

A Research on
Tertiary Level students' perspectives of YouTube as an English Language
Learning Tool

This research paper has been prepared for the fulfillment of the degree Bachelor of
Arts(BA)in English



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Letter of Approval

This is to clarify the fact that Md. Mahfuz Azam Sajjad, ID-191-10-1904 from Daffodil International University, prepared the research paper. The research paper has been finished to meet the requirements for the Bachelor of Arts in English (BA Hons) degree. The research paper was prepared with my supervision and guidance. This research paper supports the topic's title and satisfies all guidelines. I instructed him to work on preparing the research paper. I hereby accept the paper as evidence to prove that the research program has been successfully performed. He was sincere and dedicated to his work throughout the research program, and I wish him the highest achievement in everything he does.



Signature of the Supervisor

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Declaration of the Student

Md. Mahfuz Azam Sajjad, ID-191-10-1904, student of Bachelor of Arts in English at Daffodil International University, do hereby declare that I have completed my research program. After completing the research program, I prepared the research paper on "Tertiary Level students' perspective of YouTube as an English Language Learning Tool" based on my research, observation, and all the necessary information that I assembled during my research program.

My research paper is pursued under the supervision of Fatema Begum Laboni, Assistant Professor, Department of English (Faculty of Humanities & Social Science), Daffodil International University.

I additionally guarantee that I am the sole author of this internship report, my analysis for standards of academic integrity, and my recommendations.

Sincerely Yours,



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Acknowledgment

I might want to communicate my profound applause to the All-powerful Allah who has given me the capacity to finish my undertaking work and the chance to concentrate on this subject. I am thankful to my honorable supervisor of Fatema Begum Laboni Assistant Professor, Department of English, Daffodil International University for her brilliant direction and steady oversight just as for giving essential data in regard to the task and furthermore for her help in finishing the research.

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Dedication

I want to dedicate this research work of mine to my respected teacher and supervisor Fatema Begum Laboni, Assistant professor, Department of English, Daffodil International University. Without her help, I could never complete my research. Then I would thank my mother Nasima Akter, Headteacher, 63 no Radhanagor Government Primary School, for always encouraging me.

Abstract

YouTube videos are popularly used for English language learning at the university level by learners in Bangladesh. Tertiary-level students in Bangladesh mostly completed their higher secondary level in Bengali medium. At the university level, they face the problem because their academic curriculum is designed in English. Previous levels mean secondary and higher secondary levels curriculum was designed in Bengali. That is the reason they face problems understanding everything in English. They use various tools to overcome those problems. YouTube is one of the best mediums to help them cope with the English language. The objective of this study is to look into tertiary-level students' perspectives of YouTube as a English language learning tool. Qualitative research methods are used in the study. Data analysis is quantitative and research is qualitative. Data are collected by questionnaires through google forms. 35 university students respond through google forms. Response students are both from private and public universities. Students from six universities gave their opinions through google forms and some students participated in Focus Group Discussion (FGD). Participants are studying various departments like English, International Relations, Journalism, Political Science, History, Mathematics, etc. The result of the study shows that 80% students of the university level use YouTube to enrich their listening and speaking skills. Students get concepts about their academic knowledge from YouTube videos. Majority of students agree that YouTube helps them to learn English properly.

Keywords

YouTube, English Language, Listening, Speaking

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Chapter-01

Introduction

There are 195 countries in the world today (Evatt, H.V. 2013). This total comprises 193 countries are member of states of the United Nations and 2 countries are non-member observer states. More than 7000 languages are spoken in the world today. There are six official languages of the United Nations. These are Arabic, Chinese, English, French, Russian and Spanish. English is one of the popular international languages that is used widely. English is the second language in many countries as well as Bangladesh. Everyone wants to learn English for better communication to build a broad opportunity. Now, this modern era is a like global village. Everything we can get through technology. Internet is invented in 1969. Today's globalization era is technology based. Everyone wants to learn English for better communication through technology. Since technology is used by almost everyone, technology can be an effective medium for language learning. In 2005, YouTube is invented and nowadays it is the biggest audio-visual platform where we can upload and watch any kind of video without any cost. YouTube is found to be the most popular of any kind of video-sharing platform. It is becoming easier to use for users. According to BTRC, the total number of Internet subscribers reached 123.82 million at the end of December, 2021.

