

Exploring the Comparative Impact of YouTube Shorts and Long-form Videos on Spoken English Development: A Qualitative Study of Bangladeshi EFL Learners

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Abstract

This qualitative investigation examines the perceptions of Bangladeshi English language learners regarding the strengths and weaknesses of using long-form and short-form video content to develop spoken English. This study took a sample size of six semi-structured interviews with diverse socio-educational backgrounds using thematic analysis to classify patterns in the experience and perceptions of learners (Braun & Clarke, 2006). The theoretical framework combines Input Hypothesis by Krashen, Cognitive Load Theory, and Microlearning Theory, Multimedia Learning Theory and Self-Determination Theory (Deci & Ryan, 2000). The results indicate that even though YouTube Shorts are believed to have benefits of accessibility, engagement or specific skills acquisition, specifically related to pronunciation and acquisition of vocabulary, they are not seen as the thorough learning method, but rather as the addition or supplement (Simbolon & Ismahani, 2024). Long-form videos offer more detailed material and contextual education and consume more time and mental resources (Mayer, 2014). Another important consideration to learners is sociolinguistic factors that tend to determine the preferences and perceived effectivity of the learner on the basis of the educational background, geographical location, and exposure to English in the past (Rahman & Islam, 2020). The study will help know how new forms of video presentation can be successfully used in language learning classrooms and in the case of Bangladesh especially, where there is a challenge with the development of proficiency in English.

1. Introduction

The popularization of the online environment has revamped customary education systems of studying languages in the global setting, where YouTube has become a valuable learning tool among English language students (Dizon, 2022). English, as a second language in Bangladesh, is important in many socioeconomic aspects and, hence, learners have been seeking online contents to complement formal learning (Rahman & Islam, 2020). The recent appearance of YouTube Shorts videos on the platform that can be no longer than 60 seconds propose new issues and opportunities in language learning processes like traditional long-form videos (Li, 2023).

1.1 Problem Statement

Although the popularity of the short-form video content increases worldwide, there is not much research on its effectiveness when applied to language learning, especially in the Bangladesh context where learners experience unique sociolinguistic issues (Rahman et al., 2025). The

academic potential of YouTube Shorts compared to the long ones has gained little attention, particularly in the context of developing spoken English in learners who differ in socio-educational richness (Haidar & Tatang, 2025). Such ignorance is a barrier to the evidence-based utilization of such resources in both formal and informal contexts of learning.

1.2 Rationale and Significance

The study helps cover a significant research gap because there is still limited evidence on how Bangladeshi learners use and perceive YouTube Shorts and long-form videos in learning spoken English (Cheng, 2024). The need to comprehend these attitudes is critical because digital learning materials are becoming more common, in addition to the typical level of education in Bangladesh, where knowledge of English is a major educational and professional determinant (Rahman & Islam, 2020). The results will benefit the educational stakeholders with regard to the best possible practices regarding the incorporation of short-form content into the language learning processes on the basis of the distinct sociolinguistic environment in the country of Bangladesh.

1.3 Research Questions

This study addresses three primary research questions:

1. How do Bangladeshi learners perceive the usefulness of YouTube Shorts for spoken English learning?
2. In what ways do their views compare with long-form YouTube content?
3. How do sociolinguistic factors (age, education, location, native language) influence their preferences and learning outcomes?

2. Literature Review

2.1 YouTube as a Language Learning Resource

The YouTube platform has become an important technology in language learning with authentic language materials that present learners to a wide range of divergent linguistic input (Benson, 2015). Studies show the usefulness of YouTube in learning manners, both in formal and informal set up because it allowed exchange and negotiation of meaning in the comments and through communities (Dizon, 2022). According to studies, learners watch YouTubers about the teaching of English languages to diversify learning materials, develop curiosity in learning a language, and develop insight into a new culture (Wang & Chen, 2019).

According to a meta-analysis study carried out recently with 81 empirical studies published in 2015-2024 of English language learning using YouTube, the mean effect size of using YouTube in learning a language is 1.24, which is very high (Salsabila et al., 2025). The research identified that the best method of improving speaking skills was the usage of YouTube, where the platform has been divided into the following categories: production of content, flipped classroom, discussion platform and media platform (Salsabila et al., 2025).

