



**Learners' attitudes towards Bangladeshi YouTube Contents for Learning
English**

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Certificate of Completion

This is to certify that Tanha Akter bearing student ID number: 192-10-429 of the 14th Batch of the Department of English has successfully completed this thesis paper as part of her academic course ENG 431- Project Paper with Internship with a special focus on academic thesis under my supervision during spring 2023. As far as I am concerned, this is a genuine work and she has solely contributed to it with consultations from different sources, which she gladly cites in her work. It could not have been possible without her courage, consistency, and coherence.

I wish her all the best.



Date and Place: Dhaka, May 30, 2023

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Declaration

I, **Tanha Akter**, hereby declare that I have read the guidelines for project paper submission of the Department of English, Daffodil International University, and that I accept all the mentioned terms and conditions. My thesis is titled "Learners Attitude towards Bangladeshi YouTube Contents for Learning English". While completing this study, I consulted with necessary and relevant sources, which are properly cited in the paper.

This project is completed during the spring 2023 semester under the supervision of **Md. Rafiz Uddin**, Lecturer, Department of English, as requirements for the partial fulfillment of my Bachelor of Arts (Honors) in English. This paper or any part of it has yet not been submitted anywhere else for degree, scholarship, or publication of any kind.

I take all the responsibilities for this work.



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Abstract

The purpose of the study is to investigate learners' attitudes toward Bangladeshi YouTube content for learning English. This study uses a quantitative descriptive method. The participants of the study were 82 students studying at the tertiary level. Data was collected through a survey questionnaire. The findings showed that the participants have positive attitudes towards Bangladeshi YouTube content for learning English. The study recommends that Bangladeshi YouTube content should be used for more vocabulary, they need more fluency like foreigners and they also need to improve their sound quality and better quality content for learning English.

Keywords: YouTube, Learning English, Learners' attitude.

Introduction

We are all living in the era of digital technology in the twenty-first century. The influence of information and communication technology (ICT) has altered many facets of how we live. ICT has been used to benefit people all over the world in a variety of ways, including commerce, trade, marketing, science, and education (Brian 2000).

All facets of human existence in the twenty-first century are impacted by technological advancements, including education. In addition to deriving inspiration from these advancements, the educational sector should make changes to provide students with the abilities they will need in the future. Students have the chance to work with their peers and study independently thanks to technology. This is made feasible by the fact that technology allows students to pause and consider how these two skills are essential for fostering autonomy (Little, 1996). [The use of technology in English as a foreign language learning outside the classroom: an insight into learner autonomy]

According to Clements and Sarama (2003), learners can benefit from using appropriate technological resources. The current generation employs internet technology in every part of their lives because we are in the era of digital technology. These newcomers' learning preferences are different from those of earlier generations as a result of their increased technological knowledge. As a result, this sparked a paradigm change in education that resulted in the adoption of a new style of instruction that is used for learning English. The usage of YouTube as a learning tool is thought to have an impact on the level of student involvement. This method has offered fresh insights into pedagogy in tertiary education. It has been suggested that using YouTube, social networking, and other Web 2.0 tools are necessary for learning English. The majority of English language teaching takes place in formal classroom settings under the direction of teachers. However English language instruction goes outside the classroom, according to Balcikanli (2011).

YouTube, one of the most widely used social media platforms in the modern day, contributes to education. Technology, which is an important part of student life, can provide helpful feedback, particularly in promoting the development of English and knowledge abilities. Students may feel

more comfortable and motivated to learn English if they have access to an audio-visual teaching resource from anywhere.

Al-Seghayer (2011) claims that Currently, those who can communicate English have a much brighter future in terms of securing a variety of employment opportunities, seeking knowledge, deepening their understanding of other cultures, pursuing studies abroad, especially higher ones, and broadening their horizon and having a better understanding of the world, or even leisure activities, like traveling abroad for fun,

According to Kelsen's (2009) study, the YouTube supplemental materials used in the university English language course were deemed to be entertaining, pertinent, and helpful. According to Aron and Singleton (2012), it is thus conceivable to use YouTube as a learning tool to identify videos that interest students while fostering their language learning. According to Benson (2011), online learning exposes students to a new language through a variety of media and gives a range of options, giving them access to rich linguistic and nonlinguistic input. Online resources allow students flexibility and choice in their language learning. Moreover, YouTube, a website where users can upload, view, and share videos, is one of the Internet resources that could give kids this kind of new linguistic input.

Based on Balcikanli (2011) pointed out in his research, YouTube presents an infinite resource for language learning because it provides learners with various language sources such as songs, music videos, movie trailers, talk shows, lectures, debates, and parodies. Furthermore, YouTube may be valuable to help meet the learners' needs in using language for the real world and their interests in discovering the world. Based on the studies above, this study investigates the students' attitudes toward Bangladeshi YouTube content for learning English.

