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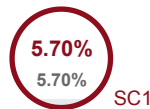
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Viewers Comments of the Utility of a popular Educational Channel on Youtube
[Komentar Penonton Tentang Kegunaan Saluran Edukasi Populer di Youtube]

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Abstract. Nowadays, online media especially YouTube has become one of the few mainstream media that has been established as a means to gather information and share information from around the world. This research investigates the perceived benefits of popular educational channels on YouTube as seen from the viewpoint of viewers' comments. In this study, the researchers used a qualitative research design. The data source used is Youtube video content uploaded from Linguamarina. Here the researcher analyzed using thematic analysis. There are a total of five aspects of video content that would be analyzed, namely speaking, listening, pronunciation, vocabulary, and grammar in the channel and analysing viewers through their comments with a time range from february - may 2025. The findings of this study provide empirical evidence that YouTube educational channel such as Linguamarina have become credile alternative learning entities, successfully bridging the gap between formal education, flecible, and contextual learning. In line with the Active Audience idea, viewers actively participate in conversations, correct one another, and exchange tactics in the comment box rather than just passively learning. Future research could include comparative studies across channels or use mixed methods combining comment analysis with surveys or interviews for a more comprehensive understanding.

Keywords - viewer's comments, Youtube, educational channel

Abstrak. Saat ini, media online khususnya YouTube telah menjadi salah satu dari sedikit media arus utama yang telah ditetapkan sebagai sarana untuk mengumpulkan informasi dan berbagi informasi dari seluruh dunia. Penelitian ini menyelidiki manfaat yang dirasakan dari saluran pendidikan populer di YouTube yang dilihat dari sudut pandang komentar pemirsa. Dalam penelitian ini, peneliti akan menggunakan desain penelitian kualitatif. Sumber data yang digunakan adalah konten video Youtube yang diunggah dari Linguamarina. Di sini peneliti akan menganalisis dengan menggunakan analisis tematik. Ada lima aspek konten video yang akan dianalisis, yaitu berbicara, mendengarkan, pelafalan, kosakata, dan tata bahasa dalam saluran tersebut, serta menganalisis penonton melalui komentar mereka dalam rentang waktu Februari-Mei 2025. Temuan penelitian ini memberikan bukti empiris bahwa saluran pendidikan YouTube seperti Linguamarina telah menjadi entitas pembelajaran alternatif yang kredibel, berhasil menjembatani kesenjangan antara pendidikan formal, fleksibel, dan pembelajaran kontekstual. Sesuai dengan konsep Active Audience, penonton secara aktif berpartisipasi dalam percakapan, saling mengoreksi, dan bertukar strategi di kotak komentar daripada hanya belajar secara pasif. Penelitian masa depan dapat mencakup studi perbandingan antar kanal atau menggunakan metode campuran yang menggabungkan analisis komentar dengan survei atau wawancara untuk pemahaman yang lebih komprehensif.

introduction

1. Nowadays, online media has become one of the few mainstream media outlets that have been designated as a means of gathering information. The use of online media allows for the sharing of information from all over the world. The speed and ease of use of online media have made it the preferred medium in the modern day. The use of internet media as a learning tool is justified by its ability to provide worldwide information without regard for time or place. One of the most popular media on the internet for people and students today is YouTube. YouTube is a media sharing site, which is a type of social media that facilitates its users for various media, ranging from video, audio, and images. Where its popularity is based on its facilitation of user-created video content. It is a good option for students looking for educational material for learning because it offers free access to a large number of educational videos. Even though youtube videos have long been used in education, their value as an instructional tool has gained acknowledgement due to their most effective techniques for student accomplishment. Through YouTube EDU, YouTube offers a professional learning environment apart from informal communication platforms.

2.

3. **YouTube EDU is a learning tool for educators that provides short lectures from teachers, complete university courses, professional development materials, and motivational videos from world leaders.** It's critical for students to comprehend how youtube videos can be used to improve their language skills. **It currently has the most users around the world, with clients ranging in age from children to adults. Indeed, not all** YouTube videos can be used for educational reasons; consequently, strong strategies are required to ensure **that the videos are appropriate as** the most trustworthy helpful aid in achieving study objectives,. Students can learn a lesson faster by mastering media such as youtube than by reading textbooks since media is more interesting. At the beginning of its development, that platform was not just a website for posting educational videos. And

as time goes by, YouTube has developed rapidly and they launched special offers for education in 2009.

4.

