Original Research

Authentic Spoken English on YouTube: Integrating YouTube Vlogs into Mobile-Assisted Extensive Listening for EFL Students

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Article Info	Abstract
	Despite unprecedented access to authentic spoken English through digital platforms, EFL listening instruction still largely relies on scripted materials that inadequately represent natural speech rate, pragmatic nuance, and accent diversity, creating a persistent gap between classroom listening and real-world comprehension. Addressing this gap, the present study examines the pedagogical potential of integrating YouTube vlogs as a genre-specific resource within mobile-assisted extensive listening. The study aims to analyze learners' perceptions, reported learning outcomes, challenges, and self-regulated strategies associated with sustained vlog-based listening beyond the classroom. Adopting a ten-week qualitative-dominant case study design, data were collected from twenty university EFL students through one hundred listening journals, closed-ended questionnaires analyzed using descriptive statistics, open-ended questionnaires, and follow-up interviews, with pattern coding applied for qualitative interpretation. Quantitative findings indicate consistently positive trends, with mean scores above 3.20 for listening comprehension, motivation, pronunciation awareness, and exposure to diverse accents, while qualitative analysis reveals three dominant themes: linguistic noticing, affective engagement, and sociocultural awareness. At the same time, learners reported recurring challenges related to fast speech, unfamiliar accents, slang, and multimodal distraction, which were mitigated through self-regulated strategies such as replaying segments, using captions, and maintaining vocabulary logs. The novelty of this study lies in explicitly positioning YouTube vlogs as a structured extensive listening genre rather than a general digital supplement. The findings contribute empirical and practice-oriented evidence for designing scalable, autonomy-oriented listening pedagogy and inform curriculum-level decisions on integrating authentic mobile-mediated input in EFL contexts.

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1. Introduction

Access to spoken English has never been more immediate, immersive, or abundant, yet paradoxically many EFL learners remain underexposed to the kinds of natural speech that characterize everyday communication. Digital platforms have transformed how language is encountered, produced, and circulated, positioning learners within dynamic media ecologies where spoken English is embedded in authentic social interaction rather than pedagogically scripted exchanges (Jenkins et al., 2015; Thorne, 2017). Among these platforms, YouTube has emerged as a dominant global space for audiovisual discourse, offering learners continuous exposure to informal talk, diverse accents, pragmatic cues, and culturally

situated meaning making (Jung & Lee, 2015; Blake, 2016; Cocker & Cronin, 2017). This shift challenges long-standing assumptions about where and how listening development occurs in EFL contexts.

Despite these digital realities, listening pedagogy in many EFL classrooms continues to rely heavily on controlled, textbook-based audio that prioritizes clarity and test alignment over authenticity. Such materials often underrepresent natural speech rate, reduced forms, discourse variability, and sociocultural nuance, leaving learners ill-prepared for real-world listening demands (Vandergrift, 1999; Renandya & Farrell, 2011; Agne, 2018). Listening is widely recognized as foundational for communicative competence, yet it is frequently experienced by learners as the most difficult skill due to limited exposure and insufficient practice opportunities (Bidabadi & Yamat, 2014; Chang & Millett, 2014; Magal-Royo & Laborda, 2020). As a result, a widening gap has emerged between institutional listening instruction and learners' lived encounters with English outside the classroom.

Extensive listening has been proposed as a principled response to this gap, emphasizing sustained exposure to large quantities of meaningful spoken input selected for interest and general comprehensibility rather than intensive analysis (Renandya & Jacobs, 2016; Yeh, 2014). Empirical studies have demonstrated that extensive listening supports listening fluency, processing efficiency, and learners' ability to cope with natural speech rate through repetition and volume of input (Chang & Millett, 2016; Chang et al., 2019; Webb & Chang, 2015). At the same time, scholars argue that extensive listening is most effective when learners have autonomy over content, pacing, and listening conditions, allowing motivation and engagement to be sustained over time (Renandya & Farrell, 2011; Yaacob et al., 2021). However, traditional classroom settings often lack the time and flexibility required to implement extensive listening systematically.

Mobile-assisted language learning has therefore become central to extending listening beyond institutional constraints. Mobile technologies enable frequent, situated, and personalized engagement with spoken language across contexts, supporting autonomy and continuity of practice (Godwin-Jones, 2011; Stockwell & Hubbard, 2013; Nguyen, 2023). Syntheses of recent research indicate that mobile-assisted listening contributes to gains in comprehension, vocabulary, pronunciation awareness, and learner motivation when supported by appropriate pedagogical design (Li & Singh, 2024; Zhou et al., 2023). Nevertheless, Burston (2014) cautions that mobile access alone does not guarantee learning benefits, as learners must manage material selection, self-regulation, and cognitive load without constant teacher mediation.

