# Investigating the Utilization of YouTube Videos for Improving Speaking Proficiency in English

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**Abstract.** This study conducts a systematic literature review to examine the efficacy of incorporating YouTube videos to improve the speaking abilities of English as a Foreign Language (EFL) learners. From 2022 to 2023, the study thoroughly examines, assesses, and combines 30 pertinent publications. By applying strict criteria for inclusion, the evaluation focuses on three specific publications that examine the influence of YouTube videos on speaking proficiency. The findings emphasize the favourable results regarding motivation, student engagement, instructional methods, and the diverse advantages of YouTube in various educational settings. The debate highlights the various benefits observed in rural schools and among public administration students, demonstrating the potential of YouTube to enhance vocabulary, pronunciation, and general language proficiency. The study emphasizes the significance of YouTube in offering authentic language exposure, promoting community growth, and leading to favorable outcomes in English proficiency.

**Keywords:** Systematic literature review, YouTube videos, Speaking proficiency, English as a Foreign Language (EFL)

## 1. INTRODUCTION

The use of digital technologies in language learning contexts has received significant attention in recent years. YouTube is a prominent medium with significant potential for improving the speaking skills of English as a Foreign Language (EFL) learners [1]. YouTube provides a wide variety of content suitable for language learning because of its easy-to-use interface and huge video library. Multimedia, namely videos, has been widely acknowledged as a very efficient instrument in language education. The accessibility of YouTube further enhances its appeal as a platform for language learners to interact with genuine spoken language actively. Furthermore, the ever-changing and interactive nature of YouTube videos, which include authentic conversations, interviews, and a wide range of linguistic contexts, offers learners the opportunity to experience and learn from real-life language usage. The platform's ability to accommodate content generated by educators and native speakers enables EFL learners to observe, mimic, and rehearse spoken English in diverse contexts. The variety of content presented is consistent with the concepts of communicative language education, which emphasize the significance of using genuine resources for language learning [2].

When examining the possibilities of YouTube videos in English as a Foreign Language (EFL) settings, it is crucial to investigate how learners engage with this medium. The interactive functionalities of YouTube, such as the ability to leave comments and engage in debates, cultivate a sense of communal belonging among those engaged in learning activities. Commenting on content allows learners to articulate their viewpoints, request further explanation, and actively engage in discourse on language. The social aspect of YouTube enhances the comprehensive language learning process beyond simply watching videos [3].

Nevertheless, despite the apparent advantages, it is essential to thoroughly analyze the obstacles associated with using YouTube for language acquisition. Excessive information, unwanted distractions, and inconsistent video quality are just a few factors that may affect this platform's effectiveness [4]. Instructors and learners must comprehend these obstacles to navigate the digital terrain wisely and effectively utilize YouTube's potential for enhancing language skills.

This systematic literature review aims to investigate the effectiveness of YouTube in improving the speaking abilities of English as a Foreign Language (EFL) learners, considering its growing importance in language teaching. The main areas of investigation involve the teaching methods used when incorporating YouTube videos, the influence of student involvement with various forms of content, and

the perceived advantages and difficulties faced during the process [5]. The main research question of this review is: *How does watching YouTube videos improve English-speaking skills in learners studying English as a Foreign Language?*

## Review of Related Literature
### Speaking Skills

Improving speaking skills effectively involves various methods, including conventional methods and modern technology. Research findings demonstrate the effectiveness of a range of instruments and strategies. Demonstrate the efficacy of hand puppet media [6], whereas Ritonga underscore the advantages of the Duolingo platform [7]. Kinasih and Olivia elucidate the beneficial effects of integrating films into language instruction [8], whereas Yolanda endorse using interactive visual aids for learning [9]. Moreover, the flipped learning methodology, as investigated by Santhanasamy and Md, presents a favorable pathway for enhancing oral communication abilities [10]. Susanty et al. emphasize the complex and diverse aspects of the speaking process, including various instructional materials, techniques, and evaluations [11]. Bui explains the components of speaking skills, which encompass fluency, self-assurance, pronunciation, vocabulary, grammar, and tone [12]. Pavlikova explores the intricate aspects of fluency, describing it as the ability to speak smoothly and without hesitation, self-confidence as the belief in one's ability to communicate effectively, and pronunciation as the accurate production of sounds [13]. Vocabulary refers to the selection of words; grammar relates to the arrangement of sentences; and intonation involves the modulation of the voice to express meaning and communicate emotions. Using techniques such as role-play, monologues, games, and problem-solving activities, as suggested by Henisah et al. [14], enhances speaking abilities.

