YAHIA FARES UNIVERSITY OF MEDEA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

ENGLISH SECTION



The Importance Of YouTube Videos In Enhancing EFL Learners' Vocabulary

A CASE STUDY OF MASTER ONE STUDENTS OF ENGLISH AT UNIVERSITY OF YAHIA FARES - MEDEA

A Dissertation Submitted in Partial Fulfilment of the Requirements for Master's Degree in English

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Year: 2022-2023

DECLARATION

We hereby, declare this thesis entitled “The Importance of YouTube Videos in Enhancing EFL Learners’ Vocabulary: A Case Study of Master one English Students at the University of Yahia Fares, Medea.’’ It has been undertaken by the Sahar Chellali, Aya Alilliche, and Nour Elhouda Serir for a master's degree in the field of Applied linguistics, under the supervision of Mr. Farouk Khelil Cherfi.

We declare the content of this research as a pure outcome of our investigation and effort, not incorporating any source of previous works of other researchers except those indicated in quotations, citations, in the reference list. We were strictly informed that any form of plagiarism will be subject of disciplinary sanctions issued by university authorities under the rules and regulations in force.

DEDICATION

To my dear parents, the pillars of my life, and my first teachers who taught me my first letters, from whom I drew my strength to get to where I am today, thank you for your endless support, sacrifices, and unconditional love. To my beloved brothers, who filled my heart with love and warmth, Abdo, Mohamed, and Qusai, thank you for always being there whenever I needed you. To my dearest sisters Sahar and Aya who have been with me through thick and thin, and my beautiful Nur El Houda, thank you for your unwavering encouragement and support. To my fur baby and my sweet companion, Bichou, You will always be missed.

Aya

I dedicate my dissertation work to my Family.my dear father and my precious Mom .words can never express my deep love to them thankyou for your support, encouragement, endless sacrifices and for being special parents.to my sisters and brothers whom believe in me and surround me with love.to my soulmate sister Maroua, thanks for the unforgettable memories we spent together.to my adorable girls my dissertation partners Sahar and Aya thankyou for everything.

Nour El Houda

My graduation, the culmination of many years effort, and the happiness i have been waiting forever will be dedicated to the ones who paved my way, supported me from the beginning till now with love and patience. To my Father, the father and the teacher, the light of my eyes.. and my Mother, who supported me financially, morally and in all her prayers. My Brothers, Wail, Ihab, and my little delight Firas, Nothing would be accomplished mithout you in my life. Let me not forget also the friends of mine who enjoyed bittersweet experiences with me « Both Aya's, Djennat, Nardjes, and Nabila » Our university days will never be forgotten. And of course, Halla and Nour Elhouda, and sir Boukelkal for beign patient with all the stress i have been through finishing this modest work. I thank Allah for giving me the strength to complete this chapter of my life and having this degree of education.

Sahar

AKNOWLEGMENT

First, All the praise to Allah, the most compassionate and merciful, who gave us power and patience to complete this dissertation.

We would like to express our gratitude for our supervisor Mr. Farouk Khelil Cherfi for his sincere effort, his guidance, and his rapid responses and encouragement.

A special thank goes for master one English students of Medea university to help us in this modest work, and without whom it cannot be achieved.

We would also like to express our deepest gratitude to Mr. Oussama Boukhelkhal for not letting us down during the harddest period of finishing this work, his help and contribution was a great add to this thesis.

Our gratefulness goes to the honorable members of the jury who have kindly accepted reviewing our work.

Finally, with heart full of emotions we express our appreciation to our families, the first ones to support us in our ups and downs. Our friends surely owe us a big thank as well for the infinite encouragement.

ABSTRACT

Despite its essential role in vocabulary learning and development, the use of YouTube Videos in EFL classrooms seems to be ignored. Its importance, however, have been praised in the academia. For that reason, the current study intended to explore the significance of YouTube videos to enhance the vocabulary of master one English students of Yahia Fares University of Medea. It aims to show the YouTube platform as an rewarding resource or tool to enhance students' vocabulary. Furthermore, the incorporation of YouTube can also be regarded as an educational and entertainment strategy. This study adopted a descriptive design. A case study was undertaken at the department of English of Dr. Yahia Fares University (Medea) relying on one research instrument in order to collect data: a questionnaire for students and another for teachers. 35 master one students and 10 teachers collaborated to confirm this sample. The obtained data were analyzed quantitatively and qualitatively. The findings of this research denoted that the majority of students and teachers held significantly positive attitudes toward using YouTube videos as a means to enhance students' vocabulary. Thus, it was recommended that the integration of YouTube videos in the English language classroom should constantly be involved and encouraged.

Keywords: Vocabulary, YouTube videos, EFL classrooms, Positive atittude.

ملخص

تعتبر المفردات من العناصر الرئيسية التي تتكون منها اللغة، ونظرا لصعوبتها يواجه العديد من طلبة اللّغة الإنجليزية معيقات ومشاكل كثيرة في تحسين مستواهم في التواصل، القراءة، الكتابة والتحدث...الخ. هذه الدراسة تهدف إلى تسليط الضوء على أهمية فيديوهات اليوتيوب في تعزيز مفردات طلاب اللغة الإنجليزية في جامعة المدية. اليوتيوب حاليا أصبح من أهم التطبيقات التي تعتبر كوسيلة مهمة من الوسائل التعليمية تساهم في رفع مستوى تطور المفردات سواء داخل القسم أو خارجه، له دو فعال في خلق جو مريح للتعلم بطرق مسلية ورفع نسبة المشاركة والتغلب على الخجل. ومن أجل التحقق من هذه الفرضية أجريت دراسة ميدانية في قسم اللغة الإنجليزية بجامعة يحي فارس حيث تم توزيع استبيان على 35 طالب سنة أولى ماستر و 10 لأساتذتهم لسبر آرائهم حول أهمية فيديوهات اليوتيوب كأسلوب إيجابي يساهم في زيادة رصيدهم المعرفي وآفاقهم الدراسية.

الكلمات المفتاحية: المفردات ، اللغة الإنجليزية ، فيديوهات اليوتيوب ، رصيدهم المعرفي.

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LIST OF ABBREVIATIONS

EFL	English as Foreign Language
ICT	Information and Communication technology
WWW	World Wide Web
FLL	Foreign language learning
%	Percentage

GENERAL INTRODUCTION

Background of The Study

Human beings of this era had witnessed a transformation in many aspects of society, including communication, work, education, entertainment, industry, healthcare and so on. The widespread use of digital technology had created a new kind of individuals named digital natives who have been exposed to ICT from early ages growing up navigating all kinds of platforms and approaches of education and social interaction easily.

It can be stated that a wide range of online platforms can facilitate the language learning-teaching process. ICT made a huge transformation in the educational systems because education is now more accessible to people all around the world where they can communicate, collaborate, make others culture more affordable to others to learn, and most importantly making research possible. Until recently, the integration of YouTube videos in education increased with the rise of Internet. Learners found that incorporating YouTube videos can enhance their learning. According to researchers, YouTube videos can provide education by visual and auditory aids that can be helpful to the learning process. It provides students with multiple choices of resources in all kinds of given topics. Additionally, teachers can also use this tool as a part of their lesson with the confirmation of the credibility and the accuracy of the resource in order to make the served information reliable. The present research aims to investigate the use of YouTube videos in education as an approved and valuable tool for teachers and students alike. Mainly enhancing EFL learner's vocabulary, increase in their language skills and motivation inside and outside classroom

Research Questions

To reach the latter objectives, the study is intended to answer the following questions:

1. What are master one students' and teachers' perceptions on the importance of YouTube videos to enhance vocabulary learning?

2. What are master one students' perceptions on the importance of YouTube videos to enhance vocabulary learning?

3. What are teachers' perceptions on the importance of YouTube videos to enhance vocabulary learning?

4. To what extent do YouTube videos affect EFL learners vocabulary development?

The Aim of The Study

Thus, the aim of this research is to investigate students' and teachers' perceptions on the use of YouTube as a resource for vocabulary learning and development.

Furthermore, researchers shed light on the importance of YouTube videos as a stand-alone useful tool in creating a positive atmosphere of students-students and teachers-students learning interaction and whether this learning resource facilitate the teaching process.

Hypotheses

This study attempts to test the following hypothesis:

EFL teachers and students perceptions of the use of YouTube videos in EFL classes would be significantly positive.

Master one students believe on YouTube videos to enhance their vocabulary learning.

Through many conflicting opinions, Majority of teachers believe YouTube videos have a positive impact in teaching vocabulary.

YouTube videos can be an effective way to enhance EFL learners' vocabulary development.

Significance of the study

Students face a lot of challenges in the context of English learning, and one of these obstacles is vocabulary. Most students struggle to understand the exact meaning of words and how to place them in the right context. Accordingly, vocabulary is the key to communicating, as well as expressing feelings and thoughts, and has a powerful effect on students' skills. From what we have seen, a significant majority of students and learners did not follow the correct methodologies to learn the basics of the language. On the other hand, teachers still prefer to use traditional means for teaching; this may be a contributing factor to the major imbalance during the learning process and to the failure of most students. Additionally, students face a myriad of information every day, which makes it difficult to memorize and understand all of it at once. In an age full of digital technologies, techniques in education should change, and teachers must include new methodologies such as YouTube videos in their lessons. This improves students' vocabulary and motivates them more. YouTube contains a variety of educational content that helps learners develop speaking, listening, reading, and writing skills. For this reason, the researchers attempted to show the relation between technology and vocabulary by examining the necessary role of YouTube videos in enhancing the educational level.

Terminology

Vocabulary : According to Richards and Rindaya (2002) "Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write" (p.255). In other words, vocabulary plays an essential role in language as it enables the learner to communicate in an effective way, helps them develop their four skills of reading, listening, writing, and speaking, and raises their

ability to transfer knowledge. Which helps in boosting students' intellectual or procedural abilities.

Internet : Michael Aaron Dennis and Robert Kahn define "The internet is a vast network that connects computers all over the world. Through the internet, people can share information and communication from anywhere with an internet connection". People around the world are connected with a vast network in which they practice a sort of digital life in all aspects and domains including education.

YouTube videos : Applying modern tools along with learning and teaching English vocabulary in order to provide an access to rich educational contents is confirmed by (Dwived,2016) stating that "There are more than 500 university-run YouTube channels, along with countless other educational channels, producing content that is appropriate for both the traditional and the online university classrooms".

CHAPTER ONE

CHAPTER ONE
Literature Review

Introduction

Many studies have indicated that learning languages help in enhancing student's cognitive abilities and developing creative thinking skills, imagination, innovation and critical thinking. It also works to increase the ability to focus, analyze information and strengthen memory and all this is only by learning vocabulary because it is considered by many scholars as the heart of any language. Although, it was neglected at the expense of grammar but vocabulary plays an effective role in language learning process. Thus, knowing the vocabulary of any language help learners to be able to use and understand language.

In this chapter, we will discuss the importance of vocabulary in teaching and learning a foreign language. Also we will talk about techniques and some strategies which help learners to improve their vocabulary stock.

1.1. Background of Information And Communication Technology (ICT)

Information and communication technology (ICT) is defined by Margaret Rouse (2005) as "an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them such as videoconferencing and distance learning" (p.85). It means that all means of communication are cloaked under the term of (ICT) in order to facilitate the communication and learning process.

The significant development in communication and information were made possible by the development of computers in the 20th century. ICT gained even more power with the introduction of the internet. It has greatly affected human life, made the world a smaller place, and impacted the education today by facilitating teaching and learning.

Technology can improve EFL learning and teaching in a variety of ways. It can provide students with access to a wide range of resources, such as, interactive language learning activities, online dictionaries, allowing for more effective feedback and collaboration. The American Library Association (1983) defined information communication technology (ICT) as the applications of computers and other technologies to acquisition, organization, storage, retrieval, and dissemination of information. The computers are used to process and store data, while telecommunication technology provides information communication tools, which make it possible for users to access databases and link them with other computer networks with other locations.

The personal productivity of each student and teachers are enhanced with the use of ICT through a positive use of technology. After being aware of the use of ICT, it must be applied to ameliorate tasks. ICT tools for both learners and teachers leads to co-operation between them in designing lessons, projects and practice. All of these stages increase the educational system.

1.2. What Is Internet?

Technology and Internet have revolutionized the way we live. They have enabled us to connect with the people around the world in ways that were not possible before. The Internet or the so-called information network or the World Wild Web ((henceforth WWW) is a global network that provides all the needs of its users in several fields including communication and the information aspect.

The Internet is an appreciated, helpful and an astonishing human kind invention that has opened up a world of educational opportunities and resources, such as, researching topics, watching educational videos and interacting with other students and teachers around the world. Consequently, it allows students to access information from numerous resources. Anderson (2011) stated that online learning as subset of distance education has always been concerned with provision of access to educational experience that is, at least more flexible in time and in space as campus-based education. Therefore, the Internet has made it possible for EFL learners and teachers to practice language according to the learning and teaching needs.

1.3. Language Teaching Materials

Language teaching materials are essential parts in the vocabulary teaching and learning process which is viewed as the source of the input for EFL learners. The teacher plays a critical role in instructing learners by providing clear instructions, guidance, and creating an environment that encourages learning and to motivate students to develop the skills necessary for vocabulary improvement.

1.3.1. Traditional Language Teaching Materials

1.3.1.1. Charts

Maartinelli and Mraz (2013) opined that "charts help to make teaching visible and also make students to understand and use that they have learnt "Charts are one of the most effective tools for learning vocabulary used by the teacher in the classroom in order to increase the students' level of motivation. It is a helping hand also for teachers who plan to get their students' attention. Charts are not only used in decorating, but it greatly helps students to encounter words anytime in the classroom which lead to memorizing words unintentionally.

1.3.1.2. Flashcards

Flashcards are usually used in teaching to clarify different words with the pictures they represent. It is an effective strategy recommended by scientists claiming that it helps

learners in acquiring knowledge. Flashcards are cards on which words and /or pictures are printed or drawn (John haycraft 1978, p.102). It is a useful way of learning mostly for students who are visual learners. According to Haycraft (1978, p.102) and Cross (1991, p.120), there are some advantages of using flashcards in language teaching, they are namely; a) flashcards can be used for consolidating vocabulary. b) Flashcards are motivating and eye-catching. c) Flashcards are effective that can be used for any level students. d) Flashcards can be taken almost everywhere and studied when are has free moment. d) Flashcards also can be used for practicing structure and word order or for a variety of games. f) Flashcards provide visual link between L1 and the target language.

1.3.1.3. Handouts

Handouts will always remain an effective tool in learning languages, especially English foreign language. It is an important aspect in facilitating the preparation and comprehension of lessons with a brief and perceive content. It is used by teachers primarily for the aim of an understandable design of lessons for students. .Race (2001) notes that there are several advantages accompanying the use of handouts, such as making more information available to students in a few pages than they would ever be able to write down for themselves during the lecture, as well as enabling the lecture to clarify what is to be covered in a session by providing a summary of the key ideas and concepts to be presented.

1.3.1.4. Course Books

Course book is one of the effective resources used in EFL teaching and learning process, as Graves (2003), observes that a course-book is a learning tool shared by teachers and learners that can be used in systematic and flexible ways (pp. 225-246). And Cunnings Worth (1995) believes that course-books have multiple roles in English language classes and can help to present the written and spoken material, provide activities, promote interaction, serve as a reference on vocabulary and grammar, act as a source for classroom activities, serve as a syllabus, and offer self-access work or self-directed learning (p. 7).

Course books can be used as guidance tool for both teachers and students. For teachers, they help them to find the relevant type of materials for their lessons and examinations. According to Hutchinson and Torres (1994)" a course book can serve as a tool for supporting teachers as well as for changes and alterations during times of transition." (p. 315-328). For delivering learning material or lessons in class, teachers use a course book. "It is the course-book which enhances the learning process by mediating between the teachers and students and "offers a coherent syllabus, satisfactory language control " (Harmer, 2002, p. 304).

For students, course books are regarded as an outline for learners to follow in order to overcome the obstacles they may face during learning. Moreover, course book provide them with a road map to success. Acklam (1994) notes that a course-book provides a learning plan and a visible learning outline, as well as a bank of resource ideas and material.(pp. 12-14). In successful course book, all the information and data are clearly

explained with examples and exercises that help learners to develop their reading, speaking, and writing skills as well as stay focused within the class.

1.3.2. New Teaching Materials

1.3.2.1. Videos

With the progress of educational materials, the use of videos has now become an integral part in education, facilitating learning for students and improving teachers' performance through visual aids. “Video is now recognized by most educators as a powerful communication medium which, in combination with other learning resources and instructional strategies, can perform a vital role in modern education” (Denning, 2000, p.01). “It is emphasized that use of videos in teaching-learning environments are effective in three aspects: providing cognitive benefits (learning better and more, better recall), psychological benefits (motivation, gaining satisfaction from learning) and visualization of knowledge” (Pekdağ 2010, p.79-110). Moreover, it can be seen that the majority of learners become increasingly addicted to such materials for its provisions of learning pathways.

