

FROM VIEWERS TO LEARNERS: INVESTIGATING THE PERCEPTIONS OF EFL/ESL LEARNERS TOWARDS YOU-TUBE AS A RESOURCE OF ENGLISH LANGUAGE LEARNING

Dr. Mari Nargis

Assistant Professor

Department of English, Shaheed Benazir Bhutto university, Shaheed Benazirabad

drnargismari@sbbusba.edu.pk

Memon Irum Pervez

Doctoral research scholar

University Sains Malaysia

Irumpervez89@gmail.com

Meerani, Jawaaid Iqbal

Lecturer, Department of English

Shaheed Benazir Bhutto University Shaheed Benazirabad

Javedmirani_nf@sbbusba.edu.pk

Abstract

Technology has enriched lives with its advanced tools. It has brought transition from harder to easier and easier to easiest. Technology provides many tools and opportunities for English language teachers (Gerstein, 2014). As a result, understanding of students related to English as second language learning is increased. The use of YouTube videos can be an effective tool in English as second language classrooms. This study is an attempt to investigate the perceptions of EFL/ESL learners towards Youtube as a resource of English Language learning. The study is conducted at a public sector university in Sindh Pakistan, and it employs quantitative approach. A questionnaire adopted from Sakkira et al 2022, based on 20 items, following five point Likert Scale is used in the present study however, the questionnaire used in the present study is widely used in Asia. While the number of participants is 100 students of BS English program. SPSS is used for data analysis while the findings of the study illustrate significant impact of Youtube as a resource of English language learning on English language learners.

Introduction

The teaching and learning has been completely revolutionised by the development and progress of the Information and Communication Technology (ICT). This revolution come up with the creative solutions to solve classroom related problems (Pardede, 2012) ICT made it possible by providing technology-based tools which are capable of performing a wide range of functions that can aid in the process of teaching and learning. These tools are motivating, stimulating and encouraging to the students and encourage them to interact and communicate with the class (Elliot, 2009). Consequently, educators started to incorporate these tools in their classroom to make their classroom more engaging, fun and interactive.

One of the most widely used online learning sites is YouTube, a free and effective learning platform which offers video-based content to a wide range of topics. It is used by sixty-five percent of internet users when learning something Oliveira and Viggiano (2018). It is so widely used that every single hour 20 million times learning content is watched on YouTube. The graphics, illustrations and audio-visual features of the site make it a potential tool for teaching and learning (Kelsen's 2009). Zhang's (2009) study shows that in a class where

YouTube videos are part of the class, their students overcome speaking challenges by themselves. It is because of the brilliant features of YouTube that include audio-visual, illustrations, and rewind (enable users to repeatedly listen to).

Various studies have been conducted on various aspects of YouTube use in education. Deng & Yuen (2010) focused on the graphics and motivating nature of YouTube. Kelsen (2009), Watkins & Wilkins (2013), Sulviyanti (2014) Mayora (2009) deal with the idea of teaching writing skills and listening skills through YouTube. Alastuey (2011) focused on YouTube videos' positive influence on teacher-student and peer-peer interaction. Silviyanti (2014) discuss the effects of YouTube on speaking skills. However, there is very little amount of literature written on YouTube as a resource for its use in EFL classes. As a result, language instructors may not discover explicit instructions that support their professional use of this technology Alhamami (2013). Yet, studies focusing on students' perception toward using YouTube in EFL classes is very rare. This study was carried out as an attempt to fill in the gap. This study has been conducted to examine the perceptions of EFL/ESL learners towards YouTube.

Objective

- To investigate the perception of ESL/EFL learners towards learning English language through Youtube as a resource.

Research Question

- What is the perception of ESL/EFL learners towards learning English language through youtube as a resource?

Literature review

Technology has enriched lives with its advanced tools. It has brought transition from harder to easier and easier to easiest. Since, Technology provides language teaching tools, for instance, Projector or Multimedia, (which allows the teacher to display the content to the class), interactive touch screenwriting board (provides the teacher opportunity to save the written content on board and later send it to the students) such board enables the students to pay complete attention to teacher's lecture rather than taking notes. Technology provides many tools and opportunities for English language teachers (Gerstein, 2014). As a result, understanding of students is increased. There are two different types of approaches for the teaching of a language. Each of the approaches is based on a certain set of beliefs and has its way of teaching. One approach is different from the other having different classroom techniques. The deductive method, which is rule-driven learning, entails introducing a rule, providing instances of its application, and then assigning a written exercise to practice it (Thornbury, 1999). According to Thornbury (1999), the inductive approach is a relatively recent method of teaching languages. It involves giving instances and drawing conclusions about the principles.

