
RESEARCH ARTICLE

Online Videos and Podcasts for Language learning in the Saudi Context: A Systematic Review (2010-2025)

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ABSTRACT

This study presents a systematic review (SR) of the author's research published between 2010 and 2025 on the use of instructional videos and podcasts in English language teaching for both general and specific purposes. The corpus consists of eighteen studies that were categorized into eight thematic clusters: AI generated instructional videos; oral skills development (pronunciation, listening, and speaking videos and podcasts); reading skill enhancement; ESP instructional videos across medical, engineering, and professional domains; grammar practice through podcasts; cultural learning through news and cultural podcasts; multi-skills video lessons and delivering content via live video streaming. A distinctive feature of this SR is that it is author bounded, which is a rare longitudinal synthesis of a coherent research program covering fifteen years. Unlike prior SRs that aggregate unrelated studies, this review traces the evolution of multimodal pedagogy, videos, podcasts, AI generated narration, and ESP animations, within a single, consistent instructional framework. This unique perspective provides an integrated account of how digital resources were conceptualized, implemented, and refined across multiple language learning contexts. Results across clusters showed that instructional videos and podcasts consistently enhanced learners' comprehension, pronunciation accuracy, vocabulary development, and engagement with authentic language input. Studies on pronunciation demonstrated the effectiveness of multimodal explanations, visual cues, and repeated exposure to connected speech phenomena. The studies highlighted the role of structured pre, while, and post viewing tasks in improving comprehension of normal native speech, discourse organization, and inferencing. Reading videos supported background knowledge activation, visualization, and integration of multimodal cues. Animations, narrated demonstrations, and domain specific videos facilitated comprehension of technical terminology and complex processes. Grammar and cultural podcasts provided accessible, mobile, and self paced learning opportunities that increased learner autonomy and retention. The SR highlights the importance of multimodal scaffolding, the value of authentic and semi authentic input, and the need for alignment between video/podcast content and learning outcomes. The study recommends the systematic integration of videos and podcasts into curricula, instructor training in multimodal pedagogy. Comparative studies across modalities, longitudinal investigations of learner autonomy, and exploration of emerging technologies such as interactive video platforms, and podcast systems and AI-generated video content are still open for further investigation in the future.

KEYWORDS

Systematic review (SR), Author Bounded Systematic Review, Al-Jarf research program, instructional video, language learning podcasts, multimodal pedagogy, AI Generated video content, EFL/ESP skill development, video based scaffolding, digital learning resources, technology enhanced language learning

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1. Introduction

Educational/instructional videos are tools that provide audio and visual content to teach skills, products, or concepts, often serving as engaging, on-demand training or educational resources. They increase accessibility to learning, allowing for self-paced review and consistent training, often through micro-videos, tutorials, or screencasts.

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Educational video began with early 20th-century instructional films, transitioning to edutainment (1930s-present) which blends entertainment with education, popularized through, for example, Disney and later, digital games such as 1968's *The Sumerian Game*; instructional television (ITV) in the 1950s, and evolving into video platforms & digital streaming with YouTube (2005) and Khan Academy (2006) which revolutionized access by making video content globally accessible¹.

The most common types of instructional videos² are (i) Microvideos are short-form instructional videos that tackle one topic or concept at a time. (ii) Screencasts refer to recordings of one's computer screen that are usually accompanied by a voiceover explaining how to operate certain software or applications. (iii) Explainer Videos designed to explain a topic or idea. It is most commonly used to simplify complex business concepts, present a product, or analyze a service in an engaging and visual manner. (iv) tutorial or how-to video is usually around 10–20 minutes long and can be used to walk learners through pretty much any process or task. (v) training videos are often used during the onboarding process to effectively introduce new employees to the company culture or help them develop interpersonal skills, such as interacting with colleagues and being compliant with safety expectations. (vi) lecture videos are recordings of a presentation. They either consist of just the slides and a voiceover or are more professional and capture the image as well.

In elearning contexts, educational videos include the following types³: (i) Interactive videos that engage learners and encourage them to participate actively. (ii) Show-and-tell videos involve capturing on-site experiences, often requiring a camera crew or team to visit the location. (iii) Lightboard video that provides a unique and engaging way to present content. (iv) Screen capture with a subject matter expert. (v) Screen Capture without a subject matter expert. (vi) Virtual Reality (VR) or 360 videos can be beneficial in medicine, manufacturing, or engineering. VR allows learners to experience hands-on training in a safe and controlled environment. (vii) Animated videos they have the power to simplify complex concepts and processes, making it easier for learners to grasp and retain information. storytelling techniques and visualization can be used to increase learner engagement. Animated videos also eliminate the need for on-location filming and can be easily updated or modified to reflect the latest information.

On the other hand, Podcasts⁴ are digital audio files that are typically available as a series. They are made available on the Internet, and new instalments can be downloaded to a computer or a mobile device, or automatically delivered to the student's computer, smart phone, iPad or MP3/MP4 player. They can be automatically updated. Students typically subscribe to podcasts using "podcatcher" software such as iTunes. Today, there are podcasts on a variety of topics, and in subject areas from individuals, radio networks like BBC, VOA, NPR, TV networks, such as CNN, Fox, BBC, ESPN, etc., organizations such as the British council, new podcast-only networks (*Gimlet*), large and small companies, comedians, storytellers (*Lore*), and others.

Due to the widespread use of instructional videos and podcasts in education—particularly in language learning—a review of the literature revealed a substantial number of systematic reviews (SRs) and meta-analyses (MAs) addressing various dimensions of these media. SRs on instructional video have examined its general use, design, and pedagogical applications. These include analyses of teaching teachers' pedagogy through YouTube video technology (Abubakar, 2025); improving instructional video design (Fyfield et al., 2022); video-based learning recommender systems (El Aouifi et al., 2023); teacher experiences with computer-animated videos (Kleftodimos, 2024); student-produced video for learning (Lam & Yunus, 2023); recent developments in video-based learning research (Navarrete et al., 2025); and a decade-long review of video and learning (Poquet et al., 2018). A second group of SRs focused specifically on the use of video in EFL/ELT contexts. These include reviews of YouTube videos as learning media (Audina et al., 2022); the effectiveness of videos in ELT (Fithrotul'Aini et al., 2024); the use of YouTube videos to improve speaking skills (Nuha & Saputri, 2021); using video technology to improve oral presentation skills among undergraduate students (Miskam & Saidalvi, 2020); the role of videos in enhancing English language skills (Putri et al., 2025); and the use of 360-degree video technology in language learning (Shadieff & Zhou, 2023). Additional SRs examined vocabulary development through video, such as the use of audio-visual materials as an incidental vocabulary learning strategy (Karami, 2019) and vocabulary acquisition through captioned and subtitled videos (Reynolds et al., 2022).

Similarly, SRs on podcasts have explored their use in higher education more broadly. These include reviews of podcasts as pedagogy in higher education (Thomas et al., 2026); podcasts as didactic tools in the classroom (Da Silva et al., 2024); motivations for using podcasts (Li et al., 2024); evidence that podcasting supports learning in higher education (McLoughlin, & Lee, 2007); the potential of podcasts as inclusive education tools (Queiroz & Bedin, 2024); the use of podcasts among university students (Shahrizal et al., 2022); podcasts as a learning medium in higher education (Andersen & Dau, 2021); and podcast learning effectiveness in European higher education (Araújo & Rodrigues, 2019). SRs that examined podcasts in English language learning include: exploring

¹ [A short history of educational technology](#)

² <https://elearningindustry.com/what-are-instructional-videos-examples-you-can-incorporate-in-video-training-program>

³ <https://elearningindustry.com/types-of-educational-videos-for-elearning-and-online-courses>

⁴ <https://www.podcastinsights.com/what-is-a-podcast/>

podcasts as English learning media (Safitri et al., 2026); learner-generated podcasting in the English-as-a-new-language classroom (Wolfe & Duhaney, 2025); leveraging podcasts for ELT (Cahyanti et al., 2025); the effectiveness of podcasts in ELT (Hulliyany et al., 2025); the use of podcasts for language learning (Ramirez, 2024); research on podcasts in language learning (Panagiotidis, 2021); and a meta-analysis of educational technology applications on adult English learners' writing quality (Xu et al., 2019). Finally, several SRs focused specifically on the use of podcasts to develop listening, speaking, and communication skills. These include studies on the efficacy of podcast creation for communication skills (Akhter et al., 2026); developing listening comprehension through podcasts in second language education (Musayeva et al., 2025); improving listening and speaking skills through podcasts (Umam et al., 2025); using podcasts to develop listening comprehension among EFL university students (Ningrum & Panggabean, 2025); podcast-based listening comprehension (Safitri & Najwa, 2024); podcasts as teaching media for listening skills (Setiawan & Wahyuni, 2024); and the effects of podcasting on listening and speaking skills (Shafiee & Salehi, 2019).

