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Students' Perceptions and Attitudes about the Use of YouTube in Learning French Language

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Abstract:

The present study aims to study the University of Sharjah students' perceptions and attitudes about the use of YouTube in learning French language. It also attempts to shed light on the UOS students' preferred types of YouTube videos and their usefulness in learning French language. A purposive questionnaire was designed and sent out to 69 undergraduate students from different disciplines who were enrolled in the French language course. The findings of this study showed that there is a significant trend in the overall use of YouTube for French language learning by the UOS students from different disciplines, constituting 64% of the respondents. The study also demonstrated that videos available on YouTube can be useful for language learning purposes. 49% of the respondents reported improvement in their French language skills (Grammar, Vocabulary, and Pronunciation) and 57% of the respondents believed that YouTube videos enable them to complete study tasks more quickly. Videos of Automobiles, pets & animals, sports and news were among the most preferred categories of videos watched by the respondents. The data was analyzed based on descriptive analysis using the SPSS Software. The findings of this study can further motivate university language educators to make effective use of YouTube videos in classroom to reinforce the students' language acquisition skills.

Keywords: YouTube, Perceptions, UOS, Attitudes, French Language, Acquisition.

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Introduction:

Growing up digital has had a profound impact on the way this generation thinks, even changing their perceptions on certain events, or how their brains are wired. Although younger generations are more digitally immersed than older generation, yet this immersion is not to be found very harmful. "The generation is more tolerant of racial diversity, and is smarter and quicker than their predecessors."(Berk, pp.27, 2009). Today's students –through college – represent the first generation to grow up with this new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today's average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games, computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives. (Prensky, pp.3, 2001)

It has become quite challenging to understand what actually motivates Millennial Generation. According to Kaifi et al. (2012), Millennials are those who were born in the period between 1980 and 2000. This generation is found to be influenced by tech and anything that is digital. Deal et al. (2010) found that individuals who use technology at an earlier age are usually more immersed and capable of using it more than those who learn it later in their life. And the more younger generations are participating in the workplace, the more technology will be incorporated in the work field.

With the proliferation of technology and its integration into the education system, Djiwandono (2017) suggests that teachers should choose the learning styles that are seen to be matching with the students' preferred learning style. He further explains how newer generations are affected by the rapid changing developments in the society and communication technology. The awareness of the preferred learning styles of students by instructors is essential as it would motivate students to learn in accordance with their preference thus succeed in their journey of life. (Mkonto, 2015)

With the rise of YouTube in 2005, it has opened doors for creating meaningful learning scenarios for both learners and educators, as it would provide a protective environment for communities seeking specific

knowledge basis (Brünner, pp. 1, 2013). Alhamami (2013) pointed out how YouTube will have greater impact on people's education, health, politics and economy. It is an effective medium that can globally contribute in the education worldwide. (Bonk, 2009)

In terms of language learning, Jo, Chung and Kim (2018) conducted an analysis of 2,100 subtitles of English movies and dramas. They concluded that language learners through YouTube are more engaged in the process of learning the language since it reacts with the sensory organs allowing the learner to replicate the words, expressions and the actual pronunciation of the words. YouTube is a fast and fun tool for those who are seeking to learn a new language. Language learning videos on YouTube are not only academic based, but they also provide learners to learn the language within its cultural context. Berk (2009) described how ideas or concepts that are featured in videos can be much more significant and remembered than if they were presented in written words.

Research problem:

In the recent years, YouTube has gained popularity among many university students around the world. Many of the students from different faculties enjoy using YouTube for different purposes. In fact, since most of the content found on YouTube is in foreign languages, many students who are enrolled in language courses use YouTube videos to enhance their language learning skills (Heriyanto, 2015). Moreover, YouTube is perceived as a useful tool that has a potential with endless opportunities to aid students with different language learning approaches (Brünner, 2013). In this context, language has always been a part of a successful communication, and in the age of digital communication, intense globalization, and proliferation of communication technologies, individuals are expected to be active participants in both international, and multicultural contexts, which can be achieved by successful communication & bridging the language barriers (Dooly & Vallejo, 2017). In the meantime, the French language course has been officially added to the list of elective courses of the undergraduate study plan in the fall term, 2018. Many of the students from different faculties enrolled in this course due to the lack of foreign languages courses provided in the University of Sharjah. In fact, the French language course

is the second foreign language course that has been taught in the university since its establishment in 1997. This study investigates the perceptions and attitudes of the students' use of YouTube in learning French Language.

