

# UCUENCA

**Facultad de Filosofía, Letras y Ciencias de la Educación**

**Pedagogía de los Idiomas Nacionales y Extranjeros**

The Use of YouTube Videos in the EFL Classroom

Trabajo de titulación previo a la obtención  
del Título de Licenciado en Pedagogía del  
Idioma Inglés

**Autores:**

Jenny Priscila Pillacela Chin

CI: 0106130297

Correo electrónico: priscilita-96chin@hotmail.com

Jonnathan Paul Sangurima Velecela

CI: 0150193282

Correo electrónico: jonathansangurimav@gmail.com

**Tutor:**

Mgt. Gerardo Esteban Heras Urgilés

CI: 0301453239

**Cuenca, Ecuador**

30-agosto-2022

## Resumen:

El propósito de esta síntesis de investigación es identificar los principales efectos de los videos de YouTube en el desarrollo y mejora de la habilidad auditiva, la sub-habilidad de vocabulario y la motivación en estudiantes de inglés como lengua extranjera. Para esto, se analizaron dieciocho artículos tomando en cuenta criterios de inclusión y exclusión. Los artículos debían ser publicados a partir de 2014 y también debían ser estudios empíricos desarrollados en el contexto de inglés como lengua extranjera. Los resultados de este estudio demostraron que el uso de la plataforma de YouTube como material complementario presenta ventajas para los estudiantes de inglés. Los resultados mostraron, además, que el uso de YouTube dentro de las aulas de inglés como lengua extranjera motiva a los estudiantes a desarrollar mejor sus actividades en clase, ya sea individualmente o en grupo, debido a que los videos son atractivos y llaman su atención. Además, se encontró que la aplicación de YouTube en las aulas de inglés como lengua extranjera aumenta la sub-habilidad de vocabulario de los estudiantes porque es muy entretenido y facilita que los estudiantes recuerden mejor las palabras aprendidas. Asimismo, se encontró que los alumnos mejoran sus habilidades auditivas cuando sus maestros usan esta herramienta pues los estudiantes pueden observar las expresiones y escuchar los diferentes acentos que hacen los hablantes nativos mientras hablan.

**Palabras clave:** Plataforma de YouTube. Motivación. Habilidad de escuchar. Sub-habilidad de vocabulario. EFL.

## **Abstract:**

The purpose of this research synthesis is to identify the main effects of YouTube videos on the development and improvement of the listening skill, the vocabulary sub skill, and students' motivation when learning English as foreign language. For this, eighteen peer-reviewed articles were analyzed considering inclusion and exclusion criteria. The articles had to be published from 2014. Also, they had to be empirical studies developed in English as foreign contexts. The results of this study demonstrated that the use of the YouTube platform as a complementary material presents advantages for English learners. The findings also showed that using YouTube within EFL classrooms motivates students to develop better their in-class activities either individually or in groups because the videos are attractive and draw their attention. In addition, it was found that applying YouTube content in EFL classes increases the students' vocabulary sub-skill because it is very entertaining and facilitates students to remember better the learned words. Moreover, the outcomes revealed that the learners improve their listening skills when their teachers use this tool since students can observe the expressions and listen to the different accents native speakers produce while they are talking.

**Keywords:** YouTube platform. Motivation. Listening skill. Vocabulary subskill. EFL.

|   |    |
|---|----|
| Resumen:.....                                   | 2  |
| Abstract:.....                                  | 3  |
| Table of contents.....                          | 4  |
| List of tables.....                             | 7  |
| Cláusulas.....                                  | 8  |
| Acknowledgement.....                            | 13 |
| Dedication.....                                 | 15 |
| INTRODUCTION.....                               | 17 |
| Background.....                                 | 19 |
| Rationale.....                                  | 22 |
| Research Questions.....                         | 23 |
| Objectives.....                                 | 23 |
| General Objective:.....                         | 23 |
| Specific Objectives:.....                       | 23 |
| Chapter I.....                                  | 24 |
| Theoretical Framework.....                      | 24 |
| 1.1 Motivation.....                             | 24 |
| 1.2 Types of motivation and its importance..... | 24 |
| 1.3 Vocabulary.....                             | 26 |

# UCUENCA

|  |    |
|--|----|
| 1.4 Types of vocabulary and importance .....   | 26 |
| 1.5 Listening skill .....  | 27 |
| 1.6 Importance of Listening skill .....  | 28 |
| 1.7 YouTube.....   | 28 |
| 1.8 The importance of YouTube .....  | 29 |
| Chapter II .....   | 31 |
| Literature Review.....   | 31 |
| 2.1 The effects of using YouTube videos on the motivation of EFL students.....               | 31 |
| 2.2 The main effects of using YouTube videos on vocabulary learning.....                     | 32 |
| 2.3 The main effects of using YouTube videos on the development of the listening skill ..... | 34 |
| Chapter III.....   | 36 |
| Methodology.....   | 36 |
| Chapter IV.....  | 38 |
| Data Analysis .....  | 38 |
| Main categories of studies.....  | 38 |
| Research location .....  | 39 |
| Benefits of YouTube videos on learners' motivation.....                                      | 40 |
| Benefits of YouTube videos on vocabulary learning.....                                       | 43 |
| Benefits of YouTube videos to improve listening skill.....                                   | 44 |
| Chapter V .....  | 47 |

# UCUENCA

|                                       |    |
|---------------------------------------|----|
| Conclusions and Recommendations ..... | 47 |
| 5.1. Conclusions .....                | 47 |
| 5.2 Recommendations .....             | 48 |
| References.....                       | 50 |
| Appendix 1 .....                      | 57 |

## List of tables

|  |    |
|--|----|
| Table 1 Main categories of studies.....                            | 34 |
| Table 2 Research location.....                                     | 35 |
| Table 3 Benefits of YouTube videos on learners' motivation.....    | 37 |
| Table 4 Benefits of YouTube videos on vocabulary learning .....    | 39 |
| Table 5 Benefits of YouTube videos to improve listening skill..... | 41 |





## Cláusula de licencia y autorización para publicación en el Repositorio Institucional

---

Jenny Priscila Pillacela Chin en calidad de autor/a y titular de los derechos morales y patrimoniales del trabajo de titulación "The Use of YouTube Videos in the EFL Classroom", de conformidad con el Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN reconozco a favor de la Universidad de Cuenca una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra, con fines estrictamente académicos.

Asimismo, autorizo a la Universidad de Cuenca para que realice la publicación de este trabajo de titulación en el repositorio institucional, de conformidad a lo dispuesto en el Art. 144 de la Ley Orgánica de Educación Superior.

Cuenca, 31 de agosto de 2022



---

Jenny Priscila Pillacela Chin

C.I: 0106130297

## Cláusula de Propiedad Intelectual

---

Jenny Priscila Pillacela Chin autor/a del trabajo de titulación "The Use of YouTube Videos in the EFL Classroom", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor/a.

Cuenca, 31 de agosto de 2022



---

Jenny Priscila Pillacela Chin

C.I: 0106130297

## Cláusula de licencia y autorización para publicación en el Repositorio Institucional

---

Jonnathan Paúl Sangurima Velecela en calidad de autor y titular de los derechos morales y patrimoniales del trabajo de titulación "The Use of YouTube Videos in the EFL Classroom", de conformidad con el Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN reconozco a favor de la Universidad de Cuenca una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra, con fines estrictamente académicos.

Asimismo, autorizo a la Universidad de Cuenca para que realice la publicación de este trabajo de titulación en el repositorio institucional, de conformidad a lo dispuesto en el Art. 144 de la Ley Orgánica de Educación Superior.

Cuenca, 31 de agosto de 2022



Jonnathan Paúl Sangurima Velecela

C.I: 0150193282

## Cláusula de Propiedad Intelectual

---

Jonnathan Paúl Sangurima Velecela, autor del trabajo de titulación "The Use of YouTube Videos in the EFL Classroom", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor.

Cuenca, 31 de agosto de 2022



Jonnathan Paúl Sangurima Velecela

C.I: 0150193282

## Acknowledgement

I want to express my sincere thanks to God, who has always been with me in every step I take. I am also grateful to my thesis director, Mgt. Esteban Heras, for his assistance and patience throughout the elaboration of this research; without his help, we would not have been able to develop it. Furthermore, I would also like to express my deepest gratitude to my mother, Rosaura Chin, who has been my inspiration and reason to overcome adversity. I also want to thank all my teachers during this student process, as they have been a vital factor in my study process. Finally, I want to give special recognition to my dear friends, especially my thesis partner, Jonnathan; your unconditional support has helped me believe in myself and develop this project.