The amount of contribution that YouTube made to education is undoubtedly surprising. In 2013, Google released the sister YouTube (a separate YouTube for education or learning). The goal was to provide a first-class learning experience that is free of distraction. It is completely free that made it a platform accessible to all the people on Earth. It is a great choice for the kids especially. It is used by sixty-five percent of internet users when learning something Oliveira and Viggiano (2018). It is so widely used that every single hour 20 million times learning content is watched on YouTube. It is evident in the work of many researchers as Galastri, (2013) says that YouTube is complementary to the conventional type of classrooms which is intended to provide

students and teachers the material that could be used both outside and inside of the classroom. Joining YouTube EDU for a teacher is very easy in Pakistan. Because there is no any sort of government involvement in it. But in the case of Brazil, a teacher needs to have official permission to start a channel. In Brazil, their channels are also monitored if the videos are as per the instruction by the state or not.

There are various studies for instance Kelsen, 2009; Watkins & Wilkins. 2013, Sulviyanti, 2014; Mayora, 2009, discuss the idea of teaching writing skills and listening skills through YouTube. These studies find out that using YouTube was highly effective for improving writing and listening skills. Apart from these studies, some websites are working with YouTube and enhancing its scope further. For instance, Lyricstraining.com is a separate website that picks songs from YouTube and writes lyrics to them in English. Additionally, its app is accessible on the App Store and Play Store. Therefore, beginning English language learners can listen to and understand English song lyrics with the aid of this app. Another well-known program created specifically for pronunciation is YouGlish, often known as www.youglish.com. It gives the pronunciation of three distinct accents or dialects, such as American, British, and Australian. Ted-Talk is a well-known YouTube channel with a large global following. Successful people from all around the world can record their talks in English and a few other languages on this globally supported platform. But the speakers utilize it the most. Thus, it turns into a fantastic YouTube channel for learning English. Additionally, a distinct channel called TED-EDUCATION is included. TedED, or <https://ed.ted.com/lessons>, is a website that teaches individuals in English and covers a variety of broad topics. Millions of individuals worldwide were able to study English because to these outlets.

YouTube offers genuine, trustworthy, and high-quality English study channels. Additionally, there are outlets that offer inaccurate or misleading information regarding the English language. YouTube does not have enough checks and balances of this kind. There are no qualifications needed to join YouTube, and anyone can launch a channel. For this reason, checks and balances are necessary. Additionally, students ought to approach their lecturers for a trustworthy and genuine learning resource. However, YouTube is used for both teaching and learning by both teachers and their pupils. Nevertheless, the research on YouTube as a resource for using YouTube in EFL lessons is somewhat limited. Teachers may not discover clear criteria that support their usage of this technology in their work, according to Alhamami (2013).

In 2020, sixth-grade pupils in Korea participated in a study. There were 6352 responders in all. The study focused on professional alternatives for Koreans. The Korea Research Institute and the Ministry of Education carried out this study. For Training and Vocational Education. 6.3 percent of sixth-grade pupils who were asked about their preferred career path stated that they wanted to be a YouTuber. The percentages who wished to become teachers, doctors, and athletes were 6.5, 7.6, and 8.8 percent, respectively. According to reports, a large number of people worldwide quit their well-paying jobs to pursue careers as YouTubers. They claim to be really content with their role as YouTubers. They claim that working on YouTube is the best thing because it provides them with a stress-free atmosphere. Where they are able to work creatively, express themselves creatively, and provide for their families.

According to Dudeney & Huckly, 2012 Modern technology has produced significantly positive impacts on education, especially in English language learning. Danan's 2010 study find behavioural changes in students' and teachers' foreign language learning style due to the

advancement of technology with the speed of light. Online learning comes with a wide variety of resources available on YouTube. Which is a good thing about it. Students can choose any video of their interest for any topic of English language. Students remember the things they learn from YouTube and engage themselves completely because it is often fun using YouTube. This is also found out in one of the studies by (Nikitina, 2009). According to which education and technology give rise to complete, memorable, engaging, and fun for both the teachers and learners.

YouTube gives free of cost access to share video content and video up loaders can earn a huge amount of money (Terantino, 2011). Many ELT became a millionaire through YouTube. It is also mentioned in Tarantino's 2011 study that 73% of teenagers are categorized as highly active users of YouTube. YouTube is their favorite because it meets their all learning needs. And it satisfies them the way they want. According to (Kelsen's 2009) study, students in all levels of education especially at higher levels rely upon YouTube and vote for its attractive, useful, and relevant nature to their study and life.