YouTube is considered as web 2.0 where the viewers do not only upload videos, they can also provide feedback through asynchronous interaction to other video contents (Jones & Cuthrell, 2011). In Bangladesh, the L2 learners use YouTube and other new media tools for enhancing their language skills (Hasan et al.2016). University students learn the English language from YouTube because they do not pay any extra money without data costs. There are huge numbers of videos those are related to language learning. Many native YouTubers upload their contents very precise way that helps second language learners. YouTube is accessible all time. There is no restricted timetable to watch any videos. When students get the time, they can enter YouTube and search for their interested videos and watch them. Students at the university level are frequently using YouTube videos for enhancing their English language skills. YouTube is an audio-visual media that is why students observe speakers' verbal and non-verbal activities those help to connect them properly with speakers' speeches.

This paper focuses on how students are benefited from learning English on YouTube. The students who submitted their responses through google form questionnaires, and focus group discussions are accustomed to using YouTube and are recently using it.

1.1 Objective

The objective of this research article is to investigate one private university and five public university students' perspectives and attitudes toward the use of YouTube in learning English language. At the same time, this paper also aims at providing some suggestions regarding how to use YouTube successfully to learn the language.

1.2 Literature Review

YouTube is the biggest social media that students use for their personal development also. Students do not use YouTube only for entertainment but also use effective ways where they learn English language for academic purposes. Previous research shows that students invest lots of time in YouTube and other social media. Learning a language is important for every student for achieving their personal goal. Many popular YouTube channel provides quality videos based on learning English. Students watch English speeches and other motivational videos those are very effective for students to understand the speakers' speeches and get entertainment. Students achieve their self-esteem power by watching an English conversation or lecture. Students can identify their boundaries by watching some videos.

According to Bonk (2009), YouTube is considered strong social medium that contributes to global education. YouTube is being increasingly used by instructors to teach the English language (Duffy 2008). It offers fun and fast access to instruction, culture-based videos, and languages from all over the world (Terantino 2011). In other words, the increasing demands of learning through YouTube can change the learning ecology positively (Kwan et al. 2008).

Chapter-02

Methodology and Data Collection Process

This research applies the qualitative method. For this study, the responses of around 35 undergraduate students who studied in various departments from one private university and five public universities are collected. One private university is Daffodil International University and public universities are Dhaka University, Jagannath University, Jahangirnagar University, Dhaka College, and Eden Mohila College. All participants use YouTube frequently. They are all familiar with YouTube and they know it is helpful to improve language learning. First of all, make some questionnaires based on tertiary-level students' perspectives of YouTube as an English language learning tool. Questionnaires are made in google forms and it has sent through messenger. That time I have followed the snowball method. Students respond to every question from their perspectives. They have answered in google forms. Students discuss their problems to learn English language and how they are benefitted to use YouTube. Their responses through questionnaires and Focus Group Discussions are analyzed to ascertain the students' opinions, understanding, and suggestions on YouTube usage for learning English language.

2.1 Focus Group Discussion

In the focus group discussion, students participate frequently and discuss their thoughts. In university, students learn English language from their teachers' lectures and collaboration with classmates. Students think at first they should listen more and more if they want to achieve fluency in English language. Achieve listening skills has no alternative way without listening. In the classroom, teachers' English lectures are very helpful for them but class lecture has a time limitation and teachers are also involved in their various academic works. Out of the classroom, students cannot get the proper environment to develop listening skills. They find YouTube where they can connect frequently and watch videos easily.

I asked the students, "What skills have you improved by watching YouTube Videos?" "Students mentioned that besides listening and speaking skills they developed presentation skills."

2.2 Data Analysis

At first, all data are collected through questionnaires. Students are selected randomly. After that students participate in focus group discussion. These all data have been analyzed by the students' feedback. Students answered all the questions from their perspectives.

1. How often do you use YouTube?

35 responses

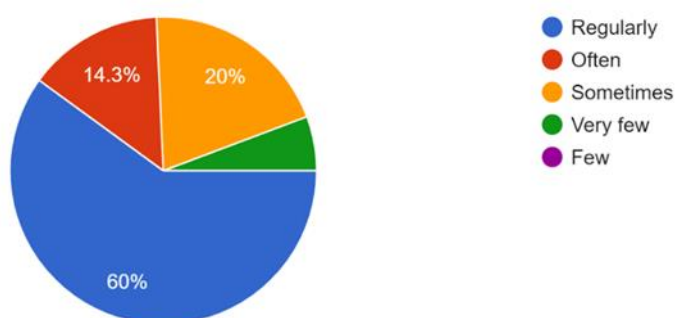


Figure 1. Students' usage of YouTube

The data also show that most of the students use YouTube regularly (60%) and use it sometimes (20%). Figure 1. result shows students are very much connected with YouTube that is why most of the students use YouTube regularly.

