




Haya Fatima Nawaz<sup>1</sup>, Amjid Khan<sup>2</sup> & Muhammad Saeed<sup>3</sup>

<sup>1</sup>Graduated, Department of Media Studies & Mass Communication, Iqra National University Peshawar

<sup>2</sup>Lecturer, Department of Media Studies & Mass Communication Iqra National University, Peshawar

<sup>3</sup>Lecturer, Department of Media Studies & Mass Communication Iqra National University, Peshawar

KEYWORDS	ABSTRACT
YouTube, Vocabulary Acquisition, Non- Native Speakers, Qualitative Research, Multimedia Learning	<p>In this research the authors examine how videos on YouTube influence the way people who speak other primary languages learn English words. It is a comparison between students who study in English Department &amp; students in other departments at Iqra National University in Peshawar. For this drive, the primary objective is to measure the effectiveness of the YouTube for the acquisition of new words. And the researchers observe how opinions and outcomes differ across various academic areas. To collect data, researchers used a qualitative method. By organizing focus group discussions and semi structured interviews, they gathered information from 32 students who use YouTube for the education on a regular basis. In the results it is clear that students from the English department describe the larger increase in the number of words they know - those students are also able to use the platform with a high level of proficiency for the purpose of learning a language - but students in other departments are often interrupted by unrelated tasks and find that the videos are not relevant to their specific subjects. With those findings, the current study shows that it is necessary for educators to change YouTube content &amp; methods so that they suit the requirements of different types of learners.</p>
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<b>Corresponding Author</b>	<b>Amjid Khan</b>
<b>Email:</b>	<a href="mailto:amjadkhan@inu.edu.pk">amjadkhan@inu.edu.pk</a>
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## INTRODUCTION

The fast development of technology has greatly influenced English language learning and more specifically, vocabulary learning of non-native English speakers. Amongst the digital sources of learning, YouTube is one of main educational sources because of its accessibility and its multimodal feature, combined with massive amounts of authentic resources (Nguyen, 2020). The studies shows

that technology-based learning environments have made possible the usage of interaction & more student-centered instruction since students use language in relevant context and that the context is beneficial for students of higher education who use on-line materials in their English language learning beside the classroom (Sari & Wahyudin, 2021; Zhang, 2022). Visual and aural elements of YouTube enable its use as effective tool for vocabulary acquisition. Learners can get knowledge about natural usage of language with variation in accents, pronunciation and utterance context (Putri, Wahyuni & Fitriani, 2021). The features such as subtitles give support over establishing link between spoken words and written texts which enhances their pronunciation and vocabulary gain (Khan 2023).

The multimodal inputs are compatible with today's teaching methods focusing on the authentic learning. YouTube is useful in promoting learner autonomy. Learners can choose the videos based on their interest, language proficiency, and academic requirements and this in turn is helpful in enhancing their motivation and engagement level. They can pause, replay and review videos so that they can learn at their own pace and comprehend the difficult vocabulary in a deeper way (Rahman & Iqbal, 2022). This student autonomy is beneficial in academic settings where different levels of language proficiency is evident to enhance learners' ability to understand, retain, and use new words. Apart from the personal learning gains on YouTube, it has also encouraged interactive and collaborative learning environments (Sundanis, Jamil, Akbar & Afrillia, 2025). Students can share, talk and receive feedback on topics and the materials from their peers and content creators from the comments in the site and through discussions. This interaction can be termed authentic and also allows developing communicative competence (Hussein, 2021). This kind of feedback received upon the web page then leads to the reinforcement of the acquired vocabulary and polishing the language further.

### **Problem Statement**

This study investigates the influence of YouTube videos on English vocabulary acquisition by non-native English speakers, particularly undergraduate students in English department and students in other departments at Iqra National University in order to extract the desired information and reaching conclusion.

### **Objectives of Study**

1. To measure effectiveness of YouTube videos as an effective tool for vocabulary acquisition.
2. To investigate the students' perceptions of YouTube as a vocabulary learning leading tool.

