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# STUDENTS' ATTITUDES TOWARDS THE USE OF YOUTUBE FOR PRACTICING LISTENING OUTSIDE CLASSROOMS

Le Thi Thuy Nhung<sup>1</sup>

**Abstract:** *As listening takes its position in the process of language teaching and learning, practicing this skill inside and outside classrooms becomes essential. Although YouTube is one of the prevalent platforms studied for during-class-time listening practices, the findings regarding learners' reactions towards its use after schools seem to be insufficient. The purpose of this study was to examine students' attitudes towards the use of YouTube to practice their listening skills outside classrooms. The data collection period lasted for ten weeks, with 114 learners from the Listening 1 course at the International University as participants. The research employed a mixed method, quantitatively analyzing the viewpoints of the students through a survey and qualitatively examining their answers in a private interview. The results revealed positive attitudes towards the use of YouTube for additional listening practice beyond class time. However, the teacher's role in such exercises was also highlighted. This paper serves as a signal for further experimental research in the associated field.*

**Keywords:** *Listening practice; students' attitudes; TAM; use of YouTube*

## INTRODUCTION

In light of globalization, the urge to teach and learn English has become more emergent since English is considered the International Common Tongue (Putra *et al.*, 2020). Noticeably, listening is thought to be the first and fundamental skill in English acquisition as it provides linguistic input (Gilakjani & Sabouri, 2016). However, despite its pivotal role, the significance and enhancement of listening skills often receive insufficient attention in educational contexts due to the allocation of much class time on reading, grammar, and vocabulary (Vandergrift, 2007). The same scenario can be witnessed in the context of Vietnam education, especially in the English exam programs since listening parts have always been eliminated or negligibly added in public high schools (Duong *et al.*, 2019; Thai & Nguyen, 2018). This is the washback of an English exam-driven curriculum in which high school learners are prepared for tests on grammar, reading, and vocabulary (Bui & Duong, 2018; Tran & Duong, 2020). High school students thus have limited opportunities to hone their listening skills (Tran & Duong, 2020). Consequently, when these students reach the university level, their listening competencies tend to be less proficient compared with other skills (Tran *et al.*, 2021). The limitations in listening proficiency among university students can lead to challenges such as boredom, inattention, and difficulty following the length and speed of materials (Nguyen *et al.*, 2020; Phan *et al.*, 2021).

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To solve the problems mentioned above, learners require ample practice (Hwang & Chen, 2013), and the effectiveness of practice is amplified when it extends beyond the confines of the classroom (Harmer, 2007; Gonulal, 2020). Beyond classroom boundaries, learners benefit from exposure to authentic listening resources. These resources contextualize materials in real-life situations, acclimate learners to normal speech tempo, and foster motivation without the pressure of threat assessment (Vandergrift, 2007).

So far, two primary methods have been employed for listening practice. Initially, before the ubiquity of English videos on the Internet, CD players were extremely prevalent (Harmer, 2007). However, this method might bring certain downsides. The listening texts on CDs were mainly intended for modeling purposes, and spoken English encountered outside the classroom did not resemble these scripted materials, as they were performed by actors in a recording studio (Thorn, 2009). The second method, utilizing internet-based resources, has gained popularity (Gonulal, 2020), with platforms like YouTube, BBC English 6-minute listening, and Ted Talks being popular choices for specialized listening content. YouTube, in particular, has garnered attention due to its diverse topics, cost-free access, and personalized suggestions based on user interests (Wilson, 2015; Ayu, 2016; Wattenhofer et al., 2012).

While numerous studies have explored the impact of YouTube on students' listening abilities within classrooms (Qomariyah, 2021; Rahman & Mustofa, 2022) and their positive attitudes toward its application (Shafwati *et al.*, 2021), limited research has delved into its utilization beyond class hours. Only a few studies have explored students' preferences for using YouTube outside listening classes (Dzaky, 2022; Medoukali, 2015). In the Vietnamese context, although internet resources are acknowledged for post-class listening practice (Nguyen *et al.*, 2021; Vo, 2013), YouTube's specific role has not been examined extensively. The application of YouTube for developing listening skills, particularly outside the Vietnamese classroom, is an understudied area (Do, 2019). Therefore, there is a critical need for research investigating students' attitudes toward using YouTube for listening practice outside the classroom, especially at universities in the Vietnamese context.

