

Understanding Technical Students' Acceptance of Youtube-Based Arabic Learning Via E-Kalam Using the Technology Acceptance Model (TAM)

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ABSTRACT

This study investigates undergraduate students' acceptance of e-Kalam: Arabic Made Easy, a YouTube-based digital learning platform designed to support Arabic listening and speaking skills, using the Technology Acceptance Model (TAM). A quantitative survey design was employed, involving 111 students enrolled in Arabic Level 1 at Universiti Teknikal Malaysia Melaka (UTeM). Data was analysed using reliability analysis, descriptive statistics, Pearson correlation, and multiple regression. The findings demonstrate excellent internal consistency across all TAM constructs, with Cronbach's alpha values ranging from 0.932 to 0.974. Descriptive results indicate high levels of student acceptance in terms of perceived usefulness, perceived ease of use, attitude toward use, behavioural intention, and actual use. Correlation analysis revealed strong positive relationships among all TAM variables, supporting the model's theoretical structure. However, multiple regression analysis showed that attitude toward use was the only significant predictor of behavioural intention, whereas perceived usefulness and perceived ease of use were not significant once attitude was controlled for. These results highlight the central role of affective engagement in sustaining students' intention to continue using YouTube-based Arabic learning platforms. The study extends the application of TAM to the underexplored context of Arabic listening and speaking instruction and offers practical insights for designing engaging, learner-centred digital language learning environments.

Keywords: Technology Acceptance Model, YouTube-based learning, Arabic Language, Perceived Usefulness, Perceived Ease of Use

INTRODUCTION

The rapid advancement of educational technology has reshaped the landscape of language instruction, with digital platforms such as YouTube emerging as dynamic tools for delivering flexible and engaging content. YouTube, with its multimodal format and wide accessibility, supports learner autonomy and promotes interaction with authentic language input beyond traditional classroom boundaries. These affordances are particularly beneficial for students learning Arabic as a foreign language, where access to native speakers and immersive experiences may be limited.

Furthermore, digital natives, who have grown up in a technology-driven environment, are highly familiar with digital tools and tend to prefer interactive, visual, and on-demand learning experiences (Prensky, 2001). As a result, YouTube has become an increasingly important platform for their learning, particularly in language learning contexts, where it provides rich exposure to authentic spoken input, real-life communication, and

contextualised vocabulary use. Through audio-visual materials such as videos, podcasts, and conversations, learners can develop key language skills, including listening comprehension, pronunciation, speaking fluency, and communicative competence (Mubarok et al., 2024; Idrisa et al., 2025). Its flexibility and accessibility also allow learners to practise languages independently and repeatedly, supporting both formal instruction and self-directed learning in and beyond the classroom.

In this context, *e-Kalam: Arabic Made Easy* was developed as a YouTube-based digital learning kit to enhance Arabic learners' listening and speaking skills. The platform features structured video lessons with subtitles, visuals, and interactive prompts designed for self-paced learning. It is integrated into the Arabic Level 1 curriculum at Universiti Teknikal Malaysia Melaka (UTeM). Hence, e-Kalam provides an alternative to textbook-bound instruction, encouraging students to engage with Arabic in more practical, communicative ways. While preliminary studies have shown that learners respond positively to YouTube-based resources, a theoretical exploration of the factors influencing their acceptance remains limited. To address this gap, this study applies the Technology Acceptance Model (TAM) to evaluate how students perceive the usefulness and ease of use of e-Kalam, and how these perceptions influence their attitudes and behavioural intentions to continue using the platform. The findings of this study not only contribute to our understanding of learner engagement with digital tools but also provide pedagogical insights into how YouTube can be systematically integrated into Arabic language instruction. By grounding the investigation in a robust theoretical model, the research aims to inform the design of effective, learner-centred digital learning environments.

