

Attitudes and Self-Efficacy of Language Students on YouTube

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I. INTRODUCTION

IN the 21st century, technology has significantly impacted different aspects of people's lives. Education is one aspect where we can see the use of the modern technologies. The internet and laptops have changed the form of the learning environment. The modern technologies offer abundant opportunities to assist, guide, and motivate the students to learn and further their education. YouTube is an influential technology. According to YouTube official website <http://www.youtube.com/yt/press/statistics.html>, YouTube is localized in 61 countries and across 61 languages. Over 6 billion hours of video are watched every month on YouTube—that's almost an hour for every person on Earth. 100 hours of video are uploaded to YouTube every minute. Mobile makes up more than 25% of YouTube's global watch time with more than one billion views a day. In its top sites' list, Alexa (2013) has listed YouTube as the third top website after Google and Facebook based on a combination of average daily visitors and page views. The site with the highest combination of visitors and page views is ranked #1.

YouTube has been used in different disciplines and for different purposes. For example, YouTube is used in medicine for educational and learning purposes patients' stories, study cases, anatomy lessons (live and autopsy), live surgery, and instructions on new medical devices are viewed on YouTube. (Ache & Wallace, 2008., Akagi, 2008., Burke, et al 2009., Hayanga & Kaiser, 2008). YouTube is also used in businesses to connect with consumers, market products, instructions on new products, study consumers' attitudes toward products (Barnes & Hair, 2009., Kessler, 2007., Pace, 2008). YouTube also draws the attention of people who are interested in research on politics such as Carlson & Strandberg, 2008., Christensen, 2008., and McKinney & Rill, 2009. In one of the detailed studies about YouTube, Snelson (2011) reviews 188 peer reviewed journal articles and conference papers with the word "YouTube" in the title that were published between 2006 and 2009 to see the distribution of the publications across disciplines and the goals of the use of YouTube. The analysis of the publications revealed that the literature emerged from multiple academic disciplines for different purposes. YouTube is mostly used for educational purposes such as teaching tips, supplementary materials, and case studies.

YouTube also provides a lifelong learning environment. Brown (2006) states that the 21st century learning environment has no longer resource constraints. The world is becoming more interconnected and complex. In this environment, it is critical that we shift our focus from education to life-long learning. Fortunately, the increasing availability of learning resources on the Internet is coinciding with the growing importance of continuous learning. YouTube is a good example of a learning

environment that has no constraints. YouTube is also a very attractive social medium that contributes to the global education (Bonk, 2009). YouTube is being increasingly used by educators to teach English around the world (Duffy, 2008). The reason is that YouTube “offers fast and fun access to language and culture-based videos and instruction from all over the globe” (Terantino, 2011, p. 11). In other words, YouTube is making new demands on learning that are changing the learning ecology (Kwan et al., 2008). YouTube can also be called studio-based learning environment (Brown, 2006) since all work-in-progress is usually made public. It is a good example of 21st century learning environment where we can find remix of video lessons, open resources, and learning communities that have no limits.

However, little research has been done on YouTube and language learning (Alhamami, 2013). This paper explores YouTube as 21st century learning environment and the students’ beliefs and attitudes relevant to it. It is important to explore the learners’ beliefs and attitudes since they are not passive in the learning environment. Leo Van Lier (2008) stresses that “the learner is an agent who is engaged in multiple ways in the pedagogical landscape. Most importantly, the learner picks up affordances and creates meaningful signs in the pursuit of some purpose. The learner does not passively receive environmental stimuli and only then actively (though perhaps not consciously) processes them in the brain, creating linguistic structures, cognitive schemata and the like, or activating a pre-existing blueprint or universal language organ” (p.602). This paper explores the learners’ beliefs and attitudes toward one of the 21st century learning environment “YouTube” using a reliable

instrument in the field of social psychology “Ajzen Theory” to know what factors shape the students’ intentions to use YouTube for language learning purposes.

II. RESEARCH QUESTIONS

The questions of this study are: What are the students’ attitudes toward YouTube to learn languages? Which students’ attitudes, community’s attitudes, and students’ self-efficacy beliefs influence the students’ intentions most to use YouTube for language learning purposes since students are active agents from the ecological semiotic perspective? Can the Ajzen’s theory help us to understand the YouTube language learners’ beliefs about language learning since the students are active agents from the ecological semiotic perspective?