The significance of the study:

McGraw-Hill (2017) suggests that incorporating multimedia learning (which includes visual materials such as videos and pictures) is one of the most effective methods for learners. In the context of language learning, language represents one of the most important edifices that combine, form and content through the outstanding experience in the teaching of languages, which contributes to the diversity of cultural mobility of the Sharjah University students. In addition, it introduces students to the customs and traditions of each country by teaching its language in the most effective way. The findings of this study will be significant to the students from different faculties in the University of Sharjah who can use YouTube videos as an instructional tool for foreign languages. These videos are seen to provide rich cultural context, meanings and linguistic information with the intended language. It will further provide the possible benefits gained from the learning of foreign languages using YouTube videos (Terantino, 2011). A basic characteristic of a video is that it can be watched repeatedly which will provide the students with better understanding of the video. This study will also be significant to the Foreign Languages educators, which will assist them in using YouTube videos as supplementary materials in teaching foreign languages. The research attempts to fill this gap found in the literature as there haven't been enough studies on the students' perceptions of using YouTube in the language acquisition in the Arab region, and much specifically in the context of UAE. Moreover, the studies found only focused on English as a main language.

Research Objectives:

This study attempts to view the perceptions of UOS students towards using YouTube in learning French language. Also, it is trying to find out how different students from different majors use the YouTube in terms of learning the French language. Moreover, it is trying to find out the preferred types of French language videos that students use to acquire the French

language, and the perceived usefulness of using these YouTube videos in the learning process of the French language.

Theoretical framework:

Technology Acceptance Model (TAM):

The Technology acceptance Model (TAM) was first introduced in 1986 by Fred D. Davis, which presumes that technology acceptance can be defined as the learners' willingness to actually use the technology for the tasks it is designed to perform. Also, This readiness is based on three different factors: the actual use of the system, the ease of use, and the perceived usefulness. (Lee, Kozar, & Larsen, 2003).Therefore, this study will seek to find if the UOS students use YouTube in their French language learning, and their own perceptions of this use.

Cognitive Theory of Multimedia Learning (CTML):

This theory was developed by Richard Mayer, an American educational psychologist who has many contributions in the field of psychology, specifically the cognitive and learning area. He is the founder of the (CTML) theory which presumes that individuals learn more effectively using pictures, sounds and words rather than words on their own (McGraw-Hill, 2017).The suggestion of using this theory comes to view the perception if the students' use of YouTube videos, as a multimedia source, and if it actually generates more attention and comprehension of their French language.

Literature review:

History of YouTube:

YouTube, is an American video-sharing website located in California, US. The original founders of YouTube were previously PayPal employees -Chad Hurley, Steve Chen, and Jawed Karim- and have created this website on the 14th of February, 2005. (Hopkins, 2003)

This website allows its users to upload, view, like, share, report, comment and subscribe to other users. It displays a wide range of user-generated content videos on different topics. This content includes Vlogs, music videos, documentary films, movie trailers and educational videos. According to Alexa (2017), which is an analytical website that provides accurate analysis of the traffic data from direct sources, it showed that more than 400 hours of content were uploaded to YouTube each minute, and one billion of content was watched on YouTube per day. YouTube ranked the second most popular site in the world.

Major correlation with learning using visual materials (Videos):

A number of studies have shown a relationship between Major and learning using visual materials. Cherif et al. (2014) surveyed over three hundred fifty students to indicate their frequency of use and their perceptions on the usefulness of watching YouTube videos in learning biology and chemistry concepts. The study revealed that a total of 181 students purposely searched for YouTube videos to learn chemistry and biology concepts. .Another study by Shamsuddin (2013) reported that those who major in Engineering and scientific majors report more uses of YouTube in their language learning process. Another study done by Balbay & Kilis (2017) reported that 69% of those who use YouTube videos to enhance their English language at an English compulsory course are Engineering students. A third study supports this hypothesis done by Tulsi, Poonia, & Anu (2016) to determine the learning styles of students pursuing masters' degree programs in engineering. The study revealed that majority of the participants majoring in Engineering (Computer science engineering, civil engineering, electrical engineering, and communication engineering) prefer active, sensing, and visual learning. According to this study, many of the engineering students are found to be both Visual and Sensing learners. Visual learners remember best when they work with photos, films and demonstrations. While sensing learners remember best when discovering possibilities and building relationships which leads to solving problems. Engineering students are seen to be more practical and would prefer classes that is connected to the real world.