5. The advantage of using YouTube for education is that it provides video and audio of an event, allowing students to easily understand the learning process. It also enhances educational applications that are helpful in teaching language acquisition for instance, it helps students improve their pronunciation, accents, vocabulary, and voice modulation, among other things. Moreover, using this teaching tool provides teachers with high-quality, effective examples of everyday English, which are crucial for the learning process, keep students interested, and are simple to use without facing a lot of problems. Another disadvantage is that students always need teacher assistance in the classroom to avoid wasting too much time searching for unsuitable Youtube videos, which would produce unsuccessful outcomes. The final potential negative is the videos explicit language and dangerous content, which could have a negative effect on students academic performance.

6.

7. Youtube provides teachers with an extensive collection of videos that can be used as extra resources to teach English as a foreign language skills depending on the goals of the class and the preferences of the students. It also offers creative ways to enhance the teaching learning process by introducing engaging activities in the EFL classroom. As previously stated, one of the primary benefits of Youtube videos is that they may be utilized to implement various instructional strategies aimed at improving the English skills of students. For instance, Pino-Silva claims that because students must provide and respond to feedback regarding their learning activities, teachers can engage students with the materials. Since they foster critical thinking and enhance speaking abilities, youtube videos can also be used to develop other activities like sharing videos, making predictions, and dubbing. Furthermore Youtube videos can serve as an inspiring tool to help students efficiently generate the target language. Finally, youtube may be a valuable resource that greatly helps students in expanding their english skills.

8.

9. Previous research has shown that the use of Youtube video influence for teacher or improve students English skills. In a study total 33 teachers agree that the use of Youtube videos can support them in learning English and also suitable to be applied directly in English language teaching. Another research also stated that students manage various aspects of their language learning outside of the classroom by using Youtube. Although their opinions of using Youtube for social learning activities are less positive, they showed positive engagement with the platform in their **learning for goal commitment, affective regulation, and resource regulation**. It also proved that Youtube is a useful tool for learning English since its engaging, interesting, and flexible. In a survei 12 English Education students from a university in Surakarta to examine EFL university student's **use of Youtube as a** tool or media for self-regulate their English learning. Then the last research found that utilizing Youtube videos can be used to motivate the students, stimulate a learning activity, present a different prespective, and illustrate a concept. Despite several studies that have examined viewers' perception of the utility of popular educational channels on Youtube, researchers in this study are interested in examining more deeply how Youtube is useful for viewers to learn English by exploring viewers' through the comments on Youtube videos that they uploaded. Therefore, this study aims to explore how viewer's perceive the educational value of the Linguamarina Youtube channel in enhancing their English language skills through comment analysis. this research used the theory of active audience where the readers and viewers show different reactions verbally and non -verbally when they see and read different media content (Ross & Nightingale, 2003).

10.

11. Method

12.

13. In this study, researchers used a qualitative research design. According to Creswell (2012), qualitative research explores phenomena through the views of participants. In addition, this research also adopts descriptive qualitative studies [22]. The qualitative method describes the object of research at present time based on existing facts or as it is. Descriptive research is in the form of describing research situations or events, not looking for or explaining relationships between variables, and not making hypotheses, not making predictions. The data source used is Youtube video content uploaded from Linguamarina. The channel is popular on YouTube in the field of education, it has 8 million subscribers, millions of views, thousands of comments, and there are various aspects of learning English. They upload videos on how to quickly learn English and their videos have been watched 1 million views. The data used is video content that has aspects of ability or relevance to English. Here the researchers analyzed using thematic analysis.

14. Thematic analysis is a technique for finding, examining, and summarizing patterns (themes) in qualitative data. Interpreting and comprehending the significance of what study participants write or say is the aim; it goes beyond merely summarizing data. Based on that theory, there are 6 phase to do the thematical analysis.

1. Familiarization with Data

In this phase, the researchers read and reviewed some comments from the 5 videos to be analyzed to get a general understanding.

2. Initianil coding

In the second phase after reading and reviewing some comments, the researchers create codes according to the comments that researchers have read. The codes were about usefulness, motivation, confidence perceived by the viewers.

3. Searching for themes

In the third phase, the researchers determines themes based on the codes that have been made in phase 2, then creates several groups of themes that have the same main idea. The researchers found themes such as clarity of material explanation, emotional and psychology impact, proof of success in the real world, and evaluation of production aspect and teaching style.