LITERATURE REVIEW

YouTube in Enhancing Arabic Language Learning

YouTube has become one of the most influential platforms in language education due to its accessibility, content diversity, and multimodal delivery. Prior research highlights its value in providing learners with authentic linguistic input, including pronunciation, vocabulary, and cultural context (Alimemaj, 2010; Abu-Rabia, 2017). In Arabic learning, where classroom exposure may be limited, YouTube offers learners continuous, flexible opportunities to develop listening and speaking skills. Empirical studies reinforce YouTube's effectiveness. For instance, Aboudahr (2020) found significant improvements in Arabic listening comprehension among non-native learners using YouTube, while AlSaleem (2018) reported increased speaking fluency and confidence among Arabic students in Jordan. These studies suggest that YouTube can bridge gaps in oral skill development through autonomous, multimedia learning.

Similarly, research by Mubarok et al. (2024) showed that YouTube channels effectively support the development of Arabic language skills, particularly listening and speaking, as exposure to native-speaker pronunciation, authentic conversational expressions, and contextualised language use enhances learners' comprehension, fluency, and oral production. Moreover, Idrisa et al. (2025) found that repeated exposure to authentic spoken Arabic through YouTube content improves learners' speaking confidence and communicative competence, strengthens their listening skills, and enables more flexible and autonomous language practice beyond the classroom. Other research highlights YouTube's role in increasing motivation in Arabic listening skill acquisition among secondary students (Baharudin & Khodari, 2024), and analyses of YouTube learning content, such as Arabic podcast channels, show that repeated exposure to authentic spoken language supports flexible and autonomous speaking practice (Idrisa et al., 2025). These findings suggest that YouTube, when integrated into instructional practice, can play a meaningful role in enhancing oral language development in Arabic education.

Technology Acceptance Model (TAM) and Arabic Language Learning

Technology Acceptance Model (TAM) Developed by Davis (1989), the Technology Acceptance Model (TAM) explains user acceptance of technology based on two key constructs: perceived usefulness (PU) and perceived ease of use (PEOU). PU refers to the degree to which a person believes that using a particular system would enhance their performance, while PEOU reflects how effortless the technology is perceived to be. These perceptions influence users' attitudes, which in turn shape their behavioural intention (BI) to use the

technology. TAM has been widely validated in educational contexts, particularly in analysing learners' adoption of digital tools for language learning. Its structured, predictive nature makes it well-suited for assessing acceptance of platforms like YouTube. Recent extensions of TAM have also incorporated external variables such as enjoyment, engagement, and relevance to increase explanatory power.

In the context of Arabic language learning, several studies have applied TAM to examine students' acceptance of technology-enhanced learning tools. For example, Abdul Hamid *et al.* (2024) investigated students' acceptance of an interactive infographic module for Arabic grammar learning using TAM. The findings indicated that students perceived the technology as useful and easy to use, which positively influenced their attitudes and behavioural intention to continue using the module for learning Arabic. Similarly, research on the use of mobile applications for learning Arabic as a second language found that students' perceptions of usefulness and ease of use significantly influenced their intention to adopt mobile technologies in the learning process (Rahmat, 2021).

In addition, several studies have explored the role of YouTube in language learning using the TAM framework. For instance, research on YouTube-assisted language learning demonstrates that perceived usefulness and perceived ease of use are significant predictors of learners' behavioural intention to adopt YouTube as a learning tool (Rashid, 2025). Other studies have also highlighted that YouTube-based learning environments can enhance students' motivation, engagement, and speaking skills when used as a supplementary learning platform (Dominic *et al.*, 2025). Furthermore, research on technology-enhanced Arabic learning environments indicates that TAM provides a useful framework for analysing learners' acceptance of online platforms and digital resources in language learning contexts (Yusoff *et al.*, 2025). Therefore, TAM serves as an appropriate theoretical framework for examining students' perceptions and acceptance of the e-Kalam YouTube-based Arabic learning platform, particularly regarding perceived usefulness, perceived ease of use, and behavioural intention to use the platform.

