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## Title

*Investigating Teachers' Perceptions and Students' Attitudes towards the Use of  
YouTube for Pedagogical EFL Content Learning: The case of first year MA  
Students of the Department of English at MMUTO*

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*This work is dedicated to*

*My wonderful binomial, Imene.*

*My beloved family, a special feeling of gratitude to my parents Yasmina and Moulay for the countless sacrifices they have made to ensure my success.*

*My supportive brothers Lyes, yacine, and Anis.*

*My irreplaceable sister katia.*

*To my encouraging aunts Djoudjou and Zozo.*

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*My Family for their constant support and encouragement*

*My binomial Kamelia, I am forever grateful for our shared effort and dedication*

*My friends, in honor of our cherished memories*

*To Cataleya whose smile brightened my days throughout this journey*

*In loving memory of my sister Elia and my loved ones, your absence is deeply felt, but your presence in my heart fuels my determination*

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**Abstract**

This study investigated EFL teachers' perceptions and students' attitudes towards the use of YouTube for pedagogical EFL content learning: The case of Master One students in the Department of English at MMUTO. It aimed to investigate teachers' perceptions on learners' use of YouTube as an EFL learning tool. Examine Master One students' attitudes towards the use of YouTube for pedagogical EFL content learning. Determine whether YouTube is an effective tool that fulfils Master One students' learning needs. In order to achieve the aims of this research; Blumler and Katz's (1974) Uses and Gratification Theory was relied on as a theoretical foundation. To collect and analyse the relevant data on this topic, a Mixed-Methods research was employed. Regarding the data collection tools; an online questionnaire was randomly sent to a total of seventy 70 Master One students from the English Department at MMUTO, along with a structured interview with 11 randomly selected teachers of the same department. The data gathered was analysed using the Descriptive Statistical Method for quantitative data and Qualitative Content Analysis for qualitative ones. On the basis of the outcomes of the study, the findings of the interview revealed that most EFL teachers perceive YouTube as a beneficial supplementary tool for pedagogical EFL content learning, Similarly, the students' questionnaire responses demonstrated a positive attitude towards YouTube, considering it effective in supplementing classroom learning, meeting their learning needs, and enhancing their overall learning experience. Overall, both teachers and students perceive YouTube as an effective tool for pedagogical EFL content learning.

**Key terminology:** *Attitudes, Pedagogical EFL content learning, Perception, Uses and Gratification, YouTube.*

## **List of Abbreviations and Acronyms**

**ADS:** Advertisements

**APA:** American Psychological Association

**DIY:** Do-it-yourself

**EDU:** Education

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**MMUTO:** Mouloud Mammeri University of Tizi-Ouzou

**N:** Number

**NET:** Internet

**NP:** No Page

**UGT:** Uses and Gratifications Theory

**Q:** Question

**QCA:** Qualitative Content Analysis

**3D:** Three-dimensions

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***General Introduction***

### Statement of the Problem

Technological advancements in the last century have had a big impact on various areas including education. One major development is E-learning or online learning, which is an educational method that allows students to engage in a virtual learning environment, using different electronic devices like smartphones, computers or tablets, to access pedagogical content, communicate, and track progress (Li, Lau & Dharmendran, 2009). This learning mode has been expanding since the early 1990s with the rise and widespread of the internet including social media.

Social media now has become an integral part of e-learning, providing platforms where students can both learn and connect with others, Raut & Patil (2016) observe, that students often use social sites for study and entertainment purposes. These platforms, through their interactive and open nature, help students improve their academic performance and learning experience (Macna and Ranierie, 2016). Nowadays, with the growing use of social media, it has been noticed that many students are increasingly turning to these platforms for EFL pedagogical content learning. In this context, YouTube stands out as a prominent choice among these platforms, since its role has expanded beyond entertainment. It has become a means of learning among individuals and groups. Students in the English Department of MMUTO, often use it to seek additional resources to better understand topics covered in class for instance, in subjects such as Sociolinguistics, Pragmatics, and African Literature...etc. They pursue additional explanations and perspectives that can make complex topics easier to grasp. In fact, teachers themselves often recommend videos featuring scholars discussing key concepts that enrich students' understanding of the material.

On account of the growing influence of YouTube in education and the necessity for innovative learning tools in today's academic environment, this study aims to explore teachers' perceptions and students' attitudes towards the use of YouTube for EFL pedagogical content learning, by focusing on Master One students in the Department of English at MMUTO, it seeks to examine the role of the platform in enhancing their learning experience and its potential as a supplementary educational tool.

A large number of quality papers regarding the use of YouTube in the EFL context have been published. Among them, a study conducted at the national level by Nadjwa Bengheddab at the University of 08 Mai 1945 Guelma in 2019, aimed to investigate teachers' and students' attitudes towards using YouTube videos to develop EFL learners' speaking skill. The findings have revealed that both teachers and students hold favourable attitudes toward using YouTube videos in the classroom to enhance the speaking skill. They acknowledge their importance in boosting self-confidence, practising language in real-world contexts, and reducing reluctance to speak. The study recommends integrating YouTube videos into EFL classes to improve learners' speaking skill.

Additionally, at the international level, an exploratory study was conducted by Nawal Abbas and Tabarek Ali Qassim at the University of Baghdad in Baghdad, Iraq entitled *"Investigating the effectiveness of YouTube as a learning tool among EFL students at Baghdad university"*. The study has revealed that YouTube is an effective tool for EFL classrooms, enhancing students' attention, creativity, and comprehension while making learning engaging and enjoyable.

Despite the existence of international and national studies on the use of YouTube in EFL education, a notable gap exists in understanding EFL teachers' perceptions and students' attitudes towards the use of YouTube for EFL pedagogical content learning in the Algerian context, particularly, in the Department of English at MMUTO. While the previous studies offer valuable insights, they may not fully address this specific context nor do they delve into the concept of EFL content learning itself, specifically in terms of how students use YouTube to supplement their classroom studies.

### **Aims and Significance of the Study**

The overall aim of this study is to investigate teachers' perceptions and students' attitudes in the Department of English at the University of Mouloud Mammeri Tizi-Ouzou towards the use of YouTube as a pedagogical tool for EFL content learning. The research aims to investigate teachers' perceptions on learners' use of YouTube as an EFL pedagogical learning tool. Examine Master One students' attitudes towards the use of YouTube for EFL pedagogical content learning. Determine whether YouTube is an effective tool that fulfils Master One students learning needs.

This study highlights the platform's potential as a learning tool beyond mere entertainment, as it can be an alternative pedagogical tool that both EFL teachers and students can benefit from. It can enhance teaching methods and curriculum design by understanding the role of YouTube in EFL education, and can help inspire future research in this field.

### **Research Questions and Hypotheses**

The current study attempts to answer the following questions:

**Q1.** What are EFL teachers' views on students' use of YouTube EFL educational videos in the Department of English at MMUTO?

**Q2.** What are Master One students' attitudes towards the use of YouTube for pedagogical EFL content learning in the Department of English at MMUTO?

**Q3.** To what extent YouTube is an effective tool that fulfils Master One students' learning needs in the Department of English at MMUTO?

To answer the prior research questions and the overall aim the following hypotheses are set forth:

- EFL teachers view learners' reliance on YouTube EFL educational videos beneficial for their learning process in the Department of English at MMUTO.
- Master One Students in the Department of English at MMUTO hold positive attitudes toward the use of pedagogical YouTube for EFL content learning.
- According to Master One students in the Department of English at MMUTO, YouTube is an effective tool that meets their learning needs.

### **Research Techniques and Methodology**

To conduct this study, a Mixed-Methods research has been employed combining both qualitative and quantitative approaches for data collection and analysis. Data are collected through the use of two tools: a structured interview conducted with eleven (11) teachers at the Department of English to gain their perspectives on students' use of YouTube as a learning tool,

and an online questionnaire addressed to seventy (70) Master One students to assess their viewpoints about YouTube use for EFL content learning. The quantitative data is analysed using Descriptive Statistical Method, while qualitative content is analysed using Qualitative Content Analysis. Blumler and Katz's (1974) *Uses and Gratification Theory* (UGT) is adopted as a theoretical framework in this research. It suggests that individuals are active media consumers who select and use media to fulfil their needs and gratifications (information, personal identity, social interaction, and entertainment).

### **Structure of the dissertation**

This dissertation follows the traditional simple model which is structured into a General Introduction, four chapters, and a General Conclusion. The General Introduction sets the outline of the study, by introducing the research problem, aims and significance, raising questions and suggesting hypotheses. The first chapter entitled Review of the Literature; it reviews the important theoretical concepts relevant to our topic. The second chapter is Research Design and Methodology; it describes the procedures and tools used to collect and analyse data. The third chapter labelled Presentation of the Findings presents the findings of the collected data. The fourth and last chapter is the Discussion of the Findings; it provides an explanation and an interpretation of the results and delivers answers to the research questions as well as checks the validity of the study hypotheses. The dissertation ends with a General Conclusion which provides a general summary of the study in a form of a recapitulation and possible further research in the sphere.



*Literature Review*

## Introduction

The present chapter presents a comprehensive review of the key concepts relevant to the subject of our inquiry. It is structured into five sections. The first section covers aspects related to modern learning, focusing on the relationship between electronic, digital and mobile learning. It also provides definitions and types of social media. The second section discusses YouTube as a pedagogical tool outlining its pros and cons for EFL content learning. The third section explores the concept of Perception, followed by the fourth, which explains the notion of Attitude, highlighting their significance in the context of the study. The last part sheds light on the theoretical framework used to guide this research which is the Uses and Gratifications Theory proposed by Katz and Blumler (1974)

### 1.1. Modern Learning

Recently, modern learning, or technology-based learning, has gained significant attention in the field of education. It is a useful method that has been applied to enhance the learning experience of students. Michael Fullan (1982) has characterized modern learning as a move towards more collaborative, inquiry-based, and student-centred practices, which suggests that, instead of traditional teacher-centred methods, this shift encourages students to take a more active role in their learning. On this basis, technology plays a crucial role in facilitating these practices, enabling students to engage more deeply as it makes learning interactive and collaborative through multimedia content. Thus, with the integration of digital tools and online resources, students become motivated to participate actively in their learning. This approach also helps learners to develop essential 21<sup>st</sup>-century skills such as digital literacy, problem-solving abilities,

and critical thinking skills as they have access to various learning materials that cater to their interests in different fields.

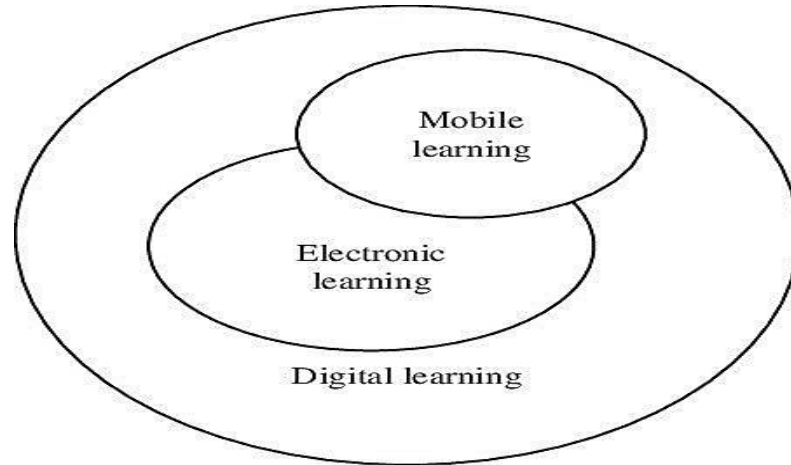
This new way of learning has changed traditional learning methods by offering pedagogical multimedia content for EFL learners and easy teaching methods for teachers. According to Graddol (1997), technology plays an important role in education and has significantly impacted the learning and teaching process, thereby influencing one's academic and career path.

### **1.1. Electronica Learning, Digital Learning, and Mobile Learning**

As technology becomes more embedded in education, electronic, digital, and mobile learning have become key tools that facilitate learning for students and teachers alike. Electronic learning (E-learning), Digital learning (D-learning), and Mobile learning (M-learning) are interconnected concepts that leverage technology in education. E-learning refers to “the use of computer network technology, primarily over or through the internet, to deliver information and instructions to individuals.” (Wang et al., 2010, p. 167), simply, it involves the use of the internet to provide information and knowledge through technological devices. D- learning on the other hand, is “any form of learning facilitated and supported by technology or by teaching methods that effectively utilize technology.” (Victoria state Government, 2017, n.p. as cited in Basak et al., 2018, p. 194). Finally, M-learning is “learning through computational devices.” (Quinn, 2000 as cited in Behera, 2013, p. 63); it involves using mobile devices anywhere and anytime. E-learning, D-learning and M-learning seem to be very closely related however, they differ in some aspects. While M-learning is a subset of E-learning, D-Learning encompasses both. (Basak et al., 2018) as represented in Figure 1.

**Figure 1:** *Relationship of E-learning, M-learning, and D-learning*

Reprinted from (Basak et al., 2018, p. 195)



E-learning, D-learning, and M-learning share common features in that they all rely on digital infrastructure and can function with or without Wi-Fi. These digital tools are widely used in education. They provide both students and instructors with opportunities for self-directed learning (Woods & Keeler, 2001). Each tool incorporates different multimedia resources, such as texts, photos, videos...etc, to enhance the learning process. In essence, it is the growing importance of the English language that has led to the development of these new strategies like mobile learning for acquiring the language. While traditional methods are not necessarily impeding learning, many students now seek confidence and autonomy to learn embracing the world of multimedia technology for their learning.

## 1.2. Social Media

Nowadays, all individuals are familiar with the use of social media which serves as a modern way of spreading information and communication. Social media have become integral to one's daily life as it plays an important role in shaping different perspectives, ideologies, and

experiences as it serves as a gateway to knowledge acquisition and enrichment of minds with information, customs, beliefs, and cultural aspects broadening our understanding of the world.

Huang & Benyoucef (2013) describe social media as internet-based applications created on Web 2.0; which is a platform that makes use of collective intelligence. Similarly, according to Kaplan and Haenlein (2010, p.61) “social media is a group of internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User-Generated Content.” According to him, social media are online platforms that enable users to share their content. Tuten and Solomon (2015, p.49) state that “ Social media are the online means of communication, conveyance, collaboration, and cultivation among interconnected and interdependent networks of people, communities and organizations enhanced by technological capabilities.” Consequently, social media can be seen as an online facilitator that fosters connections and strengthens social ties among users (Imani & Rad & Banaeian, 2023).

However, researchers who have expertise in the field of sociology define it as “ the focus on communication and community-based input that facilitates the action of communication between interlocutors from all over the world using the net”. (Sajithra and Patil, 2013, p. 46). To sum up, social media is all about creating suitable communication platforms for chatting and creating content that meets various user needs. As far as our research is concerned, social media supports social learning and can be useful for enhancing traditional teaching methods.