Jenny Pillacela

## Acknowledgment

I would like to express my gratitude to some people who helped to achieve this goal. First, I want to thank our thesis director, Mgt. Esteban Heras since without his support and advice we could not have developed this project that allows to get our major degree. Additionally, I would like to express my gratitude to my mother, Marta, uncle, Angel, and, aunt Lupe, who supported me in many ways to reach this goal in my life. I want to give thanks to my close friends for their advice, especially I want to thank my friend and thesis partner Jenny, who was always there to make to this project true.

Jonnathan Sangurima

## **Dedication**

All the effort put into this research synthesis is dedicated to people who supported me during its development. First, I want to dedicate it to God since he has always given me the strength and desire to continue fighting. I also want to devote this synthesis to my incredible mother, my reason for living, my great example, and who has always pushed me to pursue my dreams. Besides, I would like to dedicate this project to my sisters, who have constantly accompanied me and offered their support throughout this process. Finally, I would like to devote this synthesis to my nieces and nephews, who have always given me their affection and love and have encouraged me to fight and strive to meet each proposed goal.

Jenny Pillacela

## **Dedication**

First of all, this project is dedicated to God, who gave the strength throughout this path. Also, I would like to devote this work to someone special who always supported me in this whole process, someone who taught me that when even things are hard, nothing is impossible, and someone who is the reason for me to continue learning and being a better person every day, my beloved mother, Martha. Moreover, I dedicate this research to my adored siblings, Diana, Mary, and Santi, who helped and cheered me up in their unique way when things got difficult during this challenging journey. Finally, I dedicate this project to my dearest close friends from university, Daya, Vero, Pame, Tami, Gaby, Jenny P, Jenny G, and from high school, Fatima, Daysi, and Fernanda who did not let me give up in my tough moments.

Jonnathan Sangurima



In the process of teaching and learning languages, many important elements have to be considered. According to Ilyas and Putri (2020), besides having the right goals and adequate equipment for teaching a foreign language, educators and students should also consider teaching methods, personality traits, students' learning styles, techniques, and materials.

Nowadays, the internet has become one of the primary sources of information for teacher and students (Ilyas & Putri, 2020). A web platform that might help instructors and learners to achieve meaningful learning that reaches the required aims in the educational field is YouTube. This media created by Karim, Chen, and Hurley in 2005 (Ilyas & Putri, 2020) has been used by the general public of all ages to share and watch videos on different topics from any part of the world. As mentioned by Almurashi (2016), using YouTube videos in EFL classrooms as support material provides students with an excellent opportunity for better understanding of the lessons. Similarly, YouTube videos might make the teaching process more entertaining and meaningful for students. Thus, this research synthesis collected relevant information about the effects of YouTube videos on the development and improvement of the listening skill, vocabulary sub-skill, and students' motivation within the EFL classroom context.

This research synthesis is divided into six chapters. The first chapter contains the main pillars of the research, which are the background, statement of the problem, rationale, research questions, and objectives. Then, section two develops the theoretical framework, which covers key concepts and their importance in the present study. Chapter three presents a review of the existing literature on the main effects of the use of YouTube videos in EFL classrooms during the last years. The fourth chapter includes the methodology and criterion used to carry out the collection of the studies essential for the research. In chapter five, all the 18 research studies are

# UCUENCA

organized according to the main three categories connected to the three specific objectives.

Lastly, some conclusions and recommendations are provided for further research.

Technology has come to change the world. It has been implemented in many areas such as architecture, medicine, science, art, education, etc. Among the different technological equipment including computers, the internet, handheld devices, the video hosting website YouTube, created in 2005 (Ilyas & Putri, 2020), is a very useful resource, popular among the general public as well as teachers and students (Duffy, 2008). Its use is so widespread that every day around 100 million videos are uploaded, making this website the third most popular platform on the internet (Duffy as cited in Zaidi et al., 2018). Hasan et al. (2018) stated that “YouTube (...) is a Web 2.0 site that is primarily based around video sharing, commenting, and viewing” (p. 28). People can use it to look for information about many different topics and share their videos (Hasan et al., 2018). Liu and Chen argued that in the field of language education, technology has been applied to increase students’ learning and motivation (as cited in Alkathiri, 2019).

In the realm of English teaching and learning, YouTube is also considered an important source of information, as mentioned above, due to its popularity and the fact that many of these videos have valuable content (Harinoyo, 2020). YouTube might especially be helpful in the teaching-learning process of listening and as well as in the acquisition of vocabulary in languages such as English (Ilyas & Putri, 2020; Nofrika, 2019; Solano, 2020). In addition, this platform may help students with their homework, autonomous work, and even research in the case of university students, as many lectures by well-known scholars can be found on this site (Ilyas & Putri, 2020). Similarly, YouTube can help teachers create lesson plans, classwork, and other extra materials (Kabooha & Elyas 2015). In Malhiwsky and Pong`s view (2010), this media platform may give English students the opportunity to learn the language directly from English educators and in an implicit manner through the many content videos related to different

# UCUENCA

areas such as cooking, painting, business, entertainment, among others. uploaded by native English speakers. As a result, the presentation of videos in the classroom may increase students' motivation and make the lessons more engaging and significant for learners (Alkathiri, 2019).

Regarding the listening skill, Oddone (2011) mentioned that students may have an excellent opportunity to improve this skill when they use YouTube videos in the classroom. Therefore, learners develop their listening skill, which might be enhanced if the videos contain the right kind of images to accompany the audios, which in turn may make it more meaningful and interesting for learners (as cited in Ayu, 2016).

In reference to vocabulary learning through the use of YouTube in the classroom, the authors Ktoridou, Yiangou, and Zarpetea (2002) reported that “the language learners can receive the utterance and visual stimuli simultaneously, which can enhance their language learning skills as well as their vocabulary comprehension” (as cited in Kabooha1 & Elyas, 2018, p.73). Together with this, the authors Kabooha and Elyas (2018) declared that students may be able to retain English vocabulary for a longer period of time when the words are presented in a video.

Another aspect involved in the development of the English language is motivation. Alkathiri (2019) argued that the use of videos can make the learning process more significant and stimulating for learners by creating a fun environment (Almurashi, 2016). According to June et al., language acquisition could happen more rapidly in learners when videos are used due to the motivational aspect involved (as cited in Hasan, 2020). Thus, the interaction and commitment of the students in the classroom may increase significantly (Kabooha, 2016).

As can be seen, the YouTube platform has become an important tool for teachers and students in different areas of education. In the field of English teaching-learning process,

YouTube has gained a lot of popularity due to the many benefits it offers in the development of the language skills and sub-skills, especially listening, vocabulary, and learners' motivation.

## **Problem Statement**

According to Gunada and Wayan, the resources that English teachers use in the classroom play a significant role in the students' learning process. Additionally, the authors have mentioned that there might not be enough improvement in students' language performance if there is a lack of innovation in the tools and materials implemented in the English classroom (as cited in Meinawati, et al., 2020). Around the world, YouTube has been used as an innovative tool to support the educational process of languages (Balbay & Kilis as cited in Hasan et al., 2018). However, its benefits as a resource that can, especially, improve and support the listening skill, vocabulary acquisition, and students' motivation do not seem to be well known by EFL teachers (Saiful, 2019). Hence, besides using the different strategies, tools, and resources that EFL educators normally apply in the classroom, they can make use of YouTube since Moghavvemi et al. remarked that "YouTube gives a more in-depth explanation and helps students to understand the difficult topics" (as cited in Nofrika, 2019, p. 62).

As mentioned above, YouTube can be used in different areas of language instructional process such as listening, vocabulary, and enhancement students' motivation. Regarding the materials to teach vocabulary, Kabboha (2017) expressed that YouTube videos can be beneficial in the classroom because this resource can make the new vocabulary easy to acquire and comprehend. In terms of the development of the listening skill, Hasan et al. (2018) asserted that some students might have problems trying to understand what their instructors and native English speakers say in a conversation due to of the lack of instruction in this skill. According to this author, YouTube can significantly help enhance students' listening comprehension. On the

subject of motivation, learners might have problems with it when teachers always follow the same class routine during class, for example, using the textbook. Thus, to do something different and, hopefully, motivate students, instructors can use YouTube videos since learners tend to feel inspired when videos are used classes because they find the content more stimulating and clearer (Hasan et al., 2018).

Based on what has been explained above, it is important to shed some light on the effects that YouTube can have on the language learning process by analyzing previous studies in depth. Therefore, in this research study, we analyzed how the use of YouTube in the EFL classroom might help students to enhance their listening, vocabulary, and motivation.

