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**Exploring the Influence of Non-Academic English YouTube  
Videos on Vocabulary Development in EFL High School  
Students**

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Degree in  
**Didactics of Foreign Languages**

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### **Dedication**

With all my love and gratitude, I Dedicate this research to the soul of my beloved father, who is no longer with us in body but remains in my heart and mind. I will always draw lessons from his resilience and strength.

To my dear mother Rahima, who has been a source of endless care and unwavering support, thank you for your patience and boundless love.

To my dear brothers Ayoub, Nadir, Abedlabki, Bahaeddine. And sisters Ilham, Rihab, my lifelong companions and constant support. Thank you for standing by me and encouraging me every step of the way.

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To my friends Nada, Amani, Bouthaina, Nada, Tahani. Partners on this journey of joy and challenges, thank you for your friendship that brightened my days.

To my eternal passion. Real Madrid, which taught me the meaning of belonging, sportsmanship, and determination to success. You will come back strong I believe in you. Hala Madrid

Finally. I dedicated this work to myself, who endured and overcome hardships, believing that perseverance and willpower make all the difference.

### **Dedication**

To myself, how proud I am of what I have achieved today. After every moment of exhaustion, every hidden tear, and every defeat I thought was the end, here I stand today in this place, holding my head high and smiling to myself, because I did not give up, because I resisted, was patient, and preserved until I arrived.

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To those for whom words in this world are not enough, thank you. To my beloved father, my support and role model. Your presence in my life is an indescribable blessing, and with your prayers and constant support, I was able to continue on the path despite all the difficulties.

To my mother, the flower of my heart and soul, rejoice now, for I have achieved your dream before it was mine, and I have made you proud of me, I know you are happy, even if you are not by my side right now. I feel you every moment.

To my beloved brothers. Said and Abdelmalek you are my other world and the joy of my days. I pray that God will protect you, fulfil your wishes, and bless your lives.

To my little angel Shaheen, he is not just a child, he is a walking piece of my heart. His laughter erases the weariness of the days, like music that brings the soul back to life. May your dream grow as mine has, and may life be more beautiful for you than I ever dreamed.

To my soulmate missou, you fill every moment with happiness, your laughter brightens my days, and your words soothe my heart. Have a place in my heart that no one else can share. Thank you for your loyalty, your steady presence, and every moment we have shared.

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### Abstract

This study investigates the influence of non-academic English YouTube videos on vocabulary accessibility of digital content; many learners are turning to informal sources – particularly YouTube – for language exposure outside the classroom. To conduct the investigation, two questionnaires have been used as a research tool. This research aims to explore how such non-academic content, including blogs, entertainment clips, gaming streams, and lifestyle channels, contributes to incidental vocabulary acquisition. The findings indicate that regular engagement with English YouTube videos significantly enriches students' vocabulary. The participants of this study are the Algerian secondary school teachers and students at the Wilaya of Mila who are learning English as a foreign language. The finding of the study has revealed that YouTube offer rich, authentic language exposure outside traditional classroom environments. Moreover, students reported increased motivation and more positive attitude toward language learning. However, challenges such as comprehension difficulties and exposure to non- standard language forms were also noted. Some students had trouble understanding fast speech or unfamiliar accents. The study suggest that YouTube is a useful tool for learning vocabulary if used the right way.

