

Exploring the Role of YouTube Lectures, Vlogs, and Videos in Enhancing ESL Learning

Hafiza Sadaf¹, Bushra Rasheed² and Azhar Ahmad³

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Abstract

The present research explores the role of YouTube lectures, vlogs, and videos in enhancing ESL Learning. The mixed approach was used in this study. The study population comprises ESL students of English at schools and colleges. A sample size of 60 participants was selected equally from these schools and colleges through random sampling. An online questionnaire was used as a research tool /instrument for the purposive data collection. The questionnaire contained three parts; the first comprised demographic information about the research, the second part contained ten close-ended questions, and the third part contained two open-ended questions. The questionnaire was sent via WhatsApp and email using Google Forms. The collected and assembled data were later analyzed using SPSS's latest version 24. The data was presented in numerical form in figures and tables. The research findings revealed students' positive responses to the role of YouTube lectures, vlogs, and videos in enhancing ESL learning. Based on these findings, the researchers presented some recommendations for future researchers.

Keywords: YouTube Lectures, YouTube Vlogs, YouTube Videos, ESL Students, ESL learning.

Introduction

"The innovation of new technologies has influenced the educational system, and these new emerging technologies have made teaching and learning methods easy for students" (Ahmad et al., 2023). The digital age has revolutionized the education landscape recently, especially in English as a Second Language (ESL) learning. YouTube, a popular video-sharing platform, has emerged as a valuable resource for ESL learners to enhance their language skills through lectures, vlogs, and educational videos. This essay explores the role of YouTube content in facilitating ESL learning and discusses its benefits and effectiveness (Aldukhayel, 2021).

Alobaid (2020) explored that one of the key advantages of utilizing YouTube for ESL learning is its accessibility and convenience. With an internet connection, learners can access a plethora of content tailored to their specific language needs anytime and anywhere. For example, channels like "EngVid" and "BBC Learning English" provide high-quality instructional videos covering grammar, vocabulary, pronunciation, and everyday conversation. These resources allow learners to study independently and review concepts as needed, making the learning process more flexible and personalized.

¹PhD Scholar, Department of Islamic Studies, Institute of Humanities and Arts, KFUEIT, Rahim Yar Khan.

Email: hafizasadaf737@gmail.com

²MPhil English (Linguistics), Institute of Humanities and Arts, KFUEIT, Rahim Yar Khan.

Email: bushrarasheed23@gmail.com

³MPhil English (Linguistics), Lahore Leads University, Lahore, Punjab, Pakistan.

Email: azharscholar313@gmail.com



Morat et al. (2017) defined YouTube videos can help ESL learners improve their listening and speaking skills by exposing them to authentic language use in real-life contexts. YouTube videos can help ESL learners improve their listening and speaking skills by exposing them to authentic language use in real-life contexts. Vlogs and travel channels, such as "The Intrepid Guide" and "DamonAndJo," offer engaging content that immerses learners in diverse English-speaking environments and cultures. By watching and listening to native speakers in various settings, students can develop their comprehension skills, learn colloquial expressions, and fine-tune their pronunciation.

In addition, Khursheed et al. (2021) provide educational content, and YouTube fosters a sense of community among ESL learners worldwide. Platforms like "Rachel's English" and "Fluency MC" encourage interaction and collaboration through live streams, comment sections, and social media channels. This sense of belonging and engagement motivates learners to practice their language skills actively, seek feedback from peers, and share their progress and experiences.

Furthermore, YouTube's visual and multimedia nature can enhance ESL learning by catering to different learning styles and preferences. Visual aids, animations, and interactive quizzes can make complex grammar rules or vocabulary concepts more engaging and easily understood. For instance, channels like "Interactive English" and "Learn English with Mister Duncan" use a variety of multimedia techniques to create dynamic and interactive lessons that cater to diverse learning needs (Kabooha & Elyas, 2018).

In conclusion, YouTube lectures, vlogs, and videos enhance ESL learning by providing accessible, authentic, and engaging content to learners worldwide. By leveraging the power of digital technology and multimedia resources, ESL students can improve their language skills, expand their cultural awareness, and connect with a global community of language enthusiasts. As technology continues to evolve, YouTube remains a valuable tool for ESL learners seeking to enhance their proficiency and fluency in the English language (Rufino, 2024).

Problem Statement

YouTube is an important new approach to learning, increasing, and improving students' knowledge. Stereotypical concepts use YouTube to distract learners' attention. The majority of students' parents believe that YouTube plays a negative role or has no role in their learning.

