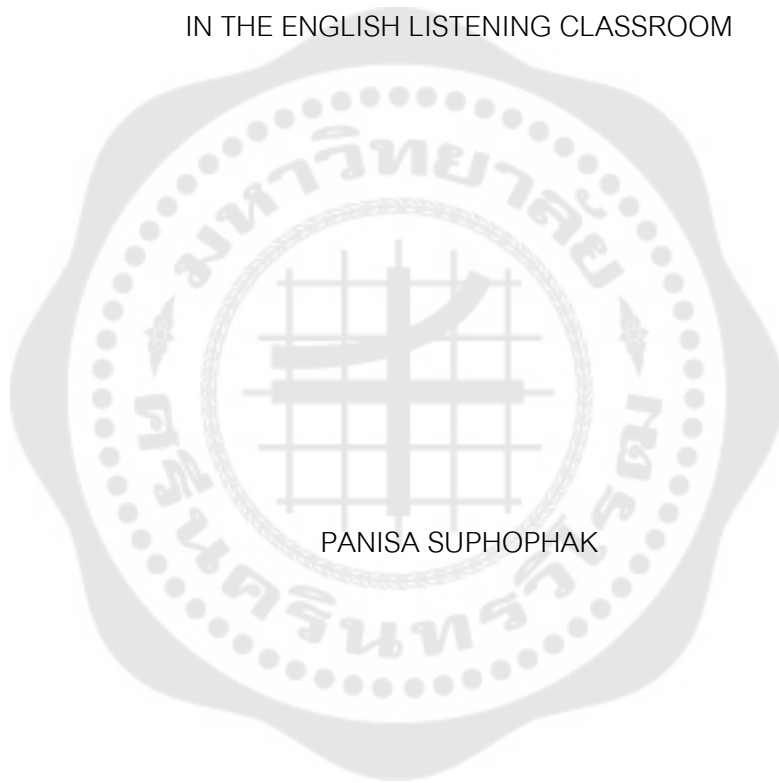




THAI LEARNERS' ATTITUDES TOWARD USING YOUTUBE VIDEOS
IN THE ENGLISH LISTENING CLASSROOM



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ทัศนคติของนักเรียนไทยต่อการใช้ยูทูปวีดิโอในห้องเรียนทักษะการฟังภาษาอังกฤษ



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PANISA SUPHOPHAK

A Master's Project Submitted in Partial Fulfillment of the Requirements

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(English)

Faculty of Humanities, Srinakharinwirot University

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THE MASTER'S PROJECT TITLED
THAI LEARNERS' ATTITUDES TOWARD USING YOUTUBE VIDEOS
IN THE ENGLISH LISTENING CLASSROOM

BY
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The purpose of this study is to investigate the attitudes of Thai learners towards using YouTube videos in the English listening classroom. The researcher employed both quantitative and qualitative approaches. The questionnaires containing 15 five-likert scale items and three open-ended questions were used to collect the data. The participants consisted of 92 undergraduate students enrolled in an Academic English: Listening and Speaking course. The course was held during the first semester of the 2021 academic year at a university in the South of Thailand. The research instrument was developed according to the ABC Model in terms of attitude. The quantitative data were analyzed using percentage, mean, and standard deviation, whereas the qualitative data were analyzed using content analysis. The findings of the study indicated that learners had positive attitudes toward using YouTube videos in the English listening classroom. The results showed that learners thought YouTube videos were beneficial for developing their listening skills, and they participated more when the teacher used YouTube videos in the classroom.

Keyword : Thai learners, Attitude, YouTube, Videos, Listening Skills

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CHAPTER 1

INTRODUCTION

Background of the study

Listening plays a significant role in language learning as it is one of the four major skills required for language acquisition. Jalongo (1991) stated that listening was the most crucial of all the language skills human being acquired. He observed that the sense of hearing came into the body before birth, so it became the dominant mode of communication throughout one's lifetime. Nunan (1997) also noted that listening involved an active process of deciphering and constructing meaning from both verbal and non-verbal messages. Buck (2001) stated that at the beginning of learning a new language, a person should first learn to listen in the same way a child learns a mother tongue. Therefore, without listening ability, it is impossible for the receiver to understand the meaning of the message.

According to Gilakjani and Sabouri (2016)'s study, the teaching of listening skills was still being neglected in modern English language classes. Hamouda (2013) found that most EFL learners had serious problems with listening comprehension because their institutions or universities placed more emphasis on other skills. This was supported by Goh and Taib (2006) as well, who claimed that students might easily be passive during the listening process, leading to boredom and resistance to listening.

The observation about listening problems was further supported by a recent article that revealed that in Thailand, the main issue with learning listening skills for Thai students came from their teachers' English skills and their teaching methods. Lessons primarily focused on structure, which somehow created an overall negative attitude towards English classes (The Nation, 2018). This observation ran parallel to Punthumasen (2007)'s study, which revealed that the teaching and learning methods of Thai teachers in English lessons were not interactive and engaging. The students found that the lessons were boring, and eventually they lost both interest and motivation to learn English. This was also supported by Suwannasit (2019)'s study, which found that common sources of listening difficulty among EFL learners included not only the

learners themselves, but also the listening input, the teaching instruments, and the learning activities in the classroom. Moreover, Chonprakay (2009) stated that teachers should employ different kinds of visual aids to provide students with additional opportunities to practice their listening skills and to get more familiar with the sounds. From all of these observations, it can be concluded that one of many problems in learning listening skills of Thai learners comes from both teaching methods and the choices of instruments used by their teachers, which influence learners' interest and motivation for language learning.

From the problems mentioned above, it seems that not only the teaching and learning methods used by the teachers in the classroom are crucial parts of the learning process, but also the teaching instruments. In the 21st century, digital technologies were increasingly used as the teaching instruments in the classroom (Lazar, 2015). Specially, a few researchers have suggested the use of YouTube, a well-known video sharing website that provides free access and contains a huge volume of videos in various fields, including education. According to Liu (2010), YouTube could be considered a perfect match for the needs of "Net Generation" learners or those who grew up during the beginning of the World Wide Web Era. This is because they are familiar with digital technologies since they were young. Moreover, Khan (2017) also noted that teachers were starting to incorporate social media sites such as YouTube into their lessons.

There are many research studies that explore the development of listening skills with the use of YouTube. Alimemaj (2010) stated that YouTube improved learners' English proficiency, especially their listening and speaking skills. This is supported by Chang and Chang (2014)'s study, which demonstrated that YouTube increased learners' listening comprehension because it allowed them to easily find listening materials pertaining to their lessons, and they were able to practice at any place and any time.

With the rising popularity of using YouTube videos as teaching instruments for English listening lessons, it is important that the teaching instruments used are examined to ensure their effectiveness and the learners' attitude towards them.

According to Gardner (1985), attitude was a part of language motivation whereby a desire to learn led to a positive learning experience. Gardner further noted that learners who had positive attitudes showed evidence of higher language proficiency and demonstrated various learning strategies that were distinctly different from those who had neutral or negative attitudes. Similarly, Karahan (2007) stated that a positive attitude translated into positive language learning. Finally, McKenzie (2010) posited that attitude towards learning a language was important, as it assumed a key role in developing language skills. From all these research studies, it is likely to say that the impact of attitude plays a significant role in language learning.