4. Reviewing themes

In the fourth phase, the researchers reexamines the themes above. Is the code correct?does the theme fit the overall data?. Upon review, these four theme idea are fairly strong and distinct from one another. Clarity of material explanation theme focuses on the 'what' and 'how' of teaching topics. Emotional and psychology focuses on the audience's 'feeling' afterward. Proof of success in the real world theme emphasize the 'ultimate outcome' of learning. Evaluation of production aspect and teaching style focuses on the 'packing' of the video. There were no codes that seemed out of place. The theme map is sufficiently representational for this tiny dataset and does not require further merging or breakdown.

5. Defining and naming themes

In the fifth phase, the researchers maket he final names more academic, descriptive, and provide detailed description for each topic. In presenting the result, the data were categorized into more specific themes, including concept clarification, motivation and confidence building, validation through real-world impact, and evaluation of production persona and creators.

6. Producing the report

Writing an analytical story that highlights the themes found and is backed up by pertinent data references.

Data collection utilizes a data mining tool in which open source online software is used to scrape comments from the YouTube videos. The software is called "ytcomments" which allows the researchers to clip the comments of the YouTube videos and compile them for analysis. There are a total of five aspects of video content on Linguamarina's YouTube channel that will be analyzed, namely speaking, listening, pronunciation, vocabulary, and grammar. In the channel, the researcher chose one video from these five aspects. The researcher analyzed based on the comments that the audience gave on each video in the period February - May 2025.

Finding and Discussion

This study analyzed viewer comments from the Linguamarina YouTube channel, which is widely known as an educational channel for English language learners. With over 8 million subscribers and millions of views on each video, Linguamarina presents a wide range of content focused on improving English language skills in a practical and communicative way. The researchers used a thematic analysis approach to audience comments over the past 4 month to evaluate their perceptions of five main aspects of English language learning: speaking, listening, pronunciation, vocabulary, and grammar.

Finding

Viewers' perception of the videos in enhancing speaking skills

In the aspect of the content of this video entitled " how to speak English fast and understand natives" has been seen by 5,1 million views and 36-minute for the duration. In this video we want to share how to improve our conversation skills. According to viewers, they stated through the comment box that they felt more confident and fluent in English after watching the video from Linguamarina. That videos focus on daily expressions, speaking tips in a specific context, and dialogue practice. Viewers appreciated Marina's interactive and non-rigid delivery style.

Table 1. Thematic Analysis of the Speaking Skill Content Video

No.	Theme	Video's Comment
1	concept clarification	"Here's one of the best channel to speak like native speaker,if you wanna speak like native so watch this channel it's very easy to understand the language" "im from morocco and watching this video in the same place and my task just understanding any words i hurd" "Native speakers would say "I'm going shopping". We don't use "do" because it's implied in the "going". It's unnecessary, and it's something that makes a non-native speaker stand out."
2	motivation and confidence building	"hello marina I really loved your video. from your video contant I feel more confident to understood English." "I'll continue learning your lessons until i start speaking the way do" "How can I practice this while I have no english speaker in my society ?"
3	validation through real-world impac	"This channel is the best.If you have an trip to US or settled ,your family is going to learn these." "See all the videos of her and your speech will become even better. I've leart a lot." "Thank you, very informative for me as foreigner."
4	evaluation of production persona and creators	"Marina, i'm from sri lanka.I like u so much.u r beautiful." "Wow amazing way to teach" "You teach me well your are among the best teacherI have been watching ."

In terms of concept clarification, the finding shows that viewers validated the creators' teaching methods, stating that the material was easy to understand and pronounce. However, the comment room evolved into an interactive forum, where users actively negotiate meaning by providing grammatical corrections and explanations. Critics also pointed out the creator's phonetic accuracy, with criticisms for the pronunciation of "new" and negative feedback on pronunciation in general. The dialogic approach of the channel, where the creator's instruction is founded on corrective and supporting audience engagement, creates a deeper learning ecosystem and demonstrates that the value is not just in the video content but also in the surrounding discursive community. This is where the channel's pedagogical value rests.

