

YOUTUBE AS A TOOL TO ENHANCE THE AUTONOMOUS ENGLISH LEARNING
IN THIRD SEMESTER STUDENTS IN A B.A IN FOREIGN LANGUAGES IN A
PRIVATE INSTITUTION IN RIONEGRO, ANTIOQUIA.

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ABSTRACT

Due to globalization, many types of applications and websites have been developed allowing the worldwide interaction, the doors of knowledge were opened to share with the entire population all kind of content related to their customs and language, nowadays people have more opportunities to learn about the different regions of the world and YouTube as the main video-sharing platform was taken to carry out this study.

YouTube platform, revealed that despite being a web page used primarily to listen to music and leisure time, it is also a tool that allows people to educate themselves in topics like foreign languages through and educational content for all ages.

The methodology implemented for this research project was systematization of experiences, since through this tool it was possible to get valid and accurate information about the students' experiences and perceptions through the use of YouTube as a tool to enhance the autonomous English learning.

The instruments that were applied to gather information about the students experiences, allowed identifying that the students in the third semester of the degree in foreign languages, have been gradually interacting with this platform to create their own language practice context. By means of the interview, questionnaire and survey, it was possible to identify that this platform is mostly used to clarify doubts about diverse language topics and YouTube through its large amount of content collected throughout the world, provides easy access and the ability to improve the language skills.

Keywords: Youtube, Autonomous Learning, EFL Learning.

LITERATURE REVIEW

Taking into account the purpose of the project which is to find out how the autonomous English learning is improved through YouTube platform; it is necessary to know how the autonomy is used by students because in that way, it could permit a deeper analysis. Considering this, it is important to know about some studies that are approximate to the key concepts which are the following ones: YouTube, EFL, and Autonomous Learning, in order to have solid bases during the development of the research project. Three studies were selected and each of them is intended for each keyword of the conceptual reference.

The first study, it is called An Investigation of Undergraduate Students Beliefs about Autonomous Language Learning it was developed in a Language Institute, in a Bangkok University in Thailand in 2014. According to this project, it attempts to investigate students' beliefs in order to draw a picture of how Thai students respond to autonomous language learning. More specifically, the study placed an emphasis on gender, learning achievement, and language learning behaviors outside the class. The research states that Thailand, like other Asian countries, has been attempting to foster autonomous learning in educational practice. It also mentions that, the concept of autonomous learning is implemented in the Thai higher educational system. In terms of English language learning, the Ministry of University Affairs in Thailand has proclaimed the curriculum standards of English Foundation Courses based on two goals. One goal specifies that students should be able to use English to help achieve personal and academic goals and to promote lifelong learning. Another one emphasizes that students will use appropriate learning strategies to acquire, construct, and apply academic knowledge and to develop critical thinking skills. Learner autonomy helps learners to have self-awareness, so it is deemed as a means to enhance efficacy of language learning.

In addition, the research objectives seek to provide answers to these questions in order to know how Thai students respond to autonomous English learning.

- What are the students' beliefs of autonomous language learning?
- What are the students' language learning behaviors outside the class?
- Are there any relationships between students' beliefs of autonomous language learning and other factors including grade, gender, language learning behavior outside class, attitudes towards studying English?

Regarding the methodology and population, the population of this study were undergraduate students enrolling in a fundamental English course in the first semester of academic year of 2014 at a private university. All of them were the first-year students from nine faculties (Communication Art, Fine and Applied Arts, Law, Engineering, Humanities, Science and Technology, Accounting, Business Administration, and Economics). They were selected by Simple Random Sampling technique.

In terms of the data collection, the data in this study came from the response of the questionnaire highlighting two major components: (a) the autonomous language learning and (b) the language learning behaviors. In addition to the demographic information items, there were ten items seeking to uncover students' beliefs about autonomous language learning. The respondents were asked to report their beliefs about autonomous language learning on a 5-point Likert scale.

The findings reveal that students have a high level of overall beliefs about autonomous language learning are similar to previous studies. A reason for this is probably because Language Institute has adjusted the curriculum to be student-centered in all courses and has provided more activities that promote students' learning autonomy for quite a period of time. Students have possibly been conditioned to be active in classrooms. These

activities help to foster students' responsibility as well as to promote their collaboration and social interaction. The result also indicates a positive relationship between beliefs about language learning autonomy and language learning behaviors outside the class. Students with high beliefs of autonomous learning have a high level of learning behaviors while students with low beliefs have a low level of learning behaviors. This is probably because students' acceptance of autonomous learning has a great impact on behaviors. If they accept that they can decide their own learning, they feel free to choose the activities that suit themselves.

Among the studies found, the "Use of the video and the YouTube platform in the context of university education" by González, González, and Hernández (2017) provides a large amount of information about the benefits that educational and visual tools bring to the educational use, which shows that stimulates the student to acquire knowledge autonomously and through the content of their like that facilitates learning.

But how do visual tools such as video help students? Valdés (2007) affirms that:

Visual tools can contribute to the development of skills for conceptual representations, elaborate approximate models of the structure of ideas in memory. Besides it offers a spatial representation of the contents, which helps their retention. Visual tools as videos facilitate reflection, improve understanding and positively influence construction and knowledge reconstruction activities, also improve the appropriation of the contents under study. When students used as a learning resource, it improves the assimilation of the contents and the ability of students to solve problems (p, 5).

In this way YouTube inside and outside the classroom provides pedagogical help in the search and consolidation of knowledge by the student, in which he feels protagonist of his advances and understanding.

The exposure of students to electronic devices increases significantly and these are part of their lives. For students the relationship that exists between the person and the device is a close connection based on direct communication, because through this, the individual is related to others, seeks information, socializes and interacts with the different social groups that integrate it. YouTube is characterized by being an online audiovisual platform (depends on the internet connection) with a variety of contents, that is to say that they are not exclusively educational, they have channels by areas of interest, in the same way there are own channels within the platform with interests limited to a population identified as: YouTube for Schools, YouTube Teachers and YouTube Edu, designed for academic populations.

The methodological design selected for this research is a case study, this was based on the process of inquiring to know what the academic use of the YouTube platform was in the selected students within the student population of the Bachelor of Basic Education with Emphasis on Humanities and Spanish Language, in order to understand in depth the educational phenomenon that was experienced in the academic context.

The case study approach is based on a mixed approach of qualitative and quantitative character. Qualitative, in order to fully understand the social and educational reality of the student and educational context of the use of the tool. In other words, it is based on the description and analysis detailed of the context in which one worked, contributing characteristics and points of view based on the reality of the academic environment.

Quantitative, since data collection sessions are held with the academic population in order to prepare a numerical statistical analysis and thus establish ranges and patterns of use of the video and the platform in the different environments of the students (personal, social and educational).

This study is very important to carry out this research project since it refers to YouTube as a pedagogic tool nowadays and the importance of the visual aids to enrich the learning process.

Researching in the Latin America context, it was possible to find a study called “use of the content resource in learning online: YouTube”, this study was carried out in the University of Guadalajara in Mexico, by Villalobos and Fernandez (2016). The main objective of this paper was to verify if the use of the YouTube educational channel as a content resource tool promotes a better learning results for the students of the master's degree program in Business Administration of Tecnológico de Monterrey during the quarter April-July 2016.

The researchers mention that they decide to use YouTube as a cardinal point because according to (Semich & Copper, 2016) the use of the YouTube educational channel has shown an increasing influence on teaching and learning. In the teaching part, teachers now require greater skills related to the proliferation of technological tools; in this regard, the use of this channel generates professional development of value in the teacher.

The experience was carried out during the quarter from April to July 2016, about the participants were 89 students in total of these, 89% are from Mexico, 6% from Colombia, 3% from Ecuador and 2% from Costa Rica.

