

Informal L2 learning through video social media platforms: an exploration of use of Bilibili and L2 learner's self-regulated learning

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Abstract: Abundant evidences have proved that video social media like You Tube is a useful tool for second language (L2) learning. Students use You Tube to expand their learning resources, make the learning process more attractive and improve their cultural knowledge. In addition, compared with formal in-class learning, this self-regulated strategy is deemed as flexible and interactive. Bilibili (nicknamed as B site), like its Western counterpart You Tube, is a Chinese video-content generated platform. Despite its popularity among Gen Z, very little is known about how L2 learners make use of this trending social media. This research, based on the self-regulated learning theory, intends to figure out how university students perceive learning English from B site content creators outside the classroom setting. 122 Chinese university students answered the questionnaire, and some of them attended the followed up semi-constructed interview. Results show that most students favor this approach of learning. Similarly, they use B site to find resources, get themselves motivated and raise cultural awareness. However, most participants seldomly interact with native speakers or their peers on the platform, which makes the learning process less communicative. Apart from that, students still seem to lack the ability to monitor and plan for their learning.

Keywords: technology assisted learning; Bilibili; L2 learning; self-regulated learning; Chinese university students

1. Introduction

The Internet helps millions of people gain access to a broad variety of educational content. Tools like smartphones, tablets and other gadgets enable students to learn with unprecedented flexibility. China has a big social media market. Bilibili (nicknamed as B site) is a video social media platform where people can upload videos of various contents. It was first launched in 2010 and witnessed a massive growth in the users during the past decade. 74.6% of Bilibili users are below the age of 24. Adolescent of school age or Gen Z are the majority users of this platform. User-generated contents are mostly based on animation, games and comics, which sever as an entertainment powerhouse. Users can also post pictures, notes and etc. to add diversity to their channels. The platform has managed to make expansions by adding commerce, technology and lifestyle contents. "Knowledge" is now a dependent section of B site, under which "English learning" is presented as a separate part including videos on teaching and learning experience sharing on grammar, vocabulary, both receptive skills (listening and reading) and productive skills (writing and speaking), translation and intercultural communication. Apart from teaching, contents introducing Western culture are also gaining attention. However, unlike Massive Open Online Course (MOOC), language teaching videos on social media serve the purpose of edutainment. Video social media are regarded as entertainment apps or tools, but when learners are engaged in amusing activities, they are reported to perform^[1].

University students integrate SM in their academic life both formally and informally. Four categories of interaction with mobile resources to facilitate learning: connect, communicate, and collaborate to create personalized learning experiences with mobile technology^[2]. The current Internet technology provides students with a digital world where all sorts of learning content and medium are available and because of that, an authentic learning environment is likely to be created^{[3][4]}. Social media help to create a Personal Learning Environment (PLE), where both formal and informal learning could integrate and take place^[5]. As Barrot^[6] summarized, there are increasing evidence indicating that students favor using social media as L2 learning tools, which they perceive as useful in terms of language skills, motivation and confidence. Gen Z students are born and raised in a digital world, who are also known as netizens.

They are skillful at creating personal online L2 learning environment^[7]. Especially after the outbreak of covid-19 when the whole teaching process was once moved online. Supplementary after-class tasks are integrated into social media platforms. Throne *et al.*^[8] point out that when learners' proficiency level builds up, they are likely to explore the digital world for communication in target language. Since university students are intermediate to upper-level English language users, many of them have already developed certain level of self-learning ability to select the videos that suit their own learning requirements and needs.

Researches on how Chinese students learn English on SM mainly focus on WeChat and Weibo as they have the widest range of users^[9]. Video SM platforms like B site or Douyin despite huge popularity, are still under-surveyed and lack empirical study to further testify how these tools can mediate English language learning. Their Western counterpart You Tube is rather well researched and has long been testified as a useful learning tool, especially in the tertiary level studies^[10]. Students believe that videos on You Tube have a useful educational side and therefore benefit their learning. It is a common phenomenon that videos from You Tube are used in college L2 classrooms. As Reinders and Benson^[4] point out, in order to better incorporate social media into language teaching, L2 learners' informal learning behaviors are worthwhile investigating. Even though Chinese students have no access to You Tube, video sharing SM have similar affordances.

