

Enhancing Vocabulary Proficiency and Self-Directed Learning through YouTube: A Study in an EFL Context

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Abstract

This study investigates the impact of using YouTube channels, specifically Ray Du English and BBC Learning English, on the vocabulary acquisition and self-directed learning motivation of non-English major students in Taiwan. The research aims to enhance traditional teaching methods and broaden students' international perspectives by leveraging the diverse and engaging resources available on YouTube. The study involves 128 first-year students from the Departments of Communication and Electrical Engineering at a university in southern Taiwan. A mixed-methods approach, combining quantitative pretests and post-tests with qualitative questionnaires and focus group interviews, was employed to evaluate the effectiveness of YouTube-assisted learning. Findings indicate that YouTube videos significantly improve vocabulary proficiency and self-directed learning motivation, with notable differences between the two student groups. Communication majors showed substantial vocabulary gains, while Electrical Engineering majors exhibited higher autonomous learning motivation. Overall, students expressed positive attitudes toward integrating YouTube into their learning process, highlighting its potential to make vocabulary learning more engaging and effective.

Keywords: English vocabulary, language learning, self-directed learning, YouTube

1. Introduction

1.1 Research Background

Due to the advancement of technology, the Internet usage rate has increased much compared with before. This phenomenon has also forced Taiwan to have diversified channels for learning English, and the resources on the Internet have become abundant. Through independent learning on the Internet, students may increase their learning motivation. Autonomous learning means students can actively participate in learning in their free time. Through active participation, they can set learning goals, monitor the effectiveness of self-directed learning, be responsible for their learning, and be able to adjust their learning methods promptly and achieve learning goals (Wang, 2013).

Online independent learning means students can effectively use online resources and achieve their learning goals by looking for information. In recent years, more and more free online learning platforms in Taiwan, and platforms that provide English teaching have gradually emerged, such as the well-known TED Talks and VoiceTube. However, learning English through the YouTube website has recently become one of the current free online learning channels. Among the top tools, YouTube has become the best perspective in English education since it has become a very important instructional tool in nowadays classrooms (Ogirima et al., 2021). The fact that YouTube is the top video-sharing website in the world (Nofrika, 2019) makes us aware that it has been used widely by many people with different backgrounds.

YouTube is an easy-to-use website with diverse resources. There are different types of teaching videos on this platform. This study implemented Ray Du English, a Taiwanese English teaching channel with many subscribers on the YouTube website, and BBC Learning English, a British channel, as extracurricular supplementary teaching materials. This project will research the situation in which Taiwanese college students need more English proficiency in recent years. The research targets students in non-English-related departments and will use various online teaching materials to improve student's learning motivation and vocabulary. They are choosing Ray Du English as supplementary teaching materials can make boring English vocabulary learning

more interesting. The BBC learning English is more advanced. This channel uses short English news and subtitles to help viewers learn English. The motivation for this study is to use YouTube programs as supplementary teaching materials.

The researcher set out from communication and electrical engineering majors of the nature of students' professional fields. According to the diverse students' educational backgrounds, the researcher had a pedagogical design.

1.2 Research Questions

Based on the above research motivations, the research questions are as follows:

The researcher set out from communication and electrical engineering majors of the nature of students' professional fields. The researcher had a pedagogical design according to the diverse students' educational backgrounds.

Research questions

- (1) Do students' vocabulary increase through YouTube programs?
- (2) Is there any difference in improving self-directed learning between the two classes through YouTube video-assisted teaching?
- (3) What are the opinions on learning vocabulary on YouTube channels?
- (4) Do YouTube channels for learning English affect students' self-directed learning?

2. Literature Review

A comprehensive review of relevant literature was conducted to gain insights about the impact of listening to YouTube channels and BBC Learning English programs on their vocabulary proficiency. The review focused on four primary contexts: the positive impact of YouTube video learning on English as a foreign language learners (EFL), students' perceptions of using YouTube as supplementary teaching material, vocabulary learning, and the importance of self-directed learning for language learners.