Significance of Study

- The present research will be beneficial not only for learners but also for the satisfaction of their parents.
- The study will remove stereotype concepts of previous knowledge-gaining
- The present research will instigate researchers and scholars to continue researching the effect of YouTube lectures, vlogs, and videos on enhancing ESL learning.

Literature Review

Literature reviews summarizes and assesses the text of writing of the definite theme and provides a basis to think about the possible importance of innovative study. It also divulges what has previously been done by giving advanced concepts for new research. Moreover, it helps researchers replace their work in larger contexts to show better results from their research" (Ahmad et al., 2023). "A literature review may only be a clear overview of the sources, in an organizational pattern, and its function is to estimate and summarize the previous writings linked to the current topic" (Ahmad et al., 2024). Following is the literature review of the present research study.

You Tube

YouTube has emerged as a vital platform for ESL learners to improve their language skills through various forms of content, including lectures, vlogs, and educational videos. This literature review delves into the impact of YouTube as a tool for enhancing ESL learning. ESL learners benefit significantly from watching vlogs on YouTube, as they offer authentic language input and expose students to colloquial language, cultural nuances, and everyday expressions. Vlogs by native and proficient speakers help learners improve their listening comprehension, vocabulary, and pronunciation while also providing insights into the target language's usage in real-life contexts (Purwanti et al., 2022).

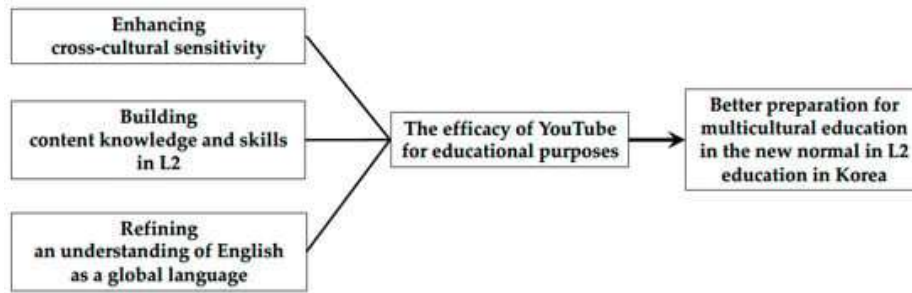
Rasheed et al. (2021) defined Educational videos on YouTube as playing a crucial role in ESL learning by supplementing traditional classroom instruction. Channels such as BBC Learning English and Learn English with Mister Duncan offer grammar lessons, vocabulary tutorials, and language practice exercises that cater to learners at different proficiency levels. These videos provide a flexible and accessible learning resource for students at their own pace and convenience. Overall, the literature demonstrates that YouTube lectures, vlogs, and videos significantly enhance ESL learning by providing engaging, authentic, and supplementary language input. By leveraging the diverse content available on YouTube, ESL learners can improve their language proficiency, cultural understanding, and communication skills in an interactive and immersive way.

Conceptual Framework

In exploring the role of YouTube lectures, vlogs, and videos in enhancing ESL learning, your conceptual framework could include:

1. **Multimodal Learning:** Focus on how different modes of communication (visual, auditory, textual) in YouTube videos cater to diverse learning styles among ESL learners.
2. **Engagement and Motivation:** Investigate how engaging content, interactive features, and relatable vlogs on YouTube contribute to increased motivation and interest in learning English (Rasheed et al., 2024).
3. **Language Input and Output:** Analyze how exposure to authentic language input through YouTube lectures and videos can improve ESL learners' listening skills, vocabulary acquisition, and pronunciation.
4. **Peer Learning and Interaction:** Explore the potential for ESL learners to interact with other viewers, join online communities, or participate in collaborative learning activities based on YouTube content.
5. **Cultural Understanding:** Consider how exposure to various accents, cultural contexts, and real-life situations in YouTube videos can enhance ESL learners' cultural understanding and cross-cultural communication skills.

By focusing on these aspects, your conceptual framework can provide a solid foundation for investigating the impact of YouTube content on ESL learning outcomes.