Using different types of YouTube videos in learning:

According to Roodt et al. (2014), 93% of the respondents indicated that they use YouTube. 64% use YouTube for both social and academic purposes, while 21% use YouTube purely for social reasons, and 14% indicated that they use YouTube only for academic purposes.

Another study done by Fralinger & Owens (2009) in King's College and Rowan University to view the perceptions of YouTube as a learning tool on 61 graduate students. The study concluded that the majority of the students were using YouTube videos as an educational tool, as it helped them with creating better projects, and reported more engagement in the learning process. Regarding the type of videos used by students in language learning, a study that was conducted by Shamsuddin (2013) revealed that majority of the students used Music 82% in their own English language learning, followed by 68% for Educational videos, and film & animation 67%.

The emerging role of multimedia learning:

The rapid availability of video tools supports the changing role of the educator. Teachers will increasingly perform the mentoring role both in person and over distance, across geographies, time, and across different media. This will turn the world into a universal multimodal classroom, giving learners, educators, and their institutions access to vast amounts of content worldwide. Broadcast and streaming videos will be essential elements of that multimodal learning model. (Greenberg and Zanetis, 2012)

According to Alias, Siraj, Yaakun, Ayob & Ishak (2013) reviewing the study of Lindstorm (1994), Learners remember and understand better when they see, hear and perform. The level of a students' understanding of a subject when they see, hear and produce materials during instruction is higher (75%) compared to students who only see during instruction (20%), and see and hear only (40%). Learning with multimedia elements, such as videos, has been shown to be effective for learning activities. Learners are able to see, hear and produce the required behaviors.

The perceived usefulness of incorporating YouTube videos in the learning process

Heriyanto (2015) conducted a study consisted of 100 college students studying English as a foreign language in Indonesia, where he suggested that YouTube has had significant effects on the students' vocabulary. Al-Murashi (2016) conducted a study on students who were enrolled in a 4-month foundation English language course to get the student's feedback on the use of YouTube for English learning. His study revealed that 90% of the participants agree that YouTube can help their understanding of the English language, and 85% of the students agree that English lessons found on YouTube are helpful and interesting. Learning the language components which consist of (Grammar, Vocabulary and Pronunciation) is a quite challenging process for those whose English is a secondary language, especially if it's learnt through traditional means of education. Kabooha & Elyas (2018) investigated the improvement in the vocabulary skills of one-hundred female Saudi students in King Abdulaziz University as a result of integrating YouTube videos in English reading classes. The study results revealed that there was a significant improvement in the vocabulary recognition and understanding. 96% of the participants agreed that YouTube videos has enriched their knowledge of the vocabulary. While 89% of the participants agreed that YouTube videos made it easier for them to learn English. Kilickaya & Krajka (2010) compared the usefulness of online vocabulary teaching and traditional methods of teaching vocabulary through an experiment done on two groups of students enrolled in an English language course. The control group studied vocabulary items using traditional methods such as cards and written words on paper. While the experimental group practiced the same items using an online program that uses pictures, videos and demonstrations of words taught. The result of the study revealed that the experimental group had a better comprehension of the vocabulary given using the online program.

Research questions:

After having an overview on the past literature and previous studies on this topic, the researcher has developed the following main research question : What are the attitudes and perceptions of UOS students towards watching YouTube videos in learning the French Language?

In order to answer the main research question, the researcher has developed the following sub questions to better guide the research:

1. Does watching YouTube for French language acquisition differ among majors of UOS students?
2. What types of YouTube videos do UOS students watch to enhance their French language skills?
3. What is the perceived usefulness of using YouTube videos towards learning the French language?
    - Does watching YouTube videos among UOS students impact their overall comprehension and skills of the French language?