Within this digital and mobile ecology, YouTube has received increasing scholarly attention as a listening resource. Prior studies report positive effects of YouTube videos on EFL listening comprehension, engagement, and pronunciation development (Ismaili, 2013; Chien et al., 2020; Yaacob et al., 2021), and reviews highlight its pedagogical potential for integrating multimedia input into language instruction (Fay & Matias, 2019; Alkamel, 2024). However, much of this literature treats YouTube as a general repository of videos rather than interrogating specific genres that foreground spontaneous spoken interaction. Moreover, existing studies often emphasize classroom-based use or short-term interventions, leaving limited insight into how learners engage with authentic video through sustained, self-managed listening routines on mobile devices (Godwin-Jones, 2011; Hubbard, 2017).

This gap is particularly evident in relation to vlogs. As informal video blogs characterized by unscripted speech, personal narratives, and direct audience address, vlogs expose learners to natural discourse patterns, varied accents, and sociocultural meanings rarely found in instructional audio (Thorne, 2017; Lee & Watkins, 2016). While Aldukhayel (2021) notes positive perceptions of vlogs for listening, research has yet to sufficiently theorize vlogs as a structured extensive listening genre or to examine how learners navigate their challenges, including fast speech, slang, accent variation, and multimodal distraction, over extended periods. Pedagogical guidance on integrating vlog-based listening into mobile extensive listening frameworks therefore remains underdeveloped (Lai & Gu, 2011; Burston, 2014).

Positioned within this underexplored niche, the present study contributes by conceptualizing YouTube vlogs not merely as supplementary media but as a genre-specific resource for mobile-assisted extensive listening. Its novelty lies in linking extensive listening principles of quantity, repetition, and meaning-focused engagement (Renandya & Jacobs, 2016; Chang & Millett, 2016) with mobile learning affordances of autonomy and situated access (Stockwell & Hubbard, 2013; Nguyen, 2023), while foregrounding learners' lived experiences with authentic digital discourse (Thorne, 2017). By doing so, the study advances a more practice-oriented and theoretically integrated understanding of vlog-based listening.

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The study aims to explore how YouTube vlogs support EFL students' mobile extensive listening by examining learners' perceptions, reported linguistic and affective outcomes, experienced challenges, and self-regulated strategies. Specifically, it seeks to address what benefits learners associate with vlog-based listening, what difficulties persist when engaging with authentic spoken input, and how learners manage these challenges over sustained out-of-class listening routines. These aims are directly derived from the identified gap between the availability of authentic digital input and the lack of structured pedagogical models for its systematic use.

The article is structured to guide readers from conceptual grounding to empirical evidence and pedagogical implications. Following this introduction, the literature review synthesizes scholarship on extensive listening, mobile-assisted language learning, and vlogs as authentic input, establishing the theoretical foundation for the study. The methodology section then outlines the case study design, data sources, and analytic procedures, followed by a presentation and discussion of findings in relation to existing research.

In conclusion, the study contributes to ELT by offering empirically grounded insights into how vlog-based mobile extensive listening can bridge the divide between traditional listening pedagogy and learners' digital realities. By highlighting both affordances and constraints of authentic video input, the study informs teachers and curriculum designers on how to scaffold content selection, listening routines, and self-regulation strategies. Ultimately, it strengthens the case for integrating mobile-mediated extensive listening into ELT practice as a sustainable pathway toward listening fluency, learner autonomy, and meaningful engagement with real-world English.

2. Literature Review

2.1 Extensive Listening and Listening Development in EFL

Listening plays a central role in second and foreign language development, mediating learners' access to linguistic input, discourse patterns, and sociocultural meaning (Vandergrift, 1999). Yet, listening is consistently reported as the most challenging skill for EFL learners, largely due to limited exposure to natural speech and the dominance of controlled classroom audio (Agne, 2018; Bidabadi & Yamat, 2014; Chang & Millett, 2014; Magal-Royo & Laborda, 2020). Traditional listening pedagogy often prioritizes accuracy and test preparation, resulting in restricted input variability and insufficient preparation for real-world communication (Renandya & Farrell, 2011).

Extensive listening has been proposed as a principled alternative that emphasizes sustained exposure to large amounts of meaningful spoken input selected for general comprehension and learner interest (Renandya & Jacobs, 2016; Yeh, 2014). Empirical studies demonstrate that repeated and prolonged listening supports listening fluency, processing efficiency, and learners' ability to cope with natural speech rate and reduced forms (Chang & Millett, 2016; Chang et al., 2019; Webb & Chang, 2015). However, despite strong theoretical support, extensive listening remains difficult to implement systematically within classroom constraints, highlighting the need for out-of-class listening pathways (Renandya & Farrell, 2011).

2.2 Mobile-Assisted Learning and Listening Beyond the Classroom

Mobile-assisted language learning has expanded opportunities for listening practice by enabling flexible, frequent, and autonomous engagement with spoken input across contexts (Godwin-Jones, 2011). From a learning ecology perspective, mobile technologies support continuity, personalization, and situated language use, which are particularly relevant for listening development (Stockwell & Hubbard, 2013). Recent studies report that mobile-assisted listening enhances learner motivation, autonomy, vocabulary development, and micro-listening skills such as word segmentation and intonation awareness (Nguyen, 2023; Zhou et al., 2023; Li & Singh, 2024).

