

Use of YouTube Videos as a Resource for Learning English Language

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for Master of Education in English**

**Submitted by
Bishan Datt Bhatt**

**Department of English Education
Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2024**

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Date of Submission: June 18, 2024**

Declaration

I, hereby, declare that to the best of my knowledge this research is original; no part of it was earlier submitted for the candidature of research to any university.

Date: June 17, 2024

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Recommendation for Acceptance

This is to certify that **Mr. Bishan Datt Bhatt** has prepared this thesis entitled **Use of YouTube Videos as a Resource for Learning English Language** under my guidance and supervision.

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Dedication

Dedicated

To

*My parents for their exceptional love, endless support and sacrifices;
my gurus, for their invaluable guidance and wisdom;
and my friends, for their constant motivation
and companionship throughout this journey.*

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Bishan Datt Bhatt

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Abstract

This is a study on **Use of YouTube Videos as a Resource for Learning English Language**. It aimed to find out the secondary level students' experience, perceptions and problems regarding the use of YouTube videos as resources for learning English. This study followed survey research design and used a set of questionnaires consisting of open-ended and close-ended items as a data collection tool. Altogether, hundred students of class ten from four community schools of Kirtipur Municipality, Kathmandu were selected as the sample of the study using simple random sampling procedure. The data obtained from close-ended questionnaire were analysed by using tables, graphs, and pie-chart. However, the data obtained from open-ended questionnaire were analysed following thematic approach. The findings of this study revealed that students extensively use YouTube videos as resources for learning English. The types of videos they frequently watch include tutorials, lectures, language exercises, and entertainment content with English subtitles. The primary purposes for using YouTube videos in learning English is to improve language skills, aspects and complete academic tasks. In the same way, students perceived YouTube videos as highly important and effective resources in their English learning journey which help to motivate and engage them by making learning more active, autonomous, and attentive. Despite these, they face specific problems like lack of Internet access, slow connections, and disruptive advertisement.

This thesis consists of five chapters. The first chapter deals with the introduction, which incorporates the background of the study, statement of the problem, objectives of the study, research questions, significant of the study, delimitations of the study, and operational definitions of the key terms. Similarly, the second chapter contains the review of related theoretical as well as empirical literature and its implication for the study along with the conceptual framework. Likewise, the third chapter deals with the methods and procedures of the study, which covers design and method of the study, population, sample and sampling strategy, data collection tools and techniques, sources of data, data collection procedures, data analysis, and interpretation procedures. In the same way, the fourth chapter includes the analysis and interpretation of results and summary of the findings. Likewise, the fifth chapter incorporates conclusion, and implications related to policy, practice and further research level. Furthermore, references and appendices are included at the end of this thesis for the validation.

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List of Symbols and Abbreviations

A	-	Agree
CALL	-	Computer Assisted Language Learning
D	-	Disagree
EFL	-	English as a Foreign Language
ELL	-	English Language Learning
ELT	-	English Language Teaching
ESL	-	English as a Second Language
ICT	-	Information and Communication Technology
M. Ed.	-	Master of Education
M.O.E.	-	Ministry of Education
N	-	Neutral
SA	-	Strongly Agree
SD	-	Strongly Disagree
T.U.	-	Tribhuvan University

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Chapter I

Introduction

This is a study on 'Use of YouTube Videos as a Resource for Learning English Language'. This introductory part incorporates the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

English is an international language. It is spoken all over the world and it is a common medium of communication. Everyone is compelled to learn English because it is widely used all over the world as an international language. The inner circle, the outer circle, and the expanding circle are the three concentric circles that Kachru (1985) uses to illustrate how the English language is spreading. According to Kachru (1985 as cited in Schmitz, 2014 p.375), "These circles represent the type of spread, the patterns of acquisition and the functional domains in which English is used across cultures, education, and languages." In addition, Harmer (2007, p. 13) states that by the end of the 20th century, English was already well on its way to becoming a genuine lingua franca between people who do not share same first (or even second) language. Most of the records documents, journals, magazine, articles and papers are written in English so without knowing English it is quite impossible for us to know the latest information, inventions and new discoveries. This is the age of information, communication technology and science. English language has been supported by its widespread use as a global lingua franca, its status as the dominant language in various domains such as business, science, and technology, and its rich literary heritage that continues to influence literature and education worldwide. Additionally, the internet and digital communication platforms have played a significant role in promoting English as a means of global communication. To connect with people of the world within a moment, to send any application, documents and other writing materials there is no other except English. In order to keep pace with the world learning English is the first step. As a smart modern civilized and wise person, one should learn English.

English language learning is a vital component of education worldwide, serving as a gateway to global communication and opportunities. In the context of Nepal, where English is increasingly recognized as a crucial skill for academic and professional advancement, the efficacy of teaching methods in English language

acquisition has gained significant attention. There are various recourses available for the learners to learn English. They learn English with the use of printed materials like, magazines, newspaper, watching videos or listening to music, movies clip, short videos, and then different areas video such, automobile, comedy, education, gaming, news and politics, pets and animals, sports as well as science and technology. Moreover, using technologies also make students proper in learning English. We are in the age where smart phones are the source of either information directly.

With the rapid advancement of technology and the ubiquity of online resources, educators are exploring innovative approaches to supplement traditional teaching methods. One such approach is the integration of YouTube videos, a popular online platform offering a diverse range of educational content, into English language instruction. Numerous studies emphasize that videos have an inherent instructional affordance for teaching and learning processes. For instance, Adhikari, Sharma, Aryal and Uprety (2016) mentioned that YouTube is a widely used source of information and that when quality videos are posted by professional organizations and governments, they can add value for providing detailed and accurate information. Similarly, Bonk (2008) suggests that online video content may help students increase their grasp of educational concepts and arouse an overall interest in learning. With the fast growth of information and communication technologies (ICT) over the last few decades, human lives have been influenced directly or indirectly. Similarly, teaching and learning environments and process are also influenced by this. ICT is trying to bring all the people within education circle where teaching-learning process can take place in different form through different way. In this regard, Tinio (2002) says, "ICTs are potentially powerful tools for extending educational opportunities both formal and nonformal" (p.6). It is inferred that ICT is a powerful tool that extends the accessibility and availability of education for all whether formally or informal. "The rapid growth of information and communication technologies and rising computer knowledge of the students have led to the usage of many innovative technologies in teaching and learning" (Vyas & Nirban, 2014, p.1). Among the innovative technological tools, mobile devices have become dear to students because of its features and functions. ICT makes the learners independent, autonomous and motivated (Joshi & Poudel, 2019).

Similarly, ICT plays various instructional roles and makes the students feel relax to perform different tasks. According to Grabe & Grabe (2005), ICT is often used to

increase motivation among the students in the classroom. ICT is frequently linked with learner autonomy. In this regards, Williams (2003) defined autonomy as the ability to take charge of one's own learning. In other words, learners should be able to take all the decisions concerning their learning: determining targets and objectives, choosing contents and materials, selecting methods and techniques, organizing their learning, and assessing their progress. ICT thus seems to benefit autonomy because it is claimed to provide greater freedom and flexibility to learn at one's own pace and convenience, whether within the context of a language course or beyond. ICT can contribute to lifelong learning, perhaps most apparent in the use of internet, which represents a worldwide library and resource centre where information can be accessed fast and efficiently: learners can thus benefit from a vast range of authentic language materials and resources which can be selected according to learning needs, aims, styles, strategies and preferences.

It is the time of technology. Technology has greatly influenced each and every aspect of our life. It has a very significant impact in teaching and learning of English. ICTs are one of the most prominent integral assists or contemporary education teaching and learning activities that incorporate different digital devices and platforms are more common to poor educational purposes (Jung & Lee 2015). In the context of Nepal, there is not good environment of English language learning due to lack of exposure because it is not our primary or secondary language. It serves as English as a foreign language (EFL) in the context of our country. There is a great problem of trained teachers, ample materials and resources for learning English. In that situation students should depend on the Internet. They all have smart phones in their hands and try to search the required information on YouTube. There is one and only option depending on technology. Mostly the students depend on YouTube videos produced by NCED, Sanothimi Bhaktapur with the assistance of government of Nepal. This channel (www.youtube.com/@NCEDVirtual) includes the recorded version of the same videos (the videos from live teaching). These Lessons are based on Virtual Learning (live teaching from the studio.) It is helpful for students and teachers from other schools as well. All the videos are based on revised curriculum and textbooks. Students usually watch such videos and get benefit from there.

Understanding students' attitudes towards and experiences with this novel instructional strategy is essential for informing pedagogical practices and enhancing language learning outcomes. Moreover, while YouTube offers a vast repository of

educational content, including videos specifically designed for English language learners, navigating this digital landscape presents unique challenges for students, educators, and policymakers alike. Issues such as internet access, technological literacy, and the quality of available resources may impact the feasibility and effectiveness of utilizing YouTube videos in language instruction. By exploring these factors, this research aims to provide valuable insights into the potential of YouTube videos as resources for learning English language at secondary level students.

Statement of the Problem

Learning is supported in various ways and one of them is the use of learning resources like You Tube Videos. With the advent of technology, the access on digital materials is increasing and these days both the teachers and the students use digital tools, be it digital learning or the classical one. Digital Learning has become a new learning mode in higher education (Tahmina 2023). In this regard, Dabamona and Yunus (2022) state that YouTube has become more popular with people, particularly youth. Watching to English movies and videos in YouTube has become a delighted hobby for the secondary level students. These days, most secondary level students spend their time all day just for watching videos on YouTube and other social medias. As watching movies and videos is one of the specific interests to young people across the globe, teenagers' hobby in watching such videos is increasing day by day. The students, when are not able to understand the language spoken and written they turn on YouTube application and try to search particular issue which helps them to solve the problem and leads them to learn foreign language unconsciously. Using YouTube videos can help learners improve their all skills (listening, speaking, reading and writing) and aspects (grammar, vocabulary and pronunciation) of language. The greatest benefit of using YouTube videos is that they are enjoyable (Simanjuntak, Silalahi, Sihombing and Purba, 2021).

Learners have become heavily dependent on YouTube channels and other technology-enhanced language learning platforms. They start their day with YouTube music videos, spend the day with YouTube movies, learning tutorials, documentaries, etc. and go to bed with YouTube relaxation music. In this regard, (Nasution 2019) states YouTube acts as a source of entertainment and provides numerous educational videos for beginner, intermediate, and advanced-level learners. As the YouTube platform has become an inexorable part of students' lives. Students can learn English language with the help of this platform. Likewise, Aprianto (2020) mentions YouTube

has many positive impacts on the learners, e.g., they participate in classes enthusiastically, engage in social activities, think critically, comprehend the subject matter effectively, and learn in an independent way.

In my experience, I have been using the YouTube application since intermediate level of my school age and benefited in a great extent. Whenever, I got problem in my learning, I would watch YouTube videos and get required information. I have got various insights from it. Thus, the problems to be stated in the study are the extent to which YouTube videos used in language learning process and the reasons behind the use of YouTube by learners and the benefits that they get from it. I do have the experiences of teaching in secondary level. Mostly students would carry smart phones in their pocket even in school and sometimes used them in the class. If I asked them, why did they use smart phones during class, their answers were; looking meaning either synonym or antonym, checking spelling and pronunciation, searching answers of respected lesson in the YouTube, watching NCED virtual class videos and watching specific place related to the text etc. In addition, some students used to come with full and proper homework written in an advanced way, which I did not expect. The reason behind this was there was no any other reference materials of English rather than YouTube videos, they would watch YouTube videos and copy the answer from there. These incidents attracted my concern and triggered my interest in the existing practice of students' use of YouTube videos as resources for learning English.

Therefore, the major motivational factors behind conducting this research are to find out the existing practice of using YouTube videos as learning resources for learning English and to explore the students' experience, perceptions and problems regarding the use YouTube videos in learning English. Many foreign researchers have studied about using YouTube videos in learning English like, Bardakci (2019), Sharif and Shah (2019), Mazirin, Gapa and Chuchu (2020), Simanjuntak, Silalahi, Sihombing and Purba (2021), Dabamona and Yunus (2022) and Tahmina (2023). However, in the context of Nepal, it has not been explored much and not given priority for learning English through YouTube videos. Though, with the positive attitude and perception, I investigated on Use of YouTube Videos as a Resource for Learning English Language.

Objectives of the Study

The objectives of the study were as follows:

- i. To explore the students' experience of using YouTube videos as a resource for learning English language.
- ii. To find out their perceptions regarding the use of YouTube videos as a resource for learning English language.
- iii. To identify the problems faced by the students while using YouTube videos as a resource for learning English language.

Research Questions

This study focused on answering the following questions:

- i. To what extent do the students watch YouTube videos as a resource for learning English language?
- ii. What type of videos do they frequently watch in YouTube for learning English language?
- iii. For what purpose do they use YouTube videos in learning English language?
- iv. What do they view regarding the role/importance of YouTube videos in learning English language?
- v. What specific problems do students face while using YouTube videos as a resource for learning English language?

Significance of the Study

Every research has its own importance. In our academic field, there is a multiple emphasis on research. The first emphasis counts for enrichment of the respective discipline and the second one is concerned with the solutions of the existing problems. This research is significant in the field of technology-based approach of learning English language, which sheds lights on the current practices and role of YouTube videos as a resource for learning English language to secondary level students. The aim of this research is to explore the students' experience of using YouTube videos as a resource for learning English language and identify the perceptions and challenges of using YouTube videos for learning English language.

This study is significant to those who are interested in language teaching and learning (particularly to English language teachers and students). The findings of this research will provide considerable benefits in terms of learning English language to English language students. Its goal is to determine the usefulness of YouTube videos

as a resource for learning English language which helps them to develop their understanding on learning English through new techniques. The findings of this study are expected to have important implications, both theoretical and practical. Similarly, it may be equally useful for the teachers, students, syllabus designers, writers, researchers, material developers, policy makers, educational practitioners, language planners, school administrators and all other related personalities who are directly and indirectly involved in ELT and ELL fields. Typically, it is expected that the secondary level English teachers and students who have been centrally prioritized throughout the study can gain much benefits from this study. It can add to brick in the field of teacher development and ELT by helping teachers to make their language classes more effective, communicative and interactive.

Delimitations of the Study

This study had the following restrictions:

- i. The study only focused on Use of YouTube videos as a resource for learning English language.
- ii. The study was confined to the secondary level students of community schools.
- iii. This study explored their experience, perceptions and problems regarding the use of YouTube videos as a resource for learning English language.
- iv. The research site of the study was limited to community schools of Kathmandu district.
- v. The sample population of the study included hundred secondary level students from four community schools of Kirtipur Municipality.
- vi. The study followed a simple random sampling strategy to select the sample population.
- vii. This study adopted survey research design.
- viii. Data collection tool used in the study was a set of questionnaires having close-ended and open-ended items.
- ix. Survey was done with secondary level students studying in class ten.

Operational Definitions of the Key Terms

The following key terms used in the study are defined from their working perspectives in the study:

Learning Resource: Learning resource is a material, tool, or source of information designed to help in the process of acquiring knowledge, skills, or understanding on a particular topic or subject. These resources can include books, videos, software, websites, and other educational materials that facilitate learning and support learners in their educational field. Here, learning resource is YouTube videos.

Perceptions: The word ‘perceptions’ means that those views such as; students’ thought, view, an opinion, and perception on the use of YouTube videos as resources for learning English.

Problems: It means the obstacles. Here, problems refer to obstacles that are faced by secondary level students by using YouTube videos as resources for learning English.

Secondary Level Students: In the context of our country, secondary level students are the students who study from grade 9 to grade 12. In this study, secondary level students refer to participants or respondents for getting the answer of the research questions and research objectives of my study and study in grade ten.

YouTube: In this study ‘YouTube’ is a popular video sharing website where registered users can upload and share videos with anyone able to access the site.

Videos: In this study, ‘videos’ are visual recordings that convey information, stories, or messages through moving images and often accompanied by audio. They can be used for entertainment, education, or communication purposes, and are typically viewed on screens such as televisions, computers, or smartphones. Specially, YouTube videos.

Chapter II

Review of Related Literature and Conceptual Framework

This part of the study consists of the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

Review of Related Theoretical Literature

The theoretical and conceptual literature provides valuable insights and key concepts for the study. They help to identify gaps and issues, leading to new ideas based on existing theories and findings. The researcher uses these reviews to plan and conduct the research systematically and scientifically. This topic includes Learning and Teaching of English in the Era of Technology, Information and communication technology in learning English, Internet based resources for learning English language, YouTube as an educational tool, YouTube resources used in English language learning, Role of YouTube videos in learning English, Cognitive Theory of Multimedia Learning, Theory of Learner Autonomy and Technology-Based Approach for learning English.

Learning and Teaching of English in the Era of Technology

The 21st century is an era of science and technology (Lightbown & Spada, 2013). Information Communication Technologies have significant impact on all aspects of human life. ICT tools have become one of the basic building blocks of modern society within a very short time (Daniels, 2002). Our teaching learning procedures, learner attitudes, pedagogical activities and motivation also have to bear such impacts. The need for technology also remains the same in the educational context, particularly as a medium for enhancing learning and teaching. The well-known impact of technologies is related to learning resources that can facilitate teacher instruction and learning material for students. Moreover, technology can change the way of learning and teaching process, especially when the internet is used. If technology is well integrated into the learning environment, then learning would be available to take any place and at any time. Hence, education is no longer about building at a particular time when the learning is ongoing, but technology offers possible learning both inside and outside the school as if learning beyond the wall.

ICTs have the potential to innovate, accelerate, enrich, and deepen skills; to motivate and engage students; and to help relate school experience to work practices (Davis & Tearle, 1999). In recent years, research on the potential role of technology

in the educational context has also been widely discussed. According to Voogt and Gerald (2018), “Technology is about learning content and process, but the importance of technology is continuously recognized as tools to acquire various types of competencies and motivation innovation”. It can also support learners' creativity students' performance and develop new skills (Voogt et al. 2018). Moreover, based on the guidelines developed by the U.S. Department of Education, It has to lead to new ways of language instruction and learning, particularly for supporting language learners' to access valuable learning resources via technology (U.S. Department of Education 2018). On the other side, English became the most popular target language to study because of its role as the world's language where people speak in daily life at any time, place, and situation, both formal and informal.

In the contemporary era, the integration of technology has significantly transformed the landscape of education, particularly in the realm of learning and teaching English. ICT-integrated instruction is a way of learning in an interactive way with an excessive use of ICT based tools and technologies including internet, email, websites, blogs and wikis (Davies, 2013, p.14). Technology has democratized access to English language learning resources. With the proliferation of the internet, learners across the globe can easily access a plethora of online courses, interactive tutorials, and language learning applications. These platforms offer personalized learning experiences tailored to individual needs, enabling learners to progress at their own pace.

Furthermore, technology has revolutionized the teaching methodologies employed by educators. Virtual classrooms equipped with video conferencing tools facilitate real-time interaction between teachers and students, transcending geographical barriers. Similarly, multimedia resources such as videos, podcasts, and interactive presentations make learning English engaging and immersive, catering to diverse learning styles. Moreover, technological innovations have augmented language acquisition through adaptive learning systems and artificial intelligence. Intelligent tutoring systems analyze learners' strengths and weaknesses, providing targeted feedback and personalized learning pathways. Machine learning algorithms power language assessment tools that accurately evaluate proficiency levels, allowing educators to tailor instruction accordingly (Zhao & Wan, 2018, p.374). It is new technique of self-learning based on the application of machine learning in educational technology, particularly in the field of language learning and assessment.

