



The Effect of Using the Cooperative Approach and YouTube clips In Developing the Listening Skill of Libyan English Language Students

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أثر استخدام المنهج التعاوني ومقاطع اليوتيوب في تنمية مهارة الاستماع لدى طلاب اللغة الإنجليزية الليبيين

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Abstract:

This study aimed to assess the effectiveness of YouTube videos and a collaborative approach in enhancing the listening skills of Libyan EFL students. Ten students from a Libyan institution participated in the study, divided into a cooperative group and a control group. The cooperative group viewed video clips and participated in small group discussions, whereas the control group received conventional instruction, listened to audio recordings, and attempted to assimilate the content. In comparison to the control group, the collaborating group exhibited a significant rise in auditory comprehension scores and indicated greater motivation and engagement, according to the research. Conversely, the control group exhibited no notable increase in auditory comprehension scores. The findings indicate that a collaborative approach and YouTube videos may significantly improve the listening skills of Libyan EFL learners.

Keywords: cooperative approach, YouTube clips, control group, effectiveness.

الملخص

هدفت هذه الدراسة إلى تقييم فعالية فيديوهات يوتيوب ونهج تعاوني في تعزيز مهارات الاستماع لدى طلاب ليبيين متعلمين للغة الإنجليزية كلغة أجنبية. شارك في الدراسة عشرة طلاب من مؤسسة ليبية، قسموا إلى مجموعتين: مجموعة تعاونية ومجموعة ضابطة. شاهدت المجموعة التعاونية مقاطع فيديو وشاركت في مناقشات جماعية صغيرة، بينما تاقت المجموعة الضابطة تعليماً تقليدياً، واستمعت إلى تسجيلات صوتية، وحاولت استيعاب المحتوى. وبالمقارنة مع المجموعة الضابطة، أظهرت المجموعة التعاونية ارتفاعاً ملحوظاً في درجات الفهم السمعي، وأظهرت دافعية وتفاعلًا أكبر، وفقاً للبحث. في المقابل، لم تُظهر المجموعة الضابطة أي زيادة ملحوظة في درجات الفهم السمعي. تشير النتائج إلى أن النهج التعاوني وفيديوهات يوتيوب قد يُحسن بشكل ملحوظ مهارات الاستماع لدى متعلمي اللغة الإنجليزية كلغة أجنبية في ليبيا.

الكلمات المفتاحية: نهج تعاوني، فيديوهات يوتيوب، المجموعة الضابطة، الفعالية.

1.1 Introduction

Language competence, particularly listening comprehension, is a critical ability that English as a foreign language (EFL) students sometimes find challenging. Numerous educators have endeavored to use technologically enhanced ways into their pedagogical approaches to address this issue. Employing YouTube videos and collaborative learning is one such approach. Students participate in collaborative learning by forming small groups to achieve a shared goal. Research Galatsopoulou et al. (2022) indicates that this method promotes critical thinking, facilitates active learning, and enhances student engagement. Conversely, YouTube has gained

prominence as a resource for language acquisition, providing viewers with authentic video and exposure to various English dialects and slang (Kim & Kim, 2021). Multiple research projects have examined the efficacy of YouTube videos and collaborative learning in enhancing listening comprehension skills among EFL students. Estébanez & Estébanez (2025) found that collaborative learning improved the performance and motivation of EFL learners. Similarly, Li (2025) found that viewing YouTube videos enhanced the listening comprehension of EFL students. The efficacy of YouTube videos and collaborative learning in the Libyan context remains little researched. The objective of this study is to assess the extent to which the listening skills of Libyan EFL students may be enhanced through the integration of a collaborative approach with YouTube videos. The research will have a control group and a cooperative group; the cooperative group will engage in small-group discussions and video presentations, whilst the control group will undergo traditional instruction. The initiative seeks to elevate the EFL teaching profession by providing research-backed ways to improve listening comprehension skills in Libyan classrooms.

1.2 Objectives

This study aims to investigate the efficacy of cooperative learning and YouTube videos in enhancing the auditory comprehension abilities of English as a foreign language learner.