In terms of motivation and confidence building, the finding shows that interaction with channel content leads to increased confidence in English language learners. A user from India expressed confidence in understanding English from the channel's content. The channel fosters long-term aspirations in viewers, such as becoming a native speaker or continuing learning until reaching the creator's proficiency level. This motivation encourages viewers to seek solutions to their learning barriers, such as practicing in unfavorable environments. The desire to speak English, despite current limitations, is a strong indicator of successfully generated intrinsic motivation. The study highlights the importance of channel content in fostering confidence and motivation in English language learners. The channel's effectiveness extends beyond cognitive knowledge transfer, fostering learners' affective capital and confidence, overcoming psychological barriers to language acquisition. Its ability to inspire proactive learning is a crucial indicator of success. As for validation through real-world impact, the learning material is relevant for practical purposes, as it is linked to real-life scenarios. Users recommend it for travelers or those settling in the US, and foreigners find it informative. A Brazilian user advises learners to prioritize vocabulary related to crucial situations like airports, hotels, and restaurants. Practical relevance is an important predictor of perceived effectiveness. Viewers, particularly those from non-native speaker backgrounds (e.g., Sri Lankan, Moroccan, Filipino), graded the content according to its usefulness. The channel's capacity to provide material that is immediately applicable in certain socio-cultural contexts (for example, international travel) is an important indicator of its viability and success as a learning resource.

In terms of evaluation of production persona and creators, the audience and creator have a positive parasocial relationship, with many comments expressing personal appreciation and praise. However, there is also critical feedback on technical aspects, such as inaccessible links and payment issues. The creator's accent is a significant point of contention, with some viewers liking it while others strongly criticize it. The audience's learning experience is directly linked to the content package and teaching figure. A positive parasocial interaction can boost attachment and receptiveness to the material. However, technical limitations and individual preferences for accents can be substantial impediments. The variety of feedback in this theme suggests that views of efficacy are influenced by intricate connections between educational quality, production quality, and personal affinity for the author.

Viewers' perception of the video in enhancing listening skills

Listening skills are the most frequently mentioned aspect in viewer comments. They feel helped by a video from marina's channel entitled "8ways to improve your listening skills in English" which has 885 thousand views and 11 minute long. From the video marina provide tips and trick to improve listening skills and she also explains articulation and the use of natural English in various contexts. Interaction from subscribers also agree with the methods provided by marina, seen from the comments from subscribers.

Table 2. Thematic Analysis of the Listening Skills

No.	Theme	Video's Comment
1	concept clarification	"I understand everthing u said, thank u for this class, i'm from brazil and again thank u so much" "Every time I watch your videos, I learn something new! Thanks for making English learning so enjoyable." "i started watching this video in 1.75x to improve my English listening skill and thanks for you tip..."
2	motivation and confidence building	"I want to start english with you" "this channel is such a great blessings for me because im still sthriving to

obtain advance skills when it comes on speaking and learning english God bless you” “Hi madam about tha English I am learning with myself and peacefully workout thanks for sharing 🍷”

3 validation through real-world impac🍷right , i like your idea about watch film from Country than you intend =]” “one of my all time favourite movies in English is Shawshank Redemption. I have watched it once only and was able to understand most of it but I'll watch it once again to understand” “I learned a LOT with these both series: "The X-Files" and "Arrow🍷”

4 evaluation of production persona and creators🍷Thanks for making English learning so enjoyable.” “I love your teaching” “Thank you. Marina for your help I want to learn English it's one of my Gool”

In terms of concept clarification, the finding shows that the viewers praised the creator's teaching methods, stating they understood everything and found the content beneficial. Some proactively implemented strategies, like watching videos at 1.75x speed for improved listening. However, concept clarification revealed a gap between channel content and other media, with one user struggling to understand native speakers' movies or TV shows. This highlights the challenge of transferring understanding to diverse contexts. The channel effectively serves as a regulated and easily understood learning resource, as demonstrated by the conceptual clarifying component. In addition to passively receiving information, viewers actively experiment and use techniques for their own purposes. The audience views the channel as a crucial initial step or bridge in the language acquisition process before going on to more advanced material, as seen by the understanding gaps that exist between the channel's content and other native media.

In terms of motivation and confidence, the study reveals that channel content interaction stimulates users' desire to learn more, leading to long-term goal setting and determination to improve language skills. This motivation encourages proactively seeking guidance, such as asking how to speak English effectively and how long it takes to improve listening skills. The efficiency of this channel extends beyond cognitive knowledge transmission to actively build the learner's affective capital. It helps overcome inertia, which is frequently a barrier to self-directed learning, by promoting desire and aspiration. The audience's queries demonstrate a high level of involvement and trust in the author as a reliable source of assistance. This occurrence highlights the channel's position as a facilitator and incentive for the audience's learning journey.