Hence, to address this research gap, this research was conducted to examine how students perceive YouTube as a tool to practice their listening skills beyond class hours in the Vietnamese educational context in general and in the International University in particular. By studying students' attitudes towards YouTube as a platform for listening practice, this study sheds light on students' acceptance of this resource. The findings of this research may serve as a foundation for future experimental studies, providing valuable insights into how YouTube can effectively be integrated into language learning practices.

This research is conducted to investigate IU English Linguistics students' attitudes towards using YouTube to practice listening skills outside the classroom

### **Research question**

To obtain the mentioned objectives, this research addresses the following question:

*What are students' attitudes towards the application of YouTube to practice their listening skills outside the classroom?*

## LITERATURE REVIEW

### Practicing listening challenges

Due to the English exam-driven testing program from the elementary to high school level (Pham & Bui, 2019), listening tasks are commonly eliminated from or only taken as a subsidiary part of exams compared to other skills (Ngo, 2019). This constrains students' opportunities to practice this skill both inside and outside the classrooms (Vu & Shah, 2016). As a result, their listening proficiencies may be incompetent, which could raise significant obstacles to practicing this skill when these learners attend college (Nguyen *et al.*, 2020). In detail, students at universities in Vietnam admitted that when coping with a range of different accents, they found the process of identifying saying words become challenging, even with the known words (Nguyen *et al.*, 2021; Phan *et al.*, 2021). In addition, Vietnamese university students also confessed that when listening for a long period of time, distraction and boredom arose when they were uninterested in the subject, unmotivated, or unable to follow and comprehend parts of listening texts (Nguyen *et al.*, 2020). It is believed that the capacity to listen is greatly diminished when a person undergoes negative feelings such as anxiety or boredom (Yagang, 1994). Thus, when college students experience boredom or inattention, their listening skills are likely to decrease (Nguyen *et al.*, 2020).

### YouTube in English language teaching and learning

YouTube is described as a widely known online platform that allows users to publish, share, and view video clips (Snickars & Vonderau, 2009). This accessibility enables learners and teachers to expose to millions of clips from real-life to specialized content around the world (Silviyanti, 2014). For students aiming to enhance their language skills, YouTube serves as a motivating tool, providing access to diverse content that can aid comprehension (Silviyanti, 2014). Additionally, according to Neumann and Herodotou (2020), due to its user-friendly accessibility and minimal entry hurdles, there are opportunities for learner-centered experiences beyond the traditional classroom setting (Almurashi, 2016; Neumann & Herodotou, 2020; Putri *et al.*, 2020; and Wilson, 2015). In addition, by leveraging YouTube's features, such as playback control options, students can actively engage with the material, leading to deeper learning experiences (Neubauer, 2021). Undeniably, YouTube greatly supports teachers and students in education, especially in the context of teaching and learning English as a Foreign Language.

### Previous studies

To fulfill this study's objective, many papers need to be viewed. As for the application of YouTube in in-class activities, Ekawati (2022) and Rahman and Mustofa (2022) examined the effectiveness of using YouTube in EFL listening classes at the high school level, revealing that integrating YouTube videos improved students' listening comprehension capacities. These findings were further sustained by Qomariyah (2021), demonstrating that EFL students showed better performance on listening comprehension exams when YouTube was used as supplemental material in the classroom. Learners also provided positive feedback, in which most agreed that watching YouTube clips was beneficial for enhancing their listening skills and comprehension, thus raising their motivation in listening classes (Shafwati *et al.*, 2021).

However, there was limited research on the implementation of YouTube outside the listening classroom. University students in Wahidah and Luthfiyyah's (2018) research applied YouTube for after-class listening activities, yet this paper merely studied the duration that students spent on each listening material type rather than learners' feedback on the employment of YouTube. Meanwhile, in Vietnam's scene, Le and Pham's (2020) findings indicated that listening outside classrooms enhanced university students' language input; however, learners were free to choose any listening materials instead of being targeted to any particular resource.