2.1 The Positive Impact of YouTube Learning on English as a Foreign Language Speakers (EFL)

In recent years, the development of many English learning-related resources on the Internet has led to the rise of computer-assisted teaching. It has become a new force affecting the growth of computer-assisted teaching. From the perspective of English learners, English online learning resources can be divided into two major categories. One is online learning resources for English learners to help with foreign language learning; the other is English-based learning resources. Internet resources that exist in a state but are not intended for language learning (Chang, 2015). Resources to help learn foreign languages are increasing day by day. YouTube first emerged in 2005 and is defined as large-scale video sharing that enables users to stream videos directly on its website. Users can access educational videos, news, entertainment content, and television series. Many university professors and high school English teachers have gradually used YouTube to assist learning in the classroom. In this digital age, for learners of English as a foreign language, traditional teaching methods ask students to focus on something other than boring textbooks. YouTube video learning with vivid explanations can increase students' memory points, attract students' attention, and spend more time in class. YouTube offers authentic material but can also support unique cultural dimensions to the spoken word by providing real-life contexts of English, such as accents, slang, and others (Alwehaibi, 2015). Using YouTube for learning also come from Wang and Chen's (2020) research, which highlights interesting findings that learning English on YouTube was to explore more learning resources, seek the attraction of learning English, and explore cultural knowledge. Moreover, learning English on YouTube was more flexible, interesting, and interactive than formal classroom learning. Other studies support the positive impact of learning English on YouTube (Ayu, 2016; Medoukali, 2015; Watkins & Wilkins, 2011)

2.2 Students' Perceptions of Using YouTube as Supplementary Teaching Material

According to Yuen's research (2015), most students are interested in watching YouTube. Most students think that YouTube can help them understand the content clearly, and most students hope to play more YouTube videos in English classes. By watching YouTube and choosing appropriate topics, students would enhance their interest and learning effectiveness. A study by (Flechl et al., 2014) showed that most students' perceptions were very positive. They presented YouTube clips in a psychology course. Immediately after the videos, the class participated in structured discussions. Students' perceptions of the YouTube videos were positive; however, students perceived certain videos as more helpful than others. In addition, videos on YouTube are limited in

length and suitable for teachers using videos as supplementary teacher materials. Almurashi's (2016) study concluded that YouTube could be a good supplementary material to incorporate English lessons and help understand the lesson. It revealed that using YouTube can be crucial in helping pupils understand their English lessons, improve their performance, and advance their understanding of English. Additionally, the multimodal text on YouTube can play a leading role in helping learners understand their English lessons.

2.3 Vocabulary Learning

Numerous second-language acquisition researchers have explored how multimedia instruction impacts vocabulary development. Their findings suggest incorporating additional aids like pictures and videos enhances language learning. Chun and Plass (1996) asserted that visual and verbal cues can improve the recall and retention of vocabulary. Al-Seghayer (2001) examined various multimedia modes, including printed text definitions alone, combined with still pictures, or paired with video clips. The results indicated that video clips alongside text definitions are more effective for acquiring new English vocabulary than pictures. Students in the study demonstrated better learning and retention when exposed to videos. A recent study (Hariyono, 2020) also stated that using YouTube videos can improve students' vocabulary. The study explores the impact of incorporating YouTube videos into vocabulary instruction in an English course, focusing on student engagement. Descriptive-qualitative research methods were employed, with data collected through observation and documentation. The study investigated an English course in Bogor involving seven young learners in grade two. Two main themes emerged from the findings: students' reactions to classroom activities and teacher instructions and their engagement with YouTube videos. It was found that most young learners showed active involvement while using YouTube videos for vocabulary instruction, responding positively to the activity and expressing a preference for learning English vocabulary.

2.4 The Importance of Self-directed Learning for Language Learners

Self-directed learning (SDL) is crucial for students to excel in education, especially with the influence of technology expanding access to learning resources. Song and Hill (2007) described that SDL involves students observing and managing their learning process, encompassing self-management and self-monitoring. Motivation plays a significant role in SDL, influencing students' participation decisions (Corno, 1992). Several research studies have delved into self-directed learning (SDL). Initially, Vu and Shah (2016) investigated SDL among Vietnamese students learning English, focusing on listening skills. The study found that the students needed to be adequately prepared for SDL implementation and still relied on their teachers for guidance. Secondly, Turan and Koc (2018) explored the influence of SDL readiness on critical thinking and general self-efficacy among students majoring in Physical Education and Sports. The findings indicated that SDL readiness significantly influenced essential aspects of critical thinking and general self-efficacy, impacting various educational perspectives. Finally, Tyas' (2022) research seeks to explore students' views on SDL in English language acquisition through YouTube videos. It employs descriptive qualitative methodology and involves third-semester students. Data collection utilized a questionnaire. The results indicate that while many students appreciate SDL in English learning, students still feel the need for guidance from tutors during the learning process.

