forty-nine (49) were females.

3.3. Research instrument

Based on the type of research methodology adopted, the first instrument used in this research was an online questionnaire. This tool, which

contained the necessary survey items, was administered to the participants to collect the research data. However, the questionnaire was disseminated to the participants through their emails. The second instrument was a smartphone. This tool was used to interview some selected participants to gain insights from their perspectives. These participants were called via the smartphone, and the call was recorded and further transcribed by the researcher to collect qualitative data through the interviews.

3.4. Method of analysis

Two steps were taken to analyze the data generated for this research. The first step incorporates the use of a chart and a descriptive statistics method to present and analyze the quantitative data and subsequently interpret them. It is important to note that some qualitative data were integrated into the interpretation of the quantitative analysis to further accomplish the research objectives. Second, the qualitative data were presented and interpreted to further validate the findings in the quantitative analysis. More so, it is important to note that the qualitative data were generated from the interview granted by only four participants including two foreign language teachers (FLT1 and FLT2) and two foreign language students (FLS1 and FLS2).

4. Data presentation and analysis

The first section of the questionnaire contains the participants' demographic information, while the second section contains the survey items formulated for the quantitative analysis. Nevertheless, these survey items align with the first research question, which seeks to unveil the extent to which digital distractions affect the writing proficiency outcome of foreign language learners. Below are the results of the respondents regarding the survey items as shown in Fig. 1:

- A. What are the prevalent digital distractions in the use of the YouTube platform for writing proficiency?
 - B. To what extent do digital distractions affect the writing proficiency outcome of foreign language learners?
1. The YouTube platform is less effective for writing proficiency improvement due to digital distractions.
 2. Advertisements disrupt my attention while practicing writing.
 3. Pop-up notification distracts me from concentrating on my writing exercise.
 4. Auto-play feature makes me watch videos not related to writing proficiency.
 5. Gaming and promotion ads can lure learners into watching gaming activities and unrelated videos.

6. There is often a decline in writing proficiency while using YouTube for learning.
7. Digital distractions, such as pop-up notifications and advertisements, are more common than comment sections and social media alerts.
8. The YouTube platform is better than the traditional classroom for writing proficiency improvement.

Table 1 presents the result of the quantitative analysis revealed two important aspects that align with the objective of this research. The first aspect is the identification of the digital distractions prevalent

in the use of YouTube platforms for writing proficiency improvement. From the chart above, many digital distractions were identified, which include pop-up notifications, advertisements, suggestions of unrelated videos, auto-play features, gaming and promotion ads, comment sections, and social media alerts. Meanwhile, more than 49% of the respondents affirmed that the YouTube platform is less effective for writing proficiency improvement due to digital distractions. However, this is based on their experiences in the use of this platform for their writing proficiency.

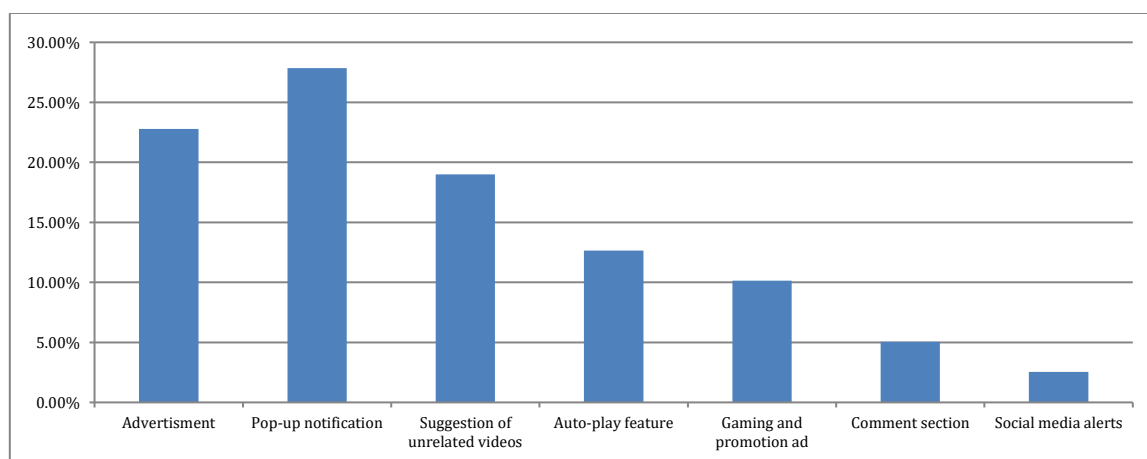


Fig. 1: Prevalent digital distractions in the use of the YouTube platform for writing proficiency

As stated by one of the respondents, "I find it difficult most time to get back to my learning track because of ad pop-ups," FLS 2. This suggests that language teachers who use this platform to teach their students writing proficiency and students who use it to enhance their writing skills encounter these digital challenges. More than 50% of the participants attested to the disruptive nature of the advertisement feature found on the YouTube

platform. A similar response was obtained regarding other features found on YouTube, such as pop-up notifications, auto-play features, suggestions of unrelated videos, gaming, and promotion ads. It is important to note that although these identified features, found on the YouTube platform, have advantages in certain areas, their presence in the context of language learning, specifically writing proficiency enhancement, causes distraction.