Gaps in Arabic Language Learning Research

While TAM has been applied to various technology-enhanced learning environments, its use in Arabic language education remains underexplored. Most existing TAM studies focus on English as a Foreign Language (EFL) learners. There is limited research applying TAM to evaluate learners' acceptance of YouTube-based Arabic instruction. A substantial body of TAM-based research has examined learners' acceptance of digital tools in English as a Foreign Language (EFL) contexts, mobile learning environments, and learning management systems (e.g., Park, 2009; Teo, 2011; Al-Emran *et al.*, 2018). However, empirical research on learners' acceptance of YouTube-based platforms for Arabic language instruction remains limited. This indicates a gap in the research literature concerning technology acceptance within Arabic language education specifically. Furthermore, much of the Arabic learning research emphasises reading and grammar over oral communication. This study seeks to fill that gap by applying TAM to a listening and speaking-focused YouTube tool (e-Kalam), thereby contributing to both digital pedagogy and Arabic language education literature.

Research Objectives

This study aims to examine students' acceptance of the e-Kalam YouTube-based Arabic learning platform using the Technology Acceptance Model (TAM). The objectives are:

1. To examine students' perceptions of the perceived usefulness and perceived ease of use of the e-Kalam YouTube-based Arabic learning platform.
2. To analyse students' attitudes toward using e-Kalam for improving Arabic listening and speaking skills.
3. To determine whether perceived usefulness, perceived ease of use, and attitude significantly predict students' behavioural intention to continue using the platform.
4. To identify students' actual usage behaviour and engagement patterns when using the e-Kalam platform.

METHODOLOGY

Research Design

This study employed a quantitative research design based on the Technology Acceptance Model (TAM). The quantitative approach was considered suitable for this study because it enabled the researchers to collect numerical data from a relatively large group of respondents and analyse the relationships among the variables systematically and objectively. Since the main purpose of the study was to investigate the factors influencing students' acceptance and usage of the e-Kalam platform, a quantitative design provided measurable evidence of students' perceptions, attitudes, and behavioural intentions. Furthermore, the use of structured survey instruments allowed for standardised data collection and facilitated statistical analyses to determine the significance and strength of the relationships among the variables.

Participants and Sampling

A total of 111 undergraduate students enrolled in Arabic Level 1 at Universiti Teknikal Malaysia Melaka participated in the study. The participants were technical students pursuing engineering, technology, and related programmes, whose primary focus is on practical, scientific, and technological skills rather than language studies. As technical students are often associated with digital learning environments and technology-based instruction, their perceptions toward the use of YouTube-based learning platforms such as e-Kalam were considered relevant to this study. Convenience sampling was used to recruit participants who had regular exposure to the e-Kalam YouTube playlist throughout the semester, as they were readily accessible to the researchers and directly involved in the implementation of the learning approach. The study focused only on students from one university to ensure consistency in the learning environment, course content, and exposure to the e-Kalam platform.

Instrumentation

The study employed a structured self-administered questionnaire using Google form as the research instrument. The survey instrument consisted of six sections. The first section collected demographic and background information such as age, gender, education, and prior experience with technology. The next four sections measured Perceived Usefulness (5 items), Perceived Ease of Use (5 items), Attitude Toward Use (4 items), and Behavioural Intention (3 items), assessing participants' perceptions and intentions regarding the system. The final section captured Actual Use and Engagement (5 items), reflecting participants' real interaction with the system. All items were rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Data Collection and Analysis

Data was collected via an online Google Form, distributed through institutional communication channels. Participation was voluntary, and informed consent was obtained before survey completion. Students were informed that their responses would be kept confidential and used solely for research purposes. Descriptive statistics were computed to determine the mean scores for each TAM construct. Pearson correlation analysis was conducted to examine relationships between variables. Finally, multiple regression analysis was used to identify which factors significantly predicted students' behavioural intention to continue using e-Kalam.

RESULTS AND DISCUSSION

Instrument Reliability Analysis

Reliability analysis assesses the consistency of a measurement instrument. According to Jum C. Nunnally and Ira H. Bernstein (1994), Cronbach's alpha values above 0.70 are considered acceptable, a view supported by Joseph F. Hair Jr. et al. (2010). In this study, Cronbach's alpha was used to confirm the reliability of the Technology Acceptance Model constructs.