Figure 1: Efficacy of Youtube for educational purposes

Source: <https://www.mdpi.com/2071-1050/13/13/7365>

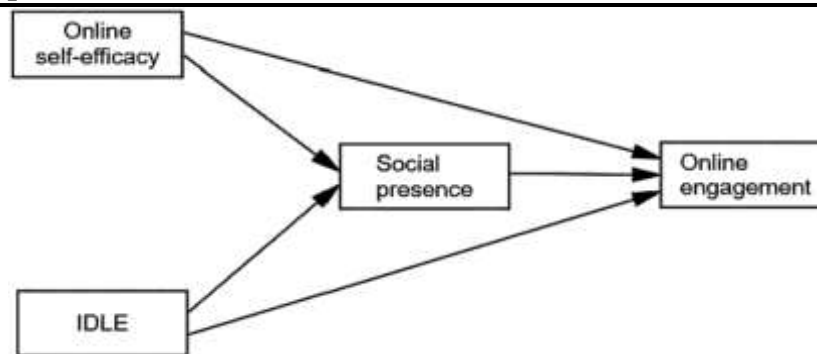
Theoretical Framework

In your theoretical framework exploring the role of YouTube lectures, vlogs, and videos in enhancing ESL learning, you could draw upon social constructivist theories such as Vygotsky's Zone of Proximal Development to highlight how collaborative learning through online videos can facilitate language acquisition.

Moreover, you could incorporate the Cognitive Theory of Multimedia Learning by Richard Mayer to discuss how the combination of auditory and visual cues in YouTube videos can enhance comprehension and retention of English language concepts among ESL learners.

Additionally, you might explore the concept of Digital Natives and Digital Immigrants by Marc Prensky to discuss how the familiarity of ESL learners with digital platforms like YouTube can influence their engagement and motivation in language learning (Rasheed et al., 2024).

By integrating these theories into your theoretical framework, you can provide a comprehensive understanding of how YouTube lectures, vlogs, and videos can be effective tools for enhancing ESL learning.

Figure 2: Social presence

Source: <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1266009/full>

Previous Related Studies

Albahiri and Alhaj (2020) in the research reveals that YouTube lectures provide a dynamic and engaging learning experience for ESL students. For instance, educational channels like TED-Ed and Khan Academy offer high-quality content covering a wide range of topics, making complex concepts more accessible to learners. These lectures often incorporate visual aids, real-life examples, and interactive elements that cater to different learning preferences, fostering a deeper

understanding of the language. YouTube channels are provided like this: <https://www.youtube.com/@kfueit11>

Sakki et al. (2020) studied the students' perceptions about the usage of YouTube EFL classroom. For this quantitative survey the questionnaire was used to collect data from the participants which were undergraduate students. The questionnaire was contained on two parts first part comprises demographic information of the participants, while the second part contains on twenty close ended questions which were developed by using likert scale. The findings of the study revealed that majority of the students responded positively to the use of YouTube in EFL classrooms, moreover it was also exposed that YouTube is helping students in their learning.

Wang and Chen, (2020) Focusing on a growing English-learning trend in Taiwan, this study investigated EFL university students' self-regulated language learning on YouTube outside of the classroom. Twenty university students who had substantial experience of watching YouTubers' English-teaching videos were invited for an individual interview to bring to light their perceptions of this self-directed learning approach. Their responses were analyzed to provide insights into learners' attitudes toward this technology-enhanced learning strategy and its impact on their learning of English. Results show that the most highlighted purposes for learning

English on YouTube were to explore more learning resources, to seek the attraction of learning English, and to explore cultural knowledge. After viewing the videos on YouTube, the students were more likely to press like and share the videos with their friends. Moreover, learning English on YouTube was considered to be more flexible, more interesting, and more interactive than formal learning in the classroom; nevertheless, this informal learning approach was also deemed less effective for students who wanted to improve their English or prepare for English exams. Based on the results, this study concludes by highlighting the pedagogical implications of this research and proposing the complementary use of YouTubers' English-teaching videos to classroom learning.

Rosli and Abdullah (2022) studied the influence of YouTube videos regarding English language proficiency. The population of the study was the university level students of Malaysia. The five students were selected for sampling and ten open ended questions were asked from these participants. The results revealed that YouTube enhance learning by engaging students.

Toleuzhan et al. (2023) investigated the usage of YouTube videos for instructional purpose in the Kazakhstan setting. The population of the study was secondary schools and a sample of 288 students was selected by using random selection. Data was composed through questionnaire the results showed that the students consider YouTube as a beneficial tool for learning English speaking skill.

