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**The Role of Educational YouTube Channels in Increasing Students'
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of English at MMUTO.**

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Dedications

I dedicate this modest work to my beloved family, my parents, my brothers and sisters. I would like to thank them all for supporting me throughout my university studies, because without their support I wouldn't have succeeded.
To all my relatives and friends.

LYDIAALLALI

With deep love, I dedicate this humble thesis to my beloved parents, my father and mother. I really thank them for being supportive to me during my thesis investigation, especial with their everyday prayers. I thank my friends who believed in my abilities and their encouragements. To all my beloved friends and relatives.

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Abstract

This study aims at investigating the role of Educational YouTube channels in increasing Master One (M1) students' learning self-confidence in the Department of English at Mouloud MAMMERI University of Tizi-Ouzou. This piece of research is important because it explores how the use of Educational YouTube channels develop Master One (M1) students' learning self-confidence. Moreover, it determines the attitude of Master One (M1) learners toward the use of this platform. Finally, this study aims at examining the role of educational YouTube channels in increasing students' learning self-confidence. The research design is based on Bandura's sources of information in his "self-efficacy" theory (1977) through which the data are gathered and analyzed. Both an online and a printed questionnaire are used as a data collection tool. They were distributed to seventy (70) Master One (M1) students. Then, the collected data are analyzed by using the mixed method research combining both Quantitative and Qualitative data analysis. The quantitative data are analyzed using The Rule of Three and Microsoft Office Excel. However the qualitative ones are analyzed using the Qualitative Content Analysis (QCA). The findings from this investigation reveal that Master One students have a positive attitude toward using Educational YouTube Channels. In addition, Educational YouTube Channels increase Master One (M1) students' learning self-confidence. As a conclusion, the outcomes gathered from this research confirm the hypotheses and the research objectives mentioned in the General Introduction. The findings obtained from this investigation will give opportunities for further research in this area of study as well.

Key words: Educational YouTube Channels, Learning Self-Confidence, Self-Efficacy, Sources of Information.

List of Abbreviations and Acronyms

- EFL: English as a Foreign Language.
- MMUTO: Mouloud MAMMERI University of Tizi-Ouzou.
- ICTs: Information and Communication Technology.
- SLT: Social Learning Theory.
- SLCT: Social Learning Cognitive Theory.
- SCT: Social Cognitive Theory.
- M1: Master One.
- Q: Questions.
- H: Hypothesis.
- QCA : Qualitative Content Analysis.

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GENERAL INTRODUCTION

▪ Statement of the Problem

With the evolution of the Information and Communication Technology (ICTs), and the advent of Internet, the area of education has completely changed. These new technologies have influenced the way in which learners acquire, process and learn new information. The traditional way of gathering information becomes less relevant and the import and now is mostly given to the digital world. Nowadays, current techniques are used in order to have an effective language teaching and learning such as pictures, sounds, objects and videos.

Among the easiest techniques which help in the process of language teaching and learning are certainly images and videos. Learners today are more likely to use educational videos for learning in the different domains or fields they are provided. In fact, abstract topics that seemed in the previous years difficult to teach and learn are now accessible and understandable for everyone thanks to the different educational video platforms.

Different studies have shown that using videos or video clips allow individuals to have more efficient processing and memory recall. Videos are audio – visual multimedia that allow a large audience to benefit from the information given through them and by receiving knowledge.

One of the well known platforms for video sharing is, certainly, YouTube. The latter with its original style of visual learning, has made education easy and conceptual. In addition, it is used in classrooms because of its potential learning benefits which facilitate the learning process by adding a new feature to the existing system. It is sometimes not easy for students to understand from one teacher or blogger, in this case, YouTube gives the learner a list full of option educators.

Many research shave been made on this area because of the benefit that comes from the educational YouTube channels. This made the learning process much easier and interesting for learners because of the different topics that are available in these channels.

Students do not need to deal with any course provided in their curriculum, whereas the choice is given for them. In addition to that, educational YouTube channels help students in raising their self-confidence and allow them to be more confident about themselves especially inside the classrooms.

Self-confidence is regarded as being an “individuals’ performance expectancies and their self-evaluations of ability and completed performances” (Lenney, 1981: 905) and confidence in ones capacity (Benabou and Tirole, 2002; Stajkovic, 2006). Adding to that, Eccles and Harold's (1991) identified self-confidence as self-concept of abilities. Self-confidence involves two main constructs which are (a) perceived competence and (b) a lack of anxiety (Clement, 1980). Particularly, individuals feel self-confident when they notice that they have the capacity they need in order to complete the task in question successfully. Therefore, anxiety is the opposite of self-confidence. In other words, this means that a lack of anxiety enhances self-confidence of an individual (Clement, 1980; and Hanton et al., 2004). The term self-efficacy is derived from self-confidence. Bandura defines self-efficacy as the one’s ability to perform specific tasks which seem difficult to achieve. Self-efficacy is an important element in everyone’s life. Relying on self-efficacy, an individual can handle difficult situations and become optimistic and less anxious in his life.

Learning English as a foreign language is seen as being a challenge for some students who have doubts in their abilities and strengths and a lack of self-confidence. This prevents them from expressing and having interactions inside classrooms. Furthermore, they may face many difficulties dealing or having conversations and interactions with their classmates as well as their teachers inside the classroom environment. These difficulties are due to some reasons such as, the personal reasons, the linguistic reasons, and the psychological reasons. Self-confidence, however, help the students to have trust in themselves and their abilities.

A deep looking to literature shows that many research have been carried out on the use of YouTube channels as a tool for education. One of these researches is conducted by Shadam, H.H.P; Riyadh, A.R; Ayan, W.S.W (2020) under the title, The Use of YouTube as a Learning Tool in Teaching Listening Skill. Who were interested in investigating on the importance of using YouTube channels in developing the learners' listening skills. The main results of this study indicate that students have a strong stimulation for using YouTube videos in the classroom as they also increase their language skills, especially the listening skill, to which they have a favor through watching different contents presented by native speakers. In addition, YouTube videos give students an opportunity to reach the culture of that language. Moreover, the subject of using YouTube channels in education have been tackled at Mouloud MAMMERI University of Tizi-Ouzou, which was conducted by Boudiaf .H in (2017) entitled "Enhancing student's Development of the Oral Communicative Competence through YouTube's EFL Teaching Videos". The importance was given to the use of YouTube EFL videos for enhancing the communicative competence. However, less interest was given to the use of YouTube channels for enhancing the learner's self-confidence and the ways which help him/her expressing himself/herself with a high confidence and having less anxiety inside the classrooms.

▪ **Aims and significance of the study**

The overall aim of this research is to investigate the influence of the educational YouTube channels in raising Master One (M1) students' learning self-confidence. This research includes three main objectives. The first objective is to explore how the use of educational YouTube channels improve Master One (M1) students' learning process and developing their self-confidence. The second is to determine the attitude of Master One (M1) learners toward the use of YouTube channels. The third one is to examine the role of

educational YouTube channels in increasing Master One (M1) students' learning self-confidence.

This research is worth doing because it sheds light on recent human technological inventions and the most known around the world, which is also a kind of social media named YouTube. It is a platform that people can visit and get knowledge from, especially the students who want to improve their learning. The significance of our research is that it shows the extent to which YouTube channels have in increasing Master One (M1) learning self-confidence and gaining motivation in their studies.

▪ **Research Questions and Hypothesis**

In order to reach the previously mentioned objectives this part attempts to answer the following questions:

- **Q1.** What is the attitude of Master One (M1) students toward the use of educational YouTube video?
- **Q2.** How do YouTube channels enhance Master One (M1) students' learning process?
- **Q3.** Do educational YouTube channels increase Master One (M1) students' learning self-confidence?

In an attempt to answer these research questions, we have advanced four hypothesis which are the following :

- **H1.** Master One (M1) students have a positive attitude toward the use of Educational YouTube Channels since they feel more comfortable and gain more confidence.
- **H2.** YouTube channels enhance students' learning process through watching different contents introduced by different educators freely, so this helps them to understand more easily.
- **H3.** Yes, educational YouTube channels increase Master One (M1) students' learning self-confidence.

▪ **Research Design and Methodology**

This research is investigated by using the mixed-method approach for gathering data this investigation deals with both qualitative and quantitative methods for data collection and data analysis. The data are collected by using questionnaires which were distributed to Master One (M1) students from the five specialties: General Literature, Literature and civilization, Literature and Interdisciplinary Approach, Language and Communication and Didactics of foreign languages at the Department of English at Mouloud MAMMERRI University of Tizi-Ouzou (MMUTO).

▪ **Structure of the Dissertation**

The present dissertation follows the traditional simple model. First, it includes a General Introduction which is followed by four chapters as the body of our investigation. Lastly, our study ends with a General Conclusion. The introduction deals with a background of our topic, the problematic and the reason behind choosing it, as well as the aims and significance of our study. The first chapter is a Review of the Literature which deals with a review of previous works that are related to our topic, especially Bandura's self-efficacy theory which is the focus of our investigation. In addition to that, it defines the main concepts of our study. The second chapter covers the methodological chapter which mentions the participants involved in the study who are Master One (M1) students as well as the methods and the materials used in the data collection and the data analysis tools. The third chapter focuses on the results of our research and the different findings. The fourth chapter emphasizes on the interpretation and the discussion of the findings in relation to the theoretical framework. Finally, our research ends with a General Conclusion which in its turn summarizes all the whole work.

CHAPTER ONE:
REVIEW OF THE LITERATURE

Introduction

The following chapter is the review of literature. It is related to the use of the Information and Communication Technology or what we call the “ICTs” and the use of internet as an indispensable tool in our daily lives. In addition, it introduces one of the most famous platform on the Internet called “YouTube”. This chapter focuses on YouTube as a general social media platform and as an educational platform. This part also deals with an overview of Albert Bandura’s “self-efficacy” theory and by including some previous works in this area. Finally, this part aims at exploring the effect that educational YouTube videos have towards the learning process in general and learners’ self-efficacy in particular.

This chapter starts with an overview of previous works in relation to YouTube channels in general and educational YouTube channels in particular. Some definitions are introduced to clarify the meaning of YouTube channels in a broader way and educational YouTube channels in a specific way. In addition, this chapter provides a clear understanding the self-efficacy theory.

1. Background of Information and Communication Technology (ICTs)

Nowadays, technology and electronic media play an important position in the lives of individuals. We are in the age of development that changes the shape of society in a rapid way with the help of Information and communication technology (ICTs). This became a very important way of communication that is indispensable in humans life. According to Michiels and Van Crowder (2001), ICTs is “a range of electronic technologies which when converged in new configurations are flexible, adaptable, enabling and capable of transforming organizations and redefining social relations” (as cited in Chapman, Slaymaker, 2003: 5). Clearly, this means that ICTs is to use the different telecommunications such as computers, laptops, telephones in the goal of communication by transmitting and receiving information.

2. What is Internet?

Internet with the help of the Information and Communication Technology (ICTs) made peoples' life easier. It is known that Internet is an essential network as the ICTs. It gives people around the world an opportunity to communicate, discuss, and express their opinions and share their knowledge and information with the use of the World Wide Web (WWW) service of Internet. Leiner et al. define Internet as “a World Wide broadcasting capability, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location” (Leiner et al, 1997:102). By way of explanation, Internet has the capacity to create a space to increase interaction and collaboration between people all over the globe no matter the distance between them in an easy and a faster way in a short period.

3. Language Teaching Materials

Language Teaching Materials play a crucial role in language teaching and learning. Teachers play the role of arranging the environment inside the classrooms as they provide the students with information that they need. Teachers in this case should pay attention to the materials they use inside the classroom environment because they play the role of the controller between them and their students. As stated by Tomlinson (1998):

Materials refer to anything that is used by teachers or learners to facilitate the learning of a language. Materials could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs. (Tomlinson, 1998: 2)

In other words, materials are considered as anything that can help the students to improve their language learning. Moreover different materials are used in the classroom environment to help the students learn the language in an easy way. As claimed by Richards and Rodgers (2014) “Materials allow learners to progress at their own rates of learning and use different styles of learning, they also provide opportunities for independent study and use” (Richards and Rodgers, 2014: 3). In summary, language learning can be done by different materials that

are divided into the Traditional Materials that consist on: boards, textbooks, pictures, flash cards, realia posters and the new teaching materials that consist on: videos, audio-player, power point slider, podcasting and projectors.

Traditional Teaching and the Learning Method is where the teacher is the one and the only responsible for giving the information and providing his learners with knowledge inside the classroom environment, the students' are listeners, that is, they are passive learners. According to Scrivener (2005) "traditional teaching [is imagined to work as] 'jug and mug' – the knowledge being poured from one receptacle into an empty one". Clearly, Traditional Teaching and the Learning Materials are based on the Teacher-Centered Approach, whereas, the New Materials of Teaching and Learning can be somehow a challenge for the language learning because it needs a sense of creativity. As claimed by House (2008)

Authentic materials for the classroom have long been promoted as a means by which teachers can link the formal, and to some extent artificial environment of the classroom with the real world in which we hope our students will eventually be using the language they are learning (House, 2008: 56-57)

In other words, new technologies or new materials of teaching and learning have changed the way learner learn a language. It went from the traditional method where the teacher takes the responsibility to provide the learners with information and knowledge, to an environment where the learners can have the opportunity to participate and interact with their teachers inside the classrooms.

4. An Overview of YouTube

The YouTube platform was created on February 14, 2005 by three former PayPal employees. It is a video-sharing platform that allows people to easily upload, share, and view video clips. It allows users to create their own channels through which they can upload, share, comment, rate, explore and post videos. It became the mostly used resource for online videos (Burke and Snyder, 2008).