Table 1. Reliability Analysis of TAM Constructs (N = 111)

Construct	Number of Items	Cronbach's Alpha
Perceived Usefulness (PU)	5	0.974
Perceived Ease of Use (PEOU)	5	0.958
Attitude Toward Use (ATU)	4	0.955
Behavioural Intention (BI)	3	0.932
Actual Use	5	0.949

The reliability results in Table 1 indicate excellent internal consistency across all TAM constructs, with Cronbach's alpha values ranging from 0.932 to 0.974, well above the acceptable threshold of 0.70. This shows that all items consistently measure their intended constructs, supporting the reliability of Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude Toward Use (ATU), Behavioural Intention (BI), and A.

This high level of internal consistency suggests that the respondents interpreted the items in a uniform manner, and the instrument was well constructed in capturing the key dimensions of technology acceptance in the context of the e-Kalam platform. Consequently, the strong reliability results enhance the credibility of the data collected and provide a solid foundation for further statistical analysis, such as examining relationships between TAM variables.

Thus, the reliability analysis further strengthens these findings, as all constructs demonstrate excellent internal consistency. High Cronbach's alpha values suggest that students responded consistently to items measuring perceived usefulness, perceived ease of use, attitude, behavioural intention, and actual use. This confirms that the TAM-based questionnaire was a reliable instrument for examining acceptance of digital Arabic learning tools, consistent with prior TAM-based studies in language learning environments (Ly et al., 2024; Students' Acceptance of the TAKALLAM Mobile Application, 2024).

Mean Score Analysis for TAM Variables

Table 2 presents the mean scores for each TAM construct, all of which indicate high levels of student agreement. This suggests that students perceived the e-Kalam YouTube platform as easy to use, useful, and engaging for developing Arabic listening and speaking skills.

Table 2. Mean Score for TAM Constructs (N = 111)

Variable	N	Mean	Std. Deviation
Perceived Usefulness (PU)	111	4.47	0.42
Perceived Ease of Use (PEOU)	111	4.46	0.44
Attitude Toward Use (ATU)	111	4.44	0.45
Behavioural Intention (BI)	111	4.43	0.46
Actual Use	111	4.41	0.48

Overall, the high mean values across all constructs suggest a strong positive acceptance of the platform. This indicates that learners not only found e-Kalam beneficial for language learning but also felt comfortable using it and were motivated to continue using it. The consistency of these scores further reinforces the effectiveness of YouTube-based learning as a supportive tool for Arabic language development.

The Relationship Between TAM Constructs in the Use of e-Kalam

Pearson correlation analysis was conducted to assess the relationships between TAM constructs. As shown in Table 3, all constructs were significantly and positively correlated with one another, confirming the internal consistency of the model. Pearson correlation analysis was conducted to examine the relationships among the constructs of the Technology Acceptance Model. As shown in Table 3, all variables were significantly and positively correlated with one another, indicating strong associations between Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude Toward Use (ATU), Behavioural Intention (BI), and Actual Use.

Table 3. Pearson Correlation Matrix

Variables	PU	PEOU	ATU	BI	Actual Use
PU	1	.92**	.92**	.90**	.85**
PEOU	.92**	1	.91**	.89**	.84**
ATU	.92**	.91**	1	.94**	.88**
BI	.90**	.89**	.94**	1	.87**
Actual Use	.85**	.84**	.88**	.87**	1

Note. $p < .01$.

Correlation analysis revealed strong, positive relationships among all TAM constructs, supporting the theoretical assumptions of the model. In particular, the strong association between perceived ease of use and perceived usefulness suggests that when students find a platform that is easy to navigate and flexible, they are more likely to perceive it as beneficial for learning. This finding echoes earlier studies which report that user-friendly design and accessibility are critical factors in learners' acceptance of video-based and online learning platforms (Arisandi & Habib, 2025; Mohammed, 2022).

These strong correlations suggest that students who perceive the e-Kalam platform as useful and easy to use are more likely to develop positive attitudes toward it, which in turn strengthens their intention and actual usage. The results therefore provide empirical support for the TAM framework, confirming that the relationships among its constructs are consistent and theoretically aligned in explaining technology acceptance in the context of YouTube-based Arabic learning.

