

Pedagogical Tools in EFL Learning: Using YouTube Videos to Improve the Learners' Ability to Perform their Speaking Skill

Outils Pédagogiques dans l'Apprentissage de l'EFL : Utiliser des Vidéos YouTube pour améliorer la Capacité des Apprenants à exercer leurs Compétences Orales

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Abstract

The pedagogical use of the YouTube platform raised many questions to discuss the efficiency of learning a foreign language. The content that the YouTube platform may offer includes many programs for the use of English performing learners' independent learning especially in practicing his/her speaking skill. This is considered as a starting point towards individual performance where serious attention is paid to learn via a self-directed method following the range of language teachers. The study aims at finding out whether or not or now not; students of English at Tlemcen University who are geared up to apply YouTube for a particular objective. In addition, this study attempts to bring some new advantages to the English learning field of study and research.

The findings tend to reach the students' ability in using YouTube videos as a motivational device to perform their English language gaining knowledge together with entertainment, making it quite enticing and immersive. To gather data for such analysis, a questionnaire will be employed as a suitable research instrument to explore students' viewpoints and attitudes towards incorporating YouTube videos outside the classroom setting for developing their speaking proficiency. The enclosed study focuses much on the third year EFL students, with the aim of familiarizing newbies with the idea of mastering and raising awareness about the importance of YouTube in facilitating their gaining knowledge of a foreign language.

Keywords: EFL Learners, Learner ability, YouTube Platform, Speaking skill.

Résumé

L'utilisation pédagogique de la Platform YouTube a soulevé de nombreuses questions quant à l'efficacité d'apprendre une langue étrangère. Le contenu que la plateforme YouTube peut offrir comporte de nombreux programmes pour l'apprentissage autonome de l'anglais, en particulier pour pratiquer les compétences en expression orale. Cela est considéré comme un point de départ vers une performance individuelle où un intérêt considérable est accordé à l'apprentissage autodirigé par divers éducateurs et professeurs de langues. Le but de l'étude est de découvrir si les étudiants en anglais à l'Université de Tlemcen sont prêts ou non à utiliser YouTube pour un objectif particulier. De plus, cette étude vise à apporter certains avantages au domaine d'étude et d'apprentissage de la langue anglaise.

Les résultats visent à obtenir de nouveaux points de vue des étudiants sur l'utilisation des vidéos YouTube comme outil de motivation pour améliorer leur expérience d'apprentissage de l'anglais, la rendant ainsi plus engageante et immersive. Pour recueillir des données plus solides, un questionnaire sera utilisé comme instrument de recherche approprié pour explorer les points de vue et les attitudes des étudiants à l'égard de l'incorporation de vidéos YouTube en dehors du cadre de salle de classe pour

développer leur compétence en expression orale. Cette étude porte sur les étudiants en langue anglaise de troisième année, dans le but de familiariser les apprenants avec le concept d'apprentissage et de sensibiliser à l'importance de YouTube visant à faciliter leur parcours d'apprentissage.

Mots-clés : Apprenants EFL - Capacité de l'apprenant - Plateforme YouTube - Compétence orale.

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Introduction

YouTube is among the most popular sites within the Internet worldwide network working much on managing, editing, and broadcasting videos. The main YouTube creators comprised several former employees at the PayPal E-Commerce Company in the USA who founded the platform named YouTube after multiple obstacles they encountered and complicated the exchange of personal videos (Holec, 1981). Hence, YouTube serves as a platform for sharing videos among peers and a showcase for videographers of different levels. According to YouTube Statistics (2020), the platform boasts over one billion users, with a 40% increase in daily viewership since March 2019, spanning 76 various languages. Notably, the YouTube platform reached its third position of as most popular website. It systematically engaged to host a diverse array of channels featuring various video content, including educational, cultural, entertainment, and even more. This versatility renders YouTube a potentially valuable resource across numerous fields. Within the field of education, YouTube videos are considered as a performed technological tool adapted to enhance student's acquisition during the teaching-learning process (Ftilak, 2002: 73). The leading factor behind the creation of the YouTube platform was to democratize the mechanism of first uploading and then sharing videos, making it accessible to any internet user. The platform empowers users to upload, share, and view videos seamlessly, without the need for technical expertise. YouTube's user-friendly interface is designed to be intuitive and straightforward, ensuring a hassle-free experience for uploading videos.