University students have gradually developed the ability to control their individual learning behavior. How do learners utilize various English-learning resources on B site and integrate them into their L2 learning process is the main focus of this study. There is obviously a gap between input and intake, so the question is to what extent? This research intends to figure out how Chinese university students self-regulate their L2 learning behaviors through watching English-teaching videos on B site and their perceptions on this approach of learning English outside the traditional classroom. The theories of informal L2 learning via social media and self-regulated learning will be further illustrated in the literature review section.

2. Literature Review

2.1 Language learning beyond classroom via the social media

Dbbagh and Kitsantas^[11] indicate that student learning under the context of social media is mostly driven by their own motivation and the learning style is also highly informal. Livingstone^[12] defines informal learning as the process of undertaking learning activities without externally requirements or the presence of authorized instructor. Mynard and Shelton-Strong^[13] argue that most L2 learning occurs outside the classroom. Additionally, learning beyond classroom can be meaningful and has huge impact on the development of language proficiency. As a matter of fact, most learning is a mixture of instructed and individual study. According to Benson^[14], individual learning is considered as informal education and normally occurs beyond the traditional classroom. Time and effort are the pre-requisites for all successful learning to take place. Furthermore, due to the dynamic nature of language, both motivation and persistence are of great importance to successful L2 acquisition^[15]. It is almost impossible to gain satisfying result if students only learn the target language in the traditional language classroom. Language learning outside the classroom is at least equally as important as classroom learning^[16]. Although classroom learning is definitely irreplaceable, there is no denying that language learning beyond the classroom setting is of great significance. However, due to the difficulties of observing students all the time in various places, little is known about what students are doing outside the language teaching classroom^[4]. Therefore, how this complex informal language learning works still remains under-investigated.

In the L2 learning domain, much research has been done to explore how students learn another language through non-video social media. For example, Zhang^[17] investigated the impact of language learning through WeChat outside traditional classroom. All the teaching process was conducted on WeChat, although whether students' language skills have been improved still needs further testimony, students gave positive feedbacks about this way of teaching and hence getting more motivated. The relationship between motivation and social media application use is further investigated. Social media is found to have positive impacts on students' language learning motivation^[18]. Motivation is an indispensable and one of the key components of Second Language Acquisition (SLA), which forms an important part of a person's identity and constitutes part of the individual core.

Alamer and Khateeb^[19] found that WhatsApp serves as an effective tool for enhancing students'

autonomous motivation. Analysis technique was adopted to capture learners' motivation over time and the use of WhatsApp was systematically related to motivation. Apart from that, how teacher implement this application was also discussed. Teachers' informal contact on WhatsApp can help learners maintain their motivation. Similar results were also found by Li^[5]. After investigating 122 university students in Hongkong, Li came to the conclusion that students use social media in high frequency, among which acquiring required and non-required materials is the most frequent activity. Nonetheless, she also concluded that students favor interacting with peers via social media rather than teachers under the context of informal learning. Interestingly, according to Li's findings, You Tube is the platform that students use most for English language learning, however, platforms that have been investigated the most (i.e. WeChat and Weibo) are selected by students as apps they do not use for English learning. The situation in mainland university students differ as they do not have access to You Tube or Facebook etc.