### **1.2.1. Types of Social Media**

Kaplan and Haenlein (2010) identify six types of social media, each with different purposes based on users’ interests and preferences. The first type is Social Networking Sites, such as Facebook, this latter allows users to create profiles, connect with others, and share

updates. The second type includes Blogs and Micro blogs, like Twitter, which enable users to express their thoughts and ideas through concise posts. Third, Collaborative Projects, like Wikipedia, involve users in creating and editing content together, which is useful for undergraduate research. Additionally, virtual Game worlds like Warcraft and Whyville offer 3D environments where users participate in immersive gaming experiences. Moreover, Virtual Social Worlds, such as Second Life allow users the opportunity to engage in social interactions and live a virtual life that mirrors their real life. Lastly, Content Communities like YouTube and Instagram facilitate the sharing of multimedia content among users encompassing e-books, videos, and images.

## **2. YouTube**

### **2.1. Background and Definition**

YouTube has emerged as a leading platform in social media, with billions of users all around the world. It allows people to watch and create videos of all kinds of content. This platform offers its users the opportunity to create their channels through which they can upload and share videos, comment, rate, and explore, which makes the platform a site where individuals join and interact with each other (Biel & Gatica-Perez, 2011). According to Terantino (2011), YouTube was founded in February 2005 by Steve Chen, Chad Hurley, and Jawed Karim, with the domain name <http://www.youtube.com>, enabling users to create and share videos online.

In effect, YouTube owes much of its initial success to its first video entitled “Me at the Zoo”; a 19-second clip posted by its co-founder Jawed Karim. Today, YouTube hosts videos uploaded by people from all over the world. It offers a vast range of content such as music videos, tutorials, vlogs, DIY videos, educational videos and more. As noted by Juhasz (2009)

YouTube offers an array of content from private amateur videos to ads and high-quality professional videos. That is to say, the platform supports various types of creators and uses, whether they are casual users or professional producers. All users have the freedom to share videos on YouTube (Yang, Hsu & Tan, 2010), uploading the content under different categories including entertainment, news& politics, films& animation, gaming, education, etc. (Cheng, Dale, & Liu, 2008). Similarly, Cihangir and Çoklar (2021) categorize YouTube usage into three main purposes: entertainment, accessing information, and academic learning.

### **2.2. YouTube for pedagogical EFL Content Learning**

In the context of EFL learning, using media has proven to be a suitable tool for learners. The use of websites, applications, and other media has helped students understand materials easily. According to Van et al. (2021) using media tools can significantly improve students' language abilities and enhance the learning process. YouTube, in particular, has become a universal educational platform, providing a variety of features that are relevant to education. Rigdel (2023) highlights YouTube potential in offering EFL educational content from professionals of various fields through lectures, tutorials and expert insights. He also claims that "it provides learners with the flexibility to access content at their schedule as well as opportunities for interaction and collaboration." (2023, p. 55). Nonetheless, he emphasizes that "it is important to use critical thinking skills and evaluate the source of the content before relying on it as a learning resource." (2023, p.55) In this regard, YouTube is a valuable learning tool for students (Fleck et al., 2014).

Not only that, many educational videos on YouTube created by various users contribute to its rich content. Therefore, this diversity and accessibility make of it an efficient complementary tool for learning (Cihangir and Çoklar, 2021). Additionally, the platform has

been used in a variety of teacher-learning contexts (Gracia-Barriocanal, et al., 2011) which means that even teachers use YouTube for their own learning and professional development.

A study sponsored by Cisco Systems (Greenberg & Zanetis, 2012, as cited in Buzzetto-More, 2014) recognizes the importance of online videos as an effective educational tool. The study has found that pedagogical online videos improve the teaching and learning experience by encouraging students' interaction, engagement, discussion, knowledge sharing, and memory retention. Consequently, these factors support better neural development and academic performance. It has also noted that shorter videos, ideally less than 15 minutes, are more effective than longer ones in maintaining students' attention. The study has concluded that today's students, who are visually oriented, are good at multitasking with multimedia and get motivated and inspired by using online videos. Moreover, Shamsti (2023, p 1456) concurs, stating that "YouTube can be considered as a way for students to learn on their own and can be a helpful and a practical educational tool for due to the effective content that is provided in it." that is to say, YouTube inspires students to learn independently. It offers effective and accessible content to everyone, as it can be used as a primary or supplementary tool in education, and as an aid in the classroom to help clarify challenging lessons.

In the same vein, Tadbier and Shoufan, (2021) also explain that schools and professional institutions share full lectures and detailed materials on YouTube, which makes it easier for students to access quality educational videos (Cited in Shoufan and Mohamed 2022). This means that YouTube provides students with an easy access to high-quality pedagogical resources. Besides, Chitra (2021, p. 2727) posits that "YouTube videos may be used to motivate and engage students as well as promote the digital learning style of the net generation." In other words, YouTube educational videos can make learning motivating and engaging, as they also match the

digital learning preferences of today's generation. He also claims that the content on YouTube is seen as effective because it stimulates both the rational and the creative parts of the brain through the combination of both visual and spoken aspects (Chitra, 2021).

Moreover, many professional creators include edutainment content on YouTube, blending education and entertainment. This entertaining mode of learning contains well-explained and concrete examples of content which provides traditional learning with a new and consistent alternative (Attardi, et al., 2021). According to Lange (2022), YouTube supports self-paced, informal learning, allowing students to explore subjects that meet their interests. YouTube also has a commenting feature that allows interaction between viewers and creators as well as among viewers themselves, and this fits with the social learning theory (Bülbül, 2021; Lee, et al., 2017). Lastly, this platform has gained popularity in supporting teachers and students with distance learning during the COVID-19 pandemic (Tahat et al., 2022), further proving its value as an educational tool.

### **2.3. Advantages of YouTube for EFL Content Learning**

YouTube offers numerous benefits for EFL learners. It is an important source of EFL educational content for students, as it provides access to a vast collection of EFL instructional videos, and allows them to develop an understanding of different subjects from different standpoints.

According to Balbay and kilis (2017), YouTube videos are particularly effective because they present content that is not easily found in written formats. In other words, YouTube offers access to information that is better conveyed through audio-visual videos than through text alone. Besides, well-selected YouTube videos enhance students' engagement with course material and

help them retain the information they have learned (Burke and Snyder, 2008). Buzzetto-More (2014) also notes that YouTube allows students to watch videos created by experts in their field which aids in understanding complex concepts and seeing real-world applications of class topics. Additionally, Mayer and Moreno (2003) emphasize that YouTube videos can improve learning and retention of information since they provide multimedia representations of complex concepts through visual aspects. As it is seen in a study conducted on the impact of YouTube videos on the students' learning, students understand and retain the complex concepts much better when they are presented to a visual explanation video (Chtouki et al., 2012).

Along with that, the platform exposes students to a variety of English accents and helps them adapt to different dialects and pronunciation patterns. As found in a study by Purnamasari (2018) students like learning and practicing pronunciation using YouTube. They reported that YouTube improved their English pronunciation and found it both interesting and motivating.

One of the most important advantages of YouTube is its ability to support self-directed learning. Ebied et al. (2016, p. 620) claim that: "YouTube make videos available anytime and anywhere with high quality and the possibility of video repeat or stop and complete later." It also provides engaging and visually appealing content that captures learners' attention and motivates them to explore more (Duvenger et al., 2012), to be precise, dynamic visuals and animated videos can effectively engage learners and foster active learning. Another point to consider is that YouTube supports self-directed learning by enabling users to search and select videos that fit their interests and learning objectives. This empowers learners as it allows them to control their learning experience and achieve their learning needs (Lu et al., 2020). Subsequently, and most crucially, YouTube facilitates learning for EFL students by exposing them to different forms of

conversations in English, including interviews, podcasts...etc. This enhances their English competencies especially macro skills which consist of speaking, listening, reading, and writing.

In addition to the benefits mentioned, YouTube also provides entertaining videos that offer a break from traditional learning, making it more enjoyable and engaging, as found in a study by Fleck et al. (2014), students consider using YouTube because it is interesting, entertaining, and fun. Finally, Through the use of YouTube, students can become a part of an active learning community where they support one another in the pursuit of their educational purposes. In this collaborative and interactive environment, everyone has an opportunity to be an active learner (Chitra, 2021).

### **2.4. Disadvantages of YouTube for EFL Content Learning**

Despite its many advantages, YouTube like any other platform also has certain drawbacks that EFL learners should be aware of. One of its negative points is the variable quality and reliability of content; EFL content on YouTube does not provide accurate, relevant, and reliable information which can lead to misunderstandings, as Chintalapati and daruri (2017) explains that even though YouTube is easy to use and access, there is always a risk due to the varying quality and reliability of its educational content (Cited in Cihangir and Çoklar, 2021). In fact, searching for specific content on YouTube can be challenging without a clear idea of the needed clip or content, thus, to overcome this, users need to use relevant and precise descriptive terms and search related topics or personalized user pages (Trier, 2007 as cited in burke and Snyder, 2008).

Another challenge is the presence of multiple sources of distractions on the platform, such as advertisements, unrelated videos, comments or side panel videos that can divert learners' attention away from studying. According to Ferguson (2017), these distractions can undermine

the effectiveness of YouTube as an educational tool (cited in rigdel 2023, p. 57). Lastly, YouTube lacks direct interaction between students and teachers which limits opportunities for feedback and discussion.

### **3. Perception**

In the context of this research, perception is a fundamental concept that plays a crucial role in understanding how teachers perceive and evaluate YouTube as a learning tool. According to Baker (2024), perception is a biological process by which we become conscious and aware of our surroundings using the five senses. It involves receiving, interpreting, and organizing sensory information to form a view of reality based on external stimuli. In simple terms, perception is how the brain takes in information from our senses to interpret the meaning of the world. Similarly, Jobber (2004, p.123) claims that “perception is the complex process by which people select, organize, and interpret sensory stimulation into a meaningful picture of the world”. That is to say, perception is the way one uses their senses to make sense of the world. It involves three steps which are selecting and choosing the information, organizing it, and making sense of it based on past experiences.

According to Amodu (2006), perception is personal and shaped by the information one chooses to expose oneself to, how they interpret it, and how long they retain it. This process is influenced by past experiences and previous exposure to similar situations. Because everyone perceives things differently, it is challenging to predict how someone else interprets the same message, as different people may react in different ways, and this can lead to different reactions and behaviours. He also notes that people are constantly exposed to many stimuli and input, but they may not always make sense of them. As a result, they selectively focus on what they find relevant or important; they perceive what they want and need to perceive through selective

processes like selective exposure, selective attention, selective perception, and selective retention (Amodu, 2006). Therefore, perception is very important as it impacts how individuals receive and process information and how they make decisions based on that. As far as our research is concerned, perception is crucial to understanding how teachers in the Department of English at MMUTO perceive YouTube as a learning tool.

#### **4. Attitudes**

Attitude is a core concept in conducting this research. Gardner (1985), points out that attitude is a response to something or someone, based on the individual's beliefs or opinions about it (As cited in Abidin et al., 2012). That is to say, attitudes are what individuals think or feel about something. Furthermore, according to Allport (1935, p. 810 as cited in Schwarz and Bohner, 2001, p.2): "an attitude is a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related.". That is to say, attitudes are mental states that shape how individuals see and interact with the world around them. Similarly, Ahmadi (2009) explains that attitude is a concept that helps in understanding human behaviour.

In his concise words, Bem (1970, p. 14 as cited in Schwarz and Bohner, 2001, p. 2) notes that "Attitudes are likes and dislikes." This simply means that attitudes can be reduced to one's preference or disapproval of something. Similarly, Eagly & Chaiken (1993, p. 1 as cited in Schwarz and Bohner, 2001, p.2) characterize attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour" That is to say, attitudes orient people to react towards something positively or negatively.

Along with this, Ajzen (2005, p.3) defines attitude as “a disposition to respond favourably or unfavourably to an object, person, institution, or event.” This suggests that attitude is acquired, not an innate predisposition. It can be changed through interaction and communication. Thus, attitude is related to thoughts as well as to feelings and emotions.

From the various definitions above, it can be deduced that an attitude is a mental process of a person’s perspective and emotional response towards something, influencing their subsequent positive or negative reactions to it. In the context of this study, attitudes refer to the students’ positive or negative emotional responses towards the use of YouTube as a learning tool for EFL content, depending on whether the platform effectively addresses their learning needs.

### **4.1. Components of Attitudes**

According to Wenden (1991), attitudes are shaped by the interaction of three components: affective, cognitive, and behavioural. These attitudes are viewed as a tendency to respond positively or negatively to a certain thing, person, idea, situation, or object (as cited in Syukur, 2016)

#### **4.1.a. The Cognitive Component**

This refers to the ideas, beliefs, and thoughts that an individual associates with an object, person, or situation and can shape how they evaluate it. That is to say, they are the ideologies or perspectives one holds about something. For instance, a student might think e-learning is beneficial for their studies. Conversely, she/he might believe that online learning is inferior to traditional classroom learning. This results in their negative cognitive attitudes.

### **4.1.b. The Affective Component**

It refers to the overall emotional reactions. It involves a person's feelings like liking, disliking, love, hate, etc. about the attitude object, person, and situation. This feeling can influence one's attitude either in a positive or a negative way but also uncertain at times.

Concerning this study, Feng and Chen (2009) state that the learning process is an emotional, and is influenced by various emotional factors. Both the teacher and students participate in emotional activities and their feelings become evident throughout the process. For example, a student holds positive attitude when he/she feels excited and motivated about using e-learning platforms as he/she might feel anxious or frustrated if they dislike using digital tools, which can lead to a negative attitude towards e-learning.

### **4.1.c. The Behavioural Component**

It refers to how people behave or act towards something based on their attitude. It follows the consistency principle meaning one's behaviour is consistent with the attitude they hold towards something. For example, if a student has a positive attitude towards e-learning, they will regularly use online platforms for studying, if their attitude is negative, they may avoid using it.

## **5. Theoretical Framework**

The Uses and Gratifications Theory (UGT) is widely used in consumer technology and media contexts (Kamboj, 2020; Whiting & Williams, 2013). It is a theory that originated from the research of Harold Laswell in the 1940s and has been developed by Jay G. Blumler and Elihu Katz in the 1970s. Historically, UGT was first introduced to understand why people choose to consume the different types of media available at that time in 1940. Furthermore, this theory is

introduced due to the lack of theories addressing the social and psychological needs of users when using mass media (Ruggiero, 2000).