Nowadays, YouTube is ranked as the third most popular website, with hundreds of millions of users from around the world. As Downes (2008) states that YouTube changed the way people use Internet, it shifted from static to dynamic Internet, and its advantages are the universality of video formats and the wealth of content of the videos. In other words, YouTube has changed the way people share their opinions and knowledge. It shifted from text internet to the audio-visual internet with videos that are uploaded and shared all over the world with a high quality content.

YouTube contains private or beginner videos, as well as advertising excessive high-quality expert videos (Juhasz, 2009). All users have the chance to freely share video on YouTube (Yang, Hsu, & Tan, 2010) that are uploaded under different categories such as entertainment, news, politics, films, animation, gaming, and education. Music, comedy and Entertainment are considered as the most popular videos on YouTube (Cheng, Dale, & Liu, 2008). Burke et al. (2009) state that the classification of the videos as educational is mostly used by government, educational sittings, teachers, and students themselves.

5. YouTube in Education

YouTube has been used in a diversity of teacher-learning contexts (Garcia-Barriocanal, Sicilia, Sanchez-Alonso, and Lytras, 2011; Milliken, Gibson, O'Donnell, & Singer, 2008; Redecker, et al., 2009). It appears that teachers and students make use of it as an educational resource: to present a topic, develop activities in the classroom, produce videos, work with video resources, and also engage their students in learning digital skills (Bonk, 2008; Burke and Snyder, 2008; Snelson and Perkins, 2009). YouTube videos can encourage and engage learners and support the digital knowledge style of the Net Generation or the Internet Generation (Burke & Snyder, 2008). This is taken into consideration to be powerful as videos make use of both hemispheres of the brain: the logical and the creative because of the combination of verbal and visual materials (Burke et al., Berk, 2009; Martinez, 2010).

Review of The Literature

This is regarded effective for beginners and visual learners. That is to say, learners find it easy to learn and get knowledge through audio-visuals rather than any other learning techniques.

Mann (2009) confirmed that the Educational Videos via YouTube are an effective means of communication and easy to use, and they have a considerable educational value. Many educators confirmed that YouTube content manufacturing represents a kind of academic practice that results in and helps developing a deeper understanding of the learning subject (Ibrahim, W.S, 2012). According to Fathallah “an educational video clip is a recorded educational situation that includes real elements, ranging in length between (3-7) minutes, and teaches a specific goal” (2007). In his view, educational videos are made by teachers through using real elements with taking into consideration the time limits to reach a particular goal.

The use of YouTube for academic purposes has a great importance. It allows active, constructive and interactive learning opportunities. Studying via YouTube videos achieve better learning results. It additionally encourages teamwork tasks through sharing YouTube videos among the students of the group, which brings amusing learning and makes learning significant. This means that YouTube helps the learners to work in groups through sharing the videos between the members, which makes the students learn in an environment full of fun and significant learning with the capacity of remembering and keeping the knowledge or the information for a long period of time.

Moreover, several studies highlighted the importance of YouTube and its effectiveness in improving learning process for students. McMullen (2011) confirmed that the role of YouTube in assisting and developing the curriculum, making learning experiences significant, and helps to facilitate learning according to educational techniques supported by way of the use of digital videos. In other words, YouTube videos facilitate and help students in having a better understanding and a meaningful learning process. Procopio (2011) cited the techniques and activities related to the usage of YouTube that offers students opportunities to improve

their skills and courses achievements, additionally help them to interact and acquire them. Additionally, he reported that teaching students the use of YouTube as a learning tool makes them display high enthusiasm and increased interacting and convergence amongst them (Procopio, 2011). Woodard (2011), referred that the use of YouTube in education makes learning more funny and also students enjoy their learning activities. In fact, YouTube facilitates the exchange of information and interaction between the teacher and the students through which they build a strong relationship. Moreover, students become active learners where the teacher becomes the guider and the receiver of information.

Different works showed the capacity to use videos in motivating college students' learning, approximating academic standards, and reducing teachers' teaching loads, especially in learning skills that require repeated motion videos more than once to acquire the skill, Where the student can manage the video according to his/her learning speed and acquisition capabilities, without increasing his/her cognitive loading. YouTube channels inspire the students' learning process and decrease the lecturers' coaching charge, especially whilst acquiring the skills by repeating the video more than once with the proper speed according to the students' way of learning. This means that the students acquire easily new skills and information without a high demand to the cognitive abilities. Berk (2009) has pointed that many video benefits as being an attractive educational tool that attract the attention of the students, containing many multimedia elements (e.g. the combination of sound, image and movement), the possibility of supplying it in the time and place of students' choice, and the opportunity of repeating the skill all over again for an endless number of times permitting students to master the skill.

6. The Use of YouTube in Formal, Informal and Non-formal learning

The YouTube website is used in different contexts. The formal, that is to say, the learning that occurs in an organized and structured context or in formal education or company

training, the informal consists on learning that results from daily life activities related to work, family and leisure. The non-formal learning includes structured learning that do not carry a certificate or diploma in the end.

As Bull states,

Digital video offers an excellent context for understanding the complexities of integrating informal and formal learning and finding ways that the qualities of both formal and informal media learning contexts can be harnessed in school is a challenge that educators should make a priority. (Bull., 2008)

This means that digital videos have changed the context of learning. The learning process can be done in different contexts, and they both provide a better understanding. Both formal and informal contexts should be provided at school and make it its prime concern.

The notion of learning has been frequently wrongly dealt with as a synonym of “education” or “school” (Falk and Dierking, 1992:98). According to Ainsworth and Easton (2010) they stated that “whether learning takes place in a formal setting, such as school, a non-formal setting such as a community or cultural center or an informal setting such as a home, all learning is good, and all learning is valuable” (Ainsworth & Eaton, 2010: 12). They add: “all learning contributes to the individual’s growth, not only cognitively, but also emotionally and socially” (Ainsworth & Eaton, 2010: 12), being “learning cognitive information” understood as the acquisition of facts and concepts, “learning affective information” understood as the acquisition of attitudes, beliefs, and feelings, and “learning psychomotor information” the same as the acquisition of a technical skill or procedure (Falk and Dierking, 1992: 99).

7. The Importance of using YouTube Channels to Enhance the English Four Skills(Listening/ Speaking/ Reading and Writing)

The most important criteria in learning English as a Foreign Language is surely learning the four major skills of this language. It is well known that learning the four English important skills which consist of Listening, Speaking, Reading and Writing is considered very

important in mastering the English language. Nowadays, technology and the use of Internet gave the learners an opportunity to learn these skills. YouTube channels help the learners to enhance their listening, speaking, reading and writing skills. According to Brook (2011), YouTube is a tool that facilitates language learning and teaching. It also boosts confidence and provides authentic materials and it increases the participation of the students. Moreover, Sherman (2003) points out that video is nowadays medium and people spend more time with audio-visual materials than with printed ones.

8. An Overview Of Albert Bandura's Works

The learning process has a great importance in the field of psychology, as psychologists have decided to make it the focus of their experiments. Starting with the behaviorist theory, where its experiments have concluded that human learning is related to response to certain stimuli, and through the process of reinforcement. Later on a new approach came to the field of psychology known as “ Observational Learning” that Albert Bandura called “ The social Learning theory of behavior change” (Bandura, 1977). Then his theory shifted from ‘social learning’ to ‘social cognitive theory’, in order to distance it from the dominant social learning theories and to emphasize the critical role of cognition in people’s capability to reconstruct reality. The social and the cognitive learning theories are connected in order to understand human behavioral change and development, through which Bandura has introduced a new theory called Self-Efficacy.

8.1. Bandura's Social Learning Theory (SLT)

Psychologists have always been fascinated with how human beings learn and the complexities involved in the process. In 1953 the Canadian psychologist Albert Bandura received his doctorate in Clinical Psychology from the University of Iowa. He became a professor of psychology at Stanford University where he has been ever since (Evince, 1989). He opposed previous behaviorists who claim that learning is influenced by external factors

(stimulus-response approach). So, to respond Watson's "Behaviorism" he initiated his "Social Learning Theory" (Bandura, 1960).

The social learning theory does not perceive the enhancement of learning process through person's behavioral change. Rather, people learn through their observation of other individuals which Bandura calls "Observational Learning". The latter is resulted in his experiment called "The Bobo Doll" conducted on four years old children who were placed in two rooms. The first room the children were given toys and a Bobo Doll who were joined with an adult playing with different toys. However, the second room where the children were given toys and a Bobo Doll, instead the adult was aggressive towards the doll. As a result, the children who witnessed the aggressive act also behave similarly toward the doll as the adult did (Bandura, 1965).

Bandura has shown that children can imitate others, but the imitations vary depending on their attention, interest, retention, reproduction, and their motivation towards the performed behavior which he called the Vicarious Learning. Bandura argues that direct reinforcement could not account for all types of learning; that is why he added a social element, stating that people can learn new information and new behaviors by watching other people. Social Learning Theory predicates that people learn from others by observing, imitating and modeling others.

8.2. Social Learning Cognitive Theory (SLCT)

The social cognitive theory describes behavior a product of human learning. Personality changes occur according to the environment (reinforces and punishments). So, if you change the environment then we change our personality. Bandura (1960) states that learning is attained by observing others without reward and punishment. However, they learn from their observation of the target behavior, that is to say, relying on their internal factors which are person's thoughts, emotions, cognitions, or motivation. which Bandura (1996)

called “Social Learning Cognitive Theory.” He claims that human cognitive processes such as : goals, sense of efficacy (a belief in one’s ability), attribution (a person belief about what causes his success and failure), self-regulation (person’s ability to plan, monitor, control their inability to concentrate caused by worry), help us to understand personalities. In fact, these personal and environmental factors lead to certain behaviors that monitor whether or not a goal will progress. Moreover, the behavior might result in more motivation for learning. That is to say the behavior is influenced by environmental, personal, and social factors. Bandura emphasizes on the cognitive concept and on the way children and adults operate cognitively on their social experiences and how these cognitions influence their behavior and development (Bandura, 1999). He argues that people learn both behaviors and cognitive strategies by observing others’ behaviors and these acquisitions can be acquired without being directly modeled (Green and Peil, 2009).

8.3.Social cognitive learning theory and self-efficacy

Social cognitive theory defines learning as a change in individuals’ knowledge. It is influenced by three factors which continue to influence one another, including the people and their environment and their behavior. People understand events around them through external and internal factors. From these cognitive processes, we have goals, self-regulation, attribution, motivation, and self-efficacy. Self-efficacy theory, is a one of the social cognitive factors which explains human behavior and its consequences (Bandura,1986c, 1995 , 1998, 2004, 2006b). Moreover, self-efficacy beliefs employ their multiple effects through environmental, personal (cognitive), and social factors .In addition to that, it affects whether individuals think in a positive or a negative way. In fact, the cognitive factors play a major role in the self-regulation of motivation through setting goals, liking challenges, and outcome expectations (Mark and Campbell, 2011). Self-efficacy is an essential aspect in social

cognitive learning theory because it is concerned with individuals' beliefs toward their abilities to succeed in specific activities or tasks effectively.

Self-efficacy is the belief in our own ability to succeed in achieving a goal, having the confidence to know we can do whatever we set in our mind by managing how we think, feel, and behave. Bandura presents in his theory a model of four sources of learning experiences or information. It plays a significant role in enhancing efficacy expectancies. In fact, it is considered important as it is part of Bandura's Social cognitive theory. Mark and Campbell, (2011) claim that people with high self-efficacy achieve difficult tasks rather than avoiding them. However, people with less self-efficacy dislike and hesitate to try challenging tasks because of their previous unpleasant experiences. Finally, self-efficacy is a part of social cognitive learning theory which plays an essential role in studying the human behavioral change. Furthermore, self-efficacy theory asserts that learning and behavioral change develop depending on how many previous experiences individuals have and how they perceive them instead only responding to stimuli. However, individuals expect the consequences of their behavior, and how they influence their life choices and motivation. In fact, people use their thoughts in constructing new knowledge and new behavior. They attain desired goals and adapt to new environments by the beliefs in their efficacy to do so.

9. An Overview of Bandura's Self-Efficacy Theory

Self-efficacy is a cognitive factor which is related to one's belief towards his ability to accomplish certain actions or activities successfully. In 1977, Albert Bandura, the previous president of the American psychology association, introduced his "self-efficacy" theory as one of the most influential cognitive theories. Self-efficacy plays an important role to study human behavior change and how it is affected by environmental, cognitive and sensitive factors. Bandura,(1982) claims that self-efficacy is the belief in individual's capability to perform a specific task. Individuals with a high sense of self-efficacy have effective strategies

Review of The Literature

and planning to complete a task. In academic settings, students who have self-efficacy understand easily their lessons. Moreover, students will be able to resolve their problems (Zimmerman, et.al, 1992).Recent researches indicate that efforts, persistence are one of the most features of students' self-efficacy (Zajacova, Lunch &Espenshade, 2005)

Academic self-efficacy refers specifically to students' confidence to believe in his/her ability to perform specific academic task. So, it influences learning, motivation and achievements. Academic performances are achieved through students' beliefs in their abilities and how many successful experienced they have attained. Students who are successful and confident know the decisions to make in their studies and lives. Bandura (1997) claims that it is the beliefs of personal efficacy constructed from previous experiences that shape academic performance and career choices not chasing the experiences or skills . People's belief about their ability always know the right choices to make in their lives. In the academic setting, the performance of children with high self-efficacy differ in comparison to other classmates, even if they have the same level of cognitive skills.