2.5 Limitations and Challenges of Using YouTube for English Learning

YouTube videos in the classroom as supplementary teaching materials for English learning. Yuen (2015) discussed copyright, privacy issues and whether the advertisements in the videos are suitable for students to watch. The biggest challenge is how teachers choose more reliable, accurate, and suitable videos for students to play in class. In addition, educators should consider several factors when integrating YouTube into their classroom activities, particularly if they are crafting their content. These factors encompass interaction, video duration, and video quality. Since YouTube lacks support for collaborative learning, teachers must explore alternative methods to foster it. Furthermore, educators should carefully gauge the optimal length of their videos, as excessively lengthy ones can dampen student engagement (Anggrarini & Faturokhman, n.d.). Moreover, video quality significantly impacts student interest and comprehension. Therefore, instructors must prioritize presentation, content coherence, effectiveness, narration, and overall appeal to optimize learning outcomes (Kohler & Dietrich, 2021). How to motivate students to learn independently and effectively use the Internet to assist learning is one of the difficulties and challenges in using YouTube videos as English learning supplementary teaching materials (Ow & Lew, 2014).

3. Method

This study uses qualitative and quantitative research and analysis. This study uses experiments, questionnaires, and focused group interviews to collect empirical data for analysis. (Alwehaibi, 2015) The quantitative analysis data comes from questionnaires and students' pretest and post-test scores. The qualitative analysis data comes

from the focus interviews at the end of the semester and the answers to open-ended short-answer questions in the student questionnaire. The following is a breakdown of the research tools.

3.1 Research Design

The research method design is mainly based on three stages associated with this study's purpose and research questions.

First, a questionnaire assessed how students used YouTube and other online video resources as learning aids, including limitations and challenges. In addition, the survey investigated motivation for independent English language learning.

Second, this study analyzed the content and difficulty level of Ray Du English and BBC Learning English programs used in the study and conducted a vocabulary pretest to understand the students' baseline vocabulary proficiency.

Third, this study analyzed and discussed the results obtained from the vocabulary test, and a questionnaire was used to analyze the effectiveness of this research.

3.2 Participants

The participants of this study are 128 first-year non-English majors in general education English course, "English Listening and Speaking Practice (1) Preliminary Class," at a comprehensive university in southern Taiwan. Participating students were from the Communication and Electrical Engineering departments. The main purpose of this study was to use online video resources to help non-English major students increase their English vocabulary proficiency compared to traditional vocabulary learning methods and effectiveness. The Department of Communication students were in the experimental group, and the Department of Electronic Engineering students were in the control group.

3.3 Research Procedure

During the research process, the research field is first determined, the research direction is determined, the research objects and courses are targeted, the research topic is confirmed, the relevant information is collected, the literature is searched, and then the research structure and research methods are formulated. Appropriate unit content is selected according to students' level. This study uses YouTube video learning as an after-school auxiliary teaching platform to allow students to learn independently. During the research, the exclusive programs of the YouTube platform Ray Du English and BBC Learning English were used as the main auxiliary teaching materials. The students were divided into two groups. One group was the experimental Group (Department of Communication), which will use the learning method of this study to learn vocabulary. After the weekly videos are uploaded, the researcher will compile a vocabulary list for the students to learn. The other group is the control group (Department of Electronics Engineering), which only uses online video learning aids to explore whether students' independent learning motivation has been improved.

First, we investigated students' frequency of using the YouTube website. After the survey, we divided the 18 weeks of the semester into two parts. The first nine weeks used the exclusive program of Ray Du English, and the last nine weeks used the more advanced exclusive program of BBC Learning English Program. This study will be used for students' independent learning. Links to the video content updated every week will be put on Moodle (school learning online platform) for students to use for independent learning after class. Each week, content is given based on videos uploaded by Ray Du English and BBC Learning English to help students increase their English word count. After each week's viewing, a small quiz will be administered to test students' understanding and practical application. After discussing the test questions with the instructor, the difficulty level of the test paper may be decided, or the difficulty level of the test questions may be decided based on the difficulty level of the video. After completing all tests, an anonymous questionnaire will be distributed to investigate whether students can improve their vocabulary with the help of exclusive programs on the YouTube platform and compare and discuss with the control group classes.