YouTube videos offer an audio and visual context which enhance learners’ understanding through multimedia forms. It offers as well an authentic language use including conversations, explanations, and presentations in order to improve their oral skills. Such videos provide as well a wide range of topics to learn depending on the learners’ interest.

1.3.2.2. Online Dictionaries

Online dictionaries are digital versions of the traditional dictionaries that are available on the internet and accessed through a computer or a mobile device. They provide definitions, synonyms, antonyms and other information about words and phrases immediately, including their pronunciation, origin, and similar expressions.

An online dictionary formulates a virtual method of education whereby students have sufficient, easy and fast input. It can be often free to use or with a paid subscription. This material have potential impact on vocabulary acquisition, online dictionaries represent an instant access to the world of definitions, synonyms, antonyms, and rich information which allow learners to explore the wealth of information to build vocabulary.

1.3.2.3. Online Teaching Platforms

Learning process between teachers and students is no longer static in one location when both had to be together in one classroom. The internet permitted other ways for teaching and learning, the development of online education created a tool to improve the learning exchange of information through online teaching platforms.

Online teaching platforms are websites or applications that allow teachers to deliver information and instructions to students remotely. These platforms provide a variety of

features, such as video conferencing, online quizzes, polls and games. It also enables them to provide feedback and progress.

Online teaching platforms including learning applications can significantly impact vocabulary acquisition by personalizing learning in which it helps to indicates students' weakness and strengths in practicing their vocabulary learning.

1.4. Youtube Concept

1.4.1 An Overview About Youtube

The online world is now a necessity that is indispensable in people's life. Social networking service is the use of online platforms to connect with other people to share information and build relationships by interacting with each other where it can be for personal and professional purposes.

There are many different websites that contribute in this development; one of them is YouTube, which is a crucial website that offers a wide range of content for users. YouTube is a video sharing website where users can join and participate to watch and share videos. YouTube was launched on February 14, 2005 by Steven Chen, Chad Harley, and Jawed Karim. And since it became the world's largest online video platform with a billion of users and views which are observed and marked. Gill, Arlitt, Li, & Mahanti (2007) state that "YouTube's workload is a moving target. Every day, new videos are added, new ratings are submitted, and new comments are posted. The popularity of videos also changes on a daily basis" (p.4).

Meantime, according to YouTube users in (2022) YouTube is the pioneer video sharing platform and the second-largest search engine, experienced a 4.9% growth rate in 2021 statisticiazed by SEMursh statistics. YouTube is a great resource for English language learners as well. It offers a wide variety of videos that is beneficial for EFL learning and teaching. There are plenty of options for students to improve English skills from educational videos to learn vocabulary, practice pronunciation and to listen to native speakers. There are many YouTube channels dedicated specifically to teach English as a foreign language (EFL) on grammar, pronunciation, and other related topics.

YouTube videos offers a numerous features and benefits for EFL vocabulary learning including the variety of content in subjects and genres based on the learners' vocabulary need. They manage to interact through several features such as likes, to express their satisfaction toward a specific content. Comments, in order to share feedbacks and opinions. And shares, in order to spread knowledge and information with other learners. These visual contents, popularly the educational channels and TED talks make the learning process more memorable when learners are more likely to increase their vocabulary learning vocabulary.

YouTube is one of the best choices for students who are looking for additional help with their studies to learn anywhere, anytime suiting their interests with an accessible and free method which is an advantage in the educational sector.

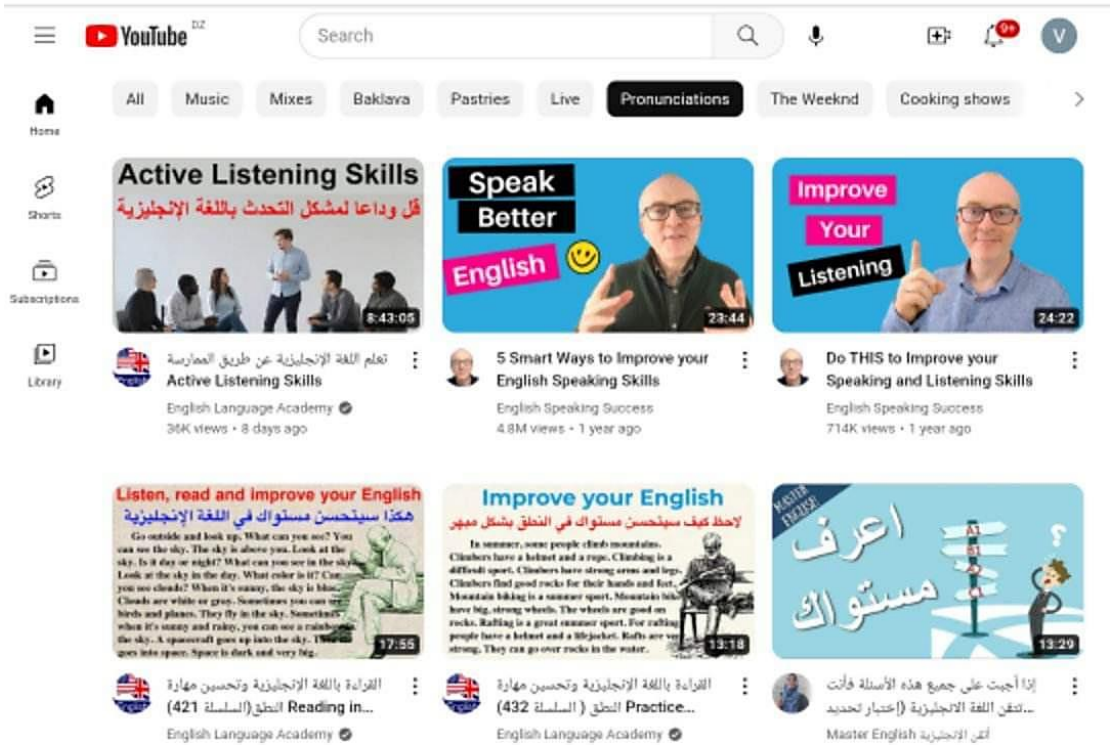


Figure 1.1: YouTube Homepage (https://www.youtube.com/)

1.5. Types of Youtube Videos

The large number of YouTube videos that are reached by EFL learners who resort to such tool in order to improve their English skills including writing, listening, reading, and speaking in order to enhance their vocabulary for an effective communication in foreign or second foreign language learning. Hence, we will mention the most productive types of YouTube that contribute in learning English.

1.5.1. Movies

Watching movies is one of the ways to consume time but useful for learners at the same time, it helps greatly in learning new language by following the correct methods, the learner has to focus on the words mentioned in the movie instead of watching it for pleasure or entertainment. Additionally, the translation that accompanies the movie can aid students to achieve better results in recognizing new vocabulary. According to Putra (2014), movies can be an effective tool for learning new vocabulary "there is no doubt that video technology especially subtitled movies can be a powerful teaching tool to help students learn and acquire new vocabulary" (p.7). Herron and Hanley (1992) conclude that "using movies in EFL classroom offers prior knowledge, which is essential in stimulating the four skills activities in the classroom" (cited in Ismaili ,2013,p.121).

1.5.2. Songs

Musical rhythm and tunes are not just a way to entertain and relax; it can be one of effective pedagogical tools to language proficiency. Murphey believes that music has the

power to engrave itself into the brains of its listeners, stating that "songs work on our short- and long-term memory" and are therefore adequate tools for using in the language classroom (1992, p. 3). According to Murphey (1992) cited in Millington (2011: 134) "songs can be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture. Moreover, Mililington (2011: 135) points out that songs can provide the opportunity for vocabulary practice, Accordingly, the majority of learners and teachers found musical sources to be one of the most productive methods to retain knowledge easily. It enables them to memorize the words through repetition; this would make the learning more enjoyable and accessible for everyone and thus allow them to save more time and stay motivated throughout the learning process to move forward.

1.5.3. Documentaries

Documentaries are films that provide an in-depth look at a particular event or subject. Bill Nicholas (2001) states that "documentaries of social representation offers us new views of our common world to explore and understand" (p.2). Adapting different materials for the purpose of education include documentaries to enhance students' knowledge bank.

This available resource provides the educational sector including both teachers and learners with a variety of advantages, watching and reading English subtitles for example help in learning vocabulary words, and listening to such documentaries increases the ability to absorb as much possible of words with the presence of formal English.

According to Patricia Aufderheide (2008) "documentaries can help us understand not only our world but our role in it, their importance is linked to a notion of the public as a social phenomenon". This means that documentaries are a mirror to society transforming not only reality to society but shows our role in it publicly as well.

1.6. Characteristics of Youtube

Internet is changing, but YouTube kept being one of the accessible tools for learners. It is characterized with several features mentioned above:

- Accessibility: since the creation of YouTube, it is accessible for any person who has access to internet connection making a great resource for learners anywhere, anytime of all ages and backgrounds.
- Variety: YouTube platform provides learners with a variety of educational contents, from lectures, stories, documentaries, tutorials, instructions and animations.
- Interactive: It allows students to learn freely in their own ways. Individuals gain more knowledge the more they watch.
- Cost-effectiveness: YouTube is free for learners and users seeking for knowledge. It is affordable for learners, institutions, scholars and universities looking for best no cost options to evaluate their EFL learning.

- Collaboration: this resource is the best place for collaboration between teachers and users, to collaborate by sharing ideas and information and importantly sharing feedback.

1.7. The Use of Youtube In Education

YouTube can be a tool for educators to use in classroom, providing visual demonstrations of concepts and new ways to evaluate student's skills by interacting in an educational ability through English language videos. "It offers fast and fun access to language and culture-based videos and instruction from all over the globe" (Terantino 2011, p 11).

1.7.1. Youtube For Listening And Speaking

Listening and speaking are among the most important skills that students must master and have the ability to manipulate. Therefore, students need several activities to help them overcome the difficulties they encounter during learning. YouTube contains various videos that help learners to develop all four skills and teachers to find new way to use then in conversation classes .Watkins Wilkins claimed that "with YouTube students and teachers could thoroughly examine any of these scenes with a deep focus on speech cadence, tonal shifts, grammatical nuance, conversational roles, or almost any other topic, currently being examined in class". YouTube contains optional services required by learners.

The use of YouTube and watching its videos extensively has an impact on raising the level of student's listening and speaking skills and gives them the ability to be creative and learn any other foreign language productively.

1.7.2. Youtube For Motivation

Gardner and Lambert (1972) define motivation as "the desire to achieve a goal, combined with the energy to work towards that goal"(P.14) .YouTube is a source of motivation. There are plenty of motivational speakers, coaches and experts who work to post motivational videos in order to keep learners motivated and inspired in all aspects of life, founded in inspiring stories and TED talks. TED talks had a direct impact on education, it helps students to think critically, prepare them to be creative and develop their problem-solving skills. It also helps teachers to engage EFL students into relevant conversations in all subjects.

2. An Overview About Vocabulary

2.1 Definition of Vocabulary

Vocabulary is the set of words used in a particular language or subject. It is a tool of listening, communicating and acquiring a linguistic repertoire. Additionally, Hatch and Brown (1997) note that "the term vocabulary refers to the list for set of words for a particular language or list of words that individual speakers of a language might use". It can also be defined as "words we must know to communicate effectively: words in

speaking (expressive vocabulary) and words in listening (receptive vocabulary)'' (Neunan & Dwyer, 2009,p 385). According to Ur (1996, p 60) also "vocabulary can be defined roughly as the words teachers teach in the foreign languages".

From the definitions above, it can state that vocabulary is a collection of words that a person knows in a language whether he uses them or not. Vocabulary is a must in order to communicate effectively.

2.2 The Importance of Vocabulary

Vocabulary remains as an essential part in English learning. It plays an effective role in language learning and teaching since it is the basic build of language. It is a tool used to help in expressing inner thoughts, feelings, and conversely to understand thoughts, feelings, and ideas of others.

Reaching large vocabulary allows to communicate more effectively. As we can choose the most appropriate words to convey our meaning, As Walace (2002) said "vocabulary is the most important in communication'', Wilkins (1972,pp,111,112) states the "while without grammar very little be conveyed without vocabulary nothing can be conveyed". In addition, having a good vocabulary increase the ability of understanding written material more easily, as well as improving reading comprehension skills. Finally, an individual who is capable of producing a full and correct linguistic credit can expose him/herself to life opportunities, in terms of social interaction which leads to advancement in all aspects of life.

2.3. Types of Vocabulary

Acquiring vocabulary is a process of learning new words and their meanings. This process is divided into two types: Active vocabulary and Passive vocabulary.

2.3.1 Active Vocabulary

Active (productive) vocabulary refers to the words that a person knows and uses in their everyday language. The words one regularly uses (Meriam Webster,2023). It includes words that are used in speaking, writing, and reading contrast with passive vocabulary. Martin Manser notes that an active vocabulary "consists of the words that [people] use frequently and confidently. If someone asks them to make up a sentence containing such and such a word - and they can do it – then that word is part of their active vocabulary".

2.3.3 Passive Vocabulary

Passive vocabulary is words that learners notice and understand when they are used in context, but they can't produce them. It is vocabulary that learners know while reading but they don't use it in speaking and writing (Stuart webb,2009) other definition suggested by Hiebert and Kamil(2005,p.3)"Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading". The latter means

that receptive vocabulary is any words that learners understand them either in listening or reading".

2.4. The Aim of Teaching Vocabulary

Explicit instruction of vocabulary has been shown to improve reading comprehension for both English speakers and English language learners (Carlo et al., 2004 ; Beck, Perfetti, & Mekeown , 1982). Learners develop their abilities in language skills, so for acquiring the accurate reading comprehension skill or the other three skills learners need to require learning vocabulary instruction in a correct way. Vocabulary instruction can develop the in-depth knowledge of specific words that promotes an increased appreciation of words and their power (Scott & Nagy, 2004). This means that the aim of teaching vocabulary is to help students to learn new words them to apply them in different suitable contexts. However, teachers are also involved in serving exact vocabulary in order to help students to become more proficient readers, writers and speakers.

2.5. Techniques Used In Teaching Vocabulary

Teaching vocabulary is not just about acquiring new words, teachers need to use several techniques to expand their students' vocabulary. Techniques are the needed strategies used by teachers which represent a great task to develop EFL students' vocabulary in the language classroom. The vocabulary teaching techniques are divided into five parts which are:

2.5.1. Visual Aids

The use of pictures, diagrams, videos, drawings and other visual aids. They can help students to understand and remember the meaning of words.

1. For example, the teacher brings pictures of "boat ", the words representing the boat are : water, sea, vehicle, etc..

2. Using diagrams as a visual representation of information to simplify complex ideas into organized and clear ones. They are also used to explain abstract concepts.

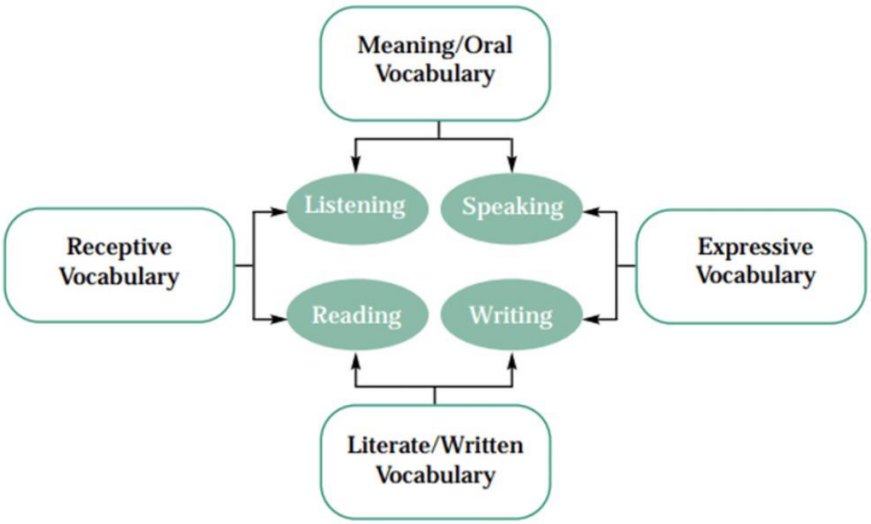


Figure 2.2: Types of vocabulary

(source adapted from Pikulski and Templeton (2004, p.2)

Videos can be a great tool for teaching vocabulary. For example to show a video clip then:

- Have students define words they hear.
- Have students watch a video then create their own definitions of words.
- Show videos with subtitles then re-create another one of their own using same vocabulary in different context.
- Using drawings is the easiest technique of introducing vocabulary to learners, teachers use a draw sometimes to express a related word accurately to make the idea clear and understandable.

2.5.2. Word Association

Acquiring vocabulary depends on many techniques, one of the common techniques is word association. Word association is a cognitive process in teaching and learning English foreign language in which one word triggers to recall of another word. By associating a new word with an already familiar one. For example, while watching YouTube videos learners associate new words with their meanings related to video images to establish a connection between words and a specific scene to be remembered.