### **Research Questions**

RQ1: What are the effects of YouTube videos on vocabulary learning and comprehension of non-native speakers of English?

RQ2: What are the students' attitudes towards the inclusion of YouTube into their vocabulary learning leading process?

### **LITERATURE REVIEW**

There is a growing focus in current literature regarding the role of digital technologies such as YouTube for language acquisition and vocabulary development in non-native speakers of English.

As one of the most popular websites worldwide it has attracted much interest from learners and researchers alike owing to the ease with which it can be accessed, and variety of content available. The studies currently highlight that technology mediated learning environments make language acquisition more engaging and learner-centered and this is especially true for the acquisition of language (Syafiq, Rahmawati, Anam & Oktaviana, 2021; Sari & Wahyudin, 2021). Understanding the role of vocabulary remains more important because an inadequate lexicon restricts a learner's understanding of what is being said further supports individualized learning, enabling learners to process information at their own pace. The ability of YouTube to facilitate vocabulary learning has been demonstrated by numerous empirical studies. Specifically, experiment designs revealed that learners who received instruction via video outdid others who used old approaches in words recall and understanding.

Indeed, multimedia inputs that consist of both visual and audio stimuli allow learners to process the language more easily and achieve better results in terms of words acquisition (Putri, Wahyuni & Fitriani, 2021; Rahman & Iqbal, 2022). Not only that, latest studies also highlight that YouTube has been reported to promote learners' vocabulary learning in a wider aspect to promote general language competencies including speaking and listening skills (Hussein, 2021). One significant advantage of YouTube is its multimodal function enabling learners to hear and read real English usage in different contexts. By encountering various types of oral communication with different accents and cultural settings, learners can better understand and use new words. When combined with active learning strategies and critical selection of the content, they can significantly improve learners' lexical competence & overall language proficiency along with integration into structured learning environments, can maximize its benefits. With the subtitle option, they will connect the audio information with its written form, therefore boosting their pronunciation and comprehension (Khan, Ali & Ullah, 2023). Therefore, these are also compatible with the mainstream approaches to L2 learning.

Beyond its pedagogical value, YouTube also contributes towards student motivation and learner autonomy. Students can access material relevant to their interests and skill levels, thus fostering engagement as well as motivation to learn over time. This tailored learning environment has been identified as a key driver of intrinsic motivation, essential for effective language learning (Ali & Shah, 2024). The interactive components of the site, such as the comment section, offer potential for interaction and support, enabling learners to engage more actively with content and other learners can create opportunities for learners to practice and reinforce newly acquired vocabulary (Zhang, Wang & Chen, 2021). Notwithstanding the benefits previously listed, more recent research has also brought forth some disadvantages. It has been found that the YouTube-based learning can be viewed as a way of passively consuming information if learners are not prompted to actively use the content (Khan, Ahmad & Rehman, 2021). In addition, the fact that not all content available on YouTube is quality controlled could lead towards the learners receiving or working with incorrect or misleading information and this could influence the learners' acquisition negatively (Harris & Graham, 2021).

It is also more complicated to use for learning due to distractions like advertisements, or irrelevant content. Thus, YouTube offers a great potential as a vocabulary learning tool but learning depends

on guiding the learning process. While research supporting use of YouTube as a tool for language learning is upon the rise, few studies have looked at its effectiveness in different fields of study. In particular, no research has addressed how students from the department of English are able to gain vocabulary from YouTube compared with those from other fields. Such research be conducted so that we may determine the extent to which digital tools are effective in higher education through verbal and visual channels is more effectively processed and remembered. Therefore, strategic use of curated content, along with integration into structured learning environments, can maximize its benefits. YouTube videos serve as dynamic & flexible resource that enhances vocabulary learning for non-native English speakers by providing rich, contextualized, and engaging input. The current research attempts to assess the use of YouTube videos for learning vocabulary for undergraduates in particular context.

