

The Impact of Using YouTube on EFL Learners at University of Bisha

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Abstract—English language has been used for centuries as a Lingua Franca. Students who speak English as a foreign language are exposed to it through different techniques, and YouTube is one of them. By using this application, EFL learners will be able to experience the language helpfully. Therefore, students will be exposed to the culture of the native speakers, practice all language skills, and develop new vocabulary in different contexts. As a result, students will improve their language skills, especially listening skill, and use different vocabulary in different situations. In addition, YouTube provides a reliable aid for students to learn the language meaningfully.

Index Terms—EFL learners, target language (TL), culture of the native speakers, language skills

I. INTRODUCTION

Currently, with the development of technology and the rise of the internet in the 21st century, the process of learning a new language has become more valid for EFL learners around the world. Remarkably, the emergence of YouTube helps learners of foreign languages to develop their language skills and to improve their vocabulary. YouTube is an application from Google that allows its users to watch, upload, share, like and comment on video clips. Stimulation and authenticity on YouTube are crucial factors for the success of EFL learners nowadays. However, many learners at some colleges struggle with regression in their level of learning a new language. Learners in this century trust technology, which creates a gap in their learning process in the classroom due to many teachers still sticking to the traditional teaching strategy, and this problem prevents the learners from succeeding in learning a new language. According to Bardakcı (2019), “participants will be more likely to use YouTube for educational purposes if they perceive learning through this digital resource would improve their academic performance” (p. 271). As a result, when learners use these authentic video clips, they will be more active and recall the information quickly.

Also, as an attractive tool that contains miscellaneous video clips proposing cultural, linguistic, historical, and entertaining knowledge for its users. YouTube increasingly become a widespread interest for researchers due to its impact on learning foreign languages. On top of that, this decade is likely to witness a considerable rise in using technology in learning a foreign language. As a result, the researcher in the present research focused on answering the following questions:

- 1) What is the impact of using YouTube on EFL learners at University of Bisha?
- 2) Which skills in a foreign language improved by using YouTube?
- 3) What are the features that distinguish YouTube from other social media platforms for learning English as a foreign language?
- 4) How far do YouTube videos help Vocabulary development?

In this paper, the researcher used a questionnaire requesting 44 students of level 6 and above to demonstrate the impact of using YouTube for EFL learners in the English department at University of Bisha. Therefore, the study aimed to identify the effect of using YouTube, provide crucial information about YouTube and its influence on the education process of foreign languages, and show how YouTube provided a real-life context to help English learners at the University of Bisha practice their language in an authentic environment.

II. LITERATURE REVIEW

Over the years, learning a foreign language has been a complex process requiring high concentration. With the emergence of artificial intelligence during this century, learning and teaching a foreign language is no more difficult. Moreover, integrating technology with learning a foreign language facilitates the learners' development in learning a new language. Students become more familiar with technology due to the excessive use of it. As a result, their lives are now associated with doing things that technology suggests, even learning a new language. Selwyn (2012) stated that “it should be of no surprise that digital technology is seen by most commentators as being an essential element of contemporary educational arrangements” (p. 5). The last 15 years have witnessed the intrinsic standing of YouTube, leading to a new phase of digital video clips on the internet for educational purposes.

YouTube is an effective tool to become proficient in EFL classrooms. Its role in learning and teaching a foreign language contributes to developing the learner's level in the target language (TL) and the teacher's strategy in teaching.

Moreover, foreign language students need to practice the language with native speakers to master it, but it is difficult due to spatial and financial issues. YouTube is a good solution for these issues since it is free and combines different videos with different languages made by native speakers simultaneously. By watching everyday language and recognising the cultural aspects of a foreign language on YouTube, students' performance will improve, and they will engage in the society of native speakers. The exposure to the life and culture of the native speakers gives EFL learners a complete overview of the language used. Nothelfer argued that "language and culture seem to be closely interrelated. Language itself could be considered an essential part of culture" (2020, p. 13). In learning a foreign language, it is necessary to know that there is a hidden meaning depending on the culture or tradition of the native speakers. As Stempleski argued "Through viewing films and other programs intended for native speakers, students may see how people in the target language culture live their values, customs, clothing, food, and how the people in that culture interact with one another" (1987, p. 6). As a result, students get a complete understanding of the importance of the target culture in learning a new language, and they have a rich source of authentic and cultural materials through English language videos on YouTube that enhance their ability to communicate and experience their language. Chung and Huang (1998) mentioned "As more complete video instructional packages are made available to foreign language teachers, they search for ways to make students' learning experience more active and interesting, similar to those that occur in the real world" (as cited in Mekheimer, 2011, p. 7). Learning through practising the language tends to overcome language skills difficulties and helps the students to be aware of all aspects of language.