## **Rationale**

According to Yasin et al. (2018), teaching and learning through technology, specifically videos, has become a great tool to implement in classes. Furthermore, as established by Albahiri and Alhaj (2020), “YouTube can provide the complete picture: listening comprehension reinforced by watching comprehension” (p. 532). Moreover, Almurashi argued that the classroom environment and the learning process can become more entertaining and significant when videos are used in the classroom (as cited in Hariyono, 2020). Identically, Berek agreed that YouTube influence students' minds, motivation, and general academic performance, including aspects such as participation in the classroom (as cited in Zaidi et al., 2018).

As can be seen, the effects of YouTube on the learning of EFL students have been studied in different contexts. In Ecuador, however, studies regarding the use of YouTube in the EFL classroom can be said to be nonexistent, as we could not find any. In addition, there seems to be no research syntheses on this topic either. Therefore, this study has become important as it contributed to the body of knowledge which already exists. EFL teachers and students might also

# UCUENCA

benefit from this study since they have access to the findings of experimental studies, which tell us, in a detailed manner, how the use of YouTube in the classroom may help to improve the development of the English language.

## **Research Questions**

What are the main effects of using YouTube videos on the motivation of EFL students?

What are the main effects of using YouTube videos on vocabulary learning in EFL classrooms?

What are the main effects of using YouTube videos on the development of the listening skill of the English language in the EFL classrooms?

## **Objectives**

### **General Objective:**

To identify the benefits of YouTube in the areas of listening, vocabulary, and motivation when teaching English.

### **Specific Objectives:**

- To analyze how the use of YouTube videos may impact EFL students' motivation.
- To identify the effects of YouTube videos on the development of the listening skill.
- To identify the advantages of YouTube videos on the learning of vocabulary in the EFL classroom.

### Theoretical Framework

In the development of this chapter, necessary concepts have been meticulously discussed to provide fundamental knowledge for understanding how YouTube videos may affect the English learning process. For instance, the definitions, conceptual discussions, and the importance of motivation, vocabulary, YouTube videos, and listening skills have been detailed since they are the main points in this study.

#### 1.1 Motivation

Gardner has stated that “motivation as an abstract and complex concept is used to describe human behavior” (as cited in Kondal, 2015, p. 71). The author Ali (2020), moreover, has defined the term as a process in which motivation is the result of human necessities. On the other hand, the definition of the Macmillan and Oxford dictionaries is essential in the realm of the study since they defined this term as an internal desire that encourages someone to perform and achieve an activity or goal. In education, motivation is considered an element that impacts and promotes the learners` achievements (Mauliya et al., 2020). In Gardner`s view, motivation in the language learning field is “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (as cited in Ali, 2020, p. 67). Additionally, Djaali has stated that motivation in education is a changing aspect that might be positively or negatively affected by various elements such as teachers, contexts, and school activities (as cited in Mauliya et al., 2020).

#### 1.2 Types of motivation and its importance

There are four main types of motivation these are intrinsic, extrinsic, integrative, and instrumental. Firstly, Kondal (2015) has explained that extrinsic motivation consists of external



# UCUENCA

factors and involves retributions or sanctions as feedback. Identically, Oletić and Ilić (2014) stated that in the education subject, students with this kind of motivation might develop an activity just for the recompenses and advantages and not for the gratification to develop the activity itself. On the other hand, the type of motivation which is fundamental for the nature of this study is the intrinsic motivation. This kind of motivation is associated with inside feelings and perceptions that appear during the development of an activity (Harmer as cited in Thohir, 2017). Oletić and Ilić (2014) explained that intrinsically motivated learners tend to have fun during the production of a class activity if it is presented in an interactive way. Likewise, Fen and Kiat (2015) pointed out that learners “find intrinsically motivating tasks interesting and challenging; the reward is the enjoyment of the activity itself or a feeling of competence” (p. 98).

In addition, the types of motivation related to why someone learns a language are integrative and instrumental motivation. Specifically, integrative motivation is characterized by the appreciation of the culture and people who speak the desired language. The learner wants to study the language to belong to or participate in a determined foreign culture (Falk as cited in Oroujlou & Vahedi, 2011). On the other hand, Oroujlou and Vahedi (2011) have claimed that instrumental motivation is characterized by a lack of desire to participate in a foreign culture. The aim of this type of motivation is to acquire the language just for a benefit, such as a grade or a promotion at work.

Inside the language learning discipline, motivation is a central aspect for the development and achievement of the target learning outcomes. In Gardner`s words, motivation is “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (as cited in Oroujlou & Vahedi, 2011, p. 995). Similarly, Cook and Hall have agreed that motivation is a crucial component for learners to

# UCUENCA

acquire a new language or task. Moreover, Cook has asserted that language learners tend to increase their language abilities when they feel more motivated in the classroom (as cited in Kondal, 2015). In fact, Kondal (2015) has stated that most of the achievements in acquiring a new language are related to the students' motivation. Likewise, Baharuddin has mentioned that motivation can influence the students' progress and performance in the class (as cited in Mauliya et al., 2020).

## **1.3 Vocabulary**

The Oxford dictionary and the author Hornby have defined this term as the different sets of terms used in languages that involve all the words, idioms, and expressions (as cited in Alqahtani, 2015). According to Neuman and Dawyer (2009), the definition of vocabulary is “the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (p. 385). On the other hand, in the realm of the research and language learning process, the definition presented by Harmon et al. (2009) is considered important. These authors have stated that vocabulary learning of a foreign or native language is a lifetime process in which a person acquires new words and meanings throughout the interaction with the context, such as school, and the personal experiences, such as conversations. The use of media platforms, for example, can be helpful in the constant process of acquiring new words and interacting with a new language, according to Arndt and Woore (2018).

## **1.4 Types of vocabulary and importance**

As reported by Alqahtani (2015), the types of vocabulary are receptive and productive. The receptive vocabulary involves the words that someone can moderately or slightly recognize when he or she finds them in audios, conversations, or texts. However, language learning students or even native speakers of any language are not able to use these terms in their speech or

writing since they do not totally comprehend the meaning or function of the word. On the other hand, productive vocabulary involves the terms that people can identify by their meaning and implement and produce in their daily life conversations to transmit ideas and messages since the speakers have entirely understanding of the terms.

Alqahtani (2015) has stated that the vocabulary subskill is fundamental because it allows to convey thoughts and establish conversations. Similarly, Thornbury (as cited in Hariyono, 2020) has claimed that “without vocabulary, nothing can be conveyed” (p. 41). In the field of education, Cameron has declared that vocabulary is an essential part to learn a new language (as cited in Yokubjonova, 2020). In the same way, Alqahtani (2015) has stated that this subskill is necessary to acquire the speaking, listening, reading, and writing skills of the language. In Alqahtani’s view (2015), the vocabulary cannot be isolated from the rest of the skills since “knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge” (p. 22).

## **1.5 Listening skill**

Cheung (2010) has defined listening as a process in which listeners use a series of mental actions such as hearing, reasoning, thinking, and comprehending to decipher the meaning of spoken messages. Likewise, Renukadevi (2014) and Bozorgian (2012) have argued that listening is a receptive skill that occurs first in a person and that it manipulates human learning and helps develop other language skills such as speaking to a great extent. They have also expressed that listening entails an active process that allows to understand our surroundings and is the principal aspect of the dialogue since it is essential to offer a solid and meaningful response. The definition of the author Renukadevi (2014) has been considered relevant for the present conceptual framework of our study. He states that listening is the basis for successful

# UCUENCA

communication because it provides the auditory information that allows students to interact and start a conversation among them; that is, the process of teaching and learning a new language counts majorly on the ability to listen.

## **1.6 Importance of Listening skill**

According to Rost (1994) and Hamouda (2013), listening plays an important role for second language learners because it facilitates the learning of pronunciation, grammar, word arrangement, and vocabulary (as cited in Masoumeh, 2016). The authors have expressed that listening is fundamental in language learning since people not only deal with what they listen. In addition, people combine this skill with other skills and information that we already know. Some authors consider that out of the four principal skills the listening is the most important. For example, Pourhosein and Banou (2016) have claimed that listening is the most vital skill in the process of learning a new language. They also have added that it is one of the most used skills every day, and it is essential for students' life because it is used at all educational levels. For the development of the research, the definition elaborated by Oxford (1990) has been considered significant. It has been proposed that of the four principal language skills, listening is the skill that is formed first; hence, it helps the development of the other skills used in the language (as cited in Pourhosein & Banou, 2016).

