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OPTION: LINGUISTICS

**Investigating EFL Learners' Attitudes Toward Using YouTube Videos  
Outside The Classroom To Enhance Their Vocabulary: The Case Of  
Second Year Students At The Department Of English- University Of 8 Mai  
1945-Guelma**

**A Dissertation Submitted to the Department of Letters and English Language in Partial  
Fulfilment of the Requirements of the Degree of Master in Language and Culture.**

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## Dedication

*In the name of **Allah**, the most Gracious, the most Merciful,*

*All praise and thanks due to **Allah**,*

*who guided me and granted me the strength through this journey.*

*With all love that covers my heart, I dedicate this humble work*

*To my everything in life, my source of happiness, my dear parents,*

*My Mom **Keltoum** and my Dad **Messaoud** for their endless support, prayers, sacrifices and care,*

*may Allah bless them and protect them.*

*A special thanks to My brother **Abdennour**, who has always been by my side and never let me*

*down.*

*A big thanks to my sisters, **Asma** and **Malak**, for their continuous support.*

*To Wail, Mouhammed, Rami, Fadi, Khayrou, Chokri, and all my friends, colleagues, and*

*everyone I know, thank you so much.*

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## **Abstract**

Acquiring vocabulary is an important skill in the language learning process, especially for EFL learners seeking to improve their proficiency in using English effectively for communication. However, many EFL students may encounter challenges in using the target language appropriately due to limited vocabulary. The current research explores the significance of using YouTube videos outside the classroom to enhance EFL learners' vocabulary. The core hypothesis of this research assumes that EFL learners' vocabulary would develop if they engage with YouTube videos. To test this hypothesis and achieve the objective of this study, a descriptive quantitative method is used. A questionnaire is designed and distributed to sixty second-year students (L2) at the Department of English, University of 08 Mai 1945 - Guelma. According to the findings of the study, it can be inferred that most EFL Learners have positive attitudes towards YouTube videos to enhance their vocabulary. The results also revealed the effectiveness of YouTube videos in improving EFL learners' vocabulary. Thus, the findings are consistent with the research hypothesis. So it is better recommended for EFL learners to engage with YouTube videos for their vocabulary development.

**Keywords:** vocabulary, YouTube videos, EFL students' attitudes, Language learning, Development.

## LIST OF ABBREVIATIONS

**EFL:** English as a foreign Language

**E-Learning:** Electronic Learning

**Q:** Question

**TL:** Target Language

**YT:** YouTube

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## **General Introduction**

In today's digital era, the rise of technology has significantly reshaped various aspects of life, especially education, by creating new teaching-learning methods and tools that enhance communication between educators and learners. This integration of digital tools has made the process of teaching and learning more interactive, flexible, and accessible, making the learning experience more engaging. According to Dudeney and Hockly (2007), technology in language teaching is not something new, and its use in the classroom is gaining significance and is expected to become a standard component of English language teaching practices in the coming years. This integration of technology in educational settings corresponds with broader technological advancements that are changing the way learners access information.

The improvement of EFL teaching and learning relies on effective methods and strategies that help students understand how to learn effectively. With the rise of technology, learners need to find new and engaging learning tools to keep their lessons contemporary and effective. One of these tools is YouTube videos. EFL students can rely on this platform as a learning tool, as it meets the needs of EFL learners by helping them improve their language skills. It also allows them to interact with and listen to native English speakers, which helps them expand their vocabulary. Chappelle (2003) reported that technological tools play a crucial role in improving students' language ability simultaneously inside and outside the classroom.

### **1. Statement of the Problem**

During learning English as a foreign language, vocabulary plays a crucial role because it represents one of the knowledge areas of the language (Cameron, 2001). According to Nation (2001), vocabulary has a complementary relationship with language use; likewise, language use

enables an increase in vocabulary knowledge. Wilkins (1972) stated that, without grammar, we can communicate with others, but without vocabulary, we cannot. All of this emphasizes the importance of vocabulary in any language.

YouTube, as a widely accessible multimedia platform, offers unique opportunities for enhancing vocabulary learning through authentic content, audiovisual stimuli, and interactive features, especially for EFL learners who have vocabulary deficiencies. This study aims to address this gap by exploring the attitudes of second-year licence students at the University of 08 Mai 1945, Guelma, towards YouTube videos as a tool to enhance EFL learners' vocabulary outside the classroom, examining its perceived benefits on their vocabulary level.

## **2. Aims of the Study**

The primary aim of this study is to understand the attitudes of second-year Licence Students toward using YouTube videos as a vocabulary learning tool outside the classroom. Specifically, it seeks to identify the difficulties that the students may encounter while learning new vocabulary and how these attitudes influence their acceptance and use of this tool in their academic activities. The study also aims to figure out the effectiveness of YouTube videos in enhancing EFL learners' vocabulary.

## **3. Research Questions**

- What are the attitudes of students towards YouTube videos as a learning tool?
- Do YouTube videos contribute to students' vocabulary development?
- How do these attitudes and experiences influence the acceptance and use of YouTube videos in their studies?

## **4. Research Hypothesis**

The hypotheses for this study are:

H1: EFL learners' vocabulary would develop if they watched YouTube videos

H0: EFL learners' vocabulary would not develop if they watched YouTube videos

## **5. Research Methodology and Design**

### **5.1. Research Method**

In this research, which investigates the impact of YouTube videos on enhancing EFL learners' vocabulary, we opt for a quantitative descriptive method. The nature of the present study indicates that it is descriptive research, since it describes students' attitudes toward YouTube videos and their effect on EFL students' vocabulary. Moreover, enriching EFL learners' vocabulary through YouTube videos has been analyzed from a quantitative perspective to collect statistical data about the issue. This investigation aims to test the hypothesis by administering a students' questionnaire to second-year Licence students at the University of 8 Mai 1945-Guelma. This would allow for the confirmation or rejection of the research hypotheses.

### **5.2. Population and Sampling of the Study**

The study population consists of second-year Licence students from the Department of English at the University of 08 Mai 1945, Guelma. A sample size of 60 students was selected using a random sampling method to ensure representativeness. This sample size was chosen to balance the need for a manageable number of respondents with the desire to obtain statistically significant results.

### **5.3. Data Gathering Tool**

The data gathering tool is a structured questionnaire that includes both closed and open-ended questions. Closed questions use a Likert scale to measure attitudes, while open-ended questions explore students' experiences and perceptions in more detail.

## **6. Structure of the Dissertation**

This research is divided into two parts: the first part is purely theoretical, which is composed of two chapters, whereas the second part includes only one practical chapter.

The first chapter is entitled "YouTube Videos", which is devoted to giving an overview of YouTube. In this chapter, we aim to present the effectiveness of YouTube videos in developing EFL learners' vocabulary. We will also deal with the types of YouTube videos, such as fiction videos and non-fiction videos. It elaborates on the effects of using YouTube videos in EFL vocabulary development and their impact on vocabulary skills. The chapter also highlights strategies for using YouTube videos.

The second chapter is about the next variable, which is "vocabulary". In this chapter, we introduce the term vocabulary and its types, such as receptive vocabulary and productive vocabulary. Then, we mention the difficulties that EFL learners may encounter while learning new vocabulary, as well as list the main approaches and techniques used to learn vocabulary.

The third chapter is devoted to the analysis of the students' questionnaire, along with the pedagogical recommendations, limitations of the study. It describes, analyzes, and interprets the data obtained from the questionnaire. The general conclusion is a summary of the whole study; it recaps the key findings for practice and future research. It also addresses the limitations of the

study and suggests areas for further investigation, providing a comprehensive closure to the dissertation.

## **CHAPTER ONE: YouTube videos**

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## **Introduction**

Vocabulary is essential for mastering any language. Serving as the foundation component upon which the other language skills are built and developed. Therefore, this section of the chapter explores the use of English YouTube videos as a tool for developing EFL students' vocabulary. First, it addresses the benefits of technology education in language learning, and provides an overview of the media of videos and its importance in EFL learning. Moreover, this section also highlights definitions of YouTube by different scholars, the types of YT videos, the effects of this tool on vocabulary learning and some of the major strategies that could be used for effective vocabulary learning.

### **1.1. Background of Technologies**

The integration of technology in English language teaching and learning in particular, or in education in general, has become necessary in the last few decades rather than just a complimentary practice. Davies (2013) stated that technology integration is now considered as a strong indicator of students' reception of high-quality education in their learning environment. He believes that providing students, especially today's generation with technological skills can make them social. Therefore, this means that teaching learners or learning with technology-based materials is not an optional choice for both teachers and learners nowadays; because neglecting these tools could make students unaware of their use and their benefits. Thus, they could be ill-equipped in their professional work environments since they would also be operated with the use of technological devices and tools.

Consequently, it is essential to use technology in education and highly necessary. Considering the benefits that this approach has brought to the field of EFL learning and teaching, one cannot argue that this integration has been helpful for both teachers and students for better

learning outcomes. According to Isakovna (2024), technological tools such as mobile applications, online websites, and softwares, shown to improve the overall effectiveness of language teaching by accommodating a variety of learning styles and speeds, which make students more engaged and create a better learning atmosphere. This shows the major benefit of technology integration in language teaching, which is providing teachers with a limitless set of tools to use with diverse students who have different learning styles. These tools provide more inclusion to teachers who could engage their students in the learning process through implementing interactive materials to deliver their lectures and tasks. Overall, it could be stated that technology integration has facilitated the teaching and learning process.

As for learners, research shows that there are many benefits of integrating technology in the EFL learning process. According to Rintaningrum (2023), technological tools offer language learners the opportunity to practice their language skills, increasing their motivation to learn through autonomous learning online, enhancing their engagement in the learning process since they are using interesting materials that attract their attention, and most importantly, being updated of the world's latest trends and technologies. This shows that technology contributes to solving one of the most the most common challenges of traditional EFL learning, which is the lack of practice in class. Students often do not have time to practice their language skills due to large classrooms and teachers' explaining time. Therefore, online tools emerged as a solution for this predicament through which students can practice their language skills, such as reading, listening, speaking, and writing whenever they want and wherever they are, either inside or outside the classroom. Additionally, these tools increase motivation, interaction, and engagement and also they are effective in promoting students' comprehension and achievements in the EFL learning process.

Therefore, it has been recognized that technology has effectively expanded the size and quality of teachers' teaching and learning toolbox (Kouse & Majid, 2021). The choice of the materials that could help teachers in delivering their content to students and make it more comprehensible is enriched with the integration of technology into educational systems. The latter allows the opportunity to include more materials that could serve the educational purposes of both students and teachers.

Integrating technology in teaching makes the learning process more joyful for students, they can learn at their own pace so they can easily access the desired content (Kouse & Majid, 2021). The flexibility of these tools that are based on technology is the strongest advantage that they offer to their users; students are no longer confined to the classroom environment to learn from the teaching material that is used by their teacher, and they can easily continue their learning process outside the classroom in their own way.

According to Kouse and Majid (2021), there are several technological tools that educators often use in their teaching methods in order to achieve successful academic outcomes, starting with Microsoft teams that enable individuals to work in groups by collaborating, through offering a variety of possibilities such as the ability to communicate while learning, as well as the ability to utilize stickers, gifs, and emojis. Additionally, there is a calling option in Microsoft Teams where calls are made in groups regardless of where they are from (different locations), they can all work together in one area.

The second one is «Zoom classrooms», this tool can help teachers more during their teaching process, with the help of web-based video conferencing and digital classroom systems, more than 100 people can participate in face-to-face, two-way video, and audio communication. This tool

boosts students' participation and learning retention through the use of hybrid and virtual classrooms, as well as micro-learning. The revolutionary features of Zoom make it easier for teachers to teach online. It can be taught by using a chat function to engage students, using videos, sharing, and recording lessons. This application has witnessed a significant increase in the number of its users during the Covid 19 pandemic, when educational institutions were closed due to confinement procedures and face to face learning was switched to e-learning. This medium has allowed teachers to construct virtual online classrooms where they can gather their students online and deliver their lesson efficiently.

The third listed material by Kouse and Majid (2021) is «Google Forms» which is used for both educational and professional purposes. This free online platform can easily be used by teachers and learners to generate forms, quizzes, result declaration grades, item analyses, surveys, and collaborative editing, it is mostly used by educators. These forms can be used for receiving and giving feedback from parents and students. Moreover, students can utilize Google Forms to access their education and set up learning objectives for gathering information for research projects.