Some relevant studies have been introduced regarding the attitudes towards YouTube for listening practices beyond classes. Medoukali (2015) launched a study at a university in Algeria evaluating English-major students' attitudes towards YouTube applications during the process of learning a language both inside and outside the classrooms. His findings indicated that learners preferred YouTube for listening practice beyond the classrooms due to its up-to-date and reliable information, which supplemented their language knowledge alongside classroom instruction. Dzaky (2022) in Indonesia reported that students favored YouTube as a source for outside-classroom listening materials due to its visual assistance, repetition, and flexibility. Mentioning practices outside of classrooms, Purwanti *et al.* (2022) discovered that YouTube enhanced students' autonomy with diverse levels, encouraging them to guide their practices at home as their wishes in terms of duration and video types. Another study by Do (2019) examined intermediate-level university students' perception of English listening practices after class time in Vietnam. The results showed that YouTube emerged as the most preferred tool for outside-classroom listening among the sources students could choose freely. Although Do's (2019) paper focused on students' attitudes towards listening to English outside classrooms, YouTube was only mentioned briefly without thorough discussion.

Apart from that, some research mentioning the importance of choosing materials on YouTube should also be cited for the upcoming discussion. To begin with, Silviyanti's (2014) results revealed that listening activities either in or out of classrooms using YouTube should be held by cautiously observing and choosing the right materials on behalf of teachers. This was later supported by the paper of Kristanti and Ni'amah (2022) that appropriate videos significantly augmented the pleasure of listening and studying.

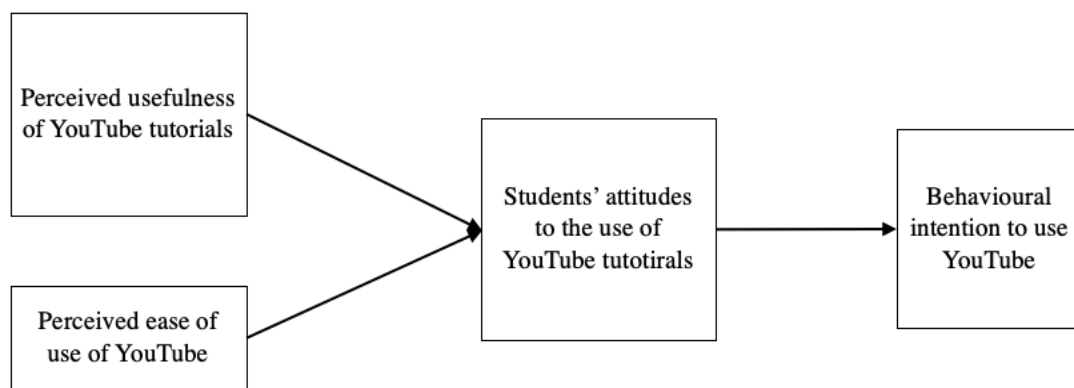
Although there were multiple papers discussing the effectiveness of YouTube in listening classes and students' perception of this application, the amount of research aimed at the students' attitudes towards YouTube outside classrooms seems insufficient, especially in Vietnamese settings. This research gap highlights the need for the present study, which aims to examine learners' attitudes towards the utilization of YouTube as a tool for practicing listening after class time. By examining students' attitudes, this study may shed light on YouTube's acceptance among students, serving as a foundation for future experimental research on related themes.

### **Technology acceptance model**

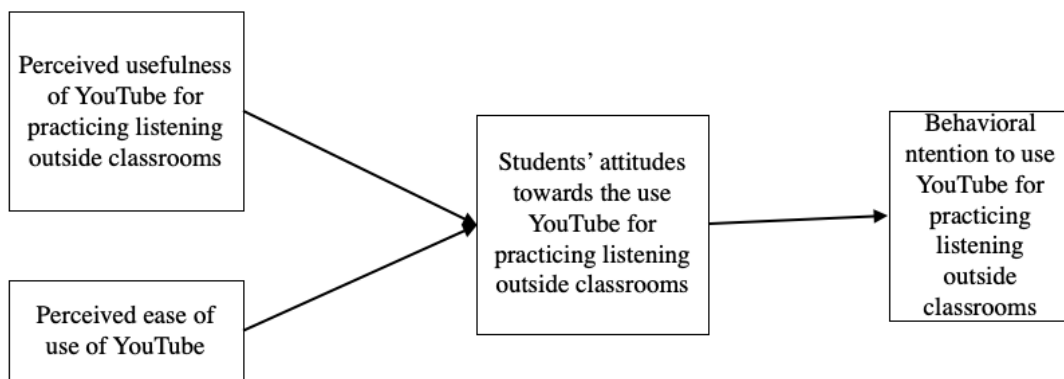
Over the decades, numerous models have been proposed by researchers to investigate attitudes towards the use of new technologies. However, among these models, the Technology Acceptance Model (TAM) developed by Davis in 1989 has emerged as a prominent framework in the research