### Theoretical Framework

This idea stems from the theory of Cognitive Theory of Multimedia Learning (CTML) formulated by Richard E. Mayer in 2005. The text that further expounds on this learning approach is multimedia learning authored by Mayer and published by Cambridge University Press. It has been proposed that individuals may be able to learn well from media tools such as videos. The dual coding, the foundational theory of CTML, states that people are able to learn more effectively when visual and oral stimuli are processed at the same time. YouTube videos promote learning of vocabulary with an example as in videos that combine spoken and animated stimuli or visuals. Coherence, another concept of CTML, argues for the elimination of extraneous information can create opportunities for learners to practice and reinforce newly acquired vocabulary. For instance, YouTube videos that teach vocabulary would benefit from reducing unnecessary information so as to minimize cognitive load on students.

For teaching vocabulary, it is suggested that videos will make it easy for students to learn important words without being overwhelmed. Signaling implies that emphasizing important parts helps in learning main ideas. Many educational YouTube videos are able to help students by using visual techniques such as on-screen text in order to highlight key vocabulary. It is important to personalize instruction, and having them communicate in an informal way makes them eager to learn. Students are more inclined to learn new words over friendly interaction between two teachers on YouTube. Learning new words via YouTube Videos through application of CTML would assist non-native English speakers learning this language. This technique can aid learners to gain understanding of words and appropriate usages. Its interactive elements can offer motivation for students and prompt them to repeat or practice them. YouTube can also cater to a variety of learning styles with its wide array of content.

### RESEARCH METHODOLOGY

The present research employed a qualitative research design, in which focus group discussions (FGDs) and semi-structured interviews are being utilized. This research is intended to understand how English Department students and students from other disciplines in Iqra National University Peshawar utilize YouTube for vocabulary learning. A qualitative design is suitable choice in that

it may reveal a range of issues in terms of peoples' attitudes, behavior and experiences about digital vocabulary learning.

### **Sampling Strategy**

The researcher made a purposive sampling technique for selecting 32 under-graduate students from different majors in order to reflect the samples of the English Department and Non-English Departments (media studies, Allied Health sciences, business administration, computer science, fine arts, radiology, DPT, psychology, cardiology, dental tech, and anesthesia). The quantity of 32 is sufficient to achieve data capacity while remaining handy for qualitative analysis. The proportions of English and non-English students are around half and half to have a comparison between the groups in study.

### **Data Collection Methods**

Focus Group Discussions (FGDs): Number of FGDs: 04. Number of participants per FGD: 08 (Mixed English and Non-English students). Duration of each FGD: 30 minutes. In order to capture different viewpoints and avoid repetitiveness of their answers. In each FGDs, participants were stimulated in order to generate interactive conversations that reflect group process of learning vocabulary. Thus, the individual interview was conducted for the selected participants after the FGDs to have an in-depth view on their individual approaches, difficulties and desires for vocabulary learning through the YouTube.

### **Selection Criteria for Participants**

The undergraduate active students at Iqra National University. The participants' routine YouTube users either for academic purposes or language learning. Thus, participants who agree on audio-recording. The non-YouTube user of vocabulary-learning. Participants unwilling to provide the informed consent.

### **Data Analysis**

All the FGDs and interviews were audio recorded (with the consent of the participant) verbatim then they were transcribed and then a thematic analysis method was used to identify recurring themes among the data collected from FGDs and interviews. Comparing themes between English & non-English users of YouTube was performed to emphasize on; difference in learning approaches used; impact of academic study on YouTube use; similar learning experiences, and typical content type preferred.

### **Validation & Reliability**

The member-checking was conducted where participants checked their summarized transcripts to ensure the accuracy of data used in the current study for attaining the desired information and then themes were double-checked by peer debriefing among the researchers, thus minimizing possible research bias.