Self-efficacy is a belief in one's capability to manage a given task effectively. It reveals us that students get involved in things that they believe they can achieve. However, learners with strong efficacy can attain difficult tasks confidently, even if they are not achievable for them. In fact, they consider difficulties as a challenge for them to work harder, until they get resolved. Students with high self-efficacy perform tasks that help them in improving their skills and abilities, and they make efforts and preserve longer at challenging tasks in many academic domains when they have the necessary skills (Pintrich and Schunk , 2002; Schunk, 1991). So, students with a sense of self-efficacy, are successful in their studies because they like challenging situations and set their goals. They are not afraid toward their experience of failure instead they perceive it as it as a motivating factor to double their efforts

to reach success. Onwuegbuzie (2003) states that an important indication of students' levels of self- efficacy is found in their expectations of their performances (p.1023).

Onwuegbuzie summarizes Bandura's theory as follows.

Simply put, self-efficacy theory predicts that an individual's belief system influences behavior choices, efforts invested, persistence, and task success. According to this conceptualization, people tend to engage in activities that they believe they can undertake, control their efforts, preserve their performance until this level of performance is accomplished , and then evaluate their performance according to previous expectations (Onwuegbuzie,2003:1022-1023).

In other words, people who have self-efficacy are capable of handling difficult tasks, and try hard to work on them until they get finished. Because they believe in their efficacy, whose they can measure the level of their success in relation to their previous experiences.

9.1.The Importance of Self-Efficacy

Self-efficacy influences many aspects of human life, especially, education. Students cannot learn or make a progress in their studies without believing in themselves to do so. Because efficacious learners are motivated and set goals to themselves,and overcome stressful or difficult tasks by thinking positively. The learners enjoy their classes andthey are always active by taking part in the learning process, especially, performance because they do not doubt in their capabilities. In fact, students with high self-efficacy make the right choices in their future life, and have a successful professional life. (Bandura, 1997) states that self-efficacy makes a difference in the way people feel, think and act. Many studies have proved that self-efficacy or optimism (self-confidence) can give a positive impact in many aspects such as students' academic achievement (Bresslere, Bressler, &Bressler, 2010 et al.). High self-efficacy will cause students to always have good behavior and will not show any problematic personality. According to Heidari, Izadi, and Ahmadian (2012), students with high level of self-efficacy have a positive attitude toward their vocabulary learning and memorizing compared to students with low self-efficacy. These findings demonstrate the

importance of increasing self-confidence of the students to ensure the improvement of both their learning and achievements. Finally, the students who completely doubt in their abilities, they will get unpleasant grades and will never improve their learning skills.

A previous study have shown that there is a positive connection between homework assignments given by teachers with self-confidence and the sense of responsibility in students. The study indicated that the assignments and self-learning skills or self-regulated learning can help students' performance, while helping them to improve time management and learning environment successfully as well as keep one's focus on learning. This in turn can help students to improve their efforts in realizing the learning system. As a result, they will get better quality and excellent academic achievements. For instance, EFL learners learn the four important skills (Reading, Writing, Listening, and Speaking) in learning a foreign language; they use some new techniques outside classrooms such as educational YouTube channels and this to achieve their desired goal (Bembenutty, 2011). That is to say, teachers or educators must increase the sense of self-efficacy in their learners because it is mandatory and essential to ensure students' success and satisfaction. As it plays a major role not only in their academic achievements, but also how to engage in the face of life stressors.

9.2.Sources of Self-efficacy

In order to have a strong sense of self-efficacy, one must fulfill Bandura's four sources of information. The following sources are presumed to differ in their power to influence self-efficacy expectancies: performance or enactment experiences, vicarious experiences, verbal persuasion or (social persuasion), and emotional or physiological arousal (Bandura, 1977, 1986a).

9.2.1. Performance Experiences (Mastery experiences)

Performance experiences are related to success or failures that individuals experience in their lives (Bandura, 1977). People who succeed in specific tasks have a sense

of self-efficacy; whereas, people who fail do not. A person who once tried to quit smoking for a day but failed probably will doubt his or her ability to quit for a day in the future. On the other hand, a person who is able to go a full day without smoking may hold strong self-efficacy expectancies of rejecting it for another day.

9.2.2. Vicarious Experiences

Observational learning, modeling, and imitation influences self-efficacy expectancy when a person observes the behavior of others, see what they are able to do, take into consideration the consequences of their behavior, and then use this information to form expectancies about his/her behavior. The effects of vicarious experiences depend on such factors as the observer's perception of the similarity between him- or herself and the model, the number and variety of models, the perceived power of the models, and the similarity between the problems faced by the observer and the model (Bandura, 1986a; Schunk, 1986). Vicarious experiences generally have weak effects on self-efficacy expectancy in comparison to personal experiences (Bandura, Adams, & Beyer, 1977).

9.2.3. Verbal Persuasion

It refers to the encouragements and support we get from our teachers, parents, friends to succeed in a given activity, studies or domain. Verbal persuasion (or social persuasion) is argued to have a weak influence in increasing one's self-efficacy expectancy than have performance and vicarious experiences. Because the source or the modeled person must be an expert, trustworthy, and attractive, as suggested by decades of research on verbal persuasion and attitude change (see, Claiborn, Cacioppo, & Petty this volume). Experimental studies have shown that verbal persuasion is a moderately effective means for changing both self-efficacy expectancies and outcome expectancies (Maddux & Rogers, 1983; Maddux et al.:1986).

9.2.4. Emotional Arousal

The feeling of relaxation toward stressful situations, and how an individual manages his/her stress level in performing difficult tasks increases the sense of self-efficacy. Bandura (1997: 199) argues that because people are able to control their own actions, and since interpretation should be considered a form of behavior, it follows that how represent their conduct is subject to the workings of their mind:“behavioral control not only allows one to manage the aversive aspects of an environment. It also affects how the environment is likely to be perceived. Potentially stressful situations that can be controlled and are constructed as less threatening, and such cognitive appraisals further reduce anticipatory emotional arousal”.

Conclusion

To conclude, this chapter reviewed the important aspects that our research study is based on, by reviewing previous works in relation to YouTube channels and more precisely educational YouTube channels. Furthermore, the role of these educational YouTube channels in improving learners’ motivation and skills. Moreover, this part also reviewed Albert Bandura’s self-efficacy theory which is the aim of our study. Finally, this chapter gave definitions of important concepts and explained the importance of using educational YouTube channels in the learning process, and how they increase Master One (M1) students’ learning self-confidence.

CHAPTER TWO:
RESEARCH DESIGN

Introduction

This chapter is devoted to the methodology and the research design used in the present research. This section describes the research techniques used to investigate students' attitude toward the effect of using educational YouTube channels in increasing their learning self-confidence. Indeed, it describes the procedures of data collection which is the questionnaire that is administered to the Master One students in the department of English. Our research is limited only to the questionnaire because of the pandemic crisis, through which the research is based on a case study. This chapter also focuses on the methods of analysis which are based on both qualitative and quantitative data.

1. Research Method

In order to make a deep investigation to our study, we have used a mixed method research through which we collect the appropriate data for our study. As a method, it aims at combining both quantitative and qualitative paradigms to provide a better understanding of research issues than their approach alone. Dornyei (2007:163) defines the mixed methods research as follows: "A mixed method study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process". The main reason of choosing the mixed method approach for our investigation is to get a better understanding of the chosen topic.

2. Setting of the study

2.1. Setting and participants

The inquiry is conducted in a real setting, which is the Department of English at Mouloud MAMMERRI University of Tizi-Ouzou during the academic year 2020-2021. The target population of the study consists of a representative sample of seventy (70) Master One students from five specialties (Comparative Literature, Literature and Civilization, Literature

and Interdisciplinary Approach, Language and Communication and Didactics of Foreign Languages and). These students are, of course, randomly selected.

2.2. The Sample

The sample of our study is a random sampling. A sample is a technique used in order to collect the data, and it consists on choosing a group of people randomly. According to Biggam (2011:132) defines the concept of random sampling as follows, “Random sampling is where you select, entirely at random, a sample of population”

That is to say, a sample is a selection of some members from a group, which will be the focus of our research. For instance, we have three hundred Master One (M1) students from the five specialties, and we have selected seventy (70) participants as a sample to our research. That is to say, each student of Master One from the five specialties has been selected up-hazardly.

3. Procedures of Data Collection

In order to collect the appropriate data to answer the research questions of the study asked in the General Introduction, our study is based only on a questionnaire due to the pandemic crisis. The questionnaire is administered to Master One (M1) students, taking into consideration the five specialties. The students are requested to answer twenty-four (24) questions in which they are expected to provide their opinions and experiences with the use of educational YouTube channels as a learning tool in developing their learning self-efficacy. Then, the data gathered from the students are going to be analyzed. The mixed method approach is considered as being the most appropriate one for this study.

3.1. Questionnaire

A questionnaire is a list of questions designed for a particular group of people in order to get answers or opinions. Brown (2001) defines a questionnaire as “any written tool that contains a series of questions and statements which the respondents answer either by using their own words or choosing answers from those they are provided with”.

In this research a questionnaire is designed for the Master One students of the department of English to get freely their opinions and their points of view. The questionnaire contains the important information about the students' background, level, attitudes, and opinions in relation to the theoretical part of the research. Dornyei (2003) added to say that a "questionnaire has become one of the most popular research instruments applied in the social sciences." In fact, questionnaires are considered to be the easiest tool of gathering data. In addition, Dornyei (2003) stated that "The main attraction of questionnaires is their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources". This means that questionnaires do not require much effort, time, and money when gathering the data.

The questionnaire is designed for students of the five different specialties of Master One (M1) to cite: Comparative Literature, Literature and civilization, Literature and Interdisciplinary Approach, Language and Communication and Didactics of the Foreign Languages students of the Department of English at Mouloud MAMMERRI University of Tizi-Ouzou.

The questionnaire is used to collect data on "The role of YouTube Channels in enhancing the Master One students' learning self-confidence". The questionnaire contains twenty-four(24) questions divided into open-ended questions where the students are required to answer the questions in a free way, providing their own opinions and using their own words; and close-ended questions which require the students to answer the questions with the given statements under the questions, most of them are "Yes, / No" questions. In addition, the questionnaire was divided into three parts. The first part is about the background information of the participants. The second one is investigating the learners' use of YouTube Channels and, thirdly, the way YouTube Channels work in enhancing students' learning self-confidence.

Both qualitative and quantitative data are used for this research. Qualitative data are collected through open-ended questions, where the student was given an opportunity to express his/her opinion freely using their own words and personal points of view. Moreover, quantitative data were collected through close-ended questions, through which the student is given a list of already written choices, all that the students is asked to do is to select only the answer which is more appropriate for him/her and closer to his/ her opinion.

4. Procedures of Data Analysis

This part represents the procedures of the data analysis of the data collection which are:

4.1. Quantitative Analysis

Quantitative data is the collection of data through closed-ended questions using numerical data to explore the student's use of YouTube channels and their enhancement on their learning self-confidence. The data are calculated with the help of The Rule of Three and Microsoft Office Excel.

4.2. Qualitative Analysis

Qualitative analysis is used to analyze the open-ended questions. It is defined as “a research method for subjective interpretation of the content of the text data through systemic classification process of coding and identifying themes or patterns”(Hsein& Shannon 2005:2). That is to say, content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data.

Conclusion

This chapter has presented the research design of our work. It consists of a printed questionnaire which was distributed to Master One students of the department of English at University Mouloud MAMMERI of Tizi-Ouzou, along with an online questionnaire which was shared online to the rest of the students. In order to analyze the data, we focused on both

the quantitative and the qualitative data analysis. Finally, the Rule of Three and Microsoft Excel Office were used in order to analyze the quantitative data analysis.

CHAPTER THREE:
PRESENTATION OF THE
FINDINGS

Introduction

This chapter presents the results gathered after analyzing the seventy (70) questionnaires distributed on the EFL students of Master One (M1) at the department of English at Mouloud MAMMERI University. The questionnaire is divided into three sections and is specifically designed to the five (5) Master One (M1) specialties: Comparative Literature, Literature and Civilization, Literature and Interdisciplinary Approach, Language and Communication and Didactics of Foreign Languages. This chapter aims at investigating the role of YouTube channels in enhancing the Master One (M1) students' learning self-confidence. Accordingly, different materials are used in order to obtain variable results. The results are provided in percentages and displayed in different diagrams, tables and pie charts. This will later on facilitate the discussion of the results.

1. Presentation of the Results of the student's questionnaire

Section 1: Background Information about the Participants

▪ Q1: Your M1 Specialty

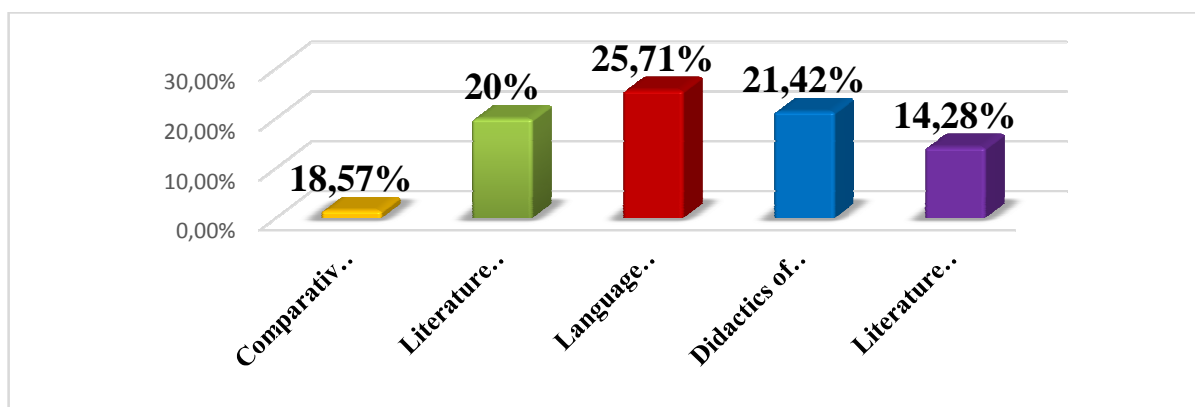


Diagram 01: Master One (M1) Specialty

Diagram1 summarizes the number of the students who participated. It is apparent that the majority of the participants are from Language and communication specialty. In fact, eighteen (18) of the participants representing (25.71%) of the total are from this branch. Fifteen (15) of them representing (21.42%) are students of the Didactics of foreign

Languages. Fourteen (14) students who represent (20%) of the total, are from Comparative Literature specialty. Thirteen (13) of them representing (18.57%) of the total are Comparative Literature students. The number of students who are from the branch of Literature and Interdisciplinary approach are ten (10) and they represent (14.28%) of the total.