Furthermore, Mardiyah and Badriyah propose that cartoon movies are an effective medium for teaching speaking abilities [15]. According to Chang and Kwan, watching videos with subtitles has two advantages: it helps improve listening comprehension and pronunciation [16]. The combination of these approaches and resources offers a comprehensive strategy for cultivating and improving speaking abilities.

### Social Media and EFL Learners

Social media is increasingly recognized as a flexible tool that can enhance learning English as a Foreign Language (EFL), providing learners with various advantages. Dewi and Rizal highlight the capacity of social media to enhance students' motivation, language proficiency, and academic achievement [17]. Ekawati and Dewi provides evidence to support this claim, including platforms such as Telegram, Facebook, Twitter, YouTube, and WhatsApp as excellent tools for engaging students and achieving language learning goals [18]. Dewi and Rizal (2023) emphasize that social media can improve the writing skills of English as a Foreign Language (EFL) learners [17]. The study of social media for ELT [19], [20], [21], [22]. This is achieved through features that allow learners to review their work and actively participate on the posting pages of each social media platform [23], [24].

Nevertheless, Ekawati and Dewi warns that although social media offers significant prospects for EFL learning, it is essential to maintain a balanced viewpoint [18]. It is crucial to acknowledge both the advantages and possible disadvantages, such as decreased face-to-face interaction and non-academic usage, to exploit social media's potential in language instruction fully. Alshabeb and Almaqrn emphasize the significance of explicit instructions from teachers and educators on successfully utilizing social media for educational purposes [25]. They highlight the need to understand the limitations of this medium in the teaching and learning process.

Dewi and Rizal emphasize the importance of YouTube as a prominent and practical resource for English as a Foreign Language (EFL) learners [17]. YouTube provides a wide variety of instructional content, which improves listening, speaking, reading, and writing abilities. The abundance of content accessible on YouTube greatly enhances its efficacy as an adjunctive instrument for complete language acquisition.

### The Impact of Using Technology on EFL Speaking Skills

Implementing technology, namely platforms such as YouTube and podcasts, has substantially influenced the improvement of spoken proficiency in English as a Foreign Language (EFL). Baroroh and Rizal highlight the effectiveness of YouTube as an educational platform, namely in enhancing listening and speaking abilities [26]. YouTube material's visual and aural elements enhance language learning by exposing learners to genuine language usage, creating a complete learning experience.

Furthermore, Harahap and Rizal emphasize the efficacy of podcasts in enhancing English as a Foreign Language (EFL) listening and speaking skills [27]. Podcasts provide an auditory-focused method, enabling learners to interact with various linguistic patterns, accents, and conversational situations. Saeed and Bostanci propose that incorporating listening and speaking skills in English classes can significantly improve the communicative proficiency of EFL students [28]. The integration of technology and language training not only conforms to contemporary teaching methods but also demonstrates technology's beneficial influence on enhancing English as a Foreign Language speaking abilities.

## YouTube Videos for Education

As a social media platform, YouTube serves as a versatile education instrument with significant potential for advanced industrial skills. According to Li et al., YouTube has billions of daily views and can assist and impede public health initiatives [29]. In addition, Covington et al. emphasize that the platform is one of the largest and most advanced industrial recommendation systems worldwide [30]. It utilizes deep learning techniques for video recommendations. The incorporation of YouTube videos in education offers numerous benefits. As Mohammed and Ogar point out, online learning platforms, first and foremost, offer exceptional accessibility, enabling students to access content at any time and from any location [31]. The platform offers various instructional content covering various subjects [32], allowing learners to access knowledge that matches their unique interests easily.

Moreover, YouTube videos offer an immersive educational experience, allowing learners to actively interact with the material, participate in conversations, and carry out activities [31]. By visual and aural components, YouTube videos establish a more captivating educational setting in contrast to conventional text-based resources [33]. Furthermore, these videos can effectively showcase the practical implementation of principles, especially in domains such as medical or clinical science education [31]. Furthermore, the economic efficiency of YouTube videos, which are frequently available at no cost, amplifies their attractiveness as an instructional asset [34].

