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“Investigating Vocabulary Learning Motivation Through YouTube: The
Case of M1 EFL Students at the Department of English in the Mouloud
Mammeri University of Tizi Ouzou”

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Dedication

This work is dedicated:

To my parents, whose unwavering support has been a guiding light in my life

To my sisters and brother, who have always stood by my side

To Hamid, my steadfast partner in this work, whose unwavering presence have made this
work a reality

Thank you for being with me every step of the way

Helene Bourai

This work is dedicated:

To the memory of my father, who continues to stand by my side just in a different way

To my mother, who never failed to support me in any situation

To my sister, even though she is many miles away, is of great assistance, helping me with
care, intelligence and tenderness

To my brothers who are aware of this work and never left my side

To Helene, who is the backbone of the work and never left me throughout it and beyond

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Abstract

The present study is concerned with investigating vocabulary learning motivation through YouTube: the case of M1 EFL students. Through this research, we attempt to highlight the importance of YouTube videos as a useful way for increasing learners' motivation for positive interaction between students-students and teacher-students' for a better quality of learning and teaching. This research is centered on two objectives. First, it seeks to raise students' awareness of how YouTube videos can contribute to improve vocabulary proficiency in and outside the classroom and assist them in their English learning practices. Second, this research attempts to investigate how EFL teachers use YouTube videos to motivate their students to learn vocabulary. To reach these aims, the mixed-methods approach was adopted using both qualitative and quantitative method for collecting and analyzing data. For the collection of data, we opted for the use of two instruments; a questionnaire administrated to 50 M1 students and another questionnaire distributed to 50 teachers of the department of English of MMUTO. The findings of this study have revealed that YouTube videos significantly contribute to the vocabulary development of M1 EFL students. It also showed that teachers are significantly aware and recognize YouTube videos as an effective teaching aid and that YouTube videos significantly contribute to foster M1 EFL students' motivation.

Key words: intrinsic and extrinsic motivations, M1 EFL students, MMUTO, motivation, Self-Determination Theory, vocabulary learning, YouTube

❖ **List of Abbreviations**

- ❖ H: Hypotheses
- ❖ ICT: Information and Communication Technology
- ❖ Q: Question
- ❖ SDT: Self Determination Theory (Ryan & Deci, 1970-1980)
- ❖ SNS: Social Networking Sites

❖ **List of Tables**

Table 1: Participants' Preferred Website for Online Activities.....	29
Table 2: Participants' Perceptions of the effectiveness of platforms.....	36
Table 3: Teachers' Teaching Experience	38
Table 4: Educators' Strategies in YouTube-Based Vocabulary Learning	45

❖ List of Diagrams

Diagram 1: Frequency of Visiting the YouTube Website	30
Diagram 2: Educational Use of the YouTube Website	30
Diagram 3: YouTube Usage for Vocabulary Learning	31
Diagram 4: Control in YouTube-Based Vocabulary Learning.....	32
Diagram 5: Vocabulary Learning Progression via YouTube.....	32
Diagram 6: The Impact of Content Relevance on Vocabulary Learning.	33
Diagram 7: Intrinsic and Extrinsic Factors in Vocabulary Learning on YouTube.	33
Diagram 8: Participants' experiences with YouTube videos for vocabulary learning.	34
Diagram 9: Participants' Experiences with External Rewards in YouTube Vocabulary Learning	34
Diagram 10: External Factors on Motivation in Vocabulary Learning on YouTube	35
Diagram 11: Opportunities on YouTube.	35
Diagram 12: Vocabulary learning challenges on YouTube	37
Diagram 13: The use of YouTube as a Vocabulary Teaching Tool	39
Diagram 14: The use of YouTube in Teaching Practices	39
Diagram 15: YouTube Video Types for Vocabulary Learning	40
Diagram 16: YouTube Videos' Selection.....	40
Diagram 17: Promoting Self-Determination in Vocabulary Learning.....	41
Diagram 18: the Impact of YouTube Videos on Vocabulary Learning.	41
Diagram 19: YouTube in Educational Practices.....	43
Diagram 20: Educators' Strategies with YouTube.....	44

❖ Table of Contents

Dedication	1
Acknowledgment	2
Abstract.....	3
List of Abbreviations.....	4
List of Tables	5
List of Diagrams	6
Table of Contents	I

General Introduction

Statement of the research problem.....	1
Aims and significance of the study	3
Research questions and hypotheses.....	3
Research design and methodology.....	4
Structure of the dissertation.....	4

Chapter One: Literature Review

Introduction	6
Background of Information and Communication Technology.....	6
1. Language Teaching Materials.....	7
2. Videos	8
3. An Overview of YouTube videos	8
4. YouTube for Vocabulary Learning.....	10
Self Determination Theory	11
1. Motivation.....	12
2. Deci and Ryan's Theory of Motivation (1985).....	13
2.1. Intrinsic Motivation	13
2.1.1. Intrinsic Motivation Factors	14
1. Challenge.....	14
2. Goals.....	15

3. Uncertain Outcome	16
4. Self-Esteem.....	16
2.2. Extrinsic Motivation	17
2.2.1. Categories of Extrinsic Motivation.....	17
1. External Regulation	18
2. Interjected Regulation	18
3. Identified Regulation	18
4. Integrated Regulation	18
2.3. Psychological Needs	19
1. Autonomy.....	19
2. Competence.....	20
3. Relatedness	20
Conclusion.....	22

Chapter Two: Research Design and Methodology

Introduction	23
Section One: Data Collection Procedure.....	23
1. Context of Investigation and Participants	23
2. Sampling Method	24
3. Data Collection Instruments	24
4. The Students' Questionnaire.....	25
4.1. Aims of the Students' Questionnaire.....	25
4.2. Description of the Students' Questionnaire.....	25
5. The Teachers' Questionnaire	26
5.1. Aims of the Teachers' Questionnaire	26
5.2. Description of the Teachers' Questionnaire	27
Section Two: Data Analysis Procedure	27
1. The Quantitative Data	28
2. The Qualitative Data.....	28
Conclusion.....	28

Chapter Three: Presentation of the Findings

Introduction	29
1. Results of Students' Questionnaire	29
2. Results of Teachers' Questionnaire	38
Conclusion	46

Chapter Four: Discussion of the Findings

Introduction	48
1. Discussion of the Learners' Questionnaire	48
1.1. Factors affecting Motivation	52
2. Discussion of the Teachers' Questionnaire	52
Conclusion	59
General Conclusion	61
Bibliography	63
Appendices	

General Introduction

General Introduction

The General Introduction

In the age of the digital era, information and communication technology (ICT) is becoming necessary and widely used in our professional and personal life in an easy and fast way and less cost. ICT played a significant and indispensable role in developing many fields like Industry, Economy, Education, Politics, culture, which became an inseparable part of the global development. The use of technology in general and the Internet, in particular, has changed the era of education completely. Therefore, the Internet has provided many popular platforms such as web blogs, Facebook, Skype, Twitter, YouTube has started being used in recent years with the invention of World Wide Web (WWW). According to Dudeney & Hockly (2007), *“Technology offers new ways for practicing language and assessing performance”* (p. 8).

World Wide Web (WWW), has the potential to facilitate people’s language communication, and it becomes a good modern way to general high lines between educators over the world to share ideas, collaborate, research, and transfer knowledge and culture much faster through the social media websites. Hence, we should implement those platforms in the education process, especially the integration of YouTube videos which its usage disregard in EFL classroom activities, and more precisely the ones that are concerned with learning and teaching vocabulary that merely assist students to comprehend the spoken and written discourse. In this regard, YouTube is one of the useful resource, that play a significant role in education and also is regarded as an exciting learning resource which it became a basic need for EFL learners to practice the language and also to be able to listen a real native English speaker and interact with them. In addition, learn more vocabulary through the accessibility of a wide variety of enjoyable visual lessons that positively affect students memory storage.

Vocabulary is one of the serious problems that learners have within the context of

General Introduction

English learning because it requires more than just knowing the meaning of the word but how using this word in the context with correct pronunciation. Hence, without the power words, we cannot master listening, speaking, reading and writing skills. The problem is that we noticed within students of English that most of them encounter many difficulties in reading texts, in communication, in understanding the whole message of discourse because of not having sufficient amounts of words as well as the lack of vocabulary knowledge. As a matter of fact, the ineffectiveness of the traditional teaching in the classroom is considered as one of the reasons behind the failure of the current teaching methods. From another regard, teachers do not focus on teaching vocabulary as the whole part of the language in their sessions due to the limited time allocated for each language class since its development requires more time. So, we have to look at teaching and learning vocabulary through a new perspective.

Considering the widespread of the World Wide Websites nowadays, we have to provide a real situation of learning in EFL teaching by integrating a new technology material such as YouTube videos that is one of the useful websites that play a significant role in education. They are considered as an interesting learning resource, which can help learners to cope with their vocabulary learning difficulties like identifying lexical units, word formation, word classes. Also, through YouTube, we can memorize and recognize many active and unfamiliar words with their meaning and function faster and for a longer time and to sustain students 'attention when focusing on a wide variety of enjoyable audiovisual lessons that can affect students' vocabulary development.

For that sake, we try to establish a correlation between YouTube videos and vocabulary for the use of YouTube as a supplementary means that can play a positive role in enhancing M1 EFL learners' vocabulary.

General Introduction

Aims and Significance of the Study

The overall aim of this research study is to highlight the importance of YouTube videos as a useful way for increasing students' motivation for positive interaction between students-students and teacher-students' for a better quality of learning and teaching.

It seeks to raise students' awareness of how YouTube Videos can contribute to improve vocabulary proficiency in and outside the classroom and assist them in their English learning practices. Furthermore, this research attempts to investigate how EFL teachers use YouTube videos to motivate their students to learn vocabulary.

Moreover, the significance of this study lies in the fact that it will bring some benefits in the field of English learning and teaching in general. So, the findings can help to obtain the new insights and thoughts from the students towards using of YouTube Videos as motivation materials to develop their vocabulary and to make learning more attractive and involved. Also, it can aid teachers to enhance their teaching instruction besides the use of textbooks to help students to learn English in an appropriate way. Another reason, it will help the researchers to use references of this work to aid them in their future research.

Research Questions and Hypotheses

To investigate this issue, the following questions are raised:

- 1- To what extent do YouTube videos affect M1 EFL learners vocabulary development?
- 2- Are teachers aware of YouTube videos as an active teaching aid ?
- 3- Can YouTube videos foster M1 EFL learners' motivation ?

In an attempt to answer the questions above, the following hypotheses are set:

General Introduction

1- YouTube videos significantly contribute to the vocabulary development of M1 EFL learners.

2- Teachers are significantly aware of and recognize YouTube videos as an effective teaching aid.

3- YouTube videos significantly contribute to foster M1 EFL learners' motivation.

Research Design and Methodology

The present study has been conducted through the descriptive method that focuses on quantitative design that provides a comprehensive picture about the concerned problem. To uphold this work with more valid data, we have administrated two questionnaires as an appropriate research tool for both students and teachers to investigate their perspective and attitude towards the incorporation of YouTube videos in the classroom setting to develop students' vocabulary. Moreover, we used a semi-structured questionnaire as a mixture of closed-ended and open-ended questions to confirm or disconfirm our hypothesis.

Structure of the Dissertation

The present dissertation is structured following the traditional type that comprises of a general introduction, four chapters, and a general conclusion. The introduction presents the background of the study, the issue addressed by the study, the aim and significance, and the organization of the dissertation. The first chapter consists in reviewing the main theoretical framework upon which this study is based. The second chapter, entitled “*Research Design*”, introduces the data collection and the analysis procedures. It gives a description of the research design, the research instrument, and the data gathered from the field. The third chapter is labeled “*Presentation of the Findings*”, it presents the data gathered from the research tools and

General Introduction

analyses statistically. The fourth and last chapter is named “*Discussion of the Findings*” and it serves to discuss the outcomes included in the previous chapter, trying to provide answers to the research questions. The general conclusion provides an overall summary of the different points tackled throughout the research, indicates the limitations of the study, and makes suggestions for further research.

Chapter One: Literature Review

Introduction

In the 21st century, the Internet has become an indispensable part of our lives, widely recognized as one of the most transformative inventions. It has opened up new opportunities for individuals, educators, and institutions to connect with others. This chapter delves into the significance of YouTube and its utility as a valuable tool for both foreign language learners and teachers. We will commence by providing a brief background on Information and Communication Technology (ICT) and follow with an overview of the Self-Determination Theory (SDT).

**Background of Information and Communication Technology
(ICT)**

We are living in the century of Electronic Media, the age of development that is changing the shape of society in the extremely rapid way with the help of information and communication technologies (ICTs), which became an indispensable part of everyday life. Michiels and Van Crowder (2001) have defined ICTs as “*a range of electronic technologies which when converged in new configurations are flexible, adaptable, enabling and capable of transforming organizations and redefining social relations*”(as cited in Chapman, Slaymaker, 2003, p. 5). It means that ICTs is the use of all means of telecommunications like a computer, hand phone, laptops. These aids are used to facilitate and expedite the communication and processing information.

New Technology played a crucial role in changing personal lifestyle and influenced the majority of countries; it succeeded in boosting productivity and creativity and had the incredible power to increase the level of development. In the last few years, the extent of ICT usage in the world at large has increased dramatically, its ease of use and the numerous immediate needs it can meet, have turned it into a key player culturally and socially in the 21st

century (Beno, 2009). ICT has inevitably changed the way we live in many positive sides and prevailed numerous domains such as politics, culture, society and economics. It is one of the fields that grow rapidly and get many advantages for the use of technology.

Technology also has a fundamental contribution to transform and increase the flexibility of the educational landscape, especially when it used properly by educators. According to Unesco (2005), it is mentioned that ICTs can have the potential to promote the property of the foreign language teaching which provides for EFL teachers and learners plenty of popular materials used within the classroom setting to make the foreign culture and language more vivid process. Hence, teachers and learners became more enthusiastic in using technology tools in many places such as home, workplace, classrooms, seminars, etc. ICT is playing an effective role in Higher Education, which its usage affects many forms in university education like the accessibility to the high level of information, conducting research (Jacobsen, 1998).