As for validation through real-world impact, a number of commenters stated the exact media they used to practice their listening abilities, which corresponded to the video's advice. Users cited TV shows like "The X-Files" and "Arrow," as well as popular films like "Shawshank Redemption" and "Harry Potter." One person even explicitly supported the concept of watching movies from the country of destination. Other people recounted their experiences with comprehending the movies, with some able to understand the majority of the content and others still reliant on subtitles. Empirical validation for this channel occurs when viewers apply the offered tactics to true real-world content. The mention of various movie and TV series names by viewers demonstrates that the producers' recommendations are deemed relevant and applicable. This portrays the channel as a guide or curator, rather than the exclusive source of learning, assisting viewers in navigating and utilizing a broader range of other resources.

In terms of evaluation of production persona and creators, the audience and creator have a positive parasocial relationship, with many comments expressing personal appreciation and praise. The creators are praised for making the learning process fun. However, there is also critical feedback on the technical aspects of the production, with one user critiquing the loudness of the voice and asking for personal information. The audience's learning experience is influenced by content packaging and teaching, with positive parasocial relationships increasing engagement. Technical aspects like audio quality affect comprehension. Perceived effectiveness is influenced by a complex interaction between pedagogical quality, production quality, and personal affinity towards the creator.

Viewers' perception of the videos in enhancing pronunciation skills

The video titled “British vs American English pronunciation comparison” teaches us about British accent and American accents, how to name each state correctly, as some people get it wrong. In that videos Marina demonstrates the pronunciation and also shows phonetic spelling as well. This video has been watched by more than 920 thousand viewers and 16-minute for the duration. The channel is considered very helpful in correcting common mispronunciations as many viewers say that they started to realize all along.

Table 3. Thematic Analysis of the Pronunciation Skills

No. Theme Video's Comment

- 1 concept clarification “I understand you both very well and I wish everyone spoke like you do in both the UK and the USA. The life would be simple.”“I say neither sidewalk or pavement, I use footpath... I am from the UK but also lived in Ireland and Japan, and had friends from many countries so my english is probably a mix, although mostly British for vocab”“U stand in a line but r queuing up. And crabs walk sideways, we walk on a footpath, water doesnt have a d in it, might have chlorine tho”
- 2 motivation and confidence building “Hi how do you do i was busy for last 2 weeks so that i couldn't able to watch your channel otherwise I would be watched your concet of hrases daily even though I thought to see but even single hour also not getting chance to watch.” “in Kurdistan speaking English by British English now my teacher say Football but I say it Soccer and She said Film I said movie and I will try to good for speaking American English when I will good and smart then I will trying to learn British english” “I have to immigration from India to Newzealand so i neet to learn more phrases as your native language most of make understand your native words”
- 3 validation through real-world impac🍷I have to practice IELTS examination for immigration to abroad even though practiced in the mean while.” “I have to immigration from India to Newzealand so i neet to learn more phrases as your native language” “last 3:weeks I have to get immigration from to Canada but i need to learn more phrases as your native accent if I thought to try to practice but couldn't able to get chance to practice because more work are being here to survey the family otherwise cannot tackle the family dear”
- 4 evaluation of production persona and creators “It's very interesting to learn English, American and British English. The way of teaching is wonderful. Gorgeous teachers.” “My too favourite teachers 🍷” “i find British accent quite hard .. american accent is way simple & cool”

In terms of concept clarification, the study reveals that the comment section is a dynamic space for clarification, debate, and knowledge assertion about lexical and phonetic variation between American English (AE) and British English (BE). Users actively provide lexical clarifications, corrections to content presentation, and debate on linguistic prescriptions. They also address phonetic aspects, such as the pronunciation of "r" in "three" in both accents and claims that BE retains the original pronunciation from Latin. This interaction occurs both vertically and horizontally between viewers. The channel's effectiveness extends beyond cognitive knowledge transfer, fostering learners' affective capital and confidence, overcoming psychological barriers to language acquisition. Its ability to inspire proactive learning is a crucial indicator of success.

In terms of motivation and confidence building, the data reveal that practical demands, particularly immigration, are the primary motivators for learning. Some individuals clearly indicated their desire to immigrate to New Zealand or Canada, and they considered memorizing native language as an essential need. One user even connected studying to IELTS exam preparation for this purpose. Aside from immigration aspirations, identity assertion and personal

preferences were important motivators. A user from Kurdistan deliberately chose AE since it was easier, with the goal of mastering it before studying BE. Another person expressly stated her wish to learn and adopt a British accent. Video content reflects learners' aspirations and identities. Viewers' motives are both utilitarian (for example, passing examinations or obtaining immigration) and integrative, in that they desire to be a member of a community of speakers of a specific dialect of English. External barriers, such as hectic work schedules, do not deplete these motives, but rather increase the perceived value of flexible learning resources like this channel.