III. LITERATURE REVIEW

The traditional views of SLA are characterized by the role of the contexts in language learning. This disconnection between language acquisition and language use opens the door for attention to an ecological approach to SLA (Van Lier, 2000., Kramsch, 2002., Leather & Van Dam, 2002). The ecological approach helps the researchers to explore different factors that enable the language learners to learn a language better. Van Lier (2004) stresses that language learning is "mediated by all the semiotic resources that are available in the learning environment" and that such resources are not 'just there' but rather must be "actively brought in and created, shared and used ... under guidance from the teacher and other learners" (p. 97). YouTube is a good example of language learning environment that is mediated by semiotic resources where students can create, share and use different language learning video clips.

In the ecological framework of language, language is a system of relations in an "ecosystem" where learners are allowed to define their own meanings in their own social context (Van Lier, 2004). Learners are active autonomous agents. They seek affordances on their own in addition to receiving affordances offered by the environment. Van Lier called for replacing the ubiquitous term "input" with "engagement" (1996) and later with "affordance" (Van Lier, 2000). This gives it a wider communicative context. He explains that, "The environment is full of meaning potential, especially if it has a rich semiotic budget, which may not be true of all classrooms, textbooks, or pedagogical interactions. The agent (the learner, in our case) has certain abilities, aptitudes, effectiveness, fitness" (p.96).

Van Lier (2000) explains ecology as "the totality of relationship of an organism with all other organisms with which it comes into contact" (p. 251). The survey in this study looks at the learners' self-beliefs, self-efficacy, and community beliefs in this case the students' peers, teachers, and parents. Framing this research under the ecological approach enlightens the different social and physical factors that affect the students' attention and behavior on YouTube as language learning environment. "An ecological approach to the study of language acquisition sees the individual's cognitive processes as inextricably interwoven with their experiences in the physical and social world" (Leather & Van Dam, 2002, P.1). Affordance as a concept is part of the foundation of ecology because it is at the roots of the relationship between the person and the physical, social and symbolic world.

Zheng et al (2009) and Bandura (1982) stress that the learners' beliefs and attitudes about their capabilities are

situation-specific constructs. Strong positive self-efficacy beliefs are proactive in that they promote action. Although efficacy can be detrimental, higher student self-efficacy (academic efficacy) should generally lead to greater success. In languaging, or linguistic activity, students construct realities and articulate how they feel and think about learning a new language (Aragão, 2011., Kalaja & Barcelos 2003; Nunñez, 1997; Rajagopalan, 2004). Beliefs guide the ways in which students move in the learning environments and in the world in general. Emotions and beliefs, fundamentals in life, play an important role in foreign language learning. In spite of this, the study of the relationship between beliefs and emotions in language learning has not been directly investigated in applied linguistics (Aragão, 2011).

Zheng et al (2009) stresses that technology such as online games enhance self-efficacy and attitudes toward English language learning. Such attitudes are associated with future behaviors and students with better attitudes today are more likely to persist and continue to engage in English language learning in the future. ‘Language learners’ beliefs’ is a key factor in language learning environment (Gardner, 1968., Horwitz, 1988, 2008., Yang& Tsai, 2008., Yang, 1999., Ushida, 2005). ‘Beliefs about the learning environment’ is an important factor to learn the language. However, ‘language learners’ beliefs’ is a complex phenomenon (Horwitz, 1988., Barcelos, 2008). There is a need of a comprehensive module to know the factors that shape the students’ beliefs about the language learning environments. Ajzen presents a model that explains how people construct their beliefs. One of the strongest theories that explain students’ beliefs and attitudes is the theory of planned behavior.

