

University Students' Attitudes towards the Use of YouTube in the EFL Classroom

Actitudes del alumnado universitario hacia el uso de YouTube en el aula de ILE

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Abstract

Noticing the generally lower-than-desirable English language proficiency level with which Spanish students start university, I considered trying a different approach in which the use of a familiar application would be introduced in the classroom. The main objective of this work is to explore Primary Education degree programme students' attitudes towards the integration of YouTube in the English language classroom. To this end, 46 third-year intermediate-level students participated in the study. It adopted a mixed-method approach, using a combination of qualitative and quantitative methods. The results show that, although participants mentioned some drawbacks, they reacted positively to the use of the platform. Given these results and the benefits offered, the integration of YouTube in the foreign language classroom is highly recommended.

Keywords: attitudes, authentic videos, EFL, university, YouTube

Resumen

Observando el nivel de competencia en lengua inglesa, en general inferior al deseable, con el que los estudiantes españoles comienzan la universidad, consideré la posibilidad de utilizar un enfoque diferente en el que el uso de una aplicación familiar para ellos se introdujera en el aula. El objetivo principal de este trabajo es examinar las actitudes de los estudiantes de Educación Primaria hacia la integración

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de YouTube en el aula de inglés. Con este fin, 46 estudiantes de tercer curso con nivel intermedio participaron en el estudio. Este adoptó un método de análisis mixto, en el que se utilizó la combinación de los métodos cualitativo y cuantitativo. Los resultados muestran que, aunque se mencionaron algunos inconvenientes, la reacción de los participantes ante el uso de la plataforma fue positiva. A la vista de estos resultados y de los beneficios ofrecidos, se recomienda altamente la integración de YouTube en el aula de lengua extranjera.

Palabras clave: actitudes, ILE, universidad, vídeos auténticos, YouTube

Introduction

This research study arises from the low proficiency level of English detected in many Spanish students who enter university. Considering that in Spain people start learning English at the age of 3, one would expect a much higher level² than what they usually reveal, but that is not the case, as several Spanish studies have already shown (Castilla Polo et al., 2012; Halbach et al., 2013; Ruiz-Garrido, 2007; Sánchez-Hernández et al., 2014).

With the implementation of the European Higher Education Area (EHEA), exchange between European universities is favoured and minimum language requirements are necessary to study abroad. A large part of Spanish students do not meet those minimum language requirements, which in many cases prevents them from being part of this exchange. Travelling abroad and coming into direct contact with the target language (TL) clearly favours its acquisition (Culhane, 2004). Moreover, contact with speakers of the other language, in turn, seems to promote favourable attitudes towards it (Dörnyei & Csizér, 2005). Besides that, one of the big problems we face in Spain, in general terms, is the lack of interaction with foreign-language speakers.

With these data in mind, we considered the need to find an alternative that was most similar to immersion in an English-speaking country, in which the student could be exposed to the language spoken by speakers of the TL and even interact with them. The answer was found on the most popular video platform that exists today called YouTube (YT).

YouTube is an Internet portal created in 2005 by Chad Hurley, Steve Chen, and Jawed Karim, and acquired by Google in 2006. This network allows videos to be viewed and shared without downloading (as in streaming) and also to be included in other Web pages just by copying an HTML code. The platform allows, in a simple and free way, to upload any type of video and share it with whomever an individual wants, as well as to make comments.

Considering the ranking of the main social networks worldwide, according to the number of active users in April 2019, offered by Statista, YT has 1.9 billion users worldwide,

² A B1 or a B2 level (according to the Common European Framework of Reference for Languages), depending on the university.

with Facebook being the only social network with the most monthly active users³, followed by WhatsApp, with 1.6 billion users. Moreover, 79% of users claim to have a YT account⁴. According to 2018 data⁵, YT is used by 28 million Spaniards per month, who watch 36 minutes of content per day on average. Men aged from 18 to 24 are the most active users on the net, bordering on 80 minutes of daily consumption, followed by women of the same age range with about 65 minutes a day. Spaniards mainly watch YT videos via mobile phones (57.2%), PCs (26.3%), and tablets (16.5%).

Looking carefully at these data, men aged from 18 to 24 are the most active users in the network and they are followed by women of the same age range. University students fall precisely within this age range, which leads one to believe that their familiarity with the application will enable them to access it or use it in language learning without difficulty (Purnamasari, 2018).