As for validation through real-world impact, the videos intersected with viewers' everyday experiences, with one Norwegian user finding it difficult to understand English speakers, highlighting the importance of exposure to a clear standard accent. Other users used the content for discussions in German-speaking cafes, and the immigration context was the strongest validation, with several users relating learning native phrases to their need to adapt in New Zealand or Canada. Practical relevance is a significant predictor of perceived effectiveness. The channel's success was determined by its ability to bridge the gap between structured learning and the complicated realities of real-world communication. By giving clear pronunciation models, the channel was seen to assist the audience in overcoming problems in an international work setting. The content's ability to be implemented in real-world social circumstances (such as Language Café) and key life goals (immigration) demonstrated its usefulness to the audience.

In terms of evaluation of production persona and creators, the study revealed a polarization in audience preferences, with some users comparing two creators, while others praise their teaching style. Ratings varied on their competence and accents, with some users critiquing Marina's Eastern European accent. Production quality was also criticized, with complaints about background music and national identity issues. The study highlights the importance of understanding and addressing diverse preferences. The audience's learning experience is comprehensive and significantly influenced by subjective elements. Judgments are made not just on pedagogical accuracy, but also on personal affinity for the author and liking for specific language variations. Criticisms regarding non-native accents and audio production quality demonstrate that viewers have high expectations of educational channels. Polarized preferences ("Lucy is better") and national identity attitudes suggest that these comparison videos speak to deeper components of cultural identity for certain viewers.

Viewers' perception of the video in enhancing vicabulary skills

In this context, many viewers feel that they have learned new vocabulary that can be directly applied in daily life. Videos with the title " how to learn 100+ English vocabulary a day " are highly appreciated because it has been watched by 4,8 million views and 9-minute for the duration which presents contextual vocabulary. The video content received 6.085 comments and most of them said that the content was very useful to improve their vocabulary.

Table 3. Thematic Analysis of the Vocabulary Skills

No. Theme Video's Comment

1 concept clarification "The best way of learning new words is to learn the meaning of that word and then make at least ten sentences of that word." "In spanish actual mean current" "But I cant memorize new words"

2 motivation and confidence building "I feel blue about my vocabulary.

Don't worry Marina . I am all ears." "Thanks very much those were really helpful methods I really enjoyed them and I was all ears to you during my english learning journal It would be pretty hard yeah but I can take it watching you from" "Marina, you make me motivated"

3 validation through real-world impact "I want you to make some videos on some words which are uncommon but can be found in plenty when reading a novel , article, journal , blog etc, especially for non-native speakers. We have to go through dictionaries and translators too many times, which hinders the interest of reading a literature. So it would be helpful if there were videos on words which can be frequently found in novels/journals frequently, so that watching those videos we can have some words known before reading something and don't get interrupted by strange uncommon wrongs." "We have to go through dictionaries and translators too many times, which hinders the interest of reading a literature. So it would be helpful" "Because I would rather watch a 10 minute video daily and learn those words than spot those words in between my reading and go back and forth to the dictionaries."

4 evaluation of production persona and creators "Hi Marina, I am all ears " "wow omg u are very nice girl in the world" "Marina I was all ears while I was watching your very very very very very very very very very very very very very very pretty face and listening your also very2 pretty voice!" "I want to give you some suggestions because compared to other vocabulary videos I found your video more fun to watch, also you have a nice voice which makes the learning more joyous."

In terms of concept clarification, viewers discussed personal learning strategies and cross-language reflections, with some comparing their experiences with English, Italian, and Spanish to Turkish and Farsi. However, skepticism was expressed towards the methods presented in the video, with some Russian and English comments dismissing claims of learning thousands of words in a day. Additionally, some users expressed specific conceptual difficulties, such as difficulty in memorizing new words. This data's conceptual clarity component focuses on the learning process as well as the content. Viewers actively absorb, validate, and occasionally reject suggested techniques depending on their learning experiences. This means that the channel's efficacy is determined not just by the content presented, but also by its capacity to connect with the audience's current metacognitive framework and pedagogical assumptions.