### **Ethical Considerations**

The written informed consent was obtained prior to any recordings. In this connection, participant's anonymity was maintained throughout the study by using a code instead of name and location

while quoting. For example, if one participant was from the Radiology department, the code RAD B7 was used instead of using the participant's name for maintaining confidentiality of participant in the study.

### RESULTS & FINDINGS

#### YouTube is Entertaining & Improves Learning

YouTube is generally perceived as enjoyable for the learning since its visual features, humorous attitude, and massive collection of contents provide the material a more entertaining outlook and that many of these learning items in it is conducive to the acquisition of new vocabulary by the students who learn the languages. Nevertheless, not all of the participants had the same perception. While the students from English department regarded the site both enjoyable and helpful, many of the students from other departments perceived the entertainment value in YouTube as the only aspect which hinders the deep study of the new words, thus making them learn little from YouTube, especially the vocabulary acquisition. "To be very honest, I don't learn any English from YouTube. I only enjoy watching videos about cooking or travelling, but they do nothing to help me to expand my vocabulary.

I rarely notice the language being used, and I never remember any new words" (G6, FGD2, FA). "Although I find travel videos to be fascinating, I must admit that I don't really learn much English from them. It's not focused learning, even if I do remember some words. In the end, I focus more on the landscape than the words". (G9, FGD3, Psychology) But, several students claimed that they are similarly distracted from serious learning by its entertainment component. Some of them admitted that they had often fallen into the trap of recommended videos that have absolutely no connection to the English learning materials, which often lasted for longer time than they had planned, "I start with an English grammar video and then end up watching the gaming videos". (B2, FGD1, MSMC) "I stumbled upon comedy videos on the irrelevant topics when I had to see English language videos". (B4, FGD1, BAD).

#### Music & Educational Videos

YouTube is filled with both music and English learning videos, and many people feel they help increase English vocabulary due to the exposure of lyrics, subtitles or dialogue found in narration of documentaries. But depending on each participant's area of study, perceptions regarding the use of this method might differ drastically. This part would focus on how English department students and non-English department students perceive learning vocabulary over such contents, placing emphasis on how they took it seriously and whether they felt it was useful or confusing. I do not take it seriously to learn English vocabulary from watching music videos. Most lyrics in the videos have lots of slang and informal words, it confusing me instead of helping me learning English vocabulary". (B7, FGD2, RAD).

"Educational materials like historical documentaries, also helped me to develop my vocabulary and my knowledge". (G11, FGD3, English) Other participants did not like informality of words and also the irrelevance with what they are supposed to learn at school. They argued there should be a

balance amid having formal language and having normal language & teachers should teach them which part is good to use slang in. "Some contents on YouTube uses language that is informal, such as slang words, it is not helpful when I use formal language for my presentations and assignments" (G3, FGD1, FA).

### Visual & Audio Component Role

It is widely suggested that YouTube's audio and visual presentation such as animations, subtitles and pictures are effective in vocabulary acquisition as students will be able to connect the spellings with sounds. Section will examine whether these multimedia forms actually facilitate vocabulary learning effectively. The English department students seemed to appreciate way more as compared to other department students. The others are found to be finding it a nuisance, disorganized or less beneficial. "Videos display both sounds and images but it is not of much use to me in the learning English vocab. Being a Dental Tech student, my learning is about term used in field I learn and other medical practical videos and instead of wasting time on learning vocab over videos; I would prefer to study over textbooks, lectures that are related to my course." (G14, FGD4, Dental Tech). "Watching subtitled animations did helps me correlate sounds and spellings but I still found it to be a form of passive learning.

I am not really learning; but merely watching it. It feels more like a game with music and cartoons being presented at each screen. It makes studying of English seems like watching a cartoon than actual learning." (B1, FGD1, MSMC). However, there are some students complaining that there are some videos with either bad sounds or bad visual presentation. "It is quite difficult for me to follow when speaker has a thick accent and I am unable to hear or understand the words. Many a times the sound in videos is not clear and easy for students to grasp in an effective way. The same goes for visual presentation of the words in videos. If not clearly seen and understand, students get distracted instead of acquiring information. In these settings it doesn't seem of much help to me for vocabulary enhancement." (B8, FGD2, BAD). "I find videos with noises are confusing for the vocabulary learning." (G1, FGD1, CS).