3.4 Instruments

This study uses qualitative and quantitative research and analysis. It uses experiments, questionnaires, and focused group interviews to collect empirical data for analysis (Alwehaibi, 2015). The quantitative analysis data comes from questionnaires and students' pretest and post-test scores. The qualitative analysis data comes from the focus interviews at the end of the semester and the answers to open-ended short-answer questions in the student questionnaire. The following is a breakdown of the research tools.

3.4.1 Experiments

Through pretest and post-test, it was pointed out that students' listening, speaking, reading, and writing skills can be improved through their teaching-enhanced learning method when reading. It uses the difference in students' total scores from the pretest and post-test to compare and learn the students' learning effectiveness. This study uses the National English Examination Intermediate-level Vocabulary and the video of the Ray Du and BBC channels as pretest questions to understand the students' original vocabulary level through the pretest results. A post-test was conducted at the end of the semester, and the main test questions were also based on the National English Examination's intermediate-level vocabulary and the Ray Du and BBC channel video. We can know the students' learning effectiveness by comparing pretest and post-test scores. This study divided the experimental subjects into control and experimental groups. The control group used YouTube videos weekly to assist vocabulary learning; the experimental group provided students with word lists compiled by the researcher while watching videos every week to help students learn more.

3.4.2 Questionnaires

According to Lietz (2010), the questionnaire survey method refers to the answers or responses obtained by administering a set of standard stimuli to a group of representative respondents, thereby inferring the attitudes or behavioral responses of the entire population to a specific issue. In addition to being used in academic research, this method is widely used in various application fields, such as public opinion surveys, consumer opinion collection, and marketing surveys. The questionnaire by Yuen (2015) was designed to detect students' opinions and interests in using the YouTube platform for learning and to detect whether students can understand the content outline with the assistance of YouTube video learning. According to the questionnaire designed by Huang et al. (2016), students' situations and motivations for using mobile learning were detected. Through students' questionnaires, we can know where students are interested in learning and how to improve students' learning motivation most effectively. In the future, this direction can be used as auxiliary teaching materials to enhance students' independent learning and learning motivation. However, after the questionnaire was recovered, the SPSS independent sample T-test was used to determine the significance, and the results were analyzed based on the significance of the data.

The first part has fourteen questions, mainly focusing on students' views and opinions on YouTube-assisted learning. In addition, the second part of the questionnaire has twenty questions, mainly focusing on learning vocabulary on YouTube channels. Question design based on opinions and preferences for learning words. The last third part is the open-ended short answer questions of the students' questionnaire. Each question in the first two parts has four options: 3 means strongly agree, two means agree, one means disagree, and 0 means strongly disagree. This questionnaire aims to further understand students' views on YouTube-assisted vocabulary learning. The questionnaire was adapted from Kabooha and Elyas' research (2018).

3.4.3 Focus Group Interviews

Krueger and Casey (2002) mentioned that focus interviews are one of the simpler research methods that can obtain information quickly compared with field observation. A focus group interview is a structured discussion that allows interviewees to express their opinions and feelings on a specific topic without pressure. At the end of the semester, this study invited three students from the Department of Electrical Engineering and four students from the Department of Communication to conduct focus group interviews to understand further students' views on YouTube's assistance to students, their learning effectiveness, and their motivations for self-directed learning.

There are eight questions in the final focus group interview. First, ask students to briefly describe the advantages of YouTube-assisted learning; second, ask how using YouTube is the most helpful to their vocabulary learning; and third, ask students to state the advantages and disadvantages of Ray Du English. Fourth, ask students to discuss BBC Learning English's advantages and disadvantages. Fifth, ask students' perceptions of Ray Du and BBC Learning English. Sixth: Ask students whether BBC or Ray Du English can improve vocabulary learning. Seventh: BBC's content is more extensive and diverse; will it cause obstacles to students' learning? Eighth: Ask students what type of videos can best improve their vocabulary learning results based on the content of YouTube-assisted learning throughout the semester.