ICT is one of the best creative tools that demonstrate the efficacy and the value of technology in many areas which made the human life more manageable and easier.

1. Language Teaching Materials

Teaching materials are the tools used by educators to enhance the effectiveness of their lessons. Language materials are considered a fundamental component of language teaching and learning. Tomlinson (1998) suggested that materials encompass “*anything that is used by teachers or learners to facilitate language learning*”. James D. Brown, cited in Tomlinson (1998), also defines materials as any systematic description and exercise to be used in classroom teaching. Richards & Rodgers (2014) emphasize the multifaceted role of materials stating “*Materials allow learners to progress at their own rates of learning and use different learning styles. They also offer opportunities for independent study, self-evaluation, and progress in learning*”.

2. Videos

The addiction of people nowadays is increasing towards the internet and its diverse modes. Videos have been appreciated as one of the innovations that invaded the everyday life of people. In the recent years, videos take an enormous place and become the alternative form in a learning platform. Particularly, with the emergence of ICT, that provides plentiful educational resources which fitful the learner's needs. As Mayer (2001) revealed "*Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed-captioning*". (as cited in Watkins & Wilkins, 2011).

Videos are one of the essential ways and factors that bridge the gap between students and their language learning, it helps to accomplish many purposes in EFL classes. This visual aid can help learners in building up their knowledge construction. Besides, it facilitates and promotes teachers' activity, and allows them to present their lesson in a comfortable way. Furthermore, it is suitable for all learning styles. According to Cisco Systems Inc (2012, p. 5), which summarized the impact of video by three key concepts:

1- Interactivity with content (the learner relates to visual content, whether verbally, by note taking or thinking, or by applying concepts).

2- Engagement (the learner connects to the visual content, becoming drawn in by video, whether on-demand or real-time).

3- Knowledge transfer and memory (the learner may remember and retain concepts better than with other instructional media).

3. An Overview of YouTube Videos

People nowadays are inseparable from the online world, where technology has the capacity to offer the learner various online materials, such as websites that are considered as an

incredible source of information. However, among these online resources, there are significant materials that can be integrated into traditional English lessons, such as YouTube. YouTube, is one of the most common and favorable websites that developed recently on a very fast scale. According to Watkins &Wilkins (2011), **YouTube.com** is a free online website on the internet that affords to store and display video clips for watching and sharing. The existence of YouTube was in February 2005 made by three former employees Steve Chen, Chad Hurley, and Jawed Karim, and “ In November 2006, YouTube was bought by Google Inc” (Shafaei & Nejati, 2009). Meanwhile, according to YouTube Statistics (2023), YouTube is generated over more than 2,70 billion of users; also, the number of people watching YouTube per day is up 40% since March 2014 with 76 different languages. Furthermore, YouTube is ranked as the third most popular website. This attractive platform encompasses many channels that include a wide variety of videos such as educational, cultural, entertainment, and others. That can be a very beneficial in many fields. In this regard, the YouTube videos have the potential to be part of the teaching and the learning process as an active technological tool to improving the student’s performance (Shafaei & Nejati, 2009).

YouTube can be very helpful to fit the expectations of the learners for meaningful language use. As far as language teachers can gain benefits from the use of YouTube because it enables them to make their classroom more interesting and independent. On the other hand, bring these powerful videos in a foreign language and make EFL classes smoother by sharing short presentations through the videos instrument with learners’ which give them the opportunity to make language points more clearly comprehending, and provide illustration examples (Keddie, 2014).

Although YouTube offers new possibilities for educators and teachers and training over the world to practice and interact through creating personal and official channels, which can

upload and download many videos with many contents. They can make a discussion with viewers that they can subscribe and comments and share interests, thoughts, and give feedback. Furthermore, teachers can select any video from the YouTube and play it into a PowerPoint presentation to show it to their students (Burke & Snyder, 2008). One of the most popular channels of educational videos is <http://www.youtube.com/edu>. that contain 10,262,196 followers. It helps many educators to acquire everything new, and help researchers with their work through their various lectures, news, and with free access (YouTube, 2015).

YouTube is supposed to be one of the dynamic social networking sites that have the highest potential to boost the development of educators in every aspect of their lives, and raise their knowledge and give the students the opportunities to increase the needed language skills.

4. YouTube for Vocabulary Learning

As Wilkins (1972) claims “*Without grammar very little can be conveyed, without vocabulary nothing can be conveyed*” (p.111). EFL learners put more attention on how to learn vocabulary through practical activities and traditional learning like dictionaries which are still useful, but EFL teachers should look for new teaching-learning aid to apply it for teaching vocabulary and make their learners more motivated in learning process.

YouTube videos can give a modern and attractive ways to achieve this goal. YouTube with its extensive and endless resources offer large varieties of spoken language and different sort and style such as a songs, poems, and conversations that serve language learning and it will be very helpful for learners to memorize in an easy way and acquire vocabulary in a meaningful setting (Alimemaj, 2010). Besides, videos determine learning outcomes by supporting students to cope with their problems. In a study by Silverman and Hines they found that the dynamic visuals, sounds, verbal definition, and static pictures presented in the video may provide multiple means to acquire word knowledge. (as cited in Tang & Logonnathan, 2015, p. 283). So, all the sorts that are available on the videos have a vital aid for increasing

the learners' perception to remember new words with more enthusiasm by watching attractive short clips through subtitles and the way how native speakers talk with gestures. Thus, EFL teachers should utilize this resource in the EFL classes and make students more exposed to the real learning situation and actively involved. As Watkins & Wilkins points: *"Using YouTube both inside and outside the classroom can enhance conversation, listening, and pronunciation skills. YouTube videos can also be utilized as Realia to stimulate cultural lessons, enhance exposure to World Englishes, and promote authentic vocabulary development"*. (2011, p. 113)

Self Determination Theory (SDT)

Self-Determination Theory is a theory that is developed by Edward L. Deci and Richard M. Ryan's work on motivation in the 1970s and 1980s. Although it has grown and expanded since then, the basic tenets of the theory come from Deci and Ryan's seminal 1985 book on the topic.

Self-determination, as a psychological construct, refers to volitional actions taken by people based on their own will, and self-determined behaviour comes from intentional, conscious choice, and decision (Nota, Soresi, Ferrari & Wehmeyer, 2011) . The conceptualization and definition of self-determination varies according to its theoretical orientations. The self-determination theory (SDT) proposed by Deci and Ryan (2000) for example, focuses on the motivational aspect of self-determination and the role of self-determined motivation and autonomy on students' learning and education (Chirkov, 2009). Self-determination is defined as *"the capacity to choose and to have those choices....be the determinations of one's action"* (Deci & Ryan, 2013).

In the field of special education with youth and adults with disabilities, researchers focus more on the development of cognitive, social and behavioral components which are essential dispositional characteristics for self-determined behavior. Wehmeyer (2005), for

example, refers self-determined behavior as “*volitional actions that enable one to act as the primary causal agent in one's life and to maintain or improve one's quality of life*”. Self-determination is defined as skills, knowledge, and beliefs, which facilitate goal-directed, self-regulated, and autonomous behavior (Field, Martin, Miller, Ward & Wehmeyer, 1998).

In the context of positive youth development, self-determination is defined as “the ability to think for oneself and to take action consistent with that thought”(Catalano, Berglund, Ryan, Lonczak & Hawkins, 2009). Self-determination of young people is fostered through positive youth development programmes, which target at promoting autonomy, independent thinking, self-advocacy, empowerment of young people, and their ability to live according to values and standards. Such conceptualization is in line with the emergence of positive psychology which emphasizes fostering of human strengths (Seligman & Csikszentmihalyi, 2000).

1. Motivation

Defining motivation is an arduous task, for it is impossible to give an exact definition to a broad term defined from different outlooks. To start with a global definition, we would like to appeal to Dornyei and Ushioda (2001) who write: “*the only thing about motivation most researchers agreed on is that, by definition, concerns the direction and magnitude of human behavior*” (p.4), meaning that, motivation is about the reason that instigates people to do something as well as the time and effort required to prosecute it.

Narrowly, in the academic context, Gottfried (1990) defines motivation as “*the enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task endogeny and learning of challenging, difficult and novel tasks*” (as cited in Gottfried, Fleming and Gottfried, 2001, p.3); in other words, students want to learn new hard tasks and feel curious about experiencing endeavors, and when learning arises interest on them, they

pursue that experience. Moreover, Bomia et al. (1997) add, “*in relation to education, motivation refers to a student’s willingness, need, desire and compulsion to participate in, and to be successful in, the learning process*” (p.4) in other words, when a student wants to contribute in the different learning tasks, willing to accomplish them, means he/she is motivated to learn.

Motivation is a process that requires students to perform physical or mental activities for achieving their goals (Schunk, Pintrich & J.L. Meece, 2008).

Hagger & Chatzisarantis (2005) note that: "*Motivation is often understood as an internal state or force that propels individuals to engage and persist in goal-directed behavior*". O'Shaughnessy (2012) claims that the term “*motivation*” is closely related to the term “*motive*” and the two terms are often used as synonyms. Motivation in the claims of Fuchs (2008) is the sum of separate motive. Levine & Moreland (2008) state that it is closely related to ability, effort, and action, and from the perspective of Kleinginna & Kleinginna (1981), motivation is synonymous with arousal, implying that it generates the necessary psychological and physiological energy required to initiate and sustain activities.

In short, motivation in school is a powerful psychological factor that teachers can use to goad their students to better be able to perform and increment their achievements.

2. Deci and Ryan's Theory of Motivation (1985)

Through an examination of the perceived forces that propel an individual to take action, SDT has distinguished between multiple types of motivation, each of which which has particular ramifications for performance, learning, experience, and well-being.

2.1. Intrinsic Motivation

Ryan and Deci (2000) defined intrinsic motivation as a motivation that originates within the

individual. Intrinsic motivation (IM) has been one of the concepts studied in motivational research in physical education. According to Deci and Ryan (1985), intrinsically motivated behaviors are engaged in for their own sake, for the pleasure and satisfaction derived from the process of engaging in the activity. Intrinsically motivated behaviors are associated with psychological well being, interest, enjoyment, fun, and persistence (Ryan & Deci, 2000).

According to these authors intrinsically motivated students learn because they are driven by an inner sense of satisfaction. . It can be due to affective factors, when the person engages in the behavior because it feels good, or cognitive factors, when they see it as something good or meaningful (Silverthorn, 2005). An example of intrinsic motivation is a person who plays basketball during lunch break only because they enjoy it (Brehm, 2014).

Intrinsic motivation has emerged as an important phenomena for educators—a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices (Ryan & Stiller, 1991).

2.1.1. Intrinsic Motivation Factors

The first four kinds of intrinsic motivations can be present in any learning situation, even those involving only one person. They are challenge, curiosity, control, and fantasy. (Malone & Lepper, 2007)

1. Challenge

We seek and enjoy activities that offer us a challenge is a central tenet of many traditional theories of intrinsic motivation. Although individual theorists have employed a variety of terms—e.g., effectance motivation (Harter, 1978; Kagan, 1972; White, 1959), perceived competence (cf. Deci, 1975; Lepper & Greene, 1978b; Weiner, 1980b), flow states (Csikszentmihalyi, 1975), or self-efficacy (Bandura, 1977; Schunk, 1983)—their common

conviction seems to be that people prefer an optimal level of challenge. Activities that are trivially easy or impossibly difficult will be of little intrinsic interest. Activities that provide some intermediate level of difficulty and challenge will stimulate the greatest intrinsic motivation. (Malone & Lepper, 2007)

There is some agreement, in addition, on the characteristics of activities that are required for them to provide a challenge to learners. As a number of theorists have noted (e.g., Eifferman, 1974; Kagan, 1972;), in order for an activity to be challenging, it must provide goals such that goal attainment is uncertain. It should also provide performance feedback concerning goal attainment that will engage and enhance the self-esteem of the individual involved with the activity. (Malone & Lepper, 2007)

2. Goals

The presence of an explicit goal seems to be important in the appeal of simple computer games (Malone & Lepper, 2007). This appears to be true of other highly structured games and activities as well (Deci, 1975; Eifferman, 1974; Lepper & Greene, 1978b).

In other, more open-ended, learning environments, however, there are some-times no explicit goals, but rather many emergent goals (Csikszentmihalyi, 1975, 1978) that people can easily generate for themselves. For example, one of the advantages of the Logo computer programming environment as a vehicle for instruction is that it is easy for children to generate their own goals: things that they would like to make a moving turtle do on the screen (Malone & Lepper, 2007). One of the potential difficulties of such open-ended learning environments may be that it is easy for children to think of things that would be too difficult for them to do at their level of ability. (Malone & Lepper, 2007).

Bandura and Schunk (1981) have shown that proximal goals are superior to more distal or long-term goals for producing sustained intrinsic motivation and enhanced task performance.

Hierarchical goal systems that simultaneously provide both proximal and distal goals across a wide range of performances may prove especially effective motivational devices. (Malone & Lepper, 2007)

3. Uncertain Outcome

Having a goal alone is not enough to make an activity or environment challenging. If one is certain to achieve a goal or certain not to achieve the goal, then the environment will not be challenging(Malone & Lepper, 2007). In fact, some models of motivation specify that motivation will be maximal when uncertainty is maximal [i.e., when the probability of success is exactly one half (McClelland, Atkinson, Clark, & Lowell, 1953)].

4. Self-Esteem

Finally, challenge appears to be intrinsically motivating, in large part, because it engages the learner's sense of self-esteem (cf. Harter, 1978;Weiner, 1979). In the instructional domain, as elsewhere, success can make people feel better about themselves, and failure can make people feel worse about themselves (Malone & Lepper, 2007). As Weiner and other attribution theorists have noted, however, such affective reactions are largely restricted to situations in which success or failure is viewed as a function of personal ability and/or effort (Graham & Weiner, this volume; Weiner, 1979, 1980b).