**Key Words:** Vocabulary Learning, Vocabulary Acquisition, EFL, Four Language skills, NAEYV, YouTube.

### **List of Abbreviations**

**LL :** Language Learning

**LLSs :** Language Learning Strategies

**LA :** Language Acquisition

**EFL :** English as Foreign Language

**L1:** First Language

**L2:** Second Language

**ESL:** English as Second Language

**CALL:** Computer Assisted Language Learning

**NAEYV :** Non-Academic English YouTube Videos List of figures

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## **General Introduction**

As language education continues to evolve, digital media has become a powerful influence, transforming traditional methods and introducing new ways to learn languages. among various platforms, YouTube has gained prominence as a vibrant and accessible to medium for authentic language exposure, initially meant for entertainment and social interaction YouTube has broadened its role to include informal education, offering a wide range of content from tutorials and Blogs to comedy skits, movie critiques, and lifestyle videos. Although academic content exists, it is the non-academic material - created for entertainment or general interest – that attracts millions of young users, particularly high school students learning English as a foreign language. In recent years, there has been increasing interest among EFL educators and researchers in how informal digital resources. Especially video platforms like YouTube, can enhance formal classroom learning. Unlike traditional textbooks and scripted dialogues. Non- academic English videos on YouTube present the language in its genuine, spontaneous form, showcasing colloquial phrases, slang, idioms, and pronunciation variations that are commonly used in everyday conversations by native speakers. Consequently, these videos provide EFL learners with exposure to important linguistic elements essential for achieving fluency lacking in conversational academic materials. Vocabulary acquisition is a crucial aspect of language learning, significantly affecting reading comprehension, writing proficiency, and spoken fluency. traditional vocabulary teaching methods usually depend on memorization and exercises with limited context, but incidental vocabulary learning through authentic language exposure has been recognized as an effective and engaging alternative. YouTube as multimodal format and engaging content create a unique setting where learners can discover new vocabulary in relevant contexts. Enhanced by visual cues, intonation, and situational contexts.



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

Vocabulary is one the serious problems that learners have, among the challenges that they face are, many struggle with unique English sounds and correct pronunciation of words and confusion arises from the differences between written and spoken forms, leading to frequent spelling mistakes. Also, students often find it hard to grasp the meanings of unfamiliar words without context, impacting their comprehension. In addition to that. The difficulty in memorizing long or complex words contributes to their vocabulary acquisition by providing engaging, multimedia content that enhances learning. Studies show that integrating YouTube in English language classes improves vocabulary retention and comprehension. Among students YouTube serves as an effective medium for enriching vocabulary in language education.

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

This study aims to achieve the following goals :

- Understand how YouTube can enhance or transform the way students learn.
- Help teachers and learners identify the benefits, challenges, and potential solutions related to using YouTube in education.
- Make informed decisions about how to use videos to support and improve students' learning experiences, especially in vocabulary acquisition.
- Enhance student engagement and motivation through the use of YouTube.
- Allow students to learn at their own pace and according to their individual needs.
- Raise students' awareness of how YouTube videos can contribute to improving vocabulary proficiency both inside and outside the classroom.

- Assist students in their English learning practices using YouTube as a tool

### **3. Research Questions**

In order to conduct our investigation, the following research questions are asked

- 1 – How can YouTube videos affect on the development of student's vocabulary?
- 2 – How does the integration of YouTube videos in the classroom affect students' engagement and motivation to learn?
- 3 – How does the use of YouTube videos influence students' creativity and motivation in their learning process?

### **4. Research Methodology**

In this research, a questionnaire administered to 31 students of high schools at Mila has been used as a research tool. This questionnaire will lead to investigate How EFL students are learning vocabulary and how will the use of non-academic YouTube videos will enhance their language mastery and acquisition, and another questionnaire administered to 13 teachers of high school at Mila . Which aimed to seek teachers opinions on the use of non –academic English YouTube videos to help students acquire vocabulary.

### **5. Structure of the Dissertation**

This dissertation will be divided into two parts: a theoretical part and practical part. In the theoretical framework we will have one chapter, in this chapter will be divided into two sections. the first section we will define vocabulary, and more focuses on its importance, types and the most strategies that help in building vocabulary for EFL students. In the second section, we will discuss all the information related to the non-academic English YouTube videos. In the practical part, there will be one chapter that will analyze and interpret the collected data from the questionnaires, in addition to discussing the results about the study.

At the end we will summarize all the findings of this dissertation.

## **Chapter One: Dimensions of Vocabulary Development Through Informal Digital Exposure**

### **Section one: Vocabulary development in language learning**

Vocabulary is the foundation of language, It is the collection of words that we use to Communicate. Express our thoughts, and understand the world around us. A strong vocabulary is essential for effective communication, both written and spoken. It allows us to express ourselves with precision clarity. Our vocabulary is constantly evolving. we learn new words throughout our lives, from reading, listening, and interacting with others. The more we engage with language, the richer our vocabulary becomes. A wide vocabulary can open doors to new opportunities, enhance our understanding of different culture, and make us more effective communicators.