Although these researchers conducted their researches on the YouTube usage in their settings, but they have completely ignored the YouTube vlogs and lectures, therefore, the present study is an effort to fill this gap. Moreover, these studies were conducted in other countries, but in Pakistan there is no single research conducted on this topic, consequently, the present research also an effort from the part of the researchers to fill this gap which was continually overlooked. The researchers decided to conduct their research on this theme by using following methodology.

Research Methodology

“Research methodology is the part of the research study in which researchers give an account of the research methods, which they have used to conduct their research” (Ahmad et al 2023). Moreover, it “plays vital role in research, consequently, due to its crucial role in the research it is

unjust to ignore it, and no research is impossible without employing material and methods” (Rao et al., 2024).

- **Research Design:** The present research was completed by using following methods; the research is quantitative as well as qualitative in nature. (Quan-Qual) the method was implemented.
- **Research Population:** “The population is defined as a set of individuals, data, or items from which a statistical sample is taken” (Younus et al, 2023). The population of the present study comprises ESL students of English of schools, and colleges.
- **Research Sample:** The sample of 60 ESL students of different schools and colleges.

Table 1: Close-ended Questionnaire Sampling Chart

15 Students	National Garrison School, RYK
15 Students	Punjab College, RYK
15 Students	Army Public School, RYK
15 Students	Kips College, RYK

Table 2 : Open-ended Questionnaire Sampling Chart

1 student	Punjab College, RYK
1 student	Army Public School, RYK

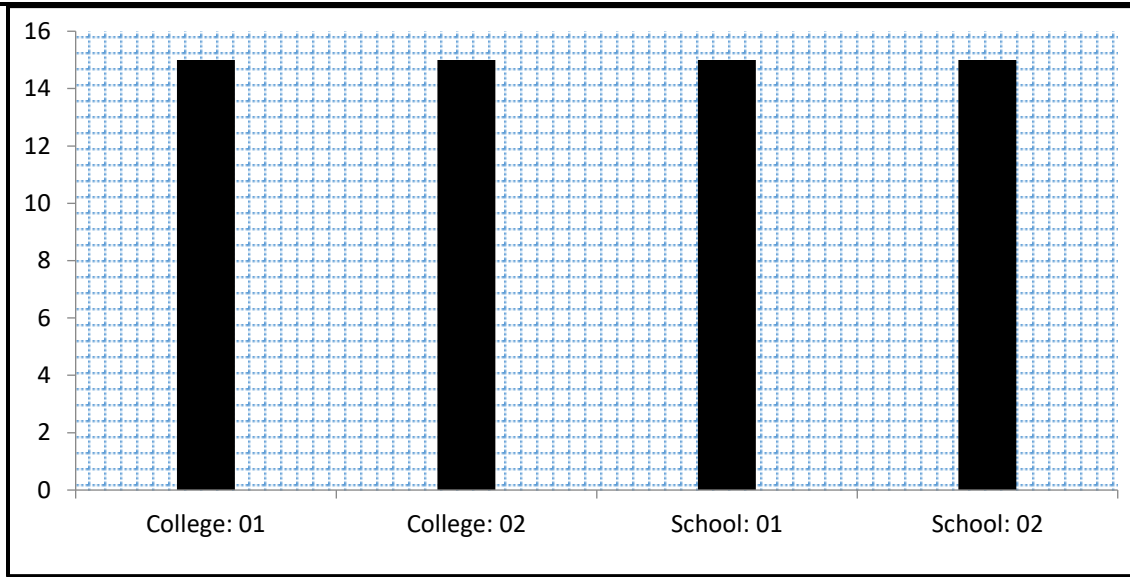
- **Research Instrument or Tool:** A questionnaire was used for data collection as a research tool. The questionnaire was containing three parts: A Part comprises demographic information of the participant; part B contains 10 close-ended questions and Part C contains 2 close-ended questions.
- **Data Collection Process:** The questionnaire was sent to the students of different schools and colleges through WhatsApp and Emails for data collection.
- **Data Analysis Process:** The collected data was later analyzed by using the Statistical Package or Social Sciences(SPSS) latest version 2024.
- **Data Presenting Style:** The analyzed data was presented in figures and tables in numerical form.

Research Findings

This part of the article comprises demographic information of the research participants, results of the close ended questions and open ended questions.

Demographic statistics

Demographic information of the participants is presented in the following figure.

Figure 1: Demographic information of research participants

The above figure is showing that there were 60 total student participants selected equally from 2 colleges and 2 Schools of Rahim Yar Khan, Pakistan.