3.4.4 Ray Du English Learning Channel

Ray Du English Channel is an English teaching channel in Taiwan with many subscribers. Its channel content breaks through the more serious style of previous English teaching channels. It includes word explanations, interviews with popular people, and videos regularly updated every week. Most of the Ray Du English Channel content is more life-oriented, and the wording is relatively easy to understand. Some Chinese explanations and

examples are given promptly; however, BBC Learning English was founded by the BBC channel with a long history in the UK. Compared with previous Ray Du English is humorous, interesting, and easy to understand. This channel is more advanced, and the content and words are closer to native speakers. There are no Chinese subtitles or explanations. This channel allows students to learn more advanced words to improve their proficiency. After viewing, a quiz will be administered to evaluate students' understanding.

Figures 1 and 2 below show an example of a video from the Ray Du English Channel used in this research, and Figures 3 and 4 show an example of a video from the BBC Learning English Channel used in this research.



阿滴英文 | 學霸? 邊緣人? 大學常見的五種人! 【2分鐘英...

Figure 1. Ray Du English



阿滴英文 | 酒窩的英文怎麼說? 5個常見的臉部特徵! 【2...

Figure 2. Ray Du English



South Korea's gaming addiction : Lingohack

Figure 3. BBC Learning English



Making food photo-friendly: 6 Minute English

Figure 4. BBC Learning English

3.4.5 YouTube Channel Learning Materials

Students in the experimental group performed self-directed learning in their spare time every week. They watched YouTube videos to learn and were given a vocabulary list and worksheets every other week.

4. Results and Discussion

4.1 Research Question 1: Do Students' Vocabulary Increase through YouTube Programs?

The scores' mean differences of students' pretest and post-test after using YouTube-assisted teaching are used for this research question. Judging from the pretest scores, the total number of students in the Department of Communication (experimental group) was 65, and the average score was 42.83 points—in the Department of Electrical Engineering (control group). The total number of 63 people has an average score of 42.41 points; the standard deviation of the pretest scores of the transmission system is 17.17 points, and the standard deviation of the pretest of Electrical Engineering is 17.22 points. Table 1 shows that the two classes' vocabulary levels are similar.

Table 1. Results of the pretest and post-test of the two groups

		Department of Communication (Experimental Group)	Department of Electrical Engineering (Control Group)
Pretest	n	65	63
	M(SD)	42.83 (17.17)	42.41 (17.22)
Posttest	n	65	63
	M(SD)	51.54(17.21)	54.05(18.42)

Secondly, through the comparison of the pretest and post-test scores, the average scores of both classes have significantly improved. This result shows that YouTube-assisted vocabulary learning can effectively assist students in learning vocabulary. From Table 1, the post-test score of the School of Electrical Engineering is 51.54 points, and the difference from the average pretest score is 8.71 points; the post-test score of the Department of Electrical Engineering is 54.05 points, and the difference from the average pretest score is 11.64 points. It can be seen from Table 2 that there is no significant difference in the pretest of the two classes. However, from the significance of the post-test, the Department of Electrical Engineering has made significant progress in the comprehension and learning of vocabulary. Through the comparison of pretest scores and post-test scores in Table 1, it can still be confirmed that YouTube-assisted learning is an acceptable extracurricular self-directed learning method for students. However, many different variables can be explored in the difference between the two scores, such as improving students' English skills and their motivation for self-directed learning.

Table 2. T-test of pretest and post-test of Institute of Communication and Electrical Engineering

Variants are equal Levene test.		
	F test	Significance
Pretest	.014	.906
Post-test	.053	.818

4.2 Research Question 2: Is There any Difference in Improving Self-directed Learning between the Two Classes through YouTube Video-assisted Teaching?

Participants' opinions on the YouTube-assisted learning" questionnaire were used to collect data, which was analyzed and compared to the student's attitudes from two different groups toward learning with YouTube. According to the independent sample T-test data, only questions 5 and 9 were statistically close to significance, 0.051. Question 5 was "YouTube allows me to learn more different knowledge." It can diversify YouTube to enable students to learn different knowledge and improve their independent learning motivation. Question 9 was, "Through YouTube, I can expand my horizons of English vocabulary." Students with high self-directed learning ability can learn many aspects of vocabulary and thus expand their vocabulary horizons. The data shows a slight difference in the improvement of independent learning between the two classes. Although the difference is small, it can be known from the overall significant performance of all questions that YouTube-assisted learning positively impacts students. It can increase their learning motivation, interest, and effectiveness in vocabulary learning and allow students to learn without pressure. Learning motivation and effectiveness can be improved in a less stressful learning environment.

