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YouTube Use, Strategy Development, EFL Academic Performance, and Educational Class Level

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Abstract: This study examined the role of YouTube use in the development of Second Language Learning Strategies (SLLSs) and English as a Foreign Language (EFL) academic performance among non-English-specialized Tunisian students, as well as its association with educational class level. The sample consisted of 210 students enrolled at the Higher Institute of Management of Gabes (ISGG). Data regarding YouTube use, SLLS employment, EFL academic performance, and educational class level were collected using a Likert-scale questionnaire. Regression analyses assessed the predictive effect of YouTube use on students' SLLS employment and EFL academic performance, and correlation analysis was applied to examine the relationship between educational class level and YouTube use. Data visualization was performed using Seaborn, a Python-based library, to ensure a clear and effective presentation of the results. Findings revealed that YouTube use significantly predicted students' employment of metacognitive and social strategies, which in turn strongly contributed to EFL academic performance. Moreover, a moderate positive correlation was found between students' educational class level and their YouTube use, suggesting that higher-level students used YouTube more frequently for EFL learning. These results highlight the pedagogical value of integrating YouTube into EFL instruction to foster strategy use and improve learning outcomes.

Keywords: YouTube use, Language Learning Strategies, English as a Foreign Language academic performance, educational class level

1. Introduction

With the rapid advancement in the World Wide Web, several web channels are being employed in the education system. One of the most widely used and popular web channels to teach and learn languages is YouTube (Alhamami, 2013). Since its launch in 2005, YouTube has gained widespread acclaim (Alimemaj, 2010). YouTube content has been incorporated into pedagogy, which can leverage its technological capabilities. This social media tool fosters communicative environments by enhancing person-to-person interaction through technology. In addition, such contemporary instructional technology provides learners with authentic (Almurashi, 2016; Cakir, 2006) and learner-centered instruction (Hamilton, 2010). In the context of English as a Foreign Language (EFL), YouTube has significantly contributed to learners' language mastery (Nofrika, 2019).

This flourishing trend has not gone unnoticed by the educational community. Scholars have investigated how this modern instructional technology affects language learning (Kabooha & Elyas,

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2018). In the literature on EFL learning, there are numerous studies on the impact of YouTube on EFL learning outcomes. This web-based tool has been shown to enhance not only EFL learning (Atmojo, 2022), but also EFL teaching (Yassine & Saed, 2021) and learners' personal development, such as confidence building (Lee et al., 2018), critical thinking (June et al., 2014), and autonomy (Chen, 2013). It has also proven effective in improving speaking performance (Saed et al., 2021), listening skills (Nakamura & Springer, 2020), writing ability (Trang, 2022), reading comprehension (Watkins & Wilkins, 2011), and teaching grammar and vocabulary (Kakerissa, 2023).

However, limited research has examined how this instructional technology affects language learning strategy use. Given that YouTube-based content plays a prominent role in supporting students to learn English as a foreign language, this research aimed to examine the role of YouTube videos in EFL learning within the Tunisian context. More specifically, this study aimed to discover whether using YouTube for EFL learning enhanced the development of language learning strategies and, in turn, improved academic EFL performance. In addition, the study explored the relationship between YouTube videos and educational class level among Tunisian university non-English specialized students. Accordingly, the study addressed the following research questions and tested the related hypotheses:

Research Question I

In the Tunisian EFL learning context, does YouTube use for EFL learning influence students' language learning strategy use?

Hypothesis (H1): YouTube use influences students' employment of language learning strategies.

Research Question II

Does YouTube use for EFL learning predict students' academic EFL performance?

Hypothesis (H2): YouTube use predicts students' academic EFL performance.

Research Question III

Does YouTube use for EFL learning correlate with students' educational class level?

Hypothesis (H3): YouTube use is correlated with students' educational class level.

2. Literature Review

2.1. YouTube

Definition

YouTube was created by former PayPal employees in 2005. In late 2006, as the website gained popularity, it was acquired by Google. As Benson (2015, p. 90) notes, this video-sharing website "allows registered users to upload video clips for viewing by the general population of internet users." By hosting various videos on diverse topics and interests, this video portal has revolutionized sources of information and knowledge and has played a significant role in people's lives, especially in education.