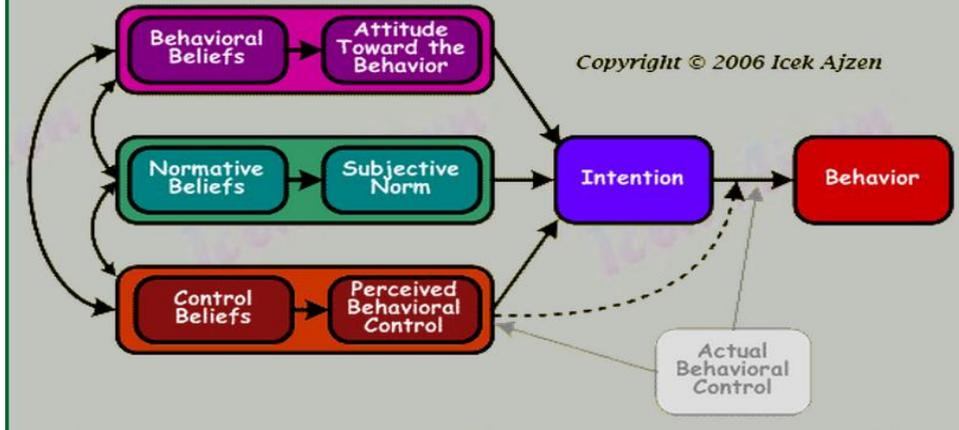
Ajzen's Model of Planned Behavior

According to the theory of planned behavior, human behavior is guided by three types of belief systems: beliefs about the likely consequences of the behavior (behavioral beliefs), beliefs about the normative expectations of others (normative beliefs), and beliefs about the presence of factors that may facilitate or impede performance of the behavior (control beliefs). Behavioral beliefs produce a favorable or unfavorable attitude toward the behavior; normative beliefs result in perceived social pressure or subjective norm; and control beliefs give rise to perceived behavioral control. In combination, attitude toward the behavior, subjective norm, and perception of behavioral control lead to the formation of a behavioral intention (Ajzen, 1985, 1991, 2002).

The Ajzen's theory of planned behavior in relation to beliefs is one of the strongest frameworks that explain the complexity of beliefs of individuals in three levels. The first level is the attitude toward the behavior: "the individual's positive or negative evaluation of performing the particular behavior of interest" (Ajzen, 2005, p. 118). The survey in this article looks at the students' attitudes toward YouTube as they learn languages. This part of the survey looks at the beliefs of the students' society on YouTube. The students' society includes their parents, teachers, classmates, and friends. The last level is the perceived behavioral control: "The sense of self-efficacy or ability to perform the behavior of interest" (Ajzen, 2005, p. 118). The last beliefs system explores the students' beliefs about the difficulty to learn language on YouTube. Do the students think that they have the ability to learn languages using YouTube? This study will help us to understand the students' beliefs about YouTube language learning environment.

TPB Diagram*

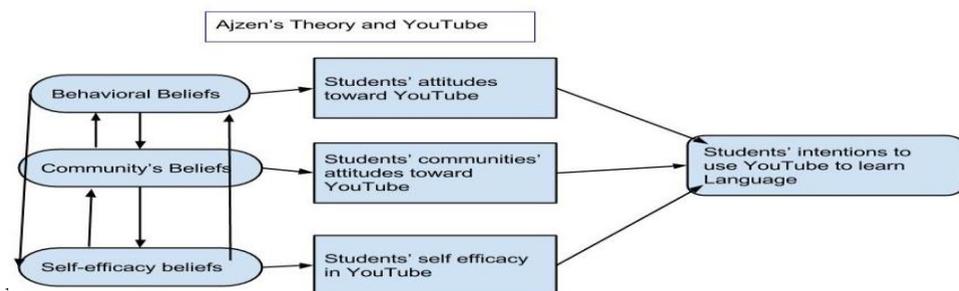
Click on a construct to obtain more information.



IV. DATA COLLECTION METHODS

A. The instrument

For this research project, the researcher developed a survey questionnaire. The survey consists of two parts: Bio data about the respondents and Likert scale questions about the respondents' beliefs system. In the first part, the survey asks the respondents about their age, mother tongue, educational levels, and nationalities. In the second part, the survey is divided into four categories based on Ajzen's theory: attitude, perceived norms, perceived behavioral control, and intention.



about how to answer each item. Since this is an online survey, the researcher provided a sense of progress for the respondents (e.g., survey completion bar) to indicate how much of the survey has been completed and how much remains. During the design process, the researcher tried to make the survey visually appealing and user-friendly since this helps and motivates the volunteers to complete the survey. There are many advantages of using web-based surveys compared to traditional ones such as mail and face-to-face methods. Web-based surveys have the same strength as paper versions. They allow the respondents to complete the survey in their own free time. Online surveys do not cost much money to design and to deliver to the targeted audiences. They are also faster to deliver. Web surveys are also dynamic, which means they can provide statistical results immediately. They are also sometimes seen as “environmentally friendly” due to the online format’s non-use of paper.