## **1.7 YouTube**

Jalaluddin (2016) has defined the term YouTube as "a website that shares various kinds of video such as video clips, TV clips, music videos, movie trailers, and other content namely video bloggings, short original videos, and educational videos" (as cited in Ilyas & Putri, 2020, p. 81). Besides, according to Benson, YouTube is a medium that allows its users to upload their videos, which can be viewed by the entire population that has access to the internet (as cited in

Nofrika, 2019). Additionally, the author Wattenhofer has claimed that this source is one of the most famous and preferred social networks for content sharing around the world (as cited in Išoraitė, 2019). Zhou, Khemmarat, and Gao have emphasized that the popularity of the platform since its creation is related to its characteristics such as “engine, front page highlight, and related videos recommendation” (as cited in Išoraitė, 2019, p. 2).

## **1.8 The importance of YouTube**

The author Barrs has claimed that the importance of the platform lies in that "YouTube plays a role in the cross-cultural knowledge since users from different cultures can upload videos" (as cited in Albahlal, 2019, p. 2). Additionally, in the field of education, YouTube can be defined as an internet-based teaching platform that allows students to easily manage content and motivates them to study through the use of videos (Albahlal, 2019). Moreover, Prensky has argued that it is important to comprehend how to manage this platform since “a huge portion of the world’s knowledge, especially new knowledge, is going uniquely into this form” (as cited in Išoraitė, 2019, p. 2).

In the language learning area, Watkins and Wilkins (2011) declared that YouTube is a network that provides multimedia to stimulate each one of the principal language skills (as cited in Hadeel et al., 2021). Many researchers have highlighted the importance of YouTube in the teaching and learning process. For example, Hadeel et al. (2021) has stated that this resource may be employed by EFL students to expand their receptive and productive language skills, in particular, listening and speaking. Moreover, these authors have argued that many of these videos play two roles: one is that they provide entertainment, and the other is that their content represents an efficient source of learning for students while having a good time. Albahlal (2019) has claimed that YouTube may be a tool to assist learners to understand what they hear, speak

# UCUENCA

freely without hesitation, and overcome their anxiety in speaking lessons. Additionally, Maness (2004) has declared that “this website can provide students with everyday videos and authentic situations that may help them improve their understanding and performance in English language lessons” (as cited in Almurashi, 2016, p. 32). Furthermore, Ilyas and Putri (2020) have mentioned that YouTube supplies students with the link between visuals and theory, offering support to instructors in motivating students to cooperate and focus on context.

### Literature Review

The development of this chapter has been focused on the analysis of the main effects of the use of YouTube videos in the EFL classroom. The analysis has given attention to three main categories. They are the main effects of using YouTube videos on the students' motivation, vocabulary learning, and the development of listening skills.

#### **2.1 The effects of using YouTube videos on the motivation of EFL students**

The effects of YouTube videos to improve the students' motivation in the EFL classroom have been researched in the last years. Studies conducted by Hasan et al. (2018), Alkathiri (2019), Park and Jung (2016), and Kelsen (2009) tried to shed light on the effects that could be beneficial to improve motivation in this academic context.

According to Hasan et al. (2018), their study conducted at the tertiary level in Bangladesh demonstrated that students feel more motivated to learn the language when the tasks are based on the YouTube media platform. In addition, students associated this motivation with better results in English comprehension, which boosted students' perception of English learning. Another finding of the research is that learners perceived this tool as motivating because they can watch the videos as many times as they need it, in the university and at home. The authors stated that the reason for these changes in motivation is related to the audio-visual features in the videos, which make the lessons more interesting for the learners. Kensel (2009) agreed that the "result is more than likely related to the excitement factor derived from visual stimulus as compared to regular teaching materials" (p. 10).

Similarly, a study conducted by Alkathiri (2019) on 30 students at the Department of English at Prince Sattam Bin Abdulaziz University pointed out other effects on students'

motivation. For instance, the results showed that this video resource caused an improvement in motivation to develop and acquire the language. In particular, the use of the platform in the research demonstrated to increase the students' motivation to speak and collaborate with the class during the lesson. In addition, the participants of the study claimed that the monotony decreased in the English sessions in which YouTube videos were used. According to the researchers, the increase of motivation to learn the English language was related to the fact that the students enjoyed the session and felt less nervous during the activities.

Likewise, Park and Jung (2016) found similar results in their study which involved 15 high school students at a high school in South Korea. The authors applied two surveys and taught a class for 8 weeks. The results indicated that the participants changed their point of view on the English language. In the beginning, some students saw the language as boring and challenging. However, the motivation of the students to learn the language was boosted after the 8 sessions using YouTube clips. Another beneficial effect is that the students were more motivated to be part of group works and presentations that were based on YouTube videos. Similarly, the study highlighted the finding of competitive motivation in which the learners attempted to compete with their classmates to show who is better in the English class. According to Park and Jung (2016), the increase in motivation was the result of stimulating YouTube material presented in the class. Moreover, the participants agreed that the English YouTube material was interesting because it was based on American and Korean culture.

## **2.2 The main effects of using YouTube videos on vocabulary learning**

Several researchers have carried out studies on the effects of YouTube videos in the realm of vocabulary learning. For instance, Arndt and Woore (2018), Hariyono (2020), Kabooha



and Elyas (2018), and Saiful (2019) pointed out that the use of the platform may give students a great opportunity to increase their command of vocabulary.

The authors Arndt and Woore (2018) conducted an online study with 84 students from different countries and ages to determine the effects on vocabulary after using YouTube videos. For instance, the videos helped the participants to remember the functions of words that they watch and study in the videos. In addition, the students could recognize the definitions of main words in the clips. Hence, Arndt and Woore (2018) stated that “the videos were highly engaging and the visual information could have helped learners comprehend the aural language input” (p. 133). On the other hand, the authors claimed that there were fewer benefits in the spelling of the words since the learners could not see the written words on the screens.

Likewise, Hariyono (2020) conducted a study with 7 young students at an English course at Bogor, and it demonstrated similar findings as to the previous research. For example, the participants successfully learned the set of vocabulary from the structure that was part of the activity conducted by the researchers. Moreover, the authors found that the students pronounced the words presented in the video even though that was the first time they heard the new vocabulary. According to Saiful (2019), the benefits of the use of this tool are focused on the nature of the resource, which is student-centered.

In the same way, Kabooha and Elyas (2018) conducted a case study at King Abdul Aziz University. This study involved one hundred participants and was aimed to analyze the vocabulary development when YouTube videos are used in the EFL classroom. In the results, the researchers highlighted that the platform boosted the capacity to learn and remember new vocabulary. In addition, the participants stated that the vocabulary learned through this media tool could support the development of other academic activities such as assignments of the

English subject. Therefore, according to the survey applied to the participants, they could improve their vocabulary acquisition because the YouTube platform is an easy and engaging tool to understand and apply in the classroom.

### **2.3 The main effects of using YouTube videos on the development of the listening skill**

Researchers Mahmoudi (2017), Chien, et al. (2020), Ayu (2017), Silviyanti (2014), and Yuyun and Yanti (2021) conducted studies about the effects of using YouTube on the development of the listening skill in EFL classrooms. These studies revealed that YouTube videos have positive effects on students regarding listening skill development.

Mahmoudi (2017) researched the effects of watching videos on the listening comprehension of Iranian intermediate EFL learners in public schools. The researcher of this study interviewed 60 intermediate EFL learners in randomly chosen public schools that were selected by administering an Oxford Placement Test. The results showed that there was a significant variation of Iranian EFL students from government institutions in listening ability after watching the YouTube videos, and they also demonstrated a high welcome towards this site (Mahmoudi, 2017). Likewise, a similar study was conducted by Chien et al. (2020). They applied some questionnaires to 38 Taiwanese students who were about to take The General English Proficiency Test (GEPT). Chien et al. (2020) concluded that “YouTube indeed improved students’ English listening comprehension. After accepting the treatments of the combination of YouTube and traditional pedagogy, students performed better than without the treatment before” (p. 101).

Silviyanti (2014) conducted a research in which the author interviewed 45 students. The objective of this research was to investigate the students’ interest in using YouTube for their listening courses. The author concluded that the apprentices showed that they were more

# UCUENCA

animated when the YouTube multimedia tool was applied to develop the listening skill (Silviyanti, 2014). The author added that YouTube made the class more meaningful for the students as they could watch how English people communicate, and it allowed them to imitate native speakers for practice (Silviyanti, 2014). Similarly, the researchers Yuyun and Yanti (2021) elaborated an exploratory study in which they conducted a class observation, listening practice, and semi-structured interviews. The participants in this study were eight students. The results showed that the implementation of YouTube in the development of listening skills allowed students to increase their understanding and expand their vocabulary by presenting them with actual problems (Yuyun & Yanti, 2021).