The Integration of YouTube Videos into EFL Learning

YouTube has emerged as one of the most widely adopted digital tools in EFL learning, offering accessibility, flexibility, and an engaging format appealing to learners (Bonk, 2009; Moghavvemi et

al., 2018; Monkhouse & Forbes, 2015). Its interactive features—such as video sharing, commenting, and discussion threads— extend beyond passive viewing to encourage collaborative learning practices, which in turn foster motivation, creativity, and learner autonomy (Hadijah, 2016; Wang & Chen, 2020; Zaidi et al., 2018). These affordances distinguish YouTube from traditional textbook-based materials, by positioning students not only as consumers of content but also as active participants in meaning-making.

A growing body of empirical research confirms that YouTube can enhance a wide range of language skills. Studies highlight its role in developing core competencies such as reading, writing, speaking, listening, and pronunciation (Watkins & Wilkins, 2011), as well as more specific areas like vocabulary growth (Kaboha & Elyas, 2018) and grammar acquisition (Riswandi, 2016; Syafiq et al., 2021). Collectively, these findings suggest that YouTube has become a versatile platform for language learning, supporting both skill-based outcomes and learner engagement.

However, most existing research has concentrated on the linguistic outcomes of using YouTube, while considerably less attention has been given to its impact on language learning strategy use. Given that strategy use is closely linked to learner autonomy and long-term academic performance, this gap underscores the need for further investigation. The present study addresses this underexplored dimension by examining how YouTube integration influences EFL learners' strategy development in the Tunisian context.

2.2. Second Language Learning Strategies (SLLSs)

Historical Note on SLLS Research

Interest in SLLSs has developed alongside a growing interest in the learner. Until the 1970s, almost all SL/FL research had focused on the teacher, teaching methods, and materials. The teacher was viewed as the knowledge holder and the center of the class. However, since the early 1970s, the emphasis has shifted toward the learner and the learning process (i.e., what the learner does to learn). This shift has marked a move from a product-based to a process-based approach (i.e., how the learning process takes place) (Richards & Rodgers, 2014). The overall approach to teaching and learning has thus evolved: the teacher is no longer the central figure but instead acts as a guide, facilitator, and supporter of the learner. In this modern approach, teachers are now more commonly described as instructors, facilitators, and guides (Willis & Willis, 2007).

In line with the research in this regard, much attention towards SLLSs emerged from the "good language learner" studies (Rubin, 1975; Stern, 1975). In the late 1970s, as knowledge of SLA/FLL increased markedly, language teachers and researchers noticed that some learners seemed more successful and acquired SL/FL more quickly and effectively than others, irrespective of the methods or techniques of teaching. Since then, captured by this marked discrepancy among learners, practitioners, and researchers have begun to realize the importance of individual variation in SLA/FLL. This kind of observation led Rubin (1975) and Stern (1975) to gather data about the behaviors of "good language learners" to teach them to the less successful learners to facilitate SLA/FLL. Based on the findings of both studies, several factors, which proved to contribute to the variation in SLA/FLL, were identified. From this body of research, SLLSs have emerged as a salient learner variable contributing to success in SLA/FLL.

Defining SLLSs

The term "strategy" was first used in SLLS research by Rubin (1975) and remains the most widely used term in the field (Larsen-Freeman & Long, 1991). Rubin (1975) defined "learning strategies" as "the techniques or devices which a learner may use to acquire knowledge" (p. 43). Another early conceptualization, which informed subsequent definitions by researchers such as O'Malley et al. (1985) and Oxford (1990), was proposed by Rigney (1978), who described SLLSs as the various operations learners employ to acquire, retain, or retrieve information. Oxford (1989) expanded on this definition, describing SLLSs as the "actions, behaviors, steps, or techniques—such as seeking out target language conversation partners, or giving oneself encouragement to tackle a difficult language task—used by learners to enhance learning" (p. 29), adding that these strategies "facilitate the acquisition, storage, retrieval, and use of information" (p. 29).

Within the cognitive theory framework, O'Malley and Chamot (1990) defined SLLSs similarly as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" (p. 1). Building on this, Oxford (1990) defined SLLSs as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 8).