According to Katz et al. (1974, p. 20), UGT theory deals with “(1) the social and psychological origins of (2) needs, which generate (3) expectations from (4) the mass media or other sources, which lead to (5) differential patterns of media exposure (or engagement in other activities), resulting in (6) need gratifications and (7) other consequences, perhaps mostly unintended ones.” In simple terms, the theory explains how people’s needs derive from their media consumption, and how the latter affects them in different ways.

Uses and Gratification is an audience-centred approach to understanding why people actively seek certain types of media, what needs they have to use them, and what gratifications they get from using them. Accordingly, the main premise of UGT is “active audience”, as technology users consciously select media and interact with it to fulfil their needs, which leads to their satisfaction (Palmgreen & Rayburn, 1985). They consciously select channels that meet their needs (Katz et al., 1973 as cited in Diana-Maria, 2020). This means that instead of viewing users as passive recipients of information, this theory describes how people link their needs to specific media choices which results in their satisfaction.

Katz and Hass (1973), categorize the Uses and Gratifications theory in some needs including:

*a) Cognitive needs:* these needs stress that people choose media to fulfil the need to acquire knowledge and look for some information and facts.

*b) Affective needs:* it refers to people’s use of different types of media to experience pleasure and emotional needs.

*c) Personal identity/ interactive needs:* it refers to people's desire to use media to shape their identity. The need concerns self-esteem, personal stability, self-respect, self-confidence, integrity and social status (Stafford et al., 2004).

*d) Social interaction and integration needs:* it refers to the need to interact and fulfil the desire to chat, engage, and feel connected with others using different media platforms.

*e) Tension release needs (escapism):* it refers to individuals' need to use media as an escape from the real world to relieve tension and stress. Therefore, the uses and gratification theory focuses on the unique personal needs of media users and how various media platforms gratify those needs based on the users' preferences.

As far as our research is concerned, this theory is crucial for understanding the motivations and attitudes of Master 1 students at MMUTO towards using YouTube as a supplementary learning tool. By investigating whether this platform fulfils their educational needs and exploring teachers' perceptions of its effectiveness. It highlights how learners' choices to use YouTube are driven by their need to clarify, expand upon, and better comprehend class content. Thus, UGT not only supports the identification of these needs but also frames the analysis of how YouTube aligns with learners' and teachers' expectations in an educational context.

## **Conclusion**

This chapter has reviewed fundamental concepts relevant to the theoretical background of the subject under investigation relating it to previously published works by accredited scholars. It primarily relies on primary and secondary data and presents a detailed explanation of the

theoretical framework applied in this dissertation, specifically Blumler and Katz's (1974) Uses and Gratification theory.



Research Design and Methodology

### **Introduction**

This chapter is designed to describe the methodology and the procedures followed throughout this research process, which investigates teachers' perceptions and students' attitudes towards the use of YouTube for EFL content learning. It explains how the data is collected and analysed using various methods and techniques, as it justifies why the data collection instruments designed in line with the theoretical framework have been chosen to address the research questions posed in the introduction. This chapter is structured into three main sections; the first one recognizes the research method employed. The second outlines the data collection procedures incorporating the context, sample and instruments used to gather data. The final section explains the analysis of both the qualitative and quantitative data.

### **1. Research Method**

#### **1.1. Mixed-Methods Research**

Research methodology plays an important role in helping the researcher answer the questions and test the validity of the hypotheses. It involves a structured plan to solve the overall research problem through collecting, interpreting, analysing and discussing data. In this study, we have relied on the mixed-methods approach which is a study technique that combines both qualitative and quantitative research instruments for data collection and analysis. Bergman (2008, p. 1) defines mixed-methods research as “the combination of at least one qualitative and at least one quantitative component in a single research project or program.” This approach offers a comprehensive view of how YouTube is used in an EFL context, which cannot be achieved through qualitative or quantitative research alone. In addition, employing a mixed-methods approach enhances the reliability of the results, making the investigation more productive.

This investigation is an exploratory case study, defined by Swedberg (2020, p. 17) as “an attempt to discover something new and interesting.” In this context, the study focuses on exploring the potential benefits of YouTube for EFL content learning.

## **2. Data collection procedures**

In social sciences, a better understanding of the use of YouTube as a tool for EFL learning from both teachers’ and students’ perspectives at the Department of English at MMUTO requires using various tools to gather information; an online questionnaire for students and an interview with teachers.

### **2.1. Context and Sample**

This study has taken place in the Department of English at Mouloud Mammeri University of Tizi-Ouzou in May during the 2023-2024 academic year. Acharya et al., (2013, p. 330) describe sampling as “a subset of the population selected so as to be the representative of the larger population.” because using random sampling is representative of the larger student body and helps minimize bias. Thus, for this study, the intended population under investigation is EFL teachers, and Master One students in the Department of English at MMUTO. Hence, a representative sample of eleven (11) teachers is selected randomly from the total number of teachers present in the department. Similarly, seventy (70) Master One students have been chosen using the same method. Under random sampling, all individuals have an equal chance to be selected. The selection is based on chance, minimizing the effects of any subjective factors. Singh (2003) claims that random sampling is one of the straightforward methods used to collect data from a total population. It ensures that each sample has an equal chance of being chosen.

### 2.2. Questionnaire

A questionnaire is the first instrument used to collect the data. It is a survey tool that contains a set of designed questions which can be either closed-ended or open-ended, given to a group of individuals to gather data. According to Roopa and Rani (2012, p. 273), “a questionnaire is simply a list of mimeographed or printed questions that is completed by or for a respondent to give his opinion.”

As far as our research is concerned, an online questionnaire has been designed using Google Forms, and the link [https://docs.google.com/forms/d/e/1FAIpQLScaF-0bnpyMPzcMRh\\_nr8OWJROTD6HEJNDOiqfFcYCOgOnm-Q/viewform?usp=pp\\_url](https://docs.google.com/forms/d/e/1FAIpQLScaF-0bnpyMPzcMRh_nr8OWJROTD6HEJNDOiqfFcYCOgOnm-Q/viewform?usp=pp_url) has been sent to seventy (70) Master One students via Facebook platform. It consists of 19 items: a mix of open-ended and closed-ended questions. While the open-ended items allow the respondents to answer freely using their own words, the closed-ended questions require them to choose an answer from a provided list of options. The participants have been assured that their answers will remain anonymous and confidential, and are only used for academic purposes that are of this study.

This questionnaire is divided into two sections. The first section aims to determine students’ knowledge and familiarity with the use of YouTube. It encompasses eight items (8):

- One closed-ended question, (yes /no) question (Q1).
- Five multiple-choice questions (Q2/3/4/5).
- Two open-ended questions (Q6/8).
- One semi-structured question. Participants must first select an option and then justify their answer or choose an option (Q7)

The second section targets the learners' attitudes towards YouTube use to learn English. It contains ten items (11):

- Three closed-ended, (yes/no) questions(Q14/16/19)
- Seven multiple-choice questions (Q9/10/11/12/13/15/18)
- One semi-structured question (Q17)

At the bottom of the questionnaire, a designed area has been provided for students to share any additional information or suggestions they may have.

### **2.3. Pilot Study**

To ensure the effectiveness of the research instruments and procedures, a pilot study was conducted with a small sample of five (05) Master One students from the Department of English at MMUTO to anticipate any potential issues related to the wording, layout, clarity, and overall understanding of the research questions. To participate in this pilot test, they have been asked to complete the questionnaire to assess their knowledge and familiarity with the use of YouTube for EFL learning, as well as their attitudes towards its effectiveness in enhancing their learning experience.

The students' responses have been mostly positive; indicating their understanding and agreement with the questions. They have also noted that the questions are clear and free from ambiguity. However, there has been an issue in the first section with a semi-structured question (Q7) regarding the problems encountered when using YouTube for EFL content learning. Initially framed as *"Have you ever faced any challenges or limitations when using YouTube for EFL content learning?"* later revised to *"Have you ever faced any problems when using YouTube for EFL content learning?"* to enhance clarity based on feedback from four students. The second part of the question, which originally requests enumeration, has been replaced with a

list of specific options to check. This change has been made because students have found the original question ambiguous. They have been unsure what “*challenges*” and “*limitations*” exactly referred to and needed specific examples to guide their responses.

The same adjustment has been made for a closed-ended question (Q14) “*Do you consider YouTube a sufficient tool that meets all your learning needs?*” Initially, respondents have been asked to specify their needs. However, options have been added in the following question (Q15) to guide their responses, as it has been noticed that they have been unsure about what these needs entail.

### **2.4. Interview**

According to Adhabi et al. (2017, p. 88), an interview can be described as “an interactive process where a person asks questions to seek particular information.” Interviews can be classified based on their role in qualitative research. Accordingly, the three common types of interviews are structured, semi-structured, and unstructured interviews (Edwards and Holland, 2013).

Considering the scope and the objectives of this study, a structured asynchronous interview is the most relevant to ensure consistency and clarity in the responses. It has been conducted with eleven (11) teachers at the Department of English at MMUTO: eight received the interview via email, and three participated in face-to-face sessions within the same timeframe. A structured interview is completely planned; all questions related to the aim of the study are pre-determined and the researcher asks each respondent the same questions in a similar way (Rashidi et al., 2014).

The asynchronous structured interview led with teachers aims to gather their opinions and thoughts on using YouTube for EFL learning. It is composed of ten (10) open-ended questions.

Furthermore, the interview has been sent via e-mail to most teachers, while three interviews have been conducted in person. Teachers are previously informed that their answers would remain anonymous and confidential and there is no intention to offend any of them. The structured interview format is particularly relevant since it is conducted via email, providing clear, written guidance for respondents.

### **3. Data Analysis Procedures**

After collecting data, the information gathered is analysed and objectively articulated. The selection of data analysis procedures depends on the nature of the data collected; quantitative data consisting of numerical measurement is analysed using the descriptive statistical method, and the qualitative data is analysed using qualitative content analysis (QCA).

#### **3.1. Descriptive Statistical Method**

In this research, a descriptive statistical method has been employed for the quantitative data analysis to analyse the numerical data obtained from the online questionnaire's closed-ended questions about the use of YouTube. Descriptive statistics, as defined by Sharma (2019, p. 4) "is used to describe the behaviour of a sample data. It is used to present a quantitative analysis of the given set of data." This approach involves calculating numbers, percentages, and generating visual representations such as charts to summarize and present the findings.

The online questionnaire is designed and distributed using Google Forms; a free application from Google that offers a variety of templates to meet user needs and provides multiple functions and uses (Simarmata et al, 2018). Therefore, Google Forms software facilitates the creation of a structured form where students could easily provide their responses. As students submitted their answers, the platform automatically processed the collected data, converting responses into numerical statistics, calculating percentages, and generating charts and

graphs. It has provided straightforward analysis by summarizing responses and creating diagrams.

### **3.2. Qualitative Content Analysis (QCA)**

Following the analysis of the statistical data, the qualitative data gathered from the open-ended items of the interview conducted with teachers and the questions of the questionnaire answered by students have been analysed through the use of qualitative content analysis (QCA).

Qualitative data analysis is a research method used to analyse non-numerical or textual forms of data. According to Hsieh & Shannon (2005, p.1278), QCA is “a research method for the subjective interpretation of the content of the text through systematic classification process of coding and identifying themes or patterns.”

This method is used to analyse the responses of both teachers and learners and present a detailed understanding of their answers in a form of paragraphs. It involves identifying categories and themes from the data collected from the interview and the questionnaire.

### **Conclusion**

The current chapter has described the research framework that guides our study. It explains how the research has been designed and the reasons behind the methodological choices made to collect and analyse data on teachers' perceptions and students' attitudes towards using YouTube for EFL content learning.



## Presentation of the Findings

### **Introduction**

This chapter is empirical. It attempts to present the results of the current study aimed at investigating teachers' perceptions and students' attitudes towards the use of YouTube for EFL content learning. It is organized into two parts. The first part presents the results obtained from the online questionnaire sent to Master One students of the five specializations in the Department of English at MMUTO. The second part exposes the findings yielded from the structured interview conducted with eleven (11) teachers of the same department.

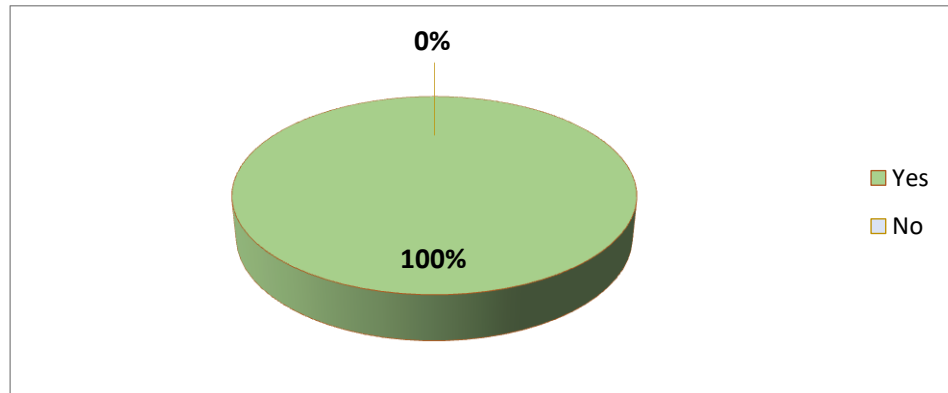
### **1. Results of Students' Questionnaire**

In this study, seventy (70) Master One students in the department of English at MMUTO have been given an online questionnaire to complete. The questionnaire consists of two sections: Students' knowledge and familiarity with the use of YouTube, and their attitudes concerning its use for EFL pedagogical content.

#### **1.1. Students' Knowledge and Familiarity with the use of YouTube**

This section seeks to evaluate students' knowledge, familiarity, frequency, purpose, and engagement using YouTube.

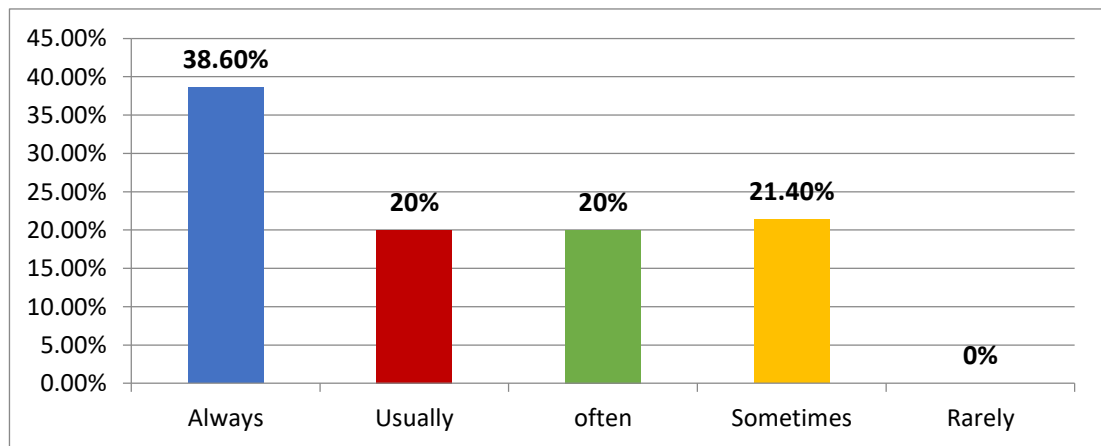
**Question 1: Do you use the YouTube platform?**



**Diagram 01: students' Use of YouTube**

Diagram (01) shows that all the seventy 70 students that have participated in this research representing (100%) of the population use the YouTube platform.