The last listed technological tool by Kouse and Majid (2021) is YouTube videos which is the main topic of the present study. Since its launch as a platform for the distribution of videos in 2005, YT has grown to become the most well-known and frequently viewed website worldwide. It is a crucial teaching and learning tool that is mostly employed by educators and learners for instructional purposes. It can also be used for many other daily life things. Teachers can create a classroom channel and post all of their lectures as videos, audio files, and content. The following section will provide more detailed information concerning this educational tool and its use in improving EFL learners' level.

## **1.2. Definition of YouTube**

According to Vytiaz (2018), YouTube is one of the most popular platforms nowadays. It is a free video sharing platform that allows users to watch or upload videos online. This platform allows users from anywhere in the world to create channels easily and upload their own videos so that they can be watched by other users as well, and all for free. Viewers could like or dislike the videos they watch, comment to give feedback, and share these videos for more influence and public interest. Burgess and Green (2018) added that YT serves as a popular online platform that combines elements of a vast information repository and a social networking service. Millions of users engage with YT daily for different purposes including entertainment, learning, and connecting with others. They share and enjoy diverse video content, including vlogs, music videos, and educational videos. Besides its basic role in entertainment, YT is used in language learning since it proved that it supports independent learning; by helping users improve their English skills through exposure to engaging content, proper pronunciation, and various accents (Burgess & Green, 2018). Therefore, this platform serves as both a source of entertainment and education as well, not only in the field of languages but in many different fields since it can be observed that different educational videos are posted regularly on this platform, that's why many EFL learners rely on YouTube to master their language skills.

YouTube was founded by three former PayPal employees on February 14, 2005, to make it possible for people to share their videos online where users can easily upload, share, and view videos on a wide range of topics (Burke & Snyder, 2008). Over the years, it has become the go-to resource for online video content, entertainment, education, politics, medicine, and history. (Alfranji, 2015) stated that the main important purposes or uses of YT are for education and training. The platform is a suitable means for educators to share their content that contains lessons

and lectures through creating channels for their students so that EFL learners can watch these lessons in form of videos and explore new information that could be better demonstrated through visual means.

Thus, YT is a significant tool for people to speak their minds and spread their ideas to others, as well as a tool used by EFL teachers and learners to master their language level for learning outcomes.

### **1.3. Types of YouTube Videos**

Videos are made in different aspects of life, such as music, art, education, health, economics, and many other fields. Because of this diversity of aspects, YT videos needed to be classified into several types to distinguish between them and to enable users to choose those that suit their goals and learning style. According to Zemmouri and Chemchem (2018), YT videos could be classified as follows:

#### **1.3.1. Fiction Videos**

Fiction videos could be described as a type of YT videos that distinguishes itself from non-fiction videos. The word “fiction” is actually used in literature to refer to imaginary events (Muui, n.d.). This shows that this type of videos does not represent people’s real lives, rather, it is the visualization of the imagination of the creator and his filming skills. This type includes mainly movies and songs.

##### **1.3.1.1. Movies**

Among the effective forms of media, movies play a vital role in enhancing the learning experience. EFL learners can benefit from them in many ways. According to Swaffar and Vlaten (1997), movies contribute to enhancing students' comprehension by allowing them to hear real-life

conversations conducted by native speakers. These movies are found on YT as a form of uploaded videos that provide authentic input for EFL learners which demonstrates the accurate use of the target language by its native speakers in real life situations.

In their investigation about the impact of watching English movies on speaking performance, Uzzaman and Roy (2015) discovered that the act corrects students' pronunciation of English words, empowers their vocabulary, and develops their listening skills. Thus, watching native speakers using the TL is effective in improving EFL learners' listening comprehension and developing their speaking performance by helping them correcting their way of pronunciation and expanding their vocabulary repertoire.

#### **1.3.1.2. Songs**

One of the entertaining strategies that can be used inside and outside of the classroom is songs. Due to the ease of access from various media platforms like YT, it also has a big impact on how well learners learn in a fun easygoing atmosphere. According to Millington (2011), songs are a vital pedagogical tool, they help learners empower their pronunciation and listening skills, songs help EFL learners acquire new terms, and increase their overall enjoyment of learning English as a Foreign Language. Thus, using songs to learn English could result in several advantages including enriching language learners' vocabulary, improving their pronunciation and speaking skills, and increasing their motivation to learn.

These songs could be easily and abundantly found on YT platform with a diverse selection of types, singers, languages, duration, and others. In order for students to combine the sounds of the expressions exactly as they hear them, songs can establish a repeating mechanism through verbal and non-verbal spoken language, students could also record their singing voices in order to improve pronunciation in a very natural way, songs also act as a comprehensive language tool since

it combining the four language skills within lyrics and sounds (Arévalo, 2010). Thus, songs are regarded as a cultural transfer means that represent the norms, traditions, and customs of the TL. They could be used in education to improve EFL learners' skills by showing them the correct and accurate pronunciation of words, in addition to how these words are spelled by using lyrics. Moreover, learners could imitate the language used in songs and record their performance in order to improve their own speaking skills, especially the way of pronouncing words.

### **1.3.2. Non-Fiction Videos**

On the other hand, non-fiction movies are based on real life scenarios and events. This description is based on the previous definition of fiction movies, which demonstrates that this type uses real life situations and stories to be shown on YT. It mainly includes documentaries.

#### **1.3.2.1. Documentaries**

According to (Oxford English Dictionary, n.d.), documentaries are non-fictional films that present real information about factual events and characters. This means that documentaries films are videos crafted from the visualization of real events. The use of formal language in these documentaries is what makes them the most highly suitable learning materials to be used by EFL learners. It is a clean, clear, and constructed language that is generally taught in schools and universities. They are effective in raising students' cultural awareness because they show the true daily life of native speakers, and how they live, interact, communicate, and behave in real life situations. They also show their traditions and norms, which reflect their culture and demonstrate the accurate use of the target language (TL) by its native speakers in a real-life authentic context. Moreover, Křivanová (2021) conducted an experimental study to examine the effect of using documentary films on EFL learners' level, and he concluded that the implementation of these films is beneficial for them.

Based on an investigation conducted by Lestiyawati (2011) to examine the effect of using documentary films as an instructional tool to improve students' ability to write reports, the findings have indicated that using documentaries inside or outside classes, helps students solve their problems in writing report, they enable them to actively engage to the instructional process, give them more information and improve their ability in building ideas to write.

#### **1.4. The Effects of Using YouTube Videos in EFL Vocabulary Learning**

Learning English via YT has advantages as well as disadvantages. Romadhon and Qurohman (2017) stated that YT is an excellent platform for EFL learners who tend to enrich their vocabulary size and master grammar knowledge. Therefore, one of the most forefront acknowledged benefits of this platform is building students' foundational skills through enhancing their knowledge of the English language rules, and structure, and empowering their vocabulary that could promote their other language skills. Moreover, Romadhon and Qurohman (2017) stated that the special feature of YT is that the learners can replay the video he is watching at any time and any place, without any embarrassment. Thus, this frequent exposure to the target language enhances students' development of their language skills efficiently since they can listen to videos and replay them multiple times, which increases their auditory focus and helps them learn and correct pronunciation. Consequently, this leads to rapid and accurate comprehension and improvement for the learner.

##### **1.4.1. Impact on Listening and Pronunciation**

Additionally, using YT videos affects learners' listening and pronunciation skills. Qomaria and Zaim (2021) illustrated that YT videos provide authentic input that shows students how to use the language appropriately in different situations. They could observe how native speakers use the language to communicate with each other in daily life encounters. Thus, imitating their speech and

correct their speaking (spelling or pronunciation) mistakes according to what they see and hear in these videos. According to Qomaria & Zaim (2021), YT videos help expand learners' vocabulary level and enrich their communication styles by enhancing both their listening comprehension and speaking skills at the same time. Thus, the frequency of watching YT videos exposes students to an abundant number of different words and expressions that are used in the target language and acquired by learners through repetitive encounters.

According to Sitharam (2012), learning English language via YT videos is one of the most successful methods, which means that learning English through this platform is more effective than learning from books, dictionaries, or other tools. The visual aspect of YT allows students to watch individuals speaking and pronouncing words correctly, which encourages proper pronunciation learning. In the same vein, Riswandi (2016) stated that YT relies on imitation: the learner repeats what has been said without inhibition or embarrassment, unlike in a classroom setting. This beneficial repetition solidifies pronunciation in students' minds. Furthermore, this platform offers pronunciation tutorials through rhythm, stress, intonation, and other techniques that invite learners to practice their own pronunciation based on the model provided. As a result, this multifaceted media tool allows students to learn new vocabulary and their meanings simultaneously.

Almurashi (2016) also confirmed that learning English through YT is more effective than learning it in a traditional classroom setting using traditional tools. This effectiveness stems from several advantages that allow EFL students to learn proper pronunciation effectively. Therefore, the combination of well-produced audio and subtle background music captures students' attention, encouraging them to revisit the content many times, which increases their motivation in the EFL learning process.

### **1.4.2. Impact on Reading and Writing**

In another classification of the benefits of YT videos, Jalaluddin (2016) demonstrated that these videos are very useful because they can be used outside and inside of the classroom, therefore, this flexibility of use is a significant feature that adds to the attractiveness of the tool and its feasibility to be used by EFL learners, so that they could continue their learning process outside the classroom. As a result, YT offers students the opportunity to increase their exposure to the target language and practice their language skills, such as reading and writing.

Additionally, Felanie (2021), it was revealed that YT videos are effective in improving EFL students' academic writing since these videos provide (sound, pictures, and text), and also enable them to acquire new words that they use in their writing as well. Similarly, Lestari and Yosintha (2022), showed through their experimental research that watching YT videos can help EFL students improve their reading skills as well. They revealed that watching YT videos with subtitles, where transcription of the sounds of the movie are written at the bottom of the screen, makes students gain new words with their spelling, meaning, and pronunciation, so when learners face these words in written messages they recognize, and understand them. Thus, YouTube videos contribute to empowering EFL learners' reading and writing proficiency.

### **1.5. Strategies for Using YouTube Videos in EFL Vocabulary Learning**

Even though YT has shown to be an effective EFL learning platform, it could yield negative results for teachers and learners if they don't use it following a correct and appropriate strategy. Therefore, Wallace (2025) stated the two major strategies for the successful use of videos, which are captions and subtitles.

### 1.5.1. Captions

According to Wallace (2025), captions were created for deaf and hard of hearing audiences who cannot hear speech or sound in movies to offer a written transcription of the music, sound effects, and conversation in a video. However, these videos are used nowadays by EFL learners to help them concentrate on the spoken language in the video and observe the written form (spelling) of words, in addition to their pronunciation for more effective vocabulary acquisition. This technique may seem similar to subtitles, but captions are only used to transcribe the original language of the video, not translating it into another language (Wallace, 2025). Teng (2022) suggested the use of this type of YT videos to increase young students' incidental vocabulary acquisition by stimulating their working memory functions and promoting its performance. Moreover, Teng (2022) also advised learners to use glossed full captions, which entail highlighting the vocabulary items in bold to attract students' attention, in order to increase their incidental vocabulary acquisition in the EFL classroom (see Figure 1.1).



**Figure 1. 1:** A snapshot of glossed full captions (Teng, 2022. p. 12)

This figure 1.1 shows a screenshot of one of the captioned YT videos that Teng (2022) used in his treatment. It illustrates how the caption transcribes the characters' speech, highlights the exact vocabulary item that learners aim to learn, and how a definition of the meaning of this vocabulary is offered to students using their native language to facilitate their comprehension.

### **1.5.2. Subtitles**

According to Wallace (2025), subtitles are translated visual texts that assist viewers who are not able to comprehend the language of the video they are watching. Subtitling is a language type where the spoken language is replaced by text on the screen (Ivarsson, 1992). These subtitles are mainly made for those who can hear but can't comprehend what has been said, and they are generally placed at the bottom of the screen. EFL learners can use this feature to comprehend the meaning of the TL, which helps them acquire new words. On YouTube, we can control where subtitles appear for a better viewing experience. Thus, language learners should make sure to use subtitles in visual tools for a better learning experience.

## **Conclusion**

It could be stated as a closure to this first section of the chapter that watching YT videos plays a major role in improving EFL students' vocabulary. This innovative language learning tool provides students with authentic language exposure to the target language in a fun and entertaining way that contributes to the development of their language skills and the enhancement of their academic performance. Moreover, this exposure also helps them imitate native speakers' speeches and learn the accurate pronunciation of the acquired new words and expressions as well as their meanings. In addition, watching YT videos provides learners with contextual vocabulary

instruction, through which students can understand the meaning of the new words from the context of the movie, which increases both their vocabulary comprehension and retention at the same time.