Oxford (1990, 1996) further emphasized the role of consciousness in SLLSs, highlighting that learners have the opportunity to choose their strategies and that consciousness is essential to distinguish between processes and strategies (Cohen, 1998). Later, Oxford (2001) introduced autonomy as a key dimension, defining SLLSs as "aimed at self-management in language learning and self-reliance in language use, in other words, autonomy" (p. 1), thereby linking SLLSs with learner autonomy.

Amid this array of definitions, Griffiths (2003) offered a more concise conceptualization, stating that SLLSs are "specific actions consciously employed by the learner for the purpose of learning language" (p. 369). According to Griffiths, SLLSs specifically concern "what learners do to learn language" (p. 396), providing a clear and learner-centered focus for the study of language learning strategies.

Taxonomy of SLLSs

The considerable variety observed in defining SLLSs is also evident in their classification. Within the SLA/FLL field, scholars have proposed different taxonomies of SLLSs, focusing on a wide range of strategies. This diversity has led to the emergence of various typologies (Ehrman et al., 2003). As Nisbet (2005) noted, "The most comprehensive model" (p. 100) was provided by Oxford (1990). According to Oxford, SLLSs can be divided into two major classes: direct and indirect strategies.

Direct strategies are defined as "language learning strategies that directly involve the target language" (Oxford, 1990, p. 37) and include memory, cognitive, and compensation strategies. Memory strategies are used for storing and retrieving new information. Cognitive strategies contribute to the manipulation of language materials, aiding in linking new information with existing knowledge, analyzing, classifying, and processing messages for deep understanding, reception, and production. Compensation strategies help learners fill knowledge gaps. While Cohen (1998) argued that compensation strategies should be considered communication strategies rather than SLLSs, Oxford (1990) maintained that they facilitate language learning even when used for language use.

Indirect strategies, in contrast, "support and manage learning without directly involving the target language" (Oxford, 1990, p. 135). This category includes meta-cognitive, affective, and social

strategies. Meta-cognitive strategies are employed to organize, plan, focus, and evaluate one's learning process. Affective strategies help learners manage feelings, attitudes, and motivation. Social strategies enable learners to interact with others during the learning process to enhance understanding of both the target language and the target culture.

3. Methodology

The present study adopted a quantitative approach, as numerical data were collected and analyzed (American Psychological Association, 2015). Data were gathered using a Likert-scale questionnaire. Methodologically, the study was quasi-experimental and multivariate. It was considered quasi-experimental because it did not include a control group, a treatment, or a pre-test (Thomas, 2022). It was also multivariate, as it examined how an independent variable—YouTube use for EFL learning—affected multiple dependent variables, namely language learning strategies and academic EFL performance (American Psychological Association, 2015). It is noteworthy that YouTube use functioned as a dependent variable when analyzing its relationship with educational class level, specifically to investigate whether educational class level correlates with YouTube use.

3.1. Sample

The sample for this study consisted of a subset of Tunisian university students who were not English majors. Participants were aged between 19 and 28 and specialized in Business Intelligence, Finance, Logistics, Economics, or Accounting at the Higher Institute of Management of Gabes (ISGG). A total of 210 students were selected for this survey. Convenience sampling was employed, so the sample included students who were readily available to the researcher. Table 1 provides detailed information on the distribution of participants by gender, educational class level, and specialty.

Table 1. The distribution of the study's participants by gender, educational class level, and specialty

Gender	**Number**
Male	50
Female	160
Educational class level	**Number**
1st year	90
2nd year	50
3rd year	45
Master's degree	25
Specialty	**Number**
Business Intelligence	90
Finance	35
Logistics	30
Economics	30
Accounting	25

3.2. Data Collection Instrument

In the present study, a self-report questionnaire—the most widely used data collection method in individual differences research (IDR) (McLeod, 2018)—was employed to gather information on students' language learning strategy use, as well as their educational class level, gender, specialty,

academic EFL performance, and YouTube use for EFL learning. The questionnaire consisted of two parts.

The first part assessed students' language learning strategy use and was based on the most prominent theory of second language learning strategies (Oxford, 1990). It included six components: memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies, and social strategies. This section comprises 50 statements adopted from the Strategy Inventory for Language Learning (SILL) (Oxford, 1990). Items were rated on a five-point Likert scale—the most commonly used scaling format in questionnaire design (McLeod, 2019)—ranging from 1 (strongly disagree) to 5 (strongly agree), with a midpoint labeled as neutral or undecided.