The design of the methodology consisted in sharing videos to students related to content of the subject every week for a better understanding of them. The research was carried out through descriptive and inferential statistics dividing the students into two groups, a control group and an experimental group, it was found that from the second partial exam, the group to which the videos of the educational channel were shared on YouTube obtained better ratings with respect to those who did not have access to this tool, so it is concluded that there is a benefit in the academic achievement when using this

learning content resource, this study is important to this research project because here it is possible to see how this tool affect in a positive way the learning process of the students when they use it with a purpose or in order to achieve a goal.

1 STATEMENT OF THE PROBLEM

Technology has changed our world in many ways. One way in particular is in our education system. Through consistent advances in technology our lives have been facilitated and made easier. Kids of our generation have been lucky enough to have technology by their sides, technology has made learning simpler with the type of programs we have to aide in research and studying techniques (Education week, 2014).

Following this idea, the globalization era has brought with it multiple advantages regarding education field. Due to the new technologies every single person in the world has access to an unlimited quantity of information that is found in the web. Nowadays, the young people are the most benefited because they have the chance to be more interlaced with technological devices. Those tools are really useful in terms of improving their knowledge because it allows them to be closer to information and it contributes with the expansion of its conception of knowledge and reality. One of the most remarkable advantages of Internet is the facility that it gives to the world to enter in a context with different languages, causing the possibility to people to diversify their likes and affinities. Commonly, the majority of people who make use of technological devices are adolescents or indeed, young people. They constantly make use of diverse types of resources such as: Music, videos, series, video games and all kinds of activities that allow them to get in contact with the English language. As a consequence of all the time they spend immersed in this world, they begin to develop the need to understand the language found in these areas. The repetition, learning of vocabulary and expressions start playing an important role which becomes an advantage in the process of learning a foreign language.

According to Varón (2012) Autonomous learning is the activity through which students learn from their own conviction. They do not learn because someone imposes them, they learn because they want to do it, in this way they learn to learn by themselves.

Regarding the definition, autonomous learning is seen as a process in which people are able to learn by themselves. The implementation of the technological devices, in combination with the autonomous learning that can be evidenced as well, when performing activities that are clearly related to the satisfaction and delight of a person can become in a crucial learning resource.

As students and as future English teachers of a BA in foreign languages, and through the experience acquired in the degree in foreign languages, it was possible to identify the importance of creating a context of learning languages through platforms like YouTube with the autonomous language learning in order to have a significant learning process of a foreign language.

In the context chosen for this research project, the interaction with English language is seen in a reduced way because the students of third semester in BA in foreign languages do not have enough spaces to interact with the language in an alternative space to the university, inasmuch as, among the large number of undergraduate students who frequent the university, there are people who come from nearby and also distant municipalities, this prevents them from participating in the activities programmed by the institution for the practice of English outside of class making the practice of the language affected. Currently, this phenomenon is happening in a private institution located in Rionegro Antioquia context, since students of third semester in a BA in foreign languages have the necessity to be in constant contact with the English language, and in order to have a significant learning of English it is important that students will be in an environment where the language could be practiced, for that reason each student seeks to provide him/herself with tools that can

support their learning process, either by means of books, movies, music or any other tool that allows expanding the field of information.

People do not learn as the same way people learned in the 60s, so, this project proposes new ways to innovate with learning, apply and make use of new methodologies that fits the new generations and the new realities.

Nowadays, students are not only receptors of knowledge, but they also have strategies and tools like electronic devices that make them learn in a more effective way, so, according to the reality they are immersed in and what it is looking with the ideal state, it is important to know about which is the experience of students with the use of technological devices in terms of they own way to learn, especially, using technological tools like computers and smartphones because it is known that in this context it can be easy to have access to these devices, and also, to the internet which allows them to have access to platforms like YouTube.

In recent years, the world of internet has been growing with millions of digital platforms, most of them to the leisure time not only but also many of them dedicated to education. For this reason, these useful tools, like YouTube are seen as an opportunity to open new doors to change the learning process in a common learning environment.

Using these strategies, the role of teacher and student change because the learning and teaching methodology are different, so, through these processes, the student will do by her/his own, it is important to allow a new interaction between teacher and student and it is necessary to take advantage of it, and recognize oral production and the learning of new vocabulary. Also, it is important to reflect about the students learning process, maintaining the motivation not only of students but also of teachers, and in this way, this research will contribute to this academic field in order to enhance it.

Among the main advantages of this tool is the use of technological resources and interaction with multimedia platforms such as YouTube to improve oral, listening and grammatical skills, also, it gives a lot of new vocabulary in undergraduate students. In this way, it is proposed to identify the strongest points of autonomous learning by interacting with multimedia content to the liking of users.

In this way, this research paper seeks to provide teachers the strongest points of interest for the students, which they can deepen their knowledge better to supply them with practical tools for their performance improving the language.

According to the personal development through autonomous learning, students will develop competencies in which they will be better qualified to carry out personal production activities, since they will have the discipline to do it, so, the use of YouTube, allows the creation with new academic environments for the practice of language and provides more opportunities for personal growth and leisure activities.

2 RESEARCH QUESTION

How is the use of YouTube as a tool to improve autonomous English learning in third semester students' in a BA in foreign languages in a private institution?

3 JUSTIFICATION

The results obtained will help to support YouTube as a tool in which students can take advantage to improve their English level. In this way, this tool will be useful for the students of third semester in the degree, since it will be focused on their personal interests, creating an environment of practice to improve the English language from in an autonomous way.

The expectation with this project is to identify the best strategies for the learning of language in an autonomous way having as a starting point the interests of students, and that it is given from the immersion that young students have with the interaction they have with the YouTube platform. Specifically, one of the contexts of immersion students have, is the access to the internet and the multiple platforms that allow to post articles, videos, music, tutorials around the world, opening doors to interaction with a foreign language, in this case that is centered on YouTube, a platform that has grown a lot in recent years allowing everyone to take advantage of the free content that is offered to the population.

This research identifies the perceptions of the students through this platform and how useful it is, so they can find the best way to study extra class in activities of their personal interest since YouTube has a lot of content from all categories, also has many advantages such as the implementation of subtitles in videos in a variety of languages, and allows users to interact with different kinds of cultures and accents that can help them to enhance the English language.

In addition, this study can give inputs to a private institution since the main objective is to evidence the student's voices in relation to the use of YouTube, and also, to reflect about positive and challenging experiences in order to reach well-structured findings that would be enriching aspects in terms to know the strategies or different ways students make use of this tool.

Finally, with the help of YouTube as a principal tool, students might present an improvement in language skills due to the continuous contact with the language mixed with students' interest; YouTube will allow them to strengthen their knowledge in a funnier way.

4 OBJECTIVES

4.1 General objective

To describe the influence of YouTube as a tool to enhance the autonomous English learning in third semester students' in a BA in foreign languages in a private institution in Rionegro.

4.2 Specific objectives

- To identify the students' perception of YouTube as a tool of autonomous English learning in third semester students' in a BA in foreign languages in a private institution in Rionegro.

- To highlight the different ways in which students use YouTube as a tool of autonomous learning.

- To reflect about positive and challenging experiences since students' voices of third semester' in a BA in foreign languages in a private institution in Rionegro.

5 CONCEPTUAL REFERENCES

According to the purpose of the research project, which is to describe the influence of YouTube as a tool to enhance the autonomous English learning in third semester students' in a BA in foreign languages in a private institution. In order to enhance English skills, it is necessary to deepen in some key concepts such as: Autonomous learning, EFL and YouTube which are described in the following paragraphs.