Additionally, technology has fostered collaboration and cultural exchange among English language learners. Social networking platforms and online forums create communities of practice where learners can engage in meaningful language exchange and collaborative learning activities. Virtual reality simulations offer immersive cultural experiences, enabling learners to explore English-speaking environments and interact with native speakers. However, despite its ample benefits, the integration of technology in English language learning presents certain challenges. Access to technology and digital literacy skills remain unequal across socio-economic backgrounds, exacerbating disparities in educational opportunities. Furthermore, the abundance of online resources necessitates critical evaluation to discern credible sources from misinformation.

Thus, the era of technology has revolutionized the learning and teaching of English, democratizing access, enhancing pedagogical approaches, and fostering global collaboration. Technology plays an important role in bringing innovation and motivation for the learners (Stockwell, 2016). However, to harness the full potential of technology, concerted efforts are required to address digital divides and promote digital literacy among learners. Ultimately, technology serves as a powerful catalyst for innovation and inclusivity in English language education.

Information and Communication Technology in Learning English

ICT in language learning involves using technology tools like mobile phones, tablets, computers, laptops, and the software that runs on them to learn a language. Throughout the history of English education, various teaching aids have been used, with ICT playing a crucial role. ICT tools can be classified into two categories: old ICTs and new ICTs. Old ICT devices, such as radios, televisions, audio and video recorders, and traditional telephones, use older analog technologies. New ICTs, like desktop and laptop computers, tablets, mobile phones, iPads, interactive whiteboards, and multimedia projectors, use advanced computer technology and applications that handle large amounts of information (Kennewell, 2004).

Many of the research works have drawn the conclusion that ICTs can improve the effectiveness of teaching learning activities (Jimoyiannis, 2012). In English language teaching and learning, ICTs can have dramatic effect for making the activity more resourceful, interactive and collaborative. The teacher can use a mobile to get access on email, social networking sites, messenger, mobile apps, online dictionaries, radio, television, cable, tabs, CDs, DVDs and other highly accessible data based sub-

systems in language teaching and learning in order to motivate the learners (Pears, 2015). Below are some of the most commonly used ICT tools in teaching and learning English:

Computer: It is essential in ICT-based education, computers display various offline and online programs and materials for teaching and learning. Computer Assisted Language Learning (CALL) is a popular method specifically enabled by computers.

Mobile phone: This portable tool is versatile in ICT. It can make calls, play music, take photos, record, access the internet, send emails, and download learning materials.

Multi-media projector: It projects audiovisual materials onto a screen, combining sound, animation, video, text, and graphics for effective presentations.

Interactive whiteboard: This is a modern display device that shows content from a computer's desktop, enhancing ICT integration in classrooms.

Television: This is a traditional ICT tool that displays audiovisual content to improve language comprehension. Educational programs, language courses, and English subtitles on shows and movies aid in listening and speaking skills.

Radio: This is an easily accessible and affordable ICT tool for audio-based learning. It supports listening and speaking comprehension and can host radio tuition classes.

Internet: The core of modern ICT is the internet. It provides access to countless resources for teaching and learning English through websites and web browsers. It allows downloading e-books and using applications like social media, video conferencing tools, online encyclopedias, and collaborative platforms. The internet serves as a powerful Information and Communication Technology (ICT) tool for secondary level students learning English. Similarly, it provides access to a vast array of resources such as educational websites, online courses, interactive exercises, and digital libraries, which students can utilize to enhance their language skills. These resources offer a variety of content ranging from grammar explanations and vocabulary exercises to authentic reading materials and multimedia presentations, catering to different learning styles and preferences.

Furthermore, the internet facilitates communication and collaboration among students and teachers, allowing for interactions through email, discussion forums, video conferencing, and social media platforms. This enables students to engage in

meaningful language practice, receive feedback on their writing and speaking skills, and participate in collaborative learning activities with peers from around the world. In addition, the internet offers opportunities for autonomous learning, as students can independently explore topics of interest, conduct research, and access authentic materials in English, fostering self-directedness and motivation in their language learning journey. Overall, the internet as an ICT tool plays a crucial role in supporting secondary level students in learning English by providing access to resources, facilitating communication and collaboration, and promoting autonomous learning.

Internet Based Resources for Learning English Language

Internet-based resources are applications, software, and networks that help users to find information they need like email, blogs, Google Translate, Google Books, ChatGPT, educational websites, and social media. These resources are valuable for learning with internet support.

E-mail. Email can be a valuable tool for secondary level students to enhance their English language skills in various ways. Firstly, writing emails provides students with practical opportunities to practice their written communication skills in English. They can compose emails to their teachers, classmates, or pen pals, allowing them to express their ideas, ask questions, and share information in a formal setting. Additionally, receiving and responding to emails helps students improve their reading comprehension skills as they decipher messages, understand the content, and formulate appropriate responses. Moreover, email exchanges often involve using formal language structures, vocabulary, and etiquette, which further reinforces students' understanding of professional communication norms in English.

Blog: Learners can create a blog on the internet to share their ideas. It's like an online journal or article where bloggers write personally about their thoughts and experiences. Blogs are regularly updated websites that can be edited and revised to benefit their readers.

Google Translator: Google Translator is a free tool by Google that translates text into hundreds of languages. Students can use it in English Language Learning (ELL) to help with translation techniques.

Google Books: It is a service from Google that searches the full text of books in PDF format. It provides convenience and accessibility, allowing students to access books and information anytime and anywhere, supporting their learning beyond the classroom.

ChatGPT: ChatGPT is an AI model developed by OpenAI, based on the GPT (Generative Pre-trained Transformer) architecture. It can generate human-like text responses and engage in natural language conversations on various topics. ChatGPT is a versatile tool for secondary level students to enhance their English language skills through personalized and interactive learning experiences.

Educational Website. An educational website is an online platform specifically designed to provide educational resources, tools, and materials to support learning and academic development. These websites cover a wide range of subjects and topics. Educational websites offer secondary level students a wide range of benefits, including access to resources, interactive learning experiences, self-paced instruction, practice and reinforcement opportunities, accessibility, and supplemental learning support.

Social media: Social media are internet tools that allow people to create and share information, ideas, and interests through virtual communities and networks. They have become vital for communication and provide platforms for sharing thoughts and learning. Students can join English language learning groups on social media like Facebook, Twitter, WhatsApp, Google Meet, Viber, Skype, TikTok, LinkedIn, Telegram, Instagram, YouTube, and Snapchat. Social media are beneficial for situational learning.

YouTube: YouTube is a kind of website where users share, upload and download videos. Many teachers and students use YouTube because it's easily accessible and widely used globally (Duffy, 2008, p.123). It offers a variety of educational content, including English language learning materials. YouTube provides step-by-step learning processes that help to develop language skills and foster a positive attitude towards using the internet for learning English. Many channels upload videos related to learning language ideas, problem-solving, and digital resources. These videos can help learners and teachers improve their listening, reading, writing, and speaking skills in English language.

YouTube as an Educational Tool

YouTube was first launched in February 2005 by Steven Chen, Chad Hurley, and Jawed Karim. In 2006, Google bought YouTube and has been running it as a subsidiary since then. The website, <http://www.youtube.com>, is known for large-scale video sharing, allowing users to stream a variety of content, including educational videos, news, movie clips, music videos, and TV series (Warf 2018). Recent statistics

show that YouTube has 2 billion users who watch 1 billion hours of video every day. YouTube content is available in 100 countries and 80 languages. As of 2024, YouTube is the second most popular social media platform. The platform revolutionized online media by enabling anyone with internet access to become a content creator, thus democratizing video production and distribution. Over the years, YouTube has expanded its services to include live streaming, monetization options for creators, and premium subscription services, becoming a central hub for entertainment, education, and global communication.

In this context, (Camm, Russell, Xu & Rajappan 2018) highlight that YouTube (www.youtube.com) is the largest repository of online videos, used by over one billion users. Using YouTube in education offers numerous benefits for both students and teachers (Alkhudaydi, 2018). These benefits include capturing students' attention, enhancing focus, providing access to hard-to-observe experiences, generating interest in subjects, improving attitudes towards content, building connections with students, fostering creativity, promoting collaboration, motivating students, making learning enjoyable, reducing anxiety about difficult topics, and improving understanding. Jackman (2019) points out that YouTube is a valuable e-resource in modern higher education, widely known as the most popular video hosting website. YouTube has a profound impact on education, hosting tutorials, lectures, and skill-building content that supplements formal education. It serves as a global platform for sharing knowledge and cultural expression, creating communities around shared interests. YouTube is free and allows teachers and students to easily access and share English-related videos. Many educators and media creators have established English channels that are highly beneficial. Research shows that over 200 million YouTube videos have been used for educational purposes in language learning (Brünner, 2013). YouTube provides authentic English materials that cater to students' autonomous learning styles, promoting freedom of expression, inspiring interest and motivation, and making learning more enjoyable. It also enriches learning with applicable linguistic and cultural content.

The potential of YouTube as an educational tool is also emphasized by (Ghasemi and Derewianka, cited in Alwehaibi & Noura, 2015), who view YouTube as an invaluable resource for language acquisition. Besides offering authentic written materials, YouTube supports learners in understanding various cultural dimensions through spoken language, including academic English and real-life contexts such as

accents and slang (Alwehaibi & Abdulrahman, 2015). Eliana Tan's research highlights YouTube's role in informal learning, supporting students' independent study (Tan, 2013). As technology continues to shape daily life, YouTube's educational role has been extensively examined and discussed. Br  nner (2013, p.110-115) outlines six criteria for using YouTube as an educational tool: accessibility, user-friendliness, providing authentic content, offering valuable resources, defining learning goals, and reviewing language skills learned through YouTube. These criteria emphasize YouTube's ability to provide accessible, free, and user-friendly educational resources that enhance language learning and skill development.

YouTube has emerged as a powerful tool in English language learning, revolutionizing the way individuals acquire and enhance their language skills. The platform's diverse content, ranging from educational videos to language tutorials and authentic conversations, provides learners with an immersive and engaging language-learning experience. One of the key benefits of YouTube for English language learners is the accessibility to a vast array of content catering to different proficiency levels. Educational channels offer structured lessons on grammar, vocabulary, pronunciation, and cultural nuances, while vlogs, interviews, and documentaries provide exposure to authentic language use. The platform's interactive nature allows learners to engage with native speakers, enhancing their listening and comprehension skills.

Furthermore, YouTube facilitates self-paced learning, allowing individuals to tailor their language-learning journey according to their needs and preferences. Learners can revisit videos, pause for reflection, and explore supplementary materials, fostering a personalized and effective learning experience. The platform's global reach ensures exposure to various English accents and cultural contexts, contributing to a well-rounded language proficiency. Additionally, YouTube's community features, such as comments and discussion sections, enable learners to connect, share insights, and seek guidance from a diverse audience of language enthusiasts.

Overall, YouTube has become an indispensable resource for English language learners, offering a dynamic and accessible environment for skill development. Its role in providing authentic content, fostering interactive learning, and connecting learners worldwide exemplifies the platform's positive impact on language education.

YouTube Resources Used in English Language Learning

YouTube is a video sharing platform. There are many resources which we can use in learning English. Such resources are; film or movie, vlog, podcast, tele serial, song, drama, story, poem, lecture, cartoon, video, interview, essay, news, etc.

Film: A film is a series of moving pictures with sound that tells a story, shown on TV or in theatres. It provides real-life examples of English language usage outside the classroom, showcasing natural expressions and speech flow. Watching films also makes learning language more fun and enjoyable.

Song: A song is a piece of music with lyrics that we sing. Songs increase students' interest and can be a useful tool for reviewing language points. They help develop language skills.

Drama: Drama refers to plays, considered a form of literature. Drama encourages fluency, adaptability, and communicative competence. Acting helps develop students' imagination and observation skills, providing enjoyable experiences.

Story: A story describes events and characters created by the writer to entertain. It's a branch of literature involving fictional events. Short stories are powerful for teaching speaking and listening skills and often convey moral lessons for life improvement.

Poem: A poem is a piece of writing chosen for its sound and imagery. It's structured with separate lines, often rhythmic and rhyming at the end.

Lecture: A lecture is a talk given to teach a subject, especially in teaching and learning process. It helps students learn through visual aids and spoken explanations.

Cartoon: A cartoon uses drawings, often in newspapers or magazines, especially about politics or current events. Cartoons are entertaining for young learners and motivate them to learn English by watching.

Interview: An interview is a formal meeting to assess a candidate. It helps students demonstrate their personality, speaking ability, knowledge, intellect, and manners. It teaches them to improve their lifestyle through good habits and determination.

Essay: An essay is a scholarly piece of writing presenting the writer's arguments. Writing essays encourages critical and creative thinking, planning, researching, and drafting skills among learners.

News. YouTube news videos provide an invaluable resource for second language learners seeking to enhance their English proficiency. Through the medium

of video, learners can not only listen to authentic spoken English but also observe facial expressions, gestures, and context, aiding in comprehension. Furthermore, news videos cover a wide range of topics, exposing learners to diverse vocabulary, idiomatic expressions, and sentence structures. Additionally, many news channels provide subtitles or captions, allowing learners to follow along and improve their reading skills simultaneously.

Vlog. YouTube vlogging videos offer an excellent opportunity for second language learners to enhance their English skills. These videos provide authentic, conversational English spoken in a casual and relatable manner, making them ideal for improving listening and comprehension abilities. Vloggers often cover a variety of everyday topics, exposing learners to colloquial language, slang, and cultural references. Additionally, many vlogs incorporate subtitles or captions, aiding in understanding and vocabulary acquisition. By engaging with vlogging content, learners can develop their language skills in a dynamic and enjoyable way, fostering both linguistic proficiency and cultural awareness.

Tele serial. These serials present English in a structured and narrative format, offering continuous exposure to the language in various contexts. Through watching tele-serials, learners can familiarize themselves with different accents, tones, and speech patterns, contributing to improved listening skills and comprehension. Additionally, the dramatic nature of tele-serials captures learners' attention and sustains their interest, making language acquisition more engaging and enjoyable. Moreover, repeated exposure to English dialogue in tele-serials facilitates vocabulary expansion and grammar comprehension. Overall, YouTube tele-serial videos provide a valuable resource for second language learners to immerse themselves in English language and culture while honing their linguistic abilities.

Documentaries. Documentaries available on YouTube serve as valuable resources for English language learning due to their diverse content and accessibility. These videos cover a wide range of topics, from history and science to culture and current affairs, providing learners with authentic language input in real-world contexts. They expose learners to different accents and speaking styles, helping improve listening skills and familiarity with colloquial language use. Moreover, learners can pause, rewind, and replay segments to grasp difficult concepts or review specific language structures. This flexibility allows for self-paced learning and encourages active engagement with the language.

Video. Videos can be excellent source for information. Secondary level students often watch a variety of videos on YouTube to learn English, focusing on different skills and aspects of the language. Some common types of videos that secondary level students may watch include:

Grammar Tutorials. Videos that explain grammar rules, sentence structure, verb conjugation, and other grammatical concepts in an easy-to-understand manner.

Vocabulary Lessons. Videos that introduce new words, phrases, idioms, and expressions, along with their meanings, usage, and pronunciation.

Listening Comprehension Exercises. Videos that feature spoken English dialogues, conversations, interviews, or speeches, accompanied by comprehension questions or activities to test listening skills.

Reading Comprehension Activities. Videos that present English texts, passages, or stories, followed by questions or discussions to assess reading comprehension and interpretation skills.

Writing Tips and Strategies. Videos that offer advice, tips, and techniques for improving writing skills, including brainstorming, outlining, drafting, revising, and editing.

Speaking Practice. Videos that provide opportunities for students to practice speaking English through role-plays, debates, presentations, or discussions on various topics.

Pronunciation Practice. Videos that focus on English pronunciation, including vowel sounds, consonant sounds, word stress, intonation patterns, and common pronunciation errors.

Language Learning Challenges. Videos that feature language learning challenges, games, quizzes, or competitions to engage students and motivate them to practice and improve their English skills.

Cultural and Linguistic Insights. Videos that explore English-speaking cultures, customs, traditions, and linguistic variations, helping students develop cultural awareness and cross-cultural communication skills.

Test Preparation Materials. Videos that offer tips, strategies, and practice exercises for standardized English language tests, such as the TOEFL, IELTS, SAT, or GRE.

By watching these types of videos on YouTube, secondary level students can enhance their English language skills in grammar, vocabulary, listening, reading,

writing, speaking, pronunciation, and cultural understanding. These videos provide engaging, accessible, and convenient resources for self-directed learning and skill development outside of the classroom.

Role of Videos in Learning English

Nowadays, YouTube has become more popular with people, particularly among the youth. YouTube is a media sharing platform that allows users for finding, watching, and sharing videos (Tahmina 2023). It can be used as an excellent tool for teaching and learning, enabling users to access educational videos uploaded by individuals or Media Corporation. YouTube can also be used to develop the understanding of the English language because it is considered a source of online material that provides various kinds of videos in many contexts and gives the students a chance to study outside the class. Furthermore, YouTube also enabled students to access native speaker channels easily, so students can learn how to pronounce, listen, speak English naturally, and use it in appropriate contexts or situations. Recently, the new research on potential YouTube also found that it can support independent or self-directed learning in choosing learning content and types of videos that students choose freely to be watched. The students watch videos by prioritizing their own choices. In this way, they get an opportunity to uphold their autonomy.

YouTube is the most popular social networking of all time. There are many advantages of using YouTube. Morrison, (2007, p.7) mentions some advantages which are: YouTube is free and it is one of the best media for learning, students can use YouTube for study; they can get any information about their projects, homework, assignments, exams, similarly, it functions as a means of enhancing language practice to both students and teachers and people can have encouragement from the lectures that they get through YouTube. Similarly, Sabieh (2001, p. 40), has presented some of the benefits of using YouTube as a learning tool which are: students are comfortable with YouTube: most students are the users of YouTube, so implementing it into class provides a comfortable way for students to participate in classroom interaction; promotes collaboration: YouTube's design promotes social interchange between participants, thereby increasing collaboration between students working on activities; keeps schools current: it suggests moving from a skills-cantered approach to learning. It is one of the connectivity to be attached with schools activity; similarly, student's engagement: when students are accessing the class content, more often, they will be thinking about and engaging in the lessons more frequently; ambient awareness:

YouTube provides an excellent opportunity for the students and teachers to participate in ambient awareness, a way of getting know those we follow on social networks in more meaningful ways; in addition, teach personal responsibility: teachers can take the opportunity to teach students how to responsibly use YouTube and other social networking sites so it helps for their future—not for opposite activities; and access to guest speakers: instructors who have stayed in contact through YouTube with past students or who have moved on to their careers have an excellent resource for guest speakers for the class.

Furthermore, YouTube is also taken as distance teaching and learning. YouTube helps them in their teaching and learning process. Those who cannot take their class regularly due to the many reasons, they use YouTube as a means to update. YouTube can provide numerous opportunities for the learner to learn. Hence, YouTube is pedagogically implemented in the classroom or outside the classroom. The environment and time never obstacles to learn by means of using YouTube. YouTube videos serve as a dynamic and versatile tool in the English language learning process. Firstly, they promote learner autonomy by providing learners with the flexibility to choose and engage with content according to their individual needs and preferences. Secondly, YouTube offers a rich database of authentic materials, ranging from educational tutorials to entertaining vlogs, which cater to diverse proficiency levels and interests. Moreover, the accessibility and low cost of storing materials on the web enable YouTube videos to reach a wide audience, making language learning resources more accessible to learners worldwide. Importantly, these videos play a pivotal role in learning English by exposing learners to authentic spoken English, including various accents, intonations, and colloquial expressions.