Studies to determine the effectiveness of YouTube assert that there were remarkable changes in vocabulary and improvement in pronunciation skills among learners who compared their activities with YouTube content (Simbolon & Ismahani, 2024; Cinco et al., 2023). Research findings showing that the interactive features and other forms of content offered by education channels are instrumental in the learning language development (Alobaid, 2020).

2.2 Short-form vs. Long-form Video Content

The rise of short video has brought about new workings in the anti-educational domains (Li, 2023). A study by Cheng (2024) revealed that learning-based short videos to acquire a language had achieved a high level of listening, speaking, and comprehensive skills among the students who adopted the short videos as an additional tool to learn. Research confirms that the use of short videos in sentences became an integral part of teaching foreign language as it positively improved students in listening and speaking tests by 13.5 and 26.9 percent as related to their conventional counterparts (Cheng, 2024).

Comparative studies also indicate that short videos do not have to actually result in better grades, but they are mostly favored by learners because they can be easily accessed and are engaging in nature (Haidar & Tatang, 2025). Study shows that small-scale video can increase memory and confidence rates, whereas long-scale videos could better foster understanding and use of information (Li, 2023). It has also been proven that YouTube Shorts are convenient in delivering quick tips and are useful in presenting prevalent expressions and pronunciation training, even though they could not be sufficiently comprehensive in developing the language in its entirety (Haidar & Tatang, 2025).

2.3 Language Learning in the Bangladeshi Context

The English as a foreign language issue in Bangladesh are unique because of the multilingual situation in the country (Rahman & Islam, 2020). Although Bangla is the most commonly used language, other languages are spoken by a majority of the Bangladeshis, which makes the learners have varied linguistic backgrounds (Rahman & Islam, 2020). According to research, provision of English education in Bangladesh is provided to students with different language backgrounds, and English takes a position between second and foreign language.

The research on mobile-assisted language learning in Bangladesh reveals some potential and barriers (Rahman et al., 2025). Technological innovations have helped speed up the levels of English language proficiency, but technological limitation, unreliable internet access, and digital literacy are some of the obstacles that have emerged (Rahman et al., 2025). Implementation is also hampered by cultural opposition to incorporation of technology, and lack of properly designed and context-sensitive tools.

Social media effects on language learning of the young generation in Bangladesh show both the negative and positive influences (Rahman & Islam, 2020). On the one hand, such platforms as Facebook, Instagram, and WhatsApp give new levels of exposure to various linguistic styles and allow people to become more creative; on the other hand, the overuse of these platforms has drawn attention to the decreasing level of fluency in the standard English language because of the popularity of informal language and abbreviations.

2.4 Microlearning in Language Education

As an evolution in teaching languages, microlearning promises bite-sized materials, and among others, the learners use it in a variety of learning schedules (Santosa et al., 2022). This teaching method provides the content in bite-sized, highly focused learning modules with an orientation on spaced short learning experiences in line with the needs of current learners to learn efficiently and flexibly (Lin et al., 2023). Microlearning helps remember information presented in small lessons on complex issues and enables the gradual assimilation of words, pronunciation, and grammar (Santosa et al., 2022).

Studies have also suggested that microlearning can play a significant role in enhancing vocabulary since incoming information is rendered into small bites and does not require a high level of attention, hence it is easy to memorize (Lin et al., 2023). Specific lessons lasting no more than 15 minutes enable learners to learn new words systematically, avoid feeling overloaded or stressed and repetition of the vocabulary in different contexts leads to improving memory and comprehension (Santosa et al., 2022). Lin et al. (2023) suggested structurally simplified instructional design models of microlearning which are effective demonstrating efficiency in the cases where interconnections between atomic components are exhibited and represented structurally in the learning process.