The second part of the questionnaire consisted of five items collecting demographic information, including educational class level, gender, specialty, English scores for either the first semester of the academic year 2024/2025 or the previous academic year (allowing flexibility, as some specialties do not study English every year), and YouTube use for EFL learning.

3.3. Data Pre-processing

During data collection, the questionnaire was administered in person at the institute during the second semester of the 2024/2025 academic year. Participants were asked to indicate their agreement or disagreement with statements presented as declarative sentences and to provide information on their educational class level, gender, specialty, English exam scores, and use of YouTube for EFL learning. To ensure proper understanding of the questionnaire procedure, respondents were first guided through a sample question. They were then instructed to read all items carefully and complete the questionnaire individually and honestly.

Notably, the questionnaire items were presented in a scrambled order, without organization into sections or components. This design aimed to reduce the potential for the Hawthorne effect—where participants alter their behavior because they know they are being observed—and to minimize the development of a response set, in which respondents consistently select answers that do not accurately reflect their behavior. A total of 210 students participated in the survey, of whom 200 were retained for analysis. Ten questionnaires were excluded due to missing responses.

For scoring, a participant's final score on each component of the first part of the questionnaire was calculated as the sum of their ratings for the statements within that component. In analyses examining the effect of YouTube use on language learning strategy employment and academic EFL performance, YouTube use was treated as the independent variable, while the other two variables were treated as dependent variables. Conversely, when investigating the relationship between educational class level and YouTube use, the latter variable was treated as the dependent variable and the former one as the independent variable.

3.4. Data Analysis Procedure

To examine the interrelationships among the study variables—specifically, the effect of YouTube use for EFL learning on students' language learning strategy employment and academic EFL performance—regression analyses were conducted to assess the predictive effect of YouTube use on strategy employment and academic performance, with estimates of effect size (R^2) and coefficients (β) reported. A correlation analysis was carried out to explore the relationship between educational class level and YouTube use, enabling assessment of the strength and direction of the association without implying causation. In addition, Seaborn, a Python-based data visualization

library, was used to generate graphical representations of the findings, ensuring clear and effective communication of statistical relationships.

4. Results

The results were organized and reported according to the three research questions guiding the study.

4.1. YouTube Use and SLLSs

The first research question investigated whether YouTube use for EFL learning determines students' language learning strategy use. Regression analysis (see Table 2) revealed that YouTube use significantly predicts strategy use, with a highly significant $p < .001$, an effect size of $R^2 = 0.513$, and a coefficient of $\beta = 30.37$. This indicates that YouTube use accounts for 51.3% of the variance in students' total strategy use, and each unit increase in YouTube use is associated with a +30.37 increase in strategy utilization. Strong evidence therefore supports the first hypothesis (H_1), which claims that YouTube use significantly influences students' language learning strategies.

These results were further illustrated in the correlation heatmap (see Figure 1). The heatmap, created using Seaborn, visually displays the strength and direction of relationships between the study variables through a color-coded matrix. Warm colors represent positive correlations, with lighter cells indicating stronger relationships. The correlation coefficient ranges from –1 to 1, with –1 indicating a perfect negative correlation, 1 a perfect positive correlation, and 0 no correlation.

The heatmap revealed that YouTube use positively and strongly correlates with meta-cognitive ($r = .87$) and social strategies ($r = .77$). In contrast, correlations with memory ($r = .10$), cognitive ($r = .05$), compensation ($r = .05$), and affective strategies ($r = –.10$) were weak. This suggests that Tunisian EFL learners who utilize YouTube videos tend to use meta-cognitive and social strategies more frequently than their peers who do not use YouTube.

