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STUDENTS' PERCEPTION OF YOUTUBE ASSISTED LANGUAGE LEARNING (YALL) IN EFL CONTEXT: A CASE OF BZU, MULTAN

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Abstract
It is considered that YouTube is one of the most essential tools used by students nowadays. This study aims to explore the students' perception of YouTube Assisted Language Learning in EFL context using basic Technology Acceptance Model by Davies (1989). It is based on a quantitative approach. The data was collected through Google form using questionnaire protocol adapted from Chau et al. (2024). Using random sampling method, a sample of 174 students was selected from Bahauddin Zakariya University, Multan, Pakistan. The data is analyzed through Smart PLS 4.0. The findings reveal that reliability, convergent validity, and discriminant validity are found valid in all constructs; PU, PEOU, and BI. The hypotheses results show that perceived ease of use has positively influenced perceived usefulness. Behavioral intentions seem significantly impacted by perceived ease of use and perceived usefulness. The research is significant and suggests that the use of YALL should be encouraged in EFL context by considering its perceived usefulness and perceived ease.

Keywords: Language learning**,** EFL learners, YouTube, YALL, case study, TAM.

Introduction

The rapid advancement of digital technologies has profoundly reshaped education, transforming how knowledge is accessed, delivered, and acquired. The internet, in particular, has revolutionized traditional learning methods by providing learners with immediate access to diverse resources and interactive platforms. This shift has created opportunities for more flexible, autonomous, and engaging learning experiences, especially in contexts where conventional classroom instruction faces limitations. Among the many digital platforms available, YouTube has become one of the most widely used tools for educational purposes, offering learners a vast repository of multimedia content that combines entertainment with instruction.

English, as a global lingua franca, plays a central role in education, international communication, business, and technology (Lauder, 2008). For learners in non-native contexts, proficiency in English is essential not only for academic achievement but also for professional advancement. However, traditional approaches to teaching English often emphasize grammar rules, vocabulary lists, and structural accuracy, while neglecting communicative competence. This imbalance leaves many students unable to apply their knowledge effectively in real-life situations. Furthermore, challenges such as limited classroom resources, overcrowded learning environments, and restricted exposure to authentic language use hinder the development of practical proficiency. As a result, learners increasingly seek supplementary tools that can provide authentic input and enhance their language skills beyond the classroom.

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YouTube offers such opportunities by providing learners with direct access to authentic spoken and written English. Through lectures, tutorials, interviews, podcasts, and interactive channels, students can engage with native speakers, observe cultural nuances, and practice listening and speaking skills in meaningful contexts (Farr & Murray, 2016; Tan, 2013). The platform's audio-visual format enhances comprehension and retention, while its flexibility allows learners to study at their own pace and revisit material as needed. Research has highlighted YouTube's motivational role, noting that it sustains learner interest, encourages autonomy, and supports skill development across pronunciation, fluency, and vocabulary acquisition (Albahlal & Saud, 2019; Boster et al., 2006). In addition, YouTube enables learners to explore diverse accents, slang, and cultural expressions, thereby broadening their understanding of English in real-world contexts.

Nevertheless, the use of YouTube in education is not without challenges. Concerns have been raised about distractions, unreliable content, and ethical risks, as unrestricted access may expose students to inappropriate material or reduce focus on academic goals (JEEYAL, 2018; Jallaludin, 2016). Poor internet connectivity, irrelevant advertisements, and the risk of overreliance on independent learning also pose obstacles to effective use. These limitations suggest that while YouTube can serve as a powerful educational tool, its effectiveness depends on careful integration into structured learning practices and guidance from educators.

Despite these challenges, YouTube continues to play a significant role in language learning worldwide. Its accessibility, affordability, and interactive nature make it particularly valuable in EFL contexts, where learners often lack opportunities to engage with native speakers or authentic language environments. By offering a wide range of educational content, YouTube supports learners in developing listening, speaking, reading, and writing skills, while also fostering motivation and autonomy. The significance of this research lies in its ability to demonstrate how YouTube can be harnessed as a pedagogical tool to enhance English language proficiency in higher education. By evaluating students' perceptions of its usefulness and ease of use, the study provides insights that can guide educators and policymakers in promoting effective technology-assisted learning strategies. Ultimately, this research underscores the importance of integrating digital platforms like YouTube into language education to maximize their potential in improving learner outcomes.