Table 1: Participants' responses on the extent digital distractions affect the writing proficiency outcome of foreign language learners

Survey items No.	SA	A	N	D	SD	Mean	Std.
1.	27.85%	22.78%	18.99%	17.72%	12.66%	3.36	1.34
2.	31.65%	25.32%	18.99%	15.19%	8.85%	3.55	1.28
3.	37.97%	22.78%	18.99%	12.66%	7.60%	3.70	1.28
4.	22.78%	25.32%	22.78%	18.99%	10.13%	3.32	1.30
5.	25.32%	22.78%	25.32%	15.19%	11.39%	3.31	1.34
6.	18.99%	25.32%	31.65%	15.19%	8.85%	3.22	1.23
7.	27.85%	31.65%	18.99%	12.66%	8.85%	3.54	1.27
8.	18.99%	25.32%	25.32%	17.72%	12.65%	3.23	1.29

SA: Strongly agree; A: Agree; N: Neutral; D: Disagree; Std.: Standard deviation

On the other hand, digital distractions are more prevalent and cause more distractions than others, as the chart shows. From the analysis, pop-up notifications occupied the most prevalent position, with 27.85% of responses. The advertisement can also be placed in the same category as the pop-up notification, as the participants received 22.78% of agreed-upon responses. Subsequently, gaming and promotion ads, suggestions of unrelated videos, and auto-play features can be categorized as less common since they exert less influence than previously identified ones. Another aspect of the

quantitative analysis reveals how these digital distractions affect the writing proficiency outcomes of foreign language learners. The findings from the second to fifth survey items reveal that this digital distraction disrupts attention while practicing writing (more than 50% affirmed this), distracts learners from concentrating on their writing exercises, lures learners into watching gaming activities and unrelated videos, and causes a decline in writing proficiency (about 43% of the respondents affirmed this).

In line with this, participants also shared their views regarding their preference to use the YouTube platform to enhance writing proficiency in the traditional classroom. Based on their responses, although this platform is filled with many digital distractions, some respondents still prefer it as the best for this purpose. This is evident from the percentage of their responses, as 44.31% attested to this and only 30.37% of them refuted this proposition. As one of the participants stated, "Despite the challenges I encounter in using YouTube for language learning, I still prefer it for my writing proficiency enhancement due to the practicality I found in some instructional videos I have come across over time," FLT1.

Table 2 shows that there were significant variations ($p = 0.003$) between male and female participants' answers regarding the degree to which digital distractions impact foreign language learners' writing competence outcomes, with a preference for females who demonstrated better writing abilities.

Table 2: T-test values for gender differences

Gender	N	M	SD	T-value	Sig	Effect size
Male	938	3.86	0.48	3.110	0.003	0.14
Female	660	3.91	0.39			

Table 3 shows that the participants in the humanities and science disciplines in the sample differed significantly ($\alpha < 0.05$) from the sample ($p = 0.001$), favoring the humanities field.

Table 3: T-test values for academic disciplines differences

Academic disciplines	N	M	SD	T-value	Sig	Effect size
Humanities	1034	4.16	0.40	2.320	0.001	0.20
science	564	3.80	0.47			

4.1. Qualitative results

In answering the second research question, the responses of the selected research participants were presented and analyzed thematically. However, the second research question is anchored on the strategies to minimize these digital distractions on YouTube for optimal writing proficiency improvement. Based on the responses of the participants, the following themes were developed regarding the strategies for minimizing digital distractions while using YouTube for optimal writing proficiency improvement.

4.1.1. Content management

One of the strategies suggested by the participants is content management. This involves creating and organizing educational videos on YouTube in a way that ensures learners have access only to relevant and appropriate materials. Both teachers and students can take part in this process. As one participant, who is also a language teacher, explained:

"Teachers can organize or encourage students to organize selected educational videos into playlists

and collections" (FLT2). Another participant added, "Creating playlists is an effective way to reduce digital distractions. For example, I usually make playlists for grammar, writing, or other language skills. This allows me to stream videos easily and helps me focus on content that improves my language skills" (FLS1).

4.1.2. Technology strategy

This strategy involves using various technical tools to improve the learning experience on YouTube. In particular, to reduce digital distractions, methods such as installing ad blockers, subscribing to YouTube Premium, applying content filters, and managing notifications have proven effective. Participants emphasized the value of these techniques. One participant shared, "I installed an ad blocker to reduce the number of pop-up ads and advertisements. I recommend this to any learner who wants to study on YouTube without interruptions" (FLS1). Another participant stated, "Using YouTube Premium is a better option to avoid digital distractions. Although it may not eliminate them completely, it reduces them significantly" (FLT1).