Various studies on YouTube has highlighted the significance of YouTube for EFL purpose. One famous study was conducted by Duffy in 2008. He introduced a technique that later was followed by many teachers. In which he instructed his students to select a topic of their interest individually. And after that, they had to collect their thoughts related to the topic. After that, they had to shoot their audio and video recording explaining the subject. Later on, they were instructed to upload the videos on YouTube. Then other students would have to give feedback in the comment section below. This creates a productive discussion and gives students chance to reflect on their learning and learn from their mistakes. Such discussions make students critical thinkers and develop their awareness Clifton and Maan (2011). Other studies support this idea as Hafner and Miller's (2011) study stated that video projects related to students' learning provide the opportunity to produce something meaningful by using their creativity. In another study, Puspa (2016) it was concluded that video projects, apart from learning language, also positively impact students' digital literacy, knowledge creation, and collaboration skills.

Speaking skill is considered as the most significant and required skill for EFL learning (Widdowson, 1994). Because this skill is used everywhere. And this is the skill that is used more in comparison to other skills like writing, listening, and reading. There are some problems associated with practicing speaking skills in traditional classrooms. As rightly mentioned in Torky's (2006) and Khamkhiem's (2010) studies, the limitations associated with speaking skills are because of its time-consuming nature and because students get an unequal chance of speaking. Language learning through the internet is becoming more and more reliable. Students are putting their trust in online resources. After the invention of the internet, researchers became much interested in learning language through resources available on the internet. This is more fun and engaging because internet-based applications are motivating for the students and especially learning through games (Halic et al., 2010). Another thing is graphics which are colorful. Graphics help them stay motivated to keep learning. Because of the videos and images it provides, YouTube enables students to readily preserve the content and inspires them to learn (Deng & Yuen, 2010).

The good thing about YouTube is that its users are free to share their videos on other platforms like Linked in, google classroom, WhatsApp, Facebook, Quora, and so on. Users can also comment on the videos. They can share their views about what they liked and dislike about the

lesson. Teachers on YouTube (YouTubers) can assign their students (viewers) a task related to their lesson. Which viewers can complete and submit in the comment section below. These are the salient features of YouTube that made it such a widespread platform, it is accessible in many nations worldwide and in over 60 languages (Silviyanti, 2014). This application is pre-installed on all android phones. As a result, people having different L1 uses it which made it a multilingual app. Therefore, it does provide content on almost all kinds of topics in a variety of languages. Language instructors use it to design their classroom lessons. Some instructors use videos directly from YouTube in their classes. There are available “voice-over” videos that can be used in classrooms for speaking and listening purposes. (Watkins and Wilkins, 2011: 115).

YouTube, in contrast to conventional classrooms in which teachers rule the class and control the students, is totally opposite. YouTube provides the learners with the motivation to share, express, and speak up their thoughts and feelings (Alhammai, 2013). As Snelson & Perkins (2009) suggested that videos enhance confidence and as a result enhance the learning of L2 and also permit the learner to share videos in a stress-free environment. On one side, YouTube aid to learn a second language be it English, French, or Chinese, etc. On the other hand, it encourages cross-cultural knowledge since it is used by people from hundreds and thousands of cultures Barrs (2012). Alastuey (2011), argued that using YouTube videos during the classroom positively influences teacher-student and peer-peer interaction. Which leads to improving their fluency. YouTube videos are also easy to remember things through illustrations and graphics used in the videos and allow the learners to speak up about them Wagner (2007). According to Wagner (2007), YouTube videos help master the phonetic and phonological elements of language i.e. pronunciation, phonics, vowels, and consonant sounds.

In EFL classes students are usually taught using the conventional method in which the target language is not used rather L1 is used. As a result, students don't interact with the target language in a communicative setting. This is where YouTube comes to play its part. YouTube provides such channels where students can interact, speak and communicate using the target language (Zeng and Takatsuka, 2009). It is also noticed that YouTube videos are easy to comprehend as a result improve speaking skills Silviyanti (2014).

Some of the studies that have been done highly recommend YouTube to be used in classrooms in order to improve students' speaking skills and confidence. Some of them are Wagners's (2007), Alhamami's (2013), Watkins' & Wikins' (2011), and Silviyanti (2014). According to Zhang (2009) in a class where YouTube videos are part of the class, their students overcome speaking challenges by themselves. It is because of the brilliant features of YouTube that include audio-visual, illustrations, and rewind (enable users to repeatedly listen to). One thing that is disappointing is that no study has been conducted on the use of YouTube in the classroom from the viewpoint of an English language instructor.

Research methodology

In this study, quantitative research is employed. The instrument that is employed is a questionnaire. The sample technique that is employed is stratified sampling. Students at Shaheed Benazir Bhutto University and Shaheed Benazirabad make up the study's population. The participants are final-year Linguistics and Literature students in the English department. The analysis is carried out using SPSS (Statistical Package for Social Sciences). Descriptive statistics like mean and standard deviation are applied to the data. The findings are shown as percentages and frequencies in the "Data Analysis" section.