Nevertheless, the literature also reveals persistent challenges. Burston (2014) cautions that mobile access alone does not guarantee effective learning, as learners must manage content selection, pacing, and self-regulation independently. Lai and Gu (2011) further argue that successful out-of-class mobile learning depends on learners' ability to deploy self-regulated strategies. These findings suggest that mobile environments offer strong affordances for extensive listening, but require pedagogical structuring to translate access into learning gains.

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2.3 YouTube, Authentic Input, and the Role of Vlogs

Within mobile listening ecologies, YouTube has been widely examined as a source of authentic audiovisual input. Studies indicate that YouTube videos can enhance listening comprehension, motivation, and pronunciation awareness when integrated into EFL instruction (Ismaili, 2013; Chien et al., 2020; Yaacob et al., 2021). Reviews also highlight YouTube's multimodal affordances and its potential to expose learners to diverse accents and discourse patterns (Fay & Matias, 2019; Alkamel, 2024; Hubbard, 2017).

However, much of this research treats YouTube as a general platform rather than differentiating between content genres or examining sustained learner engagement beyond classroom tasks. Vlogs, characterized by informal, unscripted speech and personal narratives, offer particularly rich exposure to spontaneous discourse and sociocultural meaning making (Thorne, 2017; Cocker & Cronin, 2017; Lee & Watkins, 2016). Although Aldukhayel (2021) reports positive learner perceptions of vlogs, existing studies rarely conceptualize vlog use within extensive listening theory or examine how learners manage challenges such as fast speech, slang, accent variability, and multimodal distraction over time (Renandya & Farrell, 2011).

2.4 Research Gaps, Novelty, and Link to the Present Study

Synthesizing the literature reveals three critical gaps. First, while extensive listening is theoretically robust, its implementation through authentic digital genres remains insufficiently explored (Renandya & Jacobs, 2016; Yeh, 2014). Second, mobile-assisted listening research highlights autonomy but provides limited insight into learners' self-regulated strategies when engaging with authentic input over extended periods (Lai & Gu, 2011; Burston, 2014). Third, YouTube-based studies seldom distinguish vlogs as a genre or analyze their pedagogical function within structured extensive listening practices (Aldukhayel, 2021; Thorne, 2017).

Addressing these gaps, the present study positions YouTube vlogs as a genre-specific resource within a mobile extensive listening framework. By integrating principles of extensive listening such as sustained exposure and fluency development (Renandya & Farrell, 2011; Chang et al., 2019) with mobile learning affordances of autonomy and accessibility (Stockwell & Hubbard, 2013; Nguyen, 2023), the study examines how learners perceive vlog-based listening, what benefits and challenges they experience, and how they regulate their learning beyond the classroom. This alignment directly informs the study's research objectives, which focus on learners' perceptions, reported outcomes, challenges, and self-regulated strategies in vlog-mediated mobile extensive listening.

3. Methodology

3.1 Research Design and Methodological Orientation

This study employed a qualitative dominant case study design to investigate how YouTube vlogs support mobile assisted extensive listening in an authentic EFL context. A case study approach was selected because it enables an in depth, contextualized examination of learners' experiences, perceptions, and learning strategies within a bounded instructional setting over time. This design is well suited to exploring pedagogical phenomena shaped by learner agency, digital practices, and contextual conditions rather than by isolated variables. The study adopted an interpretivist epistemological stance, foregrounding participants' subjective meanings and lived experiences when engaging with authentic digital input. Quantitative data were used descriptively to identify overall trends, while qualitative data provided explanatory depth. This combination allowed for methodological triangulation and enhanced the credibility of the findings.

3.2 Participants and Context

Participants were twenty undergraduate EFL students enrolled in an English program at a university in Semarang, Indonesia, comprising four males and sixteen females. Purposive sampling was used to ensure comparable instructional backgrounds and regular access to mobile technologies, which was essential for examining mobile assisted listening practices. The sample size aligns with qualitative case study conventions that prioritize depth, contextual richness, and analytic saturation over statistical representativeness. Participants' English proficiency ranged from lower intermediate to intermediate level, as determined by institutional placement records and course level alignment. This proficiency range was appropriate for extensive listening research because learners were capable of engaging with authentic spoken input while still encountering manageable comprehension challenges that prompted strategy use and reflection.

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3.3 Data Collection Instruments

Data were collected using multiple instruments to ensure comprehensive coverage and triangulation. First, students completed mobile assisted extensive listening tasks over ten weeks using YouTube vlogs selected across five thematic categories: language learning, culture, lifestyle, technology, and entertainment. These themes were chosen to balance familiarity and novelty and to expose learners to varied accents and speech styles.

Second, listening journals served as the primary qualitative data source. Participants recorded reflections on perceived benefits, difficulties, and strategies after each listening session, resulting in one hundred journal entries that captured longitudinal learning processes.

