

# YOUTUBE AS A LEARNING TOOL FOR SCHOOL STUDENTS IN DEVELOPING THEIR EFL SKILLS

A thesis submitted to the BRAC Institute of Languages in partial fulfillment of the requirements for the degree of

Master of Arts in TESOL

By

Farhana Khan Supti

20177001

Brac Institute of Languages  
Brac University

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It is hereby declared that

1. The thesis submitted is my own original work while completing my degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through complete and accurate referencing.
3. The thesis does not contain material that has been accepted or submitted for any other degree or diploma at a university or other institution.
4. I have acknowledged all primary sources of help.

**Student's Full Name & Signature:**

---

**Farhana Khan Supti**  
**20177001**

## Approval

The thesis titled “YOUTUBE AS A LEARNING TOOL FOR SCHOOL STUDENTS IN DEVELOPING THEIR EFL SKILLS” submitted by

Farhana Khan Supti (20177001)

of Spring 2020 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts in TESOL on 8 June 2023.

## Examining Committee:

Supervisor:  
(Member)



---

Dr. Faheem Hasan Shahed  
Director  
Center for Language Studies  
University of Liberal Arts Bangladesh

Program Coordinator:  
(Member)

---

Lady Syeda Sarwat Abed  
Senior Director  
Brac Institute of Languages  
Brac University

External Expert Examiner:  
(Member)

---

Dr. Qumrul Hasan Chowdhury  
Associate Professor  
Department of English  
University of Dhaka, Dhaka

Department Head:  
(Chair)

---

Lady Syeda Sarwat Abed  
Senior Director  
Brac Institute of Languages  
Brac University

## **Ethics Statement**

It is to declare that this dissertation titled, “YOUTUBE AS A LEARNING TOOL FOR SCHOOL STUDENTS IN DEVELOPING THEIR EFL SKILLS” is submitted to Brac Institute of Languages (BIL), Brac University for the partial fulfillment of the degree MA in TESOL. This paper is produced through original research I conducted and was never submitted and presented as a whole or even partially for any other degree. No part of this dissertation was copied or plagiarized from published or unpublished copied or unauthorized from other published work of other writers, and all materials borrowed or reproduced from other published or unpublished sources have either been put under quotation or duly acknowledged with complete reference in the appropriate place(s). I understand that the program conferred on me may be canceled/ withdrawn if it is discovered that this portfolio is not my original work and contains materials copied, plagiarized, or borrowed without proper acknowledgment.

## **Abstract**

The rapid advancement of technical software could have been a necessary fact. The phrase “digital disruption in educational contexts” originated to describe the constantly evolving electronic learning medium. Teaching English as a foreign language is perceived as challenging in this regard. YouTube is primarily made to improve the personal and linguistic abilities of EFL learners—including their motivation. This research aims to find out whether YouTube can be a learning tool for school students in developing EFL learners’ language skills in many ways. A mixed-method survey is conducted, and the results indicate that learners are benefiting from YouTube. However, several issues have been found that prevent their language skills. Therefore, YouTube should be more productive to improve learners’ both productive and receptive skills simultaneously. Therefore, the study recommends using YouTube in the classroom, and additional research is needed to fully comprehend and apply YouTube technology in language learning.

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# Chapter 1

## Introduction

### 1.1 Background

In numerous areas of our lives today, English has been establishing its vital presence as a worldwide language (Riswandi, 2016). Now, it is being taught in every institution whether it is English or Bangla medium school however, since it is practiced from a very young age all over the world including Bangladesh, there are several factors due to which students are unable to practice all four language skills effectively. These are conventional lecture-based English activities, a lack of practice outside of the classroom, and traditional lecture-based English activities. On the other side, it is more formal or academic because instructors at the school only teach specific courses. It is challenging to master the language well by only utilizing it in the classroom. However, the elements of language instruction and learning are no longer just available in traditional classroom settings because of the accessibility of advanced technology (Alam, 2022). Digital technologies have changed education in recent years by opening up fresh opportunities for instruction and learning. We have seen a growing influence of technology on various facets of life over the last few decades. There has been a strong trend in education to incorporate technology's various potentials into regular academic life. Through technological advancements, many useful applications have been introduced in the past few decades and YouTube is one such website that has experienced remarkable growth. On the well-known website YouTube, users may submit videos, share them with other users, and leave comments on the films that have already been posted. Every month, the website draws millions of visitors. Additionally, YouTube is accessible worldwide and in more than sixty different languages (Silviyanti, 2014). The YouTube app is available on a lot of smartphones as well. YouTube's biggest selling point is the abundance of

videos it offers on a variety of topics and in several languages. Users simply type the title of the video they want to view into a search box, and it will start playing right away. In the sphere of education, these videos are crucial. These are emphasized as being some of the most significant educational technological tools and are utilized to enhance academic achievement due to their extensive social effect (Bardakci, 2019). YouTube has become a great tool for language learning due to its vast collection of educational content, especially for students studying English as a Foreign Language (EFL). According to Hadijah (2016), using videos in the classroom can help students engage in more engaging learning activities by giving them access to diverse learning experiences, fostering their creativity, and boosting their enthusiasm for academic pursuits. YouTube offers a wide variety of videos, including personal, instructive, entertaining, and promotional material. Learners can pick instructional video content on YouTube depending on their preferences, such as the skill they wish to acquire and the learning method that best suits them. Every YouTube video has a certain quality that will draw viewers' attention, so viewers not only have fun watching the video but also pick up some English in the process (Putri, 2019). To compete with this modern world, young learners have already started developing their language skills by watching YouTube videos according to their areas of interest.

## **1.2 EFL in Bangladesh**

As a prominent world language, English is not only spoken by many people throughout the globe as their first language but it is also learned by a bigger population as a foreign language. In an EFL setting, the classroom is the primary setting for English language instruction. There is relatively little exposure to English and very little use of English outside of the classroom. Asian countries like Bangladesh have “the predominance of text-centered and grammar-centered practices” in classrooms for which learners are not exposed to communicative activities through different

methods or tools (Li, 1998, p. 66). In Bangladesh, English instruction is just a small component of the school curriculum and is constrained by the language skills of the instructors, the accessibility of teaching resources, and government curriculum and regulations. English exposure for students is mostly provided in the classroom. Without access to an English-speaking environment, motivation is more likely to be influenced by academic and professional achievement pressures and curricular requirements. Therefore, students are not able to be creative in their language skills, rather they focus on the classroom lectures and textbooks only and that hinders their process of learning.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate how YouTube helps the language proficiency of English as a Foreign Language (EFL) students as regards their speaking, listening, reading, and writing skills. This study aimed at providing insight into the efficacy of incorporating YouTube into the language learning curriculum by studying students' perceptions and experiences with YouTube as an educational tool. Additionally, this study explored the numerous YouTube aspects that aid in language learning. The accessibility of a variety of content, interactive subtitles, visual aids, and visually appealing presentations are some of these qualities. This study attempted to offer insights into effective pedagogical practices for integrating YouTube into the language learning process by examining the specific YouTube features that appeal to EFL learners. Lastly, this study also tried to find out some possible drawbacks that learners may encounter during the learning process.