Although numerous SRs have examined instructional videos and podcasts, the existing literature remains fragmented across unrelated populations, technologies, and pedagogical purposes. Prior SRs have focused either on general instructional video design, teacher training, or broad applications of video-based learning, while others targeted specific EFL skills or vocabulary development. Similarly, SRs on podcasts have explored their use in higher education, inclusive education, or general language learning, with several concentrating on listening and speaking skills. However, these reviews address isolated aspects of video- or podcast-based instruction and do not provide an integrated synthesis that examines how both media have been used to support English language learning among college and university students. No existing SR consolidates findings across these two major modalities, compares their pedagogical roles, or maps their combined contribution to ELT in higher education. This leaves a clear gap for a comprehensive review that unifies the scattered evidence and offers a coherent understanding of how instructional videos and podcasts function as learning tools for adult EFL learners.

Therefore, this study presents a systematic review (SR) of the author's research published between 2010 and 2025, synthesizing eighteen studies that employed instructional videos and podcasts to develop college students' English language skills for both general and specific purposes, including listening, speaking, pronunciation, reading, grammar, multi-skills, culture, and ESP. The review aims to identify the instructional purposes, design features, implementation procedures, and learning outcomes associated with these audiovisual materials. Only studies that used video- or podcast-based instruction were included, whereas studies relying solely on written interaction were excluded.

Although numerous SRs have examined the use of instructional videos or podcasts in EFL contexts, these reviews remain narrow, fragmented, and modality-specific. Existing SRs typically focus on a single skill (e.g., vocabulary, speaking, listening), a single platform (e.g., YouTube), or a single medium (either video or podcast). Others address general instructional video design or podcast use in higher education without linking them to English language learning. As a result, the current literature provides isolated insights rather than a unified understanding of how these media function across the broader landscape of EFL instruction in higher education.

This SR is significant because it offers the first integrated synthesis that brings together two major instructional modalities—educational videos and podcasts—within the specific context of English language learning among college and university students. By consolidating evidence across both media, this SR moves beyond the limitations of previous SRs and provides a comprehensive, comparative, and pedagogically meaningful overview of how audio-visual tools support adult EFL learners. This integrated perspective allows this SR to identify cross-modal patterns, shared affordances, complementary strengths, and gaps that cannot be detected when videos and podcasts are reviewed separately.

Moreover, this SR is grounded in a coherent population (higher-education EFL learners) and a clear instructional purpose, unlike many existing SRs that mix children, general education, medical training, or non-language contexts. This tight focus enhances the methodological rigor and practical relevance of the findings for EFL instructors, curriculum designers, and researchers in higher education.

In short, the significance of this SR lies in its ability to unify two previously disconnected bodies of research (videos + podcasts), focus exclusively on college EFL learners in higher education, provide a holistic, cross-modal synthesis rather than isolated findings, and generate insights that can inform integrated digital pedagogy in ELT. Therefore, this SR contributes a unique, consolidated, and academically necessary perspective that is currently missing from the literature.

Finally, this SR is significant because it is part of a broader series of SR/MA projects by the author, that has so far cover the following: *teaching English for art education purposes to Ph.D. students* (Al-Jarf, 2026a); *EFL reading instruction: themes, methods, and pedagogical insights* (Al-Jarf, 2026b); *diverse educational evaluation domains* (Al-Jarf, 2026c); *students' errors in English–Arabic and Arabic–English translation* (Al-Jarf, 2026d); *students' errors in English–Arabic and Arabic–English translation* (Al-Jarf, 2026e); *mobile apps for developing multiple language skills in EFL* (Al-Jarf, 2026f); *adult reading practices, interests, habits and challenges* (Al-Jarf, 2026g); *pronunciation instruction and practice in L2 (2005–2025)* (Al-Jarf, 2026h); *teaching reading in Arabic to grades 1–*

12: textbooks, skills, and learning outcomes (Al-Jarf, 2026i); electronic searching studies (2002–2021) (Al-Jarf, 2026j); specific-skill assessment (Al-Jarf, 2026k); Arabic–English transliteration of personal names and public signages (Al-Jarf, 2026l); children's language acquisition and development in Saudi Arabia (Al-Jarf, 2026m); classroom practices, writing enhancement and creativity among EFL struggling students (Al-Jarf, 2026n); collaborative learning and teaching in digital environments (Al-Jarf, 2026o); distance learning in the COVID-19 era and beyond: a multi-dimensional review of teaching, learning, assessment, infrastructure and crisis management (Al-Jarf, 2026p); effectiveness of mind-mapping on multiple English language skills in the Saudi context (Al-Jarf, 2026q); inadequate staffing and large class sizes in Saudi EFL and translation programs (Al-Jarf, 2026r); innovative word formation and pluralization processes in Arabic (Al-Jarf, 2026s); 2024–2025 studies on AI Arabic translation, linguistics and pedagogy (Al-Jarf, 2026t); three decades of ESP innovation (Al-Jarf, 2026u); implementation, use, infrastructure, and success factors in LMS-supported EFL Instruction (Al-Jarf, 2026v).

2. Methodology

2.1 Study Corpus

The study corpus comprises 18 research studies by Reima Al-Jarf on the use of online videos or podcasts as the primary instructional tool for developing EFL skills across pronunciation, listening, speaking, reading, grammar, cultural learning, ESP, and general video-based teaching. The corpus consists exclusively of studies that: (i) Are authored by Al-Jarf, (ii) Use online videos or podcasts as the main instructional medium, (iii) Target a specific EFL skill (pronunciation, listening, speaking, reading, grammar, cultural learning, ESP, or general teaching) (iv) Are published or presented at academic conferences with an abstract or presentation, (v) Provide empirical, instructional, or descriptive evidence of video- or podcast-based learning. Studies in the corpus were categorized into the following thematic clusters:

Cluster 1 — AI-generated videos

AI-generated video narration studies that focus on pronunciation errors in Arabic AI-narrated YouTube content as:

- *Pronunciation errors in Arabic YouTube videos narrated by AI (Al-Jarf, 2025d)*

Cluster 2 — Oral Skills (Pronunciation, Listening & Speaking) Development Videos and Podcasts

Oral-skills development studies, include pronunciation, listening, and speaking, through YouTube videos, online pronunciation resources, news podcasts, and medical lecture videos. Examples are:

- *YouTube videos as a resource for self-regulated pronunciation practice in EFL distance learning environments (Al-Jarf, 2022g)*
- *Improving students' pronunciation with online videos (Al-Jarf, 2013a)*
- *Enhancing EFL students' oral skills with online videos (Al-Jarf, 2010a)*
- *Enhancing freshman students' listening skills with news podcasts (Al-Jarf, 2010c)*

Cluster 3 — Reading Skill Enhancement

Studies on reading-skills enhancement through online videos that support vocabulary development, comprehension, prediction, inference, and multimodal reading strategies include:

- *Enhancing EFL students' reading skills with online videos (Al-Jarf, 2010b)*

Cluster 4 — ESP (English for Specific Purposes) Instructional Videos

Studies on ESP instruction, particularly for medical, engineering, business, and computer-science students, using specialized animations and videos to support comprehension of technical lectures and terminology include:

- *Teaching & learning with medical animations & videos (Al-Jarf, 2017)*
- *Helping medical students with online videos (Al-Jarf, 2011a)*
- *Enhancing students' comprehension of medical lectures with online videos (Al-Jarf, 2010d)*
- *Online videos for specific purposes (Al-Jarf, 2012c)*
- *Inspiring, teaching and learning with online animations and videos (Al-Jarf, 2016)*