Recently, YouTube videos have been receiving a lot of attention from teachers as an educational instrument in the language classroom. In addition, the world has entered into an era of student-centered learning, which means students get to choose the material they want to learn and how they learn it. For this reason, the researcher sees an opportunity to investigate Thai learners' attitudes toward using YouTube videos in the English listening classroom. The results of this study can be adapted for teachers to design their lesson plans by applying YouTube videos as the teaching instrument in their own classroom as they have the information of their students' attitudes toward it.

Purpose of the Study

The purpose of this study is to investigate Thai learners' attitudes toward using YouTube videos in the English listening classroom.

Research Question

The research question of this study is:

What are Thai learners' attitudes toward using YouTube videos in the English listening classroom?

Significance of the Study

The results of the study will offer assistance to language teachers in incorporating YouTube videos into their instructional materials. They can adapt YouTube videos into their lesson plans as a teaching instrument for English listening classes as they have the information about their students' attitudes toward it.

Scope of the Study

The participants in this study were undergraduate students who enrolled in an 'Academic English: Listening and Speaking' course. The course was held during the first semester of the academic year 2021 at a university in the South of Thailand. To be more specific, this study only focused on the listening skills which YouTube videos were used as a teaching instrument in classroom.

This study aimed to investigate Thai learners' attitudes toward using YouTube videos in the English listening classroom by applying the ABC model of attitude. This study employed a survey which had both 15 five-point Likert scale questionnaire items and three open-ended questions. Questionnaire items and open-ended questions in Google Form were used as a research instrument in the classroom, and the data were collected online.

Definition of Terms

1. 'Attitude' refers to a "relatively enduring organization of beliefs, feelings, and behavioral tendencies toward socially significant objects, groups, events, or symbols" (Vaughan & Hogg, 2005). Attitude not only reflects the individual's response to objects but also to situations related to human life.

2. 'ABC model' refers to the model of attitude that contains three components, which are the affective component, behavioral component, and cognitive component. The affective component concerns the emotional response. The behavioral component concerns the reaction to certain situations. The cognitive component is concerned with one's attitude toward objects (Jain, 2014).

3. 'YouTube' refers to a video-sharing platform that contains a huge volume of videos in various fields. With more than one billion users from around the world, it provides free access at any time and any place that has an internet connection (Chien et al., 2020).

4. 'English listening classroom' refers to English listening classes in which YouTube videos are used as a teaching instrument.



CHAPTER 2

LITERATURE REVIEW

In this chapter, the literature review was divided into four parts: attitude, listening skill, YouTube videos and related research studies.

Attitude

Definitions of Attitude

Attitude, according to Ajzen and Fishbein (2005), was referred to as “an individual's favorable and unfavorable attitude toward an object, institution, or event, which can be inferred from verbal or nonverbal behavior toward the object, institution, or event in question” (p.3). Similarly with Vaughan and Hogg (2005), they defined attitude as a “relatively enduring organization of beliefs, feelings, and behavioral tendencies toward socially significant objects, groups, events or symbols” (p.150). In language learning, language attitude, according to Richards and Schmidt (2002), was said to be “the attitudes which speakers of different languages or language varieties have toward each other's languages or toward their own language” (p.297). As attitudes could be developed by human experiences, they could influence people's behavior in terms of linguistics (Agheyisi & Fishman, 1970). An attitude was, therefore, aimed at portraying the direction of human behavior (Baker, 1992), and an individual's language attitude was to respond positively or negatively to a language and its users. These definitions provided ways of understanding how attitudes operated in language learning.

Models of Attitude

An attitude was considered a mental state which was ready to be organized through human experiences as a dynamic influencer on behaviors (Cantril & Allport, 1935). This phenomenon not only influenced the individual's response to the objects, but also to situations related to human lives. In other words, it could be explained that the attitude was as if a summarized evaluation towards the objects and thought (Malhotra, 2005). The object mentioned could be anything, including people, products, and

organizations (Bohner & Wänke, 2013). Though attitudes have been explored widely in different contexts, this study reviewed three notable models of attitude: the Vector Model, the TAM Model, and the ABC Model. These three models of attitude were further described as follows.

The Vector model, as defined by Calder and Lutz (1972), was an underlying structure of attitudes represented by two vectors: affective and cognitive. The former was the likeability, while the latter was the likelihood. The forms of the model could represent beliefs in the cognitive space, which was considered as vectors derived from the original cognitive space. Though the question concerning how this cognitive space was related to the attitude, it could be explained by the original form of the elementary plane geometry of the attitude, which was given by $A = E_{i=1} B_i A_i$. Therefore, the attitude was the resolution of forces derived from beliefs and other associated factors.

This approach was later represented in a cognitive structure that was a two-dimensional metric space. The first dimension described an affective component (liking or favorableness) and the other portrayed a cognitive component (likely or probable). The cognitive component was the storage section, where an individual organized the information. Moreover, the believes of an individual possessed about any product was characterized by a value on each of these two dimensions as a set of coordinates in the cognitive space. These pointed modelling beliefs could be considered as vectors from the origin of the cognitive space mentioned earlier. Hence, the attitude considered in this model was thus conceived of as the resolution of the forces created by several specific beliefs (Calder & Ross, 1973), which could reflect and express that the human belief was as if the information a person had experienced (Ajzen & Fishbein, 2005).

The rise of technology has framed a new view of attitude framed as the Technology Acceptance Model (TAM). TAM was developed by Davis (1989) in order to theorize the usage behavior of computer technology. In terms of social psychology, this model can be explained as a human behavior exposed by their own intention. TAM was related to the intentions of human beings toward things valued. Attitudes about technology usage could be questioned if people were positive or negative. Since TAM

was originally derived from the relationship of the social influence processes in forecasting how people engaged with technology, Parasuraman (2000) had clarified that the technology readiness index delineated two drivers (optimism and innovativeness) and two inhibitors (discomfort and security) of one's propensity to use new technologies, which could lead to explain how the technology acceptance model was. The model was a preferred choice of models when parsimony, research costs, and outcomes were considered. Therefore, its constructs were more amenable to operationalization and empirical testing.

The last attitude model that was reviewed in this study was the ABC model of attitude. The ABC model is comprised of three components: affective, behavioral, and cognitive (Fishbein & Ajzen, 1977; Rosenberg et al., 1960). The affective component, according to Jain (2014), was defined as "the emotional response towards an attitude object" (p.6). It involved one's liking or disliking attitude. However, Jain (2014) further noted that the affective component was beyond the emotional responses as it involved other complex processes such as cognition. According to Liu (2016), affective factors affected language learning. This had become a key indicator in successful learning as inner feelings and emotions could hamper the development of language skills.

The behavioral component concerned on how one reacted to certain situations. According to Jain (2014), it was the "individual's intention towards an attitude object" (p.6). It was the evidence of one's attitude towards certain objects, as this component explicitly expressed its evaluation. Hence, it was the attitudinal response, whether favorable or unfavorable.