## **CHAPTER TWO : Vocabulary Development**

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## **Introduction**

To master a language, learners must pay attention to several important key aspects such as vocabulary, grammar, pronunciation. One of the most challenging tasks of teaching and learning is acquiring vocabulary. According to Nation (2001) and Schmitt (2000), vocabulary is recognized as the foundation of language learning. Rubin and Thompson (1994) point out that we cannot practice a foreign language without knowing a lot of words. This idea emphasizes the importance of vocabulary, especially for EFL learners.

According to Hunt and Beglar (2005), words are the heart of any language. That is to say, vocabulary plays a crucial role in understanding any language. Thus, EFL learners who aim for fluency should pay more attention to vocabulary in order to practice the language appropriately. Therefore, this chapter will explore the different definitions of vocabulary by different scholars, in addition to its different types, and some difficulties that EFL learners may face while learning vocabulary. This chapter will also address the different approaches that learners follow to acquire vocabulary, as well as the techniques used by learners, and the importance of vocabulary.

### **2.1 Definition of Vocabulary**

The term "vocabulary" has been defined and interpreted in different ways by different scholars. Broadly, vocabulary is regarded as a set of words with their meanings. It is also called a word-stock, and it is the number of words a person knows and uses in a particular language.

According to Zaenuri (2001), vocabulary is a language element that encompasses all the details, from the meaning of the words to the way of applying it in that language. This definition highlights that vocabulary is not only about comprehend words, but also understanding how words function. It is also defined by Thompson (1992) as the words that people use when they practice a specific language.

Ur (1996) emphasizes that vocabulary is one of the most important aspects of a foreign language, as communication with others would be impossible without a sufficient number of words. Additionally, vocabulary can be defined as the core component of language proficiency, which helps learners improve their speaking, listening, reading, and writing (Richards and Renandya, 2002). By the way of addition, Merriam-Webster's Collegiate Dictionary (2003) claimed that the term "vocabulary" may have different meanings, it refers to the number of words a person knows. As well as the different collections of words and symbols that are used in different contexts. It may also refer to someone's knowledge of words in a specific branch, such as the vocabulary of physics. It may also symbolize tangible things like dictionaries, or symbols like flags. This means that vocabulary does not only include words, but also other representations.

The vocabulary of a specific language refers to all the words in that language, while someone's vocabulary is all the words that that person knows (Collins Cobuild English Language Dictionary, 1989). This distinguishes between the total word stock of a specific language and the personal lexicon each speaker possesses.

## **2.2. Vocabulary Types:**

Vocabulary plays an important role in the process of language acquisition. Generally, two types of vocabulary were established by certain experts. There are two main types of vocabulary, which are receptive (or passive) and productive (or active) vocabulary (Hatch & Brown, 1995; Webb, 2005).

### **2.2.1 Receptive Vocabulary**

Generally, receptive vocabulary refers to the words that learners do not really use in speaking and writing, but they recognize when they encounter them in context while reading and

listening (Webb, 2005). They are also the terms that the learners may recognize and comprehend, but may not produce, are receptive vocabulary items (Avan, 2015). In addition to this, receptive vocabulary refers to the terms that students are not or less familiar with. These words are rarely used by learners while speaking or writing communication (Kamil & Hiebert, 2005, p. 3), so they may understand the meaning of these unfamiliar words when encountering them being used by others.

To clarify, receptive vocabulary is the terms that learners can comprehend when they encounter them in communication even if they are not familiar with them. In summary, we can say that receptive vocabulary is the ability to understand words that the learner cannot produce. It is also called passive vocabulary because it deals with our receptive skills, which are “listening” and “reading”.

### **2.2.2 Productive Vocabulary**

Productive vocabulary refers to the set of words that students actively use to convey their ideas (Webb, 2005), which highlights the familiarity of the learner with productive vocabulary. It was also defined as the terms and the lexis that the learner is aware of, comprehends, and uses, in both speaking and writing (Hatch et al., 1995). This means that productive vocabulary simply are terms that the learner already knows. Many other scholars also name it "Active Vocabulary" since it has a relation with other productive skills such as "speaking" and "writing."

Pikulski and Templeton (2004) developed a diagram to highlight the connection between the two types and the four language skills and to make the relation between each other obvious and clear, as shown in Figure 2.1



**Figure 2. 1:** Vocabulary and the Four Language Skills.

**Adapted from Pikulski and Templeton (2004, p. 2.)**

As shown in Figure 1.1 listening and reading fall under receptive vocabulary while speaking and writing belong to expressive (productive) vocabulary. At the same time, oral language supports listening and speaking and written language supports reading and writing skills. This means that vocabulary is not an independent skill, it has a relationship with all language skills.

According to Nation (2001), when it comes to learning new words, there are elements involved in knowing these words. The following table illustrates these elements:

**Table 2. 1**

What is involved in knowing a word? (Adapted from Nation, 2001)

| <b>Aspect</b>  | <b>Receptive words (R)</b>                                                                                                                                                                       | <b>Productive words (P)</b>                                                                                                                                                                                   |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Form</b>    | <ul style="list-style-type: none"> <li>-What does it sound like? (spoken)</li> <li>-How is it written? (written)</li> <li>-What parts can be identified? (morphology)</li> </ul>                 | <ul style="list-style-type: none"> <li>-How do you pronounce it?</li> <li>-How do you spell it?</li> <li>-What word parts are needed to form it?</li> </ul>                                                   |
| <b>Meaning</b> | <ul style="list-style-type: none"> <li>-What idea does it convey?</li> <li>-What concept is involved?</li> <li>-What other words relate to it?</li> </ul>                                        | <ul style="list-style-type: none"> <li>-What message do you want to express with it?</li> <li>- What can this item refer to?</li> <li>-What other words might it replace ?</li> </ul>                         |
| <b>Usage</b>   | <ul style="list-style-type: none"> <li>-In what situations does it typically appear?</li> <li>-What other words often appear with it?</li> <li>-How commonly and where do you see it?</li> </ul> | <ul style="list-style-type: none"> <li>-When should you use it in speaking/writing?</li> <li>-What combinations with other words are natural?</li> <li>-Where and when would you use it yourself ?</li> </ul> |

The table 2.1 emphasizes that knowing a word involves 3 elements which are: form, meaning, and usage in both receptive and productive vocabulary. It shows how each aspect differs; for example, receptive vocabulary includes understanding a words' sound or written form, while productive vocabulary involves the way of pronouncing, and spelling it correctly. This highlights how language learners shift from understanding words to actively producing it.

### **2.3 Vocabulary Learning Challenges**

While acquiring vocabulary, many variables may lead students to have difficulties. One of these variables is vocabulary learning, so to gain and learn vocabulary successfully, EFL learners

need to recognize the difficulties that they encounter while learning vocabulary, which is a crucial step toward improving their vocabulary skills. According to Thornbury (2002), there are six common difficulties learners may face in vocabulary learning as follows:

### **2.3.1 Pronunciation**

According to Oxford University Press (n.d.), pronunciation is defined as how words and letters are spoken; the way of pronouncing them. It also refers to the way of producing a sound that we use to convey a message or meaning while speaking (Hassan, 2014). Learners may face obstacles while learning new words: they may not pronounce a word correctly, which leads them to not memorize and collect it because they are unfamiliar with it. Which means that the most difficult terms to learn for EFL learners are the same ones that are hard to pronounce. Thus, pronunciation is a common difficulty among EFL learners, which is something they should focus on.

### **2.3.2 Spelling**

Spelling is the writing of one or more words with letters and diacritics; it is also the process of naming letters of a word (STANDS4 LLC, 2020). According to Thornbury (2002), when it comes to learning vocabulary, students may not acquire some words because they cannot spell them. It means that mismatches between sounds and spelling can lead to problems in pronunciation and spelling, which makes the word more difficult to learn. That's why spelling is a common difficulty that may affect EFL learners' vocabulary development.

### **2.3.3.Length and complexity**

Another problem that learners face when acquiring vocabulary is the length and complexity of terms (Thornbury, 2002). Learning long words is supposed to be more difficult than learning short ones. However, most used terms in English are generally short, so learners are more likely to encounter them, which promotes their learnability. An example of this is that learners may find it easier to learn the word "art" than to learn the word "artificial." This means that EFL learners unconsciously memorize and understand the shorter words.

### **2.3.4. Grammar**

Another source of difficulty is the grammar related to the word that the learner wants to learn, especially when it does not match the rules of their first language (L1) (mother tongue). Remembering whether a verb is followed by an infinitive or an “-ing” form may lead EFL learners to struggle with accuracy and fluency in using the appropriate vocabulary.

### **2.3.5. Meaning**

The first thing an EFL learner does when learning new vocabulary is to understand the meaning of the term or word they are trying to learn. According to Thornbury (2002), the inability to understand word meanings is a common difficulty that many EFL students face while mastering their vocabulary. For example, when it comes to the words “make” and “do,” they may seem like they have the same meaning: we say "make a plan" and "make progress"; in contrast, we say "do the housework" and "do a questionnaire." Here, because of the overlap of meanings, EFL learners get confused about which verb to use in different situations. That's why understanding the meaning of the word is crucial when learning vocabulary.

### **2.3.6. Range, Connotation and Idiomaticity**

The terms that can be used in many different situations seem to be easier than the terms that have only one meaning (Thornbury, 2002). It means that some words can be used in many different situations and in many ways; usually, these words are easier for learners to acquire and use. On the other hand, if a word means almost the same thing and is used only in a specific situation, it is difficult to remember and learn. For example, the verb “put” has a much broader range of use compared to other specific synonyms like “impose,” “place,” or “position.” So EFL learners may find difficulty in using the newly acquired words in the appropriate context.

All the aforementioned factors make it more difficult for EFL learners to learn, understand, acquire, memorize, and later use words.

## **2.4 Vocabulary Learning Approaches**

Before we deal with the vocabulary approaches, we need to understand what the term "Vocabulary Learning Approaches" really means.

Vocabulary learning approaches simply mean the different strategies and techniques used by language learners to understand the meaning of new words, to learn new terms, and to expand their vocabulary knowledge. Those techniques are used to learn new words and terms (Intaraprasert, 2004).

Vocabulary is one of the crucial elements of any language; it is a constant component in any language, whether it is your first tongue or a foreign one (Oxford, 1990). So mastering vocabulary is a difficult task, especially since developing a foreign language depends more on vocabulary knowledge. Therefore, it is essential to look for effective approaches to vocabulary learning.

According to Nation (1990) and Rubin and Thompson (1994), there are two main approaches that EFL students can learn vocabulary with, which are: direct and indirect learning.

### **2.4.1 Direct Vocabulary Learning**

According to Oxford (1990), direct learning indicates that learners can acquire vocabulary using tools like dictionaries and vocabulary lists, which encourage learners to interact explicitly with the meaning of the language and its form. Hunt and Beglar (2005) stated that the term "explicit approach" refers to the learner's direct attention, which is the learner's consciousness of the particular terms and specific words. This implies that direct learning is the explicit process of acquiring new terms. Another definition of direct learning, according to Rashidi and Ganbari (2010), is that direct vocabulary learning means being consciously aware of what is being learned. Laufer and Hulstijn (2001) claimed that direct vocabulary learning is the learner's conscious efforts that he or she makes when learning vocabulary, this means that direct vocabulary learning is the process of acquiring new terms while being aware and conscious of the vocabulary they are acquiring, this approach may be used by learners in different ways. Richek et al. (1996) claim that, in this approach, learners are taught systematically specific words and language structure. Thus, direct vocabulary learning means the learner's conscious practices that he or she do to learn new words.

### **2.4.2 indirect vocabulary learning**

In contrast, indirect vocabulary learning refers to the process of getting new terms' meanings indirectly, as learners encounter language in different situations, for example through communication or reading (Read, 2000); expressed another way, indirect vocabulary learning means obtaining new words without the aim of learning them. This is supported by Nation (2001)

when he stated that learning vocabulary indirectly means guessing from context. According to Rieder (2003), in indirect learning, learners acquire new vocabulary while engaging with something else. Simply, we can say that indirect vocabulary learning is the process of gaining new words without putting any effort to learn them. That is to say in this type of learning, learners frequently engage with the two receptive skills: reading and listening. Coady and Huckin (1997) emphasized the importance of indirect vocabulary learning when they claimed that after learning the language directly, learners should be aware of how to learn new terms indirectly. Thus, in addition to the acquired words, this approach must support and facilitate the acquisition of new terms.

