

## **A Study of Correlation among Undergraduate Students' Learning Styles, Intensity of Watching YouTube Videos and Listening Proficiency in the ELT Context**

Nayyer Hassan<sup>\*</sup>  
Muzmmal Haider<sup>\*\*</sup>  
Faiza Aleem<sup>\*\*\*</sup>

### **Abstract**

The current study investigates the correlation between students' learning styles, the amount of time spent watching YouTube videos, and their current listening proficiency level. The study's population was undergraduate students from private universities in Pakistan. The researcher employed a quantitative and correlational method to fulfil the study's objective. Students' learning styles were examined using the VAK Learning Style Inventory developed by Chislett and Chapman (2005). An IELTS listening sample test was used to investigate students' listening proficiency levels. To gain more insight into students' practice of watching YouTube videos, a quantitative questionnaire (Likert Scale) consisting of five questions was distributed among the students. A sample of a hundred students was randomly selected to collect data. The results depict a positive correlation between students' intensity of watching YouTube videos and their listening proficiency level. However, there is a negative correlation between the learning styles of students and their intensity of watching YouTube videos, with an insignificant p-value. The study reveals that students' learning styles do not significantly contribute to motivating them to watch YouTube videos. The study recommends further investigation using different variables, such as students' self-directed learning habits, the influence of guided YouTube usage, motivation, and access to technology.

**Keywords:** Learning Styles, Listening Proficiency, YouTube, Correlation, English Language

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\* Lecturer, Department of Career Development and Leadership, The University of Lahore, Pakistan, Email: Nayyar.hassan@ell.uol.edu.pk

\*\* Lecturer, Department of Career Development and Leadership, The University of Lahore, Pakistan, Email: muzmmal.haider@ell.uol.edu.pk

\*\*\* Lecturer, Department of English Language and Literature, The University of Lahore, Pakistan, Email: faiza.aleem@ell.uol.edu.pk

## Introduction

With technological advancement, all human activities have been digitized. Digital technologies have opened up new horizons for students by providing various opportunities to enhance their listening skills (Hassan et al., 2025). In this digital era, the process of English language teaching and learning is not limited to the classroom only. Students are now more inclined to watch and listen to English YouTube videos for academic and non-academic purposes. YouTube videos seem to be interesting and entertaining for young learners; moreover, they effectively enhance their listening skills (Ray et al., 2021).

English has been used as a medium of instruction in native countries (Akinwamide, 2012; Mahboob, 2005) as well as non-English-speaking countries such as Pakistan, Indonesia, and Malaysia (Mahboob, 2003), where most students do not have well-developed English language skills. The acquisition of English revolves around developing all four language skills, i.e., listening, speaking, reading, and writing. Listening and speaking skills are considered the basic skills for language learning. However, listening and speaking skills have been neglected by students and English language teachers in Pakistan (Hamouda, 2013; Maitlo, Tumrani & Afi, 2022; Mirza et al., 2021). Moreover, ELT teachers in Pakistan merely focus on teaching and evaluating reading and writing skills (Kakar & Zia, 2023). They perceive that students will automatically acquire listening skills over time (Hamouda, 2013; Mirza et al., 2021). As English language skills are not widely practiced for communication purposes in the Pakistani context, this perception has proved to be a failure because students have very weak language skills (Hassan et al., 2025).

According to educational researchers, there are three learning styles: auditory, visual, and kinesthetic (Oxford, 2003). Cohen & Henry (2019) have maintained that variables such as learning methods, learning preferences, and motivation to acquire L2 play a crucial role in language acquisition. The L2 learners use a variety of strategies to improve their English language skills. Studies on proficient language learners have shown that, in addition to students' motivation and language aptitude, L2 learners' active efforts and creativity in incorporating different strategies also play a vital role in language development. During COVID-19, students have developed digital literacy competencies. This development helped them transform their learning styles to master listening-related metacognitive strategies (Arsyad & Villia, 2022).