Third, questionnaires were administered at the end of the intervention. The closed ended questionnaire consisted of Likert scale items measuring perceptions of listening development, motivation, pronunciation awareness, accent exposure, and self-regulated learning. Items were adapted from prior mobile assisted language learning and listening studies to ensure content relevance and coherence. An open ended questionnaire complemented these data by allowing participants to elaborate on their experiences.

Finally, semi structured follow up interviews were conducted with selected participants to clarify and deepen emerging themes. Interview questions focused on content selection, management of listening difficulties, strategy use, and perceived differences between vlog based and classroom listening.

3.4 Data Collection Procedures

Data collection followed a systematic sequence. Participants were first briefed on the study aims, procedures, and ethical considerations. During the ten-week listening period, students completed weekly listening tasks and submitted journal reflections. After the intervention, questionnaires were administered, followed by interviews conducted to reflect on the overall learning experience. All data were collected in English, with clarification permitted to ensure accuracy of meaning.

3.5 Data Analysis

Quantitative questionnaire data were analyzed descriptively using means and standard deviations to identify dominant perception trends and response variability. Qualitative data from journals, open ended responses, and interviews were analyzed using pattern coding. Initial codes were generated inductively, then refined into broader themes related to linguistic outcomes, affective responses, sociocultural noticing, challenges, and self-regulated strategies. Cross source comparison supported analytic rigor and internal consistency.

3.6 Ethical Considerations

Ethical approval was obtained prior to data collection. Participants provided informed consent, were assured of confidentiality, and retained the right to withdraw at any stage. All data were anonymized and used exclusively for academic purposes.

4. Findings

The findings of this study focused on several aspects of utilising YouTube Vlogs into students' mobile extensive listening practices. The data were taken from a closed-ended questionnaire and an interview. From the close-ended questionnaire, Students agreed that using YouTube for listening practices in the target language can give many benefits.

4.1 Students' General Perception of YouTube for Extensive Listening

Overall, students reported a strongly positive perception of YouTube as a platform for extensive listening, particularly in relation to motivation, satisfaction, and perceived listening development. Quantitative results indicate consistently high mean scores across most items, suggesting that YouTube functioned as an accessible and engaging environment for mobile listening beyond the classroom. At the same time, variation in responses reveals uneven development of self-regulated learning practices, highlighting a pedagogical tension between ease of access and strategic learning use.

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Table 4.1 Students' Perceptions of YouTube for Extensive Listening (n = 20)

No.	Item	Mean (M)	Standard Deviation (SD)
1	YouTube provides a wide range of listening content	3.24	0.94
2	YouTube improves my listening comprehension	3.25	0.72
3	YouTube offers engaging and motivating materials	3.35	0.59
4	I use self-regulated learning strategies	2.90	0.85
5	YouTube is effective for self-directed listening	3.30	0.80
6	I am satisfied with using YouTube	3.45	0.89
7	I would recommend YouTube to other students	3.15	0.88

The table 4.1 indicate that YouTube was widely perceived as motivating, satisfying, and beneficial for listening development, particularly through exposure to diverse and authentic spoken English. However, the weaker and more variable development of self-regulated learning strategies highlights a critical instructional implication. Without explicit guidance, learners may engage extensively but not always strategically. This tension between engagement and regulation underscores the importance of pedagogical scaffolding to help students select appropriate content, structure listening routines, and fully maximize the educational potential of YouTube-based extensive listening.

Moreover, students' willingness to recommend YouTube to peers remained positive but slightly more varied (M = 3.15). Qualitative comments reveal that hesitations were linked to perceived difficulty rather than dissatisfaction. As one participant remarked, "It is good, but beginners may feel confused if they choose the wrong videos" (P14, 10:25, Open-ended Questionnaire DS3). This suggests awareness of learner-level considerations when using YouTube for listening practice. The details can be seen below:

Content Availability and Perceived Suitability

The availability and diversity of content emerged as a foundational affordance of YouTube. The relatively high mean score for content variety (M = 3.24) indicates that most students perceived YouTube as offering abundant listening materials aligned with their interests. However, the large standard deviation (SD = 0.94) points to uneven experiences in content suitability. Qualitative reflections clarify this variability. One participant noted, "There are many videos, but sometimes it is hard to find ones that are not too fast for my level" (P08, 10:12, Listening Journal DS1). Another student echoed this concern, stating, "I like the topic, but the way they speak is sometimes difficult to follow" (P13, 15:05, Open-ended Questionnaire DS3). These excerpts suggest that content abundance did not always translate into perceived accessibility.

Listening Comprehension and Gradual Development

Perceived improvement in listening comprehension was rated positively (M = 3.25), with moderate variability. Students frequently framed comprehension gains as gradual rather than immediate. One learner explained, "At first I only understood a few words, but after watching similar videos many times, I could catch the main ideas" (P05, 12:30, Listening Journal DS2). Another participant similarly reflected, "I don't understand everything, but now I can follow the topic without subtitles" (P17, 14:10, Interview DS4). These accounts align with the interpretation that YouTube supported listening development through repeated exposure and cumulative processing rather than instant mastery.