Considering the importance given to attitude and motivation in the field of second language learning (Gardner, 1985), the purpose of this study is to investigate the perception that students have of learning English through the YT application. I will hypothesize that students' perceptions of it will be positive, since it is a tool that they use in their daily lives and are therefore very familiar with (see Balbay & Kilis, 2017; Purnamasari, 2018).

If the use of this tool provokes in them the desire to learn the language and different studies offer positive results of its effectiveness (see Hakim, 2019; Heriyanto, 2015; Kabooha & Elyas, 2018; Riswandi, 2016; Saputra & Fatimah, 2018), the inclusion of YT in foreign language learning and teaching will be thoroughly supported.

Theoretical Framework

According to the Cognitive Theory of Multimedia Learning (CTML), in multimedia educational environments, students are exposed to both verbal (on-screen text or narration) and visual material (static materials such as photos or illustrations, and dynamic materials such as video or animation). Although verbal forms of material presentation have dominated education for a long time, there is evidence that student knowledge can be improved by adding visual forms of presentation (Mayer & Moreno, 2002). According to Lindstrom (1994, as cited in Raj et al., 2019), students remember and digest better when they see, hear, and do.

³ <https://es.statista.com/estadisticas/600712/ranking-mundial-de-redes-sociales-por-numero-de-usuarios/>

⁴ <https://www.oberlo.es/blog/estadisticas-youtube>

⁵ <https://produccionaudiovisual.com/produccion-video-digital/consumo-youtube-en-espana/> (ThinkWith Google from comScore VideoMetrix March 2018)

The combination of audio and images that students can access through YT has made many teachers consider including this tool in their teaching. The idea that input in different modalities improves language acquisition is supported by Paivio's Dual Coding Theory (Paivio, 1986, 1991). According to this theory, verbal and non-verbal stimuli are processed by two different systems (verbal and non-verbal) that are interconnected and interact with each other. The activation of both systems results in better recall and processing.

There are several works on the effectiveness of YT in terms of improving different language skills, such as vocabulary acquisition (Hakim, 2019; Heriyanto, 2015; Kabooaha & Elyas, 2018), speaking (Riswandi, 2016; Watkins & Wilkins, 2011), listening (Saputra & Fatimah, 2018; Watkins & Wilkins, 2011), writing (Mayora, 2009; Watkins & Wilkins, 2011), reading (Watkins & Wilkins, 2011), or pronunciation (Watkins & Wilkins, 2011). However, other studies point out some disadvantages, such as lack of motivation to use this website as a medium to study English outside of class and develop some degree of autonomy (Kelsen, 2009); poor sound quality, pronunciation mistakes, and slang language (Ghasemi et al., 2011); low writing performance (Styati, 2016); or the fact that schools may have blocked the YT website because students might use it for non-educational purposes (Alhamami, 2013).

On another note, Gardner and Lambert (1959) discussed a significant relationship between motivation and second language acquisition. These authors introduced the concepts of integrative and instrumental motivation. According to Gardner (1985), motivation is one of the main elements that determines success in learning a second language. Motivation refers to the combination of effort and desire to achieve the objective of learning the language together with favourable attitudes towards learning it. Attitude towards the other community and culture is another important factor for language learning (Gardner, 1985; Gardner and Lambert, 1972). Dörnyei and Al-Hoorie (2017, as cited in Dörnyei, 2019), however, argue that the concept of integrative motivation has lost some of its influence. According to these authors, its link to the learners' attitudes towards the L2 community has become problematic when it comes to the learning of Global English, which is associated with a non-specific global community of English language users. Thus, the type of identification they speak of is one with a projected future image within the person's self-concept, rather than identification with an external reference group such as the L2 community, as occurs in Gardner's notion of integration.