**Question 2: How often do you use YouTube?**



**Diagram 02: students' Frequency of Using YouTube**

According to diagram (02), (38.60%) of the participants indicate that they always use the application. Twenty percent (20%) mention that they usually use this platform, (20%) state that they often use it, and (21.40%) report that they sometimes use it. However, none of the participants answered with “rarely”

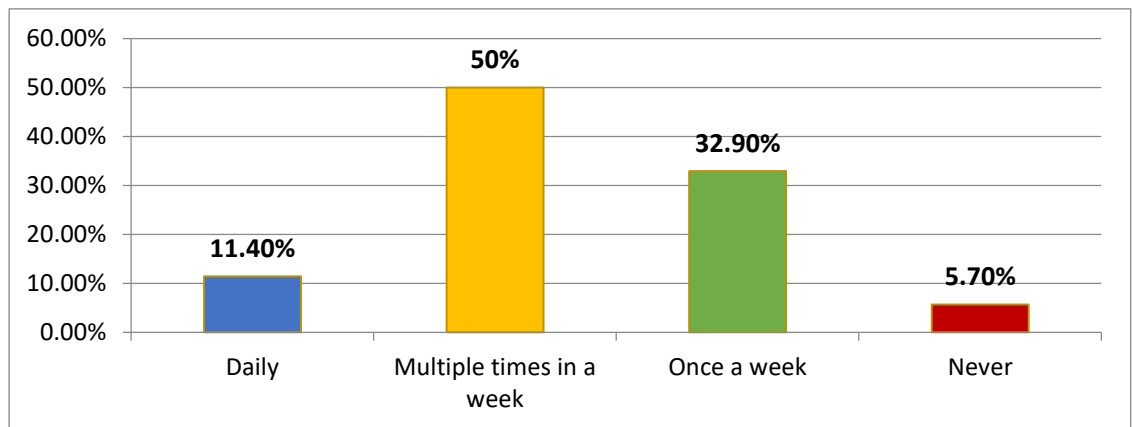
**Question 3: for which purposes do you use YouTube?**

**Table 01: students' Purpose for Using YouTube**

Purpose	Number of responses	Percentages
Entertainment	3	4.30%
Education/ EFL content learning	10	14.30%
Both	57	81.40%

Table (01) shows that (57) participants representing (81.40%) of the total population claim that they use YouTube for both education / EFL content learning and entertainment. However (10) of them representing (14.30%) use it for education and EFL content learning, and (3) students representing only (4.30%) have selected entertainment purposes as the only answer.

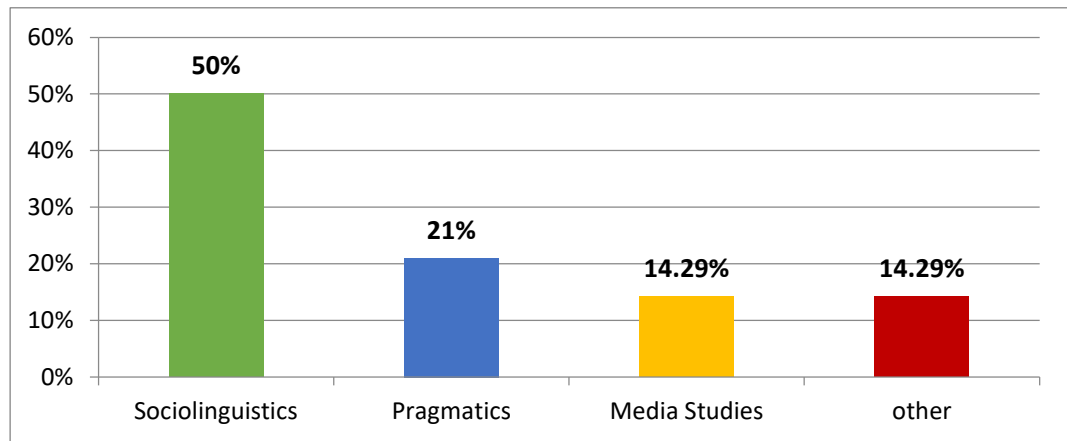
**Question 04: how frequently do you use YouTube to supplement your studies?**



**Diagram 03: Students' Frequency of Using YouTube to Supplement their Studies**

According to diagram (03), (50%) of the participants state that they use YouTube to supplement their studies multiple times in a week. Thirty-two point nine (32.90%) claim to use it once a week. (11.40%) of students say that they use it daily, and (5.70%) claim to never use it.

**Question 05: For which module do you use YouTube to supplement your studies?**



**Diagram 04: Students’ Module Preferences for Using Pedagogical YouTube.**

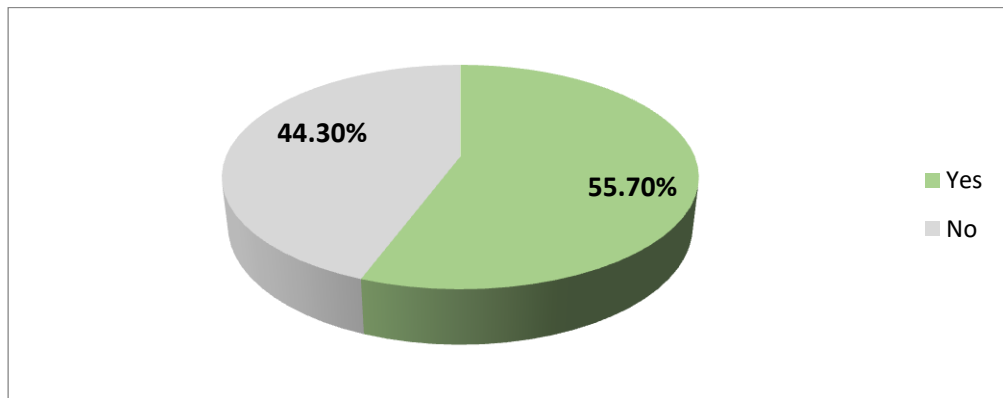
Out of the 70 students surveyed, (50%) of them use YouTube to supplement their learning in Sociolinguistics. Pragmatics is utilized by (21.43%) of students, while (14.29%) of them use YouTube for Language Teaching and Testing module. Additionally, another (14.29%) of students use YouTube for other various modules.

**Question 06: in your opinion what are the advantages of using YouTube for EFL content learning?**

The responses to this question reveal that most of the students find YouTube beneficial, particularly, or understanding lessons and complex concepts, deepening knowledge, providing the latest information, and improving all language skills through its visual and auditory content, specifically, the speaking skill by being familiar with the variety of accents available. The other participants believe that the platform makes learning enjoyable, motivating, and engaging. It provides informative and accessible content that enhances students’ understanding and retention of information. Additionally, students value the flexibility the YouTube platform provides; they claim that it allows them to learn at their own pace by pausing, replaying, and re-watching

videos, as it provides educational materials from different educators for free, supplying different teaching methods by different content creators. Students believe that the platform exposes them to different perspectives as it allows them to learn from multiple standpoints. They say that it helps them increase their cultural awareness, by exposing them to different cultures. They also think that it facilitates interaction through comment sections and fosters collaboration. Some students have mentioned that YouTube provides explanations from teachers themselves which ensures them that the content is reliable. Students appreciate the wide range of content available, which makes it easy for them to find videos on almost any topic. They have also noted that watching educational videos sometimes is better than classes. Importantly students highlighted that the platform provides access to videos of various scholars recommended by their teachers.

**Question 07: Have you ever faced any problems when using YouTube for EFL content learning?**



**Diagram 05: Students' Problems Using Pedagogical YouTube**

In the first half of this question, the results show that (55.7%) of the participants have faced problems when using the platform for EFL content learning, and (44.3%) of them have not faced any challenges doing so.

• **If the answer is yes, please check the problems you encountered (select all that apply)**

**Table 02: Students’ Problems Using Pedagogical YouTube**

Problem	Number of Responses	Percentage
Not finding complete information	28	66.70%
Technical issues (slow internet)	14	33.30%
Distraction from unrelated videos	17	40.50%
Language barriers	8	19%

In the second half of this semi-structured question, 42 participants have answered. As displayed in the table above, problems with not finding complete information are selected 28 times, accounting for (66.70%) of the 42 students. Distractions from unrelated videos have been chosen 17 times representing (40.50%) of the selections, and technical issues (slow internet) is selected 14 times representing (33.30%) of the students. Lastly, problems of language barriers are reported 8 times accounting for (19%) of the selections.

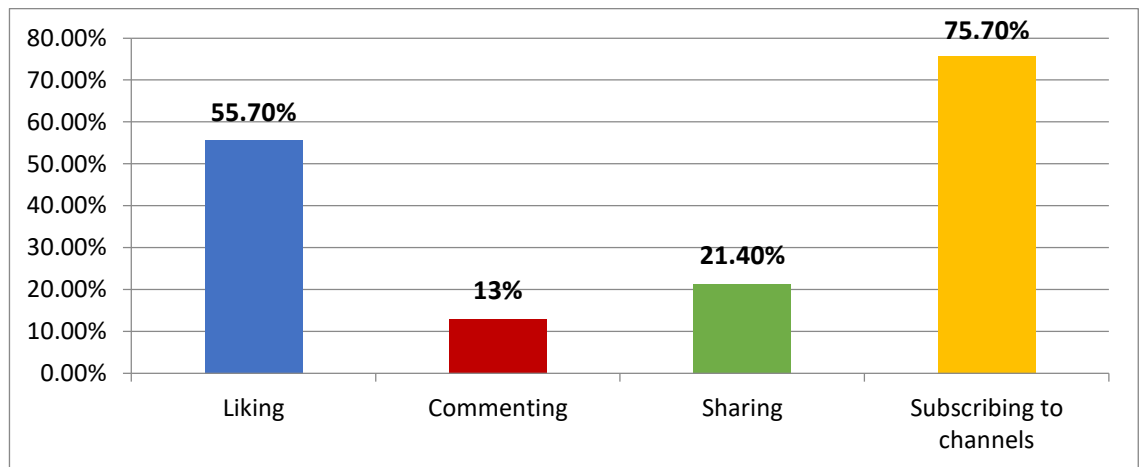
**Question 08: How have you addressed the problems you have encountered when using YouTube for EFL content learning?**

Twenty-four 24 students representing (16.80%) of the participants have addressed the challenges they encounter using YouTube for EFL content learning in various ways. Some ignore the issues as they do not find solutions, while others seek alternative sources or platforms. On the other hand, some tend to use specific search terms to find relevant content. Others tackle network issues by changing their internet connection, and some minimize distractions by using full-screen mode and disabling notifications. When YouTube content is insufficient, some of the students switch to other websites or ask teachers for additional information.

## 1.2. Students' Attitudes towards the Use of YouTube for EFL

### Educational Content

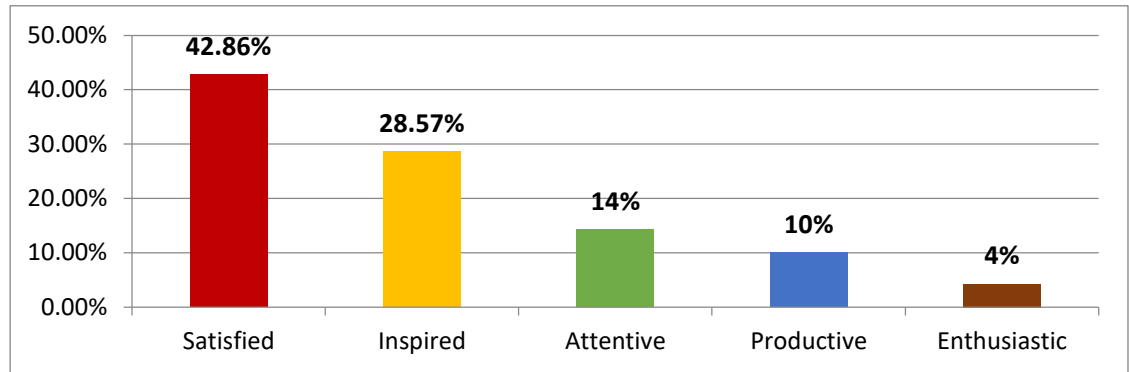
**Question 09: which one of the following do you mostly engage in using YouTube for EFL content learning? (Select all that apply)**



**Diagram 06: Students' Engagement with EFL Educational Content on YouTube.**

Diagram (06) shows that the majority of students engage with EFL content on YouTube by subscribing to channels with (75.70%) responses indicating this. This is followed by liking videos with (55.70%) selections. Sharing videos is less common with (21.40%) selections, and commenting is the least frequent, with only (12.90%) selections doing so. These percentages represent the number of times each option is selected by the 70 students surveyed.

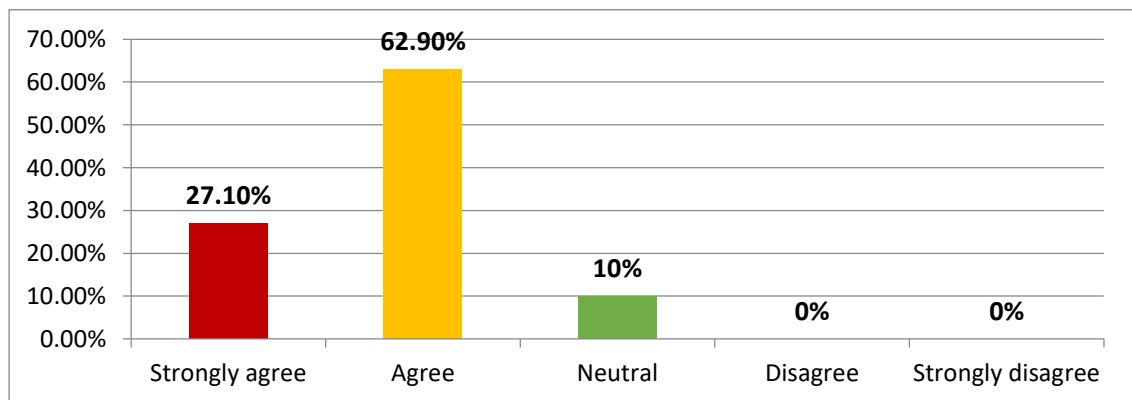
**Question 10: How do you feel when using YouTube for EFL content learning?**



**Diagram 07: Students' Feelings when Using YouTube for EFL Content Learning**

The findings of this question indicate that (42.86%) of the participants feel satisfied when using YouTube for EFL content learning. (28.57%) feel inspired. Furthermore, (14.28%) feel productive. A smaller group of (10%) of the participants feel attentive, and a minority of (4.29%) claim to feel enthusiastic when using this platform for EFL content learning.