Studies depict that computer-assisted learning is predominant in the English language context (Sauro, 2016). YouTube has developed into one of the most popular internet platforms in the world since its launch in 2005. As a result, studies exploring its integration in the L2 context have gained popularity (Dizon, 2022). Mayer's (1997) theory of multimedia learning,

based on cognitive science, provides additional support for using YouTube for L2 learning. According to this idea, humans use two channels to process information: a visual channel that processes images or videos and an auditory or verbal channel that processes aural input. However, L2 learners were not considered when the concept of multimedia learning was introduced. Preliminary research found that L2 English learners' listening comprehension improves when a video is added to an audio lecture (Mayer et al., 2014). In other words, using dual channels (auditory and visual) in contrast to a single channel tends to effectively increase L2 comprehension, supporting the hypothesis of multimedia learning's relevance in L2 circumstances. Given these results, it is not unreasonable to assume that YouTube, which combines auditory and visual input, could enhance L2 processing more efficiently in contrast to using reading or listening separately (Dizon, 2022). A previous study in the form of a review (Khairat et al., 2024) also highlights the effective use of YouTube to improve English listening skills, supporting its growing role in language learning pedagogy.

Researchers such as Dizon and Thanyawatpokin (2021) have found that YouTube helps enhance English language development, motivation levels in the context of an authentic L2 English language learning environment, and intercultural learning. Dizon and Thanyawatpokin (2021) strongly recommended further research to study the effectiveness of watching YouTube videos on language development. The researcher has designed this correlational study to fill the gap in the literature. The current research investigates how the intensity of watching YouTube videos affects the listening proficiency level of undergraduate students and whether a relationship exists between the intensity of watching YouTube videos and the learning styles of undergraduate students.

Listening skills are the most vital in language development and have been observed to be the most neglected skills in ESL classrooms. The findings of the study would be significant for both ESL teachers and students, as it would highlight the importance of exploring the learning styles of L2 learners, assessing the current listening proficiency level of students, and incorporating the most appropriate teaching-learning strategies that satisfy the actual learning needs of the students (listening skills) according to their particular learning preferences. Moreover, the results would help ESL teachers and students by highlighting the impact of watching YouTube videos on developing the students' listening skills.

### **Research Objective**

To find out the correlation between students' learning styles, the intensity of watching YouTube videos, and listening proficiency levels.

## **Literature Review**

### **English Language Learning**

English is currently the most powerful international language worldwide, alongside national and regional languages. English has become a means to achieve educational goals worldwide, regardless of culture, religion, or ethnic background (Khan & Mansoor, 2020). Pakistan's development of higher education and higher jobs depends on English as the primary language (Coleman, 2010; Rahman, 2002). Additionally, English is regarded as a factor responsible for the failure of most of the students in Pakistan (Bruthiaux, 2002).

Due to the gradual increase in the significance of the English language, it has become mandatory throughout Pakistan. This compulsion has created several issues for students with weak English language skills (Haider, 2018). According to some scholars, well-developed English language skills duly help students succeed in academic and professional careers (Haidar, 2019; Vaish, 2005). In addition, several components should be learned if students wish to develop English language proficiency; these skills include listening, speaking, reading, and writing (Putri & Ayu, 2023). According to Burns (2018), learners should acquire four English competencies. These four abilities are crucial for both teaching and learning English. As proposed by Morley (1991), listening is the most frequent form of communication in daily life. Because it is the first ability learners master while learning a language, we listen roughly twice as often as we speak, four times as much as we read, and five times as much as we write.

### **Listening Skills**

In addition to teaching reading skills, teachers also need to develop students' listening skills as they hold a crucial place in English language teaching and learning (Putri & Ayu, 2023). As explained by Ahmed (2015), five basic listening abilities need to be developed: predicting content, listening for gist (finding the broad meaning), detecting signposts (understanding the subjects), listening for details (finding specific information), and inferring meaning (guessing the meaning). Similar arguments have been promoted by Nunan (1998), who stated that listening skills are the most essential for language development. Without developing competency in L2 listening skills, students cannot become effective communicators.