On the other hand, Ayu (2017) conducted a library research in which data was taken from written sources linked to the use of YouTube videos to teach listening skills. The author studied the different points of view and concluded that YouTube videos make learning in the educational environment more enjoyable, stimulating, meaningful, dynamic, and fruitful. Hence, learners tend to be more active in the development of the activities assigned by the instructor when the YouTube platform is used in the listening skill.

This research synthesis set out to analyze relevant studies on the main effects of using YouTube videos in EFL classrooms to develop students' motivation, vocabulary learning, and listening skills. As can be seen in this literature review, this kind of videos can make students feel more engaged in learning a new language. In addition, these videos enable learners to watch and listen to native speakers, allowing students to practice the language. Furthermore, the students can more easily remember the functions of the words presented in the videos. Finally, the use of this platform allows class sessions to be student-centered.

### Methodology

The present work is a research synthesis, which is “the integration and assessment of knowledge and research findings pertinent to a particular issue with the aim of increasing the generality and applicability of, and access to, those findings” (Hampton & Parker as cited in Wyborn et al., 2018, p. 72). In order to answer the proposed research questions, an exploratory qualitative research synthesis was carried out. This research study examined 18 relevant research articles on the effects of using YouTube videos on EFL students’ language development.

These studies were collected from reliable databases such as Google Scholar, ResearchGate, ELSEVIER, and ERIC. To find the studies, some key terms were used: 1. YouTube, 2. EFL classroom, 3. effects, 4. students, 5. videos, 6. English language, 7. perceptions, 8. use, 9. impacts, 10. listening, 11. vocabulary, and 12. motivation.

For the selection of the research articles, the following criteria were considered: (1) The articles must be peer reviewed and published in academic journals; (2) the articles must be focused on the effects of using YouTube videos in the EFL classroom; (3) the academic papers can use quantitative, qualitative and mixed-method approaches; (4) the academic papers have to be published from 2014 to 2022. We only used articles; thus, the information contained in sources such as videos, blogs, textbooks, newspapers, and editorials about the topic was not considered reliable for the development of the research synthesis.

Moreover, among the journals revised in this research synthesis we have the following: *Journal of education and culture, International Journal of English Language and Linguistics Research, International Journal of Applied Linguistics & English Literature, Infrastructure University Kuala Lumpur Research Journal, Language Research in Society Journal, Journal of*

# UCUENCA

*Foreign Language Education and Technology , Language Learning & Technology, and The International Journal of Academic Research in Business and Social Sciences .* Moreover, the selected articles were classified according to different criteria to meet the objectives set.

Finally, it should be noted that we did not find studies in which YouTube was considered a tool that produces negative results in language learning education in general. In other words, all the studies analyzed in this work reported benefits of YouTube videos in Education.

The purpose of the study is to shed some light on the use of YouTube as a tool that can help EFL teachers. The research questions were the following:

- What are the main effects of using YouTube videos on the motivation of EFL students?
- What are the main effects of using YouTube videos on vocabulary learning in EFL classrooms?
- What are the main effects of using YouTube videos on the development of the listening skill of the English language in the EFL classrooms?

The 18 studies were organized and analyzed into the following categories: research design, research location, and the main effects of YouTube videos on the students' motivation, vocabulary learning, and listening skill. The corresponding analysis is presented in the following tables.

Table 1

*Main categories of studies*

| N° | Author/Year   | Focus   |
|----|---|---|
| 8  | Alwehaibi and Arabia (2015); Anggraini (2021); Hasan (2018) *; Kaboocha and Elyas (2018) *; Park and Jung (2016); Saiful (2019); Solano, Solano, Ulehlova, and Celi (2020) *; Zaidi, Awaludin, Karim, Ghani, Rani, and Ibrahim (2018) | Effects of using YouTube videos on EFL students' motivation |
| 6  | Hariyono (2020); Kaboocha and Elyas (2018)  | Effects of using YouTube                                    |

|   |   |  |
|---|---|--|
|   | *; Kristiani and Pradnyadewi (2021);<br>Nofrika (2019) *; Prasetianing, Saukah, and<br>Suryati (2019); Solano, Solano, Ulehlova,<br>and Celi (2020) *                             | videos on vocabulary<br>learning   |
| 8 | Albahlal (2019); Chien, Huang, and Huang<br>(2020); Hasan (2018) *; Ilyas and Putri<br>(2020); Mahmoudi (2017); Nofrika (2019)<br>*; Silviyanti (2014); Yuyun and Yanti<br>(2021) | Effects of using YouTube<br>videos on the development of<br>the listening skill. |

**Note.** \* Some of the studies present more than one benefit for the analysis.

As displayed in Table 1, all the relevant studies carried out in the last six years, which we could find, were organized according to the three main categories established in this study. These categories were the effects of YouTube videos on the students' motivation, vocabulary learning, and listening skill. It should be noted that we found more studies that focused on improvement students' motivation and listening skill than studies dealing with vocabulary. We do not know the reason as to why this is the case.

Table 2

*Research location*

| Location | Author/Year   | N  | %  |
|----------|---|----|----|
| Asia     | Albahlal (2019); Alwehaibi and Arabia<br>(2015); Anggraini (2021); Chien, Huang,<br>and Huang (2020); Hasan (2018); Hariyono<br>(2020); Ilyas and Putri (2020); Kabooha and | 17 | 94 |

|               |  |           |            |
|---------------|--|-----------|------------|
|               | Elyas (2018); Kristiani and Pradnyadewi (2021); Mahmoudi (2017); Nofrika (2019); Park and Jung (2016); Prasetianing, Saukah, and Suryati (2019); Saiful (2019); Silviyanti (2014); Yuyun and Yanti (2021); Zaidi, Awaludin, Karim, Ghani, Rani, and Ibrahim (2018) |           |            |
| South America | Solano, Solano, Ulehlova, and Celi (2020)  | 1         | 6          |
| <b>Total</b>  |  | <b>18</b> | <b>100</b> |

Table 2 shows the places where the 18 studies analyzed were implemented. Most of the studies were carried out in Asia (94%), whereas just one was conducted in South America (6%). In addition, the findings demonstrated that reasons for nonnative English speaker countries to use YouTube videos as supplementary material to improve English language performance were the free accessibility to the platform and the available authentic native English material. For instance, Albahlal (2019) and Zaidi et al. (2018) stated that the video platform was a useful way for the students to have access to new language information in their schools and in their houses. Additionally, YouTube provided the learners with genuine English lessons and information about the traditions of English-speaking countries (Mahmoudi, 2017).

Table 3

*Benefits of YouTube videos on learners' motivation*

**Effects of using YouTube videos on students' motivation.**



| <b>Studies</b>  | <b>The contents become more attractive to the learners</b> | <b>Improvement of students' participation</b> | <b>Improvement of students' cooperation and interaction.</b> |
|---|--|---|--|
| Alwehaibi and Arabia (2015)                             | X  | X   | X  |
| Anggraini (2021)  | X  | X   | X  |
| Hasan (2018)  | X  | X   |  |
| Kabooha and Elyas (2018)                                | X  | X   | X  |
| Park and Jung (2016)                                    | X  | X   | X  |
| Saiful (2019)   | X  | X   | X  |
| Solano, Solano, Ulehlova, and Celi (2020)               | X  | X   | X  |
| Zaidi, Awaludin, Karim, Ghani, Rani, and Ibrahim (2018) | X  | X   |  |

As displayed in Table 3, this section presents three main categories of research studies related to students' motivation in the EFL classroom. Concerning the content of the YouTube videos, the authors Hasan (2018), Park and Jung (2016), Alwehaibi and Arabia (2015), and Solano et al. (2020) have stressed that YouTube videos are more attractive than textbooks for students. Additionally, learners feel more enthusiastic and engaged in learning English because they can develop a series of recreational activities either individually or in groups (Solano et al.,

2020). In addition, Hasan (2018) argued that when students see the images in the videos and listen to the different audios, they do not feel bored in the EFL classrooms. Finally, the use of YouTube in the classroom makes the class environment pleasant and entertaining; thus, learners feel more eager to acquire English content (Alwehaibi & Arabia, 2015).

In terms of students' participation, Hasan (2018), Alwehaibi and Arabia (2015), and Zaidi et al. (2018) reported that students feel more comfortable and relaxed participating if teachers present videos in the classroom since they are more in contact with technology. Similarly, learning a new language becomes stress-free for students when this is taught entertainingly. YouTube videos offer entertainment and even subtitles, which facilitates understanding of the language (Hasan, 2018). In addition, Zaidi et al. (2018) declared that YouTube videos made it easier for students to develop activities since the material is understandable. Finally, Solano et al. (2020) argued that video use increases students' interaction, commitment, and motivation to participate in the different activities elaborated by the teacher.