This represents one kind of the educational games. Word association rule divided into:

- Build the learners' memory.
- Expand their vocabulary.
- Reinforce their learning skills.
- Explore how people think.
- Uncover hidden connections between ideas.

2.5.3. Contextual Learning

Contextual learning theory says that learning occurs only when students process new information or knowledge in such a way that it makes sense in their frame of reference (Hull, 1995, p.23.) Contextual learning is an important part of language acquisition, it is a type of learning that focuses on the meaning of words and phrases in context of conversation and when students are capable to relate what they learn to their life experience. In the current context, when the video has subtitles learners should pay attention the words and expressions written in order to infer their meanings based on what is provided in the video. Then apply the vocabulary learned by using them in discussions as learning vocabulary through communicative context.

Contextual learning plays a significant role in:

- Helping students to develop their vocabulary by providing them with examples of how words are used in real-life situations.
- Helping them as well to better understand the meaning of words used in context.
- Encourages students to think critically related to their own life.

2.5.4 Repetitions

Teaching English vocabulary need a variety of crucial aspects and repetition is an influential one. Repetition helps students to keep new words in their memory. The process of repetition starts when the learners encounter a new word, they use it multiple times formed and used in different contexts in order to fully understand the meaning of it. Repetition can be found in flashcards, in which digital flashcards reinforce vocabulary. Games, some educational channels provide interactive activities for vocabulary practice to evaluate learners' motivation. Also videos and so on. However, it is not the only vocabulary teaching strategy, but linked to other vocabulary teaching strategies which are previously mentioned such as visual aids, word association and contextual learning, to make an effective EFL learning process.

2.6. Strategies For Improving Vocabulary

There is no doubt vocabulary Contributes effectively to language learning and teaching, communicating masterfully and sharing ideas, Wilkins (1972, p. 111) states "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed." . The discovery of new words helps students enrich their linguistic repertoire. It can help also improve writing and reading skills.

There is an importance on improving depth of vocabulary knowledge in our ELL learners (Qian, 1999), therefore there several strategies to improve vocabulary and perfect it .

2.6.1. Reading

According to Arı (2010), a person's word acquisition occurs through listening and reading. Reading carefully is one of the most effective ways for improving

comprehension and expanding vocabulary; it enables students to discover and generate new words incidentally. "Numerous studies have provided empirical evidence to support the idea that new vocabulary can be learned incidentally from different reading tasks and that it constitutes a substantial proportion of children's vocabulary growth (Freebody & Anderson, 1983; Nagy, Herman, & Anderson, 1985; Stanovich, 1986).

"The beneficial role of reading for incidental vocabulary acquisition can always be further increased by any type of more specific, focused, explicit exposure. The combination of both approaches—reading plus explicit follow-up activities such as comprehension questions or matching definitions with words in the text—has in general produced better gains and has nearly always proved to be more effective for vocabulary learning, as compared to reading on its own (Paribakht & Wesche, 1997)." Students discover thousands of new words through reading different genres of books and try to figure out the meaning of those words and keep them firmly in their minds.

Integrating reading with YouTube videos can be an effective way to enhance vocabulary learning by reading the video description at first which provides an outlook to the related topic and introducing the new vocabulary. Many YouTube videos provides subtitles, reading along with them improves the overall vocabulary acquisition and encounter it in different contexts.

2.6.2. Listening

The students pick up every word they hear and try to understand its meaning. Jolly (1980) notes that hearing words in the text enhances the vocabulary of the listeners. Yalçın and Ozek (2006) state that listening has a positive effect on vocabulary development and claim that the data received from the external world during listening do not only add new words and concepts to the vocabulary but also prevent them from being deleted from the memory by providing a repetition of the existing words. Therefore, listening can be a useful method for students to rapidly and easily retain words. In a study conducted on their fourth grade students, Hawkins, Musti-Rao, Hale, McGuire, and Hailley (2010) analyzed the emerging change in the students' reading comprehension and vocabulary achievements by using a pre-reading listening strategies. Through the use of listening strategies, students showed an increase in their reading comprehension and vocabulary achievement.

For the vocabulary improvement, paying attention to the pronunciation of native speakers helps to understand new vocabulary words correctly. Integrating listening with YouTube videos provides an opportunity to practice pronunciation, and encounter vocabulary in authentic contexts to improve learners' overall language proficiency.

2.6.3. Words Games

Unlike other methods that may seem a bit boring, learning vocabulary through games provided by the teacher is an excellent entertaining way that keeps the student motivated throughout the learning process. It is clear that in the easy, relaxed atmosphere

which is created by using games, students remember things faster and better (Wierus, 1994, p 218)

According to Allen (1983, p52), state "Game is helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved." Moreover, this kind of game such as vocabulary Quizzes, word association challenge, guess the word, and word puzzles helps the student focus on problem-solving and discovering missing words, thus managing their learning effectively and developing their mental capacities at the same time.

2.6.4. Mnemonic

The secret to develop vocabulary and improve language is a strong intellect. Students can recollect hundreds of words and images using many techniques such as mnemonic, "The term "mnemonic" comes from a Greek word Mnemosyne meaning to memory of Greek Goddess." (Amiryousefi, Ketabi, 2011). It can be a very effective method to expand vocabulary and remember words better. It relies on using memory to store information more effectively and facilitate its retrieval later by associating it with something special such as images , numbers and colors . Bellezza (1981) describes a mnemonic device as "anything from tying a knot in a handkerchief to organizing all human knowledge by storing it in symbolic form among the rows and aisles of a vast imaginary theatre."

Learners can create mnemonics based on YouTube videos to enhance the vocabulary learning by identifying the intended target language through watching on video-related contents then understanding each meaning of the vocabulary words. Another process where linking the intended words with the image presented in the video, this practice facilitates to reinforce the learners' memory. The last process is sharing these mnemonics and discuss it for example in the comment section in order to strengthen their own mnemonics techniques.

3. The Importance of Youtube Videos To Enhance EFL Students' Vocabulary

YouTube is one of the valuable tools for improving vocabulary, it enables students to gain and learn new words correctly, this can be done through switching between the different channels in an enjoyable way. It enables students to stay focused with hundreds of activities and quizzes that exist on YouTube. Ktoridou, Yiangou and Zarpetea (2002) found that by using videos to enhance students' vocabulary recognition and comprehension, it helps to provide language learners the exposure to authentic content and context, in which learners can significantly improve their language skills.

YouTube videos can be used to supplement traditional teaching methods in a comfort way, providing students with an opportunity to practice their vocabulary learning. Student's voices on the use of YouTube to improve pronunciation in blending learning (Purnamasari, 2018), enhancing their vocabulary and comprehension skills as Kabooha and Elyas (2018) have investigated the use of YouTube videos in reading classes

to enhance the comprehension and retention of English vocabulary. In addition, it is important in boosting the students' psychological side in education. Finally, YouTube is an ideal way that contribute the educational field and to support EFL learners to evaluate their entire language learning experience, especially as a vocabulary support.

3.1. Previous Studies on Using Youtube As A Way To Improve Vocabulary In EFL

In the last decades, many studies around the world showed the importance of developing vocabulary through YouTube exposure in relation with the learning of foreign or second language. The importance can be presented by different teachers' and students' perspectives.

To begin with, Raniah Kabooha and Tariq Elyas (2015) attempted to investigate the value of learning vocabulary through YouTube. The findings of their study showed that the majority of the students found YouTube to be helpful in improving their comprehension of English vocabulary (p.5) among Saudi Arabian EFL students in king Abdul- Aziz University.

Supporting the latter study, the research findings of Erina Kiranti, Badriyah Ulfah, & Desi Surayatika (2022) found that YouTube videos has an influence to enriched students vocabulary at the Eighth grade students of SMP negeri 3 palembang (p.7). However, the focus of the present research is at the university level. Therefore, the research findings of the current work may differ.

Speaking of the Algerian context, the research study of Ferrah Sabah, Berlean Oumessaad, and Zine Amal (2020) claimed that first-year students at Msila's University proved the effectiveness of implementing YouTube videos to develop EFL students and showed the amount of excitement and improvements EFL students have for this tool.

The previously mentioned studies were effective and valuable investigating the use of YouTube videos to enhance students' level of vocabulary, but it seems that there is a lack of research on the latter subject in the Algerian context, especially at the University of Medea. This one reason that pushes the researches to investigate the integration of YouTube as a means to enhance learners' vocabulary, taking into consideration master one students' and teachers' perceptions at Medea University, Algeria.

Conclusion

Throughout this chapter, the first section covered a background of information about ICT, how do both traditional and new teaching materials form their place in EFL teaching, and an inclusive overview about YouTube videos. The second section addressed an overview about vocabulary, one of the main component of this study including essential information and elements of the latter. The last section focused on the importance of YouTube videos to enhance EFL students' vocabulary and previous studies on using it as a way to improve vocabulary.

CHAPTER TWO

CHAPTER TWO
Research Methodology and Procedures

Introduction

The main concern of this chapter is the practical part of the current study. It presents the research methods and procedures. This chapter consists of five sections, the first section inserts the research approach, a descriptive quantitative research. The second section presents the research participants, the research sample, and the sampling strategy. On the other hand, section three presents the data collection tools including the description of both students and teachers questionnaires. The fourth section covers the validity of the entire research expressed in a pilot study and triangulation of the instruments. In the last and fifth section, the researchers explain how they gather the data findings of this research in several processes, the collection, classification, explanation, and analyzing data.

2.1. The Research Design

2.1.1. The Research Approach

This study conducts a descriptive quantitative and qualitative research design in order to investigate students' and teachers' attitude towards using YouTube videos to enhance master one EFL learners at Medea university, as Kothari(2004) stated that "descriptive research includes surveys and fact-finding enquires of different kinds"(p.2). For further understanding, two instruments were used to collect the needed data for this study.

2.2. The Research Participants

According to Creswell (2013,p.142) "a population is a group of individuals that share the same features". The population that contributed in this research were thirty-five (35) participants in a google forms version to Master one students of Yahia Fares University and ten (10) teachers. Their participation was random and the reason behind choosing this population is that Master one degree is the beginning of a new level and a new field, in which students face various terms of a new vocabulary. So, they probably rely on many aides to develop their learning process of a target language, especially their vocabulary.

2.2.1. The Research Sample

Creswell (2012,p.142) as well defines the sample as "a group of the target population that the research plans to study for generalizing about the target population". The participants of this study consists of 35 master one students, 30 female and 5 male in the academic year of 2022/2023. The current participants learn English as a foreign language since they are Arabic native speakers who live in Algeria.

2.2.2. Sampling Strategy

This research attempted to use stratified random sampling which is a statistical technique, to ensure that the sample represents a subset of individuals from a larger population which has an equal chance of being selected.

2.3. Data Collection Tools

The method used in this study is the quantitative and qualitative method as a data collection. Whereby, two instruments were used as a students' and teachers' questionnaire to investigate their attitude towards using YouTube videos at Medea university EFL classes.

2.3.1. Description And Administration of The Students' And Teachers Questionnaires

Many recent studies have shown that a questionnaire is one of the most pivotal components in conducting research, and researchers agreed that it can be an effective tool for obtaining measurable data. According to Krishan Kumar (1992) "a questionnaire is a written document listing a series of questions pertaining to the problem under study, to which the investigator requires the answers". A questionnaire offers a variety of benefits, Choudhury (2015) mentioned some of them "It is probably the best method to collect information, compared to the other methods like interview or observation, when the sample population is spread over a large territory. It permits a nationwide or even international coverage."

2.3.2.1. Description And Administration of The Students' Questionnaire

The questionnaire presents detailed perceptions about the use of technology to improve EFL students' vocabulary and the challenges that may arise in the process of learning. The questionnaire contains twenty-three (23) questions divided into four sections. The introductory questions were presented to know the age of the participant and their gender. Section two deals with background information consisting of ten questions in order to determine the validity of the case study and discover the frequency of using technology and the Internet among master one English students and whether they use YouTube videos outside the classroom for pedagogical purposes. However, in Section three, it consists of nine questions covering the usage of YouTube inside the classroom and whether teachers use it as a teaching tool. This questionnaire was submitted at the beginning of the first semester to 35 students, 30 of whom were female and the rest (5) were male.

2.3.3.2. Description And Administration of The Teachers' Questionnaire

The questionnaire presents a detailed perception about teachers' attitude towards the use of YouTube videos in enhancing EFL student's vocabulary, it contains different kinds of questions, some of them are asked to provide information and explanation. This questionnaire is divided into two sections. The first one deals with personal information. In this section, teachers were asked about their age, gender and their educational degree.

The second section is about teachers' attitudes towards using YouTube videos in the classroom. It was submitted in the second semester to 10 teachers.

2.4. Validity

2.4.1. Pilot Study

The researchers conducted a pilot study on Master one English students at Medea university. The aim of this pilot study was to examine the mentioned research "The Importance of YouTube Videos to Enhance EFL Students' Vocabulary.'' Both students' and teachers' questionnaire were revised and instructed by experienced teachers in the field of English Applied Linguistics, the modification recommended by them were taken into consideration to make a final valid format.

2.4.2. Triangulation of Instruments

"Triangulation is a term that refers to the collection and use of multiple data sources, research methods, theories, and/ or investigator perspectives to verify and corroborate research findings" (Susan Machum, p.508). The researchers used triangulation from the following instruments (students and teachers' questionnaire). The researchers separately, then will discuss each one in order to make the final results more valid.

2.5. Data Analysis Methods And Procedures

The researchers aimed at investigating the importance of YouTube videos on enhancing master one EFL learners at University of Medea during the academic year of 2022/2023. The data findings obtained from both surveys, Students and teachers questionnaire, will be classified, collected, explained, and analyzed through percentage and given suggestions. Questionnaires are very convenient way of collecting useful comparable data from a large number of individuals. However, questionnaires can only produce valid and meaningful results if the questions are clear and precise and if they are asked consistently across all respondents. Careful consideration therefore needs to be given to the design of the questionnaire (Nigel Mathers, Nick Fox, & AmandaHunn. 2007)

The main steps the researchers adopted in collecting data using two surveys are:

1. Data classification: the intended data will be classified orderly in order to serve simultaneous information.
2. Data collection: the researchers will collect data through two questionnaires, students and teachers' questionnaire.
3. Data explanation: the researchers aim to interpret each finding separately.
4. Data analysis: the examination of data to expand knowledge on the importance of YouTube videos on enhancing EFL students' vocabulary.

Conclusion

The research methods and procedures used in this study are described in this chapter. 35 master one students, 30 female and 05 male students participated in this study, and they were chosen randomly. Two instruments were used in this descriptive quantitative research "two questionnaires served to both students and teachers" to collect data. In order to strengthen the research study, the researchers aimed to make validity using a pilot study and triangulation. Finally, with the help of the included surveys which are instructed by teachers of the English, these data were collected and analyzed.

CHAPTER THREE

CHAPTER THREE
Data Analysis And Discussion

Introduction

This research study assesses the importance of YouTube videos in enhancing EFL learner's vocabulary at the section of English languages at Yahia Fares Medea University. This study mainly focuses on the quantitative design in which two questionnaires were provided, one for master one English students and one for teachers to guarantee the finding results. However, in the current chapter the research questions are added, it deals also with the aim of both questionnaires and the analysis of results of it. To explore the attitude of both students and teachers about the use of YouTube videos in specific and the ICT's use in the classroom in general, and its influence on the vocabulary of English foreign language.

3.1. Student's Questionnaire

3.1.1. Aim of The Student's Questionnaire

The main aim of the present questionnaire is to see if technology materials mainly YouTube videos will really help the EFL learners to enhance their English vocabulary and to approve their participation and motivation in the classroom.

3.1.2 Research Questions

To reach the latter objectives, the study is intended to answer the following questions:

1. What are master one students' and teachers' perceptions on the importance of YouTube videos to enhance vocabulary learning?