field, providing a solid foundation for understanding the factors influencing individuals' decisions to either embrace or reject technology (Zhou *et al.*, 2019). Recognizing the significance of the TAM, Maziriri *et al.* (2020) adopted this model into their study on students' perceptions of using YouTube as a learning tool (See Figure 1). In particular, Figure 1 postulated that there was a direct impact from Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) on students' "attitudes" towards the use of new technologies. And "attitudes" influenced whether someone would utilize such technologies in the future, or their Behavioral Intention to Use (BITU). In this study, which focuses on students' attitudes toward YouTube, a modified version of Maziriri *et al.*'s (2020) framework has been adopted and suggested (see Figure 2).



**Figure 1. Maziriri *et al.*'s (2020) YouTube learning Technology Acceptance Model**



**Figure 2. Modified YouTube for Practicing Listening Outside Classrooms Acceptance Model**

## METHODOLOGY

### Study design

The current study was conducted at a private university in Ho Chi Minh City, where there is a strong emphasis on quality assurance in higher education. The institution also prioritizes the internationalization of its academic programs. Improving teaching quality is a key responsibility of the General English department. To begin, the study explored the lecturers' perceptions and perspectives on teaching management within the context of higher education. Based on the findings, suggestions were provided to improve the quality assurance of teaching General English.

## Sample and sampling

To conduct this research, 114 IU English Linguistic students in Listening 1 classes at the Intermediate Level were selected as the research participants. These students were chosen because they possessed comparable levels of English proficiency, having successfully completed the Intensive English courses with results equivalent to at least IELTS 5.5. This ensured that the participants had an appropriate English proficiency level to access the diverse materials available on the YouTube platform with a low range of vocabulary difficulties. The learning outcomes of this course emphasized advanced-level listening comprehension and note-taking skills, requiring students to comprehend the entire listening text without relying on specific listening strategies. Consequently, it was necessary for them to practice listening not only during classes but also outside of the classroom. In addition, this research narrowed the scope to only English-major students with the belief that English-major students would have stronger motivation to approach English more frequently compared to students in other fields. There were seven interviewees accepting the invitation embedded in the survey. Since the number of volunteers for the interview was limited, all of them were chosen as interviewees. As this paper merely stopped at surveying and interviewing the attitudes of students who had used YouTube for listening outside classrooms, no intervention of the YouTube use on classroom activities or students' learning would be included. This orientation of intervention however can be useful for further experimental research if any.

## Data collection instruments

### *The questionnaire*

As for the survey, closed-ended questionnaires with Likert scales were the best instrument for this study. Likert scales, a psychometric scale that comprised numerous sectors which answerers picked to refer their thoughts from (Nemoto & Beglar, 2014), were chosen to represent the closed-ended inquiries. The platform which performed the survey was Google Forms for its accessibility, user-friendliness, and automatic linking with Google Sheets, which is especially helpful for evaluation and analysis (Serrano *et al.*, 2019).

For the questionnaire design, the researcher adopted the revised framework of the Technology Acceptance Model (TAM) (Davis, 1989) by Maziriri *et al.* (2020) since this framework was validated by 377 non-English major students in a selected university. To be specific, the questionnaire, which followed the Likert scale of 5, consisted of 9 items divided into three distinct categories including Perceived Ease of Use (PEOU), Perceived Usefulness (PU), and finally Behavioral Intention to Use (BITU). Most survey items were formulated based on Chintalapati and Daruri's (2017) and Harlinda's (2019) studies since both studies applied TAM to assess students' perception of the use of YouTube for language learning. Meanwhile, some other statements were self-developed by the researcher based on the definitions taken from previous journals and articles of three main categories. Since this paper merely targeted listening, the statements were adopted and revised to be more suitable for the research aim.