As for video-sharing platform, students' perceptions and attitudes toward using You Tube as a language learning tool has received wide attention. Despite positive attitudes towards You Tube videos, students believe certain types of videos to be more helpful. Materials that students familiar with are of higher popularity. These videos are not only entertaining they also contain educational component. Prior research mainly focuses on the comment section of the videos uploaded to the platform, where most of the communication and language learning take place. Empirical researches on how Tik Tok affects English learning is gaining attention. Tiktok ranked second in terms of user number with 600 million active users monthly and its popularity is pre-eminent. Positive results have been found, for example, EFL students report that their vocabularies are expanded after watching English videos uploaded to the platform; in terms of communication skills, Chinese students are motivated to speak English more and have the potential to improve their communicative competence. However, contradictory findings are also presented, according to Hu and Du^[20], their quantitative data indicate that watching English content videos on Tik Tok has no profound impact on English language learning. Furthermore, demotivation is reported by some participants because of the beautiful and fluent English spoken by the influencers. As for language learning other than English, Isbell^[21] conducted a survey of an online Korean language community, Reddit. People who learn Korean language exchange their ideas on this platform outside the classroom settings. What he found out was that Korean, the target-language, is of relatively little use. Most of time, discussions and chatting are carried out in participants' native language, which is English. This result is in contrast to what have been found out about language learning in social media community, since communication through social media was widely known for increasing students' use of target language.

To sum up, despite all the positive results drawn on how L2 students benefit from English learning on social media, it is still worthwhile investigating how B site, a popular video social media platform, impact on Chinese university students learning behavior outside classroom.

2.2 Self-regulated learning

Self-regulated learning (SRL) received wide research attention for its role in promoting autonomous lifelong learning^[15]. According to the definition made by Pintrich^[22], SRL is a process where learners set learning goals and in order to achieve those objectives, they actively monitor and regulate their learning behaviors with their cognition and motivation. As Careiro *et al.*^[23] put it, students take the autonomy and responsibility of their own learning. The three-phase model proposed by Zimmerman^[24] is among the many SRL theories to conceptualize this broad idea. The three phrases are forethought, performance and self-reflection respectively. During the forethought stage, learners make plans and set their goals according to the target they want to achieve. And how learners activate their learning strategy is based on their motivational beliefs. In terms of the performance phase, learners monitor their learning progress while performing the tasks. In addition, they also make use of their volitions to help them persist in the learning process. Self-reflection phase is when learners make assessments to the learning process. Students reflect on where they do well or bad, which further impacts their future self-initiated learning cycles.

Young EFL learners have not developed the cognitive ability to learn by themselves, on the contrary, EFL learners at the university level are more than capable of finding learning sources, and they are reported to actively engage in the online self-learning process. The research conducted by Wang and Chen^[25] provide interesting insights on learning English from You Tubers under the SRL theory. Twenty university students in Taiwan, who frequently watch language teaching videos in their spare time, participated in this study. Based on their analysis, students mainly use You Tube to expand their learning resources, make the learning process more attractive and improve their cultural knowledge. In addition, compared with formal in-class learning, students were reported to reckon this language learning strategy

as interesting, flexible and interactive as well. This research intends to figure out Chinese university students' informal use of B site under the theory of SRL, the two research questions will be proposed in the next section and how the survey is carried out will also be discussed.

3. Research Questions

(1) How do Chinese university students use B site videos to self-regulate their English learning outside the classroom?

(2) In what ways do L2 learners perceive that learning English on B site is the same as or different from learning English in the classroom?

4. Material and Methods

4.1 Questionnaire

Questionnaire is a widely used research method in the field of applied linguistics^[26]. It has the advantages of easy construction, versatility and read-to-process information can be gathered in a short amount of time. In this survey, the questionnaire designed by Lai and Gu^[27] was adopted without modification. The six aspects of self-regulated learning, namely goal commitment, metacognitive, affective, social, resource and culture were all included. Moreover, all learning experience stated in these six sub-sectors are highly relevant to explore learners' attitudes and perceived effects of informal learning on B site.

4.2 Semi-structured interview

Although questionnaire has many advantages, this method only gives a rough picture of the target phenomena. In order to elaborate more details on students' opinions, a semi-structured interview was followed up. The interviewer pre-prepares some questions and prompts to provide guidance and direction during the interview. The interviews were conducted in Chinese to avoid anxiety or misunderstanding caused by the language. Interviewees are also more likely to give detailed information by communicating in our mutual first language.