In addition, subtitles and captions available on many videos facilitate reading skills development while listening to spoken English. Furthermore, the visual aids and demonstrations in YouTube videos aid comprehension, making complex linguistic concepts more accessible to learners. Engaging with YouTube videos also fosters cultural awareness and understanding as learners are exposed to diverse perspectives and topics.

Theories Related to the Use of Technology in Learning

Here, I have made a brief review of a few theories that promote or advocate for the use of technology in learning.

Cognitive Theory of Multimedia Learning. People learn more deeply from words and pictures than from words alone (Mayer 1947, p. 47). However, multimedia learning cannot be accomplished by merely adding text to images. Educative media should be viewed in the context of how the human mind functions. Mayer's cognitive theory of multimodal learning is predicated on this. The theory also rests on the notion that students learn more profoundly than they could have with words or pictures alone because they try to make meaningful connections between words and visuals. The notion states that encouraging students to create a cohesive mental image of the content they are provided with is one of the primary goals of teaching with multimedia. As an active participant, the learner must make meaning of the content offered, which results in the creation of new knowledge. Mayer believes that when a learner engages in five cognitive processes, meaningful learning from words and visuals occurs. These include organizing chosen words into a verbal model and chosen images into a pictorial model, choosing pertinent words for processing in verbal working memory and relevant images for processing in visual working memory, and then integrating the verbal and pictorial representations with previous knowledge and with each other. A cognitive theory of multimedia learning is based on three main assumptions: there are two separate channels (auditory and visual) for processing information; there is limited channel capacity; and that learning is an active process of filtering, selecting, organizing, and integrating information.

This theory focuses on how people learn from multimedia presentations by integrating visual and auditory information. When students use YouTube videos as a resource for learning English, they are engaging with multimedia content that aligns with this theory. YouTube videos typically combine visual elements such as text, images, and animations with auditory components such as spoken language, music, or sound effects. This multimedia format can enhance learning by watching multiple channels for information processing, which is known as dual coding. For example, students can simultaneously see and hear English being spoken, reinforcing their understanding of vocabulary, pronunciation, and grammar. Additionally, YouTube videos often utilize techniques like storytelling, demonstrations, and interactive graphics, which align with the principles of the Cognitive Theory of Multimedia Learning, such as coherence, signalling, and segmenting. By presenting information in a multimedia format, YouTube videos can cater to different learning styles and

preferences, making the learning experience more engaging and effective for students studying English.

Theory of Learner Autonomy. Learner autonomy was first used by Henry Hole in 1981. He defined it as the ability for individuals to control their own learning. It means learners take responsibility for their learning journey, deciding what, how, and when to learn. This concept is also known as self-directed learning, where learners manage their learning strategies and progress independently. Autonomy in learning is about being self-motivated, setting clear goals, and having a plan to achieve them without relying solely on teachers or prescribed materials. It empowers learners to actively engage in their education and view themselves as key players in the learning process. In this regard, Dickinson (1987, p.27) added that autonomy as learners making all decisions about their learning and implementing those decisions without teacher guidance. Likewise, Freire (1996) mentioned it as learners' freedom to create and recreate knowledge through their learning experiences. An autonomous person is someone who can make and carry out choices independently, driven by both ability and willingness. Thus, we can define an autonomous person as one who has capacity to make and carry out the choices which govern his or her actions independently. This capacity depends on two main factors, ability and willingness. A person may have the ability to make independent choices but he/she may not have willingness to do so because such behaviour is not perceived as appropriate to his or her role in a particular situation. On the other hand, a person may be willing to exercise independent choices but not have ability to do so.

Learner autonomy refers to learners' ability to decide their learning process. It is a broad term which is not only refers classroom situations but also the out of classroom. In this regard, Benson (2007) mentions the two broad topics. Autonomy beyond the classroom and autonomy in the classroom. Autonomous learners can practice it in a few ways. To enhance their learning, they can use various ways and modes. Benson (2007, p.26) states the various modes of autonomy beyond the classroom which are: self-access, Computer Assisted Language Learning (CALL), distance learning, tandem learning, study abroad, out-of-class learning and self-instruction. Likewise, Learners not only are found autonomous beyond classroom but also inside the class. It means, it includes all the decisions made by learners for their own learning. So, all the activities, plans and actions that the learner chooses of him/herself help to promote autonomy. Inside a class, it involves different levels of

control such as: management for learning, cognitive processes and learning content. It can be reflected in group work, co-operative learning, innovative learning or other classroom actions and activities. So, a learner might seek different ways to be autonomous in a class. They may search the opportunities to learn more things easily, i.e. learn the ways of learning. In addition, Talkowska and Wojciechowska (2015) stated that autonomy is stood for the capacity to utilize a set of strategies for the sake of taking control of their learning. Most definitions are emphasized to the learner's taking significant responsibility for their own learning. Moreover, autonomy is related to decision-making that learners take for their learning process; it is encouraged learners' responsibility through the need for learning activities strategies. In language learning, the concept of autonomy has had a massive impact on the effectiveness of the learning process due to learners' ability to take control over their learning. According to Benson, when learners develop autonomy successfully, learners become better as language learners and better develop learners into a more responsible and critical members of the community in which learners live in (Benson 2007). Hence, autonomous learners are capable of acquiring learning strategies, in which learner knows learning and attitudes that enable learners to use those skills and knowledge appropriately, flexibly, interdependently and confidently. Autonomy can facilitate the development and acquisition of specific strategies for improving the learning process that can directly influence the learning outcomes (Phil 2013).

The Theory of Learner Autonomy is closely related to use of YouTube videos as a resource for learning English language because it emphasizes the independence and self-directedness of learners in their educational journey. When students use YouTube videos for learning English, they have the freedom to choose what content to engage with, when to watch, and how to integrate it into their learning process. This aligns with the principle of learner autonomy, where students take control of their learning and make decisions based on their individual needs and preferences. By using YouTube videos, students can tailor their learning experience according to their learning style, pace, and interests, fostering a sense of ownership and empowerment in their language learning journey. Additionally, the abundance of resources available on YouTube allows students to explore diverse topics and perspectives, further promoting autonomy and encouraging them to take responsibility for their learning outcomes.

Technology-Based Approach for Learning English. The importance of learner autonomy in language learning has led to various approaches aimed at fostering independent learning. Benson (2007) outlines six main strategies for promoting autonomy: resource-based, curriculum-based, classroom-based, teacher-based, learner-based, and technology-based approaches. A technology-based approach is the use of technological/digital tools for learning language. This includes using apps, websites, videos, and online games to practice reading, writing, speaking, and listening skills. Technology makes learning more interactive and engaging, allowing students to access materials anytime and anywhere. It also offers personalized learning experiences, as students can work at their own pace and get instant feedback. This approach can help improve language skills in a fun and efficient way. The technology-based approach emphasizes learners' independent interaction with educational technologies. This includes self-instruction, accessing resources, tandem learning, distance learning, and learning outside traditional classrooms, all facilitated by modern technology (Soukou, 2016). According to Phil (2013) “Educational technology refers to using and creating technological tools to enhance learning, such as online platforms and computer programs”. Computer-Assisted Language Learning (CALL) is a prominent example within the technology-based approach, supporting language teaching and learning through computer programs. With the advent of Web 2.0 and widespread internet access, the focus has shifted to Computer-Mediated Communication for Language Learning (CMCL), utilizing computers and the internet as integral learning environments (Talkowska and Wojciechowska, 2015).

According to (Benson 2007, as cited in Chick, Nowell, and Lenart 2019), there are three main ways technology supports language learning: first learners control their devices and learning process, second, they have full access to authentic language sources and they can interact with the language in broader ways. This approach helps learners manage their time better, always have resources available, support writing and reading, and blend learning with entertainment. It is essential to explore how learners use technology in their learning. Chick et al. (2019) suggested that digital learner autonomy has two main aspects. First, learners must take responsibility for their learning by developing digital literacy skills to find appropriate online materials. They need to choose quality resources that match their learning needs. Second, learners should understand their language learning needs, including their English level (beginner, intermediate, advanced) and specific language areas (grammar, vocabulary,

pronunciation). They should also know their interests, like sports, games, education, science, fashion, or food. Technology is essential in all areas of life, including education, where it enhances learning and teaching. The widespread internet also leads to new ways for students to be more independent in taking charge of their own learning outside the conventional classroom and potential transformation of learning environment in-class and out-of-class. Internet as Web 2.0 is remarkable as information and communication devices that can foster learners' autonomy, enabling the learners to enhance their learning strategies. In language teaching-learning, the internet has remained a prodigious role. In addition, the internet always becomes an effective tool for enhancing way of learning and teaching process, it also used as a source for providing material to improve teaching methods and the achievement of the students, moreover in outside the classroom, learning with internet can provide unlimited audio and visual material, so it assumed to provide a better and richer learning environment.

Technology has become an essential part of all aspects of life since the demand and dependence on technology have increased rapidly. The need for technology also remains the same in the educational context, particularly as a medium for enhancing learning and teaching. A Technology-Based Approach for Learning English is closely connected to use of YouTube videos as a learning resource due to the platform's technological nature and its accessibility for language learning. YouTube offers a vast array of English language content, including tutorials, lessons, and educational channels specifically designed to enhance language skills. By watching YouTube videos, students can engage in immersive learning experiences, listening to native speakers, practicing pronunciation, and expanding their vocabulary in a dynamic and interactive way. This aligns with the principles of a technology-based approach, which emphasizes the integration of digital tools and resources to facilitate language acquisition. Moreover, YouTube's user-friendly interface and on-demand accessibility enable students to learn English anytime, anywhere, catering to diverse learning preferences and accommodating individual learning styles. Overall, the use of YouTube videos as a learning resource aligns with a technology-based approach by harnessing digital technology to enhance the effectiveness and efficiency of English language learning.

Review of Related Empirical Literature

Although many studies have been done in learning English with the help of YouTube videos worldwide, there has been less research in Nepal. This is a relatively new research area in our context. Here, some studies on using YouTube videos for learning English were reviewed.

Prensky (2009) carried out the research entitled, “The Effective use YouTube Videos for Teaching English Language in Classroom as Supplementary Material.” The main objective of this study was to examine the effective role of the multimodal text found in many YouTube videos for teaching English inside the classrooms as supplementary material. To achieve the objective, the researcher selected 53 learners studying the English language at Taibau University in Alula. Thirty students from Group A and 23 students from Group B. Students were placed in different groups according to their courses. The study used both qualitative and quantitative methods. For the qualitative portion, the researcher used an interview and for the quantitative portion, an online survey was given to the subjects of the study. The paper found that the use of YouTube in teaching the English language plays a leading role in helping learners understand their English courses.

Likewise, Sah (2017) in his research work entitled “Students’ Perceptions on the Use of YouTube in Developing Communicative Competences” explored the students’ perceptions on the use of YouTube in developing communicative competences. He used survey research design and there were 30 students studying at secondary level from five different secondary schools of Lahan Municipality of Siraha district as the sample of the study. He adopted a purposive non-random sampling strategy to select the sample. Similarly, he used a set of questionnaires having open and close-ended questions as the main tool for data collection. He found that students perceived YouTube as a source of information related to different aspect of English language teaching. For them, YouTube has become a brainstorming tool, a source of reading materials, an authentic input and a web for developing professional knowledge and skills.

Bardakci (2019) did research on “Exploring High School Students’ Educational Use of YouTube.” to examine high school students’ educational use of YouTube with unified theory of acceptance and use of technology (UTAUT). His research was quantitative and based on survey research design. He adopted convenience sampling procedure to select the sample. The respondents of this study were 399 high school

students aged from 14 to 19 in Turkey. He used a set of questionnaires having close-ended questions in the form of Linkert scale as the main instrument to collect data. He found that the majority of the participants (90.7%) had their own mobile phones and (89.04%) of the participants had Internet access over their mobile phones where the average daily Internet use was 4 hours. They spent a hour on the Internet for educational purposes on a daily basis. Similarly, he also got that the performance expectancy and social influence are the significant predictors of behavioral intension to use YouTube. Behavioral intention is the significant predictor of actual uses. Mainly, the students used YouTube for improving their academic performance.

Joshi and Poudel (2019) carried out research entitled “Role of ICTs in Promoting Learner Independence and Motivation in English Language Classes” to investigate learner perceptions and attitudes in the use of ICTs in English language classes and to examine the role of ICT’s in promoting the learner independence and motivation. In order to conduct this research, they used action research as their research design. Similarly, they adopted purposive sampling strategy to select the participants of this study. The population of the study consisted of all the students from the department of English Education T.U., Kirtipur, Kathmandu. They selected this area purposely because they were the faculty members in the same place for seven years and also already had some experiences of the problems at that place. The participants were 37 students studying in different semester at the same department. Among them only 15 students were invited to focused group discussion. However, all the students participated in the intervention for the whole semester. They used website emails, multimedia, three progressive tests and interview as the tools of data collection. They found there the use of ICT tools has significant roles in making the learners of any level more independent and autonomous. In addition, the learners are well motivated and positive in the use of ICTs in language teaching.

Rai (2019) studied on “Students’ Perception on Using YouTube Videos in Learning Vocabulary”. The main objective of this study was to explore the perception of students on learning vocabulary through using YouTube videos. The population was selected based on a simple random sampling method. The participants in the study consisted of 100 students studying English at secondary level of Kathmandu district, Nepal. For the purpose of the study, four schools in each school 25 students were involved. She adopted a random sampling strategy for collecting the required data to fulfill the objectives of her study. Quantitative data have been analyzed and

interpreted by using simple statistical tools. There were 25 close ended questions. Those questions were asked to the students. The findings of the study showed that learning vocabulary using YouTube videos makes vocabulary learning effective, interesting and long lasting.

Sharif and Shah (2019) conducted research entitled “Pupils Perception of Using YouTube and Autonomous Learning” to examine pupils’ perception in using YouTube videos to enhance their learning. They set two research questions in order to fulfill the need of objective. Their research was quantitative which was based on survey research design. They adopted a simple random sampling procedure to conduct this research. The respondents of this study were 50 secondary level students studying at SMK Sultan Tajul Ariffin Manong in Malaysia. They used a set of questionnaires having open-ended questions in the form of Linkert scale as the main instrument to collect data. They found that the YouTube application was highly accepted among those pupils. They were actually involved in their learning using YouTube application due to the easy access and readily available to them. It had positively affected their learning in a constructible way. Further, it helped them manage and at the same time gave them control and the freedom of their choice in enhancing their learning outcome.

Gracella and Nur (2020) carried out research entitled “Students’ Perception of English Learning through YouTube Application”. To find out students’ perceptions of learning through YouTube application. More specifically, they aimed to find out students’ views about using YouTube in learning English. Their research was qualitative. They used case study as their research design which more focused to express deep process of event. They adopted purposive sampling procedure to conduct this research. Their participants were five pharmacys’ students of class 12 who got good grades in English lesson and used YouTube application as a medium for learning English in SMK Negeri 17 Samarinda. In order to collect data, they used interview as the main instrument. The interview was conducted online via zoom application. They found that all of the students gave positive responses about the use of YouTube application in learning English. YouTube facilitated in English learning and helped the students to improve their English skill in classroom and at home. They got various benefits from YouTube because of its functions, it was very easy to use and access anywhere. This study showed that students felt more open about their thoughts, opinions and questions which made them more comfortable and motivated

in learning English through the YouTube application. Similarly, YouTube helped to encourage their vocabulary, improved listening comprehension, pronunciation, speaking skill and enhanced their thinking. By implementing learning based on the YouTube application students became accustomed to think critically and encouraged them to be independent. Beyond this they also found that students felt difficulty if the Internet connection was not good.

Mazirin, Gapa and Chuchu (2020) investigated on “Student Perceptions Towards the use of YouTube as an Educational Tool for Learning and Tutorials.” to investigate student perceptions towards the use of YouTube as a platform for learning through watching video tutorials. This study was quantitative in nature and based on survey design. Altogether 377 students from a university in Johannesburg, South Africa were selected by the means of non-probability sampling method as participants of the study. A set of questionnaires both close and open-ended questions was prepared and distributed to the participants. The data were analyzed and interpreted through SPSS 25 and AMOS 25 for descriptive results and hypothesis testing respectively. The study found that the use of YouTube in a formal learning environment was positively received. Intention to use YouTube and adaptation of YouTube as an educational tool had the strongest relationship. Similarly, perceived usefulness of YouTube and perceived ease of use of YouTube positively and significantly influences student attitudes towards the use of YouTube and student attitudes towards the use of YouTube positively and significantly influence each behavioral intention to use of YouTube.

Dulal (2021) carried out research entitled, “Effectiveness of YouTube Videos in Teaching Vocabulary”. The main objective of her study was to find out the effectiveness of YouTube videos in the development of vocabulary in sixth-grade students. To achieve the objectives, the researcher selected the students of grade six from Yashaswi Gurukul English School in Dhobighat, Lalitpur. A simple random sampling procedure was used to choose twenty-three sixth-grade students. The design for this research study was qualitative in nature and used content analysis and descriptive statistics; it closely followed the characteristics of an action research design. She prepared 100-point test items for the preliminary test, the progress tests, and the final test. Twenty-three sets of questions, each with five test items, were created synonyms, antonyms, fill in the gaps, matching objects, and multiple-choice questions were included in each test item. The items in the test were objective in

nature. The finding of the study showed that YouTube videos are interesting tools for children to develop their language skills and expand their vocabulary effectively.

Simanjuntak, Silalahi, Sihombing and Purba (2021) studied on “Students’ Perceptions of Using YouTube as English Online Learning Media During Covid-19 Pandemic” to analyze the students’ perceptions in using YouTube as online English learning media during the COVID-19 pandemic. Their research design was quantitative and there were 72 students studying in class 12 at SMA Negeri 4 Pematangsiantar, Indonesia as the sample of study. They adapted a purposive sampling strategy to select the sample. The respondents were chosen purposely by the reason that they used YouTube as a medium in English online learning during the covid 19 pandemic. In order to collect data, they used a set of questionnaires consisting of close-ended questions as a tool. More specifically, the data collection tool included linked scale with the criteria of ‘strongly agree’, ‘agree’, ‘neutral’, ‘disagree’ and ‘strongly disagree’. It was shared through Google form to the respondents, and they filled their perceptions and submitted their responses online. The researchers found that majority of the students gave positive responses in using YouTube as English online learning media YouTube facilitated students to learn and improve their language skills such as speaking, listening, grammar, pronunciation and vocabulary acquisition. Mostly students learned cultural vocabulary and expression from YouTube videos. Furthermore, it was found that the use of YouTube as English online learning media was attractive, effective, relevant to the course content and motivated students in learning English.

Dabamona and Yunus (2022) investigated on “The Use of YouTube for Learning English: Exploring Technology- Based Approach. The objectives of their research were how is students’ use YouTube for learning English and explore their technology-based approach. this research was conducted at State Islamic Institute of Sorong in Indonesia. They used descriptive qualitative approach to collect data and information. To validate data the triangulation technique was used using observation, interview and document instruments. They selected six participants from English education program. Researchers used four purposeful sampling to select the participants who actively engaged learning with YouTube. Similarly, they took online interviews more than 30 to 60 minutes. Interview consisted of three parts with the list of questions. The first part of the questions focuses on students’ experiences learning English using YouTube, the second part is involved questions for measuring learner autonomy then

the third part is explore in the technology based approach. Then the researchers started codes and made descriptions of data and then tried to theme data based on theoretical framework. The findings showed that YouTube can be used as a tool for learning English to support students in learning English independently in informal situations as well as giving a wider opportunity to improve their English skills such as speaking, listening is structure, grammar, vocabulary daily conversation and cultural contents such as slang accent and idioms which are rarely provided by their textbook. The study also found that YouTube can be used as educational technology which supports students technology-based approach by facilitating learning that are more independent along with give an experience to learn more from interesting motivating and learning more effectively and efficiently.