Literature Review

Technology in Learning English

Technology, which is an important part of student life, can provide helpful feedback, particularly in promoting the development of English and knowledge abilities. Higher education now uses digital learning as a new type of instruction. Different technology tools and equipment are used by language teachers to keep the teaching-learning process moving forward. As a result, a new way to learn English as a foreign language utilizing YouTube was adopted. This led to an integrated approach and a paradigm change in learning. According to Gracella (2020), learners may feel more comfortable and motivated to learn English if they have access to an audio-visual teaching resource from anywhere and YouTube offers English instruction and educational materials that can satisfy those needs. To address the needs of learners for using language in the actual world and their interests in adventuring, YouTube may be helpful. Moreover, Harlinda et al., (2019) found that YouTube, a website where users can upload, view, and share videos, is one of the Internet resources that could give learners this kind of new linguistic input. Nowadays YouTube, one of the most widely used social media platforms in the modern day, contributes to education. Mahmud et al., (2021) examined that the use of YouTube channels and other technologically advanced language learning resources has increased dependency among learners. Besides, YouTube as English online learning media is attractive, effective, relevant to the course content, and can motivate students in learning English, especially in learning that conducted online during the Covid-19 pandemic. Additionally, Simanjuntak et al., (2021) concluded that YouTube videos are simple to use as well as helpful in supporting learners with pronunciation and other language skills. Another study conducted by Yuhariah & Syafryadin, (2023) concluded that with the ability to go back pause, and replay videos as many times as necessary to understand the material, YouTube videos give students the chance to learn at their own pace.

Ayu, (2016) found that There is little doubt that watching YouTube videos can help pupils become better listeners. Besides YouTube has an impact on learners speaking and vocabulary skills in addition to their listening skills. Thus YouTube contains a few features that help students understand concepts well, such as audio-visual aids and video-text.

Also, Cahyana, (2020) examined that YouTube is a multifaceted resource that has videos in all subject areas that are simple to access. Users of the video platform YouTube have important liberties when expressing themselves and disseminating information. Many educators and content producers often post their videos with an educational focus, which is helpful for English language learners everywhere.

YouTube in teaching & learning:

Atmojo, (2021) found that YouTube is an online video library that allows for the free storage and public display of digital recordings. Since its creation in February 2005, YouTube has developed significantly as a variety of educational resources, as seen by its quickly expanding and highly diversified material as well as the interaction of its community. Moreover Cahyana, (2020) examined that YouTube videos offered a variety of educational materials, giving students numerous chances to select a suitable video for their level. Students were able to understand the voice or words they heard while learning the subject material and to develop their language skills due to YouTube's audio and visual learning resources. The researcher observed that using YouTube while learning English is fascinating, and advantageous, and gives students the chance to comprehend the discussed novel and its events more fully. Students had the option to watch the YouTube video as many times as they needed it implies that students can view the film several times till they comprehend its content. Another study by Nasution, (2019) concluded that YouTube videos can be used as realia to inspire cultural learning, increase exposure to other Englishes, and encourage the growth of real vocabulary. Activities like reading and writing can be planned around YouTube videos. Additionally, viewing videos helps learners automatically learn grammar. The presenters warmly received by learners in the YouTube videos, who are primarily native English speakers, were extremely. The more learners who view the video, the easier it is for them to practice speaking, which aids in the student's improvement of speaking fluency.

Besides Atmojo, (2021) also found that Youtube has a huge favor for teaching and encouraging students' freedom. YouTube has numerous benefits for promoting student autonomy and teaching English. YouTube can be used to teach many different languages via internet connection skills including conversation, pronunciation, and listening. It may also serve as a

realia to instill a sense of culture, expose students to world Englishes, and help them master everyday life vocabulary.

According to Harlinda et al., (2019), YouTube helps learners boost their vocabulary and pronunciation in addition to their speaking and listening abilities. On YouTube, learners can get direct instruction from native speakers on how to pronounce words correctly. Learners can improve their language skills while learning by watching YouTube videos that are authentic. Interacting with English speakers who are not native speakers is one of the key objectives of learning the language. An opportunity to communicate with both native and non-native English speakers, as well as learn about the various regional dialects and variants of English, is provided by YouTube. Learners may learn about some of the different dialects of English that are spoken around the world via several YouTube videos. Learners have the opportunity to learn about various regional English accents. They can also learn about various English cultures. They can identify the similarities or differences between various English cultures or dialects, such as British or American, and so forth. The mind and senses of learners are greatly influenced by YouTube videos. It may stimulate youths' curiosity, focus, and attention. Additionally, YouTube videos enhance students' attitudes toward learning and content, foster relationships between students and teachers, help students remember and retain subjects, and encourage creativity and deeper learning.