In terms of motivation and confidence building, the study reveals that users express emotional states related to learning, with the creator being seen as a direct source of motivation. This motivation encourages proactive behavior, such as using comment sections to practice writing or speaking skills, seeking additional learning resources, and achieving success, as seen in a user who learned 200 new words daily and reached B1 level in 10 days. The efficiency of this channel extends beyond cognitive knowledge transmission to actively building learners' emotive capital. By providing incentive and a safe area for expression, the channel aids in the removal of psychological barriers such as frustration and lack of confidence. One of the channel's most important success indicators is its capacity to motivate viewers to become self-sufficient learners, who consciously practice and seek out further materials.

As for validation through real-world impact, a user identified a practical problem with reading literature, requiring frequent dictionary checks for uncommon words. To address this, creators should create videos addressing common vocabulary in these readings. The preference for watching a 10-minute video daily over a dictionary serves as empirical validation of the channel's teaching format and method. Practical relevance is the primary motivator of perceived effectiveness. The channel is regarded successful when its material can provide effective answers to real-world challenges encountered by learners. The demand for more specialized information (for example, vocabulary for literary readers) implies that the audience is looking for tools that can be easily integrated into their workflow or hobbies, as well as broad knowledge. The channel's capacity to address these unique needs will determine its usefulness to the audience.

In terms of evaluation of production persona and creators, the creator Marina, was praised for her persona, physical appearance, voice, and "fun" presentation style. However, there was also rare critical feedback, such as an Italian comment questioning her laughter, indicating a critical evaluation of her presenting style. The strong parasocial relationship was evident in the comments. The creator persona is an essential component of the audience's learning experience and a vital motivator of engagement. The repeating phrase "I am all ears" is a language signifier for the audience's attentiveness and

faith in the author. This positive parasocial relationship is likely to boost acceptance of the material being taught. Nonetheless, the prevalence of negative remarks demonstrates that the highly personalized parts of personalities can be evaluated in a variety of ways and influenced by the audience's cultural background.

Viewers' perception of the video in enhancing grammar skills

Grammar is not the main focus, the brief and practical explanations provided by Marina are very helpful for learners who have difficulty understanding grammar concepts. The video entitled "Improve your English grammar in one hour" has been seen by 3,1 million views and 60-minute for the duration and get a lot of appreciation. This research shows that the viewer's state enjoyed and their grammar improved by watching this content.

Table 4. Thematic Analysis of the Grammar Skills

No.	Theme	Video's Comment
1	concept clarification	"I am a 9th grader going into 10th grade and I'm watching this video cause my grammar sucks and I'm going in advanced English next year I'm a native English speaker by the way" "Yes it 's very important Grammer rulls" "Despite the heavy rain, I'm not getting wet because I'm IN my office." Some rules are flexible!" "Fishies are not objects, they are subjects; he, she, they, them not it. Veganism is simple, basic decency."
2	motivation and confidence building	"This is exactly won't my favorite topics....I mean I hate this part of an language learning, but there's no choice so let's do it" "I hope everyone here achieves their goals! God bless you and remember that in every situation in your life, Jesus wants to be with you. Just open your heart and believe" "Wanting to improve my grammar led me here" "Hi, I actually want to study english because I'm insecure about it; a lot of my friends are really good at writing and speaking fluently in english. And i just want to say that i like you 'cause it's precise and conscientious, and it makes me understand better."
3	validation through real-world impact	"Here because of the college entrance exams coming up " "Thank you! This would help me a lot in the 5th grade. Thanks for making a video!" "I think i already late but anyways, I'm learning grammar because i have project to do and is very important for me! So i love your video" "Hi, I recently took my last year's exams for my degree. Now I am planning to take the IELTS in the coming months, so I decided to watch English learning videos where I watch your videos"
4	evaluation of production persona and creators	"You're so cute and sweet that it makes me watch the clip till the end, with no skipping and no breaks." "Thank you marina for being a calm, smart teacher" "An we use when the word has vowels sound ok" "I have been following Lingua marina since 2022 for getting better at english."

In terms of concept clarification, the viewers on a grammar channel have been proactively seeking clarification on grammar rules, such as the difference between "over" and "to" and the use of prepositions. Some have provided corrections or alternative views, while others have provided alternative views. One user, who learned informally through videos, now uses the channel for a more formal understanding of English, stating that the creator has provided more knowledge about grammar than his teacher. The conceptual clarification factor demonstrates that the channel has successfully established itself as a reliable source of grammar knowledge, serving as both a supplement and an alternative to conventional schooling. The audience does not simply receive information; instead, it actively compares the content to prior knowledge, seeks deeper understanding, and constructs a more formal and structured learning framework.