4.3 Participants

Students who participated in this research are all undergraduates studying in a university in Shanghai, where B site is located and most active users stay at. The questionnaire was distributed in the foreign language school. Students of all majors participated in the survey, including both English and business English major. Among the 122 respondents, 94 of them are female (77%) and the other 23% are male students. 39 students major in English while 83 students major in business English. All participants fall in the age range of 18 to 24, with the average age of 20.7 years old. Respondents who had the experience of watching English-teaching videos on B site accounted for 72%. Those who indicated the interest in taking part in the interview at the end of the questionnaire were further invited.

4.4 Data analysis

The quantitative data collected from questionnaire was analyzed in SPSS. The value of the questionnaire was based on a 6-item Likert scale, with 1 being strongly agree and 6 being strongly disagree. Mean, standard deviation, frequency and percentage are all calculated. Table 1 presents the outcome of the data analysis.

The interview data was analyzed through the four phases proposed by Dörnyei^[28], which include transcribing, coding, growing ideas and interpreting data and draw conclusions. During the first two stages, themes related to the six aspects of SRL are noted and classified. After the recognition and classification work, I made cross reference to the results from the questionnaire to figure out how students regulate their SRL on B site. Moreover, in order to identify the differences between classroom learning and informal learning on B site, the most highly mentioned themes were marked out for further discussion.

In the following chapter, results would be analyzed in detail and the key findings of this research would also be presented.

5. Results

5.1 Time spent on English learning on B site

The average time participants spend on B site English learning is 1.93 hours, with a standard deviation of 0.928. A majority (84%) of the participants report following English-teaching channels on B site and most respondents report to spend an average of less than three hours per week on watching those videos (as shown in Figure 1). Less than 20% of the students watch more than five hours a week. We can tell that students do spend time on B site to study outside the language classroom. When asked about the time allocation issue in the following interview, some students give the answer that *“It depends on whether I have a test to prepare for. For example, the TEM-4 (Test for English Major – Grade four) is approaching so I spend more time on related learning resources.”* How much time learners spend seems to be goal driven.

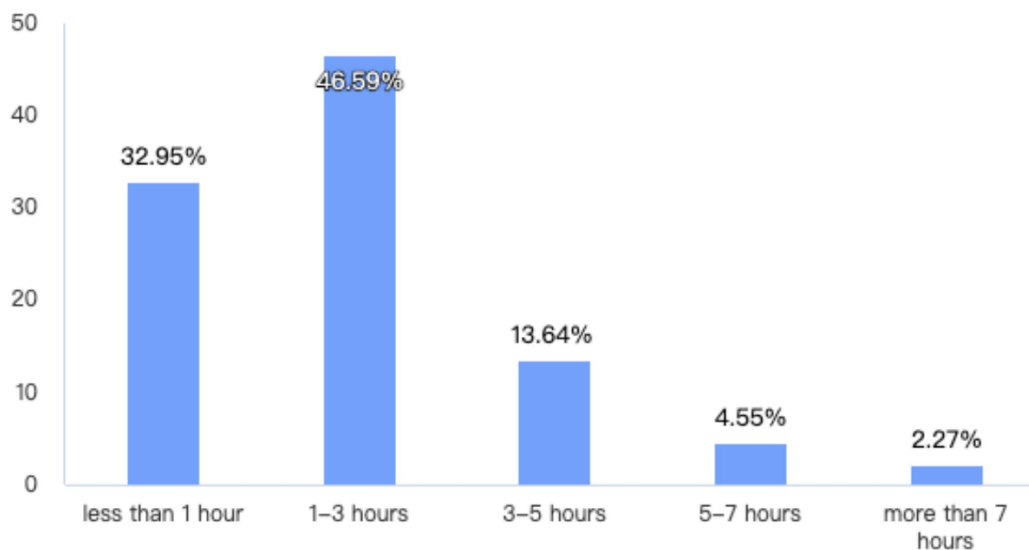


Figure 1: Time spent watching English-learning videos.

