



# “YouTube as my second classroom”: Indonesian nursing students’ self-regulated language learning on YouTube

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This study investigated the independent language learning that Indonesian nursing students did after school on YouTube. Six undergraduate nursing students who have a lot of experience with YouTube viewing and have level of English equal to B1 were asked to participate in a one-on-one interview to discuss their opinions of this self-regulated language learning. A narrative inquiry design was deployed to explore the stories of how learners felt about this technologically mediated language learning and how it affected their language skills. The results show that discovering motivation for learning English, searching for extra learning materials, and potential metacognitive learning styles were the three most popular reasons for studying English on YouTube. Students perceived that learning English on YouTube was more flexible, entertaining, and approachable than traditional classroom instruction. However, this informal education does not promote socialization or an awareness of cultural differences between nations. The findings have made a significant contribution to the future instructional design of ESP classroom where the integration of YouTube videos may become an alternative for more engaging ESP classroom interaction. Besides, promoting awareness of cultural diversities and appropriate online social interaction need to be considered for YouTube mediated learning activities to help students use the language appropriately within its socio-cultural settings.

**Keywords:** self-regulated language learning, YouTube videos, nursing students, English for nursing purposes.

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## INTRODUCTION

Today’s ELT practices are conducted considerably more virtually than they were in the past because of the development of modern information and technology. This tendency encourages the expansion of informal education in society. In informal learning, students have more freedom to choose the educational materials they want, establish their learning objectives, select the best teaching methods, and take advantage of any educational opportunities that present themselves (Kalaja, et.al., 2011). According to Stickler and Emke (2011), informal learning is another word for the idea of lifelong learning and can take place in a few real-world and online settings (Reinders and Benson, 2017).

YouTube is currently a new virtual learning resource. People may now watch, make, share, comment on, and even modify videos uploaded to online media. The YouTubers, the one who produces video content for their YouTube channels, compete to gain as many followers as they can. More subscribers means that greater fame and financial success for them. This phenomenon also happens in the field of nursing. There are dozens of nursing-related YouTube channels, but picmonic.com has ranked the top five of these channels, and they are as follows: RegisteredNurseRN, Simple Nursing, Osmosis, and Speed Pharmacology. Those channels are highly recommended for nurse students (Top 5 YouTube Channels for Nursing Students | Picmonic, 2022)

There has been a lot of investigation into YouTube as a learning tool for nursing students. According to a study by [Mahasneh et al. \(2021\)](#), nurse students can find methodical, well-organized, and one-dimensional simulation movies on YouTube. Forty-eight nursing students participated in the study, and most of them exhibited greater interest in watching simulation films. In a similar vein, YouTube videos, according to [Azer et al. \(2022\)](#), can be used to teach and learn about nursing-specific topics like colostomy and ileostomy. Health professionals should be involved in choosing the best YouTube videos for educational purposes. Not all YouTube videos, nevertheless, are suitable for nursing students. An appropriate film should meet several requirements, such as providing consistent information on ileostomy and colostomy surgical procedures. The study also recommended that qualified healthcare professionals play an important part in deciding which YouTube videos should be used for educational purposes.

Another illustration of how YouTube video quality is controlled is through the selection and categorization of videos based on tight standards. [Özsaban et al. \(2021\)](#) evaluated the effectiveness of instructional movies for ventrogluteal injection. Based on the content of the movies, their quality control, and the reliability of the source, they rigorously analyzed 26 videos. They discovered that 5 out of the 26 movies were still deceptive, but the others were suitable as educational resources. A 2014 report by Akgun et al. included a warning against deceptive YouTube videos. They looked at 119 ECG recordings and discovered that 90% of the videos released by universities or hospitals might be used as educational resources. This finding suggests that even if YouTube is filled with educational videos, careful consideration of the videos' quality, dependability, and applicability is still required. Previous research suggested that YouTube videos had evolved into helpful educational tools for nursing students. Of course, choosing the right quality is crucial.