Timilsina (2022) in her research entitled “The Use of Subtitled YouTube Videos used for Vocabulary Learning” explored the students’ perceptions and use of subtitled videos for vocabulary learning. She used survey research design and there were forty students studying in grade nine from five institutional schools of Kathmandu district as the sample of the study. She adopted a simple random sampling strategy to conduct the research. She used a set of questionnaires consisting close- ended and open-ended questions as the tool for data collection. She found that students were positive towards using subtitled videos for vocabulary learning. In this regard 82.50% of learners watch videos with subtitles once a week whereas 17.50% of participants do it once a month. More than 80% respondents reported that the classes were taken with the help of subtitle for instructing English either once a month or occasionally. Moreover, her findings showed positive results on the use of subtitled videos as a tool for learning vocabulary as 92 .5% of the participants suggested subtitled videos as beneficial tool to learn vocabulary. The implementation of English subtitled to video improves the students’ vocabulary and bridges the gap between reading and listening skills.

Tahmina (2023) carried out research entitled “Students’ Perception of the Use of YouTube in English Language Learning” to find out the learners’ perception of using YouTube as a learning medium to enhance their language learning and to provide some implications for language teachers who may effectively assist the learners English language learning through YouTube. In order to conduct this research, he used a mixed method approach. More specifically, he used survey and a narrative inquiry research design in order to identify their perceptions better. He adopted purposive sampling procedure to conduct this research. His participants were 66 undergraduate

students of department of English, Jagannath University, Dhaka aged 18 and above. They use YouTube as a learning tool every day. He used a set of questionnaires and semi structured interviews as the tool of data collection. The questionnaire used two scales: “Agree” and “Disagree”. He conducted interviews to validate the data gathered through questionnaires. His findings revealed that the majority of the students reported that learners benefited by watching YouTube educational videos; however, in preparing assignments, being attentive while studying and acquiring grammatical competence. Similarly, most of the students reported that YouTube videos helped them to learn English vocabulary, to make learning English very interesting, to comprehend the contents of YouTube in a very easy manner, get relevant materials to learn English language require English language better by writing down the major points in diary while watching YouTube videos, to develop speaking skills and enhance listening comprehension. He found that use of YouTube has numerous positive impacts on EFL learners’ English language learning. In addition, he suggested to English language teachers to search appropriate videos for target learners and give links and motivate them to watch those videos.

Implications of the Review for the Study

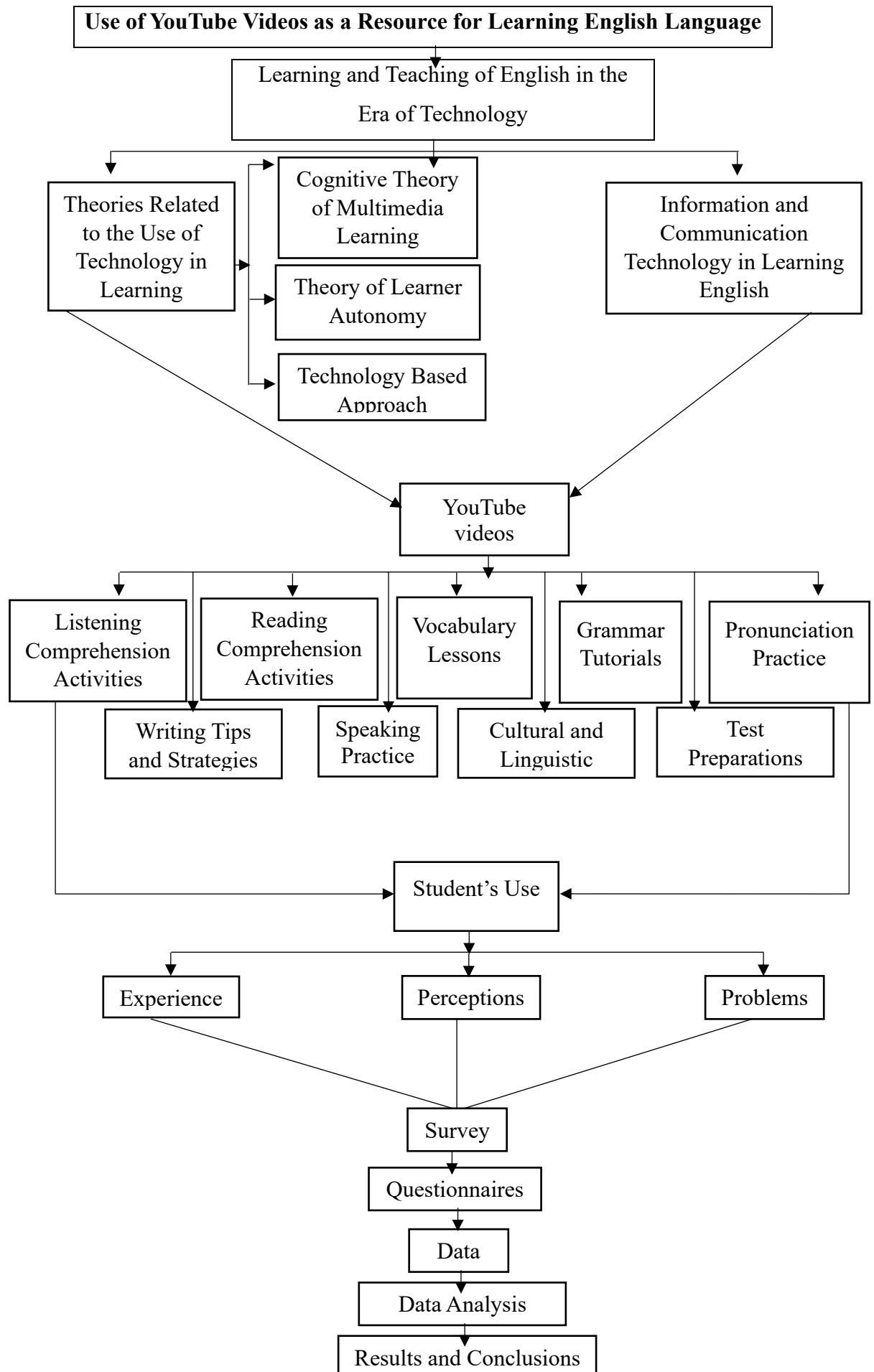
According to Cresswell (2012) literature review is a written summary of journal articles, books and other documents that describes the past and current state of information, organizes the literature into topics, and documents a need for the proposed study. In the course of literature review, I have reviewed different previous research work which is related to my research work to some extent. These reviews are depending on multiple sources like books, articles, journals, theses and so on. After reviewing several literatures regarding use of YouTube videos for learning English language, I got the opportunities to be familiar and clear with my research problems, challenges, objectives and methodological procedures. Theoretical review provided me the sound theoretical knowledge and ideas about my topic. In addition, I got chance to broaden my knowledge on the research area and boost up confidence to step forward in my study.

Regarding the reviewed literatures above, Sah (2017), Joshi and Poudel (2019), Rai (2019), Dulal (2021) and Timilsina (2022) assisted me in the selection of the research problem contextualizing it with the Nepalese scenario. These studies further supported me in the development of objectives and methodology. Likewise, the studies conducted by Bardakci (2019); Sharif and Shah (2019); Mazirin, Gapa and

Chuchu (2020) and Simanjuntak, Silalahi, Sihombing and Purba (2021) helped me to develop the theoretical and conceptual understanding of the field. These studies further supported me to broaden the theoretical knowledge in the use of YouTube videos as a resource for learning English language. Moreover, the research studies conducted by Dabamona and Yunus (2022) and Tahmina (2023) made me familiar with the current research trends in the use of technology in English language learning. They also supported me to select the methodology for this study. Furthermore, I was assisted in the development of data collection tools, and also got equipped with the data analysis insights. Similarly, they were very much helpful to me to develop the conceptual framework too. Finally, from the above-reviewed research work I got various ideas on my research topic. Therefore, review of related literature became beneficial for me to develop theoretical frame of my study. Thus, from the review I got the support for conducting my research properly and effectively to fulfil the desired objectives.

Conceptual Framework

Kumar (2012) stated that conceptual framework is the basis of research problem which usually focuses on the sections. A conceptual framework is a blueprint that the researcher uses to plan and proceed his/her research. It grows out of the theoretical conceptualizations which relate to the specific research problem. The major function of the conceptual framework is to show the relationship between the various concepts and variables of the study. Thus, the conceptual framework for my study on ‘Students’ Use of YouTube videos as Resources for Learning English’ is presented below.



Chapter III

Methods and Procedure of the Study

This chapter deals with the methodology used in the study. It includes the design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation procedures and ethical considerations.

Design and Method of the Study

Research design is the combination of methods and techniques that make connections and logical combinations between the various facets of the research that will help to accomplish the research effectively. In the context of my research, I followed the survey research design. Cresswell (2012, p. 376) mentions, “Survey research design is a procedure used in quantitative research in which investigators administer a survey to a sample or the entire population of the people to describe the attitudes, opinions, behaviors, or characteristics of the populations.” It means to state that surveys research design is such a design which is quantitative in nature and helps us to generalize the results to the entire population. In addition, survey studies are commonly used to find the fact by collecting data directly from population or sample. They are the most commonly used descriptive method in educational research.

Similarly, Check & Schutt, (2012, p. 160) defines “Survey research is the collection of information from a sample of individuals through their responses to questions. It involves systematically collecting information from a group of individuals by asking them a series of questions. The main purpose of a survey is generally to obtain a snapshot of conditions, attitudes, or events at a single point in time (Nunan 1992, p.140). Survey is always done in the natural setting. Furthermore, Cohen, Manion, and Morrison (2010) add about the characteristics of survey research:

Survey research gathers standardized information i.e. using the same instruments and questions for all participants. It ascertains correlations (e.g. to find out if there is any relationship between gender and scores); and presents material which is uncluttered by specific contextual factors. It captures data from multiple choice, closed questions, test scores or observation schedules (p. 205).

This research also encompasses the field of educational spaces to use of YouTube videos as a resource for learning English language. In this study, I adopted survey research design to achieve the objectives of the study because it aims to find

out the student's experience, perceptions, and challenges regarding the use of YouTube videos as a resource for learning English language which contains large number of samples for the study. So, this present study was totally based on survey design to collect the in-depth information about the students' experience perceptions and challenges regarding the use of YouTube videos as a resource for learning English language.

Survey is mainly carried out to find out people's attitudes, opinions and specified behaviour on certain issues, phenomena, events or situations. The essential feature of survey is that it is used to collect data from a sample and generalize the result in entire population. Various scholars have suggested the steps of survey research design differently. To carry out this study, I strongly followed the steps suggested by Creswell (2012, p.403). These steps include; deciding if a survey is the best method, identifying research questions or hypotheses, identifying the population, sampling frame, and sample, determining survey design and data collection methods, developing or finding an instrument, administering the instrument, analysing the data to address research questions or hypotheses, and finally, writing the report. These steps guided the process of conducting the survey effectively.

Population, Sample and Sampling Strategy

The population of this study included all the students who were pursuing secondary level education at Kathmandu district. Among them hundred students from four community schools of Kirtipur Municipality were selected as a sample size by using simple random sampling procedure.

Research Tools

Tools are the instruments that the researcher uses to collect the data and it helps to carry out the information from the sample. This study made use of a set of questionnaires having open-ended and close-ended items as a data collection tool.

Sources of Data

Both primary and secondary sources of data were used for the collection of required information. Primary sources were used to get information regarding perspectives and challenges of using YouTube videos as resources for learning English whereas secondary were used in forming the theoretical part of research.

Primary Sources. The fundamental basis of the study was primary sources of data. The primary source of this study were hundred secondary level students of Kathmandu district.

Secondary Sources. In order to complete the study, various books, journals, thesis, articles, and related websites were used as a major secondary source of data to collect more information.

Data Collection Procedures

In order to collect the authentic data, I followed the following procedures:

- i. At first, I prepared the tools (open and close ended questions) for data collection,
- ii. After that I visited to the specified secondary level schools, got permission from respected authority to meet the respondent students.
- iii. I also built rapport with the respondents and explained the purpose and process of the study.
- iv. Then, I selected hundred students studying in grade ten using a simple random sampling strategy.
- v. Similarly, I assured their confidentiality in terms of ethics regarding the obtained information through questions.
- vi. Then, I distributed the questionnaires and requested them to fill.
- vii. I also requested them to write the answers without having any hesitations, fear and anxiety.
- viii. Finally, I collected the distributed questionnaires and thanked them for their cooperation and support.

Data Analysis and Interpretation Procedures

The systematically collected data was analysed by using descriptive as well as thematic approach. Especially, quantitative data was analysed statistically by using diagrams and tables and qualitative data was discussed in thematic way.

Ethical Considerations

To maintain the ethicality, I adopted the basic ethical considerations. At first, I informed the respondents about the purpose of the study and took permission for data collection. Similarly, I maintained strict confidentiality of their responses and ensured that their data would be used solely for the intended research without additional uses. Throughout the study, I upheld principles of privacy, trustworthiness, objectivity, openness, and credibility. Furthermore, I diligently credited all sources to prevent plagiarism, acknowledging authors of books, journals, and articles used in my research. These ethical guidelines guided every aspect of my research process to uphold professional standards and protect the rights and welfare of all participants.

Chapter IV

Analysis and Interpretation of the Results

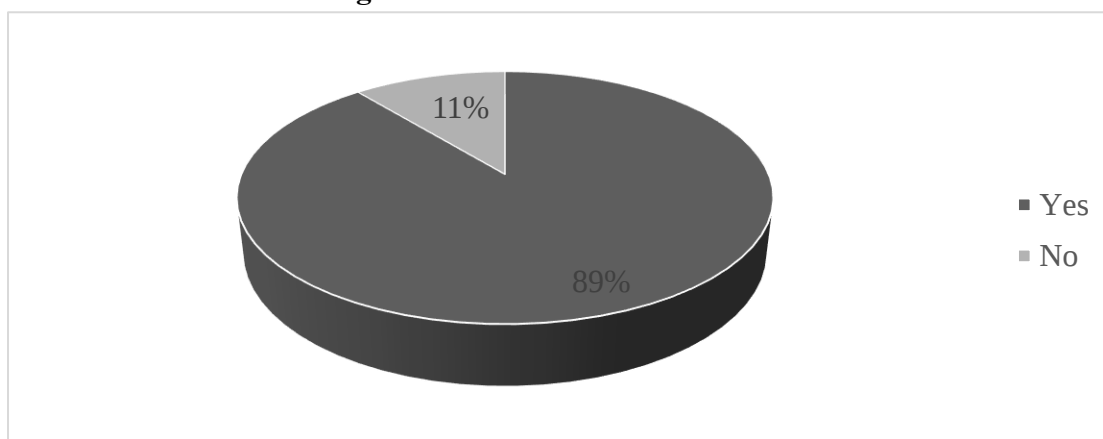
This chapter deals with analysis and interpretation of the collected data from primary source. The collected information from the respondents were analysed and interpreted to explore the students' experience, perceptions and problems of using YouTube videos as a resource for learning English language. Considering the nature of data, a distinct approach of analysis has been used in the study. The data collected through the questionnaire have been analysed and interpreted by using various statistical tools such as percentile. It incorporates the process of organizing, summarizing and synthesizing the data to find results and conclusion of the study. Both qualitative and quantitative approaches were used for data analysis and interpretation. The collected data through open-ended questions were analysed thematically and the responses obtained from the close-ended questions were analysed statistically in tables, pie chart and graphs on the basis of major themes.

Students' Experience of Using YouTube Videos as Resources

This section includes students' experience of using YouTube videos for learning English. Both close-ended and open-ended questions were used in order to explore students' experience of using YouTube videos for learning English. The collected responses from the students are analysed in the following sub-headings. They are:

Access of Internet to the Students. Internet is the basic source of connectivity for online and digital learning. However, most of the students in the context of Nepal do not have proper access of the internet may be due to bandwidth problems. The first question in the questionnaire was asked in order to find out whether they had the Internet access for learning. The responses collected from the students are presented in the pie chart below.

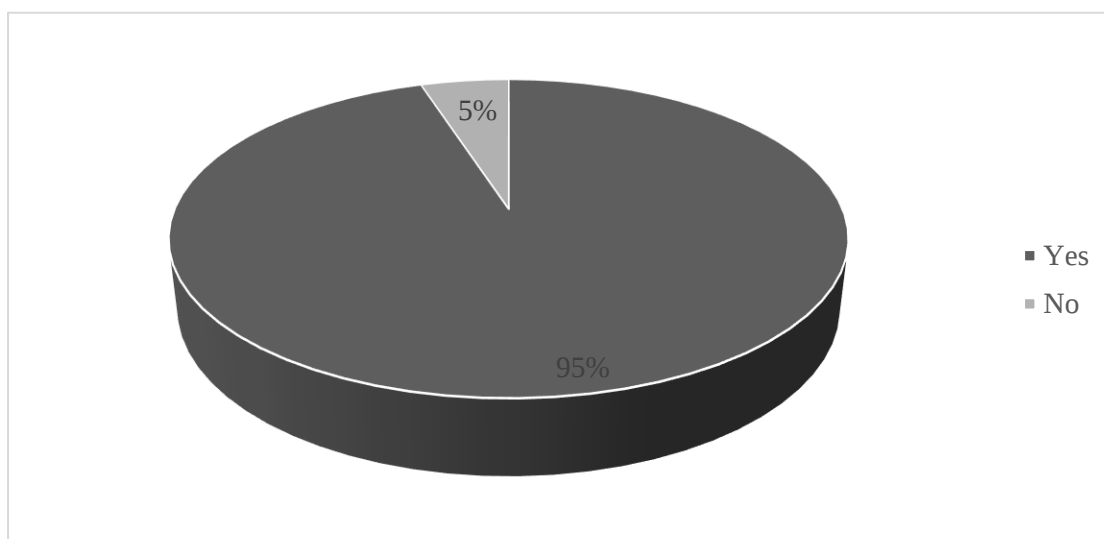
Figure 1: Access of Internet to the Students



The data in figure 1 reveals that a significant majority of students, 89%, have access to the internet, while only 11% do not. This high percentage of internet accessibility suggests that the vast majority of students are equipped with a crucial resource for digital learning, research, and communication.

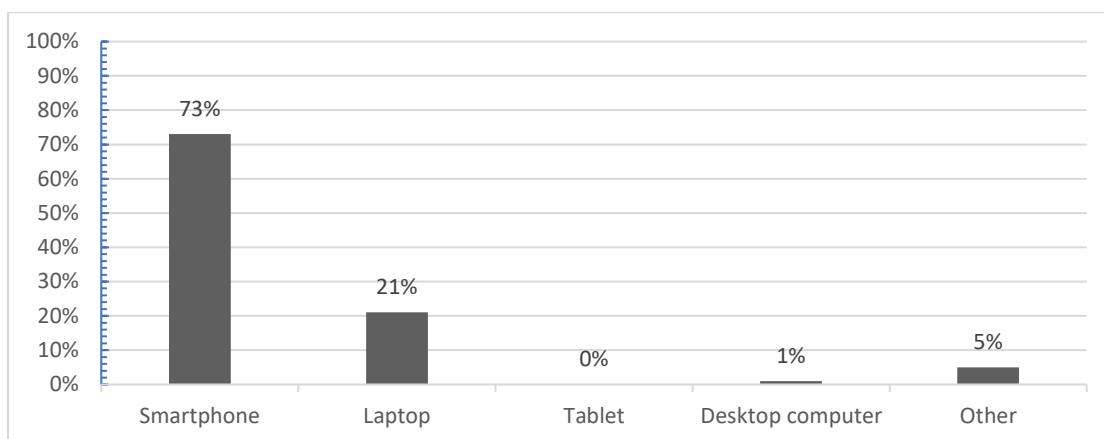
Use of ICT Tools for Learning. The use of Information and Communication Technology (ICT) tools have become a fundamental component of the digital learning process. These tools are the means of getting information by providing wide area of digital resources and platforms. Regarding the use of ICT tools for learning, the students were asked about use of ICT tools for learning English. The percentage of their responses are presented in the given pie chart.