One implication of this observation is that performance feedback should be structured so as to promote perceptions of personal competence and effort and to minimize the possibility of diminishing the learner's self-esteem (cf. Dweck & Goetz, 1978; Weiner, 1980a). Note, however, that this concern may occasionally conflict with the need for clear performance feedback. Similarly, such considerations underscore the potential utility of having a graded sequence of difficulty levels within an activity, so that players at any level of ability can progress with a reasonable rate of success. (Malone & Lepper, 2007)

In short, understanding how challenge, goals, and uncertain outcomes influence intrinsic motivation contributes to the broader goal of improving vocabulary proficiency and increasing motivation in English learning practices. The exploration of challenge, goals, and uncertain outcomes contributes valuable insights into how YouTube videos can effectively contribute to vocabulary development and enhance the overall English learning and teaching experience.

2.2. Extrinsic Motivation

The term extrinsic motivation refers to the performance of an activity in order to attain some separable outcome. In other words, extrinsic motivation occurs when people get involved in an activity because they are interested in the effects or the outcome of the activity rather than in the activity itself (Silverthorn, 2005). For instance, if a student does their homework because they are afraid of being punished by their parents then extrinsic motivation is responsible (Ryan & Deci, 2000).

Extrinsic motivation means that the person is doing the task not because they enjoy it, but because they expect to get something out of it. In this theory of motivation, extrinsic motivation is not characterized by self-determination but by pressure, obligation, or restraint. According to Deci and Ryan, extrinsic motivation is a drive to behave in certain ways based on external sources and it results in external rewards (Deci, 1985).

2.2.1. Categories of Extrinsic Motivation

Self-determination theory (Deci and Ryan 1985) proposes a continuum of extrinsic motivation that ranges in terms of the level of internalization –that is, the degree to which behavior is self-determined.

1. External Regulation

The most external form –external regulation –refers to behavior that is controlled mainly through external factors (e.g., deadlines, rewards, directives, punishers). This type of behavior serves mostly to satisfy external demands, and so the source of motivation and causality for behaviors external rather than internal. (Legault, 2016)

2. Interjected Regulation

It refers to behavior wherein external pressures have been partially deflected inward, but not truly adopted or internalized. This type of motivation feels quite controlling, but more from a sense of internal rather than external pressure. (Legault, 2016)

3. Identified Regulation

It is a more autonomous form of extrinsic motivation and denotes the point at which behavior becomes internally governed and self-endorsed. This type of regulation occurs when the individual values or identifies with the outcome of the activity. Although identifications feel autonomously chosen, they may nonetheless be separate from the individual's other values and beliefs and thus may not reflect the person's core self or overarching value system. (Legault, 2016).

4. Integrated Regulation

It is the most autonomous form of extrinsic motivation that refers to behavior that is fully internalized. At this point, identifications have been merged with other deeply held beliefs, values, and needs. Integrated motivation feels consonant with the self; such behavior serves almost a means of self-expression and identity. (Legault, 2016) Because of this, integrated behavior is associated with feelings of self-integration and psychological well-being (Weinstein et al. 2011)

In short, understanding where students fall on this continuum can provide valuable insights into the motivations driving their engagement with YouTube videos for vocabulary learning. This allows us to explore whether the use of YouTube videos is primarily driven by external pressures, internalized due to recognized value, or fully integrated into students' approaches to vocabulary development and this understanding can inform us recommendations for optimizing the use of YouTube videos as a motivational tool for vocabulary learning in English education.

2.3. Psychological Needs

Self-determination theory suggests that all humans have three basic psychological needs that underlie growth and development.

1. Autonomy

The need for autonomy refers to feeling oneself as responsible for their actions for instance, students are autonomous when they willingly expend effort and devote time to do their schoolwork (Niemic and Ryan, 2009). Regarding this, Ryan and Deci (2000) posit: “...*choice acknowledgement of feelings, and opportunities for self-direction were found to enhance intrinsic motivation because they allow people a greater feeling of autonomy*” (p.70) i.e. to have a sense of control of oneself actions.

Deci (2004) found that offering people extrinsic rewards for behavior that is intrinsically motivated undermined the intrinsic motivation as they grow less interested in it. Initially intrinsically motivated behavior becomes controlled by external rewards, which undermines their autonomy. In further research by Amabile, DeJong and Lepper (1976), other external factors also appear to cause a decline in such motivation. For example, it is shown that deadlines restrict and control an individual which decreases their intrinsic motivation in the process.

2. Competence

The need for competence refers to the feeling of effectively doing a task (Niemic and Ryan, 2009). In this respect, Deci and Ryan (2000) state: “*the theory argues, first, that social contextual events (e.g., feedback, communications, rewards) that conduce toward feelings of competence during action can enhance intrinsic motivation for that action*” (p.70) i.e. to feel good at something. Competence seeks to control the outcome and experience mastery (White, 1959). Deci (1971) found that giving people unexpected positive feedback on a task increases their intrinsic motivation to do it, meaning that this was because positive feedback fulfilled people's need for competence. Additionally, SDT influences the fulfillment of meaning making, well-being, and finding value within internal growth and motivation (Bauer, J. J., King, L. A., & Steger, M. F., 2018). Giving positive feedback on a task served only to increase people's intrinsic motivation and decreased extrinsic motivation for the task. Vallerand and Reid (1984) found negative feedback has the opposite effect (i.e., decreasing intrinsic motivation by taking away from people's need for competence). In a study conducted by Felnhofer et al., the level of competence and view of attributing competence is judged in regards to the scope of age differences, gender, and attitude variances of an individual within a given society. The effect of the different variances between individuals subsidize the negative influence that may lead to decreasing intrinsic motivation.(Felnhofer, A., Goreis, A., Bussek, T., Kafka, J. X., König, D., Klier, C., Zesch, H., & Kothgassner, O. D., 2019).

3. Relatedness

The need for relatedness refers to the feeling of being connected to other people for example, in classroom, this need is satisfied when a student feels that their teacher respects and likes him (Niemic and Ryan, 2009). It is argued that satisfying the need for relatedness

contributes in improving intrinsic motivation, in this regard, Deci and Ryan (2000) claim that “... a secure relational base does seem to be important for the expression of intrinsic motivation to be in evidence” (p.71). Relatedness is the need to interact with, be connected to, and experience caring for others. (Baumeister, R., & Leary, M. R., 1995). During a study on the relationship between infants' attachment styles, their exhibition of mastery-oriented behavior, and their affect during play, Frodi, Bridges and Grolnick (1985) failed to find significant effects: “Perhaps somewhat surprising was the finding that the quality of attachment assessed at 12 months failed to significantly predict either mastery motivation, competence, or affect 8 months later, when other investigators have demonstrated an association between similar constructs ...” Yet they note that larger sample sizes could be able to uncover such effects: “A comparison of the secure/stable and the insecure/stable groups, however, did suggest that the secure/stable group was superior to the insecure/stable groups on all mastery-related measures. Obviously, replications of all the attachment-motivation relations are needed with different and larger samples”.

According to SDT, the satisfaction of these basic needs is necessary for the nourishment of intrinsic motivation and internalization of extrinsic motivation (Gagne and Deci, 2005). All this means that, these needs when satisfied people will be intrinsically motivated and thereby they become more self-determined.

In short, relating this to education, the teacher can help his/her students internalize the extrinsically motivated behaviors by supporting the need for autonomy, the more the teacher is an autonomy supportive the more capable he/she becomes of satisfying the needs for competence and autonomy. Moreover, the satisfaction of the autonomy, competence and relatedness needs is necessary in maintaining intrinsic motivation to make students self-determined.

Conclusion

The present chapter has provided an overview of the literature that revolves around the topic of the study: Investigating Vocabulary Learning through YouTube: The case of M1 EFL students. It is divided into two main sections: The first section has provided us a broad understanding on Information and Communication Technology (ICT) highlighting the impact and the significance of YouTube as a new language teaching material. The second and final section provided an overview of Self Determination Theory (SDT).

Chapter Two:
Research Design and
Methodology

Introduction

The present chapter aims at presenting the research design that we used to conduct our work. It is based mainly on a descriptive method that focuses on quantitative design. To enrich the work with accurate data, two questionnaires were administered; one for M1 EFL students at the department of English, the other one for teachers to ensure the validity of the finding results. However, the present chapter deals also with the description of the aims of the data collection tools, participants of the study, analysis of the data instruments, and the interpretation of the results of the data collection tool. It is composed of two sections: the first section is dedicated to the procedure of data collection, including the context, the participants and the tools, and the second one is concerned with the data analysis and the method used to interpret them.

Section One: Data Collection Procedure

Kabir(2018, p.202) defines data collection as: *“the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes.”* Data collection is a procedure of gathering and classifying a research’s findings so as to interpret them, check hypotheses and obtain answers to the research problem stated in the General Introduction.

1. Context of Investigation and Participants

This investigation is carried out at the Department of English at Mouloud Mammeri University of Tizi Ouzou. It took place on October 18, 2023. The first sample, a sample of Master one students has been selected encompassing all specialties. It comprised a sample of 49 participants who are selected randomly, without taking into consideration any factors such as age, level or sex in order to guarantee a certain level of homogeneity of the sample in terms of

skills, motivation or knowledge (Richards, 2001;58) and not to interfere in this study. The principal reasons behind the choice of this population are, first, that M1 students have an advanced level in the process of English which means that they already relied on practical techniques that granted their development in the language, especially in their improvement of vocabulary that considered as an essential component in the Target language. Another reason, this population may have exposure to the information and communication resources in the process of their studies which give them the opportunity to provide us with their valuable opinions on the current issue. The second population of the study consists of a representative sample of English teachers at the Department of English, it could include the teachers involved in all levels and all specialties; they are 50 and all of them teach more than one module. Thus, they need to use effective techniques to improve their students' vocabulary. The English Department employs more than one hundred (100) teachers, we could not deal with all of them; therefore, we have distributed our questionnaire randomly on the 19th of October, 2023.

2. Sampling Method

The first sample of our work is restricted to 50 teachers which represents 50% of the whole population (more than 100) and the second sample is restricted to 50 M1 students which represents 50% of the whole population (more than 100) w ho were picked as participants, they were selected randomly to answer the questionnaires.

Random sampling is one of the simplest ways of collecting data from the total population. In which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total participants.

3. Data Collection Instruments

In order to complete this study, we have relied on two questionnaires because using only one questionnaire as a data collection tool is not enough to get reliable data so, in order to make

our results more valid we opted for another questionnaire as an additional tool. The investigation started by distributing a questionnaire first to the students, we saw it useful to know first about the impact of YouTube as a tool for vocabulary learning, focusing on their motivations. Then, we proceeded to the elaboration of the teachers' questionnaire which helped us to have an idea of what topics or hot spots we should focus on.

4. The Students' Questionnaire

4.1. Aims of the Students' Questionnaire

The primary purpose of this present questionnaire is to see either the exposure to technology materials such as YouTube videos as a learning tool will help M1 EFL learners to improve their vocabulary learning. Also, how they will benefit from those videos. Besides, whether EFL learners support the implementation of these ICTs Tools as a teaching aid.

4.2. Description of the Students' Questionnaire

A questionnaire is an important data collection tool which presents the respondents with a list of questions which permits to gather a considerable amount of data in less time. It is argued by Dornyei Zoltan (2003) that the questionnaire is the suitable tool for second language research because of time constraints, the researcher's efforts as well as the financial resources.

The designed questionnaire combines 15 questions composed of six sections which include a combination of both close-ended and open-ended questions with the possibility of adding any further suggestions whenever necessary. We acquired the data findings through Microsoft Excel 2007 program and the results were shown in the form of Tables and Diagrams. Meanwhile, section one aim at gathering information about the students 'background information seeking to know at what extent and what purpose do they use YouTube and websites in general. The second section seeks to point out at how often they use YouTube for

vocabulary learning. The third section sets out to gather data about students' views about their progress in vocabulary learning. Furthermore, Section four tries to elicit information about the intrinsic and extrinsic motivation of the learners and the final and fifth section aims to gather some extra information consisting of the learners' recommendations about all what they have seen yet and what has to be improved or added. However, we did not manage to collect all the questionnaires due to time constraints; we have collected forty-nine (49) out of the fifty (50) questionnaires.

4.3. Piloting of the Questionnaire

In the beginning of data collection phase, we have designed and piloted the teachers' questionnaire. This stage took place on the 16th of October, 2023. We have distributed five (5) questionnaires to M1 students in the aim of checking the clarity and the understanding of the different question items. Accordingly this piloting allowed us to modify and clarify some questions and items in the questionnaire so as to make it more comprehensible and easy to answer by the participants.

5. The Teachers' Questionnaire

5.1. Aims of the Teachers' Questionnaire

The teachers' questionnaire has been developed to investigate how teachers use YouTube videos in some ways so as to encourage and stimulate their students to develop and enhance their English vocabulary knowledge in a way that is seen to strengthen our research. It also aims at gathering information concerning the different methods de the teachers use and to what extent do they use them at using YouTube videos as a basis for new vocabulary learning as for Babbie, E.R. (2010) "*questionnaires can be a valuable tool for supporting research*" (Babbie, E.R., 2010).

5.2. Description of the Teachers' Questionnaire

The teachers' questionnaire is made of multiple types of questions, which respectively are: Open-ended questions, close-ended questions and mixed questions to gather the maximum amount of data as well as enabling the respondent to express himself and giving his view about the specific topic, thus gathering extra and valuable data. The teachers' questionnaire is composed of five sections; each one comprises a set of a minimum of 1 question totaling the number of 13 questions. The first section is about teachers' background information. The second section is devoted to YouTube integration and teaching practices. The third section concerns the impact on the students' motivation and outcomes. The fourth section deals with the students' engagement and interaction. The final one is about teachers' recommendations about YouTube as a tool to teach and learn vocabulary with, how to enhance its use to get its maximum potential and what should be taken into consideration to promote or refute it according to the context of use according to the teachers' views. However, we did not manage to collect all the questionnaires due to time constraints; we collected only forty-two (42) out of the fifty (50) questionnaires.