Research Hypotheses

The present study tests the following hypotheses:

H1: Perceived ease of use has a direct and significant impact on perceived usefulness of YALL in EFL context.

H2: Perceived ease of use has a direct and significant impact on behavioral intention to use YALL in EFL context.

H3: Perceived usefulness has a direct and significant impact on behavioral intention to use YALL in EFL context.

Literature review

The role of technology in language learning has been widely acknowledged in contemporary scholarship. Digital platforms have expanded the scope of language education by providing learners with authentic input, interactive resources, and opportunities for autonomous learning. Among these platforms, YouTube has gained particular attention due to its accessibility, multimedia format, and global reach. As a free video-sharing site, it offers learners exposure to diverse linguistic contexts, cultural nuances, and real-life communication patterns that traditional classrooms often fail to replicate. The literature consistently highlights YouTube's potential to enhance English language proficiency, particularly in listening, speaking, and pronunciation skills.

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Early studies emphasized the motivational aspect of YouTube in language learning. Albahlal (2019) noted that YouTube stimulates learner interest by providing vast material that sustains engagement, while Boster et al. (2006) argued that its integration into classrooms benefits both teachers and students who are inclined toward technology-based instruction. Farr and Murray (2016) further observed that YouTube enables learners to access native speaker channels, thereby improving pronunciation and listening comprehension. Tan (2013) reinforced this view, suggesting that university students use YouTube as a tool for autonomous learning, which allows them to practice language skills outside formal instruction. Collectively, these studies underscore YouTube's role in motivating learners and providing authentic exposure to English.

Beyond motivation, YouTube has been recognized for its contribution to skill development. Research indicates that learners benefit from the platform's audio-visual format, which enhances comprehension and retention. Febriyanti et al. (2024) found that YouTube improves speaking skills by offering learners opportunities to practice pronunciation, intonation, and fluency. Similarly, Sukumaran et al. (2023) highlighted its role in exposing learners to diverse accents and cultural expressions, thereby broadening their communicative competence. Studies also suggest that YouTube supports vocabulary acquisition and grammatical competence, as learners can observe language use in authentic contexts and apply it to their own communication (Tahmina, 2022). These findings align with the broader view that multimedia learning fosters deeper cognitive processing and facilitates language acquisition more effectively than text-based instruction alone.

The literature also acknowledges the challenges associated with YouTube-assisted learning. JEEYAL (2018) cautioned that not all content on YouTube is reliable, as the platform hosts entertainment material that may distract learners or expose them to inappropriate content. Jallaludin (2016) observed that excessive use of YouTube can negatively affect academic performance, particularly when learners become distracted or over-reliant on independent study without proper guidance. Damayanti (2022) identified practical barriers such as poor internet connectivity, irrelevant advertisements, and the risk of learners being unaware of mistakes when learning autonomously. These concerns highlight the need for structured integration of YouTube into educational contexts, ensuring that learners benefit from its resources while minimizing potential drawbacks.

Several studies have examined YouTube's role in specific language skills. Gracella and Nur (2020) concluded that YouTube motivates learners to improve their English proficiency by providing accessible content on personal devices. Jailani et al. (2024) emphasized its importance in developing speaking proficiency, while Anggrarini and Faturokhman (2020) reported that YouTube prevents boredom and allows learners to study flexibly according to their preferences. Madani et al. (2023) added that learners find YouTube more motivating compared to other applications, as it provides comfort and ease of understanding. Collectively, these findings suggest that YouTube not only supports skill development but also fosters learner autonomy and satisfaction, which are critical factors in sustained language learning.