Research Design:

The study was conducted with 69 students enrolled in the elective French language course offered by the Department of English & Foreign languages in the University of Sharjah in UAE to students from varying disciplines (Humanities & Social Sciences, Law, Business Administration, Fine Arts, Islamic Studies, Engineering, Medical Studies, and Sciences). The researcher have determined the subjects of the study (3 sections of the French language course) as they were relevant to the study, and based on the characteristics that would serve the main purpose of this research. The participants in the study were asked to fill out a paper-based survey to investigate their attitudes and perceptions towards using YouTube and learning French language. Since this study is aiming to mainly describe the attitudes, opinions and some characteristics of the population (such as major and gender). The study used a quantitative method. The researcher designed a structured questionnaire to achieve this aim. The questionnaire

is divided into 3 main parts to answer the three research questions that were set by the researcher. The first part of the questionnaire has three questions in which seeks to obtain demographic information related to the participants. The second part of the questionnaire seeks to know the preferred types of YouTube videos watched by the participants in order to learn the French language. While the last part of the questionnaire seek to know the perceived usefulness of watching YouTube videos in learning French language.

The primary data collected for the purpose of this research is obtained mainly from a questionnaire designed specifically for this study. While the secondary data used is mainly obtained from the literature (published papers in academic journals, and electronic textbooks). Validity is described as the degree to which a research study measures what it is supposed to measure (Taherdoost, 2016). To ensure the validity of this study, the questionnaire was presented to a competent arbitrator to refine the questionnaire in terms of the clarity of wording, layout and style, and the likelihood the target audience would be able to answer the questions to assure the respondents will not encounter problems in answering the questions.

The researcher have used the Statistical Package for Social Science IBM (SPSS) version 23 which is a quantitative analysis program used by researchers to conduct analyses of any research. Analysis of this research are made upon actual numerical facts of the collected data using (SPSS), in order to obtain verified and applicable data.

Results:

*Table 1,2 displaying demographic information.

Table 1. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	28	40.6	40.6	40.6
	Female	41	59.4	59.4	100.0
	Total	69	100.0	100.0	

- Gender:

Out of 69 respondents, 59% of the respondents are females, and 41% are males who are enrolled in the French language course.

Table 2. Major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Humanities & Social Sciences	5	7.2	7.2	7.2
	Business Administration	9	13.0	13.0	20.3
	Fine Arts	14	20.3	20.3	40.6
	Islamic Studies	1	1.4	1.4	42.0
	Engineering	25	36.2	36.2	78.3
	Medical Studies	13	18.8	18.8	97.1
	Sciences	2	2.9	2.9	100.0
	Total	69	100.0	100.0	

- Major:

Table 3. Watching YouTube videos

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	44	63.8	64.7	64.7
	No	24	34.8	35.3	100.0
	Total	68	98.6	100.0	
Missing	System	1	1.4		
Total		69	100.0		

Table 2. shows the students from different faculties who are enrolled in the French language course. 36% of the students are from the engineering faculty, followed by fine arts students with 20%, Medical studies students with almost 19%, Business administration with 13%, Sciences students with almost 3%, and the Islamic studies students with 1%.

Table 3. shows the overall percentage of those who either use or do not use YouTube videos in learning the French language, as almost 64% of the respondents use YouTube videos in learning French language by their own, while almost 35% do not use YouTube in learning French language.

Table 4. Watching YouTube videos based on major

		Yes	No	Total
Colleges	Humanities & Social Sciences	11.4%	/	7.4%
	Business Administration	15.9%	4.2%	11.8%
	Fine Arts	18.2%	25.0%	20.6%
	Islamic Studies	/	4.2%	1.5%
	Engineering	40.9%	29.2%	36.8%
	Medical Studies	11.4%	33.3%	19.1%
	Sciences	2.3%	4.2%	2.9%
Total		100.0%	100.0%	100.0%

Table 4. shows the differences between students from different majors who are enrolled in the French language course. 41% of the students who watch YouTube videos to enhance their French language skills major in Engineering, followed by 18% of the respondents who major in Fine arts, and 16% of the students major in Business Administration, while 11% stands equally with those who major in the Medical Sciences faculty and the Humanities & Social Sciences faculty. Only 2% of the respondents major in Sciences.