Figure 2: Use of ICT Tools for Learning



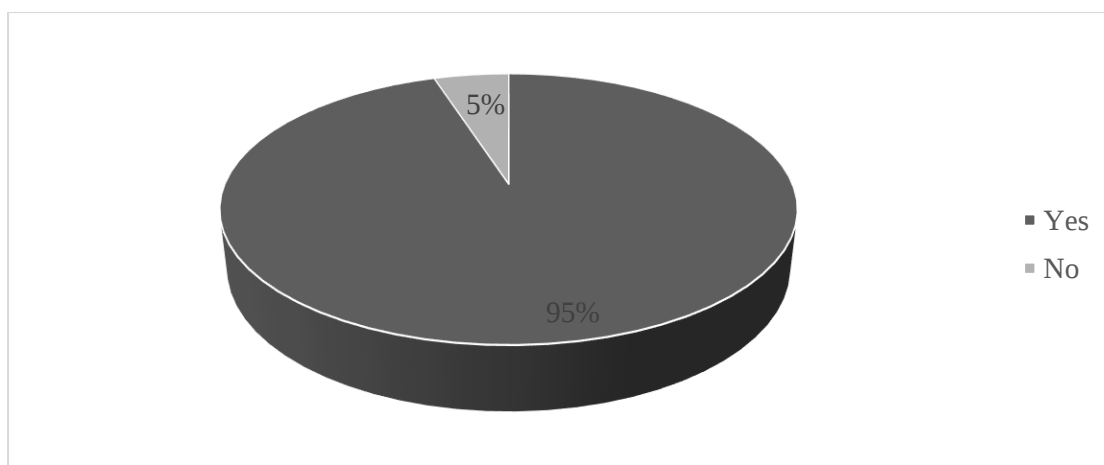
The result in figure 2 shows that almost all students use ICT tools for learning English. Specifically, 95% of students reported using ICT tools, while only 5% do not. This indicates a high reliance on technology for learning English among the students.

Choice of Device. In the context of Nepal, the adoption of ICT tools for learning is gradually increasing. Secondary level students use different types of ICT devices for learning. The students were asked which devices do they use primarily for learning English. The given graph chart shows their responses.

Figure 3: Choice of Device

The above figure 3 shows that most students prefer using smartphones, with 73% choosing them. This high percentage suggests that smartphones are very popular because they are easy to carry, use, and have many functions. Laptops are the next most common choice, used by 21% of the students, showing they are also important but not as popular as smartphones. Interestingly, no students reported using tablets, which might mean they are less available or less preferred for learning. Only 1% of students use desktop computers, likely because they are not portable. Additionally, 5% of students use other devices, indicating some variety in device choice, though it's a small group. Overall, the data shows that mobile and portable devices, especially smartphones, are the most preferred for learning English among students.

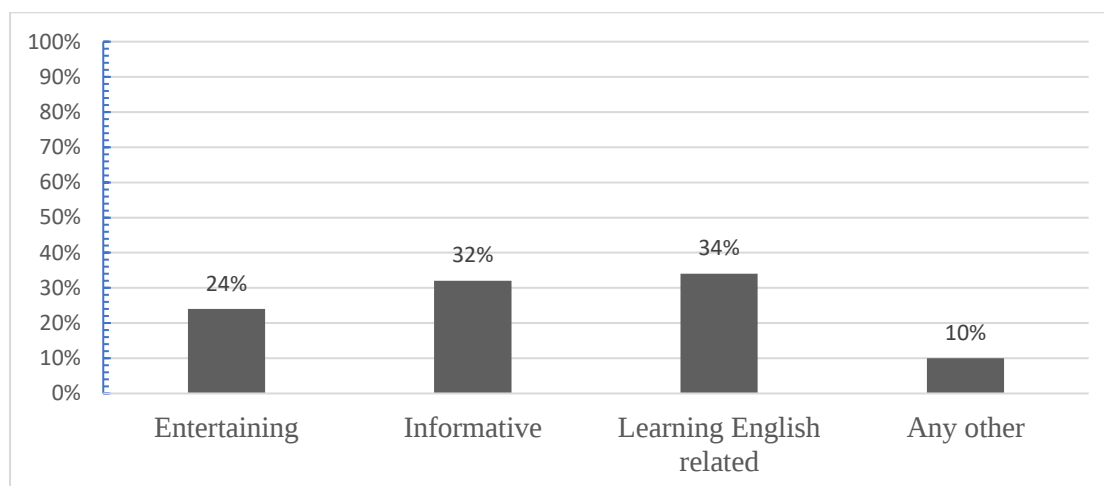
Watching Videos. There are various resources available in the Internet for learning English. Among them watching YouTube videos have become a popular method of learning by secondary level students in Nepal due to its accessibility, engaging content, and variety. The students were asked whether they watch YouTube videos for learning English. The given pie chart shows their responses.

Figure 4: Watching Videos

On the basis of aforementioned responses, it was found that the majority of students, 95%, watch YouTube videos for learning English, while only 5% do not. This indicates that YouTube is a highly popular and widely used resource for English language learning among students.

Types of Videos Watched. There are different types of videos available on YouTube for learning. The secondary level students watch YouTube videos for learning English which help them to improve their language skills and aspects by providing clear, visual explanations and real-life examples. The respondents were asked what type of videos do they prefer to watch for learning English. The given graph chart shows their responses.

Figure 5: Types of Videos Watched



The above data in figure 5 shows that students prefer different types of videos for learning English. The most popular choice is learning English-related videos, with 34% of students favouring them. Informative videos are also quite popular, preferred by 32% of students. Entertaining videos are chosen by 24%, showing a significant interest in learning through fun content. Lastly, 10% of students prefer other types of videos. This suggests that students value a mix of educational and engaging content for learning English language.

Duration of Watching Videos. The most of the students spend their time in watching YouTube videos for learning English. The respondents were asked how long do they typically spend time in watching YouTube videos for learning English language in a session in order to explore their duration of watching videos. The given table shows their responses.

Table 1: Duration of Watching Videos

Category	Responses	
	Frequency	Percentage
Less than 15 minutes	22	22
15- 30 minutes	43	43
30-60 minutes	21	21
More than 60 minutes	14	14

The above table 1 depicts how long students typically spend time in watching YouTube videos for learning English in a session. The most of the students (43%) watch videos for 15-30 minutes. About 22% of students spend less than 15 minutes, while 21% watch for 30-60 minutes. A smaller group, 14%, watches for more than 60 minutes. This indicates that the majority of students prefer short to moderately long sessions for their English language learning on YouTube.

Frequency of Using YouTube Videos as Resources. Secondary level students use YouTube videos frequently for learning. The respondents were asked how often do they use YouTube videos as a resource for learning English to find out the frequency of using YouTube videos as resources. The percentage of their responses are presented in the given table.

Table 2: Frequency of Using YouTube Videos as Resources

Category	Responses	
	Frequency	Percentage
Daily	18	18
Several times in a week	50	50
Occasionally	11	11
Rarely	15	15
Never	6	6

The data in table 2 shows how often students use YouTube videos as a resource for learning English. Half of the students (50%) use YouTube videos several times a week, while 18% use them daily. Occasionally, 11% of students use YouTube for learning, and 15% use it rarely. A small portion, 6%, never use YouTube videos for learning English. This suggests that YouTube is a frequently used resource for many

students, with a significant number incorporating it into their learning routine several times a week.

Purpose of Using YouTube Videos. Secondary level students in Nepal use YouTube videos for learning English with specific purposes in mind. They utilize these videos to improve their grammar, expand their vocabulary, practice pronunciation, and enhance overall language comprehension. By watching educational content on YouTube, students aim to supplement their classroom learning, gain clarity on difficult concepts, and engage with interactive lessons that cater to their individual learning styles. The respondents were asked what is the primary purpose of their use of YouTube videos in learning English to explore the purpose of using YouTube videos. The percentage of their responses are presented in the given table.

Table 3: Purpose of Using YouTube Videos

Category	Responses	
	Frequency	Percentage
To improve grammar skills	31	31
To enhance the listening comprehension	1	1
To expand vocabulary	4	4
To practice speaking and pronunciation	27	27
To do homework/assignment/project work	10	10
All of the above	27	27

The data in table 3 reveals the primary purposes for which students use YouTube videos in learning English. The most common reason is to improve grammar skills (31%). Practicing speaking and pronunciation, and using YouTube for all listed purposes, each account for 27% of responses. Some students use it for homework or assignments (10%), while a smaller percentage use it to expand vocabulary (4%) or enhance listening comprehension (1%). This indicates that grammar improvement and speaking practice are the top reasons that students primarily use YouTube videos for learning English.

Besides these very close-ended questions, an open-ended question (Appendix Part II, Q.N. 3) was also asked in order to explore purpose of using YouTube videos in learning English. Some of the selected responses of the respondents regarding the

purpose of using YouTube videos as resources for learning English are presented below:

Student- A said: *I have used YouTube videos in learning English to understand grammar exercises expand my vocabulary and refine my pronunciation.*

Student- B said: *I watched YouTube videos for learning grammar and pronunciation as well as vocabulary.*

Student- C said: *I use YouTube videos for improving language skills, also for pronunciation and conversational English practice.*

Student- D said: *I use YouTube videos for learning English vocabulary, to practice pronunciation and do homework assigned by teacher.*

Student- E said: *I watch YouTube videos for developing vocabulary knowledge, conversational practice and for doing my project work.*

Student- F said: *I use YouTube videos for learning better my course and do assignments.*

From the responses mentioned above, it has been known that the students primarily used YouTube videos to improve language skills, to enhance their language aspects and to support their academic tasks.

Effectiveness of YouTube Videos. YouTube videos are very effective digital resources for learning English due to their advantageous features like, clear explanations, visual aids, practical examples, accessibility, diverse content, visual and interactive learning, flexibility in pacing, supplementary resources, and cost-effectiveness. The interactive nature of YouTube allows students to learn at their own pace and revisit challenging topics as needed. The respondents were asked how do they rate the effectiveness of YouTube videos in helping them to learn English language. The percentage of their responses are presented in the given table.

Table 4: Effectiveness of YouTube Videos

Category	Responses	
	Frequency	Percentage
Very effective	55	55
Somewhat effective	32	32
Neutral	6	6
Not very effective	5	5
Not effective at all	2	2

The data in table 4 indicated students' ratings of the effectiveness of YouTube videos in learning English. A majority (55%) found YouTube videos to be very effective, while 32% considered them somewhat effective. A small portion of students were neutral (6%), and even fewer found them not very effective (5%) or not effective at all (2%). These results suggested that most students perceived YouTube videos as a valuable resource for learning English.

Preference for Subtitles and Speakers. Learning English through subtitled videos can be an enjoyable. Subtitles provide written text that matches spoken words, which helps students understand vocabulary and expressions better. Native speakers help students learn English by providing authentic pronunciation, cultural insights, and natural speech patterns likewise, non-native speakers offer relatable learning strategies, simplified explanations, and exposure to diverse accents. Both play crucial roles in enhancing students' understanding and practical skills in English. These choices allow students to personalize their learning experience on YouTube, making it easier to grasp and apply language skills in real-world contexts. The respondents were asked questions to find out their views regarding the use of subtitles while watching YouTube videos and speaker of videos when learning English. Their responses are presented in the table below:

Table 5: Preference for Subtitles and Speakers

Category	Responses	
	Frequency	Percentage
With English subtitles	60	60
Without English subtitles	31	31
Sometimes with subtitles, sometimes without subtitle	9	9
Native English speakers	35	35
Non-native English speakers	55	55
Both	10	10

The above data in table 5 depicts that the majority of respondents (60%) liked videos with English subtitles, indicating their usefulness in aiding comprehension, while 31% preferred videos without subtitles, suggesting confidence in their listening skills. Additionally, 9% use subtitles selectively. By following subtitles, students can improve their listening skills, distinguishing words and phrases more clearly.

Regarding the preference of speakers, the majority of respondents 55% preferred non-native English speakers, likely due to relatability and ease of understanding, whereas 35% preferred native speakers for their authentic pronunciation. A flexible 10% are open to both. Exposure to different speakers on YouTube helps students get used to various accents and pronunciations, making it easier to understand English speakers from different places. These insights underscore the importance of subtitles and suggest a preference for non-native speakers, guiding the creation of more effective language learning content.

Preferences for YouTube Videos as a Learning Resource. YouTube videos can be used both primary and supplementary resources while learning English. Secondary level students use YouTube videos as a primary resource when they need to understand new concepts or topics that are not adequately covered in their textbooks or classroom lessons. They rely on these videos for comprehensive explanations and visual demonstrations. As a supplementary resource, students use YouTube videos to reinforce what they've learned in class, review difficult concepts, and get additional practice through exercises and examples provided in the videos. Regarding this, the students were asked whether they use YouTube videos as primary or supplementary learning resource in learning English. The percentage of their responses are presented in the given table.

Table 6: Preferences for YouTube Videos as a Learning Resource

Category	Responses	
	Frequency	Percentage
Supplement learning resource	30	30
Primary learning resource	51	51
Both equally	15	15
None of the above	4	4

The above table 6 shows that preferences for YouTube videos as a learning resource among students reveals distinct patterns in their usage. A majority (51%) of students considered YouTube videos as their primary learning resource for studying English. This suggests a significant reliance on digital content for language acquisition. Additionally, 30% of students used YouTube videos as a supplementary learning resource alongside their formal classes, indicating their value in reinforcing

classroom instruction or providing additional material. Another 15% of students utilized YouTube videos equally as both primary and supplementary resources, reflecting a balanced approach to learning. A small proportion (4%) of students, however, do not use YouTube videos at all for their English language learning endeavors. These findings underscore the diverse ways in which students integrate online resources into their language education, highlighting the prominent role of YouTube videos as a preferred learning tool.

Besides these very close-ended questions, an open-ended question (Appendix Part II, Q.N. 1) was also asked in order to explore preferences for YouTube videos as a learning resource in learning English. Some of the relevant responses from the students are presented below:

Student- A said: *Yes, YouTube videos can be learning resources for developing English speaking and writing skills. I use them for learning English.*

Student- B said: *Absolutely, YouTube videos can be the fantastic resources for developing English speaking and writing skills. I use them to brush up on grammar rules, learn new vocabulary and even explore different accent and dialects.*

Student- C said: *Of course, YouTube videos can be the best learning resources for improving language skills and developing language aspects because they are free and easy to watch. I use them for my effective and long- lasting learning.*

Student- D said: *Sure, I think YouTube videos can be effective learning resources for enhancing language skills and aspects. I frequently use them to do my academic tasks.*

Based on the respondents' responses on preferences for YouTube videos as a learning resource in learning English., it can be concluded that they had a strong preference for using YouTube videos as a learning resource for developing English language skills and aspects. Similarly, they found YouTube videos to use easy and free.

Preferences of Videos for Improving Language Skills. Students watch different videos on YouTube for educational purpose. YouTube videos are easily available digital resources for developing language skills. There are different types of videos uploaded in YouTube. Secondary level Students use them for improving their language skills. The respondents were asked various questions in order to investigate their choice of watching YouTube videos for improving language skills. The following table presents the responses of respondents regarding this.

Table 7: Preferences of Videos for Improving Language Skills

Category	Responses	
	Frequency	Percentage
Listening comprehension exercises	16	16
Conversational English practice	12	12
Reading Comprehension exercises/Story related	20	20
Writing tips and strategies	10	10
All of the above	42	42

The result of the responses to the table 7 portrays that the majority of respondents (42%) expressed a preference for watching videos encompassing all categories, indicating a holistic approach to language skill enhancement (listening, speaking, reading and writing). Listening comprehension exercises gained a moderate preference, with 16% of respondents selecting this option, suggesting a recognition of the importance of honing listening skills. Similarly, 20% of respondents liked videos related to reading comprehension exercises or storytelling, reflecting an interest in developing comprehension abilities. Conversational English practice and writing tips and strategies were also valued, each selected by 12% and 10% of respondents respectively. These findings underscore the multifaceted nature of language learning preferences, emphasizing the importance of varied content types to cater to diverse learning needs and preferences. The result proved that students watch various videos on YouTube for improving language skills.

Preferences of Videos for Improving Language Aspects. YouTube videos help to improve language aspects by providing exposure to different accents and pronunciations, teaching grammar and vocabulary through engaging content. They also offer cultural context and real-life language use, making them a comprehensive tool for developing all aspects of language learning. The respondents were asked various questions in order to investigate their choice of watching YouTube videos for improving language aspects (vocabulary, pronunciation and grammar).

Table 8: Preferences of Videos for Improving Language Aspects

Category	Responses	
	Frequency	Percentage
Vocabulary lessons	16	16
Pronunciation practices	18	18
Grammar tutorials	27	27
All of the above	39	39

According to the data in table 8, the majority of respondents (39%) preferred for those videos that cover all language aspects, including vocabulary lessons, pronunciation practices, and grammar tutorials. This holistic approach suggests an understanding of the interconnected nature of language skills development. Additionally, while vocabulary lessons, pronunciation practices, and grammar tutorials each received varying levels of preference, with 16%, 18%, and 27% of respondents selecting these options respectively, it is evident that all three aspects are valued components of language learning. These findings underscore the importance of varied content types catering to different language learning needs and preferences, thereby facilitating a well-rounded approach to language skill enhancement. The result proved that students watch different videos on YouTube for improving language aspects.

Besides these very close-ended questions, an open-ended question (Appendix Part II, Q.N. 2) was also asked in order to explore whether YouTube videos improve their language skills and aspects in learning English. Similarly, another item was also asked did anyone suggest them to learn English by using Internet available resources like YouTube videos. Some of the relevant responses from the students are presented below:

Student- A said: *YouTube videos provide a diverse platform for improving language aspect and skills like speaking fluency, vocabulary acquisition and accent learning. Yes, many language learners and educators have suggested me to learn English by using Internet available resource like YouTube videos.*

Student- B said: *YouTube videos provide different stages of language skills which help to learn effectively. Yes, my teachers, friends, parents have suggested me to learn English by using Internet available resources like YouTube videos.*

Student- C said: *Grammar, pronunciation vocabulary, reading, writing, listening and speaking can be improved by using the videos available on YouTube. Yes, my teachers suggest to me to learn English using YouTube videos.*

Student- D said: *listening, speaking and pronunciation skills can be improved by using YouTube videos. Yes, my parents suggest me to learn English by using videos.*

Student- E said: *Communication skills and aspects can be improved by using YouTube videos. Yes, my elder brother suggests me to learn English by using videos.*

Based on the respondents' responses on improving language skills and aspects by using YouTube videos as a learning resource in learning English., it can be concluded that students perceived YouTube videos as beneficial for improving various English language skills and aspects, including listening, speaking fluency, reading, vocabulary acquisition, accent learning, grammar, pronunciation, and communication skills. It also showed that these students received encouragement from their teachers, friends, parents, and siblings, to use YouTube as a resource for learning English. This suggested a broad recognition of YouTube's educational value among both learners and their support networks.