#### ***1.1.1. What is Vocabulary***

One of the linguistic knowledge domains is vocabulary. It plays a significant part in language acquisition for students. Vocabulary knowledge is more than simply reciting facts, it also needs to have context-based meaning. Language acquisition relies heavily on vocabulary. Without a large enough vocabulary, people are unable to communicate both orally and in writing. The more words one knows, the more they can write, speak, read, and listen as they like. According to Wilkins (2004) "vocabulary mastery is more important than grammar and that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed". It means that vocabulary is the core of communication, you can have perfect grammar, but you don't know the words to express your ideas, you won't be able to convey anything meaningful. Essentially, vocabulary is the key to understanding and being understood, while grammar helps organize those ideas into coherent sentences. Hornby et al. (1984, cited in Parsa et al 2013.. 115) define vocabulary " the total number of words which make up a language, and a

range of words known to, or used by, a person", while Lessard –Clouston (2000.p, 2) defines vocabulary as" the words of a language, including single items and phrases or chunks of several words, conveying the particular meaning, the way individual words do. "

### ***1.1.2. Importance of Vocabulary***

Frank Smith (1988) highlighted that "the more words you know, the more you can communicate".

that means that a large vocabulary allows for more precise and varied expression. The ability to choose from a wider range of words enhances communication skills and enables individuals to convey their ideas more clearly. McCarthy( 1997, p. 140) stated that " No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way ". This lead that even the student has a good grammatical knowledge, efficient communication cannot be possible without having good vocabulary knowledge. According to Zimmerman cited in Coady and Huckin( 1998)

"vocabulary is central to language and of critical importance to the typical language learning. It seems that vocabulary is an important part of the English teaching process. It is supposed to be a very effective communicative device as it carries the highest level of importance within peoples"

### ***1.1.3. Vocabulary Learning***

The process of learning new words and their definitions, as well as how to use them successfully in speaking, writing, reading, and listening, is referred to as vocabulary learning, it also entails learning about word forms, usages, collocations and context. Paul Nation( 2001) stated that" knowing a word involves knowing its forms, meaning, and use " this means that effective learning goes beyond just memorizing definition. It encompasses understanding the

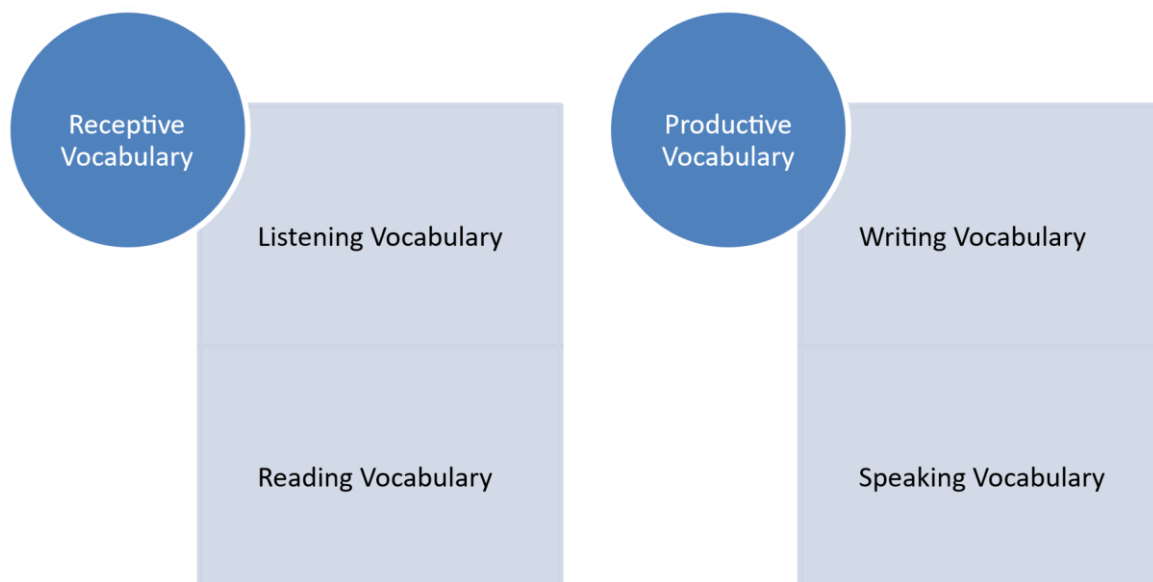
different forms a word forms a word can take( like its grammatical variations), its meanings in various contexts, and how to use it appropriately in sentences Nation emphasizes that a comprehensive approach to vocabulary learning is crucial for language learners to achieve fluency and communicate effectively.