Research is the process to search something again and again considering that the previous research is lacking something or can be improved further. Research is a methodical investigation to characterize, explain, forecast, and regulate the observed phenomenon, according to American sociologist Earl Robert Babbie. The term “research” is the original word in French where the word “research” came from. Research, as defined by the Merriam Webster Dictionary, is the study or experimentation intended to find and interpret facts, change existing ideas or laws in light of new information, or put such new or revised theories or laws into practice. To put it simply, research is the pursuit of new information. John W. Creswell defines research as a series of actions taken to gather and examine data in order to better understand a subject or problem. Research can be done on any topic in any field. However, topic of research should be specified one. Research is the scientific in nature which is done systematically. Because of its scientific nature, the results we draw from research, are more reliable.

Research Design

In this study, the researcher has tried to study the perceptions of the students of BS English department toward using YouTube for learning English. The population of the research is Shaheed Benazir Bhutto University, Shaheed Benazirabad. To do so, the research has employed quantitative method in this questionnaire-based survey. The purpose of the survey was to investigate students’ perception toward using YouTube for learning English. Therefore, in this design, the researcher used a quantitative method.

Participants and Sampling

The research population in this study is a public sector university in province Sindh Pakistan. The participants in this study are the students of BS four year program at Department of English, however the sample size is 100 participants. As for as Sampling technique is concerned, the present study follows random sampling technique for data collection.

Research Instrument

As present study is based on positive paradigm following quantitative research method. Therefore, a questionnaire adopted from Sakkira et al 2022, following five point Likert Scale is used in the present study. The questionnaire is based on 20 items investigating perceptions of students regarding using you-tube as a source of learning English language. The questionnaire used in the present study is widely used in Asia.

Data Analysis

The data is analysed using SPSS version 24 (Statistical Package for Social Sciences). The researcher used nominal variable for gender and scale as measuring tool for the rest of items of questionnaire. The frequency and percentage of responses is measured by applying descriptive statistics.

Table 1 Gender

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	42	42.0	42.0	42.0
	female	58	58.0	58.0	100.0

Total	100	100.0	100.0	
-------	-----	-------	-------	--

Table 1 shows total number of male and female.

item1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	19	19.0	19.0	19.0
	Disagree	7	7.0	7.0	26.0
	Neutral	4	4.0	4.0	30.0
	Agree	47	47.0	47.0	77.0
	Strongly Agree	23	23.0	23.0	100.0
	Total	100	100.0	100.0	

Table 1 shows students' perception of YouTube's advantages in comparison with other media. It shows that majority of the students accepted the statement that YouTube has more advantages than other media. The participants styed 77.0% agree. This data suggests that a larger percentage of students believed that YouTube has more advantages than other forms of media.

item2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	23	23.0	23.0	23.0
	Disagree	40	40.0	40.0	63.0
	Neutral	6	6.0	6.0	69.0
	Agree	24	24.0	24.0	93.0
	Strongly Agree	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

Table 2 indicates students' perception of English learning efficiency and effectiveness through YouTube. It demonstrates that the majority of respondents disagreed with the claim that using YouTube to learn English is inefficient and useless. While, 93% of the participants agreed with the phenomenon that English Learning is efficient through learning via you-tube. This data suggests that a larger percentage of students believed that learning English through YouTube is ineffective and inefficient.

item3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	16.0	16.0	16.0

Disagree	9	9.0	9.0	25.0
Neutral	4	4.0	4.0	29.0
Agree	45	45.0	45.0	74.0
Strongly Agree	26	26.0	26.0	100.0
Total	100	100.0	100.0	

Table 3 demonstrates students' perception of ease of the content of youtube to understand. It shows that, majority of the students accepted the statement that YouTube's material is not too difficult to understand. 74.0% participants agreed on this phenomenon. However, there were a small number of respondents who rejected the statement that YouTube's content is easy to understand. This data suggests that a larger percentage of students believed that YouTube's material is not too difficult to understand.

item4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	32	32.0	32.0	32.0
	Disagree	52	52.0	52.0	84.0
	Neutral	6	6.0	6.0	90.0
	Agree	6	6.0	6.0	96.0
	Strongly Agree	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

Table 4 reveals students' perception of YouTube as expensive and time wasting. It shows that, majority of the respondents reflected positively on the statement that YouTube is expensive and it wastes time. 96.0% respondents agreed on this perspective. However, this data suggests that a larger percentage of students believed that YouTube is expensive and it wastes time.

item5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	8.0	8.0	8.0
	Disagree	11	11.0	11.0	19.0
	Neutral	4	4.0	4.0	23.0
	Agree	56	56.0	56.0	79.0
	Strongly Agree	21	21.0	21.0	100.0
	Total	100	100.0	100.0	

