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Title of the paper	The Role of Social Media Educational Channels in Promoting EFL Independent Learning
Keywords	Autonomous language learning; English as a foreign language; social media educational platforms; university students.

Abstract

Technology touches the learners' lives in a considerate way. Students are driven to develop autonomous learning as they live in a digital era where, due to technology, language learning is no longer restricted to the four walls of the classroom. Social media platforms such as Facebook, YouTube, Instagram, and TikTok significantly affect language learning. A recent study stated that students who regularly use various English media could acquire the language better than those who rely only on the study programs inside the classrooms (Trang, 2022). Therefore, the present paper seeks to provide a theoretical contribution by reviewing the literature on autonomy in language learning and focusing on technology as a potent agent in fostering independent learning. This paper also aims to provide a practical contribution by recording EFL students' take on different educational channels and exploring their effectiveness in enhancing students' autonomous learning of English. Therefore, employing a quantitative data-gathering tool, we aim to conduct a questionnaire with two groups of first-year students at the English department at Badji Mokhtar University- Annaba. Results reveal that most EFL students learn English autonomously and rely on English educational channels to develop their level. Findings also reflect that YouTube is widely used among EFL students and considered an educational tool. Furthermore, students report that YouTube English educational channels give simple explanations compared to the teachers' clarifications in class, facilitating learning anytime and anywhere. This paper concludes by providing recommendations for EFL teachers and students to foster autonomous EFL learning.