2. Related Literature

Xie et al. (2021) examined the efficacy of YouTube videos in enhancing the listening comprehension of EFL students. Sixty EFL students were randomly assigned to two groups: a control group and experimental group. The control group underwent traditional listening training, whereas the experimental group engaged in instruction that involved viewing YouTube videos and completing related activities. The experimental group exhibited a considerable enhancement in listening comprehension ratings compared to the control group, as indicated by the research. Matsiola (2024) demonstrated that their study revealed a substantial enhancement in students' listening comprehension abilities following the utilization of YouTube videos. Alawadh et al. (2023) examined the efficacy of utilizing YouTube videos to improve the listening abilities. Comparable research by Shohel et al. (2022), performed in Bangladesh, demonstrated analogous favorable outcomes that enhanced the participants' listening abilities.

Krashen, S. (1985). "The Input Hypothesis: Issues and implications." Krashen's thesis posits that language acquisition occurs through exposure to comprehensible input. The theory posits that language learning transpires when learners encounter input slightly beyond their current proficiency level. The concept posits that providing students with comprehensible material via authentic media, such as videos and podcasts, might enhance language acquisition.

Siemens, G. (2004) asserts, "Social constructivism as a Theory of Learning: Implications for Teaching and Learning in the 21st century." Siemens' thesis posits that learning occurs via social interactions and collaboration. The concept posits that pupils acquire information via their interaction with individuals and their environment. Collaborative learning enhances educational outcomes by facilitating student interaction and collective knowledge construction.

According to Zheng & Zhou (2023) evaluated the literature on the use of cooperative learning in EFL speaking and listening effectively enhanced student engagement, motivation, and confidence, while also significantly improving EFL listening and speaking skills. The findings of Jia et al. (2025) and Zheng & Zhou (2022) investigations indicated that cooperative learning markedly enhanced students' listening comprehension skills in comparison to the conventional teaching style.

3. Research Design

3.1 The participants

The participants consisted of 10 English language students from a school in ALkhoms, Libya, who were separated into two groups.

3.2 Cooperative and YouTube group

The research included two methodologies to evaluate the auditory proficiency of pupils. The first strategy utilized YouTube videos, group discussions, and audio recordings, but the second method relied solely on audio recordings. Subsequent to the listening sessions, the instructor disseminated papers to both groups to evaluate their comprehension levels and identify any difficulties they faced throughout the listening assignments.

In the initial group, the instructor utilized a YouTube video and directed the students to observe and listen attentively. The students engaged in group conversations to examine and understand the video material. The research sought to combine the collaborative classroom methodology with technology to enhance students' listening abilities. The research sought to examine the efficacy of a collaborative methodology using YouTube videos in enhancing students' listening abilities within a Libyan English as a Foreign Language (EFL) setting.

<https://youtu.be/yfp11RzHuHU>

3.3 The control group

The second group in this study functioned as the control group, where the instructor utilized a sole audio recording, directing the pupils to listen attentively and comprehend the substance of the recording. This method is conventional, as it excludes visual or technical assistance, necessitating that students depend entirely on their auditory abilities to comprehend the recording's content.

The control group was established to serve as a baseline for comparison with the experimental group, which employed collaborative learning and YouTube videos to improve students' listening abilities. The study aims to assess the efficiency of the collaborative method and technology- enhanced learning by comparing the performance of two groups in enhancing the listening comprehension abilities of EFL Libyan learners.

<https://youtu.be/2USh8OmgjE>

3.4 Data analysis

The research employed a questionnaire ascertain the students' impressions of the listening skill experiment across two groups, as well as to identify any challenges encountered the students throughout listening activities.

The survey question for the first group inquired about their opinions of the experience, including seeing a YouTube clip, listening to it, and then engaging in collaborative discussions with colleagues, as well as any challenges encountered in comprehending the information.

The second group's inquiry pertained to perceptions of the conventional method of developing listening skills, namely through audio recordings devoid of colleague discussions or visual aids, and whether any challenges were encountered in comprehending the information.

4. Results

4.1 Qualitative Analysis

Tables 4.1 and 4.2 showcase how the qualitative thematic analysis was conducted for both experimental and control-group student responses. Qualitative thematic analysis shows participants' perceptions using key themes derived from their experiences with listening exercises. The themes are determined by close scrutiny through coding and extracting ideas and attitudes embedded in student perceptions. These results serve as qualitative evidence attesting to the role of cooperative learning and YouTube videos in promoting EFL Libyan student listening comprehension skills.