YouTube videos could potentially be one of the alternatives to informal learning options available now. YouTube videos provide students with a wide choice of resources for informal learning. YouTube videos can serve as authentic resources for EFL nursing students by offering instances of how language is used in everyday situations. YouTube videos may also help international students learn about the sociocultural context in which the target language is used as well as the culture of that language. According to [Benson \(2016\)](#), viewers' comments and discussions on YouTube channels often refer to the value of learning languages and its multicultural dimensions. All these potential advantages may enable EFL nursing students to become more independent and self-reliant learners. YouTube can be used as an informal digital learning platform for students to pick up knowledge outside of the classroom. However, previous studies have only captured the supportive role of YouTube videos in providing information regarding particular discipline, such as nursing. Also, there have been quite a few of studies in investigating

the contribution of YouTube videos for the development of English language acquisition in the setting of EFL/ESL learners. The evidence indicates that little is still known about how EFL nurse students self-regulate their learning on YouTube (for example [Wang & Chen, 2020](#)). To fill the gap, this study was intended to investigate how EFL nursing students self-regulate their YouTube learning and how they view the advantages and disadvantages of this technology-mediated language learning.

#### **SRL practices in the contemporary virtual EFL environment**

Literally, the word "learning autonomy" is sometimes used to refer to self-regulated learning (SRL) ([Oxford, 2015](#)). In a larger sense, SRL is a style of learning where students have complete control and accountability over their own learning process, according to [Carneiro et al. \(2012\)](#). [Winne & Hadwin \(2010\)](#) argue that SRL is a purposeful, intentional, and adaptive learning approach that helps students reach their intended learning objectives. In other words, we can define SRL as a type of learning style in which the students are given a freedom to decide what they want to learn, how they want to learn it, and why.

The role of SRL in language has been the subject of extensive research in the ESL/EFL environment. The effectiveness of SRL in helping students meet their own learning objectives has been demonstrated ([Sahin & Savran, 2016](#)). According to a different study by [Zheng et al. \(2016\)](#), learners' personal motivation and their SRL are closely related. According to the study, learners who are highly motivated to learn English to have a broader understanding of the target language and its culture also likely to have greater SRL. This role of SRL may help nursing students not only acquire target language, but they also could learn how to use the medical languages within diverse social and cultural contexts. For instance, when an Asian nurse tries to build a good interaction with clients from the UK, she needs to understand certain jargons that are common in England but unusual in an Asian context. Additionally, there is a connection between students' SRL, and the function of technology assisted learning. In their work to create the learning management system Flip2learn, [Shyr and Chen \(2018\)](#) discovered a strong correlation between flipped learning and SRL. The system gives students the ability to choose their own educational resources, as well as to assess and track their own learning. The outcomes showed that students improved their learning outcomes and SRL as a result. This ability is essential for nursing students where they are required to have a good command of English instead of good nursing skills.

Although there is freedom of learning for students in SRL practices, teachers still play an important role. [Kondo et al. \(2012\)](#) conducted an experiment by giving an experimental group access to mobile-assisted language learning in a reading lesson. In comparison to the controlled group, the results showed a higher rate of reading comprehension growth. However, over the course of the experiment, the performance of the experimental group revealed a decline in self-regulated

learning. This suggests that the teacher may occasionally still need to intervene in the SRL practices. Contrarily, [Lai and Gu \(2011\)](#) discovered that students' usage of technology in SRL helped them maintain their learning motivation, concentrate on their specific learning objectives, broaden their perspectives of other cultures, and acquire authentic resources. As a result, where there is no obvious motivation to learn, the incorporation of technology into SRL activities may result in useless learning experiences. One example of how technology has been incorporated into SRL is YouTube-based language learning. More importantly, when SRL is promoted to nursing students, they may have a wider range of authentic learning materials which suit their learning needs best.