Table 5 shows how participants perceive role of YouTube in learning English and making students happy. It shows that the higher number of participants agreed with the statement that

learning English on YouTube makes them happy. 79.0% Participants agreed with this perspective. However, there is fewer number of respondents who rejected the statement than those who accepted that learning English on YouTube makes them happy.

item6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	15	15.0	15.0	15.0
	Disagree	33	33.0	33.0	48.0
	Neutral	10	10.0	10.0	58.0
	Agree	32	32.0	32.0	90.0
	Strongly Agree	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

Table 6 illustrates that, how participants perceive the statement that using YouTube makes them sleepy and tired sitting in front of the screen. It shows that, the higher number of participants rejected the statement that using YouTube makes them sleepy and tired. However, majority of respondents who agreed with the statement that using YouTube makes them sleepy and tired. The ratio of respondents in agreement is 90.0%. However, this data suggests that a slightly larger percentage of students believed that using YouTube does not make them sleepy and tired.

item7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	10.0	10.0	10.0
	Disagree	4	4.0	4.0	14.0
	Neutral	9	9.0	9.0	23.0
	Agree	52	52.0	52.0	75.0
	Strongly Agree	25	25.0	25.0	100.0
	Total	100	100.0	100.0	

Table 7 shows participants perception of YouTube as a source of increasing vocabulary. It shows that majority of the respondents agreed with the statement that YouTube increased their vocabulary. The participants in agreement is 75.0%. However, this data suggests that a larger percentage of students believed that YouTube increased their vocabulary.

item8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	12.0	12.0	12.0
	Disagree	8	8.0	8.0	20.0
	Neutral	2	2.0	2.0	22.0

Agree	42	42.0	42.0	64.0
Strongly Agree	36	36.0	36.0	100.0
Total	100	100.0	100.0	

Table 8 presents participants' perception of YouTube as a source of improving pronunciation. It shows that, majority of the students agreed with the statement that YouTube helped on improving their pronunciation. 64.0% participants Stayed agree. However, this data suggests that a larger percentage of students believed that YouTube improved their pronunciation.

item9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	24	24.0	24.0	24.0
	Disagree	40	40.0	40.0	64.0
	Neutral	14	14.0	14.0	78.0
	Agree	19	19.0	19.0	97.0
	Strongly Agree	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Table 9 displays that, how Participants perceived the statement that learning English on YouTube in connection with communication friends makes them sleepy and tired sitting in front of the screen. It shows that a higher number of participants rejected the statement that using YouTube made them sleepy and tired. 97.0% participants agreed on the statement. However, data suggests that a slightly larger percentage of students believed that using YouTube did not make them sleepy and tired.

item10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	10.0	10.0	10.0
	Disagree	17	17.0	17.0	27.0
	Neutral	13	13.0	13.0	40.0
	Agree	41	41.0	41.0	81.0
	Strongly Agree	19	19.0	19.0	100.0
	Total	100	100.0	100.0	

Table 10 demonstrates how participants perceived YouTube and conventional classroom in connection with learning grammar and making students happy. It shows that the highest number of participants agreed with the statement that learning grammar on YouTube made them happy than their conventional classroom. The participants in agreement is 81.0%. However, this

data suggests that a larger percentage of students believed that learning English on YouTube made them happy than their conventional classroom.

item11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	38	38.0	38.0	38.0
	Disagree	39	39.0	39.0	77.0
	Neutral	3	3.0	3.0	80.0
	Agree	18	18.0	18.0	98.0
	Strongly Agree	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

Participants' perceptions of the claim that YouTube is only appropriate for wealthy individuals to learn English are displayed in Table 11. It demonstrates that most participants disagreed with the claim that YouTube is exclusively appropriate for wealthy individuals to learn English. There are 98.0% of participants who agree. According to the statistics, a greater proportion of participants did not think that YouTube was merely a good way for wealthy people to learn English.

item12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	10.0	10.0	10.0
	Disagree	27	27.0	27.0	37.0
	Neutral	8	8.0	8.0	45.0
	Agree	40	40.0	40.0	85.0
	Strongly Agree	15	15.0	15.0	100.0
	Total	100	100.0	100.0	

Table 12 reveals perception of participants on YouTube as a source of improving reading skills. Table 12 shows that majority of the students agreed with the statement that YouTube improved their reading skills. 85.0% participants agreed with the phenomenon. However, this data suggests that a larger percentage of participants believed that YouTube improved their reading skills.

item13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	18	18.0	18.0	18.0
	Disagree	41	41.0	41.0	59.0
	Neutral	13	13.0	13.0	72.0