To summarize, we can say that “Direct Vocabulary Learning” is learning new words while being conscious and aware of what has been learned, unlike “Indirect Vocabulary Learning,” which means learning vocabulary unconsciously and without being aware of what has been learned. Both approaches are important for EFL learners to master their vocabulary level.

## **2.5 Techniques used to learn New Vocabulary**

To enhance their vocabulary, EFL learners need to engage with the different vocabulary learning techniques, and being aware of these techniques may help learners by simplifying and organizing the learning process. Vocabulary learning techniques are divided into two major types: "visual" and "verbal" techniques (Gairns and Redman, 1986).

### **2.5.1 Visual techniques**

Visual techniques are one of the most helpful techniques for learning new words and increasing word memory (Gairns and Redman, 1986). They claim that visual techniques include:

**a- Visuals:** like flashcards, photographs. This technique is useful when learning concrete items, places, actions, and activities.

**b- Mime and gesture:** it means building a situation using physical actions or body language to illustrate the word that the learner is acquiring in order to memorize it in a simple way.

### 2.5.2 Verbal techniques

Thornbury (2002) claimed that verbal techniques are means used to convey the meaning of the word using example situations, synonyms, antonyms, or superordinate terms, which means using already acquired words to memorize and learn new words. Gairns and Redman (1986) believe that verbal techniques like "synonymy" can help learners acquire vocabulary better. For example, to acquire the word "miserable," the learner keep in his mind that it means "very sad." other EFL learners with a higher level also may use "the definition of the word" as a technique to learn words; they define the word to understand its whole meaning. Another verbal technique, according to Gairns and Redman (1986), is "Contrasts and Opposites"; sometimes language learners, especially EFL learners, find themselves asking questions like "What is the opposite of ...?" For instance, an unfamiliar term like "sour" may be learned by contrasting it with the word "sweet," which could already be known by the learner.

To conclude, EFL learners can acquire vocabulary using the technique which suits their type to master their vocabulary. These techniques may help them learn vocabulary better, and according to their learning style.

## **2.6 The importance of Vocabulary**

Language learners should be aware of vocabulary importance in mastering their foreign language level because it contributes to developing EFL learners' level in the four language skills. Regarding this, Schmitt (2000) considers vocabulary as the main part of second language acquisition when he states that vocabulary background is essential for communication and for better language learning outcomes. Additionally, Hunt and Beglar (2005) argue that the heart of any language is its words; this highlights the importance that vocabulary has among the other language aspects.

Wilkins (1972) talked about the importance of vocabulary when he stated that, when someone is good at grammar rules and has a poor vocabulary size, it does not mean that he can convey messages to others since he has not had enough size of words. i.e., with grammar rules, you can't express your thoughts and ideas as long as your vocabulary level is not good enough. This idea emphasizes the importance of vocabulary among the other language competencies. Harmer (1991) went beyond this point when he affirmed that if someone is in a specific situation, he must look for appropriate words and exact vocabulary rather than looking for the form of the words or their grammatical structures. According to Krashen and Terrell (2000), language learners must be able to produce specific terms and words so they can communicate correctly, this highlights the importance of vocabulary in communication.

Bromley (2002) also emphasizes the importance of vocabulary, especially for EFL learners, when he mentions many benefits from learning vocabulary: vocabulary contributes to learners' academic success, i.e, learners who memorize many words get better grades than learners who memorize only a few words. It also helps learners to guess the meaning of new words from

contexts. Additionally, it develops communication skills as it gives learners the ability to understand the message, whether it is spoken or written, as well as to convey their messages. Lastly, vocabulary shapes thinking since learners can analyze, infer, evaluate, and reason the written and oral works.

This means that, even if EFL learners are good at grammar rules, speaking, reading, writing, and listening, they cannot communicate with others unless they are aware of a quantity of words (Rivers, 1983). Thus, it is very hard for EFL learners to learn the English language without vocabulary.

## **Conclusion**

To conclude, vocabulary is the core component in learning any language, especially a foreign language. It is important since it helps the learner to communicate fluently and share their ideas and thoughts, and without vocabulary, nothing can be learned. In this regard, EFL learners need to understand the value of vocabulary acquisition in their language learning process. In addition, vocabulary has two main types: receptive vocabulary, which refers to the vocabulary that the learner can recognize and understand while listening or reading, and productive vocabulary, which refers to the words that the learner can produce while speaking and writing. Both types are essential for EFL learners in building their knowledge. Likewise, learners should be familiar with the different vocabulary learning techniques and approaches to enhance their vocabulary level effectively.

## **CHAPTER THREE: Field Investigation**

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## **Introduction**

This chapter tackles the practical part of this research. It aims to investigate EFL learners' attitudes toward learning new vocabulary using English YouTube videos. It discusses the methodology, the tools used in this study, and the strategy chosen to test the hypotheses. Furthermore, it discusses and evaluates the results obtained from the questionnaire administered to second-year students. After a careful discussion of the findings in this chapter, it is possible to answer the research questions and test the hypotheses of this study. At the end of the chapter, we provide a summary of the results, pedagogical recommendations, and limitations of the study, as well as some suggestions for further research.

### **3.1. Students' Questionnaire**

#### **3.1.1. Sample**

The questionnaire targets 60 second-year Licence students at the Department of English, 08 Mai 1945-Guelma University.

#### **3.1.2 Description of Students' Questionnaire**

The questionnaire consists of twenty-one (21) questions, which vary between open/closed ended and multiple-choice questions. These were answered by ticking the appropriate boxes, providing justifications, and explaining where necessary. This questionnaire is divided into four sections as follows:

#### **Section One: General Information (Q1-Q4)**

This section deals with the personal information of EFL students since such information could be helpful in analyzing the findings. It consists of four questions: the first one is about

students' age (Q1), the second asks who motivated students' choice to study English (Q2), the third concerns students' gender (Q3), and the fourth one is an open-ended question about how many years they have been studying English (Q4).

### **Section Two: YouTube Videos (Q5-Q9)**

This section deals with the first variable of the current research, "YouTube videos." This section consists of five questions: the first two questions cover students' knowledge about YouTube (Q5 and Q6), and then we asked students how often they use YouTube as a source of learning the English language (Q7), this is to better understand about the use of YouTube videos among second-year students as a source of learning English. Moreover, this section seeks to find out which language competencies students have used YouTube (Q8), mentioning several language skills like grammar, listening, speaking, etc. Furthermore, the last question of this section asks students if YouTube videos have been a beneficial learning tool for them (Q9).

### **Section Three: Vocabulary acquisition (Q10- Q16)**

The third section of the questionnaire is about vocabulary. It is dedicated to examining EFL students' perceptions of vocabulary acquisition. It comprises seven questions: the first question of this section is designed to find out the students' vocabulary level, whether it is poor, average, good, or excellent (Q10). The next question asks students if they prioritize vocabulary as the most important skill or not (Q11), followed by how important it is to learn new terms (Q12). Moreover, (Q13) seeks to explore how students' vocabulary might be enhanced by using different methods. Then, (Q14) determines whether learners face any difficulties while learning vocabulary or not; if yes, they should specify which challenges they might encounter (Q15). The last question of this section aims to identify which techniques learners use to improve their vocabulary (Q16).

## **Section Four: Students' Perceptions towards the Effectiveness of YouTube videos in improving learners' vocabulary (Q17-Q21)**

The final section, which is a combination of the two variables (YouTube videos and vocabulary), is the core component of the questionnaire because it aims to explore the influence of YouTube videos on EFL learners' vocabulary. It consists of five questions. It begins by asking participants whether they have ever used YouTube videos to enhance their vocabulary or not (Q17). If yes, they are asked which type of YouTube videos they watch to learn vocabulary (Q18). Further, it seeks to discover to what extent they found YouTube videos effective for vocabulary learning (Q19), and what benefits they think YouTube can provide when acquiring vocabulary (Q20). Last but not least, in the final question, respondents were invited to advise EFL learners about using YouTube videos as a vocabulary learning tool (Q21).

### **3.1.3. Data Analysis and Interpretation**

#### **3.1.3.1. Analysis of Results and Findings from Students' Questionnaire**

##### **Section One: Personal Information**

**Q1)** How old are you?

**Table 3. 1**  
Students' Age

| <b>Age categories</b>  | <b>Number of students</b> | <b>Percentage (%)</b> |
|------------------------|---------------------------|-----------------------|
| 18-20 (Years old)      | 38                        | 64%                   |
| 20-22 (Years old)      | 17                        | 28%                   |
| more than 22 years old | 5                         | 8%                    |
| <b>Total</b>           | 60                        | 100%                  |

Table 3.1 categorizes students' age into three categories, facilitating organized responses. The majority of students (64%) are between the ages of 18 and 20, while others (28%) stated that they are around 20 to 22. A few of them (8%) are over than 22 years old. This age variation brings many advantages to our research; for example, it enhances the research discussion by highlighting varied perspectives and deeper insights across the different age groups. In addition, the collected data will be richer.

**Q2) Learning English at university was?**

- a- Your personal choice
- b- Your parents' choice
- c- Someone's advice

**Table 3. 2**  
Students' Choice of Learning English at University

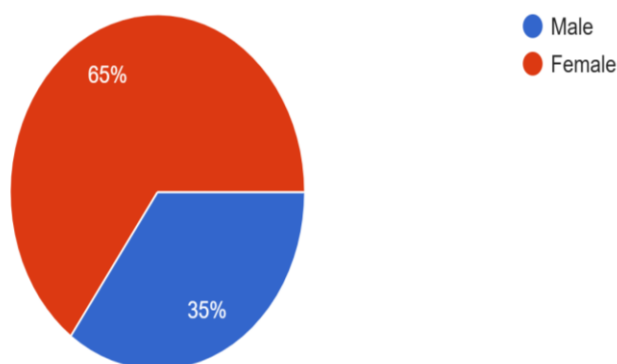
| <b>Option</b>           | <b>Respondents</b> | <b>Percentage %</b> |
|-------------------------|--------------------|---------------------|
| a- Your personal choice | 48                 | 80%                 |
| B- Your parents' choice | 9                  | 15%                 |
| c- Someone's advice     | 3                  | 5%                  |
| <b>Total</b>            | 60                 | 100%                |

This question is designed to find out whether students chose to study English themselves or were influenced by others, like their parents or friends. According to Table 3.2, most of the students (80%) chose to learn English as a personal choice, while 15% of the participants stated that studying English was their parents' choice. The remaining 5% of students reported studying English because of others' suggestions. These results suggest that the majority of respondents are motivated to study English, which affects our research positively.

**Q3) What is your gender?**

a- Male

b- Female



**Graph 3. 1: Students' Gender**

The results, as shown in Graph 3.1, demonstrate that among the 60 participants in the study, the majority (65%) are females, while 35% are males. This significant difference between the number of males and females because fields like foreign language learning and English studies are targeted more by females.

**Q4) How long have you been learning English?**

**Table 3. 3**

Period of learning English

| Years of Learning English | Respondents | Percentage % |
|---------------------------|-------------|--------------|
| 7-9                       | 38          | 63%          |
| 10-12                     | 15          | 25%          |
| More than 12              | 7           | 12%          |
| <b>Total</b>              | 60          | 100%         |

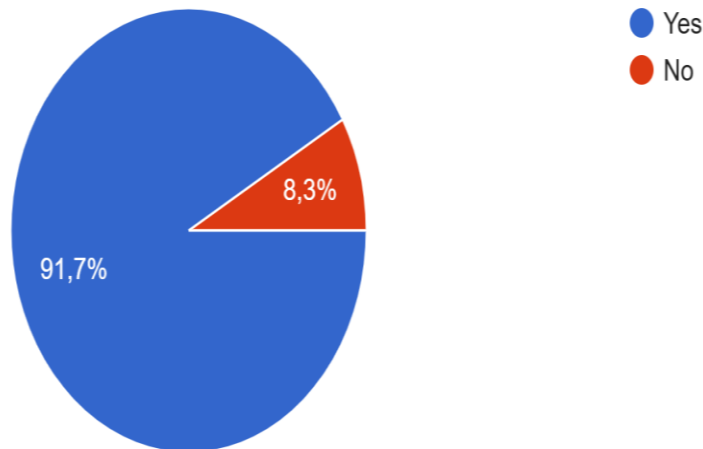
Table 3.3 categorizes the students' time spent learning English into three categories: 7–9 years, 10–12 years, and more than 12 years. On the one hand, 38 students (63%) have studied English for 7 to 9 years; this majority likely represents those second-year students who have successful academic performance. On the other hand, 15 students (25%) have studied English for 10–12 years. The remaining 7 students in the whole sample studied English for more than 12 years. This difference in learning duration may be due students in the last two categories are studying English as an additional qualification, taking a gap year as a break, or have failed in their studies, which may lead to a prolonged learning period.