### Beyond Word Lists

In non-English departments, students were extremely wary of YouTube for learning vocabulary. They complained about the unstructured format of the videos and found irrelevant topics in videos to be disruptive to their learning. The non-English department students valued a more systematic and controlled approach of word lists when studying for the academic examinations. They found YouTube unreliable and ineffective as the material was not structured, thus uncontrollable. The YouTube videos are not in the particular order. Some teach me useful words but then diverge to irrelevant things. I feel like I am wasting my time. If I learn through word lists, I know I am only going over what will be tested. So, to me, it is better' (B13, FGD4, Cardiology). I really think YouTube is not a good source for learning English vocabulary. Many times, the majority of things I see in those videos turn out to be not related to what they were supposed to teach me. But if I learn through word lists, I feel that I have control over the material I learn and I review it so many times.' (G10, FGD3, Psychology).

### Maintaining Interest

Non-English Department participants suggested that YouTube was unable to help them maintain their interest while learning English vocabulary. Although they opened YouTube with the intent to learn they found it difficult to stay engaged. The auto play feature along with the algorithmic recommendations led them to irrelevant and entertaining videos, making YouTube more of a distractor rather than a helpful tool. The YouTube platform has failed to enhance their interest or motivation for the vocabulary learning. Instead, they get to "waste time," get stuck in an irrelevant stream of videos, and consequently lose their motivation or become less interested in vocabulary acquisition. In this connection, the "YouTube always recommends some video to me based on my browsing history, but mostly it just keeps redirecting me to some other unnecessary videos, keeping me on the platform endlessly and time-wasting rather than expanding my required vocabulary". (G4, FGD1, MSMC).

I find myself getting distracted on the YouTube easily, and then losing my concentration. I open YouTube with goal to study English vocabulary, but soon become bored and attracted to irrelevant interesting videos (B3, FGD1, AHS). Risk of falling into endless stream of irrelevant recommendations was one of problems listed by participants. "Generally, I will watch a learning video with objective to improve my English vocabulary but end up watching totally unrelated video; recommendations it suggests are mostly entertaining and irrelevant, so before I notice I would waste my time and learn nothing". (B5, FGD2, FA). "Auto play on other hand, disrupt my study habits by immediately playing the next video of totally unrelated content which has me completely forgotten about what I should be learning, thus preventing it from becoming a learning tool and acting instead as distractor". (G5, FGD2, MSMC).

### Motivation & Excitement

The enthusiasm and motivation to learn English through YouTube were rather varied amid English department participants & non-English department participants. English department participants were quite eager, comfortable and interested in utilizing YouTube for learning new vocabulary items. These videos' informal and interesting formats created a relaxed learning environment where they felt comfortable, safe and without fear of making any error. Non-English department students, on the other hand, lacked this kind of motivation. They had difficulty following the consistency when they studied English due to idea of having an unstructured learning path of YouTube. It seems that they perform quite differently in English vocabulary acquisition with YouTube. "I am not fearful when it comes to making mistakes since the videos are enjoyable. I feel at ease when I watch English language learning videos on YouTube. It doesn't feel like a rigid classroom where I'm afraid of being corrected.

Even if I don't understand something, I don't get frustrated because the tone of the speakers in the videos is informal and enjoyable. I simply rewind, listen again, and try to understand the words. Since there's no pressure, I can stay confident and keep trying. Honestly, this method has helped me learn more new words than textbooks have". (B10, FGD3, English) "Since there isn't a set timetable or plan for learning English on YouTube, I frequently forget to learn or put off practicing my English. I usually open YouTube in search of something educational, but instead I watch irrelevant videos

or browse through recommendations. I don't feel responsible because there isn't a set curriculum or instructor to mentor me. YouTube doesn't really give me the structure I need to stay on course. I feel like as I have to work really hard to remember to practice my English upon the regular basis". (G7, FGD2, RAD).