## 2. Method

A systematic literature review (SLR) aims to provide a thorough and impartial synthesis of the existing evidence related to a given research issue [35]. A systematic literature review (SLR) employs a rigorous and transparent technique to systematically identify, evaluate, and synthesize all relevant publications. Its purpose is to provide a clear understanding of the current state of knowledge in the selected topic area. This methodology is applicable in various disciplines, including software engineering, public health, education, and industrial research. The main goals of this initiative are to support well-informed decision-making, pinpoint areas where further research is needed, and provide guidance for future investigations.

Nevertheless, it is imperative to recognize the constraints linked to systematic literature reviews. These limitations include the possibility of overlooking essential studies due to restrictions in search methods or publication bias, the potential for mistakes in selecting studies and extracting data, and the inherent difficulty in establishing causal relationships due to the primarily observational nature of the studies included [36]. Moreover, it is crucial to acknowledge that doing systematic literature reviews might require significant work and time, necessitating a large commitment of time and effort to complete.

This study performed comprehensive literature reviews by examining publications in a vast database, namely Google Scholar. We adhered to Khan et al.'s [37] five-step guidance for conducting a systematic review, as shown in Figure 1, during the review process.
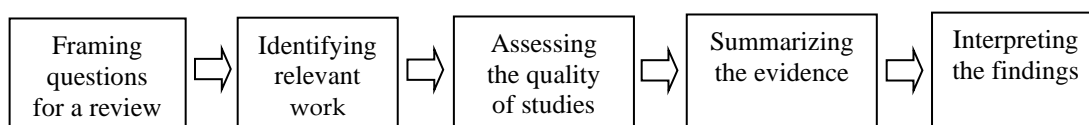


**Figure 1**. The five stages of systematic literature review as stated by Khan et al.

## Stage 1. Framing Questions for a Review

Recently, educators worldwide have been exploring integrating YouTube videos into teaching and learning speaking skills for English as a Foreign Language (EFL) learners. Nevertheless, only a limited number of reviews were undertaken to determine the efficacy of YouTube video settings in enhancing

learners' speaking skills. Therefore, this study aims to thoroughly analyze the publications in this specific area of research from 2022 to 2023. The study aims to examine the following research question: *How does watching YouTube videos improve English-speaking skills for learners studying it as a foreign language?*

## Stage 2. Identifying Relevant Work

In the study's second phase, the researcher has discovered relevant literature that has provided substantial and valuable material to meet the review's objectives. At first, the researcher gathered 30 relevant publications by searching internet databases. In order to address prejudice, a thorough search was carried out by leveraging the reference lists provided by a selected subset of publications. Given the apparent lack of extensive research on the utilization of YouTube videos for enhancing speaking abilities in ESL learners, the evaluation included the framework of EFL to offer a more thorough examination. This evaluation has included conference proceedings publications based on empirical evidence, full-text papers, and peer-reviewed journal articles. The data was obtained from digital databases, including standard internet search engines and Google Scholar.

## Stage 3. Assessing the Quality of Studies

To ensure the high quality of the review, the researcher examined the papers found using certain criteria for inclusion and exclusion. These criteria were based on systematic reviews carried out by Kaliisa and Picard [38]. The chosen articles underwent a thorough evaluation process to ensure that they met the specific criteria for inclusion and exclusion, as indicated in Table 1.

**Table 1.** Criteria used to determine which studies were included and excluded in this systematic review

| No | Criterion | Inclusion Criterion | Exclusion Criterion |
|---|---|---|---|
| 1 | Relevance to Research Question | The study directly addresses the impact of YouTube video consumption and language learning strategies on speaking skills in EFL learners. | The study focuses on unrelated topics or does not specifically address the relationship between YouTube videos, language learning strategies, and speaking skills. |
| 2 | Research Design and Methodology | Employs a robust research design, such as experimental, quasi-experimental, or longitudinal studies. | Utilizes weak research designs, including anecdotal evidence, opinion pieces, or non-systematic literature reviews. |
| 3 | Sample Representativeness | The study includes a representative sample of English as a Foreign Language learners. | The sample is skewed or not representative of the EFL learner population. |
| 4 | Language of Publication | Accepts studies published in English to ensure a comprehensive understanding of the topic. | Excludes studies published in languages other than English due to potential language barriers. |
| 5 | Publication Source | Includes studies published in peer-reviewed journals, reputable conferences, or academic publishers. | Excludes studies from dubious sources, predatory journals, or non-academic platforms. |
| 6 | Duration of Study | Longitudinal studies covering an extended period to capture the sustained impact of interventions. | Short-term studies with limited data collection periods that may not reflect the long-term effects of interventions. |
| 7 | Outcome Measures | Includes studies with clear and relevant outcome measures related to speaking skills enhancement. | Excludes studies with vague or unrelated outcome measures. |
| 8 | Clear Identification of Variables | Clearly identifies and defines key variables, such as YouTube video consumption and language learning strategies. | Lacks clarity in identifying and defining key variables, making |