Moreover, Ayu,(2020) concluded that YouTube has some benefits for language acquisition, such as real examples of native speakers using English in everyday conversations and languages. Additionally, videos can be employed as tools to enhance linguistic abilities in reading, writing, speaking, and listening. Another study conducted by Gracella & Rahman Nur, (2020) find that the learning Outcomes can be enhanced by student insight development and YouTube-based learning information, which will have an impact on education quality. YouTube can support their vocabulary development, expand their capacity for listening comprehension, make them easier to comprehend due to their clear pronunciation, and develop their speaking abilities. The use of learning based on the YouTube application will help students develop their ability to think critically and will promote independent learning.

Furthermore, Yuhariah & Syafryadin, (2023) added that YouTube videos in language learning can also have positive effects on learners' motivation and engagement. For example, students reported feeling more motivated to learn English when they were able to use YouTube videos as a tool for language.

YouTube in learning English:

Kabooaha & Elyas, (2018) query that the use of media in the classroom can increase learners' engagement and learning effectiveness. YouTube is a multifaceted resource that provides easily accessible videos in various areas of expertise. Students can study the English language by watching actual language materials on YouTube.

According to Nur (2020) and Atmojo (2021) nowadays teaching English and simplifying students learning are rising through the use of Youtube for research and publication. With the help of youtube, researchers find exploration about students' experiences of learning English.

Similarly, there are a ton of educational videos on YouTube for every level, from beginner to advanced, so it's not only for watching for entertainment; it can also be used as a learning tool(Nasution, 2019). Febriani & Hafifah, (2019) examined that by using Youtube, learners can easily find real-life material and regular clips to enhance their learning of the lessons.

The researcher Gracella & Rahman Nur, (2020) discovered that all of the students gained numerous advantages from using the YouTube app to learn English. By watching YouTube videos, students can comprehend concepts more quickly and gain new perspectives on how to learn English from different sources. Because the YouTube application is simple to use and the students can replay the video until they understand, Students were inspired to learn English using the YouTube application. For students, the YouTube app includes a lot of features. The students are more comfortable and motivated to study English using the YouTube application because they feel freer to express their ideas, opinions, and queries. After utilizing YouTube to learn English, students reported that they gained several benefits because the program is, in their opinion, incredibly user-friendly and accessible from anywhere.

Again when a student struggles to understand a concept during the language learning process, he tries to understand the concept by repeatedly watching the video. Repeated viewing of the film

will help a learner remember the information in his long-term memory. The ideal method for internalization is this. Again, sub-titles help students comprehend the main ideas and pick up new vocabulary and grammatical constructions (Mahmud et al., 2021).

Alwehaibi, (2015) finds that access to new and dynamic chances for efficient and non-traditional methods of teaching and learning is made possible by YouTube, a video-sharing website that lets users upload, view, and share video clips. Due to the numerous ways it can help students and strengthen their listening abilities, YouTube has a great deal of promise to improve language acquisition. Moreover, Simanjuntak et al., (2021) the four factors of attractiveness, efficacy, relevance, and motivation are what students think about utilizing YouTube for English online learning during the Covid-19 pandemic.

Another study conducted by Yuhariah Syafryadin, (2023) added that the use of YouTube as a learning tool for English as a foreign language can encourage student autonomy and help them improve different language abilities and components. 3. Authentic language use, such as colloquial expressions, accents, and intonations, may not be available in traditional language textbooks or resources, but YouTube gives learners the chance to hear and see it.

In addition, learners had the chance to identify the speech or words they heard while learning the subject material and to develop their language skills via YouTube, which offers both audio and visual content to learners. This helps students understand the language being spoken more fully. Because YouTube videos were used in the learning sessions, students are more likely to find them enjoyable. Through the use of visual aids, YouTube videos assist students in gaining a deeper understanding of the lesson's subject (Ayu, 2016) & Cahyana, (2020) concluded that learners' relativity and critical thinking skills can be enhanced by using YouTube to upload assignments because they developed an interest in producing original videos on their own.

Learners' perception of using YouTube content helps YouTubers to find out their limitations and how they can improve their content better. For learning English YouTube content help learners to understand language skill and language component. YouTube may help the learners but it is also important to find out learners' attitudes for instance, what they think about those learning materials for language learning. Several researchers find out students' perceptions of using YouTube videos according to Bangladeshi content there is no such research that finds out

learners' attitudes towards Bangladeshi YouTube content. That's why this study focuses on the learner's attitudes according to Bangladeshi YouTube content.

Research Question

"Whether or not Bangladeshi YouTube contents benefit Bangladeshi tertiary learners in learning English?"