Perceptions Regarding the Use of YouTube Videos as Resources

This section includes student's perceptions regarding the use of YouTube videos as resources for learning English. Both close-ended and open-ended questions were used in order to find out student's perceptions regarding the use of YouTube videos as resources for learning English. A Likert scale of five point was formed in close-ended questions which includes five responses; strongly agree, agree, neutral, disagree and strongly disagree respectively. The collected responses from the students are analysed in the following sub-headings. They are:

Motivation and Engagement. YouTube videos boost students' motivation and engagement in learning English by offering entertaining and interactive content that makes learning enjoyable. The variety of topics, visual aids, and real-life examples capture students' interest, while the ability to learn at their own pace and revisit material as needed keeps them motivated and actively involved in their language studies. Respondents were asked different items to explore how YouTube videos impact their motivation and engagement in learning English. The following table shows their responses.

Table 9: Motivation and Engagement

SN	Attributes	Responses									
		SA		A		N		D		SD	
		N	%	N	%	N	%	N	%	N	%
1.	Providing easy, funny and enjoyable experience.	34	34	47	47	14	14	4	4	1	1
2.	Making active, engaged, autonomous and motivated.	27	27	46	46	15	15	9	9	3	3
3.	Development of attentiveness.	18	18	34	34	23	23	14	14	11	11
4.	Creating attractive, effective, relevant, interesting and long-lasting learning.	29	29	41	41	18	18	12	12	0	0

The above table 9 shows that item one was asked to find out the views of the learners on learning English through YouTube videos is easy, fun and enjoyable. The significant number of respondents 81% agreed on the notion that they found learning English through YouTube videos was easy, fun and enjoyable. This means that a large majority find these videos to be a positive and effective way to learn the language. Similarly, only a very small number of students, 5%, disagreed with this statement, indicating that almost everyone finds some benefit in using YouTube for learning English. The remaining 14% were neutral, which meant they don't feel strongly one way or the other. Overall, YouTube videos are very popular and well-liked as a learning tool among the students.

Similarly, the majority of students, about 73%, agreed that watching YouTube videos makes them more active, engaged, and motivated in their English learning. This means that most students find these videos to be a great way to keep themselves interested and involved in their studies. Only a small portion, 12%, disagreed with this idea, indicating that they didn't feel as motivated or engaged by the videos. The remaining 15% were neutral, which meant they don't have a strong opinion either way. It can be concluded that most students believe that YouTube videos positively impact their motivation and engagement in learning English.

Furthermore, an item was asked to investigate whether YouTube videos make them attentive when students had trouble in concentrating their studies, more than half

of them (52%) believed that YouTube videos helped them regain their attention. This meant that many students found the videos useful for staying focused. However, a significant number (25%) did not find the videos helpful for concentration, indicating that the effectiveness of YouTube videos in improving focus varied among students. The remaining 23% were neutral and did not have a strong opinion on whether the videos helped them concentrate or not. The data revealed many students felt that YouTube videos helped them to pay attention in their study.

In addition, In the final item, most students (70%) agreed that YouTube videos were attractive, effective, relevant, interesting, and had a long-lasting impact on their English learning. This indicated that a large majority found the videos to be valuable and engaging resources for learning English. No students strongly disagreed with this statement, showing that no one found the videos to be completely ineffective. However, 12% of the students disagreed which meant they did not find the videos as beneficial. The remaining 18% were neutral, indicating they neither agreed nor disagreed strongly. From the above data it can be found that, most students had a positive view of YouTube videos as useful and engaging tools for learning English. YouTube videos have helped them to motivate and engage in their learning English by making them feel active, autonomous and attentive.

Role of Videos in Learning English. It incorporates the impact and various roles that YouTube videos play in the process of learning English, such as understanding, skill development, cultural exposure, and the effectiveness of videos as learning tools. Respondents were asked different items to explore their perceptions regarding the role of YouTube videos in learning English. The responses obtained from the students are tabulated in the table below and are interpreted further.

Table 10: Role of Videos in Learning English

SN	Attributes	Responses									
		SA		A		N		D		SD	
		N	%	N	%	N	%	N	%	N	%
1.	Development of speaking skill and listening comprehension.	38	38	47	47	10	10	4	4	1	1
2.	Improvement of reading and writing skill.	27	27	49	49	15	15	5	5	4	4

3.	Assistance in learning vocabulary, pronunciation and grammar.	23	23	52	52	20	20	3	3	2	2
4.	Providing different cultural contents.	21	21	41	41	30	30	7	7	1	1
5.	Assistance in doing homework/ assignment/project work.	23	23	31	31	24	24	14	14	8	8
6.	Improvement of English language skills compared to traditional methods.	35	35	41	41	19	19	4	4	1	1
7.	Providing authentic materials.	39	39	36	36	11	11	9	9	5	5
8.	Increasement of understanding better.	33	33	61	61	4	4	2	2	0	0
9.	Making autonomous	42	42	47	47	5	5	5	5	1	1

The table 10 shows that item one was asked to find out the views of the learners on whether watching YouTube videos played significant role in developing their speaking skill and listening comprehension. The highest number of the respondents 85% (i.e. strongly agreed by 38% and agreed by 47%) agreed on the notion that watching YouTube videos played crucial role in developing their speaking skill and listening comprehension. In the same way, 10% of the respondents moderately agreed on it. But a small portion 5% of the respondents disagreed on it. This suggests a positive impact of YouTube videos in these skills.

In the second item, the largest number of the respondents 76% (i.e. strongly agreed by 27% and agreed by 49%) agreed on the notion that watching YouTube videos improves reading and writing skill. In the same way 15% of the respondents moderately agreed on it. But a small portion 9% of the respondents disagreed on it. This suggests a positive impact of YouTube videos in improving secondary language skills (i.e., reading and writing).

In the third item, the role of YouTube videos in helping students learn vocabulary, pronunciation, and grammar was also perceived positively. About 23% of students strongly agreed, and 52% agreed, amounting to 75% overall agreement on this notion. Nonetheless, 20% were neutral, and 5% were disagreed or strongly

disagreed. This suggests a positive impact of YouTube videos in learning language aspects (i.e., grammar, vocabulary and pronunciation).

Similarly, the fourth item was asked to them whether watching YouTube videos helped them to learn different cultural contents. 21% of respondents strongly agreed, and 41% agreed on it making up 62% who saw YouTube videos as beneficial in this regard. However, 30% remained neutral, while 7% disagreed and 1% strongly disagreed on this notion. It can be seen that the majority of respondents agreed on the notion that watching YouTube videos helped them to learn different cultural contents like *slang accent* and *idioms*.

In the same way another item was asked whether watching YouTube videos played any role in doing homework/assignments/project work. The data indicated that students had mixed perceptions about the role of YouTube videos in helping with homework, assignments, and project work. Specifically, 23% of the respondents strongly agreed that YouTube videos were helpful in this regard, while 31% agreed, resulting in a total of 54% respondents who perceived these videos as beneficial for doing tasks. However, a substantial portion of the students, 24%, remained neutral, suggesting that they neither agreed nor disagreed with the statement. On the other hand, 14% of the respondents disagreed, and 8% strongly disagreed, totalling 22% respondents who did not find YouTube videos helpful for homework and related tasks. This distribution of responses highlighted that a majority of students perceived the utility of YouTube videos in academic work.

In the sixth item, the data revealed that a significant majority of students believed that watching YouTube videos was more effective in improving English language skills compared to traditional methods. Specifically, 35% of the respondents strongly agreed with this statement, and 41% agreed, resulting in a combined total of 76% respondents who viewed YouTube videos as beneficial for language improvement. Meanwhile, 19% of the students remained neutral, indicating neither agreement nor disagreement. A small minority, 4%, disagreed, and an even smaller fraction, 1%, strongly disagreed with the statement. This distribution of responses illustrated that most of the students recognized the advantages of YouTube videos over traditional methods in enhancing their English skills.

In the seventh item, the data indicated that a significant majority of students believed that watching YouTube videos provided them authentic materials for learning English. Specifically, 39% of the respondents strongly agreed with this

statement, and 36% agreed, resulting in a combined total of 75% respondents who felt that YouTube videos offered genuine and reliable learning content. Meanwhile, 11% of the students remained neutral, indicating neither agreement nor disagreement. A smaller portion, 9%, disagreed, and 5% strongly disagreed with the statement. This distribution of responses demonstrated that the majority of students appreciated the authenticity of materials provided by YouTube videos.

In the eighth item, specifically, 33% of the respondents strongly agreed with the notion that learning activities using YouTube videos could help to increase their understanding of English better, and 61% agreed, resulting in a combined total of 94% respondents who reported that YouTube videos enhanced their comprehension of the language better. Only a small fraction of the students, 4%, remained neutral, while an even smaller group, 2%, disagreed, and none strongly disagreed with this notion. The data showed that an overwhelming majority of students believed that learning activities using YouTube videos could help to increase their understanding of English better.

In the final item, the data revealed that a significant majority of students believed that learning through YouTube videos made them more autonomous in their English studies. Specifically, 42% of the respondents strongly agreed with this statement, and 47% agreed, resulting in a combined total of 89% respondents who reported that YouTube videos fostered greater independence in their learning process. However, 5% of the students remained neutral, indicating that neither agreement nor disagreement, and another 5% disagreed. Only 1% of the respondents strongly disagreed with this notion. This distribution of responses highlighted a strong consensus among students that YouTube videos were effective in promoting autonomous learning.

Therefore, from the analysis of the data, it was found that the majority of the students believed YouTube videos to be highly effective resources for learning English. YouTube videos played various roles in this process. These roles included developing language skills (i.e., listening, speaking, reading, and writing), improving language aspects (i.e., vocabulary, grammar, and pronunciation), providing exposure to different cultural contents, assisting with various academic tasks, enhancing English language skills compared to traditional methods, providing authentic materials, increasing understanding, and promoting autonomous learning.

Besides these very close-ended questions, an open-ended question (in Appendix Part II, Q.N. 4) was also asked in order to explore what role YouTube videos played in their overall English language learning and could they provide any examples where YouTube videos had particularly benefited for their English learning journey. The opinions stated by the respondents are presented below:

Student- A said: *YouTube videos have played different roles in my overall English language learning, specially, developing language skills listening and speaking and doing assignments. Yes, I can give example, YouTube videos have improved my speaking skill now I can speak in public without any fear.*

Student- B said: *YouTube videos significantly enhanced the English language skills and aspects by providing exposure to various accents and dialects contextual learning and practice pronunciation and listening practice. I have improved my pronunciation.*

Student- C said: *From my perspective videos contributed a lot to learn English language skills such as listening and speaking. I have improved my listening through YouTube videos.*

Student- D said: *YouTube videos played significant role in learning grammar. I have improved my grammar knowledge.*

Student- E said: *YouTube videos helped me in learning new vocabulary. I have learnt different vocabularies watching the situational videos.*

Student- F said: *YouTube videos are a lot for me. Specially, videos helped me in doing homework and project work whenever I get trouble in doing tasks, I watch YouTube videos and get benefit.*

Student- F said: *YouTube videos make me independent and active.*

Based on the respondents' responses on role of YouTube videos played in their overall English language learning, it can be concluded that YouTube videos played a multifaceted role in the students' overall English language learning, significantly enhancing various skills. Students reported improvements in listening, speaking, pronunciation, grammar, and vocabulary through consistent exposure to diverse content. Specific examples included gains in public speaking confidence, pronunciation accuracy, listening comprehension, grammar knowledge, and vocabulary acquisition. Additionally, YouTube videos aided in completing assignments and projects, promoting independent and active learning.

Preference and Importance of Videos. Students prefer to use YouTube videos for learning English due to their engaging, visual content and flexible learning pace. The importance of these videos lies in their ability to enhance understanding, provide real-life language examples, and offer diverse learning resources that cater to different learning styles, making them a valuable tool in language education. Respondents were asked different items to find their perceptions regarding the preference and importance of YouTube videos in learning English. The following table shows their responses.

Table 11: Preference and Importance of Videos

SN	Attributes	Responses									
		SA		A		N		D		SD	
		N	%	N	%	N	%	N	%	N	%
1.	Preference for learning English from YouTube videos rather than books.	20	20	54	54	17	17	8	8	1	1
2.	Subconscious English learning through YouTube videos.	12	12	47	47	26	26	11	11	4	4
3.	Significance of YouTube videos in English language learning journey.	29	29	42	42	15	15	13	13	1	1

In the first item, the data revealed that a significant majority of students preferred learning English from YouTube videos rather than from books. Specifically, 20% of the respondents strongly agreed with this preference, and 54% agreed, resulting in a combined total of 74% respondents who preferred YouTube videos over traditional books. Meanwhile, 17% of the students remained neutral, indicating no strong preference for either method. A smaller portion, 8%, disagreed, and an even smaller fraction, 1%, strongly disagreed with the preference for YouTube videos. This distribution of responses highlighted a clear preference among most students for using YouTube videos as a learning tool over conventional books.

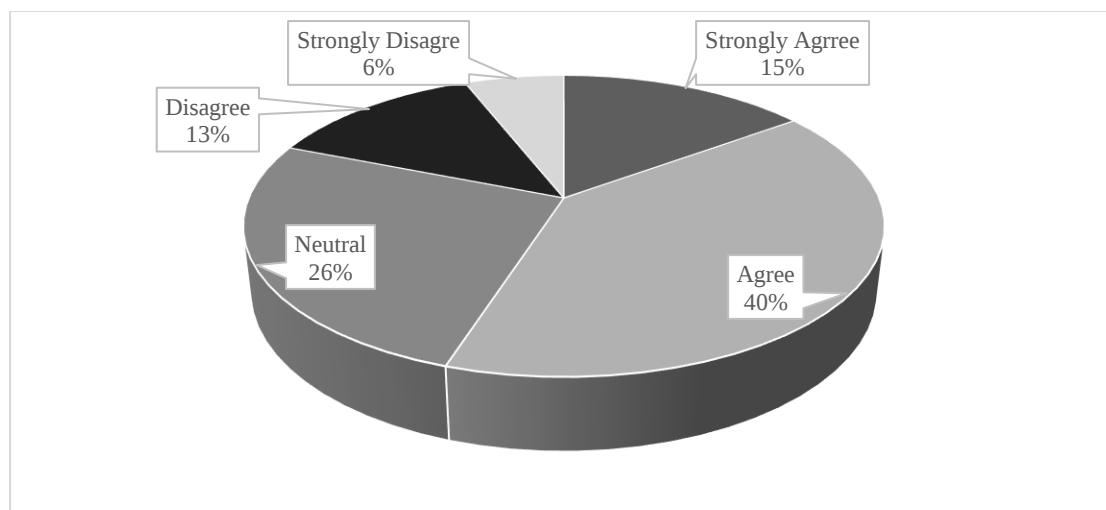
Similarly, in the second item specifically, 12% of the respondents strongly agreed with sub-consciousness learning English while watching YouTube videos, and 47% agreed, resulting in a combined total of 59% who reported that they absorbed

language content in this manner. However, 26% of the students remained neutral, indicating neither strong agreement nor disagreement with the concept of subconscious learning. Conversely, 11% disagreed, and 4% strongly disagreed with the idea. The data suggested that a considerable number of students perceived subconscious learning of English while watching YouTube videos.

In the third item, Specifically, 29% of the respondents strongly agreed with this notion, and 42% agreed, resulting in a combined total of 71% who recognized the significance of YouTube videos in their language learning endeavors. Meanwhile, 15% of the students remained neutral, indicating neither strong agreement nor disagreement with the importance of YouTube videos. However, 13% disagreed, and only 1% strongly disagreed with the notion. The data revealed that a substantial majority of students considered YouTube videos to be very important in their English language learning journey. Therefore, from the analysis of the data, it was found that students overwhelmingly favoured YouTube videos as a preferred and valuable resource for learning English.

Expected Support from Teacher. Students need technical as well as educational assistance while using YouTube videos for learning English. They expect support from their teachers by receiving guidance on selecting high-quality and relevant content of videos. They also look for help in integrating video lessons with their curriculum, clarification on difficult concepts covered in the videos, and opportunities for discussion and practice to reinforce what they have learned. Respondents were asked whether they get support from their teacher to watch YouTube videos in learning English. The following pie chart shows their responses.

Figure No. 6: Expected Support from Teacher



The above figure 6 shows that specifically, 15% of the respondents strongly agreed that they were often suggested by their teachers to watch YouTube videos for learning English, while 40% agreed, resulting in a combined total of 55% who acknowledged such recommendations. However, a significant portion, 26%, remained neutral, indicating a lack of strong endorsement or opposition to these suggestions. Conversely, 13% of the students disagreed, and 6% strongly disagreed with the notion of receiving such recommendations. The data indicated that a considerable proportion of students received recommendations from their teachers to use YouTube videos for learning.

Beside this close-ended question, an open-ended question (in Appendix Part II, Q.N. 6) was also asked in order to explore how could their teacher support them to make their learning effective from the use of YouTube videos. The opinions stated by the respondents are presented below:

Student- A said: *My teacher could support me to make my learning effective from the use of YouTube videos by suggesting different videos.*

Student- B said: *In my opinion, my teacher could support me to make my learning effective from the use of YouTube videos by recommending and suggesting the English content related videos.*

Student- C said: *My teacher could support me to learn English through YouTube videos by creating high quality content and recommending accurate, engaging channels and videos suitable for my course.*

Student- D said: *My teacher could support me in learning English by suggesting best YouTube channel for learning English.*

Student- E said: *My teacher could support me to learn English through YouTube videos by making videos related to my course and use them in the class.*

Based on the respondents' responses on expected support from teacher in using YouTube videos as a learning resource for learning English., it can be concluded that students expected their teachers support in their English learning via YouTube videos by recommending specific videos and channels. They also expressed a desire for teachers to create and incorporate high-quality, course-relevant content. This suggests that students valued both recommendations and original teacher-created resources to enhance their learning experience through YouTube videos.

Accessibility and Reliability of Videos. YouTube videos are easily accessible for learning English, providing students with a wide range of content options that can

be accessed anytime and anywhere with an internet connection. Similarly, they are reliable resources, offering accurate and well-researched information, often provide visual demonstrations, real-life examples, and explanations that clarify complex topics effectively. Respondents were asked different items to find their perceptions regarding the accessibility and reliability of videos in learning English. The following table shows their responses.

Table 12: Accessibility and Reliability of Videos

SN	Attributes	Responses									
		SA		A		N		D		SD	
		N	%	N	%	N	%	N	%	N	%
1.	Flexible of time and place.	38	38	49	49	5	5	6	6	2	2
2.	Providing all required information.	40	40	46	46	8	8	4	4	2	2
3.	Repetition of videos for enhanced comprehension.	30	30	54	54	9	9	4	4	3	3

The above table 12, in the first item, respondents were asked whether they learnt English with the help of YouTube videos at any place and any time to find out the accessibility of YouTube videos. Specifically, 38% of the respondents strongly agreed that they could learn English with the help of YouTube videos at any place and any time, while 49% agreed, resulting in a combined total of 87% who acknowledged the accessibility of YouTube videos. Meanwhile, only 5% of the students remained neutral, indicating neither strong agreement nor disagreement with this notion. Conversely, a small minority, comprising 6% who disagreed and 2% who strongly disagreed, expressed differing views. It indicated the majority of students reported that they learn English with the help of YouTube videos at any place and any time. This accessibility enhances flexibility in learning and allows students to choose videos that suit their individual needs and preferences.