5.1 Autonomous learning

Autonomy, being one of the most important terms in this paper seeks to guarantee a significant learning in foreign languages, working hand in hand with the Internet. YouTube as a chosen multimedia platform by the researchers allows the interaction between the student and the English language to consolidate a relationship that allows practicing the different language skills in an autonomous way. Quoting Holec in his work (Benson, 2001, p.23) refers that:

Autonomy in language learning depends on the development and exercise of a capacity for detachment, critical reflection, decision making and independent action (see Little 1991: 4); autonomous learners assume responsibility for determining the purpose, content, rhythm and method of their learning, monitoring its progress and evaluating its outcomes. (Holec 1981: 3)

According to the previous quotation, it can be shown that in order to take place in the students autonomous learning, his / her process must be critical, reflexive and independent, due to this, it is necessary to determine a clear objective to achieve, since if this is not given, autonomous learning will fail, student will disperse and will not find results because the initial purpose was not raised. Mesa C (2004) said:

“Control over cognitive processes involves making inferences about the psychological processes learners undergo in their learning, based on observable

behaviors. Control over content is crucial to the development of autonomy. Determining how they will learn but not being able to decide what they will learn; learners will not really be engaged in self-directed learning!” (p.207)

According to Mesa (2004) the control of the content studied will allow autonomous work to improve as the student goes exploring the tools. When the content on which you are working is constantly watched and examined, this allows the student to take a real and well-grounded process. This in order to provide an efficient process through the right places to which you must access to find appropriate information for the learning process.

Finally, when talking about autonomy or learners' autonomy it is referring to participants' capacity and conviction to learn by themselves. In this way, autonomous learners decide what they want to learn creating a responsible process in which they also monitor their own progress using different strategies that in combination with a suitable affective filter can yield fruitful positive results that can be reflected in their acquisition process of the L2. Holec (1981, p.3) defines the term as “the ability to take charge of one's own directed learning”. Little (2003) on the other hand, says that “the practice of learner autonomy requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and in interaction with others”

Autonomous learning is something that has to be acquired, if the person does not have an optimum level of awareness, in this case, of its own language learning process. Autonomy involves a whole procedure in which increasingly the learner becomes aware of their skills and their weaknesses through practice, they learn to hone them with the purpose of enhancing and learning to learn by themselves.

5.2 YouTube

Being YouTube the main focus of this project, it is necessary mainly to make a description about what this means in a private institution with students of third semester in a Bachelor of foreign languages. YouTube is a platform designed for sharing video founded in 2005 in San Bruno California by Chad Hurley, Steve Chen and Jawed Karim, it is presented as one of the most visited entertaining platforms which has had a considerable evolution since its creation, being used not only but also to share home videos if not also to share more formal videos with some specific purposes for example, in educational fields, YouTube has been a useful tool during the learning of different contents since it allows the incorporation of content in a clear, simple and entertaining way for the students of this century. YouTube as an audiovisual aid contributed significantly in the teaching of a language as Herron (1994) suggests that when a visual stimulus is used in conjuncture with spoken language, student comprehension scores improve significantly.

According with Navarro (2013) to achieve a meaningful learning is necessary to work in the audiovisual content presented in class and the best way to get it is through the activities before, during and after of the visualization but is not mandatory to follow this scheme because the audiovisual content can be used in many ways, for instance being part of reading activities to present or extend them, or as a basis of future activity of writing. In any case there is an important aspect which is to know how to choose what to take to the classroom according with the characteristics of the context.

5.3 EFL learning

Talking about EFL learning, it is taken the definition of Richard (2017) who points out “EFL is usually learned in environments where the language of the community and the school is not English” or where English is not the official language. For instance, in

Colombia, people study English as a foreign language because this country does not use English as a medium of instruction or communication but English is taught in schools, universities and language centers but in some of them it is possible to find the use of the English language all the time. Students learn English in order to use it with different purposes as a communicative skill in different contexts. Taking into account the technological advances in this decade. Albrow, M (1990) refers Globalization as all those processes by which the people of the world are incorporated into a single world society, global society. According to this perspective it is possible to say that the learning of a foreign language every day is easier for the students who want to know more about the language so they can not to have a direct contact with the English environment in their country which force students to practice what they learned in their educational institution because they can be in any place through a screen. Thanks to computer revolution students are able to get in contact with many people from different countries as well as having access to information that can help them with their learning process even, having online teachers learning from anywhere.

6 METHODOLOGY

This section of the paper describes how the project was carried out. It contains the type of research, participants and the ethical considerations that have to take into account before approaching to the selected population sample. Moreover, it explains the data collection methods, such as surveys, interviews and questionnaires.

Regarding the type of study that will be used, which is meant to be a systematization of experiences, it is considered the most appropriate in this type of research since in accordance to the main purpose of the project, which is to know the use of YouTube as a tool to enhance the autonomous English learning in third semester students' in a BA in foreign languages, what it is intended to gather are the pure experiences or the contact these students have had with YouTube platform and in this way, sustainable information it could be collected that once analyzed and interpreted could be enriching in the findings of the project.

On the other hand, and according to the three instruments selected, it can be said that they were the most accurate ones for this project, since they could evidence the type of information that is planned to collect which is related to the perceptions, experiences and thoughts students have towards the use of YouTube platform.

Finally, there will be taken into account some ethical considerations that are attached to the fact that all the information that is going to be gathered will be completely anonymous and confidential.

6.1 Type of study

The intention is to follow a qualitative research approach since it is considered as the most accurate one to conduct this research project, which is meant to be a

systematization of experiences because it will allow getting valid information about the students' perceptions and experiences.

“Qualitative research allows researchers to get at the inner experience of participants, to determine how meanings are formed through and in culture, and to discover rather than test variables” (Corbin, & Strauss, 1990, p.20). In this way, it can be said that qualitative research permits to learn about people in a more pure, integral and humanistic manner, approaching the reality, culture and daily life of people, and hence, collecting more significant data. On the other hand, (Creswell, 2002) mentioned that in a qualitative research, the type of participants can be identified as well as some sites that are the most convenient for this research purpose, taking into consideration places and people that can best help researchers to understand the central phenomenon to investigate.

As it was mentioned before, the project is going to be based on a systematization of experiences. Holliday (2006) stated that the experiences are socio-historical processes that can be individual and collective and that they are lived by specific groups of people, he adds that the experiences are vital processes which are always changing and transforming perspectives and realities.

This means that all experience manifests different emotions, sensations and interpretations and that is why this method is considered as the most suitable to carry the purpose because it is not simply based on obtaining statistics, numbers and quantitative data, but on knowing the diverse realities in which the selected population is immersed, and consequently approaching in a purer way the real world and its needs.

In conclusion, it is considered that the use of a systematization of experiences is perfectly suited to the project which is to know the use of YouTube as a tool to enhance the autonomous English learning in third semester students' in a BA in foreign languages in a private institution.

6.2 Participants

The participants of this study were 19 students of third semester in a BA in foreign languages in a private institution. This population was chosen because in this stage of the program students must already have significant experiences acquired during English language learning. Therefore, it is assumed that they have already identified the strategies and tools that are most useful for them to enrich their process.

6.3 Data Collection Methods

The main focus of this research, has as a point of reference the feelings and experiences that the population had lived in during the use of this tool to improve their English skills. Therefore, by means of qualitative research, interviews, surveys and questionnaires will be carried out to show the feelings regarding the different usages of YouTube. And to identify what it has generated in the population and the achievements that have been obtained thanks to this.

According to the previous information, the author manifests in both approaches, data are collected such as interviews, observations, and document analysis. In qualitative research, this approach relies on general interviews or observations so that the views of participants are not restricted. No more instruments will be used as in quantitative research and gather closed-ended information; data will be collected with a few open-ended questions that we design (Creswell, 2002, p.205).

The main purpose of the data collection, is to obtain descriptive material that allows reflecting on the processes and experiences obtained by the participants. The survey will allow gathering useful data to carry out the study with truthful results of experiences acquired by users.

6.3.1 *Interview*

The first instrument selected was the interview in order to know experiences for this research.

“We collect people’s life stories in order to study various aspects of the human experience and the primary way we gather stories is by interviewing people. When we interview, we ask people to share their stories” (Jacob, 2012). According to the last quotation this research seeks to get information about the participants’ experiences, achieving to know about their feelings and positive experiences through the use of YouTube as a tool for autonomous learning. Also, the interview will allow getting valid and real information from the users since there will be a face-to-face contact between the people involved.