During the process of writing and constructing the questionnaire, the researcher tried to pay attention to the way the survey items are written. The researcher tried to avoid loaded questions that may influence the respondents toward certain answers. The researcher tried to use words and expressions that are simple, direct, and familiar to the targeted respondents. Difficult words and technical jargons hinder comprehension. Each item of the survey covered a single point. Double-barreled questions that ask about more than one construct in a single survey item make the survey complicated and difficult to understand for the respondents. This helps the researcher to validate the survey before conducting it.

The survey, before it was conducted, was shown to one

university professor, one PhD holder who works in a private educational institution, and three MA students to get their feedbacks, comments, and suggestions to improve and validate the content of the survey. This process helped the researcher to avoid some unintentional errors and validate the results. Having different perspectives on the survey makes it appealing to large audiences.

The researcher has used Google Doc to construct the survey for the following reasons: it is free of charge and simple to use. The researcher can analyze the answers automatically. The survey can be shared with different evaluators prior to sending it to the respondents. The survey can be shared on social media sites easily such as Facebook and Twitter. This helps the researcher to research more participants. In addition, the results of the survey can be downloaded as CSV, XLS, or others from there. The researcher can also view a summary of the responses with basic charts.

B. The participants

The participants in this study come from different backgrounds. Majority of the participants are Saudis and speak the Arabic language. Majority of the respondents are in their twenties. Most participants learned the English language on YouTube. Most participants are either graduates, or MA or PhD students. The following tables illustrate the participants' backgrounds.

A- Nationality:

Nationality	Number
Austria	1
Egypt	1
Hungary	1

Iran	1
Iraq	2
Malaysia	1
Saudi Arabia	40
Spain	1
Turkey	1
USA	4
Vietnam	1
Total	=54

B- Native Language:

Native Language	Number
Arabic	42
English	4
German	1
Hungarian	1
Malay	1
Persian	1
Samoan	1
Spanish	1
Turkish	1
Vietnamese	1
Total	=54

C- Age:

Age Group	Number
1-19	3
20-29	35
30-39	12

40-49	1
50-59	2
60-69	1

D- Educational Level:

Educational Type	Number
k-12	7
College Undergraduate	16
Graduate	31

E- Learned Languages on YouTube

Arabic, Chinese, English, French, Japanese, Italian, Norwegian, Samoan, Spain, Turkish

V. THE RESULTS

A. Descriptive Results

Section: A What I Think

1- YouTube language learning videos usually have good quality of images and sounds

Extremely Agree	8	15%
Quite Agree	29	54%
Slightly Agree	13	24%
Neither	4	7%
Slightly Disagree	0	0%
Quite Disagree	0	0%
Extremely Disagree	0	0%

2- YouTube language learning videos usually have attractive titles and topics.

Extremely Agree	10	19%
Quite Agree	20	37%
Slightly Agree	15	28%
Neither	8	15%
Slightly Disagree	1	2%
Quite Disagree	0	0%
Extremely Disagree	0	0%

3- YouTube language learning videos usually have clear instructions and explanations.

Extremely Agree	7	13%
Quite Agree	18	33%
Slightly Agree	16	30%
Neither	10	19%
Slightly Disagree	3	6%
Quite Disagree	0	0%
Extremely Disagree	0	0%

4- YouTube language learning videos usually have useful contents such as vocabulary and pronunciation.

Extremely Agree	13	24%
Quite Agree	24	44%
Slightly Agree	12	22%
Neither	5	9%
Slightly Disagree	0	0%
Quite Disagree	0	0%
Extremely Disagree	0	0%

Section B: What Others Think:

1- Some of my classmates mention that they use YouTube to

learn languages.

Always	6	11%
Frequently	5	9%
Often	15	28%
Sometimes	8	15%
Occasionally	7	13%
Rarely	5	9%
Never	8	15%

2- Some of my teachers encourage students to use YouTube to learn languages.