### **1.4 Problem Statement**

Both academic success and survival in the modern world need proficiency in English. The people of Bangladesh have a long-standing familiarity with English. English remains a challenge for

pupils. The English language covers the four critical abilities of reading, writing, listening, and speaking. But it has been observed that the textbooks of both English and Bangla medium backgrounds only contain activities related to reading and writing. They do not focus on the other two skills of listening and speaking. As a result, they are lagging if we consider this modern world full of modern technology. In addition to that, learners are not able to understand English instructions in the classrooms effectively because of not practicing the language properly. In the Bangladeshi context, using adequate multimedia tools in language learning is not something common. For this reason, students need to learn language skills outside the classroom which will help them prepare for the future challenge.

#### **1.4 Significance of the Study**

This study is important as it addresses the difficulties students in Bangladesh have in learning the English language. It clarifies that reading and writing are emphasized more than speaking and listening in English textbooks for students with English and Bangla medium backgrounds. The learners' capacity to keep up with the current world, which significantly relies on innovative technology, is hampered by the lack of focus placed on all four language skills.

The study also draws attention to the problem of students' inability to properly understand English lessons in the classroom due to insufficient language practice. It also demonstrates how infrequently language learning resources are used in Bangladesh. Therefore, the study highlights the aspects of language skills that students get to flourish by watching YouTube videos. It also shows the negative sides of YouTube that may somehow hamper their learning.

### **1.5 Research questions**

While looking at these aspects, the study attempted to find answers to the following research questions:

1. Does integrating YouTube with EFL instruction enhance school students' EFL learning? If so, how?
- 2 In such a case, what are the possible challenges of YouTube that create barriers to students' EFL learning?

### **1.5 Research objectives**

Based on the two research questions, the study aimed at proceeding with the following two objectives:

1. Investigating whether the integration of YouTube with EFL instruction enhances school students' EFL learning.
2. Finding out the possible challenges of YouTube that might create barriers to students' EFL learning.

### **1.7 Delimitation**

This study entirely focused on English language skills for school students. Additionally, the study narrowed its focus from the internet to YouTube to keep it precise and focused. The study was conducted with only those students who had been watching YouTube for language learning. Moreover, only eight (8) participants were selected for the shortage of time where 4 students were from a reputed English medium school and 4 students were from different Bangla medium schools.

However, students from different schools were familiar to each other. For this reason, the study was done within a limited time frame.

### **1.8 Limitation**

The study was conducted in five different schools in Bangladesh. Four participants from English medium backgrounds were chosen from the same school because of the shortage of time. Additionally, the researcher had easy access to interview an employee. The other four students were selected from different Bangla medium schools in Dhaka where two of them studied in different cities. However, the researcher was able to conduct one student's survey in person as there was an Eid vacation and all the schools remained closed. Therefore, seven students attended interviews via Zoom and the researcher had to fix different suitable timing for their convenience.



## **Chapter 2**

### **Literature Review**

This chapter covers relevant literary aspects that contribute to this research. The literature reviews cover a wide range of topics, including the use of YouTube for EFL learning, the development of speaking, listening, and vocabulary skills, as well as the impact of YouTube on learners' motivation and potential drawbacks of using YouTube for language learning.

#### **2.1 Using YouTube and EFL Learning**

In-depth experiences that include visual, auditory, and kinesthetic components improve learners' capacity to remember and assimilate knowledge, according to Lindstorm's (1994) research. This exemplifies how YouTube's multimedia approach to education may aid students in learning by providing them with a more enjoyable and effective learning experience. According to Raja and Nagasubramani (2018), the usage of visual aids in the classroom promotes a vibrant and active learning environment that increases student participation in class activities. The educational experience may be more engaging and exciting as a consequence of higher levels of student involvement and participation. Students' interest in learning and engagement can both rise when YouTube is used in the classroom. The use of YouTube in the classroom, according to Callow and Zammit (2012), may promote the adoption of effective learning strategies while simultaneously boosting student interest in and engagement in class activities. The potential benefits of using YouTube and other multimedia tools in the classroom are highlighted by this study because they can encourage a more dynamic and engaging active learning environment for students.

Additionally, utilizing YouTube as a teaching tool may give students a flexible and individualized learning experience suited to their interests and preferences, which may boost motivation and involvement in the educational process. The idea that learning is a continuous process that happens throughout our lives in many situations and locations and is not only limited to the traditional classroom setting is shared by Boileau (2019). People come into contact with a wide variety of situations and events, offering chances for personal development and learning. We can gain knowledge through everyday contact with other people, our professional experiences, our interests and pastimes, and even our mistakes and failures.

The notion that learning is a lifelong process reflects the idea that everyone can learn new knowledge, skills, and experiences at any point in their lives, regardless of age or background. Therefore, learning can occur in a variety of contexts and settings and in a wide variety of ways, providing people with a wide variety of opportunities for personal development. Fathallah (2007) lists several advantages that YouTube videos have for education in addition to emphasizing their accessibility, such as their high-quality content, the flexibility to pause, rewind, or finish videos at any time, and their constant availability. YouTube videos also use multimedia elements, which can enhance a range of academic skills, by combining verbal and visual components. This implies that YouTube, which provides adaptable and fascinating multimedia content, maybe a helpful educational tool.

## **2.2 Vocabulary learning through YouTube**

According to Kabooha and Elyas (2015), acquiring a language's vocabulary is an essential step in the process. This means that learning and using a language successfully requires a strong command of the words and phrases that make it up. A person's vocabulary is the collection of words and

expressions that they are familiar with and comprehend in a particular language when discussing language learning. The meaning of a word is included, along with information on how to pronounce, spell, and use it in various situations. The fundamental issue is that if they do not have an adequate amount of vocabulary, English language learners may struggle to understand written texts and convey their viewpoints to others. It is impossible to communicate successfully without an extensive vocabulary.

Spending a lot of time on grammar study will not significantly accelerate language learning, according to Thornbury (as described in Kabooha and Elyas, 2018). On the other hand, gaining a wider vocabulary will probably lead to a noticeable improvement in language learning. Instead of just memorizing grammatical structures without sufficient context or application, this strategy places a higher priority on the practical use of language. Kuo (as mentioned in Kabooha and Elyas, 2018) asserts that YouTube has gained popularity among educators as a medium for teaching various subjects, including language acquisition. Videos allow language learners to simultaneously acquire aural and visual information, which enhances their vocabulary understanding and language learning skills. This approach exposes students to authentic language context and material, which is crucial for developing language competency. Furthermore, integrating videos into language learning activities will aid students in understanding and recognizing new vocabulary, which will help them advance their language skills.