#### ***1.1.4. Types of Vocabulary***

Some scholars categorize vocabulary in two types : active and passive. Harmer( 1991) differentiates between these two groups. The first category includes words that students have learned and should be able to use. In contrast, the second category refers to words that students are likely to recognize but may not be able to pronounce when they encounter them. Receptive and productive vocabulary are the two categories of vocabulary that Hatch and Brown( 1995 ) distinguished.

##### **1.1.4.1. Receptive VS. Productive Vocabulary**

Receptive vocabulary. Called also the passive vocabulary, refers to the collection of words that individual comprehend when they hear or read them, regardless of whether they actively use these words in speech or writing. Paul Nation (2001,pp.24-27)" learning vocabulary through listening is one types of learning through meaning-focused input" Nation emphasizes that receptive vocabulary is acquired through exposure to language, such as listening, where learners derive meaning from context. This process enhances comprehension and retention. On the other hand, Productive vocabulary denotes the words that an individual can readily employ in their speech or writing. Michael McCarthy( 1990,p.12 )"Receptive vocabulary may be larger than productive knowledge, but it is productive vocabulary that shows a learner can actually do". McCarthy is pointing out that even though learners might know many words, what really matters –especially in real-life communication – is the ability to use those words correctly.



**Figure 1:** kinds of vocabulary by Teacher Angel. I.

Grasping the various types of vocabulary is crucial for effective communication and a richer understanding of language. By identifying vocabulary categories, we can understand how words operate in different contexts, which leads to more precise interpretations. This insight helps us select the most fitting words for different communication situations, resulting in clearer and more powerful expression. Additionally, understanding different vocabulary types improves reading comprehension, allowing us to better understand complex texts and grasp the author's intended message.

#### ***1.1.5. Building Vocabulary for English Language Learning***

There are several strategies and ways that help in building vocabulary. Among them we find :

Cognitive, Metacognitive, Memory, Affective, Social strategies, Mnemonic vocabulary – Remembering strategies, and Semantic strategies :

### **1.1.5.1. Cognitive Strategies**

Cognitive strategies help learners remember new words by using thinking skills. These strategies involve using mental processes like reasoning, analyzing, summarizing. They help learners deeply understand and practice new vocabulary (Parry, 1990).

### **1.1.5.2. Metacognitive Strategies**

Metacognitive strategies are about how to learn. They includes three parts: knowing how learning works, keeping track of your own understanding, and managing your learning. This includes planning, checking if you understand, and changing your methods if needed ( Parry, 1990 ).

### **1.1.5.3. Memory Strategies**

Memory strategies help learners remember vocabulary by storing words in long-term memory. Activities like grouping words, using pictures (imagery), rhyming, and reviewing help learners remember words more easily(Parry 1990 ).

### **1.1.5.4. Affective strategies**

Affective strategies focus in managing emotions, motivation, and attitude while learning a language.

These include reducing anxiety, encouraging oneself, and giving rewards to stay motivated (Parry 1990 )