Microlearning is shown to be effective in language learning results, as researchers point out the higher efficiency of retention, shorter vocabulary mastery, and raised language levels in microlearning learners (Santosa et al., 2022). It was shown in studies that microlearning courses support multiple language element rephrasing, blistering memory, and improving long-term retention (Lin et al., 2023).

3. Theoretical Framework

3.1 Krashen's Input Hypothesis

The Input Hypothesis proposed by Krashen (1985) aims to give a basic guideline in which language acquisition is given through comprehensible input. According to this theory, the learning of the language should follow the rule that learners advance in language acquisition when the input is slightly higher than the level of competence at the instantaneous state ($i+1$) (Krashen, 1985). In the case of YouTube, this implies that good videos should deliver language input at a level that is considered challenging and at the same time easy enough that it can be comprehended.

The theory focuses on comprehensible input as the key to language acquisition which presupposes that YouTube videos based on the composition of familiar and novel linguistic contents will be the most efficient (Krashen, 1985). A second differentiation in the theory of Krashen is that language acquisition (subconscious process) is clearly distinguished from language learning (conscious process) and the former must play a more important role in developing communicative competence.

3.2 Cognitive Load Theory

Closely related to the WM, Cognitive Load Theory defines the way the working memory restraints the learning process, which is especially demanded when a variety of YouTube content forms are taken into consideration (Sweller, 1988). According to the theory there are three types of cognitive load; intrinsic (the complexity of the material), extraneous (the presentation of the information), and germane (the mental effort during the learning process) (Paas et al., 2003). Short videos can also have a lower extraneous cognitive load since it is narrowly focused on a specific topic and digestible, which might help learners with a low rate of working memory capacity.

Studies seem to indicate that using the Cognitive Load Theory in the second language acquisition is preferential since grammar-based teaching has a greater cognitive load and makes learners more error-prone and less confident (Gross et al., 2023). Another solution that could deliver a more effective roadmap to language learning, lessening cognitive load and resultant failure space, is the Cognitive Load Reduction Curriculum that may fit well with the targeted character of YouTube Shorts (Gross et al., 2023).

3.3 Microlearning Theory

The Microlearning Theory deals with the efficacy of small and narrow learning modules taught within short periods and closely applicable to the video format of YouTube Shorts (Santosa et al., 2022). Such a strategy is in accordance with the principles of cognitive science, as it encourages enhanced memory and practice with time through the precise and brief learning sessions (Lin et al., 2023). In language learning, microlearning can help to divide intricate language concepts into small pieces that can be better incorporated and deeply absorbed into the brain.

The microlearning format described as the short format has already demonstrated significance in decreasing intrinsic and extraneous cognitive load and maximizing information retention with the use of mobile devices (Santosa et al., 2022). Nevertheless, microlearning has received criticism in the form of criticizing it as being fragmentary and therefore jeopardizing the establishment of communication skills and formulating weak theoretical grounds (Lin et al., 2023). The effective microlearning in language learning should consist of interconnected, structurally demonstrated, and perceivable chunks of knowledge that one can call atomically smaller pieces that act as scaffolds in the next acquiring.

3.4 Multimedia Learning Theory (Mayer)

The Cognitive Theory of Multimedia Learning proposed by Mayer (2014) offers several clues to the way learners can interpret the information presented in the multimedia source such as YouTube videos. This theory suggests three main assumptions: (1) information processing with the help of distinct channels of visual and audial information (dual channel), (2) the limited information processing engine of each channel, and (3) the active role of learning information processing as the filtering, selection, organization, and integration of information (Mayer, 2014). These principles indicate that good YouTube video content is the one that balances both visual and audial aspects of the content to maximize on thinking.

This theory states that people learn information better with words and pictures in contrast to words only, which justifies the possible efficiency of learning languages with the help of videos (Mayer, 2014). Nevertheless, just words over pictures are not enough, and effective media (to be used in instructional purposes) have to be created with consideration of human mind functionality (Mayer, 2014). As regards YouTube material, it means that it is necessary to ensure that the videos give coherent verbal and pictorial messages and help learners to pick the words or pictures accordingly, as well as decrease the tasks of single channels.

