

Pedagogical Use of Social Media in Digitally Mediated English Teaching: Pre-Service Teachers' Perspectives

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Abstract:

The rapid evolution of digital technology has transformed English Language Teaching (ELT), shifting from traditional face-to-face interactions to digitally mediated environments. YouTube, as a global video-sharing platform, offers vast potential as a supplementary tool for authentic language exposure. However, the success of technology integration largely depends on the perceptions and readiness of pre-service teachers as the future agents of change in education. This study aims to investigate pre-service teachers' perceptions regarding the use of YouTube as a supplementary tool in digitally mediated English teaching, focusing on perceived usefulness, ease of use, and effectiveness. This research employed a quantitative descriptive design. Participants consisted of 25 pre-service teachers from the 7th-semester English Education Study Program at Sriwijaya University, selected via purposive sampling based on their experience in microteaching and field practice (PLP). Data were collected using a 15-item closed-ended Likert scale questionnaire adapted from Amini & Aziz (2023) and analyzed using numerical descriptive techniques. The study explores how prospective educators view YouTube's ability to enhance student engagement, provide multimodal input, and facilitate independent learning. The findings are expected to provide insights for teacher training programs in developing digital pedagogical competencies and serve as a reference for future research on the practical challenges of ICT integration, such as content selection and technical barriers.

Keywords: *Social Media Pedagogy, ELT, Pre-service Teachers' Perspectives*

1. INTRODUCTION

According to Guillén-Gámez et al. (2023), the development of digital technology has brought significant changes to formal learning practices. Online platforms, multimedia applications, and video on-demand services have opened a new possibility in the teaching-learning process that not only depends on face-to-face interaction in a traditional classroom, but also can be done through online classes. In recent years, attention to digitally mediated learning has increased due to the technology's ability to support distance learning, blended learning, and learning-centered independent learning.

In English Language Teaching (EFL), multimodal, audio merging, visual, and text being very crucial for developing receptive skills (listening and reading), and productive skills (speaking and writing). Internet-based videos facilitate authentic language input exposure to a variety of accents, cultural context, interactive, and repeatable material for repeated study. Therefore, the integration of digital resources is considered a promising strategy to increase language learning motivation and achievement (Jiang et al., 2025).

As the biggest video platform in the world, YouTube offers a wide selection of content and relatively easy access for teachers and students. Features like captions/subtitles, playlists, comments, and the ability to highlight or trim sections of videos make YouTube attractive as a supplementary tool, in the sense not to change the teacher role, but for enriching the material, provides authentic examples of language, and then supports task and project-based learning. Several studies show the potential of YouTube in increasing learning skills, providing pronunciation models, as well as providing relevant contextual materials for language learning. However, that effectiveness still depends on quality in choosing materials and the ability of the teacher or pre-service teacher in designing activities that utilize video pedagogically.

The role of pre-service teachers is crucial in the process of technology integration in this era. As an agent of change, who are being prepared to enter the teaching profession, they are expected not only to master language content and teaching methodologies, but also have digital competencies that are able to integrate technology-based media into learning practices. Research by Sumarni et al. (2023) shows that many prospective teachers are aware of the importance of digital competency, but there are still weaknesses, especially in the aspects of reflection, evidence analysis, and independent development of digital content. In the specific context of using video platforms like YouTube, prospective teachers' understanding of how to select, adapt, and facilitate videos as learning tools is a key factor in success. For example, research by Basgall, Guillén-Gámez, Colomo-Magaña et al. (2023) found that teachers' digital competence in using YouTube was significantly influenced by their educational level and institution type, suggesting that training and practical experience are crucial factors. Thus, the perceptions held by prospective teachers towards the use of YouTube are not merely attitudes or beliefs, but rather reflect their technical, pedagogical, and institutional readiness.