### **1.1.5.5. Social strategies**

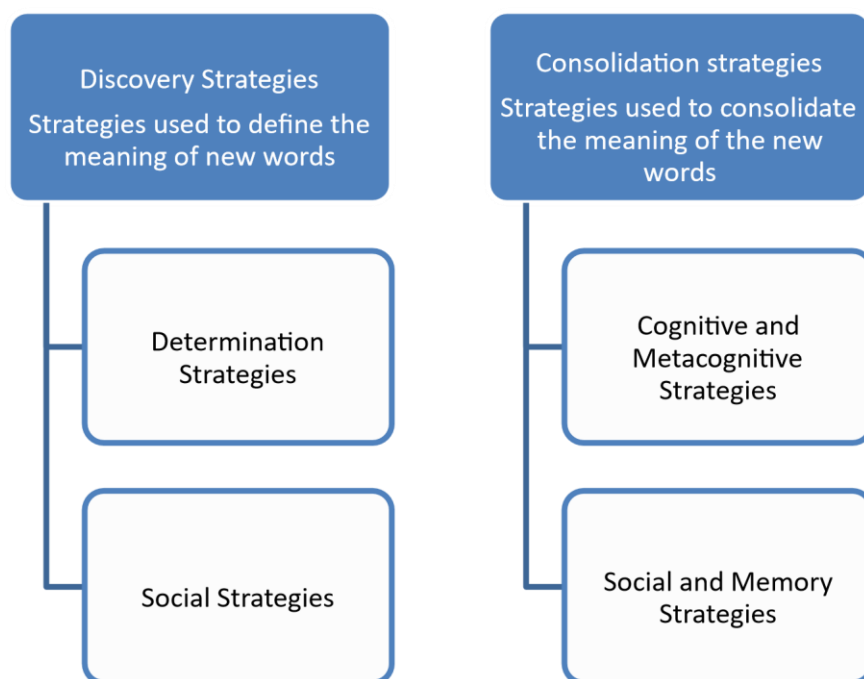
Social strategies involve learning through interaction with others. This includes asking questions, working with native speakers, and understanding the culture of the language being learned (Parry 1990 )

### 1.1.6. Mnemonic Vocabulary, Remembering strategies

Mnemonic strategies are memory aids used to remember words. They often involve using pictures or mental images to connect a new word to something familiar. This helps learners remember vocabulary more easily.

### 1.1.7. Semantic Strategies.

Semantic strategies focus on understanding word meanings in different contexts. Learning vocabulary is seen as an ongoing process, and it helps to learn how words are used, organized, and remembered. However, more attention is needed on the role of context in learning and keeping new words, Behydt( 1987) said that teaching vocabulary should follow clear strategies based on what we know from linguistics and learning psychology.



**Figure 2:** Schmitt's Taxonomy of Vocabulary Learning Strategies

Schmitt's taxonomy of vocabulary learning strategies organizes methods for acquiring new words into four main categories: discovery, cognitive, social, and metacognitive. Discovery strategies pertain to deducing a word's meaning from its context, whereas cognitive strategies emphasize actively reflecting on the word and its definition. Social strategies involve



collaborating with others to learn new terms, and metacognitive strategies include planning, tracking, and assessing one's vocabulary learning efforts. This framework aids learners in recognizing and employing diverse strategies for effectively enhancing their vocabulary.

#### ***1.1.8. The Essential Role of Vocabulary in EFL learners' language development***

Vocabulary is a vital component in the process of learning English as a foreign language, as it underpins all aspects of communication (listening, writing, speaking, and reading). Without an adequate vocabulary, EFL students often struggle to fully understand spoken or written messages and to express their thoughts clearly, even if they have a grasp of grammar. As Nation (2015) points out, knowing a wide range of words is crucial for effective communication, allowing learners to convey their ideas with greater clarity. Alqahtani (2015) also notes that vocabulary forms the foundation of language learning because learners who lack vocabulary are limited in their ability to communicate their own ideas. Furthermore, vocabulary is closely linked to reading skills, with Laraba (2022) explaining that students who possess strong vocabulary knowledge tend to perform better in reading and are more capable of interpreting meanings from context.

#### ***1.1.9. Vocabulary and its Relation with the Four Skills***

Vocabulary is a fundamental element in acquiring language skills and plays a critical role in developing the four core language abilities: listening, reading, writing, and speaking. For EFL, building a strong vocabulary is especially crucial since they often depend on structured learning environments to develop their language knowledge. Each skills area relies on vocabulary in unique but interconnected ways. For instance, understanding spoken language requires knowledge of commonly used words, while the ability to speak fluently depends on recalling and applying vocabulary quickly. According to Nation (2015), having a broad vocabulary allows learners to communicate more effectively and understand others with greater ease. When it comes to reading, a strong vocabulary enables learners to make sense of texts

and grasp deeper meanings, while in writing, it helps them express their ideas clearly and accurately. Sadiku (2015) highlights that all four skills are interrelated and revolve around vocabulary as a core component of communication. Therefore, rather than treating vocabulary as a separate part of language education, it should be integrated into activities that develop all four skills.