Different recent studies have addressed the issue of university students' motivation and attitude towards the use of YT in EFL. Alkathiri (2019) analysed the attitudes of 30 Arab EFL students towards the use of YT in improving motivation to express themselves orally. The results showed that YT use represents an attractive method, and this motivates the student to participate. In the same line, Damronglaohapan and Stevenson (2013) investigated the attitudes of 78 business students towards the use of YT video clips to learn English

and improve listening skills. According to the authors, the results showed positive attitudes in general towards the use of video clips as complementary material. Similar results were reported by Purnamasari (2018) in his study on the perceptions of 26 Indonesian EFL students towards the use of YT to improve pronunciation in a blended learning environment. The author found that most participants considered it interesting and fun. The results obtained by Zaidi et al. (2018) revealed, as well, that the students were interested in using the application. Kabooaha and Elyas (2018), on their part, investigated the perceptions of the participants towards the inclusion of YT for vocabulary learning. Most agreed that using YT in the classroom provided an interesting and engaging learning environment and motivated them to learn faster and better. Similar results were obtained by Kelsen (2009) when exploring the use of YT as supplemental material with 69 EFL students in Taiwan. Participants valued the use of YT to study English in a favourable way regarding the concepts of “interesting” and “somewhat motivating” in the classroom. Lastly, Silviyanti (2014) investigated the interest of 45 Indonesian students in the use of YT videos for listening practice, both inside and outside the classroom. The results showed that, according to the study participants, the use of the application motivated them to study English in the classroom. There are also studies concerning students’ motivation and attitude towards the use of YT in EFL (see Kelsen, 2009; Silviyanti, 2014), which indicate that it is not so clear whether the use of YT in the classroom motivates students to use the application outside it or whether it contributes to the development of their autonomy.

Despite the existence of the above-mentioned studies, among others, there is still a paucity of research on students’ attitudes towards the use of YT and the concerns that students may have when learning a foreign language through YT (see Almurashy, 2016; Zaidi et al., 2018). This research, therefore, aims to contribute to the literature by addressing this issue in an empirical way.

Research Methodology

Sample

The sample of this research is made up of 46 (n= 46) Spanish university students, 13 men and 33 women, enrolled in the third year of the Primary Education degree programme. The “convenience sampling procedure” (Cooksey & McDonald, 2011) was used in selecting the participants because of the ease of access to them. They were all taking the subject ICT for language learning, which the researcher was teaching when the present study was conducted. To ensure that participants did not feel conditioned by the study, they were not previously informed of the nature of the work. Students were told, in broad strokes, that they were

going to try a different methodological approach in which they would use the YT application for aiding them in learning the foreign language.

Research Phases

The first phase of the investigation was to identify the problem. On the one hand, I saw that the students' proficiency level of English, in general, was not the desirable one and, on the other hand, I realized that a number of students were not motivated, especially when the traditional teaching model, based on master classes in which the teacher takes a central role and the students a passive one, was used.

The next phase led me to think about the introduction of the YT application to supplement the language classroom. With this idea in mind, I located a YT video⁶, created by a professional company, related to a topic of the students' interest, and added a link to it on the virtual platform that students were using in the course. I asked participants to answer an online questionnaire that consisted of two well-defined parts. The first part consisted of 12 general questions related to English language learning (Appendix A) and a second part contained five questions related to gender, access to computers, and previous experience in using YT (questions 1-5, Appendix B).

Next, I asked them to watch the short YT video and do some work on it. All participants had a computer with Wi-Fi connection and the activities they had to carry out included practice in the four language skills (listening, speaking, reading, and writing), plus grammar and vocabulary. The video selection was based on the attractiveness of an English-speaking place (Sydney), since many of the participants had expressed their desire to travel to an English-speaking country. Finally, they were asked to answer a questionnaire regarding the use of the application (questions 6-15, Appendix B).

The last phase of the study encompasses data collection and analysis, results and discussion, and conclusions.

Data Collection and Analysis

To achieve the research objectives, I created a first questionnaire (Appendix A) with ten general questions about students' general experiences related to English language learning. This questionnaire was answered before the students' in-class experience with the YT application.

Regarding the second questionnaire, although the possibility of creating my own was initially considered, I later decided to carry out the analysis of a series of questionnaires

⁶ <https://www.youtube.com/watch?v=Q9jnTP093zQ&t=85s>

already created on the subject matter of the research, namely the students' perceptions of the use of YT in English language learning. Finally, I chose to adapt the questionnaire created by Kelsen (2009) by adding the last four questions.

The second questionnaire (Appendix B) consists of 14 questions, in which the first five refer to gender, access to computers, and previous experience in using YT. These first five questions were answered by students before working with the application. Questions 6 to 14 were related to their experience with using YT and were answered after their working with the application.

The questionnaires were completed electronically and sent to me through the virtual platform (Faitic). The research method used is a mixed analysis method consisting of a combination of the qualitative and quantitative methods. In the study, quantitative techniques were applied, through closed-ended questions (multiple-choice, "yes" or "no", and Likert) but also qualitative techniques, through the use of open-ended questions (see Appendixes A and B).