In terms of motivation and confidence building, the study revealed that the audience's emotional state towards learning varied, with some disliking grammar and others feeling insecure about their English skills. The channel was seen as a source of encouragement, with some users from China experiencing joy and others seeking partners to improve their English. Increased confidence was also reported. The efficiency of this channel extends beyond cognitive knowledge transmission to actively building learners' emotive capital. By providing support and a secure area for expression, the channel aids in the removal of psychological barriers such as frustration and insecurity. One of the channel's key success indicators is its capacity to inspire and encourage viewers to take an active role in their learning.

As for validation through real-world impact, the content's value and effectiveness were validated by the audience, particularly in academic and professional contexts. Users used the channel as a preparation tool for exams, aptitude tests, and other pressing purposes. Academic contexts included 9th graders preparing for advanced English classes and college students reviving grammar skills. Professional contexts included English tutors improving proficiency and book writers. One user found the video helpful for an interview in three hours. Practical relevance is a significant predictor of perceived effectiveness. The channel is considered successful when its material can deliver timely solutions to real-world problems for the viewers. The channel's potential to act as a "just-in-time" tool for urgent academic and professional needs reinforces its instrumental value and establishes it as a highly trustworthy educational resource.

In terms of evaluation of production persona and creators, the theme addresses feedback on production quality, human interactions, and viewer devotion to creators. Strong parasocial interactions and loyalties have developed, with many users following the channel since 2018. Creators receive many compliments and admiration for their English grammar tutorials. However, critical comment on technological issues, such as accessing book links and purchasing, as well as rushed content delivery, has been received. The creator's voice is deemed melodious. The audience learning experience is influenced by the creator's persona and technical quality, with high audience loyalty and positive relationships fostering trust. Technical issues like malfunctioning links can hinder user experience and channel credibility, requiring flawless technical execution for maximum effectiveness.

Discussion

This study investigates viewers' perceptions of the educational value of the Linguamarina YouTube channel through thematic analysis of their comments. Four main themes emerged: conceptual clarification, motivation and confidence building, validation through real-world impact, and evaluation of production persona and creators. The study found that the comment section on the Linguamarina channel functions as an arena for an active audience, a manifestation of the Active Audience theory proposed by Ross & Nightingale. This theory states that audiences actively interpret, negotiate, and produce meaning.

The theme of motivation and self-confidence building aligns with the paradigms of communicative language learning and self direct learning. According to previous studies, students can utilize YouTube to control a number of learning-related factors, namely affective regulation and goal commitment. Viewers reported increased self-confidence, set long-term aspirations, and proactively sought solutions to their learning obstacles, demonstrating the effectiveness of the channel in real-world contexts. The evaluation theme regarding the persona and production of creators highlights the holistic

dimension of the learning experience on digital platforms. Findings indicate a positive parasocial relationship between viewers and creators, reinforced by a teaching style perceived as enjoyable and calming. However, technical aspects such as audio quality, link access issues, and subjective preferences for accents can be significant barriers. This aligns with the statement by Watkins and Wilkins highlighting the negative potential of inappropriate content.

Overall, the findings of this study provides empirical evidence that YouTube educational channels like Linguamarina have become credible alternative learning entities, successfully bridging the gap between formal education, flexible, and contextual learning. The implications of these findings emphasize the importance of educators to acknowledging and integrating popular digital resources into their teaching practices. Educational content creators must focus on building positive parasocial relationships and maintaining high production quality for success.

CONCLUSION

The finding shows that comments analysis in the Linguamarina YouTube channel, learning English may be accomplished in a fun, useful, and efficient way. In line with the Active Audience idea, viewers actively participate in conversations, correct one another, and exchange tactics in the comment box rather than just passively learning. Viewers not only acquire knowledge but also feel a powerful psychological influence, including heightened motivation and confidence in their ability to learn. This channel's practical implementation in real-life scenarios, like exam preparation, job interviews, and visa procedures, further validates its efficacy. All things considered, these results show that educational platforms such as Linguamarina effectively close the gap between traditional classroom instruction and contemporary learning requirements that are adaptable, self-directed, and pertinent to real-world situations.

The researchers in this study provides rich insights into the dynamics of English language learning through YouTube comments, it also has limitations such as data constraints due to the large number of comments analyzed, unknown user profiles, and a tendency toward positive bias because the majority of comments are positive, as users generally write comments after they feel satisfied and motivated by the video. This can cause bias in the assessment of the overall effectiveness of the channel. Future research could include comparative studies across channels or use mixed methods combining comment analysis with surveys or interviews for a more comprehensive understanding.

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