Table 5. Type of YouTube videos watched by students

Type of YouTube videos		Responses		Percent of Cases
		N	Percent	
	Automobiles	57	9.3%	82.6%
	Comedy	32	5.2%	46.4%
	Education	28	4.6%	40.6%
	Film and Animation	40	6.5%	58.0%
	Gaming	49	8.0%	71.0%
	Science and Tech	44	7.2%	63.8%
	Travel and events	44	7.2%	63.8%
	How to and Style	43	7.0%	62.3%
	Music	21	3.4%	30.4%
	News and Politics	52	8.5%	75.4%
	People and Vlogs	40	6.5%	58.0%
	Pets and Animals	55	9.0%	79.7%
	Sports	52	8.5%	75.4%
	Other	57	9.3%	82.6%
Total		614	100.0%	889.9%
a. *Note this table indicates the responses of a multiple question.				

Table 5. displays the type of YouTube videos watched by students who are enrolled in the French language course. Interestingly, it is shown that 83% of the respondents enjoy learning French by watching Automobile videos, followed by videos of pets and animals with almost 80%, while 75% stands equally with those who enjoy watching News and Politics along with Sports videos. 71% of the respondents enjoy watching Game-related videos. 64% stands equally with those who watch Travel & Events along with Sciences & Tech videos. 63% of the respondents enjoy watching

How-to & Style videos. Again, 58% stands equally with those who enjoy watching Film & Animation along with People & Vlogs videos. 46% of the students enjoy watching comedy videos, and 41% watch Education videos. Only 30% watch Music videos for the purpose of enhancing their French language skills.

Table 6. Perceived value & usefulness of watching YouTube videos

	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	Using YouTube videos enables me to accomplish study tasks more quickly	29%	28%	10%	2%	0%
2	Course-related YouTube videos can be long and boring	4%	20%	30%	13%	2%
3	Course-related YouTube videos aren't enough for French language learning experience	6%	19%	25%	18%	1%
4	Using YouTube in French language learning is easy	4%	26%	26%	8%	5%
5	I enjoy learning French language through YouTube videos	8%	17%	25%	14%	3%

6	Using YouTube reduces my motivation to learn French	1%	9%	13%	37%	9%
7	YouTube videos capture and retain my attention better	11%	35%	18%	5%	0%
8	YouTube has enhanced my vocabulary, grammar, & pronunciation skills	15%	33%	17%	3%	0%
9	Watching YouTube videos takes up too much time in language learning	6%	16%	28%	15%	2%
10	YouTube has enhanced my French language acquisition	10%	32%	19%	7%	1%

Table 6. shows the perceived usefulness of watching YouTube videos by students' learning French language. Regarding whether using YouTube videos enables students to accomplish study tasks more quickly, 29% of the respondents stated that they strongly agree, and 28% of the respondents stated they agree, followed by 10% of those who stand neutrally, while only 2% disagree on the statement. Regarding whether YouTube course related videos can be long and boring, 30% of respondents could not decide, while 20% agreed on the statements, followed by 13% of those who disagree on the statement, 4% who strongly agree, and 2% who strongly disagree. Regarding whether Course-related YouTube videos aren't enough for French language learning experience, 25% of the respondents could

not decide, while 19% agreed on the statement, 6% strongly agreed. 18% disagreed on the statement, and only 1% strongly disagreed. Based on whether using YouTube in learning French language is easy, 26% of the respondents agree with the statement, along with 26% of those who could not decide. While 8% of the respondents disagree on the statement, followed by 5% of those who strongly disagree, and 4% of those who strongly agree. Based on whether participants enjoy learning French language through YouTube videos, 25% of the respondents could not decide, While 17% of the respondents agreed, and 8% who strongly agreed. 14% of the respondents disagreed on this statement, and only 5% strongly disagreed. Based on whether Using YouTube reduces the students' motivation to learn French, 37% of the respondents disagreed on the statement, followed by 13% of those who could not decide, and 9% stands equally with those who agree and strongly disagree. Only 1% of the respondents strongly sagree on the statement. Based on whether YouTube videos capture and retain the students' attention better, 35% of the respondents agree, followed by 18% who could not decide, and 11% of those who strongly agree with statement, while only 5% of the respondents disagree with the statement. Based on whether YouTube has enhanced the students' vocabulary, grammar, & pronunciation skills, 33% of the respondents agree, followed by 17% of the respondents who could not decide, and 15% of the students who strongly agree with the statement, while only 3% disagree with the statement. Based on whether watching YouTube videos takes up too much time in language learning, 28% of the respondents could not decide, followed by 16% of the respondents who agree on the statement, and 15% of the respondents who disagree with statement. While 6% of the students strongly agree with this statement, and only 2% of the respondents strongly disagree with the statement. Based on whether YouTube enhanced French language acquisition of the students, 32% of the respondents agree with the statement, followed by 19% of those who could not decide, and 10% of those who strongly agree with the statement. While 7% of the respondents disagree with statement, and only 1% of the respondents strongly disagree with the statement.