According to Alwehaibi (2015), the incorporation of YouTube in English language teaching plays a pivotal role in aiding students' comprehension of lessons. It has the potential to enhance students' performance and proficiency in learning English courses. More importantly, the YouTube approves in essence a positive influence on students' understanding of the English language (Lee, et al., 2015). Furthermore, Alwehaibi asserted that YouTube has to serve as an effective supplementary material, complementing English lessons and facilitating better comprehension of the subject matter. Besides, the positive responses from students in this study necessitate that English teachers may consider incorporating YouTube in their classrooms.

Following many previous studies, the YouTube platform is considered as the effective pedagogical tool to address both challenges and obstacles students usually facing the English language learning process. That is, main research studies highlight the potential of YouTube as an educational tool (Kelsen, 2009; Watkin & Wilkins, 2011; Riswandi, 2016). Also, Ftilak (2022) recommends the use of YouTube as the effective instructional tool enhancing learning for EFL students considered as a helpful teaching aid in class. Additionally, Moreale (2014) suggests

that utilizing YouTube can contribute much in improving students' skills, particularly for the speaking, listening, and pronunciation process of usual practice.

Objectives of the research study

This study tends to reach three primordial stages aiming at the first stage to discover the function of YouTube movies in facilitating the acquisition of the English language. At a next stage, to investigate how YouTube movies can make a contribution to the improvement of talking competencies among university students in EFL learning. The third stage of this research is to reach the final objective aiming to examine the scope of the learning process via the YouTube videos.

Research Issues and Hypothesis

In order to reach out the main purposes of our research, the research questions that address the purpose of the current study are listed as follows:

RQ1: What role does YouTube serve in education, particularly English language learning?

RQ2: How can YouTube videos extend EFL student independency?

The study is followed based on two main hypotheses that should be examined.

H1: YouTube can function as a valuable supplementary resource for English training, offering useful resources in comprehending and reinforcing the concepts being taught.

H2: YouTube videos may inspire students to engage in self-learning by instructing them to do a YouTube search for relevant educational videos.

Both the research issue and hypotheses will be investigated following the analysis of the existing literature as well as through reading into findings from a practical study.

1. Literature Review

Using YouTube.com to learn a foreign languages and improve language skills outside of typical formal educational setting can be related to both computer-assisted language learning and out-of-class learning. YouTube.com, the online video-sharing platform, gains global popularity at a steady pace. While entertainment and leisure are often the primary motivational tools for individuals to spend time on websites, YouTube presents itself as an exceptional resource as authentic language learning material. Consequently, using this platform aligns with the principles of resource-based approach, specifically facilitating the environment of the out-of-class learning, which fosters the ability of learning the language. These approaches emphasize the learner's enjoyment of interacting with the resource in question as well as the resource's independent use outside of the formal learning environment.

However, despite its fluid growing popularity, the video platform, namely YouTube.com has received limited attention in theoretical study particularly in concern with the learner autonomy, computer-assisted learning ability, and in the teaching/learning process, likely due to its relatively recent emergence. Derradji (2016) highlights the significance of integrating programs on YouTube within the class setting to develop the vocabulary acquisition of English among learners and exploring the potential for engagement with the use of the YouTube platform beyond the formal educational environment. Following other works, Marandi (2013), emphasises on the method computer-assisted language learning (CALL), he omitted any mention of the YouTube or another interactive video-based platform to potentially include the CALL tools. This omission is likely due to the fact that a significant portion of the established theoretical work on CALL. However, this is not to imply that the utilization of YouTube for self-

directed learning has gone unnoticed. Studies on students' independent use of YouTube, its integration in classrooms, and its broader advantages in EFL teaching and learning. Thus, one would then delve into the eventual advantages of incorporating YouTube into EFL learning and fostering autonomy.

There are numerous prerogatives in incorporating YouTube in the teaching and learning of a language particularly outside the traditional classroom setting. Initially, students opting to use YouTube for educational purposes gain access to an extensive library of downloaded videos about the language concerned with a few clicks. This grants them the opportunity to immerse themselves in the language from the comfort of their own homes, a privilege previously reserved for those studying or residing abroad in native-speaking countries. The result noticed is that the target language is observed to have a positive impact on the EFL learning process. Following a daily engagement with the English content on YouTube, learners become subconsciously autonomous and perform their language skills that is to say, learners turn independent and learn alone how to acquire the language inside their own homes instead of their own classrooms (Mangubhai, 2005: 123). As a matter of fact, primary advantages and features in using YouTube as a tool for EFL learning can be summarized in two described ways: firstly, the platform is inherently student-focused, contrasting with the typically more teacher-centric environment of a traditional classroom. Secondly, it offers an extensive, seemingly boundless repository of authentic language resources (Kelsen, 2009: 165).