Always	6	11%
Frequently	7	13%
Often	10	19%
Sometimes	7	13%
Occasionally	4	7%
Rarely	13	24%
Never	7	13%

3- Some of my family/relatives use YouTube to learn languages and different subjects.

Always	7	13%
Frequently	9	17%
Often	5	9%
Sometimes	12	22%
Occasionally	8	15%
Rarely	6	11%
Never	7	13%

4- Some of my friends outside school use YouTube to learn about different topics such as language, math, history, and sciences.

Always	10	19%
Frequently	10	19%
Often	14	26%
Sometimes	8	15%
Occasionally	6	11%
Rarely	3	6%
Never	3	6%

5- I saw people on the internet communities such as Facebook and Twitter to use YouTube to learn languages.

Always	9	17%
Frequently	12	22%
Often	8	15%
Sometimes	8	15%
Occasionally	8	15%
Rarely	7	13%
Never	2	4%

6- I know people who use YouTube to learn languages.

Always	5	9%
Frequently	11	20%
Often	8	15%
Sometimes	12	22%
Occasionally	5	9%
Rarely	9	17%
Never	4	7%

Section C: What I have/can

1- I think I have enough time to learn languages through YouTube.

Always	6	11%
Frequently	10	19%
Often	12	22%
Sometimes	9	17%
Occasionally	6	11%
Rarely	6	11%
Never	5	9%

2- I have the internet access where I can learn language through YouTube.

Always	28	52%
Frequently	14	26%
Often	5	9%
Sometimes	4	7%
Occasionally	0	0%
Rarely	2	4%
Never	1	2%

3- I have the ability to surf the internet and watch YouTube videos.

Always	38	70%
Frequently	9	17%
Often	0	0%
Sometimes	4	7%
Occasionally	2	4%

Rarely	1	2%
Never	0	0%

4- I can share some YouTube videos with others.

Always	24	44%
Frequently	8	15%
Often	8	15%
Sometimes	8	15%
Occasionally	2	4%
Rarely	2	4%
Never	2	4%

5- I can comment on YouTube videos.

Always	14	26%
Frequently	3	6%
Often	7	13%
Sometimes	10	19%
Occasionally	5	9%
Rarely	4	7%
Never	11	20%

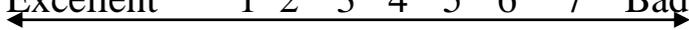
6- It is necessary to have a YouTube account to be able to learn languages.

Always	9	17%
Frequently	8	15%
Often	6	11%
Sometimes	5	9%
Occasionally	2	4%

Rarely	7	13%
Never	17	31%

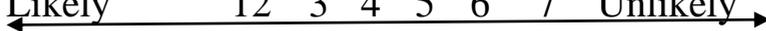
Section D: My Plan

My past experience with YouTube to learn how to speak new languages is.

Excellent 1 2 3 4 5 6 7 Bad


1	8	15%
2	7	13%
3	14	26%
4	17	31%
5	3	6%
6	3	6%
7	2	4%

I intend to watch YouTube to learn about new languages in the future.

Likely 1 2 3 4 5 6 7 Unlikely


1	10	19%
2	11	20%
3	13	24%
4	9	17%
5	2	4%
6	5	9%
7	4	7%

3- I might receive some language learning YouTube videos from my teachers, friends or classmates.

Likely ← 1 2 3 4 5 6 7 Unlikely →

1	7	13%
2	9	17%
3	10	19%
4	13	24%
5	3	6%
6	7	13%
7	5	9%

4- I would recommend YouTube to others to learn new languages.

Likely ← 1 2 3 4 5 6 7 Unlikely →

1	20	37%
2	10	19%
3	7	13%
4	7	13%
5	6	11%
6	2	4%
7	2	4%

5- When you watch an entertainment video on the YouTube, do you pay special attention on new words you hear?