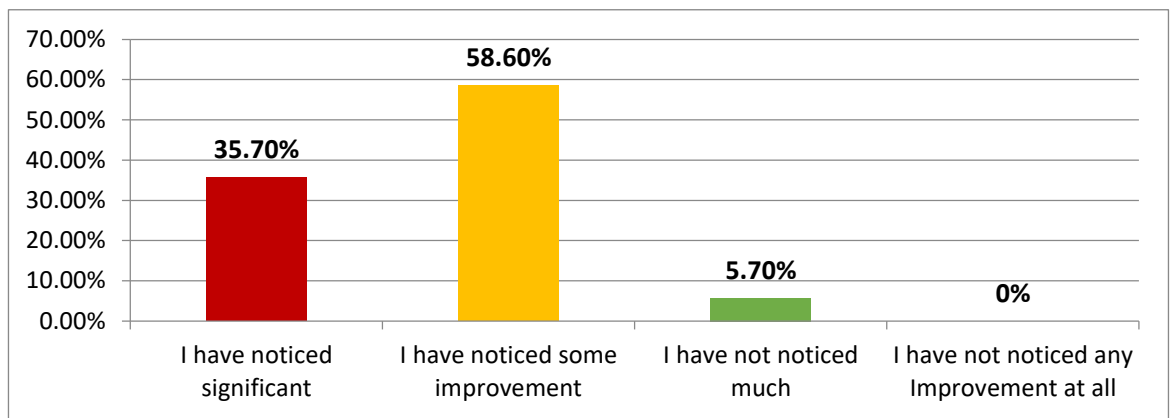
**Question 11: How far do you agree with the idea that YouTube contributes to your learning development and helps you better understand class topics?**



**Diagram 08: students' Agreement on their Development in Learning and Understanding Class Topics Using YouTube**

The results of diagram (08) show that (27.1%) of the total number of participants strongly agree that YouTube contributes to their development in learning and understanding. A great number (62.9%) agree, while (10%) have had a neutral position. On the other hand, none of the participants have answered with disagree or strongly disagree.

**Question 12: How much improvement have you noticed in your understanding and proficiency in English through the use of YouTube?**



**Diagram 09: Improvements in Students' Understanding and Proficiency**

The results reveal that the majority of the students, (58.60%), report noticing some improvements, while (35.70%) indicate a significant improvement. A small percentage (5.70%), state that they have not noticed much improvement. None of the participants have claimed not noticing any improvement.

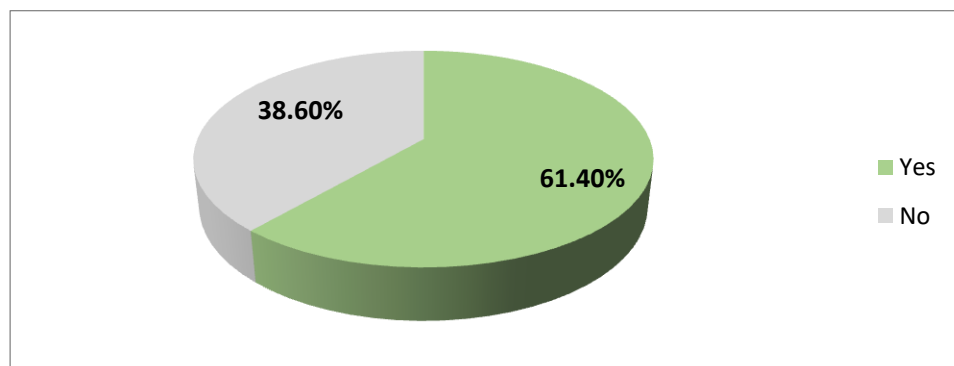
**Question 13: Which aspect do you feel has improved?**

**Table 03: students’ Opinion on their Understanding and Proficiency Improvement**

Aspect	Number of Responses	Percentage
Critical thinking skills	15	21.43%
Problem-solving abilities	5	7.14%
Motivation to learn	40	57.14%
Creativity	10	14.29%

The results show that 40 students, accounting for (57.14%) indicate an improvement in their motivation to learn. Additionally, 15 students representing (21.43%) have noticed an improvement in their critical thinking skills, 10 participants (14.29%) have seen an improvement in creativity, and 5 students (7.14%) have experienced enhancements in their problem-solving abilities

**Question 14: Do you consider YouTube a sufficient tool that meets all your learning needs?**



**Diagram 10: students’ Views on YouTube as a Tool for Meeting their Learning Needs**

The findings of this question show that (61.40%) of the students believe that YouTube meets all their learning needs, while (38.60%) do not share this view.

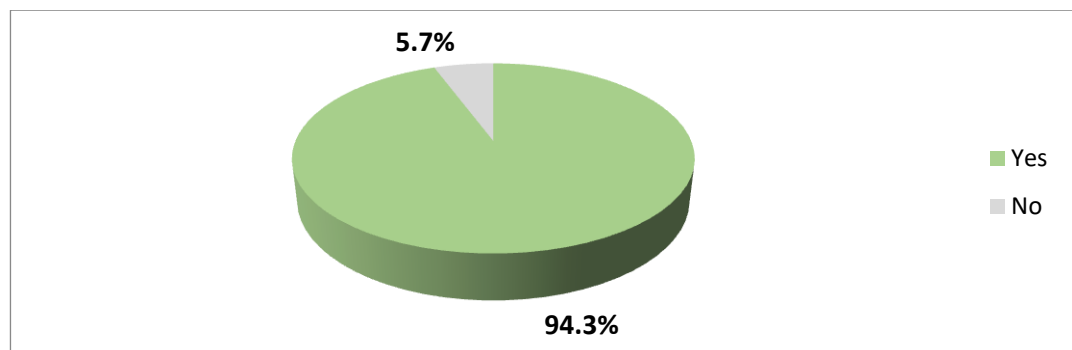
**Question 15: if yes, what specific needs?**

**Table 04: Students’ Opinions on their Learning Needs Met through YouTube**

Learning needs	Number	Percentage
Helps understand difficult concepts	40	57.14%
Provides videos recommended by teachers	25	35.71%
Support different learning styles	5	7.15%

Table (04) reveals that 40 students representing (57.14%) of the students have noted that YouTube helps them understand difficult concepts. (35.71%) indicating 25 students, state that YouTube provides videos recommended by teachers, and (7.15%) representing 5 students, claim that it supports different learning styles.

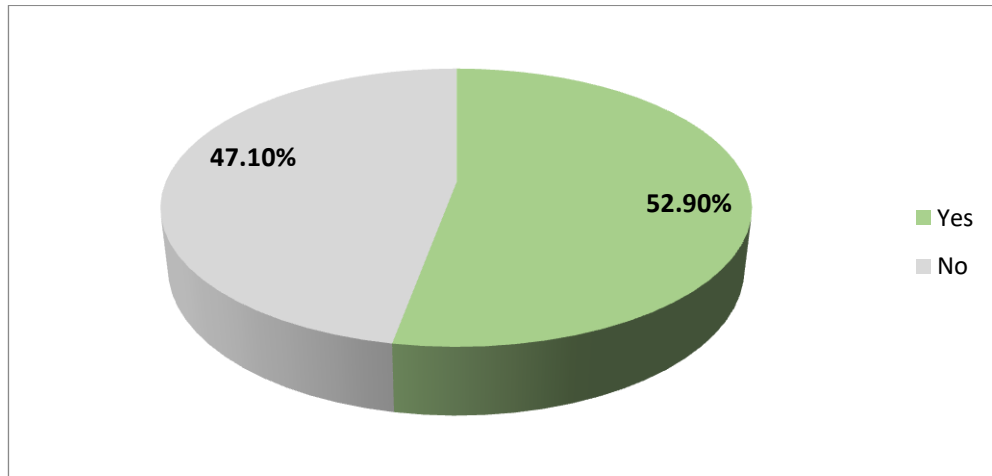
**Question 16: Does YouTube improve your motivation to engage with EFL educational content?**



**Diagram 11: Students’ Opinion on the Impact of YouTube on their Motivation and Engagement with EFL Educational Content**

Diagram (11) illustrates that the majority of the students (94.3%) have answered affirmatively with yes, while a small percentage of students, (5.7%) have indicated that YouTube does not improve their motivation to engage with EFL educational content.

**Question 17: Do you feel more motivated when learning through YouTube compared to traditional methods such as books?**



**Diagram 12: Students' Opinions on the Impact of YouTube on their Motivation Compared to Traditional Learning Methods**

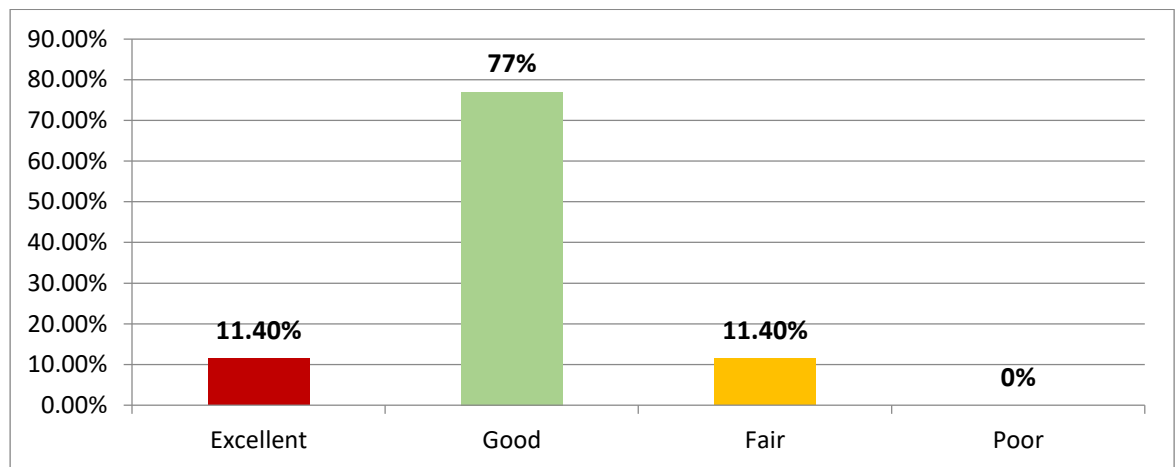
The results of this question show that around (52.90%) of the students have answered with yes, indicating that they feel more motivated when learning on YouTube compared to traditional methods. While about (47.10%), have responded with no to doing so.

**• If yes, please explain**

Twenty-six 26 respondents have provided explanations for why they feel more motivated when learning on YouTube compared to traditional methods or resources. Key points are advanced such as the variety of formats available on YouTube, like lectures and animations, which they claim to be more engaging and motivating than plain texts. Students also appreciate its ease of access, audio-visual aspects, and the ability to find answers to everything they are searching for at any time. Some claim that it is a time-saving tool compared to traditional resources, which can be more time-consuming and expensive. Besides, respondents highlight

that YouTube provides summaries and short complete information that keeps them motivated and attracted. They also really appreciate the visual and auditory aspects of YouTube which help them concentrate and understand better. On the other hand, some students claim that traditional methods such as books cannot be replaced in terms of knowledge, but they find YouTube to be a user-friendly tool that meets their needs.

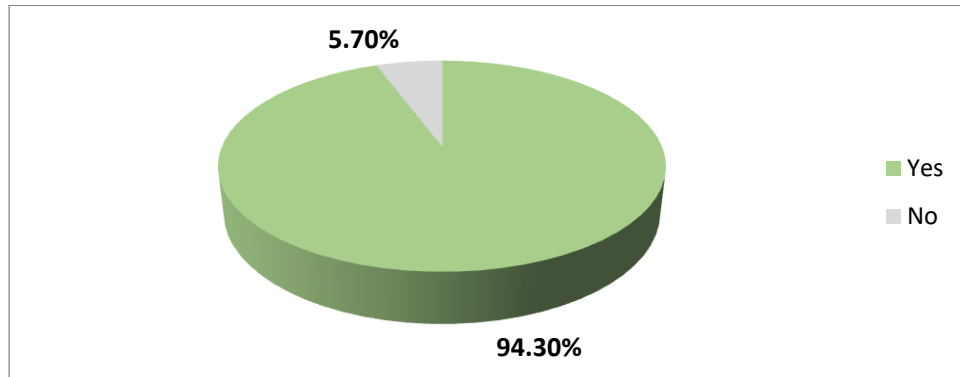
### **Question 18: How do you evaluate the variety and quality of EFL educational content on YouTube?**



**Diagram 13: Students' Evaluation of EFL Pedagogical YouTube Variety and Quality**

According to the findings, the majority of students, (77%) out of the total number, perceive the content as good. A notable (11.40%) of students find the content to be excellent, while another (11.40%) consider it fair. None of the students have rated the content as poor.

**Question 19: As a learner do you recommend YouTube as a learning tool for EFL content?**



**Diagram 14: Students' Recommendation of Using EFL Pedagogical YouTube**

Diagram 14 aims to gather students' recommendations regarding using YouTube by their peers for EFL content learning. The results indicate that (94.30%) of the students strongly recommend using YouTube for learning. While (5.70%) do not recommend it.

- **Please feel free to add any additional information you think is worth mentioning**

The space set aside for the participants to express any additional information about the use of YouTube as a learning tool shows that the majority of the students consider this application as an important complementary learning tool due to its flexibility and the ability to revisit confusing topics. Many appreciate its potential for enhancing language proficiency and learning skills. However, many students suggest that the content on YouTube is not always reliable, citing concerns about its accuracy and relevance, as any person can share information. Respondents also emphasize the importance of using the platform alongside traditional resources like books and articles. Some suggest improvements, such as an Ad-free section for educational content.

### **2. Results of Teachers' Interview**

This section displays the findings obtained from a combination of online and face-to-face interviews conducted with eleven (11) randomly selected teachers in the Department of English at MMUTO, to gain more insights about their perspectives towards the use of YouTube.

#### **Question 01: how familiar are you with using the YouTube platform?**

Among the interviewed teachers, seven (7) of them have noted to be familiar with the use of YouTube. Two (2) have admitted being very familiar with using the platform, while the two (2) remaining teachers have claimed to not be familiar.