3.5 Self-Determination Theory (Deci & Ryan)

The self-determination theory or SDT may be used to explain motivation in a language learning set up, especially when studying the participation of the learners on the various YouTube formats (Deci & Ryan, 2000). According to SDT, the stronger the perception is that language learning is an optional activity which benefits the self-due to voluntary character or the more enjoyable the process of attending to language learning, the more learner feels motivated (Ryan & Deci, 2017). This incentive is nurtured where learners are autonomous, competent and associate in learning.

Studies that have conducted SDT to language learning have found out that autonomy-supportive instructional practices enhance autonomous/intrinsic motivational regulations in learners due to the facilitation of their most basic psychological needs (Ryan & Deci, 2017). In the case of YouTube content, this implies that intrinsic motivation can be boosted by videos that enable the learners to make decisions regarding their learning and that enable them to see a clear indication

of their progress. The theory further shows that learners might lack an intrinsic drive when not provided with constructive information regarding their progress of the learning process hence the need of the feedback system in language learning materials (Deci & Ryan, 2000).

4. Methodology

4.1 Research Design

The research adopted qualitative study research design with a goal of examining the mindset of Bangladesh learners on YouTube Shorts and long-form videos in improving their spoken English language acquisition (Kiger & Varpio, 2020). The choice of a qualitative approach was driven by the possibility to provide rich and contextual information regarding experiences and views of the participants to study complex factors that have effects on their perceptions in depth (Naeem et al., 2023). The interviews followed a semi-structured design to ensure that they acquired in-depth information, but their flexibility enables them to pursue emerging topics.

4.2 Participant Selection

Purposive sampling was used to select participants who could provide information-rich cases relevant to the research questions (Kiger & Varpio, 2020). This non-probabilistic sampling technique allowed for deliberate selection of participants based on specific characteristics and the study's objectives (Naeem et al., 2023). Six participants were selected to represent diverse socio-educational backgrounds in Bangladesh, including:

1. Shohanur Rahman: 26-year-old male from a rural village, Bangla-medium education
2. Koushik Dev Nath: 28-year-old male from an urban area, English-medium education (O/A Level)
3. Tanzil: 19-year-old male, SSC-level student
4. Muntaha Alam: 40-year-old female teacher
5. Nusrat Anjuman: 25-year-old female with diaspora experience (London)
6. Kazi Md Aldin Fardin: 24-year-old male from an ethnic minority in Bangladesh's hilly regions

This diverse sample allowed for exploration of how sociolinguistic factors influence perceptions and experiences with YouTube content for language learning.

4.3 Data Collection

The interviews with each participant were semi-structured, which enabled systematic data collection with the freedom of adding new subjects of interest (Kiger & Varpio, 2020). The

interviews were guided by the list of open-ended questions regarding the experiences of the participants with YouTube Shorts and long-form videos as English-learning tools, their advantages and drawbacks, and the correspondence of these attitudes to their sociolinguistic experiences. It was decided to conduct interviews in the most comfortable language of the respondents (either English or Bangla) so that they feel completely comfortable with the language and can express themselves lucidly.

4.4 Data Analysis

To find patterns in the data, thematic analysis by six phases approach was used according to Braun and Clarke (2006). The choice of the method was driven by the readiness, theoretical openness, and methodical systematizing of the analysis of qualitative data (Kiger & Varpio, 2020). The process of analysis was carried out as follows: (1) Familiarization with the data by reading the transcripts of the interviews several times, (2) development of initial codes by picking out interesting points across dataset, (3) seeking themes by categorizing codes into the potential patterns, (4) revisiting themes to check how they worked within the context of the coded extracts and whole dataset, (5) defining and naming the themes to finetune the specifics and generate the clear definitions, and (6) writing the report with the interesting extract examples and relating the analysis to the research questions and

This reflective method made it possible to carry out an analytical systematic examination due to the fact that the researcher contributed to the process of pattern and theme identification (Braun & Clarke, 2006). Thematic analysis approach was selected because it is a powerful and flexible qualitative analysis approach that allows a researcher to come up with conceptual models of qualitative research results (Naeem et al., 2023).