Results and Discussion

The first question asked of the participants has to do with the number of years they have been studying English. One hundred percent have been doing it for more than 15 years (between 15 and 20 years). Considering the number of years that students have studied English before reaching university, one sees their level, in general, should be much higher (Castilla Polo et al., 2012; Halbach et al., 2013; Ruiz-Garrido, 2007; Sánchez-Hernández et al., 2014, among others), which could suggest that we EFL teachers should have a critical and reflective position regarding this issue.

Apart from external factors such as the dubbing of cinema and television since Franco's time, the feeling that people can travel the world if they speak Spanish, or embarrassment issues when it comes to speaking a foreign language; one of the possible reasons for this situation could be reflected in the fact that only 15.2% of the participants claimed to have received English language classes "only in English", while 84.8% answered having received them "in English and Spanish". The importance of the student's exposure to the TL (Krashen, 1982, 1985) should be considered.

According to the study subjects, their EFL teachers had always paid more attention to grammar (84.8%), followed by vocabulary (47.8%). On the contrary, the skills that had received less attention from these teachers were the passive oral skill of listening (13%), and the active oral skill of speaking (2.2%), as can be observed in the following table (Table 1), which could explain the low proficiency level of English detected in many students, especially in oral skills. If I already mentioned the importance of language exposure, I now

highlight the importance of its production (Swain, 1995), with oral speaking skills receiving the least attention in EFL classrooms.

Table 1. Attention to Skills

	N (%)
Grammar	39 (84.8)
Vocabulary	22 (47.8)
Reading	8 (17.4)
Listening	6 (13.0)
Writing	18 (39.1)
Speaking	1 (2.2)

* Multiple answers were allowed

However, when asked about their preferred learning style, 43 students (93.5%) answered that they liked to learn “by seeing” and 32 (69.6%) “by listening”. Twenty-six students (56.5%) answered that they liked to learn “by reading”. All participants, without exception, are interested in learning the language, and although 89.1% state that they are currently happy with their way of learning, there are 6.5% who are not.

When asked if there was another way in which they would like to learn the language, if I group the answers under common headings, participants stated that they would like to see more videos, series, and movies; more contact with speakers of the TL, more listening skill practice, and more practice in the speaking skill.

One hundred percent of the students consider that English is important for their future and also 100% study the foreign language thinking about their future careers, although there are 63% who also study it to integrate with the speakers and cultures of the foreign language. It is very important to notice this last relatively high percentage, as the importance of integrative motivation when learning a foreign language should not be forgotten (Gardner, 1985). In any case, I consider that both types of motivation, instrumental and integrative, do not have to be exclusive (Brown, 2002). A learner can be motivated both instrumentally and in an integrative manner, but the degree of motivation may be different.

The participants in the study range in age from 20 to 23 years (Table 2). All students are in the age range of 18 to 24 years, the range in which the most active network users are

found, bordering on a daily consumption of 80 minutes in the case of men and 65 in the case of women⁷.

Table 2. Ages

	N (%)
20 years	23 (50)
21 years	10 (21.7)
22 years	4 (8.7)
23 years	2 (4.3)

Likewise, all participants affirm that they have access to a computer with a high-speed connection outside the classroom and all have used YT before; the frequency of use being as follows (Table 3):

Table 3. YT use frequency

	N (%)
Very often	28 (60.9)
Often	9 (19.6)
Normal	8 (17.4)
Not very often	1 (2.2)
Not at all	

Nowadays, the ease of high-speed Internet connection outside education centres allows students to work online from their homes, having access to different applications useful for language learning, among which is YT, an app that the majority of participants (80.5%) declare to use often (19.6%) or very often (60.9%) outside class. Considering these data and given other findings (see Purnamasari, 2018), I could hypothesize that familiarity with the application could lead to its use in the classroom.

Of the participants in the study, 100% stated that they use the application normally for entertainment, 54.3% for education-related issues, and 37% to study English. These data are indicative of the fact that the tool motivates them, since nobody forces them to make use

⁷ <https://produccionaudiovisual.com/produccion-video-digital/consumo-youtube-en-espana/> (source: ThinkWith Google from comScore VideoMetrixMarch 2018)

of it. It is clear that a good percentage had already used YT outside the classroom to study English (37%). Thinking about the importance of motivation in foreign language learning, EFL teachers should, therefore, consider introducing it in their classroom teaching practice.