Another crucial aspect in learning via YouTube is that independency to freely select and view content that they find enjoyable and relevant to their learning requirements. YouTube learners enjoy complete autonomy; they dictate their viewing preferences and schedule entirely. This independence and capacity to select material tailored to their learning needs are essential for fostering autonomous learning, as it amplifies students' engagement with the subject matter (Tullis & Benjamin, 2011).

However, Kelsen explores the correlation between the popular culture, dependency in learning, and motivation that the platform offers to nowadays population, particularly young teenagers spending too many hours searching for surfing on the web as he points out:

"The YouTube platform is a readily available source of authentic pop culture material. It encourages students to interact with their educational capacity with popular culture through English language. The example of YouTube clips may act as a motivating factor for students wishing to further develop their language skills as they endeavor to gain a deeper understanding of content they willingly access online." (Kelsen, 2009: 75)

As a result, watching YouTube video in English may significantly boost student interaction and independency in learning outside the classroom mainly since the information learners engage with is relevant to current events. Students who engage with such material solely for educational purposes are promptly immersed in the language beyond their English classroom. This will notably expose eventual learners to various opportunities to launch leaning—all driven deliberately by their choices.

Regularly engaging with English YouTube content also exposes learners to various English dialects and accents, including those of non-native speakers. In contrast, traditional classroom settings often present only one standardized version of the language in an artificial manner. When confronted with real-world English usage, students may experience surprise or shock. As a matter of fact, YouTube provides an excellent platform for students to encounter authentic English as it is spoken in everyday life.

Moreover, studies examining the content and structure of YouTube videos reveal significant educational potential, particularly the speaking skill. Additionally, interaction with users of the

platform i.e., in using recommendations or suggested search results, promotes notable ability in decision-making and empowers individuals having the control of their learning journey (Lee et al., 2015).

Based on the preceding discussion, arguments, and empirical evidence, it becomes evident, with emphasis, the crucial importance of the speaking skill in Foreign Language Learning (FLL). Therefore, in line with the consensus among foreign language practitioners, it should be accorded significant attention and consideration.

Other scholars like Brown and Yule (1983) define speaking in terms of its functions, distinguishing between interpersonal and transactional purposes. Interpersonal speaking involves using language to build social relationships, encompassing activities like greeting, engaging in small talk, and sharing jokes. On the other hand, transactional speaking is oriented towards exchanging information, such as delivering lectures and giving instructions, and is believed to be predominantly utilized by EFL teachers in their classes.

According to Hassan (2014: 251), the speaking skill can be mastered and promote feelings and self-esteem. One can follow such perspective because when learners possess a diverse repertoire of knowledge and actively practise it across various contexts and situations, they enhance their fluency and cultivate feelings of much confidence and pride. Egan (1999) confirms that Speakme programs enable learners to perceive, persuade, hypothesize, and interpret messages, facilitating their integration into real-life scenarios such as conferences, debates, and classroom participation, while also capturing the attention of listeners. Furthermore, this sentiment is echoed by Wisker (2005), who suggests that students proficient in English communication are better positioned in debating, engaging in solving issues, and foster critical thinking.

Based on the preceding discussion, arguments, and examples, it is evident, to show how crucial the speaking skill is in EFL. Therefore, in accordance with the consensus among foreign language practitioners, it deserves considerable attention and insights, particularly in the practical implementation of the aforementioned theoretical context and situations.

Methodology

The practical side of the research under study follows a methodology of work carried out to select the participants, gather material and instruments of research, and finalize the questionnaire to reach the gathered data. However, all gathered data in the enclosed questionnaire followed the Excel and SPSS programs needed for further interpretation.

2.1. Participants

Following the main objective of the current research, the targeted goal was to set objectives and answer the research questions based on experimental design. The data was collected from one source, at the level of Third Year English students at Abu Bakr Belkaid University of Tlemcen, sixteen EFL students at Tlemcen University received a questionnaire in class to get answers. This instrument helped the researcher to draw a clear image on the effectiveness of the online platform i.e., YouTube to enhance their speaking skill.

2.2. Materials and Instruments

The instruments of research consist of tools to measure all designed and collect data necessary for a research topic such as questionnaires, interviews, tests, etc... For the enclosed investigation, a questionnaire is chosen as a principal tool for gathering both the quantitative and qualitative data.