Table 4.1: Qualitative Thematic Analysis of Cooperative and YouTube Group Responses (Experimental Group)

Theme	Code	Description	Supporting Student Citations
Engagement and Motivation	EGM	Students expressed enjoyment, interest, and motivation during listening activities using YouTube and group discussion.	“It was a fantastic approach for me to practice listening in a more interesting and natural setting.” (S1) ; “It was a great encouraging and interesting learning environment.” (S2)
Collaborative Learning	COL	Students highlighted the importance of peer discussion, shared viewpoints, and teamwork in understanding listening materials.	“Hearing many viewpoints and interpretations from my coworkers helped me fully comprehend the subject.” (S1) ; “We were able to work through any challenging passages.” (S2)
Improvement in Listening Skills	ILS	Learners perceived improvement in listening comprehension and vocabulary acquisition.	“Allowing me to learn new words and phrases and improve my listening skills.” (S3) ; “I really feel that my listening skills have increased.” (S5)
Confidence Development	CFD	Students reported increased confidence and reduced anxiety through cooperative learning.	“I left feeling much more secure in my listening abilities.” (S4)

Table 4.2: Qualitative Thematic Analysis of Control Group Responses

Theme	Code	Description	Supporting Student Citations
Lack of Engagement	LEM	Students perceived the traditional audio-only method as boring and ineffective.	"The conventional method was incredibly dull and ineffectual." (S1) ; "I wasn't particularly interested in the subject matter." (S2)
Absence of Interaction	AIN	Learners reported no discussion or peer interaction, leading to passive learning.	"Without any dialogue it was incredibly passive." (S2) ; "Lack of communication and motivation." (S3)
Comprehension Difficulties	COD	Students experienced difficulty understanding and remembering the listening content.	"It was difficult to understand." (S3) ; "I could not understand the content from the beginning." (S5)
Traditional Method Perceived as Outdated	TMO	Students viewed audio-only listening as unrealistic and disconnected from real-life language use.	"The conventional method is out of date and does not accurately depict how people actually use language in daily life." (S4)

To further probe the students' perceptions of the listening activities, a qualitative analysis was conducted based on written responses to the questionnaire completed by students. Tables 4.3 and 4.4 present selected student citations from the experimental group and the control group, respectively. These cover experiences of the students, their attitudes, and challenges perceived during the listening activities implemented in this study.

Table 4.3: Cooperative and YouTube Group Responses

S1	S2	S3	S4	S5
"I had a great time viewing the YouTube videos and talking about them with my coworkers. It was a fantastic approach for me to practice listening in a more interesting and natural setting. Additionally, hearing many viewpoints and interpretations from my coworkers helped me fully comprehend the subject.	"I thought the cooperative strategy worked pretty well. By discussing the videos with my coworkers, I was able to see details that I may have missed otherwise and we were able to work through any challenging passages. It was a great encouraging and interesting learning environment.	"I enjoyed watching YouTube videos and talking to coworkers about them, allowing me to learn new words and phrases and improve my listening skills.	"At first, I was hesitant to approach the subject with my coworkers, but they were so encouraging and supportive that it turned out to be a really good experience. I discovered that hearing other viewpoints and interpretations helped me comprehend the subject matter better, and I left feeling much more secure in my listening abilities.	"I thought it was a very great opportunity to strengthen my listening skills by watching and discussing YouTube videos. I really feel that my listening skills have increased as a consequence of being able to connect and collaborate with the content in this way.

The responses of the subjects in Table 4.3 reveal that, indeed, students in both the cooperative and the YouTube group developed positive perceptions of the listening activities. Most of the students reported heightened engagement, enjoyment, and motivation pertaining to learning vocabulary through the medium of YouTube videos blended with group discussion. The data also reveal that collaborative interaction facilitated more accurate comprehension of listening material, with students noticing important details and acquiring some vocabulary. Some students felt that peer support and active participation resulted in increased confidence in their listening abilities.

Table 4.4: The Control Group Responses

S1	S2	S3	S4	S5
"I thought the conventional method was incredibly dull and ineffectual. Without any visible cues or interactions with my coworkers, it was challenges to maintain attention on the audio recordings. I didn't think I was really learning anything.	"I felt that learning just listening to audio recordings without any dialogue was incredibly passive. I wasn't particularly interested in the subject matter, and I didn't think I was becoming any better at listening.	"The old method was difficult to use due to lack of communication and motivation, making it difficult to understand.	" I believe the conventional method is out of date and does not accurately depict how people actually use language in daily life. An easier and more efficient technique to develop listening skills is to watch videos and converse with classmates in team work.	"I had difficulty remembering the material from the audio recordings when there was no conversation or contact with my classmates. Also, I could not understand the content from the beginning without repeating it in order to be able to understand."