Section two: data Analysis Procedure

The investigation is composed of two questionnaires distributed to both of the teachers and Master 1 students of the department of English at the University of Mouloud Mammeri of Tizi Ouzou. We used two techniques in the analysis of our results: statistical and qualitative content analysis. We have chosen these two techniques of the fact that our research findings are both quantitative and qualitative.

1. The Quantitative Data

Quantitative research is: “*an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true*” according to Creswell (1994). The results were interpreted in terms of numerical data in the form of percentages, then at the end presented in the form of diagrams and tables. These percentages are calculated by using the rule of three. ($X = \frac{Z \times 100}{Y}$)

X is calculated percentage, Z is the answers, and Y is the total number of the participants.

2. The Qualitative Data

Qualitative Content Analysis (QCA) is a method that is used to analyze and interpret the open-ended questions of the questionnaire and the interview. Hsieh & Shannon, (2005) defined QCA as “*a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns*”. Krippendorff (2004) provided another definition as “*a research technique for making replicable and valid inferences from texts*”. This means, it gathers the soft data obtained from the participants and classify them into categories.

Conclusion

This chapter has presented the research design used in the present study. First of all, it has defined the data collection procedures which consist of two questionnaires. Then, it outlined the methods used for the analysis of the gathered data used in this work. In addition, the chapter has dealt with the description of participants of the study. It has also presented the two tools of data analysis: the use of the rule of three for the analysis of quantitative data, and Qualitative Data Content Analysis for the interpretation of the open-ended questions.

Chapter Three: Presentation of the Findings

Introduction

This chapter deals with the presentation of the findings of our study. It is devoted to the analysis of the results obtained from the data instrument. It includes two parts, first it displays the results obtained from the students' questionnaire. The second part deals with the presentation of the findings gathered from the teachers' questionnaire.

1. Results of Students' Questionnaire

Out of the fifty (50) questionnaires that have been administered, we have collected forty nine (49). This number (49) represents the percentage of (100%). The answers to the questions from the questionnaire are going to be presented using diagrams and tables.

Section 01: Background Information

Q1. Which types of websites do you visit most frequently?

Types of Websites	Number of students	Percentage(%)
Social media platforms such as: YouTube, Facebook, Instagram.	42	85.71%
Educational websites	7	14.29%
Others	0	0%

Table 01: Participants' Preferred Website for Online Activities

This table shows that the majority of participants (85.71%) reported social media platforms as their most visited websites, 14.29% indicated educational websites as their preferred choice. And 0% of the participants mentioned other websites as their frequent online

destinations.

Q2. How often do you visit the YouTube website?

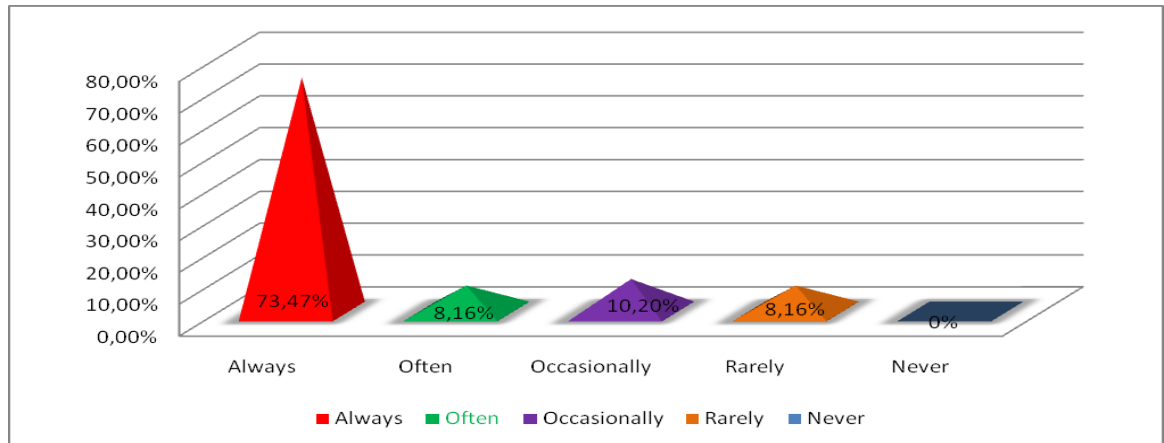


Diagram 01: Frequency of Visiting the YouTube Website

As shown this diagram, 73.4% of the participants reported that they visit the YouTube website “Always”. 8.16% mentioned that they visit it “Often”, 10.20% reported visiting the YouTube website “Occasionally”, 8.16% stated that they visit it “Rarely”, and none of the participants indicated that they “never” visit the YouTube website.

Q3. How often do you utilize the YouTube website for educational purposes?

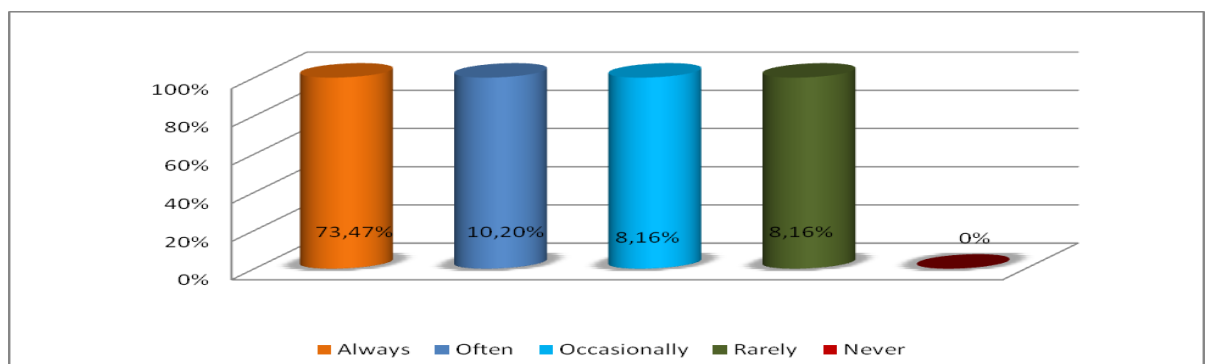


Diagram 02: Educational Use of the YouTube Website

This diagram shows that the majority of teachers (73.47%) stated that they

consistently visit the YouTube website, categorizing them as “always” users, 10.20% indicated that they visit it “Often”, 8.16% reported visiting the YouTube website “Occasionally”. In contrast, 8.16% mentioned that they visit it “Rarely”, and none of the participants fell into the category of “Never” users.

Section 02: YouTube Vocabulary Learning

Q4. How often do you use YouTube for vocabulary learning?

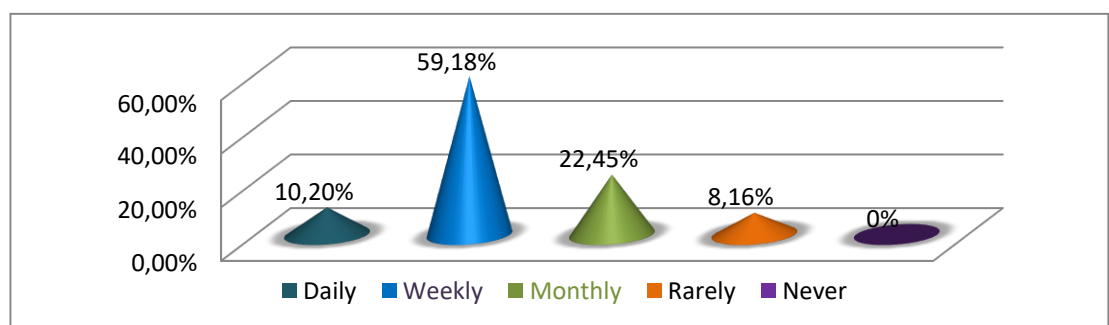


Diagram 03: YouTube Usage for Vocabulary Learning

As shown in this diagram, the majority of the respondents utilize this platform regularly, with 59.18% of them indicating weekly usage. On the other hand, 22.45% opts for monthly vocabulary learning sessions on YouTube. A smaller percentage, 10.20%, engages in daily usage, while only 8.16% do so rarely, and there are no participants who claim to never employ YouTube for vocabulary enhancement.

Section 03: Motivations and Learning Experience

Q5. When using YouTube for vocabulary learning, do you feel a sense of control over your learning process, such as choosing what and how you learn?

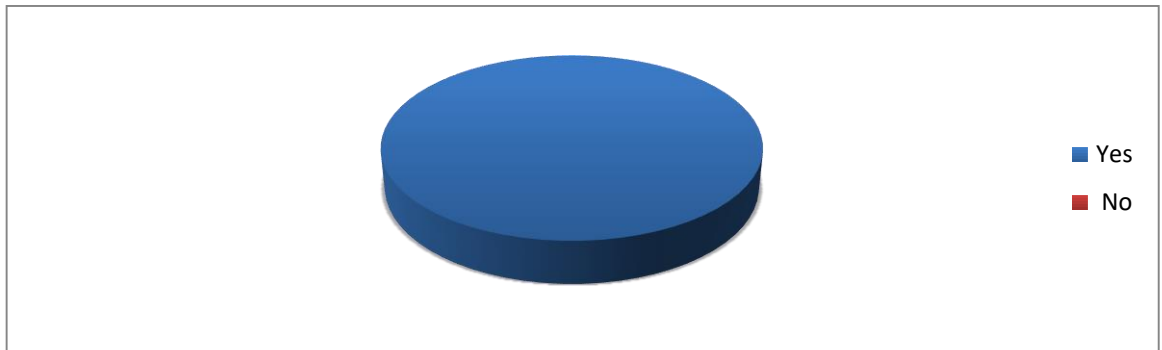


Diagram 04: Perceptions of Control in YouTube-Based Vocabulary Learning

As shown in this diagram, all the respondents (100%) stated that they have a high degree of control over their learning process, while no participant claimed the opposite.

Q6. Do you believe that your ability to learn new vocabulary on YouTube has improved over time?

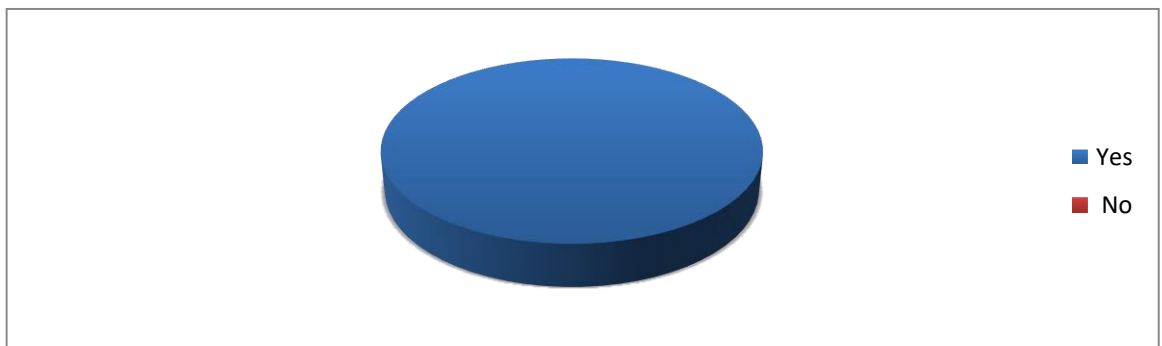


Diagram 05: Vocabulary Learning Progression via YouTube

As shown in the chart provided, all the participants stated that their vocabulary learning abilities on YouTube have significantly improved, while no participants claimed the opposite.

Section 04: Intrinsic and extrinsic Motivation

Q7. Does the relevance of YouTube content to your personal interests and goals affect your motivation to learn vocabulary?

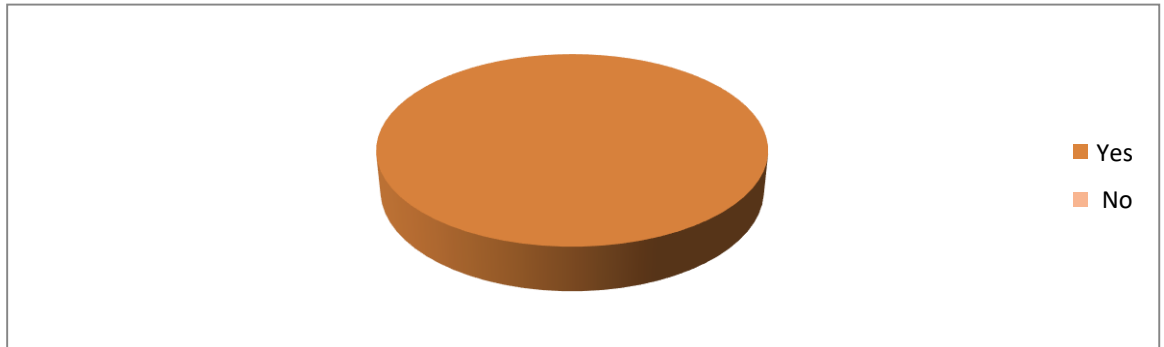


Diagram 06: The Impact of Content Relevance on Vocabulary Learning

As it is clearly displayed in diagram 04, all of the participants (100%) agreed that the relevance of YouTube content to personal interests and goals affect their motivation to learn vocabulary, while no participant claimed the opposite.

Q8. In your opinion, what drives your motivation to learn new vocabulary on YouTube?