Section 2: YouTube Channels

- **Q2: What is the website you use more for watching videos?**

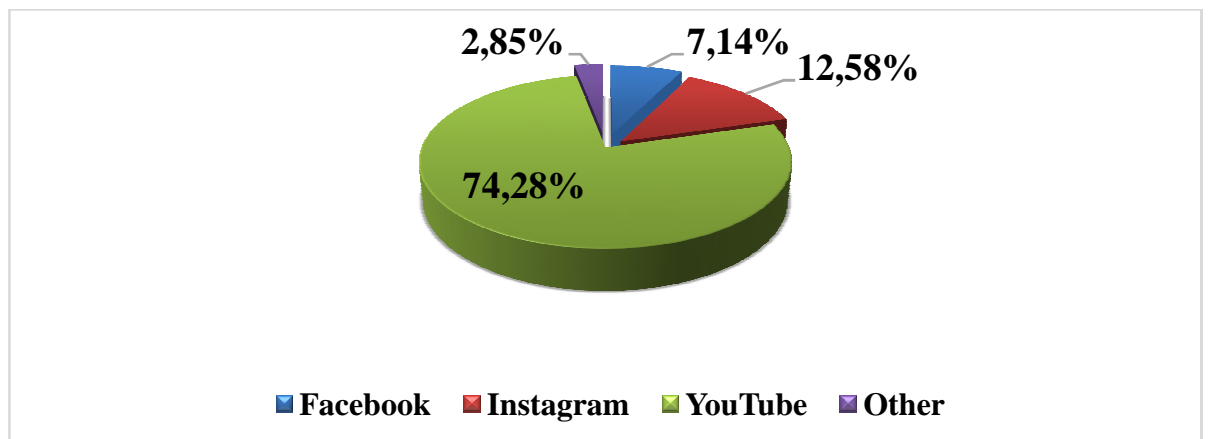


Diagram 02: Mostly Used Websites.

As it appears in the diagram above, fifty-two (52) students representing (74.28 %) of the total claim that they use the “YouTube” platform, while nine (9) of them represent (12.85%) they have chosen “Instagram”. Five (5) of the participants representing (7.14%) of the total number of the participants, state that they use “Facebook” as the platform in which they watch videos. Only two (2) of the students who represent (2.85 %) chose other platforms to watch videos.

▪ **Q3: How often do you watch YouTube Channels at home?**

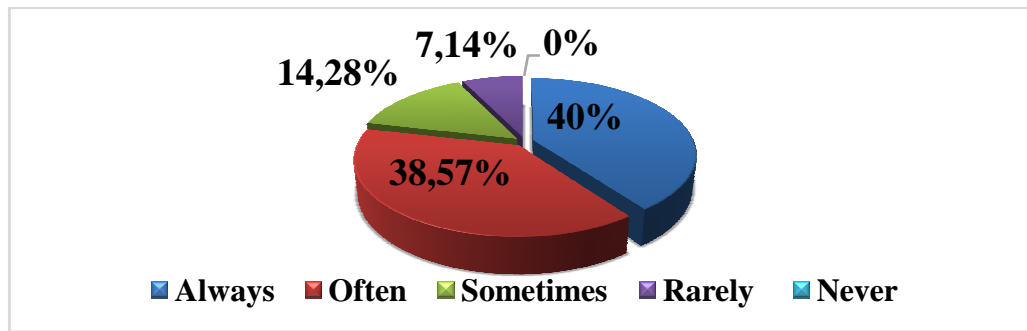


Diagram 03: Students’ Use of YouTube.

In diagram 3, it is apparent that most of the students, that is to say, twenty-eight (28) of them representing (40%) of the total number of the participants claim that they “always” use YouTube channels at home. Twenty-seven (27) out of them representing (38.57 %) declared that they “often” use YouTube channels at home. It is also apparent that ten (10) of the participants who represent (14.28 %) of the total answered “sometimes”. Only five (5) of the participants claimed that they “rarely” use YouTube channels at home, they represent (7.14%) of the total. None of the students stated that they “never” use this platform at home

▪ **Q4: What do you think YouTube channels are mostly used for?**

The answer	Response	Percentage %
Educational purposes	16	22.85%
Communication	3	4.28%
Learning and Entertainment	19	27.14%
Commercial Benefits	9	12.85%
Improve skills	8	11.42%
Other	15	21.42%
Total	70	100%

Table 01: Usages of YouTube Channels.

As seen in the table above, the majority of the students, that is, nineteen (19) representing (27.14%) of the total affirm that YouTube channels are used for “Learning and Entertainment”, and sixteen (16) of them representing (22.85%) answered that YouTube

channels are used for “Education Purposes”. Eight (8) of the participants which represents (11.42%) of the total claim that YouTube channels are mostly used for “ Improving skills” and nine (9) of them (12.85%) affirm that they are used for “Commercial Benefits”. Only three (3) students find it that they are used for “Communication”. For fifteen (15) students representing (21.42%) responded that YouTube channels are used for other proposes.

▪ **Q5: How much time do you spend a day watching videos on YouTube?**

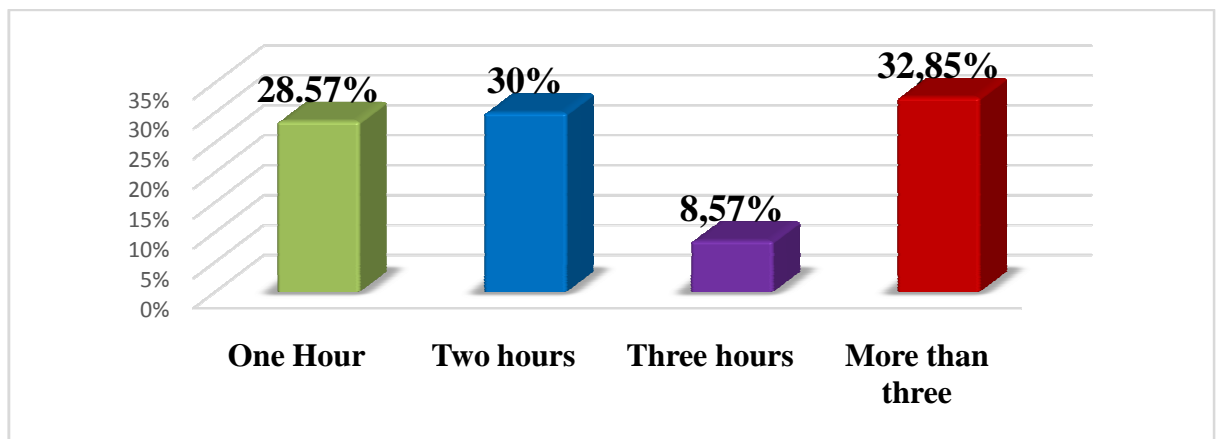


Diagram 04: Time Spent on YouTube

Diagram 4 shows that the number of the students who spend one hour watching videos a day is twenty (20) which represents (28.57%) of the total, while twenty-one (21) of them representing (30%) claimed that they spend two hours watching videos a day. Only Six (6) of the students (8.57%) stated that they spend three hours. Finally, twenty-three (23) of the participants representing (32.85%) declared that they spend more than three hours a day watching videos on the YouTube platform.

- **Q6: What are the channels you find interesting to watch? Cite two of them**

The answer	Response	Percentage %
Educational channels	9	16.07%
Motivational channels	3	5.35%
Improving speaking skills	6	10.71%
Learning English	17	30.35%
Other	21	37.50%
Total	56	100%

Table 02: Most Visited YouTube Channels to Students' Interest

In table 02 we notice that seventeen (17) of the students representing (30.35%) centered their answers on “Learning English”, and nine (9) of them (16.07%) affirm that the “Educational channels” are the most interesting channels to watch. Nevertheless, six (6) of the students representing (10.71%) of the total participants answered “Improving speaking skills” channels and three (3) students who represent (5.35%) of the total number claim that “Motivational Channels” are the most interesting channels to watch. Twenty-one (21) of the participants (37.50%) answered with many other interesting channels.

- **Q7: How important is the use of YouTube for studies purposes?**

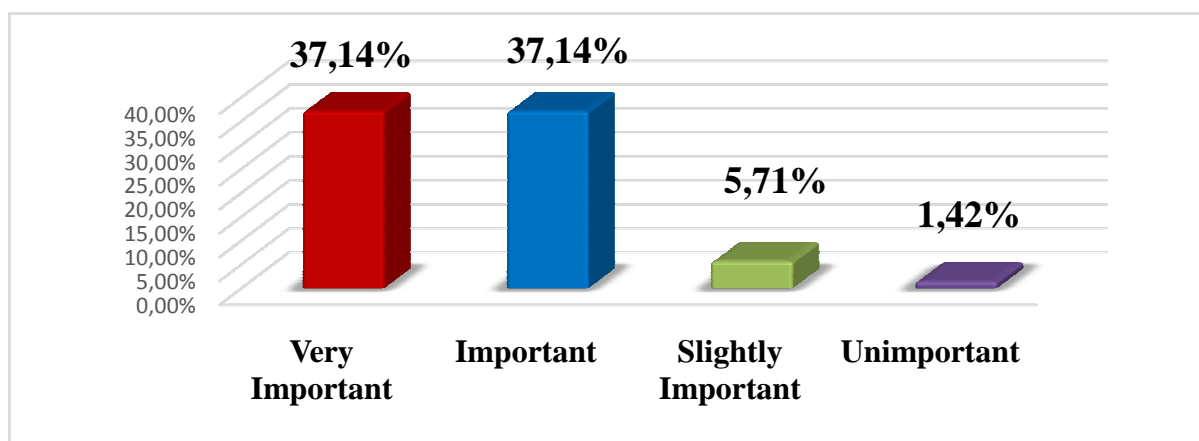


Diagram 05: Importance of YouTube for Studies Purposes.

According to diagram 5, the number of students who stated that YouTube is “very important” for studies purposes is twenty-six (26) which represents (37.14%). We have noticed the same number of students which is twenty-six (26) representing (37.14%) of the

total participants claiming that the use of YouTube for studies purposes is “important”. Four (4) of the participants (5.71%) declared that it is “slightly important” for them to use YouTube for studies. Only one (1) student representing (1.42%) of the total, finds that the use of YouTube for studies purposes is “unimportant”.

Q8: What are the benefits you get from watching educational YouTube channels?

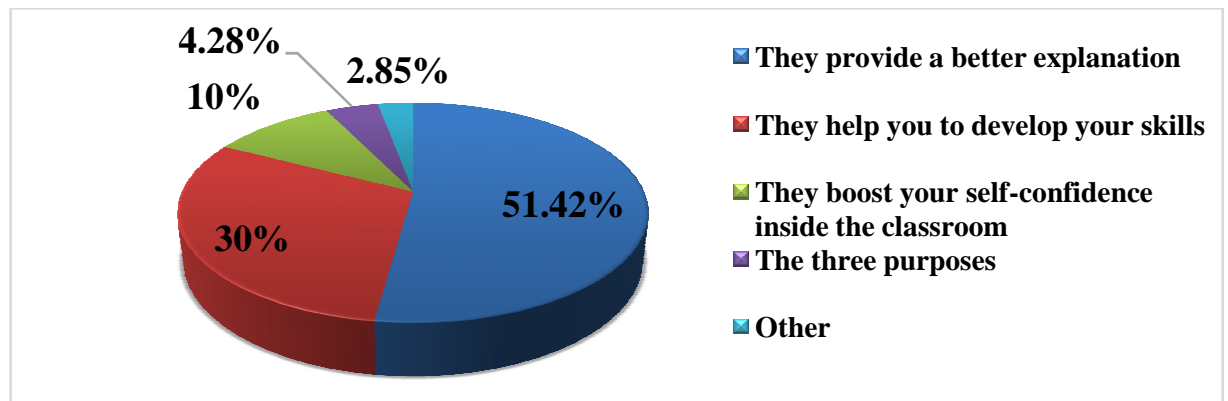


Diagram 06: Benefits from Using YouTube at Home.

As seen in the diagram above, the highest number of the students which is thirty-six (36) representing (51.42%) of the total use YouTube videos because they provide a better explanation to them, while twenty-one (21) of them representing (30%) stated that YouTube videos “help them to develop their skills” and seven (7) of them representing (10%) use YouTube videos in the purpose that “they boost their self-confidence inside the classroom”. Three (3) of the participants (4.28%) use them for the three purposes. Finally, two (2) participants representing (2.85%) of the whole declared that they use YouTube for other purposes.

