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USING ENGLISH STORIES ON YOUTUBE IN LANGUAGE TEACHING AND LEARNING

Abstract

To take advantage of the benefits of audiobooks in English teaching and learning, the author used document analysis to explore English short stories on YouTube, selected suitable stories based on students' proficiency, and integrated them into tasks that support language skills. This study employs a descriptive research approach, using a survey questionnaire to evaluate the impact of audiobook use during the English learning process of non-English major students at Hanoi University of Mining and Geology. The results showed a great number of students agreed that reading and listening to stories on YouTube had a positive impact on their English learning. Specifically, students became more interested, revised and expanded their vocabulary and grammar, and improved listening, reading, and pronunciation skills and most of them wished to continue this learning method.

Keywords:

Youtube, impact, stories, technology.

1. Introduction

Nowadays, with the explosive development of information technology, the teaching and learning of English has become more convenient than ever. Learners are no longer limited to knowledge delivered by the teacher or textbooks—they now have access to a vast open resource of learning materials online. Teachers can also take advantage of rich educational materials to help learners gradually master the target language. Along that journey, books have always been both a teacher and a friend, nurturing knowledge and enriching the soul. Learning English through reading books and stories has been proven effective for learners (Pardede, 2011), and the exploitation of English stories on YouTube has been applied by the author in teaching English to first-year university students at Hanoi University of Mining and Geology. In this article, the author wishes to share practical experiences as well as learner feedback regarding their experience learning a foreign language by reading and listening to English stories on YouTube.

By surveying the students' ideas on the effects of using stories on Youtube in learning English, this article offers recommendations for English study outside the classroom at a technical university with a strong belief that with patience, motion, and a suitable method, any student would be able to use English in their work and life, creating a community of fluent English users.

2. Content

2.1. Theoretical background and methodology

According to Serafini (2004), audiobooks should be used in all reading comprehension programs. Educators who overlook this resource are missing out on an effective strategy for learners with both strong and weak reading comprehension skills. Chang (2011) states that reading comprehension is most effective when learners read and listen to audiobooks simultaneously.

In Rufino's opinion (2024), there are five methods for using Youtube in teaching and learning the English language. They are horizontal method, intersecting method, vertical method, parallel method and spiral method.

To take advantage of the benefits of audiobooks in English teaching and learning, the author used document analysis to explore English short stories on YouTube, selected suitable stories based on students' proficiency and content, and integrated them into exercises that support language skills. The way that the author used is somewhat like the parallel method classified by Rufino (2024).

This report employs a descriptive research approach, using a survey questionnaire to evaluate the impact of audiobook use during the English learning process of non-English major students at the University of Mining and Geology. The survey includes 9 questions, utilizing a 5-point Likert scale ranging from "completely untrue for me" to "completely true for me." A total of 37 full-time students enrolled in English 1 course during the second semester of the 2024-2025 academic year participated in the survey from April 11, 2025, to April 30, 2025. To ensure objective information, students were not required to provide personal information such as names or email addresses on the survey. They were also informed that there were no right or wrong answers, encouraging them to answer the survey confidently. The authors used descriptive statistics through SPSS version 20, including mean (M) and standard deviation (SD), to analyze the quantitative data collected from the questionnaire.

In conducting this study, the authors posed two research questions:

1. What are the benefits of learning English through stories on Youtube?
2. How did the students feel about this way of learning?

2.2. Research results and discussion

2.2.1. Selecting a suitable Youtube channel

The first step in the research process was to explore and analyze YouTube channels that offer English stories. The channel *Learn English Through Story* was chosen because it is specifically designed for English learners. Stories are read clearly and slowly, suitable for listening comprehension. They are categorized by level, genre, and length, ranging from short fairy tales like *"The Three Little Pigs"* to novels such as *"Pride and Prejudice"*. For those interested in nonfiction, the channel also offers stories about places, customs, traditions, or real historical figures. While listening, learners can also follow the text on the screen, synchronized with the audio.

2.2.2. Designing tasks for learners

During the teaching of Group 9 in English 1 (second semester, 2024–2025), the author selected several stories from *Learn English Through Story* with a duration of 5–7 minutes or longer stories divided into chapters. Stories were chosen at Level 1 to suit the students' proficiency. After each English lesson, the teacher would share a story link in the class's Zalo group. Students were required to listen multiple times, then read aloud and record a video of themselves reading the story. The videos were uploaded to a Google Drive link set up by the teacher. The teacher then reviewed the videos and provided feedback on reading, pronunciation, etc. At the end of the course, students were asked to retell a story or a part of one and answer some questions from the teacher and classmates about its content.