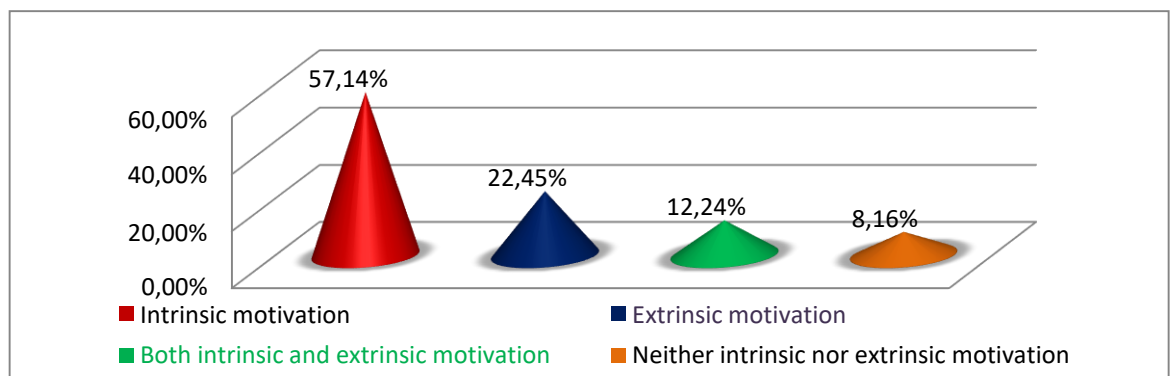


Diagram 07: Intrinsic and Extrinsic Factors in Vocabulary Learning on YouTube

As shown in this diagram, 57.14% attribute their motivation to “intrinsic” factors.

22.45% reported “extrinsic” motivation. 12.24% stated that “both intrinsic and extrinsic motivations” drives them to learn new vocabulary, and 8.16% indicated that they are motivated by “neither intrinsic nor extrinsic motivations”.

Q9. When engaging with YouTube videos for vocabulary learning, how often do you feel a strong sense of personal interest and enjoyment?

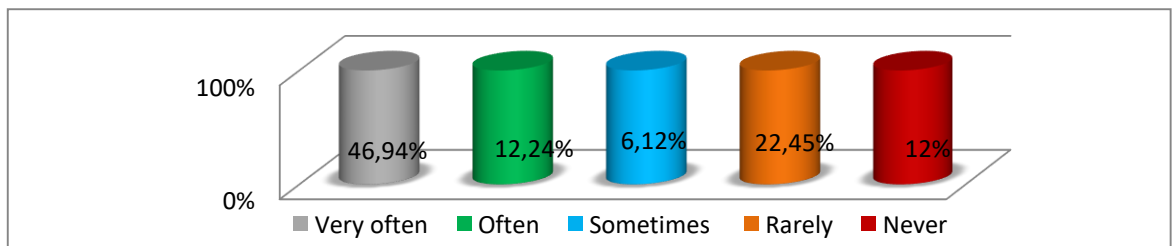


Diagram 08: Participants' experiences with YouTube videos for vocabulary learning

As shown in this diagram, 46.94% reported feeling “very often” immersed in personal interest and enjoyment when engaging with vocabulary videos. 12.24% mentioned “often” experiencing this sense of interest and enjoyment, 6.12%, indicated that they “sometimes” feel personal interest and enjoyment. However, 22.45% reported “rarely” experiencing such feelings, and 12.24% stated that they “never” do.

Q10. Have you ever received external rewards or recognition for your vocabulary learning achievements on YouTube (e.g., from teachers, peers, or online communities)?

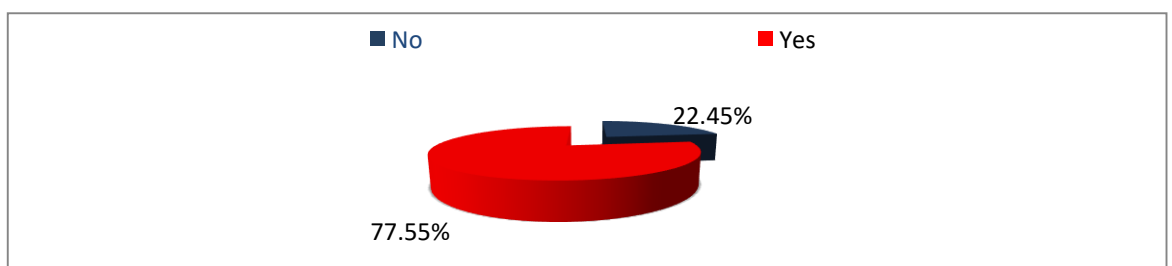


Diagram 09: Participants' Experiences with External Rewards in YouTube Vocabulary Learning

As shown in this diagram, 22.45% stated that they have not received external rewards or recognition for their vocabulary learning achievements on YouTube, while 77.55% indicated that they have received it.

Q11. To what extent do external factors like grades, performance-based rewards, or recognition influence your motivation to learn vocabulary on YouTube?

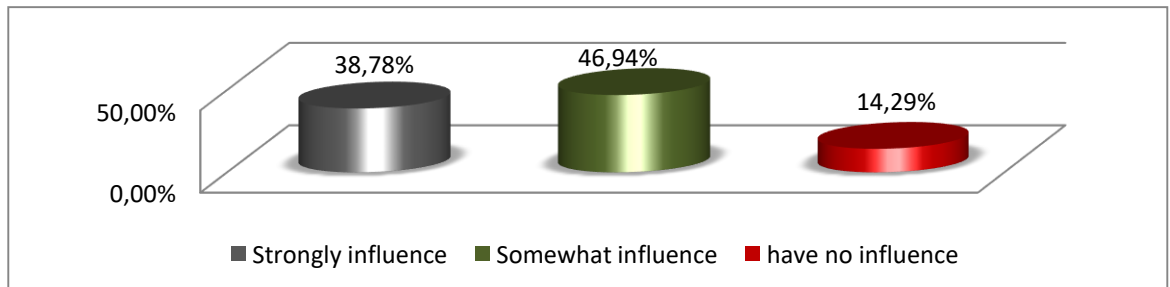


Diagram 10: External Factors on Motivation in Vocabulary Learning on YouTube

As shown in this chart, 38.78% stated that external factors such as grades, performance based rewards, or recognition “strongly influence” their motivation. 46.94% reported that these factors “somewhat influence” their motivation. And 14.29% claimed that these external factors “have no influence” on their motivation.

Q12. Do you have opportunities to interact with peers or fellow learners when using YouTube for vocabulary learning?

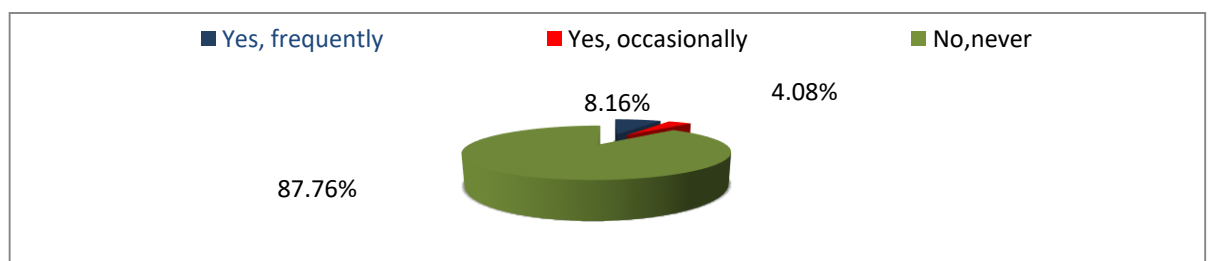


Diagram 11: Exploring Opportunities and Frequency on YouTube

In this diagram, 87.76% reported that they have “No, never” had opportunities for peer interaction during their YouTube-based vocabulary learning, while 8.16% responded that they have “Yes, frequently” engaged with peers in their learning endeavors, And 4.08% mentioned that they have “Yes, occasionally” had these interactions.

Q13. In your experience, how effective is YouTube as a platform for enhancing your vocabulary?

Options	Participants	Percentage(%)
Highly effective	25	51.02%
Moderately effective	20	40.82%
Neutral	04	8.16%
Not very effective	0	0%
Ineffective	0	0%

Table 02: Participants' Perceptions of the effectiveness of platforms

This table shows that the majority of the participants (51.02%) found YouTube to be “highly effective” in boosting their vocabulary. 40.82% reported that YouTube is “moderately effective”, while 8.16%, remained “neutral” in their assessment, and no participants claimed

YouTube as “Not very effective” or “Ineffective”.

Section 05: Challenges and Recommendations:

Q14. What challenges do you face when using YouTube for vocabulary learning?

(Check all that apply)

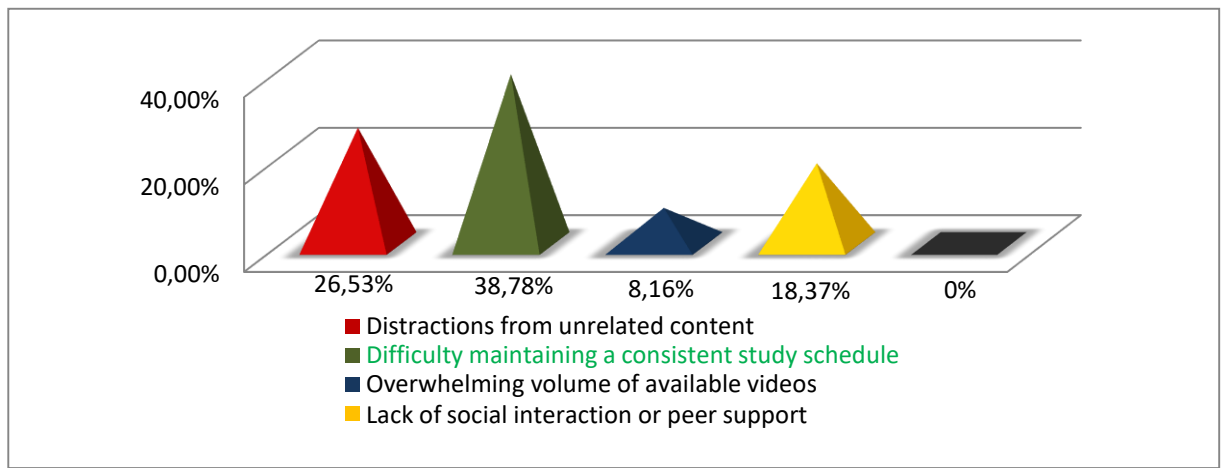


Diagram 12: Vocabulary Learning challenges on YouTube

As shown in this diagram, 26.53% found distractions from unrelated content to be a prevalent issue, while 38.78% struggled with maintaining a consistent study schedule. 8.16% expressed difficulty in managing the overwhelming volume of available videos, and 18.37% noted a lack of social interaction or peer support.

Q15. What recommendations do you have to enhance your vocabulary learning experience on YouTube, especially in terms of motivation and engagement?

Noted from the input received, the recommendations provided to enhance the participants' vocabulary learning experience on YouTube, with a specific focus on motivation

and engagement include: looking for vocabulary content related to personal interests, learning words in context, setting up vocabulary challenges, engaging with like-minded learners, participating in vocabulary games, establishing a consistent routine for vocabulary learning, subscribing to YouTube channels that specifically focus on vocabulary building and language learning.

2.Results of Teachers' Questionnaire

Out of the fifty (50) questionnaires that have been administered, we have collected forty-two (42). This number (42) represents the percentage of (100%). The answers to the questions from the questionnaire are going to be presented using diagrams and tables.

Section 01: Teacher's Background Information:

Q1. How long have you been teaching English?

Teaching Experience (years)	Number of Teachers	Percentage (%)
Less than 1 year	0	0%
1-5	09	21.43%
6-10	25	59.52%
11-18	05	11.90%
More than 18 years	03	7.14%

Table 03: Teachers' Teaching Experience

This table shows that 59.52% of teachers have been teaching English for a period ranging from 6 to 10 years. 21.43% stated that they have been teaching it for a period ranging from 1 to 5. 11.90% claimed that their English teaching experience period ranged from 11 to 18, while 7.14 % noted that they have been teaching English more than 18 years, and none of the participants reported having less than 1 year of teaching experience.

Section 02: YouTube Integration and Teaching Practices

Q2. Do you use YouTube as a teaching tool for vocabulary learning in your EFL classes?

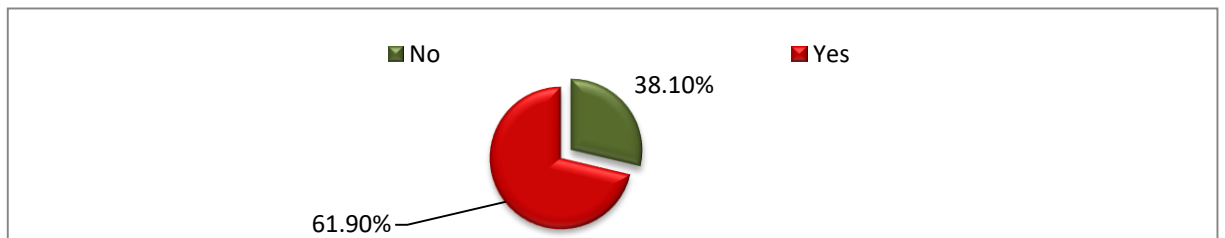


Diagram 13: the use of YouTube as a Vocabulary Teaching Tool

As shown in this diagram, 61.90% stated that they use YouTube as a teaching tool for vocabulary learning in their EFL classes, while 38.10% claimed that they do not employ it?

-If yes, how frequently do you use YouTube in your teaching practice?