### Choice of Content

There is an obvious variation in terms of content preference for students from English department and other departments. It is evident that the English department students chose videos specifically for language learning, like vocabulary tutorials, grammar lessons or English talk shows. The non-English department students used YouTube for pleasure and videos were usually about technical/non-technical knowledge that did not contribute to English language learning. It is also apparent that non-English department students felt frustrated by fact that they could not find appropriate language-related videos for levels of English. This again proves that English department students used YouTube as a learning tool and the others did not find YouTube appropriate for their English vocabulary enhancement. "YouTube where I usually watch tech reviews, but that does not enhance my English vocabulary. I watch it for fun or technical content than for English language learning." (G2, FGD1, CS). "I can't find videos that fit my level. The language content might be too simple or too complex. Then it becomes trying when spending time for searching videos, nothing is worthwhile. It would be nice if YouTube provide videos based on different levels or a certain order of teaching." (B6, FGD2, AHS).

### Learning with Less Stress

The majority of non-English majors in INU considered the casual learning environment YouTube offered a negative factor instead of a positive one, due to relaxed nature of learning. Unlike those students who said they were willing to learn from the less structured nature and lack of feedback given from the informal settings on YouTube, majority of non-English majors considered YouTube's casual learning to be counter-productive, meaning the learners would not take anything from it unlike those in the English majors, and this casual environment did not enable them to internalize vocabulary with meaningful learning instead leaving them with confusion and lack of motivation. Based on these students' statements, provide proper learning structure and control needed to learn foreign language, language instructors' & it seems it can't fulfill needs outside English department majors' learning.

"It is too informal and there is not much pressure to concentrate so it is not really seen as "learning", in fact I think by telling myself I am "learning" just by watching random thing up on the internet I end up forgetting many of what i watch and what i see since there is no control on how I am expected to learn unlike having to do so in class with test, which I do not think helps much since I seem to underestimate anything with low control". (G15, FGD4, Anesthesia). "It is difficult to get the material in an important and not casual sense since it is presented more like a chat between two people. It is easy to get off-topic with no specific guide in the form of a teacher who has to tell you exactly that how much you have thus to be understanding without having to feel a certain way about having misunderstood something since there is nobody to correct them when it is understood". (B16, FGD4, Dental Tech).

"I doubt whether I recognize anything in specific as nobody can tell me whether my understanding is right or wrong. After watching a video, I might assume I know and then carry on learning, with a misunderstanding stuck with my brain for good! It is more confusing rather than empowering like the case would be with a teacher". (B11, FGD3, DPT). "My understanding could be completely wrong. Nothing in You Tube corrects my learning style. I might watch a whole video without having the knowledge that develop my understanding was incorrect, whereas a teacher in class could tell me immediately what has been understood wrongly. I am left wondering and confused instead". (G16, FGD4, Cardiology).

### **Pictures & Sounds Combined**

Though YouTube uses sound and images to aid understanding, several of the students in the non-English departments found the sounds and images annoying rather than helpful. They often found that it was hard to focus on the actual vocabulary words to be learned because of loud background music, animations and fast speech. "YouTube videos are too distracting for me. It gets difficult to concentrate on the words because there are too many sounds, background music and images. In this connection, I feel like I'm watching something just for entertainment, not for learning purposes. I'd rather listen to a teacher and be explained things properly, or look in a book. I just watch and forget when I'm using YouTube. Thus, I don't feel like I'm building my English vocabulary". (B14, FGD4, Dental Tech).