Besides, many students report using other social media to learn English outside the classroom, among which “Red Book”, “Douyin” are also frequently mentioned. In other words, when students learn by themselves, they not only spend time on B site but also other video social medias for resource expansion.

5.2 How do learners use B site to self-regulate their L2 learning

Both questionnaire data and interview data show that learners expand their learning resources on B site. To quote one of the interviewees: *“I feel that textbooks cannot always satisfy my learning needs, some of the content is old-fashioned. If I want to get the latest news or information about certain issues I would go and search on B site.”* Another student further added on the reason why learners search on B site, she said: *“Well, sometimes I even do not expect to find such learning materials, but B site just provides it. For example, the test I was preparing for made a change to its question type. To my surprise, videos explaining this change are available on B site. It just has everything.”* For many upper level L2 learners, textbooks and lectures cannot meet their needs. As many students mentioned, some of the listening and reading materials presented in the textbooks are out of date. They need more up-to-date materials to practice their language skills. From this perspective, we can also tell that university students are self-motivated to spend time on enhancing their language skills. They don’t just sit there and wait for the teachers to give them tasks, they take the initiatives to search online.

Culture is probably the hardest part to teach, people probably would not fully understand the culture unless they immerse in it. However, due to the covid and travel restrictions, learners do not have the chance to go abroad and experience the Western culture. English major students show great interest in Western culture, to quote one student: *“I am so eager to study or live in an English-speaking country, so that I can get to know the people there and communicate with them in English.”* *“Learning culture in the classroom is boring, some of the things I have already known for years. I want to know something new*

and funny.” B site videos contain trendy cultural contents that Gen Z students are intrigued in.

The score for goal commitment regulation is surprisingly high. Learning websites like MOOC provides professional designed courses but B site is known for its recreational contents not educational ones. According to the questionnaire data, more than 70% (72.6%) of the respondents agree that B site videos are important sources to maintain their interest in achieving their language learning goal. Due to the abundant learning resources on B site, similar answers were heard during interviews, *“I do think these videos can help me improve my English proficiency as long as I watch and learn enough of them.”* This finding is in line with the investigation conducted by Dincer^[29], learners who constantly engage in language learning beyond classroom are found to perceive English learning through technology as a tool for achieving their goals. Many videos combine knowledge with entertainment. Apart from that, many topics are very close to young people’s interest. For example, *“I always laugh out loud at those funny videos they made, and you know what, I can also learn how to say the popular words or phrases in English.”* *“I think ups (content creators) are interesting people, the way they talk is so funny and I love listening to them.”* When learners are actively engaged in the entertaining activities, they will perform and acquire some language knowledge.

Although most students are determined that they will achieve their ultimate goals, they lack certain learning strategies to adjust and monitor their learning behaviors. The score for metacognition regulation is much lower. Many students indicate in the questionnaire that they hardly plan or adjust their learning on B site. One student reported in the interview that *“I hardly have any learning strategies. Even if I do plan, it’s hard to adhere to the original plan I made. Most of the time, I still procrastinate till the last few days of the test day or deadline day.”* This may be a personal case, but responses like *“can’t keep concentrated”* or *“need supervision”* are frequently captured. According to the Zimmerman’s^[24] three-phase model, students do relatively well on the forethought and performance stages. There is little evidence on how they reflect on their informal online learning, which they still need guidance and training. Besides, under most circumstances, students only get assessed in the tests they take part in, for example, final examinations, TEM-4 or TEM-8, TOEFL, IELTS, etc. So unless they are tested, students find it hard to know their progress and areas where they need further improvement. Besides, students also expressed concerns of having no idea on how to monitor their out-of-class learning. *“Although we spent a whole semester learning online, I sometimes still want the teacher to tell me where I made mistakes and how to correct them.”*