Using YouTube inside and outside the classroom as an educational aid is a valuable technique that helps to improve language skills such as listening, speaking, and pronunciation. Even reading and writing skills can be enhanced by using this application. When a teacher plays a video in the classroom and asks the students to take notes and then read their ideas about the video, this way, the student works to assimilate the skills of listening, writing, and reading at the same time. Watkins and Wilkins (2011) did some YouTube activities that can be used in EFL classrooms in the scope of language skills. The first activity is "conversation analysis"; the learner acquires a potential awareness of conversation techniques and problems in this activity. The second activity is "vlogging" which is a spoken activity that can be performed by any student and displays the ability to converse and pretend any topic. Then, "note-taking and summarizing" asks students to listen to lectures on YouTube and write down and summarise the main points. Finally, the "How-to writing" activity depends on the outlines and the chosen video by the teacher with the appropriate complexity and length. These activities show the usefulness of YouTube inside the classroom and its role as a helping aid for the teacher. Furthermore, while the processes of acquiring a foreign language are different, the scales of language skills are also different and essential for mastering the target language (TL). According to Fehlman "Without equally developing viewing skills along with reading, writing, and speaking, it seems that the notion of whole language is fragmented and incomplete" (1996, p. 43).

Learning a new language is a different process from one individual to another. Knowing the concepts and vocabulary of the language is the most vital part of mastering a foreign language. Moreover, YouTube has a sufficient role in developing vocabulary. When students are exposed to YouTube videos, they are dealing with a new vocabulary, leading them to search for its meaning, or simply the meaning will be apparent due to the sounds, images, and colours in front of them. Also, many EFL learners learn new vocabulary on YouTube because of the difficulty they face in their courses. Baiou and Dehmeche (2020) claim that "videos can support language learners who face many obstacles in language learning, especially vocabulary" (p. 9). YouTube has an attractive way to catch viewers' attention, and this is one reason to use it as an aid for learning vocabulary in a meaningful manner. Understanding the importance of vocabulary in an EFL learner's life is the starting point to achieving the intended goal of mastering the language. Susanto (2017) argued that "Vocabulary acquisition plays an important role in mastering a language. A learner with insufficient vocabulary size will not perform well in every aspect of language itself" (p. 183).

Besides, YouTube has numerous characteristics that distinguish it from other platforms in learning a foreign language. According to Kelsen (2009), YouTube provides authentic inputs for English language learners throughout their life experience in language learning. Moreover, motivation and fun materials on YouTube helped the learners to engage in the learning process effectively. In any learning process, authenticity in learning materials should be included to get high-quality outputs, which YouTube provides its users. "Each student has a different interest. Furthermore, YouTube provides many videos which allow students to choose based on their interest" (Nofrika, 2019, p. 62). Also, stimulation on YouTube plays a vital role for EFL learners to integrate learning with entertainment. As Yusuf (2020) argued "By using YouTube, learning becomes more interesting and increases the positive stimulation of students to learn English" (p. 32). With the multiple features of YouTube, its usefulness makes it one of the prominent educational platforms worldwide.

To sum up, some research studies indicate that using YouTube in the EFL classroom shows a positive recognition of the learning process. Furthermore, these studies explain how the students use YouTube to improve their language skills and vocabulary and simulate real situations when practising their language. Many features distinguish YouTube from other platforms nowadays, attracting EFL learners to consider it as an aid to improve their target language (TL). Moreover, YouTube's flexibility helped foreign language learners adopt it as an education aid or use it to engage in the native community. Finally, YouTube is a big world of knowledge, not only for EFL learning but also for researching many areas.

III. DATA COLLECTION AND ANALYSIS

A. Data Collection

The population of this study consisted of the female section at level 6 and above in the English department at University of Bisha. The age range of the participants was 21,22,23 and 24 or above years old. Moreover, the sample was composed of 44 random responses of female students. Due to the pandemic, the researcher could not collect more than 44 responses, which resulted in a lack of communication with the participants. The study concerned the high levels at the English department of University of Bisha. The reason behind the choice of high levels was that they were required to find practical techniques to help them develop their foreign language. Because of the excessive use of information and communications technology resources in their studying life, which allows them to stay informed of the evolution of the language learning process.