2.2.3. Surveying student's feedback

Below is the summary of the survey results:

Questions	N	Min	Max	Mean	Standard Dev
1. I feel more interested in learning English through YouTube stories	37	1	5	3.0270	1.04047
2. I revised and improved my vocabulary through listening and reading stories	37	1	5	3.2703	0.96173
3. I remembered and reinforced grammar more easily	37	1	5	3.1351	0.94757
4. My listening and reading comprehension improved	37	1	5	3.0811	1.03758
5. My pronunciation improved through reading aloud	37	1	5	3.1081	0.99398
6. I felt more confident recording myself reading stories	37	1	4	2.8378	1.06754
7. I could retell a story without subtitles by the end of the course	37	1	4	2.8378	1.06754
8. I would like to continue learning English this way	37	1	4	3.1081	0.90627
9. Learning English through YouTube stories is truly effective	37	1	5	3.3243	0.88362

The first five questions show average scores above 3 and standard deviations around 1, indicating that a great number of students agreed that reading and listening to stories on YouTube had a positive impact on their English learning. Specifically, students became more interested, revised and expanded their vocabulary and grammar, and improved listening, reading, and pronunciation skills.

Questions 6 and 7 show average scores slightly above 2.8, with standard deviations greater than 1, indicating that while more students felt confident recording and retelling stories, a significant portion still lacked confidence.

Question 8 had a mean score above 3 and a standard deviation below 1, indicating that most students wished to continue this learning method.

Question 9 had the highest average (above 3.3) and the lowest standard deviation (0.88), suggesting strong agreement that learning English through YouTube stories is truly effective.

The results are compatible with Rufino's research (2024) in which he stated that "using Youtube is said to polish English skills. These are speaking, pronunciation, listening, self-learning, comprehension, grammar, reading and writing."

2.3. Recommendations for teachers and students

Based on the findings of the study, both teachers and students can benefit significantly from incorporating English stories on YouTube into their teaching and learning practices. However, to maximize the effectiveness of this method, certain strategies and best practices should be followed.

2.3.1. For teachers

It is highly recommended that the teachers should:

- **Carefully select appropriate content:** Teachers should choose YouTube channels that are specifically designed for English learners, such as *Learn English Through Story*. Stories should be categorized by language level (e.g., beginner, intermediate) and genre. Choosing content that aligns with students' proficiency levels ensures that they are challenged but not overwhelmed.

- **Design structured assignments:** Simply recommending a video is not enough. Teachers should accompany each story with clear tasks, such as vocabulary pre-teaching, comprehension questions, or pronunciation-focused exercises. Weekly tasks could include listening, reading aloud, and retelling the story to develop a range of language skills.

- **Incorporate speaking and pronunciation practice:** Encouraging students to record themselves

reading stories can be a powerful tool to improve fluency and confidence. Teachers should provide constructive feedback on pronunciation, intonation, and pacing.

- **Foster a reflective learning environment:** In addition to quizzes or comprehension checks, teachers can ask students to reflect on what they learned, how they felt during the listening and reading process, and how it helped their language development.

- **Create a supportive online community:** Platforms like Zalo, Google Classroom, or Facebook groups can be used to share videos, offer feedback, and build a sense of learning community. Teachers should be active in these groups to guide and motivate students consistently.

- **Encourage voluntary participation and autonomy:** To promote long-term learning habits, teachers should gradually allow students to choose their own stories based on personal interests, helping them develop independent learning strategies.

2.3.2. For students

On the part of the students, they should:

- **Be consistent and active:** Regular practice is key to improvement. Students should make it a habit to listen to at least one English story each week, ideally more than once, to enhance both comprehension and pronunciation.

- **Use both listening and reading modes:** Listening alone may not be enough. Students should follow along with subtitles or transcripts while listening, then try reading the story aloud to reinforce vocabulary and structure.

- **Record and reflect:** Recording oneself reading a story helps identify pronunciation issues and build speaking confidence. Reviewing these recordings and comparing them over time can also track progress.

- **Engage with a variety of genres:** Students should explore different types of stories—fiction, nonfiction, fairy tales, and biographies—to expand their vocabulary and cultural understanding.

- **Participate actively in class activities:** Engaging in story retelling, discussions, and group reflections improves not only language skills but also builds confidence in using English for communication.

- **Stay curious and self-motivated:** Finally, students should view story-based learning not as homework, but as a fun and enriching way to immerse themselves in the language. Choosing stories that spark curiosity can turn learning into a habit rather than a task.

3. Conclusion

Based on these practical experiences of using English stories from YouTube in teaching, the author finds this method helps learners actively practice and improve their language skills outside of the classroom. A major advantage of using YouTube audiobooks is that learners become more engaged and develop a habit of reading/listening to books. However, to ensure effectiveness, instructors should encourage participation and design interesting, level-appropriate exercises to attract the greatest number of students voluntarily and enthusiastically.

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