#### **Question 02: for which purposes do you recommend the use of educational videos to your students?**

According to the results, teachers recommend educational videos on YouTube for a variety of pedagogical purposes, and their responses are organized into distinct categories; a category of five (5) teachers highly value the use of educational videos on YouTube for explaining difficult concepts with concrete examples related to the course materials. They also appreciate how visual demonstrations in these videos help students better understand and remember the information presented in the classroom. Two (2) other teachers recommend these videos as a method to familiarize oneself with the native speakers' pronunciations and enhance listening and comprehension skills. The four (4) remaining teachers often recommend educational videos to promote students' self-paced learning. They say that by watching these videos, students can engage with EFL content presented by scholars, as they emphasize the importance of effective observation.

### **Question 3: according to you how should YouTube EFL educational videos be?**

As far as this question is concerned, all the interviewed teachers believe that YouTube EFL educational videos should encompass audio-visual and textual elements to enhance understanding and retention of information. As one teacher articulates “*educational videos on YouTube should be polysemiotic.*” According to two (2) teachers, videos should directly address students' needs and objectives by “*targeting specific skills.*” Two (2) others think that it is essential that educational videos are ethically produced by credible and certified sources or experts, delivering content professionally. The majority of four (4) teachers point out that videos should be informative, as they should provide accurate, credible, relevant, and reliable information that students can rely on for their studies. Additionally, two (2) teachers state that all educational videos should be concise, simple and free from ambiguity ensuring that it is within the reach of intermediate students. One (1) remaining teacher emphasizes that videos should be engaging, motivating, and encouraging for students to enhance their learning experience and maintain their interest throughout the video.

### **Question 4: how do you incorporate educational videos into your teaching practices?**

This question has elicited different responses. Six (6) Out of eleven (11) teachers who have been interviewed claim that they incorporate YouTube videos to supplement the topics taught in class, offering additional explanations and clarifications to enhance understanding. Among them, one has admitted, “*I integrate them to allow students see the practical aspects of the theoretical lessons.*” Another teacher has revealed having uploaded two pedagogical videos on YouTube and has incorporated them into the curriculum to supplement class subjects and enhance students' learning experience. Another teacher asserts using YouTube to introduce new concepts to

students. While the two (2) remaining teachers claim not to integrate educational videos into their teaching practices.

**Question 5: in which way(s) students can benefit from educational videos for EFL Content learning?**

Five (5) out of eleven (11) teachers who have been asked this question, believe that students can benefit from educational videos when the videos offer a visual representation of abstract concepts that can be difficult to understand through traditional text-based materials. Three (3) teachers have noted that educational videos are beneficial when they directly address the specific level, needs, interests, and different categories of students. Two (2) teachers maintain that for an educational video to effectively benefit students, the students need to be “*eclectic*” and “*selective*” in their choices, and aware of the content. Another teacher details that the key to increase the benefits of educational videos lies in students' active engagement as he/she says, “*Students should watch the videos with concentration, take notes and create mind maps to reinforce understanding.*” The teacher recommends the students to watch the videos individually when they need to focus on specific concepts and in groups when collaborative learning and discussion are needed.

**Question 6: in your opinion does educational content on YouTube enhance students' motivation and learning outcomes?**

From the teachers' answers to this question, all of them have responded affirmatively. Two (2) teachers have stated that educational videos on YouTube offer valuable insights and diverse perspectives on various subjects. Five (5) others have indicated that educational content on YouTube provides visual demonstrations that capture students' attention, helping them understand and retain information. Additionally, they have noted that the platform does enhance

students' learning outcomes by providing step-by-step explanations and examples that assist students in grasping complex language patterns, expanding their knowledge more easily, and applying what they learned beyond what is covered in the class. For two (2) more teachers, YouTube educational content enhances learners' motivation and outcomes by delivering accessible and interactive resources that cater to students' learning styles. This content also aids in improving the four language skills and pronunciation. One (1) teacher details that *“educational videos give methodological hints and guidance for learning as it aids in the development of the four language skills.”* Conversely, one last teacher has confirmed that they fail to notice any enhancement in students' academic achievements.

**Question 7: in what ways do you think YouTube educational content impacts your students' understanding and mastery?**

The outcomes of this question reveal that eight (8) out of the eleven (11) interviewed teachers have responded that educational YouTube videos positively impact students' understanding and mastery by providing additional explanations, demonstrations and examples to enhance comprehension, reinforce concepts, enable more effective application of knowledge beyond what is covered in the classroom. Besides, the videos are said to contribute to developing students' cultural awareness and communication skills. Two (2) teachers state that it promotes active engagement and facilitates self-paced learning. One remaining teacher maintains that students must check the reliability of the sources; as for him *“it is crucial for students to always scrutinize the content and evaluate the credibility of the sources as well as the presenter's qualifications.”*

**Question 8: to what extent do you think YouTube educational videos are more effective and engaging than traditional methods or sources such as books for delivering EFL educational content?**

Teachers' opinions on this question vary. Most of them (9) think that despite the effectiveness of YouTube as a learning tool, it should complement rather than replace traditional methods. On the other hand, a minority of two (2) teachers agree that YouTube can be more effective and engaging than the traditional methods. One teacher claims *“YouTube videos are visually engaging, interactive, easily accessible, and cater to various learning styles.”*

**Question 9: how do you think learners could manage to fulfil their educational needs by using YouTube EFL educational content?**

Nine (9) out of eleven (11) teachers to whom this question has been asked say that students can fulfil their educational needs using YouTube educational content by checking the reliability of the sources of the information presented. One teacher expands his answer saying that students' search skills should be developed so they can know what content is beneficial or harmful for them and what caters to their needs. The rest of the teachers (2) claim that by choosing YouTube resources that are suitable for their level, learning requirements, and goals, students can supplement their studies and gain additional knowledge and skills emphasizing the importance of note-taking and making.

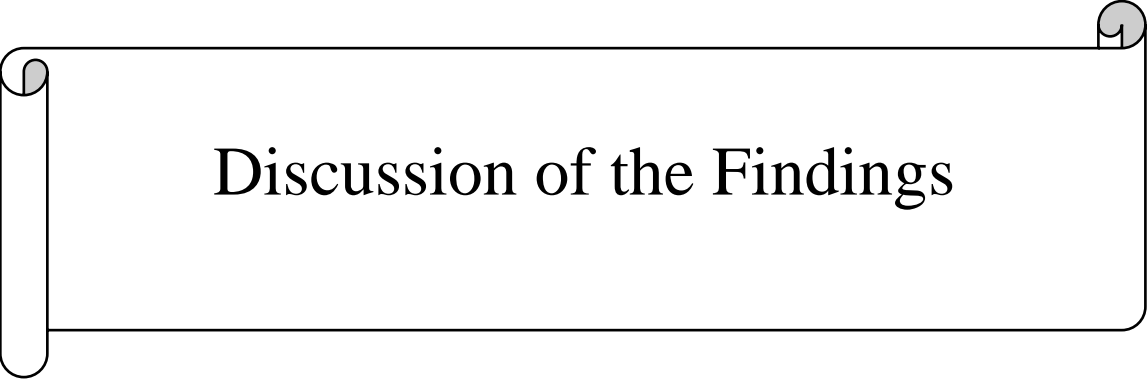
**Question 10: how would you guide your learners regarding the use of YouTube for EFL educational content?**

To answer this question, most of the interviewed teachers (8) acknowledge the importance of guiding students in using YouTube for educational purposes by emphasizing strategies that

focus on checking the reliability of sources and critically assess the credibility of the content found on YouTube, rather than passively consuming it. Additionally, one (1) teacher stresses the importance of guiding students to use YouTube for EFL educational purposes by “*promoting digital citizenship practices such as supporting fair online behaviour*”. The last two (2) teachers advocate that they guide students to use YouTube for education in a moderate way and avoid excessive reliance on the platform.

### **Conclusion**

This chapter has presented the research findings reached from both the online questionnaire provided to seventy (70) Master One students and the interview conducted with eleven (11) teachers from the Department of English at MMUTO in a structured, visual and accessible manner regarding teachers’ perception and students’ attitudes towards the use of YouTube for EFL content learning. The detailed results are discussed in the following chapter.



Discussion of the Findings

### **Introduction**

This chapter discusses the results obtained from Master One students' online questionnaire and the interview conducted with teachers, as it intends to provide explanations for the obtained results in the light of research questions, and the literature review. The aim of this chapter is to identify the results that confirm or deny the suggested hypotheses raised in the general introduction. The findings are discussed and interpreted in relation to Blumler and Katz's Uses and Gratifications Theory. There are three points to discuss in this chapter: first, students' attitudes towards using YouTube for EFL content learning. Second, students' views about how YouTube meets their learning needs along with the effectiveness of YouTube EFL pedagogical content in enhancing their learning experience. Teachers' views on students' use of YouTube.

### **1. Discussion of Students' Attitudes towards the Use of YouTube for EFL Pedagogical Content**

This study has revealed that, all the 70 seventy students representing 100% of the sample use the YouTube platform. According to diagram (02), a proportion of 38.6% of students use the platform daily, and a total of 40% claim to access it often and usually accounting for the majority, while a small minority use it sometimes. None have said they rarely access it; these percentages indicate a high level of engagement with the platform and showcasing students as proactive users of YouTube. Additionally, the results displayed in Table (01) show that a significant proportion of 81.4% of students use YouTube for both educational and entertainment purposes, and 14.3% use it for EFL pedagogical content learning only.

This suggests that students benefit from the edutainment (education& entertainment) feature of the YouTube platform in that, this feature enhances their engagement and boosts their

motivation. Hence, it highlights the platform's importance in gratifying learners' needs specifically, *the cognitive needs* for acquiring knowledge, and *the affective needs* for making learning enjoyable. Additionally, it offers escapism as students use the platform to divert themselves from daily stress and academic pressure by learning in an entertaining way. This confirms Adattari et al. (2021) claim about the use of YouTube as a learning tool as they explained that many professional creators enhanced the platform with excellent edutainment (education and entertainment) content, and that this engaging method combines clear explanations with concrete examples which serves as a new reliable alternative to traditional learning methods.

Furthermore, concerning the frequency in which students use YouTube to supplement their studies, we have noticed that half of the students use the platform to supplement their studies multiple times a week, while 32.9% claim to use it only once a week and 11.4% use it daily, while a negligible minority never use it. These statistics indicate that students are very motivated to use YouTube for their learning and have strong positive attitude towards it which makes of them active users, demonstrating the educational value of YouTube. (See diagram 03). Moreover, diagram (11) shows that nearly all students 94.3% are in agreement that YouTube improves their motivation to engage with the educational content presented in the platform, indicating its effectiveness in maintaining their interests. When asked about the advantages of using YouTube for EFL content learning, almost all students have highlighted that the platform provides diverse, free and accessible educational content from various educators that promotes learning and understanding. This observation falls under *the cognitive needs category* of The Uses and Gratification theory, as it aligns with Cihangir and Çoklar's (2021) view in that the platform's diversity and accessibility makes of it an efficient complementary tool for education.

According to the students, one of YouTube's greatest assets that motivate learners to use it, are that it helps them understand complex concepts, deepen their knowledge, provides recent information, and improves their language skills especially speaking, all thanks to its visual and auditory aids and exposure to different accents. This is reinforced by the findings of Purnamasari's (2018, p. 205) study as he notes: "most participants found YouTube interesting and motivating, and thus it improved their pronunciation skills." Other learners claim to appreciate the platform's engaging and motivating aspects since it provides them with informative and accessible content that enhances their understanding and retention of information. Another category of students, value the platform's flexibility which allows them to learn at their own pace. Students also appreciate its capacity to promote cultural awareness by exposing them to different cultural aspects and perspectives, and its role in facilitating community interaction and collaboration among them. The latter reflects *the social interaction needs* outlined in the UGT, which highlights the importance of social interaction through engaging in discussions on YouTube within the educational context, and that can be achieved through commenting. Lastly, students find YouTube content reliable because it includes explanations from teachers themselves, they believe it can sometimes be more beneficial than traditional classes, especially when they access videos from scholars recommended by their instructors. As for some students: "*There are many videos of interviews of scholars that teachers recommend us to check, also I find literary works analyses explained in a detailed and understandable way.*" "*Honestly, I find educational content on YouTube to be better than some presential classes.*" The answers to this question collectively signify that YouTube is quite prevalent and organised among students; they rely on it to fulfil their different educational needs from *cognitive* and *affective needs* to *personal*

*identity* and *social interaction needs*. Besides, students appear to hold very positive attitude towards using it.

These positive feelings students have towards using YouTube, reflect both the affective and cognitive components of their attitudes, since attitudes per Bem (1970, p. 14 as cited in Schwarz and Bohner, 2001, p. 2), “are likes and dislikes.” The platforms’ ability to make learning engaging, motivating, and entertaining speak to the affective aspect. However, its effectiveness in deepening knowledge and enhancing students’ overall academic performance and learning experience addresses the cognitive aspect, shaping students’ belief about its educational value. In a nutshell, these positive aspects of YouTube for learning positively influence students’ attitudes towards the application and increase their motivation to use it.

Despite the many advantages of YouTube as an educational tool, the study has also uncovered some challenges students face when using the platform. It is common that learners may struggle with content overload or finding reliable sources. Therefore, in response to question 7, 55.7% of the students report encountering issues, while 44.3% do not. The most frequently reported problem is “*not finding complete information*”, others reported “*distractions from unrelated videos*” This latter, confirms Ferguson’s (2017) point that YouTube contains a variety of non-educational content such as ads and unrelated videos that can distract students from their learning goals. Some learners have experienced technical issues like slow internet, and a minority have faced problems with language barriers. From these findings we conclude that, although YouTube is a popular and reliable educational resource, its effectiveness can be compromised by such challenges. Moreover, the results of question 9 indicate that students engage with educational content on YouTube in various ways reflecting their attitudes towards the platform. The majority of students subscribe to channels. This shows their strong commitment to accessing

educational resources, liking videos and sharing are also common activities of students reflecting their appreciation of the content available, and a collaborative learning attitude, whereas commenting is the less frequent activity, suggesting that active participation through comments is less common (see diagram 06).

Despite the challenges mentioned previously, the responses to question 10 indicate various positive feelings among students. A significant portion of 42.86% has expressed satisfaction while using the platform, and a considerable number of 28.57% of students felt inspired. This reveals that YouTube not only provides information but also motivates them to learn. Other feelings have been reported such as attentiveness, productivity, and enthusiasm. These findings strongly relate to *the affective needs* aspect of the UGT. Besides, these positive emotions reported by students highlight the platform ability to engage students emotionally, motivating them to learn and enhancing their overall learning journey, as they reflect the affective component of students' attitudes, unveiling their overall favourable disposition towards the use of YouTube for EFL educational content.

The results confirm the second suggested hypothesis; Master One students in the Department of English at MMUTO hold positive attitudes towards the YouTube platform and are motivated to use it for EFL content learning.