Analysis of the findings:

The following section reveals the obtained data from the questionnaire, which answers the sub research questions that were set to answer the main research question related to describing the attitudes and perception of UOS students towards the use of YouTube and their French language acquisition.

- **RQ1: Do UOS students from different faculties use YouTube in learning French language?**

According to the results obtained from this study, it has shown that there is a significant trend in the overall use of YouTube for French language learning by the UOS students from different majors, constituting 64% of the respondents. While 35% of the respondents reported not using it. This is because the latter respondents may use YouTube for different purposes other than the purpose of learning the French language itself. This result correlates with a study done by Fralinger & Owens (2009) in King's college and Rowan University to view the perceptions of YouTube as a learning tool on 61 graduate students. The study concluded that the majority of the students were using YouTube videos as an educational tool, as it helped them with creating better projects, and reported more engagement in the learning process. Another study done by Roodt et al. (2014) indicated that 93% of the students in Cape Town University use YouTube in their learning process. In terms of the use of YouTube videos by UOS students from different majors, The results of the study revealed that out of all the 7 different faculties that have been included in this study, the majority of the students who use YouTube to enhance their French language skills belong to the Engineering faculty, with a percentage of 40%. This result correlates with a result of a study done by Balbay & Kilis (2017) were 69% of those who use YouTube videos to enhance their English language at an English compulsory course are Engineering students. Tisdell (2016) concluded that more than 71% of the Engineering students believe that YouTube can enhance their learning experience. This can perhaps be explained due to the nature of their major in specific, which urges them to be exposed to new advanced technologies and implement them in their work or study routine.

According to Tulsi, Poonia & Anu (2016), engineering students are found to be both Visual and Sensing learners. Visual learners remember best when they work with photos, films and demonstrations. While sensing learners remember best when discovering possibilities and building relationships which leads to solving problems. Engineering students are seen to be more practical and would prefer classes that is connected to the real world.

- **RQ2: What types of YouTube videos UOS students watch to enhance their French language skills?**

The results from this study shows that the most watched categories on YouTube by students which helps them in their French language practicing are Automobiles 83% [n=57], Pets & Animals 80% [n=55], Sports along with News & Politics 75% [n=52], and Gaming 71% [n=49]. While surprisingly, Educational videos and Music videos scored the least with a percentage of 41% [n=28], and 30% [n=21] for the music videos. This result does not correlate with a study that was published by Shamsuddin (2013) where the majority of the students used Music 82% in their own English language learning, followed by 68% for Educational videos. While News and politics 40%, and Sports scored 32%.

- **RQ3: What is the perceived usefulness of using YouTube videos towards learning the French language?**

The results of this study show that mainly the perceptions of the students on YouTube as tool for their own language learning are positive, as 42% of those who strongly agree and agree believe that YouTube has enhanced their French language acquisition, and 57% of those who strongly agree and agree believe that YouTube can be an effective tool to accomplish their study tasks. And 46% of those who either strongly agree or agree believe that YouTube videos capture and retain their attention better. This result as well agrees with previous studies done by Berk (2009) Flemming & mills (1992) and Lindstorm (1994) which revealed that YouTube improved the students' attention. And learning with multimedia elements, such as videos, has been shown to be effective for learning activities. Interestingly, Not all students agree that course-related YouTube videos are actually enough

for their language learning experience, as only 19% of the participants think YouTube is enough for their learning experience. While 25% of the respondents do not agree with the statement. This result contradicts with McGraw-Hill (2017) suggestion that incorporating multimedia items through the learning process can provide students with an outstanding experience of learning using videos and pictures. On the other hand, 46% of the respondents believe that YouTube does not reduce their motivation to learn French. Which is quite correspondent with the previous studies of Brünner (2013), Heriyanto (2015), and Shamsuddin (2013), which suggested that multimedia integration can actually motivate students in the process of learning languages.