- **Q9: Do you prefer the traditional methods in your studies or the use of new technologies?**

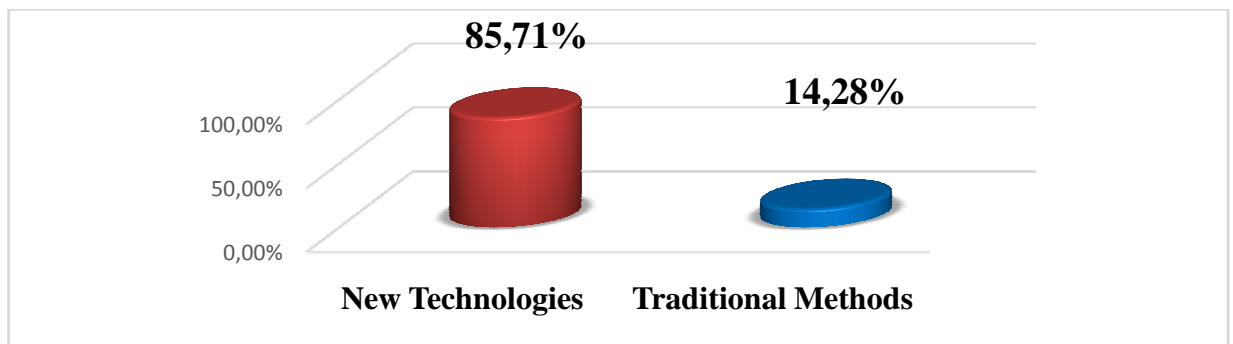


Diagram 07: Traditional Methods or New Technologies Preference

According to the results shown in the above diagram, sixty (60) students representing (85.71%) of the total participants prefer to use the new technologies in their studies, while ten (10) students representing (14.28%) of the total prefer to use the traditional methods in their studies.

- **Q10: Do you prefer being taught by the teacher in your classroom or alone at home by using YouTube channels? Explain**

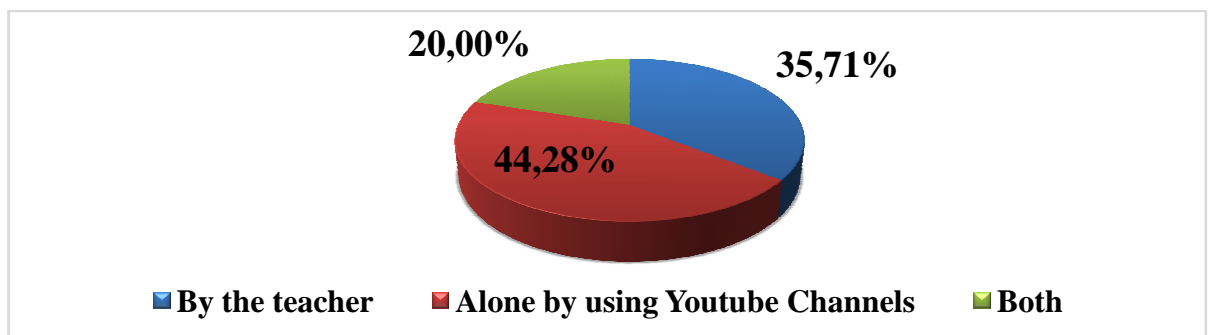


Diagram 08: Way Students Prefer to be Taught

As seen in Diagram 8, it is shown that the majority of the participants, that is, thirty-one (31) of them, representing (44.28%) of the total prefer being taught alone at home by using the YouTube platform. Twenty-five (25) of the students representing (35.71%) of the total participants prefer being taught by their teachers inside the classrooms and fourteen (14)

students representing (20%) responded by “both”, that is, they prefer being taught by their teachers and they also like to learn alone at home using YouTube channels.

A-The students who prefer being taught by teachers

The answers	Participants	Percentage %
They provide better explanations	6	42.85%
They convey knowledge	5	35.71%
Group work and interactions	3	21.42%
Total	14	100%

Table 03: Reasons which Push Students to Prefer Teachers' Guidance.

As it shows in Table 3, six (6) of the participants representing (42.85%) of the total number assume that teachers provide them with a better explanation. Moreover, five (5) of the students representing (35.71%) claimed that teachers give them more knowledge, while the rest of the students representing (21.42%) of the whole centered their answers on the importance of group working and interaction with the teachers

B-The students who prefer being taught alone by using YouTube channels

The answers	Participants	Percentage %
YouTube channels provide more information.	6	31.57%
Autonomous learners.	5	26.31%
They feel more comfortable.	6	31.57%
They understand more when repeating the videos again.	4	10.52%
Total	19	100%

Table 04: Reason Why Students Prefer YouTube Channels.

As indicated above, from the students' answers, six (6) participants representing (31.57%) agreed that YouTube provide them a better explanation of the content, five (5) of them representing (26.31%) showed that they are autonomous learners. Also six (6) participants representing (31.57%) claim that they feel comfortable while studying alone at home by using YouTube channels. Four (4) of the students representing (10.52%) said that they understand better by repeating the videos more than once.

C-The students who prefer being taught by both of them

The answers	Participants	Percentage %
They complete each other	3	50%
It is a better way to understand more	3	50%
Total	6	100%

Table 05: Reason Why Students Prefer Being Taught by both Teachers and YouTube Channels.

The above table shows the reasons which pushed the students to prefer working alone at home with the help of YouTube channels and the ones who like working with their teachers inside the classrooms. As it appears, three (3) of them said that working alone with YouTube channels and the working with teachers complete each other, and three (3) others declared that they find it better for them to understand more.

Section3: The way in which YouTube channels increase Students’ Learning Self-Confidence.

- **Q11: Do you think Educational YouTube Channels help you in being more confident about your answers inside the classroom?**

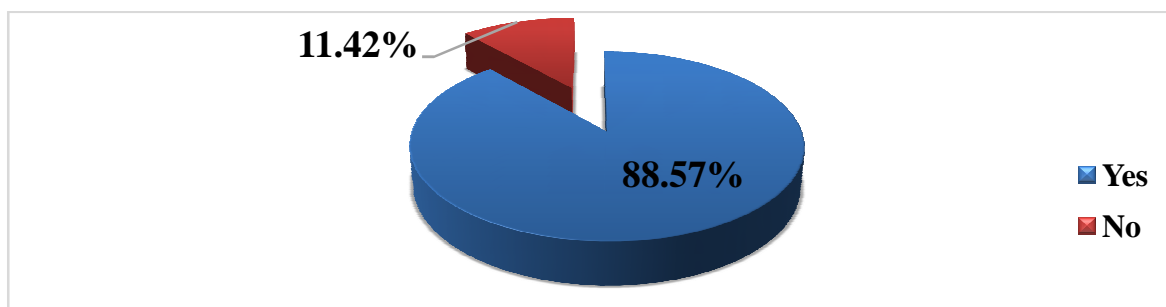


Diagram 09: Students’ Use of Educational YouTube Channels to Enhance the Way of Answering in the Classrooms.

The diagram above mentions that sixty-two (62) participants representing (88.57%) of the total have claimed that educational YouTube Videos help them in being more confident about their answers inside the classrooms, while eight (8) of them representing (11.42%) respond that educational YouTube videos do not help them in being more confident inside the classrooms. Moreover, it is showed that eleven (11) of the males who represent (68.75%) of

the total have responded that they gain self-confidence when they watch YouTube videos while five (5) of them representing (31.75%) said that they do not. In the other hand fifty-one (51), that is to say, (94.44%) of the females agreed that they are more confident in their answers inside the classrooms after using educational YouTube channels, and (5.55%) said that educational YouTube channels do not help them in being more confident about their answers inside classrooms.

- **Q12: Do educational YouTube channels incites you to have conversations with your classmates and the teacher inside the classroom?**

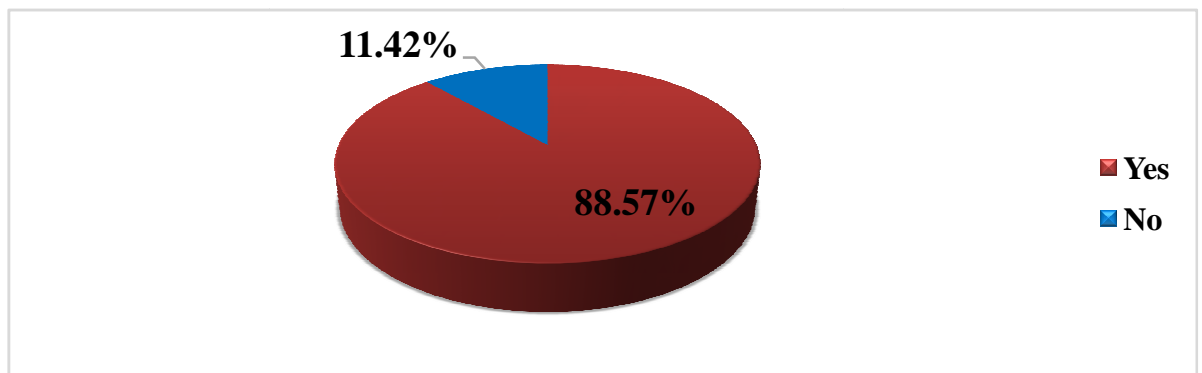


Diagram 10: The Role of Educational YouTube Channels in Improving Conversations Between Classmates and The Teacher in the Classroom.

From the diagram above, we notice that sixty-two (62) of the participants representing (88.57%) of the total number of the participants agreed that YouTube channels push them to have conversations with their classmates and their teacher inside the classroom. However, eight (8) of them representing (11.42%) disagreed.

- **Q13: What are the educational YouTube channels that help you in gaining your self-efficacy and motivation?**

The answer	Participants	Percentage %
Educational channels	41	66.12%
Motivational channels	17	25.75%
Other	8	12.12%
Total	66	100%

Table 06: Students' Favorite Channels in Raising their Self-Efficacy and Motivation

As it appears in Table 6, forty-one (41) of the participants who represent (66.16%) of the total participants confirm that “Educational channels” help them to gain their self-efficacy, while seventeen (17) of them representing (25.75%) responded that watching “Motivational channels” on YouTube help them to gain their self-efficacy. However, eight (8) of the participants representing (12.12%) mentioned some other interesting channels.

▪ **Q14: Do you like challenges in your classroom or do you avoid them?**

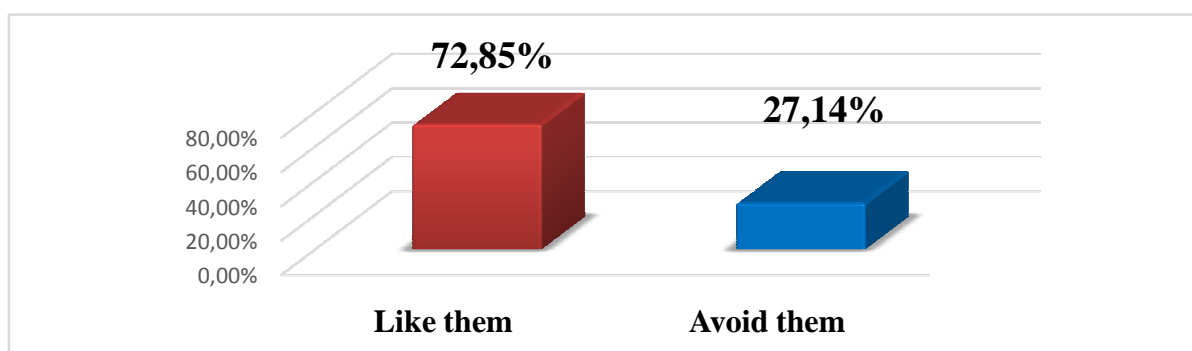


Diagram 11: Liking or Disliking Challenges in the Classroom

As it is apparent in diagram 11, fifty-one (51) students representing (72.85%) have claimed that they like challenges in the classroom, while nineteen(19) students representing (27.14%) avoid challenging task

▪ **Q15: How do you perceive failure in your studies? Explain**

Categories	Participants	Percentage %
Opportunity to work hard	33	50%
Disappointment	10	15.15%
Motivating factor	7	10.60%
Due to outside factors	5	7.75%
Other	11	16.66%
Total	66	100%

Table 07: Students' Perception of Failure

In Table 7, we notice that thirty-three (33) students representing (50%) of the total participants take failure as an “opportunity to work hard”, whereas ten (10) of them representing (15.15%) take it as a “disappointment”. Seven (7) of the participants (10.60%)

responded that they perceive failure as a “motivating factor”. While five (5) of them representing (7.75%) take failure as a result from the lack of some conditions not from the lack of their abilities. In other words, they are confident no matter how the situation is. The rest of the participants representing (16.66%) answered with “other” to express the ways in which they perceive failure. The four (4) last participants preferred not giving an explanation on how they perceive failure.

- **Q16: Is self-confidence an essential aspect in your learning process, especially in your performance?**

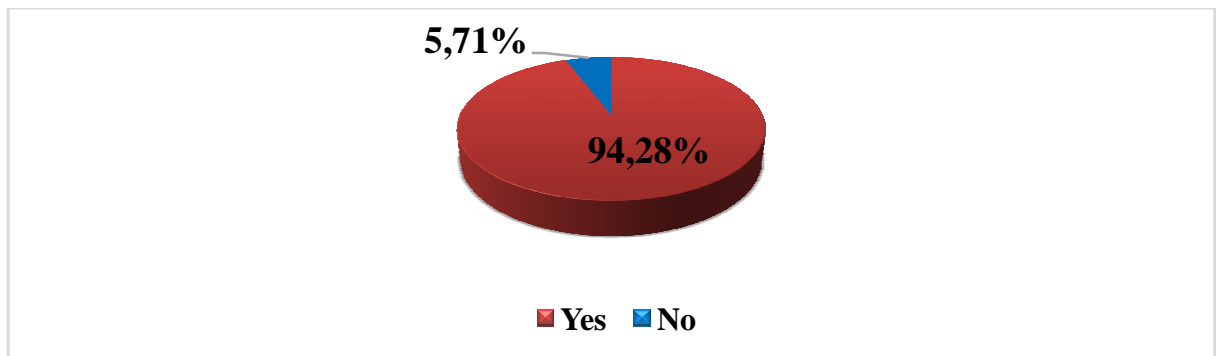


Diagram 12: Importance of Self-Confidence in Learning.