Cluster 5 — Grammar Practice through Podcasts

Studies on grammar practice using downloadable grammar podcasts and online video lessons include:

- *Grammar podcasts for ESL college students (Al-Jarf, 2023)*

- *Grammar podcasts for EFL college students (Al-Jarf, 2011)*

Cluster 6 — Cultural Learning through Podcasts

Studies on cultural learning through podcasts that expose students to British and American cultural practices include:

- *Integrating cultural podcasts in EFL college classrooms (Al-Jarf, 2011b)*

Cluster 7— Multiskills Video Lessons

- *Online video lessons for EFL students (Al-Jarf, 2012d)*

Cluster 8 — Delivering Content via Live Video Streaming

Studies on general video-based teaching include the use of social-media live streaming to broadcast lectures and support language and translation learning such as:

- *Using social media live video streaming to broadcast lectures to college students (Al-Jarf, 2018b)*
- *Issues in using Periscope for live academic lectures during the Covid-19 pandemic (Al-Jarf, 2021f)*
- *Periscope as a tool for delivering live academic lectures (Al-Jarf, 2020e)*

In addition to the empirical studies included in the seven clusters, the author has produced a series of publicly available instructional video lectures on English pronunciation published on YouTube. These materials, although not empirical studies, represent the practical application of the pedagogical principles documented in the corpus and therefore complement the studies of Cluster 2.

- How to Improve Your Pronunciation in English 7: Vowels
https://www.youtube.com/watch?v=w2mqeK_p2Yw
- How to Improve Your Pronunciation in English 8: Vowel Digraphs
https://www.youtube.com/watch?v=_wRnYdweTro
- How to Improve Your Pronunciation in English 4: Silent Letters
<https://www.youtube.com/watch?v=1JYUhirUQME>
- How to Improve Your Pronunciation in English 5: Hidden Sounds
<https://www.youtube.com/watch?v=ZflVSW9gncl>
- How to Improve Your Pronunciation in English 6: Double Letters
<https://www.youtube.com/watch?v=8prVRTc11JI>
- How to Improve Your Pronunciation in English 9: Words With Two Pronunciations
<https://youtu.be/ml8GFYDnifU>
- How to Improve Your Pronunciation in English 10: Graphemes with the Same Sound
<https://youtu.be/ql6Uv0VANc4>
- How to Improve Your Pronunciation in English 11: Homophone
<https://youtu.be/W9il5loXL7k>
- How to Improve Your Pronunciation in English 12: Plural, Present & Past Suffixes
<https://youtu.be/82rYIWfg3zA>
- How to Improve Your Pronunciation in English 13: Assimilation
<https://youtu.be/O7PJyg44VxA>
- How to Improve Your Pronunciation in English 14: Elision
<https://youtu.be/fNsfB8sMI11>
- How to Improve Your Pronunciation in English 1: Online Videos
<https://youtu.be/2soGNmaGgF0>

- How to Improve Your Pronunciation in English 3: talkenglish) com Website
<https://youtu.be/Vxl-SOhrwU>
- How to Improve Your Pronunciation in English 2: Use of Mobile Apps
<https://youtu.be/077huQEhaNs>
- I Have Difficulties in Pronunciation and I Want to Know How to Improve My English Pronunciation – Part 1
<https://youtu.be/WX88GVV5ynA>
- I Have Difficulties in Pronunciation and I Want to Know How to Improve My English Pronunciation – Part 2
https://youtu.be/b0VN1Z5_J90
- I Have Difficulties in Pronunciation and I Want to Know How to Improve My English Pronunciation – Part 3
<https://youtu.be/PywXQvcYfkE>

2.2 Eligibility (Inclusion & Exclusion) Criteria

Studies were excluded if they met the following exclusion criteria:

- **Duplicate studies**, i.e., If the same study appears in multiple conference proceedings, journal + conference versions, or slightly revised versions. Only one version should be included; the others should be listed as duplicates but excluded from the corpus. Examples are: Are Arabic YouTube videos narrated by artificial intelligence suitable for training foreign students in listening skills? (Al-Jarf, 2026d); Pronunciation errors in AI-narrated Arabic YouTube videos (Al-Jarf, 2025c); Can students learning Arabic as a foreign language use Arabic YouTube videos narrated by Artificial Intelligence (AI) for listening practice (Al-Jarf, 2025b); Online videos for specific purposes (Al-Jarf, 2012e).
- **Studies where instructional videos or podcast are a partial component:** *Bloggng about sustainable development in the EFL college classroom (Al-Jarf, R. (2025a); Bloggng about current global events in the EFL writing classroom: Effects on skill improvement, global awareness and attitudes (Al-Jarf, 2022a); Bloggng about the Covid-19 pandemic in EFL writing courses (Al-Jarf, 2022b); Building cultural bridges through social media networks (Al-Jarf, 2020a; Al-Jarf, 2020b); Differential effects of the iPad on first and second language acquisition by Saudi children during the Covid-19 Pandemic (Al-Jarf, 2021a); EFL speaking practice in distance learning during the coronavirus pandemic 2020-2021 (Al-Jarf, 2021b); How EFL, linguistics and translation instructors engage students in distance learning during the Covid-19 second wave (Al-Jarf, 2022c); How EFL, linguistics and translation instructors engaged students in distance learning during the COVID-19 second wave (Al-Jarf, 2021c); How instructors engage students in distance learning during the Covid-19 second wave (Al-Jarf, 2021d); How students were engaged during the second wave of COVID-19 by EFL, linguistics and translation instructors in distance learning (Al-Jarf, 2022d); Collaborative distance education between Russia and Africa during Covid-19 (Al-Jarf, 2020c); Impact of the iPad on Saudi young children in the home environment as perceived by their mothers (Al-Jarf, 2021e); Integrating Elluminate in EFL reading instruction (Al-Jarf, 2014); Integrating Elluminate webconferences in EFL grammar instruction (Al-Jarf, 2013b); multimodal teaching and learning in the EFL college classroom (Al-Jarf, 2024a; Al-Jarf, 2024b); Strategies for effective distance learning in foreign language, linguistics and translation college courses. (Al-Jarf, 2022e); Use of SharePoint as a learning management system by KSU faculty (Al-Jarf, 2009d).*
- **Studies that use videoconferencing software without video- or podcast-based instructional materials:** *Synchronous online training workshops (Al-Jarf, 2013c); Videoconferencing for segregated university campuses at Saudi universities (Al-Jarf, 2005b); Connecting graduate students across the world with research web-conferences (Al-Jarf, 2018a); Connecting the EFL classroom with local and global communities (Al-Jarf, 2009a); Connecting EFL students and instructors online (Al-Jarf, 2009b); Connecting students across universities in Saudi Arabia (Al-Jarf, 2005a).*
- **Studies that use mobile apps and not video- or podcast-based instructional materials:** *Mobile audiobooks, listening comprehension and EFL college students (Al-Jarf, (2021g); Mobile technology and student autonomy in oral skill acquisition (Al-Jarf, 2012a); Developing EFL students listening and speaking skills with TalkEnglish (Al-Jarf, 2015); mobile technology and student autonomy in oral skill acquisition (Al-Jarf, 2011c).*
- **Studies on language skills instruction without the use of videos or podcasts as:** *Making connections in listening instruction (Al-Jarf, 2009c).*

- **Studies that rely on other types of technology such as social media platforms** (Twitter, WhatsApp, Facebook, etc.), blogs, email, or discussion boards, stand-alone digital tools not involving video or audio, text-based online materials) and text-to-speech software as *learning English on Facebook* (Al-Jarf, 2012b); *text-to-speech software for promoting EFL freshman students' decoding skills and pronunciation accuracy* (Al-Jarf, 2022f).
- **Instructional interaction occurring through written Twitter exchanges as a follow-up to live video lectures** as in: *issues in interactive translation practice on Twitter* (Al-Jarf, 2020d).
- **Studies focusing on infrastructure, platforms, or administrative issues** as LMS infrastructure, technical readiness, university policies, IT support, digital repositories, institutional challenges. These are contextual or administrative, not instructional.