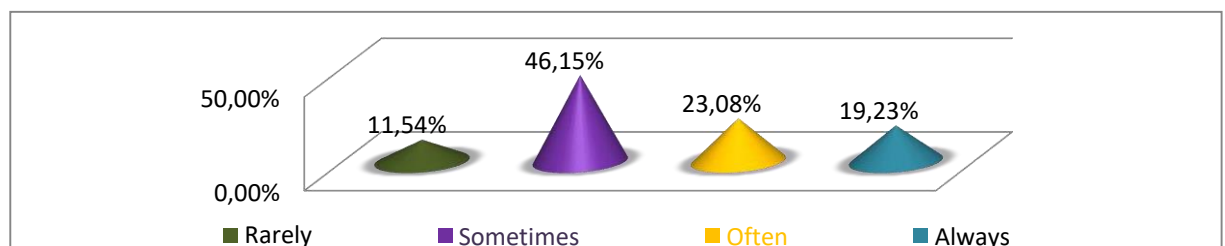


Diagram 14: The use of YouTube in Teaching Practices

Out of 26 participants, 11.54% claimed that they “rarely” use YouTube, 46.15% stated that they “sometimes” utilize YouTube, while 23.08% noted that they “often” rely on

YouTube, and 19.23% answered that they “always” use YouTube.

Q3. What types of YouTube videos do you primarily use for vocabulary learning?

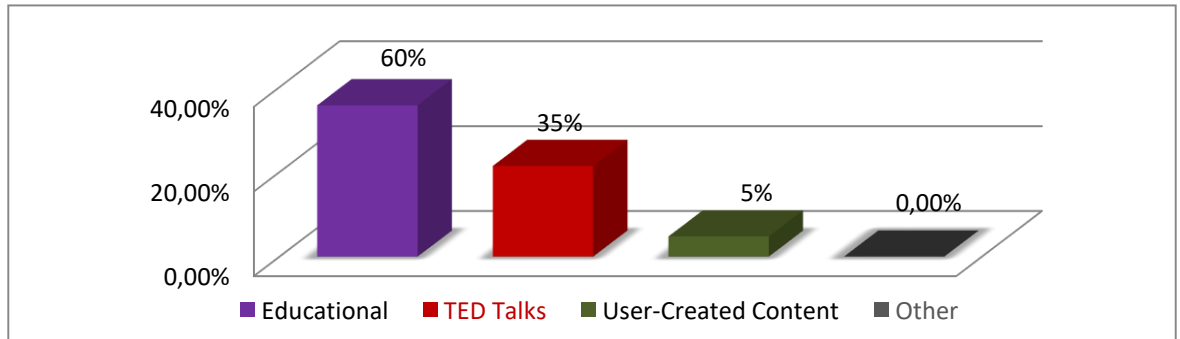


Diagram 15: YouTube Video Types for Vocabulary Learning

This diagram shows that 60% employ “Educational” videos, while 35% claimed that they use “TED Talks” as their primary source, 5% relies on “User-Created Content” for vocabulary learning, and none of the participants specified “Other” preferences.

Q4. How do you select YouTube videos for your lessons?

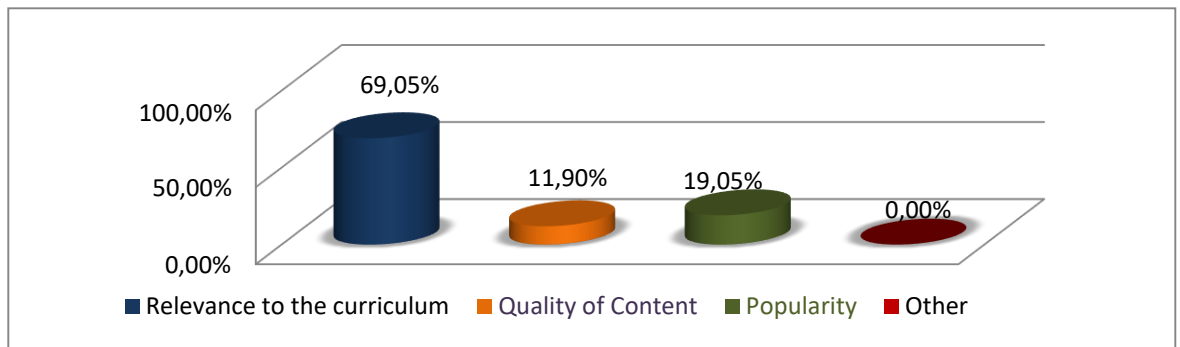


Diagram 16: YouTube Videos’ Selection

As shown in this diagram, the majority of the participants (69.05%) claimed that they select YouTube videos in relation to “Relevance to the curriculum”. 11.90% stated that they choose them according to the “Quality of Content”, while 19.05 noted that they select YouTube videos based on their “Popularity”, and none of the participants specified “Other” criteria.

Q5. Do you use YouTube as a tool to promote students' self-determination in vocabulary learning?

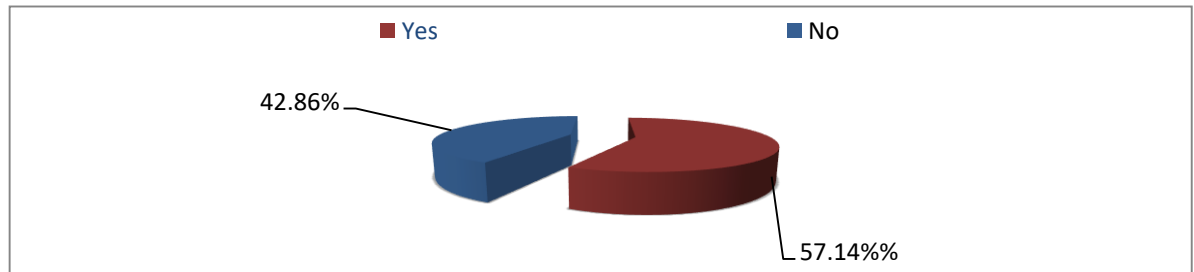


Diagram 17: Promoting Self-Determination in Vocabulary Learning

This diagram shows that 57.14% utilize YouTube to promote students' self-determination in vocabulary learning while 42.86% do not employ YouTube for this purpose.

Section 03: Impact on Student Motivation and Learning Outcomes

Q6. In your experience, do you believe that YouTube videos enhance students' motivation to learn new vocabulary?

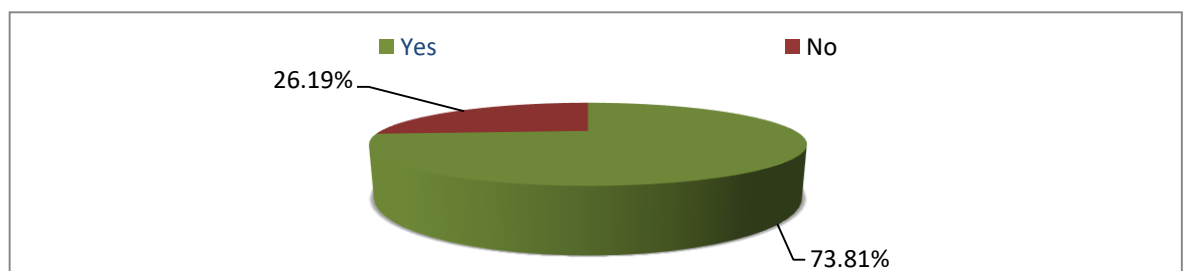


Diagram 18: the Impact of YouTube Videos on Vocabulary Learning

This graph illustrates that 73.81% of the participants believe that YouTube videos enhance students' motivation to learn new vocabulary. In contrast, 26.19% noted the opposite.

-If yes, please describe how YouTube videos impact students' intrinsic motivation

(internal satisfaction and interest) to learn new vocabulary.

The collected feedback implies that YouTube make vocabulary learning enjoyable and engaging, fostering intrinsic satisfaction as students connect new words with real-life context. The visual and interactive nature of YouTube content triggers internal interest, offering instant feedback and diverse content. Students are intrinsically motivated by content aligning with personal interests, fostering curiosity, and offering a break from traditional methods.

Applying newly learned vocabulary in real-world situations brings internal satisfaction. YouTube's accessibility, autonomy, and blend of entertainment and education empower and motivate students.

-If yes, please describe how YouTube videos impact students' extrinsic motivation (external rewards or factors) to learn new vocabulary.

The data indicates that competitions and challenges related to YouTube-based vocabulary learning motivates students through the prospect of winning prizes or recognition. The promise of improved grades, academic success, future job opportunities, and career advancements related to enhanced vocabulary skills serve as strong extrinsic motivations. Students are also driven by external assessments, language proficiency certificates, cultural experiences , travel opportunities, and the potential to impress potential employers.

Section 04: Student Engagement and Interaction

Q7. Have students provided feedback on the use of YouTube in your classes?

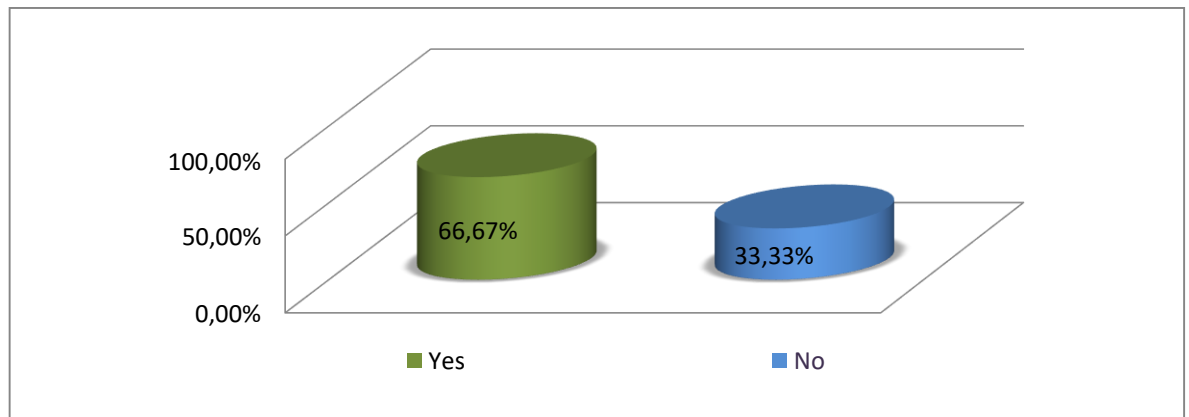


Diagram 19: YouTube in Educational Practices

As depicted in the diagram, 66.67% of the participants reported that they have received feedback from students regarding the use of YouTube in their classes, while 33.33% of them indicated that students have not provided feedback in this regard.

-If yes, please share any relevant comments or suggestions they have made, and how these comments relate to their motivation.

Noted from the input received, the students find that the interactive aspect of YouTube motivating, they express a desire for a more real-life scenarios to make learning practical. They appreciate the variety of content on YouTube, which aligns with their interests and to boost extrinsic motivation, they suggest challenges, vocabulary competitions and rewards liked to YouTube learning. They also like more personalized content and guest speakers in videos to provide authoritative content. Moreover, students suggest creating a community for discussing YouTube learning experiences,

Q8. How do you encourage student autonomy and active involvement when using YouTube videos for vocabulary learning?

Derived from the information in the replies, the strategies employed by educators to

encourage student autonomy and active involvement when incorporating YouTube videos into vocabulary learning include: offering choices, encouraging goal-setting, allowing playlist creation and permitting flexibility in usage. They also promote self-assessment, encourage sharing, and provide opportunities for collaboration.

Q9. In what ways do you foster a sense of competence and relatedness among your students while using YouTube for vocabulary learning?

To foster a sense of competence and relatedness, teachers provide guidance and positive feedback, encourage sharing of successful experiences, and facilitate collaborative activities. They establish inclusive learning environments, acknowledge achievements, and encourage peer support and evaluations, reinforcing competence and relatedness among students using YouTube for vocabulary learning.

Q10. How do you help students take charge of their learning and actively participate when using YouTube videos for vocabulary learning?

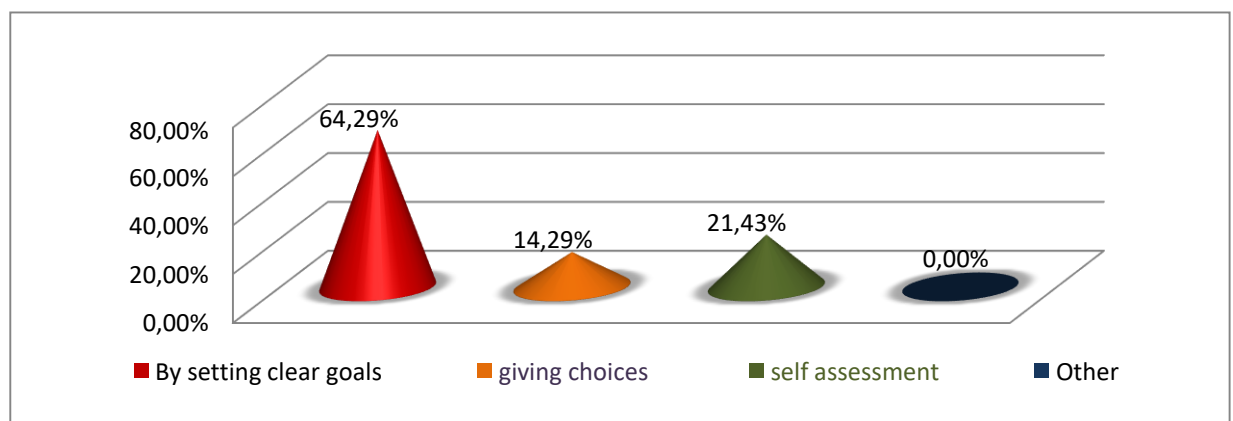


Diagram 20: Educators' Strategies with YouTube

The diagram highlights that 64.29% of the participants help their students take charge of their learning and actively participate when using YouTube videos for vocabulary learning

by “Setting clear goals”, while 14.29% help them by “Giving choices”. 21.43% chose “Self assessment” as a strategy, and none of the participants specified “Other” strategies.

Q11. How do you build your students' confidence and create a sense of belonging when they use YouTube for vocabulary learning?

Options	Participants	Percentage(%)
Through positive feedback	19	45.24%
A supportive environment	13	30.95%
Collaborative activities	9	21.43%
Other	1	2.38%

Table 04: Educators' Strategies in YouTube-Based Vocabulary Learning

The graphic portrays that the majority of the participants (45.24%) build their students' confidence and create a sense of belonging by “Providing positive feedback”, while 30.95% of them indicated “Supportive environment” as a strategy. 21.43% noted that they use “Collaborative activities” as a strategy when using YouTube for vocabulary learning and one participant specified “Recognizing and celebrating students' achievements and efforts in YouTube vocabulary learning” as an effective way to boost confidence and create a sense of belonging.