2. What are master one students' perceptions on the importance of YouTube videos to enhance vocabulary learning?

3. What are teachers' perceptions on the importance of YouTube videos to enhance vocabulary learning?

4. To what extent do YouTube videos affect EFL learners vocabulary development?

3.1.3 Analysis of Students Results

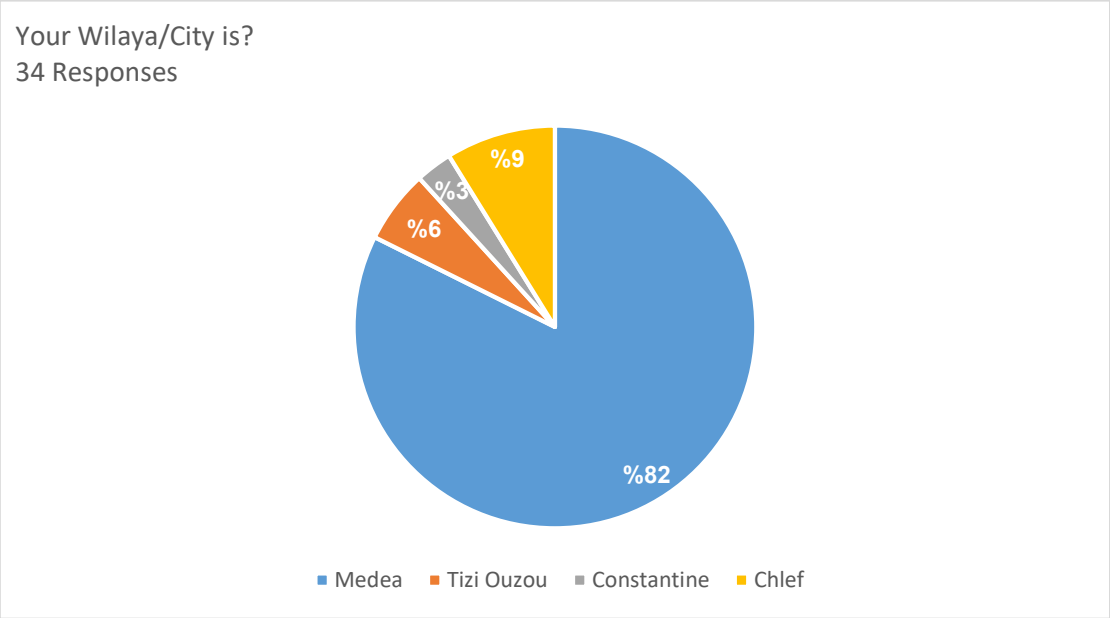
◆ Section One: Students Profile

Q1: Your Wilaya / City?

The table below makes the validity of the current case study in which we confirm the location of master one students answers.

Medea	Tizi ouzou	Constantine	Chlef
82%	6%	3%	9%

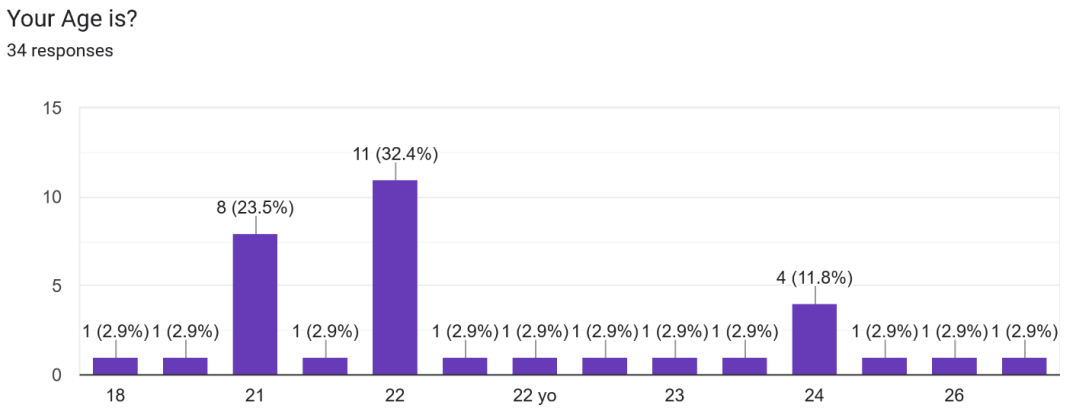
Students Wilaya / City



Students' Wilaya / City

Q2: Your age is?

This table consists as well of the student's age in order to relate the research study on the appropriate age of master' one student which answered that they are around 20s.From 18 to 26 years old.



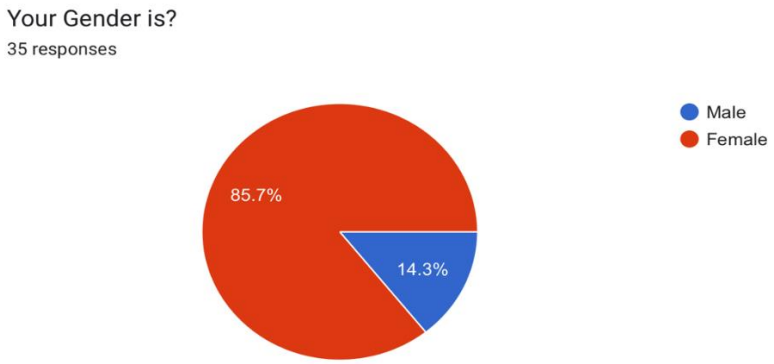
Students' Age

Q3: Your gender is?

The answers of this question are predominantly female. A collection of thirteen (30) women which consists of 84.8% and five (05) men with 15.2%.

Male	Female
14.3%	85.7%

Students' Gender



Students' Gender

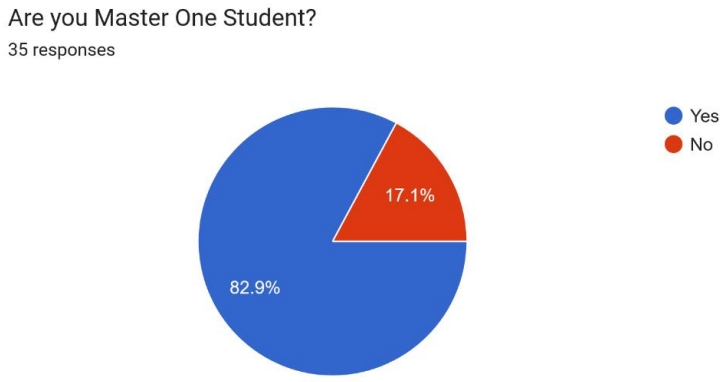
◆ Section Two : Background Information

Q4: Are you a master one student?

This chart shows the percentage of responses. The majority of 84.8% of students are master one' students which make this study more credible.

Yes	No
82.9%	17.1%

Students' Level



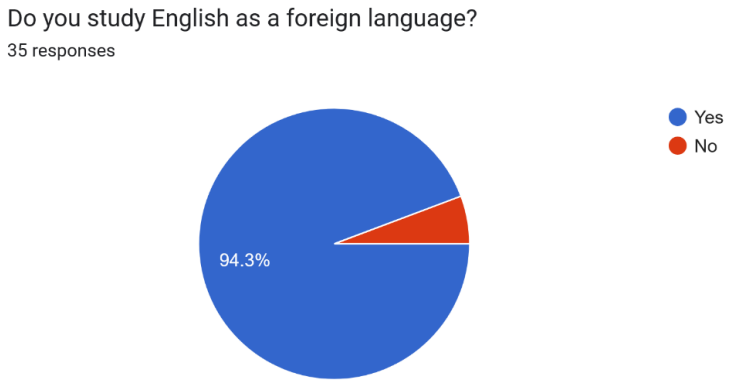
Students' Level

Q5: Do you study English as a foreign language?

This question was asked to confirm also that students answering are from the same present case. The chart covers 93.9% yes answer from students while the left 6.1% are not.

Yes	No
94.3%	5.7%

Students study English as a foreign language



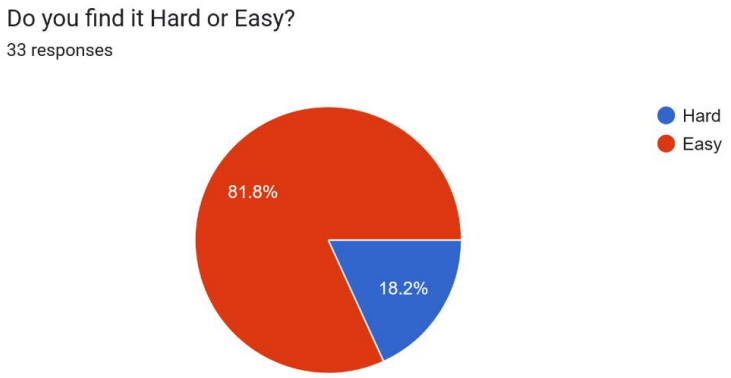
Students study English as a foreign language

Q6: Do you find it hard or easy?

Master one' students were asked since they study English foreign language if they find such language hard or easy. 80.6% of students find it as an easy language while only 19.4% of them consider it as a hard one.

Hard	Easy
18.2%	81.8%

Students' Point Of View About Learning English



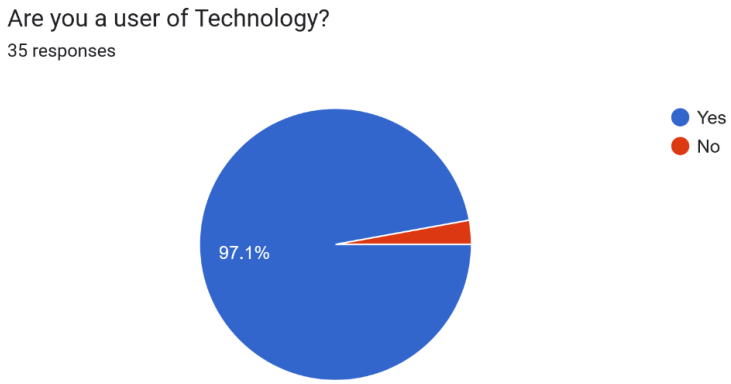
students' point of view about learning English

Q7: Are you a user of technology?

Chart above reveals that 97% of the participants are technology users. The results above showed that the majority of them are well familiar with the use of internet.

Yes	No
97.1%	2.9%

students users of technology



students users of technology

Q8: How has technology changed your life?

This questionnaire collects thirty two (32) different responses, each participant responded with two different responses than the other as it is showed below:

- It's the key.

- Thanks to technology I can do anything easily and It helps me to solve a lot of issues.
- It makes things easier than before.
- Half way changed my life progressively, yet time fly comparing to knowledge gained.
- 80%.
- Facilitating researchs.
- Is helps me with everything, i even study online other specialty.
- It makes my social life easier.
- It makes my life easier as it facilitate many things to me such as education.
- It changed my whole life.
- Makes my daily life easier in terms of reducing distance between me and my friends, colleagues, teachers. Also it helps me a lot in searching for information in my studies using apps of translation and reading fo free.
- For better.
- Facilitating my researchs & developing my outcome.
- Depends on the usage of it.
- In a good way.
- It is so beneficial for all life aspects.
- For the best.
- Technology has enhanced our life for the better , it gives us an access to various tasks like video calls messaging set up online meetings .
- It becomes easier, yet it might be quite harmful, because once a user get addicted to it, his mind would get to be lazy and dependent on it, which reflects bad on his way of thinking, his creativity, and his ability to observe critically the things around him.
- Very much.
- For better of course.
- 80%
- Technology has changed our lives in general in a good way and it has become really easy to communicate with each other all over the world and learn languages through platforms and get certificates from courses.
- Positively.
- A lot.
- Technology makes sharing files, studying, and more much easier.
- It has changed my life definitely.
- Despite being a tool that facilitates reaching information, it caused laziness and addiction.
- Not really but kind of!
- It really changed a lot of things .
- It helps a lot but sometimes it's no worth it.
- Generally It easify the life in all domains.
- Technology has enhanced our lives for the better, and it has changed how we entertain ourselves, meet each other, and consume all types of media.

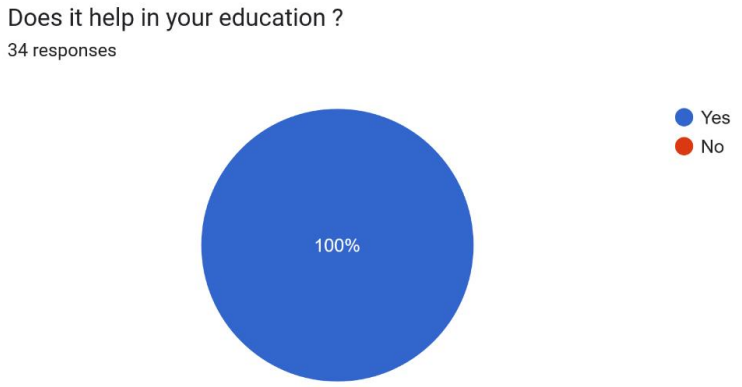
- It completely changed my life it made it so much easier i also find to very motivating and practical.

Q9: Does it help in your education?

This question consists with two options, each one determines the exact percentage in which the participants were asked if technology helps in their education. Thirty four (34) answers with the entire complete percentage 100% choose the yes option that means that it takes a significant part of their everyday life.

Yes
100%

technology in education



technology in education

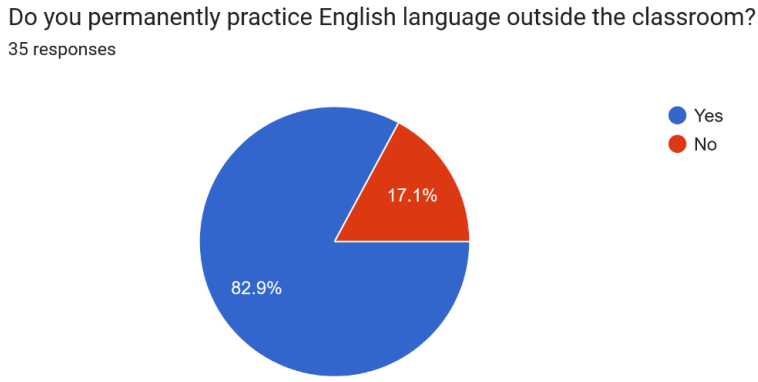
◆ Section Three

Q10: Do you permanently practice English language outside the classroom?

We noticed that the general percentage of students who say (Yes), practice English language outside the classroom is 83%. Meanwhile, 17% of them who answered with (No) don't practice it outside the classroom.

Yes	No
82.9%	17.1%

students' practice of English language outside the classroom



students' practice of English language outside the classroom

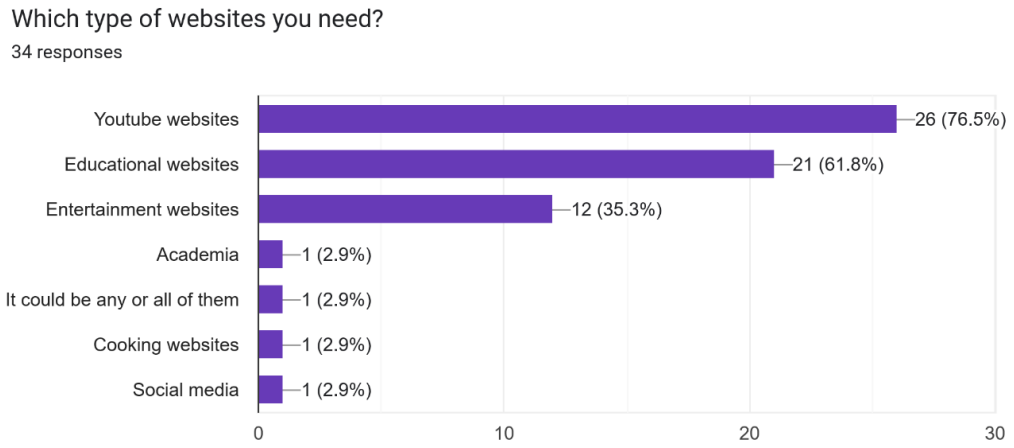
The participants who said yes mentioned where they practice English outside the classroom

- At work.
- With mates .sisters .
- Daily conversation with language speakers' friends. • chatting with both, native English inhabitants and non-native speakers. • I'm a constant writer as well as faithful reader. •My surroundings, all sparkling English language.
- With my friend and my family.
- Daily life. outside in general.
- At home or on social media.
- With my friends in social media also.
- Daily conversation with friends.
- Social media and with friends.
- Online websites and YouTube.
- Home.
- Daily conversations.
- At work.
- Online.
- With my friends outside or chatting with foreigners.
- Do practice it at home, with friends for instance, and me myself in front of the mirror.
- With friends and family.
- With my friends and sometimes with my family.
- With my social media friends.
- With my friends.
- Websites.
- With friends and on social media.
- Messenger groups.
- Groups and friends.

- I do my researches and talk to my friends with English and I watch videos and play games using English.
- Outside classroom, chatting with friends, communicating with English native speakers.
- Sometime with my friends in social media.
- With my friends and social media.

Q11: Which type of websites you need?

This Question aims to identify the sites that are most popular by learners. Through this study, the researchers noticed that 76.5% of students are YouTube visitors, mostly the websites they spend time on, whereas 62% of the participants have access to educational websites, When 35% of them prefer to visit entertainment ones. In contrast, 3% of them visit cooking and social media websites. There are different answers and choices but still YouTube is the most visited one.



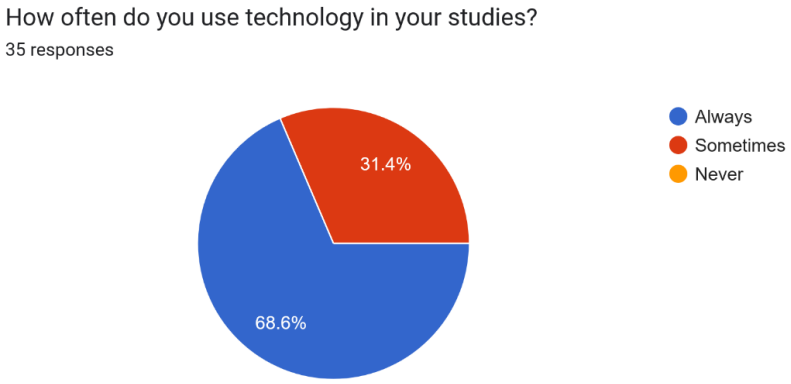
websites mostly visited by students

Q12: How often do you use technology in your studies?