Results

To find the answer of the first research question researcher asked 10 close-ended questions from the participants. To find the answer of the second and third research questions asked two open ended questions are presented below in the tables.

Close Ended Questions

Role of YouTube: the first five close-ended questions are asked to explore the role of YouTube in ESL learning.

Table 3: Do you think that YouTube plays an important role in your learning?

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	20	23.5%	23.5%	23.5%
Agree	27	31.8%	31.8%	55.3%
Neutral	2	2.4%	2.4%	57.6%
Disagree	6	7.1%	7.1%	64.7%
Strongly disagree	5	5.9%	5.9%	71%
Total	60	100%	100%	100%

- Strongly agreed: frequency 20, percent & valid percent 23.5%, and cumulative percent 23.5%
- Agreed: frequency 27, percent & valid percent 31.8%, and cumulative percent 55.3%
- Neutral: frequency 2, percent & valid percent 2.4%, and cumulative percent 57.6%
- Disagree: frequency 6, percent & valid percent 7.1%, and cumulative percent 64.7%
- Strongly disagreed: frequency 5, percent & valid percent 5.9%, and cumulative percent 71%
- Total: frequency 60, percent & valid percent 100%, and cumulative percent 100%

Table 4: Through YouTube, I learn a lot

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	11	12.9%	12.9%	12.9%
	Agree	24	28.2%	28.2%	41.2%
	Neutral	5	5.9%	5.9%	47.1%
	Disagree	13	15.3%	15.3%	62.4%
	Strongly disagree	7	8.2%	8.2%	71%
	Total	60	100%	100%	100%

- Strongly agreed: frequency 11, percent & valid percent 12.9%, and cumulative percent 12.9%
- Agreed: frequency 24, percent & valid percent 28.2%, and cumulative percent 41.2%
- Neutral: frequency 5, percent & valid percent 5.9%, and cumulative percent 47.1%
- Disagree: frequency 13, percent & valid percent 15.3%, and cumulative percent 62.4%
- Strongly disagreed: frequency 7, percent & valid percent 8.2%, and cumulative percent 71%
- Total: frequency 60, percent & valid percent 100%, and cumulative percent 100%

Table 5: Without using the YouTube platform I can't understand my lesson.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	22.4%	22.4%	22.4%
	Agree	23	27.1%	27.1%	49.4%
	Neutral	1	1.2%	1.2%	50.6%
	Disagree	9	10.6%	10.6%	61.2%
	Strongly disagree	8	9.4%	9.4%	71%
	Total	60	100%	100%	100%

- Strongly agreed: frequency 19, percent & valid percent 22.4%, and cumulative percent 22.4%
- Agreed: frequency 23, percent & valid percent 27.1%, and cumulative percent 49.4%
- Neutral: frequency 1, percent & valid percent 1.2%, and cumulative percent 50.6%
- Disagree: frequency 9, percent & valid percent 10.6%, and cumulative percent 61.2%
- Strongly disagreed: frequency 8, percent & valid percent 9.4%, and cumulative percent 71%
- Total: frequency 60, percent & valid percent 100%, and cumulative percent 100%.

Table 6: I believe that the role of YouTube is positive for my learning

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	13	15.3%	15.3%	15.3%
	Agree	19	22.4%	22.4%	37.6%
	Neutral	8	9.4%	9.4%	47.1%
	Disagree	9	10.6%	10.6%	57.6%
	Strongly disagree	11	12.9%	12.9%	71%
	Total	60	100%	100%	100%

- Strongly agreed: frequency 13, percent & valid percent 15.3%, and cumulative percent 15.3%

- Agreed: frequency 19, percent & valid percent 22.4%, and cumulative percent 37.6%
- Neutral: frequency 8, percent & valid percent 9.4%, and cumulative percent 47.1%
- Disagree: frequency 9, percent & valid percent 10.6%, and cumulative percent 57.6%
- Strongly disagreed: frequency 11, percent & valid percent 12.9%, and cumulative percent 71%
- Total: frequency 60, percent & valid percent 100%, and cumulative percent 100%.