6.3.2 *Surveys*

Kerlinger (1973) cited by Mathiyazhagan & Amp; Nandan (2010) considered survey research as social scientific research and focuses on people, the vital facts, their beliefs, opinions, attitudes, motivations and behavior. For this reason, it is thought that through a survey will be able to determine the students’ view for YouTube platform as well as identifying the effectiveness of this when it comes to use it autonomously. It will also allow having an approach to frequent malfunctions that are found in the virtual tool, providing an approach from the opinion to the population and knowing how this tool changes over time.

6.3.3 *Questionnaire*

The questionnaire was selected as one of the instruments to collect data because it is accurate and suitable according to one of the main purposes once started the gathering. The main purpose is to diagnose, in order to determine how the contact the participants have had with YouTube platform is. It is attempted to have a first approach by knowing the

perceptions of the participants in terms of the use of YouTube. In this way, it can be drawn a general idea of what their contact with this tool is and how that can be perceived.

Questionnaires are a very convenient way of collecting useful comparable data from a large number of individuals. However questionnaires can only produce valid and meaningful results if the questions are clear and precise and if they are asked consistently across all respondents (Mathers, Fox and Hunn, 2007).

According to the quoted before, the type of information will be valid since the questions are intelligible and accurate in terms of the main purpose which is to have a diagnosis of students' apprehension towards YouTube platform. This first instrument will be helpful when doing a triangulation among the other data collection methods.

6.4 Ethical considerations

In this part of the project, ethical considerations are very important since the information collected must be confidential so as not to violate the identity of the users. In addition, an objective perspective of the study must be taken to avoid influencing the participants. Students must be informed about the confidentiality of the data and that none of the information obtained will be filtered for purposes other than those of research project.

7 RESULTS AND DISCUSSION

Taking into account the results obtained during the implementation of the instruments for the data collection, it is important to say that every instrument allowed the researchers to get useful data regarding the use of YouTube as a tool to enhance the autonomous English learning.

The three specific objectives were related in each conceptual reference, permitting to gather data about the feelings and perceptions regarding the use of this tool, the first instrument implemented which was the questionnaire shows that according to the first specific objective which is about identify the students' perception of YouTube as a tool of autonomous English learning in third semester students' in a BA in foreign languages in a private institution. It can be inferred that in general terms, the results obtained regarding the students' perceptions of the use of YouTube were positive. Since it could be evidenced that most of the students see YouTube as a very useful and practical tool. In addition to the fact that it is very complete and practical. Even though its principal purpose was destined for leisure time, over the years, it has changed and it has become an academic platform due to people have grant it an educational use. Hence, it is very enriching, because at time goes by, it is transforming and helping in different manners.

In accordance to what some people answered in the questionnaire, it can be evidenced that YouTube really contributes to the academic processes of the people, in this case specifically in the third semester students of a BA in foreign languages because the students have been using it to review topics seen in class, clarify doubts or just simply go deeper on an explanation as they know they will find a better understanding regarding the subject. So it could be said that YouTube influences constructively and provides many benefits for third semester students of a BA in foreign languages because they are taking YouTube as a supporting strategy on their learning process.

Furthermore, and taking into account the data obtained with the questionnaire designed to 20 students of third semester in a BA in foreign languages in a private institution, it was possible to evidence that most of them think that YouTube is a valuable platform that allows interact with diverse type of content and information, due to, among the uses students give to YouTube it could be found that they tend to oscillate into leisure time usages such as: Tutorials, Music videos and academic purposes as looking for topics in order to clarify doubts and a better comprehension about some topics. Also, it is a tool that offers easy communication and management.

According to the data obtained 100% of the students in third semester like YouTube, showing in this way the acceptance that this tool achieves in the educational field. On the other hand, it was observed that despite of 100% of the students like this tool, only 50% always used and the other 50% use it sometimes.

Despite of only 50% use YouTube constantly it is a good percentage since the rest of the people use it sometimes. In this case, it can be said that this tool has good acceptance from the students and is an option that some of them take into account to study English autonomously and for their leisure time.

In relation to the answers obtained in the question 3 which states “What type of YouTube Videos do you like to watch?” it is possible to observe that tutorials and academic content are some of the most used when using YouTube, both with 18 students, music with 19 students is the most voted, leisure with 10, series with 4 and others with 1 student. These data obtained shows that most of them have a special interest in using YouTube with academic purposes and tutorials to learn, also, music as the most frequented used by them. Taking into account these data it is possible to say that the embracement in the academic field has been outstanding.

In addition, question number 4 implies how well known YouTube platform is, and according to the results, the majority of the participants do not know another platform besides YouTube, just a low (Percentage) of the participants know other platforms similar to YouTube. It is not just a tool for watching movies or listening to music, it is more than that, and it is a community in which people can learn by themselves regarding their convictions and desires.

On the other hand, regarding to question number 7, in which it is found that there is a balance between the people who use YouTube for leisure time and the people who use it for academic purposes, it could be understood that YouTube is a vast, complete and integral platform in which people can look for information according the academic field, solve doubts and learn about new topics as well as many other activities in which they can get relaxed by learning or practicing at the same time. For instance, while listening to music students can practice pronunciation, while watching tutorials they can learn vocabulary of instructions, and by watching movies they can learn new expressions, in other words, this platform permits that people all over the world can get in contact with other cultures and languages, in this case English language, besides having the space for being immersed in it.

According to the last answers, the 55% of the participants manifest they have had some restrictions when they needed or wanted to use YouTube. In question number nine participants consider that most of the population that use YouTube are children and young people, it might be because the new generations are digital natives and they are lastest to use platforms like this.

90 % of the participants think that this platform is easy to use, due to most of them have grown up using this platform and they express different reasons that they consider important to mention such as they do not have to pay to use it, they have access in their cellphones from the first moment, it is not mandatory to have an account, it is easy and

simple to use, it is free and it does not have an age restriction. 2 of the participants mention a disadvantage regarding the ads that appear frequently when they want to watch videos on YouTube. In relation to the last answer, the participants want to mention that YouTube is really a positive and useful tool because 100% of them would recommend it to others for different reasons, since they consider this contains a lot of educational material that can help in the learning process watching videos, solving doubts and reviewing topics seen in class in a different way in this case with visual aids, even, they ensure that YouTube is better than another popular platform.

According to the second objective of this research which is to highlight the different ways in which students use YouTube as a tool for autonomous learning in students of third semester' in a BA in foreign languages in a private institution, the instrument implemented was a survey (see appendix D) which allowed to identify the different uses of YouTube in a population of the 19 students, this survey contained twelve questions divided into three sections, such characterization, YouTube usages and students' perceptions. During the development of the survey it could be observed that the information collected responds to the second objective of this research .

According to Kerlinger (1973) cited by Mathiyazhagan & Nandan (2010) considered survey research as social scientific research and focuses on people, the vital facts of people, their beliefs, opinions, attitudes, motivations and behavior. For this reason, it can be thought that through a survey it will be able to determine students' view for the tool and identify the effectiveness of this when it comes to doing it autonomously.

Taking into account the information evidenced in this survey, it is possible to say that students had first contact with YouTube platform through leisure time activities such as listening to music and watching tutorials. Then, when they started to study they realized

that YouTube could help them in their academic aspects affirming that YouTube has contributed in a positive way in their learning process. (See appendix E)

In this survey 100% of the participants were young people between 17 and 24 years old, 90 % of this population were female and 10% were male. According to the places of residence all of them correspond to *Altiplano de Oriente* or more known as Valle de San Nicolas among them are: La union with 5%, Rionegro with 37%, La Ceja with 15%, El Carmen with 15% and Marinilla with 28% which are municipalities that have internet access in the most part of their territories, also 100% of the participants ensure that they have used YouTube platform several times with different purposes because all of them think that YouTube is easy platform to use.