Methodology

Method of Data Collection:

This paper uses quantitative descriptive methods as the method of the research. The quantitative data for the study is collected through a survey questionnaire.

Software: Google Sheets, Mendeley.

Participants for the survey:

The participants for the survey were from the tertiary level at Bangladeshi Private University. There are 82 participants in the survey. The participants were taken from a particular Private University in the Department of English. Most of them were aged 20 to 30 where 50% of females and 30% of males joined this survey. Their English language proficiency levels are beginner (35%), advanced (13%), and intermediate (59%).

Method of Data Analysis:

The questionnaires were once the respondent finished their answers. Data from the questionnaires were analyzed by using Excel and Google Sheets.

Results

Age

The data was assessed based on the findings, and the answers to the question were collected and addressed in succeeding chapters. Out of 82 samples, all finished the survey, yielding a 100% response rate. According to the survey, the age range is 18 to 25 years old and most responses (36.6%) came from the age of 20 (figure 1).

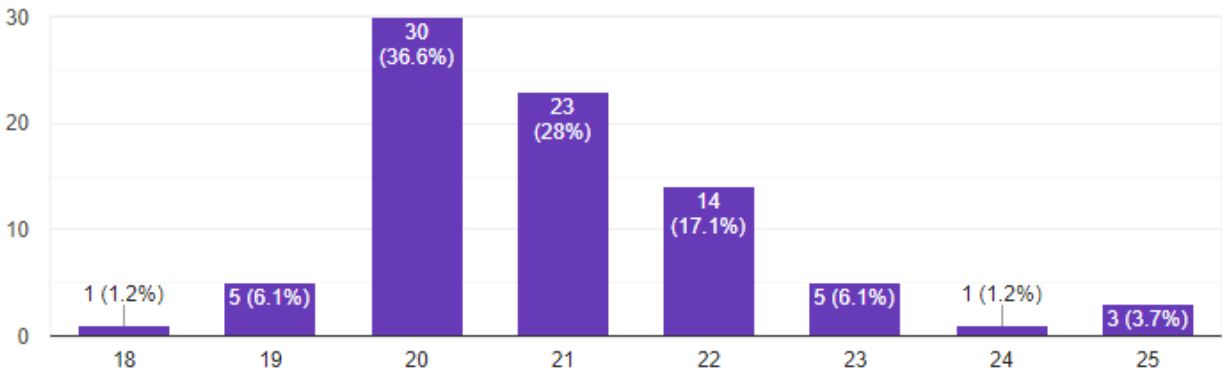


Figure 1: Age Chart

Gender

51.2% of respondents to the survey on English learning that identified as female were found. This gender distribution emphasizes how interested and involved women were in the survey, demonstrating their involvement in English learning activities. The substantial participation of females indicates that studying English is a shared activity between the sexes, with women holding major influence within the language learning community. Insights into the unique motives, difficulties, and preferences of female participants can be gained from analyzing their responses, which will help us gain a more complete picture of gender dynamics in the context of language learning.

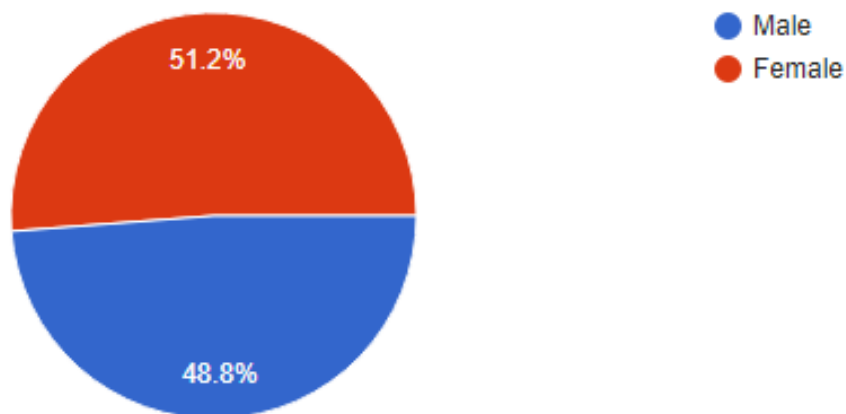


Figure 2: Gender sample

Proficiency

The results of the survey on English language skills showed that participants had a wide variety of proficiency levels. A significant percentage of people have attained a reasonable degree of language ability, as indicated by the 52.4% of respondents who defined themselves as intermediate English learners. Additionally, 32.9% of the participants identified as beginners, showing that a sizable portion of people are just beginning their English learning experience.

A smaller but notable group of people who have reached a high degree of English competence was represented by the 14.6% of respondents who identified as advanced English learners. This

group probably has a deep command of the language, including sophisticated grammar structures, a wide vocabulary, and communication skills.