Although there have been many studies examining the effectiveness of YouTube in English language learning, including meta-analyses showing a high effect size (≈ 1.24) in the context of EF, however most of these studies target students as video users, rather than specifically examining prospective teachers' perceptions of using YouTube as a supplementary tool in digitally mediated English language teaching (Lu, 2025). On the other hand, research on prospective teachers' technology integration reveals real challenges in terms of infrastructure, peer collaboration, and ICT self-efficacy, all of which have implications for how they perceive and use digital media (Dai, 2023). The relationship between prospective teachers' perceptions, digital competencies, and the specific uses of YouTube in the context of English language teaching remains relatively underexplored. For example, how they perceive YouTube's benefits, whether as a source of motivation, a variety of materials, or a tool for differentiated learning, and the challenges they face (such as video selection, copyright, internet connection, or ability to facilitate discussions) have not been systematically reported.

Therefore, there is an empirical need to clarify: how prospective teachers perceive the use of YouTube in digital English teaching, what they perceive as its advantages, what they perceive as barriers, and what their preparedness and training needs are.

2. METHOD

This study employed a quantitative descriptive research design to investigate pre-service teachers' perceptions of using YouTube as a supplementary tool in digitally mediated English teaching. Descriptive research is appropriate for this study because it allows the researcher to systematically describe participants' perceptions, experiences, and tendencies without manipulating any variables (Creswell, 2014). By using this method, the researcher can obtain a clear and accurate picture of how pre-service teachers perceive the usefulness, ease of use, and effectiveness of YouTube as a digital learning resource.

The research design was structured to focus on three main dimensions of perception: Perceived Usefulness, Ease of Use, and Effectiveness, following the instrument adapted from Amini & Aziz (2023). Quantitative data were collected using a closed-ended questionnaire with a Likert scale, which enables measurement of the degree of agreement and allows for numerical analysis. This design is suitable for examining patterns, trends, and distributions of participants' responses in a systematic and objective manner.

The participants in this study were 25 pre-service teachers from the 7th-semester English Education Study Program at Sriwijaya University. The participants were selected using purposive sampling, which involves choosing individuals who meet specific criteria relevant to the research objectives. The criteria included being an active student of the English Language Education Study Program, having completed the PLP program and the Microteaching course, and having used or been exposed to YouTube in the context of English language learning either as a student or as a prospective teacher. The number of participants was adjusted to the needs of quantitative research, ensuring that data saturation was achieved, where no new information emerged during the data collection process. These participants were chosen because 7th-semester pre-service teachers have sufficient pedagogical knowledge and practical teaching experience from PLP and Microteaching, making them capable of providing informed perceptions. Additionally, their prior exposure to YouTube as a learning or teaching tool allowed them to contribute relevant and meaningful insights that aligned with the focus of this study.

The research instrument was a closed-ended questionnaire. The researchers distributed a questionnaire to collect data. The questionnaire was in the form of a Google Form and categorized using a Likert scale. This 15-item questionnaire tested pre-service teachers' perceptions of using YouTube as a supplementary tool in digitally mediated English teaching. The questionnaire used was closed-ended; the following items were adapted and modified from research by Amini and Azis (2023).

Data for this study were collected using a closed-ended questionnaire, in which all response options were predetermined. Participants were required to select the option that best represented their perceptions regarding the use of YouTube as a supplementary tool in digitally mediated English teaching. The questionnaire was distributed online via Google Forms, allowing for efficient dissemination, easier accessibility, and practical large-scale data collection. The instrument employed a five-point Likert scale, consisting of: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A) and 5 = Strongly Agree (SA).

The use of a Likert scale enabled the researcher to quantitatively measure the degree of

agreement and the overall tendencies in participants' perceptions, allowing for systematic analysis and clearer interpretation of the data.

The data obtained from the questionnaire were analyzed using descriptive statistical techniques. The participants' responses on the five-point Likert scale were converted into numerical values to facilitate analysis, with each response category assigned a corresponding score. The frequencies and percentages for each item were calculated to identify patterns and tendencies in pre-service teachers' perceptions of the usefulness, ease of use, and effectiveness of YouTube as a supplementary tool in digitally mediated English teaching.

The results were presented in the form of tables and descriptive explanations to provide a clear overview of the distribution of responses across each questionnaire item. This descriptive approach allowed the researcher to interpret the data objectively and summarize the overall perceptions of the participants without making predictions or testing hypotheses. The findings were then used as the basis for constructing the discussion and drawing conclusions for the study.