Moreover, in terms of students' interaction in the classroom, Alwehaibi and Arabia (2015), Anggraini (2021), and Park and Jung (2016) stated that YouTube videos are beneficial to enhance cooperation and teamwork between learners. Therefore, the supporting audio-visual material created a more enjoyable class atmosphere. In addition, it stimulated the participants to cooperate with their peers since they felt more comfortable. This can be evidenced in Anggraini (2021) and Park & Jung (2016) as the videos presented in the English sessions made the learners feel more secure to share their points of view while discussing the topics and participating in group work to develop activities.

Table 4

---

**Effects of using YouTube videos on vocabulary learning.**

---

| <b>Studies</b>                            | <b>Enhancement of student's lexicon</b> | <b>Improvement of students' long-term memory</b> | <b>Improvement of student's fluency</b> |
|---|---|--|---|
| Hariyono (2020)                           | X                                       | X  | X                                       |
| Kabooha and Elyas (2018)                  | X                                       | X  |   |
| Kristiani and Pradnyadewi (2021)          | X                                       |  |   |
| Nofrika (2019)                            | X                                       | X  |   |
| Prasetianing, Saukah, and Suryati (2019). | X                                       | X  | X                                       |
| Solano, Solano, Ulehlova, and Celi (2020) | X                                       | X  |   |

---

The table above divides the articles into three groups related to the three main benefits of YouTube videos for improving the vocabulary sub skill in EFL students. Regarding the improvement of students' lexicon, Nofrika (2019), Ayu (2016), Solano et al. (2020), and Prasetianing et al. (2019) reported that the use of this type of videos helps to improve the vocabulary of the students in the process of learning a new language. The findings demonstrated that learners increase their amount of vocabulary because the videos contain a great variety of new words which they can see through images. Additionally, Solano et al. (2020) showed that

the students can expand their vocabulary knowledge since they have many chances to be in contact with the language itself through the videos. Furthermore, the participants not only acquire new words, but also some phrases that native speakers often say in conversations (Kristiani & Pradnyadewi, 2021).

In reference to students' long-term memory, Nofrika (2019), Hariyono (2020), and Kabooaha and Elyas (2018) claimed that YouTube is a useful element for teaching EFL because learners not only learn new vocabulary but also retain the words better. According to the results, the participants are able to remember more words from the activities in which the teachers used YouTube videos compared to those where these videos were not used. In the same line, Kusnierek established that using video clips of songs helped learners to better memorize the words (as cited in Kabooaha & Elyas). Additionally, Kabooaha and Elyas (2018) mentioned that teachers consider the platform increased the students' competence to preserve and understand the target vocabulary. The authors also added that students can apply the newly learned words to communicate using the target language in a better manner.

Finally, concerning the students' fluency in the English language, Hariyono (2020) and Prasetianing et al. (2019) argued that YouTube videos make students use different words to express their ideas in the target language. Moreover, the participants could use verbs correctly and elaborate more complex sentences than they used to do before using YouTube. In addition, Prasetianing (2019) stated that students' fluency improves because they watched the videos and were able to see and hear how the native speakers used each of the words and in what contexts.

Table 5

*Benefits of YouTube videos to improve listening skill*

---

### **Effects of using YouTube videos on the development of the listening skill**

---

| <b>Studies</b>                | <b>Increase of learners` attention</b> | <b>Improvement of students` performance in listening activities.</b> | <b>Enhancement of students` comprehension subskill</b> |
|-------------------------------|--|--|--|
| Albahlal (2019)               | X                                      | X  | X  |
| Chien, Huang and Huang (2020) | X                                      | X  | X  |
| Hasan (2018)                  | X                                      | X  | X  |
| Ilyas and Putri (2020)        |  | X  | X  |
| Mahmoudi (2017)               | X                                      |  | X  |
| Nofrika (2019)                | X                                      | X  | X  |
| Silviyanti (2014)             | X                                      |  | X  |
| Yuyun and Yanti (2021)        | X                                      | X  | X  |

As can be seen in the table above, the articles are classified into three main categories, namely, increase of learners` attention, improvement of students` performance in listening activities, and enhancement of students` comprehension subskill. Authors Albahlal (2019), Hasan (2018), Mahmoudi (2017), Nofrika (2019), and Silviyanti (2014) concluded that using YouTube videos, as a supporting resource in the EFL classroom, is beneficial for improving students` English skills. These authors mentioned that they made some observations in which they could notice that the students seemed to be more enthusiastic and paid more attention when videos were used in the classroom to practice listening. As a consequence, at each meeting the

students improved their listening scores in the activities applied by the teachers. Moreover, the researchers Yuyun & Yanti (2021) developed several interviews in which the results showed that students paid more attention to YouTube videos because the content was attractive and interesting. In another study, the main idea or topics of the videos also played an important role to attract students' attention because if the students considered the video was interesting, it helped them focus on the development of the listening skill (Silviyanti, 2014).

In terms of benefits in the performance of post-listening activities, Ilyas and Putri (2020), Yuyun and Yanti (2021), and Chien et al. (2020) reported that students gradually increased their scores after each English class session where YouTube videos were used as supplementary material. Moreover, Yuyun and Yanti (2021) indicated that YouTube videos helped the students obtain better scores in listening activities that required specific answers from the students.

In addition, regarding the advantages of listening comprehension the authors Hasan (2018), Silviyanti (2014), and Mahmoudi (2017) stated that videos reinforced the development of this listening comprehension subskill. These researchers reported that YouTube videos enabled participants to recognize different features of the spoken language such as accents, intonation, and even dialects. Moreover, these authors found that using video is an effective way to expose language learners to genuine English material which is produced by native speakers. Additionally, Mahmoudi (2017) and Silviyanti (2014) found that the audiovisual material assisted the participants to comprehend the foreign language presented in the videos and allowed them to understand other phenomena that affects and shapes the English language such as culture, traditions, history, and others.

### Conclusions and Recommendations

#### 5.1. Conclusions

This research synthesis aimed at shedding light on the benefits of the YouTube video platform as a tool used in EFL classrooms. The effects of YouTube were divided into three main categories: students' motivation, development of the listening skill, and improvement of the vocabulary sub-skill. Based on 18 empirical studies analyzed, our general conclusion is that this platform is a useful supplementary material to apply in class since it could help learners to enhance many areas of the language learning process. Following, we present more specific conclusions.

In relation to the first question about the main benefits of the YouTube videos to boost students' motivation, it must be stated that videos are helpful to motivate language learners to study. For instance, using videos to present the different topics makes students feel more excited to learn the English language. Additionally, it causes a better understanding of the lessons; the reason for this benefit is the combination of audio and images displayed in the videos. Likewise, the video supporting material encourages and enhances collaborative work and individual participation in the classroom. As a result, the students can perceive the environment as more relaxed and entertaining while developing English assignments and group works based on videos.

Concerning the main effects of using YouTube videos on vocabulary learning, the employment of this resource might contribute with the students' learning of new English words and colloquial expressions. Additionally, this source strengthens the memory retention of the learned vocabulary.

Furthermore, about the effects of YouTube videos on listening skill development, we can say that this website is excellent to improve this skill. For example, when teachers use this website in their classes, students increase their concentration and motivation to develop English listening activities. Additionally, it should be noted that this multimedia tool makes the English class more helpful for students since they can see how native speakers communicate. As a result, students can imitate and differentiate some features of the English language such as accents, intonations, and dialects.

Lastly, it can be claimed that YouTube is a tool that has a wide variety of benefits in the educational field, both for students and teachers. YouTube videos in EFL classrooms improve the listening skill, student motivation, and vocabulary sub-ability, which are very important for English language proficiency.

## **5.2 Recommendations**

As for recommendations regarding using YouTube videos in the EFL classrooms, we present the following. Firstly, future research should be carried out on the disadvantages of this platform; in this way, we can have a different perspective on this source before starting to use it in EFL classrooms. Furthermore, since we were unable to find enough articles on the effects of using YouTube videos on the vocabulary sub-skill, it is suggested that further research be done on the benefits of these videos on this sub-skill.

Furthermore, most of the articles found were studies conducted on young adult students. Therefore, it is recommended that future research focus on students of English as a foreign language of different age groups, such as children, since no studies were found at this level. So, it would be possible to know if this resource presents the same benefits at all levels of the learners. Another suggestion is that researchers should focus on the most useful YouTube



# UCUENCA

channels that English teachers can use because this is a huge multimedia platform that encompasses many videos and creators. Additionally, many articles focused on how the use of this platform helps EFL classrooms with listening skills, motivation, and vocabulary sub-skills; therefore, it is recommended that authors explore the effects of YouTube on other language skills such as speaking, reading, and writing. Finally, many studies analyzed in this research synthesis were conducted in Eastern countries. Therefore, it is suggested to carry out future studies in local contexts like Ecuador, so that Ecuadorian teachers can know if the use of this platform provides EFL students with the same benefits and thus be able to include it as support material in their lesson plans.