The questionnaire was in a printed form, distributed hand to hand to sixteen (16) participants of third year Tlemcen students at Abu Bakr Belkaid University. It comprises sixteen (16)

questions involving three parts arranged into a logical order. All participants are involved in responding all questions (a multiple choice type and short answer type). They will share point of views with appropriate responses while necessary. In the following analysis, the researcher analyzed only eight questions from the questionnaire. (See Appendix A p.12)

2.3. Questionnaire Analysis

The enclosed research tool was designed to investigate the students' attitude towards the notion of being able to use of online platforms such as YouTube application to reach the level of autonomous learning. Accordingly, the participants confirmed that the questions were understandable, yet the researcher defined some terms - oral fluency, speaking skill, YouTube platform- after handing the questionnaires to the participants so that they can answer appropriately. The data obtained in this questionnaires is analysed and interpreted qualitatively and quantitatively both divided into three data sections namely, Section A involving the background information, Section B and C including the students' gathered data on our enclosed practical research study.

Section A: Background Information:

The first part of the research questionnaire is prepared and is to provide suitable particular response including age. That is, whether they were less than 20 or more, the aim behind asking the participants such question is to pave the way to the next section.

Age	Respondents	Percentage
Less than 20 years old	02	13%
20 to 25 years old	14	87%
Over 25 years old	00	00%
Total	16	100%

Table 01: Age of the Respondents

Section B: Student attitudes towards learning English autonomously:

The aim of this section was to interpret whether the participants were practicing their speaking skill or not.

Question 01: What made you decide to study English?

Suggestions	Respondents	Percentage
Getting a good job	10	62%
Improving the language	02	13%
Participate in discussions	04	25%
Total	16	100%

Table 02: the aim behind learning English Language

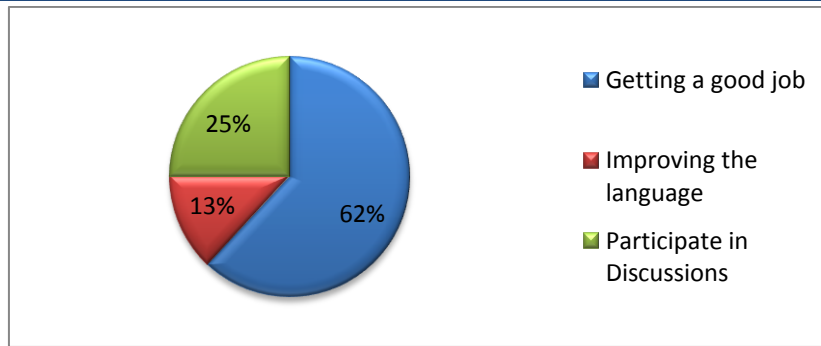


Figure 01: the aim behind learning English Language

Table 02 displays that majority of the participants are willing to have a good profession through learning English.

Question 02: what can be done to better improve English language learning?

This question is about knowing what is the preferable way for students to learn the English language.

Suggestions	Respondents	Percentage
Self-directed learning	08	50%
Teacher's help	06	37%
Learning with classmates	02	13%
Total	16	100%

Table 03: Student perspective about learning English

The table above illustrates that (50%) of sample chooses self-directed learning, whereas (37%) chooses the second option which is the Teacher's help and the last option is chosen by(13%) of students .

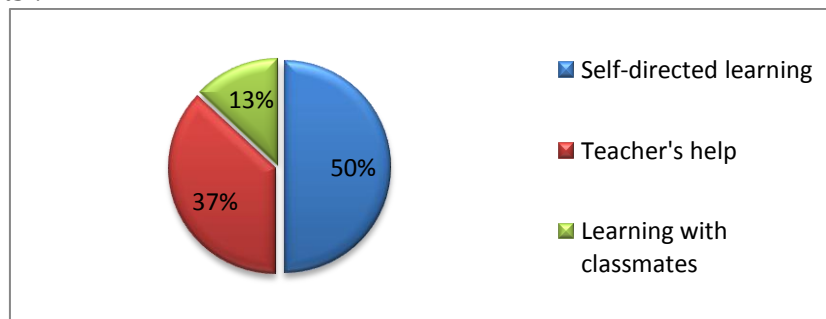


Figure 02: Student perspective about learning English

The answer of this question revealed that (50%) of the respondents rely on themselves whereas (37%) decided to trust the Teacher's help and the last option has only (13%) of students who chose learning with classmates is better way to improve Their English language learning.

