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Notice for the PhD Viva Voce Examination

Mr Vinod Michael, Registration Number: 1730081, PhD Scholar at the Department of English and Cultural Studies, School of Humanities and Performing Arts, CHRIST (Deemed to be University) will defend his PhD thesis at the public viva-voce examination on Friday, 15 May 2026 at 10.00 am in Room No. 736, 7th Floor, R&D Block, CHRIST (Deemed to be University), Bengaluru - 560029, Karnataka, India.

- Title of the Thesis** : **A Study on the Impact of Language Immersion through Youtube on L2-Development and L2-Motivation of Semi-Urban English Language Teachers**
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The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

Place: Bengaluru
Date: 25 April 2026

Registrar (Academics)

ABSTRACT

This study addresses the need for improved English proficiency among teachers in Indian schools, focusing on how digital tools can support language growth in professional settings. It explores whether 'YouTube Immersion'- using the platform's authentic videos and interactive features - can serve as an effective environment for adult language learning where traditional resources are scarce.

Using a mixed-methods quasi experimental case study approach, the researcher tracked three English teachers from private schools in Karnataka over three months. The participants were immersed in six YouTube modules which mostly contained native speakers in various socio-cultural contexts. Data on their speaking skills and motivation was collected every two weeks. Language development was measured through 22 specific variables across fluency, accuracy and complexity, while motivational shifts were tracked through interviews, personal journals and observations.

The results showed that while only one complexity measure (the subordination Index) improved significantly, several other variables showed a steady upward trend. Most notably, fluency improved more than grammar or accuracy, following non-linear and unpredictable path that reflects the complex nature of language learning. Motivationally, all participants experienced a positive transformation. Their initial goals evolved as they engaged with the novelty of the project, shifting from a sense of duty to a self-driven desire for professional growth.

The study concludes by proposing a 'relational identify model' of motivation which suggests that motivation is not fixed but constantly reshapes itself based on an individual's environment and personal goals. These findings highlight YouTube immersion as a practical, low-cost solution for teacher training in resource-deprived areas, provided the tasks are engaging and meaningful.

The observed improvements in language variables and the motivational shifts across participants positively address the research questions regarding the impact of YouTube immersion on L2 development and motivation.

Keywords: *YouTube, Immersion, L2-Development, L2-Motivation, L2-Fluency*

Publications:

1. **Michael, V. P., & Kennedy, J. J. (2023).** The Problems and Challenges to English Language Teaching in India: A Review using Schwab's "Curriculum Commonplace" Framework. *South India Journal of Social Sciences*, XXI(7). <https://doi.org/10.5281/zenodo.15411706>