Section 05: Challenges and Recommendations

Q12. What challenges have you encountered when using YouTube for vocabulary learning in your EFL classes, and how have these challenges affected students' motivation, both extrinsic and intrinsic?

Drawn from the feedback submitted, the challenges encountered by educators when implementing YouTube into EFL classes for vocabulary learning include: problems with internet availability, student distractions from unrelated videos, video quality problems, content selection difficulties, lack of clear instructions, inconsistent access, limited social interaction, and the challenge of balancing educational and entertaining content.

Q13. Do you have any recommendations for improving the integration of YouTube into language education, considering the enhancement of both extrinsic and intrinsic motivation?

From the responses inferred, the recommendations for improving the integration of YouTube into language education, considering the enhancement of both extrinsic and intrinsic motivation include: creating diverse and interesting content, adding vocabulary challenges and interactive elements, encouraging students to collaboration and sharing, and letting them personalize their learning by choosing vocabulary themem, and recognize their achievements with certificates and rewards.

Conclusion

This chapter has dealt with the presentation of the findings of the questionnaires designed for both of the M1 students and teachers at MMUTO. It explored responses on their YouTube vocabulary learning habits. This study reveals their diverse engagement patterns,

beliefs in skill development, and the influence of intrinsic and extrinsic motivations. We also tended to identify Content relevance and personal interest as two key elements when highlighting YouTube's motivational benefits. The following chapter is devoted to the interpretation and discussion of these findings.

Chapter Four:

Discussion of the Findings

Introduction

This chapter aims at discussing and interpreting the main findings presented in the previous chapter. The results obtained, originate from the questionnaires administered to the M1 EFL students and EFL teachers in the department of English. It also provides answers to the research questions and hypotheses presented in the General Introduction. The results are interpreted and discussed in relation to the framework presented in chapter one, and they aim at answering the research questions and confirming or refuting the hypotheses stated in the General Introduction. Therefore, this chapter is divided into two sections. The first one deals with the interpretation and the discussion of the results obtained from the students' questionnaire, and the second one deals with the ones obtained from the teachers' questionnaire.

1. Discussion of the Results of the Students' Questionnaire

The first research question is about the effect of YouTube videos on M1 EFL learners vocabulary development. According to the answers inferred from the students' questionnaire, most of the Master 1 students (73.4%) affirm that YouTube is an interesting platform and that it has a highly positive impact on their learning ability in term of vocabulary, where a vast number of them (73.47%) said that they always visit the YouTube website for educational purposes. It helps them improve their language ability through vocabulary, widening their range of words and enriching their language proficiency, and none of them figured out that YouTube is not interesting or not motivating regarding vocabulary learning.

The results of this study confirm the claims of Bonk (2008) who argue that YouTube is a effective in and out of the classroom. Scholars and researchers in second language acquisition are concerned about its effectiveness in the language classrooms. YouTube supplies limitless opportunities to maximize learning for language students and “has the

potential to anchor instruction in such rich learning contexts” (Bonk, 2008: 10). Most of them (91%) said that YouTube, based on their experience in learning vocabulary with it, is from a moderately to highly effective method to learn, bringing new words easily without spending much time nor efforts searching for knowledge elsewhere, as for Ohler (2023), YouTube has become a widely popular learning platform, with millions of people watching educational videos on a wide range of topics learning new concepts and skills. (Ohler, 2023). That is to say YouTube has so many educational content (like : TED-Ed channel, National Geographic, BBC Teach,..) that the learners find as an alternative to other sources of knowledge, especially as the new generation of learners are mostly visually attracted learners thus, being attracted by YouTube, by the way motivating them to learn even though their will to learn is not as high as expected.

As far as motivation is our concern, autonomy in their learning process is seen by the students as a major factor of motivation as most of them (67%) of them answered that autonomy in learning is a very important aspect and learning new vocabulary as each student chooses his time and place to learn, or topics to learn about, thus coming out of the restricted box of the traditional learning methods. It also gives them the opportunity to establish their own goals and their own pace of progress in their learning process. “*Autonomous learners are more likely to be motivated to learn and to be successful in their language learning endeavors.*”(Krashen, 1991). As YouTube offers a wide variety of topics in its educational or non-educational videos, students can easily find content that fits their personal interests in terms of content, which can be highly motivating as there is a whole world which separates someone who is doing something by his own will, from someone who is doing something by necessity therefore, the overwhelming majority of the respondents, which represents (90%) of the respondents advance that learning while watching content that match their personal

endeavors is of huge importance as it is motivating for them to keep them on the tracks of learning and progressing and advancing forward in their learning process.

As far as motivation is our main concern, one cannot neglect the intrinsic and extrinsic factors that can affect the students' motivation towards learning vocabulary using YouTube. The respondents replied that both of them are included in their motivation, whether intrinsic, extrinsic or both of them, and in some case neither intrinsic nor extrinsic motivation makes them want to learn new vocabulary. 57% of the participants answered that it is the intrinsic factors that push them to seek out new vocabulary. It is defined as doing something for its own sake, and sometimes it is seen as the best way to learn as for Pink (2009) "*It is the most powerful and enduring form of motivation*" Pink, 2009). Or "*Intrinsic motivation is the key to lifelong learning and success. When we are intrinsically motivated, we are more likely to set challenging goals, persevere in the face of difficulty, and achieve our full potential.*"(Kohn, 1993). The second largest part of the respondents (22%) advance that it is the extrinsic motivation which guides them to achieve their goals in learning new vocabulary through YouTube.

Extrinsic motivation usually comes from the family or the near entourage of the person, for example wanting to learn vocabulary and achieve a certain goal in exchange for a certain reward, or from completely different settings. This kind of motivation is not seen as important as the intrinsic one and should then be exploited with care, ensuring not to neglect or put aside the intrinsic one, and about this, Kohn (1993) writes: "*Extrinsic motivation can be useful in the short term, but it is not as effective as intrinsic motivation in the long term. When we are intrinsically motivated, we are more likely to persevere in the face of challenges and achieve our goals.*" (Kohn, 1993). Though the extrinsic motivation has to be taken into consideration as many students see it as a way to get them motivated to learn new vocabulary through YouTube. For them, it is a way to get results and achieve their goals while staying

focused and motivated, it is their own source of motivation. For it, there are still some students who said that both extrinsic and intrinsic motivations are likely to make them motivated to learn vocabulary at the same time, that is to say (12%) of them. Yet, (8%) of them are not motivated neither by the intrinsic nor the extrinsic motivations. For it, we can say that they are unmotivated or lacking in drive, as nothing seems to motivate them in setting goals or achieving some results.

As far as enjoyment is concerned, nearly half of the participants (47%) answered that they always feel a strong sense of enjoyment after achieving a certain goal or engaging with YouTube videos with the purpose to learning new vocabulary. Another (12%) of them often feel enjoyment when doing such thing. One can say that these students are highly motivated and more likely to achieve the objectives they have set intrinsically or extrinsically. (6%) of the respondents argued that they sometimes feel personal interest and enjoyment when engaging with YouTube videos or achieving some goal. For these, one can say that they are divided between YouTube based vocabulary learning and other knowledge sources, for example books, films or any other device. However, still a little but not insignificant part of them (22%) rarely feel enjoyment or personal interest in engaging with YouTube content with the idea of learning new vocabulary and (12%) of them feel no enjoyment at all. One can deduce that the majority of the students (63%) can be ranged in the scale of motivation from motivated to highly motivated towards using YouTube videos as a source of knowledge in terms of vocabulary learning. several studies including that of Alimemaj (2010) who believes that YouTube provides motivation to both intrinsically and extrinsically motivated students because it is a technology that deals with the present popular culture. Another study conducted by Alwehaibi (2013) shows that the enjoyable and entertaining atmosphere that is brought on by using videos in classrooms results in the students being motivated to learn.

1.1. Factors Affecting Motivation

From the responses inferred through the questionnaire, we can say that the factors affecting motivation can vary from control in the learning process, autonomy, YouTube videos' availability and their effectiveness, their progressions and achievements, social interactions as well as the learning environment. The participants, when asked whether they feel a sense of control over their learning process when they choose where and when they learn, all of them answered by yes. This means that they feel at ease and motivated to learn when it is them who control their learning process rather than being obliged to follow an already defined structure of learning.

2. Discussion of the Results of the Teachers' Questionnaire

The teachers' questionnaire was designed for the purpose of investigating further the learners' motivation, what affects it according to the teachers and what teachers see as feasible ways to improve or to implement as for YouTube to be more effective and more motivational for their students to make them learn vocabulary through it.

Concerning the teachers' methods and practices regarding YouTube's integration into their teaching process, (62%) of the teachers advanced that they use YouTube as a basis to make their students learn new vocabulary, while different rhythms of use are reported through the answers from the questionnaire ranging from rarely to always as follows: -Rarely (11.54%) -Sometimes (46.15%) -Often (26.08%) -Always (19.23%). The results of the present study show a significant interest in the use of YouTube in the classroom, in contrast to the results of Fedlinger and Owens (2009), which show that 73% of their participants are not interested. In this regard, most of the respondents think that they would use the YouTube project in their classroom, while the other respondents indicate that they would not use this method. Almurashi (2016) assures that technology can play a crucial role in improving

students' understanding. His results show that learners want to have technology like YouTube in the classroom to feel more comfortable.

From these answers one can deduce that most of the teachers make reference to YouTube when it concerns vocabulary learning, which means that YouTube has a great impact on learners' motivation when learning vocabulary. As YouTube has a wide range of content, the teachers were asked to say what types of videos they use for that purpose and how they select the videos they use. Most of the teachers (60%) advanced that they prefer using educational videos, while (35%) answered that they rather prefer integrate TED talks which mean Technology, Entertainment and Design talks. These talks are heavily loaded with valuable information but often not in relation to the curriculum or the teaching topics. Finally, only (5%) of the teachers answered that they use user-created content, for the reason that they have a little confidence in the quality and reliability of their content. The findings align with other research findings that claim that Educational videos and educational television have a long tradition of explaining complex information in kindergartens, schools, and higher education. YouTube has become very popular for educational videos and has been established among students as a complement learning platform which fosters learning on demand (Bildung, 2019). Moreover, many people use YouTube as a source of information about issues concerning science, technology, and medicine. This statement can be explained by the teachers' answers when asked about how they select the YouTube videos to use in their lessons, as the overwhelming majority of the respondents (69%) answered that they choose the videos according to their relevance to the curriculum they are teaching to their students. (12%) of them advanced that they prefer work with videos that have a certain quality content even if it is outside the grids of the syllabus, and another portion of them (19%) of them said that that choose their supporting videos from YouTube to teach vocabulary according to their popularity. However, these findings refute the claims of Bell, L., & Bull, G (2007), who

stated that English language teachers have to be able to choose an appropriate video content that are relevant to the instructional objective.

Since we are dealing with students' motivation, we also included self-determination, so when the teachers' were asked whether they promote students' self-determination when engaging them with YouTube videos to learn vocabulary, a large portion of them (57%) answered that they always try to make their students self-determined about learning vocabulary, whether on their proposed videos or the students' preferred videos, whereas (43%) of them argued that they prefer to keep their students learning what they want them to learn, focusing on the curriculum's topics. This is largely due to the curriculum's needs in terms of vocabulary knowledge even though in the learners' responses about their teachers' guidance in learning vocabulary, they generally prefer videos that match their interests and enjoyment.

As regards the YouTube videos used by the teachers to foster their learners' vocabulary knowledge, the teachers were asked whether YouTube videos have a positive or negative impact on the learners' motivation in learning vocabulary, where the great majority of them (74%) answered that YouTube has a positive impact on them, whereas (26%) of them argued that it has a negative impact on their students' motivation. *"YouTube has the potential to be a powerful tool for motivating learners. The vast array of videos available on YouTube can provide learners with access to authentic and engaging content that is relevant to their interests."*(J. Davies, 2011). The results of this research confirms some claims that state that video can be a powerful motivator and context setter for student learning, citing examples of Martin Luther King's 'I have a dream' speech or the Challenger space shuttle disaster. Moreover, most educational experts agree that video is best shown in short segments so as to maximize learners' concentration (Shephard, 2012). As one student stated: *"Videos are entertaining and help me studying some technical concepts which are difficult to understand*

without a graphical representation". Kabooha (2016) also found that the use of short video clips in EFL classrooms to be significantly valuable as it results in the students being highly motivated and interactive in the various activities throughout the learning process. The teachers' explanations about the positive impact of YouTube videos on learners' motivation in learning new vocabulary are nearly all related to YouTube's connection with the real-world situations which make the students travel virtually from the classroom to the real world where these vocabularies are used, fostering their curiosity and delving them into its real use. The other point which has been mentioned is that YouTube fosters the intrinsic motivation of the students and triggers it where it is inexistent, which means that YouTube's impact on the learners' motivation is huge and makes even the non-motivated learners' towards acquiring vocabulary very interested and motivated, stating that these videos keep their students intrinsically motivated and make them feel empowered by the chance given to the students to become in a way autonomous in their vocabulary learning. These findings confirm the claims of Deci and Ryan as cited in (Dörnyei, 1998) arguing that intrinsic motivation has the potential to be a central motivator or educational process "*Intrinsic motivation is evident whenever students' natural curiosity and interest energize their learning...*".