## **2. Students' Views on how YouTube meets their Learning Needs**

Question 5, 8, 14, and 15 aim to understand the extent to which students fulfil their learning needs using YouTube. Indeed, students show a strong preference for using YouTube as a supplementary tool mostly for sociolinguistic subject 50%, followed by pragmatics 21.43% and Media studies 14.29%. A smaller percentage uses it for other modules. In this case, students' choice of using YouTube for these subjects indicates that they view the platform as a

useful complementary learning tool that meets their educational needs and enhances their understanding in specific modules. These findings align with the cognitive needs of the Uses and Gratification Theory, which in this context suggests that students choose specific media like YouTube to gain knowledge and understand various subjects.

The findings of question 8 show that 16.8% of the students adjust the challenges mentioned previously by using the platform in different ways. Most of them indicate doing so by using specific search terms or techniques. This confirms Trier's (2007) assertion that searching for content on YouTube can be difficult without having a clear idea of the desired content. He claims that it is necessary to use relevant descriptive terms (cited in burke and Snyder, 2008). Others tend to adjust the problems by changing the internet connection, or minimizing distractions by using full-screen mode and disabling notification. Despite the efforts students make to overcome such challenges, a minority had to seek alternative sources or ask teachers for additional information when the content is insufficient. By doing so, learners demonstrate resilience and indicate their engagement in self-directed learning behaviour as active users.

Regarding whether YouTube meets all of the students learning needs, the majority of the participants representing 61.4% believe it does, while the rest 38.6% do not share this view. This discrepancy raises the questions about the specific reasons why the platform may fall short in meeting students' learning needs. Thus, this observation opens up potential area for future research. Specifically, those who admit YouTube meets their learning needs noted that it helps them understand difficult concepts. Some stated that it provides them with videos recommended by teachers, and others claim that it supports different learning styles. These findings highly reflect several categories of the Uses and Gratification Theory. The fact that 61.4% of the

students believe YouTube meets all their learning needs underscores its ability to address *the cognitive needs*, by helping them understand difficult concepts, as they provide clarity through which traditional resources might fall short. Likewise, students who mentioned that YouTube offers videos recommended by teachers highlight the ability of the tool to fulfil *the social interaction and integration needs* as it fosters connection with educators. Also, the recognition that the application supports different learning styles touches on *the personal identity needs* because it allows students to tailor their learning to their personal preferences, In this case, YouTube helps students achieve their learning goals and provides them with the satisfaction they seek thanks to their search techniques and the strategies used to overcome the challenges to find the content that matches their interests and learning objectives.

Ultimately, these results collectively suggest that most students engage actively with the platform to gratify their needs. Thus, students find the platform to be a helpful educational tool. In closing, these findings align with the Uses and Gratification theory, which according to Katz et al. (1974), UGT studies how people actively choose media based on their needs and desires, they focus on the reasons behind their media usage and the satisfaction they gain from it. That is to say, media use is guided and controlled by one's needs and goals. In this context, students actively seek content that meets their specific learning needs. They make efforts to achieve this through using specific patterns and best search and selection techniques.

### **2.1. The Effectiveness of YouTube in Enhancing EFL Students' Learning Experience**

The findings determining the effectiveness of YouTube educational videos in enhancing students' learning experience reveal a positive perception. The results of question 11, 12, 13, 17, 18, and 19 show that, the vast majority of students not only but strongly agree that YouTube

meets their *cognitive* and *affective needs* by helping them understand class topics better and boosting their confidence and motivation thus enhancing their learning process, while an exceedingly small minority has a neutral position. None have disagreed on the matter, underscoring the role of the platform in supporting students' learning experience (see diagram 08). Many students representing 58.6% note significant improvements in their English proficiency including aspects such as; motivation 57.14%, critical thinking skills 21.43%, creativity 14.29%, and problem solving abilities 7.14% (see table 03). This hints that the platform plays an important role in meeting their cognitive learning needs, and closes the discussion on the fact that YouTube is effective in enhancing students' learning experience and reinforces its dominance as a powerful learning tool.

Expanding on that, in question 17, when asked whether they feel more engaged learning through YouTube compared to traditional methods like books, a portion of 52.9% of the students affirm that they do, while others representing 47.1% do not. Those who feel more engaged highlight several key points saying that the variety of formats on YouTube are more engaging than just plain text, as they mention the ease of access to information at any time, and the time saving aspect of YouTube comparing to books. They also appreciate the concise and the comprehensive nature of the content, and the audio-visual elements that aid in concentration and understanding. Conversely, some students acknowledge the irreplaceable value of traditional methods, but view YouTube as a supplementary tool that meets their learning needs which denotes that YouTube is considered by learners as an effective complement to traditional learning resources.

Furthermore, the majority of students rate the variety and quality of educational content on YouTube as good or excellent. This hints that they consider the platform effective for their

learning. Given this, it is noteworthy that almost all students 94.3% would recommend YouTube as a learning tool, acknowledging the potential significance offered by the platform to aid them in their learning and recognizing its value in enhancing their learning experiences (see diagram 14). These findings unveil that YouTube is a highly effective and a motivating educational resource that significantly enhances students' learning experience confirming Fleck et al's (2014) view that YouTube is beneficial for students as it can act as a learning tool. These findings lead us to the conclusion that, according to the students, YouTube is an effective supplementary tool for learners in meeting their different learning needs and requirements consequently enhancing their learning experience.

This section indeed answers the third research question raised in the general introduction namely: Do Master One students in the Department of English of MMUTO fulfil their learning needs using pedagogical YouTube? Given that, from the results of the gathered data the third advanced hypothesis is confirmed; YouTube is an effective tool that meets Master One students' learning needs in the Department of English at MMUTO.

Overall, the discussions of both teachers and students' findings validate the conclusion drawn from the study sponsored by Cisco Systems (Greenberg & Zanetis, 2012, as cited in Buzzetto-More, 2014) which suggests that YouTube videos improve the teaching and learning experience by encouraging interaction, engagement, discussion, knowledge sharing, and memory retention, as a result, these factors support better neural development and academic performance.

### **3. Discussion of Teachers' Views concerning the Use of YouTube**

### **3.1. Teachers' Perception on the Use of YouTube for EFL Pedagogical Content**

The interview questions aim to evaluate teachers' views on the use of YouTube as a tool for EFL content learning. For instance, question two explores the purposes for which teachers recommend EFL pedagogical videos to their students. The findings have revealed that many teachers recommend them for various pedagogical reasons. One key reason is to clarify complex concepts through real-world examples that make abstract ideas more concrete. This perspective strongly reflects Buzzeto-More's (2014) view that experts' videos can help students understand complex concepts and see real-world applications of course materials. It suggests that teachers see YouTube as an effective learning tool for helping students understand difficult course concepts. Beyond simplifying abstract concepts, videos are also recommended by teachers to enhance listening and comprehension skills, particularly by exposing students to native English speakers' pronunciations. This observation mirrors Purnamasari's (2018) findings which show that students enjoy learning and practicing pronunciation using YouTube.

Alongside, teachers highly recommend the use of YouTube videos mainly because they provide visual demonstrations, which they believe help students understand difficult concepts more effectively and retain the information longer, which is in effect one of the platform's key advantages. This validates the conclusion deduced from Chtouki et al.'s (2012) study which suggests that students understand and retain the complex concepts much better when they are presented to a visual explanation video (see chapter one). Teachers also recommend YouTube videos for promoting self-paced learning; this provides students the opportunity to learn at their own speed which increases their engagement and development. The latter supports Ebied et al.'s (2016, p. 620) claim as he says "YouTube make videos available anytime and anywhere with

high quality and the possibility of video repeat or stop and complete later.” Overall, the findings of this question hint that, teachers perceive educational videos on YouTube as useful for enhancing students’ overall learning experience. Consequently, they consider recommending them for learners. These findings aligns with *the cognitive needs* dimension of The Uses and Gratification Theory, which explains how individuals use media to fulfil their desire for knowledge, information, and understanding, and teachers seem to acknowledge the platform’s role in achieving students’ cognitive needs.

Question three 3 is designed to elicit teachers’ opinions about the key elements of an effective educational video. Their answers reveal that, these videos should combine audio-visual and textual elements to enhance understanding and retention of information. For instance, they suggest that animated visuals could be used to illustrate complex concepts, making them more engaging and memorable for students. Another important aspect, according to the teachers, these videos should specifically address students’ needs and objectives. That is to say, they should effectively meet students’ learning needs.

In addition to targeting students’ needs, teachers emphasize the importance of the following characteristics: accuracy, relevance, and reliability of the content that should be presented in a clear manner. They believe that these videos should come from reliable sources, preferably produced by experts in the field since they are more likely to provide accurate and recent information. The responses to this question validate the positive claim of Buzzetto-More (2014) that YouTube allows students to watch videos created by experts in their fields, reinforcing the credibility of the platform’s pedagogical videos, as it provides access to professional content which is something teachers emphasize as a key element of an effective educational video.

Teachers also expressed that these educational videos should be concise, organised, and structured in a clear manner. They think that creators should employ straightforward language and a medium level of complexity to ensure that students of different proficiency levels can easily understand them. Therefore, this can be achieved by simplifying all the topics in an organized manner. As reported by one teacher *“Videos should break complex topics into smaller parts in the video and use clear titles and subtitles to maintain students’ attention.”* This type of organization, they believe, helps keep students engaged and makes it easier for them to follow along with the content. Finally, and of equal importance, some teachers underscore that for YouTube videos to be effective, they should be engaging, motivating, and encouraging for improving students’ learning experience. The answers of this question fall under the category of *the cognitive needs* of The Uses and Gratification Theory introduced by Blumler and Katz, because they describe how educational videos should be designed to enhance students’ understanding and intellectual development, which is the core of satisfying cognitive needs. Teachers’ emphasis on such characteristics reflects the need for educational videos to enhance students’ understanding and knowledge acquisition.

As for the results obtained from question four 4, which explores how teachers incorporate educational videos into their teaching practices, they claim to do so, specifically, to supplement class subjects, to provide extra clarification and further explanation, as well as address any unclear points about the topics taught in class.

Another teacher is even an active user in which they report having uploaded two pedagogical videos on the platform and used them later to supplement class material. One claims to use YouTube to introduce new concepts to students by incorporating concrete examples and

demonstrations, this act can help students see the practical part of the theoretical lessons ensuring a deeper understanding of the subject matter.

The findings of this question signify a strong commitment to improve students' learning through an innovative and a more comprehensive teaching approach, as it reflects teachers' awareness of the different learning styles of students. They highlight teachers' dedication to ensure that students not only learn but truly understand the subjects deeply. Finally, after examining these findings, it is evident that they correspond closely to both the *cognitive needs* of the UGT, as the videos serve to improve comprehension and provide clarification. Also, *the social interaction and integration* needs because they link theoretical concepts with real-world examples, thereby enhance students' engagement with the material. That is to say, this connection between theory and practice not only enhance comprehension but also encourages students to relate the content to their personal experiences or social contexts. This, in turn, enhances social interaction as students may discuss and share these real-world examples with peers and create a collaborative learning environment. However, while the majority of teachers find YouTube to be an effective resource for teaching, a small minority chose not to incorporate it to their teaching practices. This could demonstrate that they do not deem it necessary to integrate it.

Question five 5 uncovered different opinions among teachers regarding the ways in which they think students can benefit from EFL educational content available on YouTube. Inarguably, they all agree that these videos should offer visual representations of abstract concepts and textual materials. Some of them stress the importance of being "*selective*" and "*eclectic*" in choosing video content. They recognize the importance of choosing ones that address students' specific levels, needs, and interests that align with their educational requirements. By doing so,

learners ensure that the videos are relevant, engaging, and effective in delivering the desired information. This in turn guarantees that all students understand complex ideas since YouTube serves to different learning styles. Thus, confirms Trier's (2007) view that finding specific content on YouTube can be difficult without knowing exactly what to search for. To make it easier, users need to use precise search terms and explore related topics that tailor to their goals (cited in burke and Snyder, 2008). It also addresses *the personal identity needs* within the Uses and Gratifications Theory which allows learners to align their learning experiences with their personal preferences and needs. In other words, when students choose content that resonates with their personal interests, levels, learning styles, and educational requirements, they are more likely to engage meaningfully with the material.

Other teachers emphasize the importance of actively engaging with educational videos by “*Watching them carefully*”, “*Taking notes*”, and “*Creating mind maps*” they encourage students to take active role in their learning to help them memorize what they have learned since they are taught to do so. This strongly aligns with the Uses and Gratification Theory, which simply posits that users are active media consumers.

Additionally, teachers say that students should choose either to watch videos individually when focusing on specific concepts or in groups when collaborative learning is needed, for a better understanding and retention. This method enables students to learn at their own pace, thereby develop a more profound understanding of the material. The answer to the question supports *the social interaction and integration needs* by promoting collaborative learning to foster social engagement and deeper understanding. Overall, teachers' answers mainly reinforce Rigdel's (2023, p.55) view as he notes: “YouTube provides learners with the flexibility to access content at their own schedule as well as opportunities for interaction and collaboration.” He also

claims: “It is important to use critical thinking skills and evaluate the source of the content before relying on it as a learning resource.” Rigdel (2023, p.55). On this basis, YouTube enables learners to access content at their own pace with opportunities for interaction and collaboration. However, students should not rely on the content presented before critically evaluating its credibility and relevance; the content on YouTube should be approached with considerations.

The findings from question six 6 and seven 7 provide significant insights into teachers’ perceptions regarding the impact of YouTube educational videos on students’ motivation, learning outcomes, and mastery. As expected, the results reveal that the majority of teachers approve that this platform is beneficial for learners. For instance, almost all teachers in response to question 6 affirm that YouTube enhances students’ motivation and learning outcomes. They particularly emphasize that the platform provides useful additional explanations, visual aspects, and different perspectives that capture students’ attention, resulting in their information retention and comprehension. The platform apparently not only reinforces classroom learning, as for one teacher YouTube provides students with methodological guidance that help develop the four language skills: listening, speaking, reading, and writing by presenting effective English reading and writing techniques, showing appropriate pronunciation of English sounds and intonation patterns. Add to this, some teachers recognize the importance of pedagogical videos in developing students' cultural awareness and communication skills by presenting different cultural aspects.

Moreover, several teachers highlight that YouTube educational videos cater to different students’ learning styles, actively engage them, and promote self-directed learning. This suggests that educational content on the platform can be particularly effective in meeting the various needs of learners, which result in improved academic outcomes. However, a contrasting view is also

presented, with one teacher in response to question 7 pointing out the importance of critical engagement with the content. This teacher stresses that students must check the reliability of the content presented in educational videos to avoid potential misinformation. The answers of these questions lead us to the conclusion that teachers find YouTube beneficial for increasing students' motivation, learning outcomes, and mastery. Nevertheless, they stress the need for critical thinking and source evaluation, to ensure that students deduce the maximum benefit from the platform.