Likely ← 1 2 3 4 5 6 7 Unlikely →

1	20	38%
2	15	29%
3	4	8%
4	4	8%
5	3	6%
6	6	12%
7	0	0%

VI. THE RESULTS' ANALYSIS

Before the data was analyzed, it was scanned to see if there are missing data or unengaged responses. There were no missing data because all the fields of the survey are required to be filled in before submitting the survey. After data process was scanned, Exploratory Factor Analysis (EFA) was conducted to see if the survey items measuring particular construct can be homogenous or one-dimensional. This helps the researcher to see if a group of items will load on their specific factor or construct. Unfortunately, the results show that the survey items load differently. They do not load as expected. There might be different reasons for this. One explanation might be the small size of the survey. EFA is typically a large sample size technique, with correlations less reliable when small samples are used. Tabachnick & Fidell (2007) suggest that 300 cases are the minimum for EFA. Comrey and Lee (1992) stress that for adequate sample sizes in factor analysis: 100=poor, 200=fair, 300=good, 500=very good, and 1,000 or more=excellent. They encourage researchers to obtain samples of 500 or more observations whenever possible in factor analytic studies. As we can see, the cases in this study is only 54. This could be a statistical reason for non-homogenous loading of the group items that measure the same factor.

Another explanation for inconsistency of items loading is the theoretical molding. For theoretical reasons, internal consistency is not imposed on the belief-based measures of attitude, subjective norm, and perceived behavioral control. Ajzen (2002b) states that accessible behavioral beliefs are assumed to account for attitude toward the behavior, accessible normative beliefs for subjective norm, and accessible control beliefs for perceived behavioral control. However, no assumption is made that accessible beliefs are internally consistent. People's attitudes toward a behavior can be ambivalent if they believe that the behavior is likely to produce positive as well as negative outcomes. In fact, Ajzen (2002b) stated that "internal consistency is not a necessary feature of belief-based measures of attitude, subjective norm, and perceived behavioral control" (p. 8). These statistical and theoretical reasons might explain the results of the EFA.

Next, the researcher used the means of the scores of each factor as a basis for measurement. In order to evaluate the internal consistency reliability of a construct, the researcher uses the Cronbach's alpha. Cronbach's alpha is arguably the most commonly used metric to evaluate the internal consistency reliability associated with scores derived from a scale. According to Lance, Butts, & Michels, (2006), Cronbach's alpha must be at least .70. However, Ferretich (1991) recommended that corrected item-total correlations should range between .30 and .70 for a good scale. If the items in a construct are correlated to each other, the value of alpha is increased. In this test, the researcher was not looking for high internal consistency due to the statistical and theoretical reasons mentioned above. In addition, Boyle writes: "high estimate of internal item consistency/item

homogeneity may also suggest a high level of item redundancy, wherein essentially the same item is rephrased in several different ways” (1991. p.291). From this test, we are confident that there is fair reliability between the survey items.

Reliability Statistics Table

Construct	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
Norm	.792	.793	6
Attitude	.767	.779	4
Control	.561	.595	6
Intention	.710	.710	5

A. Statistics Results

Multiple Regression Results:

Next, the researcher carried out multiple regressions for the survey items by using the scores means of each construct. The mean scores over the six items served as a measure of perceived behavioral control. The mean scores over these 4 items served as a measure of attitude toward behavioral. The mean scores over the five items served as a measure of intention.

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.

1	Regression	30.994	3	10.331	12.085	.000 ^b
	Residual	42.743	50	.855		
	Total	73.737	53			

The F-ratio in the ANOVA table (see above) shows that the overall regression model is a good fit for the data. The table shows that the independent variables statistically significantly predict the dependent variable, $F(3, 50) = 12.085$, $p < .0005$ (i.e., the regression model is a good fit of the data). Overall, the independent variables reliably predict the dependent variable.

Model	Correlations			
	Partial	Part	Tolerance	VIF
(Constant)				
Attitudes Av	.232	.182	.658	1.520
NormAv	.386	.318	.622	1.608
Control Av	.191	.148	.826	1.211

R square is .42. This means that 42% of the criterion variable measured the outcome. The three independent variables attitudes, norms, and control can predict 42% of the intention to learn languages using YouTube. The adjusted R Square is 39%. This is minimal statistical shrinkage. This means if we apply the survey to a different sample, we will not see a big difference. There is little difference between the R square and the adjust R.

Coefficient correlation table:

From the partial table, we can see that 5% of the variance in the dependent variable intention is explained by the independent variable attitude after the other independent variables have been partialled out. 15% of the variance is explained by a norm variable and 4% is explained by a control variable after the other independent variables effects have been removed or held constant. Adding three results of independent variables (5% attitude+15% norm+ 4% control = 24%) shows that 24% of the dependent variable's intention is explained by these three predictors acting individually. In another words, 20% is the amount of the overlap of the predictors.