Cognitive component involved an individual's opinion about the object (Jain, 2014). It was the thoughts and belief or disbelief of a person. These components had been central to attitude studies as they provided insights in understanding an individual's attitudes toward an attitude object.

The three mentioned models related to attitude can be summarized in Table 1.

Table 1 Comparison of attitude models

Models	Dimension and Conceptualization
Vector model	This model proposes two dimensions of metric: an affective component and a cognitive component.
Technology acceptance model (TAM)	This model can be used to measure attitudes towards technology as well as the perception of the use of technology.
ABC model	This model measures the affective, behavioral, cognitive and dimensions of attitude. This model also provides information regarding an individual's perception of an attitude toward an object.

Adapted from Rahayu et al. (2017)

As mentioned previously, this research applied the ABC Model because its components were considered to be fundamental factors that influence attitudes (Eagly & Chaiken, 1998; Van den Berg et al., 2006). The affective component could be used to investigate Thai learners' feelings, such as enjoyment or excitement, when their teacher used YouTube videos in the English listening classroom. The behavioral component could be used to investigate Thai learners' behaviors or actions when the teacher employed YouTube videos in the English listening classroom. The cognitive could be used to investigate Thai learners' thoughts, such as whether or not they benefit from using YouTube videos in the English listening classroom. Therefore, the ABC model was considered as the most suitable theory to be applied in this study, as it could provide

Thai learners' attitude towards using YouTube videos in the English listening classroom more insight through each component.

Listening Skills

Listening could be considered to be a complex and active interpretation process that the listener related to what they heard from the previous background they had experienced (Vandergrift, 1999). In other words, Sharma (2011) emphasized that listening could be defined as a communication procedure in which the listener was required to understand and interpret the meaning of the messages they had heard. If the listening ability was sufficient, the listener could potentially improve their interactions with other people, reduce the misunderstanding of the message, and increase their ability to cooperate. People might be unfocused as they were not usually careful about what they were listening to. They were just listening while thinking of anything else which was not related to the messages that were being sent to them (Sharma, 2011).

This concern over the ability to listen had become the center of attention among researchers whose activities had been focused on Thai learners' attitudes. For example, Chaibao and Ratanapruks (2017) investigated the listening difficulties encountered by students in the Matthayom 3 ISME program. According to the findings, the majority of respondents occasionally encountered listening difficulties when listening to foreign teachers in the classroom. The difficulties were caused by the message, which included unfamiliar terminology and extended messages that were difficult to comprehend, as well as the physical environment, the listeners, and the speakers. These obstacles had a significant impact on the attitudes of students towards learning listening skills. Although there are studies discussed the current state of listening practices of Thai learners, there was not an abundance of literature concerning the students' attitudes, specifically towards listening skills.

YouTube Videos

YouTube was one of the well-known platforms that various research studies in the field of education utilized it as the teaching instrument for language teaching. It provided free access to a huge volume of educational video materials. Woottipong (2014) stated that video materials could be used as an optional instrument for teaching listening because they contained a great source of conversation and dialogue by native speakers. As YouTube videos could be incorporated to enhance many language skills, including listening, speaking, reading, and writing. Snyder and Burke (2008) explained that YouTube videos helped students to clearly understand lessons and retain the information they had learned. This was further supported by Khalid and Muhammad (2012), who discovered that students gained better comprehension of the lessons that applied YouTube in the classroom. Moreover, Baicharoen and Boonyaparakob (2018)'s research study examined the available scholarly-referred experimental research studies on authentic video materials in order to investigate the use of these materials in formal listening classrooms. The findings revealed that the use of authentic video materials in the English classroom had a positive effect on the development of students' listening skills. In addition, they suggested that authentic video materials used in the classroom should take into account three factors: coverage of materials; approaches to material presentation; and activities and tasks designed for the listening classroom.

On the other hand, using YouTube videos in the classroom also had certain disadvantages. Sometimes, the sound quality of the videos was not good. Other times, there were differences in the pronunciation and dialect of speakers, which misled to the wrong meaning or were hard to understand for non-native speakers. Brünner (2013) also observed that sometimes YouTube videos were of an overall lower quality. However, YouTube video had been widely accepted as a very useful teaching instrument for language teaching in various research studies. But teachers had to carefully chosen videos that contained the appropriate subjects before applying those YouTube videos into their lessons as an additional tool in teaching. The YouTube videos were, therefore, considered as a tool to be employed and examined in this study.

Related Research Studies

Over the years, several studies had been conducted in the area of attitudes. For example, Al-Tamimi and Shuib (2009) provided insights on the attitudes of university engineering students towards learning English. The study involved 191 participants. The results revealed that the majority of the students surveyed were highly interested in developing their English language skills. The participants viewed people who spoke English as educated. This contributed to their positive attitude towards learning English. Additionally, the participants anticipated the significance of language skills in the development of their country.

Rahimi and Hassani (2012) explored the role of textbooks in the language attitudes of foreign language learners. The study involved 244 high school students who answered two questionnaires: Student English Book Evaluation Scale (SEBES) and the attitude toward foreign language learning (A-FLL). The findings revealed that the participants did not perceive the textbooks as contributory to their learning. Despite that, it was found that the participants generally had high motivation for learning English.

Abidin et al. (2012) investigated secondary school students and their attitudes towards learning a language. The study involved 180 participants from different areas of specialization. The results of the study revealed that students had negative attitude towards English. Specifically, the students had negative behavioral attitude towards English which stemmed from a perceived absence of a need for English in their lives. It was noteworthy to mention that these students considered those who learned English to be intelligent. Despite the negative attitude recorded, there were handful of students who expressed their positive attitude towards English and their willingness to become proficient. However, majority of the students preferred to learn using their mother tongue.

Tahaineh and Daana (2013) investigated the language attitudes of undergraduate students towards learning English in an EFL context. The study included 184 students who were majoring in English language and literature. The results indicated that students had positive attitudes towards learning English. The majority of

the students had a strong desire to be able to speak English fluently. They perceived English as a significant factor in living in a developing nation, as it also served as an indicator of being educated. Hence, English was indexed as prestige. Moreover, students felt that native English speakers should be proud as the language they speak was highly regarded in the world. Hence, English was synonymous with academic prestige.

Ahmed (2015) examined attitudes of university students toward English language learning. The study focused on the attitudes of students toward causes that effected English language learning and insights of English language learning among students who did not major English. The study involved 238 participants. The findings revealed that students had positive attitudes toward English, which resulted in a greater interest in developing their language skills. This was due to their awareness of needing to learn the language for varied reasons. Motivation was considered a significant factor in language learning of the students.

Perveen and Awan (2018) examined the language attitudes of learners in a multilingual setting. The study involved 240 students from government schools. The findings revealed that the participants had positive attitudes toward learning the English language. It was also noted that English was considered as the gateway to entering the world of knowledge. Furthermore, it was noted to be a significant language as it was a sign of social progress. Lastly, it was emphasized that English was the key requirement for higher education.