It has been suggested by Ktoridou, Yiangou, and Zarpetea (as reported in Kabooha and Elyas, 2018) that the use of videos in language learning sessions may help students grasp and recognize words. Watching videos that expose language learners to authentic content and context might help them become more fluent in their target language. Using this method, students may interact with

actual situations and comprehend how language is used in various contexts. Students' language abilities will improve as a result of being able to understand their vocabulary more clearly. As a result of being exposed to real-world context and content, the researchers claim that watching videos while learning a language can aid students in improving their vocabulary recognition and understanding as well as their overall language skills.

### **2.3 Improving listening skills through YouTube**

Students are said to acquire a new language through employing receptive abilities like listening to take in information, according to Brown and Palmer (1995). It is a vital ability for students' language development. Etman (2012) asserts that because listening is the primary method by which students come into touch with the target language, it acts as the foundation for language learning. Students who are studying English as a foreign language are required to have excellent listening skills due to the significance of listening skills in the process of acquiring a language.

Wilson (2000) and Harmer (2001), referenced in Yusroh (2018), assert that students develop listening skills more effectively when they employ audio-visual approaches as learning tools rather than audio-only methods. This is because employing audio-visual strategies allows learners to connect words and images, which in turn enhances their capacity to evaluate language. When learning a language using audio-visual techniques, students can concurrently see and hear the language. They can accomplish this by drawing links between the spoken words and the matching visuals, aiding their comprehension and retention of the language. When students have access to visual and aural cues, they can better interact with the subject and understand the context and meaning of the language being delivered.

On the other hand, students who use audio-only methods are restricted from hearing the language. Because of this, they could have more trouble understanding language and connecting words and their meanings. Without visual cues to help them, students would find it difficult to comprehend the context and intricacies of the language, which could impede their capacity to learn effectively. Audio-visual methods like YouTube are more effective teaching tools for students who want to enhance their listening abilities. Students can better connect the language to its meaning when visuals, as well as sounds, are used together, which enhances comprehension and aids with memory.

## **2.4 Improving speaking skills through YouTube**

In many areas of our life today, English is being utilized more and more as a global language. To interact with people throughout the world, students need to grasp English, especially their speaking abilities. According to the study, it makes sense to use YouTube to improve learners speaking skills. By watching YouTube videos that represent real speaking situations, students can develop their speaking abilities through imitation, involvement, and much practice. To aid learners in furthering the development of their speaking skills, YouTube may also provide them with fresh vocabulary and pronunciation examples. When students have access to genuine resources relevant to their interests and experiences, they are more likely to participate in the learning process and build on their past knowledge and skills. Therefore, utilizing YouTube videos as a tool to help students improve their speaking talents may be an effective approach to language acquisition (Riswandi, 2016).

There are a ton of tutorials and instructional materials on YouTube that may be utilized to assist students improve their speaking. For example, students might improve their grasp of how to make

strong arguments by watching videos of debates. Various speaking strategies, such as how to convince an audience, how to put together an argument, and how to utilize language that would force people to listen, might be covered in these materials. Additionally, watching expert speakers on YouTube may inspire and motivate students and provide a chance for them to learn about the procedures and techniques employed by successful public speakers (Wahyuni et al., 2021). Videos and other instructional tools with visual and aural components may be very beneficial in promoting the development of oral communication skills. However, simply passively viewing a video wouldn't provide learners enough chances to put their new skills into practice. Videos can be used with interactive exercises to encourage students to engage with the material and develop their speaking abilities actively (Putrawansyah et al., 2020).

## **2.5 Learners' motivation through YouTube**

From Mayer's (2001) perspective, YouTube videos provide some benefits, particularly for introductory courses. Videos can assist in simplifying complicated concepts and engaging inactive students who may find it challenging to learn through traditional classroom teaching methods. Visual learners, who typically respond better to visual materials, may also find videos to their preference. Teachers may promote a more diversified learning environment that caters to a range of learners' needs and skills by adding videos. The value of teaching materials may be considerably increased by employing videos in the classroom as a consequence, and success and engagement levels for all students can be improved. Potosi, Loaiza, and Garcia (2009) stressed the importance of including interesting, up-to-date material in instructional videos. They argued that choosing themes that are intriguing and relevant to students will increase their possibility of watching the videos with interest and focus. This can help increase their confidence in listening and retaining

the information provided. Thus, they recommended that teachers use themes that are interesting and contemporary to attract students' attention and motivate them to learn.

According to the findings of Bastos and Ramos' (2009) study, students have a greater inclination towards the utilization of video as a teaching and learning tool, which incorporates elements such as sound, graphics, and animation. Comparing this method to traditional resources like textbooks, workbooks, presentations, projectors, and movies, it is more engaging. Incorporating YouTube into language instruction, according to some experts, may reduce learners' stress levels when they are learning a new language. This is due to the fact students may utilize YouTube for educational purposes as well as entertainment. By adding films, music, and other enjoyable things, language teachers may create a more participatory and engaging environment.

Students can also learn about diverse cultures and settings in which the language is utilized by utilizing YouTube in language studies. In addition to learning new vocabulary and phrases, students may improve their listening and comprehension skills by viewing videos created by native speakers. Furthermore, YouTube offers a multitude of information that may fit different learning preferences and methods, which helps students find language learning to be more approachable and pleasant. Overall, using YouTube in language classes might make learning more dynamic and interesting for students while also lowering their levels of anxiety and stress (Ghasemi et al., 2011).

## **2.6 Possible disadvantages of YouTube**

Research suggests that a student's mother tongue may affect their capacity for learning and successful communication (Marzuki & Nurpahmi, 2019). Even if a student understands the topic being addressed, shyness and nervousness might make it difficult for them to express themselves, which may cause them to avoid taking part in discussions (Senawati et al., 2021). This can be a

substantial obstacle to successful communication and have a critical impact on a student's social interactions and academic performance. Another similar study shows that students struggle to speak English fluently because of their hesitation, fear of making mistakes, limited vocabulary, and lack of knowledge, which makes it difficult for them to express themselves in speech. The students resisted speaking because they felt they had nothing to say (Syamsurizal, 2015).

By Liyanagunawardena et al. (2013), in developing nations, using technology effectively in education is hampered by several issues. The slow download speeds of Internet connections are among the main difficulties. This can make it challenging for teachers and students to access online resources quickly. A further barrier is the language, as many online resources might not be available in the student's native tongue, making it challenging for them to comprehend the material. The proficiency of teachers and students with computers presents another difficulty. Due to a lack of resources and training, it is difficult for people to use technology for education effectively in many developing nations. They might find it challenging to use technology in the classroom and navigate online resources.