After working with the application, all participants without exception (100%) agreed (45.7%) or strongly agreed (54.3%) that the use of YT had made the class more interesting. Considering that 93.5% affirm that they like to learn “by watching”, I believe that this fact may have something to do with the answer, apart from the general attractiveness of the video content (Kelsen, 2009; Silviyanti, 2014).

Regarding the question of whether the material used had been relevant to what was being studied, most participants (95.7%) agreed (69.6%) or strongly agreed (26.1%) that it had been so. There were two people (4.3%) who did not answer this question. The fact that participants were currently dealing with the subject of ICT for language learning made the task especially relevant, because students can find a sense of purpose in learning.

All participants (100%) agreed or strongly agreed that the use of YT in the classroom had been beneficial for their English. The feeling of being exposed to authentic material (not specific to learning English) and English language speakers, I believe, greatly influenced such a positive response (Kelsen, 2009; Silviyanti, 2014). Specifically, they stated that watching authentic videos made them improve their listening (97.8%), vocabulary (97.8%), reading (84.8%), grammar (84.8%), speaking (80.4%), and writing (63%) skills, in this order.

When asked if the use of YT in the classroom had motivated them to study English, most participants (97.8%) agreed (54.3%) or strongly agreed (43.5%) with this question. Only one participant (2.2%) was neutral. Here, the results obtained are more similar to Silviyanti's (2014) than to those obtained by Kelsen (2009), who mentions students' taste for the use of YT, especially for entertainment, as a possible explanation. In fact, in Kelsen's study, only one student ($n=69$) had already used YT to learn English autonomously and three students had already used it for education-related issues; while in the current work, 37% had already used YT to learn English on their own and 54.3% had already used it for education-related issues. The fact that the use of YT motivates students to study English is one of the main reasons for using YouTube videos in the classroom according to several studies (see Alimemaj, 2010).

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The students were also asked if the use of YT motivated them to use the application outside the classroom in an autonomous way and, in this case also, 45 of the 46 participants (97.8%) agreed (67.4%) or strongly agreed (30.4%), and 2.2% were neutral; these percentages are again much higher than those found in the study by Kelsen (2009), in which only 46.7% were neutral, agreed or strongly agreed; so that 53% were less than neutral⁸. In this study,

⁸ Kelsen (2009) offers as a possible explanation on the lack of intrinsic motivation on the part of Taiwanese students.

percentages related to motivation are also higher in this question than those obtained by Silviyanti (2014). Bearing in mind, as I mentioned before, that 37% had already stated that they had previously used the application to learn English autonomously and that the percentage now rises to 97.8%, I strongly recommend that EFL teachers consider exploiting this application both inside and outside the classroom.

Regarding the open-ended question about what the students like the most about the use of YT in the classroom, if I group the answers that go in the same direction, I can summarize them in 5 items: a lot of fun (Fleck et al., 2014), motivating, very dynamic, they can listen to speakers of the TL, and it allows them to work on all skills. On the other hand, regarding the open-ended question about what they like the least about the use of YT in the classroom, if I group the answers that go in the same direction, I can also summarize them in another five items: lack of control over students, technical problems that may arise, distractions, the need for an Internet connection, and lack of interaction with the teacher. Either way, 100% of the students stated that they wanted to continue using YT in the English class.

Conclusions

Concerned about the foreign language needs of students, especially their oral skills, I bring to the table an application, more than familiar to them (see Purnamasari, 2018), that allows the exploitation of speaking and listening skills, along with writing, reading, grammar, and vocabulary skills. Through the use of authentic videos, these skills are exploited in a motivating way (Alimemaj, 2010) and students come into contact with speakers of the language who have different accents and come from different parts of the world (Almurashi, 2016).

Through this work and considering the importance given to attitude and motivation in the field of second language learning (Gardner, 1985), the intention was to investigate the use of YT in the EFL classroom through the participants' views. I had hypothesized that the students' perceptions of it would be positive, since it is a tool that they use in their daily lives and are therefore familiar with (see Balbay & Kilis, 2017; Purnamasari, 2018).