Orfan (2020) looked at the language attitudes of Afghan undergraduate students toward learning English. The study involved 210 undergraduate students who were randomly selected. The results illustrated that majority of the students had positive attitudes in learning English. Specifically, the students had positive attitudes in respect of cognitive attitude where they noted their interest in developing their English language skills. As per affective component, students found the relevance of learning English in their lives which contributed to their positive attitudes toward learning English.

Tra (2020) explored university students' language learning attitudes via mobile-assisted language learning. It involved 95 university Generation Z students whose English language proficiency were under A2 in CEFR. Based on the data, it was found that the participants had positive attitudes in using mobile devices for learning English. In the cognitive component, the participants noted that they did not have difficulty in using their mobile devices in learning. This was supported by the results from the affective component where the participants expressed that they did not have any anxiety or negative feelings in using mobile devices. Furthermore, the result revealed that engagement was enhanced with the help of MALL. Thus, the study suggested that participants who were a part of Generation Z had positive behaviors and attitudes toward MALL.

Woottipong (2014) investigated the effectiveness of using video resources to teach university students listening skills. The participants were 41 Thai undergraduates majoring in English from Thaksin University. This study employed a pretest-posttest design. In the data analysis, the mean, percentage, and t-test scores were utilized. The results demonstrated that students' English listening comprehension skills improved significantly after viewing instructional videos. The findings also revealed that students had positive attitudes towards using videos to develop listening skills.

In conclusion, the related research studies revealed that attitude was important in understanding language learners. They provided direction on how learners would progress in their language learning journey. The studies mentioned in this section discussed how attitudes played a significant role in language learning. Moreover, the research revealed that students who were familiar with technology were likely to be more engaged and interested in learning English by using mobile devices and the internet (Chomphuchart, 2017; Tra, 2020). Thus, investigating Thai learners' attitudes toward using YouTube videos in the English listening classroom by applying the ABC Model can be an area of investigation.

CHAPTER 3

METHODOLOGY

This chapter provided a discussion of the research design, the participants' background, the research instruments, the research context, and the data collection procedure, together with the data analysis.

Research Design

This study employed both quantitative and qualitative methods for data collection and analysis. The survey was used as a research instrument. The survey consisted of two parts: First, 15-item questionnaire, were used to gather quantitative data. Second, three open-ended questions, were used to collect qualitative data. They were applied to investigate Thai learners' attitudes toward using YouTube videos in the English listening classroom. As there were a large number of participants, employing both approaches were the most agreeable to the task. The quantitative approach was used for collecting the data within a limited time, while the qualitative approach was used to collect in-depth data (DeFranzo, 2011).

Participants

The participants of the study consisted of 92 undergraduate students. They were selected by purposive sampling because they enrolled in the Academic English: Listening and Speaking course. The course was held during the first semester of the academic year 2021 at a university in the South of Thailand. The course being offered was eight weeks. The first six weeks consisted of general teaching, the seventh week was a presentation week, and the eighth week was an examination week. Every class was taught through the Zoom application for 4 hours, and the class was divided into listening and speaking sections, which were two hours each, and the participants were informed that their data would be kept confidential.

Research Instruments

The questionnaire contained two parts: 15 items of five-point Likert scales, and three open-ended questions. The questionnaire items were developed according to the ABC Model. The first five items focused on emotional responses. The item 6 to 10 focused on the reaction to certain situations, and the other five items focused on opinions toward objects. The second part of the questionnaire contained three open-ended questions which were about: the learners' feelings toward using YouTube videos in the English listening classroom, the changes in learners' behavior when YouTube videos were integrated into the English listening classroom, and learners' opinions toward using YouTube videos in the English listening classroom. The questionnaire was based on five-point Likert scales, ranging from strongly agree to strongly disagree.

The questionnaire and open-ended questions were checked for validity and reliability. The Index of Item – Objective Congruence (IOC) was used to ensure that validity was higher than 0.5. The IOC result for this questionnaire and open-ended questions was 0.89. Cronbach's Alpha was used to ensure that reliability was equal to or greater than 0.70. The reliability result for this questionnaire and open-ended questions was 0.91. The interpretation of average score of the questionnaire was showed in Table 2.

Table 2 The interpretation of average score of attitudes

Score range	Meaning	Level
4.21-5.00	Strongly agree	Very positive
3.41-4.20	Agree	Positive
2.61-3.40	Neutral	Moderate
1.81-2.60	Disagree	Negative
1.00-1.80	Strongly disagree	Very negative

Research Context

Every class started with a selected YouTube video that was relevant to the topic for that week, followed by a discussion and an assessment. The YouTube videos varied in length from 6.16 minutes to 11.18 minutes. Table 3 showed the information about the topic each week, the titles of the videos, the channel where the video was found, the duration of the video, and the objectives for each week.

Table 3 Information about the course

Topic	Title of YouTube Videos	Chanel	Duration	Objective
Week 1: Animal - Wild life organization - Using animals for work.	How to save our planet	WWF International	8.27 mins	Listening for detail, main idea, and opinion.
Week 2: Customs and traditions - Traditional in Japan Changing customs in modern world	Japan: Traditional and culture	This is American TV	8 mins (from 8 mins to 16 mins)	Listening for identifying cause and effect
Week 3: History - Major historical finds	Ancient Egypt 101	National Geographic	6.13 mins	Listening for text organization
Week 4: Environment - Volcanoes nuclear power	Volcanoes 101 Volcano benefits	National Geographic Inspire Education	4.59 mins 3.40 mins	Listening for understanding explanation.

Week 5: Discovery and Invention - Life changing invention	Life changing inventions of 20 th Century	Zero2Hero	11.18 mins	Listening for detail and main idea.
Week 6: Fashion - Future of clothes	What will people wear in the future	The economist	6.24 mins	Listening for detail and main idea.

Data Collection

After the research instrument was completed, the researcher contacted the university for the approval of data collection. After the approval of the university, the lecturer was contacted. The lecturer was given the information and instrument. The researcher then distributed the Google Form link for the lecturer to collect the data from the participants who volunteered to complete the form. The researcher strictly followed the data collection procedure in which the participants were primarily assured that their answers were kept confidential and only used for this academic study.

Data Analysis

The quantitative data from the questionnaire were calculated and analyzed by percentage, mean, and standard deviation (S.D.). The qualitative data from open-ended questions were analyzed using content analysis (CA).

CHAPTER 4

FINDINGS

The purpose of this study was to investigate Thai learners' attitudes toward using YouTube videos in the English listening classes. The findings were divided into two parts which were quantitative and qualitative data. The first section was presented as quantitative data using percentage, mean, and standard deviation (S.D.), while the second section was presented as qualitative data using content analysis (CA). The data was collected online through Google Form.

The Quantitative Results

This section of the 15-item questionnaire investigated Thai learners' attitudes toward using YouTube videos in the English listening classes. The results were presented in Table 4.