A section in the ANOVA table shows that .03 of the variance can be accounted by the attitude alone, .10 of the variance can be accounted by the independent variable norm alone. And, 2% alone of the variance can be accounted by control alone.

Coefficientsa

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>	<i>Zero-order Correlations</i>
	<i>B</i>	<i>Std. Error</i>				

<i>(Constant)</i>	.325	.874		.372	.712	
<i>AttAv</i>	.358	.212	.224	1.688	.098	.510
<i>NormAv</i>	.366	.124	.404	2.958	.005	.597
<i>ConAv</i>	.186	.135	.163	1.377	.175	.398

Multicollinearity can tell us that the correlations among the independent variables are not strong. Tests for multicollinearity indicated that a very low level of multicollinearity was present (VIF = 1.52 for attitude, 1.60 for norm, and 1.21 for control). Multicollinearity shows us that the three predictors do not correlate so closely to each other. With this low level of multicollinearity we can tell which predictor is doing actual predicting. Norm is a significant predictor of the students' attention to learn languages on the YouTube with .005. The probability value is less than the alpha level .05. Norm is statistically significant predictor of the students' behavior on the YouTube. Attitude .09 and control .17 are not significant predictors of the students' attention to use YouTube to learn language.

VII. DISCUSSION

The results of this study show that what happens on the YouTube language learning environment is connected in different ways to issues in the school, the family, and the community. The results of this study statistically confirm the influence of the society on student's intention to learn

through one of the social media tools. This matches the ecological perspectives. Van Lier, (2008) states, “the language classroom is not an island onto itself. Whatever happens in the classroom is connected in multiple ways to issues in the school, the family, the community, local educational authorities, governmental agencies, ideological and cultural pressures of the moment, and so on” (p.600). Teachers, parents, relatives, classmates, friends and the society in general influence the students’ intentions to use YouTube to learn languages. The influence of the society by the new technologies was predicted by John Seely Brown before the YouTube became one of the dominant social media tools. John Seely Brown (2005) writes: “This new learningscape would be supported by an understanding of the interplay between the social and cognitive basis of learning, and enabled by the networked age of the 21st century. Such an educational experience would undoubtedly build a strong foundation for life-long learning in a world of accelerating change.” (p. 29).

Another interpretation of the results in the study is that the learning environment “YouTube” is based on the social factors. This could be one reason for the norm factor to play significant influence on students’ intentions to use YouTube for learning purposes. The influence of others in social media such as YouTube, Twitter, and Facebook is an important factor. Different language learning environment might have different important factors. There is a need for research on other non-social media technologies such as e-books, google books etc. The intentions of using these technologies to learn languages might be determined significantly by other factors such as self-efficacy and attitudes. There is a need to carry out more studies about the

use of social media such as YouTube, Facebook, and Twitter to see their influences on language learning. The above factors influence the use of these social media to learn languages with a large sample since social media is used extensively and intensively by language learners.

VIII. CONCLUSION

Language is part of larger meaning-making resources that include the body, cultural-historical artifacts, and the physical surroundings. This paper tests Ajzen's theory of planned behavior in 21st language learning environment. Unfortunately, the small sample of participants prevents the generalizability of the results of this study. Future studies might apply the same experiment with larger participants to see if that might reveal different results. The paper recommends the involvement of the students in language learning environment. Students have voices about their learning environments that should be incorporated. Their attitudes and beliefs about the learning environment will shape their language learning outcomes. Van Lie puts it clear in this direction. "This is the essential human attitude of agency, which in ecological terms means that an organism learns and grows so long as it actively engages in and with its environment. In terms of educational linguistics, this means that the teaching and learning environment should be so structured as to invite and enable the learner to be active within it. Not passive learning, producer and receiver" (p.604).

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APPENDIX

The Survey

Language Students & YouTube

My name is Munassir Alhamami. I am a PhD student at the University of Hawaii at Manoa. As one of my professional duties and interests, I conduct research. The purpose of this research project is to evaluate the use of YouTube to learn languages.