Motivation, Engagement, and Authenticity

Motivation emerged as one of the strongest dimensions, with the highest mean score and lowest variability (M = 3.35, SD = 0.59). Qualitative data indicate that motivation was closely tied to authenticity and personal relevance. As one student stated, "I feel more motivated because the speakers talk naturally, not like in listening tests" (P02, 09:40, Interview DS4). Another participant added, "It feels more enjoyable because I can choose videos I really like" (P10, 16:00, Open-ended Questionnaire DS3). The convergence of quantitative consistency and qualitative emphasis suggests that motivational engagement played a key role in sustaining extensive listening behavior.

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Self-Regulation and Learning Autonomy

In contrast, self-regulated learning strategies received the lowest mean score (M = 2.90) and showed the greatest variability. While some students described deliberate planning, others reported more incidental listening habits. One learner admitted, "Sometimes I just watch YouTube without planning to learn, especially when I am tired" (P06, 18:20, Listening Journal DS1). Conversely, another student reported, "I try to set a time every night to listen to one video" (P19, 21:05, Interview DS4). This divergence indicates that autonomy afforded by YouTube did not consistently translate into structured learning behavior.

Despite this, students still perceived YouTube as effective for self-directed listening (M = 3.30). This apparent contradiction suggests that learners distinguished between the platform's learning potential and their own strategic use of it. High satisfaction levels (M = 3.45) further reinforce this interpretation. One participant commented, "Even when it is difficult, I enjoy using YouTube for listening" (P11, 13:50, Listening Journal DS2), indicating that enjoyment and perceived usefulness were not dependent on strict self-regulation.

4.2 Vlogs in EFL Students' Mobile Extensive Listening Practices

Students' responses indicate that vlogs functioned as a highly engaging and pedagogically meaningful resource for mobile extensive listening, particularly in exposing learners to authentic speech features that are rarely encountered in classroom-based materials. Quantitative results show consistently positive mean scores across most items, especially for exposure to speaking styles, speech rate adaptation, and pronunciation development. At the same time, more moderate ratings related to comprehensibility and reduced difficulty suggest that vlog-based listening presents both affordances and cognitive challenges.

Table 4.2 Students' Experiences with YouTube Vlogs for Mobile Extensive Listening

No.	Description	Mean (M)	Standard Deviation (SD)
1	Vlogs make extensive listening interesting	3.41	0.69
2	Vlogs are an effective alternative for learning listening	3.18	0.78
3	Vlogs provide comprehensible listening materials	2.71	0.67
4	Vlogs reduce listening difficulties	2.94	0.73
5	Vlogs reduce frustration in listening	2.82	0.71
6	Vlogs expose learners to different speaking styles	3.41	0.57
7	Vlogs improve English pronunciation	3.29	0.80
8	Vlogs support vocabulary learning	3.06	0.80
9	Vlogs expose learners to different English accents	3.24	0.73
10	Vlogs help learners adapt to natural speech speed	3.36	0.68

The table 4.2 indicate that vlog-based mobile extensive listening is particularly effective in exposing learners to real-world speech features, including diverse speaking styles, accent variation, pronunciation patterns, and natural speech rate. However, these benefits do not consistently translate into immediate comprehensibility or reduced frustration. Instead, vlogs appear to promote listening development through sustained engagement, repeated exposure, and gradual perceptual adjustment. The convergence of quantitative trends and qualitative accounts underscores the need for pedagogical scaffolding, especially in guiding content selection and listening strategies, to help learners transform authentic exposure into systematic listening development. The details presented below.

Exposure to Authentic Speaking Styles and Speech Rate Adaptation

The highest level of agreement concerned exposure to diverse speaking styles (M = 3.41, SD = 0.57), indicating strong consensus among participants. Students consistently described vlog discourse as more spontaneous, informal, and reflective of real communication. One learner commented that listening to

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vloggers "felt like hearing people talk in daily life, not like students reading scripts" (P07, 08:42, Listening Journal DS1). Another participant reinforced this perception, noting that "the way vloggers speak is messy but real, so I have to focus more" (P11, 10:18, Listening Journal DS2).

Closely aligned with this pattern, students reported increased familiarity with natural speech speed (M = 3.36). Rather than expecting immediate comprehension, learners described gradual perceptual adjustment through repeated exposure. As one participant explained, "At the beginning, I paused a lot, but after some days I could follow the video without stopping" (P12, 14:05, Listening Journal DS2). Similarly, another student reflected that "my ears are getting used to fast English, even if I still miss some words" (P03, 09:55, Interview DS4). These excerpts illustrate that vlog-based listening supported adaptation over time rather than instant understanding.