2.2 Corpus Characteristics

The final corpus comprised a diverse, author-bounded body of studies that collectively document more than 15-year pedagogical experimentation with online videos, podcasts, AI-generated narration, and multimodal digital resources across EFL, ESL, and ESP contexts. Although the studies cover different skills, learner samples, and instructional settings, they share a coherent analytical orientation: each investigates how technology-mediated input, whether videos, animations, podcasts, live streaming, or AI narration, can enhance language learning by supplementing traditional instruction with multimodal, flexible, and self-paced resources.

Across the corpus, the studies address 8 major thematic clusters: Oral-skills development, AI-generated video narration; reading-skills enhancement through online videos; grammar practice using podcasts and online video lessons; ESP instruction; cultural learning through podcasts; general video-based teaching, multi-skill video lessons, and delivering content via social-media live video streaming.

Despite their topical breadth, the studies exhibit strong internal coherence. They consistently employ instructional videos and podcasts as a pedagogical scaffold to address learners' limited exposure to authentic input, difficulties with specialized terminology, challenges in oral fluency, and gaps in background knowledge. Most studies rely on descriptive, experimental, or resource-integration approaches, and many follow a structured instructional sequence (pre-viewing, while-viewing, post-viewing) that recurs across clusters. Collectively, the corpus represents a longitudinal, methodologically consistent research program that traces the evolution of digital-resource integration in language education and documents its impact on learners' linguistic, cognitive, and cultural development.

2.3 Information Sources

Because this SR examines a closed, author-bounded corpus, the information sources consisted exclusively of studies produced by the same researcher across a 15-year period and retrieved from publicly accessible academic platforms that archive the author's full scholarly output. The corpus draws on video and podcast-based instructional materials documented in the included studies, including online videos, YouTube pronunciation resources, news and cultural podcasts, specialized ESP animations, grammar podcasts, AI-generated narrated videos, and synchronous live-streamed instructional videos delivered via Periscope. These sources represent multiple modalities, audio, video, animation, text, subtitles, and live interaction, reflecting the evolution of digital tools used in EFL, ESL, and ESP instruction.

The studies were obtained from platforms indexing the author's publications, such as Google Scholar, ResearchGate, Semantic Scholar, Academia.edu, SSRN, ERIC, EBSCO, ProQuest, and institutional repositories. In addition to traditional publication venues, the corpus includes studies based on digital teaching environments, such as Periscope live-stream analytics, viewer engagement metrics, and follower survey responses, which provide unique data on synchronous video-based instruction. Collectively, these information sources offer comprehensive coverage of the author's research program and document the pedagogical affordances of diverse digital resources used to enhance language learning across skills, learner populations, and instructional contexts.

2.4 Data Extraction and Synthesis

Data extraction was conducted manually using a structured template developed for this author-bounded corpus. For each study, key bibliographic and methodological elements were recorded, including publication year, instructional focus, learner population, technological resource used (e.g., online videos, YouTube pronunciation materials, news and cultural podcasts, grammar podcasts, ESP animations, AI-generated narrated videos, and Periscope live-streamed lectures), data collection procedures, and reported outcomes. Additional fields captured the pedagogical functions of each digital resource, the linguistic or cognitive skills targeted, the instructional phases described (pre-, while-, and post-viewing/listening), and any challenges or recommendations noted by

comprehension in L2 learners and causes cacophony and distortion for native speakers and non-native speakers of Arabic. The article sheds light on how AI reads Arabic aloud, classification of pronunciation errors in AI narration; variations in the type and frequency of pronunciation errors across videos; why AI makes mistakes in pronouncing Arabic but does not make grammatical or syntactic errors in AI-narrated content, and how AI pulls off realistic intonation.

Cluster 2 — Oral Skills (Pronunciation, Listening & Speaking) Development Videos and Podcasts

Although the studies in this cluster share common methodological components—such as criteria for selecting videos or podcasts, advantages of audiovisual materials, and structured before/while/after instructional stages, these elements were intentionally repeated because each article was designed as a stand-alone study. Readers may access one study without reading the others; therefore, essential methodological guidance was included in every article. Despite this structural consistency, the studies differ in their instructional focus, the type of audiovisual content used, and the specific oral-skills subcomponents targeted.

YouTube videos as a resource for self-regulated pronunciation practice in EFL distance learning environments (Al-Jarf, 2022g)

Many EFL students have limited opportunities to listen to native speakers, practice English out of class, have problems in listening comprehension, oral expression and lack oral fluency. This article proposes using YouTube videos to improve EFL students' pronunciation. It shows (i) how YouTube videos can be integrated in EFL instruction to teach pronunciation; (ii) the advantages of integrating YouTube videos: They are free, provide variety of topics, speakers, difficulty level, can be easily downloaded to the laptop or mobile phone and can be viewed anywhere and anytime; (iii) how to locate YouTube videos that target a specific pronunciation skill; (iv) criteria for selecting online videos such as the video length in minutes, topic familiarity, difficulty level, speed of the speakers, students' proficiency level, and students' interests; (v) pronunciation subskills that can be developed through supplementary YouTube videos; (vi) teaching and learning with YouTube videos before watching a video, while watching the video and after watching the video.

Improving Students' Pronunciation with Online Videos (Al-Jarf, 2013a)

Although Saudi students at COLT have difficulty with some English vowels and consonants, associating spoken phonemes with written graphemes, homophones and homographs, stress, intonation, pause and juncture. The study shows criteria for selecting online pronunciation videos. It gives samples of websites where online pronunciation videos can be downloaded. gives examples of pronunciation skills that can be developed through supplementary online pronunciation videos: Pronunciation of vowels sounds, consonants such as *th* (ð), *f*, *i*, *ɪ*, *z*, *g*, *ʊ*, *d*, *r*, *p*, *l*, glottal stop, American English consonants, plural endings (-S/-ES), verbs ending in -ed, irregular verbs, contractions, numbers, Past Tense Regular verbs, several sounds/words, minimal pairs, word stress, rhythm. Advanced students may use the interactive phonetic chart for English pronunciation and the International Phonetic alphabet (IPA); where online pronunciation videos can be viewed (at home, in a classroom with an interactive smart board, or in a digital multimedia language lab); phases of teaching and learning with online pronunciation videos; advantages of integrating online pronunciation videos; shortcomings of online pronunciation videos; and students views.

Enhancing EFL students' oral skills with online videos (Al-Jarf, 2010a)

The study shows (i) how online videos can be integrated in listening and speaking instruction, (ii) the advantages of integrating online videos: They are free, provide variety of topics, speakers, difficulty level, can be easily downloaded to laptop or mobile phone and can be viewed anywhere and anytime, (iii) gives examples of websites where online language learning videos can be downloaded, (iv) criteria for selecting videos: video length in minutes, topic familiarity, difficulty level, speed of the speakers, students' proficiency level, and students' interests. Videos can provide global systems, current local and global issues, human values, and history, listening and speaking skills that can be developed through online supplementary videos. It also gives the types of listening and speaking tasks that can be designed based on online videos selected, how teachers can create student-centered listening and speaking activities based on the videos selected, phases of teaching and learning with online videos: Before watching a video, while watching the video and after watching the video; evaluation and assessment, and sample videos and sample listening and speaking tasks and activities.

Enhancing freshman students' listening skills with news podcasts (Al-Jarf, 2010c)

Since EFL freshman students have no opportunities to listen to native speakers of English out of class, and they have problems in auditory discrimination and listening comprehension, the experimental group students downloaded news podcasts from the CNN & BBC websites to their BlackBerry, mobile phone or MP3 players. Comprehension questions and auditory listening exercises were prepared by the instructor and were used after listening to each news podcast. End-of-semester listening comprehension and auditory discrimination tests showed significant improvement in the students' listening comprehension and auditory discrimination skills as a result of integrating news podcasts in listening instruction. Introduction EFL freshman students have no opportunities to listen to native speakers of English out of class. They have problems in auditory discrimination and listening comprehension.

Cluster 3 — Reading Skills Enhancement

Enhancing EFL students' reading skills with online videos (Al-Jarf, 2010b)

This study shows how online videos can be integrated in reading instruction; to give samples of websites where online language learning videos can be downloaded, and how online videos can be used to enhance EFL students' reading skills.