Table 2. Relationships between YouTube use, language learning strategies, academic EFL performance, and educational class level

Question	Test	Statistic	Effect Size (R^2)	β
1. YouTube use → strategy use	Regression	$p < .001$	0.513	30.37
2. YouTube use → academic EFL performance	Regression	$p < .001$	0.529	6.16
3. YouTube use ↔ educational class level	Correlation	$r = 0.493$, $p < .001$	0.243	–

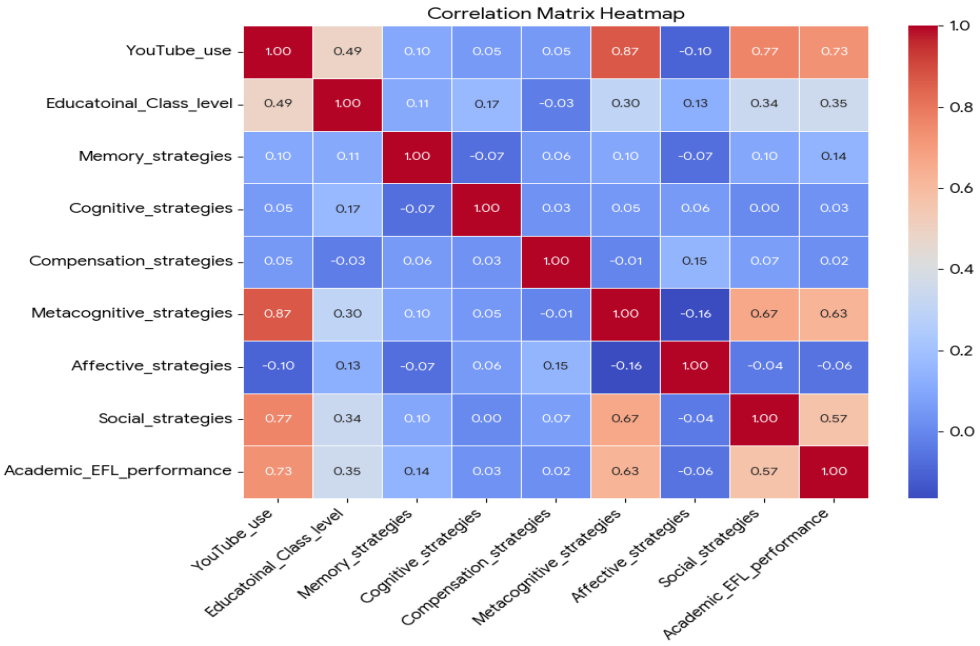


Figure 1. Correlation Heatmap of the study variables

4.2. YouTube and Academic EFL Performance

The second research question examined whether YouTube use predicts academic EFL performance. Regression analysis (see Table 2) confirmed a significant relationship, with $p < .001$, $R^2 = .529$, and $\beta = 6.16$, indicating that YouTube use explains 52.9% of the variance in academic performance. Each unit increase in YouTube use is associated with a 6.16-point increase in academic performance. This provides strong evidence that YouTube use significantly enhances learners' EFL performance, thereby supporting the second hypothesis (H_2).

The correlation heatmap also supported this finding (see Figure 1), showing a strong positive correlation between YouTube use and academic EFL performance ($r = .73$). Academic performance was strongly correlated with the same strategy types influenced by YouTube use, particularly meta-cognitive ($r = .63$) and social strategies ($r = .57$). This suggests that YouTube enhances academic performance indirectly by fostering the use of strategies that support effective language learning.

To further illustrate these findings, bar plots compared the frequency of strategy use between YouTube users and non-users. Figure 2 shows that non-users primarily relied on cognitive and memory strategies, which had weak correlations with academic performance, followed by compensation and affective strategies, with meta-cognitive and social strategies being the least used. Figure 3 demonstrates that YouTube users most frequently employed meta-cognitive strategies, followed by social strategies, then cognitive strategies, memory strategies, compensation strategies, and, finally, affective strategies as the least used.