### **Learning Styles and Listening Skills**

Putri and Ayu (2023) suggest that ESL teachers should use well-suited teaching strategies to develop their students' listening skills, as this would make the entire teaching-learning process more effective and learner-

friendly. Learning styles are the distinctive ways people acquire, perceive, and process knowledge (Hilliard, 2020). Learning styles refer to a person's quickest and most effective ways of learning. Every student has a unique learning style. Students learn more quickly by seeing, others learn best by hearing and listening, and some understand more through touch and movement. One of the key elements determining how well learners acquire a second language or a foreign language is their learning style, which can impact their reading, writing, listening, and speaking skills. It implies that a link between learning styles and English language learning also exists (Putri & Ayu, 2023).

### **Factors that Influence Listening Skills**

According to Norflee (2014), four factors that affect listening are:

#### ***Listeners***

The more listeners are interested in the topic, the easier it will be for them to listen to the topic discussed.

#### ***Background Knowledge***

Without adequate background knowledge, listeners with poor listening skills will have difficulty accessing information.

#### ***Style of Speech***

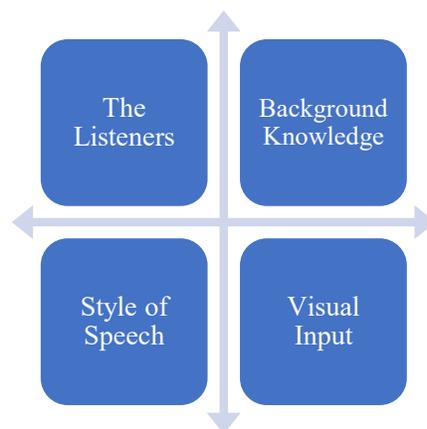
How people talk may affect listening. If people speak too fast, listeners may have difficulty understanding the information they are trying to convey.

#### ***Visual Input.***

For some people, visual support helps with listening to new information.

### **Figure 1**

*An Overview of Factors*



## **Watching**

### **YouTube Videos**

YouTube has developed into one of the most popular internet platforms in the world since its launch in 2005. As a result, studies exploring its use in formal and informal settings have gained popularity in second language (L2) research. Scholars have shown that watching YouTube videos is advantageous for several reasons (Aldukhayel, 2021; Alexa, 2022; Alobaid, 2020). One of these benefits is related to language (Yassin, 2024).

#### ***Development of Language Skills***

This reason is related to the current study. For instance, students in by Sun and Fang (2015) stated that YouTube assisted their efforts to speak English more fluently and helped students spot their linguistic weaknesses, particularly in L2 pronunciation. Aldukhayel's study participants believed that pronunciation improvement was one of the major benefits of watching YouTube videos or vlogs. It is also crucial to remember that the instructor participants in Aldukhayel (2021) shared the same viewpoint, namely that YouTube may aid students in honing their language-related abilities. Arndt and Woore (2018) found that, although not to the same extent as students who read blogs, students who watched YouTube videos could improve their incidental vocabulary learning. Yaacob et al. (2021) found in another quantitative investigation that YouTube could improve young learners' listening comprehension. The results of these investigations indicate that YouTube has the potential to enhance language skills in many ways.

#### **Watching YouTube Videos in Formal Settings**

Benson (2011) proposed that four aspects of language acquisition will be used to distinguish between formal and informal learning situations. According to this approach, formal L2 learning refers to language acquisition that is other-directed, such as by a teacher or researcher, that may happen in or outside the classroom. On the other hand, informal L2 learning refers to self-directed, outside-of-class, naturalistic language learning.

The use of two Web 2.0 technologies (YouTube and Facebook) in a service-learning task, problem-based learning, which aimed to provide a helpful service to the community, and L2 students' perceptions of language improvements were examined by Sun and Yang (2015). The participants' opinions were generally positive—they believed that YouTube helped them improve their public speaking abilities and L2 speaking confidence.

It was also discovered that they spent more time on the aesthetic aspects of their videos than on the original learning objective.

Aldukhayel (2021) investigated the participants' opinions on YouTube for L2 learning and found that using YouTube videos in well-structured in-class activities could aid in developing L2 skills and make language instruction more engaging and real.