This study is concerned with EFL nursing students' self-regulated learning on YouTube videos because of the important role that SRL plays in effective language learning. Although research on SRL and YouTube use in ESL/EFL practices has been done in several different geographical contexts, there is still no proof of how this video-based social media platform supports effective language acquisition in Indonesian English for Nursing Purposes. The two main research questions will serve as the study's primary guiding principles to fulfill that goal:

1. Why do nursing students utilize YouTube videos to self-regulate their outside-of-class study of English for Nursing?
2. How do Indonesian nursing students see the parallels and discrepancies between learning English in a face-to-face classroom and via YouTube?

The study is anticipated to offer insights into pedagogical practices that increase nursing students' self-regulated language acquisition in a technologically enhanced environment outside of their official face-to-face class meetings by answering the research topics.

## METHOD

### Research Design

This is a narrative inquiry study with interview as the data collection method. The interviews were aimed at exploring language learning experiences of 6 nursing undergraduate students (five females and 1 male). They were selected because they won the international transfer credit award from the Indonesian Ministry of Education. These students were awarded the grant after successfully passing all the stages of selection process. The participants also achieved English language proficiency test with the score no less than 500 points. In addition to the English language proficiency test, the selection was based on students' academic performance and extracurricular portfolios. The participants' ages ranged from 20 to 21 years old. All the participants were recruited through the purposive sampling approach with the category of the experience of watching English videos through their own personal network. There were 10 students granted the

award of international transfer credit program, however, there were only 6 of them who showed personal interest in participating in this research. The data were garnered from one-on-one interviews conducted for one month, from June-July 2022.

### Semi structured interview

Semi-structured interviews were chosen as the data gathering method because of the interview questions' flexibility. The adaptable structure might make it easier to explore the reasons behind why these nursing students utilized YouTube videos to learn and how this method helped them improve their nursing English abilities. [O'Leary \(2005\)](#) contends that even though some predetermined questions are prepared in advance, this method is more conversational in nature than the structured one. According to [Dornyei \(2007\)](#), the prepared questions in a semi-structured interview can aid the interviewer in systematically covering each of the mentioned subjects and serve as a guide for the interview.

Twelve questions were posed to each participant during a one-on-one interview to learn more about their experiences watching YouTube videos to learn English for Nursing content, their attitudes toward this informal learning method, and how they perceived the impact of this informal learning method on their personal development and language learning experiences. All the interviews were conducted in Indonesian, the first language of the students, to ensure that any potential linguistic hurdles would not affect their responses data analysis.

### Data analysis procedures

All the responses of participants were recorded and verbatim transcribed in writing. The transcriptions were then evaluated in two key areas to address the study's major focus: students' self-regulated language learning practices and a comparison of conventional classroom instruction versus English language learning on YouTube. First, three stages of analysis were performed on self-regulated language acquisition practices: identification, coding, and comparison. To find examples of the students' self-regulated learning based on [Lai and Gu's \(2011\)](#) framework, including goal commitment, resource, attachment, cultural learning, metacognition, and social connection, each of us first read through all the participants' comments. Then, to come to a consensus and settle all the disagreements, the independent categorization findings were compared and reviewed. To examine the similarities and contrasts between learning English in the classroom and on YouTube, the students' comments were re-examined. The article's discussion focuses on the key parallels and divergences that the students identified.

## RESULTS AND DISCUSSION

Research question 1: Why do nursing students utilize YouTube videos to self-regulate their outside-of-class study of English for Nursing?

The first research question focuses on the participants' reasons for using YouTube videos as their after school or self-regulated language learning resources. To find and categorize the instances of participants' self-regulation indicated in their interview transcripts, [Lai and Gu's \(2011\)](#) framework was used. There were 27 cases found, as shown in [table 1](#) below. The three most important goals are to increase understanding by expanding one's knowledge base (resource regulation, 14 responses), to increase one's motivation to learn (affective regulation, 9 responses), and to choose the best self-regulated learning techniques (metacognitive regulation, 4 responses).