According with the information shown in a table designed in the survey (See appendix E) which measured the frequency of the use of YouTube regarding different purposes, the participants responded that they watch videos never 10%, sometimes 15%, half time 5%, often 28%, very often 47 % and They listen to music sometimes 15%, often 28% and very often 68%. They use YouTube for academic purposes, never 5%, sometimes 10%, half the time 28%, often 42% and very often 10%. This means these are the main uses that students give to this platform even before they started to study and after they started to study specifically in the program of bachelor in foreign languages they found a new utility according to their academic goals. Then they use it for leisure time, never 5%, sometimes 10%, half time 15%, often 28 % and very often 37%, regarding this, here they use YouTube, including the first two activities mentioned before most of the time, create content, never 79%, sometimes 10%, half the time 5% and very often 5% in this population is not common to create content to share through this platform. To learn by myself, never 15%, sometimes 21%, half the time 42%, often 15% and very often 5%. This part demonstrates that they use their autonomous learning but it is not a priority. They also

answer that they give YouTube other uses such as watching tutorials 53%, look for food recipes 74%, watch movies 58%, watch series 2% and watch TED talks 5%.

In addition, and taking into account the last section which is about student's perceptions regarding the use of YouTube, 95% of the people agreed with question number 9 which was about their perceptions in terms of YouTube contribution to the learning English process during the program. On the contrary, there was a 5% of participants who did not agree with that statement, this was exactly the percentage observed in question number 10 which was about the YouTube contributions to their autonomous learning process. Moreover, the participants mentioned some of the ways they considered they could evidence the autonomous learning process, for instance, 5% commented "Specific topics", "watch videos in English" and "autonomous learning" and 16% mention "watch new information about information interesting for me". Considering these results, it can be evidenced that a remarkable percentage thinks that YouTube tool has been useful in their learning process during the program and also it has contributed in positive aspects to their autonomous learning process. Most of the features were directed to the academic field and a majority reflect that it is very beneficial when they are looking for information to clarify some topics. (See appendix E)

Through the development of the interview, it was possible to find results which allow the researchers gather information regarding to the third general objective which is "To reflect about positive and challenging experiences since students' voices of third semester in a BA in foreign languages in a private institution." According to (Jacob, S 2012) "We collect people's life stories in order to study various aspects of the human experience and the primary way we gather stories is by interviewing people. When we interview, we ask people to share their stories". Taking into account what Jacob said, the

interview was carried out with the intention to get information about student's experiences through the use of YouTube as a tool to enhance the autonomous English learning.

The information obtained showed which are the necessities and the reasons why students turn to YouTube as a tool to improve their language skills. Firstly, it was found that the population studied is in the age range between 18 to 21 years old and all of them belong to the east of Antioquia in places like Marinilla, Rionegro and El Carmen de Viboral. (Appendix C)

Furthermore, some of them started to use YouTube in the university looking for strategies which help them to learn more about topics of their interest regarding the English language. Other students started to use this tool since high school because it could help them in the different subjects at that time. They manifested that YouTube is a very good tool to learn a foreign language because of the diversity of content that it has for language learners, see (Appendix C).

The interview showed that when the students interact with YouTube in an educative way, they prefer to look for tutorials which help them to get a second explanation about topics they have covered before in class, this is a way to complement their comprehension on topics. Besides, they look for channels which allow them to interact in a language context, as foreign pre-service teachers, documentaries, series, music, videos, Youtubers and research channels. All of them with the purpose to get closer to the language and to practice it. See (Appendix C).

In addition to the findings, the students of third semester express that YouTube is a tool which has helped to improve their language skills. Certainly, listening was mentioned by the majority of students, being reinforced with pronunciation and vocabulary. The listening skill is improved through all the content which has been created in English and uploaded to YouTube, it contains a variety of accents and speeches which help them to

enrich their knowledge. In some specific cases, grammar and speaking were mentioned, they have been reinforced thanks to the variety of content that many times contain native speakers and help with subtitles. See (Appendix C). Between the multiple advantages that YouTube has, students mentioned that the diversity of content and the fact that it is a free web page, makes it an excellent tool to consider when you want to interact with the language from a virtual platform, besides some students' manifest that YouTube allow them an autonomous learning and skill improvement.

In spite of the multiple advantages YouTube has, the interviewed students also gave their point of view regarding the disadvantages of the platform. It was found that the reliability is one of the most remarkable problems, since not all the content found on YouTube is real and sometimes they tend to cheat the participants giving them wrong information. (See Appendix C). Among the most relevant improvements proposed by the students, it was found that a section specially designed for educational and language-related content would be helpful.

In a broader perspective, the interpretation that could be done regarding the conceptual references, literature review and the instruments findings, allow the researchers to achieve extensive information about how is the students' interaction with the YouTube platform, and if these types of study strategies help students to reach a better improvement of language skills.

Taking into consideration what Mesa (2004) stated about autonomous learning, that is about what learners must take control over their cognition process because that will permit engaging features, in which they will be more conscious about their learning activity. Moreover, control over the content they want to frequent will be a characteristic that denotes freedom and independence. In relation to the findings, it could be evidenced in the questionnaire and survey that most of the participants tend to use YouTube

autonomously for different aspects, but the most remarkable use mentioned by participants was that they use it a lot for academic purposes. One of the main characteristics regarding that category is that they visit the YouTube platform in order to look for clarification concerning different topics taught in class or learning by themselves taking the content found on it as a learning material. According to one of the answers to the questionnaire in question #11:

“Because we can see tutorials, explanations and material like music and videos to use in class” (Participant A)

“Because we can see videos about topics that we saw in class” (Participant B)

In relation to the findings in the literature review, a study called *An Investigation of Undergraduate Students Beliefs about Autonomous Language Learning*, it could take as relevant the following idea Language institute in Bangkok, Thailand (2014) “...If they accept that they can decide their own learning, they feel free to choose the activities that suit themselves”. This can be denoted in some of the answers participants gave in the interview.

“This type of platform helps us to understand the contents of the language and at the same time, it entertains us. It is without a doubt a different way of learning to improve faster since it can also be used to spend time, leisure activities and learn at the same time”. (Participant C)

“Also, having so many ways in which this platform can teach and the number of people who explain with different methods, the autonomous work of the student is greatly benefited”. (Participant D)

Finally, since authors' voices, and instruments findings, it is possible to say that most participants are at a level of consciousness in which they are able to reflect and identify the type of strategies, topics, and content they feel more comfortable with, and that

suits them better. Besides, the participants state they feel very benefited because they have been able to improve certain aspects in their learning processes, being the spotlight, the use of YouTube as a support to have a better understanding on certain topics seen in classes, in other words, in the academic field.

Taking into account what González, González, and Hernández, (2017), said in their research “Use of the video and the YouTube platform in the University Educational context” It is important to highlight that visual tools as videos, facilitate reflection, improve understanding and positively influence construction and knowledge reconstruction activities, also improve the appropriation of the contents under study. When students use YouTube as a learning resource, it improves the assimilation of the contents and the ability of students to solve problems. As it was evidenced on the findings in the three instruments, YouTube as a tool to enhance the autonomous English learning is an useful platform of which students of the third semester have taken advantage of the great diversity of content that it is possible to find there.

Firstly, YouTube as a platform which shares formal and informal videos, allowing students to interact with diversity of content, because there exist certain channels that focus their content in sharing their experiences in a way which can be clear for the users that frequent their videos. The instruments applied to collect this data information, reveal that, in spite of the junk content that is possible to find on YouTube, it is also possible to find educative content, focused on the learning of the users and that are committed to solve doubts when people need it.

The students of third semester felt benefited since this platform offers diversity of content of their personal and educational taste, giving them the opportunity to find a practice environment through music, tutorials, documentaries, and many videos, which

allow users to interact with the English language in an autonomous way and with issues of free choice.

Taking into account the context where this research was carried out and according to Richard (2017) mentioned "EFL is usually learned in environments where the language of the community and the school is not English" it is evident that Colombia is a country where English is not the official language, for this reason this language is considered as a foreign language when it is being learned in an educational institution in order to students can obtain enough and useful skills to communicate in other contexts.