Social connection regulation is the part where students have least participation and confidence in. This finding is in line with the results by Lai and Gu^[27], the situation has not changed too much in the past decade. B site is mainly based in China and its main users are Chinese might be part of the reason. As a matter of fact, there are actually many foreign (including native speakers) content creators, but students rarely communicate with them. To quote one of the participants *“I sometimes leave comments under the video to express my feelings or gratefulness, but most of the time the video maker would not respond to that.”* Another student said *“Well, I would rather talk to foreigner in person, you know, to practice my speaking or listening skills. I don’t see too much help by communicating with them online.”* Unlike class teachers, video makers do not have the duty to answer to all viewers’ questions or reply all their comments. Or even if they do reply, there might be a time lag since they do not normally do it in time. If the communication is not mutual, no wonder learners lack the motivation or incentives to take the moves and strike up a conversation. Furthermore, students express the concern of leaking personal information when communicating with strangers. When asked about the reason why they seldomly communicate with the native speakers, one responded *“Although I can see their faces in the video, I still feel that they are strangers to me. I don’t have much to say to them.”* From this answer, online teachers like content creators cannot seem to replace the role of real-life teachers.

In terms of seeking help from peers, one of the interviewees did report to receive help from the comment section, *“I once left a comment asking where to get the learning resources, few hours later, one netizen replied me with a link to the materials I was looking for. It’s efficient and I would certainly do the same for others in need.”* From this student’s remark, it is easy to tell that learners do have the willingness to share learning materials on B site and help each other. And once they have been helped out, the possibility of providing help will increase.

Table 1: How learners regulate their English learning on B site.

Regulation types	Mean	SD
Resource regulation	2.21	0.833
Cultural learning regulation	2.22	0.714
Goal commitment regulation	2.23	0.853
Affection regulation	2.35	0.754
Metacognition regulation	2.4	0.845
Social connection regulation	2.6	1.028

5.3 How is informal learning on B site different from classroom learning?

During the interview, students were encouraged to express their ideas on the differences between formal and informal learning experiences. Although their ideas vary, all of them showed favor to this learning approach. In terms of the advantages of informal L2 learning, flexibility is the most mentioned word among students' responses. *"Flexibility is what attracts me most, I can learn wherever and whenever I want. And I do surf a lot on B site not to learn but to relax, so I feel I am having fun and at the same time acquiring some English knowledge."*

Many of them expressed the joy they had while learning on B site because they have the option of choosing what to learn, especially contents that they are truly intrigued in. To quote one of the students: *"Formal learning is kind of compulsory, most of the time the course design will not take our interest into consideration. Some of the contents are boring, but we've got to learn them. On the contrary, when I was studying on my own on B site, I can watch whatever I like. I am a fan of football, so I always watch interviews with footballers which are carried out in English, and I think my listening skill is getting better because of that."*

The boundary between formal and informal learning is starting to get blurred partly because of the online study they experienced during the covid and the time they spent on exploring the digital learning world. *"After a period of time spent learning online, I am now quite used to this kind of learning style. My self-learning ability has improved a lot during this process. After all, it's me who's doing the learning, and I should take responsibility of my own learning behaviors. I cannot always rely on my teachers for resources."* said by one of the students during the interview. To some of the learners, informal learning has become part of their learning style and they gradually learn to master this strategy. For example, student X said: *"I also take down notes when I listen to online courses on B site, from this point of view, there's not much difference."* Their self-regulated learning awareness and ability both got improved during this period of time. They would take the initiative to seek out for more learning resources and make use of the materials based on their own learning goals or their personal interest.

However, some students still perceive formal classroom learning different from informal learning online. The classroom learning atmosphere and the role teachers play are the two main aspects that almost impossible to replace. Many students gave the following answers to how they feel about the difference:

"Truth to be told, I think the whole online environment lacks the interaction, not just B site. I mean, when I have an English lesson in school, both my peers and teacher will point out my mistakes right away and so that I know how to avoid and come up with better expressions next time. Though B site creates a more relaxing learning atmosphere, the face-to-face interaction between people cannot be replaced."

"Well, informal learning on B site is obviously more relaxing and entertaining. I enjoy it very much. However, I still believe study is a serious matter, therefore, I also value classroom learning, where teachers give instructions and I follow."