Discuss research methods used to collect data. Telling the procedure, explain why each procedure was done, i.e., what variable were you measuring and why?, Experimental procedures and results are narrated in the past tense (what you did, what you found, etc.) whereas conclusions from your results are given in the present tense. Mathematical equations and statistical tests are considered mathematical methods and should be described in this section, along with the actual experimental work. Use active rather than passive voice when possible. [Times New Roman, 12, single Space].

3. FINDINGS AND DISCUSSION

Students' Questionnaire Results

The questionnaire consists of fifteen (15) items organized in four (4) sections: personal information, Perceived Usefulness, Ease of Use, and Effectiveness of using YouTube as a supplementary tool in digitally mediated English teaching.

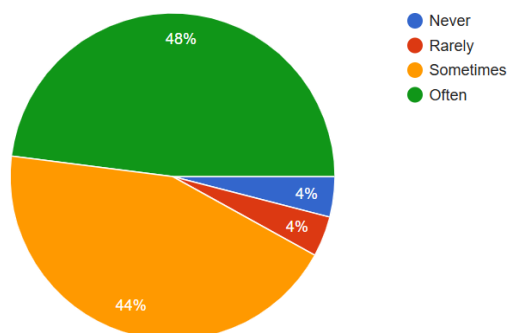
Section One: Profile of Participants

Table 1: *Pre-service Teachers' Gender*

Gender	Number (°)	Percentage (%)
Female	21	84%
Male	4	16%

As indicated in the results, twenty-one of the participants representing 84% are females while the 4 participants left represent 16% are males.

Figure 1: *Pre-service teachers' experience in using YouTube for learning/teaching English*



As shown in Figure 1, the majority of respondents 48% reported that they *often* use YouTube for learning or teaching English. This is followed by 44% of the participants who stated that they *sometimes* use YouTube for this purpose. Meanwhile, a small proportion of respondents indicated minimal or no use of the platform, with 4% selecting *never* and another 4% selecting *rarely*. These results suggest that most pre-service teachers are already familiar with and frequently exposed to YouTube as a learning and teaching resource.

Section Two: Perceived Usefulness

This section presents the findings related to pre-service teachers' perceptions of the usefulness of YouTube as a supplementary tool in digitally mediated English teaching. Table 2 shows the distribution of responses across five items related to perceived usefulness.

Table 2 *Pre-service teachers' perception of Perceived Usefulness*

No	Statement	Alternative Answer					Total
		SA	A	N	D	SD	
1	Using YouTube supports my English teaching as an effective supplementary tool.	56 %	40 %	4 %	0 %	0%	100%
2	YouTube videos help students better understand the lesson content.	68 %	28 %	4 %	0 %	0%	100%
3	YouTube provides clear and engaging explanations that support student comprehension.	60 %	36 %	4 %	0 %	0%	100%
4	It is easy to find suitable English learning materials on YouTube	56 %	36 %	4 %	4 %	0%	100%
5	YouTube helps capture and retain students' attention during learning.	48 %	48 %	4 %	0 %	0%	100%

Based on the results the majority of participants perceived YouTube positively across all items related to perceived usefulness. Most respondents agreed or strongly agreed that YouTube supports their English teaching as an effective supplementary tool, with 56% strongly agreeing and 40% agreed. Similarly, a large proportion of participants believed that YouTube videos help students better understand the lesson content, with 68% strongly agreed and 28% agreed. The platform was also considered clear and engaging, as 60% strongly agreed and 36% agreed that YouTube explanations support student comprehension.

Regarding the accessibility of materials, 56% of participants strongly agreed and 36% agreed that it is easy to find suitable English learning materials on YouTube, although 4% were neutral and another 4% disagreed. Furthermore, YouTube was perceived as effective in capturing and retaining students' attention, with 48% strongly agreed and 48% agreed.

These findings indicate that pre-service teachers generally perceive YouTube as a highly useful supplementary tool in English teaching. The high percentages of agreement suggest that YouTube is valued not only for enhancing students' understanding and engagement but also for providing accessible and clear learning resources. This highlights the platform's potential to improve both teaching practices and student learning outcomes in digitally mediated English education.