Table 13 above represents time spent by learners in using technology in their studies; we noticed that 69% of the participants have always used technology in their studies. On the other hand, the researchers can see that 31% using technology sometimes. While 00% never response.

Always	Sometimes	Never
68.6%	31.4%	0%

Frequency of using technology by learners in their studies



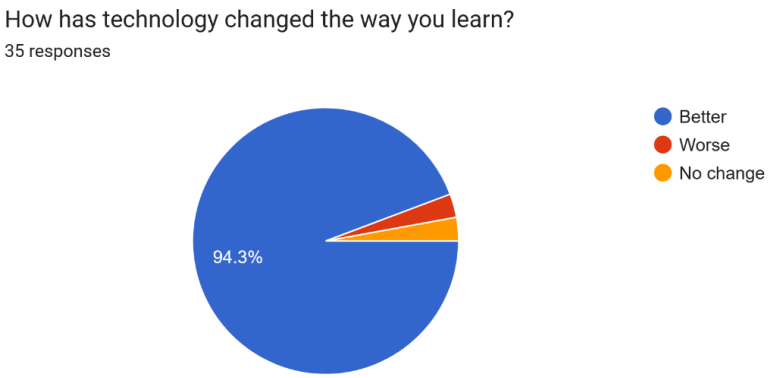
How often do you use technology in your studies?

Q13: How has technology changed the way you learn?

It is apparent from the survey results that the majority of participants (62%) said that technology changed their way of learning to the best and on the other hand few of them divided in to two different responses. Some of them said technology changed their way of learning to the worst and the others said No change.

Better	Worse	No Change
94.3%	2%	3.7%

technology contribution in improving the quality of students' Education



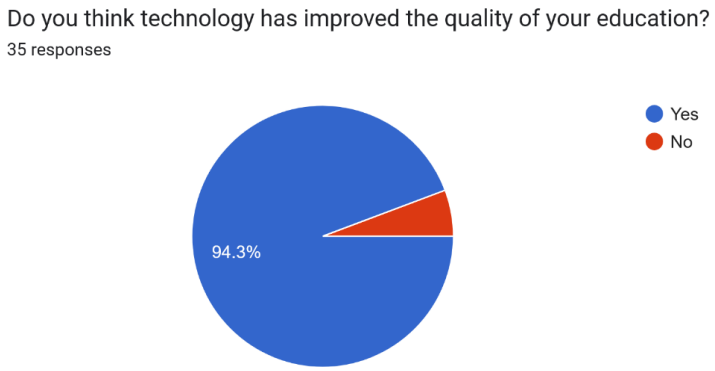
technology contribution in improving the quality of students' Education

Q14: Do you think technology has improved the quality of your education?

As it is presented in table, the majority of the EFL learners of 94% stated that technology has improved the quality of education.

Yes	No
94.3%	5.7%

Technology contribution in improving the quality of students' education



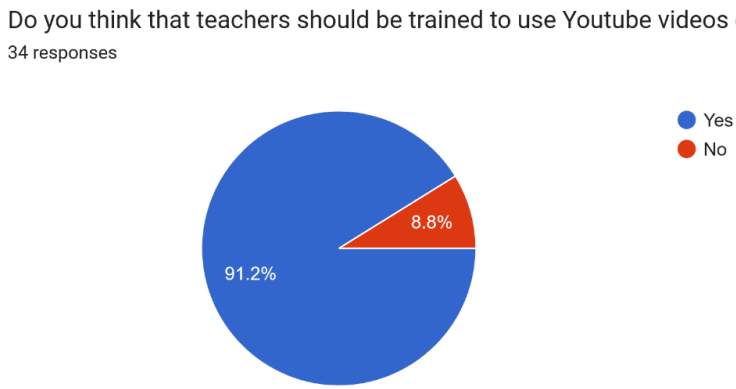
Technology contribution in improving the quality of students' education

Q15: Do you think that teachers should be trained to use technology effectively in the classroom?

It's clear from the data finding that the majority of the participants 91% stated that teachers should be trained to use technology effectively in the classroom .While, 9% of them responded negatively to the question.

Yes	No
91.2%	8.8%

students' opinion on teachers training to use technology in the classroom



students' opinion on teachers training to use technology in the classroom

The participants who said yes have stated particular reasons which presented below:

- Because it will help them in the development of the educational level.
- To use well and teach students how to use it then.
- Videos are necessary for some practices, evidence if required alongside to changing frequent, boring, and classical teaching methods.
- Because there are different educational websites, so they need to know how to choose the appropriate one.
- It helps and improves the process of the learner.
- To provide us with good websites.
- So the teacher can deliver the info easily. And the students can understand the info in easy way.
- Because, they should be aware of the type of website used to obtain knowledge.
- They have to develop their teaching strategies especially within the use of technology.
- Using the classroom app for example to share lessons we are going to deal with at class previously. Using audio, video and data show...etc.
- In order to facilitate the way we are used to learn outside the classroom.
- It helps students for better understanding.
- In order to ensure a good running lesson.
- To interact with their students more and exchanging ideas, information and researchers.
- Well, because the lesson will be more clearful, understandable, yet there will be more provided annotations and explanations.
- because science now days is linked with technology and computers every info is there.
- Because there are some teachers do not know how to use this new technology (internet in smart phones and digital boars).
- I don't know, maybe it will become a new technique of teaching.
- Because the old ways are boring and the use of technology is helpful in which the teacher can make his lessons interesting and entertaining..
- To gain better results.
- To facilitate the explanation of the lessons.
- In order to meet students' needs since they are keen of technology.
- Saves time.
- Not sure ,yet, it will make things more easy.
- Our life nowadays is all about technology We use it on almost everything so it's important for them to learn it.
- Technology should be used in the classroom by teachers because it has become the most effective tool to deliver information.
- It's enjoyable and help students to be more motivated.

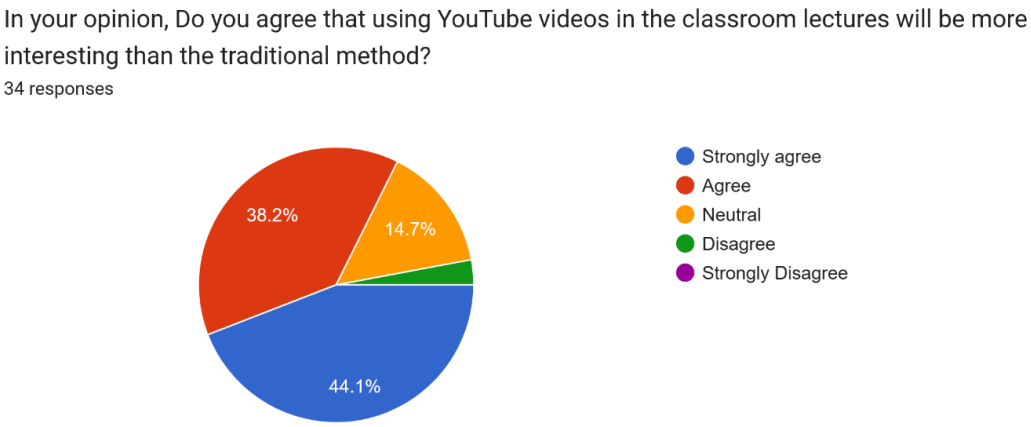
- Because it is useful and practical.

Q16: In your opinion, do you agree that using YouTube videos in the classroom lectures will be more interesting than the traditional method?

This Question aims to know if YouTube videos in the classroom lectures will be more interesting than the traditional method. As we can see from the table 18 that 44% of the students strongly agree that the classroom lectures will be more interesting with the use of YouTube videos also 38% of them agree with this idea. 14.7% of the participants who are neutral of the use of the two methods. The rest of students disagree, and 0% strongly disagrees.

Strongly agree	Agree	Nuetral	Disagree	Strongly disagree
44.1%	38.2%	14.7%	47.1%	3%

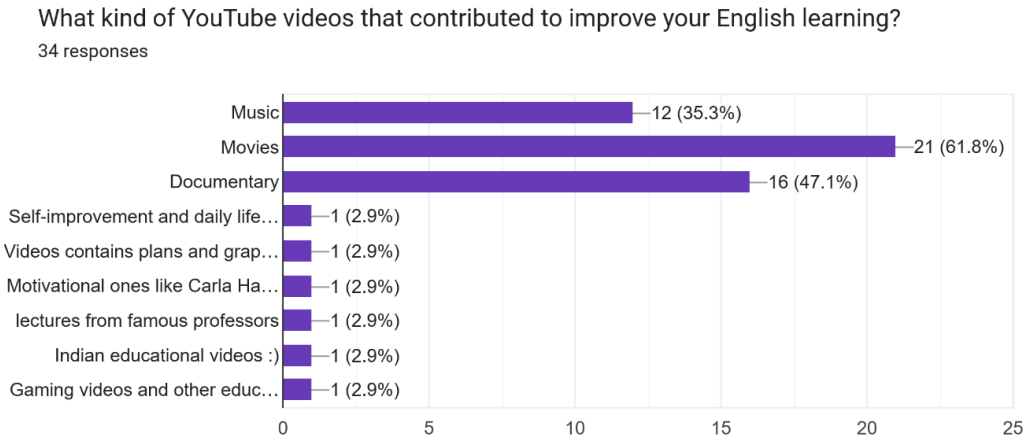
Students' preference of YouTube videos over traditional methods



Students' preference of YouTube videos over traditional methods

Q17: What kind of YouTube videos that contributed to improve your English learning?

From this question, we want to know the types of YouTube videos that students preferred to improve their English learning .From this table the researchers notices that 62% of the participants prefer watching movies videos because in their opinion it is a helpful way for them to improve their English language learning. 47% of them represent those who prefer documentaries. 35% of them use music and the other participants responses are divided between gaming videos…etc.



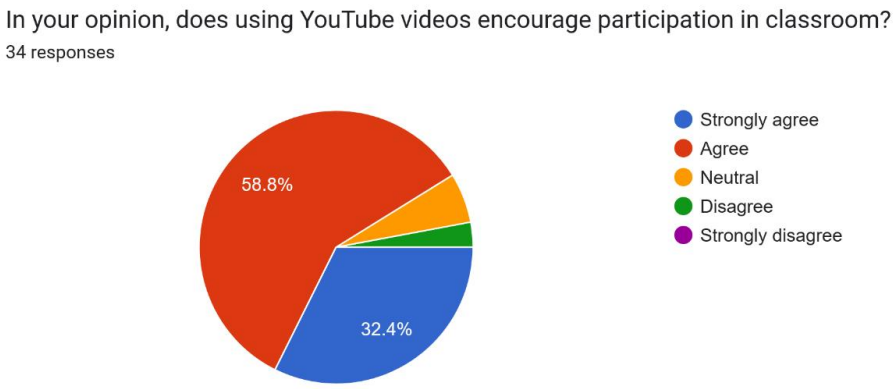
Youtube videos to improve English learning

Q18: In your opinion, does using YouTube video encourage participation in classroom?

From the survey results we noticed that more than half of the responses with the percentage 59% agree that using YouTube videos in the classroom enhance student's participation, and also 32%support that idea and they strongly agree with YouTube videos encourage participation. While, few of students their responses are divided some who are neutral and the other are disagree. Otherwise 0%goes to those who are strongly disagree.

Strongly agree	Agree	Nuetral	Disagree	Strongly disagree
32.4%	58.8%	6.8%	2%	0%

YouTube videos in Enhancing students' participation



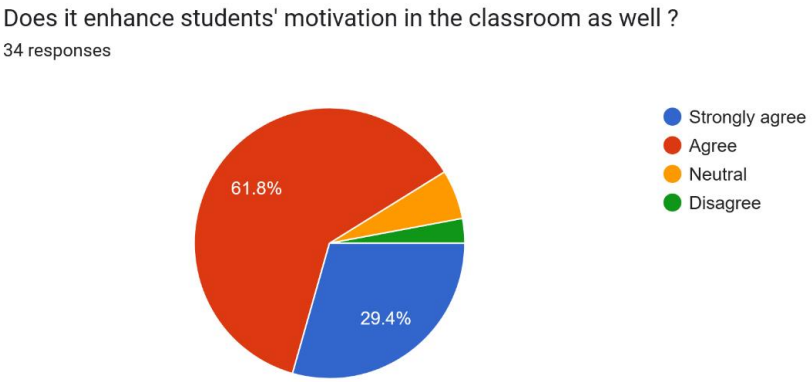
YouTube videos in Enhancing students' participation

Q19: Does it enhance student's motivation in the classroom as well?

It is apparent from the survey that 62% stated their agreement with YouTube videos enhance student's motivation in the classroom. Whereas 29% are strongly agree with this idea and the other some answers disagree and the other are neutral.

Strongly agree	Agree	Nuetral	Disagree
29.4%	61.8%	5.2%	3.6%

YouTube videos in enhancing students' motivation



YouTube videos in enhancing students' motivation

Participants who agree answered with the below:

The classroom would be more enjoyable and comfortable	22. 69%
It makes the students pay more attention until the end of the lesson	12. 37%
Additional to what are stated above, videos, documentaries especially, grant learner effective knowledge. It's similar to playground in which learner is able to criticise, add judgemental value and synthesise not merely practice or learn the language but what's more important is to adapt the context borders.	1. 3%
The student can take note better and the YouTube videos explain with pictures and examples, so the student understand what is going on better than with only words	1. 3%
It provides excitement, yet students Wil get more comfortable and understandable to the lesson given	3. 9%

Some other mentionned these suggestions:

- It's would be enjoyable.

- Additional to what are stated above, videos, documentaries especially, grant learner effective knowledge. It's similar to playground in which learner is able to criticise, add judgemental value and synthesise not merely practice or learn the language but what's more important is to adapt and be flexible to the context that consequently makes second language acquisition effective. (Cultural purposes).
- The student will do more efforts at home when he has the resources that his teacher uses.
- Since we used to watch YouTube. Using it in teaching make the later more interesting to us as students, because it's something related to our generation. Something not traditional or boring.
- Since I started watching videos including explanations of lessons, learning grammar, vocabulary and having a better pronunciation.
- No.
- Nothing to mention.
- It's something new not like old-schoo.l
- It won't be boring , yet , exciting.
- The majority of students are addicted to social media, so teaching via youtube will make them feel their world. They will be more interested of what being taught.

Q20: Are there any challenges that you have faced when using technology for educational purpose?

This Question aims to know the different challenges that have faced students when using technology for educational purpose from the survey results, we noticed that some of them said that there are no challenges while there are who said that they faced some challenges:

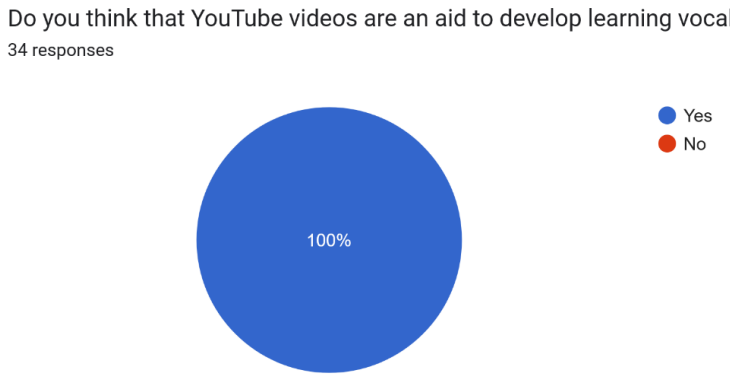
- Some websites doesn't work.
- Yes, money and premium websites and slow internet.
- Yes, tracking the correct information in the internet is hard.
- How to collect necessary information, related to my topic.
- When the internet outage .sometime I could not find the full answer.
- It kind of distracts me.
- …

Q21: Do you think that YouTube videos are an aid to develop learning vocabulary?

Based on the results, all students 100% think that YouTube videos can help students to develop vocabulary, as well as enhance their performance and skills effectively.

Yes
100%

YouTube videos, an aid to develop learning vocabulary



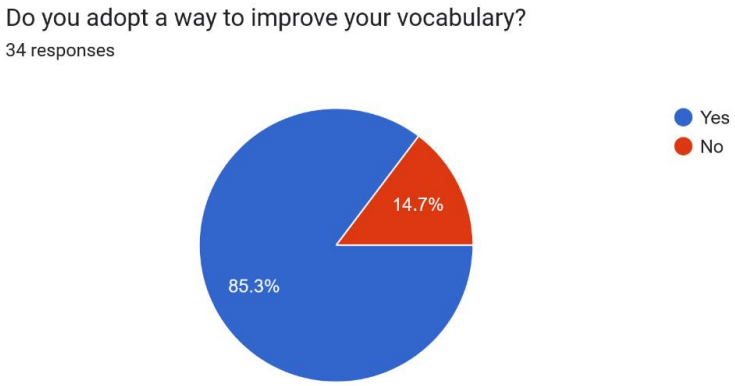
YouTube videos, an aid to develop learning vocabulary

Q22: Do you adopt a way to improve your vocabulary?