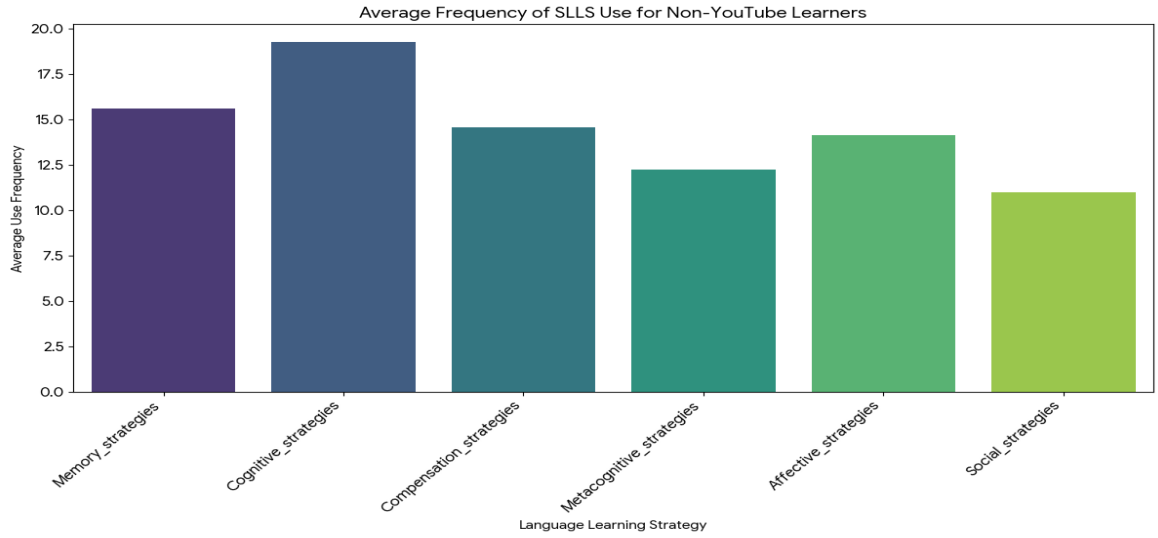


Figure 2. Average frequency of language learning strategy use among non-YouTube users

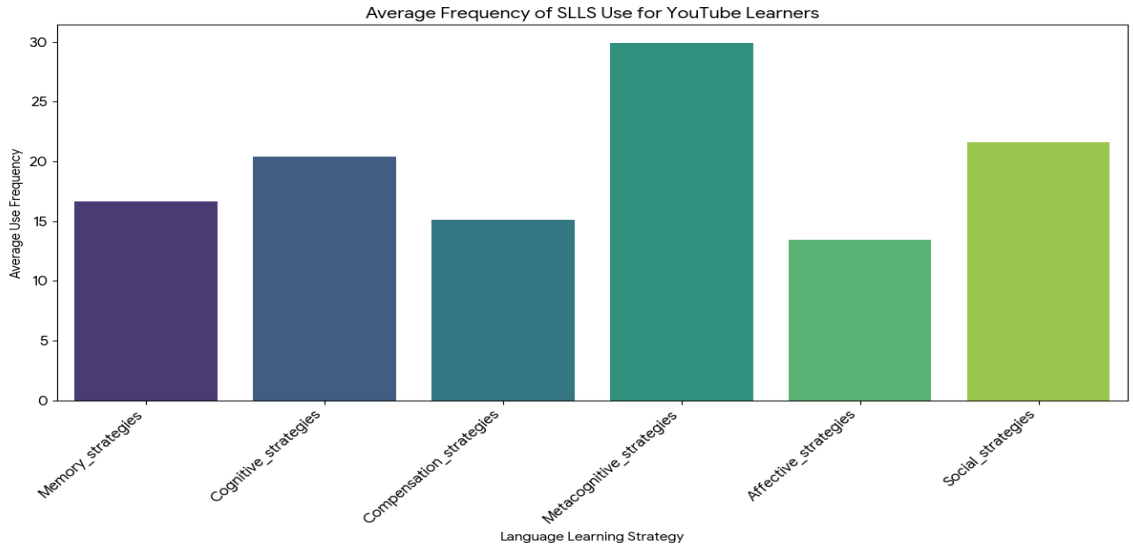
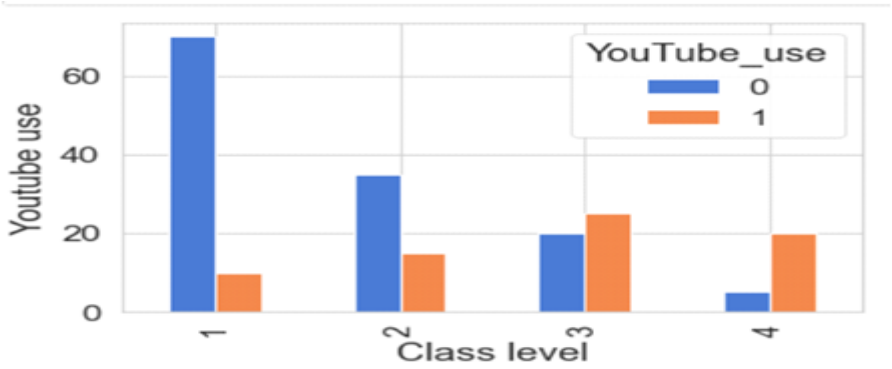