Online videos use multiple senses: audio, video, animation, color, text, sound, music...etc. Subtitles help students listen and read. They provide a variety of genres such as narrations, news, inspirational quotes, health, history, stories, jokes, study skills, audio & text, picture & captions, picture, text & music, animations, commentary & labels. They have a cultural content.

Numerous reading skills can be developed through online supplementary online videos such as learning to read, Phonics, reading with songs, reading speed, academic reading, context clues, making inferences, making predictions, and following directions, reading comprehension, academic reading and reader's purpose from comprehension.

Reading instruction with online videos goes through 3 phases: Before watching a video, introduce video: title, content summary, vocabulary overview, give pre-questions, set goals for the tasks, tell the students what they need to do & focus on. The students predict content from title, give the procedures to be followed to complete each task and give the order in which tasks will be completed. While watching the video, the students take notes on main ideas, important details, names, dates. They pay attention to specific information while reading such as names, dates, places, figures. They answer questions while reading, make an outline, pay attention to organizational clues, use context clues to infer meaning of difficult words. After watching the video, the students discuss answers, summarize/retell orally, use a flow chart and mind maps to show details & relations, discuss difficulties, talk about certain aspects, comment on story or movie topic, give impression, give morale or lessons learnt, give solutions to a problem, give a summary of the tasks that were performed, always set a time limit for reading, you may use small group discussions. Provide feedback on areas of improvement. Praise performance & give extra. Encourage students to read. Always thank students for their efforts.

Cluster 4 — Grammar Practice through Podcasts

Although both studies examine the integration of grammar podcasts into EFL/ESL instruction and therefore share common methodological elements, such as describing podcast features, outlining procedures for downloading and using episodes, and highlighting the flexibility of audio-based learning, their purposes and designs differ substantially. The 2023 study is descriptive and model-building in nature, presenting a pedagogical framework for using grammar podcasts in distance learning during the pandemic and illustrating the range of grammatical topics, instructional uses, and learner-autonomy features these podcasts offer. In contrast, the 2011 study employs an experimental design to measure the effectiveness of supplementing textbook-based instruction with a BBC grammar podcast in a controlled classroom setting, comparing pre- and post-test performance between experimental and control groups. Thus, while the two studies share structural similarities due to their focus on the same instructional medium, they address different contexts, research aims, and levels of empirical analysis.

Grammar podcasts for ESL college students (Al-Jarf, 2023)

This study proposes a model for integrating grammar podcasts into EFL/ESL grammar instruction in distance learning during the pandemic. It provides examples of grammar podcasts that can be incorporated into in-class teaching, demonstrates how they can be downloaded and used, and outlines the grammatical structures and topics they cover. Grammar podcasts typically include 2–5-minute audio explanations of specific grammatical points, accompanied by lesson scripts, exercises, quizzes with answer keys, and grammar help sections addressing students' questions. Students can download the podcasts, print the scripts, complete the exercises, and check their answers independently. Elementary, intermediate, and advanced grammar podcasts can be selected based on learners' needs and proficiency levels. Unlike face-to-face lectures, grammar podcasts allow students to listen anytime, anywhere, and as many times as needed. Classroom discussions based on a grammar podcast can be conducted in pairs, small groups, or whole-class formats. End-of-semester grammar tests can be used to measure improvements in students' grammatical knowledge resulting from integrating podcasts into EFL grammar courses.

Grammar podcasts for EFL college students (Al-Jarf, 2011)

The study investigated the effectiveness of integrating grammar podcasts into the Grammar 3 course for sophomore students enrolled in the translation program at COLT. Two groups (experimental and control) received the same in-class instruction based on Mosaic 2 by Werner and Wilson, and both were pretested, showing no significant differences in grammatical knowledge. Students in both groups demonstrated substantial weaknesses in basic English grammar. In addition to classroom instruction, the experimental group used a BBC grammar podcast, which the instructor introduced and demonstrated, including how to download episodes to smartphones or MP3 players. Students independently listened to weekly podcast episodes, kept logs of their listening time, and accessed downloadable MP3 lessons featuring expert commentary, grammar explanations, interactive quizzes, and

practice activities. At the end of the semester, both groups were posttested. Results showed that students in the experimental group made higher gains in grammatical knowledge than those in the control group, indicating the positive impact of supplementing textbook-based instruction with grammar podcasts. Students expressed positive attitudes toward the podcasts, describing them as enjoyable and helpful, though improvement was gradual. The study recommended aligning podcast content with course topics and ensuring that the linguistic difficulty of the podcasts matches students' proficiency levels.

Cluster 5 — ESP (English for Specific Purposes) Instructional Videos

The studies in this cluster share a similar methodological structure, including criteria for selecting specialized videos and staged instructional procedures. This repetition reflects the stand-alone nature of each article. However, the studies differ in the disciplinary content addressed (medicine, engineering, business, computer science) and in the specific ESP skills and tasks developed for each field.

Teaching & learning with medical animations & videos (Al-Jarf, 2017)

Many students enrolled in English-medium colleges and universities struggle to understand lectures in specialized courses such as medicine, dentistry, pharmacy, biology, biochemistry, anatomy, and physiology, and they often face additional challenges when reading technical texts and learning specialized terminology. This study demonstrates how supplementary online medical animations and videos can help address these difficulties by providing multimodal explanations that engage both visual and auditory senses, simplify complex concepts, and expose learners to varied accents and levels of difficulty. It outlines how instructors can integrate these resources into healthcare courses to enhance students' listening, speaking, reading, writing, and vocabulary skills, and recommends selecting YouTube content based on student proficiency while maintaining a repository of animations covering topics such as cell structure, the digestive system, and osteoporosis. Effective implementation requires structured instructional stages, including pre-watching vocabulary preparation, guided viewing, and post-watching tasks such as summarizing content, analyzing medical roots, completing anatomical diagrams, and practicing terminology. The success of these tools depends on the instructor's role as a facilitator who provides clear guidance, encourages active engagement, and designs activities that ensure the acquisition of both linguistic skills and medical knowledge.

Helping medical students with online videos (Al-Jarf, 2011a)

Many Saudi pre-medical students have difficulty understanding lectures in specialized courses such as biology, biochemistry, anatomy and physiology. To help students fill the gaps in their background knowledge, class lectures can be supplemented by online videos in medical courses. This paper shows the advantages of integrating online videos, gives samples of websites where online medical videos can be downloaded, describes criteria for selecting videos, shows how online videos can be integrated in medical courses, outlines skills that can be developed through supplementary online videos, types of tasks that can be designed based on the online videos selected, and presents a scheme for phases of teaching and learning with online videos. In the end, it describes the process of evaluation and assessment of instruction with online videos.

Enhancing students' comprehension of medical lectures with online videos (Al-Jarf, 2010d)

To help EFL medical students cope with medical class lectures, develop their knowledge of medical terms and information, supplementary online videos can be downloaded for free and used out-of-class. The study shows how online videos can be integrated in medical courses and the advantages of integrating online videos (they are free; provide a variety of topics, speakers, difficulty level; can be easily downloaded to a laptop or mobile phone and can be viewed anywhere and anytime). It gives samples of websites where online medical videos can be downloaded and the criteria for selecting videos: (e.g.: video length in minutes, topic familiarity, difficulty level, speed of the speakers, students' proficiency level, and students' interests). Videos can provide information on global systems, current local and global issues, human values, and history); the skills that can be developed through supplementary online videos; types of tasks and student-centered activities that can be designed based on the videos selected; phases of teaching and learning with online video (before watching a video, while watching the video and after watching the video); evaluation and assessment and shows sample videos. tasks and activities.

Online videos for specific purposes (Al-Jarf, 2012c)

Many EFL/ESL college students, enrolled in colleges and universities that use English as a medium of instruction, have difficulty understanding lectures in specialized courses delivered in English, such as engineering, medicine, dentistry, pharmacy, biology, biochemistry, anatomy, physiology and others. To help students improve their listening comprehension skills, develop their repertoire of specialized technical terms and fill the gaps in their background knowledge, class lectures can be supplemented by specialized online videos. This study shows the advantages of integrating specialized online videos, gives samples of websites where specialized online videos can be downloaded, describes the criteria for selecting specialized online videos, outline the skills that can be developed through supplementary specialized online videos, and presents a scheme for phases of teaching and learning with specialized online videos. It concludes with some recommendations for creating a specialized online video repository.