Based on the responses, it is shown that 85.3% of participants chose "yes," meaning that most of students try to adopt ways to improve their vocabulary from different sources. Where in 14.7% of participants have never relied on any of these methods.

Yes	No
85.3%	14.7%

Adopting ways to improve vocabulary



Adopting ways to improve vocabulary

To know more about the ways used to improve students' vocabulary, they were asked to mention the method they usually use. The responses indicate that the following methods are used:

- By watching reels and Netflix movies with English subtitles.

- Unintentionally, I find myself learning and acquiring language in uneven ways. As such, books, reading articles, searching for answers in different fields (in English), watching documentaries constantly, rarely watching series or movies, educational videos.
- Reading books and novels.
- Listening to scripts.
- I try to listen to English in other fields as much as I can, and try to listen to native speakers more on TikTok, for example.
- Listening to music, watching native speakers in movies and stories, as well as watching TV shows.
- Picking up a word from Arabic or French and searching for it in English Then, use it in a sentence to memorize it.
- I usually read and explain words, or use YouTube videos with English and Arabic subtitles.
- I write new words, provide examples for them, and use them in my daily speech.
- Practicing by reading books.
- Learn 10 words per day.
- Using YouTube channels, movies, and song lyrics.
- Learning new words that I did not know before.
- Using social media platforms.
- Watching documentary videos.
- Practicing with native speakers.
- Listening to podcasts and searching for new words in the dictionary.
- Listening to videos on various topics.

Q23: Can you describe the main factors that stands out as a barrier to using vocabulary?

When students were asked why they are unable to use their vocabulary, most of the them chose the option "fear of mistakes in pronunciation," representing an estimated 73.5%, while 61.8 percent said "lack of motivation to speak English." Others in close proportions were split between "lack of interest to exchange English with foreign languages," with 20.6%, "lack of strategies and techniques in learning vocabulary," with 35.3%, and "lack of interest in usual traditional methods like printed materials and textbooks," signifying an inferred 17.6%. In addition, the rest mentioned other reasons..

Lack of motivation to speak English	21. 61.8%
Lack of interest to exchange English foreign language passion	7. 20.6%
Fear of mistakes in pronunciation	25. 73.5%
Lack of strategies and techniques in learning vocabulary	12. 35.3%
Lack of interest in usual traditional methods like printed materials and textbook	6. 17.6%
The classmates make fun of him at the way he pronunces or even the structure and forgetting the words in most cases	2. 5.8%

They lack motivation and they don’t have suffisant knowledge or grammar to speak the language in coherent way	2. 5.8%

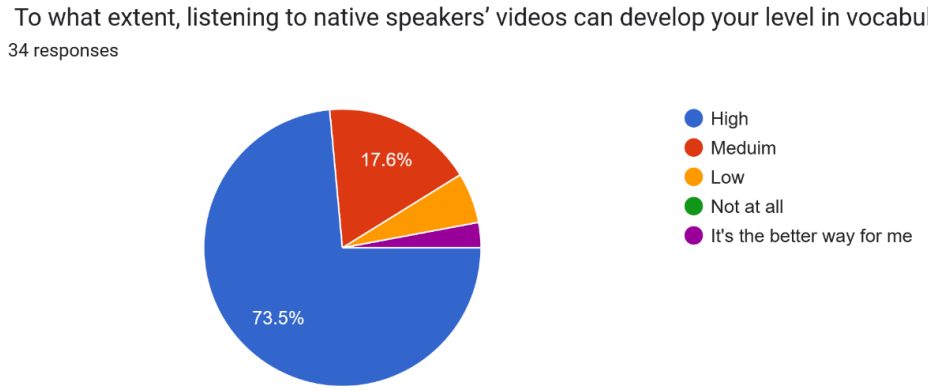
Factors against using vocabulary

Q24: To what extent, listening to native speakers’ videos can enhance your level in vocabulary?

Through this question, the researchers intend to see to what extent listening to native speakers' videos can develop students' vocabulary. From the results, which show various proportions, it appears that the majority of students (73.5%) see that listening to native speakers can be an effective way to enhance learning. However, 17.6% went for the second option "medium". While the data findings reveal that a low percentage of students choose the option "low"

High	Meduim	Low	Not at all	It’s the better way for me
73.5%	17.6%	7.9%	0%	1%

Extent of enhancing vocabulary level



Extent of enhancing vocabulary level

3.2. Teachers Questionnaire

3.2.1. Aim of Teachers’ Questionnaire

This Questionnaire is used as an important tool to provide information about teachers views towards the usefulness of YouTube videos for educational purpose in EFL classroom, and its role in enhancing learners’ vocabulary.

3.2.2. Analysis of The Teachers Questionnaire

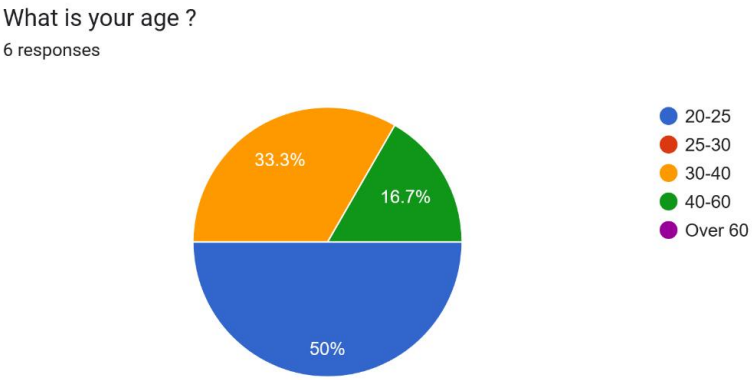
◆ Section One: Personal Information

Q1: teachers' age

It is clear from the Questionnaire results that teachers' age is divided in to three parts .50%of teachers their age is around 20 to 25. Meanwhile 33%of the sample are around 30 to 40, Whereas 17%are around 40 to 60 and no one over 60 years old.

20-25	25-30	30-40	40-60	Over 60
50%	0%	33.3%	16.7%	0%

Teachers' Age statistics



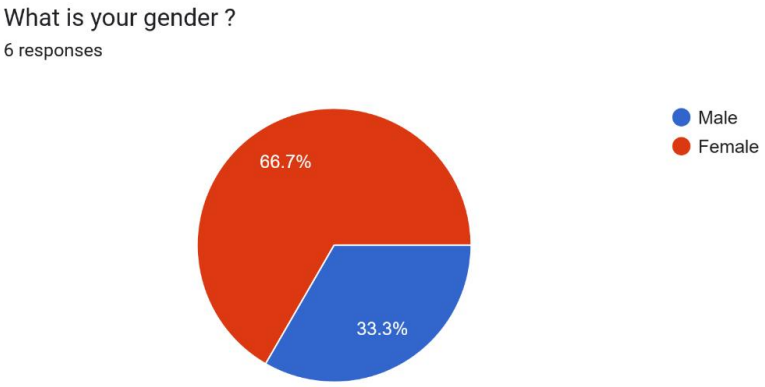
Teachers' Age statistics

Q2: teachers' gender

As the finding demonstrate. Among 8 participants, 67% of them were a female teacher and 33% were a male.

Male	Female
33.3%	66.7%

Teachers' gender statistics



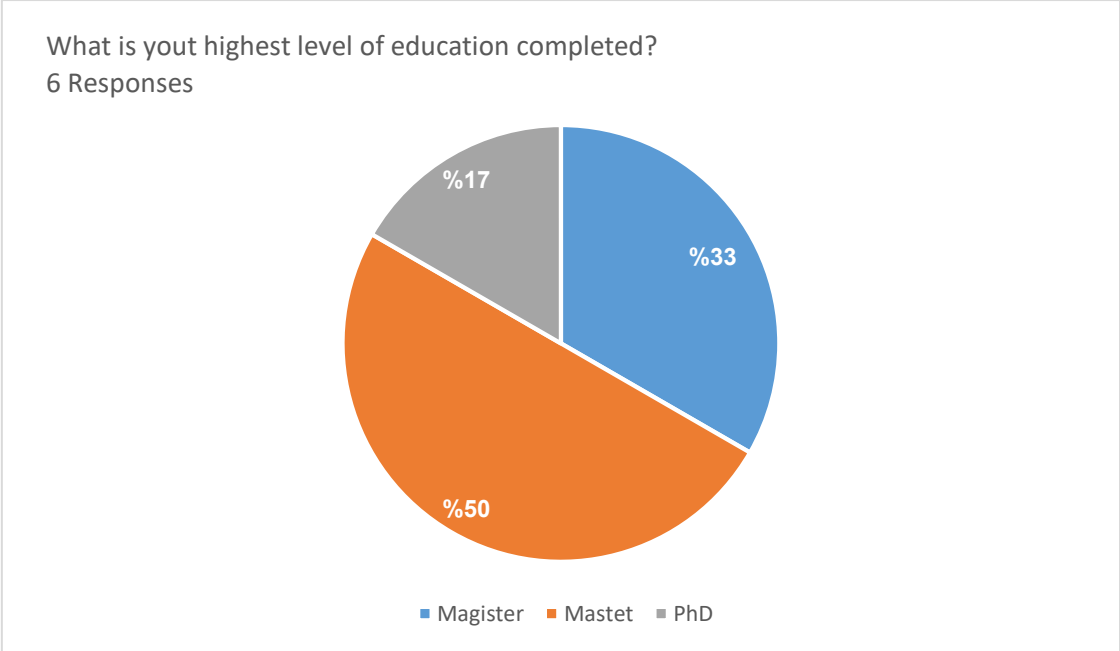
Teachers' gender statistics

Q3: What is your highest level of education completed?

This table shows that 50%of our sample have master degree, whereas 17% of them have a doctorate degree. also 33% have Magister degree.

Magister	Master	PhD
33%	50%	17%

Teachers' Educational level



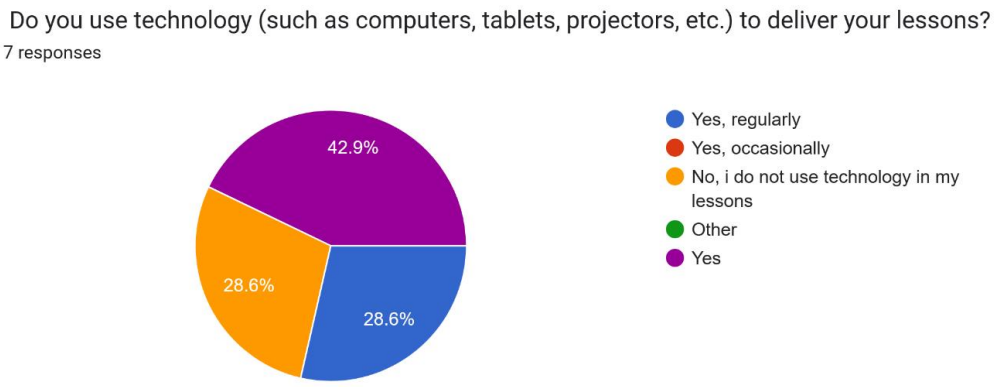
Teachers' Educational level

Q4: Do you use technology in delivering your lesson?

Based on data results, 43%of our sample said yes, they use technology in deliver their lessons, whereas 29%said yes regularly. While 29%of them they don't use technology in their lessons.

Yes, regularly	Yes, occasionally	No, I do not use technology in my lessons	other	Yes
28.6%	0%	28.6%	0%	42.9%

The use of technology in teaching



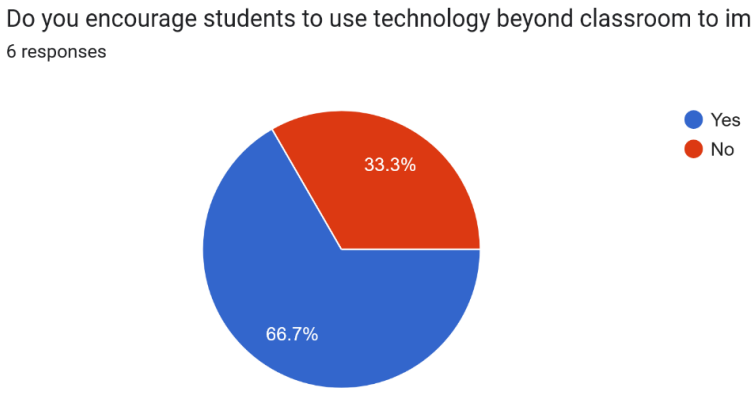
The use of technology in teaching

Q5: Do you encourage students to use technology beyond classroom to improve their vocabulary level?

From the survey results, we noticed that 67% of the participants said yes and they encourage students to use technology beyond classroom to improve their vocabulary level. while 33% of them said no they don't encourage them.

Yes	No
66.7%	33.3%

The use of technology to improve student's vocabulary



The use of technology to improve student's vocabulary.

The participants who said yes have stated some types of technology they use to deliver their lessons:

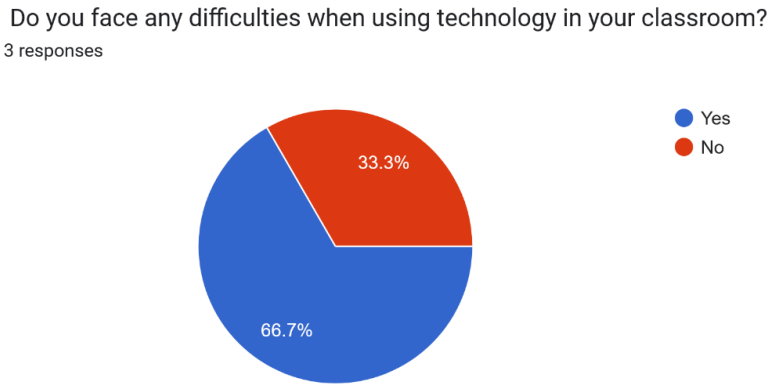
- Computers
- Tablets
- Projectors
- Educational apps
- Videos

Q6: Do you face any difficulties when using technology in your classroom?

The data reveals that (66.7%) of those responding to the question stated that they face some difficulties when using technology in the classroom for many reasons, while (33.3%) of teachers chose the option "no," indicating that they did not experience any difficulties.

Yes	No
66.7%	33.3%

Teachers' challenges in using technology

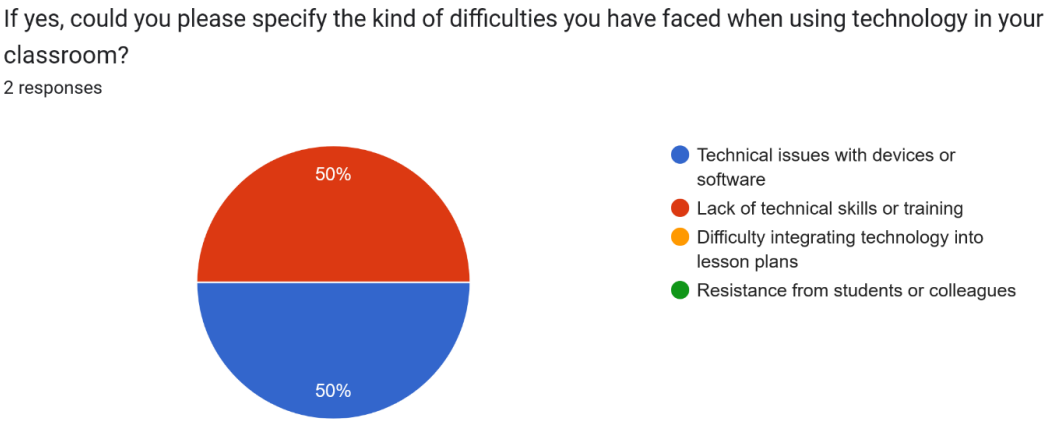


Teachers' challenges in using technology

If yes, could you please specify the kind of difficulties you have faced when using technology in your classroom?

As indicated in the table, we have provided four options to learn more about the problems and the obstacles they experience. And from the data presented, it appears that 50% of teachers chose the options "technical issues with devices and software" and the rest chose "lack of technical skills and training," while none of them chose the other options.

Technical issues with devices or software	Lack of technical skills or training	Difficulty integrating technology into lesson plans	Resistance from students or colleagues
50%	50%	0%	0%

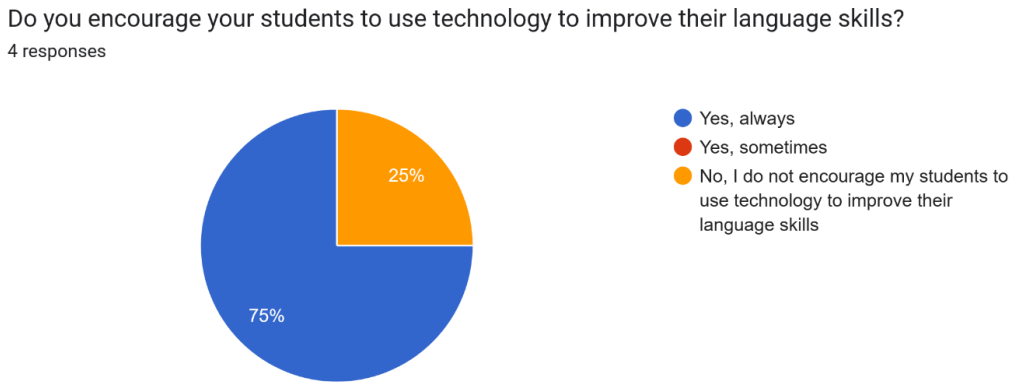


Q7: Do you encourage your students to use technology to improve their language skills?