The 44 participants responded to the questionnaire that the researcher designed. The questionnaire had close-ended items according to the quantitative method. The researcher created 13 items in the questionnaire, which automatically answered the research questions. It took two weeks to design and publish the questionnaire to complete the study. The responses were collected over two days, and then the data was organised into three tables and one pie chart.

This research was built on a quantitative method. To collect comprehensive data, the researcher used a questionnaire as an appropriate research tool to investigate the students' perspectives and attitudes towards the impact of using YouTube for EFL learners in EFL classrooms at the University of Bisha. The researcher used 13 items in the questionnaire to answer the research questions. Each research question has multiple items in the questionnaire which answer it. The items followed the Likert scale except for one item that allowed the participants to choose more than one answer. The researcher chose the questionnaire on Google Forms as a tool due to its usefulness and accuracy in presenting data and because of the pandemic that prevented the researcher from meeting the participants. The questionnaire was sent to the participants from level 6 and above and to some teachers in the English department, a female section who taught level 6 and above, to help the researcher get more responses.

The results collected from 13 items in the questionnaire were presented in tables for most of the items except one item shown in the pie-chart form. Percentages of the results were collected from Google Forms except for one item, whose percentage was calculated from a Microsoft Excel sheet. All these items were organised and analysed to answer the research questions. Moreover, the percentages were calculated for each response and compared with the related items in the questionnaire. After that, the researcher turned these percentages logically into an analysis that answered the research questions.

B. Presentation of Data

RQ1) What is the impact of using YouTube on EFL learners at University of Bisha?

TABLE 1
THE IMPACT OF USING YOUTUBE ON EFL LEARNERS AT BISHA UNIVERSITY

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. YouTube enhances your motivation and participation during classes.	45.5%	47.7%	6.8%	0%	0%
2. I use YouTube as an aid to increase my knowledge of the specific course material.	40.9%	52.3%	2.3%	0%	4.5%
3. YouTube brings the foreign language culture context into the classroom.	25%	38.6%	27.3%	4.5%	4.5%
4. Your teachers help you like YouTube videos in EFL learning.	15.9%	40.9%	36.4%	6.8%	0%
5. Incorporating YouTube as a teaching method for EFL learning in the classroom improves language development.	31.8%	43.2%	20.5%	4.5%	0%
item	Always	Often	Occasionally	rarely	never
6. Do you use YouTube for educational purposes at university?	43.2%	36.4%	9.1%	9.1%	2.3%

RQ 2) Which skills in a foreign language improved by using YouTube?

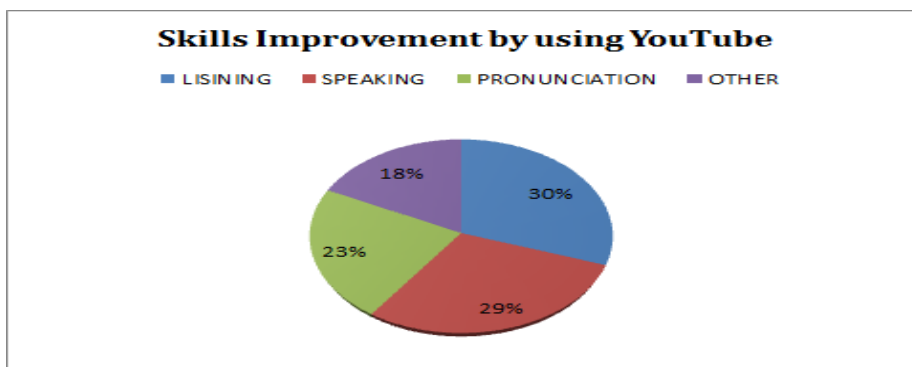


Figure 1. Skills Improvement by Using YouTube

RQ 3) What are the features that distinguish YouTube from other social media platforms for learning English as a foreign language?

TABLE 2
FEATURES DISTINGUISH YOUTUBE FROM OTHER SOCIAL MEDIA PLATFORMS

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
8. YouTube explains information in a reliable way more than any social media platform.	38.6%	36.4%	18.2%	2.3%	4.5%
9. YouTube displays the academic and everyday language of native speakers.	31.8%	40.9%	18.2%	2.3%	6.8%
10. YouTube is easier to use than any language learning application.	29.5%	52.3%	11.4%	4.5%	2.3%
11. Using YouTube helps you reduce the costs of learning a foreign language.	31.8%	43.2%	13.6%	9.1%	2.3%

RQ 4) How far do YouTube videos help Vocabulary development?