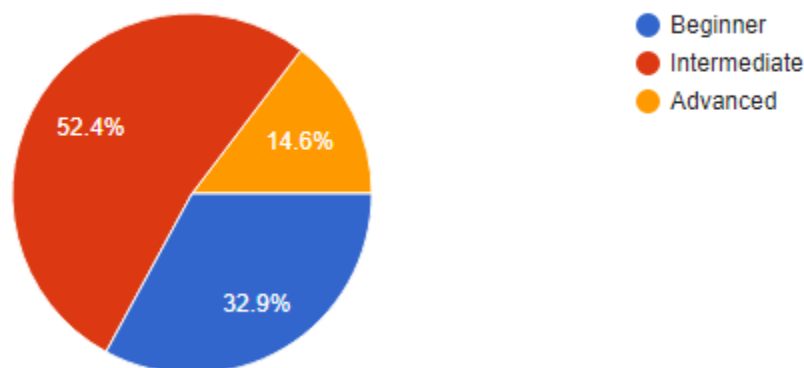


Figure 3: Proficiency Chart

Uses of YouTube to Learn English:

Participants in the survey on how frequently they watch English-language YouTube videos reported utilizing the site in a variety of ways. The findings showed that 34.1% of respondents admitted to occasionally using YouTube videos for English language instruction. This shows learners use YouTube as a supplement to other resources and occasionally use it to access language learning materials.

Additionally, 24.4% of the participants claimed to watch YouTube videos multiple times per week to improve their English. This suggests a constant and routine use of YouTube as a useful educational tool, incorporating it into their weekly language-learning schedule.

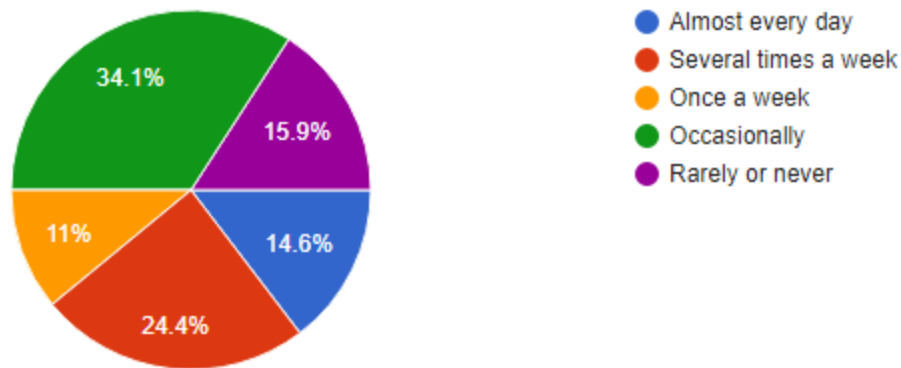


Figure 4: Uses of YouTube to Learn English

In comparison, 15.9% of those surveyed said they used YouTube videos for English learning little or never. This implies that they favor different techniques or resources. It's interesting to note that 14.6% of the participants said they practically daily watch YouTube videos to learn English. This demonstrates their passion and commitment to integrating YouTube videos into their daily learning practice and indicates a high level of reliance on YouTube as a key source of language learning information.

Last but not least, 11% of the respondents said they watched YouTube videos to learn English once a week. This suggests a moderate level of engagement, as they set aside a certain amount of time each week to use YouTube as a language-learning resource.

Preferences of YouTube Channels in terms of Region:

Interesting insights into the decisions taken by participants were provided by the survey on the preferred YouTube channels by region. 42.7% of those polled said they preferred foreign YouTube channels. This suggests a strong propensity for accessing content created by foreign authors, perhaps motivated by a desire to be exposed to various viewpoints, immerse oneself in another culture or have access to particular English language learning resources from various locations.

In contrast, Bangladeshi YouTube channels were preferred by 31.7% of the participants. This indicates a preference for local information that may be motivated by a sense of familiarity, relatability, and a desire to connect with material that matches their own cultural and language environment.



Figure 5: Preferences

It is interesting to note that 22% of respondents said they don't have a preference for any particular region when it comes to the YouTube channels they watch to learn English. This can suggest that these individuals are open to discovering content from both international and Bangladeshi channels, or it might suggest that they value other aspects over regional preferences, such as teaching style, relevance, or content quality.

The survey's findings show how participants' preferences for YouTube channel regions are diverse. In order to create and offer content that specifically meets the preferences and needs of learners depending on their regional preferences—or lack thereof—content developers, educators, and language learning platforms may find this information to be useful.

Why Prefer The Bangladeshi Channels:

There are several important aspects that draw Bangladeshi YouTube channels in particular to English language learners from Bangladesh. Because they are better accustomed to the accent and cultural setting used in these films, about 20.7% of respondents said they prefer Bangladeshi channels. Due to their familiarity, they are better able to relate to the material and understand the subtleties of English usage.