### Section Two: YouTube Videos

**Q5) Are you familiar with YouTube?**

a- Yes

b- No



**Graph 3. 2:** Students' Familiarity with YouTube

As shown in Graph 3.2, a large number of students stated that they are familiar with YouTube (91.7%), while only 8.3% of the whole sample are not familiar with it. This huge difference in results indicates that the majority of students have had experience with YouTube. The high percentage demonstrates the widespread use of YouTube among second-year students, either for educational purposes or in students' daily lives. In contrast, the minority reported that they were not familiar with YouTube, which indicates a lack of experience with YouTube among them. This could be due to a lack of means, limited interaction with technology, or personal preferences. Thus, a significant number of students are already familiar with YouTube, recognize its importance and will provide trustworthy answers to further related queries which strengthen our study.

**Q6)** If yes, how would you define it?

**Table 3. 4**

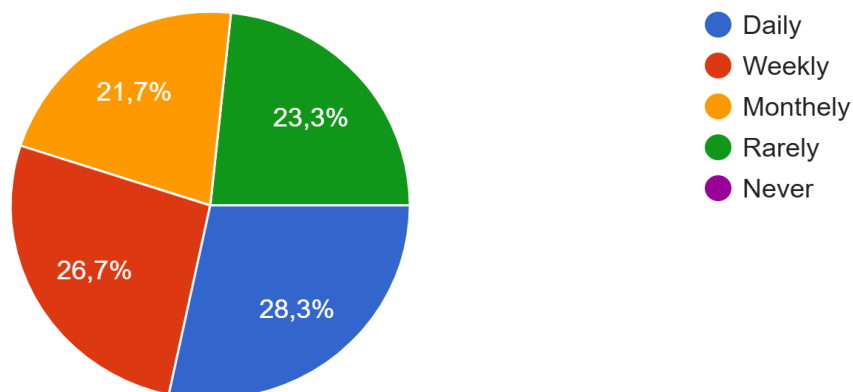
Students' Definition of YouTube

| <b>Definitions of YouTube</b> | <b>Respondents</b> | <b>Percentage %</b> |
|-------------------------------|--------------------|---------------------|
| Educational tool              | 19                 | 35%                 |
| Entertainment tool            | 15                 | 27%                 |
| Video sharing platform        | 21                 | 38%                 |
| <b>Total</b>                  | 55                 | 100%                |

Students who stated that they are familiar with YouTube were asked to define it. Table 3.4 categorizes students' definitions into three main categories. According to the table, most participants (38%) defined YouTube as a video-sharing platform, and 35% described it as an educational tool. The remaining 27% believed that YouTube is an entertainment tool. These different definitions from different students indicate that students use YouTube in different ways: some use it for education, some for entertainment, while others use it as a video-sharing platform. This variety of understanding highlights the multifunctional nature of YouTube and its diverse use depending on users' needs. These findings may also reinforce the hypothesis that learners' vocabulary can develop through YouTube videos, since some of the participants perceive the platform as an educational tool.

**Q7) How often do you use YouTube as a source of learning English language?**

- a- Daily
- b- Weekly
- c- Monthly
- d- Rarely
- e- Never

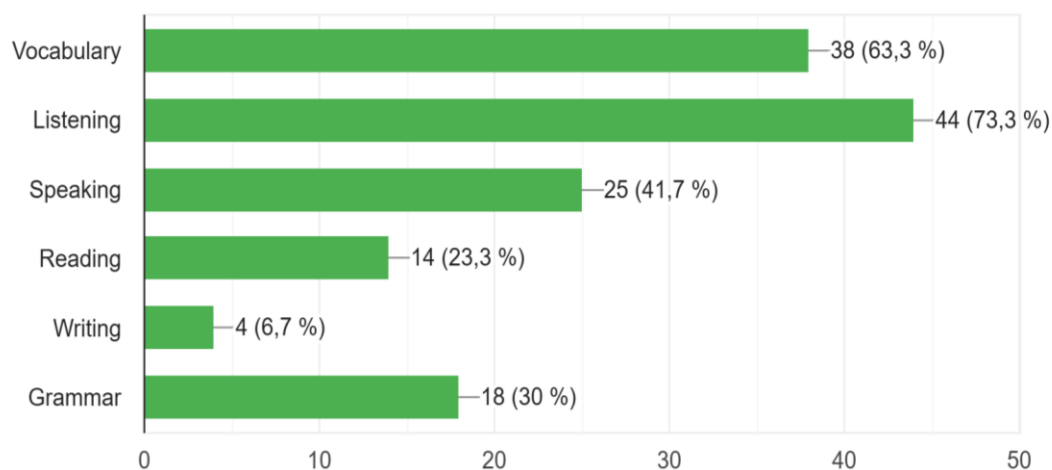


**Graph 3. 3:** Frequency of using YouTube to learn English

Graph 3.3 above shows the results of investigating how often students use YouTube to learn English. As it is clear, “Daily” and “Weekly” have almost similar percentages (28.3% and 26.7%), indicating that YouTube usage is becoming an integral part of many students’ English learning routines. In addition, 21.7% stated that they use YouTube to learn English “Monthly,” while the remaining 23.3% demonstrated that they use it “Rarely,” and none of the participants selected “Never.” These results indicate that students use YouTube to learn English at least once. Those who use it rarely may rely on other learning tools or have personal preferences, while the complete absence of “Never” underlines YouTube’s role as a language learning tool among EFL students.

**Q8)** For which language competency have you used it? (You may tick more than one choice)

- a- Vocabulary
- b- Listening
- c- Speaking
- d- Reading
- e- Writing
- f- Grammar



**Graph 3. 4:** Language skills for which students use YouTube

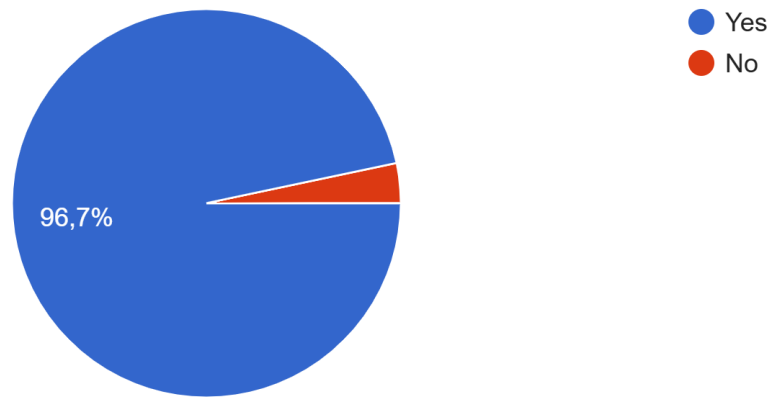
In this 8th question, students were asked to specify which language areas they use YouTube for. Graph 3.4 illustrates that 44 students (73.3%) opted for using YouTube to develop their listening skills, and 38 students (63.3%) use it to enhance their vocabulary. These two high percentages emphasize the importance of YouTube among EFL students to develop both their listening and vocabulary skills. In addition, 25 students (41.7%) stated that they utilize YouTube to improve their speaking skills. Developing grammar skills was also a reason behind students' usage of YouTube, with 30% of the whole sample. Likewise, 23.3% of the surveyed students reported that they use YouTube to enrich their reading proficiency. On the other hand, fewer participants reported that they use YouTube to improve their writing mastery, with only 6.7% among 60 students.

If these results point to anything, it would suggest that EFL students used YouTube mainly to improve their listening and vocabulary acquisition which align with our hypothesis at some point, which received the highest percentages, this align with our hypothesis at some point. And to a lesser extent, speaking and grammar skills. The low percentages for reading and especially writing imply that students may use other resources rather than YouTube to develop these competencies.

**Q9)** Was using YouTube videos as a learning tool beneficial?

a- Yes

b- No



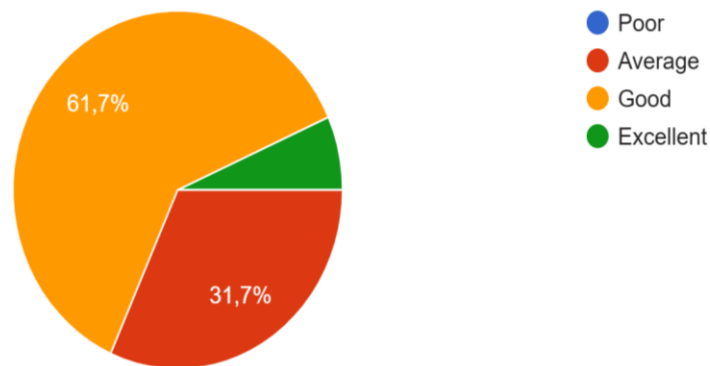
**Graph 3. 5:** Student Opinions on the Usefulness of YouTube Videos in Language Learning

When we asked students about their perceptions regarding the usefulness of YouTube videos as a learning tool, regardless of their language competency, as shown, 96.7% of the participants reported that YouTube videos were beneficial as a learning tool. In contrast, only 3.3% of students responded negatively with “No.” These findings reflect the effectiveness of YouTube videos as a language learning tool in general among EFL students.

### **Section Three:** Vocabulary acquisition

**Q10)** How would you evaluate your vocabulary level?

- a- Poor
- b- Good
- c- Average
- d- Excellent



**Graph 3. 6:** Students' Vocabulary Level

In this question, we asked students about their vocabulary level, whether it is poor, average, good, or excellent. Graph 3.6 illustrates that the majority of students (61.7%) rated their vocabulary level as “Good,” followed by 31.7% who considered it “Average.” Only 6.7% believe that their vocabulary level is excellent. In contrast, none of the participants rated their vocabulary as “Poor.” These results indicate that almost all the students have a positive perception of their vocabulary, which may support our core hypothesis

**Q11)** Do you think that vocabulary is the most important skill for EFL learners?

a- Yes

b- No

**Table 3. 5**

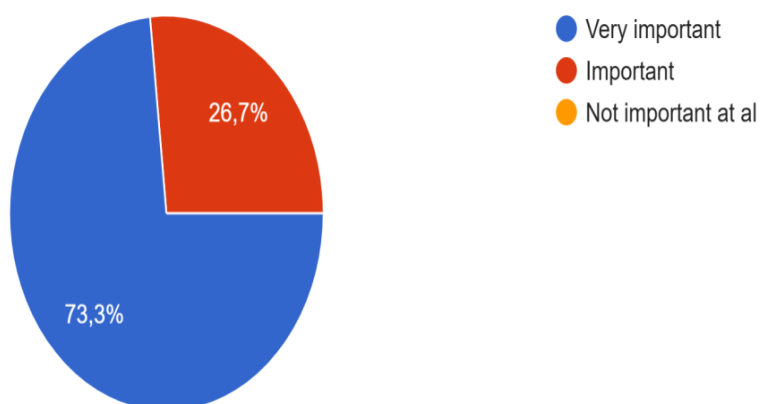
EFL Learners' Opinions on vocabulary importance among other language skills.

| <b>Options</b> | <b>Participants</b> | <b>Percentages</b> |
|----------------|---------------------|--------------------|
| Yes            | 45                  | 75%                |
| No             | 15                  | 25%                |
| <b>Total</b>   | 60                  | 100%               |

This question is designed to determine if students consider vocabulary more important than other language skills or not. As shown, the majority of the participants (75%) agreed that vocabulary is the most essential skill for EFL learners, while 25% believe that other skills are more important than vocabulary. As perceived by the majority, these findings highlight that vocabulary is considered an important skill among EFL learners.

**Q12)** How important do you think it is to learn new vocabulary?

- a- Very important
- b- Important
- c- Not important at all



**Graph 3. 7:** The importance of learning new vocabulary

According to the results obtained from question 12 and illustrated in Graph 3.7, most of the students (73.3%) confirmed that acquiring new vocabulary is very important, indicating the great importance they see in learning new words as much as possible. A significant portion (26.7%) claimed that it is important to develop vocabulary level, but not to the extent of considering it very important, maybe because they believe that EFL learners should also focus on other language skills, such as speaking, grammar, or listening. Meanwhile none of the respondents viewed it as unimportant. These results highlight that EFL learners are aware of the importance of gaining new words.