On the other side, the responses in Table 4.4 show that the students in the control group generally had negative views of the traditional audio-only method of listening. Many students characterized the activities as boring, passive, and difficult to follow due to the lack of visual support and peer interaction. The results also point out that students experienced comprehension and retention difficulties in the content of the listening while viewing the traditional method as not effective or relevant to real-life use.

4.2 Quantitative Analysis

For the purpose of gathering empirical evidence on the effectiveness of the instructional methods, a quantitative method was used through the application of descriptive and inferential statistics. Descriptive statistics were used to analyze the results of the students' responses to the questionnaire in terms of the mean, lowest and highest scores, and the standard deviations for each variable. In addition, the application of the paired samples t-test was utilized in order to test for any existing statistically significant difference in the scores for the experimental group (Cooperative Approach using the clips in the YouTube video service) and the control group (Audio only method of instruction).

Table 4.5: Descriptive Statistics Cooperative and YouTube Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I1	5	4,00	5,00	4,4000	,54772
I2	5	3,00	5,00	4,0000	,70711
I3	5	3,00	5,00	4,2000	,83666
I4	5	3,00	5,00	4,2000	,83666
I5	5	4,00	5,00	4,6000	,54772
Valid N (listwise)	5				

The descriptive statistics thus demonstrate significant differences between the control and experimental groups in all five indicators (I1–I5). In fact, the experimental group mean scores ranged from 4.00 to 4.60, indicating a high level of student agreement with the five items about interest, motivation, confidence, comprehension, and enjoyment of the listening activities. The standard deviation values were relatively small in this respect, ranging between 0.55 and 0.84, indicating that students responded consistently and clustered close to the mean, showing a generally positive perception of the cooperative and YouTube-based listening approach.

Table 4.6: Descriptive Statistics Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I1_C	5	2,00	3,00	2,4000	,54772
I2_C	5	2,00	3,00	2,2000	,44721
I3_C	5	2,00	3,00	2,2000	,44721
I4_C	5	2,00	3,00	2,4000	,54772
I5_C	5	2,00	3,00	2,2000	,44721
Valid N (listwise)	5				

By contrast, the control group reached markedly lower means (2.20–2.40), positioning themselves within the range from “disagree” to “neutral.” The smaller values for dispersion, ranging from 0.45 to 0.55, also show a low divergence among students but at a generally lower level of perceived engagement and effectiveness. This appears to contrast with the subjects in the group that underwent collaborative learning assisted by means of YouTube clips, who perceived listening activities as engaging and more effective.

Table 4.7: Paired Samples Test between Cooperative and YouTube Group and Control Group

		Paired Differences					t	df	Sig. (2-tailed)			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference							
					Lower	Upper						
Pair 1	I1 - I1_C	2,00000	,70711	,31623	1,12201	2,87799	6,325	4	,003			
Pair 2	I2 - I2_C	1,80000	,83666	,37417	,76115	2,83885	4,811	4	,009			
Pair 3	I3 - I3_C	2,00000	1,00000	,44721	,75834	3,24166	4,472	4	,011			
Pair 4	I4 - I4_C	1,80000	,83666	,37417	,76115	2,83885	4,811	4	,009			
Pair 5	I5 - I5_C	2,40000	,89443	,40000	1,28942	3,51058	6,000	4	,004			

The paired samples t-test results confirm that the differences observed between the experimental and control groups are statistically significant across all indicators. The mean differences for the five indicators range from 1.80 to 2.40, favoring the experimental group. All significance values (Sig. 2tailed) are below 0.05, with p-values ranging from 0.003 to 0.011, showing that such improvements would be impossible. Specifically, the largest mean difference was found in Indicator 5, enjoyment of the listening activities: Mean = 2.40, p = 0.004, indicating that students' enjoyment was significantly raised when using a combination of cooperative learning with YouTube clips. Interest (I1), motivation (I2), confidence (I3), and comprehension (I4) received noted improvements too. These results signal that there is a statistical difference in the current sample as to how the multiplicative approach, supported by multimedia resources, enhances students' perceptions about listening in comparison to the traditional audio-based approach. These quantitative results show strong statistical evidence of the hypothesis that the integration of cooperative learning with YouTube clips is more effective than traditional listening instruction. Since the mean scores were higher and the statistical differences were significant in all the indicators, a conclusive argument can be made that this instructional approach improves students' engagement, motivation, and perceived listening competence in the Libyan EFL context.