Section Three: Ease of Use

This section presents the findings regarding pre-service teachers' perceptions of the ease of use of YouTube as a supplementary tool in digitally mediated English teaching. Table 3 displays the distribution of participants' responses across five items measuring the ease of use of YouTube.

Table 3 *Pre-service teachers' perception of ease of use*

No	Statement	Alternative Answer					Total
		SA	A	N	D	SD	
6	I feel comfortable using YouTube as a supplementary tool in digitally mediated teaching.	40%	52%	8%	0%	0%	100%
7	It is easy for me to choose appropriate YouTube materials for my lessons.	32%	60%	8%	0%	0%	100%
8	Integrating YouTube into digitally mediated teaching does not require complicated steps.	40%	36%	20%	4%	0%	100%
9	I prefer using YouTube compared to other online learning resources for supplementary materials	36%	36%	28%	0%	0%	100%
10	Using YouTube helps reduce students' anxiety because the videos are easy to follow.	40%	48%	12%	0%	0%	100%

The results indicate that the majority of participants perceive YouTube as relatively easy to use, though some items show slightly more variation in responses compared to the perceived usefulness subscale. Most respondents reported feeling comfortable using YouTube as a supplementary teaching tool, with 40% strongly agreed and 52% agreed. Similarly, the majority of participants found it easy to select appropriate YouTube materials for their lessons, with 32% strongly agreed and 60% agreed

Regarding the integration of YouTube into digitally mediated teaching, 40% strongly agreed and 36% agreed that it does not require complicated steps, although 20% of participants were neutral and 4% disagreed, indicating that some pre-service teachers still perceive minor challenges in integrating the platform into their teaching process.

When asked about their preference for YouTube compared to other online learning resources, 36% strongly agreed and 36% agreed, while 28% remained neutral. This suggests that while YouTube is generally preferred, some participants still consider other resources equally suitable. Finally, most participants agreed that YouTube helps reduce students' anxiety because the videos are easy to follow, with 40% strongly agreeing and 48% agreeing, and 12% being neutral.

In summary, the findings demonstrate that pre-service teachers generally perceive YouTube as easy to use for digitally mediated English teaching. Most participants felt comfortable navigating the platform, selecting materials, and applying it in teaching, although a small number of participants indicated neutrality or minor concerns in certain

aspects of ease of use. Overall, YouTube is seen as a user-friendly tool that can facilitate both teaching and student engagement.

Section Four: Effectiveness

This section presents the findings regarding pre-service teachers' perceptions of the effectiveness of YouTube as a supplementary tool in digitally mediated English teaching. Table 4 displays the distribution of participants' responses across five items measuring the effectiveness of YouTube

Table 4 *Pre-service teachers' perception of the effectiveness*

No	Statement	Alternative Answer					Total
		SA	A	N	D	SD	
11	YouTube videos help students understand English concepts more effectively.	44 %	52 %	4%	0 %	0%	100%
12	YouTube supports students in identifying key ideas or important information in a lesson.	48 %	40 %	8%	4 %	0%	100%
13	YouTube helps students infer meaning from context more easily.	40 %	48 %	12 %	4 %	0%	100%
14	YouTube supports students in understanding unfamiliar vocabulary through visuals and context.	44 %	44 %	8%	4 %	0%	100%
15	Students learn English more quickly and effectively when YouTube is used as a supplementary tool.	36 %	52 %	8%	4 %	0%	100%

Based on the results, the majority of participants perceive YouTube as an effective resource for enhancing English learning. Most respondents agreed or strongly agreed that YouTube videos help students understand English concepts more effectively, with 44% strongly agreed and 52% agreed. Similarly, 48% strongly agreed and 40% agreed that YouTube supports students in identifying key ideas or important information in a lesson, although 8% were neutral and 4% disagreed.

Regarding the ability to infer meaning from context, 40% strongly agreed and 48% agreed that YouTube helps students infer meaning more easily, with 12% neutral and 4% disagreeing. In terms of vocabulary acquisition, 44% strongly agreed and 44% agreed that YouTube supports students in understanding unfamiliar words through visuals and contextual clues, while 8% were neutral and 4% disagreed.