The following is the focus interview content, which shows students' views on YouTube-assisted learning. Most students believe that this teaching aid has advantages that outweigh the disadvantages.

The advantage of YouTube learning is... I can **deepen the impression through the combination of videos and pictures**. (EE01)

Using this platform to assist learning will help me focus more. (CD04)

In addition to allowing me to focus, **the time is very flexible**. I can study through YouTube whenever I have time. (CD03,EE03)

Because there is much different information on YouTube, I can **learn more**. (EE02)

YouTube learning makes me feel **relaxed and fun**. (CD02)

Although students think using YouTube to assist learning has many advantages, some still point out its disadvantages.

Although YouTube makes learning easy, there are so many different channels that I sometimes need to focus on Ray Du or the BBC. (CD02)

4.3 Research Question 3: What are the Opinions on Learning Vocabulary on YouTube Channels?

Another questionnaire was used to investigate students' opinions on vocabulary learning by using YouTube. For most students, vocabulary is an important ability in learning English. In this era of technological advancement, students have begun to use multiple audio-visual platforms to assist in vocabulary learning.

Regarding using images to assist word learning, the independent sample T-test shows the significance on question 27, 0.007 ($p < 0.05$). Most students can accept the use of images to assist vocabulary learning, which means that only some students prefer to use them. Video-assisted methods are used to learn words, but compared to traditional methods, using YouTube can still encourage students to learn words. However, YouTube is a dedicated channel for learning in this study. Students' preferences for channels are quite different. The significant difference between question 16, was 0.001 ($p < 0.05$) Significant difference in question 17 was 0.032 ($p < 0.05$). Students believe that the Ray Du English Channel can encourage students to watch it because of its simpler and easier-to-understand vocabulary, improving their motivation to learn vocabulary independently. In addition to increasing their motivation to learn vocabulary, the BBC Learning English Channel can also increase their motivation to learn vocabulary and expand students' global horizons through their BBC programs.

The following is the focus group interview content with different views on Ray Du English and BBC Learning English Channel.

The advantage of Ray Du English is that the content of his channel is more **life-oriented**, and **the vocabulary level is relatively simple**. (EE01)

Ray Du English is **practical**, life-oriented, and can be applied daily. (CD01)

Ray Du's channel has **Chinese explanations**, which saves me a lot of time looking up words. (CD02)

Ray Du will give **vivid examples and repeatedly mention keywords**, which can deepen my impression of the words. (CD03)

Students' opinions on the Ray Du English Channel are mostly positive. Most think its content is relatively simple and interesting, and vivid examples can deepen their impression. However, it is too simple and lacks practicality.

The advantage of Ray Du English's channel is that its **content is more interesting** but **less practical** because the difficulty level of the words is much simpler than that of the BBC. (EE02)

The vocabulary level in the BBC channel is close to **the vocabulary level of the TOEIC exam**, which will be helpful for me to prepare for TOEIC in the future. (EE01)

The BBC channel allows me to learn more extracurricular knowledge, and because it covers different international issues, it can also increase my international perspective. (EE02)

Although the BBC vocabulary is difficult, its content allows me to **learn different knowledge**. (CD03)

In addition to adding vocabulary, this BBC channel can also **practice your listening skills**. (EE03, CD01)

Because the BBC is a British channel, I can **correct my pronunciation while watching the video**. (CD02)

Although the BBC speaks very fast, it also allows us to adapt to foreigners' speaking speed and accent. (EE01)

BBC channels are more advanced for students and are used for exams. Although more difficult, they can still

learn different knowledge, correct pronunciation, and listening skills. However, some students still think that the videos on the BBC channel contain too much content. Proper nouns, idioms, and too fast speaking speed will hinder their understanding.