As it appears in the diagram above, we notice that sixty-six (66) students representing (94.28%) of the whole have claimed that self-confidence is an essential aspect in their learning especially in performance. However, four (4) students representing (5.71%) claimed that self-confidence is not important in their learning and performance.

- **Q17: Do you get support and positive feedback from your parents and teachers toward using Educational YouTube channels in your process?**

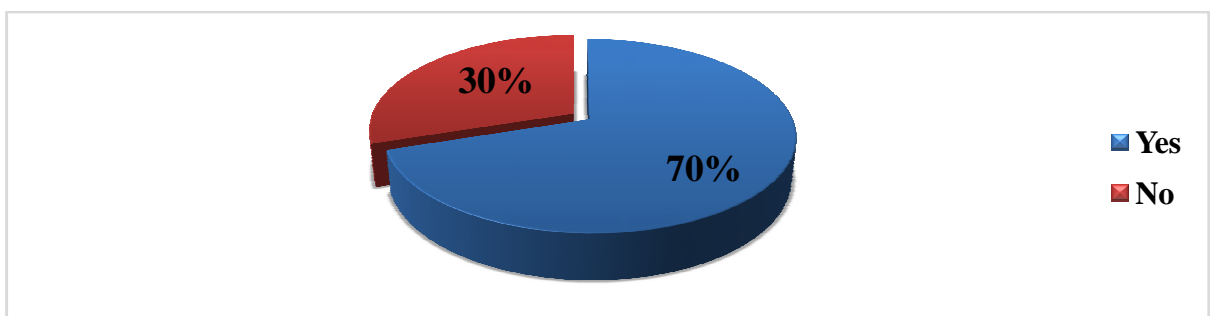


Diagram 13: Positive Feedback toward Using Educational YouTube Channels

According to the results shown in the above diagram, forty-nine (49) students representing (70%) get support from their parents and teachers toward using educational YouTube channels in their learning process, while twenty-one (21) students representing (30%) do not get support from their parents and teachers to use Educational YouTube channels.

- **Q18: What are the advantages and improvements you gained in your learning process (The four skills) that increased your self-confidence through YouTube channels?**

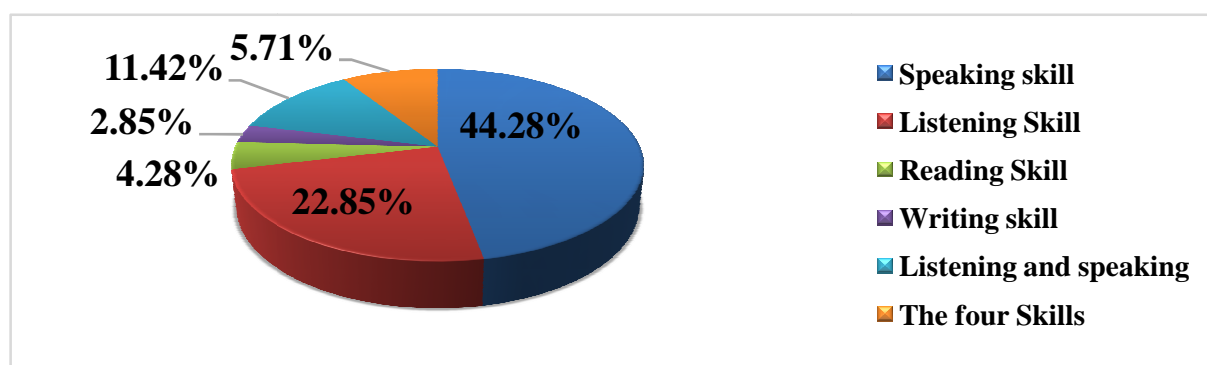


Diagram 14: The Four Skills that Might Increase Students' Self-Confidence In their Learning Process through YouTube Channels.

As it appears in the diagram above, thirty-one (31) students representing (44.28%) of the total number of the participants gain an advantage from YouTube in improving their speaking skill, while sixteen (16) students representing (22.85%) gain advantages in improving their listening skill after watching YouTube. In addition, only three (3) students representing (4.28%) gain advantages in improving their reading skill, and the minority who are only two (2) students representing (2.85%) of the total gain advantages in learning their writing skill that help them improve their learning self-confidence. Moreover, six (6) students representing (8.57%) gain great advantages by learning the four skills while using YouTube channels that increase their learning self-confidence. Only eight (8) students representing (11.42%) gain two skills which are the listening/speaking skills after using YouTube channels

and help them to gain their self-confidence. Lastly, only four (4) students representing (5.71%) gain the four skills that help them improve their learning and self-confidence.

- **Q19: Do you get successful experiences in your exams after using educational YouTube channels?**



Diagram 15: Getting Successful Experiences in Exams after using Educational YouTube Channels

As it is apparent in Diagram15, sixty-four (64)students representing (91.42%) get successful experiences in their exams after using educational YouTube channels, but only six (6) students representing (8.57%) do not get successful experiences in their exams by using YouTube channels.

- **Q20: Do you model students with the same abilities as you who succeeded in their studies after using educational YouTube channels?**

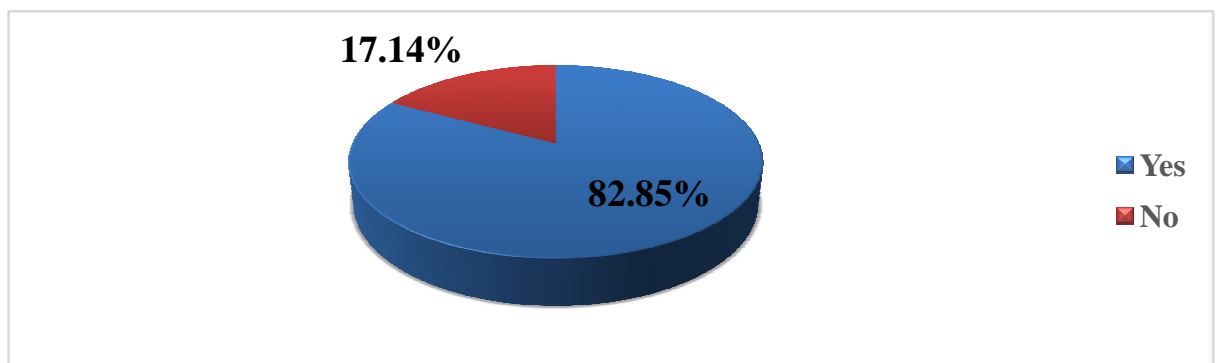


Diagram 16: Students' modeling their Classmates with the Same Abilities who Have Succeeded after Using Educational YouTube Channels

According to the results shown in the above diagram, fifty-eight (58) students representing (82.85%) of the total participants have modeled students of same abilities as

them who have succeeded in their studies after using educational YouTube channels, and only twelve (12) students representing (17.14%) do not model any student of the same abilities as them who have succeeded in their students after using educational YouTube channels.

- **Q21: How important is managing positively your stress level before performing any given task in the classroom?**

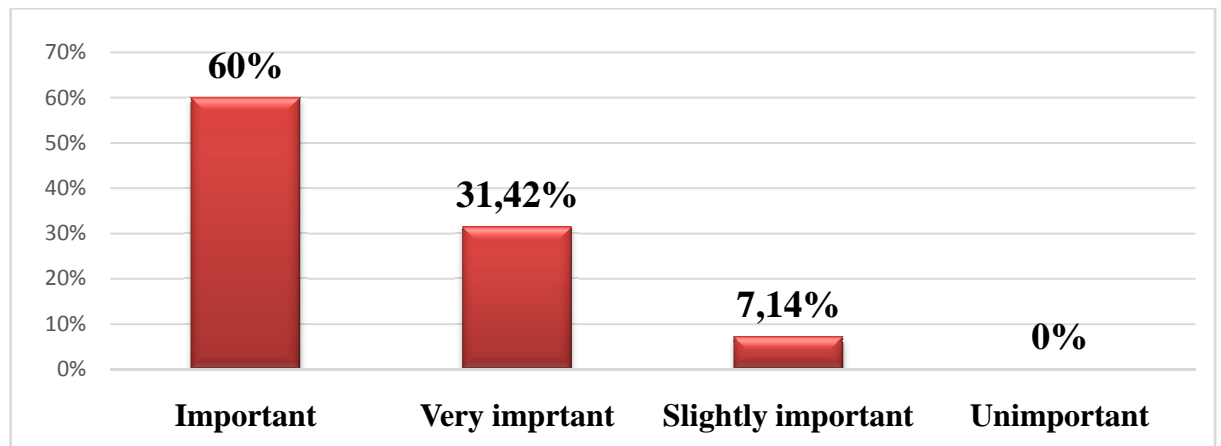


Diagram 17: Students' Management of Stress before Performing a Given Task

As it appears in the diagram above, forty-two (42) students representing (60%) of the total number of participants have claimed that it is “important” to manage their stress level before performing any given task in the classroom, while twenty-two (22) students representing (31.42%) claim that it is “very important”. Only five (5) students representing (7.14%) of the total have claimed that it is “slightly important” to control their stress level before their performance of any given task. Lastly, no one of the participants agree that it is “unimportant” to manage their stress level before performing any given assignment.

- **Q22: Have you ever learned stress management techniques from YouTube channels before exposing your project?**

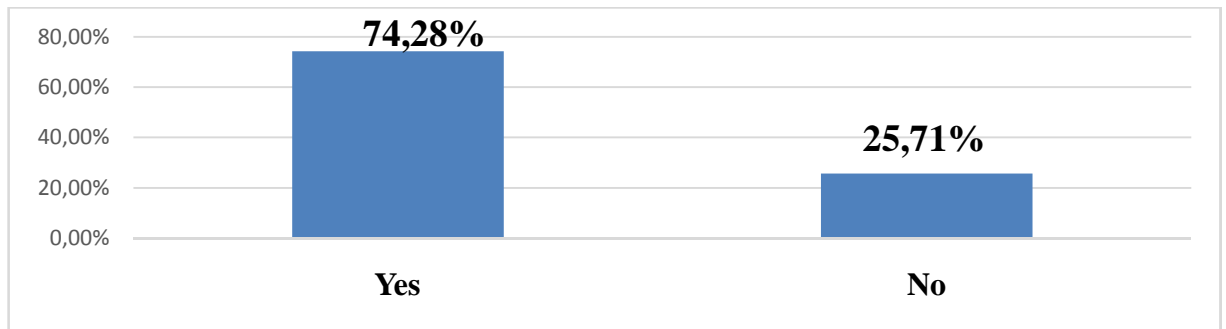


Diagram 18: Learning Stress Management Techniques from YouTube

According to the results shown in the above diagram, fifty-two (52) students representing (74.28%) of the whole have learned stress management techniques in order to decrease their stress level before exposing their project. However, eighteen (18) students representing (25.71%) have not learnt any of these techniques to manage their stress level.

- **Q23: Do Educational YouTube Channels give you new learning strategies and support while preparing your exams?**

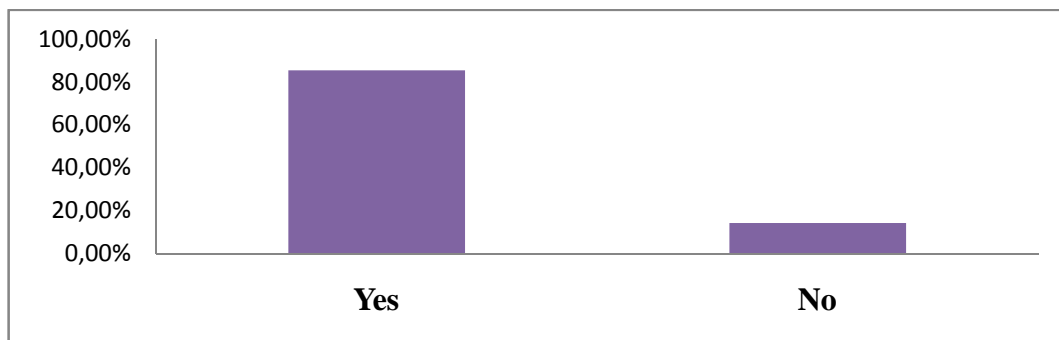


Diagram 19: Getting New Learning Strategies from Educational YouTube Channels before Having Exams

As it is shown in the diagram above, sixty (60) students representing (85.71%) of the total have claimed that Educational YouTube Channels give them new learning strategies and support while preparing for their exams, and ten (10) students representing (14.28%) do not get support from Educational YouTube Channels and give them new learning strategies when they get prepared for their exams.

Conclusion

To sum up, this chapter has presented the results obtained from the research tool which is divided into a printed questionnaire and an online questionnaire. They were conducted with Master One (M1) students from the department of English at Mouloud MAMMERRI University of Tizi-Ouzou. Our results indicate that Master One (M1) students have positive attitude toward the use of Educational YouTube channels. Moreover, the questionnaire showed that YouTube channels enhance Master One (M1) learning self-confidence. These results in fact will be discussed in the following chapter by providing explanation and interpretation.

CHAPTER FOUR:
DISCUSSION OF THE FINDINGS

Introduction

The discussion chapter presents the findings obtained from the students' questionnaire. The results demonstrate that the majority of the Master One (M1) students use YouTube channels. These channels have a positive influence on their studies, motivation, and especially their learning self-confidence. The results gathered from the questionnaire are directly related to the literature review and the "self-efficacy" theory presented in the previous chapter. This part aims at confirming or disconfirming the hypotheses and questions cited in the General Introduction. The results are interpreted in relation to Albert Bandura's "Self-efficacy" theory (1977).