Figure 3. Average frequency of language learning strategy use among YouTube users

4.3. Educational Class Level and YouTube Use

The third hypothesis, derived from the third research question, proposed that educational class level correlates with the use of YouTube. This hypothesis (H_3) was confirmed. The correlation analysis revealed a moderate positive correlation ($r = .493$, $p < .001$), with $R^2 = .243$, indicating that 24.3% of the variance in YouTube use is explained by class level. Thus, the third hypothesis (H_3) was supported, suggesting that higher academic levels are associated with greater YouTube use.

A bar plot (see Figure 4) further illustrated this relationship, showing that master's students reported the most frequent YouTube use, followed by third-year students. In contrast, first- and second-year students reported lower levels of use. These findings suggest that higher-level students are more likely to incorporate YouTube into their EFL learning routines.



Where 1: Stands for First Year Students; 2: Stands for Second Year Students; 3: Stands for Third Year Students; 4: Stands for Master Degree Students; The blue color stands for not use of YouTube; The orange color stands for YouTube use

Figure 4. The bar plot illustrating the link between class level and YouTube use

5. Discussion

This study draws upon three separate but interrelated disciplines: linguistics, psychology, and Computer-Assisted Language Learning (CALL). By examining three learner factors—namely, language learning strategy use, educational class level, and academic EFL performance—it can be situated within the area of Second Language Acquisition/Foreign Language Learning (SLA/FLL) that emphasizes the role of individual learner characteristics in the language learning process. The aim of this study was to investigate the impact of YouTube videos on learners' language learning strategy development and, consequently, on academic EFL performance. Furthermore, it examined the relationship between YouTube use and educational class level. This study contributes to the growing interest not only in computer applications and their potential benefits in SLA/FLL (Derbel, 2017; Milliti & Henchiri, 2024) but also in the role of individual differences research in deepening our understanding of the SLA/FLL process and its relevance to actual EFL teaching (Bouzayenne, 2023a, 2023b; Bouzayenne & Harizi, 2024).

Based on the study findings, authentic YouTube videos for EFL learning play a vital role as a powerful and effective educational aid for developing students' language learning strategies. First, the present study provides ample evidence that YouTube videos strongly support the development of meta-cognitive strategies, which involve deep learning approaches such as setting learning goals, monitoring progress, making adjustments, and reflecting on one's learning process (McDonough, 2001). This finding, consistent with Putri (2019), can be explained by the wealth of learning materials and topics available on YouTube, allowing learners to select resources according to their interests. In this way, learners develop purposeful learning goals. Additionally, the immediate feedback provided on listening and speaking skills enables learners to monitor their progress. For example, learners can compare their pronunciation, intonation, and fluency with those of native speakers in authentic materials. Moreover, based on their performance, YouTube assists learners in adjusting their learning strategies—for instance, by using videos with subtitles to enhance reading and listening abilities. YouTube also facilitates reflection on the learning process through opportunities for self-assessment and peer feedback.

The study also found that YouTube supports the development of social strategies, which involve effective communication and cultural awareness. This finding aligns with previous research (e.g., Elola & Oskoz, 2017; Wang & Chen, 2020). Exposure to authentic materials across various contexts enhances learners' sociolinguistic competence. By watching authentic conversations, learners gain insights into how language is used in different social situations. Furthermore,

YouTube allows users to leave comments, participate in discussions, and collaborate on projects, providing multiple opportunities to interact with people worldwide. As a result, learners' self-confidence in using English can increase, making YouTube a powerful tool for improving EFL learners' communicative skills.