- Albahlal, F. (2019). The impact of YouTube on improving secondary school students' speaking skills: English language teachers' perspectives. *Journal of Applied Linguistics and Language Research*, 6(1), 1-17.  
<http://www.jallr.com/index.php/JALLR/article/view/971/pdf971>
- Albahiri, M., & Alhaj, A. (2020). Role of visual element in spoken English discourse: implications for YouTube technology in EFL classrooms. *The Electronic Library*, 38(3), 531-544. <https://doi.org/10.1108/EL-07-2019-0172>
- Ali, M. (2020). Motivation in language learning and teaching. *African Educational Research Journal*, 8(2), 62-71. 10.30918/AERJ.8S2.20.033
- Alkathiri, L. (2019). Students' perspectives towards using YouTube in improving EFL learners' motivation to speak. *Journal of Education and Culture*, 3(1), 12-30.  
10.22158/jecs.v3n1p12
- Almurashi, W. (2016). The effective use of YouTube videos for teaching English language in classrooms as supplementary material at Taibah University in Alula. *International Journal of English Language and Linguistics Research*, 4(3), 32-47.  
<https://www.eajournals.org/wp-content/uploads/The-Effective-Use-of-Youtube-Videos-for-Teaching-English-Language-in-Classrooms-as-Supplementary-Material-at-Taibah-University-in-Alula.pdf>
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21-34.10.20472/TE.2015.3.3.002

- Alwehaibi, H., & Arabia, S. (2015). The impact of using YouTube in EFL classroom on enhancing EFL students' content learning. *Journal of College Teaching & Learning*, 12(2), 121-126. <https://www.clutejournals.com/index.php/TLC/article/view/9182/9203>
- Anggraini, A. (2021). Improving student's speaking skill using YouTube video as media: an action research. *Journal of English Language Teaching*, 5(2), 57 – 62. <http://dx.doi.org/10.30998/scope.v5i2.8406>
- Arndt, H., & Woore, R. (2018). Vocabulary learning from watching YouTube videos and reading blog posts. *Language Learning & Technology*, 22(3), 124-142. [https://scholarspace.manoa.hawaii.edu/bitstream/10125/44660/1/22\\_03\\_arndt\\_10125-44660.pdf](https://scholarspace.manoa.hawaii.edu/bitstream/10125/44660/1/22_03_arndt_10125-44660.pdf)
- Ayu, L. (2016). YouTube Videos in teaching listening: the benefits in experts' views. *Research in English and Education Journal*, 1(2), 152-160. <http://www.jim.unsyiah.ac.id/READ/article/view/2584/1376>
- Bozorgian, H. (2012). Listening skill requires a further look into second/foreign language learning. *International Scholarly Research Network*, 2012, 1-10. 10.5402/2012/810129
- Cheung, Y. (2010). The importance of teaching listening in the EFL classroom. *Teaching Listening Skills*, 1-24. <https://files.eric.ed.gov/fulltext/ED512082.pdf>
- Chien, C., et al. (2020). YouTube videos on EFL college students' listening comprehension. *English Language Teaching Journal*, 13(6), 96-103. <https://files.eric.ed.gov/fulltext/EJ1255409.pdf>
- Fen, C., & Kiat, P. (2015). A review of intrinsic and extrinsic motivations of ESL learners. *International Journal of Languages, Literature and Linguistics*, 1(2), 98-105. 10.7763/IJLLL.2015.V1.20

- Hariyono, T. (2020). Teaching vocabulary to young learner using video on YouTube at English course. *Language Research Society (LaRSo) Journal*, 1(1), 41-46. 10.33021/lrs.v1i1.1038.
- Harmon, J., Wood, K., & Kiser, K. (2009.) Promoting vocabulary learning with the interactive word wall. *Middle School Journal*, 40(3), 58-63. 10.1080/00940771.2009.11495588
- Hasan, M., Ibrahim, F., Mustapha, S., Islam, M., & Younus, A. (2018). The use of YouTube videos in learning English language skills at tertiary level in Bangladesh. *Infrastructure University Kuala Lumpur Research Journal*, 6(1), 27-36.  
<https://www.academia.edu/40268609/>
- Hadeel, A., Ahmad, S., Saleh, S., & Riyad, F. (2021). The use of YouTube in developing the speaking skills of Jordanian EFL university students. *Heliyon Journal*, 1-6.  
<https://reader.elsevier.com/reader/sd/pii/S2405844021016467?token=F27B43188EA101E125CEB40A1E012C6359A428652E76073E20611DAB00563A602D1EC6C29F85DB9AF6BB2BB96CF42957&originRegion=us-east-1&originCreation=20220411180847>
- Ilyas, M., & Putri, M. (2020). YouTube channel: An alternative social media to enhance EFL students' speaking skill. *Journal of English for Academic*, 7 (1), 77-87.  
<https://journal.uir.ac.id/index.php/jshmic/article/view/4141/2298>
- Işoraitë, M. (2019). YouTube social network. *Ecoforum Journal*, 8(1), 1-5.  
<http://www.ecoforumjournal.ro/index.php/eco/article/view/876/566>
- Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: perceptions of EFL students and teachers. *English Language Teaching*, 11(2), 72-81. 10.5539/elt.v11n2p72.

- Kelsen, B. (2009). Teaching EFL to the iGeneration: a survey of using YouTube as supplementary material with college EFL students in Taiwan. *CALL-EJ Journal*, 10 (2), 1-8. <http://callej.org/journal/10-2/kelsen.html>
- Kristiani, P., & Pradnyadewi, D. (2021). The effectiveness of YouTube as learning media in improving learners' speaking skills. *The Art of Teaching English as a Foreign Language*, 1(2), 8-12. <https://doi.org/10.36663/tatefl.v1i2.97>
- Kondal, B. (2015). The significance of motivation in the ESL classroom. *Language in India*, 15(12), 70-77. [https://www.researchgate.net/publication/287808520\\_The\\_Significance\\_of\\_Motivation\\_in\\_the\\_ESL\\_Classroom](https://www.researchgate.net/publication/287808520_The_Significance_of_Motivation_in_the_ESL_Classroom)
- Macmillan dictionary. (n.d.). Motivation. In *Macmillan dictionary*. Retrieved January 25, 2022, from <https://www.macmillandictionary.com/dictionary/british/motivation>
- Mahmoudi, M. (2017). The effect of watching videos on listening comprehension of Iranian intermediate EFL learners in public schools. *Journal of Applied Linguistics and Language Research*, 4(6), 214-222. <http://www.jallr.com/index.php/JALLR/article/download/678/pdf678>
- Masoumeh, S. (2016). The importance of listening comprehension in language learning. *International Journal of Research in English Education*, 1(1), 7-10. <http://www.sadil.ws/bitstream/handle/123456789/159/The%20importance%20.pdf?sequence=1&isAllowed=y>
- Mauliya, I., Relianisa, R., & Rokhyati, U. (2020). Lack of motivation factors creating poor academic performance in the context of graduate English department students. *Journal of*

Meinawati, E., Rahmah, N., Harmoko, D., & Dewi, N. (2020). Increasing English speaking skills using YouTube. *Polyglot: Jurnal Ilmiah*, 16(1), 1-13.

<http://dx.doi.org/10.19166/pji.v16i1.1954>

Neuman, B., & Dwyer, J. (2009). Missing in action: vocabulary instruction in pre-k. *The Reading Teacher*, 62(5), 384–392. <http://www.jstor.org/stable/27639449>

Nofrika, I. (2019). EFL students' voices: the role of YouTube in developing English competencies. *Journal of Foreign Language Teaching and Learning*, 4(1), 57-73.

[https://journal.umy.ac.id/index.php/FTL/article/view/6362/pdf\\_13](https://journal.umy.ac.id/index.php/FTL/article/view/6362/pdf_13)

Oletić, A., & Ilić, N. (2014). Intrinsic and extrinsic motivation for learning English as a foreign language. *Elta Journal*, 2(2), 23-38. <http://eltajournal.org.rs/wp-content/uploads/2014/12/V-Intrinsic-and-Extrinsic-Motivation-for-Learning-English-as-a-Foreign-Language-by-Aleksandra-Oleti%C4%87-and-Nina-Ili%C4%87.pdf>

Oroujlou, N., & Vahedi, M. (2011). Motivation, attitude, and language learning. *Procedia social and behavioral Sciences*, 29, 994-1000. <https://doi.org/10.1016/j.sbspro.2011.11.333>.