Voluntary Participation: Participation in this research project is voluntary. You can choose freely to participate or not to participate.

Confidentiality and Privacy: I will keep all data from the survey in a secure location.

Estimated Time: This survey might take around 10 minutes to complete

* Required

Bio Data

Nationality *

Educational Level *

Native Language/s *

What language/s are you learning? *

Age *

What I Think

1- YouTube language learning videos usually have good quality of images and sounds *

- Extremely Agree
- Quite Agree
- Slightly Agree
- Neither
- Slightly Disagree
- Quite Disagree
- Extremely Disagree

2- YouTube language learning videos usually have attractive titles and topics *

- Extremely Agree

- Quite Agree
- Slightly Agree
- Neither
- Slightly Disagree
- Quite Disagree
- Extremely Disagree

3- YouTube language learning videos usually have clear instructions and explanations *

- Extremely Agree
- Quite Agree
- Slightly Agree
- Neither
- Slightly Disagree
- Quite Disagree
- Extremely Disagree

4- YouTube language learning videos usually have useful contents such as vocabulary and pronunciation. *

- Extremely Agree
- Quite Agree
- Slightly Agree
- Neither
- Slightly Disagree
- Quite Disagree
- Extremely Disagree

B: What Others Think:

1- Some of my classmates mention that they use YouTube to learn languages. *

- Always
- Frequently
- Often
- Sometimes
- Occasionally
- Rarely
- Never

2- Some of my teachers encourage students to use YouTube to learn languages. *

- Always
- Frequently
- Often

- Sometimes
- Occasionally
- Rarely
- Never

3- Some of my family/relatives use YouTube to learn languages and different subjects *

- Always
- Frequently
- Often
- Sometimes
- Occasionally
- Rarely
- Never

4- Some of my friends outside school use YouTube to learn about different topics such as language, math, history, and sciences *

- Always
- Frequently
- Often
- Sometimes
- Occasionally
- Rarely
- Never

5- I saw people on the Internet communities such as Facebook and Twitter use YouTube to learn languages *

- Always
- Frequently
- Often
- Sometimes
- Occasionally
- Rarely
- Never

6- I know people who use YouTube to learn languages. *

- Always
- Frequently
- Often
- Sometimes
- Occasionally
- Rarely
- Never

What I have/can

1- I think I have enough time to learn languages through YouTube *

- Always
- Frequently
- Often
- Sometimes
- Occasionally
- Rarely
- Never

2- I have Internet access where I can learn language through YouTube. *

- Always
- Frequently
- Often
- Sometimes
- Occasionally
- Rarely
- Never

3- I have the ability to surf internet and watch YouTube videos. *

- Always
- Frequently
- Often
- Sometimes
- Occasionally
- Rarely
- Never

4- I can share some YouTube videos with others. *

- Always
- Frequently
- Often
- Sometimes
- Occasionally
- Rarely
- Never

5- I can comment on YouTube videos. *

- Always
- Frequently
- Often

- Sometimes
- Occasionally
- Rarely
- Never

6- It is necessary to have YouTube account to be able to learn languages. *

- Always
- Frequently
- Often
- Sometimes
- Occasionally
- Rarely
- Never

My Plan

1- My past experience with YouTube to learn how speak new languages is *

	1	2	3	4	5	6	7	
Excelent	<input type="radio"/>	Bad						

2- I intend to watch YouTube to learn about new languages in the future. *

	1	2	3	4	5	6	7	
Likely	<input type="radio"/>	Unlikely						

3- I might receive some language learning YouTube videos from my teachers, friends or classmates *

	1	2	3	4	5	6	7	
Likely	<input type="radio"/>	Unlikely						

4- I would recommend YouTube to others to learn new languages. *

	1	2	3	4	5	6	7	
Likely	<input type="radio"/>	Unlikely						

5- when you watch an entertainment video on the youtube, do you pay special attention on new words you hear *

	1	2	3	4	5	6	7	
Likely	<input type="radio"/>	Unlikely						

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About the Author: Munassir Alhamami received his B.A in English from King Khalid University (Saudi Arabia) and his M.A from Trinity Western University (Canada). Currently, he is instructor at King Khalid University (on study leave) and PhD candidate at the University of Hawaii (USA). His main academic interest is applied linguistics & technology