4.5 Ethical Considerations

All the participants were informed of the consent, and ethical authorization was present before the data was collected (Kiger & Varpio, 2020). The subjects were made aware of the purpose of the study, their right to withdraw at any point and of confidentiality. The identities of the participants were anonymized (with the use of pseudonyms), and their data was stored safely (guaranteed confidentiality).

5. Findings

The thematic analysis revealed four major themes regarding participants' perceptions of YouTube Shorts versus long-form videos for spoken English development: (1) Accessibility and Engagement, (2) Content Depth and Learning Value, (3) Skill-Specific Benefits, and (4) Contextual Learning Factors (Braun & Clarke, 2006).

5.1 Theme 1: Accessibility and Engagement

The participants also pointed to the ease of access and interactive nature of the YouTube Shorts, over its long video counterparts (Haidar & Tatang, 2025). The fact that Shorts are short and focused was viewed as especially helpful when it comes to accelerating language acquisition in the context of a demanding life and attentionspan (Li, 2023).

Koushik Dev Nath made this point, "Shorts will also work great when you have a few moments to spare on a break or getting to work." I am able to view multiple of them within the time that a long video would take, it keeps me occupied and educated at all times" (personal communication, 2024). Likewise, Muntaha Alam mentioned: As a teacher who has little free time, I like the fact Shorts remind me of my language points and provide me with a certain language point with no major time investment (personal communication, 2024).

The pattern of engagement differed among the participants, though (Aldukhayel, 2021). The youngest member Tanzil pointed more at being engaged in Shorts: I find it less distracting to focus on Shorts since they take you right to the point. In lengthy videos, it is possible to find excess information and become not interested in it" (personal communication, 2024). Conversely, Nusrat Anjuman, being a member of the diaspora, said: "Although Shorts are great to get the quickest hint, I like to watch longer videos in detail, as I learn the concepts and get the cultural context of this or that issue" (personal communication, 2024).

5.2 Theme 2: Content Depth and Learning Value

One of the biggest themes during interviews involved the apparent trade-off between convenience and depth in comparing YouTube Shorts to long-form content (Cheng, 2024). In general, participants recognized that although Shorts present a fast and convenient way to learn, they tend to compromise on the extent to which the idea is covered, in comparison with longer videos (Yaacob et al., 2021).

Shohanur Rahman described this conflict: (personal communication, 2024) When I examine a word with shorts, I receive quick pronunciation hints that I can easily practice in the moment but not practical rules and examples on which a person can master it. In spite of the positive overall impression he had of the Shorts, Koushik wrote to me (personal communication, 2024): "They make good entry points, but to really get a feel of things, especially in complex aspects of grammar, I still need something longer in content to grasp more deeply."

As one of her experiences in teaching, Muntaha Alam noted, "Shorts are a great way to pique interest in a particular language feature but combined with the explanations and opportunities to practice in the longer videos, are what allow students to acquire and not just become accustomed to a language feature" (personal communication, 2024). A similar understanding was brought up by Kazi Md Aldin Fardin: "Shorts convey the materials interestingly, and I have to admit, I am

seeking more long videos to perceive new language pieces and apply them to my speaking" (personal communication, 2024).

5.3 Theme 3: Skill-Specific Benefits

Users found unique benefits between certain language functions within each format, with Shorts being especially suitable for pronunciation and vocabulary learning, whereas long-form videos proved a better choice to learn grammatical rules and conversational fluency (Simbolon & Ismahani, 2024).

Most of the participants preferred Shorts in regard to the development of pronunciation (Haidar & Tatang, 2025). Nusrat Anjuman stated: In her words: shorts devoted to certain sounds or patterns of word stress are ideal to practice in pronunciation. I have the ability of playing them back as many times as it takes me to familiarize the sound" (personal communication, 2024). On his part, Tanzil observed: Long videos about the phonetics of English have not helped me as much as short videos showing how I move my mouth to produce difficult sounds in English (personal communication, 2024).