Regarding the three studies used in the literature review it is possible to find that in each one of them, EFL is an important factor during teaching and learning the language because the context determines it.

Looking into the information obtained in the three instruments applied, there were some questions and answers focused on learning English as a foreign language (see appendices C, D, E), setting an example of an answer from the questionnaire students manifest that they can watch on YouTube some tutorials, topic explanations and materials like music and videos to use in class. (See Appendices C, D, E)

In the information of the survey most of the students express that they use YouTube to have a better connexion with the English language and contribute to their academic goals. They implement habits such as listening to music with lyrics, watching series in order to know new expressions, new vocabulary and improve pronunciation. Also the last instrument showed the students interviewed like to watch content from foreign teachers and they look for explanations of questions that they can answer while they are watching the video, some of them think that the main language skill that they have improved using YouTube is listening comprehension (See Appendix C).

This is how these results reveal that the use of YouTube can contribute to the learning of a different language to the official language of a country, in this case Colombia.

8 CONCLUSIONS

Through the findings obtained among the different instruments (interview, questionnaire and survey) it was possible to demonstrate, that YouTube is a tool that greatly strengthens language skills, across its diversity of content and easy access for the participants (See Appendix C). The majority of students, along with the development of the data collection methods, showed that YouTube is a very useful tool, when people are interested in studying English with a non-traditional method and with interactive qualities, spacially, thanks to the free and easy access from smartphones, tablets and computers.

Besides, as well as, the accessibility, since it was one of the most remarkable findings, because it showed that nowadays, many people have enough access to the technology. Such as, in this university population, who demonstrate to be part of the technological native population, which have an excellent management and easy adaptation to technological devices. (See Appendices C, E, and G) .

In addition, and among the aspects the researchers wanted to evidence in which were the improvement of the four language skills (listening, reading, writing, and speaking). At first sight, it was pictured a possible scenario in which participants with the aid of YouTube platform could enhance some of their English language skills in terms of pronunciation and listening features, learning of new expressions, and vocabulary. But, it was noted that the participants did not mention an improvement in their four language skills. Instead, they manifest an improvement regarding the use of YouTube as academic support on their learning process.

In relation to the first specific objective, which is about student's perceptions with respect to the use of YouTube as a tool to enhance the autonomous English learning, it could be observed that the students appeal to the use of YouTube platform in order to search for topics covered in class, or related to the academic field, this is something they accomplish autonomously and in regards to their own learning. Besides, it was also evidenced that a relevant percentage of the participants combine the use of the platform with leisure and academic purposes. It is important to highlight that a majority of the participants in their leisure time, usually tend to listen to music or watch videos in English. In other words, they relate the content they enjoy to English features, in that manner, it could be said that this type of activities could collaborate indirectly with their autonomous English learning process (See Appendix C and G).

Furthermore, according to the second specific objective, it was possible to conclude that, YouTube is a tool which allows the students of the third semester onwards, to carry out an autonomous English process, since it is a platform which contain a great diversity of content, that could be adapted for the different learning styles.

In the same way, it is easy to find tutorials and educational context for every age and mother tongue. The interview was designed to show positive and specific results about it. In conclusion, participants have taken advantage of YouTube as a tool to enrich and improve their English skills, as it was demonstrated in the data collection instruments, they could notice an improvement listening, thanks to the English academic YouTube content

YouTube is a practical tool to use for this generation, including this group of participants because they have had a direct contact with this platform years back since this has been well known and used for listen to music then they discover that could this be an academic help to improve their language skills, some advantages identified in the answers

of the questions in the interview are YouTube as a unlimited tool because they can visit it as many times as they want and they can watch the same video several times but some students mentioned 2 main disadvantages related with this aspect which YouTube does not allow to practice speaking skills they can only listen and watch the information. Another challenge for them is to be sure about the reliability of the information found there because this platform does not have a control or a filter where the videos with false information could be discarded, if not that anyone in any part of the world can upload videos of the subject they want and many people can be misinformed or in the case of the students they can get confuse if they found different information about one single topic.

Finally, participants proposed some ideas which can improve the platform quality and can respond to their needs regarding the learning process, one of the most relevant proposal is to incorporate a specialized section on YouTube about foreign language learning with certified professionals who guarantee the quality of the content.

Gathering all the information obtained, it is possible to conclude that YouTube is a good and effective platform to learn with a lot of content, for this reason it is important that students be careful and do a deep search in order to consume meaningful and good quality content.

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APPENDIXES

*Appendix A. Consent form***CONSENTIMIENTO INFORMADO.**

THE INFLUENCE OF YOUTUBE AS A TOOL TO ENHANCE THE AUTONOMOUS ENGLISH LEARNING IN THIRD SEMESTER STUDENTS IN A B.A IN FOREIGN LANGUAGES IN A PRIVATE INSTITUTION IN RIONEGRO, ANTIOQUIA.

Usted ha sido escogido como participante en un proceso de investigación para describir YouTube como una herramienta para mejorar el aprendizaje autónomo en estudiantes del tercer semestre de Licenciatura en Lenguas Extranjera en una institución privada.

RIESGOS Y BENEFICIOS

Su participación no representa riesgo alguno a su integridad personal y a su buen nombre. No obstante será necesario destinar un tiempo prudencial para la realización de las acciones anteriormente mencionadas.

ANONIMATO

La información siempre permanecerá en el anonimato y sólo será suministrada en caso de ser requerida para validar la información. Al momento de describir el estudio, tanto escrito como verbalmente, se usará un seudónimo que se le será asignado a fin de proteger su nombre y datos personales.

Entiendo que mi participación es completamente voluntaria y sin ningún tipo de consecuencias.

Nombre del participante que acuerda:

Firma del participante que acuerda:

Fecha de acuerdo:

Nombre del investigador que recibe el acuerdo:

Designed by Browning, P. and modified by Ledesma 2018

Appendix B. Interview format

Interview regarding experiences and perceptions about the use of YouTube in a BA in foreign languages third semester students.

The following interview has as purpose to get information about student's experiences and perceptions through the use of YouTube as a tool to enhance the autonomous English learning.

Contact information: The interview will be developed by eight semester BA in foreign languages students. juang.restrepo0325@gmail.com, torresanamaria25@gmail.com, bubble989@gmail.com

The information obtained during this interview will be used only for academic purposes, the participant names won't be revealed.

Name:

Age:

Place of residence:

1. How was the first approach you had to the YouTube platform?
2. How often do you use YouTube to practice English?
3. At what time did you start using YouTube as a tool to learn English on your own? Why?
4. How useful do you think YouTube is, when you are in a foreign language learning process?
5. What type of content do you watch when you are interacting with the platform in an educative way?
6. What improvement have you acquired in your language process through the YouTube platform?
7. What advantages does YouTube have as an autonomous learning tool?

8. What disadvantages does YouTube have as an autonomous learning tool?
9. What improvements would you make in this platform to better adapt it to the context of foreign languages?
10. Would you recommend this tool for foreign language students who are in their training process?