"Too many effects or background music can make feel diverted and distracted, which I am finding it difficult to focus on the material, in fact I don't think YouTube is beneficial to build up my English vocabulary. I always watch more than learn in YouTube because of too many things going on: music, animation and quick speech. After a while, the words would be forgotten. It feels more like scrolling in a social media account than studying. I prefer simple explanations through class or written notes. I guess YouTube be good to others but not us students in other faculties. Just not useful for me". (G13, FGD4, Cardiology).

### **Contextual Learning**

Contextual learning is learning vocabulary through contexts and not memorizing words. For participants of English department, YouTube is a vibrant place that helps them acquire natural speech, authentic utterances and how to use English appropriately, that's why they think this is one good way to boost their vocab and is a better way of learning words, slang, idioms and tone of conversation. However, participants in other department question that YouTube is not a good way to gain the vocab needed for academic learning. They think the content of YouTube is too casual and entertainment focused to learn the academic language, which is required for writing or other academic purpose. "It is more real. Thus, when I watch YouTubers like Madeline Argy or Emma Chamberlain, I learn phrases that people actually use daily. The language used in our textbooks frequently seems archaic or overly formal, but these YouTubers speak in a way that is authentic to everyday conversation.

Their videos have taught me slang, expressions, and even intonation. It's similar to learning through dialogue rather than merely word memorization. It truly aids in my comprehension of how to apply

vocabulary in authentic contexts". (B9, FGD3, English). "At times, the material is not formal enough to learn in academics. The majority of YouTube's content is too lighthearted or entertainment-oriented. When attempting to acquire proper academic vocabulary, it isn't very helpful. I regularly think that informal or slang-filled, which may be acceptable for casual talk but not for writing essays or giving presentations. We are not expected to use type of English in university assignments. (G8, FGD2, RAD).

### English Vs. Comparisons' Points of View

The intention of using YouTube to help in learning language seemed more obvious to the English Department's participants, in contrast to the others that were rather inclined to perceive YouTube as a means of acquiring field-related academic or entertainment source. From the participants' perspectives in this regard, it can be inferred that former (ED. Participants) indeed actively exploit YouTube to enhance their English while the latter (participants from other departments) use it to obtain the topic related materials and do not or barely take into consideration how to develop their English: "I do not simply watch the video but I take down phrases to compare them with anything mentioned in classes. I pause the video whenever there are new words or new phrases introduced in YouTube videos particularly on English learning, and general talks like interviews and tutorials. I write down words and check how these words are utilized in daily life and compare with things we have learned in class or from our textbooks to support & gain concrete ideas regarding what I have learned, at times.

I find learning vocabulary via YouTube makes me more interested in it and less under pressure". (G12, FGD3, English). "I do not watch YouTube in order to improve my English. I just use it in order to get access to and observe different anesthesia methods and how medical apparatus works in a more precise manner. I search for practical video demonstration in connection to my area of study; such as how to perform and how to use the apparatus properly and carefully; in addition to the fact I am not concerned with languages used in those videos as long as it can convey me to understand THE different anesthesia techniques; so far it doesn't mean that I completely neglect learning from others even if it means through observation only and this is due to my belief of practical knowledge development. Even though the videos I watch on YouTube are in English I don't focus on words and linguistic aspect at all and I am mainly interested on visual part and the procedure performed". (B15, FGD4, Anesthesia).

"I do not use YouTube to learn English. I simply use it when I need to explore topics of psychology. I don't really see YouTube as a way to improve my vocabulary. I don't really look for THE English language materials on YouTube. I watch videos which are usually relevant to my course as well as it provides detailed lecturing of psychology, as well as documentaries of psychology that explains a lot of things that we haven't covered in class and also lectures explaining topics of psychology which I did not fully grasp after listening to the lectures in class, and hence I look on YouTube for alternative explanations that I could learn from. In this linking, I really do not pay attention to the languages of these videos and even if I discover new English words, I tend not to focus much on the words unless these words are indispensable for me to grasp what I'm looking for and I believe that

there are more prescribed ways of improving one's English than relying on the YouTube." (B12, FGD3, Psychology).