On the aspect of the vocabulary acquisition, opinions were divided however with an overall preference of Shorts to be used to introduce vocabulary and long videos to be used to understand the context of the vocabulary (Cinco et al., 2023). As Koushik noticed, shorts are perfect at previewing some new words or idioms, but longer videos reveal how these words are used in various situations (personal communication, 2024). Muntaha stated further: I also use Shorts as an introduction to vocabulary to my students, but we do watch bigger content to observe how the words are being used in the real discussion (personal communication, 2024).

5.4 Theme 4: Contextual Learning Factors

The findings showed that participants have different experiences and perceptions towards YouTube content formats significantly due to sociolinguistic factors that define their using and consuming models (Rahman & Islam, 2020). The degree of education, the physical address, and the previous prior exposure to English appeared as the most powerful variables (Rahman et al., 2025).

The structure of education seemed to influence the attitude of participants to various formats of videos (Aldukhayel, 2021). Koushik who studied in English medium model proved more confident when working with both formats: "I am able to find value in both Shorts and longer video content depending on what I want to achieve in my learning because I am used to the English medium of working efficiently (personal communication, 2025). On the other hand, Shohanur, who had Bangla-medium education wrote: Long videos can get on the nerves when they contain complicated words or talk too fast. It is easier to break my confidence with shorts" (ibid.).

The preferences and accessibility to content were also determined by geographical factors (Rahman et al., 2025). According to Shohanur, internet access in her village is not stable so Shorts

were more convenient because they need fewer data, and they buff within seconds (personal communication, 2024). The participants involved with technical constraints would be less constrained, especially the participants who were urban based such as Koushik and Muntaha thus greater flexibility on the choice of content in application.

Previous English knowledge was documented to greatly influence the interaction among the respondents with the various forms (Kim & Kim, 2021). Having been exposed to the English-speaking world extensively and living in London, Nusrat explained: "Having been exposed to English-speaking realities, I am able to watch longer, more complicated videos without any problems and to admire their subtlety of content" (personal communication, 2024). As a member of an ethnic minority group, Kiari (Kazi), commented on Shorts: "Since I belong to the group where neither Bangla nor English is a first language; Shorts helps to develop initial skills and then one can deal with longer materials" (personal communication, 2024).

6. Discussion

6.1 Complementary Rather Than Competitive Formats

The data can indicate that YouTube Shorts and long-form videos have altogether different purposes in developing spoken English (Dizon, 2022). This concurs with the studies that document the flexibility of YouTube in both formal and informal settings of learning (Soomro & Ahmed, 2025). The participants continuously shared that they implemented both variants with distinctive intents in their process of language acquisition, which corroborates the findings that learners utilize YouTube materials to diversify learning possibilities and enhance their curiosity toward the foreign language (Wang & Chen, 2019).

The interrelationship can be explained with the help of the Input Hypothesis (Krashen, 1985) which underlines the worth of the coherent input which is a bit further than what is currently understood by the learner ($i + 1$). Shorts could offer entry points to new language with a limited amount of language to allow learners to keep up, and the depth of the acquisition could be achieved with long-form videos. Shorts, by serving as Hooks with the help of which interest is established, form the base, as Muntaha was explaining, to the longer material that delivers the extended exposure, which is necessary to make the acquisitions.

6.2 Cognitive Load Management and Format Preferences

Individual observations of the participant behavior when selecting different video formats seem to be highly affected by the aspect of cognitive load control (Paas et al., 2003). The specificity of YouTube Shorts can be linked to the tenets of the Cognitive Load Theory as they may decrease the extraneous cognitive load by means of comparatively precise and focused information delivery (Sweller, 1988). This was especially when it came to the remarks of players such as Tanzil and the fact that it was easier to be engaged in Shorts since they do not beat around the bush.

The results relate also to the Multimedia Learning Theory of Mayer (2014), who placed such a stress on the concept of the channel capacity that it is limited and a necessity of the balance between visual and auditory tracks of information. The descriptions of participants indicate that Shorts could optimize cognitive processing when it comes to particular components of the language that convey limited focused information that does not load the working memory (Mayer, 2014). Nevertheless, the perception of the superficiality in Shorts suggests that they cannot contain enough information to adequately comprehend the intricate aspects of languages and it is therefore necessary that the content used should be longer to achieve certain learning goals.