Speaking about the extrinsic kind of motivation, the teachers argued that the students are interested and motivated in learning vocabulary to try to impress their future employer with their language skills and the promise of a good career advancements and achievements. The other major point that the teachers pointed out is their feedback on their students' achievements on their learners' advancements in terms of vocabulary acquisition and their gaining their recognition as well as gaining badges from YouTube or feedback from peers or other YouTube video users, which can be highly motivating according to the teachers. These finding confirm the claims of Deci and Ryan who suggest that certain external factors, such as rewards or praise, can either enhance or diminish a person's intrinsic motivation depending on

whether they support or hinder feelings of autonomy and competence. These findings confirm the claims of Deci and Ryan as cited in (Dörnyei, 1998) arguing that intrinsic motivation has the potential to be a central motivator or educational process “*Intrinsic motivation is evident whenever students’ natural curiosity and interest energize their learning...*” Regarding Dörnyei’s theory, the theory of intrinsic motivation according to (Deci and Ryan, 1985; Ryan and Deci, 2000; Ushioda, 1996; Ushioda, 2003) as cited in (Nicholson, 2013) that intrinsic motivation finds its basic principle on the assumption that humans are active beings who need autonomy and innate curiosity. know. Where this intrinsic motivation is present when students actively seek and participate in activities without having to be rewarded with materials or activities outside of learning assignments.

Most of the teachers agreed that learning vocabulary through YouTube videos is of huge importance as the majority of them (60%) noticed that YouTube has helped their learners improve their vocabulary skills and language proficiency by tracking their students’ vocabulary skills through speech exercises and ordinary exams, inciting the learners to apply what they have taught from YouTube in their language production, and trying to stimulate them both intrinsically and extrinsically through continued learning in terms of goal setting and external rewards.

The question about the teachers’ role in making their learners’ interact with the YouTube content such as by commenting or discussing in the classroom brought an astonishing response where the teachers largely answered that they encourage their learners to interact with YouTube, peers, or with their teachers (57%), because in making reference to the students’ answers about the subject largely say that the learners have no or very few occasions where they are able to express themselves, comment on or share experience about YouTube content, whether with mates, teachers or even other YouTube users. Maybe this is because of the nature of the students or simply the context where they are in the classroom, types of

videos or time restrictions do not make them able to do this. The results of this research support the claims of Shepard (2012). According to him, students should also be encouraged to learn actively from the video, by ‘interacting’ with it. In that sense, a Quantitative Methods lecturer mentioned that: *“the videos I used worked very well because this course is divided into techniques and these in turn are divided into smaller sections. Due to these features, I created short videos explaining these fractions of information. It was also nice to see that the students watched these videos on their iPods”*. Another lecturer of the degree in Business Administration said that after posting the first videos he was pleased to receive congratulations emails from students. One of these mails is literally transcribed below: *“I just wanted to congratulate you for the videos you posted last week. They have been very helpful and if I did well the exercises was thanks to them. Congratulations”*.

Asked about how they encourage their students to use YouTube autonomously to learn vocabulary. The teachers generally answered that they encourage their students to choose videos of their own preference that match their personal interests, greatly enhancing their motivation. This statement is strengthened by the results reached by Minh Nguyen in the claim of Roddy and Peier (2013) where they recognize that with the rapid development of technology, English education has used YouTube videos in classrooms, and YouTube videos brought a new approach to language teaching. The authors believe that *“the use of YouTube as a teaching tool could have an effect on the level of student engagement, hopefully developing learner autonomy”* (p. 474). They also encourage their students to speak about the videos they prefer and why they prefer them, allowing them to discuss them with their teachers or their fellow students and giving their views, thereby enabling them to produce language and use the vocabulary they have newly acquired and fostering their motivation through sharing their experiences and speaking about their interests and topics where they feel enjoyment. This is an important phase in developing the learners’ motivation as they can test

themselves against the newly acquired vocabulary and apply it in their discussions, gaining recognition and feedback from their teachers as they express themselves, each time with new vocabulary and high language proficiency. The teachers encourage their learners to acquire new knowledge in different ways. Most of the teachers (67%) say that they encourage and take charge of their learners' vocabulary learning by setting clear goals to achieve, for example learning 10 words a week about a specific topic. This generally points to and enhances their extrinsic motivation, pushing them to excess efforts to achieve the fixed goal. (14%) of them say that they prefer to give their learners the choice to choose what they want to learn and fix their goals themselves, touching both their extrinsic and intrinsic motivation, as the learners are being driven by many factors towards choosing their goals to achieve. The remaining (21%) of the teachers argue that they let their learners perform self-assessment when learning new vocabulary by means of YouTube videos. This also enters into the grids of intrinsic and extrinsic motivation, as learners will set a set of goals to achieve and at the end the learning journey, they will assess themselves, where the intrinsic and extrinsic factors play a major role.

As confidence is the key to success, in relation to motivation, the teachers are tasked to answer the question about how they try to build their learners' confidence when they use YouTube videos for vocabulary learning. A large portion of them (45%) state that they build their confidence through positive feedback and recognition of their achievements. The second largest portion of them (31%) argue that they make their learners confident by creating a supportive environment where their students will have the possibility to express themselves about and with the vocabulary they taught and use it confidently without fearing to make efforts, as they are confident that they will receive only positive feedback and encouragement from their teachers and mates. (21%) of the teachers answered that they boost their learners confidence by putting in place collaborative activities where the students will be put in

situations where they will express themselves freely, and get corrected smoothly and gently by their mates or teachers as to make them feel at ease and confident, thus motivated to continue to put out efforts in order to continue advancing forward in vocabulary learning through YouTube.

The challenges encountered by the teachers when implementing YouTube in their teaching of vocabulary vary considerably, stating that problems with connection availability can negatively affect learners' motivation towards learning vocabulary. This has as a result to blunder the videos' quality, and oblige them to work with downloaded content, which forces them to study routines, badly affecting both intrinsic and extrinsic motivation. The teachers say that they struggle to find content that is both entertaining and educational, often working with contents that are too educational, making the learners bored after a short period of time, or watching videos that are very entertaining but lack the educational side, which is the most important aspect of YouTube videos used as learning means. The students may also get lost if they lack orientation or supportive instructions from their teachers, affecting their extrinsic motivation. The number of videos available on YouTube is so huge that learners struggle to find suitable content for their objectives, as keeping searching for suitable content may affect their motivation over time.

Conclusion

This chapter has discussed the results in order to answer the research questions of the study. It has also provided clear answers to the research questions of the study. It highlights the importance of motivation in vocabulary learning using YouTube. Learners are more motivated when content aligns with their levels and interests. Engaging activities, collaboration, and personalization enhance intrinsic motivation. Additionally, autonomy and extrinsic motivation increase when learners can choose themes. Rewards, such as certificates

and incentives, further boost extrinsic motivation. The study highlights YouTube's potential for vocabulary learning but suggests the need for tailored content, internet access, and reward systems to optimize its educational benefits.

General Conclusion

General conclusion

The General Conclusion

This study has explored the impact of YouTube videos as a tool for vocabulary learning, focusing on the motivations of EFL students. It focused on highlighting the importance of YouTube videos as a useful way for increasing learners' motivation for positive interaction between students-students and teacher-students' for a better quality of learning and teaching.

The research aimed at two objectives: it seeks to raise students' awareness of how YouTube Videos can contribute to improve vocabulary proficiency in and outside the classroom and assist them in their English learning practices. Furthermore, this research attempts to investigate how EFL teachers use YouTube videos to motivate their students to learn vocabulary. In order to reach these objectives, we relied on Self determination Theory (SDT). We adapted it to our research work by applying it on the needs of students in the process of learning; every learner has basic needs in order to learn successfully and achieve better in the academic field, just like every other human being does in his/her everyday life. To check the hypotheses and answer the research questions of our study, we relied on a quantitative approach. We used the quantitative method for numbers and percentages. Concerning the tools, we designed two questionnaires: a questionnaire for the students which is divided into five sections: background information, YouTube vocabulary learning, motivations and learning experiences, intrinsic and extrinsic motivation and challenges and recommendations. The second questionnaire is administered for the teachers. It is divided into five (5) sections: the teachers' background information, YouTube integration and teaching practices, the impact on students' motivation and outcomes, the students' engagement and interaction and their recommendations. The questionnaire was submitted to 50 M1 students and 50 teachers of the English Department at MMUTO. The findings were automatically

General conclusion

represented in diagrams and tables and they were copied and reported for analysis.

The discussion of the findings provided us with the answers to our research questions and have confirmed the hypotheses we stated at the beginning of the research. It has confirmed that YouTube videos significantly contribute to the vocabulary development of M1 EFL students, that teachers are significantly aware of and recognize YouTube videos as an effective teaching aid and that YouTube videos significantly contribute to foster M1 EFL students' motivation.

There have been some limitations while conducting this study. First, 50 questionnaires were distributed to both teachers and students. However, only 42 questionnaires were received from the teachers and 49 from the students and because of the lack of time, we decided not to wait for additional responses. Second, some teachers and students did not provide responses to the open-ended questions included in the questionnaire.

Finally, it is hoped that the findings of the present work will be a basis for future dissertations in MMUTO -or elsewhere-. The same topic can be investigated from another perspective, conducting the same research by using another tool such as Combining quantitative and qualitative approaches that can provide a more comprehensive understanding of the factors that influence motivation.

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Appendices

Appendices

Section 03 : Motivations and Learning Experience

5. When using YouTube for vocabulary learning, do you feel a sense of control over your learning process, such as choosing what and how you learn?

Yes

No

6. Do you believe that your ability to learn new vocabulary on YouTube has improved over time?

Yes

No

Section 04 : Intrinsic and Extrinsic Motivation

7. Does the relevance of YouTube content to your personal interests and goals affect your motivation to learn vocabulary?

Yes

No

8. In your opinion, what drives your motivation to learn new vocabulary on YouTube?

A. Intrinsic motivation (personal interest, curiosity, enjoyment)

B. Extrinsic motivation (grades, performance-based rewards)

C. Both intrinsic and extrinsic motivations

D. Neither intrinsic nor extrinsic motivations

9. When engaging with YouTube videos for vocabulary learning, how often do you feel a strong sense of personal interest and enjoyment?

Appendices

Very often

Often

Sometimes

Rarely

Never

10. Have you ever received external rewards or recognition for your vocabulary learning achievements on YouTube (e.g., from teachers, peers, or online communities)?

Yes

No

11. To what extent do external factors like grades, performance-based rewards, or recognition influence your motivation to learn vocabulary on YouTube?

Strongly influence

Somewhat influence

Have no influence

12. Do you have opportunities to interact with peers or fellow learners when using YouTube for vocabulary learning?

Yes, frequently

Yes, occasionally

No, never

13. In your experience, how effective is YouTube as a platform for enhancing your vocabulary?

Highly effective

Moderately effective

Neutral

Not very effective

Ineffective

Section 05 : Challenges and Recommendations

14. What challenges do you face when using YouTube for vocabulary learning? (Check all that apply)

A. Distractions from unrelated content

B. Difficulty maintaining a consistent study schedule

C. Overwhelming volume of available videos

D. Lack of social interaction or peer support

E. Others:

15. What recommendations do you have to enhance your vocabulary learning experience on

Appendices

YouTube, especially in terms of motivation and engagement?

.....

.....

Thank you for your collaboration.

Appendices

Appendix two: Teachers' Questionnaire

Dear teacher,

We kindly ask for your participation in this questionnaire, aimed at gathering essential insights regarding the significance of YouTube videos in improving the vocabulary of Master 1 English students at Mouloud Mammeri University. Your candid responses to the following questions would be greatly appreciated.

Section 01 : Teacher's Background Information

1. How long have you been teaching English?

- A. Less than 1 year
- B. 1-5 years
- C. 6-10 years
- A. 18 years
- F. More than 18 years

Section 02 : YouTube Integration and Teaching Practices

2. Do you use YouTube as a teaching tool for vocabulary learning in your EFL classes?

Yes

No

- If yes, how frequently do you use YouTube in your teaching practice?

Rarely

Sometimes

Often

Always

3. What types of YouTube videos do you primarily use for vocabulary learning?

Appendices

A. Educational

B. TED Talks

C. User Created Content

D. Other:

4. How do you select YouTube videos for your lessons?

A. Relevance to the curriculum

B. Quality of Content

C. Popularity

D. Other (please specify):

5. Do you use YouTube as a tool to promote students' self-determination in vocabulary learning?

Yes

No

Section 03 : Impact on Student Motivation and Learning Outcomes

6. In your experience, do you believe that YouTube videos enhance students' motivation to learn new vocabulary?

Yes

No

- If yes, please describe how YouTube videos impact students' intrinsic motivation (internal satisfaction and interest) to learn new vocabulary.

Intrinsic motivation is the internal desire and personal satisfaction that students experience when they engage in an activity because they find it interesting and enjoyable.

.....
.....

- If yes, please describe how YouTube videos impact students' extrinsic motivation (external rewards or factors) to learn new vocabulary.

Appendices

Extrinsic motivation is influenced by external factors such as grades or rewards.

.....
.....

Section 04: Student Engagement and Interaction

7. Have students provided feedback on the use of YouTube in your classes?

Yes

No

- If yes, please share any relevant comments or suggestions they have made, and how these comments relate to their motivation.

.....
.....

8. How do you encourage student autonomy and active involvement when using YouTube videos for vocabulary learning?

.....
.....

9. In what ways do you foster a sense of competence and relatedness among your students while using YouTube for vocabulary learning?

.....
.....

10. How do you help students take charge of their learning and actively participate when using YouTube videos for vocabulary learning?

- A. By setting clear goals**
- B. Giving choices**
- C. Self-assessment**

Appendices

D. Other:

11. How do you build your students' confidence and create a sense of belonging when they use YouTube for vocabulary learning?

A. Through positive feedback

B. A supportive environment

C. Collaborative activities

D. Other:

Section 05: Challenges and Recommendations

12. What challenges have you encountered when using YouTube for vocabulary learning in your EFL classes, and how have these challenges affected students' motivation, both extrinsic and intrinsic?

.....
.....

13. Do you have any recommendations for improving the integration of YouTube into language education, considering the enhancement of both extrinsic and intrinsic motivation?

.....
.....

Thank you for your time and collaboration.