The risk of students becoming inattentive when watching YouTube videos in educational settings is one of its downsides (Zureick, Burk-Rafel, Purkiss, & Hortsch, 2018). Because the videos are frequently rather long and can easily seem monotonous or repetitive, students may become distracted and lose focus as a result. Students may also be distracted by outside factors like notifications from their phones or other devices, which can worsen their lack of concentration. Also, because they are passive viewers rather than active participants in the learning process, learners might not be actively engaged with the information offered in the video. Due to the students' potential inability to completely comprehend or integrate the information, this lack of



participation may cause them to forget the information conveyed. Additionally, although YouTube videos are often made for a broad audience, they might not be customized to match the unique needs or learning preferences of individual students, which can also result in a lack of interest and engagement. Thus, while YouTube videos can be a useful resource for educational purposes, they also have some drawbacks, and teachers must be aware of these issues and develop solutions to maximize the videos' efficacy as a teaching tool.

## **2.7 Research Gap**

It is visible in the research papers that researchers have mentioned developing listening and speaking skills through YouTube mostly. Additionally, some researchers also emphasized reading and vocabulary skills. However, many studies have not emphasized writing skills through YouTube. Not only this, but studies also lack this viewpoint that students have developed all four language skills through YouTube. The related studies also did not talk about the use and inclusion of YouTube inside and outside the classrooms where learners are from Bangla Medium backgrounds. So, it is required to fill up these gaps by investigating how students from Bangla medium backgrounds are getting benefited from YouTube. Additionally, it is also essential to see the development of writing skills among the students by using YouTube. Not only this, it is also important to find out whether YouTube has been actively used in classrooms in the Asian context and if so, how it has been introduced to students.

## **Chapter 3**

### **Methodology**

#### **3.1 Introduction**

This chapter deals with the research methodology—including the research design, sampling, questionnaire development, instruments for data collection, data collection procedure, data analysis procedure, ethical concerns, and lastly the challenges the researcher encountered while collecting data for this study.

#### **3.2 Research Design**

A mixed-method research design was chosen for this research to get a better understanding of the phenomena of the study. Quantitative data was collected for getting a piece of general information from the participants. Hair et al. (2019) point out that qualitative data, collected through interviews, makes it easier to understand the phenomenon from the respondents' viewpoints. Additionally, the researcher can investigate the motives and uncover any comments that the participants may have wanted to make but could not be obtained through close-ended questions by using semi-structured questions (Creswell, Plano Clark, Gutmann & Hanson, 2003). Keeping this into consideration as regards the nature of my research objectives, I opted for a mixed-method approach.

#### **3.3 Sampling**

Eight students were chosen for the interview to delve deeper into the students' minds and participate in unpremeditated, in-depth discussions. The participants were selected in two ways. Firstly, I applied a snowball sampling method to collect the Bangla medium participants as it 'is defined as any type of sample recruitment strategy, whereby all or a portion of participants who are asked to provide data are not directly recruited by the researcher but through other persons who

connect them to other people as participants' (Marcus et al., 2016, p. 3). Secondly, I collected four students from the institution I used to work in. They were from English medium backgrounds. Eight English and Bangla medium students were interviewed to elicit the data. The focused students were those who had developed their English language skills by themselves through YouTube.

The participants' information is summarized in the following table.

<b>School</b>	<b>Background of Participants</b>	<b>Number of Participants</b>
A	English medium background	04
B	Bangla medium background	01
C	Bangla medium background	01
D	Bangla medium background	01
E	Bangla medium background	01
	<b>Total</b>	08

**Table 1: The number of students participated in total**

### **3.4 Setting**

The survey was conducted through Zoom meetings. Except for one English medium student who participated from his classroom at school, all others participated from their homes in a quiet and calm environment. Each of the students took an average time of 25-30 minutes to complete the entire survey.

### **3.5 Instrumentation**

A questionnaire was designed to get the opinions of students regarding various aspects of YouTube usage. The first part of the questionnaire included 8 close-ended questions where the students chose one or more than one option according to their preferences. In the second part, 15 semi-structured questions demanded in-depth open-ended answers.

### **3.6 Data Collection and Analysis Procedure**

Upon my supervisor's review of the questions, I contacted the study participants via social media and mobile. I chose both English and Bangla medium background students for my survey. Subsequently, I fixed dates with the participants and took their interviews via Zoom meetings. The students participated in the data collection procedure from their homes. Only one of the participants participated in a formal classroom setting. All of them took time to complete their survey as it was a long survey. However, the researcher had to take the surveys according to their preferences as it was not possible for them to attend at a particular time.

Admittedly, I had to spend a considerable amount of time collecting qualitative responses from the students. Since the participants were chosen through the Snowball sampling method, the responses were received according to their preferred time. All of the students took an average time of 25 minutes each to complete their interviews. As a researcher, I maintained a broad perspective of how the responses had been examined using this technique along with the quantitative data. The qualitative responses additionally aided me in producing a more reliable analysis for my study.

### **3.7 Obstacles encountered**

I had to face some obstacles regarding the data collection procedure. To begin with, the scarcity of time did not allow me to visit many other schools for collecting data. Therefore, I was compelled to stick with my workplace and familiar people for saving time and money. Moreover, I had to

face difficulties during surveys. As the surveys took place online, I encountered some network issues during the surveys and the calls were disconnected a few times. Added to this was the load-shedding which created a break in the middle of a meeting.

On the contrary, I had to spend a lot of time analyzing the qualitative data from this mixed-method approach. Since the interview did not occur in a formal classroom setting, the participants too found it troublesome to manage their time for interviews. Therefore, the researcher had to adjust to this issue and thus it took more than two weeks to take responses from 8 students in total.

## Chapter 4

### Findings and Analyses

This chapter contains two parts.

‘Part A’ presents the findings from the survey conducted among eight students studying in different schools in Bangladesh, representing both Bangla and English medium backgrounds. It also includes thematic analyses based on the responses. Additionally, eight students were interviewed to get a deeper understanding of the context, and qualitative responses were gathered in which students expressed their opinions without any hesitation.

‘Part B’ presents the analytical summaries of the findings on the basis of the two research questions mentioned in Chapter-1.