4.3 Discussion

The results for the initial group were favorable, indicating that the collaborative group significantly enhanced listening comprehension scores and exhibited greater motivation and engagement compared to the control group receiving conventional instruction, corroborated by participants' positive feedback regarding their experience of viewing and discussing YouTube clips collaboratively. A method for enhancing their auditory comprehension abilities.

The predominant positive feedback indicates that the collaborative approach of utilizing YouTube videos effectively engaged and motivated participants, facilitating the practice of their listening skills in a more authentic context and providing opportunities for mutual learning from diverse perspectives. The findings indicate that a collaborative approach employing multimedia resources, such as YouTube videos, maybe an effective way for improving the listening skills of EFL students.

This outcome corroborates the findings of Lai et al. (2022) and Alakrash & Razak (2021), indicating that effective listening instruction for EFL students may be achieved using collaborative activities and multimedia resources such as YouTube videos.

Participants' adverse reactions in the second group suggested that they deemed the conventional method of enhancing listening skills characterized by listening to audio recordings devoid of conversation or visual aids as ineffectual, tedious, annoying, antiquated, and detrimental. It may lack the efficacy of more dynamic and engaging approaches that use multimedia materials, group discussions, and feedback. These comments align with the findings of other studies that have evaluated the efficacy of conventional listening teaching vs more interactive and engaging methodologies.

Hernandez-Lopez & Mendoza-Jimenez (2025) and Fox & Singer (2025) the findings indicate that while listening skills can be enhanced, audio-only podcast recordings may not consistently serve as the most engaging or inspiring approach for students. Alongside audio-only podcast recordings, learners may get advantages from engaging, interactive methods that encompass group discussions, feedback, and various learning tactics.

5. Conclusion

The research examined the efficacy of a collaborative initiative utilizing YouTube videos to improve the listening skills of EFL students in a Libyan educational institution. The study examined 10 students separated into two groups, Yielding promising results that indicated the cooperative group achieved substantial improvements in listening comprehension exams and acknowledged this enhancement. In comparison to the control group receiving traditional instruction, there was enhanced motivation and engagement. It may be inferred that interactive teaching tactics, such as collaborative projects and multimedia resources, may improve listening skills. Conversely, the adverse critiques from the conventional technique, which depended solely on audio recordings and omitted dialogue or visual assistance. An audio-only podcast may not consistently serve as the most stimulating and engaging instructional resource for pupils. Engaging and dynamic pedagogical approaches that incorporate commentary, group discussions, and multimedia resource may enhance student outcomes. The study concludes that enhancing the listening abilities of EFL students in Libyan schools may be accomplished through a cooperative approach utilizing multimedia technology, such as YouTube videos. This technique offers students the chance to refine their listening skills in a more authentic setting while also enabling them to get insights from one another's viewpoints. The researchers agreed that interactive techniques, including participation and films, ought to be integrated into conventional listening training to enhance educational results.

Despite these positive results, there are several aspects of the research that have to be pointed out. First, the small sample size greatly restricts statistical power and thus generalizability of the findings. The intervention was conducted in only one school and for a very short period of time, which cannot reveal long-term effects of the instructional method and its possible value in other settings. Further, the study was heavily dependent on students' self-reported perceptions, which may be biased. Other factors that were not controlled include prior exposure to the language, individual learning styles, and familiarity with multimedia platforms, which may also impact the findings.

Based on the results and limitations of the present study, future research is recommended to use a larger sample of EFL learners from more diverse schools and regions in Libya in order to create a representative sample that allows generalization of the results. The longitudinal effect of cooperative and multimedia-based listening instruction is also suggested for investigation. Future studies should also combine qualitative data with standardized listening tests in order to get more objective measures of listening improvement. Further research may also be needed to investigate the differential effectiveness of different types of multimedia materials and varying cooperative learning structures in order to find the most effective strategies toward enhancing EFL listening.

Compliance with ethical standards

Disclosure of conflict of interest

The author(s) declare that they have no conflict of interest.

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