Pronunciation Awareness, Accent Exposure, and Vocabulary Development

Pronunciation awareness emerged as a salient perceived outcome (M = 3.29). Students frequently associated improvement with noticing stress, intonation, and reduced forms in natural speech. One learner observed, "Now I know how words change sound when people speak fast" (P04, 11:20, Interview DS4), while another stated, "I try to copy how the vlogger says common words when I repeat the video" (P09, 13:40, Listening Journal DS1). These reflections suggest that pronunciation development was mediated through imitation and repeated listening.

Exposure to different accents also received positive ratings (M = 3.24). Students described this experience as both challenging and enriching. For instance, one participant noted, "American accent is easier for me, but British accent makes me listen more carefully" (P14, 10:45, Open-ended Questionnaire DS3). Another student added, "At first different accents confused me, but now I can guess meaning from context" (P06, 15:10, Listening Journal DS2). These accounts indicate that accent diversity contributed to broader phonological awareness, even when comprehension was incomplete.

Vocabulary learning showed moderately positive agreement (M = 3.06). Qualitative data suggest that vocabulary gains were incidental rather than systematic. One student reported, "I often write new words from the vlog and check the meaning later" (P05, 12:00, Listening Journal DS1), while another admitted, "Sometimes I just understand from context and do not look up every word" (P10, 16:25, Open-ended Questionnaire DS3). This variation reflects differing learner strategies and levels of engagement with lexical input.

Comprehensibility, Difficulty, and Productive Struggle

Items related to comprehensibility (M = 2.71), reduced listening difficulty (M = 2.94), and reduced frustration (M = 2.82) received comparatively lower and more variable ratings. Qualitative evidence clarifies that authentic input often imposed cognitive load. One participant acknowledged, "Some vloggers speak too fast and use slang, so I feel tired after listening" (P15, 16:30, Listening Journal DS2). Another student expressed similar tension, stating, "I enjoy the video, but sometimes I only understand the general idea, not the details" (P01, 09:20, Interview DS4).

Importantly, several learners framed this difficulty as a necessary part of learning rather than a deterrent. As one participant reflected, "Even if it is hard, I think it trains my listening more than easy audio" (P18, 14:50, Listening Journal DS1). This perspective suggests that vlog-based listening functioned as a form of productive struggle, where challenge coexisted with perceived progress.

4.3 Students' Perspective on the Use of YouTube Vlogs in Extensive Listening Class

Qualitative findings show that students viewed YouTube vlogs as a multidimensional resource that supported their linguistic development, affective engagement, and sociocultural awareness in extensive listening. They reported improvements in listening comprehension and vocabulary, along with increased motivation and emotional involvement. Exposure to authentic content also helped them better understand cultural perspectives and natural language use. These perceptions align with the quantitative results, which indicate consistently positive mean scores across most dimensions, while the qualitative data further clarify how learners experienced both the benefits and challenges of using YouTube vlogs in classroom and out-of-class contexts.

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Table 4.3 Students' Experiences with YouTube Vlogs in Extensive Listening (n = 20)

No.	Description	Mean (M)	Standard Deviation (SD)
1	Vlogs make extensive listening interesting	3.41	0.69
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6	Vlogs expose learners to different speaking styles	3.41	0.57
7	Vlogs improve English pronunciation	3.29	0.80
8	Vlogs support vocabulary development	3.06	0.80
9	Vlogs expose learners to different English accents	3.24	0.73
10	Vlogs help learners adapt to natural speech speed	3.36	0.68

The table 4.3 reveals the students' perspectives indicate that YouTube vlogs supported extensive listening across linguistic, affective, and sociocultural dimensions. Learners valued exposure to authentic speaking styles, accent diversity, pronunciation features, and natural speech rate, while also benefiting from increased motivation and autonomy. However, challenges related to comprehensibility, speed, and vocabulary gaps persisted, highlighting that authentic input promotes development through sustained engagement rather than immediate ease. These findings underscore the pedagogical importance of scaffolding content selection, strategy use, and reflection to help learners fully capitalize on vlog-based extensive listening in EFL contexts.

Linguistic Exposure and Authentic Speech Awareness

The highest rated dimension concerned exposure to diverse speaking styles (M = 3.41, SD = 0.57), indicating strong agreement that vlogs provided language input beyond textbook norms. Students emphasized the authenticity of vlog discourse, particularly informal expressions and everyday speech patterns. One participant reflected, "I learned many new expressions that are not in the textbook" (P01, 09:30, Interview DS4), suggesting that vlogs expanded learners' pragmatic and lexical repertoires.

Similarly, adaptation to natural speech speed received a high mean score (M = 3.36). Qualitative accounts indicate that learners initially struggled but gradually adjusted through repeated exposure. As one student explained, "At first I only caught a few words, but after several days, I started to understand more without checking the subtitles" (P05, 13:15, Listening Journal DS2). This illustrates that comprehension developed incrementally rather than immediately, reinforcing the role of sustained listening.