4.1.3. Change in study habits

At times, learners using YouTube videos can avoid digital distractions by changing their study habits. One effective approach is to set clear goals and allocate specific times for each learning session. This helps learners stay focused while using YouTube, which also contains many entertainment videos. As one participant noted, developing positive study habits can help prevent distractions. "I set clear goals for each session when using YouTube for language learning. This helps me stay focused on the platform" (FLS2). Another participant added, "I usually encourage my students to use active learning strategies when using digital platforms. For example, they can take notes while watching the videos. This helps them maintain focus and avoid being easily distracted" (FLT2).

4.2. Discussion

The study explored the various digital distractions accompanying the use of the YouTube platform to enhance foreign language writing proficiency and identified ways to optimize the platform for efficient foreign language learning. It is important to emphasize that several digital distractions manifest when using the YouTube platform to enhance foreign language writing proficiency. Using a mixed methodology, the current research investigates these digital distractions. Insights were drawn from the responses of research participants. Their responses, which align with the research's questions, highlighted advertisements, video recommendations, auto-play features, pop-up

notifications, comment sections, social media alerts, gaming, and promotion ads as the digital distractions that manifest while using the YouTube platform for foreign language writing proficiency.

One significant finding unveiled in the quantitative analysis is the extent to which these digital distractions affect the writing proficiency outcomes of foreign language learners. While utilizing the YouTube platform, one may face the challenge of constant pop-up notifications or advertisements. Most of the videos on this platform are incorporated with one or more advertisements, which are auto played at the beginning, middle, or end. This advertisement draws the attention of viewers who might be potential customers. This implies that although these advertisements may induce distraction in the context of foreign language learning, they have their advantages in certain areas.

Nevertheless, these advertisements, which can be skippable or non-skippable, can alter learners' learning processes since they do not align with their learning goals. As identified in the research analysis, some of these distractions are among the relevant features of the YouTube platform. Furthermore, they can distract learners from concentrating on their writing exercises, luring them into watching gaming activities and unrelated videos, and causing a decline in the effectiveness of the platform for writing proficiency improvement.

On the other hand, it was also observed that digital distractions are more prevalent and cause more distractions than others. From the quantitative analysis, pop-up notifications were the most pervasive, with 27% strongly agreeing and 45% agreeing on responses. Then the advertisement was placed in the same category as the pop-up notification, as 31% strongly agreed and 37% agreed with the reactions of the participants. Subsequently, gaming and promotion ads, suggestions of unrelated videos, and auto-play features were categorized as less common since they exert less effect than previously identified ones. Despite the presence of these distractions, the study revealed that respondents recognized the effectiveness of the use of YouTube for proficiency writing. According to [Derakhshan and Hasanabbasi \(2015\)](#), this digital platform provides authentic second language materials for L2 learners. For instance, language learners who use Facebook and YouTube can meet and interact with those who speak their target languages.

Lastly, the qualitative analysis uncovered the three basic strategies for effectively optimizing the YouTube platform for improving writing proficiency. Nevertheless, these strategies include content management, technology solutions, and changes in study habits. Content management goes beyond arranging appropriate video content for language learning. This strategy involves deliberately selecting or creating suitable video content and organizing it for easy access. Language teachers who use YouTube for language teaching can easily create suitable videos for their students. This allows the

students to stay focused while looking for other videos for learning. Also, organizing these videos into playlists helps learners have access to relevant and suitable learning videos.

Regarding technical solutions, technical methods can be adopted to minimize digital distractions. These include ad blockers, usage of YouTube Premium, content filtering, and notification management. Sometimes, learners can avert some digital distractions while utilizing YouTube for language learning. One way to do this is by changing their study habits. Stating achievable goals and mapping out specific times for each learning session helps learners stay focused while utilizing the YouTube platform. Deliberately building a good study habit helps learners focus while using YouTube.

In the context of language education, YouTube is essential as a tool for language learning and as a language teaching tool. While several features on this platform induce digital distraction, users (both language learners and teachers) should incorporate content management, technology solutions, and changes in study habits to optimally use this platform for language learning.

5. Limitations

This research was limited to exploring the digital distractions accompanying the use of YouTube platforms for enhancing foreign language writing proficiency and identifying ways to optimize the platform for efficient foreign language learning. The answers of the participants limited the results of the study and the sample size.

6. Conclusion

YouTube is one of the popular digital platforms characterized by diverse and educational videos. YouTube can also serve as a language teaching or learning tool, providing learners with practical examples of language scenarios and visual language learning materials. As a learning platform, several features found in it induce digital distraction during language learning. Digital distraction in language learning occurs when learners' attentions are diverted from their learning goals. In this case (YouTube platform), several elements such as advertisements, video recommendations, auto-play features, pop-up notifications, comment sections, social media alerts, gaming and promotion ads have the capability of distracting learners from concentrating on their writing exercises, lure learners into watching gaming activities and unrelated videos, and causing decline to the effectiveness of the platform for writing proficiency improvement. Meanwhile, the research identified the integration of content management, technology solutions and change in study habits as strategies for optimal utilization of this platform for language learning.

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Compliance with ethical standards

Ethical considerations

All necessary ethical approvals were obtained from the Deanship of Scientific Research at King Khalid University. Participants were informed about the procedures and were assured that all information would remain confidential and be used solely for scientific purposes.

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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