Students' Behavioural Intention to Use e-Kalam for Arabic Language Learning

A multiple regression analysis was conducted to identify the factors predicting students' behavioural intention to use e-Kalam. As shown in Table 4, the overall model was statistically significant ($R^2 = .885$, $F(3, 107) = 187.2$, $p < .001$), indicating that the predictors explained a substantial proportion of variance in behavioural intention. Among the variables, Attitude Toward Use emerged as the only significant predictor ($\beta = .695$, $p < .001$), highlighting its dominant role in shaping students' intention to use the platform. In contrast, Perceived Usefulness ($\beta = .151$, $p = .215$) and Perceived Ease of Use ($\beta = .141$, $p = .244$) were not statistically significant when attitude was included in the model.

Table 4. Multiple Regression Analysis Factors Predicting Students' Behavioural Intention

Predictor	Beta (β)	p-value	Significance
Attitude Toward Use	0.695	< .001	Significant
Perceived Usefulness (PU)	0.151	0.215	Not Significant
Perceived Ease of Use (PEOU)	0.141	0.244	Not Significant

The regression analysis provides further insight into these relationships. While perceived usefulness and perceived ease of use were positively correlated with behavioural intention, attitude toward use emerged as a significant predictor when all variables were considered simultaneously. This finding suggests that although students acknowledged the usefulness and usability of e-Kalam, their overall learning experience and emotional engagement most strongly influenced their intention to continue using the platform. This supports recent extensions of TAM that emphasize the importance of affective and experiential dimensions, particularly in multimedia and self-directed learning environments (Davis, 1989; Venkatesh & Davis, 2000; Venkatesh et al., 2003). These findings suggest that while usefulness and ease of use may contribute to initial perceptions of the e-Kalam platform, it is ultimately students' positive attitude toward the system that plays the most crucial role in determining their behavioural intention to continue using e-Kalam.

DISCUSSION

The findings of this study provide strong empirical support for the applicability of the Technology Acceptance Model (TAM) in explaining students' acceptance of a YouTube-based Arabic learning platform. Overall, the high mean scores across all TAM constructs indicate that students perceived e-Kalam as useful, easy to use, and engaging for developing Arabic listening and speaking skills. This aligns with previous research demonstrating that YouTube facilitates exposure to authentic language input, enhances learner motivation, and supports oral skill development in foreign language contexts, including Arabic language education (Bella & Huda, 2022; Syarofi & Syuhadak, 2023; Zahroh, 2024). The strongest relationship observed in this study was between attitude toward use and behavioural intention, highlighting the central role of affective factors in technology acceptance. This result suggests that students' enjoyment, interest, and positive emotional responses toward e-Kalam were more influential in shaping their intention to continue using the platform than purely functional considerations. Similar findings have been reported in studies of YouTube-supported language learning, where positive attitudes and enjoyment significantly predicted sustained engagement and autonomous learning behaviours (Zahroh, 2024; Ly et al., 2024).

In the context of Arabic language learning, these results are especially meaningful. Learning Arabic as a foreign language often presents challenges related to limited exposure, anxiety in speaking, and lack of confidence. YouTube-based platforms such as e-Kalam appear to mitigate these challenges by offering a low-pressure, self-paced environment that encourages repeated practice and learner autonomy. Previous studies have similarly noted that video-based learning environments reduce speaking anxiety and increase learners' confidence and willingness to practice oral skills (Bella & Huda, 2022; Arisandi & Habib, 2025). Taken together, the findings suggest that successful integration of YouTube into Arabic language instruction depends not only on content quality and technical usability but also on learners' affective responses to the platform. Educators and instructional designers should therefore prioritize engaging content, clear structure, and intuitive navigation to foster positive attitudes and sustained use. Hence, emphasizing learner experience alongside instructional objectives, YouTube-based platforms like e-Kalam can play a significant role in enhancing Arabic listening and speaking instruction in a higher education context as part of the teaching and learning.