2. Do you get pleasure when you watch YouTube?

35 responses

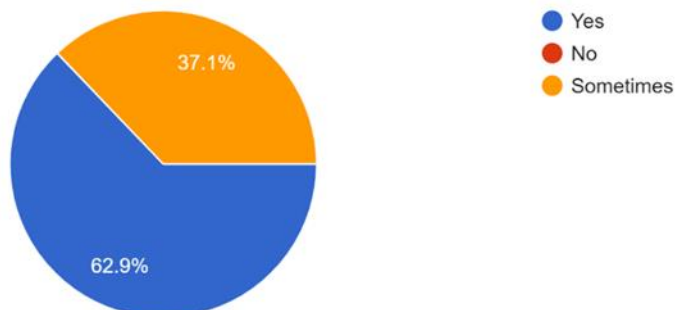


Figure 2. Students get pleasure

Figure 2. shows that students get (62%) pleasure most of the time and 37.1% pleasure gets sometimes. YouTube is not a boring platform to learn English language.

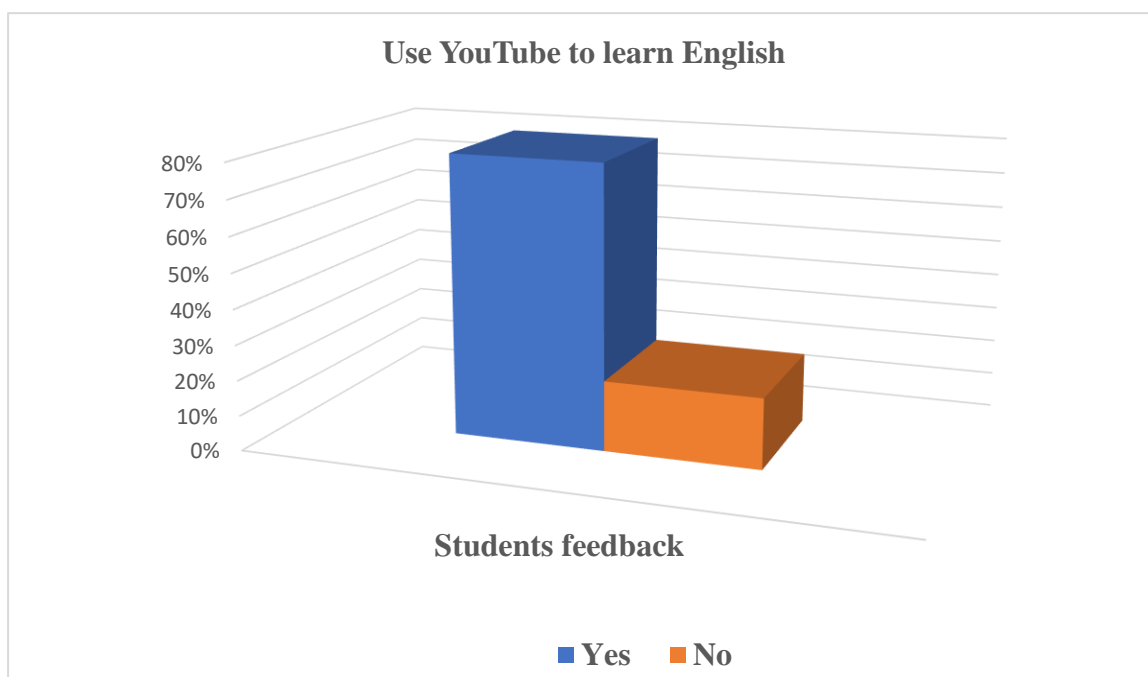


Figure 3. Use YouTube to learn English

Figure 3. shows that 80% of students use YouTube to learn English and 20% of students do not use YouTube to learn English.