TABLE 3
VOCABULARY DEVELOPMENT ON YOUTUBE

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
12. YouTube raises your interest in developing your vocabulary.	38.6%	29.5%	20.5%	9.1%	2.3%
13. YouTube helps me practice new words' meanings in a natural context.	43.2%	36.4%	11.4%	9.1%	0%

C. Analysis

This research examined the impact of using YouTube on EFL learners at University of Bisha. It is based mainly on quantitative method design to support the study with accurate data; the researcher used a closed-end questionnaire on Google Forms and shared it with the students of level 6 and above in the English department. The researcher used six items in the questionnaire to answer the first research question. As shown in Table 1 above, all items explained the impact of using YouTube on EFL learners at University of Bisha. The results of the analysed data proved that nearly 88.7% of respondents said that YouTube was for educational purposes. And 93.2% of the respondents claimed that the impact of using YouTube in EFL classrooms increases their motivation and participation during classes. And 93.2% of the students agreed that YouTube increases their knowledge of specific course materials. Also, approximately 63.6% of the respondents to the questionnaire proved that YouTube brings the foreign language culture context into the classroom. Incorporating it as a teaching method improves language development, according to 75% of the responses. Moreover, the status of teachers in teaching a foreign language played a vital role by 56.8% as YouTube helped the students to evolve their language.

In Figure 1, the researcher used one item in the questionnaire to answer the second research question. The participants in this item were able to choose more than one answer to help the researcher get more accurate results at the end. As shown in the figure. 1, the answer to the second research question was the skill that the participants used on YouTube to improve their language and it was listening skill by 30% of the participants' choices. The interesting part of this item in the questionnaire was that the researcher supposed that many students would choose speaking skill but they chose listening skill instead. The speaking skill had 29% of responses, while pronunciation took 23% of the responses, and other skills had 18% of the responses. Others referred to language skills such as reading, writing, or learning grammar. Most participants chose the listening skill, which they improved by using YouTube. According to Alqahtani (2014) "Using YouTube videos as a tool for improving listening comprehension will provide real-life listening with plenty of information that students can relate to their life experience" (p. 22). As a result, this explains the role of YouTube in developing the listening skill of the EFL learners at University of Bisha.

The results of the items of the third research question in Table. 3 displayed the features of YouTube that distinguish it from other social media in learning a foreign language. It showed the reliability of YouTube in explaining information more than other platforms by 75% of the responses. Also, 72.7% of the participants claimed that YouTube provides a native's everyday language context and academic language in many fields. YouTube is for all ages because of its ease of use and the ability to search for any information, so it is an easy tool in EFL learners' hands, as they agreed on by 81.8%. It is a free application, so as a result, it reduces the costs of the learners by 75%, as the participants showed, and it helps others who cannot pay for language courses.

Learning vocabulary in a new language is crucial because it impacts the whole learning process. The last research question focused on vocabulary development by using YouTube. The results in Table. 3 showed that YouTube raised the EFL learners' interest in developing their vocabulary by 68.1% of the responses. Also, it helped them by 79.6% of the responses to practice the meanings of vocabulary in a natural context.

IV. CONCLUSION

The present research successfully identifies the impact of using YouTube on EFL learners at University of Bisha by answering all the research questions. The research discussed the impact of YouTube on language learners and on

developing language skills, especially listening and vocabulary development. It also showed YouTube's features, which made it more beneficial than other social platforms. The study's results revealed the impact of YouTube on students of 6 level and above in the English department at University of Bisha in the second semester of the academic year 2021. The researcher faced difficulties collecting data due to the pandemic and the lack of communicative aids with participants. In light of the results of the study, the researcher recommended conducting further research on the impact of YouTube on EFL learners by using different tools such as interviews and tests or by replicating the study by using a more significant number of participants or by conducting the same research but on the first-year students.

APPENDIX A. FINAL FORM OF THE QUESTIONNAIRE

The Impact of Using YouTube on EFL Learners at University of Bisha

This questionnaire contributes to investigating the impact of using YouTube on EFL learners at the University of Bisha, which is part of the research project. Your responses will help the researcher achieve the aim of this study. All responses will be used for research purposes only, which are very important for the study. The questionnaire consists of 13 items, and the target participants are level six and above from the English department, Female section at the University of Bisha. The questionnaire will last for approximately five minutes. Your responses are very appreciated. Thanks in advance.