Similarly, in the second item the majority of the respondents 40% strongly agreed that they could get all required information from YouTube videos to learn English, while 46% agreed, resulting in a combined total of 86% respondents acknowledged the reliability of these videos. Moreover, only 8% of the students remained neutral, suggesting a lack of strong opinion regarding the reliability of

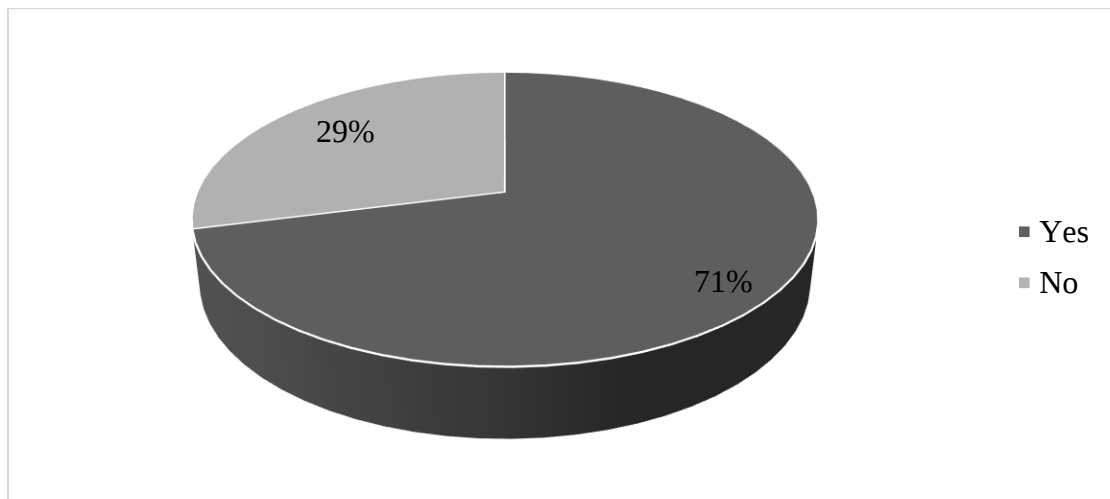
YouTube videos. Conversely, a small minority, comprising 4% who disagreed and 2% who strongly disagreed. It suggested that the significant majority of students reported that they get all required information from YouTube videos to learn English which highlighted YouTube as reliable sources of information for their language learning needs.

In the third item specifically, 30% of the respondents strongly agreed that they watched the same videos on YouTube more than once for better comprehension, while 54% agreed, resulting in a combined total of 84% who acknowledged the value of repetitive viewing. Additionally, only 9% of the students remained neutral, suggesting a limited number who neither endorsed nor opposed the practice of rewatching videos. Conversely, a small minority, comprising 4% who disagreed and 3% who strongly disagreed. It showed that a significant majority of students utilized these videos repeatedly to enhance their understanding. From the analysis of above data, it can be concluded that the majority of students found YouTube videos accessible and reliable sources in learning English.

Problems Faced while Using YouTube Videos as Resources

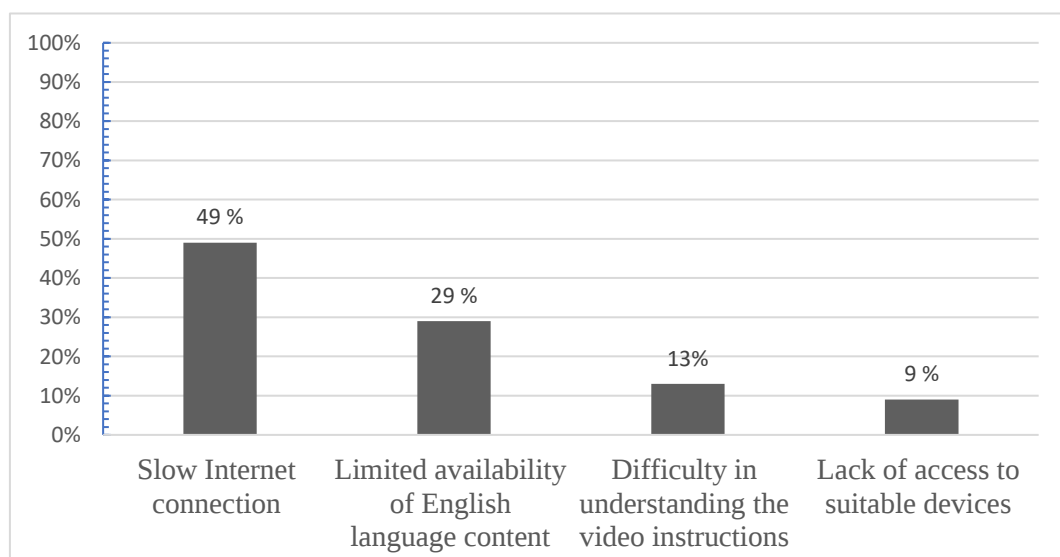
Sometimes watching YouTube videos becomes challenging for the students who do not understand English accent. Therefore, the students were asked whether they had faced any problems while using YouTube videos as resources for learning English language. Both close-ended and open-ended questions were used in order to find out their problems. The collected responses from the students are analysed in the following sub-headings. They are:

Technical Issues. Despite the benefit of using YouTube videos as learning resources, students often encounter several issues. The respondents were asked whether they had faced any technical issues while using YouTube videos as resources for learning English. The obtained responses have been shown in the pie chart and analysed it below the figure.

Figure 7: Technical Issues

The above pie chart showed that, 71% of the students responded that they faced technical issues while using YouTube videos as resources for learning English while 29% responded that they didn't encounter any sorts of problems. The high percentage of students facing technical issues highlighted a critical barrier in the use of YouTube as an effective learning resource. It meant they couldn't easily get benefit from YouTube videos.

Common Technical Issues that Students Faced. Sometimes watching YouTube becomes challenging for the students due to various reasons. In the second item of survey questionnaire respondents were asked what type of technical issues had they faced while using YouTube videos as resources for learning English aimed to find out their types of issues. The responses obtained from close-ended questions were displayed separately in the graph below and analysed it below the figure.

Figure 8: Common Technical Issues that Students Faced

The above data in figure 8 showed that students faced various types of technical problems while watching YouTube videos. The most common problem was slow internet connection which was reported by 49% of respondents. Similarly, 29% of respondents reported limited availability of English language content, 13% of them reported difficulty in understanding the video instructions, and very few portion only 9% reported lack of access to suitable devices. It revealed that students encountered many problems while watching YouTube videos in learning English. Mainly slow Internet access seemed to be the main hurdles for students using YouTube to learn English. These issues could potentially hinder their comprehension and overall learning experience.

Content Accessibility and Relevance of Videos. Students may encounter challenges with content accessibility and relevance of YouTube videos when using them as learning resources. These issues arise due to the vast quantity of videos available, which can make it challenging to find content that is relevant, accurate, and suitable for their learning objectives. Respondents were asked whether they had faced the problems in finding and engaging with appropriate and relevance content on YouTube for learning English. The given table shows their responses.

Table 13: Content Accessibility and Relevance of Videos

Category	Responses	
	Frequency	Percentage
Difficulty in finding relevant videos for their language level	22	22
Limited engagement with the content	28	28
Overwhelming amount of advertising interruptions	42	42
Lack of support from teachers or peers	8	8
Understanding accents and dialects	47	47
Grasping complex grammar concepts	21	21
Keeping track of vocabulary words	21	21
Following the pace of the video	11	11

The above table 13 revealed that the majority of respondents 42% experienced overwhelming amounts of advertising interruptions. Similarly, 28% of the respondents reported limited engagement with the content. In the same way, 22% of

them reported difficulty in finding relevant videos for their language level. In addition, 8% of the respondents mentioned a lack of support from teachers or peers. It can be concluded that the ease of locating videos that match their language level, the quality of the engagement with the content, interruptions due to advertisements, and the support available from teachers or peers were the main challenges that students faced in accessing and engaging with YouTube videos for English learning. Among them interruptions due to advertisements was the most prevalent issue.

Similarly, another item was asked to find out their problems in finding and engaging with appropriate and relevance content on YouTube for learning English. The majority of the respondents 47% reported that they struggled with understanding accents and dialects. Similarly, grasping complex grammar concepts and keeping track of vocabulary words were both challenges for 21% of the participants. Additionally, 11% of the respondents reported difficulty in following the pace of the videos. These findings highlight significant barriers to effective learning through YouTube videos related to content accessibility and relevance.

Quality Concerns of Videos. YouTube videos quality issues can include videos with inaccurate information, poor audio or video clarity, inadequate explanations, or overly complex content that is difficult to grasp information. Respondents were asked whether they faced the issues related to the overall quality and effectiveness of YouTube videos used for learning English. The given table shows their responses.

Table 14: Quality Concerns of Videos

Category	Responses	
	Frequency	Percentage
Poor video resolution and audio clarity	32	32
Excessive duration of the videos	31	31
Lack of diversity in content topics	10	10
Absence of interactive elements such as quizzes or exercises	27	27

Respondents were asked whether they faced issues related to the overall quality and effectiveness of YouTube videos used for learning English. The above table 14 reveals several significant concerns. The majority of students 32% reported that poor

video resolution and audio clarity was the major barrier to effective learning. Similarly, 31% of the respondents found the videos to be excessively long, which can hinder engagement and comprehension. The absence of interactive elements such as quizzes or exercises was a problem for 27% of the participants, indicating a need for more engaging and interactive content. In addition, 10% of the respondents noted a lack of diversity in content topics, suggesting that the available videos did not sufficiently cover a wide range of subjects necessary for comprehensive language learning. It can be concluded that audio clarity, the duration of the videos, the diversity and relevance of the content topics, and the presence of interactive elements that enhance the learning experience were the main issues related to the overall quality and effectiveness of YouTube videos used for learning English. Among them audio clarity was the most common issue. These findings underscore the importance of improving the quality and effectiveness of educational videos on YouTube.

Beside these very close-ended questions, an open-ended question (Appendix Part II, Q.N. 5) was also asked in order to explore faced challenges or difficulties while using YouTube videos. The opinions stated by the respondents are presented below:

Student- A said: *Yes, I have faced some problems while using YouTube videos for learning English. These are the quality of educational content varies widely and it has lead me to potential confusion and incorrect learning.*

Student- B said: *Sometimes, I have faced many challenges while using YouTube videos for learning English, such as difficulty in finding videos with accurate for non-native English speaker and also lack of differentiation in content complexity.*

Student- B said: *Yes, I faced some challenges when using YouTube videos for learning English. These challenges are lack of Internet access, suddenly presence of advertisement in the video.*

Student- C said: *I faced challenges while using YouTube videos for learning English, such as I can't able to get the pronunciation of some word and their meaning it makes me difficult in learning.*

Student- D said: *Slow Internet connection and limited English language contains are the difficulties that I faced while watching videos in learning English.*

Student- E said: *I can't understand the language spoken by native speaker which makes me trouble to learn.*

Student- F said: *I did not find so much videos created by non-native speaker.*

Based on the respondents' responses on faced challenges or difficulties while using YouTube videos as a learning resource for learning English., it can be concluded that students faced several challenges while using YouTube videos as a learning resource for English. The variability in the quality of educational content led to confusion and incorrect learning. Finding accurate videos suitable for non-native speakers and a lack of content differentiation were significant issues. Similarly, they faced technical problems such as lack of Internet access, slow connections, and disruptive advertisements. Students also struggled with understanding native speakers' pronunciations and meanings, making it difficult to learn effectively. Additionally, there was a perceived shortage of videos created by non-native speakers, which some students found limiting. These challenges suggest the need for better content creation, technical support, and resources tailored to non-native learners.

Summary of the Findings

This study was intended to explore the students' experience, perceptions and problems regarding the use of YouTube videos as a resource for learning English language. After analysing and evaluating the data collected through close-ended and open-ended questions the major findings have been presented below.

- i. The majority of students (89%) had access to the internet, which is crucial for digital learning.
- ii. Additionally, 95% of the students used ICT tools for learning English which highlights a high reliance on technology.
- iii. Regarding the tools of ICT, the significant majority of the students 73% opined they use smartphone as the primary device for learning due to its portability and multifunctionality. Similarly, rest of the students reported that they used other devices like laptops, desktop computer. Interestingly, no students reported using tablets.
- iv. Almost ninety five percent of the students used YouTube for learning English which shows its popularity as an educational resource.
- v. They watched different types of videos for learning English. The majority of students agreed that they watched learning English-related videos for learning English.
- vi. Most students (43%) typically spent 15-30 minutes watching videos in a session.

- vii. Regarding the frequency of using YouTube videos as a resource for learning English language, the majority of students 50% watched YouTube videos several times in a week, while 18% used them daily.
- viii. The most of the students agreed that the primary purposes of using YouTube videos as learning resources were improving language skills, expanding language aspects and doing academic tasks.
- ix. In the same way, almost all the students (with 55% rating them as very effective and 32% as somewhat effective) believed that YouTube videos were very effective resources which helped them to learn English.
- x. The majority of the students (60%) preferred videos to watch with English subtitles which made them easy to learn.
- xi. Above 51% of the students agreed that they used YouTube videos as a primary learning resource, on the other hand only 30% used them as a supplementary learning resource.
- xii. The majority of the students preferred to watch videos like listening comprehension exercises, conversational English practice, reading comprehension exercises/story related and writing tips and strategies for developing language skills (listening, speaking, reading, writing) and on the other hand, all the students opined that they watched videos like vocabulary lessons, pronunciation practice and grammar tutorials for improving language aspects (vocabulary, pronunciation, and grammar).
- xiii. Almost all of the respondents agreed that they could learn English with the help of YouTube videos at any place and any time.
- xiv. The majority of the respondents reported that they could get all required information from YouTube videos to learn English which highlighted YouTube as reliable sources of information for their language learning needs.
- xv. Furthermore, regarding the role of YouTube videos as a resource for learning English language was found significant, as all the students reported that YouTube videos have helped them to motivate and engage in their learning English by making them feel active, autonomous and attentive.
- xvi. Similarly, the majority of the students agreed that YouTube videos were highly effective resources for learning English which played various roles in their learning journey. These roles were developing language skills (i.e., listening, speaking, reading, and writing), improving language aspects (i.e.,

- vocabulary, grammar, and pronunciation), providing exposure to different cultural contents, assisting with various academic tasks, enhancing English language skills compared to traditional methods, providing authentic materials, increasing understanding, and promoting autonomous learning.
- xvii. The majority of the students expected their teachers support in their English learning via YouTube videos by recommending specific videos, channels, creating high-quality and course-relevant content videos.
 - xviii. Despite these benefits of using YouTube videos, the majority of the students 71% faced several challenges while using YouTube videos as resources for learning English, including slow internet connections, difficulty in understanding the video instructions, poor video resolution and audio quality, excessive advertising interruptions, lack of support from teachers, shortage of videos created by non-native speakers and difficulty in understanding accents and dialects.

Thus, it can be concluded that YouTube videos are highly utilized resources among students for learning English. They frequently watch different types of videos on YouTube to learn English. The most commonly watched videos include listening comprehension exercises, conversational English practice, reading comprehension exercises/story related and writing tips and strategies, vocabulary lessons, pronunciation practice and grammar tutorials. The primary purposes of using YouTube videos as learning resources are developing language skills, improving language aspects and doing academic tasks. In the same way, students perceived YouTube videos as highly important and effective resources in their English learning journey. YouTube videos help to motivate and engage them by making learning more active, autonomous, and attentive. Moreover, YouTube videos play various role in their leaning which are developing language skills, improving language aspects, providing exposure to different cultural contents, assisting with various academic tasks, enhancing English language skills compared to traditional methods, providing authentic materials, increasing understanding, and promoting autonomous learning. Apart from these, students face specific challenges while using YouTube videos as a resource for learning English language which are slow internet connections, excessive advertising interruptions, lack of support from teachers, shortage of videos created by non-native speakers, difficulty in understanding accents and dialects and poor video resolution and audio quality.

Chapter V

Conclusions and Implications

This chapter deals with conclusions and some applicable implications related to policy, practice and further research.

Conclusion

The summary of the findings enabled me to draw the conclusions that YouTube videos are highly utilized resources among students for learning English. The majority of the students regularly watch YouTube videos for learning English several times in a week. This high frequency of use underscores the importance of YouTube as an accessible and engaging platform for language learning. In the same way, they use smartphone as the primary device for learning due to its portability and multifunctionality which further emphasizes the need for mobile-friendly educational content. Similarly, students frequently watch different types of videos on YouTube to aid their English learning. The most commonly watched videos include listening comprehension exercises, conversational English practice, reading comprehension exercises/story related and writing tips and strategies for developing language skills and vocabulary lessons, pronunciation practice and grammar tutorials for improving language aspects. It indicates a broad use of different types of educational content. The primary purposes of using YouTube videos as learning resources are developing language skills, improving language aspects and doing academic tasks.

Likewise, students perceived YouTube videos as highly important and effective resources in their English learning journey. They believe that these videos help to motivate and engage them by making learning more active, autonomous, and attentive. The roles of YouTube videos are developing language skills (i.e., listening, speaking, reading, and writing), improving language aspects (i.e., vocabulary, grammar, and pronunciation), providing exposure to different cultural contents, assisting with various academic tasks, enhancing English language skills compared to traditional methods, providing authentic materials, increasing understanding, and promoting autonomous learning. This reflects the integral role YouTube plays in modern language learning environments. Despite these benefits, students face several specific problems when using YouTube videos for learning English. Common issues include slow internet connections, poor video resolution and audio quality, and excessive advertising interruptions. Students also report difficulties in understanding

video instructions and accents, as well as a lack of support from teachers and a shortage of videos created by non-native speakers. These challenges highlight the need for improved technical infrastructure, better-quality content, and more supportive educational frameworks to maximize the effectiveness of YouTube as a learning resource.

In the process of conducting this study on use of YouTube videos as a resource for learning English language, I initially believed the research could be easy to conduct due to my personal interest and experience with digital learning. However, it was not easy as I believed. Specifically, in the process of findings secondary level students' experiences, perceptions and problems regarding the use of YouTube videos as resources for learning English became challenges task for me. I recalled the knowledge that I learnt during my study at university and followed the systematic process of doing research. In the same way, I found that research is careful, systematic and scientific investigation. Throughout the process of my research, I was aware of these characteristics of research and focused only answer of my research questions. I also considered the comfort and confidentiality of the participants. Along with this, I followed the ethics of survey and analysed carefully the collected data through questionnaire. The analysis of their responses helped me to trace out the findings of my study. I found that YouTube videos play significant role in the language learning process for secondary level students in Nepal. The high frequency of video usage and the variety of educational content accessed by students emphasise YouTube's effectiveness as a versatile and engaging learning tool. It is clear that YouTube videos not only help in developing language skills and improving language aspects but also enhance motivation and engagement in learning. However, the study also found several challenges, including technical issues and the need for better content quality and teacher support. These results have enlarged my understanding of the significance and opportunities in modern educational practices of digital learning tool like, YouTube for students.

Implications

Based on the major findings of this study, implications have been made for three different levels, including policy, practice and further research.

Policy Related. The findings of this study suggest that the majority of the students have Internet access and use YouTube videos as learning resources. Hence, the curriculum designers, education planners and material developers should think

about changing the existing curriculum and adopting multimedia based pedagogical practices in the days to come as it's the dire need of the 21st century. The study also reveals that using YouTube videos as learning resources help to motivate and engage them by making learning more active, autonomous, and attentive. Hence, the government of Nepal should make the policy to use appropriate videos as a part of the curriculum. Language skills and aspects can be taught integratively with the help of videos in an effective way. Therefore, the curriculum designer should include appropriate videos in the course beside audio and printed materials. The text book writer should make provisions on using YouTube videos in the text book. If they do so, teachers will encourage using it in the classroom effectively. Similarly, it shows that YouTube provides an authentic source of materials for learning English enhances language proficiency. So, the policy makers recommend providing internet facility in each of the school for good connection in YouTube. The school should utilize suitable YouTube videos as authentic resource for teaching secondary level of students.