| No | Criterion | Inclusion Criterion | Exclusion Criterion |
|----|-----------|--------------------|--------------------|
| | | | it challenging to draw meaningful conclusions. |
| 9 | Methodological Transparency | Demonstrates transparency in research methods, including detailed descriptions of data collection and analysis procedures. | Lacks clarity in methodology, hindering the ability to assess the study's rigor and replicability. |

## Stage 4: Summarising the Evidence

The study employed Google Scholar as the electronic repository for conducting article searches. The search engine was interrogated using the keywords "YouTube Videos EFL Speaking Skills," and the temporal scope was limited to 2022 to 2023.

Between 2022 and 2023, 2,758 publications were published on Google Scholar. The articles were enhanced by precisely analyzing the utilization of YouTube videos, particularly concerning improving ' speaking skills' in English as a Foreign Language (EFL) learners. This refinement process can be seen as a form of filtration. Furthermore, the researcher is considering the filtration of the study's environment by employing YouTube videos, specifically in educational contexts, regardless of their formality. Moreover, using YouTube videos was strictly restricted to educational contexts, encompassing structured and unstructured instructional situations.

A total of 50 items have been obtained through the filtration process. The process is enhanced by exclusively recognizing complete-text publications, conference proceedings containing empirical evidence, and peer-reviewed journal papers, resulting in a final selection of 30 articles. After a meticulous assessment of the criteria for inclusion and exclusion in the review, 27 publications were deemed ineligible and hence excluded. Only three papers remained considered most appropriate for the analysis and synthesis of this systematic literature review. The chosen papers focused on using YouTube videos to enhance speaking abilities in English as a Foreign Language (EFL) learners and reported actual results. Out of the four chosen published works, one was published in 2022, while the remaining three were released in 2023.

## Stage 5: Interpreting the findings

The research findings were examined using an innovative systematic review approach in which they were combined, and significant themes were identified to meet the study subjects under consideration. The analysis performed on the database, and the procedures utilized in the investigated research are displayed in Table 2. The data unambiguously demonstrates that a qualitative methods approach was predominantly used in the research, while quantitative and mixed techniques were also utilized to some extent. Most research settings in Table 2 are classified as secondary education, with the remaining categorized as postsecondary education.

**Table 2.** Analysis on the methods and levels of education

| Method | | | Level of Education | | |
|--------|------|------|------|------|------|
| Qualitative | Quantitative | Mixed | Primary | Secondary | Tertiary |
| 1 | 1 | 1 | | 1 | 2 |

Then, four papers were chosen from a comprehensive analysis of educational research articles published between 2022 and 2023. These studies were considered the most appropriate for investigating the research inquiries regarding the utilization of TikTok applications to enhance speaking proficiency among English as a Foreign Language (EFL) learners.