Yaacob et al. (2021) investigated in action research if a YouTube-based approach that included video podcasts and associated listening exercises may improve young L2 English learners' listening comprehension. According to the findings, the therapy significantly impacts the participants' listening comprehension.

Woore (2018) used a quantitative, experimental strategy to study the impact of pre-testing on vocabulary evaluation. Participants were divided into two groups: one watched YouTube videos and the other read the transcripts. A test was used to determine if participants could accidentally learn target pseudo-words. Although no significant differences were found in overall vocabulary learning, the YouTube group outperformed the blog group in three areas related to vocabulary enhancement.

### **Watching YouTube Videos in Informal Settings**

According to the limited knowledge of the researchers, only two studies have investigated the use of YouTube in casual L2 learning settings. The first is an exploratory study by Benson (2015) that examined YouTube comments to see if there were any indications of language learning or cross-cultural learning. 2,840 comments or 32% of the total (8,850 comments), showed signs of language or intercultural learning. These findings imply that informal foreign language learning can be found in great abundance in YouTube comments.

Wang and Chen (2019) conducted interviews with university students to explore how they used and viewed L2 English YouTubers or content creators who make videos for English-teaching objectives. The participants reported that they preferred watching YouTubers to deepen their knowledge of other cultures, broaden their access to learning resources, and spark interest in learning a second language.

### **Studies Conducted in the Pakistani Context**

Ajmal and Kumar (2020) studied the impact of motivation on students' listening skills while studying in the British Education and Training System in Lahore, Pakistan, from January to February 2020. According to the results, there is a positive correlation between listening strategy instruction and motivation.

Naz, Simming, and Jarah (2022) conducted a qualitative experimental study in the Pakistani context and found that the use of Computer-Assisted Language Learning had a positive impact on enhancing students' listening skills as compared to regular classroom teaching techniques.

Asif, Sheeraz & Sacco (2022) conducted a quantitative experimental study to investigate the impact of technology tools and web-delivered language learning platforms on the academic performance of L2 learners of the English language in a private university of Lahore, Pakistan. The results depicted a positive impact of technological tools on the academic performance of English language learners.

Abbasi, Shahid & Shah (2022) designed a quantitative study to explore the problems faced by L2 learners of non-elite private secondary schools in Punjab, Pakistan regarding listening comprehension skills. The study's results showed that students have difficulty in listening comprehension due to a lack of vocabulary, forms of language, difficult grammatical structures, speed of language delivery, lack of interest, poor quality of sound, and problems related to the poor setting of classrooms. The researchers recommended that the curriculum developers should include technology-assisted material in the textbooks (Gurmani, 2022).

Maitlo, Tumrani & Shoukat (2022) explored the factors that negatively affect the listening and speaking skills of L2 learners studying in secondary schools in Sindh, Pakistan. The study suggests that watching English language videos can help students improve their listening and speaking skills.

## **The Gap**

The literature review depicts that scholars have studied the relationship between watching YouTube videos and students' listening comprehension skills from different perspectives by utilising many different approaches and methodologies. However, a study that investigates the relationship between L2 learners' learning styles, the intensity of watching YouTube videos, and the students' listening proficiency level has rarely been found, especially in the Pakistani context. Therefore, the current study fills the knowledge gap in literature and enlighten L2 instructors and students regarding the relationship between the learners' learning styles, watching YouTube videos, and the students' listening proficiency levels.

## **Research Methodology**

A quantitative research design has been utilised to fulfil the objective of the study.

## **Population and Sample**

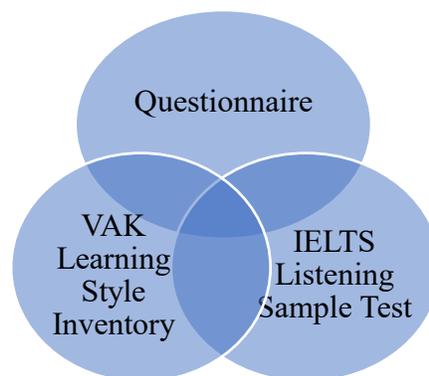
The population of this study comprised undergraduate students from private universities in Lahore. The researcher employed a probability sampling technique to draw a sample of one hundred undergraduate students from three randomly selected private universities.