The results obtained showed that, according to the subjects of the study, the use of YT makes English classes more interesting, the material used is relevant to what is being studied in the classroom, the application is beneficial for the participants' English language, and it does motivate the students to study English not only in but also outside the classroom. The participants found the experience a lot of fun, motivating, very dynamic, and appreciated listening to speakers of the TL, as well as working on the different language skills. However, the lack of control over the students, technical problems that may arise, the existence of

distractions, the need for an Internet connection, and the lack of interaction with the teacher were also mentioned as drawbacks.

After analysing the results, and given the good reception of the application, the use of YT in the classroom is proposed, with short videos being recommended to be effective (Bravo et al. 2011; Green et al., 2018; Hakim, 2019). According to authors such as Alwehaibi (2013), the good atmosphere that is created in the classroom when using videos results in students being motivated to learn.

Moreover, the use of YT outside the classroom is also encouraged in order to practise autonomous language learning, enhancing the taste for the foreign language, its speakers, and their cultures, something which will cause a high degree of motivation to learn it. However, due to the huge amount of material that can be found on YT, I recommend that some organization and guidance from the teacher should be considered, both inside and outside the classroom (Watkins & Wilkins, 2011) for students not to get lost.

Limitations of the Study and Future Lines of Research

The first limitation is the small sample size. Thus, the interpretation of the results cannot be generalized to a greater population. The second limitation was time. A longer intervention period may have produced more stable data. Even though I was present throughout the fieldwork, I'm aware that, since the questionnaire was written in English, some doubts arose, which some participants solved by asking for help, while others left answers blank or marked the neutral response choice instead. There was even some response answered in Spanish. Also, the lack of other data collection tools, apart from questionnaires, may have deprived the study of other perceptions that would have rendered more reliability and validity to the study.

On the other hand, although the questionnaire was anonymous and it was reported that it would not be considered when grading, I am always in doubt as to whether the answers sought to please me in any way. As all participants belong to the same study area, the results cannot be extrapolated to other groups, so the same type of research with students from different areas is proposed. Likewise, further works are suggested on students' academic proficiency in the different language skills, by comparing groups that use YT with groups that do not use the application and thus see its effects on language acquisition and learning.

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Appendix A: English Language Learning Questionnaire

1. How long have you been studying English?
2. How did you learn English?
In English In Spanish In English and Spanish
3. How do you like learning?
By watching By reading By listening By doing
Other:
4. Your English teachers used to pay more attention to:
Grammar Vocabulary Reading Listening
Writing Speaking
5. Are you interested in learning English?
Yes No
6. Do you enjoy learning English the way you are learning it now?
Yes No
7. Would you like to learn English in a different way? How?
8. What's your favourite social network? (Facebook, YouTube, Instagram, Twitter...)
9. Do you think English is important for your future? Yes No
10. Why are you learning English?
Thinking of my future career To integrate with the speakers and cultures of
the other language Other:

Thank you very much for taking the time to fill out this survey.

Appendix B: YouTube Questionnaire

Source questions 1-10: Kelsen (2009)

1. Male Female Age
2. Do you have access to a computer with a high-speed connection outside of class?
Yes No
3. Have you used YouTube before?
Yes No
4. How often do you use YouTube outside of class?
1(not at all) 2 3 4 5 (very often)
5. When you use YouTube on your own, what do you usually use it for? (You may choose more than one answer)
Entertainment Education Studying English Other (please specify):
6. Using YouTube material made the class more interesting
Strongly disagree Disagree Neutral Agree
Strongly agree
Please state why or why not:
7. The YouTube material used was relevant to what was studied in class
Strongly disagree Disagree Neutral Agree
Strongly agree
Please state why or why not:
8. Using YouTube in class has been beneficial to your English
Strongly disagree Disagree Neutral Agree
Strongly agree
Please state why or why not:
9. Using YouTube in class motivated you to study English
Strongly disagree Disagree Neutral Agree
Strongly agree
Please state why or why not:
10. Using YouTube in class motivated you to use it yourself to study English outside of class

Strongly disagree Disagree Neutral Agree
Strongly agree

Please state why or why not:

- 11. What do you like about using YouTube in your English class?
- 12. What do you dislike about using YouTube in your English class?
- 13. Watching authentic YT videos has helped me to improve my:

Skills	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Grammar					
Vocabulary					
Reading					
Writing					
Speaking					
Listening					

- 14. Would you like to keep on using YT videos in your English language class?
Yes No

Thank you very much for taking the time to fill out this survey.