As it is shown in the diagram, 75% of participants said yes," meaning that a large majority of teachers motivate their colleagues to enhance their language skills, while a small number of teachers chose the option "I do not encourage my students to use technology to improve their language skills," representing an estimated 25%.

Yes, always	Yes, sometimes	No, I do not encourage my students to use technology to improve their language skills
75%	0%	25%

frequencies of using technology to enhance students language skills



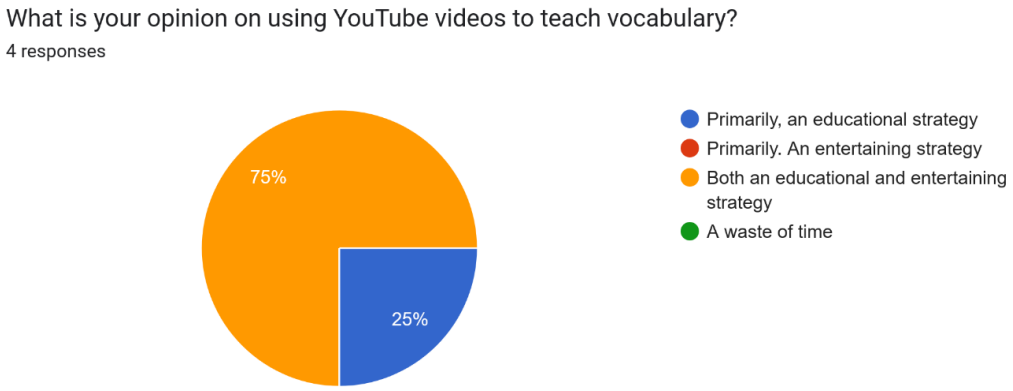
frequencies of using technology to enhance students language skills

Q8: What is your opinion on using YouTube videos to teach vocabulary?

This question is designed to help us know teachers' opinions on using YouTube videos to teach vocabulary. The majority of respondents, 75%, see that YouTube videos can be an educational and entertaining strategy at the same time; however, a notable minority, 25%, thinks that it is an educational strategy only. While none of them see YouTube videos as a waste of time, in the interim.

Primarily, an educational strategy	Primarily, an entertaining strategy	Both, an educational and entertaining strategy	A waste of time
25%	0%	75%	0%

Teachers' frequency of uring YouTube videos to teach vocabulary



Teachers' frequency of uring YouTube videos to teach vocabulary

Teachers provide us with the reasons behind choosing this option:

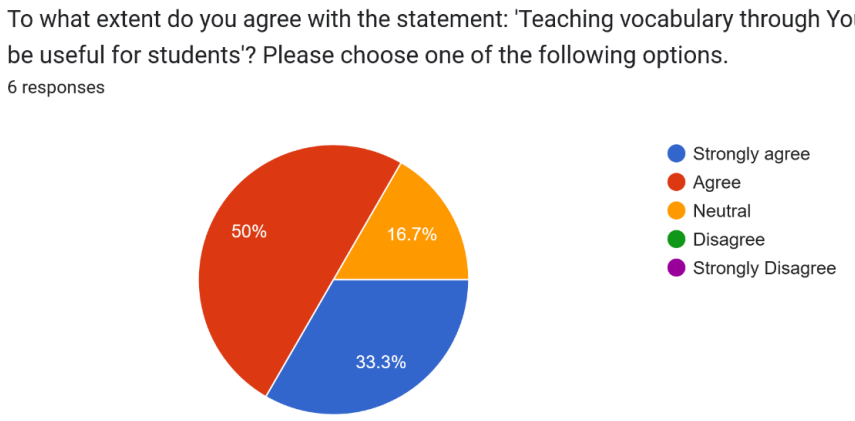
- To keep education abreast of the new technology.
- Some YouTube videos can be very helpful.
- Variety of content: educational videos, documentaries, news, debates , TV shows.
- Accessibility: learners can access YouTube whenever and wherever they want
- Authentic language.
- Free.

Q9: To what extent do you agree with the statement: "Relying on YouTube videos can be beneficial for teaching vocabulary" ?

As shown in the diagram, a significant portion of teachers strongly agree with the statement and find that students can benefit from YouTube videos in learning vocabulary, they represent an estimated 50% and 33.3%, while a very small number of teachers remain neutral with 16%.

Strongly agree	Agree	Nuetral	Disagree	Strongly Disagree
33.3%	50%	16.7%	0%	0%

YouTube videos benefits on teaching vocabulary



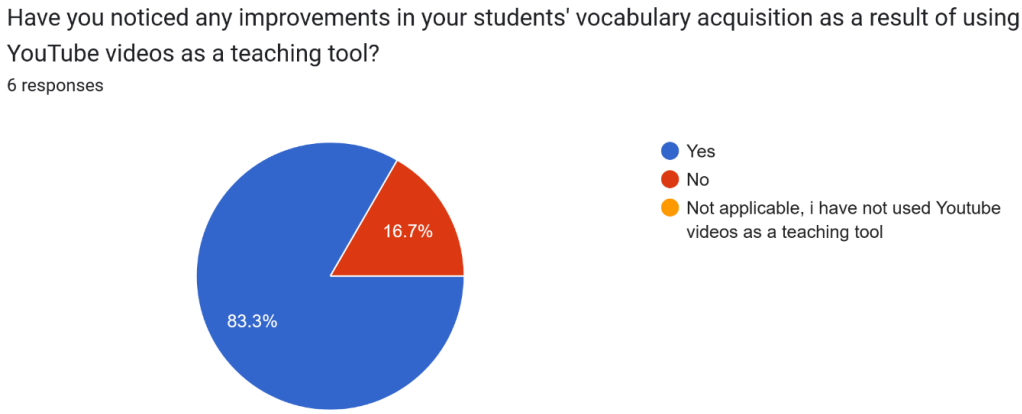
YouTube videos benefits on teaching vocabulary

Q10/ Have you noticed any improvement in your student's vocabulary acquisition as a result of using YouTube videos as a teaching tool ?

We asked this question to gain insight into teachers' perceptions of whether they noticed any improvement in students' vocabulary acquisition as a result of using YouTube videos as a teaching tool. 83% of participants chose the option "yes," while 16.7% of teachers reported that they did not notice any improvement in students' vocabulary.

Yes	No	Not applicable, I have not used YouTube videos as a teaching tool
83.3%	16.7%	0%

teachers' attitude towards learners level improvment as a result of using YouTube videos



They provide us with some explanations about how technology developed students' vocabulary:

- Because videos are rich in new vocabulary and YouTube videos are considered as authentic materials.
- Instead of listening to the same recording (on a tape of CD) repeatedly, which encourages passive memorization of vocabulary, students on YouTube can encounter the new vocabulary in a variety of content and contexts. This is better, because students have the opportunity to see the word or expression in a variety of contexts and situations and to link it to different discourse layers, such as phonology, semantics, syntax and socio-cultural aspects. By encountering vocabulary in different contents and contexts, students are better able to see the subtle nuances between synonyms and to understand the different connotations. This can help students develop a natural and intuitive feel for the language.
- Using YouTube videos help students to memorize vocabulary rapidly
- Some students are more interested with familiar information they had before online, and more likely to interact with me better than not having a previous knowledge.
- It enhances their visual and auditory skills as they can retain the targeted vocabulary easily.

Q11/ What, in your opinion, are the advantages and disadvantages of using YouTube videos to teach EFL vocabulary, compared to traditional teaching methods such as handouts and textbooks?

Through asking this question, we wanted to capture teachers opinions about the advantages and disadvantages of using videos to teach EFL vocabulary. They had different opinions on this subject:

- Enhance motivation.
- The advantages of using YouTube videos to teach EFL vocabulary compress the traditional methods is facilitating the teaching process. In my opinion, sharing a YouTube video with much more information and clear explanation will make them enjoy learning The disadvantages are maybe distracting them especially when the video is not repeated .
- Using technology in teaching now is a must and I think it has more advantages than using handouts and textbooks.

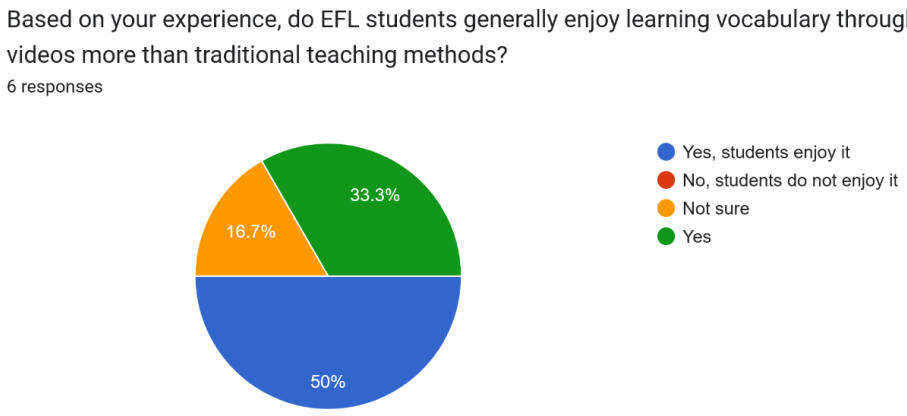
- The advantage is students learn better through visuals as it is more entertaining. The disadvantage is that YouTube videos, sometimes, can be culturally inappropriate for students.
- Using technology in teaching now is a must and I think it has more advantages than using handouts and textbooks.
- The advantage is students learn better through visuals as it is more entertaining. The disadvantage is that YouTube videos, sometimes, can be culturally inappropriate for students.
- There are many advantages. YouTube is an inexhaustible source for leaning languages. It offers authentic content made by native and non-native speaker, from different backgrounds, ethnicity, age, gender, nationalities...etc. It offers a wealth of comprehensible input for languages learners. It provides learners to immerse themselves in the target language and improve their listening and comprehension skills.

Q12/ Based on your experience, do EFL students generally enjoy learning vocabulary through YouTube videos more than traditional teaching methods?

50% of students claim to enjoy it, 33.3% answered with simple clear "yes", 16.7% are not sure. While none of them appears to not enjoy it.

Yes, students enjoy it	No, students do not enjoy it	Not sure	Yes
50%	0%	16.7%	33.3%

Data description of EFL students enjoyment of using YouTube videos to learn vocabulary compared to traditional materials



Data description of EFL students enjoyment of using YouTube videos to learn vocabulary compared to traditional materials

Q/13 Could you please explain why you believe EFL students either enjoy or do not enjoy learning vocabulary through YouTube videos compared to traditional teaching methods?

Suggested answers done by this survey's participants are:

- Because it facilitates teaching and learning process.
- Videos are an essential tool for this generation.
- Languages are to be lived and enjoyed, the world is advancing and so is education, the corporation of not only YouTube videos but technology turned into an urgent need. it helps with the flow of the lesson as it keeps the whole class motivated rather than using the old traditional methods.
- YouTube Videos help them learn on their own. They encourage autonomous learning..
- I have had a lack of training so I am not familiar with the use of YouTube videos to enhance students' level of vocabulary.
- They enjoy it because it is not just dedicated for teaching, it is, at the same time, a source of leaning and entertainment. Students can select the most appropriate and enjoyable content. Unlike the traditional method, such as handout, coursebooks, tapes and CDs, which can be boring or not appealing, to say the least.

Conclusion

In this research study, one tool is used, a questionnaire that help researchers examine students and teachers' conceptions' regarding the use of YouTube videos. This chapter introduces the results of both teachers' and students' questionnaires. It also presented the aims of both students' and teachers' questionnaires. Additionally, it described teachers' and students' survey.

CHAPTER FOUR

CHAPTER FOUR
General Discussion of the Findings, Pedagogical Implications and Limitations

Introduction

This chapter covers discussion of the results of the study. it provides the general results of the study which provides an interpretation and analysis of the data collected including the discussion of students' and teachers' questionnaire results. It also presents a connection of this current study to previous studies in the field as it helps to build an existing knowledge and demonstrate the relevance of this research relating to enhancing students' vocabulary learning.

The current chapter of the discussion section also provides some recommendations and pedagogical implications in how the findings can be applied in practice within the academic circle in order to have a positive impact to education. Providing suggestions for future research helps as well in building a roadmap for researchers to investigate further explorations, to develop new theories and hypothesis, and to advance knowledge to new complex phenomena related to real-world problems.

4.1 Discussions of The Results Of Study

In order to strengthen the current study, this research is provided with both discussion and interpreting of students and teachers result based on contextualizing the findings within a Social and Professional Environments of EFL teachers and students, providing comprehension explanation to the existing knowledge and suggest avenues for future research, all in several sections.

4.1.1 Discussions of The Students' Questionnaire

The purpose of this questionnaire was to investigate the students' attitude towards the integration of YouTube videos in enhancing EFL students' vocabulary and explore its implications in their social and work environments. After relating technology in EFL education, it is clear to identify its potential benefits and challenges and make up-to-date on its integration into learning practices.

Students' questionnaire was distributed online to master one EFL students at university of Yahia Fares. A total of 35 participants which were predominantly female with 84.8% offset by 14.3% male participation. The questionnaire consisted of both closed-ended and open-ended questions, permitting students to provide quantitative data as well as share their suggestions and experiences.

The results of the questionnaire revealed several key findings:

- 94% of students find learning English easy, EFL students usually have a natural aptitude for language learning. Being exposed to various vocabulary in all levels to reach a high one in order to look familiar of the same words of the field and investigate their meanings to fit the role of a researcher.
- The majority of students are very familiar with using technology and how and how it changed their life in different ways.
- The entire participants considered technology as a significant part of their life in helping them in their education mainly by providing them with a wealth of information and expanding their vocabulary.
- EFL learners do practice English permanently outside the classroom via daily conversations and online websites such as YouTube videos 76.5% of participation, educational websites and others in entertainment ways mostly using such tool always and changing their life for better.
- Students show positive attitude towards the integration of YouTube videos in the classroom including suggestions for teacher to be trained to use technology effectively in the classroom.
- Students indicate that using YouTube videos is very interesting as an engaging and interactive way than the traditional methods especially in improving their English vocabulary with the help of watching movies, documentaries, in music and motivational videos.
- They assume that this tool enhances motivation and participation in the classroom.
- according to the students' participation, 18% of them are actively involved in showing that YouTube videos are useful to expand their vocabulary, enhance their performance and skills during the learning process. 85.3% of them adopt many ways to improve their vocabulary from different sources.
- The majority of students believe that listening to native speakers can develop their vocabulary in different extents is highly true 73.5%, medium 17.9%, low 7.9%.

The findings demonstrate that YouTube videos plays a significant rule in EFL education. The widespread use of learning apps provides students with engaging sources and deeper understanding and reflection of learning vocabulary. The positive perception of technology and YouTube impact on learning indicates the potential to enhance EFL students' vocabulary level.

In the context of the social and professional environments of EFL students. The integration of YouTube videos in education can have various implications:

- In the Social context, YouTube videos allows EFL students to connect with a large community of language learning, providing a wide range of cultural exchange. It made it possible for students to access educational resources in order to collaborate with each other's work which improve communication.

- In the Professional context, Familiarity in digital learning is increasingly valued for EFL students who are proficient in using technology to strengthen their learning outcomes, visualize complex concepts, personalize learning, and make learning entertaining.

However, Limited integration of digital technology affects the learning outcomes of students in several ways. Students may have limited access to resources and information which affect negatively in their learning experience. Students may lose interest and preparation for future work and careers which require technology for success. They may disengage as well from social interaction in the classroom due to lack of advancement. They face challenges also to use such mean for educational purposes and reasoning.

4.1.2 Discussion of The Teachers' Questionnaire

The purpose of this questionnaire was to investigate the teachers' attitude towards the integration of YouTube videos in enhancing EFL students' vocabulary and explore its implications in their social and professional environments. After relating technology in EFL education, it is clear to identify its potential benefits and challenges and make informed decisions on its integration into teaching practices.

Teachers' questionnaire was distributed online to university teachers. A total of 10 participants aged between 20 to 60 years old teachers completed the survey. The questionnaire consisted of both closed-ended and open-ended questions, allowing participants to provide quantitative data as well as share their thoughts and experiences.

From the data findings results obtained from the two sections we can claim that:

- In section one, there is diversity in the age of teachers which shows different generations of English teachers, 50% of them are master holders. 33% of them are magister holders. The other 17% of teachers are PhD holders.