## **Data Collection Tools**

Three instruments were employed to collect data from selected participants. The first instrument was a questionnaire consisting of five items related to students' viewing of YouTube videos. The questionnaire items were constructed based on relevant literature and were reviewed by three ELT experts to establish content validity. The second tool was the VAK Learning Style Inventory developed by Chislett and Chapman (2005) to explore students' learning styles. The main reason behind choosing this inventory out of many other learning style inventories available was that it is accompanied by a reliability report and has a reliability coefficient of 0.767. Furthermore, the VAK model has been most frequently adopted by researchers (Scott, 2010) such as Deshmukh et al. (2014), Ulfah and Fuad (2019), and Ab Manan, Yusof, and Azizan (2024). The third instrument was the IELTS listening sample test to assess students' listening proficiency levels. This has been the most widely used test worldwide. Nowadays, it is accepted by around 10,000 educational institutions in 140 different countries. All instruments consisted of objective-type questions and multiple-choice items.

**Figure 2**

*An Overview of Tools*



## Data Collection Process

The tests and survey questionnaires were compiled in sets to be distributed to each student. The sets were numbered to keep a separate record of each student's use of YouTube videos, learning style, and proficiency level to further correlate the responses recorded by each student. All the data were collected on the same day. Firstly, the students were asked to complete the VAK Learning Style Inventory to investigate the learning style of each student. Second, the IELTS Listening Test was conducted to assess the students' current listening proficiency levels. Third, the students were asked to complete a survey questionnaire that provided data related to the use of YouTube videos by the students. Finally, all sets were collected from all students.

## Data Analysis and Interpretation

The data collected were analysed and correlated using SPSS software to perform data analysis. The correlation among all three variables, namely time spent watching YouTube videos, students' learning styles, and students' current listening proficiency levels, was calculated step by step. The results were presented in tables generated by SPSS software to enhance comprehension of the findings and were interpreted according to the correlation identified.

## Results and Discussion

### Data Description and Display

The data analysis part has been divided into two sections. In the first stage, the data were displayed in tables along with their descriptions. The second stage deals with the explanation and interpretation of the data.

**Table 1**

*Weekly Intensity of Watching YouTube Videos by Students*

	Frequency	Percent	Valid Percent	Cumulative Percent
Validity daily	4	4	4	4
several times a week	20	20	20	24
once a week	28	28	28	52
Rarely	36	36	36	88
Never	12	12	12	100
Total	100	100	100	

The question related to the intensity of students' watching YouTube videos each week was prepared on a five-point rating scale, i.e., daily, several times a week, once a week, rarely, and never. Most students (36%) reported that they rarely watch YouTube videos. However, only 4% of the students claimed that they watch YouTube videos every day. Some students reported watching YouTube once a week (28%), several times a week (20%), and 12% reported that they never watch YouTube videos. This shows that the participants do not benefit from YouTube videos for academic or non-academic purposes.

**Table 2**

*Daily Intensity of Watching YouTube Videos by Students*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid for less than a minute	48	48	48	48
30 minutes to 1 hour	40	40	40	88
1 to 2 hours	8	8	8	96
more than 2 hours	4	4	4	100
Total	100	100	100	

The response to this question deals with the intensity of watching YouTube videos each day. Most of the students (48%) responded that they watch YouTube videos for less than one minute each day. Nevertheless, 40% of students claimed that they spend 30 minutes to one hour watching YouTube videos daily. Only four students declared that they watch YouTube videos for more than two hours each day. In contrast, 8% of students maintained that they spend one to two hours viewing YouTube.

It is evident from the results that the students are utilizing the social media website YouTube which is claimed to be very useful in enhancing students' listening skills. It has been noticed that fewer than half of the

students hardly spend 30 minutes a day on YouTube. It shows that either they do not know about the positive effects of YouTube on the language skills of users, or they are least interested in enhancing their English language skills, especially listening skills.