#### Part A

#### 4.1 Findings and Discussion according to the close-ended and semi-structured questions

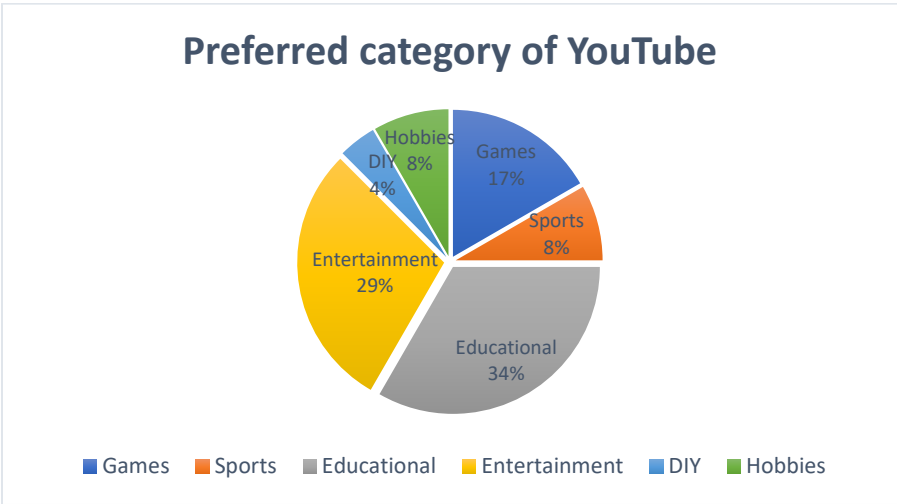
**Table 2: Responses to Close-ended Questions 1-6**

Students and background	(1) Gender	(2) Age	(3) Use of smartphone	(4) Personal smartphone	(5) Sharing smartphones with parents	(6) Sharing smartphone with siblings
A (English)	M	B	Yes	Yes	Yes	Yes
B (English)	M	B	No, tablet	No	No	No
C (English)	F	B	Yes	No	No	No
D (English)	F	B	Yes	Yes	No	No

E (Bangla)	M	D	Yes	Yes	Yes	No
F (Bangla)	M	C	No, tablet	No	No	No
G (Bangla)	F	C	No, Desktop	No	No	No
(Bangla)	F	D	Yes	Yes	No	Yes

**7. Students’ preferred category of YouTube**

The following figure shows the percentages of preferred categories among the participants.



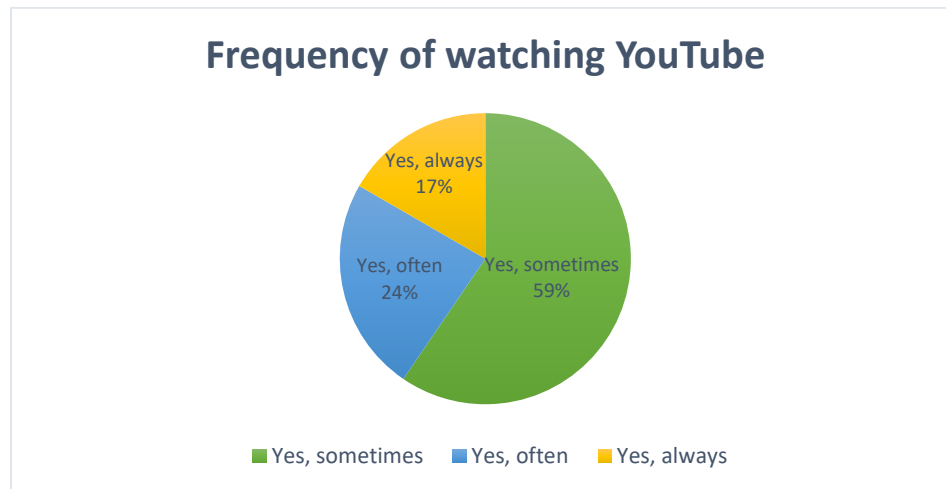
**Figure 1: Preferred category of YouTube**

**Discussions**

The pie chart given above shows that students prefer to watch YouTube for educational and entertainment purposes mostly. 34% of students from both Bangla and English medium backgrounds watch educational videos whereas 29% of them watch entertainment videos too. However, this finding also shows that the effectiveness of other categories is not prominent as the percentages are very low compared to the ones from the educational and entertainment categories.

## 8. Students' frequency of watching YouTube

The following chart shows how frequently the learners watch YouTube for English language learning-teaching.



**Figure 2: Frequency of watching YouTube**

### Discussions

This finding implies that the frequency of watching YouTube is high among students. The finding does not show any record where the students do not watch YouTube for educational purposes at all. 59% of students watch YouTube sometimes indicating that they are in touch with YouTube for educational purposes. On the other hand, 17% of learners always watch YouTube and 24% of them watch it often.

#### A. Use of YouTube in classrooms

The following finding mostly expressed the lack of excitement and less participation in classrooms among the students for not using YouTube as their learning tool.



The students in response to question 9 had mixed opinions on this question. Two students from English medium backgrounds said that they felt comfortable in traditional classrooms whereas six students said that they found it boring when it came to traditional classrooms.

Participant A responded,

“I find it boring. No questions or thrills take place.”

Participant F said,

“I do not feel bored most of the time. Because the teachers give lots of information in the classroom. Sometimes, I feel bored because we also need to participate to improve our speaking skills and share our problems with them.”

In response to this question 21, 6 students stated that their teachers did not use YouTube inside the classrooms. Only 2 students from English medium background responded that the teachers sometimes showed educational videos online related to grammar and writing that looked visually appealing and drew their attention better.

## **Discussions**

The responses show that students' perspectives and experiences of regular classrooms varied. While some students found them tedious and uninteresting, others valued the knowledge offered but emphasized the necessity for participation and interaction to make the learning environment more dynamic and enjoyable. It is also evident that YouTube or other video streaming sites were not widely used in the classes. The inadequate usage of YouTube in the classroom may be an indication that teachers are missing an opportunity to use multimedia tools to improve instruction and flourish students' language skills in the learning process.

## **B. YouTube as an educational and entertainment tool**

Learning becomes enjoyable and effective if the videos are visually appealing with adequate information about lessons as stated by the participants.

All eight participants in response to question 10 stated that they felt happy and enjoyed watching YouTube as it entertained them in many ways. They mostly preferred watching entertainment videos and English lessons with proper animation and graphics which made those eye-catching and enjoyable to learn.

Participant E said,

“Yes, it helps us in many factors as we can learn from professors and educators. Also, many entertainment channels entertain us.”

Participant G said,

“I feel good and happy when I watch educational videos with animation, science, and history.”

On the other hand, seven of them stated concerning question 18 that English learning YouTube videos were entertaining to watch and that helped them hold their interest to learn language skills. In addition to that, the videos had better explanations and better graphics and images which attracted them. On the other hand, according to one participant, it could get boring because some YouTubers could not engage the audience and became blank while presenting a topic.

Participant A responded,

“There is nothing I dislike about YouTube. The things that I like about YouTube are the colorful images and practical examples that they show on YouTube. The language is also easy to understand.”

## **Discussions**

The outcomes show that watching YouTube was an enjoyable enterprise for the participants as they felt happy, especially when it mixed instructive information with visually appealing elements like animations and graphics which implied that visual aids were very important in gaining their attention and assisting with learning. Their favorable experiences with the platform appeared to be influenced by YouTube's availability of both informative and entertaining videos.