**Q13)** How might your vocabulary be enhanced? (You may tick more than one choice)

- a- Reading regularly
- b- Using dictionaries
- c- Engaging in conversations
- d- watching educational content
- e- Others

**Table 3. 6**  
Students' preferred methods for vocabulary learning

| <b>Options</b>               | <b>Number of students</b> | <b>Percentage (%)</b> |
|------------------------------|---------------------------|-----------------------|
| Reading regularly            | 33                        | 55%                   |
| Using dictionaries           | 20                        | 33.3%                 |
| Engaging in conversations    | 42                        | 70%                   |
| Watching educational content | 38                        | 63.3%                 |

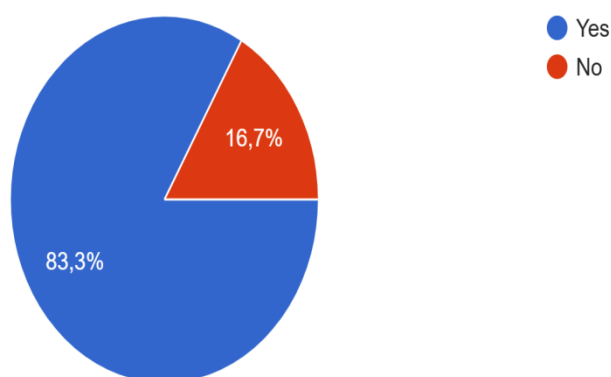
In this question, students were asked which methods might help them to enhance their vocabulary, giving them broader methods like reading. According to the results illustrated in Table 3.6, the most selected method for enhancing vocabulary was engaging in conversations, with 70% of the whole sample, which indicates that most EFL learners tend to learn vocabulary through practicing the language while conversing. A significant percentage (63.3%) stated that they enrich their vocabulary level through watching educational content, highlighting the significance of visual methods in vocabulary learning. In addition, 33 students (55%) reported that reading regularly helped them gain new words. Meanwhile, 20 students (33.3%) confirmed that they use dictionaries as a way to improve their vocabulary. There was another option for students who used other methods besides the aforementioned ones; they were about 15%. They claimed that even non-educational content helped develop their vocabulary. These results show that EFL learners are

familiar with different vocabulary learning methods, especially engaging in conversation and watching educational content.

**Q14)** Do you encounter any challenges while learning vocabulary?

a- Yes

b- No



**Graph 3.** 8EFL learners' opinions on vocabulary learning challenges

This question is designed to see whether EFL learners encounter challenges during their vocabulary learning process or not. As shown in Graph 3.8, a large majority of the participants (83.3%) reported encountering difficulties while learning vocabulary, which indicates that vocabulary mastery is a difficult task for EFL learners. In contrast, only 16.7% of the whole sample claimed that they do not face any obstacles while mastering their vocabulary; this might be because of individual differences, language exposure, and many other factors. Thus, EFL learners might face challenges while learning vocabulary, which underlines the need to be aware of these difficulties for better learning outcomes.

**Q15)** If yes, what challenges might you encounter? (You may tick more than one choice)

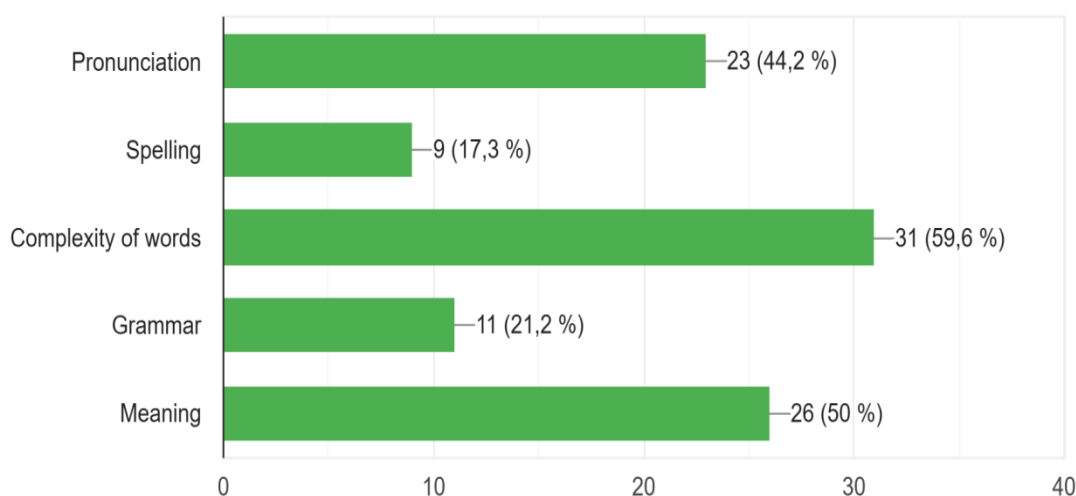
a- Pronunciation

b- Spelling

c- Complexity of words

d- Grammar

e- Meaning



**Graph 3. 9Learners' vocabulary learning challenges**

This question is designed for those who encounter challenges while learning vocabulary; it asks students to specify the challenges they face while acquiring vocabulary. As illustrated, “the complexity of words” was the most common challenge among EFL learners, with 31 students (59.6%), indicating that EFL learners struggle with complex or unfamiliar words. Another major challenge is “meaning,” which was selected by 26 participants (50%). In addition, 23 students (44.2%) claimed they struggle with “pronunciation” when learning new words. While 11 students (21.2%) reported that “grammar” was their problem while acquiring vocabulary. Only a few of them claimed that spelling was their challenge, with only 9 students (17.3%). These results suggest

that EFL learners may face different challenges while learning vocabulary, depending on individual differences among them.

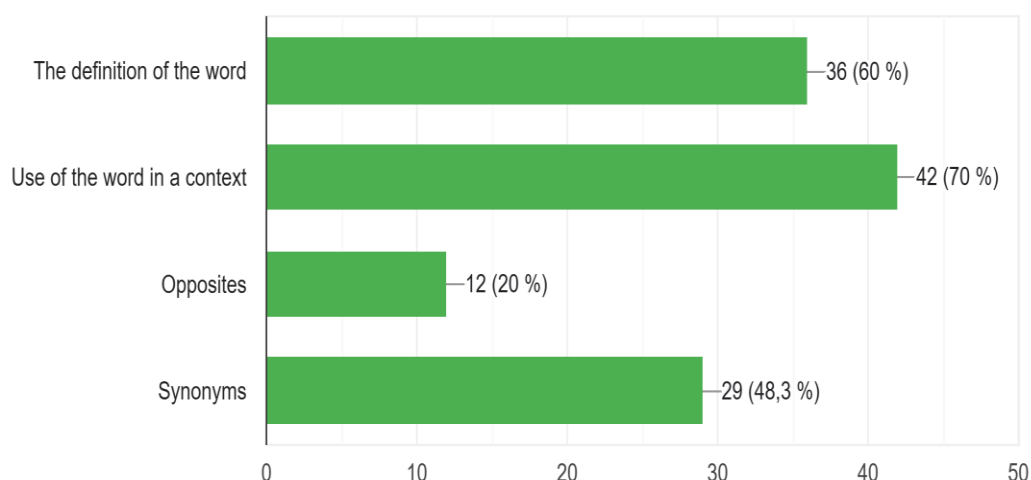
**Q16)** Which of these techniques do you use while learning vocabulary? (You may tick more than one choice)

a- The definition of the word

b- Use the word in a context

c- Opposites

d- Synonyms



**Graph 3. 10:** Learners' Vocabulary Learning Techniques

This question is designed to identify which techniques learners use the most to enrich their vocabulary. As shown in Graph 3.10, most of the participants (70%) tend to use the word they learn in a context, indicating the importance of this technique among EFL learners. Additionally, 36 students (60%) stated that the definition of the word helps them learn vocabulary better, while 29 students (48.3%) stated that, to learn, memorize, and later use new words, they use synonyms of

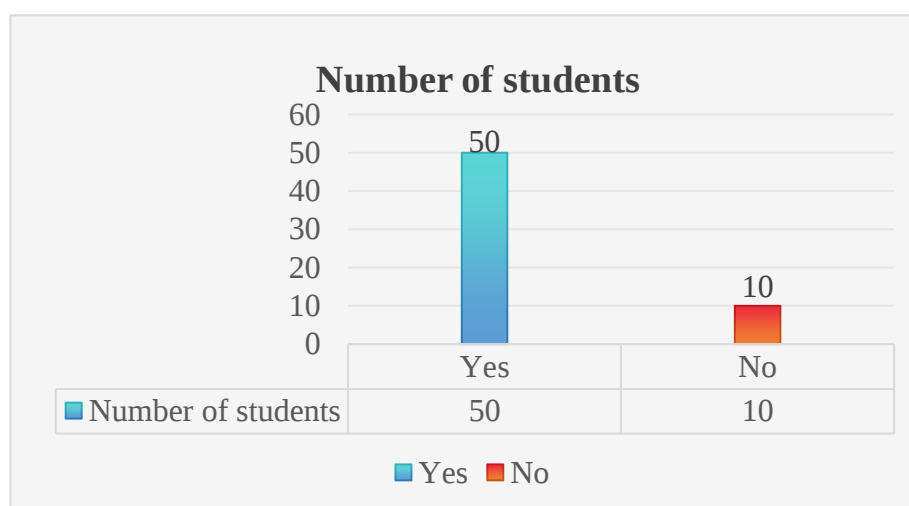
those words, which suggests that many EFL learners use familiar words to learn unfamiliar words. On the other hand, only 12 students (20%) use opposites as a technique to gain new words. These findings imply that EFL learners rely on different vocabulary learning techniques, especially using the word in context. Thus, relying on several vocabulary learning techniques may affect EFL learners' level positively.

#### **Section Four:** Students' Perceptions Towards the Effectiveness of YouTube videos in Improving learners' vocabulary

**Q17)** Have you ever used English Language YouTube videos to enhance your vocabulary?

a- Yes

b- No



**Graph 3. 11**Students' use of YouTube Videos to enhance vocabulary.

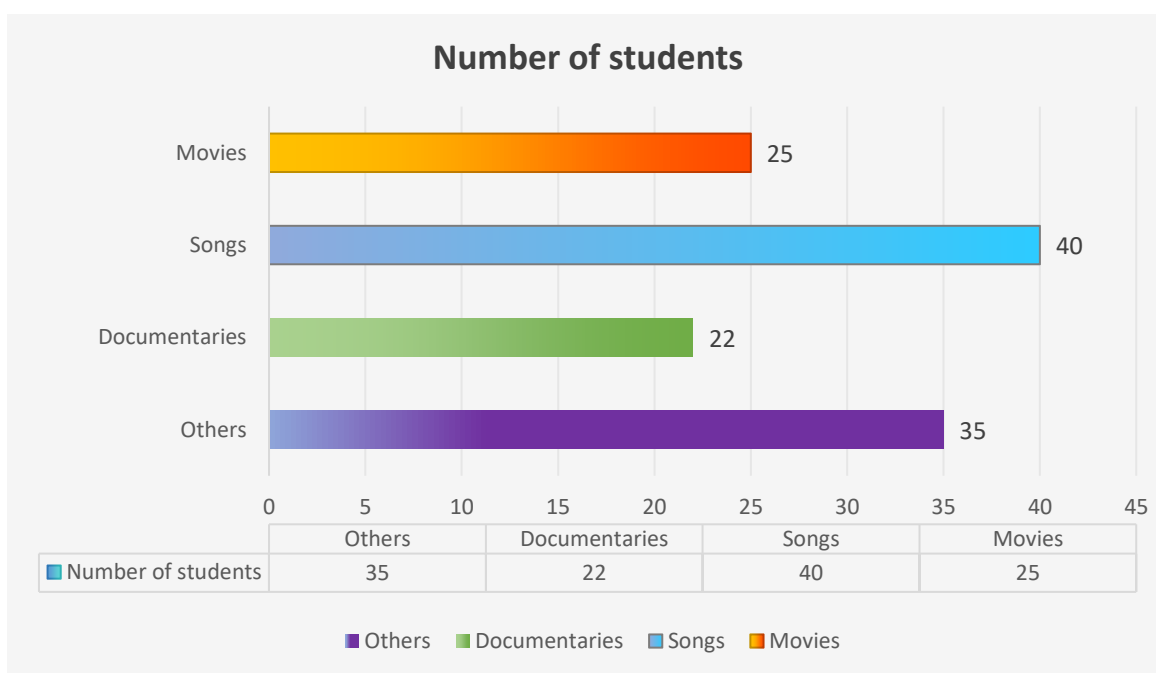
This question aimed to determine whether EFL learners use YouTube videos to enhance their vocabulary or not. As shown in Graph 3.11, most EFL learners (50 students, 83.3%) have used English language YouTube videos for vocabulary purposes, which illustrates the popularity

of YT videos among EFL learners as a vocabulary learning tool. On the other hand, only 10 students (16.7%) stated that they had never used English language YouTube videos for vocabulary learning. These findings reveal students' awareness of YouTube videos as a vocabulary-mastering tool, which is consistent with the main research hypothesis.