"I mean B site teachers are not real people I know, some teachers even don't show their faces. I almost never communicate with them, but in real life, I like talking to my teachers. Most of them are warm-hearted and helpful. I am more into this kind of real-life connection, which motivates me to make"

progress.”

From these students' remarks, teachers not only serve as people they could seek help from but also someone they can have real connections and feelings. To quote student Z, “*Though ups speak beautiful and fluent English, I still trust my course teacher more.*” By understanding the great importance teachers play to facilitate learning, perhaps teachers can do more on the informal learning side, not just to provide guidance but also actively participate in the process. “*Some teachers resort to B site videos in class to better illustrate some concepts or phenomenon. And they would give recommendations to us links of relevant contents to watch. That's how I start out to learn on B site. The more I watch, the more I find it educational and interesting as well.*” This response is quite insightful that teacher's invention could better help students select the appropriate learning materials and guide them how to make use of the B site resources.

6. Discussion and conclusion

This study focuses on one of the trendiest social medias among the Gen Z, Bilibili, and tries to figure out how Chinese university students self-regulate their English language learning on that platform. After conducting a questionnaire and interview, it is found that university learners do spend a few hours (an average of 1.9 hours) per week on learning English on B site, which is quite a lot considering the entertainment purpose it originally serves. Besides, most students study with a learning goal, in most cases preparing for a specific language test. Others want to improve their language skills in general. Similar to prior research findings, results like expanding resources, improving cultural knowledge, helping them achieve their learning goals and boosting their learning interests are concluded. Aspects like metacognition and communication still need further enhancement. As for the gap students perceive between studying on B site and learning in class is getting narrower. Part of the reason may be that they are getting more and more familiar with the online studying environment and create a PLE of their own. However, many students still value structured classroom learning, mainly for the irreplicable learning atmosphere and the student-teacher relationship built during real life communication. Despite problems students may encounter, for example, lacking monitoring strategy, concentration, etc., students integrate informal language learning into their everyday life. It is still a good trend in a large way since language learning is a life-long thing.

Due to the important role teachers play, many prior researches have pointed out teachers should intervene in out-of-class learning as well. According to the research results of Barron^[30], most teachers he interviewed do not allocate time for promoting SRL in their classes. Practitioners are aware of the importance of learning English independently, but they seldomly mention the concept of SRL to their learners. Similar conclusions were drawn by Lai *et al.*^[3] who also found that teachers have a much more significant influence over students' technological learning experiences than peers. Students have a rough picture about what they are doing but are not aware of making reflections. It is suggested that teachers should officially introduce the idea of SRL to their students in class, teach the key ideas and crucial perspectives of SRL theory to raise students' awareness of learning on their own, and guide them what to do when learning online, encourage them to more actively interact with the peer learners or content creators. Ultimately reach the goal of constant learning the language. B site like its Western counterpart, You Tube is a fertile platform where all sorts of learning could take place. Learners can be encouraged to more often to achieve the full potential of the functions and communication opportunities provided by B site. If used properly, B site can be well-integrated to out-of-class activities as a supplementary platform. Moreover, teacher still have an important role to play in the learning process. Many students value their relationships built with their teachers in real life and the offline learning atmosphere can be almost impossible to be replaced.

Though being a fertile learning platform, this study only investigates students' learning behaviors on B site. Further research can be extended to other frequently used social media platforms like Douyin even Red Book to identify how SRL works differently under various occasions or on social media as a whole. Apart from that, this study only involves participants from English or Business English majors, who are high frequency users of English language and generally more proficient language learners as well. These students are more motivated to learn the language well. Different results might be drawn if college students of all majors with varying degree of proficiency levels are included. Besides comparisons can be made to further explore students' learning problems and behaviors when studying English informally.

To sum up, the results of this work are mostly in line with other informal language studies, Chinese EFLs are determined to improve their language skills and active engaged in online learning behaviors

like watching English related videos on B site. Their self-reported perceptions are analyzed and B site is suggested to be a language-learning site with huge potentials.

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