Before conducting the main survey, a pilot survey was undertaken as a means to justify the validity of the research instrument (Van Teijlingen *et al.*, 2001). The pilot was also an authentic approach to verify the language of questionnaire items since if a question is poorly worded, there

will be a mismatching among various people's interpretations (De Vaus, 2013). The author was particularly concerned about the understandability of the questionnaire statements for Listening 1 learners. Therefore, the pilot survey specifically targeted students with English proficiency levels lower than the Listening 1 participants, namely, IE1 and IE2 students. By testing the survey on IE1 and IE2 learners and ensuring they could complete it without the need for translation or experiencing confusion, the author aimed to establish that Listening 1 students, with higher language proficiency, would likely comprehend the questionnaire as well. The pilot questionnaire would be launched one week on Facebook groups of the English Department before the actual version so the author could adjust any improper wording in time. Furthermore, research instruments were rechecked incessantly by two experienced ELT lecturers in the School of Languages so that validity can be achieved.

Moreover, in terms of reliability, this article critiqued Cronbach's alpha, one measure is prevalently associated with the degree to which an instrument is expected to produce an unchanged result over the course of repetitive measurements (Taber, 2018). The estimated Cronbach's alpha value was 0.71 for the main questionnaire, which demonstrated the questionnaires' sufficient degree of construct reliability and internal consistency (Taber, 2018).

Although the questionnaire's validity and reliability seemed to be confirmed, there are some disadvantages, nevertheless, that should be considered. According to Patten (2016), a questionnaire survey simply reveals a glimpse rather than the interviewee's rich and insightful perspective. Consequently, a follow-up interview section was undertaken because it gave researchers the chance to unearth data that is likely inaccessible utilizing methods like questionnaires and observations (Alshenqeeti, 2014). Thus, this study's questionnaire concluded with a further section that included a volunteer request for a successive interview for a more in-depth answer.

### ***The interview***

Following the questionnaire, interviews were scheduled with the students with their consent. Interviews, which can be performed in-person, online, over the phone, and occasionally with the use of laptop computers, are employed in quantitative research (Dawson, 2009). In interviews, respondents are often asked specific questions that are tailored to the study's aim; therefore, the likelihood of variability is limited, which will lower error and make data processing and analysis easier (Rashidi *et al.*, 2014). This allowed the study to delve deeper into how students felt about the use of YouTube to practice their listening skills outside of the classroom. The five interview questions were developed based on three main elements in this paper to dig deeper into students' opinions gained from the questionnaire.

Recognizing that there are many platforms qualified to progress the interview segment, the author, however, after considering the upsides, preferred Zoom application. First, with or without an account, Zoom users can still attend a meeting by an ID code and password which the host provides (Oliffe *et al.*, 2021). Moreover, Zoom has recording capabilities to either the host computer or Zoom's file storage, as well as password security for privacy, which allows the author to store the data for analysis while ensuring ethical considerations (Gray *et al.*, 2020).

**Data analysis**

The collected data from the Likert-scale questionnaires was transformed into numerical data in tables using Google Forms since this site allows users to tabulate and organize data into numerical and graphical presentations (Vasanth & Harinarayana, 2016). Data tabulation and graphical depiction were further analyzed to determine how the students felt towards the YouTube application for practicing their listening abilities outside the classroom. Moreover, once the online survey had been completed, the results would instantly be captured in a Google spreadsheet since Google Form automatically links to Google Sheets (Vasanth & Harinarayana, 2016). Also, Google Sheets was utilized in the phase of analysis due to its cell-independent organization and helpful formulas, which facilitates the process of choosing particular cells for information extraction as well as quick analysis (Dunbar, 2020).

In terms of the interview, the records gathered from Zoom were transcribed by one of Zoom features creating automatic transcripts from the audio (Gray *et al.*, 2020). However, to obtain the most precise data, these transcripts were later double-checked by the author and the co-author manually. After the course of rereading the texts, the coding stage when interviewees’ answers were labeled and grouped into categories was performed. The collected data was interpreted, evaluated, and discussed to draw a conclusion to answer the research question. All the qualitative data was stored online using Google Docs owing to its accessibility, anonymity, and data security (Opara *et al.*, 2021), which were helpful for later scrutinization.

**FINDINGS AND DISCUSSION**

This section was devoted to addressing the predetermined research question with regard to students’ attitudes towards the application of YouTube to practice their listening skills outside the classroom based on the data gathered from the questionnaire as well as the follow-up interview.