Question 03: Can you learn the English language without your teacher instruction?

This question was designed to classify students based on their direction of teachers.

Suggestions	Respondents	Percentage
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Yes	05	31%
No	11	68%
Total	16	100%

Table 04: An inquiry into students' ability to learn a language

The above table illustrates that (68%) of the sample, out of experience, cannot learn without the guide of the teacher, and (31%) thought of the opposite and have the ability to rely on themselves.

Question 04: Do you make a study plan to learn a language?

The students were asked whether or not they planned their courses at home.

Suggestions	Respondents	Percentage
Yes	08	50%
No	08	50%
Total	16	100%

Table 05: Planned Courses out of class

As it is shown on the table above, half students have the ability to make a study plan by themselves. While, the other half were familiar with outline made by the ministry or follow the teachers' guide.

Question 05: Do you practise the English language outside the classroom using the internet (English group chatting, watching English videos, reading books online, etc.).

Suggestions	Respondents	Percentage
Yes	14	87%
No	02	13%
Total	16	100%

Table 06: Students' interest in English using the Internet outside the Classroom

Table 06 indicates the large number of EFL learners who reckoned more than (70%) engaging in English language practice outside the classroom, primarily through activities such as chatting on social media platforms, watching online videos, and reading books online. Conversely, 13% of participants reported not practising the language at all. Consequently, dedicating free time to practising English can notably enhance learners' skills outside class. The more students engage in language practice, their opportunity to acquire knowledge and improve proficiency in English turns positive.

Section C: Student's attitudes towards using YouTube video outside the classroom:

This item aims to determine whether participants prefer to learn English beyond the class, without the assistance of a teacher, using mainly the YouTube platform.

Question 06: Which type of websites do you mostly use?

Based on the data findings mentioned above, it is evidently apparent that the YouTube video sites are the most visited among the participants, with 45% of them accessing these platforms. Following closely behind come the educational websites, preferred by 37% of participants. A smaller proportion, 18%, use social media sites, while none reported visiting entertainment sites. Therefore, YouTube emerges as the most frequently visited website among the selected participants.

Question 07: How do you use YouTube?

The enclosed question comes to better understand the various purposes for which participants' use of YouTube as a mean of instruction. The percentage reached namely, 50% of the sample accesses the YouTube platform for informational purposes. Additionally, 37% of participants only occasionally utilize YouTube videos for educational purposes, while 13% primarily view it as an entertainment source.

Question 08: What kind of YouTube videos that improved your English then?

The aim of this question was to identify which type of YouTube videos are to better improve the EFL learner skill. The findings show the majority of respondents tried different kinds of YouTube videos to improve their English, for instance, (31%) of students used Documentary videos, and other (31 %) used Music clips, (25%) improved their language through watching movies, while (13%) practiced their English with TV shows.

3. Findings and Discussion

The study examined the use of YouTube to promote learner ability to perform the speaking skill in third year EFL students. There are a variety of limitations to the study which are discussed as follows:

The first limitation relates to the allotted timing spent getting to know students due to different schedules of the individual population groups. The second limitation relates to the lack of attention to learner autonomy in Tlemcen University. The third limitation is the lack of books and resources related to the video-based platform YouTube and learner autonomy in Tlemcen. This led to the study being based on web articles and e-books.

Digital literacy: students have some awareness of the effectiveness of the digital resources, but some of them need to learn to surf safely; which can lead them to a successful use of YouTube. Therefore, they need to practice and ask for help if needed.

Self-reliance: students need first of all to clear out their personal needs in learning a language and to set the targeted goal to reach these needs. Students have to clarify resources such as video-based platform YouTube to help them achieve their learning goals. Then, they have to set appropriate learning strategies and assess the outcomes of their learning.

Motivation: students ought to have a strong desire for education, despite the circumstances. They may need to set clear goals and invest the time and efforts required to reach them.

4. Conclusion and Recommendations

The investigation conducted during the current study was an attempt to confirm our hypothesis. Students have the ability for learning via programs, and YouTube consists of the main platform to develop their learning ability efficiently. Within the theoretical part, what was exposed is presenting two variables namely, YouTube and Learner speaking skill ability. First, one has focused on the overview of YouTube platform among EFL context and YouTube in the

ability of learning. Second, one has to clear out the definition and importance of the ability of learning a foreign language as a primordial psychological aspect for a successful learning.