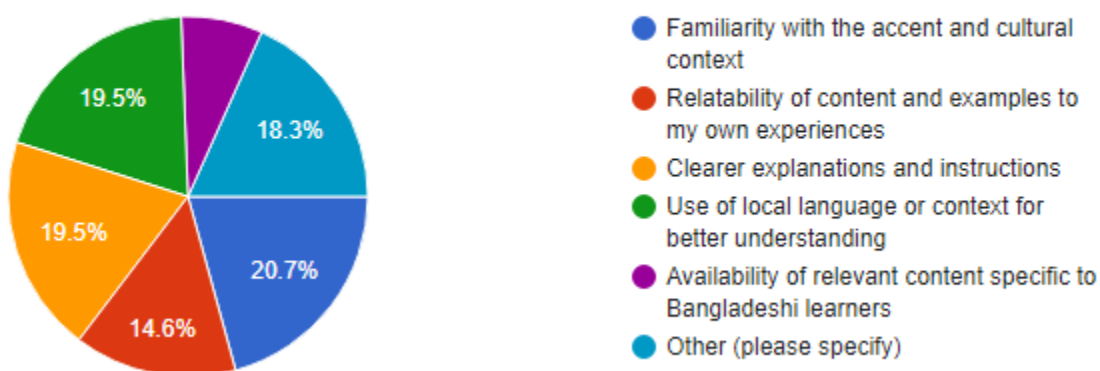


Figure 6: why prefer The Bangladeshi channel

Another 19.5% of respondents emphasized the value of contextual information or local language for improved understanding. Bangladeshi YouTube channels frequently include components of the local culture, language, and experiences from everyday life that are relatable to learners. Learners can better understand English concepts and use them in their own communication thanks to this relatable context.

Additionally, 19.5% of those surveyed valued the concise explanations and guidelines offered by Bangladeshi YouTube channels. Many of these channels concentrate on providing educational content in a disciplined and organized way, simplifying complicated ideas. This strategy aids students in developing a solid foundation and progressively improving their English language abilities.

Bangladeshi YouTube channels provide a distinctive blend of familiarity, relatability, and efficient instructional methods, which is why Bangladeshi English language learners admire them. These channels are an invaluable tool for them while they learn English because they enable them to sharpen their language abilities while maintaining a connection to their own cultural environment.

Most liked YouTube Channels:

The significant amount of references to "10 Minutes School" indicate that it is a well-known and extensively used platform for English teaching in Bangladesh, potentially offering a wide variety of educational content. The presence of technology and entertainment channels suggests that the audience has a wide variety of interests and a preference for both educational and entertaining content. The mentions of news and media outlets reveal a desire to acquire trustworthy information sources and stay up to date on current affairs. The miscellaneous category emphasizes individual preferences and distinctive viewpoints, proving that YouTube channel selection also takes into account personal interests and academic objectives. Chart is described below.

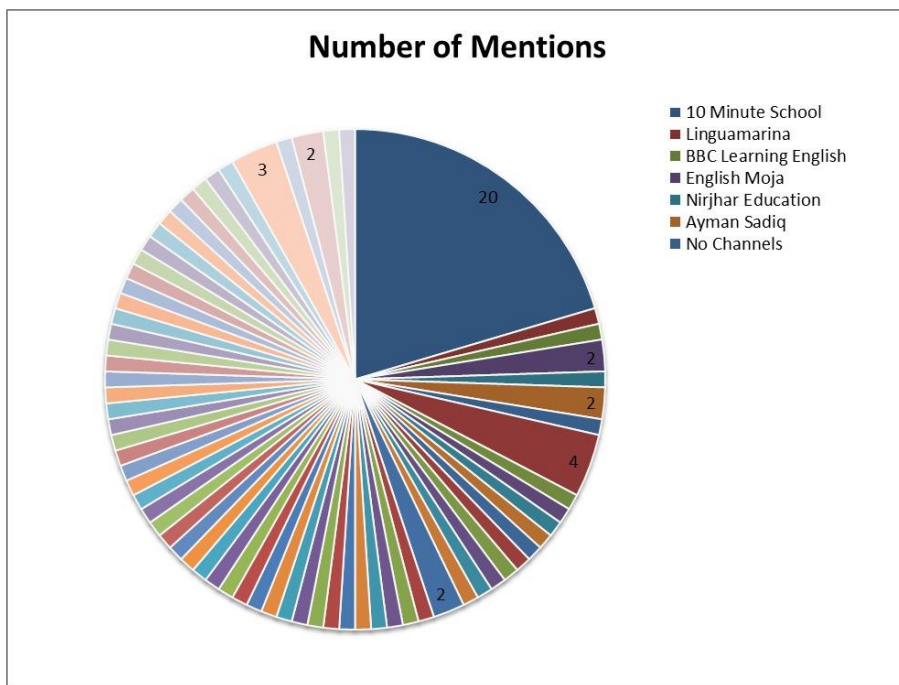


Figure 7: Most Liked YouTube Channel

English Learning Channels:

Various YouTube channels help learners to understand the learning materials. Those materials are effective for learners' need as it is easy to access and learners find real-life clips. YouTube videos are a learning tool that provides them with language skills and languages component.