### DISCUSSION

The findings of this research study shed light upon the variable influences of the YouTube video instructions upon students from English Department and non-English Department. They could be better understood by taking the cognitive theory of multimedia learning (CTML) developed by Richard E. Mayer into account, "people learn better from words and pictures than from words alone or pictures alone." (Mayer, 2021). Although the theory generally favors multimedia input, this research shows that the efficiency of multimedia instruction varies among learners with different purposes, cognitive styles and learning contexts (Kristiani & Pradnyadewi, 2021). Like the CTML group, participants of English Department indicated that audio, visual and subtitle combination in the YouTube made learning vocabulary easier for them to associate the pronunciation with the meaning and context. Active processing of multimodal input, a component of the dual-channel assumption of the CTML, that is, simultaneously processing visual and auditory verbal stimuli, was clearly displayed by these learners to achieve greater learning outcomes (Mayer, 2021; Fiorella & Mayer, 2022).

The high cognitive engagement including pause the video, jot down unfamiliar word, connect to background knowledge was displayed more by learners of English Department. Active processing, as found in latest researches on multimedia learning, is extremely critical to have effective learning outcome (Zhang, 2022). The results of this study emphasize the significance of learner motivation and volition in implementing the CTML strategies. English Department students possessed specific learning goals when they explored YouTube, a fact that made them capitalize on their exposure to authentic language in context (Jati, Saukah & Suryati, 2019). Unlike the traditional text-based learning, YouTube combines visual, auditory, and contextual cues, which significantly enhance learners' ability to understand, retain, and use new words all of which contribute to deeper lexical understanding into structured learning environments, can exploit its benefits (Utami & Morganna, 2022). Their cases align with newer research on the efficacy of multimedia tools that necessitates purposeful use of media and active learner self-regulation of learning (Rahman & Iqbal, 2022; Khan et al., 2023).

However, in other departments, learners appeared to lack purposeful learning strategies, resulting in mindless exposure to the content and hindering the mental process required by CTML to learn vocabulary. A further observation is with regard to context in language learning. The English Department students appreciate YouTube's contexts where language is naturally spoken. Thus, they find it easier to understand the casual expressions, idiomatic utterances and the tone used in conversations. Overall, YouTube videos serve as a dynamic and flexible resource that enhances vocabulary learning for non-native English speakers by providing rich, contextualized & engaging input. When combined with active learning strategies and critical selection of content, they can significantly improve learners' lexical competence and language proficiency. This is in accordance with principle of generative learning in CTML where learners construct meaning with combination of newly obtained knowledge and existing knowledge (Fiorella & Mayer, 2022). In contrast, non-

English students are worried about the informal environment of YouTube and lack of use to their academic language.

### CONCLUSION

Comparison analysis reveals that YouTube has much potential in its use as vocabulary acquisition learning resource; but its success depends on students' education background, motivation and the way they use it. Students from English department revealed great vocabulary development using advantage of YouTube multimedia stayed by CTML; others from non-English departments showed only slight development, due to irrelevant disruption, lacks of systematic training & poor learning intention. So, YouTube should be used as extra rather than universally applicable method. Teachers are advised to train learners who are from non-English departments in actual vocabulary learning using YouTube. Structured playlist, suggestions of relevant channel, adding subtitles and reflection over vocabulary journal or certain task can help to exploit advantages and mitigate disadvantages of YouTube.

### Recommendations

1. This study concludes that the students from non-English departments in particular can learn from using YouTube to study the vocabulary effectively with the teachers and other students more effectively.
2. Providing students with playlists, level-based video lessons and vocabulary logs would keep them from getting lost and distracted; to take effective notes and lead discussions they can improve vocabulary recall.
3. Creating department-specific materials and having students practice recall of new words in activities within classroom can improve YouTube's value as an instructive and trustworthy tool for all students.

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