- **RQ3.1: Does watching YouTube videos among UOS students impact their overall comprehension and skills of the French language?**

Regarding whether watching YouTube improves the students' French language learning skills, 48% of those who strongly agree and agree believe that YouTube has improved their French language skills [Grammar, Vocabulary, Pronunciation]. This result correlates with a previous study done by Heriyanto (2015) where it was concluded that YouTube has major impacts on the students' vocabulary. It also correlates with another study done by Al-Murashi (2016) to get university students' feedback on the use of YouTube for English learning. His study revealed that 90% of the participants agree that YouTube can help their understanding of the English language, and 85% of the students agree that English lessons found on YouTube are helpful and interesting.

Correlation with the theoretical framework:

The results correlate with the theoretical framework that was set as a basis of this study which is the Cognitive theory of multimedia learning (CTML), which presumes that that individuals learn more effectively using pictures, sounds and words rather than words on their own. The answers from respondents indicate that YouTube videos do capture and retain their attention better. Also, the results generally correlate with another framework that have been chosen as basis for this study which is the Technology

acceptance model (TAM), which presumes that technology acceptance happens based on three different factors: the actual use of the system, the ease of use, and the perceived usefulness. According to my study, 64% of the participants actually use YouTube in their French language learning, also perceive YouTube as a useful tool for language learning purposes, and almost one-third of the respondents perceive the easiness in using YouTube to learn French language.

Discussion of the findings:

This study was able to provide an insight on the UOS students' attitudes towards the use of YouTube as a complementary tool in their French language learning process. Apparently, it is quite clear that the students of UOS are familiar with YouTube, as 64% reported watching YouTube videos in learning French language. This result actually matches what has been found in the general literature regarding how younger generations implement newer technology in the process of learning. Online multimedia materials are one of the most preferred types for newer generations to utilize and incorporate in their studying habits (Kaifi et. al, 2012). The results from the questionnaire showed that students from different faculties use different types of YouTube videos to aid them in the French language learning process. Automobile, pets and animals, news and politics, and game-related videos are among the most watched type of YouTube videos. This is linked with preference of the learners themselves. In terms of attention and comprehension, the results do show that YouTube videos do generate more comprehension and capture attention of the respondents. This correlates with a study done by Al-Murashi (2016) which concluded that 65% of the students who watch YouTube videos for English learning language reported better understanding and comprehension of the language. In terms of whether the respondents find using YouTube for learning French is easy, 30% of the respondents mainly agree that it is actually easy to use it for the purpose of learning the language, while 26% could not decide, and 13% find it is actually hard to use YouTube for the purpose of learning French. This might imply that these learners may need some guidance on the use of YouTube while searching for appropriate language videos that are helpful in terms of learning the language. In terms of the perceived usefulness

of using YouTube videos for French language learning, the results have reported that 49% of the respondents actually agree that YouTube is useful in terms of enriching their vocabulary, grammar & pronunciation skills. While only 3% disagree on the statement, and 17% did not decide. This is due to the auditory and visual characteristics of the video itself. These characteristics if found in any educational tool can actually engage student in the learning process. (Kilickaya & Krajka, 2010)

Study limitations:

One of the limitations that was faced by the researcher in this study is adopting only the quantitative approach. If qualitative methods such as interviews or a focus group were conducted, the researcher could have a better understanding and provided in-depth answers to this research. Another limitation found is the shortage of literature and previous studies that discuss the potential of using YouTube as an education tool, especially for language learning. The sample size perhaps was one of the limitations of the study, as the population of the study intended to study was supposed to reach 90 students (each section of the French language course had 30 students), but due to the absence of some students in the three sections of the course, it had reduced the number of the students participating in the study to 69 students.