### **C. Academic performance improvement**

Speaking skill is required when it comes to communication among peers and teachers. YouTube is a useful platform where they were able to develop it along with other academic skills.

Responding to question 11, seven students agreed that YouTube videos had played a role to improve their academic performance as it helped them improve their speaking skills which is a fundamental skill for communication. Not only this, but one of them also stated that sometimes teachers failed to understand a particular item or issue, and that is when she opted for YouTube videos that helped her understand the topic better. On the other hand, one participant responded that it did not make any impact on their academic performance. However, she stated that YouTube played a great role during the pandemic days as she could learn many lessons without the help of their teachers.

Participant D responded,

“Once I was having difficulties with a particular topic and the topic was hard to understand. Since I was absent so I missed the explanation, hence asked for help from my teacher. My teacher provided a video which helped me understand the topic as it had better explanations.”

Participant E stated,

“YouTube videos make our basic strong and prepare us for the future, which is impossible in a traditional classroom.”

All eight students responded by acknowledging question 12 that they had improved their language skills in English. And most of them mentioned categorically speaking skills as their areas of improvement. Moreover, it also improved their reading skills as they tend to watch videos with subtitles. One of them elaborated that it helped her reading and writing skills.

Participant F said,

“I have improved my pronunciation through IPA (International Phonetic Alphabet) by watching YouTube videos which is very crucial for improving my speaking skill.”

Participant H said,

“I have specifically improved my reading and writing skills through YouTube. Now I can write good stories and paragraphs as I learned formats and tips for good writing through YouTube. As a result, I obtain good marks in writing nowadays. Moreover, YouTube has an option for adding subtitles which helps me read better and improve my vocabulary.”

## **Discussions**

These results from question 11 show that YouTube videos had a considerable impact on the students' language proficiency. It categorically helped to develop their writing skills by providing materials and advice for writing, as well as speaking skills by providing feedback on pronunciation. Additionally, reading practice and vocabulary growth were made easier by the availability of subtitles. Not only this, but also responses from question 12 suggest that YouTube videos had assisted some students to perform better academically by delivering extra explanations, reinforcing fundamental knowledge, and providing learning chances outside of the traditional

classrooms. Additionally, YouTube's availability and usability in difficult situations like the pandemic further demonstrated how valuable it was as a learning tool.

#### **D. Varied effectiveness of YouTube**

Learners have shown mixed experiences regarding their learning through YouTube. Some students demonstrated it as a better and simplified learning version while others did not find it fruitful.

Six participants agreed responding to question 14 that by using YouTube videos, grammar instruction in English language classes could be accelerated. However, two of them pointed out how YouTube cannot always simplify the lessons. One of them opposed that YouTube videos come up with difficult explanations and accents cannot be understandable towards them. Moreover, one student from Bangla medium background highlighted that their teachers are better at explaining lessons which YouTube cannot.

Participant C responded,

“I improved my grammar such as contractions, use of -ing, and verbs by watching English lessons on YouTube.”

Participant H responded,

“The lessons on YouTube are mostly easy to understand. However, some accents or explanations are difficult. Moreover, there are many channels where YouTubers explain in a fun way and that is when it makes the lessons simple.”

Participant B responded,

“In those English lessons on YouTube, there are useful pictures given with real-life examples which make them simple and easier for students to understand the lessons.”

However, all eight students gave positive responses to question 13 that students' understanding of English lessons would be better if YouTube was introduced inside classrooms. It would be because lessons will be easier to understand and students would learn new words from those videos.

Participant F responded,

“If teachers add YouTube in classrooms, also summarize them with explanations, then it will be beneficial for the students to learn better.”

Participant H responded,

“If we can incorporate YouTube in classrooms, then the lessons will be easier to learn.”

When asked question 22, seven of them responded that the experience would be different as they would not get to visually watch the contents and see real-life examples. On the other hand, one participant responded that there would not make that much of a difference as he can opt for other options.

Participant B said,

“If I did not have access to YouTube, I would prefer to watch English movies or shows on television to improve my language skills. So, it would not make that of a difference without having access to YouTube.”

Participant H responded,

“My basics have become stronger after watching YouTube, so if I would not have access, I would just learn traditional English rather than learning advanced English.”

Participant E said,

“My communication skill will become limited without access to YouTube.”

## **Discussions**

According to the students' responses to question 14, YouTube videos helped to make grammar instructions in the English language simpler. The videos provided clear explanations, real-life examples, and visual aids that aided students' understanding and made the lessons easier to comprehend. By the way, it would be crucial to remember that students' opinions of the instructional material on YouTube differed depending on their preferences and the accents or explanations they receive.

The replies to question 13 show students' belief in the fact that incorporating YouTube into the classroom would enhance their learning. They viewed YouTube as a resource that would improve comprehension, make learning simpler, and acquaint learners with unfamiliar concepts and ideas. The viewpoints from question 22 also highlight people's opposing opinions about the effects of not having access to YouTube for language acquisition. While some individuals made alternative suggestions, others highlighted the special advantages of YouTube's real-world examples and visual material.

### **E. Learners' motivation**

Learners had self-motivation to learn their language skills through YouTube, while some of their parents were also responsible for the motivation. The self-motivated ones were encouraged to share useful content with peers and family members to expand their knowledge for a better learning experience.

In response to question 16, five learners said that they were motivated by their interests. Three of them reacted by saying that they had drawn inspiration from their respective households.

Participant E responded,

“English is used worldwide. We need English for jobs and better opportunities. If I want to do well in the future, I have to learn English better and this is how I motivated myself to start using YouTube for English language learning.”

Participant H responded,

“When I see people speaking fluently in English and also, they attend interviews and present themselves professionally, it motivated me to start watching YouTube videos to learn English.”

When asked question 23, students responded in the affirmative that they had done so; they shared YouTube videos either with their siblings or friends that they found useful and informative. One of the participants shared that he sent those specific videos containing informative materials like grammar and vocabulary which would help his friends to learn new words and gather knowledge.

### **Discussions**

Since four participants were from Bangla medium background, their responses to this question were similar to those who were from English medium background. Three of them got self-motivation for starting to use YouTube. On the other hand, one of the students from Bangla medium background responded that his sister inspired and motivated him to watch English language learning videos. Though he did not believe in the power of watching YouTube, later he understood the fact and started using YouTube.

Similarly, two of the participants from English medium background were self-motivated. Other than that, two of the participants from English medium background stated that they got the motivation from their family members. Therefore, participants from both backgrounds did not get



any restrictions while using YouTube for their family members. Rather, they got motivation from them which helped them to develop their skills better.

According to the survey, students use YouTube to support their education outside the regular classroom. Students are actively using the platform's accessibility and educational tools to enhance their language learning experiences and broaden their knowledge bases by actively sharing videos and participating in educational material.