Table 1| Purposes of the use of YouTube videos as the informal learning resource

No	Types of self-regulate learning	Number
1	Resource regulation	14
2	Goal commitment regulation	1
3	Affective regulation	9
4	Culture learning regulation	0
5	Metacognitive regulation	4
6	Social connection regulation	0
Total		28

Following excerpts of the interview illustrate students' purposes of the use of YouTube videos for self-regulated language learning:

**Resource regulation:**

It helped me a lot, because medical terms are sometimes hard to find their equivalences in my first language, so, learning them in English made me easier to grapple with the exact meaning. Also, I can learn how a word is pronounced correctly. (RF) Helped me to learn correct pronunciation, build up my nursing vocab. (GV)

**Affective regulation:**

The visual properties and word pronunciation helped me to learn. (SF)  
More nursing videos with appealing animations and subtitles. (ND)

**Metacognitive regulation:**

I can learn the content on my own pace. I can re-learn the video as many times as possible. (NS)  
That's my personal learning style where I prefer to watch and listening prior to learning the materials in the lectures. (VN)

The examples of students' narratives that were copied above clearly show that they frequently view YouTube videos because they struggle with the exact pronunciation of some nursing terms. Since the English YouTube videos teach them the precise nursing terms and how to pronounce them correctly, they are seen as authentic resources. Despite this, the students were nevertheless able to better understand the topic thanks to the videos' visual components, like animations and subtitles. The students acknowledge that the films help

them develop their metacognitive learning ability, which allows them to study at their own pace without worrying about the amount of time they spend studying.

However, neither social learning regulation nor cultural learning regulation are mentioned in the student narratives. No student has ever expressed interest in learning about the intercultural components of nursing content. However, for children to develop a global knowledge of cultural diversity around the world, this regulation is crucial. The lack of social interaction makes students perceive themselves as passive information consumers. They mainly watch the videos and don't want to interact socially with other viewers or YouTubers. Only one student chooses to view a YouTube video to help with the goal commitment regulation of the metacognitive regulation. It suggests subtly that most students lack tenacity and a strong dedication to their individual learning objectives. "It helped me enhance my speaking talent," remarked student GV. Prior to beginning her self-regulated language learning on YouTube, she has a clear objective: she wants to hone her speaking ability by watching the videos she has chosen.

Research question 2: How do Indonesian nursing students see the parallels and discrepancies between learning English in a face-to-face classroom and via YouTube? Along with looking into why students watch YouTube videos, this study also looks at how they see the parallels and contrasts between learning in a regular face-to-face classroom and studying online. This is done because we want to explore the underlying motives that led the students to adopt YouTube videos as a source of informal learning. All the pupils agreed that the concepts are the same whether they are being learned in a classroom setting or through YouTube. The same subjects covered in class can be found in videos for students to watch. The following passages demonstrate that similarity.: The content is the same, but watching videos is more interesting because its visual properties. (NS) The topic is the same, and we can do a face-to-face meeting. On the other hand, learning via YouTube can be done anywhere and anytime. (SF) It is evident that the participants could learn the same material at home by watching YouTube videos. Since they may learn at their own pace and since the visual aspects of such videos appeal to them more, they prefer to learn through YouTube.

Despite the similarities, the students' opinions of learning on YouTube and in a traditional classroom differ. Learning via YouTube differs from the conventional learning style in three important ways. First, the visual components of videos increase students' interest in learning. As this student said that: "The content is the same, but watching videos is more interesting because of its visual properties". (NS). This illustrates how students favor using videos as learning resources due to their appealing visual qualities. Second, they acknowledged that learning on YouTube was less daunting than what they experienced in class. When they needed to pose a question in class, the pupils occasionally experienced reluctance. As a substitute, many preferred to look for the remedy on YouTube.