Inspiring, teaching and learning with online animations and videos (Al-Jarf, 2016)

Many students have difficulty with their ESP courses. To help students improve their listening, speaking, reading, writing and vocabulary skills and fill the gap in their background knowledge, the English for engineering, business and computer science course can be supplemented with specialized online animations and videos. The presentation will show how supplementary online engineering, business and computer science animations & videos can be integrated in ESP course to enhance students' listening, speaking, reading, writing and vocabulary skills; the advantages of integrating specialized online animations and videos, give a sample of websites where specialized online animations and videos can be downloaded, show a sample of specialized online animations and videos, describe the criteria for selecting specialized online animations and videos, outline the skills that can be developed through supplementary specialized online animations and videos, and present a scheme for the phases of teaching and learning with specialized online animations and videos.

***Cluster 6 — Cultural Learning through Podcasts
Integrating cultural podcasts in EFL college classrooms (Al-Jarf, 2011b)***

College students majoring in English-Arabic translation at the College of Languages and Translation take a Language and Culture course in level 4, a Comparative Culture course in level 5 and a Readings in the Target Culture course in level 7. To help expose students to real-life experiences with British and American cultures, cultural podcasts can be integrated in those courses as a supplement to in-class instruction. Students can download cultural podcasts about American and British customs, traditions, holidays, celebrations, architecture (houses, castles, palaces, churches, mosques), art, literature, music, costumes, museums, folk tales, sports, games, weddings, city life, rural life, food and drink, recreation, religion, museums and libraries, transportation, educational, health, political and economic systems ...etc from travel websites such as a "walking tour podcast", "Nationalgeographic.com", "Walks of a lifetime" and "Lonely planet" to their BlackBerry, mobile phone, ipods or MP3 players. Cultural awareness exercises that require the students to describe, summarize, analyze, compare or contrast aspects of Saudi and British/American cultures can be prepared by the instructor and used after listening to each cultural podcast. Students can listen to those podcasts anywhere, anytime and as many times as they need. Classroom discussions on a cultural podcast can be performed in pairs, small groups or even the whole class. Cultural podcasts also serve as a basis for individual, interactive or collaborative theme-based projects. End-of-semester cultural awareness tests can be given to find out improvements in the students' cultural awareness and knowledge as a result of integrating news podcasts in culture courses.

***Cluster 7 — Multi-skills Video Lessons
Online video lessons for EFL students (Al-Jarf, 2012d)***

This study addresses the challenges faced by many EFL college students who struggle to understand spoken English and have limited opportunities to practice the language outside the classroom. To meet these needs, the study proposes integrating online video lessons as supplementary instructional materials in EFL courses. Drawing on a wide range of freely available online resources, the study demonstrates how video lessons can enrich instruction by providing diverse topics, speakers, difficulty levels, and authentic language input that students can access anytime and anywhere.

The study outlines clear criteria for selecting effective video lessons, including video length, difficulty level, speaker speed, students' proficiency level, availability of closed captions, interactivity, and the need for teacher guidance. It highlights the multiple skills that can be developed through online video lessons, such as listening, speaking, communicative functions, grammatical structures, vocabulary development, and test preparation for TOEFL, IELTS, and TOEIC.

A structured instructional model is presented, consisting of three phases: (i) Before watching: setting goals, introducing the video, previewing content, and providing guiding questions. (ii) While watching: taking notes, identifying main ideas and details, answering questions, and outlining the lecture. (iii) After watching: group or pair discussions, summarizing or retelling content, and using visual organizers such as flowcharts, diagrams, and mind maps.

The study also provides sample websites, sample video lessons, and sample tasks to illustrate practical implementation. To motivate students to watch the video lessons, the study recommends giving extra credit, assigning written tasks, and including video-based content on tests. Overall, the study demonstrates how online video lessons can support multi-skill development and enhance learner engagement through flexible, student-centered, and visually rich instructional materials.

Cluster 8 — Delivering Content via Live Video Streaming

The author delivered 49 live academic lectures via periscope, providing a substantial dataset that informed the three studies included in this cluster. The author generated a rich body of observational, analytical, and survey-based data that formed the foundation of the three studies in this cluster and other studies that are not part of the cluster.

Although the studies in this cluster share similar procedures for analyzing live-streamed lectures, each article focuses on different datasets, instructional purposes, and analytic perspectives. The methodological overlap reflects the stand-alone design of the original studies.

Issues in using Periscope for Live academic lectures during the Covid-19 Pandemic (Al-Jarf, 2021f)

The author used Periscope to broadcast live language, translation and technology lectures to her Twitter followers. The Periscope lecture analytics showed that lectures with the highest viewers, impressions and engagement were those about how to develop translation and interpreting skills and how to integrate Elluminate in teaching. Followers' surveys indicated that the Periscope lectures and their replays were beneficial, interesting, enriching, invaluable, and fulfilling their needs. As a lecturer, the author found Periscope easy to use. She could go live anytime and anywhere. She did not have to register students. Replays can be accessed via Periscope or Twitter. However, reading comments and questions while live-streaming was somewhat challenging. When lecturing via Periscope, the author could not hear viewers' voices or see their facial expressions as in Zoom. Engagement, interaction and communication among the viewers themselves, and between the viewers and the instructor were very low.

Periscope as a tool for delivering live academic lectures (Al-Jarf, 2020e)

The study gives the purpose of the live translation, linguistics, teaching methodology, and academic lectures; examples of the Periscope live academic lectures; procedures of delivering live academic lectures through Periscope; some Periscope lecture analytics; students' and instructor's views on the advantages and shortcomings of using Periscope to deliver live academic lectures. Responses to a questionnaire-survey showed that students found the live lectures and their replays beneficial. They could watch lectures on their smart phones, iPad, or computer, anywhere and anytime. They described my Periscope lectures as interesting, enriching, invaluable and fulfilled their needs. They helped them understand and clarify some difficult concepts. They learnt a lot. They could ask me to deliver lectures on any academic issue of interest to them. They look forward to my lectures. Some students could not follow the live broadcast as they were busy but were able to replay the recorded lectures on Twitter. Some suggested that I upload the Periscope lectures on You Tube to be viewed anytime and to avoid removal. Others suggested the use of other Apps such as Zoom. As a lecturer, I found Periscope easy in that I could go live anytime and anywhere, as long as I have access to a Wi Fi network. I did not have to register students interested in viewing the live lectures. In addition, no time is required to upload and post the recorded lecture on Twitter. However, reading the comments and questions while presenting was somewhat challenging as I had to interrupt the lecture to answer the questions or respond to the comments. Sometimes I answered the questions orally at the end of the lecture or in tweets. Lecturing via Periscope is not like face-to-face lectures in that I could not hear viewers' voices or see their facial expressions.

Using social media live video streaming to broadcast lectures to college students (Al-Jarf, 2018b)

Social media such as Facebook, Twitter and YouTube have a live video streaming app that is used to broadcast live events to followers. The social media live video streaming can also be used to broadcast lectures to the instructor's followers. I have been using Periscope to broadcast live language and translation lectures. Viewers made comments, asked questions, put likes and smileys during the live broadcasts. The purpose of the lecture broadcasts was to help student followers on Twitter develop language, translation and interpreting skills, respond to their academic needs and introduce them to the latest language and translation research. Responses to a questionnaire-survey showed that followers found the live lectures and their replays beneficial. Some followers could not follow the live broadcast as they were busy but were able to replay the recorded lectures on Twitter. Some suggested that I upload the Periscope lectures on YouTube to be viewed anytime. As a lecturer, I found Periscope easy in that I could go live anytime. I did not have to register students. Lectures are automatically recorded and posted on Twitter. However, reading comments and questions while presenting was somewhat challenging as I had to interrupt the lecture to answer the questions or respond to the comments. Lecturing via Periscope is not like face-to-face lectures as I could not hear viewers' voices or see their facial expressions. The study gave some Periscope lecture analytics, some reflections on Periscope live lectures and recommendations.