Further research:

Regarding further research, the researcher suggests conducting studies that focus on YouTube's usefulness and actual impact in the learning process as a whole, since this study focused only on the perceptions and attitudes of the UOS students in their own French language learning. Future researchers could focus on the relationship between the use of multimedia in language acquisition not only videos, the impact of YouTube on the learning process, the factors affecting the use of YouTube in language acquisition, and perhaps viewing the educators point of view on the actual implementation of YouTube in the learning process.

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Appendices:

1. Gender: 1-Male 2-Female

2. Major:

1-Humanities & Social sciences (Arabic Lit, English Lit, Sociology, Communication, Education) 2- Law 3-Business Administration 4-Fine Arts 5-Islamic studies 6-Engineering 7-Medical studies

3. Do you watch YouTube videos related to the French language course?

1-Yes 2-No

4. I use this/ these video(s) on YouTube in my own French language learning: (√)

Automobile and Vehicles	Comedy	Education	Film and Animation	Gaming	Science and Technology	Travel and Events
How to and Style	Music	News and Politics	People and Vlogs	Pets and Animals	Sports	Other,

To respond to the following questions, check the boxes to indicate your answers:

No.	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Using YouTube videos enables me to accomplish study tasks more quickly					
2.	Course-related YouTube videos can be long and boring					
3.	Course-related YouTube videos aren't enough for my French language learning experience					
4.	Using YouTube in independent French language learning is easy					
5.	I enjoy learning French through YouTube videos					
6.	Using YouTube videos reduces my motivation to learn French					
7.	YouTube videos capture and retain my attention better					

8.	YouTube has enhanced my vocabulary & pronunciation understanding					
9.	Watching YouTube videos takes up too much time in language learning					
10.	Overall, YouTube has enhanced my French language skills					

اتجاهات وتصورات الطلاب حول استخدام اليوتيوب في تعلم اللغة الفرنسية

ماريان صقر الجلّاد[1]

ملخص البحث:

تهدف الدراسة الحالية إلى عرض تصورات واتجاهات استخدام طلاب جامعة الشارقة لمنصة اليوتيوب في تعلم اللغة الفرنسية، إذ إنها تحاول تسليط الضوء على الفائدة المتصورة لاستخدام مقاطع الفيديو المتاحة على منصة اليوتيوب في عملية تعلم اللغة الفرنسية، وكذلك استكشاف أكثر أنواع المقاطع تفضيلاً للمشاهدة في عملية تعلم اللغة من قبل طلاب الجامعة. تم تصميم استبانة هادفة وإرسالها إلى 69 طالبًا جامعيًا من تخصصات مختلفة كانوا مسجلين في شُعبٍ مختلفة لمساق اللغة الفرنسية. تظهر نتائج هذه الدراسة أن هناك اتجاهًا كبيرًا في الاستخدام العام لمنصة اليوتيوب لتعلم اللغة الفرنسية من قبل طلاب جامعة الشارقة من مختلف التخصصات، حيث يشكلون ٪64 من المستجيبين، إذ أظهرت الدراسة أن مقاطع الفيديو المتوفرة على منصة اليوتيوب يمكن أن تكون مفيدة لأغراض تعلم اللغة، حيث أفاد ٪49 من المستجيبين بتحسن مهاراتهم في اللغة الفرنسية (القواعد والمفردات والنطق) ، ويعتقد ٪57 من المستجيبين أن مقاطع فيديو اليوتيوب تمكنهم من لتحقيق مهام الدراسة بشكل أسرع. تشكّل مقاطع الفيديو الخاصة بالسيارات والحيوانات الأليفة والرياضة والأخبار من بين أعلى الفئات المفضلة لمقاطع الفيديو التي يشاهدها المستجيبون. تم تحليل البيانات بناءً على التحليل الوصفي باستخدام برنامج SPSS. يمكن أن تسهم نتائج هذه الدراسة في إرشاد معلمي اللغات الأجنبية في الجامعة نحو توظيف مقاطع اليوتيوب في الفصول الدراسية للطلاب والمتعلمين ليكون لها تأثيرات مفيدة على عملية اكتساب اللغات الأجنبية.

الكلمات الدالة: اليوتيوب، تصورات، جامعة الشارقة، اتجاهات، اللغة الفرنسية، اكتساب.

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