From a theoretical perspective, the Technology Acceptance Model (TAM) proposed by Davies (1989) provides a useful lens for understanding learners' adoption of YouTube in educational contexts. TAM posits that perceived usefulness (PU) and perceived ease of use (PEOU) influence behavioral intention (BI) to adopt a technology. In the context of language learning, PU reflects learners' belief that YouTube enhances their proficiency, while PEOU indicates their perception of its accessibility and user-friendliness. Studies applying TAM in educational technology contexts have consistently found that ease of use positively influences perceived usefulness, and both constructs significantly affect behavioral intention. This framework is particularly relevant for evaluating YouTube-assisted language learning, as it

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captures the interplay between learners' perceptions and their willingness to integrate the platform into their study practices.

While the literature provides substantial evidence of YouTube's benefits, it also reveals certain limitations. Much of the existing research focuses on learners' perceptions of YouTube as a motivational tool or its role in specific language skills. Fewer studies have systematically examined its acceptance and adoption using established theoretical frameworks such as TAM. Moreover, many investigations are limited to primary or intermediate learners, with less attention given to university students who require advanced proficiency for academic and professional purposes. This gap is significant, as higher education learners represent a critical stage in language development, where autonomy, motivation, and technological integration play decisive roles in achieving proficiency.

Research Methodology

The study is based on a post-positivist paradigm and employs a quantitative approach. The research design is focused on students' perception of YouTube assisted language learning in EFL context. Using simple random sampling technique, a data of 174 students from various departments of the Bahauddin Zakariya University, Multan . This contributed to identifying students' perception of learning from YouTube and its impact on their learning in EFL context. BZU, Multan, representing different age groups, semesters, genders, and degree programs helped better understanding of the research. The research strictly follows ethical guidelines and ensures anonymity of the participants by deleting name section and reporting data on aggregate form.

Data Collection Method

This research used a structured questionnaire protocol. A Google Form based questionnaire was created and circulated among the students of BZU, Multan, to get their responses about their perceptions of YouTube assistance in EFL context. The questionnaire was adapted from Chau et.al (2024), and took about one week to collect responses. Students from EFL context were briefed about the study before the circulation of form. Demographic details of the participants are given in table 1.

Table 1
Demographic features

Demographic	Value	Frequency	Percentage
Gender	Male	78	44.8%
	Female	96	55.2%
Semester	1st	1	0.6%
	2nd	100	57.5%
	3rd	Nill	Nill
	4th	9	5.2%
	5th	1	0.6%
	6th	9	5.2%
	7th	Nill	Nill
	8th	54	31%
Degree Programs	BS	170	97.7%
	ADP	2	1.1%
	MPhil	2	1.1%

Theoretical framework

The three factors lead to an intention to perform the behavior. The planned behavior theory was developed by Ajzen (1991), and it improves on the theory of reasoned action which he developed in 1980 with Martin Fishbein. The theory of reasoned action meant that if

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someone wants to evaluate a behavior with a positive attitude and perceives that the significant others, like friends, peers, and family, want them to perform the behavior, then there is a higher intention or motivation to carry out that behavior. Icek Ajzen improved the theory of reasoned action by adding the third influencing factor called the Perceived Behavioral control, and that improved the predictability of the model.

Theory of planned behavior is function of three factors.

1. **Attitude includes your response to behavior:** If you think positively about your behavior, then it makes a positive difference in your life. But, if you suppose negative evaluation of a question, it gives negative effects. So, your attitude simply answers the question of "what do I think?"

2. Subjective norms: It includes what the people you interact with think of your behavior. So, your behavior is shaped by those who live around you. If they appreciate a course, you get influenced to follow that course. In short, subjective norms answer the question "what do others think?" about the behavior.

3. Perceived Behavioral controls: It includes whether you have the means or tools required to execute a behavior. For example, if you find a course as a suitable one, you are more likely to take it. Similarly, if you feel less inclined to collaborate, you are less likely to participate. So, you get the answer of the question "Can I do it?"

This theory is helpful in making predictions. It can help people identify biggest obstacles they face while changing behavior. But, this model fails at some situations, such as the model doesn't constitute of behavioral factors like emotions. This model also doesn't offer guidance on what actions one needs to take. This theory holds on prediction that people will have an intention to carry out a particular behavior. It provides an understanding of the perceived behavioral intentions.