**Note: since 10 students reported that they've never used YouTube videos to learn vocabulary, all the next questions will be answered by 50 students instead of 60.**

**Q18)** If yes, what type of YouTube videos do you frequently watch when learning vocabulary?  
(You may tick more than one choice)

- a- Movies
- b- Songs
- c- Documentaries
- d- Others



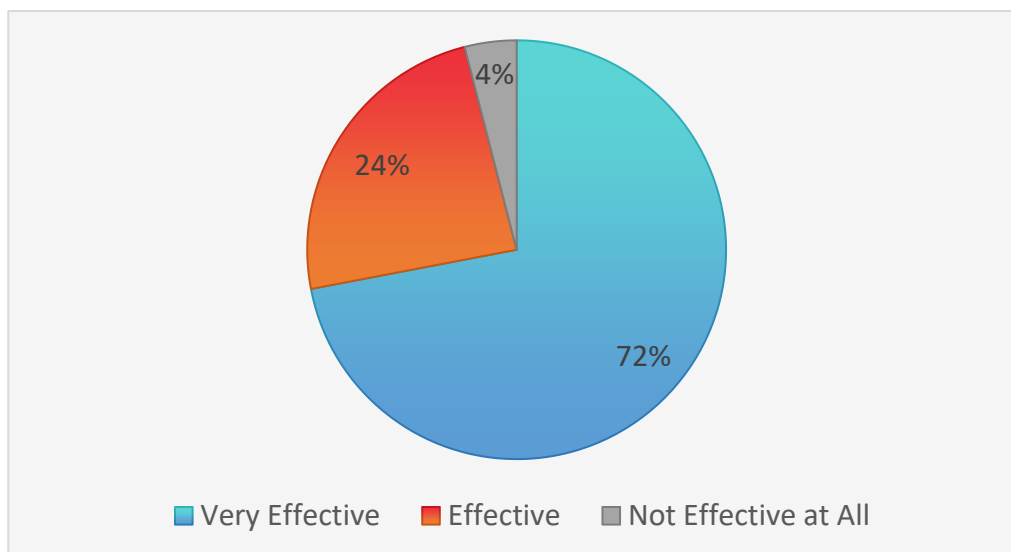
**Graph 3. 12Students' preferred types of YouTube Videos for vocabulary learning**

Graph 3.12 shows that most EFL learners who use YT videos to enhance their vocabulary, 40 students (80%), stated that “songs” are their preferred type of YT videos for vocabulary acquisition, which highlights the popularity of this type among EFL learners. Following that, 25 students (50%) reported that watching movies helps them learn vocabulary better, maybe because they like to learn new words in context. Furthermore, 22 students (44%) stated they watch documentaries. Other tools were mentioned by 35 students (70%); 20 of them claimed that they watch their favorite content creators (YouTubers), and 15 of them claimed they prefer to use podcasts to learn vocabulary, maybe because they feel comfortable with this type of videos.

The data underscore the dominance of songs as the most preferred type of YouTube videos among EFL learners, since it was selected by the majority. Movies and documentaries were also chosen by a notable percentage. The diversity of students’ choices shows the different types of videos that YouTube provides to its users, which encourages EFL learners to use YouTube, giving them different types of videos according to their different preferences.

**Q19)** To what extent do you find the use of YouTube videos effective for developing your vocabulary size?

- a- Very effective
- b- Somehow effective
- c- Not effective at all

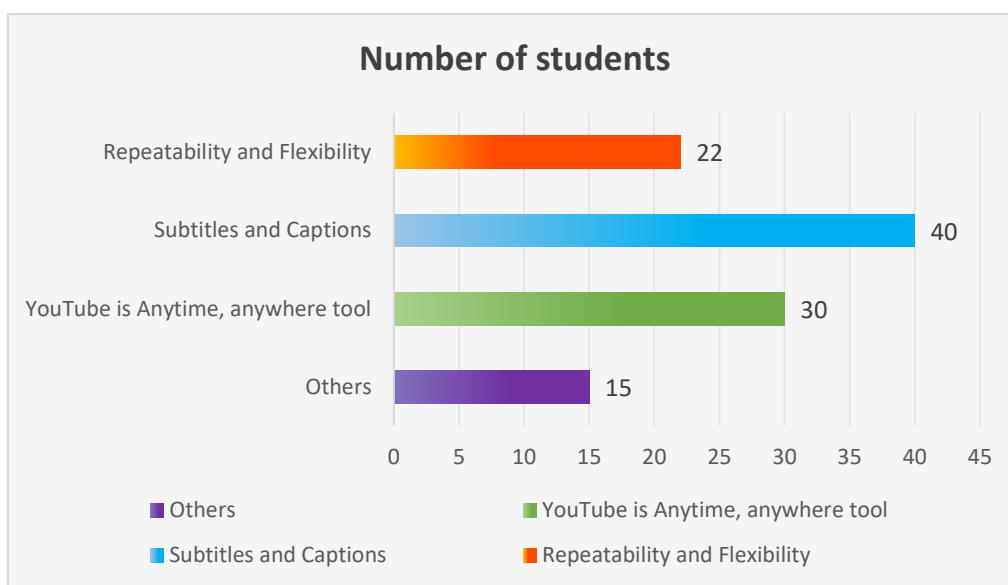


**Graph 3. 13:** Students' opinions about the effectiveness of YouTube videos for vocabulary learning.

This question is designed to figure out the effectiveness of YouTube videos in enhancing EFL learners' vocabulary. As shown in Graph 3.13, the majority of students (72%) declared that YouTube videos are very effective for vocabulary learning, which highlights the effectiveness of YouTube videos as a vocabulary learning tool. In addition, 12 students (24%) claimed that YouTube videos are somehow effective, maybe because they see that YouTube needs to be supported by other tools. In contrast, only 2 students (4%) consider YT videos not effective at all for acquiring vocabulary. This might be because they found it harder to use YouTube, or it doesn't suit their learning style, or due to other personal reasons that lead them to a negative experience with YouTube as a vocabulary learning tool. Thus, these findings reveal that most EFL learners have positive attitudes towards YouTube videos for vocabulary acquisition, which highlights the effectiveness of this tool as a vocabulary learning tool among EFL learners

**Q20)** What benefits do you think YouTube videos provide when learning vocabulary? (You may tick more than one choice)

- a- Repeatability and Flexibility
- b- Subtitles and Captions
- c- YouTube is an anytime, anywhere tool
- d- Others



**Graph 3. 14:** Benefits of YouTube videos while learning vocabulary

As presented in Graph 3.14, most of the participants (40 students, 80%) claimed that subtitles and captions helped learners a lot while acquiring vocabulary through YouTube videos, which indicates that this provided visual text helps EFL learners understand and memorize new words better. In addition, 30 students (60%) mentioned that "YouTube is an anytime, anywhere tool" is the reason that led them to use YouTube for gaining vocabulary. Furthermore, "repeatability and flexibility" was also a common benefit for EFL learners; it was chosen by 22 students (44%), allowing them to pause and replay videos whenever they want. Another portion (15 students, 30%) stated another benefit of YouTube, which is "using the word in a context", which helps them learn words better when they are used in context, and YouTube offers that. These findings suggest that most EFL learners who use YouTube videos to enrich their vocabulary

are aware of the different benefits that YouTube provides to them, which contributes in enhancing students' vocabulary and supports the core hypothesis.

**Q21)** Any piece of advice for EFL learners concerning the use of YouTube videos for vocabulary purposes?

In this question, we asked students to give any advice for EFL learners concerning the use of YouTube videos as a vocabulary learning tool. Participants had given different advice according to their experiences.

Some of them advised EFL students to turn on subtitles and captions while learning new words from YouTube, suggesting that these tools aid EFL learners in understanding pronunciation and spelling, and the contextual use of the new words. Others claimed that repeating and re-watching the same video several times helps EFL learners acquire new vocabulary. Additionally, other participants recommended taking notes and writing down the new words in a notebook, and later using these words to create personal sentences for better recall. Another piece of advice for EFL learners was that choosing interesting content to watch may motivate students by helping them engage with content they enjoy. Many also encouraged watching educational content and native speakers' channels to help EFL learners gain new words and gain more exposure to authentic vocabulary use. Finally, they advised them to use YouTube consistently, highlighting the importance of consistency in vocabulary mastery.

### **3.1.3.2 Summary of Results and Findings from Students' Questionnaire**

A questionnaire data collection tool was administered to investigate EFL learners' attitudes towards learning new vocabulary using YouTube videos outside the classroom and to figure out the effectiveness of YouTube videos in enhancing EFL learners' vocabulary.

The first section of this questionnaire was devoted to gathering general information about students' age, whether they were aiming to major in English as the first choice or if there were other reasons that affected their choice, in addition to students' gender and how many years they had been studying English during their learning experience.

Accordingly, the analysis of section one from the students' questionnaire indicates that most of the participants are between 18–20 years old. In addition, it was revealed that for the vast majority of students (80%), it was their objective to major in English. Moreover, the results indicate that most of the surveyed students are females, since fields like language learning attract females more than males. Finally, it was highlighted that the majority of surveyed students have studied English for 7–9 years.

The second section, entitled “YouTube Videos“, focuses on students' familiarity with YouTube and their knowledge about it. Thus, the findings indicate that (91.7%) of the participants are familiar with YouTube videos, and all of them defined it correctly or gave information close to the correct definition. All participants agreed that YouTube is a video sharing platform, others added that they consider it an educational tool, and some of them reported that it is an entertainment tool. Additionally, all of the participants stated that they use YouTube as a source of learning English language at least once a time, 28.3% of them use it daily, while a smaller portion use it weekly, monthly, and rarely. Furthermore, the majority of students (73.3%) claimed that they use YouTube to develop their listening skills, also a large number of students (63.3%) have utilized it to enhance their vocabulary, a less portions of students use YouTube to develop other language competencies. Moreover, almost all the students (96.7%) reported that YouTube was beneficial as a language learning tool, except for 3.3% who found it a bad experience for language learning, which may be because they found difficulties in using it or other personal preferences. These

findings suggest suggest that YouTube is recognized and used by most of EFL learners, which may align with the core hypothesis of this research.

The third section aimed at examining EFL students' perceptions about their vocabulary acquisition as a language competency, by covering some aspects including students' vocabulary level, techniques used to learn vocabulary, and its difficulties. According to the results, the majority of students (61.7%) evaluated their vocabulary level as good, and others with lower percentages reported that it is average and excellent, while no one reported having poor vocabulary. Additionally, 45 students believe that vocabulary is the most important skill for EFL learners, and they claimed that it is very important to learn new terms which highlights the importance of vocabulary among EFL learners.

When we asked them how their vocabulary might be enhanced, most of them chose to engage in conversations and watch educational content as two major methods that learners use more to acquire vocabulary, a considerable portion chose reading and using dictionaries. Moreover, most EFL learners (83.3% ) stated that they face challenges while acquiring vocabulary, and the majority of the aforementioned portion chose "complexity of words" as the major challenge that EFL learners face while acquiring vocabulary, other challenges like pronunciation, spelling, grammar, and meaning were also chosen by some of the students. Furthermore, students mentioned the techniques they frequently use to learn vocabulary: (70%) of them use the word in a context to learn new words, (60%) see that defining the word helps them better acquire it, and a few others mentioned using synonyms and opposites as techniques to master their vocabulary knowledge. These findings indicate that most of the participants have a good vocabulary level, which may empower our study.