#### **F. Impact of learning through YouTubers**

Students preferred to follow some specific YouTubers which helped them flourish their skills along interestingly and engagingly.

About question 19, seven students shared their favorite YouTubers whom they followed on YouTube. They followed these channels for educational purposes and entertainment. They followed those channels because of their entertaining and informative values. They taught English lessons in a far more interesting manner. Moreover, they introduced new phrases and words to the students which attracted them to learn advanced English. They further expressed in response to question 20 that the channels they followed helped them improve their language skills in many ways, such as listening, speaking, and reading mostly. However, one of the participants from Bangla medium background emphasized improving her writing skills through YouTube. The names of the channels are provided in the table below.

**Table 3: Preferred YouTube channels and their purposes for following**

<b>Participants</b>	<b>Names of Channels</b>	<b>Purpose of following channels</b>
A	MrBeast	Entertainment
B	Not specific	Not specific
C	Not specific	Educational and entertainment
D	Khan Academy, MrBeast	Educational and entertainment
E	BBC Learning English, Munzereen Shahid, Shaw English Online, English Addict with Mr. Duncan	Educational
F	Linguamarina, English with Lucy	Educational
G	Learn English with TV Series	Educational and entertainment
H	Munzereen Shahid, Ayman Sadiq	Educational

Participant A answered,

“Almost all the YouTubers speak in English and most of the videos have subtitles which help me read as fast as I can. I can also pronounce words in British or American accents, which improves my listening and speaking skills too.”

Participant C said,

“I believe that I am already good at English. I just watch YouTube for learning advanced English such as names of advanced colors. Other than that, I learn more English in my classrooms which is more beneficial than improving English language skills through YouTube.”

Participant E responded,

“Of course, it helped me improve my language skills as it improved my grammar than before. It helps me fix my grammatical errors. Not only this, but YouTube videos also help me develop

my speaking skills as they show many ways how to improve my speaking skills and how students can communicate well.”

Participant G responded,

“Sometimes we make mistakes while speaking and YouTube videos show us how to say those words accurately. Also, it helps us differentiate many accents such as British and American English so that we can work on our speaking skills.”

## **Discussions**

Based on these particular findings, it can be inferred that students from Bangla Medium backgrounds focused more on educational videos, unlike their English medium counterparts. As per the findings, it is shown that Bangla medium background students followed an adequate number of followers, and those channels were mostly related to education and learning English compared to the ones that English medium background students watched. The results also implied that YouTube, particularly in listening, speaking, and reading, can play a substantial influence on language skill development. The opportunity to hear different accents, the availability of subtitles, and the tools offered to improve speech and grammar were appreciated by learners. However, one participant from English medium background continued to believe that offline courses were preferable and she could already speak English well, maybe for a more thorough language learning experience.

### **G. Comparison between YouTube and other language-learning apps**

Students preferred a variety of topics with visually appealing graphics for learning, whereas some other students prefer the learning to be more content-focused and concise.

Students gave mixed responses to this particular question of 17. Six students stated that YouTube had a variety of topics and showed many things visually whereas other language-learning apps had

limited resources. In contrast, two students preferred language learning apps because it is easy to operate and had many interesting features like games and quizzes.

Participant F responded,

“I used to use Duolingo and Elsa for learning English. But after using YouTube, I believe that it is better than other apps as it has a huge variety and I can get anything I want. On the other hand, other language apps have limited resources and mostly teach pronunciation only.”

Participant D stated,

“Since I have used Duolingo, I can say that it has all steps from basic to advanced whereas YouTube does not have such stages which is a problem for me sometimes.”

Participant C responded,

“I prefer language-learning apps to YouTube because those are more content-focused. I use Duolingo and think it has more features for the language you want to learn. You can start with letters and then words which also helps to make your pronunciation better. Moreover, it has many challenges and games, making it better than YouTube.”

## **Discussions**

From the findings, all four participants from English medium backgrounds compared YouTube with other language apps and felt contented with using YouTube as they got more features than YouTube. Not only this, videos were already recorded so that they could watch them anytime and anywhere. On the other hand, two participants from English medium background gave the opposite response. According to them, YouTube was scattered whereas other language learning apps, such as Duolingo, had been more content-focused and enjoyable to use.

## **H. Disturbing content on YouTube**

While focusing on the positive views on YouTube, students also expressed their ways of disturbance while watching YouTube hindering their process of learning and motivation.

Students had mixed responses to question 15. Three participants stated that they faced no negative features on YouTube while five students responded that there were few features that they found weird or disturbing regardless of their backgrounds.

Participant E said,

“Yes, sometimes I see adult content advertisements or things that are morally wrong. Some advertisements destroy my self-motivation. To tackle those challenges, I prefer to use the Adblock app or avoid such advertisements.”

### **Discussions**

It may be inferred from Participant E’s response that there are a few YouTube unfavorable aspects that they find unpleasant or immoral. They specifically point out seeing sexually explicit advertisements and other content that demotivates them. Participant E appears to view the presence of advertisements on YouTube as a drawback because they describe utilizing Adblock software to overcome these difficulties. Such advertising is deliberately avoided by them, indicating that they consider it obtrusive or disturbing to their watching experience.

The finding also suggests that users’ beliefs and interests might only sometimes correspond with YouTube’s algorithm for content recommendations. The existence of ads for pornographic content and morally objectionable material suggests that YouTube’s algorithm may need to be improved to filter and target acceptable content for specific audiences.

Overall, this conclusion indicates that although YouTube offers a variety of material and services, some of them are unpleasant, strange, or frightening to spectators like Participant E. This emphasizes the need for stronger content assessment, personalization, and user control choices from YouTube and its advertisers to offer a safer and more specialized experience for all users.

## **Part B**

### **4.2 Discussions according to the research questions**

The first question wanted to find out whether integrating YouTube with EFL instruction enhances school students' EFL learning and if so, how it integrates all the language skills. Based on this particular question, I made some questions that students answered accordingly.

First of all, as per the students' responses, it has been asserted that YouTube videos have played a great role to improve their academic performance as many of them mentioned various aspects of their learning process. The majority highlighted speaking skills, pronunciation, reading, and listening skills. Moreover, they also mentioned the availability of YouTube as it can be used anywhere in the world which makes it convenient to use. Participants have also shared many other aspects and one of the main reasons why they watch YouTube instead of YouTube videos make the English lessons simpler than the lessons that they get from classrooms. Their interest mostly came from their family members while they also asserted that they started watching YouTube on their own. As the modern world is getting advanced, they opt for using YouTube for their education. While speaking about their preferences for using other language learning apps, they did not quite emphasize other language learning apps rather they admitted that YouTube has a wide range of resources that help them find the correct materials for their learning. Additionally, many

channels on YouTube are dedicated to the educational purpose. From the findings, it can be observed that students from Bangla medium backgrounds prefer to watch YouTubers from both Bangladesh and foreign countries. Not only this, they follow several YouTubers, unlike students from English Medium backgrounds. While students from English medium backgrounds mostly watch YouTube for entertainment purposes, it can be observed that all the students from Bangla medium backgrounds prefer to watch educational videos over entertainment. Therefore, they find it significant to share informative YouTube videos with their friends and families so that they can expand their learning process.