**Perceived ease of use**

**Table 1. The Percentage of Students’ Attitudes towards the Ease of Use relating to YouTube**

Statements	Likert Scales				
	(1: Strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree)				
	1	2	3	4	5
1. It is easy to access the YouTube website.	0	0	0	11	89
2. It is easy to find English videos on YouTube.	0	0	2	19	79
3. It is easy to watch videos many times on YouTube.	0	0	2	16	82

First and foremost, for the PEOU, the findings in Table 1 confirmed that the majority of students admitted that YouTube was easy to use in many aspects. Considering the accessibility, 100% agree votes were supported by three students’ interview answers (S1, S5, and S6): “*You only need one click to choose any video*” (S1); “*it’s accessible to anyone with the Internet access and a device such as a laptop or a mobile phone*” (S5); and “*I think that it is pretty easy to access, you can easily use YouTube app on smartphones or just go to the link*” (S6). Moving onto the features,

most of which were gravitated towards with over 90% of students, the reasons behind these choices were clarified in over half of the interviewees' replies. Among these features, it was the searching algorithm (98%) that was mentioned most frequently in interviewees' answers. In detail, S1, S3, S4, and S7 all shared the same claim that the act of finding their videos of choice was easier since YouTube always recommended relevant content based on what users watched previously, and the search bar was simple to use. These results were in line with Almurashi's (2016) and Putri *et al.*'s (2020) findings indicating the simplicity to access and use YouTube.

### Perceived usefulness

**Table 2. The Percentage of Students' Attitudes towards the Usefulness relating to YouTube**

Statements	Likert Scales				
	(1: Strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree)				
	1	2	3	4	5
1. YouTube helps me get familiar with many accents around the world.	0	0	3	39	58
2. YouTube increases my vocabulary.	0	0	7	50	43
3. YouTube decreases my listening comprehension.	59	38	3	0	0
4. YouTube helps me find a variety of content on many topics of interest for me.	0	0	1	25	74

Regarding the PU, there was a significantly high volume of participants concurring that YouTube was beneficial for their listening performance. To be clearer, most of the students acknowledged YouTube as a rich resource of tempting content (99%) in Table 2, which was demonstrated through S2's claim that *"there is a variety of channels with many topics in many fields so I can choose whatever topic that I want to listen to"*. Moreover, YouTube was also found to be functional in accent familiarizing with 97% agreeing votes in the survey. This result was soon explicated by nearly half of the interviewees that if they were aware of how people from various countries could pronounce a word differently, they would be better able to catch the tempo of the speakers and follow a faster and longer speech (S1, S2, S4, S5, S6, and S7). These findings were correlated with those in Dzaky's (2022) research which demonstrated that students may independently investigate how to use YouTube for their learning thanks to the accessible and native-originated knowledge from frequently updated materials of all levels. Plus, being the same rank as the accent recognition in the questionnaire, YouTube was admitted to enhancing listening comprehension, especially thanks to the rewinding function which allowed unlimited replays (S2). Same results could be seen in the results of Ekawati's (2022) paper in which YouTube's rewinding feature was found to greatly assist students' listening comprehension since they could repeat the material non-stop until they understood. Besides, the majority of participants in the survey supposed that the process of expanding their lexical repertoire was strengthened owing to YouTube (with 93%). Concrete explanations were given for these selections: *"We know a lot of vocabulary in C1 or C2, but we don't know how to use it. If we listen more frequently, we can know how people use it in reality and we can apply it in the relevant situations"* (S3); *"It also helps to sharpen your understanding of like certain slangs or words that most foreigners"* (S6); *"I know more words and collocations about a specific topic. I learned a lot of terms about classical music."*

*I don't use them in real life, but I do know more terms compared to my younger self"* (S7). Records in Chen and Chen's (2021) study also indicated that with YouTube, students could distinguish and recognize unknown English words, they therefore could grasp how to use these new terms in certain contexts. So, in general, the percentage of students thinking YouTube to be useful for their listening performance took the lion's share in the questionnaire plus the interview findings, which correlated with Harlinda's (2019) results in which YouTube was perceived to be helpful as a media in their English learning process.