Among all responses figure 7 shows that the most commonly cited channel is "10 Minutes School" with 19 mentions. Other noteworthy English education channels include "Learn English with English7levels" with one mention and "Munzareen Shahid" with four. Additionally, particularly English language learning subjects like IELTS, speaking abilities, and Bangla to English speaking courses are mentioned.

Technology/Entertainment Channels:

There are various channels that are not particularly for learning English but they help learners to understand the English language. They include "Linus Tech Tips," "WHAT A SHOW!" "Nas Daily," "Casey Neistat," "PewDiePie," "Ted Tech," "Bongobd," "Sunnyv2," and "Mr. Ballen."

News/Media Channels:

Additionally, some news/media channels are very effective in learning English. The top two news/media channels cited are "CNN" with one mention and "BBC Learning English" with three references each.

Effectiveness of Bangladeshi YouTube Channel compared to foreign Languages:

The survey results provided insight into how English learners regarded Bangladeshi YouTube channels compared to foreign language channels. It's interesting to notice that 37.8% of respondents said they thought foreign channels were more successful at assisting them in their language study. They like access to real accents, varied cultural settings, and a larger variety of educational tools that foreign channels offer.

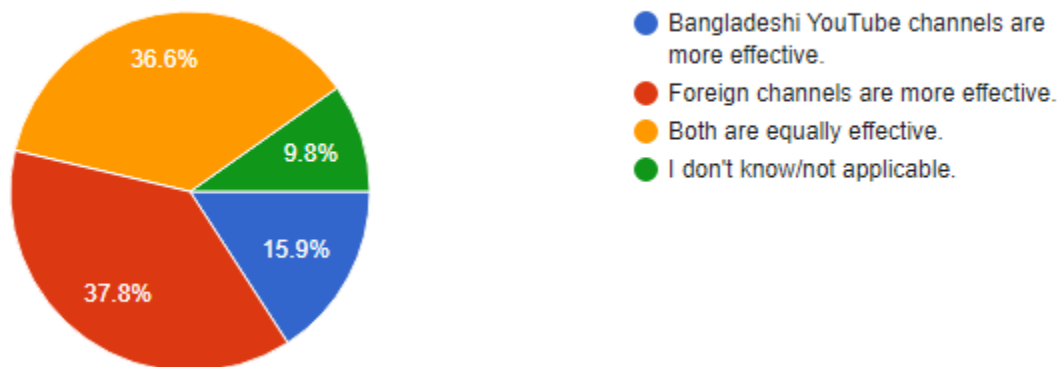


Figure 8: Perceptions and benefits

However, 15.9% of the respondents said they preferred Bangladeshi YouTube channels because they were more useful for their language-learning requirements. These students respect the capacity to relate to the information produced by their fellow citizens, as well as the familiarity with the regional dialect and cultural allusions.

Satisfying the English language learning needs through YouTube Channels:

The survey's findings shed light on how YouTube channels meet respondents' needs for English language instruction. 42% of the respondents, a sizeable chunk, said that YouTube channels somewhat satisfy their needs for language learning. This shows that, even though there is still a need for improvement, these channels provide beneficial tools, educational materials, and learning experiences that support language development.

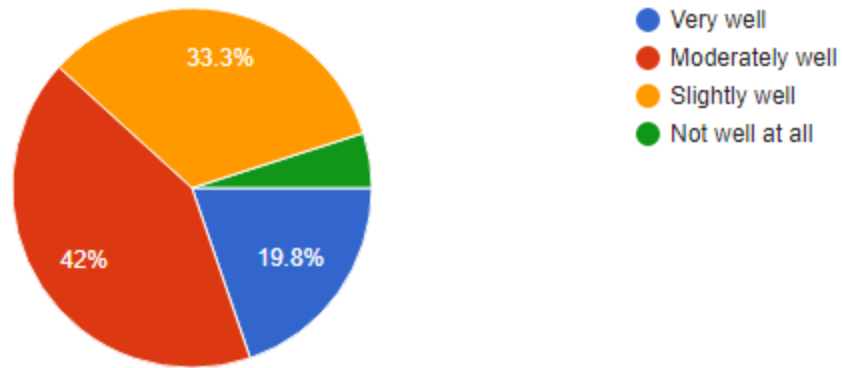


Figure 9: Satisfying the English language learning needs

Furthermore, 33.3% of the respondents said that, albeit imperfectly, YouTube channels somewhat meet their demands for English language acquisition. There is a notion that additional improvements and a greater choice of options could enhance the learning experience, even though these students discover some beneficial content and resources on these channels.