Table 7: I use YouTube just for my studies

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	20.0%	20.0%	20.0%
	Agree	23	27.1%	27.1%	47.1%
	Neutral	7	8.2%	8.2%	55.3%
	Disagree	6	7.1%	7.1%	62.4%
	Strongly disagree	7	8.2%	8.2%	71%
	Total	60	100%	100%	100%

- Strongly agreed: frequency 17, percent & valid percent 20.0%, and cumulative percent 20.0%
- Agreed: frequency 23, percent & valid percent 27.1%, and cumulative percent 47.1%
- Neutral: frequency 7, percent & valid percent 8.2%, and cumulative percent 55.3%
- Disagree: frequency 6, percent & valid percent 7.1%, and cumulative percent 62.4%
- Strongly disagreed: frequency 7, percent & valid percent 8.2%, and cumulative percent 71%
- Total: frequency 60, percent & valid percent 100%, and cumulative percent 100%

YouTube Lectures, Vlogs, and Videos in Enhancing ESL Learning:: the next five close ended questions were asked to explore the role of YouTube Lectures, Vlogs, and Videos in Enhancing ESL Learning.

Table 8: Do you think that YouTube is essential for ESL learners nowadays?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	25.9%	25.9%	25.9%
	Agree	26	30.6%	30.6%	56.5%
	Neutral	0	0.0%	0.0%	56.5%
	Disagree	6	7.1%	7.1%	63.5%
	Strongly disagree	6	7.1%	7.1%	71%
	Total	60	100%	100%	100%

- Strongly agreed: frequency 22, percent & valid percent 25.9%, and cumulative percent 25.9%
- Agreed: frequency 26, percent & valid percent 30.6%, and cumulative percent 56.5%
- Neutral: frequency 0, percent & valid percent 0.0%, and cumulative percent 56.5%
- Disagree: frequency 6, percent & valid percent 7.1%, and cumulative percent 63.5%
- Strongly disagreed: frequency 6, percent & valid percent 7.1%, and cumulative percent 71%
- Total: frequency 60, percent & valid percent 100%, and cumulative percent 100%.

Table 9: I spend enough time on YouTube for my lectures, vlogs, and videos to enhance ESL learning.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	18.8%	18.8%	18.8%
	Agree	21	24.7%	24.7%	43.5%
	Neutral	4	4.7%	4.7%	48.2%
	Disagree	9	10.6%	10.6%	58.8%
	Strongly disagree	10	11.8%	11.8%	71%
	Total	60	100%	100%	100%

- Strongly agreed: frequency 16, percent & valid percent 18.8%, and cumulative percent 18.8%
- Agreed: frequency 21, percent & valid percent 24.7%, and cumulative percent 43.3%
- Neutral: frequency 4, percent & valid percent 4.7%, and cumulative percent 48.2%
- Disagree: frequency 9, percent & valid percent 10.6%, and cumulative percent 58.8%
- Strongly disagreed: frequency 10, percent & valid percent 11.8%, and cumulative percent 71%
- Total: frequency 60, percent & valid percent 100%, and cumulative percent 100%.

Table 10: I use YouTube for my lectures, vlogs, and videos to enhance ESL learning.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	12	14.1%	14.1%	14.1%
	Agree	30	35.3%	35.3%	49.4%
	Neutral	10	11.8%	11.8%	61.2%
	Disagree	5	5.9%	5.9%	67.1%
	Strongly disagree	3	3.5%	3.5%	71%
	Total	60	100%	100%	100%

- Strongly agreed: frequency 12, percent & valid percent 14.1%, and cumulative percent 14.1%
- Agreed: frequency 30, percent & valid percent 35.3%, and cumulative percent 49.4%
- Neutral: frequency 10, percent & valid percent 11.8%, and cumulative percent 61.2%
- Disagree: frequency 5, percent & valid percent 5.9%, and cumulative percent 67.1%
- Strongly disagreed: frequency 3, percent & valid percent 3.5%, and cumulative percent 71%
- Total: frequency 60, percent & valid percent 100%, and cumulative percent 100%.

Table 11: Through YouTube lectures, vlogs, and videos I enhance my four skills listening, reading, writing, and speaking.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	24	28.2%	28.2%	28.2%
	Agree	20	23.5%	23.5%	51.8%
	Neutral	7	8.2%	8.2%	60.0%
	Disagree	4	4.7%	4.7%	64.7%
	Strongly disagree	5	5.9%	5.9%	71%
	Total	60	100%	100%	100%

- Strongly agreed: frequency 24, percent & valid percent 28.2%, and cumulative percent 28.2%
- Agreed: frequency 20, percent & valid percent 23.5%, and cumulative percent 51.8%
- Neutral: frequency 7, percent & valid percent 8.2%, and cumulative percent 60.1%
- Disagree: frequency 4, percent & valid percent 4.7%, and cumulative percent 64.7%
- Strongly disagreed: frequency 5, percent & valid percent 5.9%, and cumulative percent 71%
- Total: frequency 60, percent & valid percent 100%, and cumulative percent 100%.