The second research question attempted to explore the possible challenges of YouTube that create barriers to students' language learning. The potential disadvantages of utilizing YouTube may be summed up as follows based on the provided facts and analysis.

Advertisements for adult material were present, according to three participants. These ads for sexually explicit content can be upsetting and morally repugnant for learners, particularly young people. This raises the possibility of a negative effect from unsuitable or obtrusive advertising that might not be targeted at the right people. One participant mentioned that when browsing YouTube, he came across demotivating content. This suggests that there could be content on the site that detracts from learners' motivation or enjoyment in general.

## **Chapter 5**

### **Conclusion**

#### **5.1 Summary of the key findings**

The researcher wanted to explore whether integrating YouTube with EFL instruction enhances school students' EFL skills. It was also observed which aspects they have improved while using YouTube. Apart from this, everything has pros and cons. Hence, the researcher also tried to find some possible challenges of it. Based on the findings and discussion, it can be inferred that YouTube mostly plays a vital role in enhancing Bangla medium students' language skills. However, it cannot be denied that students from English medium background are also getting benefited as the participants are school students. Thus, there are several language elements to learn from many sources. As these students chose YouTube as their external source of learning, all Bangla medium students asserted that they find traditional classrooms boring and feel the necessity to introduce YouTube technology inside the classrooms. They believe that learning will be effective and fruitful if teachers and YouTube get combined in the classrooms. On the other hand, two participants from English medium backgrounds reported that the teachers sometimes use YouTube in classrooms for their learning. From this information, it can be implied that Bangla medium students are getting deprived of watching YouTube in their classrooms while English medium students are benefited from interactive activities and entertaining videos on YouTube. While speaking of their areas of improvement in language skills, English medium students highlighted speaking, reading, and listening skills mostly. In contrast, Bangla medium students admitted that they try to make the best of YouTube to develop all their language skills. Since one of the Bangla medium students improved how to write paragraphs, essays, and letters through YouTube, it can be assumed that Bangla medium students try to get the most benefits out of it.



Furthermore, all the Bangla medium participants emphasized using YouTube over other language learning apps because YouTube shares more resources and most videos share detailed explanations whereas language learning apps such as Duolingo have limited resources and are more concise. Two of the English medium students got benefits from Duolingo and hence it may indicate that YouTube may have less impact on students from English medium backgrounds as they are somewhat proficient in English. Another vital point that needs to be addressed is the number of YouTube channels that Bangla medium students follow compared to the ones from English medium background. Table-3 clearly shows that Bangla medium students follow more channels and they are mostly focused on education. From this finding, it can be summarized that English medium students do not follow specific YouTubers for educational purposes. Even if they do, the videos mostly emphasize entertainment. Finally, negative features are mostly pointed out by three Bangla medium students whereas only two English medium students pointed out the content of the videos which they did not like and found weird and unpleasant. This particular information indicates that Bangla medium students tend to watch more videos and therefore, they encounter adult advertisements and content with offensive words which English medium students do not have to.

## **5.2 Recommendations**

To improve learning, it may be concluded that YouTube should be made accessible to classrooms. Additionally, it is advised that English-medium students put equal emphasis on writing skills to excel in all four of their language abilities. Additionally, every class should be taught how to utilize YouTube to understand its importance in the age of technology. This learning method will therefore be “adding value” to conventional education, which can inspire students to acquire languages engagingly and efficiently.

### **5.3 Future Research**

Based on this research, future research might examine whether students can learn English language skills inside the classrooms and how it can impact their academic performance. Moreover, the study can also show how English medium students improve their writing skills by watching YouTube.

### **5.4 Conclusion**

In conclusion, it can be suggested that YouTube videos should be both an essential and complementary component of the educational process. The utilization of YouTube videos by students is pleasurable. These videos help students perform better and comprehend the academic content in greater depth. Students enthusiastically recommend using YouTube videos in the classroom and say it should be required. Students also believe that watching YouTube videos helps them learn more about language, especially since they prefer to watch videos created by native speakers. YouTube videos help students better understand the culture of the language they are learning by using real-world material. Due to their importance for learning, more studies should focus on refining YouTube videos to make them more useful (Fadhil & Ali, 2020).

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## Appendix

### Close-ended Questionnaire (Part 1):

Tick on the correct answer.

1. Gender
  - Male
  - Female
  
2. What is your age?
  - A. 8-10 years
  - B. 11-13 years
  - C. 14-16 years
  - D. 17-19 years
  
3. Do you use a smartphone?
  - Yes
  - No
  - Other
  
4. Do you have your own smartphone?
  - Yes
  - No
  - Other
  
5. Do you share the smartphone with your parents?
  - Yes
  - No
  
6. Do you share the smartphone with your siblings?
  - Yes
  - No
  
7. Tick on the types of videos you like watching on YouTube.
  - Games
  - DIY
  - Hobbies
  - Sports
  - Educational
  - Entertainment

8. Do you see English language teaching-learning videos on YouTube?
- Yes, always
  - Yes, often
  - Yes, sometimes
  - Not much
  - Never

**Semi-structured Questions (Part 2):**

9. How do you feel in your traditional English class? Do you feel bored or comfortable?  
Why?
10. Do you know how to use the YouTube website? Do you enjoy and feel happy when you use the YouTube website?
11. Do you think that YouTube videos have played a role to improve your academic performance?
12. Do you feel that YouTube videos on English language teaching-learning have improved your skills in English? If so, where have you specifically improved: speaking, listening, reading, or writing?
13. Do you think that adding YouTube technology to English lessons will develop students' understanding of English lessons inside classrooms?
14. Do you think that YouTube videos simplify English language lessons? If so, how?
15. Do you experience or have you experienced any negative features of YouTube in developing English skills? In such a case, how do you/did you tackle those challenges?
16. What motivated you to start using YouTube for English language learning?
17. How does learning a language on YouTube compare to using other language-learning apps or websites?



18. What do you like about learning English through YouTube videos? What do you dislike?
19. Do you follow any YouTubers on YouTube? If so, name them. Why do you follow them?
20. Do you think the channels you follow help you improve your English Language skills? If so, then how?
21. Do your teachers use YouTube inside the classroom? If so, how has your teacher used YouTube videos to teach you English in class?
22. How would your English language learning experience be different without access to YouTube?
23. Have you ever shared a YouTube video with a friend or family member to help them learn English? If so, can you describe what you did?