The following passages capture the students' sentiments and ideas on the subject:

YouTube help me confirm my understanding where I found it hard to do this in the classroom. (RF)

I felt hesitation to ask a question when learning in the class. I prefer to find the answer from YouTube. I can re-learn the materials. (VN)

The degree of freedom that YouTube learning offers sets it apart from traditional classroom learning in a third way. The students claimed that they could watch YouTube videos at their own pace, wherever they were, at any time. The amount of time allotted in the classroom, however, restricts learning. The ability for students to watch, pause, and resume the videos is yet another benefit of using YouTube for education. Students find this learning method more convenient because they do not have to rush through understanding the material. The students can control their own study rhythm. As GV said that: "YouTube can help us to review the lessons at home until we fully understood the materials. Also, we can pause and continue the video, so that it would help us learn more effectively". Similarly, SF admitted that: "... learning via YouTube can be done anywhere and anytime".

Based on the premise that YouTube has become a popular informal learning resource for students' self-regulated language learning, specifically learning English for nursing purposes, the current study investigates nursing students' experiences of using this video-based social media platform as their second classroom, in addition to the traditional one. According to the data, most of students watch a YouTube video to find learning content, increase the appeal of learning, and improve metacognitive learning skills. These findings confirm what [Zheng et al. \(2016\)](#) found in their study. The study noted that learners' personal motivation and their SRL are intertwined. Putri, et al. (2020) found that EFL learners claimed that using YouTube would help them regulate their English learning and offer joy, pleasure, and excitement to the experience.

On the other hand, only very few of the responses indicate students' commitment to learning objectives. This implies that students' dedication to learning objectives is not among their list of learning goals. Students are passive YouTube video viewers, according to the study. By commenting on the YouTuber's videos or those of other viewers, they do not intend to forge social connections. Additionally, the students pay no particular attention to the videos whether they have any cultural references. However, it is crucial for students to be aware of cultural diversity because they may engage in cross-border engagement and communication in their future careers as nurses. YouTube videos are being consumed passively by students.

The research shows that when people watch a video on a YouTube channel, they are mostly interested in the content of the video. As [Novawan et al. \(2021\)](#) found that EFL learners showed a favorable attitude toward using YouTube in EFL instruction, however, they did not utilize it regularly for other activities like entertainment and

learning new things. In other words, students have their own personal choice of what things they want to learn. In the same vein, the findings of this current study indicate that students can freely select and view videos that interest them. This also confirms what [Winne & Hadwin \(2010\)](#) found that SRL is a purposeful, intentional, and adaptive learning approach that helps students reach their intended learning objectives. However, the durability of this learning style outside of the classroom cannot be separated from the teacher's responsibility ([Kondo et al. 2012](#)). Creating activities to introduce students to videos featuring various foreign cultures is one of the teacher's interventions. This would motivate students to engage in self-regulated learning while discovering the cultures of others. Learning a language and its culture are seldom inseparable.

Furthermore, teachers can assign students to leave comments on videos they have watched to encourage students to actively build social connections. As a result, rather than being passive consumers of the videos, the students would actively provide constructive feedback on what they saw. This can be accomplished by analyzing the strings of viewer comments ([Benson, 2016](#)) or by posting a comment in the comment thread ([Thorne and Reinhart, 2008](#)). A new community could emerge as students learn to post and reply to comments online. Viewers would share information with one another and collaborate to create new knowledge. According to Tu (2000), social presence cannot be disregarded in this situation. When social presence is low, it's possible that social interaction and connection are absent. Giving active comments on the YouTube videos we have viewed is one approach to demonstrate our social presence. In doing so, we implicitly thank the YouTube channel owner and other viewers for their existence.

The phrase "using authentic resources" can be used to describe the practice of nursing students watching YouTube videos to understand specific nursing terminology. The authentic information that the students learn from the films can help them learn the language more quickly. Authentic resources may help learners contextualize the meaning of target language ([Hwang, 2005](#)). Hwang also stressed that authentic materials could help learners experience the genuine taste of the target language as well as bridge the cultural barriers that exist during foreign language learning. It can be concluded that authentic materials give students the proper context in which to use the language and stop them from disrespecting other people's traditions.