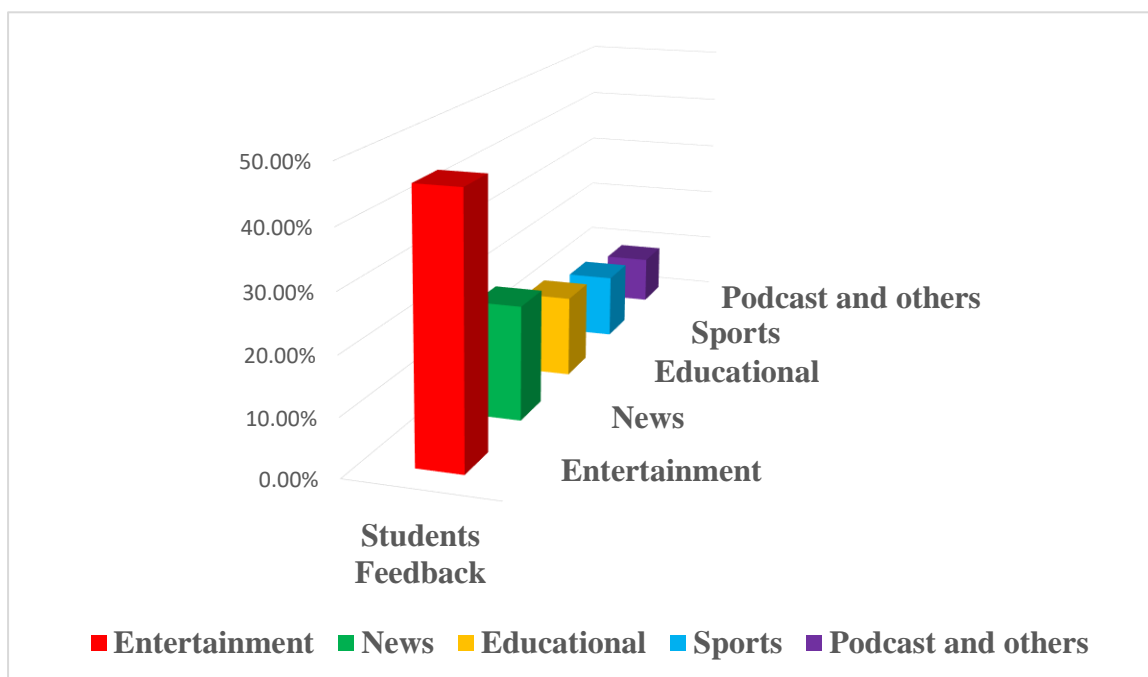


Figure 4. Types of videos

Based on figure 4. students watch entertainment videos. 16 students (45.7%) were watching entertainment videos, 07 students (20%) were watching news channels, 05 students (14%) were watching educational channels, 04 students (11.4%) were watching sports channels and other students were watching podcasts, etc.

5. Do you watch these channels for learning English?

35 responses

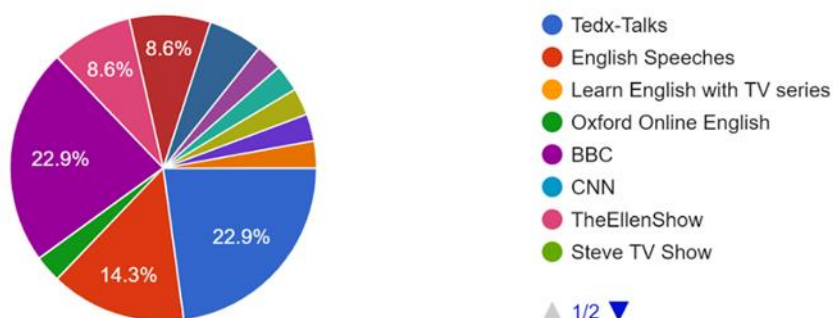


Figure 5. Channels for learning English

This chart shows that students watch most of the time both TEDx-Talks and BBC. Both channels are watched by 08 students (22.9%). English-speaking channels are watched by 05 students (14.3%). The late-night show channel and The Ellen Show channel are both watched by 03 students (8.6%). The rest of the students watch Trevor Noah's show, Steve Tv show, Oxford online English, etc.

Students also suggest names of some YouTube channels like Learning English with English 7 levels, Learn English with EnglishClass101, IELTS Liz, A.J. Hoge, English Language Academy, Learning Literature With Purba, English Language Academy, Learn English with tv series, Accurate English, CBS Sports Golazo, English with lucy, Linguamarina, Learn English with papa, Popcorn, etc.

14. Does watching a video enrich your listening level?

35 responses

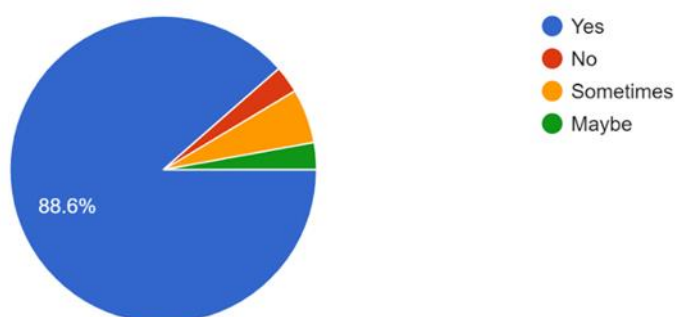


Figure 6. Video helps enrich students' listening level

Figure 6 shows that students are most benefitted by watching YouTube videos, particularly in their listening level. In this chart, 31 students (88.8%) can enrich their listening skills through YouTube videos. Only one student cannot enrich his listening skills. Other students also have given positive answers.