The final section is concerned with EFL learners' attitudes towards the effectiveness of YouTube videos in enhancing their vocabulary. Thus, important and substantial data about this research paper were discovered through this chapter. The results revealed that the majority of the participants (83.8%) stated that they used English language YouTube videos to improve their vocabulary. This indicates that second-year students are familiar with YouTube as a vocabulary learning tool. Additionally, those students who utilized YouTube videos for vocabulary learning were asked about the type of YouTube videos they frequently watch for vocabulary acquisition. (80%) of them stated that songs help them acquire new words, which indicates the popularity of this type of video among EFL learners.

A considerable portion also stated documentaries and movies as their preferred types of YouTube videos for vocabulary acquisition. Moreover, the majority of the participants (72%) claimed that YouTube videos are "very effective" for developing their vocabulary, and (24%) claimed that it is "somehow effective." In contrast, only (4%) of them found it not effective at all, which highlights the effectiveness of YouTube videos in enhancing EFL learners' vocabulary. The results also revealed the benefits that YouTube videos provide. Most of the participants (80%) stated that the major benefit that YouTube provides to EFL learners is subtitles and captions, which may help them memorize new words better. Other students mentioned that YouTube is an anytime and anywhere tool, while others stated that they like YouTube because it's an anytime and anywhere tool, which highlights the diverse benefits YouTube gives for a better learning experience. These results indicate that the majority of participants have positive attitudes towards YouTube videos as a vocabulary learning tool.

### **3.2 Pedagogical Recommendations**

According to the analysis of the gathered data in this research, it is clear that students have a positive attitude towards using YouTube videos as a vocabulary learning tool. In this regard, this section aims to present the pedagogical recommendations for EFL learners and teachers concerning the use of YouTube videos in enhancing learners' vocabulary. Based on the results of this research, we provide the following set of recommendations.

First of all, YouTube videos may provide EFL learners with immediate aid and facilitate to them the learning process, since EFL students often face many challenges in acquiring vocabulary, by giving them beneficial features like subtitles and captions which allow them to see how the word is written and how it is spelled.

Secondly, since EFL learners show a positive attitude towards the use of YT videos in their vocabulary learning journey, teachers are encouraged to integrate this tool into the classroom, which may affect students' academic performance positively. Thus, the university administration should provide teachers with the needed resources to facilitate for them this integration.

In addition, EFL learners should not rely 100% on YouTube to learn vocabulary, they should combine this strategy with direct learning strategies as explicit and implicit learning to complement each other, and to make sure learners would not turn into passive learners.

Moreover, while using YouTube for vocabulary acquisition, learners should take into consideration their level and their preferred types of videos, because watching videos you don't like may demotivate you, which may give you a bad learning experience.

### **3.3 Limitations of the study**

While conducting this research, I encountered some limitations and constraints that impeded the proper completion of the research.

Firstly, when it came to distributing the questionnaire online, I faced some difficulties because the target population was hard to reach, so I had to send out the questionnaire many times, which was a time-consuming process. Additionally, distributing the questionnaire one week before the exams made it difficult for students to answer it, because they were busy with exam preparation, so I had to wait for almost two weeks to reach the required number of answers.

## **Conclusion**

To conclude, according to the data gathered from the students' questionnaire, which focuses on their attitudes towards using YouTube videos to empower their vocabulary, this chapter supports the first hypothesis and answered the research questions. The data analysis showed that second-year students at the University of Guelma have a positive attitude towards YouTube Videos as a vocabulary learning tool. Moreover, the results revealed that the participants recognize the role of YouTube videos in developing students' vocabulary, as well as their effectiveness as a vocabulary learning tool. As a result, using YouTube to enrich vocabulary would provide EFL learners with better learning outcomes.

## General conclusion

This study aims to investigate EFL learners' attitudes towards using YouTube videos outside the classroom as a tool to enhance their vocabulary. It also attempts to figure out the effectiveness of YouTube videos in empowering EFL learners' vocabulary. This was done after delving into the research variables, both theoretically and practically, with the aim of answering the research questions and testing the hypotheses. This research is divided into three chapters. The two theoretical chapters have focused on addressing the research questions and examining the hypotheses.

The first chapter concentrates on YouTube and its use for educational and learning purposes, by going through its definition, the types of videos available on it, strategies for using YouTube videos, and its impact on other vocabulary skills. Meanwhile, the second chapter focuses on «vocabulary», by tackling its definition, types, the challenges that EFL learners face while learning vocabulary, as well as mentioning approaches and techniques used to acquire vocabulary.

The last chapter is devoted to handling the practical part of the study, which aims to answer the research questions and test the first hypothesis, which states that EFL learners' vocabulary would develop if they watched YouTube videos. To reach the objectives of this study, a questionnaire was administered to second-year students who belong to the Department of Letters and English language at the University of 08 Mai 1945 Guelma, as a data-gathering tool. The findings obtained after analyzing the students' questionnaire contributed to answering the research questions and testing the research hypothesis.

According to the findings obtained from the students' survey, the vast majority of EFL students are familiar with YouTube and aware of its benefits in enriching their vocabulary. The

results illustrate that most EFL students suggest that using YouTube videos significantly helped them improve their language level in general, and especially their vocabulary. They claimed that the features that YouTube provides help them better spell, memorize, and later use the unfamiliar words. The majority of students claimed that using YouTube videos to acquire vocabulary was very effective.

According to the results, it can be concluded that most EFL students are aware of the positive impact of YouTube on their vocabulary level and its efficiency after observing improvements among EFL learners in mastering new vocabulary, which highlights the effectiveness of YouTube videos as a vocabulary learning tool for EFL students. As a result, the research questions have been adequately answered, and the data are consistent with the research hypotheses H1 and H0 that were provided in the current research.

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## **Appendices**

### **(Appendix A)**

#### **Students' Questionnaire**

Dear students

This questionnaire is designed to explore EFL students' attitudes and perceptions toward using YouTube videos outside the classroom to enhance their vocabulary, which is designed to collect data from second-year (L2) students in the Department of letters and English Language at the University of 08 Mai 1945, Guelma. You are kindly asked to answer this questionnaire by putting a tick (✓) in the appropriate box, or by giving complete answers whenever necessary. We assure you that your answers will be treated with a great confidentiality and care, and we will be grateful for your participation. Your collaboration will help us gather the needed information for the study. Thank you in advance for your cooperation.

**Nougrech Moussa**

**Department of letters & English Language**

**University of 8 Mai 1945 Guelma**

**Section One: General Information**

1) How old are you? . . . . Years old

2) Learning English at university was:

☐ Your personal choice

☐ Your parents' choice

☐ Someone's advice

3) What is your gender ?

☐ Male

☐ Female

4) How long have you been learning English? . . . . Years

**Section Two: YouTube Videos**

5) Are you familiar with YouTube?

☐ Yes

☐ No

6) If yes, how would you define it?

.....

.....

.....

7) How often do you use YouTube as a source of learning English language ?

☐ Daily

☐ weekly

☐ Monthly

☐ Rarely

☐ Never

8) For which language competency have you used it? (You may tick more than one choice)

☐ Grammar

☐ Listening

☐ Speaking

☐ Reading

☐ Writing

☐ Vocabulary

9) Was using YouTube videos as a learning tool beneficial

☐ Yes

☐ No

### **Section Three: Vocabulary acquisition**

10) How would you evaluate your vocabulary level?

☐ Poor

☐ Average

☐ Good

☐ Excellent

11) Do you think that vocabulary is the most important skill for EFL learners?

☐ Yes

☐ No

12) How important do you think it is to learn new vocabulary?

☐ Very important

☐ Important

☐ Not important at all

13) How might your vocabulary be enhanced? (you may tick more than one choice)

☐ Reading regularly

☐ using dictionaries

☐ Engaging in conversations

☐ Watching educational content

Others :

.....  
 .....

14) Do you encounter any challenges while learning vocabulary ?

☐ Yes

☐ No

15) If yes, what challenges might you encounter ?(You may tick more than one choice)

☐ Pronunciation

☐ Spelling

☐ Complexity of words

☐ Grammar

☐ Meaning

16) Would you rather improve your vocabulary through:

☐ The definition of the word

☐ Use of the word in a context

☐ Opposites

☐ Synonyms

#### **Section Four: Students' Perceptions Towards the Effectiveness of YouTube videos in Improving learners vocabulary**

17) Have you ever used English Language YouTube videos to enhance your vocabulary ?

☐ Yes

☐ No

18) What type of YouTube videos do you frequently watch when learning vocabulary ?(you may tick more than one choice)

☐ Movies

☐ Songs

☐ Documentaries

Others :

.....  
 .....

19) To what extent do you find the use of YouTube videos effective for developing your vocabulary size?

☐ Very effective

☐ Somehow effective

☐ Not effective at all

20) What benefits do you think YouTube videos provide when learning vocabulary?

☐ Repeatability and Flexibility

☐ Subtitles and Captions

☐ YouTube is anytime, anywhere tool

Others:

.....

.....

21) Any piece of advice for EFL learners concerning the use of YouTube videos for vocabulary purposes?

.....

.....

.....

.....

.....

***Thank you all for your cooperation***

## **Résumé:**

L'acquisition du vocabulaire est une compétence essentielle dans le processus d'apprentissage des langues, en particulier pour les apprenants d'anglais langue étrangère (EFL) cherchant à améliorer leur maîtrise de l'anglais afin de communiquer efficacement. Cependant, de nombreux étudiants EFL peuvent rencontrer des difficultés à utiliser la langue cible de manière appropriée en raison d'un vocabulaire limité. La présente recherche explore l'importance de l'utilisation des vidéos YouTube en dehors de la salle de classe pour améliorer le vocabulaire des apprenants EFL. L'hypothèse principale de cette étude suppose que le vocabulaire des apprenants EFL se développerait s'ils s'engagent avec les vidéos YouTube. Pour tester cette hypothèse et atteindre les objectifs de l'étude, une méthode quantitative descriptive a été employée. Un questionnaire a été conçu et distribué à soixante étudiants de deuxième année (L2) du département d'anglais de l'université du 08 Mai 1945 - Guelma. Les résultats de l'étude indiquent que la majorité des apprenants EFL ont une attitude positive envers l'utilisation des vidéos YouTube pour améliorer leur vocabulaire. Les résultats ont également révélé l'efficacité des vidéos YouTube dans l'enrichissement du vocabulaire des apprenants EFL. Ainsi, les conclusions sont cohérentes avec l'hypothèse de recherche. Par conséquent, il est recommandé aux apprenants EFL d'utiliser les vidéos YouTube pour développer leur vocabulaire.

**Mots-clés :** Vocabulaire, vidéos YouTube, étudiants EFL, attitudes, apprentissage des langues, développement

## الملخص:

يُعدُّ اكتساب المفردات مهارةً مهمةً في عملية تعلم اللغة، خاصة بالنسبة لمتعلمي اللغة الإنجليزية كلغة أجنبية الذين يسعون إلى تحسين كفاءتهم في استخدام اللغة الإنجليزية بشكل فعّال للتواصل. ومع ذلك، قد يواجه العديد من هؤلاء المتعلمين صعوبات في استخدام اللغة المستهدفة بشكل مناسب بسبب محدودية المفردات. تستكشف هذه الدراسة أهمية استخدام مقاطع الفيديو على منصة يوتيوب خارج الفصل الدراسي لتعزيز مفردات متعلمي اللغة الإنجليزية كلغة أجنبية. تفترض الفرضية الأساسية لهذه الدراسة أن مفردات متعلمي اللغة الإنجليزية كلغة أجنبية سوف تتطور إذا تفاعلوا مع مقاطع الفيديو على يوتيوب. ولاختبار هذه الفرضية وتحقيق أهداف الدراسة، تم اعتماد المنهج الوصفي الكمي. وقد تم تصميم استبيان وتوزيعه على ستين طالبًا من طلاب السنة الثانية (L2) بقسم اللغة الإنجليزية، جامعة 08 ماي 1945 - قالمة. تشير نتائج الدراسة إلى أن غالبية متعلمي اللغة الإنجليزية كلغة أجنبية لديهم مواقف إيجابية تجاه استخدام مقاطع يوتيوب لتعزيز مفرداتهم، كما كشفت النتائج أيضًا عن فعالية هذه المقاطع في تحسين مفردات المتعلمين. وبذلك، تتماشى النتائج مع فرضية الدراسة. لذلك، يُوصى بأن يستخدم متعلمو اللغة الإنجليزية كلغة أجنبية مقاطع يوتيوب لدعم تنمية مفرداتهم.

**الكلمات المفتاحية:** المفردات، مقاطع فيديو يوتيوب، طلاب اللغة الإنجليزية كلغة أجنبية، المواقف، تعلم اللغة، التطوير.