4. Discussion

4.1 Meta-Conclusion

Across the eight thematic clusters, the corpus demonstrates a consistent and sustained pedagogical orientation toward leveraging digital, multimodal resources to compensate for learners' limited exposure to authentic linguistic input and to enrich instructional environments across EFL, ESL, and ESP contexts. Despite the diversity of tools, ranging from YouTube pronunciation videos and news podcasts to AI-generated narration, specialized ESP animations, grammar podcasts, cultural podcasts, and Periscope live-streamed lectures, the studies converge on a shared conclusion: digital audio-visual materials provide flexible, accessible, and pedagogically powerful supplements to traditional instruction. They enhance learners' linguistic performance, support comprehension of complex content, and foster autonomous learning behaviors. Collectively, the corpus confirms that integrating

online videos and podcasts into language instruction is not merely an add-on but a transformative pedagogical approach that expands learners' opportunities for exposure, practice, and engagement.

4.2 Meta-Interpretation

Findings across clusters reveal deeper patterns that extend beyond the individual outcomes reported in each study. The corpus illustrates a progressive shift in the author's research trajectory, from early explorations of online videos and podcasts as supplementary tools, toward more sophisticated uses of synchronous live-streamed instruction and examination of AI-generated narration in Arabic. This evolution reflects broader technological developments and changing learner needs, particularly during the COVID-19 pandemic. The studies collectively suggest that multimodal digital resources function not only as instructional materials but also as tools that reshape learners' cognitive engagement, scaffold comprehension of specialized content, and create new forms of interaction, even when interaction is limited, as in Periscope live streams. The recurring emphasis on structured instructional phases (pre-, while-, and post-viewing/listening) indicates that the effectiveness of digital resources depends on thoughtful pedagogical design rather than the technology itself. Thus, the corpus underscores that technology-mediated instruction is most effective when embedded within intentional, well-sequenced learning activities that guide attention, support meaning-making, and promote skill transfer.

4.3 Cross-Cutting Insights

Several insights cut across the eight clusters and reveal unifying pedagogical principles. First, multimodality through videos, animations, and podcasts engages multiple sensory channels, making them particularly effective for developing pronunciation, listening, reading, grammar, and ESP-related skills. Second, the studies consistently highlight the role of digital resources in bridging gaps in background knowledge, whether linguistic, cultural, or disciplinary, especially for learners in specialized fields such as medicine, engineering, and translation. Third, the corpus shows that learner autonomy is strengthened when students can access materials anytime, anywhere, and at their own pace, a pattern evident in both asynchronous videos and synchronous Periscope replays. Fourth, the integration of analytics and survey data in the Periscope studies introduces a new dimension: digital platforms not only deliver instruction but also generate actionable data on engagement, preferences, and interaction patterns. Finally, the corpus demonstrates that despite differences in modality, context, and skill focus, effective technology-mediated instruction relies on clear scaffolding, purposeful task design, and alignment between resource type and learning objective. These cross-cutting insights provide a cohesive interpretive framework that unites the diverse studies into a single, evolving research program.

4.4 Implications

Findings across the eight clusters yield several pedagogical, institutional, and technological implications for language education in digitally mediated environments. First, the consistent effectiveness of online videos, podcasts, and live-streamed lectures underscores the need for universities and language programs to formally integrate multimodal digital resources into curriculum design rather than relying on them as optional supplements. Structured pre-, while-, and post-viewing pedagogical sequences, which were repeatedly shown to enhance comprehension, pronunciation, reading, grammar, and ESP learning, should be embedded into course syllabi, teacher guides, and assessment frameworks to ensure systematic implementation.

Second, the corpus highlights the importance of expanding students' exposure to authentic linguistic input, especially in contexts where opportunities for real-life interaction with native speakers are limited. Institutions should therefore invest in curated repositories of high-quality online videos, specialized ESP animations, cultural podcasts, and pronunciation resources aligned with learners' proficiency levels and disciplinary needs. For fields such as medicine, engineering, and translation, where students struggle with technical terminology and dense content, supplementary digital materials can play a critical role in bridging background-knowledge gaps and supporting comprehension of specialized lectures.

Third, the findings point to the need for professional development that equips instructors with the skills required to select, evaluate, and integrate digital resources effectively. Teachers must be trained not only in technical use but also in designing tasks that promote active engagement, scaffold meaning-making, and encourage autonomous learning. The challenges identified in the Periscope studies—such as limited interaction, difficulty managing live comments, and the absence of visual cues—suggest that instructors also require guidance on managing synchronous online teaching environments and balancing live delivery with asynchronous replays.

Fourth, the emergence of AI-generated narration as a new instructional modality carries implications for both technology developers and educators. The documented pronunciation errors in Arabic AI narration highlight the need for improved diacritic processing, contextual disambiguation, and phonological modeling. For educators, these findings signal the importance of critically evaluating AI-generated content before using it in instruction, particularly in languages with complex orthographic systems.

Finally, the corpus suggests broader policy implications for digital readiness in higher education. Institutions should ensure reliable access to digital platforms, support students' ability to download and view materials offline, and adopt analytics-enabled tools that provide insights into learner engagement. The Periscope analytics demonstrate the value of data-driven decision-making, indicating that platforms capable of tracking impressions, viewer behavior, and interaction patterns can inform instructional design and resource allocation.

Together, these implications emphasize that technology-mediated instruction is most effective when supported by intentional pedagogical planning, institutional infrastructure, and ongoing professional development. The corpus demonstrates that digital resources—when thoughtfully integrated—can expand learning opportunities, enhance skill development, and support diverse learner needs across EFL, ESL, and ESP contexts.

4.5 Positioning This SR Within the Global Instructional Video and Podcast SRs

Within the global landscape of SRs on instructional videos and podcasts in language education, this SR occupies a distinct and underrepresented position. Existing international SRs typically synthesize heterogeneous studies drawn from multiple authors, multiple countries, diverse educational systems, and varied technological infrastructures. As a result, global reviews often provide broad, generalized conclusions about the effectiveness of videos and podcasts for improving listening comprehension, pronunciation, vocabulary learning, or learner engagement. However, they rarely offer a coherent, longitudinal, or contextually unified account of how these digital resources function within a single research program or within a stable pedagogical environment.

In contrast, the present SR synthesizes an author-bounded corpus that documents a 15-year trajectory of instructional innovation using online videos, YouTube pronunciation materials, news and cultural podcasts, grammar podcasts, ESP animations, AI-generated narrated videos, and synchronous Periscope live-streamed lectures. This internal coherence, absent from global SRs, allows for a deeper, more fine-grained interpretation of how instructional videos and podcasts evolve pedagogically over time, how they are sequenced within lessons, and how they address specific linguistic, cognitive, and disciplinary challenges faced by learners in higher education.

Moreover, while global SRs tend to focus on a single skill (e.g., listening comprehension) or a single medium (e.g., YouTube videos), this SR integrates eight thematic clusters that span multiple skills, modalities, and instructional purposes. It includes specialized ESP animations, AI-generated narration with documented pronunciation errors, and analytics-based evaluations of live-streamed Periscope lectures—dimensions that are largely absent from international reviews. This breadth enables the SR to highlight cross-cluster pedagogical principles, such as the centrality of multimodal scaffolding, the importance of structured pre-/while-/post-viewing tasks, and the role of digital resources in compensating for limited exposure to authentic language input.

Finally, this SR contributes a unique perspective by situating instructional videos and podcasts within the specific context of Saudi higher education, a setting underrepresented in global reviews. By synthesizing studies that share a common authorial voice, methodological orientation, and pedagogical philosophy, the SR provides a cohesive, contextually grounded alternative to the fragmented findings of international literature. It therefore complements global SRs by offering a longitudinal, context-rich, and pedagogically detailed account of how instructional videos and podcasts can be systematically integrated into language education.

4.6 How This SR Connects to the Author's Previous SRs

This SR extends a long-standing research program in which the author has produced more than twenty SRs across diverse domains of language education, digital pedagogy, evaluation, translation, ESP, mobile learning, and AI-mediated translation. While earlier reviews focused on specific skill areas, such as reading instruction (Al-Jarf, 2026b), pronunciation pedagogy (Al-Jarf, 2026h), translation errors (Al-Jarf, 2026e), children's language acquisition (Al-Jarf, 2026m), and Arabic reading development (Al-Jarf, 2026i), the present SR contributes a new dimension by synthesizing a 15-year corpus of studies centered specifically on instructional videos and podcasts as multimodal tools for EFL and ESP learning.