Agree	21	21.0	21.0	93.0
Strongly Agree	7	7.0	7.0	100.0
Total	100	100.0	100.0	

Participants' perceptions of YouTube in relation to learning English and comprehending meaning are shown in Table 13. It demonstrates that the majority of participants agreed with the assertion that they are hesitant to utilize YouTube to learn English because they are unsure of what it means. Ninety-three percent of participants agreed with the statement, which is a good representation of their thoughts on being hesitant to utilize YouTube to learn English.

item14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	12.0	12.0	12.0
	Disagree	4	4.0	4.0	16.0
	Neutral	1	1.0	1.0	17.0
	Agree	39	39.0	39.0	56.0
	Strongly Agree	44	44.0	44.0	100.0
	Total	100	100.0	100.0	

Table 14 displays participant's perception of YouTube as a source of improving listening skill. It shows that, majority of the students agreed with the statement that YouTube improved their listening skill. 56.0% participants agreed with the statement. However, this data suggests that a larger percentage of students believed that YouTube improved their listening skill.

itm15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	36	36.0	36.0	36.0
	Disagree	42	42.0	42.0	78.0
	Neutral	3	3.0	3.0	81.0
	Agree	12	12.0	12.0	93.0
	Strongly Agree	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

Table 15 reveals that how participants perceived YouTube as a beneficial platform in connection with learning English. It demonstrates that the majority of participants agreed with the assertion that they don't like using YouTube to learn English because it doesn't help. Data showed that 93.0% participants agreed with the phenomenon. However, this data suggests that a larger percentage of participants believed that they disliked YouTube because it did not benefit them in learning English.

item16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	12.0	12.0	12.0
	Disagree	6	6.0	6.0	18.0
	Neutral	7	7.0	7.0	25.0
	Agree	49	49.0	49.0	74.0
	Strongly Agree	26	26.0	26.0	100.0
	Total	100	100.0	100.0	

Table 16 indicates participant's perception on YouTube as a source of improving English Skills. Data shows that majority of the students agreed with the statement that YouTube improved their English skills. 74.0% participants agreed on the phenomenon that youtube enhances their English language skills. However, the data suggests that a larger percentage of participants believed that YouTube improved their English language skills.

item17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	27	27.0	27.0	27.0
	Disagree	45	45.0	45.0	72.0
	Neutral	10	10.0	10.0	82.0
	Agree	13	13.0	13.0	95.0
	Strongly Agree	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

Table 17 demonstrates participant's perception of YouTube as a platform that provides confusing content of English language. Table 17 shows that, majority of the participants agreed with the statement that youtube is a platform which provide confusing content of English language. 95.0% participants agreed with the statement that youtube provides a platform provides confusing content for English language learning.

item18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	12.0	12.0	12.0
	Disagree	10	10.0	10.0	22.0
	Neutral	8	8.0	8.0	30.0
	Agree	46	46.0	46.0	76.0
	Strongly Agree	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

Participants' opinions of YouTube as a medium that allows for freedom of thought in terms of speaking ability are shown in Table 18. It demonstrates that the majority of students agreed with the claim that YouTube allowed for more freedom of speech. 76.0% participants agreed with the phenomenon. However, this data suggests that a larger percentage of students believed that YouTube gave freedom of thought in terms of speaking ability.

item19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	22	22.0	22.0	22.0
	Disagree	48	48.0	48.0	70.0
	Neutral	8	8.0	8.0	78.0
	Agree	17	17.0	17.0	95.0
	Strongly Agree	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

Table 19 shows that how participants perceived the statement that learning English using YouTube decreases their learning achievement. It shows that, the majority of participants agreed with the statement that learning English through youtube decreases their English language learning achievement. However, 95.0% Participants agreed with the phenomenon. Moreover, this data suggests that a larger percentage of participants believed that learning English using YouTube decreased their learning achievement.

item20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	38	38.0	38.0	38.0
	Disagree	35	35.0	35.0	73.0
	Neutral	5	5.0	5.0	78.0
	Agree	16	16.0	16.0	94.0
	Strongly Agree	6	6.0	6.0	100.0
	Total	100	100.0	100.0	

Table 20 reflects participant's perception of YouTube in helping them learn English. It shows that majority of the participants agreed with the statement that they like YouTube because it helps them learn English. 94.0% agreed with the phenomenon. This data suggests that a larger percentage of participants believed that they liked YouTube because it helps them learn English.

Summary of findings

The result of the responses by 100 participants shows that the majority of the participants have a positive attitude toward YouTube for learning English. This data shows that the larger percentage of participants believed that YouTube has more advantages than other media,

learning English on YouTube was effective and efficient, YouTube's material is not always easy to understand, and most of the time sounds not exactly accurate. YouTube is free and useful platform, learning English on YouTube made them happy, using YouTube did not make them sleepy and tired. The result further shows that YouTube increased their vocabulary, pronunciation, reading skills, listening skill, gave freedom of thought in terms of speaking ability, increased their learning achievement. The result also suggests that, YouTube can be a best tool to be added in the EFL classrooms.