Practice Related. The findings of this study shows that students expected support in technical knowledge and access. So, teacher and as well as school should provide support to them. Specially, teacher can support them by using suitable videos in classroom, creating high-quality and course-relevant content videos, recommending specific videos and related channels. In the same way, school can support them by motivating to use YouTube videos, allowing them to use videos inside school premises and make well equipped ICT classroom. Similarly, it was found that learning through YouTube videos make students more active, autonomous, and attentive, so the teachers should reduce the traditional method of teaching and follow the new method i.e. to teach in the classroom applying technologies like YouTube videos. Likewise Using YouTube videos to learn English is inevitable. Therefore, the English teachers should be well known about when and how to use YouTube videos in the classroom. Furthermore, study also revealed that students perceived YouTube videos as authentic resources for learning English and get all required information related to ELL from YouTube. So, the teachers should motivate the students to use it and give assignments in YouTube and provide constant feedback. The findings of this study show that students get significant benefits by using YouTube in their learning. So, the students are recommended to use YouTube properly to expand their knowledge and proficiency in ELL.

Further research related. Very little research has been carried out on the topic Students' Use of YouTube Videos as Resources for Learning English. This study has been limited to secondary level learners, therefore, other levels like basic, bachelor and master should be further investigated in this field. Similarly, this research was confined to explore students' experience, perceptions and problems regarding the use of YouTube videos as resources for learning English. So, I recommend the further researcher to carry out researches in this area such as 'impact of YouTube videos in learning English language', 'effectiveness of YouTube videos in learning English language' and 'perception of students on using YouTube videos in doing academic tasks'. Furthermore, this research adopted survey as a research design further researcher can use other research designs like narrative inquiry, case study as well as mix designs. This study collected data only from a set of questionnaires. Future studies might conduct interviews of the students to gain more information in detail. Likewise, the research site of this study was in urban area i.e. Kathmandu valley, further researcher can conduct the study in rural areas. The new researchers are suggested to carry out their studies on the specific language skills and aspects that can be more benefited to the use of YouTube.

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Questionnaire for Respondents

This questionnaire has been prepared to accomplish a research work entitled **“Use of YouTube videos as a Resource for Learning English Language”**. The research is being carried out under the supervision of **Mr. Guru Prasad Poudel**, Lecturer, Department of English Education, T.U. Kirtipur. This research aims to explore the students’ experience of using YouTube videos as a resource for learning English language and find out their perceptions and problems regarding the use of YouTube videos as a resource for learning English language. The true information that you will provide will be used only for this research purpose.

Thank you for your valuable time and support!

E-mail: bishanbhatt2015@gmail.com

Part I (Close-ended Questions)

Put the tick (✓) to the alternative that best indicates your response.

1. Do you have internet access?
a. Yes b. No
2. Do you use any ICT tools for learning English?
a. Yes b. No
3. Which device do you primarily use for learning English?
a. Smartphone b. Laptop c. Tablet d. Desktop computer e. Other.....
4. Do you watch YouTube videos for learning English?
a. Yes b. No
5. What sorts of videos do you watch?
a. Entertaining b. Informative c. Learning English related d. Any other
6. How long do you typically spend watching YouTube videos for English language learning in one session?
a. Less than 15 minutes b. 15-30 minutes
c. 30-60 minutes d. More than 60 minutes
7. How often do you use YouTube videos as a resource for learning English?
a. Daily b. Several times a week
c. Occasionally d. Rarely e. Never
8. What is the primary purpose of your use of YouTube videos in learning English?
a. To improve grammar skills b. To enhance listening comprehension
c. To expand vocabulary d. To practice speaking and pronunciation

- e. To do my homework/assignment/project work
 - f. All of the above
9. How do you rate the effectiveness of YouTube videos in helping you learn English?
 - a. Very effective b. Somewhat effective c. Neutral
 - d. Not very effective e. Not effective at all
 10. How do you discover new YouTube channels or videos for learning English?
 - a. Through recommendations from friends b. Through online searches
 - c. Through social media platforms d. Through recommendations from teachers
 - e. Other:
 11. Do you prefer watching YouTube videos with English subtitles or without subtitles when learning English?
 - a. With English subtitles b. Without subtitles
 - c. Sometimes with subtitles, sometimes without
 12. How often do you interact with your teacher or friends about the content of YouTube videos (e.g., pausing to take notes, repeating sentences) while learning English?
 - a. Always b. Often c. Sometimes d. Rarely e. Never
 13. Do you prefer watching YouTube videos created by native English speakers or non-native English speakers when learning English?
 - a. Native English speakers b. Non-native English speakers c. Both
 14. Do you use YouTube videos as a supplement to your English language classes or as your primary learning resource?
 - a. Supplement to classes b. Primary learning resource
 - c. Both equally d. None of the Above
 15. Which type of YouTube videos do you often watch to expand your English language knowledge beyond the classroom? (You can tick more than one if applicable)
 - a. Educational videos on English literature
 - b. Interviews with native English speakers
 - c. Documentaries on English-speaking countries
 - d. English language learning challenges and games
 - e. All of the above e. Other:
 16. Which type of YouTube videos do you prefer for improving your English listening and speaking skill? (You can tick more than one if applicable)
 - a. Conversational English practice b. Listening comprehension exercises
 - c. Writing tips and strategies d. Cultural and linguistic insights
 17. What kind of YouTube videos do you often watch to practice your English reading and writing skill? (You can tick more than one if applicable)
 - a. Grammar tutorials b. Vocabulary lessons
 - c. Pronunciation practice d. Reading comprehension activities
 - e. Stories related f. Writing tips and strategies
 18. Which of the following types of YouTube videos do you use for learning English vocabulary and pronunciation? (You can tick more than one if applicable)
 - a. Grammar tutorials b. Vocabulary lessons
 - c. Stories Related d. Conversational English practice
 - e. Pronunciation Practice f. Other:
 19. What kind of YouTube videos do you frequently use to learn English grammar rules and concepts? (You can tick more than one if applicable)
 - a. Vocabulary lessons b. Pronunciation practice
 - c. Grammar tutorials d. Test preparation materials
 - e. Reading comprehension activities

B. Student's Perceptions Regarding the Use of YouTube Videos as resources for Learning English

To what extent do you agree with the following statement? Choose (✓) one answer

S.N.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I prefer to learn English from YouTube videos rather than from books.					
2.	Learning activity using YouTube videos can help to increase my understanding in learning English.					
3.	Learning English by using YouTube videos is easy, fun and enjoyable.					
4.	My teacher and friends often suggest me to see you-tube videos for learning.					
5.	I sub-consciously learn English while watching YouTube videos.					
6.	YouTube videos are very important in my English language learning journey.					
7.	YouTube videos have helped to improve my English language skills compared to traditional methods.					
8.	I do my homework/assignment/project work with the help of YouTube videos.					
9.	I learn English with the help of YouTube videos at any place and any time.					
10.	YouTube videos are attractive, effective, relevant, interesting and long lasting for learning English.					
11.	Watching YouTube videos make me active, engaged, autonomous and motivated.					
12.	Watching YouTube videos help me to develop speaking skill and listening comprehension.					
13.	Watching YouTube videos help me to improve reading and writing skill.					
14.	Watching YouTube videos help me to learn vocabulary, pronunciation and grammar.					
15.	Watching YouTube videos help me to learn different cultural contents such as <i>slang /idioms</i> .					
16.	I get all required information from YouTube videos to learn English.					
17.	I feel more comfortable in using YouTube videos to learn English independently.					
18.	I watch the same videos on YouTube more than once to get better understanding of the videos.					
19.	YouTube videos provide authentic materials.					
20.	When I cannot concentrate on my studies, YouTube videos make me attentive.					

C. Problems Faced by the Students while Using YouTube Videos as Resources for Learning English

1. Have you experienced any technical issues or other challenges while using YouTube videos for learning English?
 - a. Yes
 - b. No
2. What is a common technical issue do you face while using YouTube videos for learning English?
 - a. Slow internet connection
 - b. Limited availability of English language content
 - c. Difficulty understanding the video instructions
 - d. Lack of access to suitable devices
3. Which of the following challenge do you often encountered when using YouTube videos to learn English?
 - a. Difficulty finding relevant videos for their language level
 - b. Limited engagement with the content
 - c. Overwhelming amount of advertising interruptions
 - d. Lack of support from teachers or peers
4. What aspect of YouTube videos do you frequently struggle with when learning English?
 - a. Understanding accents and dialects
 - b. Grasping complex grammar concepts
 - c. Keeping track of vocabulary words
 - d. Following the pace of the video
5. Which of the following best describes a common problem do you face while using YouTube videos for English language learning?
 - a. Difficulty accessing subtitles or captions for better understanding
 - b. Inability to adjust the playback speed to their preferred pace
 - c. Challenges in locating videos with accurate and reliable information
 - d. Lack of interaction and feedback from the video creator
6. What is a typical concern for you regarding the quality of YouTube videos used for learning English?
 - a. Poor video resolution and audio clarity
 - b. Excessive duration of the videos
 - c. Lack of diversity in content topics
 - d. Absence of interactive elements such as quizzes or exercises
7. What aspect of YouTube videos do you face problem while learning English?
 - a. Lack of differentiation in content complexity
 - b. Overemphasis on grammar and syntax over vocabulary acquisition
 - c. Inconsistent use of visual aids and illustrations
 - d. Difficulty finding videos with accurate translations for non-native English speakers

Part II (Open-ended Questions)

1. Do you think that you-tube videos can be learning resources for developing English speaking and writing skills? Do you use them for your learning?
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2. What language skills and aspects can be improved by using the videos available in You-Tube? Does anyone suggest you to learn English by using internet available resources like You-Tube videos?
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3. For what purpose do you use You-Tube videos in learning English? What specific information/lessons related to English have you ever learned from You-tube videos?
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4. From your perspective, how do YouTube videos contribute to your overall learning experience in English? Can you provide examples where YouTube videos have been particularly beneficial for your English learning journey?
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5. Have you ever faced any challenges or difficulties while using YouTube videos for learning English? If so, please describe these challenges and how they have impacted your learning process.
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6. In your opinion, how could your teacher support you to make your learning effective from the use of YouTube videos?
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Thank you very much for your active participation.

Appendix II

Questionnaire for Respondents

Dear Respondents,

This questionnaire has been prepared to accomplish a research work entitled "Students' Use of YouTube videos as Resources for Learning English". The research is being carried out under the supervision of Mr. Guru Prasad Poudel, Assistant Professor, Department of English Education, T.U. Kirtipur. This research aims to explore the students' experience of using YouTube videos as resources for learning English and find out their perceptions and problems regarding the use of YouTube videos as resources for learning English. The true information that you will provide will be used only for this research purpose.

Therefore, your kind co-operation in responding all the questions will be extremely valuable to fulfil the objectives and to address the research questions of the study. I kindly request you to feel free to put your responses required by the questionnaire. I assure you that any of the information you provide will be kept confidential.

Thank you for your valuable time and support!

Researcher

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Part I (Close-ended Questions)

A. Students' experience of using YouTube Videos as Resources for Learning English

Put the tick (✓) to the alternative that best indicates your response.

1. Do you have internet access?
☒ a. Yes ☐ b. No
2. Do you use any ICT tools for learning English?
☒ a. Yes ☐ b. No
3. Which device do you primarily use for learning English?
☒ a. Smartphone ☐ b. Laptop ☐ c. Tablet ☐ d. Desktop computer ☐ e. Other.....
4. Do you watch YouTube videos for learning English?
☒ a. Yes ☐ b. No
5. What sorts of videos do you watch?
☒ a. Entertaining ☐ b. Informative ☐ c. Learning English related ☐ d. Any other
6. How long do you typically spend watching YouTube videos for English language learning in one session?
☒ a. Less than 15 minutes ☐ b. 15-30 minutes
☐ c. 30-60 minutes ☐ d. More than 60 minutes
7. How often do you use YouTube videos as a resource for learning English?
☐ a. Daily ☒ b. Several times a week
☐ c. Occasionally ☐ d. Rarely ☐ e. Never
8. What is the primary purpose of your use of YouTube videos in learning English?
☒ a. To improve grammar skills ☐ b. To enhance listening comprehension
☒ c. To expand vocabulary ☐ d. To practice speaking and pronunciation

- e. To do my homework/assignment/project work
f. All of the above
9. How do you rate the effectiveness of YouTube videos in helping you learn English?
☒ a. Very effective b. Somewhat effective c. Neutral
 d. Not very effective e. Not effective at all
10. How do you discover new YouTube channels or videos for learning English?
 a. Through recommendations from friends ☒ b. Through online searches
 c. Through social media platforms d. Through recommendations from teachers
 e. Other:
11. Do you prefer watching YouTube videos with English subtitles or without subtitles when learning English?
 a. With English subtitles b. Without subtitles
☒ c. Sometimes with subtitles, sometimes without
12. How often do you interact with your teacher or friends about the content of YouTube videos (e.g., pausing to take notes, repeating sentences) while learning English?
 a. Always b. Often ☒ c. Sometimes d. Rarely e. Never
13. Do you prefer watching YouTube videos created by native English speakers or non-native English speakers when learning English?
 a. Native English speakers b. Non-native English speakers ☒ c. Both
14. Do you use YouTube videos as a supplement to your English language classes or as your primary learning resource?
 a. Supplement to classes b. Primary learning resource
☒ c. Both equally d. None of the Above
15. Which type of YouTube videos do you often watch to expand your English language knowledge beyond the classroom? (You can tick more than one if applicable)
 a. Educational videos on English literature
 b. Interviews with native English speakers
 c. Documentaries on English-speaking countries
 d. English language learning challenges and games
☒ e. All of the above e. Other:
16. Which type of YouTube videos do you prefer for improving your English listening and speaking skill? (You can tick more than one if applicable)
 a. Conversational English practice ☒ b. Listening comprehension exercises
 c. Writing tips and strategies d. Cultural and linguistic insights
17. What kind of YouTube videos do you often watch to practice your English reading and writing skill? (You can tick more than one if applicable)
 a. Grammar tutorials b. Vocabulary lessons
 c. Pronunciation practice ☒ d. Reading comprehension activities
 e. Stories related f. Writing tips and strategies
18. Which of the following types of YouTube videos do you use for learning English vocabulary and pronunciation? (You can tick more than one if applicable)
 a. Grammar tutorials ☒ b. Vocabulary lessons
 c. Stories Related d. Conversational English practice
 e. Pronunciation Practice f. Other:
19. What kind of YouTube videos do you frequently use to learn English grammar rules and concepts? (You can tick more than one if applicable)
☒ a. Vocabulary lessons b. Pronunciation practice
 c. Grammar tutorials d. Test preparation materials
 e. Reading comprehension activities

B. Student's Perceptions Regarding the Use of YouTube Videos as resources for Learning English

To what extent do you agree with the following statement? Choose (✓) one answer

S.N.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I prefer to learn English from YouTube videos rather than from books.	✓				
2.	Learning activity using YouTube videos can help to increase my understanding in learning English.		✓			
3.	Learning English by using YouTube videos is easy, fun and enjoyable.	✓				
4.	My teacher and friends often suggest me to see you-tube videos for learning.			✓		
5.	I sub-consciously learn English while watching YouTube videos.		✓			
6.	YouTube videos are very important in my English language learning journey.		✓			
7.	YouTube videos have helped to improve my English language skills compared to traditional methods.	✓				
8.	I do my homework/assignment/project work with the help of YouTube videos.				✓	
9.	I learn English with the help of YouTube videos at any place and any time.		✓			
10.	YouTube videos are attractive, effective, relevant, interesting and long lasting for learning English.		✓			
11.	Watching YouTube videos make me active, engaged, autonomous and motivated.	✓				
12.	Watching YouTube videos help me to develop speaking skill and listening comprehension.		✓			
13.	Watching YouTube videos help me to improve reading and writing skill.			✓		
14.	Watching YouTube videos help me to learn vocabulary, pronunciation and grammar.		✓			
15.	Watching YouTube videos help me to learn different cultural contents such as <i>slang accent</i> and <i>idioms</i> .	✓				
16.	I get all required information from YouTube videos to learn English.	✓				
17.	I feel more comfortable in using YouTube videos to learn English independently.	✓				
18.	I watch the same videos on YouTube more than once to get better understanding of the videos.		✓			
19.	YouTube videos provide authentic materials.			✓		
20.	When I cannot concentrate on my studies, YouTube videos make me attentive.	✓				

C. Problems Faced by the Students while Using YouTube Videos as Resources for Learning English

1. Have you experienced any technical issues or other challenges while using YouTube videos for learning English?
a. Yes ☐ b. No ☒
2. What is a common technical issue do you face while using YouTube videos for learning English?
a. Slow internet connection ☒
b. Limited availability of English language content ☐
c. Difficulty understanding the video instructions ☐
d. Lack of access to suitable devices ☐
3. Which of the following challenge do you often encountered when using YouTube videos to learn English?
a. Difficulty finding relevant videos for their language level ☒
b. Limited engagement with the content ☐
c. Overwhelming amount of advertising interruptions ☐
d. Lack of support from teachers or peers ☐
4. What aspect of YouTube videos do you frequently struggle with when learning English?
a. Understanding accents and dialects ☒ b. Grasping complex grammar concepts ☐
c. Keeping track of vocabulary words ☐ d. Following the pace of the video ☐
5. Which of the following best describes a common problem do you face while using YouTube videos for English language learning?
a. Difficulty accessing subtitles or captions for better understanding ☒
b. Inability to adjust the playback speed to their preferred pace ☐
c. Challenges in locating videos with accurate and reliable information ☐
d. Lack of interaction and feedback from the video creator ☐
6. What is a typical concern for you regarding the quality of YouTube videos used for learning English?
a. Poor video resolution and audio clarity ☐ b. Excessive duration of the videos ☐
c. Lack of diversity in content topics ☐
d. Absence of interactive elements such as quizzes or exercises ☒
7. What aspect of YouTube videos do you face problem while learning English?
a. Lack of differentiation in content complexity ☒
b. Overemphasis on grammar and syntax over vocabulary acquisition ☐
c. Inconsistent use of visual aids and illustrations ☐
d. Difficulty finding videos with accurate translations for non-native English speakers ☐

Part II (Open-ended Questions)

1. Do you think that you-tube videos can be learning resources for developing

English speaking and writing skills? Do you use them for your learning?

Yes, I think that you-tube videos can be learning resources for developing English speaking and writing skills. Yes, I use them for my learning.

2. What language skills and aspects can be improved by using the videos available

in You-Tube? Does anyone suggest you to learn English by using internet

available resources like You-Tube videos?

Pronunciation skill and advance english can be improved by using the videos available in You-tube. Yes, my parents suggest me to learn English by using Internet.

3. For what purpose do you use You-Tube videos in learning English? What specific

information/lessons related to English have you ever learned from You-tube

videos?

I use You-tube videos in learning English for better speaking and writing skills. I learned from You-tube videos to make or speak better words while speaking.

4. From your perspective, how do YouTube videos contribute to your overall learning experience in English? Can you provide examples where YouTube videos have been particularly beneficial for your English learning journey?

Youtube videos contribute me with overall learning experience in English in for better speaking and using better word for conversations.

5. Have you ever faced any challenges or difficulties while using YouTube videos for learning English? If so, please describe these challenges and how they have impacted your learning process.

No, I ever faced any challenges or difficulties while using Youtube videos for learning English.

6. In your opinion, how could your teacher support you to make your learning effective from the use of YouTube videos?

In my opinion, My teacher support me to make my learning effective from the use of YouTube videos with given me recommendation and suggestion.

Thank you very much for your active participation.