Several of the author's previous SRs examined broader technological ecosystems, including mobile apps (Al-Jarf, 2026f), LMS-supported instruction (Al-Jarf, 2026w), collaborative digital learning (Al-Jarf, 2026o), and distance learning during COVID-19 (Al-Jarf, 2026p). However, none of these reviews provided a longitudinal, modality-focused synthesis of video- and audio-based instructional practices. The current SR fills this gap by offering a detailed account of how online videos, YouTube pronunciation materials, ESP animations, cultural and news podcasts, grammar podcasts, AI-generated narration, and Periscope live-streamed lectures were integrated into actual classroom practices over time.

Moreover, this SR complements the author's earlier meta-analyses on AI Arabic translation (Al-Jarf, 2026t) and AI-narrated YouTube videos (Al-Jarf, 2026d) by situating AI-generated narration within a broader pedagogical context. It also aligns with the author's reviews on evaluation (Al-Jarf, 2026c), assessment practices (Al-Jarf, 2026k), and electronic searching (Al-Jarf, 2026j), which

collectively document the methodological and technological foundations that underpin the instructional innovations synthesized here.

Taken together, the present SR represents the next step in a coherent scholarly trajectory that traces the evolution of digital pedagogy across multiple modalities, learner populations, and instructional purposes. It consolidates insights from the author's previous reviews while offering a focused, modality-specific synthesis that had not been addressed in earlier work. In doing so, it strengthens the cumulative knowledge base of the author's research program and provides a unified framework for understanding how instructional videos and podcasts contribute to language learning within Saudi higher education and beyond.

4.7 Limitations of This SR

Although this SR synthesizes a complete set of classroom-based instructional practices implemented by the same researcher over a 15-year period, several limitations should be acknowledged. First, the author-bounded nature of the corpus ensures strong internal coherence but limits the diversity of pedagogical perspectives, institutional contexts, and instructional philosophies typically represented in global SRs on instructional videos and podcasts. The findings therefore, reflect the evolution of one sustained teaching-research program rather than a broad cross-section of international practices.

Second, because all included studies are derived from the author's own classroom implementations or pedagogical designs, the corpus is inherently shaped by the specific learner population, institutional environment, and curricular demands of Saudi higher education. This contextual specificity strengthens the internal validity of the synthesis but restricts the generalizability of the findings to other educational systems, age groups, students' proficiency levels or disciplines outside language and ESP instruction.

Third, the corpus reflects the technological options available during the periods in which the studies were conducted. While it includes a wide range of digital modalities, online videos, YouTube pronunciation materials, news and cultural podcasts, grammar podcasts, ESP animations, AI-generated narration, and Periscope live-streamed lectures, it does not encompass emerging tools such as VR-based instruction, interactive video platforms, adaptive podcast technologies or AI-generated videos that have gained prominence more recently.

Finally, the heterogeneity of study designs, ranging from descriptive classroom interventions to analytics-supported evaluations, precludes meta-analytic aggregation. The synthesis therefore relies on qualitative integration, which provides depth and contextual richness but does not allow for statistical comparison of effect sizes across modalities. Despite these limitations, the SR offers a uniquely coherent, longitudinal, and contextually grounded account of how instructional videos and podcasts can be systematically integrated into language education.

5. Recommendations

Based on the synthesis of findings across the eight thematic clusters, the following recommendations can be offered to enhance the integration of instructional videos and podcasts into language and ESP education. The findings highlight the value of allowing qualified instructors to make informed pedagogical decisions regarding materials, platforms, and instructional strategies. Flexibility in adapting textbooks, selecting digital resources, and modifying course delivery enables teachers to respond effectively to learners' needs.

- The studies demonstrate that meaningful integration of videos and podcasts often emerges from individual initiative rather than institutional directives. Instructors should be encouraged to experiment with new modalities, curate their own digital resources, and design tasks that reflect their expertise and pedagogical judgment.
- The corpus shows that effective digital instruction can be achieved even in low-resource environments. Teachers should be supported in adopting pragmatic, context-sensitive solutions—such as downloadable materials, offline access, or simplified platforms—when connectivity or equipment is limited.
- Across the studies, the success of videos and podcasts depended not on advanced technology but on their alignment with linguistic objectives. Instructors should select materials based on clarity, linguistic accuracy, and instructional value rather than production quality or novelty.
- Repeated listening, self-paced viewing, and reflective tasks were central to students' progress. Teachers should design activities that cultivate autonomy, such as listening logs, pronunciation imitation tasks, and self-evaluation routines.
- ESP animations, cultural videos, and grammar podcasts were most effective when directly tied to course content. Instructors should curate or create materials that reflect the linguistic and disciplinary demands of their specific programs.
- The longitudinal nature of the corpus illustrates the importance of ongoing reflection, iterative refinement, and evidence-based decision-making. Teachers should document their practices, evaluate learner responses, and adjust their approaches over time.
- When using AI-generated narration or AI-based audiovisual materials, instructors should pay particular attention to linguistic accuracy, naturalness of pronunciation, stress patterns, and phoneme realization, accurate pronunciation of

homophones according to context, especially in languages with complex orthographic systems such as Arabic. Supplementary materials or corrective feedback may be necessary to address limitations in AI-generated content.

5.1 Directions for Future Research

Future research should expand beyond the author-bounded corpus to examine how instructional videos and podcasts function across diverse institutional contexts and learner populations. Studies are needed to compare the effectiveness of different video modalities, such as AI-generated narration, interactive videos, VR-enhanced content, and discipline-specific animations, across proficiency levels and learning outcomes. Comparative investigations between synchronous and asynchronous video-based instruction would also provide valuable insights into how interaction patterns, cognitive load, and learner preferences shape learning effectiveness.

Further research should explore the pedagogical potential of adaptive podcast platforms, AI-driven pronunciation tutors, and analytics-enabled video environments capable of tracking attention, engagement, and comprehension. The integration of AI into video- and podcast-based instruction warrants systematic investigation, particularly in relation to AI-generated instructional videos with synthetic narration, automated captioning, adaptive pacing, and personalized sequencing. AI-generated podcasts may also support individualized listening paths, automated pronunciation feedback, and adjustable difficulty levels.

In addition, AI-based analytics can be used to monitor learners' engagement with audiovisual materials, identify patterns of difficulty, and generate real-time recommendations for improving instructional design. Future studies should also examine how AI-driven personalization, such as customized video playlists or podcast recommendations, can enhance the development of English language skills in varied learning contexts.

Finally, the feasibility of integrating AI-narrated English stories on YouTube into listening and pronunciation practice remains open for further investigation. Research is needed to evaluate their pedagogical value, authenticity, and impact on learners' engagement, comprehension, and oral proficiency, as well as to identify potential limitations related to the naturalness of AI-generated narration and the quality of linguistic input.

6. Conclusion

This SR provides a coherent, longitudinal, and contextually grounded synthesis of instructional video and podcast research conducted over a 15-year period within Saudi higher education. Despite the diversity of modalities, ranging from YouTube pronunciation videos and news podcasts to ESP animations, AI-generated narration, and Periscope live-streamed lectures, the studies converge on a central conclusion: multimodal digital resources play a transformative role in enhancing skill development. They expand learners' exposure to authentic input, support comprehension of complex content, and foster autonomous learning behaviors when integrated within structured pedagogical frameworks. By situating this author-bounded corpus within the broader landscape of global SRs on instructional videos and podcasts, this SR highlights both its unique contributions and its contextual boundaries. It demonstrates that effective digital instruction depends not on technology alone but on thoughtful design, scaffolding, and alignment between resource type and learning objectives. The review also underscores the need for continued research that builds on this foundation, exploring new modalities, diverse learner populations, and emerging technological ecosystems. Finally, this SR contributes a detailed, practice-based, and pedagogically rich account of how instructional videos and podcasts can be systematically integrated into language education, offering insights that are both locally grounded and globally relevant.

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