The findings of research suggested an overall positive impact of youtube during learning English through youtube on participants. This research is aimed at investigating students' perception of learning English using YouTube. However, the generalization of the findings is limited to a public sector university located in Sindh Pakistan.

The results of the study also indicate that students regard YouTube to be an engaging and inspiring resource for learning English. Because of the videos and images it provides, YouTube enables students to readily preserve the content and inspires them to learn (Deng & Yuen, 2010).

The research demonstrates a significant connection between participant's use of YouTube for learning English and improving listening, speaking, reading and writing skills. Wagners's (2007) highly recommend YouTube to be used in order to improve participants' speaking skills and confidence. There are various studies for instance Kelsen, 2009; Watkins & Wilkins. 2013, Sulviyanti, 2014; Mayora, 2009, discuss the idea of teaching writing skills and listening skills through YouTube.

Findings of the study significantly suggest that the learners have a significantly positive attitude towards using YouTube for learning English and it has positive impact on EFL learners during learning English as a foreign/second language. The findings reflect that, in some responses (especially related to pronunciation and listening skills) the respondents showed positive attitude towards youtube. The findings also demonstrate a significantly high connection between participant's level of engagement and using YouTube in case of learning English. Because of the videos and images it provides, YouTube enables students to readily preserve the content and inspires them to learn (Deng & Yuen, 2010).

This research is an attempt to investigate students' perception toward using YouTube for learning English at Shaheed Benazir Bhutto University, Shaheed Benazirabad. According to the study's findings, students' attitudes regarding utilizing YouTube to learn English are generally good. The results shows that YouTube produces a positive impact on participants' English learning. The findings demonstrate that learning English using YouTube also has a positive influence on students' level of engagement.

References

- Alastuey, M. C. B. (2011). Perceived benefits and drawbacks of synchronous voice-based computer-mediated communication in the foreign language classroom. *Computer Assisted Language Learning*, 24, (5), 419– 432.
- Alhamami, M. (2013). Observation of YouTube language learning videos (YouTube LLVS).
- Alhamami, M. (2013). Observation of YouTube language learning video (YouTube LLVS). *Teaching English with Technology*, 13, (3), 3-17.
- Barrs, K. (2012). Fostering computer-mediated L2 interaction beyond the classroom. *Language Learning & Technology*, 16, (1), 10–25.

- Berk, R.A. Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Teaching and Learning*, 2009;5(1), 1-21.
- Cakir, I, dr. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *The Turkish Online Journal of Educational Technology*, 5, (4): 67- 73.
- Clifton, A., & Mann, C. (2011). Can YouTube enhance student nurse learning? *Nurse Education Today*, 31(4), 311-313. [SEP]
- Danan, M. (2010). Dubbing projects for the language learner: A framework for integrating audiovisual translation into task-based instruction. *Computer Assisted Language Learning*, 23(5), 441-456.
- Deng, L. & Yuen, A. (2010). Towards a framework for educational affordances of blogs. *Computers & Education*, (1), 3.
- Dudeney, G., & Hockly, N. (2012). ICT in ELT: How did we get here and where are we going? *ELT Journal*, 66, 533-542.
- Duffy, P. (2008). Engaging the YouTube google-eyed generation: Strategies for using Web 2.0 in teaching and learning. *The Electronic Journal of e-Learning*, 6(2), 119-130. *Foreign Language*, 2, 251-266.
- Gerstein, J. (2014). Moving from education 1.0 through education 2.0 towards education 3.0. In L. M. Blaschke, C. Kenyon, & S. Hase (orgs.), *Experiences in self-determined learning*.
- Gunadevi K. J. S., Fathimah Pathma Abdullah & Raja Nor Safinas Raja Harun. Polytechnic.2013.
- Hafner, C. A., & Miller, L. (2011). Fostering learner autonomy in English for science: A collaborative digital video project in a technological learning environment. *Language Learning & Technology*, 15(3), 68-86.
- Halic, O., Lee, D., Paulus, T. & Spence, M. (2010). To blog or not to blog: Student perceptions of blog effectiveness for learning in a college-level course. *Internet and Higher Education. Computers & Education*, (8), 3.
- Kelsen, B. (2009). Teaching EFL to the iGeneration: A survey of using YouTube as supplementary material with college EFL students in Taiwan. *Call-EJ Online*, 10(2), 1-18.
- Kelsen, B. (2009). Teaching EFL to the iGeneration: A survey of using Youtube as a supplementary material with college EFL students in Taiwan. *Call-EJ, On.*, (10), 1-18.
- Khamkhien, A. (2010). Teaching English speaking and English speaking tests in the Thai context: A reflection from Thai perspective. *Eng. Lang. Teaching*, 3(1), 184-190
- Larsen-Freeman, D. (1991). *Teaching grammar. Teaching English as a Second or*
- Larsen-Freeman, D., et al. (2016). *The grammar book: Form, meaning, and use for English language teachers* (3rd ed.). Massachusetts: National Geographic Learning, Heinle Cengage Learning.
- Larsen-Freeman, D., et al. (2016). *The grammar book: Form, meaning, and use for English language teachers* (3rd ed.). Massachusetts: National Geographic Learning, Heinle Cengage Learning.
- Levy, M. (1997). *Computer-assisted language learning: Context and conceptualization*. Oxford: Clarendon Press.
- LLVS). *Teaching English with Technology*, 13(3), 3-17, 2013.