Finally, most participants believed that students learn English more quickly and effectively when YouTube is used as a supplementary tool, with 36% strongly agreed and

52% agreed, and 8% neutral and 4% disagreeing.

In summary, the findings demonstrate that pre-service teachers generally perceive YouTube as an effective tool for digitally mediated English teaching. The majority of participants strongly agreed or agreed with all items, suggesting that YouTube enhances students' understanding of concepts, supports key information identification, facilitates contextual inference, aids vocabulary acquisition, and improves overall learning effectiveness. These results underline the potential of YouTube to contribute positively to teaching and learning processes in English education

Discussion

This study aimed to investigate pre-service teachers' perceptions of using YouTube as a supplementary tool in digitally mediated English teaching. The discussion below interprets the findings from the three dimensions measured in the questionnaire: Perceived Usefulness, Ease of Use, and Effectiveness

The first dimension is perceived usefulness, the findings show that pre-service teachers generally perceive YouTube as a highly useful tool for English teaching. The majority of participants strongly agreed or agreed that YouTube supports teaching, helps students understand lesson content, provides clear explanations, and captures students' attention. This result aligns with previous study by Amini & Aziz (2023), which reported that English teachers consider YouTube as an effective resource for enhancing learning engagement and comprehension. The perceived usefulness may be attributed to YouTube's ability to combine visual and auditory elements, making abstract language concepts more concrete and easier to understand. This indicates that pre-service teachers recognize YouTube as a valuable resource for both teaching preparation and in-class instruction.

The second dimension is ease of use, the results show that the most participants agreed or strongly agreed that YouTube is comfortable to use, easy to navigate, and that selecting appropriate materials is straightforward. However, a small proportion of participants expressed neutrality or slight concern about integrating YouTube into digitally mediated teaching, suggesting minor challenges in adapting technology or selecting relevant content. These findings support the idea that while YouTube is generally user-friendly, teachers' digital literacy and experience may influence their perception of ease of use (Basgall et al., 2023) The overall positive perception of usability indicates that pre-service teachers are capable of integrating YouTube into lesson planning and teaching activities with relative ease.

The third dimension is effectiveness, the findings reveal that pre-service teachers perceive YouTube as an effective tool in enhancing student learning. Most participants strongly agreed or agreed that YouTube helps students understand English concepts, identify key ideas, infer meaning from context, and acquire unfamiliar vocabulary. Moreover, participants believed that students learn English more quickly and effectively when YouTube is used as a supplementary tool. This is consistent with studies showing that multimedia resources, such as YouTube videos, can enhance comprehension, vocabulary acquisition, and learner motivation (Sundanis., et al 2025; Kabooha & Elyas 2018; Ismail et al., 2023). The visual and contextual support provided by YouTube likely contributes to these positive perceptions, making it an effective instrument for digitally mediated English education.

4. CONCLUSION

Based on the results of research on pre-service teachers' perceptions of the use of YouTube as a supplementary tool in digitally mediated English teaching, it can be concluded that participants' perceptions were in the very positive to positive category in all three aspects studied.

First, in terms of perceived usefulness, the majority of pre-service teachers considered YouTube to be very useful in supporting the English teaching process. This platform is considered helpful in explaining material, improving student understanding, providing interesting content, and maintaining student attention during learning. Second, in terms of Ease of Use, the results show that most respondents found YouTube easy to use, both in navigating the platform, selecting learning materials, and integrating it into digital learning. However, a small number of participants showed a neutral attitude, indicating a need for improved digital literacy among some prospective teachers. Third, in terms of Effectiveness, pre-service teachers assessed YouTube as an effective medium for improving conceptual understanding, helping students find main ideas, understand contextual meaning, enrich vocabulary, and accelerate the English learning process. This shows that YouTube contributes significantly to improving the quality of digital English learning.

Overall, this study concludes that YouTube is perceived as a useful, easy-to-use, and effective additional tool in digital-based English language learning by pre-service teachers in the English Education Study Program at Sriwijaya University.

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