Oxford learners' dictionary. (n.d.). Motivation. In *Oxford learners' dictionary*. Retrieved January 25, 2022, from

<https://www.oxfordlearnersdictionaries.com/definition/english/motivation?q=motivation>

Oxford learner's dictionary. (n.d.). Vocabulary. In *Oxford learner's dictionary*. Retrieved January 25, 2022, from

<https://www.oxfordlearnersdictionaries.com/definition/english/vocabulary>

- Park, Y., & Jung, E. (2016). Exploring the use of video-clips for motivation building in a secondary school EFL setting. *English Language Teaching*, 9(10), 81-89.  
<http://dx.doi.org/10.5539/elt.v9n10p81>
- Pourhosein, A., & Banou, N. (2016). The significance of listening comprehension in English language teaching. *Theory and Practice in Language Studies*, 6(8), 1670-1677.  
<http://dx.doi.org/10.17507/tpls.0608.22>
- Prasetianing, I., Saukah, A., & Suryati, N. (2019). Teaching using YouTube tutorial video to improve students' speaking skills. *Jurnal Pendidikan Humaniora*, 7(3), 101-116.  
<https://core.ac.uk/download/pdf/295382959.pdf>
- Renukadevi, D. (2014). The role of listening in language acquisition; the challenges & strategies in teaching listening. *International Journal of Education and Information Studies*, 4(1), 59-63. [https://www.ripublication.com/ijeisv1n1/ijeisv4n1\\_13.pdf](https://www.ripublication.com/ijeisv1n1/ijeisv4n1_13.pdf)
- Saiful, J. (2019). EFL teachers' cognition in the use of YouTube vlog in English language teaching. *Journal of Foreign Language Education and Technology*, 4(1), 52-71.  
<https://www.jflet.com/articles/eflteachers-cognition-in-the-use-of-youtube-vlog-in-english-language-teaching.pdf>
- Silviyanti, T. (2014). Looking into EFL students' perceptions in listening by using English movie videos on YouTube. *Studies in English language and education*, 1(1), 42-58.  
<http://www.jurnal.unsyiah.ac.id/SiELE/article/download/1119/1036>
- Solano, L., Cabrera, P., & Espinoza, V. (2020). Using EFL YouTube videos as supplementary resource for teaching vocabulary: a case study in secondary education. *Proceedings of the 5th International Conference on Information and Education Innovations*, 1-6.  
10.1145/3411681.3411682.

- Thohir, L. (2017). Motivation in a foreign language teaching and learning. *Vision: journal for language and foreign language learning*, 6(1), 20-28. 10.21580/vjv6i11580
- Wyborn, C., Louderb, E., Harrisonc, J., Montambault, J., Montana, J., Ryan, M., Bednarek, A., Nesshöver, C., Pullin, A., Reed, M., Dellecker, E., Kramer, J., Boyd, J., Dellecker, A., & Hutton, J. (2018). Understanding the impacts of research synthesis. *Environmental Science & Policy*, 86, 72-84.  
<https://www.sciencedirect.com/science/article/pii/S1462901117311048>
- Yokubjonova, S. (2020). The importance of teaching vocabulary. *International Journal of Academic Pedagogical Research*, 4 (12), 67-70.  
<http://ijeais.org/wpcontent/uploads/2020/12/IJAPR201220.pdf>
- Yuyun, I., & Yanti, F. (2021). The use of YouTube to support EFL student's listening skills. *Ellter Journal*, 2(2), 1-12. 10.22236/ellter.v2i2.7512
- Zaidi, A., Awaludin, F., Karim, R., Ghani, N., Rani, M., & Ibrahim, N. (2018). University students' perceptions of YouTube use in (ESL) classrooms. *The International Journal of Academic Research in Business and Social Sciences*, 8(1), 542-553. 10.6007/IJARBSS/v8-i1/3826



### List of Primary Studies for Analysis

- Albahlal, F. (2019). The impact of YouTube on improving secondary school students' speaking skills: English language teachers' perspectives. *Journal of Applied Linguistics and Language Research*, 6(1), 1-17.  
<http://www.jallr.com/index.php/JALLR/article/view/971/pdf971>
- Alwehaibi, H., & Arabia, S. (2015). The impact of using YouTube in EFL classroom on enhancing EFL students' content learning. *Journal of College Teaching & Learning*, 12(2), 121-126. <https://www.clutejournals.com/index.php/TLC/article/view/9182/9203>
- Anggraini, A. (2021). Improving student's speaking skill using YouTube video as media: An action research. *Journal of English Language Teaching*, 5(2), 57 – 62.  
<http://dx.doi.org/10.30998/scope.v5i2.8406>
- Chien, C. et al. (2020). YouTube videos on EFL college students' listening comprehension. *English Language Teaching Journal*, 13(6), 96-103.  
<https://files.eric.ed.gov/fulltext/EJ1255409.pdf>
- Hariyono, T. (2020). Teaching vocabulary to young learner using video on YouTube at English course. *Language Research Society (LaRSO) Journal*. 1(1), 41-46.  
10.33021/lrs.v1i1.1038.
- Hasan, M., Ibrahim, F., Mustapha, S., Islam, M., & Younus, A. (2018). The use of YouTube videos in learning English language skills at tertiary level in Bangladesh. *Infrastructure University Kuala Lumpur Research Journal*, 6(1), 27-36.  
<https://www.academia.edu/40268609/>

Ilyas, M., & Putri, M. (2020). YouTube channel: an alternative social media to enhance EFL students' speaking skill. *Journal of English for Academic*, 7 (1), 77-87.

<https://journal.uir.ac.id/index.php/jshmic/article/view/4141/2298>

Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: perceptions of EFL students and teachers. *English Language Teaching*, 11(2), 72-81. 10.5539/elt.v11n2p72.

Kristiani, P., & Pradnyadewi, D. (2021). The effectiveness of YouTube as learning media in improving learners' speaking skills. *The Art of Teaching English as a Foreign Language*, 1(2), 8-12. <https://doi.org/10.36663/tatefl.v1i2.97>

Mahmoudi, M. (2017). The effect of watching videos on listening comprehension of Iranian intermediate EFL learners in public schools. *Journal of Applied Linguistics and Language Research*, 4(6), 214-222.

<http://www.jallr.com/index.php/JALLR/article/download/678/pdf678>

Nofrika, I. (2019). EFL students' voices: the role of YouTube in developing English competencies. *Journal of Foreign Language Teaching and Learning*, 4(1), 57-73.

[https://journal.umy.ac.id/index.php/FTL/article/view/6362/pdf\\_13](https://journal.umy.ac.id/index.php/FTL/article/view/6362/pdf_13)

Park, Y., & Jung, E. (2016). Exploring the use of Video-clips for motivation building in a secondary school EFL setting. *English Language Teaching*, 9(10), 81- 89.

<http://dx.doi.org/10.5539/elt.v9n10p81>

Prasetianing, I., Saukah, A., & Suryati, N. (2019). Teaching using YouTube tutorial video to improve students' speaking skills. *Jurnal Pendidikan Humaniora*, 7(3), 101-116.

<https://core.ac.uk/download/pdf/295382959.pdf>

- Saiful, J. (2019). EFL teachers' cognition in the use of YouTube vlog in English language teaching. *Journal of Foreign Language Education and Technology*, 4(1), 52-71.  
<https://www.jflet.com/articles/eflteachers-cognition-in-the-use-of-youtube-vlog-in-english-language-teaching.pdf>
- Silviyanti, T. (2014). Looking into EFL students' perceptions in listening by using English movie videos on YouTube. *Studies in English language and education*, 1(1), 42-58.  
<http://www.jurnal.unsyiah.ac.id/SiELE/article/download/1119/1036>
- Solano, L., Cabrera, P., & Espinoza, V. (2020). Using EFL YouTube videos as supplementary resource for teaching vocabulary: a case study in secondary education. *Proceedings of the 5th International Conference on Information and Education Innovations*. 1-6.  
10.1145/3411681.3411682.
- Yuyun, I., & Yanti, F. (2021). The use of YouTube to support EFL student's listening skills. *Ellter Journal*, 2(2), 1-12. 10.22236/ellter.v2i2.7512
- Zaidi, A., Awaludin, F., Karim, R., Ghani, N., Rani, M., & Ibrahim, N. (2018). University students' perceptions of YouTube use in (ESL) classrooms. *The International Journal of Academic Research in Business and Social Sciences*, 8(1), 542-553.  
10.6007/IJARBSS/v8i1/3826