Pronunciation awareness was also perceived as a key outcome (M = 3.29). Students described increased sensitivity to stress, intonation, and reduced forms. One learner noted, "Now I can recognize how native speakers pronounce everyday words" (P04, 11:20, Interview DS4), while another commented, "I try to repeat some sentences to sound more natural" (P09, 14:40, Listening Journal DS1). These reflections suggest that pronunciation gains were mediated through noticing and imitation.

Exposure to multiple accents (M = 3.24) further contributed to phonological awareness, though not without difficulty. One participant observed, "Different accents sometimes confuse me, especially British ones" (P14, 10:45, Open-ended Questionnaire DS3), indicating that accent diversity simultaneously enriched and challenged learners' listening experiences.

Engagement, Motivation, and Learning Alternatives

Vlogs were widely perceived as interesting and motivating (M = 3.41). Students associated engagement with topic relevance and personal choice. As one participant stated, "It's fun to learn English from people who speak naturally" (P02, 08:00, Listening Journal DS1), while another added, "I'm more motivated

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because I can choose topics that I really like" (P12, 14:00, Open-ended Questionnaire DS3). These excerpts demonstrate how autonomy and authenticity interacted to sustain learners' listening engagement.

The perception of vlogs as an alternative way to learn listening (M = 3.18) reinforces this finding. However, variability in responses suggests that effectiveness depended on content selection and learner readiness. One student reflected, "Some videos are good for learning, but others are too difficult for me" (P16, 17:10, Listening Journal DS2), highlighting the need for guided choice.

Vocabulary Development and Strategy Use

Vocabulary learning received moderate agreement (M = 3.06), with qualitative data revealing diverse learner strategies. One student reported, "I write new words in my notebook and practice them later" (P04, 12:00, Listening Journal DS1), while another noted, "Sometimes I just guess the meaning from context and move on" (P10, 16:25, Open-ended Questionnaire DS3). This variation suggests that vocabulary gains were influenced by individual learning habits rather than uniform instructional routines.

Difficulty, Frustration, and Productive Challenge

Items related to reduced difficulty (M = 2.94) and reduced frustration (M = 2.82) received lower mean scores, indicating that authentic vlog input did not consistently ease listening challenges. Students frequently cited fast speech, slang, and dense information as sources of difficulty. One learner admitted, "Some vloggers speak too fast and I can't follow" (P06, 15:30, Listening Journal DS2), while another expressed, "I understand the topic, but not the details, and it can be tiring" (P18, 16:50, Interview DS4).

Importantly, several students framed these difficulties as part of the learning process rather than as a deterrent. As one participant reflected, "Even though it is hard, I feel my listening is improving slowly" (P20, 19:10, Listening Journal DS1). This suggests that vlog-based listening functioned as a productive challenge that fostered gradual listening development.

5. Discussion

This study demonstrates that YouTube vlogs constitute a powerful medium for supporting EFL learners' extensive listening when systematically embedded within mobile learning practices. The findings indicate consistent perceived gains in listening comprehension, pronunciation awareness, vocabulary development, and familiarity with diverse accents and natural speech rates. Beyond linguistic outcomes, learners also reported increased motivation, enjoyment, and autonomy, suggesting that vlog-based listening operates across cognitive, affective, and sociocultural dimensions of language learning. At the same time, persistent challenges related to fast speech, informal language, accent variability, and self-regulation highlight that authentic input simultaneously enables and constrains learning, reinforcing the importance of pedagogical mediation rather than unstructured exposure.

The positive impact of vlog-based listening on listening comprehension and learner engagement aligns with earlier research emphasizing the affordances of digital and mobile technologies for extending listening practice beyond classroom boundaries (Godwin-Jones, 2011). Consistent with studies advocating the use of authentic audiovisual input, learners in this study perceived vlogs as more representative of real-world communication than scripted instructional audio. This perception supports arguments that digital discourse exposes learners to contemporary language use, pragmatic norms, and interactional patterns that are often absent from textbook materials (Thorne, 2017). Moreover, reported improvements in pronunciation awareness and accent familiarity extend existing evidence that sustained exposure to natural speech supports phonological development and listening fluency through repeated encounters with varied speech models (Renandya & Farrell, 2011).

At the same time, the findings complicate overly optimistic views of digital listening by foregrounding learners' struggles with authenticity. While authentic materials are frequently framed as inherently beneficial, the present study shows that fast delivery, slang, and accent diversity can initially overwhelm learners, particularly those at lower proficiency levels. This observation echoes earlier cautions that unscaffolded authentic input may increase cognitive load and frustration if learners are not adequately supported (Renandya & Farrell, 2011). Importantly, rather than focusing solely on immediate comprehension outcomes, this study highlights learners' adaptive trajectories. Difficulty was not static but gradually transformed into perceptual adjustment through sustained exposure, indicating that comprehension development emerged over time rather than instantaneously.