Analysing both variables in terms of their close relationship, research was conducted and it described data gathering tools through the learner's questionnaire. The questionnaire was administrated to the students of third year belonging to Tlemcen University and the findings obtained from the questionnaire were made on the basic idea that the majority of English Third Year university students have the ability of learning the foreign language according to the following factors listed as follows:

- The availability of internet for most students in their homes.
- Attainability of appropriate opportunity to have the serious initiative in learning.
- Providing appropriate activities in the class to enhance students' ability to turn independent in learning the foreign language.
- The environment offered in learning within our universities insists on helping students to become autonomous in learning.
- Ensuring the application of the psychological factors such as motivation and self-confidence.

All in all, the conducted research study confirmed that the YouTube platform impacted positively on the learner's ability in acquiring a new foreign language. In this respect, many students' interest in using YouTube and performing the speaking skill got its increasing impact. Hence, all of learners appreciated learning with the YouTube programs. The latter increased the ability in participating and interacting and this contributed much in improving the learning process and as well as encouraging learners to perform other skills added to the performed speaking skill.

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5. Appendix A

Students' Questionnaire

Dear Students,

The enclosed questionnaire comes to find out eventual point of views towards the use of YouTube videos and its influence on EFL learners' autonomy. You are kindly requested to answer the questions below by ticking ☒ your choice(s) in the corresponding boxes or complete your own information whenever necessary. Thank you very much for your contribution.

A. Background Information :

Q1. Age:

- | | |
|---------------------------|--------------------------|
| a. Less than 20 Years old | ☐ |
| b. 20 to 25 | ☐ |
| c. Over 25 years old | ☐ |

Q2. Gender:

Female ☐

Male ☐

B. Student attitudes toward Learning English autonomously:

Q3. What made you decide to study English language?

Getting a good job ☐ Improving the language ☐ Participate in discussions ☐
other, please mention it.....

Q4. What determines if your English study is a success or a failure?

English Studying environment ☐ Teachers ☐ Myself ☐

Q5. What can be done to better improve English language learning?

Self-directed learning ☐ Teachers' help ☐ learning with classmates ☐

Q6. Can you learn without teacher supervision?

➤ Yes ☐ No ☐

Q7. Do you make a study plan at home?

- Yes ☐
- No ☐

Q8. How often do you get connected to the Internet?

Sometimes ☐ Everyday ☐ Occasionally ☐ Rarely ☐

Q9. Can you permanently practise your English outside your class using the Internet mainly in watching or chatting, etc...

- Yes ☐
- No ☐

C. Students' Attitudes towards Using YouTube Videos outside the classroom:

Q10. Which kind of internet websites do you follow?

Education ☐ Entertainment ☐ YouTube ☐
 Social Media (Twitter, Facebook, and Skype) ☐ Other..... ☐

Q11. How often do you get connected with your YouTube website?

Always ☐ Often ☐ Occasionally ☐ Rarely ☐

Q12. How do you use YouTube?

- As a source of information ☐
- As a learning tool ☐
- As a source of entertainment ☐

Q13. Is YouTube considered as your primary source of English improvement?

- Yes ☐
- No ☐

Q14. What type of YouTube programs you think really improve your English then?

Music ☐ Movies ☐ Documentaries ☐ Shows on TV ☐

Q15. Is YouTube very helpful for learners to create their own learning pace?

- Yes ☐
- No ☐

Q16. According to you, how can YouTube videos enhance autonomous learning?

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Thank you

Author's biographies

Fazilet Alachaher (Benzerdjeb) is an associate Professor at the university center of Maghnia with the experience of over twenty years teaching the English Language. She is specialized in civilisation and literary studies. She published three main books on the Main Basics in Teaching Literature, EMI for Advanced Levels Engineering and Architecture Specialization, and Political Discourse Analysis in Teaching Civilisation.

Latifa CHIKHI is a passionate researcher specializing in American Literature and Civilization, having earned a doctorate in October 2023 from Abou Bekr Belkaid Tlemcen University. My dissertation, **From Enculturation to Acculturation in Arab American Literature in the Global Era: the Case of Mohja Kahf's *The Girl in the Tangerine Scarf* (2006) and Laila Halaby's *Once in a Promised Land* (2007)**, examines cultural dynamics in works by Mohja Kahf and Laila Halaby.

Fatima Zohra ENNEBATI is a lecturer A in translation at the department of English, University Centre of Maghnia. She has a PhD degree in Translation. Her research interests focus on the domains of translation studies, linguistics and English teaching and learning. She is currently conducting a research project entitled: the use of Corpora in English language and translation teaching.