**Table 3.** The papers were chosen

| No | Article/Study | Participants and Context | Result |
|---|---|---|---|
| 1 | A.Y, S., Azwandi, A., & Syafryadin, S. (2023). Improving Students' Speaking Skills Through YouTube Videos at the Seventh Grade of MTs N 02 Bengkulu. Linguistic, English Education and Art (LEEA) Journal.[39] | The participants in the study are 36 seventh-grade students of MTsN 02 Kota Bengkulu.<br><br>The study aimed to improve the speaking skills of these students through the use of YouTube digital videos. The results of the research indicate a positive impact on students' speaking skills. The mean score on the students' speaking test was 77, with 85% of students performing well (good and very good). Specifically, 42% of students were classified as good speakers, while 45% were classified as very good speakers. | The study identified motivation and students' activeness in following the learning process, specifically by viewing YouTube digital videos, as key factors influencing the improvement in students' speaking skills. Therefore, the research concludes that the use of YouTube digital videos can effectively enhance students' speaking skills, and this improvement is associated with motivational factors, students' characteristics, and the teacher's collaboration in implementing YouTube digital media in the learning process. |
| 2 | Muslem, A., Fata, I.A., & Saputri, W.I. (2022). The Effect of English Authentic Youtube Videos on Students' Speaking Skills in Rural School. Journal of Education Technology.[1] | The participants in the study are 90 students, specifically N=50 students selected through purposive sampling from two different classes, with a mix of civil servant and non-civil servant family backgrounds in a rural school. The research aimed to examine the improvement in students' speaking skills, focusing on fluency, vocabulary, grammar, pronunciation, and accuracy, through the use of English YouTube videos. | The results of the study, obtained through a quantitative method with a true experimental design, indicate a positive impact on students' speaking skills. The average score increased after the post-test, with a notable improvement in accuracy. Specifically, students from civil servant families scored 95 on the post-test, while students from non-civil servant families scored 92.5. Although there was a minor difference in improvement between students from civil servant and non-civil servant backgrounds, the overall findings suggest that using authentic English YouTube videos in the classroom can significantly contribute to enhancing students' English speaking skills. |
| 3 | Sholikhi, F. (2023). Learning English through YouTube videos to foster speaking skills: Public Administration students' perceptions. Erudita: Journal of English Language Teaching.[40] | The participants in the study are 15 Public Administration students. The research aimed to understand the use of YouTube as a medium for speaking English based on the perceptions of Public Administration students in the class. The qualitative method was employed to achieve this goal. The researcher served as the primary instrument and | The findings revealed that YouTube was perceived as a valuable tool in supporting students' speaking skills. It was particularly effective in enhancing students' understanding of Public Interest vocabulary. However, the study identified a common challenge related to a stable internet connection, which was the most prevalent issue affecting the learning process. The research suggests that YouTube can be a beneficial tool for improving |

| | English-speaking skills in the context of Public Administration education. The conclusion emphasizes the need for similar research in the Department of Elementary School Teacher Education to further explore and enrich the understanding of English-speaking skills. |
|---|---|
| utilized questionnaires and semi-structured interviews to gather data. | |

The methodology employed in this research is experimental, whereby an idea, practice, or procedure is tested to ascertain its influence on an outcome or dependent variable [41]. Using a non-equivalent control group design, this study employs quasi-experimental research methods. This research spanned eight meetings. In this research, the researcher determined the population, sample, and sampling technique to make data collection easier. It can be concluded that the population is all of the group members, people, events, or objects which live together in one place from the final conclusion of a research.

## 3. DISCUSSION

The initial publication examines the favorable influence of utilizing YouTube digital films to enhance the oral proficiency of seventh-grade students at MTs N 02 Kota Bengkulu. The study employed the Classroom Action Research (CAR) methodology and included 36 pupils. The researcher utilized evaluation techniques, such as oral examinations, checklists for observation, written records, and interviews, to examine the impact of YouTube digital films on students' speaking abilities. The research exhibited a noteworthy enhancement in the pupils' oral communication abilities throughout various iterations. The average speaking score rose to 77, with 85% of students achieving high or excellent performance. The enhancement was uniform throughout the initial data and three iterations, demonstrating the efficacy of YouTube digital videos in augmenting students' spoken proficiency.

### Factors Influencing Improvement
### Motivation

Research has shown that digital videos on YouTube positively impact student motivation. Incorporating captivating and interactive films enhanced the learning experience, rendering it pleasurable. Students demonstrated heightened enthusiasm, as shown by their increased desire to engage and less apprehension towards speaking English. Activeness of Students: The study emphasized students' active engagement in utilizing digital media on YouTube. The movies enhanced cooperative learning, problem-solving skills, and a more captivating classroom environment. The students also engaged actively in speaking exercises, leading to improved speaking proficiency.

### Teaching Strategies

The study incorporated YouTube digital videos into the instructional process, encompassing pre-, viewing, and post-viewing activities. These activities promoted listening comprehension, expanded vocabulary, and offered opportunities for speaking practice. The implementation of diverse strategies, such as silent observation and subsequent engagement in activities such as games and role-play, significantly enhanced the students' proficiency and self-assurance in verbalizing the English language.

### Overcoming Challenges

The study recognized the first obstacles, such as the students' struggle to participate properly in speaking activities and their lack of confidence. YouTube's digital videos have effectively tackled these difficulties by providing a wide range of captivating and educational content. Evaluating students' performances was essential for identifying and rectifying grammatical faults and enhancing their speaking skills.