CONCLUSION

This study examined undergraduate students' acceptance of *e-Kalam: Arabic Made Easy*, a YouTube-based learning platform for listening and speaking Arabic, through the lens of the Technology Acceptance Model (TAM). By integrating reliability testing, correlation analysis, and multiple regression analysis, the study provides robust empirical evidence that TAM is a valid and reliable framework for explaining learners' acceptance of YouTube-based Arabic language instruction. The findings demonstrate that students held highly positive perceptions of e-Kalam in terms of usefulness, ease of use, attitude, behavioural intention, and actual use. While perceived usefulness and perceived ease of use were strongly associated with behavioural intention, attitude toward use emerged as the most influential predictor when all variables were examined simultaneously. This highlights the pivotal role of affective engagement, such as enjoyment, interest, and a positive learning experience, in sustaining students' intention to continue using digital language learning platforms.

Theoretically, this study extends TAM research into the underexplored domain of Arabic language education, particularly in the context of listening and speaking skills. It reinforces recent calls to move beyond purely functional evaluations of educational technology and to give greater emphasis to learners' emotional and experiential responses. Methodologically, the study contributes by validating a highly reliable TAM-based instrument for examining acceptance of YouTube-mediated Arabic learning. Pedagogically, the findings underscore the potential of well-designed YouTube-based platforms to enhance Arabic oral skills by providing accessible, self-paced, and low-anxiety learning environments. For educators and curriculum designers, the results suggest that successful integration of YouTube in Arabic instruction should prioritize engaging content, intuitive design, and learner-centred experiences that foster positive attitudes toward technology use. In conclusion, this study contributes meaningful empirical and practical insights into digital Arabic language pedagogy, demonstrating that learner attitude is a decisive factor in the sustained adoption of YouTube-based learning tools. As higher education continues to embrace digital and blended learning approaches, platforms

such as e-Kalam can play a strategic role in supporting effective, motivating, and learner-driven Arabic language learning.

LIMITATIONS AND FUTURE RESEARCH

Despite providing valuable insights into students' acceptance of the e-Kalam YouTube-based Arabic learning platform, this study has several limitations that should be acknowledged. First, the study relied exclusively on self-reported survey data, which may be influenced by social desirability bias and subjective interpretation. Although the questionnaire demonstrated excellent internal consistency, the use of quantitative data alone limited the ability to explore students' deeper motivations, emotional experiences, and specific challenges encountered while using the e-Kalam platform. Second, the sample was drawn solely from undergraduate students enrolled in Arabic Level 1 at Universiti Teknikal Malaysia Melaka (UTeM). Consequently, the findings may not be fully generalisable to students from other universities, educational settings, or proficiency levels. Institutional culture, technological infrastructure, and differences in learners' backgrounds may influence students' perceptions and acceptance of digital learning platforms differently across contexts.

Third, while the Technology Acceptance Model (TAM) provided a useful theoretical framework for explaining students' acceptance of the platform, the present study focused primarily on the core TAM constructs of perceived usefulness, perceived ease of use, attitude, and behavioural intention. Other potentially influential variables, such as digital literacy, prior experience with online learning, Arabic language proficiency, learning anxiety, and instructional quality, were not examined. These external factors may significantly shape learners' engagement and acceptance of YouTube-based learning environments. Additionally, the exceptionally high Cronbach's alpha values reported across several constructs may indicate potential item redundancy within the questionnaire. While high reliability demonstrates consistency, it may also suggest that some items measure highly similar dimensions. Future studies may therefore consider refining or reducing overlapping questionnaire items to improve construct efficiency without compromising reliability.

Future research should expand the sample to include students from multiple universities and diverse educational contexts to improve the generalisability and comparative value of the findings. Comparative studies involving different learner groups, institutions, or levels of Arabic proficiency would provide broader insights into the effectiveness and acceptance of YouTube-based Arabic learning platforms. Furthermore, mixed methods approach incorporating interviews, focus group discussions, classroom observations, or learning analytics could provide richer insights into students' learning experiences, attitudes, and behavioural patterns. Hence, the study may also extend the TAM framework by integrating additional constructs such as learner motivation, self-efficacy, digital readiness, perceived enjoyment, or social influence. Longitudinal studies examining the long-term impact of YouTube-based learning on Arabic language proficiency and learner autonomy would further strengthen the understanding of digital language learning in higher education contexts.

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