- In section two, researchers tend to deal with teachers' attitude towards using YouTube videos in the classroom. 43% of teachers said "Yes" on using technology to deliver their lessons. 28% of them use it regularly which means a total of 71.6% of the overall actual use of technology offset by 29% of teachers who do not use it to deliver their lessons.

- 50% of teachers in this sample face difficulties when using technology in the classroom. Concerning "Technical issues by devices and software". Meanwhile the other half "Lack of technical skills and training".

- In the same context, Most EFL teachers agree that YouTube videos are considered as both educational and entertainment strategy, which education abreast of new technology.

- Teachers agree that YouTube videos are the best way to improve their language skills, students' vocabulary acquisition, and boost their motivation.
- In addition, EFL teachers assume that YouTube videos make learning more enjoyable, learning would be better using visuals compared to traditional teaching methods like handouts and textbooks.

The findings suggest that YouTube videos are one of the best ways for teachers to deliver their lessons. The positive perception of technology and YouTube impact on teaching indicates the potential to enhance EFL students' vocabulary level, improve accessibility, and increase flexibility.

In the context of the social and professional environments of EFL teachers. The integration of YouTube videos in education can have various implications:

- In the Social context, YouTube videos can be recognized as a great tool for EFL teachers to share their content and collaborate with other teachers of the field. As well as providing students with a multiple ways of learning experiences.
- In the Professional context, having a diversity in the age of teachers in this sample which shows different generations of EFL teachers who may be more tech-savvy according to the major percentage of younger ones.

However, the research consists of variety of teachers' age. Having both younger and older teachers provide students with a variety of learning ways and perspectives which enrich classroom discussion and add different learning explorations. It can positively impact the learning environment as well because teachers from different age groups enrich learning experiences through different viewpoints. Older teachers may represent role models for their students in serving wisdom, guidance and steadiness. They are able to spread historical and cultural awareness to improve the students' comprehension of the subject matter. While younger ones may be relatable and more understanding current students' experiences. They provide the teaching environment with fresh and more digital techniques rather than experience which actually both foster the learning environment and make education more dynamic. Teachers should be trained to effectively integrate technology into their instruction. This training may include coaching and both online and attended courses. The training level may differ depending on the educational organizations and their quality of programs and infrastructure. In contrast, the ones who do not use technology in their lessons may lack training on how to use it effectively and some of them have limited access to it. Not all individuals or educational institutions are able to provide each one with devices or computers, or even a wide network signal, which leads to limit the ability of teachers to use technology. Meanwhile, some teachers in fact still prefer using traditional teaching methods, using handouts, flashcards and course-books due to some reasons like the fear of losing control and monitor usage, and mainly their concern of the distraction caused by technology used in the classroom. There may be other reasons like lack of budget and administration support. Administration support and budget allocation plays a crucial role in facilitating the integration of technology in the classroom. Decent budget allows schools' members to

invest in the necessary tools and internet connectivity which empowers teachers to integrate technology in classrooms. It can help to organize training and conferences for them as well. The administration support makes positive collaboration and trust between individuals, make solid partnerships which facilitate the working environments. This leads to create and update a beneficial curriculum to their students.

4.2 Connecting The Research Study To Previous Studies

In this thesis, researchers tend to answer various questions of students' and teachers' perceptions on the importance of YouTube videos to enhance vocabulary learning. And to what extent do YouTube videos affect EFL learners' vocabulary development. Representing YouTube videos as a modern way of authentic input which offers a viral help to students' knowledge. EFL students who are exposed to authentic contents are more likely to enhance their vocabulary. The exposure to such ICT material affect EFL learning process in a positive way. Improving students' listening and speaking skills, vocabulary, and motivation. It helps teachers to create a good working environment in the teaching and learning process.

The findings of this study endorse the claim of Raniah Kabooha and Tariq Elyas (2015) in which The findings of their study showed that « the majority of the students found « YouTube to be helpful in improving their comprehension of English vocabulary » (p.5) Among Saudi Arabia EFL students in king Abdul- Aziz University. Comparing to the present study both studies investigated the perception of students and teachers on the integration of YouTube videos affecting vocabulary and how it supplements traditional teaching methods.

The research findings of Erina Kiranti, Badriyah Ulfah, & Desi Surayatika (2022) used a similar quantitative method with a different segment compared to our study. However, both results come out with similar findings. The latter researchers found that « YouTube videos has an influence to enriched students' vocabulary at the Eighth grade students of SMP negeri 3 palembang » (p.7)

The research study of Ferrah Sabah, Berlean Oumessaad, and Zine Amal (2020) going back to the Algerian context, addressed some similar points concerning the literature review in which they presented both YouTube videos and vocabulary concepts. They claimed that first year students at Msila's University « Proved the effectiveness of implementing YouTube videos to develop efl students and showed the amount of excitement and improvements EFL students have for this tool » (p.86)

4.3 Recommendations And Pedagogical Implications

After conducting this study, some recommendations were suggested by researchers in the importance of YouTube videos and teaching and boosting EFL learners vocabulary as well as making a trace on education.

4.3.1 Implications For Teachers And Students

Learning vocabulary usually starts in early ages, specifically in middle schools. When students get exposed to new words, terms, and expressions. EFL larners of their last stages should be given more time to focus at learning vocabulary than grammar because it can help learners understand the grammar rules as they encounter them in contexts. Learners should be given adequate time to focus on building their vocabulary from early levels to last ones. Vocabulary is a crucial aspect of language and very essential for communication when communication is the key. None of them can express themselves without vocabulary.

English teachers should provide students with interesting experience in their English learning videos by sharing relevant videos to their lessons, communicating ideas then exchanging feedbacks which finally help to overcome different learning issues. They should be facilitators, who facilitate providing students with resources and guidance as well as motivating and providing their students with a steong support system to strengthen the teaching-learning outcomes.. English teachers should encourage discussion after watching English videos among their students and how it reflects on reinforcing their learning. On the other hand, they should be cultural ambassadors, they introduce students to the culture of English through many artifacts in order to help them improve their cultural competence. In addition, English teachers should maintain a positive and productive learning environments in their classroom. To use safe search engine, monitor students actively and enforcing rules and procedures. Managing such effective classroom discipline also build positive relationships with students to create safe and supportive learning.

Modern teaching use interactive activities to engage students more in the learning process, such as using games or participate in group discussions to gain new vocabulary. These activities make learning more memorable. Most of students are not satisfied with traditional teaching methods. For students, practicing English language outside classroom is mostly wanted in learning vocabulary in online websites such as YouTube. They adopt many ways to improve their vocabulary mainly by watching documentaries, educational videos, movies, and reading subtitles at the same time, listening to podcasts and watching many YouTube channels.

Selection of appropriate valid videos is necessary for both teachers and students, selecting appropriate YouTube educational channels to make learning and teaching process reliable. Overall, YouTube videos offer a convenient way for teachers in terms of easy access to resources, time saving, and being an engaging way. And for students to learn easily and make self-paced learning.

4.3.2 Implications To Educational Organizations

Educational organizations should integrate ICT to the curriculum to ensure that students are exposed to the latest technology. This will automatically develop their skills.

Students can access a wide range of resources that enhance their learning experience to participate in activities that are collaborative. With ICT, teachers can create personalized learning based on their abilities and their students' need.

In today's digital age, integrating ICT into the curriculum helps prepare students for future careers that will surely require technological use. Meanwhile, Educational organizations should invest on ICT infrastructure including computers, laptops, workstations, printers, scanners, servers, and projectors to facilitate education to students.

Educational institutions should provide training for teachers on how to use ICT in order to balance between students and teachers connection two multimedia forms. Also, the use of online tools such as YouTube videos. This will foster creativity and motivation among students and teachers alike.

4.4 Suggestions For Future Research

We conducted this research study in a descriptive way. Future researchers can conduct their research on many other topics related to the present one such as :

1. The Effect Of Social Networking On Algerian EFL Learners Vocabulary.

   Case study of first year students of English at University Of Yahia Fares.

2. The Importance Of Social Media In Promoting Algerian EFL Learners Critical Thinking.

   Case study of English second year students at University of Yahia Fares .

3. The Importance Of Teaching Online Safety And Digital Citizenship For Algerian English EFL students.

   Case study of English master one students of Yahia Fares University.

4.5. Summary

Integrating YouTube videos in vocabulary learning has significantly enhances the capacity of EFL learners' engagement and motivation as multimedia captivates their mindfulness. Teachers assume that YouTube videos improve their students' language skills, vocabulary acquisition, boost their motivation and make learning more enjoyable. Such tool engages visuals into their lessons and support personalized learning for their students despite various difficulty levels. The study has proven that YouTube videos are a valuable resource in enhancing students' academic growth in general, and vocabulary learning in specific.

Conclusion

Throughout this research results and discussions, it shows that both EFL learners and teachers positively engage in affirming that YouTube videos is one of the best ways and techniques of the learning and teaching process summarized in clear key findings. In

this chapter, researchers connect the research study to previous ones, state recommendations and discuss pedagogical implications for both teachers and students, and educational organizations. Also by giving concrete suggestions for future research.

GENERAL CONCLUSION

Learning vocabulary is an essential part in learning languages and EFL students are no exception. It is the key of communication in English because without a strong vocabulary EFL students will face difficulties understand any sort of spoken or written English, they may struggle also to comprehend academic texts. English students have various ways to enrich their vocabulary, one of the most common ways is browsing on YouTube.

The present study aimed to investigate the importance of YouTube videos to enhance master one EFL students' vocabulary at Yahia Fares University. For this aim, four questions were set to reach the latter objective. The first question was what are master one students' and teachers' perceptions on the importance of YouTube videos to enhance vocabulary learning? The second question was what are master one students' perceptions on the importance of YouTube videos to enhance vocabulary learning? The third question was what are teachers' perceptions on the importance of YouTube videos to enhance vocabulary learning? The fourth and last question was to what extent do YouTube videos affect EFL learners' vocabulary development?

The first chapter of literature review, dealt with a general background of ICT and its relation to improve EFL learning and teaching as a new teaching material rather than traditional ones. The first section draws an overview about YouTube videos, its types, characteristics, and applying it in education. The second section focused on the aim of vocabulary and its importance essential part of English learning, how acquiring vocabulary is divided into types, the techniques and strategies used in teaching vocabulary. To conclude the literature review, researchers placed their study within the context of previous studies.

The next chapter dealt with research methods and procedures, consisting of five sections including the research design and participants of a specific sample "Master one EFL students of Medea University" using a random sampling and a quantitative method. A description and administration of both students and teachers using two questionnaires to present detailed perceptions on their attitude towards the integration of YouTube on education. In the validity of the study researchers conducted a pilot study to examine the importance of YouTube videos in enhancing EFL students' vocabulary, and the importance of the latter tool to the mentioned population through several steps. Meanwhile, the third chapter was an analysis of data collected of both students' and teachers' surveys in steps of classification, collecting, explanation and analyzing data through close-ended and open-ended questions.

The last chapter presents the general discussion of the findings of the study, investigating the use of technology among Master one EFL Medea students and explores its implications within a social and professional context. The content of the discussion

section consisted of the methodology of the tool distributed in this research, the results of data findings listed as quantitative and qualitative information followed by the interpretation of results contextualized socially and professionally. Based on the findings and their interpretations several recommendations were made and suggestions for further research.

YouTube videos represents a modern way of authentic input which offers a viral help to students' knowledge. The results emphasized the social and professional implications of technology in EFL learning. By addressing challenges and implementing solutions in order to empower EFL students in their education and teachers to make a better working conditions which lead to the success in their personal and professional lives.

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APPENDICES

APPENDICES

Students Questionnaire

Dear students,

You are kindly requested to respond to this questionnaire, which is an attempt to gathernecessary information concerning the importance of YouTube videos in enhancing EFLlearners vocabulary for English master one students in Yahia Fares university.

We would be so grateful if you could sincerely answer the following questions:

1. **Your Wilaya/City is?**

_____

2. **Your Age is?**

_____

3. **Your Gender is?**

☐ Male

☐ Female

4. **Are you Master One Student?**

☐ Yes

☐ No

5. **Do you study English as a foreign language?**

☐ Yes

☐ No

6. **Do you find it Hard or Easy?**

☐ Hard

☐ Easy

7. **Are you a user of Technology?**

☐ Yes

☐ No

8. **How has Technology changed your life?**

_____

9. **Does it help in your education ?**

☐ Yes

☐ No

10. Do you permanently practice English language outside the classroom?

☐ Yes

☐ No

If Yes, Where?

_____

11. Which type of websites you need?

☐ Youtube websites

☐ Educational websites

☐ Entertainment websites

☐ Other: _____

12. How often do you use technology in your studies?

☐ Always

☐ Sometimes

☐ Never

13. Do you think technology has improved the quality of your education?

☐ Yes

☐ No

14. How has technology changed the way you learn?

☐ Better

☐ Worse

☐ No change

☐ Yes

☐ No

If Yes, Why?

_____

15. In your opinion, Do you agree that using YouTube videos in the classroom lectures will be more interesting than the traditional method?

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

16. What kind of YouTube videos that contributed to improve your English learning?

☐ Music

☐ Movies

☐ Documentary

☐ Other: ——————————————————————————

17. In your opinion, does using YouTube videos encourage participation in classroom?

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

18. Does it enhance students' motivation in the classroom as well ?

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Other: ——————————————————————————

If you agree, Why?

☐ a. The classroom would be more enjoyable and comfortable

☐ b. It makes the students pay more attention until the end of the lesson

☐ Other: _____

19. Do you think that YouTube videos are an aid to develop learning vocabulary?

☐ Yes

☐ No

20. Do you adopt a way to improve your vocabulary?

☐ Yes

☐ No

☐ Other: _____

If yes, mention please

_____

21. What are the main reasons that prevent students to use their vocabulary?

☐ Lack of motivation to speak English

☐ Lack of interest to exchange English foreign language passion

☐ Fear of mistakes in pronunciation

☐ Lack of strategies and techniques in learning vocabulary

☐ Lack of interest in usual traditional methods like printed materials and textbook

☐ Other: _____

22. To what extent, listening to native speakers' videos can develop your level in

☐ vocabulary?

☐ High

☐ Meduim

☐ Low

☐ Not at all

☐ Other:

Teachers Questionnaire

Dear teachers

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for a master dissertation about the importance of YouTube videos in enhancing EFL

learners vocabulary for English master one students in Yahia Fares university.

We would be happy if you could answer all the questions by ticking (√) in the box, answering with your necessary information and by providing a full statement when asked.

1. **What is your age ?**

☐ 20-25

☐ 25-30

☐ 30-40

Other: ——————————————————————————

2. **What is your gender ?**

☐ Male

☐ Female

3. **What is your highest level of education completed?**

——————————————————————————————————

4. **Do you use technology (such as computers, tablets, projectors, etc.) to deliver your lessons?**

☐ Yes, regularly

☐ Yes, occasionally

☐ No, i do not use technology in my lessons

☐ Other: ——————————————————————————

5. **Do you encourage students to use technology beyond classroom to improve their vocabulary level ?**

☐ Yes

☐ No

☐ Other: ——————————————————————————

If yes, what types of technology do you use to deliver your lessons?

☐ Computers

☐ Tablets

☐ Projectors

☐ Interactive whiteboards

☐ Learning management systems

☐ Educational apps

☐ Other: _____

6. **Do you face any difficulties when using technology in your classroom?**

☐ Yes

☐ No

If yes, could you please specify the kind of difficulties you have faced when using technology in your classroom?

☐ Technical issues with devices or software

☐ Lack of technical skills or training

☐ Difficulty integrating technology into lesson plans

☐ Resistance from students or colleagues

☐ Other: _____

7. **Do you encourage your students to use technology to improve their language skills?**

☐ Yes, always

☐ Yes, sometimes

☐ No, I do not encourage my students to use technology to improve their language skills

☐ Other: _____

8. **What is your opinion on using YouTube videos to teach vocabulary?**

☐ Primarily, an educational strategy

☐ Primarily. An entertaining strategy

☐ Both an educational and entertaining strategy

☐ A waste of time

☐ Other: _____

9. What led you to choose this option? Please briefly explain your choice

_____

10. To what extent do you agree with the statement: 'Teaching vocabulary through YouTube videos can be useful for students'? Please choose one of the following options.

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Other: _____

11. Have you noticed any improvements in your students' vocabulary acquisition as a result of using YouTube videos as a teaching tool?

☐ Yes

☐ No

☐ Not applicable, i have not used Youtube videos as a teaching tool

☐ Other: _____

If yes, could you please briefly explain how using YouTube videos as a teaching tool has improved your students' vocabulary acquisition?

_____

12. What, in your opinion, are the advantages and disadvantages of using YouTube videos to teach EFL vocabulary, compared to traditional teaching methods such as handouts and textbooks?

_____

13. Based on your experience, do EFL students generally enjoy learning vocabulary through YouTube videos more than traditional teaching methods?

☐ Yes, students enjoy it

☐ No, students do not enjoy it

☐ Not sure

☐ Other: _____

14. Could you please explain why you believe EFL students either enjoy or do not enjoy learning vocabulary through YouTube videos compared to traditional teaching methods?

_____