However, 19.8% of the respondents said they were extremely satisfied with the way YouTube channels met their demands for English language learning. The channels are extensive, educational, and helpful to these students as they progress in their language learning. They value the variety of the material, the caliber of the education, and the flexibility of the learning process.

Recommendation for Bangladeshi YouTube Channels:

The poll found that a sizable percentage of English language learners (44%) said they are only slightly likely to suggest Bangladeshi YouTube channels to other students. This implies that they are aware of the importance and potency of these channels in facilitating language learning journeys and that they are confident that others can gain from them as well.

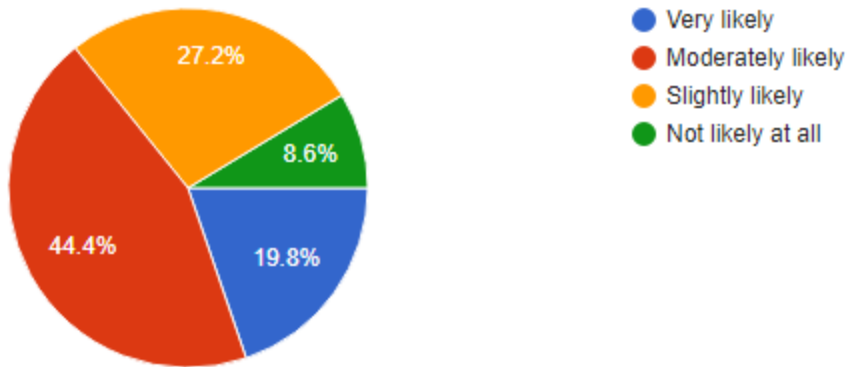


Figure 10: Recommendation for Bangladeshi YouTube Channels

Additionally, 27.2% of the participants said they are only marginally likely to suggest Bangladeshi YouTube channels. They may have some reservations or believe that there is a need for development before confidently promoting these channels to others, even though they recognize their value.

Positively, 19.8% of the respondents said they would be very likely to suggest Bangladeshi YouTube channels to other English language learners. They think that others can tremendously benefit from these channels since they have found them to be quite beneficial and effective in their own learning experiences.

Overall, the findings show that English language learners have a generally favorable attitude toward suggesting Bangladeshi YouTube channels. Most respondents said they would recommend these channels to others with a moderate likelihood or some level of tendency. This demonstrates how Bangladeshi YouTube channels are regarded as having value, being of high quality, and having an impact on language learning initiatives.

Discussion of Findings

Based on the survey questionnaire result, all of the learners are given positive responses about Bangladeshi YouTube Channel for learning English. The YouTube application has many features for learners. They can express their expression, thoughts, and idea with the help of YouTube. The learners can easily find their learning materials with YouTube content. Moreover, YouTube is easy to access so it has huge benefits for learning English.

Besides, maximum learners agreed that they can learn English through YouTube videos. Here YouTube content place a vital role in learning English. Most of the learners agreed that occasionally they use YouTube videos to learn English. Learners prefer specific YouTube content according to their own choice. Moreover, Learners can easily go through YouTube channels to learn English hence it is easy to find their learning content.

The survey shows that Bangladeshi YouTube channels are learners' priority for learning English than foreign channels. Bangladeshi YouTube content is familiar with accents and culture. Learners can understand the content as the content is created in the local language.

Conversely, the study also shows that the learners are more comfortable with foreign channels than with Bangladeshi YouTube channels though some learners agreed with both statements. It means learners' basic attention is the content that is familiar to their needs.

English Language learning via YouTube can provide various needs. Here the survey shows that Bangladeshi YouTube channels can fulfill learners' specific needs moderately. Learners also gave a positive attitude by recommending Bangladeshi YouTube channels.

Limitations of the study

In the present study, we tried to examine the research subject in the setting of our university Department of English. It is crucial to note that our findings have certain limitations because the survey was only done within the department, which has a limited scope. When analyzing and generalizing the results, this restriction has been considered.

Conclusion

Learners' attitudes towards Bangladeshi YouTube content offer good recompose for learning English. YouTube content helps learners for gave them real-life examples and also provides them with clear explanations. Learners can go through videos several times according to their needs and they find reliable content for learning English. Bangladeshi YouTube content is familiar with their accents, and pronunciation. Moreover, they use the local language and cultural content that help them to understand better. The availability of relevant content is another benefit of learning English.

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