Data analysis

Different kinds of statistical procedures were performed using Smart PLS. 4. Firstly, the reliability test and convergent validity tests were done. Then discriminant validity was checked using Cross loading method, Fornell Larcker criterion, and Heterotrait Monotrait Ratio (HTMT). Finally, bootstrapping technique was used to check the hypotheses after keeping the significance level 0.05.

Findings

Cronbach's alpha is used to find out the reliability and validity of our findings. The items should be highly correlated to each other in order to maintain high internal consistency. Composite reliability measure is also applied to evaluate accuracy. The minimum acceptable value for both reliability measures is 0.7. However, values $\geq$ 0.95 are generally discouraged to maintain internal consistency. Average Value Extracted (AVE) is used to determine the convergent validity, with a minimum accepted value of 0.4, as recommended by Hair et al. (2010). The reliability and convergent validity checks are given in the Table 2.

Table 2

Construct Reliability and Validity

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
BI	0.741	0.759	0.884	0.793
PEOU	0.734	0.758	0.881	0.788
PU	0.857	0.862	0.887	0.468

Discriminate validity is captured by two means: Heterotrait-Monotrait Ratio, as given in Table 3, and by Fornell-Larcker Criterion, as given in Table 4. The square root of AVE should be greater than the correlation of one variable with other variables to maintain discriminate validity. All the given values of HTMT are below 0.85, which indicates that the

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discriminate validity is established. Similarly, the values in Fornell Larcker Criterion show that every factor is loading highest in their section, indicating discriminant validity.

Table 3
Heterotrait-Monotrait Ratio (HTMT)

	BI	PEOU	PU
BI			
PEOU	0.842		
PU	0.847	0.819	

Table 4
Fornell-Larcker Criterion

	BI	PEOU	PU
BI	0.890		
PEOU	0.638	0.888	
PU	0.681	0.659	0.684

In cross loading analysis, the loading of each item on its parent construct should be higher than loading on other constructs. If the loading of an item is higher and is significantly well with its parent construct rather than other constructs, there is no issue of discriminant validity. Table 5 indicates that each item loads highest on its parent construct. The bolded values highlight the primary loadings in the table below.

Table 5
Cross Loading

	BI	PEOU	PU
BI2	**0.912**	0.636	0.640
BI3	**0.869**	0.488	0.569
PEOU1	0.470	**0.862**	0.545
PEOU2	0.646	**0.913**	0.619
PU1	0.434	0.436	**0.711**
PU2	0.590	0.545	**0.747**
PU3	0.445	0.499	**0.688**
PU4	0.403	0.482	**0.711**
PU5	0.503	0.506	**0.786**
PU6	0.410	0.470	**0.585**
PU7	0.409	0.364	**0.641**
PU8	0.494	0.336	**0.655**
PU9	0.473	0.373	**0.612**

The findings suggest that PEOU has a proved effective on students' intention of using YouTube for learning. Moreover, PEOU strongly affects PU, indicating its significance. The findings also show that PU greatly influences BI. According to the P values, which must be below 0.05, these relationships are statistically significant. The values suggest that both PEOU and PU greatly influence YouTube assisted language learning.

Table 6
Hypotheses Testing

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Decision
PEOU -> BI	0.334	0.325	0.074	4.496	0.000	Supported

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PEOU -> PU	0.659	0.654	0.070	9.347	0.000	Supported
PU -> BI	0.461	0.468	0.075	6.166	0.000	Supported