Name:

Age:

- 21
 22
 23
 24 or above

Level:

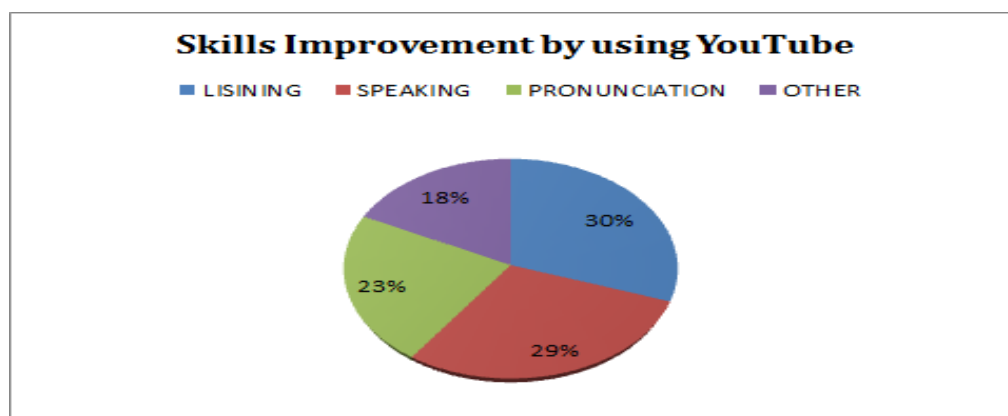
- 6
 7
 8

	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	YouTube enhances your motivation and participation during classes.					
2	I use YouTube as an aid to increase my knowledge of specific course material.					
3	YouTube bring the foreign language culture context into the classroom.					
4	Your teachers help you like YouTube videos in EFL learning.					
5	Incorporating YouTube as a teaching method for EFL learning in the classroom improves language development.					
6	YouTube explains information in a reliable way more than any social media platform.					
7	YouTube displays the academic and everyday language of native speakers.					
8	YouTube is easier to use than any language learning application.					
9	Using YouTube helps you reduce the costs of learning a foreign language.					
10	YouTube raise your interest in developing your vocabulary.					
11	YouTube helps me practice new words' meaning in a natural context.					
12	Do you use YouTube for educational purposes at university?	Always	Often	Occasionally	Rarely	Never
13	Which of the following skills do you use YouTube to improve?	Listening	Speaking	Pronunciation	Other	

APPENDIX B. PERCENTAGES OF THE IMPACT OF USING YOUTUBE ON EFL LEARNERS AT UNIVERSITY OF BISHA

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. YouTube enhances your motivation and participation during classes.	45.5%	47.7%	6.8%	-	-
2. I use YouTube as an aid to increase my knowledge of the specific course material.	40.9%	52.3%	2.3%	-	4.5%
3. YouTube brings the foreign language culture context into the classroom.	25%	38.6%	27.3%	4.5%	4.5%
4. Your teachers help you like YouTube videos in EFL learning.	15.9%	40.9%	36.4%	6.8%	0%
5. Incorporating YouTube as a teaching method for EFL learning in the classroom improves language development.	31.8%	43.2%	20.5%	4.5%	0%
Item	Always	Often	Occasionally	Rarely	Never
6. Do you use YouTube for educational purposes at university?	43.2%	36.4%	9.1%	9.1%	2.3%

APPENDIX C. PERCENTAGES OF LANGUAGE SKILLS IMPROVEMENT BY USING YOUTUBE



APPENDIX D. PERCENTAGES OF FEATURES THAT DISTINGUISH YOUTUBE FROM OTHER SOCIAL MEDIA PLATFORMS

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
8. YouTube explains information in a reliable way more than any social media platform.	38.6%	36.4%	18.2%	2.3%	4.5%
9. YouTube displays the academic and everyday language of native speakers.	31.8%	40.9%	18.2%	2.3%	6.8%
10. YouTube is easier to use than any language learning application.	29.5%	52.3%	11.4%	4.5%	2.3%
11. Using YouTube helps you reduce the costs of learning a foreign language.	31.8%	43.2%	13.6%	9.1%	2.3%

APPENDIX E. PERCENTAGES ON VOCABULARY DEVELOPMENT BY USING YOUTUBE

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
12. YouTube raises your interest in developing your vocabulary.	38.6%	29.5%	20.5%	9.1%	2.3%
13. YouTube helps me practice new words' meanings in a natural context.	43.2%	36.4%	11.4%	9.1%	0%

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