### ***VAK Learning Style Inventory Survey Results***

**Table 3**

*Learning Styles of Students*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Visual	44	44	44	44
Auditory	36	36	36	80
Kinesthetic	14	14	14	94
Combination	6	6	6	100
Total	100	100	100	

Regarding the learning style test attempted by the students, less than half i.e. only 44% of students were visual learners, and 36% of them were auditory learners; however, 14% had kinesthetic learning style whereas only a small number of students i.e., (6%), had a combination learning style, which is a blend of two learning styles.

The interpretation of the results reveals that most students had visual and auditory learning styles. Despite YouTube being compatible and aligned with their learning styles, the students did not prefer to spend more time watching YouTube videos. They were neither motivated nor inclined to watch YouTube videos for academic or non-academic purposes. This is evident from the weak negative correlational statistics generated by using SPSS software, -0.083, a non-significant correlation, and a high p-value (0.414). It can be stated that an individual's learning style does not affect the intensity of watching YouTube videos. It does not motivate students to utilize YouTube for educational or non-educational purposes.

However, the studies conducted focused on taking students' learning styles into account in the teaching-learning process, which also increases the effectiveness of the input. The students grasp the concept more easily

and deeply if they are exposed to activities that are in accordance with their learning styles.

In this current study, the intensity of watching YouTube videos is very low, and students rarely practice it in their daily routine. Therefore, the students did not fairly utilize YouTube even if it was well aligned with their specific learning styles. Hence, the students' low use of YouTube has negatively affected the study results. Since this research has been conducted with integrity and authenticity. Therefore, the findings are reported as observed in the study. It can be stated that if the students claimed to be frequent users of YouTube, the results might have been opposite to the current outcomes.

### ***IELTS Listening Test Results***

**Table 4**

*Students' Listening Proficiency Level*

	Frequency	Percent	Valid Percent	Cumulative Percent
Validity non-user	24	24	24	24
Extremely Limited User	42	42	42	66
Modest User	30	30	30	96
Competent User	4	4	4	100
Total	100	100	100	

According to the listening proficiency test, most students had very weak listening proficiency levels, as 42% of students fell into the category 'Extremely Limited Users'; however, only 4% were 'Competent Users'. On the other hand, 30% of students were 'Modest Users' and 24% fell into the category 'non-users'.

The study's results indicate that the weak positive correlation between listening proficiency and the intensity of watching YouTube videos may be because most students rarely use YouTube videos for academic or non-academic purposes. It can be stated that the positive correlation shows that if the students incorporate watching YouTube videos into their daily routine, YouTube may have a positive impact on their listening skills. This happens as the students rarely benefit from it; therefore, they have weak listening skills. It is evident that by increasing the intensity of watching YouTube videos, the students can polish their English language skills, specifically, listening skills.

**Table 5**

*Correlation between Learning Styles and Intensity of Watching YouTube Videos*

		Intensity of Watching YouTube Videos	Learning Style
	Pearson Correlation	1	-0.083
Intensity of Watching YouTube Videos	Sig. (2- tailed)		0.414
	N	100	100
	Pearson Correlation	-0.083	1
Learning Style	Sig. (2- tailed)	0.414	
	N	100	100

The results of the Pearson Correlation coefficient conducted between the intensity of watching YouTube videos and the students' learning styles are -0.083 which reveals a negative correlation of -0.083, and the p-value of the correlation is 0.414. A value of 0.083 shows a very weak negative linear relationship between the variables. Since the p-value 0.414 is much greater than 0.05, the study fails to reject the study's null hypothesis. This

depicts that the relationship between the two variables is not statistically significant. A weak inverse relationship between the intensity of watching YouTube videos and the students' learning styles has been noticed. If one variable increases, the other variable is inclined to decrease. Nevertheless, the relationship is quite weak, so it is nearly negligible. The high p-value of 0.414 shows that any noticed relationship between the intensity of watching YouTube videos and the learning styles of students can be by chance instead of an actual existing relationship or it can be stated that there is no significant relationship between the two variables. Therefore, it is said that the students' learning styles do not impact the intensity of watching YouTube videos.