The conceptual contribution of this study lies in positioning YouTube vlogs not merely as supplementary listening resources but as a genre-specific instantiation of mobile extensive listening. Whereas much prior research treats YouTube as a general multimedia repository, this study narrows the analytical focus to vlogs as informal, unscripted discourse characterized by spontaneous speech, identity expression, and sociocultural meaning making (Thorne, 2017; Bakøy, 2023; Chattopadhyay et al., 2021). Prior discourse-oriented studies have demonstrated how vlogs function as sites of identity negotiation, affective engagement, and real-time meaning construction across diverse contexts. By integrating these insights with extensive listening principles of quantity, repetition, and meaning-focused engagement (Renandya & Farrell, 2011), and with mobile learning affordances such as autonomy and situated access (Stockwell & Hubbard, 2013), the present study advances a more coherent theoretical framing of vlog-based listening as a structured pedagogical practice rather than casual exposure.

Methodologically, the study contributes by triangulating quantitative perception data with longitudinal qualitative evidence from learner journals and interviews. This design enables a more nuanced understanding of how learners experience, negotiate, and regulate authentic listening over time. In contrast to perception-based studies that primarily assess attitudes toward vlogs, the present findings illuminate the processes through which learners adapt to authentic input, develop coping strategies, and gradually recalibrate their listening expectations (Aldukhayel, 2021).

The findings also carry important implications for curriculum design, teacher practice, and learner training in ELT contexts. At the curriculum level, vlog-based extensive listening can be positioned as a structured component of listening instruction rather than an optional enrichment activity. Carefully sequenced vlog tasks aligned with learners' proficiency levels can help balance authenticity with accessibility, addressing the tension between engagement and difficulty observed in the data. Such integration acknowledges that exposure alone is insufficient and that pedagogical design remains central even in mobile learning environments.

For teachers, the results underscore the need for explicit guidance in content selection and listening strategy instruction. Although learners valued autonomy, uneven use of self-regulated learning strategies indicates that access to mobile resources does not automatically translate into effective learning. Consistent with prior research, learners require support in setting goals, managing listening routines, and deploying strategies such as selective replay, caption use, and reflective logging to maximize learning benefits in mobile-assisted contexts (Lai & Gu, 2011; Godwin-Jones, 2011).

From the learner perspective, the study highlights the importance of developing self-regulated listening competencies. Supporting students in reconceptualizing difficulty as a productive stage of learning, rather than as failure, may foster persistence and strategic engagement with authentic input. In this sense, vlog-based extensive listening functions not only as a linguistic resource but also as a context for cultivating learner agency, resilience, and confidence in engaging with real-world English.

Despite its contributions, the study leaves several avenues open for further investigation. The findings are based on a single institutional context and a relatively small sample, which limits broader generalization. In addition, the study relies on perceived learning outcomes rather than objective measures of listening proficiency. Future research would benefit from designs that integrate performance-based assessments, larger and more diverse samples, and longitudinal tracking of listening development.

Future studies could also examine vlog-based extensive listening across different proficiency levels, educational settings, and cultural contexts to explore how learner variables shape engagement with authentic digital input. Experimental and longitudinal research could further investigate the relationship between sustained vlog exposure and measurable gains in listening fluency, pronunciation accuracy, and spoken interaction. Finally, comparative research examining other digital genres beyond vlogs would deepen understanding of how specific discourse types mediate listening development within mobile learning ecologies.

6. Conclusion

This study provides analytical evidence that YouTube vlogs function not merely as supplementary listening materials but as a pedagogically meaningful medium for mobile extensive listening in EFL contexts. Synthesizing learners' perceptions and experiences, the findings demonstrate that sustained engagement with vlog-based listening supports multidimensional development, encompassing improved

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listening comprehension, heightened pronunciation awareness, incidental vocabulary growth, and increased familiarity with diverse accents and natural speech rates, while simultaneously fostering motivation and learner autonomy. The central contribution of this study lies in its conceptual repositioning of vlogs as a genre-specific form of authentic input that operationalizes extensive listening principles within mobile learning ecologies, thereby extending ELT theory beyond traditional classroom-bound listening models. Pedagogically, the study underscores that the effectiveness of vlog-based extensive listening depends on instructional mediation, particularly in guiding content selection, scaffolding self-regulated learning strategies, and reframing listening difficulty as a productive component of language development rather than an obstacle. These insights align directly with the study's aims by demonstrating how learners negotiate authenticity, challenge, and autonomy in real-world listening environments.

Future research is recommended to investigate vlog-based extensive listening through longitudinal and comparative designs, focusing on proficiency-level differentiation, the interaction between self-regulation training and listening outcomes, and the transfer effects of vlog exposure to productive skills such as speaking fluency and pragmatic competence across varied educational and cultural contexts. EFL educators are encouraged to integrate YouTube vlogs systematically into listening curricula by curating level-appropriate content and explicitly training learners in self-regulated listening strategies, such as goal setting, selective replay, and reflective listening logs, to maximize the instructional value of authentic digital input while minimizing cognitive overload.

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