6.3 Microlearning Benefits and Limitations

The perceived advantage of YouTube Shorts reveals similarities with the ideas of Microlearning Theory, especially in terms of accessibility, engagement, and the focus on the narrow set of skills (Santosa et al., 2022). The positivity in the reaction of the participants on the condensed, concise characteristic of Shorts confirms the conclusions of studies that microlearning can be advantageous to maintain information and provide a smooth way to learn the parts of the language (Lin et al., 2023). The fact mentioned by Koushik who states that he can watch several (Shorts) in the time it would take him to watch one long video is a reflection of the efficiency benefit recorded in microlearning literature.

But the participants have also indicated the limitations that resonated with criticisms about microlearning being fragmentary (Lin et al., 2023). Similar issues are exhibited in the comment of Shohanur in that Shorts do not explain underlying rules or deliver enough examples to master (Santosa et al., 2022). These imply that Shorts cover the principles of microlearning well, but they have to be implemented in some more extensive learning strategies to eliminate the existing limitations.

6.4 Sociolinguistic Factors and Learning Preferences

The bleak presence of sociolinguistic implications on how participants view and engage with various forms of video underscores the necessity of contextual elements in subsequent language learning material development (Rahman & Islam, 2020). Various educational backgrounds, geographical distribution as well as previous exposure on English gave the participants different needs and preferences in their learning, thus, justifying the research foundation on the intricate multilingual situation of English language instruction in Bangladesh (Rahman et al., 2025).

These results relate to the focus of Self-Determination Theory which is autonomy, competence, and relatedness plays in motivation (Deci, & Ryan, 2000). Those participants who had more English instruction (such as Koushik and Nusrat) chose and used various video types engaged more freely and naturally when choosing and using different video types relative to certain learning objectives (Ryan & Deci, 2017). On the other side less-educated respondents (of the English

language, found in the likes of Shohanur) had been shown preferences that indicated an interest in content that evolved in an incremental manner, developing confidence and competence.

The overall challenges of technology incorporation on language learning in Bangladesh are manifested in the presentation of the geographical factors on the content accessibility of language learning solutions (Rahman et al., 2025). The participants were affected by urban/rural digital disparities in internet connectivity and access to devices, which influenced the way they would access various video formats, making it necessary to consider context-aware interventions in digital languages learning resources development.

7. Conclusion and Recommendations

7.1 Summary of Key Findings

In the study, the attitude of Heineman Bangladeshi learners towards YouTube70s as compared to long-form videos towards developing spoken English showed some important revelations (Cheng, 2024). First, the participants did not find such formats to be competitive and preferred to perceive them as complimentary to others and with different roles in their language learning process (Soomro & Ahmed, 2025). Short videos were overestimated in terms of accessibility, involvement, and focused skill acquisition (mainly pronunciation and vocabulary), whereas the long-term videos were favored in the regards of the full comprehension, contextual learning, and conversational fluency (Simbolon & Ismahani, 2024).

Second, sociolinguistic differences played a central role in organizing the perceptions and application of various video types by participants (Rahman & Islam, 2020). Learning requirements and preferences were dictated by educational history, the geographical source, and previous exposure to English, which demonstrates the essence of contextual factors in developing language learning resources (Rahman et al., 2025). These results highlight the delicate relationship between individual learner factors and the performance of varied instruction formats.

Lastly, the research indicated that efficient language learning is usually strategic production of both short-long form, where learners will move between them, depending on the learning requirements, time, and mental ability (Haidar & Tatang, 2025). This implies that instead of promoting a particular format among others, language educators ought to concentrate on assisting learners in acquiring the skills of identifying as well as using relevant resources in line with each learners personal needs and contexts.