**Table 6**

*Correlations between Listening Proficiency Level and Intensity of Watching YouTube Videos*

		Intensity of Watching YouTube Videos	Listening Proficiency Level
Intensity of Watching YouTube Videos	Pearson Correlation	1	0.038
	Sig. (2-tailed)		0.706
	N	100	100
Listening Proficiency Level	Pearson Correlation	0.038	1
	Sig. (2-tailed)	0.706	
	N	100	100

According to the results of the Pearson Correlation analysis conducted to examine the relationship between the intensity of watching YouTube videos and the students' learning styles are 0.38 which reveals a weak positive linear correlation between these variables. Since the p-value 0.706 is much greater than 0.05, we have failed to reject the study's null

hypothesis. This indicates that the relationship between the two variables is not statistically significant. There is a weak direct relationship between the intensity of watching YouTube videos and the listening proficiency level of students. If one variable increases, the other variable also increases. Nevertheless, the relationship is quite weak, making it negligible. The high p-value of 0.706 shows that any noticed relationship between the intensity of watching YouTube videos and the listening proficiency level of students can be by chance instead of an actual existing relationship or it can be stated that there is no significant relationship between the two variables. Therefore, it is said that the intensity of watching YouTube videos is not related to the listening proficiency level of students.

## **Discussion**

The results of this research demonstrate YouTube's enormous potential as a tool for improving listening skills. Figo et al. (2025) also suggested through their experimental study that using YouTube and other similar digital platforms significantly impacts students' listening skills. The findings, however, show that students use the site minimally, with the majority largely utilising it for entertainment rather than for educational purposes. Increased exposure to pertinent information may significantly impact language learning outcomes, as seen by the small positive association between the intensity of YouTube video watching and listening and competence levels. This is consistent with earlier studies, which recommend the effectiveness of using multimedia for language learning (Sila & Gunawan, 2025; Yassin, 2024).

Additionally, the research discovered a statistically negligible negative relationship between students' YouTube video-watching intensity and their learning styles. Contrary to Putri and Ayu (2023), this study suggests that students' use of YouTube for language learning is not significantly influenced by their preferred learning style, kinesthetic, visual, or aural. Rather, structured usage, encouragement, and direction might be more important. The successful use of YouTube as a language learning tool seems to be significantly hampered by a lack of enthusiasm and poor knowledge about the platform's educational advantages. The same has been explored by the study conducted by Sila and Gunawan (2025), which indicates that YouTube alone might not be sufficient to motivate all learners.

The results indicate that more research is necessary to fully understand the elements including students' self-directed learning habits, technological availability, motivation, and monitored YouTube use. These

factors could offer a more thorough understanding of how to promote the instructional value of multimedia sites such as YouTube.

Teachers and educational institutions should consider incorporating YouTube-based activities into their curricula to cope with these difficulties. Teachers may promote more intentional use of YouTube to enhance listening skills by offering students structured coaching and raising awareness. Future studies might examine the impact of these other factors to create more potent plans for using multimedia resources in language instruction.

### **Conclusion**

The study concludes that there is a positive correlation between students' intensity of watching YouTube videos and their listening proficiency level. However, a negative correlation has been found between students' learning styles and the intensity of watching YouTube videos. In addition to that, the correlation is insignificant as the students have rarely been watching YouTube videos.

According to the results of this study, YouTube has a positive impact on developing students' listening skills. The students can improve their listening skills by watching YouTube videos more frequently. However, the students' learning styles do not play any role in motivating students to watch YouTube videos. To sum up, it can be stated that YouTube videos are effective for all students with different learning styles.

Considering the results of this study, the researcher recommends that students should spend more time watching YouTube in English to develop their English Language skills. Moreover, it is suggested that ESL teachers should integrate English YouTube videos in their classroom instruction. ESL teachers must provide more guidance to their students regarding the effectiveness, and ease of use of social media websites/tools as it would help the students gain learner autonomy and develop metacognitive skills.

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