Table 4 Mean, S.D., and Overall Attitudes

Components of Attitude	Mean	S.D.	Level
Affective Component	4.12	0.02	Positive
Behavioural Component	4.28	0.02	Very Positive
Cognitive Component	4.19	0.03	Positive
Total	4.20	0.02	Positive

According to Table 4, the results showed that Thai learners had positive attitudes toward using YouTube videos in the English listening classroom. The average mean score was 4.20, with a standard deviation of 0.02. The behavioral component had the highest mean score at 4.28 with a standard deviation of 0.02. This was followed by the cognitive component at 4.19 with a standard deviation of 0.03, and the affective component, which had the lowest mean score at 4.12 with a standard deviation of 0.02.

To gain more insight data of their attitudes toward using YouTube videos in the English listening classroom, Table 5-10 presented percentage, mean, S.D., and level of three components of attitude: affective, behavioral and cognitive. Starting with the affective component which was shown in Table 5.

Table 5 Mean, S.D., and Level of Affective component

Items of affective component questionnaire	Mean	S.D.	Level
1) I like listening to YouTube Videos in the classroom.	4.02	0.94	Positive
2) I feel indifferent when listening to YouTube videos in the classroom.	4.07*	0.91*	Positive
3) I'm excited when YouTube videos are used as an instrument in the classroom.	4.18	0.94	Positive
4) I enjoy learning through YouTube Videos in the classroom.	4.12	0.89	Positive
5) I feel uncomfortable when my teacher uses YouTube videos in the classroom.	4.21*	0.94*	Positive
Total	4.12	0.02	Positive

Remark *Reversed score from negative to positive

According to Table 5, the results showed that Thai learners had positive emotions toward using YouTube videos in the English listening classroom. The average mean score was 4.12, with a standard deviation of 0.02. The highest mean score of the affective component was found in item 5 (Mean = 4.21, Standard Deviation = 0.94), followed by item 3 (Mean = 4.18, Standard Deviation = 0.94), item 4 (Mean = 4.12, Standard Deviation = 0.89), and item 2 (Mean = 4.07, Standard Deviation = 0.91). The lowest mean score of the affective component was found in item 1 (Mean = 4.02, Standard Deviation = 0.94).

The percentage of participants' responses of affective component was presented in Table 6.

Table 6 Percentage of participants' responses for Affective component

Items of affective component questionnaire	Percentage of participants' responses				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1) I like listening to YouTube videos in the classroom.	00.00	10.87	9.78	45.65	33.70
2) I feel indifferent when listening to YouTube videos in the classroom.	00.00*	3.26*	27.17*	35.87*	33.70*
3) I'm excited when YouTube videos are used as an instrument in the classroom.	00.00	7.61	13.04	32.61	46.74
4) I enjoy learning through YouTube Videos in the classroom.	00.00	3.26	23.91	30.43	42.40
5) I feel uncomfortable when my teacher uses YouTube videos in the classroom.	00.00*	10.87*	3.26*	40.22*	45.65*

Remark *Reversed score from negative to positive

According to Table 6, the results indicated that 45.65 percent of participants agreed that they liked listening to YouTube videos in the classroom; 35.87 percent of participants agreed that they felt different when listening to YouTube videos in the classroom; 46.74 percent of participants strongly agreed that they were excited when YouTube videos were used as an instrument in the classroom; 42.40 percent of participants strongly agreed that they enjoyed learning through YouTube videos in the classroom; and 45.65 percent of participants strongly agreed that they felt comfortable when their teacher used YouTube videos in the classroom.

Mean, S.D., and level of behavioural component were presented in Table 7.

Table 7 Mean, S.D., and Level of Behavioural component

Items of behavioural component questionnaire	Mean	S.D.	Level
6) I participate more when the teacher uses YouTube videos in the classroom.	4.35	0.94	Very Positive
7) I encourage my teacher to use more YouTube videos in the classroom.	4.10	0.91	Positive
8) I concentrate better on the lesson when teacher uses YouTube videos in the classroom.	4.34	0.94	Very Positive
9) I tend to use YouTube video for developing my listening skill outside the classroom.	4.21	0.94	Very Positive
10) I avoid attending the class when I know that teacher will use YouTube videos in the classroom.	4.38*	0.95*	Very Positive
Total	4.28	0.02	Very Positive

Remark *Reversed score from negative to positive

According to Table 7, the results showed that Thai learners had very positive behaviour toward using YouTube videos in the English listening classroom. The average mean score was 4.28, with a standard deviation of 0.02. The highest mean score of the affective component was found in item 10 (Mean = 4.38, Standard Deviation = 0.95), followed by item 6 (Mean = 4.35, Standard Deviation = 0.94), item 8 (Mean = 4.34, Standard Deviation = 0.94), and item 9 (Mean = 4.21, Standard Deviation = 0.94). The lowest mean score of the behavioural component was found in item 7 (Mean = 4.10, Standard Deviation = 0.91).

The percentage of participants' responses of behavioural component was presented in Table 8.

Table 8 Percentage of participants' responses for Behavioural component

Items of behavioural component questionnaire	Percentage of participants' responses				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
6) I participate more when the teacher uses YouTube videos in the classroom.	00.00	7.61	9.78	22.83	59.78
7) I encourage my teacher to use more YouTube videos in the classroom.	00.00	00.00	36.96	16.30	46.74
8) I concentrate better on the lesson when teacher uses YouTube videos in the classroom.	00.00	10.87	00.00	33.70	55.43
9) I tend to use YouTube video for developing my listening skill outside the classroom.	00.00	10.87	3.26	40.22	45.65
10) I avoid attending the class when I know that teacher will use YouTube videos in the classroom.	00.00*	10.87*	00.00*	29.35*	59.78*

Remark *Reversed score from negative to positive

According to Table 8, the results indicated that 59.78 percent of participants strongly agreed that they participated more when their teacher used YouTube videos in the classroom; 46.74 percent of participants strongly agreed that they encouraged their teacher to use more YouTube videos in the classroom; 55.43 percent of participants strongly agreed that they concentrated better on the lesson when their teacher used YouTube videos in the classroom; 45.65 percent of participants strongly agreed that

they tended to use YouTube videos outside the classroom; and 59.78 percent of participants strongly agreed that they eagerly attended the class when they knew that teacher would use YouTube videos in the classroom.

Mean, S.D., and level of cognitive component were presented in Table 9.

Table 9 Mean, S.D., and Level of Cognitive component

Items of cognitive component questionnaire	Mean	S.D.	Level
11) I think that YouTube videos are beneficial for developing my listening skills.	4.41	0.95	Very Positive
12) I think that YouTube videos improve my listening skills.	4.01	0.92	Positive
13) I think that learning listening skill through YouTube videos can help me to understand my lessons more easily.	4.18	0.94	Positive
14) I think that YouTube videos are a good tool for practicing my listening ability.	4.11	0.91	Positive
15) I think that YouTube videos are not a good tool for teaching listening skills in the classroom.	4.25*	0.88*	Very Positive
Total	4.19	0.03	Positive

Remark *Reversed score from negative to positive

According to Table 9, the results demonstrated that Thai learners had positive cognition toward using YouTube videos in the English listening classroom. The average mean score was 4.19, with a standard deviation of 0.03. The highest mean score of the cognitive component was found in item 11 (Mean = 4.41, Standard Deviation = 0.95), followed by item 15 (Mean = 4.25, Standard Deviation = 0.88), item 13 (Mean = 4.18, Standard Deviation = 0.94), and item 14 (Mean = 4.11, Standard Deviation = 0.91). The lowest mean score of the cognitive component was found in item 12 (Mean = 4.01, Standard Deviation = 0.92).