Chapter-03

Findings

Students love to use YouTube for learning English language because they can use the subtitle in a video if they think they cannot understand the speech. This subtitle is a helpful tool for understanding the language of the video. Most of the students claim that they cannot understand the pronunciations of words. Therefore they cannot understand the meaning of the full sentence. Some students proclaimed that in videos they find some new vocabularies those words meaning are unknown to them. Subtitle helps them to write accurate word spelling. This technique is very helpful to learn new vocabularies.

When we have learned our native language, that time we have captured it from our parents and our surroundings. That time we could not understand the language but we listened the language. But day by day through listening we could achieve the language. We can understand others' speech and we can speak. In Focus Group Discussion students tell these things. They mentioned that if they listen to any native English speaker, it helps them to enrich their listening skills and also speaking skills. On YouTube, they not only listen but also watch the body language of the speaker which is more helpful for enriching their listening and speaking skills. YouTube has the option to write a comment or opinion. Students can write anything in the comment section if they want to express their feelings about the videos. If anyone wants to be skilled in any language, they should acquire the four skills listening, speaking, reading, and writing. This research paper analysis students' feedback and find that by using YouTube students acquire listening and speaking skills better than reading and writing skills.

3.1 Special Findings

First-year university students face difficulties to understand English lectures in the classroom. English as a second language is not an easy medium of instruction to understand the whole lecture at the very beginning. First-year students should be familiar with English lectures and YouTube is the best option to be familiar with English lectures. English department students take more advantage of YouTube than other department students. Basically, English department students can watch their text-related videos on

YouTube which help them to get a clear concept of the text and enrich their fluency in the language.

In other departments, students also use YouTube for learning the English Language. They do not find enough linkage to their course like English department students. Departments of Mathematics, Bangla, and History students realize they should gain English language skills for their personal development. Though they are good at English, they want to give more focus on developing listening and speaking skills. Students of the International Relations and Journalism departments are very aware of their English language proficiency. They read several types of news and watch the international media that is why their English proficiency is so good. YouTube helps them to connect with International media Like BBC, CNN, Aljazeera, etc. In focus group discussion their way of talking was quite good and they also talked about some English literature.

Fourth-year students are more active on YouTube. They recommend their juniors watch YouTube videos because they know it helps enrich listening and speaking skills. But some of the final year students think YouTube is not the only one or the best platform to learn English language.

Five Public universities and one Private university student data are collected. Analysis of their data and opinions, this research shows that private university students use YouTube more than public universities. Because, in the covid-19 pandemic, private university have their academic activities whereas public universities did not.

3.2 Research Scope

English as a foreign language we must need to learn English for our personal benefit. In this modern era, people are connected with the whole world. Students are the future of a nation. As Bangladeshi students to build a good carrier inside the country or outside the country we must have acquired English language proficiency. YouTube is one of the best media for learning English language besides books, newspapers, and journals. Audio-visual media is more effective to learn a new language. YouTube is an audio-visual media that is more powerful to get students' attention. Students also can create YouTube

accounts where they can share their learning outcomes. It will give them confidence and create connections with other learners.

3.3 Limitations

For this research, time was very short. For academic purposes, it is mandatory to complete this research on time. During the research work, I faced some problems. First of all, data collection process was not easy. I planned to collect data following the pre-test and post-test methods. But it will need more time to complete the research. Therefore I collect only students' perspectives through questionnaires and focus group discussion. Though some students were not interested to give an interview. Some students refused my approach. As a fresher, it was very painful for me. Before doing research I had not enough knowledge about research. My respected supervisor helped me to overcome it.

Chapter-04

Conclusion

From the responses of the students, it is evident and clear that students think YouTube can enhance their English language by watching videos especially on listening and speaking. They find course linkage on YouTube videos which helps to get a clear idea about their text. YouTube videos work as a tool for motivation, and an amusing and fascinating method of learning for Tertiary-level English language learners in Bangladesh. English language learners are capable to improve pronunciation, intonation, speech delivery, grammatical skills, and listening skills, and executing personal language problems through YouTube. Learning through YouTube videos area unit context-free, stress-free, and not time-bound. They will learn any place outside the classroom and the learning hour is chosen by themselves.

Chapter-05

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