This chapter is divided into three sections. The first section introduces the students' attitudes toward the use of YouTube channels. Moreover, the second section mentions the Master one students' use of YouTube channels for educational purposes. The last section includes the way in which YouTube channels increase and influence the students' learning self-confidence.

1. Students' Attitude Toward the Use of YouTube Channels

In this study one data collection tool is used which is a questionnaire for the purpose of gathering data. From the findings chapter, it is apparent that the majority of Master One (M1) students of the Department of English have access to YouTube channels at home (see Diagram 2). On the one hand, with the arrival of the Information and Communication Technologies or simply ICTs, it allowed people all over the world to share, communicate, and have information. As explained by Michiels and Van Crowder (2001), they say that ICTs is "a range of electronic technologies which when converged in new configurations are flexible, adaptable, enabling and capable of transforming organizations and redefining social relations".

On the other another hand, Internet was created, and made all the world related, with the help of this service. It made people have access to the different platforms that exist. According to Leiner et al., Internet is “a World Wide broadcasting capability, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location” (Leiner et al, 1997:102). In other words, Internet is a medium of sharing information, getting knowledge, allow individuals to interact and communicate despite of the distance between them. In Diagram 2, the findings demonstrate that fifty-two (52) students representing (74.28%) use the platform “YouTube” to watch videos. This is confirmed in the participants’ answers where twenty-eight (28) students, that is to say, (40%) of them confirmed that they “always” use YouTube channel. Furthermore (38.57%) of the participants declared that they “often” use YouTube channels as a platform where they watch videos (Diagram3). It is also shown that students use this platform. This means that, the participants use YouTube platform many hours a day. In actual fact (32.58%) of the total number of students claimed that they spend more than three hours watching videos on YouTube and (30%) use them for two hours (Diagram 3).

Indeed YouTube is known as the most famous platform for viewing videos in this century. Besides, YouTube is ranked as the third most popular website, with hundreds of millions of users from around the world. As Downes (2008) states that YouTube changed the way people use Internet, it shifted from static to dynamic Internet, and its advantages are the universality of video formats and the wealth of content of the videos, or simply YouTube has changed the way people share their opinions and knowledge as they can exchange them in different settings, no matter the distance and the time. It went from text internet to the audio-visual internet with videos that are uploaded and shared all over the world with a high quality of content.

Additionally, the results highlights the different contents that YouTube channels contain (Table 5). Most of the answers were centered on “Educational purposes” where sixteen (16) students representing (22.85%) have agreed on. Nineteen (19) of the answers representing (27.14%) show that YouTube channels are used for “Learning and Entertainment purposes”, (12.85%) use them for the “commercial benefits” and (11.42%) of them use YouTube channels in the purpose of improving their skills. YouTube is considered as a platform which hold different contents, and it is used according to the different peoples’ interest. It is said that YouTube gives the opportunity for the users to freely share videos (Yang, Hsu, & Tan, 2010), and uploading them under different categories such as entertainment, news, politics, films, animation, gaming, and education, and so on. However, the most popular contents are still considered music, entertainment and comedy (Cheng, Dale, & Liu, 2008). Furthermore, this confirms the second hypothesis of this study saying that “YouTube channels enhance students’ learning process through watching different contents with different educators and understanding easily.” Students by watching educational YouTube channels, with different educators or teachers, it will help them to understand a lesson easily and this lead them to improve their learning process.

Other interesting findings are revealed from the data analysis. We have found that the majority of the students prefer the new technologies in their learning process. In fact, (85.71%) of the participants said that they prefer to use the new technologies and (14.28%) said that they like the traditional methods (Diagram 7). The old language teaching materials refer to the materials that teachers use in order to give information or transmit knowledge. In the traditional methods the teacher is the one who plays an important role in teaching a language by using the traditional methods like, the board, textbooks, pictures, flash cards, realia posters, while new materials refer to videos, audio-player, power point slider,

podcasting and projectors. According to Tomlinson (2008): “Materials refer to anything that is used by teachers or learners to facilitate the learning of a language. Materials could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs”. (Tomlinson, 1998: 2). That is to say, a large number of the students prefer use the new technologies in their learning process and the most used material for them is watching videos on YouTube platform as previously mentioned. Because for the majority of the students prefer using new materials or YouTube in particular for having an effective learning process.

Learning in its different ways has a great importance for the learners or anyone who look after knowledge. It is apparent in Diagram 8 that (44.28%) of the participants prefer using YouTube videos for their learning because according to them YouTube provide more information and a better understanding. As Bull states: “Digital video offers an excellent context for understanding the complexities of integrating informal and formal learning and finding ways that the qualities of both formal and informal media learning contexts can be harnessed in school is a challenge that educators should make a priority” (Bull, 2008), this means that digital videos have changed the context of learning. The learning process can be done in different contexts, and they both provide a better understanding. Both formal and informal contexts should be provided at school and make it its prime concern. In addition to that , Ainsworth and Eaton (2010) state that “whether learning takes place in a formal setting, such as school, a non-formal setting such as a community or cultural center or an informal setting such as home, all learning is good, and all learning is valuable” (Ainsworth & Eaton, 2010:12). According to them “all learning contributes to the individual’s growth, not only cognitively, but also emotionally and socially” (ibid). In other words, learning in its different ways, help the individuals to build themselves cognitively and socially. As a conclusion

learning with teachers or alone at home by using YouTube channels help the students to learn better and easily. The later raise their interaction and their self-confidence.

2. Students' Attitudes Toward the Use of Educational YouTube Channels

Using YouTube for learning and education purposes is considered “important” and “very important” to the majority of the participants. In fact, the number of the students who think that using YouTube channels for education purposes is very important which is twenty-six (26) students representing (37.14%) is the same as the number of students who think that YouTube is important for educational purposes (Diagram 4). In fact, YouTube has been used in a variety of teacher-learning contexts (Garcia-Barriocanal, Sicilia, Sanchez-Alonso, and Lytras, 2011; Milliken, Gibson, O'Donnell, & Singer, 2008; Redecker, et al., 2009). Apparently, teachers and students use it as an educational resource: to present a topic, develop activities in the classroom, produce videos, work with video resources, and also engage their students in learning digital skills (Bonk, 2008; Burke & Snyder, 2008; Snelson and Perkins, 2009). Mann (2009) also confirms in his book that “the educational videos through YouTube are effective means of communication and easy to use, so, educational videos have great educational value”. In fact, the use of YouTube in education is considered an essential material and an important device since the majority of people use it in the educational purpose. According to Burke et al. (2009) states that “the categorization of the videos as "education" is mostly used by government, community agencies or teachers and students themselves”.

In addition, YouTube provides learners a better understanding of the lessons. Thirty-six (36) learners representing (51.42%) of the total number use YouTube videos because they provide a better explanation to them (see Table 04) , that is to say, YouTube tutorials provide the students a better understanding of concepts, as they provide them a better way to memorize the lessons. McMullen (2011) added that the role of YouTube in assisting and

developing the curriculum, making learning experiences significant, and helping to facilitate learning according to educational techniques supported by way of the use of digital videos. In other words, YouTube videos facilitate and help students in having a better understanding and a meaningful learning process.

Furthermore, YouTube also works at developing the learners' skills (see Table 1). As the table shows (30%) of the students stated that YouTube videos "help them to develop their skills". This idea is confirmed by Procopio (2011) who cited that the techniques and activities related to the usage of YouTube that offers students with opportunities to improve their skills and courses achievements, additionally help them to interact and acquire them. Additionally he reports that teaching students the use of YouTube as a learning tool makes them display high enthusiasm and increased interacting and convergence amongst them (Procopio, 2011). Additionally (31.57%) of the learners answered that using YouTube channels make them feel more comfortable as they work alone and learn easily. Since YouTube is regarded as an effective tool to learn and get better understanding of topics this makes the learning more interesting. According to Woodard (2011), the use of YouTube in education makes learning more fun and has brought to the well-being and satisfaction of students on learning activities, and the change of idea and information between the students and their teachers. As a result, this confirms the first hypothesis saying that Master One (M1) students have a positive attitude toward the use of Educational YouTube Channels since they feel more comfortable and gain more confidence.

YouTube tutorials are also a means which help the students to have conversations, interactions and build relationships between classmates and teachers (see Diagram 09). All of these help the students to be more confident inside their classrooms as it is confirmed by some students representing (4.28%) who states that YouTube videos boost their self-confidence inside the classroom (Diagram 6). In the diagram, it is shown that (88.57%) of the learners

have confirmed that YouTube channels make them more confident inside the classroom. This idea is confirmed by Brook (2011) saying that YouTube is a tool that facilitates language learning and teaching it also boosts confidence and provides authentic materials and it increases the participation of the students. In other words, using educational YouTube videos push students to be more confident inside the classroom. As a result, this encourages students to interact and build relationships between them and their teachers.

3. Discovering New Learning Strategies before Sitting for Exams from Educational YouTube Channels

The results show that sixty (60) participants representing (85.71%) of the total number have responded that Educational YouTube Channels give them new learning strategies during their preparations, and before passing their exams. Only ten (10) participants representing (14.28%) do not get support from YouTube channels before their examination (see Diagram 19). In fact, the findings confirm the second hypothesis in the General Introduction. That is to say, YouTube channels help students to learn easily by watching different contents and various educators. Many educators confirm that YouTube content production represents a kind of educational practice that leads to and helps developing a deeper understanding of the learning subject (Ibrahim, W. S, (2012). In fact, this quotation confirms the efficacy of using YouTube channels as a learning tool.

4. The Development of Students' Learning Self-Confidence by using Educational YouTube channels

4.1. Students' Encouragement by Educational YouTube Channels to be more Confident while interacting in the Classrooms

The results in the present study show that sixty-two (62) students representing (88.57%) have claimed that Educational YouTube videos help them to be more confident concerning how they interact in the classroom, while, eight (8) students representing (11.42%)

have responded that Educational YouTube channels do not help them to be more confident in their interaction (see Diagram 10). In fact, the results have confirmed the first hypothesis in the General Introduction. In addition to that, a confirmation of the following citation presented in the review of the literature “ Many studies have proved that self-efficacy or optimism (self-confidence) can give a positive impact in many aspects such as students' academic achievement” (Bresslere, Bressler, &Bressler, 2010 et al.) High self-efficacy will cause students to always have good behavior and will not show any problematic personality.

4.2. Students' Favorite Channels which Raise their Motivation and Self-Efficacy

From Table 6, the results indicate that forty-one (41) students representing (66.16%) of the total have responded that “Educational channels” help them to gain their self-efficacy. As nearly the same as the Diagram 12, sixty-two (62) participants representing (88.75%) of the total have claimed that Educational YouTube channels help them to be more confident toward their interaction in the classroom. Moreover, in the diagram 11 seventeen (17) students representing (27.75%) have claimed that “Motivational Channels” help them to improve their self-efficacy.

4.3. Liking or Disliking Challenges in the Classroom

The study shows that fifty-one (51) students representing (72.85%) of the total number have responded that they like challenges in the classroom. Only seventeen (17) students representing (27.14%) have claimed that they avoid challenging tasks while being in the classroom (see diagram 11). The students with high self-efficacy they perform tasks that help them to improve their skills and abilities, and they make efforts and preserve longer at challenging tasks in many academic domains when they have the necessary skills (Pintrich and Schunk , 2002; Schunk, 1991). So, students with a sense of self-efficacy are successful in their studies because they like challenging situations and set their goals

Onwuegbuzie (2003) states that an important manifestation of students' levels of self-efficacy is found in their expectations of their performances. Onwuegbuzie summarizes Bandura's theory as follows, Simply put, self-efficacy theory predicts that an individual's belief system influences behavior choices, efforts invested, persistence, and task success. According to this conceptualization, people tend to engage in activities that they believe they can undertake, control their efforts, preserve their performance until this level of performance is accomplished, and then evaluate their performance according to previous expectations (Onwuegbuzie, 2003: 1022-1023). This citation confirms our research objective, and hypothesis in the General Introduction. That is to say, Master One (M1) students feel themselves confident in their studies because of the use of educational YouTube channels.

4.4. Students' Attitude Toward Failure in their Studies

In Table 7, we notice that thirty-three (33) students representing (50%) of the total number take failure as an opportunity to work hard, whereas ten (10) of them representing (15.15%) take it as a disappointment. Lastly, seven (7) of the participants take it as a motivating factor. That is to say, they do not doubt in their abilities. In fact, five (5) students representing (7.75%) take failure as a result from a lack of certain conditions not from the lack of their abilities. In other words, the findings indicate that most of Master one (M1) students are confident in their studies and are capable to regulate themselves and adapt to the new environment by making a progress. However, the minority of them feel disappointed toward their failure. Recent researches indicate that efforts, persistence are one of the most features of students' self-efficacy (Zajacova, Lunch and Espenshade, 2005). People with a sense of self-efficacy, are successful in their lives because they like challenging situations and set their goals. They are not afraid toward failure instead they perceive it as a motivating factor to double their efforts to reach success. This citation confirms the third hypothesis in the general introduction which states that Educational YouTube channels increase their

learning self-confidence because they perceive failure with optimism and confidence which in its turn help them to make efforts until they reach the desired goal. Since they watch Educational and some of them motivational channels to increase their learning self-confidence. Moreover, the pervious results also confirm that Master One (M1) students increase their learning self-confidence through watching Educational and Motivational YouTube channels (see Table 6).

4.5. The Importance of Learning Self-Confidence

The results in Diagram 12 indicate that, sixty-six (66) of the participants representing (94.28%) of the total have claimed that self-confidence is an important aspect in their learning, especially performance. Four (4) of them representing (5.71%) have responded that it is not important in their studies. In fact, the results confirm the first hypothesis in the General Introduction. Furthermore, the following citation have confirmed also the results. “Self-confidence is defined as the “individuals’ performance expectancies and their self-evaluations of ability and completed performances” (Lenney, 1981: 905).