The percentage of participants' responses of cognitive component was presented in Table 10.

Table 10 Percentage of participants' responses for Cognitive component

Items of cognitive component questionnaire	Percentage of participants' responses				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
11) I think that YouTube videos are beneficial for developing my listening skills.	00.00	10.87	00.00	26.09	63.04
12) I think that YouTube videos improve my listening skills.	00.00	00.00	41.30	16.30	42.40
13) I think that learning listening skill through YouTube videos can help me to understand my lessons more easily.	00.00	7.61	13.04	32.61	46.74
14) I think that YouTube videos are a good tool for practicing my listening ability.	00.00	7.61	13.04	40.22	39.13
15) I think that YouTube videos are not a good tool for teaching listening skills in the classroom.	00.00*	7.61*	3.26*	43.48*	45.65*

Remark *Reversed score from negative to positive

According to Table 10, the results indicated that 63.04 percent of participants strongly agreed that YouTube videos were beneficial for developing their listening skills; 42.40 percent of participants strongly agreed YouTube videos improved their listening skills; 46.74 percent of participants strongly agreed that learning listening skills through

YouTube videos helped them to understand the lessons more easily; 40.22 percent of participants agreed that YouTube videos were a good tool for practicing their listening skills; and 45.65 percent of participants strongly agreed that YouTube videos were a good tool for teaching listening skills in the classroom.

The Qualitative Results

This section contained the results from three open-ended questions. The first question was: "How do you feel when learning listening skills through YouTube videos in the English classroom and why?" The second question was: "How does your learning routine or learning behavior change after integrating YouTube videos into the lesson or classroom?" The final question was: "What are the benefits of using YouTube videos in the English listening classroom, and is it different from other instruments for teaching listening? Why?"

The answers to the first question were divided into four groups of feelings based on emotional similarities of learners' responses. First, it was revealed that learners liked to watch YouTube videos in the English listening classroom. For example, student #1 replied, *"I like to watch YouTube videos in the English listening classroom because it makes learning more fun and easier."*

Second, learners mentioned that they enjoyed it when a teacher used YouTube videos in the English listening classroom. For example, student #85 replied, *"I enjoy it when the teacher uses YouTube videos in the English listening classroom because most of the chosen videos are interesting."*

Third, learners felt that using YouTube videos in the English listening classroom was convenient. For example, student #82 replied, *"The benefit of using YouTube videos in the English listening classroom is that we can access those videos even when we are outside the classroom."*

On the other hand, some learners did not like watching YouTube videos in the classroom. For example, Student #75 replied, *"I do not like watching YouTube videos in the classroom because some of those videos are too long and boring."*

The answers to the second question were divided into four based on similarity of learners' behaviors, which were creativity, encouragement, participation, and resistance. It was revealed that learners showed more creativity in the classroom when YouTube videos were involved. For example, student #27 replied, "*Learning from YouTube videos not only improves my listening skills, but also my creativity. It gives me an idea to create a story when I have to present in front of the class*".

Learners also wanted to encourage their teachers to use YouTube videos in the classroom. For example, Student #25 replied, "*I want to encourage my teacher to use YouTube videos more in the classroom because it is way more entertaining than learning from the textbook*".

Learners participated more in the classroom when YouTube videos were used. For example, student #12 replied, "*I participate more in activities when the teacher uses YouTube videos in the English listening classroom*".

The answers to the last question were divided into four categories according to the similarity of their opinions, which were: development skills, ease of understanding, variety, and ineffective.

It was found that Learners thought that using YouTube videos in the English listening classroom helped them develop their listening skills. For example, Student #40 replied, "*I think that YouTube videos are useful for developing listening skills, as they can provide me with various accents from native speakers around the world*".

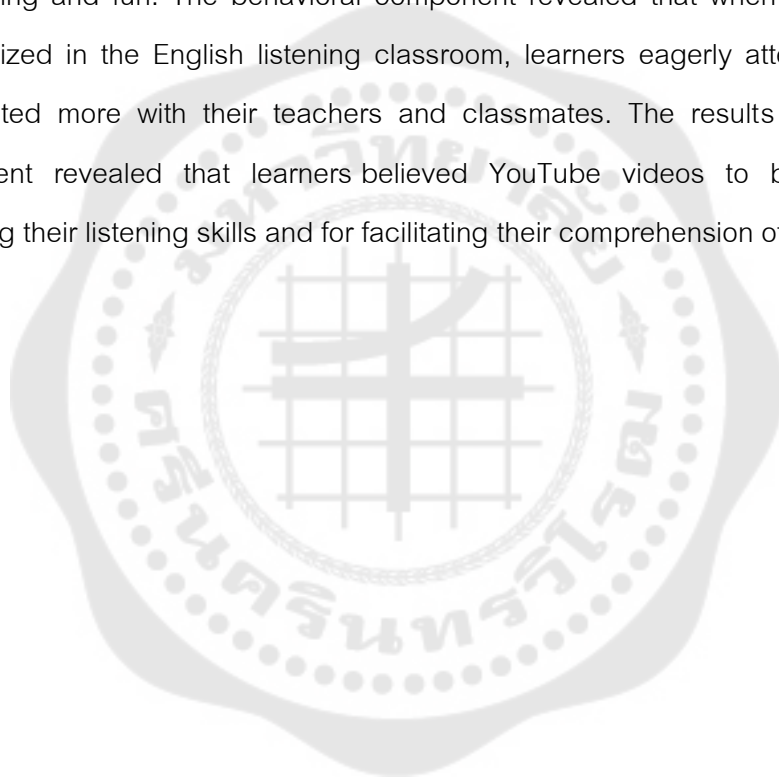
Learners understood the lesson better when YouTube videos were used in the classroom. For example, student #51 replied, "*I think that being taught by YouTube videos in the English listening classroom helps me comprehend the lesson more easily*".

Learners also noticed that YouTube videos differed from other forms of media in variety of ways. For example, student #41 replied, "*I think that YouTube videos contain lots of content compared to other media*".

On the other hand, some learners believed that using YouTube videos in the English listening classroom was ineffective. For example, student #33 stated that "*Using*

YouTube videos in the English listening classroom is only good for students who are at a middle or higher level of English. For the students who are at a lower level, it is hard to catch up with the lesson".

In conclusion, Thai learners' attitudes toward using YouTube videos in the English listening classroom were generally positive. The results of the survey's affective component revealed that learners felt comfortable and enjoyed it when their teacher used YouTube videos in the classroom, primarily because the videos were entertaining and fun. The behavioral component revealed that when YouTube videos were utilized in the English listening classroom, learners eagerly attended class and participated more with their teachers and classmates. The results of the cognitive component revealed that learners believed YouTube videos to be beneficial for improving their listening skills and for facilitating their comprehension of the lessons.



CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter was presented in three parts. The first part was the conclusion of the study. The second part was the discussion of the study findings, and the last part was the limitations of the current study and recommendations for further studies.

Conclusion

The purpose of the study was to investigate Thai learners' attitudes toward using YouTube videos in the English listening classroom. The participants were 92 undergraduate students who enrolled in the Academic English: Listening and Speaking course. The course was held during the first semester of 2021 at a university in the South of Thailand. The participants were selected by purposive sampling. The research instrument was a survey. It was divided into two parts, which were 15 items of five-point Likert scale questionnaire and three open-ended questions. The questionnaires and open-ended questions were developed according to the ABC Model. Quantitative data were calculated and analyzed by percentage, mean, and standard deviations (S.D.), and qualitative data were analyzed using content analysis (CA).

The findings of the study indicated that Thai learners generally had positive attitudes toward the use of YouTube videos in the English listening classroom. In the affective component of the survey, the results showed that learners felt comfortable and liked it when their teacher used YouTube videos in the classroom, mostly because they were fun and enjoyable. In the behavioral component, the results found that learners eagerly attended the class and participated more with their teacher and classmates when YouTube videos were used in the English listening classroom. In the cognitive component, the results revealed that learners thought that YouTube videos were beneficial for developing their listening skills and also thought that YouTube videos helped them understand the lessons more easily.

Discussion

The objective of the study was to investigate Thai learners' attitudes toward using YouTube videos in the English listening classroom. The results from the questionnaires revealed that Thai learners had positive attitudes toward using YouTube videos in the English listening classroom. This was in line with the study of Medoukali (2015), which examined the development of EFL learners' listening comprehension through YouTube videos among second-year Mohamed Kheider University of Biskra students. The results indicated that EFL learners had positive attitudes towards the use of YouTube videos to enhance their listening comprehension. To gain a deeper understanding of the attitudes of the learners, the responses to three open-ended questions were discussed. The discussion was divided into three sections based on the ABC model's which were affective, behavioral, and cognitive components.

Starting from the affective component, this question aimed to find learners' emotional responses toward using YouTube videos in the English listening classroom. The results demonstrated that learners enjoyed watching YouTube videos because they were entertaining. This correlated with the research of Lestari (2019), who investigated the effectiveness of using YouTube vlogs to improve students' listening skills in eighth graders at MTs DDI Tani Aman Loa Janan. The findings showed the students enjoyed learning English listening skills through watching YouTube vlogs. Similarly, the study of Shafwati et al. (2021) showed that all students agreed that being taught by YouTube videos in the listening classroom was more interesting.

However, some learners did not like watching YouTube videos in the classroom because sometimes those videos were too long and boring. This was supported by Berk (2009)'s observation that the length of the video should be suitable so that students do not become bored.

The second component examined was the behavioral component. This question sought to discover any changes in learners' behavior toward using YouTube videos in the English listening classroom. The finding indicated that using YouTube videos in the English listening classroom increased learners' participation in class because they gained confidence exchanging opinions with their classmates. The results were also in line with the study of Omer (2017), who found that using YouTube videos in the classroom increased EFL students' participation in classroom activities.

Moreover, the results also found that using YouTube videos in the English listening classroom provided learners with new ideas that helped them create a story when they were required to present in front of the class. These results were in line with Fadhil Abbas and Ali Qassim (2020)'s study, which investigated YouTube's efficacy as a learning tool for EFL students at Baghdad University. The results demonstrated that the use of YouTube videos in the classroom not only increased students' attention, but also enhanced their creativity.

For cognitive component, learners' opinions toward the benefits and differences of using YouTube video in the English listening classroom were investigated. The results revealed that using YouTube videos in the English listening classroom provided learners with the opportunity to listen from native speakers. This was also in agreement with Pratama et al. (2020)'s study. They found that students believed that YouTube videos increased their language skills, especially the listening skills that they held a favorite for videos created by native speakers. Kaddour and Laloui (2020)'s study also supported the statement that YouTube was a good source for practicing listening, since it provided the learners with the correct pronunciation.

Second, learners stated that YouTube videos differed from other media because their diverse content. This was supported by the study of Saed et al. (2021), who found that the variety of videos available on YouTube allowed students to watch videos on a variety of topics and situations, which enhanced their listening skills.

However, some learners stated that using YouTube videos in the English listening classroom had some disadvantages, such as the sound quality and internet connection. This correlated with the research of Silviyanti (2014), who found that the internet connection was intermittently slow and unstable, causing videos to stop playing. In addition, some learners did not have home internet access. This was also supported by Khalid and Muhammad (2012)'s study, which found that the poor sound quality of some YouTube videos and an intermittent internet connection were two disadvantages of using YouTube videos in the classroom.

Limitation of the study

The research was conducted in Thailand during the COVID-19 pandemic spread. Due to a government lockdown, the majority of universities were closed, making it difficult to schedule interviews with learners. The interview-based research had to be replaced with open-ended questions, and data had to be collected online. Without an interview, participants' responses were limited.

Recommendation for further studies

There were only a certain number of participants in this study. Only learners from one faculty and one university were selected for this study, so an increase in the number of participants from different faculties and universities should be considered. In addition, an interview should be used as a research instrument for more in-depth information.

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APPENDICES



APPENDIX A

Request for permission to collect research data



ที่ อว 8718/



บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ
114 สุขุมวิท 23 แขวงคลองเตยเหนือ
เขตวัฒนา กรุงเทพฯ 10110

3 กุมภาพันธ์ 2565

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อการวิจัย
เรียน อาจารย์ ดร.อัมปาลี เจมะมะ

เนื่องด้วย นางสาวปณิศา สุโพธิ์ภาค นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำสารนิพนธ์ เรื่อง “ทัศนคติของผู้เรียนต่อการใช้ยูทูปวิดีโอในห้องเรียนภาษาอังกฤษ” โดยมี ผู้ช่วยศาสตราจารย์ ดร.อุสาหภรณ์ สุขารมณ เป็นอาจารย์ที่ปรึกษาสารนิพนธ์

ในการนี้ นิสิตขอความอนุเคราะห์เก็บข้อมูล โดยใช้แบบสอบถามเพื่อสำรวจทัศนคติของผู้เรียนต่อการใช้ยูทูปวิดีโอในห้องเรียนภาษาอังกฤษ (ด้านทักษะการฟัง) กับ นักศึกษาระดับปริญญาตรี ชั้นปีที่ 1 ซึ่งลงเรียนวิชา Academic English: Listening and speaking course จำนวน 92 คน ผ่านทางออนไลน์ เพื่อเป็นข้อมูลในการวิจัย ระหว่างเดือนกุมภาพันธ์ 2565 ถึงเดือนมีนาคม 2565 ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาขอความอนุเคราะห์ และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)
รักษาการแทนคณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 092 935 5490



APPEXDIX B

The results of Item-Objective Congruence (IOC) scores from experts for the questionnaires and open-ended questions.