These findings align with several aspects of the Uses and Gratification Theory. First they address *the cognitive needs* as teachers confirm that this platform enhances students' understanding through various aids such as visual representations and interactive content. They also relate to *the affective needs*, with teachers affirming that the platform boosts students' motivation and engagement by catching their attention and making learning a fun experience as they are more likely to stay interested and committed to their studies. Moreover, the role of the platform in fostering *the social integration needs* cannot be overlooked, with teachers recognizing the importance of YouTube in developing students' cultural awareness, communication skills, and cultivating a sense of community.

The results obtained from question eight 8 show that teachers have different opinions on whether YouTube educational videos are more effective and engaging than traditional methods. Most of them affirm that YouTube videos cannot entirely replace, but can serve as a useful supplement to traditional methods. They claim that combining both the visual and interactive features of YouTube videos with the basic knowledge from traditional teaching methods is most beneficial for students. However, few teachers think that YouTube videos are more effective than traditional methods. The finding align with Balbay and kilis's (2017) view, that YouTube videos

are more effective because they present content that one cannot be found in written formats. In other words, YouTube offers information that is much better conveyed through multi-semiotic signs than through text alone. Teachers defend their point by saying that videos provide visually engaging and interactive learning experience. They argue that this encourages students to be active participants in their learning corresponding to the active audience principle of the UGT, which emphasizes that learners are active media users that seek and engage with content to satisfy their needs. Taken together, from these perspectives, we deduce that using both YouTube and traditional methods, that leverages the strengths of both online and traditional resources is seen as most effective.

Regarding question nine 9 that aims to uncover how teachers think learners could manage to fulfil their educational needs by using YouTube educational content, predictably, they all think that students can effectively use YouTube educational videos after evaluating the content, taking into account factors such as clarity, accuracy, organization, reliability, credibility, and engagement, and consider using it alongside traditional resources. Teachers think that students should develop their search skills and techniques to choose appropriate resources that align with their learning goals, level, and requirements, by using specific keywords to retrieve more relevant results and filtering them to prioritize credible and important sources. They also emphasize the importance concentration, note taking and note making. This allows them to supplement their studies and satisfy their educational goals. In sum, these answers strongly support Rigdel's (2023) claim once more as he underlines the importance of critically evaluating the source of the content before relying on it as a learning resource. These results relate *the cognitive* and *the personal identity needs* aspects of the Uses and Gratification theory, highly reinforcing the active-audience approach.

Finally, regarding question ten 10, most teachers recognize the importance of guiding students when using YouTube for EFL content learning. For them, it is important to teach students how to critically assess YouTube educational content instead of passively absorbing information, by encouraging them to take active role in their learning through developing critical thinking skills to question assumptions and draw conclusions from the content of the videos. This highly reinforces the central concept of UGT which is the active-audience. Nonetheless, a minority of teachers voiced concerns about the potential over dependence on the platform, they advocate that it is important for students to avoid excessive reliance on the platform because it is a source of distraction, and can cause dependence on technology. They only encourage using it in a moderate way. They advise learners to consider the necessity to engage responsibly with the educational content and interact fairly with others.

To sum up, upon analysing the findings, all based on the aspects of the Uses and Gratification theory, it is evident that EFL teachers of the English Department perceive YouTube as a useful and a beneficial tool for enhancing students' learning experience, and achieving their learning needs. As per Jobber (2004, p.123) “perception is the complex process by which people select, organize, and interpret sensory stimulation into a meaningful picture of the world.” Teachers recommend the educational videos on the platform for various pedagogical purposes; they find them effective in improving students' comprehension and engagement, motivation, and retention, particularly by showing visual demonstrations and real-world examples, as they accentuate the importance of employing different semiotic resources in the video content. They also highlight that videos should be reliable, concise, and attuned to students' needs. While opinions vary on the integration of YouTube into teaching practices, teachers agree that it serves as a useful supplement to traditional methods. However, they highly emphasize the importance of

selecting reliable and relevant content as well as guiding students to actively engage with and critically evaluate it to maximize its educational benefits; they also stress the importance of using it in a moderate way.

In conclusion, these results support the first suggested hypothesis; teachers in the Department of English at MMUTO recognize the value of YouTube EFL educational videos in enhancing students' learning experience and believe that learners' reliance on such videos can significantly contribute to their learning development.

### **Conclusion**

This chapter has discussed and considered the findings of the empirical study displayed in the previous chapter all based on Blumler and Katz's (1974) Uses and Gratification theory and the literature review, along with the data collected from the online questionnaire and the structured interview. The discussion of students' questionnaire encompassed two sections which are: Discussion of students' attitudes and motivations towards the use of YouTube for EFL content learning, and Students' opinion on how YouTube meets their learning needs, along with a subsection; the effectiveness of YouTube EFL educational content in enhancing students' learning experience. The teachers' interview is structured into one section which is Teachers' Perception on the Use of YouTube for EFL Pedagogical Content Learning. Coherent responses have been provided to the research questions posed in the introduction, confirming the three suggested hypotheses.



# **General Conclusion**

The present study has investigated EFL teachers' views and students' attitudes towards the use of YouTube for Pedagogical EFL content learning; the case of Master One students in the Department of English at MMUTO.

The research study has pursued three main objectives. The initial objective aims to evaluate teachers' perceptions on learners' use of YouTube as an EFL educational tool. The second is to examine Master One students' attitudes towards the use of YouTube for EFL content learning. Last, is to determine the effectiveness of YouTube in meeting Master One students' learning needs.

In order to achieve the research objectives and confirm or refute the hypotheses suggested in the general introduction, this work relies on Blumler and Katz's Uses and Gratification Theory (UGT). The latter suggests that individuals are active media consumers who select and use media to fulfil their needs and gratifications. It is applied to understand how students choose specific media to actively engage with its educational content based on their interests and goals.

In this study, a Mixed-Methods Research approach has been employed combining both quantitative and qualitative designs in the collection and analysis of data. Two instruments have been used to collect data: an online questionnaire addressed to seventy (70) Master One students concerning their use of YouTube as a tool for EFL pedagogical content learning, and a structured interview conducted with eleven (11) teachers to gain their perspectives on the use of YouTube. The data collected is analysed using the Descriptive Statistical Method and the Qualitative Content Analysis.

The analysis of the questionnaire results that were discussed in the previous chapter, has sought to explore students' attitudes, and assess their ability to fulfil their learning needs, as it aims to ascertain the effectiveness of these videos in enhancing their learning experience. The

results have shown that, with most of the sampled EFL students using YouTube, it is evident that the platform plays a significant role in their learning experience and has become integral to their academic journey. The majority of students who have participated in this research appreciate the platforms' dual functionality for both entertainment and education highlighting its importance in meeting their learning needs. The findings indicate that the platform can be effective in helping learners understand difficult concepts, supplement their classroom subjects, improve their language proficiency, and enhance various critical skills such as motivation and creativity. They also value its visual and auditory content for making learning more engaging, motivating and enjoyable. Students appreciate the flexibility YouTube offers, as it fosters self-directed learning. However, challenges such as distractions from unrelated videos and occasional lack of complete information were noted, highlighting areas where the platform could improve its educational offerings. In addition to this, nearly all students feel more motivated when learning with YouTube compared to traditional methods suggesting using it as a supplement for traditional methods and resources, they also highly rate the quality and variety of educational content on YouTube and they are willing to recommend it as a learning tool.

Overall, the findings of this questionnaire suggest a strong approval among students for YouTube EFL content learning, as it emerges as an effective and a motivating supplementary tool that significantly achieves students' learning needs and enhances their learning experience. Therefore, these findings strongly confirm the second and the third hypotheses of this study.

The insights gained from the structured interview conducted with eleven teachers that aims to investigate their perspectives on students' use of YouTube as a learning tool, are that, a great

number of them find the platform very beneficial to students as it serves as an effective learning tool by enhancing students' understanding, fostering their engagement, motivation, and retention and supports self-directed learning through a variety of semiotic resources, particularly, an audio-visual stimulating format which accommodates different learning styles, what makes the learning process more enjoyable and interactive. Teachers emphasize that the educational videos should be reliable, concise, and cater to students' needs. Nonetheless, we cannot neglect the very small minority who raised concerns about the potential overreliance and distraction; they accentuate the importance of scrutinizing the content students consume on YouTube to ensure its reliability and accuracy, and the importance of balancing YouTube with traditional methods as they should be used to support but not replace them. Consequently, the first hypothesis of this study is confirmed since the majority of the teachers agree that students' reliance on YouTube EFL educational videos is beneficial for their learning process.

In conclusion, this study answered the three research questions and confirmed the suggested hypotheses set in the general introduction. The study revealed that teachers at the Department of English at MMUTO are convinced that using YouTube educational videos significantly enhances students' learning experience. Additionally, the outcomes show that the students of the same department have a favourable attitude for YouTube educational videos and are motivated and willing to use the platform as a learning tool for EFL content to support their learning.

As no research is perfect, this study encountered some limitations particularly, in the data collection process. The online questionnaire was distributed while students were preparing for their exams; this limited the time students had to respond and required persistent requests and repeated reminders to encourage completion, extending the data collection process. Additionally,

the scheduling of interviews with teachers posed some challenges mainly, due to their busy schedules, teachers required extended periods to respond, impacting the overall timeline of the study. However, these delays did not affect the quality of the responses and overall findings.

To conclude, in the hopes that the current study inspires further research, we suggest conducting an experimental study comparing the effectiveness of YouTube-based learning and traditional methods in EFL context. This study would involve randomly dividing students into two groups: a YouTube-based learning group and a traditional learning group. Researchers would then evaluate the participants' learning outcomes at the end of the study. The results could offer valuable insights into the advantages and drawbacks of both methods, helping to develop more efficient and practical techniques for improving language proficiency, student engagement, and overall learning experience in EFL education.



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# **Appendices**

## Appendix 01: The teachers' Interview

Dear teachers,

The present interview is part of our research that investigates teachers' views regarding the use of YouTube as a learning tool for pedagogical EFL content. Hence, we kindly request you to take part in it. Your responses will be treated with confidentiality and anonymity.

*YouTube for pedagogical EFL content learning is the process where students use YouTube as a tool to learn and better understand EFL academic subjects. The content might include English language learning aspects, interviews with experts, summaries and analyses of literary works and explanations of course content...etc.*

*Thank you for your cooperation!*

**Q1-**How familiar are you with using YouTube platform?

**Q2-**For which purposes do you recommend the use of educational videos to your students?

**Q3-** According to you how should YouTube EFL educational videos be?

**Q4-** How do you incorporate educational videos into your teaching practices?

**Q5-** In which way (s) students can benefit from educational videos for EFL content learning?

**Q6-** In your opinion, does EFL educational content on YouTube enhance learners' motivation and learning outcomes?

- If yes, how?
- If no, why?

**Q7-**In what ways do you think YouTube educational content impacts your students' understanding and mastery?

**Q8-**To what extent do you think YouTube educational videos are more effective and engaging than the traditional methods or sources such as books for delivering EFL educational content?

**Q9-**How do you think learners could manage to fulfil their educational needs by using YouTube EFL educational content?

**Q10-** How would you guide your learners regarding the use of YouTube for EFL educational content?

**Thank you very much for your time and support.**

## Appendix 02: The students' Questionnaire

Dear participants,

We, Master Two students, are carrying out a research work exploring teachers' perceptions and students' attitudes towards the use of YouTube for EFL content learning in the Department of English at Mouloud Mammeri University of Tizi-Ouzou (MMUTO). We kindly request you to answer the following questions based on your experiences and perspectives. All your answers will be treated with the utmost confidentiality and will be used only for academic purposes.

*YouTube for EFL content learning is the process where students use YouTube as a tool to learn and better understand EFL academic subjects. The content might include, English language learning aspects, interviews with experts, summaries and analyses of literary works, explanations of course content...etc.*

***Thank you very much for your cooperation!***

**Instructions:** Please tick next to the answer(s) of your choice, or write full ones where necessary.

### **Section One: Students knowledge and familiarity with the use of YouTube**

***Q1: Do you use YouTube platform?***

Yes  No

***Q2: How often do you use YouTube?***

Always  usually  often  sometimes  rarely  never

***Q3: For which purpose do you use YouTube?***

Entertainment  Education/content learning

Both

***Q4: How frequently do you use YouTube to supplement your studies?***

Daily  multiple times in a week  once a week  never

**Q5: For which module do you use YouTube to supplement your studies?**

Sociolinguistics

Pragmatics

Language learning and language teaching

Other

**Q6: In your opinion what are the advantages of using YouTube for EFL content learning?**

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.....

**Q7: Have you ever faced any problems when using YouTube for EFL content learning?**

Yes, I have.  No, I have not.

- if yes, please check the problems you encountered (select all that apply)

Not finding complete information

Technical issues (slow internet)

Distraction from unrelated videos

Language barriers

**Q8: How have you addressed the problems you have encountered when using YouTube for EFL content learning?**

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**Section Two: Students' attitudes towards the use of YouTube for educational content**

***Q9: With which of the following do you mostly engage in using YouTube for EFL content?***

*(Select all that apply)*

Liking  sharing  commenting  subscribing to channels

***Q10: How do you feel when using YouTube for EFL content learning?***

Satisfied  Inspired  Attentive  Productive  enthusiastic

***Q11: How far do you agree with the idea that YouTube contributes to your learning development and helps you better understand class topics?***

Strongly agree  agree  neutral  disagree   
Strongly disagree

***Q12: How much improvement have you noticed in your understanding and proficiency in English through the use of YouTube?***

I have noticed significant Improvement   
I have noticed some improvement   
I have not noticed much improvement   
I have not noticed any Improvement at all

***Q13: Which aspect do you feel has improved?***

Critical thinking skills

Problem solving abilities

Motivation to learn

Creativity

**Q14: Do you consider YouTube a sufficient tool that meets all your learning needs?**

Yes  No

**Q15: If yes, what specific needs?**

Helps understand difficult concepts

Provides videos recommended by teachers

Support different learning styles

**Q16: Does YouTube improve your motivation to engage with EFL educational content?**

Yes  No

**Q17: Do you feel more motivated when learning through YouTube compared to traditional methods such as books?**

Yes  No

- If yes, please explain.

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**Q18: How do you evaluate the variety and quality of EFL educational content available on YouTube?**

Excellent  Good  Fair  Poor

**Q19: As a learner do you recommend YouTube as a learning tool for EFL content?**

Yes  No

- Please feel free to add any additional information you think is worth mentioning

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**Thank You.**