- Maldin, S. A., & Rezeki, S. R. I. (2017, October). Stepping up the English speaking proficiency of hospitality students through video blogs (Vlogs). In Sixth International Conference on Languages and Arts (ICLA 2017). Atlantis Press.
- Masats, D., Dooley, M., & Costa, X. (2009, July). Exploring the potential of language learning through video making 8th July. In Proceedings of the EDULEARN09 Conference. 6th-8th July.
- Mayora, C A. (009). Using YouTube to encourages authentic writing in EFL classrooms. TESL Reporter, 42(1), 1-12.
- Nguyen, N. H. T. & Tri, D. H. An exploratory study of ICT use in English language learning among EFL university students. Teaching English with Technology, 2014;(4), 32-46
- Nikitina (2009). Student video project as a means to practice constructivist pedagogy in the foreign language classroom. Journal of Educators & Education/Jurnal Pendidik dan Pendidikan, 24.
- Oliveira, A. J., & Viggiano, G. (2018). Youtubers democratizam o acesso à educação: conheça principais canais. Retrieved on Sept. 26th, 2018 From <https://revistagalileu.globo.com/Revista/noticia/2018/03/youtubers-democratizam-o-acesso-educacao-conheca-principais-canais.html/>.
- Pardede, P. (2012). Scientific Articles Structure. Academia.edu. https://www.academia.edu/25017324/Scientific_Articles_Structure
- Puspa, A. (2016). Student-made video project to enhance students' learning Proceedings of ISELT FBS Universitas Negeri Padang, 4 (1), 69-79.
- Sakkir G. The Effectiveness of Pictures In Enhance Writing Skill of Senior High School Students. Interference: Journal of Language, Literature, and Linguistics. 2020 Feb 29;1{1}.
- Scrivener, J. (2010). Teaching English grammar: What to teach and how to teach it. Oxford: Macmillan.
- Silviyanti, T. (2014). Looking into EFL Students' Perceptions in Listening by Using English Movie Videos on YouTube. Studies in English Language and Education, 1, 1, 42 -58.
- Silviyanti, T. M. (2014). Looking into EFL students' perceptions in listening by using English movie videos on YouTube. Studies in English Language and Education, 1(1), 42-58.
- Snelson, C, and Perkins, R.A. (2009). From silent on film to YouTube: Tracing the historical roots of motion picture technology in Education. Journal of Visual Literacy, 28, 1-27. successful strategies. ELT Journal, 53(3), 168-176.
- Terantino, J. M. (2011). Emerging technologies YouTube for foreign languages: You have to see this video. Language Learning and Technology, 15(1), 10-16. ^[1]_{SEP}
- Thornbury, S. (1999). How to teach grammar. Harlow: Longman.
- Torky, S. A. E. (2006). The effectiveness of a task-based instruction program in developing the English language speaking skills of secondary stage students (Unpublished doctoral dissertation). Ain Shams University. [ubs/104/](https://doi.org/10.1016/j.sbspro.2011.03.001).
- United States: Create Space Independent Publishing Platform. Retrieved on Nov. 3rd,
- Vandergrift, L. (1999). Facilitating second language listening comprehension: acquiring
- Wagner, E. (2007). Are they watching? Test-taker viewing behavior during an L2 video listening test. Language Learning and Technology, 11, (1), 67-86.

- Watkins, J, and Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language Education in Asia*, 2, (1), 113-120.
- Watkins, J., & Wilkins, M. (2013). Using YouTube in the EFL classroom. *Language Education in Asia*, 2(1), 113-119. Retrieved on Sept. 28th, 2018 from <https://pdfs.semanticscholar.org/9367/8536235>
- Zeng, J & Takatsuka, S. (2009) Text-based peer-peer collaborative dialogue in a computer-mediated learning environment in the ESL context. *System* 37, 434–446.