Appendix C. Interview chart

Categorization	Interview findings.
Autonomous	<ul style="list-style-type: none"> ● This type of platform helps us to understand the contents of the language and at the same time, it entertains us. It is without a doubt a different way of learning to improve faster since it can also be used to spend time, leisure activities and learn at the same time. ● Also, having so many ways in which this platform can teach and the number of people who explain with different methods, the autonomous work of the student is greatly benefited. ● I always loved English music and this gave me a good pronunciation. In YouTube I found several English musical videos. Also to learn vocabulary and topics. ● ...you can improve some skills. If you find a funny video or you enjoy watching some videos a lot, you are going to YouTube more frequently and this makes you more disciplined... ● Cuando entre a la universidad. Para buscar más explicaciones y para ir acostumbrando el oído. ●
EFL	<ul style="list-style-type: none"> ● ... I started watching videos to study subjects in my English class at that time... ● I watch content from foreign teachers, feedback on topics and examples with questions I can answer while watching the video

	<ul style="list-style-type: none"> ● I think that the main aspect that I have increased when I watch the educational content of the language is listening. In the same way, it has helped me a lot with the grammar of English, due to that is why I watch videos on YouTube the most. ● Entender palabras o conocer vocabulario e intentar hacer la misma pronunciación. ● He podido comprender mejor los temas explicados en clase, también mejoré la pronunciación y la escucha ● Uno puede encontrar mucho contenido de gramática y vocabulario.
You Tube	<ul style="list-style-type: none"> ● My first approach to the YouTube platform was to listen to music a long time ago. ● ... Students like the use of visual tools to improve language learning... ● I think that the main aspect that I have increased when I watch the educational content of the language is listening. In the same way, it has helped me a lot with the grammar of English, due to that is why I watch videos on YouTube the most. ● I would incorporate a YouTube section specialized in learning a foreign language with certified professionals who can provide quality content. ● YouTube is a great tool that can adapt to the way they learn from them ● When I need to understand very well some topic about English, I go to YouTube

	<ul style="list-style-type: none">● ...In YouTube you can find English podcasts, videos made for people who want that other people learn about English, English music, phonetics, etc...● Short videos or videos with a good explanation about some topic, documentaries, series, English conversations, research and channels with a specific content.● May be to include more educational podcasts or more advertising about educational videos.● Lo uso más para escuchar y ver las letras de las canciones y algo de pronunciación o en ocasiones para ver temas que no he entendido.● Yo creo que YouTube es una buena herramienta para el aprendizaje de alguna lengua, en YouTube hay muchos canales para poder conocer alguna lengua.● Que tuviera acceso sin necesidad de internet● ...porque siento que esta herramienta tiene mucho contenido con el cual puedo aprender más fácil...● Es muy buena porque puedes ir paso a paso y repetir los videos las veces que sean necesarias.● Si la recomiendo porque personalmente me ha ayudado un montón en mi proceso de aprendizaje● Es muy importante, eso nos ayuda a acostumbrar el oído y aprender vocabulario nuevo. Además, hay muchas personas que suben contenido en inglés.● Al escuchar música en inglés y ver youtubers en inglés he acostumbrado más el oído.
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Appendix D. Survey format

Survey regarding experiences and perceptions about the use of YouTube in a BA in Foreign languages third semester students.

The following interview has as purpose to get information about student's experiences and perceptions through the use of YouTube as a tool to enhance the autonomous English learning, the information collected will be used only for academic purposes.

Students in charge of the survey: Alejandra Isabel García Duque, Juan Guillermo Restrepo, Ana María Torres.

Contact: buble989@gmail.com, torresanamaria25@gmail.com,
juang.restrepo0325@gmail.com

Objective: To highlight the different ways in which students use YouTube as a tool of autonomous learning.

Participant number: _____

A. Characterization

1. Age:
 - a. Between 17 and 24 years old
 - b. Between 24 and 30 years old
 - c. 30 years old onwards

2. Gender:
 - a. Female
 - b. Male

3. Place of residence :

B. YouTube usages

5. Do you use YouTube platform?

Yes

No

6. Do you think YouTube is an easy platform to use?

Yes No

7. You use YouTube platform to:

Mark with an X the frequency with which you use each category

	Rarely/never 	Sometimes 	Half the time 	Often 	Very often 
Watch videos					
Listen to music					
Academic purposes					
Leisure time					
Create content					
Learning by myself					

8. What else do you use YouTube for?

Mark with an X the ones you have experienced

- a. Watching Do it by yourself (DIY) tutorials
- b. Look for food recipes
- c. Watch movies
- d. Watch series

Others _____

C. Students' perceptions

9. Do you think that YouTube platform has contributed to your learning English process during this program?

Agree Disagree

10. Do you use YouTube platform to contribute to your autonomous learning?

Yes No

How?

Mark with an X the ones you have experienced

- a. Watching videos in English language with the purpose to improve listening skills
- b. Listening to music with lyrics in order to learn new vocabulary and improve pronunciation
- c. For academic purposes that could imply looking for: Grammar, structures, tenses, vocabulary, correct pronunciation of words
- d. Watching series in order to know new expressions
- e. Create content in English language

11. What characteristics would you have strengthened with the help of YouTube, in terms of English language?

Mark with an X the ones that you consider you have improved

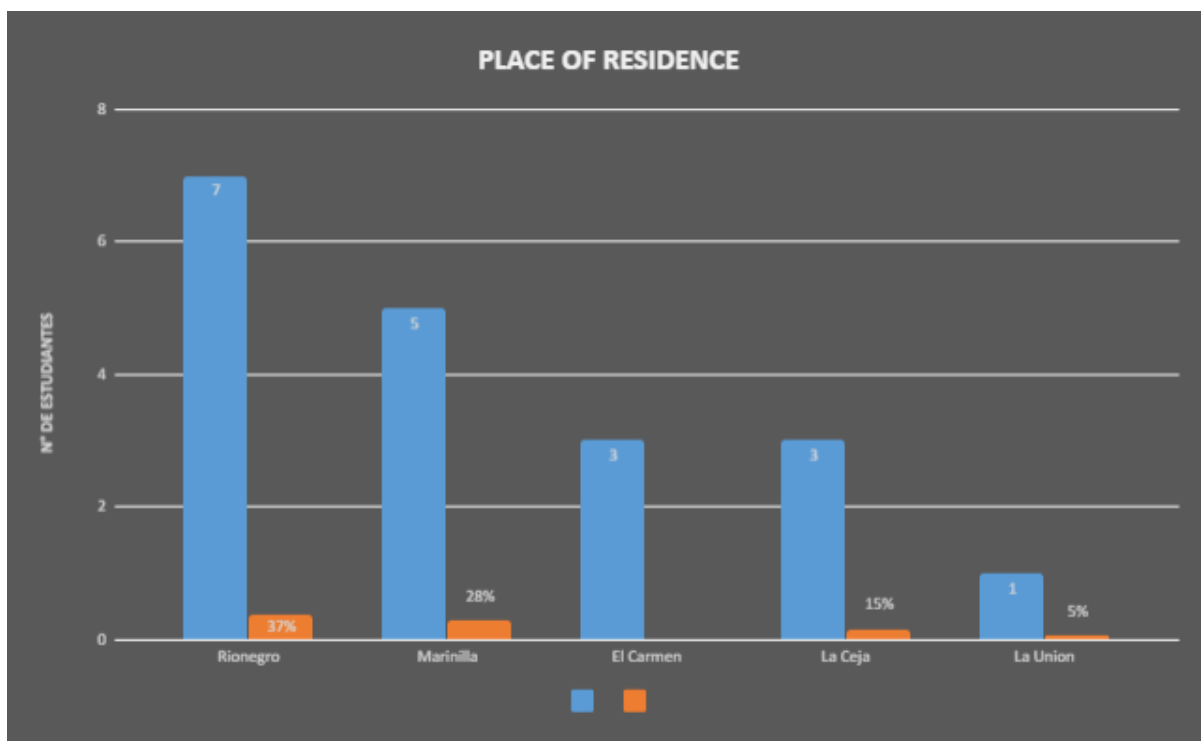
- A. Listening skills
- B. Pronunciation
- C. New vocabulary
- D. New expressions

Others:

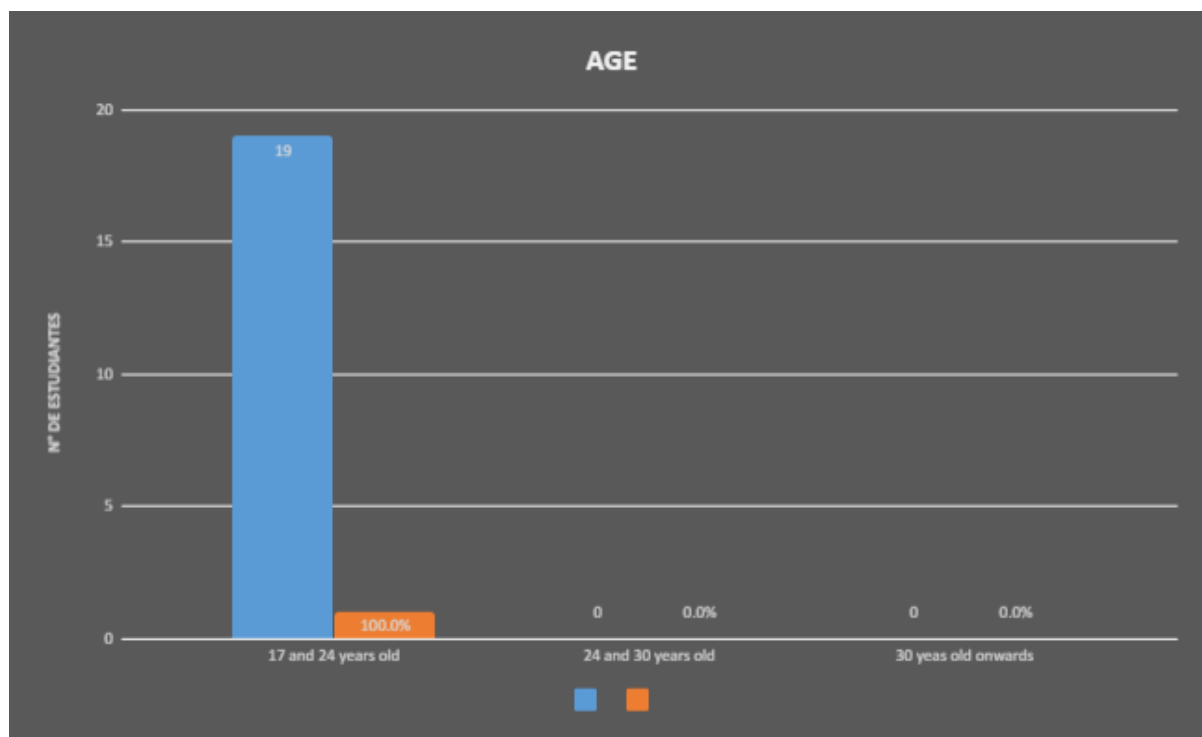
We appreciate your input in this survey, thank you!

Appendix E. Survey graphics.

Graphic. 1. Participants place of residence



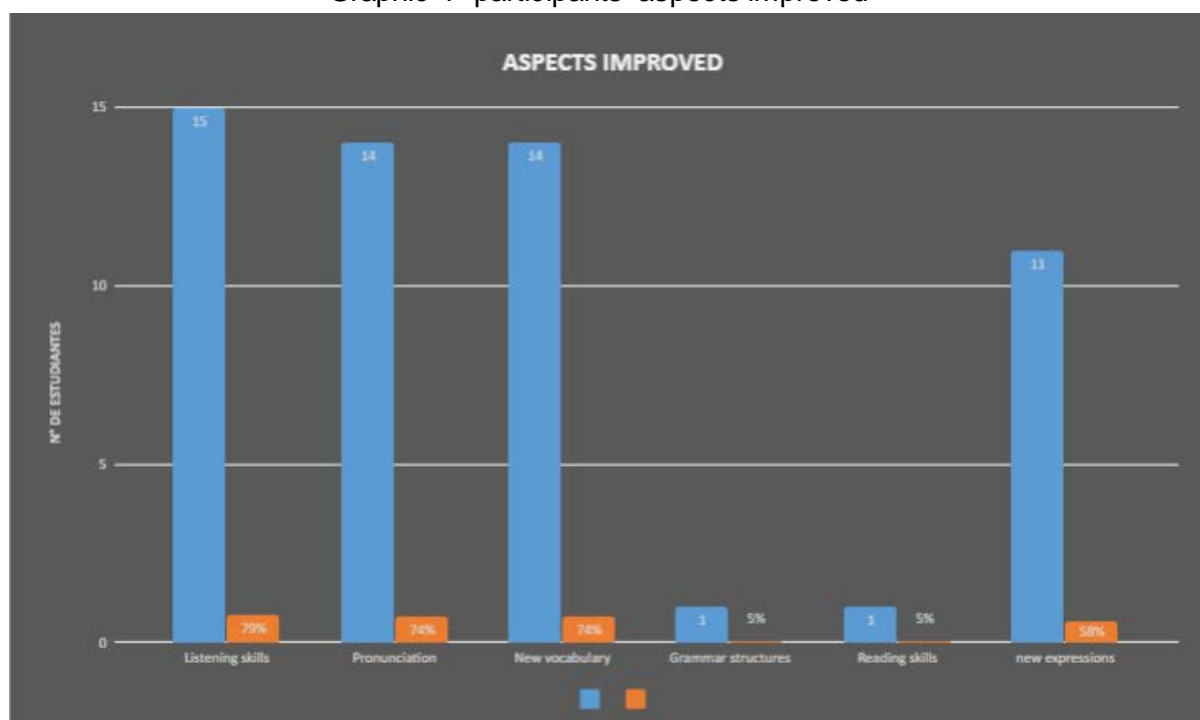
Graphic. 2. Participants' age



Graphic. 3. Participants' frequency in the use of YouTube

	never	sometimes	half the time	often	very often
watch videos	10%	15%	5%	28%	47%
listen to music	0%	15%	0%	28%	68%
academic purposes	5%	10%	28%	42%	10%
leisure time	5%	10%	15%	28%	37%
create content	79%	10%	5%	0%	5%
learning by myself	15%	21%	42%	15%	5%

Graphic 4- participants' aspects improved



Appendix F. Questionnaire format

Questionnaire regarding experiences and perceptions about the use of YouTube in a BA in foreign languages third semester students.

The following questionnaire has as purpose to get information about student's experiences and perceptions through the use of YouTube as a tool to enhance the autonomous English learning.

Contact information: The questionnaire will be developed by eight semester BA in foreign languages students. juang.restrepo0325@gmail.com, torresanamaria25@gmail.com, bubble989@gmail.com

The information obtained during this questionnaire will be used only for academic purposes, the participant names would not be revealed.

1. Do you like to use YouTube?

Yes____ No____

2. How often do you use YouTube?

Always____ Sometimes ____ Seldom ____ Never ____

3. What type of videos do you like to watch?

Tutorials____ Music ____ Leisure____ Academic ____ Series ____ Others ____

Which ones? _____

4. Do you know another platform that allows watching videos in YouTube? Mention some of them.

Yes_____

No_____

Which

ones?

5. Have you ever downloaded any YouTube video?

Yes_____ No_____

6. Have you ever uploaded any YouTube video? What type of video?

Yes_____ No_____

Which ones?

7. What do you use YouTube for?

Academic purposes_____ Leisure time_____

Others?

8. Have you ever had any restriction when you look for YouTube videos?

Yes_____ No_____

What type of population use YouTube the most?

Children_____ Young people_____ Adults_____

9. Do you think YouTube access is easy? Please mention two reasons:

Yes_____ No_____

10. Would you recommend YouTube as an academic tool? Yes____ No____ Why?

Appendix G. Questionnaire percentage chart.

QUESTIONNAIRE PERCENTAGE CHART

Do you like to use YouTube?	YES 100%	NO 0%				
How often do you use YouTube?	ALWAYS 50%	SOMETIMES 50%				
What type of YouTube Videos do you like to watch?	TUTORIALS 90%	MUSIC 95%	ACADEMIC 90%	LEISURE 50%	SERIES 20%	MOVIES 5%
What do you use YouTube for?	LEISURE 95%	ACADEMIC 95%	OTHERS 5%			
Do you think YouTube access is easy?	YES 95%	NO 10%				
Would you recommend YouTube?	YES 100%	NO 0%				