4.6. Getting Positive Feedback Toward using Educational YouTube Channels

The findings indicate that forty nine participants representing (70%) get support from their parents and teachers toward using Educational YouTube channels, and twenty-one (21) participants representing (30%) do not get support and positive feedback. We notice that the majority of Master One (M1) learners are confident by using the new technology (see diagram 13). The results confirm the third hypothesis in the General Introduction which states that Educational YouTube channels increase students’ learning self-confidence. In addition, the results confirm the verbal persuasion source of information in Albert Bandura’s theory.

4.7. The Four Skills that Might Increase Master One (M1) Students' learning Self-Confidence through YouTube Channels

As it is shown in Diagram 14, thirty-one (31) students representing (44.28%) of the total gain advantages in improving their speaking skill from YouTube channels. However, sixteen (16) participants representing (22.85%) gain advantages in improving their listening skill. Only three(3) of them representing (3.28%) gain advantages in enhancing their reading skill and two (2) participants students representing (2.85%) gain advantages in improving their writing skills which increase their self-confidence. From the results we distinguish that other participants who are six of them representing (8.57%) gain great advantages in improving the four skills not only one of them. Moreover, eight (8) of the participants representing (11.42%) gain two skills “Listening and Speaking. Lastly, four (4) students representing (5.71%) gain the four skills. As it is shown from the findings, we claim that the majority of Master One (M1) students improve their speaking and listening skills more than reading and writing skills, by which, they enhance their learning self-confidence, especially their performance.

According to Heidari, Izadi, and Ahmadian (2012), students with high level of self-efficacy have a positive and significant relationship with the vocabulary learning memorizing compared to students with low self-efficacy. This citation confirms the present results. In fact, most of Master one (M1) participants have claimed that they have improved the speaking skill from YouTube channels which increase their self-confidence learning. As well as, a confirmation of the third hypothesis in the General Introduction. Which claims that, Master One (M1) learners enhance their learning self-confidence by watching Educational YouTube channels.

4.8. Getting Successful Experiences in Students' Exams after using Educational YouTube Channels

From the findings, we notice that sixty-four (64) participants representing (91.42%) of the total get successful experiences in their exams after using Educational YouTube channels, while six (6) students representing (8.57%) have experienced failure in their exams (see diagram 15). As a confirmation to our results, Performance experiences, are related to successes or fails that individuals experience in their lives (Bandura, 1977).

4.9. Students Modeling their Classmates with the Same Abilities who have Succeeded after using Educational YouTube channels

From the results obtained Diagram16, we notice that fifty-eight (58) students representing (82.85%) the total number of the students have claimed that they model their classmates with the same abilities who have succeeded in their studies after using Educational YouTube channels. Instead, twelve (12) participants representing (17.14%) have not modeled anyone of their classmates of the same abilities who have succeeded after using Educational YouTube channels. As we notice from the previous results, sixty-four (64) students representing (91.42%) get successful experiences. While in the present diagram we notice that fifty-eight (58) of them representing (82.85%) of the total have modeled their classmates with the same abilities who have succeeded in their studies after using Educational YouTube channels. In fact, in the previous results only six (6) participants representing (8.57%) do not get successful experiences, while in the present study more than six (6) students have not observed any of their classmates of the same abilities as them succeeded in their studies after using Educational channels. That is to say, Master One (M1) students do not relay on observing their classmates rather by having successful experiences.

From the interpretation of the results, we confirm that “Vicarious experiences” from Bandura’s sources of information have a weak influence on students’ learning self-confidence. The effects of vicarious experiences depend on such factors as the observer’s perception of the similarity between him or herself and the model, the number and variety of models, the perceived power of the models, and the similarity between the problems faced by the observer and the model (Bandura, 1986a; Schunk, 1986). Vicarious experiences generally have weaker effects on self-efficacy expectancy than do direct personal experiences (Bandura, Adams, & Beyer, 1977).

4.10. The Importance of Managing Positively Students’ Stress Level before Tasks Performance

The present results indicate that forty-two (42) students representing (60%) of the total number have claimed that it is important to manage positively their stress level before performing any given task or presentation in the classroom. Twenty-two (22) of them representing (31.42%) have responded that it is very important to control their stress level before performing a specific task, five (5) of them representing (7.14%) have claimed that it is slightly important. Then, no one of the respondents claims that it is unimportant, however, it is slightly important. By interpreting the results, we understand that managing positively the stress level it is not very important for the participants, but still important for the majority of them. As a result, the participants manage their stress level before performing their tasks or presentations inside the classroom (see Diagram 17).

In fact, the results confirm the “Emotional arousal” source of information in Bandura’s theory. Also the citations below confirm the present results, Self-confidence includes two key constructs which are (a) perceived competence and (b) a lack of anxiety” (Clement, 1980). Specifically, individuals feel self-confident when they recognize that they have the needed ability to complete the task in question successfully. Subsequently, anxiety is the antonym of

self-confidence. Thus to reiterate, lack of anxiety enhances the self-confidence of an individual (Clement, 1980; and Hanton et al., 2004). Behavioral control not only allows one to manage the aversive aspects of an environment. It also affects how the environment is likely to be perceived. Potentially stressful situations that can be controlled and are constructed as less threatening, and such cognitive appraisals further reduce anticipatory emotional arousal (Bandura, 1997: 199).

4.11. Learning Stress Management Techniques from YouTube Channels to Decrease Students' Stress Level

The results from this investigation indicate that fifty-two (52) participants representing (74.28%) of the total have learned stress management techniques to decrease their stress level before performing their tasks. Eighteen (18) of the students representing (25.71%) have not learned any of these techniques to manage their stress level in the classroom. From the interpretation of the findings, we notice that the students do not manage their stress level by themselves too much (see Diagram 18). However, in this present findings the majority of the participants have learned stress management techniques from YouTube channels. That is to say, YouTube channels help the students to manage their stress level “Emotional Arousal”, and how to be confident during their performances. In fact these findings support Bandura’s (1997) “Emotional arousal”, the fourth source of information presented in the review of literature chapter.

Conclusion

In general, the results gathered from the students’ questionnaire have been analyzed according to Albert Bandura’s self-efficacy theory (1977). The results confirm the first hypothesis suggested in the General Introduction which says that says “Master One (M1) students feel more comfortable while using Educational YouTube channels and gain more confidence”. As the study confirms the first hypothesis, it confirms the second one which says

that “YouTube channels enhance students’ learning process through watching different content with different educators and understand more easily”, as it confirms the third hypothesis saying that “Educational YouTube Channels increase Master One (M1) students’ learning self-confidence”. The study finally confirms the three hypothesis in the General Introduction. According to the results, the research questions are effectively answered on the importance of Educational YouTube Channels in enhancing the Master One (M1) students’ learning self-confidence.

GENERAL CONCLUSION

This dissertation has investigated the role of YouTube channels, especially educational YouTube channels in enhancing Master One (M1) students' self-confidence. The research was conducted in the Department of English at Mouloud MAMMERRI University of Tizi-Ouzou. It aims at investigating the attitude of Master One (M1) learners' toward the use of YouTube channels, also their effectiveness in the students' learning process. Moreover, this study examines the importance of educational YouTube channels in raising students' learning self-confidence inside the classrooms.

To gather the essential data, one technique is used in this research namely the students' questionnaire. The questionnaire was distributed to seventy (70) Master One (M1) students belonging to the different specialties which are: General Literature, Literature and Civilization, Literature and Interdisciplinary Approach, Language and Communication, Didactics of Foreign Languages and the students of these specialties were selected randomly.

In order to analyse our research data, we have used both qualitative and quantitative approaches. The latter are intended to answer the research questions and hypothesis previously mentioned in the General Introduction. The qualitative data analysis method was used to interpret the open-ended questions and the quantitative data analysis method to interpret the close-ended questions. In addition, the Rule of Three and Microsoft Office Excel were used for the statistical analysis. This dissertation was based on three essential objectives. The first objective is to explore how the use of educational YouTube channels improve the Master One (M1) students' learning process and developing their self-confidence. The second is to determine the attitude of Master One (M1) learners toward the use of Educational YouTube channels. The third one is to examine the role of educational YouTube channels in increasing Master One (M1) learners' self-confidence.

This dissertation has confirmed the research hypotheses mentioned in the General Introduction. The first hypothesis was about the attitude of the students toward the use of educational YouTube Channels, since the majority of them like to study alone by using Educational YouTube ones, they find that studying with YouTube is more comfortable because it provides them with a better understanding of different topics through which they can memorize easily their lessons, and this permits them to get new learning strategies that can boost their learning self-confidence as well. It is confirmed that the role of YouTube in assisting and developing the curriculum, making learning experiences significant, and helps to facilitate learning according to educational techniques supported by way of the use of digital videos. In other words, YouTube videos facilitate and help students to have a better understanding and a meaningful learning process. The results also confirm the second hypothesis in the General Introduction which says that YouTube Channels enhance students' learning process and boost their self-confidence through watching different contents introduced by different educators freely, so this helps them to understand more easily. In fact, according to the results found in the findings chapter, Master One (M1) students use YouTube channels in their daily lives and the majority of them that is to say (32.85%) use this platform more than three hours per day. So, this indicates that the learners use YouTube channels as a tool for their educational purposes, as well as a tool for learning and entertainment, communication, and improving their skills and all of these have great importance in their learning achievement.

Furthermore, the findings confirm the third hypothesis concerning the role of YouTube channels, especially educational channels in raising the students' self-confidence. In Diagram 10, the results make it evident that YouTube channels enhance learners' self-confidence since (88.57%) of the total have agreed that this website develop their self-confidence inside the classroom. Moreover, educational YouTube channels help them to

improve their skills, especially, listening and speaking skills, and due to them; they have increased their performance in the classroom, and make them more confident. In fact, Master One learners like challenging tasks as well as overcome failure. They perceive the latter as a motivating factor to work hard and set further goals. The findings also indicate that Educational YouTube channels help Master One (M1) learners to overcome stress before performing any given task in the classroom. To conclude, the findings confirm Bandura's sources of information from which the overall aims and hypotheses of this investigation were confirmed.

Our study has faced some limitations that should be taken into consideration. In fact, due to Covid-19 crisis we have based only on a questionnaire relying on a case study while it would be preferable to conduct it with an experimental study. For further research, we recommend students dealing with the same topic to investigate the role of teachers to boost first year students' self-efficacy in the classroom.

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QUESTIONNAIRE

Dear students

This questionnaire aims at investigating “The role of YouTube channels in enhancing Master one (M1) Students’ self-confidence in the Department of English at MMUTO”. In order to complete this investigation, you are kindly requested to answer these questions and provide complete sentences when necessary. Your answers will be used only for academic purposes and your participation will be kept anonymous.

Thank you very much for your contribution

SECTION 1: Background Information about the Participants

Q1/ Your M1 specialty:

- Comparative Literature
- Literature and civilization
- Language and Communication
- Didactics of Foreign Languages
- Literature and Interdisciplinary Approach

SECTION 2: YouTube Channels

Q2/ What is the website you use more for watching Videos?

- Facebook
- Instagram
- YouTube
- Other

Q3/ How often do you watch YouTube channels at home?

- Always
- Often

- Sometimes
- Rarely
- Never

Q4/ What do you think are YouTube channels mostly used for?

.....
.....

Q5/ How much time do you spend a day watching videos on YouTube?

- One hour
- Two hours
- Three hours
- More than three
- Specify

Q6/ What are the channels do you find more interesting to watch? Site two of them

.....

Q7/ How important is the use of YouTube for studies purposes?

- Very important
- Important
- Slightly important
- Unimportant

Q8/ What are the benefits you get from watching educational YouTube channels?

- They provide better explanations.
- They help you to develop your skills.
- They boost your self- confidence inside the classroom
- Other

Q9/ Do you prefer the traditional methods in your studies or the use of new technologies?

-Traditional methods

-New technologies

Q10/ Do you prefer being taught by the teacher in your classroom or alone at home by using YouTube channels? Explain

.....
.....

SECTION THREE: YouTube Channels and the Enhancement of Students' Self-Confidence

Q11/ Do you think educational YouTube channels help you in being more confident about your answers inside the classroom?

-Yes

-No

Q12/ Do educational YouTube channels push you to have conversations with your classmates and teachers inside the classrooms?

-Yes

-No

Q13/ What are the educational YouTube channels that help you in gaining your self-efficacy and motivation?

.....
.....

Q14/ Do you like challenges in your classroom or you avoid them?

-You like them

-You avoid them

Q15/ How do you perceive failure in your studies? Explain.

.....
.....

Q16/ Is self-confidence an essential aspect in your learning, especially in your performance?

-Yes

-No

Q17/ Do you get support and positive feedback from your parents and teachers toward using Educational YouTube Channels in your learning process?

-Yes

-No

Q18/ What are the advantages and improvements you gained in your learning process (four skills) that increased your self-confidence?

-Reading

-Writing

- Listening

- Speaking

Q19/ Do you get successful experiences in your exams after using educational YouTube channels?

-Yes

-No

Q20/ Have you noticed other students of same abilities as you succeeded in their studies while using Educational YouTube Channels?

-Yes

-No

Q21/ How important is managing positively your stress level before performing any given task in the classroom?

-Very important

-Important

-Slightly important

-Unimportant

Q22/ Have you ever learned any techniques (physical, emotional) from YouTube channels so that to decrease your stress level before exposing your project?

-Yes, I have.

-No, I have not.

Q23/ Do educational YouTube channels give you new learning strategies and support while preparing your exams?

-Yes

-No