The BBC channel needs to speak faster. I cannot adapt to it all at once for a relatively junior student like me. I often need to press pause to read and look up words. (CD03)

proper nouns and **idioms** in BBC words make it difficult for us **to understand** and require more time to look up the dictionary and understand. (CD01, EE03, EE02)

4.4 Research Question 4: Do YouTube Channels for Learning English Affect Students' Self-directed Learning?

This research question can be divided into two parts. The first point is that the BBC channel can improve their vocabulary learning. According to the questionnaire on students' opinions on vocabulary learning on YouTube channels, students think the BBC channel can improve their motivation to learn vocabulary and be exposed to more current issues. Most students also agree that watching the channels of native English speakers can improve their vocabulary learning. However, the second point is that Ray Du English can improve their learning motivation, and students on the Ray Du English Channel have different views. The following is the content of the focus interview. Most students' perceptions of YouTube channels for learning vocabulary are positive. Most students believe that they can improve their motivation for self-directed learning, and there is no need to worry about adapting to YouTube.

I think learning on BBC Learning English and Ray Du English channels is good because I **do not have to adapt to different channel** styles all the time" (CD02, CD03, CD04)

BBC and Ray Du channels do not have to readjust to different accents (EE02)

Although YouTube has positively impacted students' learning, they still feel that the BBC Learning English and Ray Du English channels cannot be differentiated regarding difficulty.

It would be easier to distinguish if some different channels are used together. (CD01)

5. Conclusion

This study explores whether students can use YouTube's English learning channels to learn vocabulary, whether it effectively enables students to expand their vocabulary and the impact on vocabulary learning. Based on the research results and analysis, we can conclude and make suggestions for future research.

According to the first research question, a significant difference exists between students' pretest and posttest scores. Students' post-test scores are higher than pretest scores. For this reason, vocabulary learning on YouTube's learning English channels can improve students' performance. This situation is consistent with the survey results of Fleck et al. (2014). Students can increase their learning effectiveness by using YouTube to assist their English vocabulary learning.

According to the second research question, it was found that using YouTube channels to assist in learning vocabulary can improve self-directed learning and effectively assist students in learning vocabulary. After six weeks of video-assisted vocabulary, students' vocabulary had improved greatly. In this study, vocabulary lists were given to the experimental group every week to help students become more familiar with words and their usages, improving their vocabulary proficiency. However, the control group performed better than the experimental group. We could speculate that students in the control group were familiar with the vocabulary. Their higher English proficiency and motivation for self-directed learning would affect their learning outcomes. Moreover, the research results show that the two classes had made significant progress in English vocabulary after learning from YouTube programs. This result is consistent with the argument by Ow & Lew (2014) that motivating students to learn independently and effectively use the Internet to assist learning is one of the difficulties and challenges in using YouTube videos as supplementary teaching materials for English learning.

According to research question three, students have different views on using YouTube channels. Most students' benefits of learning on two channels outweigh the disadvantages. However, a few students still believe channels will make the teaching materials more difficult. Opinions on learning from channels vary, but through the analysis of data and interviews in this study, it can be further confirmed that learning from Ray Du English and BBC Learning English channels on YouTube is of great help to students.

As for research question four, participants still preferred to use Ray Du English to assist them in learning vocabulary at the beginning between Ray Du English and the BBC Learning English Channel. For beginners, using Ray Du English as a learning aid can first improve the learning motivation of beginner students. After students improve their motivation, they can promptly provide more advanced channel content, such as BBC

Learning English, since it can expose students to think differently. BBC Learning English can also improve students' vocabulary and enhance their daily vocabulary.

Students' scores in the pretest and post-test have improved significantly. However, there is still a difference in the scores between the Department of Communication and the Department of Electrical Engineering. There may be three reasons for this difference. First, the purpose of supplementary learning is to use students' spare time to do self-directed learning tasks. If students' autonomous learning motivation is not improved, it will affect their learning effectiveness of vocabulary. The main purpose of self-directed learning is to allow students to learn and improve their self-regulation without pressure from teachers. Secondly, students could be more willing to improve their English vocabulary skills. The interviewees in this study believe that when learning through YouTube videos, if they write down the words by hand, they will be more impressed, and their learning will be more effective. Third, students have different ways of learning English. For different students, the way of learning English words may be different. Some students may still prefer the learning method with teacher supervision or explanation. Generally speaking, watching English learning channels without Chinese explanations will cause students to feel burdened and stressed for beginners. Thus, they would give up using this supplementary learning method on YouTube.

Overall, this preliminary study allows us to understand better the advantages, disadvantages, and improvements of using YouTube's channels to learn vocabulary. Learning on online platforms has become a trend, but more concerns should be considered. Teachers should make more efforts to improve students' self-directed learning motivation. Students' self-directed learning motivation will be the key to influencing online learning.

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