**Behavioral intention to use**

**Table 3. The Percentage of Students' Attitudes towards the Intention of Use relating to YouTube**

Statements	Likert Scales				
	(1: Strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree)				
	1	2	3	4	5
1. In the future, YouTube can be used as a source for students to practice listening outside classrooms.	0	0	7	20	63
2. You will introduce YouTube to people who want to improve their listening skills.	0	1	13	32	54

Finally, as regards the BITU, a major part of students was witnessed to hold a positive attitude towards the idea of using YouTube in the future. Noticeably, none of the participants opposed YouTube's application for listening outside classrooms. There were concrete explanations given in all interviewees' responses. In particular, although everyone could access YouTube's richness of materials to practice listening themselves, the role of teachers was still emphasized in the case of YouTube being applied after class time, as stressed by interviewees. Specifically, besides for the class tasks, namely assignments, projects or homework, YouTube could also be used by students' own free will for self-practicing (S3, S4, S5, and S7). However, there should be guidance from lecturers to choose the appropriate videos (S1, S2, and S6). Besides, teachers should also provide strategies for using YouTube for studying as well as giving feedback on students' process so that students' self-regulated practices could be under-controlled and well-observed (S1). These findings are deemed to correlate with the findings in Silviyanti (2014) and Kristanti and Ni'amah (2022) studies. According to Kristanti and Ni'amah (2022), the effectiveness of practicing listening outside class time is based on appropriate resources since these sources helped ensure the joy of learners while exercising. Moreover, Silviyanti (2014) emphasized that educators should do a more comprehensive observation of the videos that would be utilized for listening practices containing the topic, accents, and language difficulty level. The participants' answers in the survey and interview were thus understandable. When it came to the willingness to introduce YouTube, while 86% of students agreed, a minority (1%) found this idea not applicable (See table 3). For the agreeing side, clearer proofs were given: *"it's very useful and convenient for us to learn not just by educational videos but by a lot of videos and also, it's free. If they are beginners, I will recommend YouTube"* (S3); *"YouTube is a really big platform having videos from everyone in the world and really easy to access. So, if there are any friends or any classmate that wants to enhance their listening or even note-taking skills, I will probably introduce them to YouTube"* (S7). This result

seemed to be in line with Harlinda's (2019) regarding students' agreement with the use of YouTube for future English practice. Nevertheless, S6, who proposed disagreement in the BITU part of the survey (the second item about the future introduction of YouTube for other people), elucidated in the interview that "*it depends on the people themselves*". As he claimed, due to the diversity of videos, there was a high chance that the practice of people with short "*attention spans*" could be interrupted. His point contradicted Purwanti *et al.*'s (2022) findings since their paper, which applied the library research method to other previous studies, confirmed that YouTube fostered the autonomy of students with varied levels. Autonomous learners, hence, were more likely to be self-regulated in directing their practice, including deciding the amount of time or videos that they wish for.

## CONCLUSION

In summary, the present study addressed students' attitudes towards YouTube's use for practicing listening after school time. The findings revealed a tremendously high rate of students preferring YouTube for exercising owing to its simplicity to use and its usefulness in improving their listening performance beyond the classroom. Students also stressed the role of teachers if YouTube would be applied in the future. Although the negative picks were negligibly unearthed in the interview, these opinions were worth being examined so that people intending to use YouTube for practicing or educators planning to implement YouTube in lesson plans could be aware of the upsides as well as the demerits.

Although this current study might serve as a starting point for research into the application of YouTube in the Vietnamese teaching and learning setting, it was conceivable to assert that a number of constraints have affected the study's overall conclusion. To start with, due to the fact that all of the data was from a singular university, there were certain limitations on the amount and breadth of the data used because of the apparent lack of sample variation, suggesting that there was a small sample size. Besides, as the present study only looked at academic English classes that related to the intermediate level, there was a gap in the study report that did not yet fully cover all of the other classes with diverse levels. Among classes at the advanced level and others, there might be a number of differences in the viewpoints regarding YouTube. Moreover, since all the participants in this study were merely English Linguistics learners, there could be a certain bias raised when it came to using YouTube for English listening practices compared with non-English majors. In addition, since the interview was done on a voluntary basis, there were not enough responses to explain certain disagreement figures found in the questionnaire. Finally, since the author was not able to find a suitable class for experimental study, this paper had not tested the effectiveness of YouTube for listening practice.

The paper's outcomes contributed to the education sector, particularly listening teaching methods. Specifically, this research highlighted students' attitudes towards the use of YouTube to practice listening skills outside the classroom. Understanding their learners' attitudes, teachers, therefore, can be aware of YouTube's advantages as an online instrument for practicing outside the classroom, creating a foundation for applying YouTube in both in-class activities and beyond-classroom practices.

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