Table 12: I believe that YouTube lectures, vlogs, and videos enhance ESL learning.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	11	12.9%	12.9%	12.9%
	Agree	21	24.7%	24.7%	37.6%
	Neutral	10	11.8%	11.8%	49.4%
	Disagree	10	11.8%	11.8%	61.2%
	Strongly disagree	8	9.4%	9.4%	71%
	Total	60	100%	100%	100%

- Strongly agreed: frequency 11, percent & valid percent 12.9%, and cumulative percent 12.9%
- Agreed: frequency 21, percent & valid percent 24.7%, and cumulative percent 37.6%
- Neutral: frequency 10, percent & valid percent 11.8%, and cumulative percent 49.4%
- Disagree: frequency 10, percent & valid percent 11.8%, and cumulative percent 61.2%
- Strongly disagreed: frequency 8, percent & valid percent 9.4%, and cumulative percent 71%
- Total: frequency 60, percent & valid percent 100%, and cumulative percent 100%.

Open Ended Questions

Table 13: How you tube play an important role in your learning?

Extracts from the participants' responses	Codes	Theme
YouTube is convenient	Convenient	Role of YouTube
Time-saving	Time	
Pleasurable	Pleasure	
Students remain active	Active	

The participants were asked how YouTube *plays an important role in their learning*. YouTube is convenient, time-saving, and pleasurable, students remain active were the major extracts from the participants' responses.

Table 14: How YouTube lectures, vlogs, and videos are in enhancing ESL learning?

Extracts from the participants' responses	Codes	Theme
Knowledgeable	Knowledge	YouTube 's Role in Learning
Improves skills	Skills	
Keeps active	Active	
Understandable	Understand	

The participants were asked how YouTube lectures, vlogs, and videos are in enhancing ESL learning. YouTube is knowledgeable, improves skills, keeps active and understanding, were the major extracts from the participants' responses

Discussion

The present research was conducted to find the role of YouTube in students' learning and how much YouTube lectures, vlogs, and videos enhance ESL learning. To find the answer to these research questions, the researchers used an online questionnaire containing three parts: the first part comprises demographic information about the research, the second part contains ten close-ended questions, and the third part contains two open-ended questions. These questions were asked of 60 students of different schools and colleges located in the lower Punjab, Pakistan. The results revealed that mostly/majority of the students responded positively to the role of YouTube in their learning. According to the students' responses, students' response, they keep active and improve their skills from this platform.

Moreover, YouTube lectures, vlogs, and videos enhance ESL learning for students. This proved that, overall, YouTube's role in ESL learning is significant, and YouTube lectures, vlogs, and videos enhance ESL learning for students. The results of the present study match with the results and findings of some previous research: Alwehaibi (2015) investigated the effect of employing YouTube in EFL classrooms, and Almurashi (2016) also investigated the effect of YouTube in English language learning at the university level, similarly the present study analysis YouTube usage in ESL learning space. Bajrami and Ismaili (2016) explored the role of video materials in EFL classrooms in Turkey; in the same way, the present research explored the role of video material in Pakistani ESL settings by selecting videos from YouTube. Some results of both research are matching with each other. Khurshid et al. (2023) also explored students' attitudes about English language learning by using YouTube. However, the present research not only explores the usage of YouTube videos, but also explores the YouTube vlogs and lectures in enhancing ESL learning, which distinguish it from others researches.

Conclusion

As a consequence, YouTube is convenient and positive for the learning of students in ESL. The research used quantitative and qualitative research design; the data was collected from the sixty students selected equally from different schools and colleges in lower Punjab, Pakistan. An online questionnaire was used as a tool for data collection. The data was analyzed through the Statistical Package of Social Sciences (SPSS), and analyzed data was presented in tables in numerical form. The results demonstrated that the role of YouTube lectures, vlogs, and videos positively enhances ESL learning; parents and teachers must encourage students to use YouTube under parental security.

Recommendations

- More research is needed to encourage this learning platform.
- The students should respect and cooperate with their elders if they have security issues.
- New researchers can research the negative aspects of *YouTube* lectures, vlogs, and videos.

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