The use of appealing visual elements by the content provider is another lure for learning via YouTube videos. This indicates that for today's students, multimodal text is a novel and appealing source of learning materials. Multimodal text is a type of text that combines linguistic and visual components to fulfill the social aim of the text, its readers, context, and how those components are employed to deliver the contents ([Gourlay, 2016](#)). Those multimodal texts may give more comprehension to the readers. This occurs with nursing texts, including videos, when visual components like images, diagrams, and charts are used with written texts to strengthen the meaning of the text's intended messages.

By concentrating on YouTube videos as an informal learning resource for nursing students, the study's findings add to the body of knowledge about online self-regulated language learning. The results of the earlier study by [Wang & Chen \(2020\)](#), which ranked "resource regulation" as the primary goal of EFL students' self-regulated language acquisition, have been verified by this study. This study broadened the scope to the English for Specific Purposes setting, in particular English for Nursing course, in contrast to other similar studies that also studied types of students' online self-regulated learning (e.g., [Lai and Gu 2011](#); [Sahin Kizil and Savran 2016](#); [Wang & Chen, 2020](#)). The usage of YouTube videos as multimodal texts by nursing students can add to the empirical contribution of the prior studies, even though there has been still no any significant changes in the research findings between the current study and the past studies. Future research on self-regulated language learning in the context of English for Specific Purposes has to examine other variables, such as the absence of social connection regulation and cultural learning regulation.

## CONCLUSION

In conclusion, it has been found that there are three main motives that attract students' interest in learning English via YouTube channel. First, YouTube videos help them broaden their knowledge of the topic. The video can be used as authentic materials for the topics and content the students may not find its equivalence in their first language. Second, learning English on YouTube is more interesting to students since it is a multimodality resource which combine texts, image, audio, and even colors. Third reason, YouTube videos help them to be more autonomous in learning because they can independently select topics that suit their needs best. Besides those motives, students admit that there is no difference between learning in the classroom and learning via YouTube. Both learning format offer the same learning content. However, students perceive that learning via YouTube is more appealing than studying in a classroom since the videos involve various sound effect, colorful images, and engaging content. The participants also affirm that learning via YouTube is less daunting than a face-to-face classroom interaction. They can choose their own learning phase and select the right time to learn the materials.

Furthermore, the findings suggest that students should participate actively in the YouTube subscriber community by leaving helpful comments on the videos they view. One of the best methods to develop social connections with other viewers is through this. Teachers must still intervene to maintain students' motivation for learning despite their lack of commitment to the learning objective. It is envisaged that YouTube's rise as a resource for informal learning will help students in their academic endeavor, particularly learning English language within nursing contexts. Besides confirming the results of previous research in the field of language acquisition, the study gives implication to the teaching and learning strategies in ESP classroom. Teachers are expected to infuse social and cultural values in online language learning. Being more aware of cultural and social matters in an online interaction

may assist learners use the language appropriately.

Even though this study has provided some insight into the problems with self-regulated language learning, the use of semi-structured interviews with a very small sample size (6 participants) prevents it from painting a full picture of the situation. Researchers may be able to investigate these problems more thoroughly with a similar study that uses several data sources and a larger sample size. When attempting to determine how watching YouTube videos affects learners' language development, different research methodologies, such as experimental or longitudinal studies, may be more appropriate.

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Appendix | Interview Protocols

1. Do you often watch YouTube Videos instead of reviewing learning materials?
2. What is the name of YouTube Channel you frequently watched?
3. How often do you visit that channel?
4. What kind of video do you watch on that Channel?
5. Why are you interested in watching that kind of video?
6. Is there any interesting video you found in that channel?
7. Can you tell me about that video?
8. As a nursing student, what do you think about that YouTube Channel?
9. Do you have any suggestion to the owner of the channel in relation to the content and the presentation?
10. Do you think the videos have influenced your learning experiences?
11. What are the differences and similarities between learning through YouTube and in a classroom?
12. Will you continue to adopt this learning style, or will you combine it with other resources.