Questionnaires	Experts			\bar{x}	Interpretation
	1	2	3		
1. I like listening to YouTube Videos in the classroom.	+1	0	+1	0.67	Accepted
2. I feel indifferent when listening to YouTube videos in the classroom.	+1	+1	+1	1	Suitable and accepted
3. I'm excited when YouTube videos are used as an instrument in the classroom.	+1	+1	0	0.67	Accepted
4. I enjoy learning through YouTube Videos in the classroom.	+1	+1	+1	1	Suitable and accepted
5. I feel uncomfortable when my teacher uses YouTube videos in the classroom.	+1	+1	+1	1	Suitable and accepted
6. I participate more when the teacher uses YouTube videos in the classroom.	+1	+1	+1	1	Suitable and accepted
7. I encourage my teacher to use more YouTube videos in the classroom.	0	+1	+1	0.67	Accepted
8. I concentrate better on the lesson when teacher uses YouTube videos in the classroom.	+1	+1	+1	1	Suitable and accepted
9. I tend to use YouTube video for developing my listening skill outside the classroom.	+1	+1	+1	1	Suitable and accepted
10. I avoid attending the class when I know that teacher will use YouTube videos in the classroom.	+1	+1	+1	1	Suitable and accepted
11. I think that YouTube videos are beneficial for developing my listening skills.	+1	+1	+1	1	Suitable and accepted

12. I think that YouTube videos improve my listening skill.	+1	0	+1	0.67	accepted
13. I think that learning listening skill through YouTube videos can help me to understand my lessons more easily.	+1	0	+1	0.67	accepted
14. I think that YouTube videos are a good tool for practicing my listening ability.	+1	+1	+1	1	Suitable and accepted
15 I think that YouTube videos are not a good tool for teaching listening skills in the classroom.	+1	+1	0	0.67	accepted
Open-ended Questions	Experts			\bar{x}	Interpretation
	1	2	3		
1. How do you feel when learning listening skills through YouTube videos in the English classroom and why?	+1	+1	+1	1	Suitable and accepted
2. How does your learning routine or learning behavior change after integrating YouTube videos into the lesson or classroom?	+1	+1	+1	1	Suitable and accepted
3. What are the benefits of using YouTube videos in the English listening classroom, and is it different from other instruments for teaching listening? Why?"	0	+1	+1	0.67	accepted



APPENDIX C

The research instrument

แบบสอบถามเพื่อสำรวจทัศนคติของผู้เรียนต่อการใช้ยูทูปวีดิโอในห้องเรียนทักษะการฟัง ภาษาอังกฤษ

แบบสอบถามฉบับนี้ถูกจัดทำขึ้นโดยมีวัตถุประสงค์เพื่อสำรวจทัศนคติของผู้เรียนต่อการใช้ยูทูปวีดิโอในห้องเรียนทักษะการฟังภาษาอังกฤษ แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของสารนิพนธ์ในหลักสูตรศิลปศาสตรมหาบัณฑิต เอกภาษาอังกฤษ บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ ข้อมูลต่างๆที่ได้รับจากแบบสอบถามฉบับนี้จะถูกเก็บเป็นความลับและนำไปใช้สำหรับตอบคำถามของสารนิพนธ์ฉบับนี้เท่านั้นขอขอบคุณเป็นอย่างยิ่งสำหรับความร่วมมือในการตอบคำถามของแบบสำรวจฉบับนี้

ส่วนที่ 1: ทัศนคติของการใช้ยูทูปวีดิโอในห้องเรียนภาษา (ด้านทักษะการฟัง)

โปรดอ่านคำถามด้านล่างและเลือกคำตอบที่ตรงกับทัศนคติของท่านมากที่สุด

คำอธิบาย	ไม่เห็นด้วยอย่างยิ่ง (1)	ไม่เห็นด้วย (2)	เห็นเป็นกลาง (3)	เห็นด้วย (4)	เห็นด้วยอย่างยิ่ง (5)
1. ฉันชอบฟังยูทูปวีดิโอในห้องเรียน					
2. ฉันรู้สึกเฉยๆเมื่อได้ฟังยูทูปวีดิโอในห้องเรียน					
3. ฉันรู้สึกตื่นเต้นเมื่อยูทูปวีดิโอถูกใช้เป็นเครื่องมือสำหรับการสอนในห้องเรียน					
4. ฉันรู้สึกเพลิดเพลินกับการเรียนผ่านยูทูปวีดิโอในห้องเรียน					
5. ฉันรู้สึกอึดอัดใจเมื่ออาจารย์ใช้ยูทูปวีดิโอในห้องเรียน					
6. ฉันมีส่วนร่วมในห้องเรียนมากขึ้นเมื่ออาจารย์ใช้ยูทูปวีดิโอในห้องเรียน					

7. ฉันสนับสนุนให้อาจารย์ใช้ยูทูปวีดิโอเป็นสื่อการสอนในห้องเรียน					
8. ฉันมีสมาธิในการเรียนมากขึ้นเมื่ออาจารย์ใช้ยูทูปวีดิโอในห้องเรียน					
9. ฉันตั้งใจที่จะใช้ยูทูปวีดิโอเพื่อพัฒนาทักษะการฟังของฉันนอกห้องเรียน					
10. ฉันหลีกเลี่ยงที่จะเข้าเรียนเมื่อทราบว่าอาจารย์ใช้ยูทูปวีดิโอในห้องเรียน					
11. ฉันคิดว่ายูทูปวีดิโอมีประโยชน์ต่อการพัฒนาทักษะด้านการฟังของฉัน					
12. ฉันคิดว่ายูทูปวีดิโอทำให้ทักษะด้านการฟังของฉันก้าวหน้าขึ้น					
13. ฉันคิดว่าการเรียนทักษะการฟังผ่านยูทูปวีดิโอช่วยให้ฉันเข้าใจบทเรียนได้ง่ายขึ้น					
14. ฉันคิดว่ายูทูปวีดิโอเป็นเครื่องมือที่ดีในการฝึกฝนทักษะด้านการฟัง					
15. ฉันคิดว่ายูทูปวีดิโอไม่ใช่สื่อที่สำหรับการสอนทักษะการฟังในห้องเรียน					

ส่วนที่ 2: คำถามปลายเปิด

โปรดเขียนข้อความสั้นๆ เพื่อตอบคำถามดังต่อไปนี้

2A: ท่านรู้สึกอย่างไรต่อการเรียนทักษะด้านฟังผ่านการใช้ยูทูบวิดีโอในห้องเรียนและทำไมจึงรู้สึกเช่นนั้น?

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2B: ท่านคิดว่าพฤติกรรมในการเรียนของท่านเปลี่ยนแปลงไปอย่างไรเมื่อมีการประยุกต์ใช้ยูทูบวิดีโอเป็นสื่อการสอนในห้องเรียน?

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2C: ท่านคิดว่าการใช้ยูทูบวิดีโอในห้องเรียนเพื่อฝึกทักษะด้านการฟังมีประโยชน์และแตกต่างจากสื่อการสอนอื่นๆหรือไม่ อย่างไร?

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VITA

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