The use of English YouTube video media has been demonstrated to be a very efficient tactic in augmenting the oral proficiency of English as a Foreign Language (EFL) learners. Using YouTube videos resulted in a substantial and thorough enhancement in students' general speaking competence, particularly in fluency, vocabulary, grammar, pronunciation, and accuracy. The post-test findings revealed a significant improvement among students who initially scored below 60 in several areas since none scored below this threshold following the intervention. The most remarkable aspect was the significant enhancement in pronunciation and precision. The study highlighted the diverse advantages of YouTube videos, including their ability to support customized learning experiences tailored to individual student's requirements and their potential to enhance vocabulary acquisition and overall language competency.

Additionally, the research provided insight into the varying learning outcomes depending on students' origins, with those whose parents are civil servants and those whose parents are not civil servants performing better than their peers. The discovery challenged preconceived notions regarding students residing in rural regions, indicating that YouTube videos had a beneficial impact on the educational achievements of many student demographics. The study emphasized the pivotal significance of motivation and anticipation in acquiring proficiency in the English language, particularly in rural regions. Additionally, the effective use of technology, as seen in YouTube videos, has emerged as a crucial component in boosting classroom productivity and encouraging student engagement in learning. The research highlights the advantages of using YouTube videos in English as a Foreign Language (EFL) instruction. It is a significant resource for overcoming learning difficulties and achieving positive results in different educational environments.

Using YouTube videos has dramatically improved the speaking abilities of English as a Foreign Language (EFL) students, especially those studying Public Administration. Using YouTube in language learning has offered numerous benefits, as evidenced by the semi-structured interviews and questionnaire data findings. YouTube is a fantastic resource for students to increase their vocabulary, including relevant phrases linked to public administration, state policy, tax payments, and other diverse subjects. The platform's audio-visual content facilitates the understanding and pronunciation of this vocabulary, enhancing speaking skills.

Students assert that YouTube improves their comprehension of state laws and public interest, vital components of their academic endeavors. The platform offers current information on tax payments, providing insights into different tax categories, procedures, and modifications. It supplements traditional learning resources and helps connect English text-heavy content with students' understanding, particularly in subjects such as state policy and government.

Moreover, YouTube is acknowledged for improving pronunciation and fluency, as most students firmly affirm that the platform greatly enhances their English vocabulary and pronunciation abilities. The captivating quality of YouTube videos enhances the process of acquiring knowledge, and students like the platform's ease of access and affordability. Smartphones, which are readily accessible and come with the pre-installed YouTube app, enable students to learn and practice English speaking at any time and in any location.

Moreover, YouTube's vast array of content, from instructional videos to news pieces, accommodates various learning preferences, rendering it a versatile instrument for language acquisition. The platform is crucial in cultivating motivation and confidence among students, as it offers a comparable experience to private lessons. This enables them to emulate native speakers and actively engage in English discussions. The amalgamation of education and entertainment on YouTube is favorable since it allows students to derive pleasure from the content while simultaneously refining their linguistic abilities.

Despite these benefits, there are obstacles to using YouTube in language acquisition. Noted are issues about sluggish device responses, subpar video quality, and occasional comprehension challenges arising from linguistic variances. The dependence on internet connectivity presents difficulties, especially for students with outdated gadgets and restricted access to modern technologies. These problems emphasize the significance of considering students' varied backgrounds and technical resources when incorporating YouTube as a tool for language acquisition.

## 4. CONCLUSION

Conclusively, this systematic literature review investigates using YouTube videos to improve the speaking abilities of English as a Foreign Language (EFL) learners. The results emphasize the capacity of YouTube to provide genuine language exposure and foster community development while simultaneously drawing attention to obstacles such as excessive information. The review consolidates many teaching methodologies, highlighting the significance of motivation, engagement, and

cooperation. Observations from the Asian environment, including Indonesia, illustrate the crucial significance of English in diverse areas. The study highlights teachers' flexibility in recognizing social media, particularly YouTube, as a dynamic instrument for acquiring English as a Foreign Language (EFL). The influence of technology, encompassing platforms like YouTube and podcasts, on developing speaking abilities is readily apparent. The comprehensive analysis of scholarly works released from 2022 to 2023 demonstrates favorable results. Highlighting the significance of motivation and teamwork in improving speaking abilities through YouTube videos. In summary, this research provides helpful information for instructors and learners who want to use YouTube to develop language skills correctly.

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