Regarding academic EFL performance, the findings indicate that YouTube use is a strong predictor of high academic EFL performance. Learners who use YouTube videos tend to achieve the highest academic performance in EFL, consistent with previous studies on YouTube and EFL success (e.g., Abbas & Qassim, 2020; Alwehaibi, 2015). This effect can be attributed to YouTube's significant positive impact on developing meta-cognitive strategies (which foster autonomy and effectiveness) and social strategies (which support effective communication in English). Both types of strategies have been shown to be crucial for EFL achievement (Ayaz, 2017; Zareei, 2007).

Concerning the relationship between educational class level and YouTube use, the study found that class level is linked to YouTube use, consistent with the results of Abu-Taieh et al. (2022). Higher-level learners employed YouTube more frequently than lower-level students. This can be explained by the fact that advanced learners have more ambitious learning goals and a greater awareness of English as a global language used for academic and professional purposes. Mastery of English opens opportunities for further study, research, and career advancement. Consequently, higher-level learners are more motivated to improve their English proficiency through all available means, including YouTube. Educational class level, therefore, emerges as an important variable associated with YouTube use and should be considered when integrating YouTube into the EFL teaching and learning process.

6. Conclusions

One of the aims of this study is to propose a pedagogical use of YouTube, a contemporary instructional technology tool, in the realm of EFL learning. More specifically, the study seeks to contribute to maximizing the effectiveness of EFL teaching by enabling teachers to help an optimal number of students benefit more from the language class through a better understanding of the mechanisms and processes of EFL learning. According to the findings, YouTube represents a powerful resource for enhancing learners' meta-cognitive and social strategies and, consequently, significantly and positively impacts academic EFL performance. Based on these findings, the recommendations derived from this study are primarily directed at EFL teachers, aiming to help them refine classroom pedagogies to enhance the learning process.

In a language classroom, notable individual differences exist among learners in their use of language learning strategies. Language teachers should be aware of these differences and their role in the learning process to provide effective and tailored instruction; herein lies the interpretive artistry of teaching. Several techniques can help teachers guide students toward success. To facilitate EFL learning, practitioners should seek effective instructional tools, such as YouTube, to encourage students to experiment with new learning approaches and adopt the behaviors of successful learners (i.e., expand their strategy repertoires). YouTube can be implemented within the classroom for pedagogical purposes, as it leverages technological capabilities to enhance learners' meta-cognitive and social strategy development, which are strong predictors of EFL performance. Accordingly, this social media tool can supplement conventional classroom methods to improve EFL learning outcomes.

Given the crucial role of computer technology—namely, YouTube—in supporting learners to adopt the behaviors of successful learners, EFL teachers should receive training in its effective use to implement it successfully. Importantly, the main focus should be on the appropriateness of pedagogy, not merely the technology itself. Such training can be provided through workshops, seminars, and professional development sessions that address different aspects of YouTube implementation in EFL classes, including selecting suitable videos, designing engaging and communicative activities, and integrating YouTube into lesson plans. Teachers can also benefit from online resources such as EdTechTeacher (n.d.). *Using YouTube in the classroom* [https://edtechteacher.org/] and TeachThought (n.d.). *30 of the best YouTube channels for teachers* [https://teachthought.com/], which offer materials specifically for EFL educators interested in incorporating YouTube. In addition, EFL teachers can exchange ideas, tips, and best practices through online communities, such as "The EFL Teachers Community" on YouTube and the EFL/ESL Teachers Group on Facebook.

Regarding the limitations of this study, two potential issues are noted. First, although the data collected through the self-report questionnaire on language learning strategies are reliable, a triangulated approach (e.g., combining a questionnaire, oral interviews, and participant observation) is recommended to examine this variable in greater depth. Second, generalizability is limited because the study used a convenience sample. Therefore, the findings may not fully represent all non-English-major university students in Tunisia. Future studies should involve larger and more diverse samples of Tunisian non-English-major students.

Several directions for future research emerge from this study. First, as technology remains a key component of learning, language professionals must consider its effects on learners and how it reshapes their needs. In the Tunisian EFL context, the relationship between instructional technology use and learners' cognitive and affective characteristics has not been widely studied; further research is needed to explore these links and understand how new technologies can enhance language learning. Second, assessing EFL teachers' perceptions of YouTube use in the classroom represents another valuable line of inquiry. Such studies could provide important insights to complement the existing literature on YouTube in the Tunisian EFL context.

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