7.2 Theoretical Implications

In this study, the authors provide an addition to theoretical thought in the field of digital language learning by observing the transfer of previously established theories to new forms of short-form video (Li, 2023). These results have expanded the principles of the Input Hypothesis proposed by

Krashen (1985), who said that YouTube Shorts can be used to deliver accessible comprehended content that becomes a doorway to language properties, and that longer forms of the video can be used to achieve the extended exposure required to acquire a language. This brings out the possible supplementary value of various forms of content in the offering of the variety of input required in language development.

The article is also helpful in the study of the production of Cognitive Load Theory in terms of digital language learning, and researching the effect of video format and the ability to process information can help in this area (Gross et al., 2023). According to the experience of participants, Shorts can decrease the extraneous cognitive load due to the ability to concentrate content delivery, which might be helpful in terms of students whose capacity of working memory is limited or those at an initial stage of language learning (Paas et al., 2003). Nevertheless, the noted superficiality implies that minimized cognitive load should also be accompanied by information proving the ability to gain a broad picture.

Moreover, the study gives information about the applicability of Self-Determination Theory to the engagement of the learners with various classifications of video material (Deci & Ryan, 2000). According to the descriptions provided by the participants, Shorts can provide a greater sense of competence due to their concise wins and easily digestible material, whereas long-form videos could facilitate a greater sense of autonomy owing to capacity to convey all the information to autonomously study the language (Ryan & Deci, 2017). It means that these various forms can fulfill the various sets of psychological needs that develop motivation.

7.3 Practical Recommendations

Based on the findings, several practical recommendations emerge for language learners, educators, and content creators (Soomro & Ahmed, 2025):

For language learners:

- Intentional use of YouTube Shorts and long-format videos depending on the goals of the desired learning and time available (Haidar & Tatang, 2025)
- Utilise Shorts to get first exposure to new language features and specific practice of skills, especially pronunciation and vocabulary: (Simbolon & Ismahani, 2024)
- Move to more extended content to gain a deeper comprehension, develop contextual learning, and practice a conversation (Yaacob et al., 2021)
- Take into account individual learning needs and limitations (time, internet availability, information limitation limits) to choose form of contents.

For language educators:

- Integrate Shorts and long-form YouTube videos into the teaching process, combining them as engagement tools and videos as a source of more detailed explanations (Cinco et al., 2023)
- Direct students in acquiring abilities to choose properly in regard to the content delivery formats in regard to their needs and situations (Aldukhayel, 2021)
- When supplying online content, it is critical to consider sociolinguistic factors, since the effectiveness of the format might depend on learner's background (Rahman & Islam, 2020)
- Establish well-concerted learning pathways that combine both forms to obtain maximum advantages and limit the disadvantages.

For content creators:

- Construct supplementary low-level and high-level content that complements together to achieve holistic language development (Li, 2023)
- Alternatively, Design Shorts that work as effective introductions to language aspects and obviously link to more detailed products (Cheng, 2024)
- Think in terms of different backgrounds and contexts of learners, possible technical limitations, and the different amount of exposure to other languages (Rahman et al., 2025)
- Apply the concepts of cognitive and multimedia learning theories to best use the content to be processed and memorized (Mayer, 2014)

7.4 Limitations and Future Research

The study is limited in a number of ways that indicate future research directions (Kiger & Varpio, 2020). Millions of people are not necessarily representative of a particular community, so the sample is too small to provide generalized information. The mixed methods designed using bigger samples can also be applied in the future to obtain more information on the usefulness of various video formats.

The study was based on self-perceptions of improvement and not objective measures (Kim & Kim, 2021). The subjects of future research might include language skills of the participants before and after the lesson to analyze the real learning results of varied video styles. It may also be considered with the help of longitudinal research which will help investigate the dynamics of the preferences of learners and their use of various forms that will change as their language proficiency grows.

Lastly, the present research outcome dwelled particularly on YouTube material as a way of developing spoken English in the Bangladesh setting (Rahman & Islam, 2020). Similar questions may be asked in other cultural settings, or one can consider other short-video platforms (including TikTok or Instagram Reels) to get a more general sense of the place of these emerging digital forms of language use in language education.

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