Discussion

The findings of the study provide a complete understanding of student's perception of YouTube assisted language learning in EFL context. The study was conducted at BZU, Multan, including participants from different age groups, genders, semesters, and degree levels. Data were collected through structured questionnaire consisting of three sections: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Behavioral Intention (BI). Results of the first section show that students find YouTube as an effective tool for academic purposes. YouTube has proved beneficial for students in improving their skills in English language. About 75% participants agreed that YouTube plays a potent role in English language learning skills, making students able to deal with English community. Through video lectures, direct access to native speakers, drill activities, English movies with subtitles, and podcasts, student can enhance their listening, speaking, reading, and writing skills in English. The second section consists of PEOU, where about 70% of participants agreed that YouTube is an accessible and easy to use platform for language learning. Students believe learning through YouTube is easy and understandable. They can acquire things easily by visiting various pages and channels. In the third section, students' behavioral intention is taken under consideration. 25 to 30% of participants agreed on intention based study. It depicts that learning process requires mental effort and strong intention. This confirms the H1, which indicates that perceived ease of use has significant effect on perceived usefulness in learning through YouTube assistance in EFL context. H2 states that PEOU has significant effect on BI in learning EFL. So, perceived ease of use allows the behavior to be carried out and an intention to a response. H3 demo reinforcing that usefulness enhances the likelihood of continued usage.

This analysis supports the theory of planned behavior. According to Icek Ajzen's (1991) theory of planned behavior, attitudes of students towards YouTube learning aid are positive. Theory suggests that ease of behavior shows how much a person performs an action. Specific attitudes lead to actions to be carried out. Subjective norms also influence PEOU of YouTube regarding learning in EFL. Perceived behavior choices help students to choose YouTube as a medium for educational purposes and language learning. Due to the advancements nowadays, students also like to use technology for study tasks. Subjective norms also follow YouTube assistance. People like and admire YouTube for bringing ease in their busy life. Perceived behavioral control is applied, because YouTube brings positive impacts on students learning without getting them bored. That's why, they decide to select this media for their area of interest. If people find it beneficial, helpful, and influential they choose YouTube over other sites. Through the study, it is concluded that YouTube has become a helpful application and it assists the students to boost their creativity. However, ads and sites sometimes distract the users, but this is covered by the usefulness of YouTube. Students use YouTube for their particular purposes and it has positive impacts on them. The study demonstrates the correlation between YouTube's impact and students' utilization purposes, indicating how YouTube enhanced and provided aid to students regarding learning English language.

This study aligns with existing research. For example, Sakkir, Dollah, Ahmad (2020) found that YouTube proves significant in improving English language proficiency level. Additionally, Khoiroh (2021) stated that YouTube is a useful and interesting platform for students. Ilyas and Putri (2020) in their study showed that YouTube motivates students for learning and they can become highly skilled in language acquisition and proficiency. Our hypothesis also follows these ideas indicating the usefulness of YouTube. YouTube aids

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students make their pronunciation, grammar, vocabulary, focus, and fluency better. We come to know that YouTube, in the new era of technology, has become an influential source of information and academic material for students. It can also play a potent role in entertainment. Students are not bound to class only; rather they can learn whenever and wherever they want to learn. They can take a break from learning through YouTube lectures. It has provided them a space and ease along with learning material.

Conclusion

This study highlights the growing importance of YouTube as a tool for English language learning in EFL contexts. The findings confirm that students perceive YouTube as both useful and easy to use, and these perceptions significantly influence their behavioral intention to adopt it for academic purposes. Through its audio-visual format, accessibility, and diverse content, YouTube provides learners with authentic exposure to English, enabling them to improve listening, speaking, reading, and writing skills. The platform also fosters learner autonomy, motivation, and engagement, which are essential for sustained language acquisition in higher education.

At the same time, the study acknowledges challenges such as unreliable content, distractions, advertisements, and connectivity issues. These limitations suggest that while YouTube offers considerable pedagogical potential, its effectiveness depends on structured integration into formal learning environments and guidance from educators. By applying the Technology Acceptance Model, the research demonstrates that perceived ease of use strongly influences perceived usefulness, and both constructs significantly shape learners' behavioral intentions. This reinforces the idea that technology adoption in education is not only a matter of availability but also of learners' perceptions and attitudes.

The significance of this research lies in its contribution to understanding how digital platforms can be harnessed to enhance language learning in higher education. By evaluating students' perceptions of YouTube-assisted language learning, the study provides valuable insights for educators and policymakers seeking to integrate technology into EFL instruction. Ultimately, the findings underscore the potential of YouTube to serve as a powerful educational resource when strategically employed, offering learners meaningful opportunities to achieve proficiency in English.

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