#### ***1.1.10. Non-Academic YouTube Videos***

##### **1.1.10.1. The Role of YouTube Lectures, Blogs, and Videos in Enhancing ESL**

###### **Learning**

YouTube has emerged as a vital platform for ESL learners to improve their language skills through various forms of content, including lectures, blogs, and educational videos. ESL learners benefit significantly from watching blogs on YouTube. As they offer authentic language input and expose students to colloquial language, cultural nuances and everyday expressions, blogs by native and proficient speakers help learners improve their listening comprehension, vocabulary, and pronunciation while also providing insight into the target language's usage in real-life context (Purwanti et al., 2022. ) Rasheed et al. (2021 )defined educational videos on YouTube as playing a crucial role in ESL learning by supplementing traditional classroom instruction channels such as BBC learning English on language learning English with mister Duncan offer free more lesson vocabulary tutorials, and language practice exercises that cater to learners at different proficiency level, these videos provide a flexible and accessible learning resources for student at their own pace and convenience. Overall, YouTube lectures, blogs, and videos significantly enhance ESL learning by providing engaging authentic and supplement language input, by leveraging the diverse content available on YouTube, ESL learners can improve their language proficiency, cultural understanding and communication skills in a interactive and immerse way.

### ***1.1.11. Digital Media and Language Learning***

#### **1.1.11.1. Benefits of using Technology in Language Learning**

Several studies have documented the advantages of technology for language learning. These studies cover different aspects of learning as discussed in the following sections :

##### ***1.1.11.1.1. Engagement***

Some researchers maintain that one of the benefits of technology use is an increase in student Motivation Dunken( 1990), as fun and games are being brought into the classroom Lee( 2000).

This fun factor is a key benefit in a language classroom Galavis 1998, Warschauer & Healey, 1998. Moreover, the novelty of the new technologies or learners' experience of those technologies in the classroom can enhance learners' engagement and motivation in fulfilling task (see department of education and early childhood development (DEECD 2010 ).

##### ***1.1.11.1.2. Improvement in Academic Ability***

In addition, technology appears to improve language learners' academic ability. Lee( 2001) believes that Computer Assisted Language Learning CALL can do just this. this improvement is probably achieved by changing students' learning attitudes and boosting their self-confidence. Along this line, Galavis( 1998 )and Dunken (1990) assert that the use of technology enhances learners' language proficiency and their overall academic skills.

##### ***1.1.11.1.3. Paradigm shift in Teaching and Learning***

The advent of technology and development in the field of education has accelerated a shift from teacher-centered to learner -centered approaches in language learning and teaching. To meet the needs of digitally grown-up learners, teachers need to adopt a different role. They need to be facilitators, rather than the traditional bench -bound instructors, and they need to

support and guide students' Learning( DEECD2010). learning technologies support this important shift for the benefits of the learner.

#### ***1.1.11.1.4. An assessment shift***

Incorporating technology in the classroom enables learners to assess their own work in a more meaningful; way, become better aware of the quality of their work and accept feedback more willingly. moreover, it gives them a chance to undertake a more self – monitoring role, which leads to a higher chance of fulfilling tasks successfully. teachers can also assess students 'knowledge more accurately and objectively. The overall assessment shift from teacher to self and peer evaluation contributes to the development of development of student autonomy which is emphasized in learning the 21<sup>st</sup> century.

#### ***1.1.11.1.5. Collaborative Learning Enhancement***

Another benefits of technology use is the encouragement of collaborative and communication in learning activities. According to Gillespie( 2006 ). New technology enables students to collect information and interact with resources. Such as images and videos. Murphy (2006) states that the internet can serve not only as reference source but also as a means of communication. It is argued That technology enables the user to get connected to the world outside of the classroom and hence produce high –quality, work, knowing that their work will be viewed by a large audience; In addition, learners can get in touch with their peers from other schools, expert in the field and members of interest groups( see DEECD 2010. ).

#### ***1.1.11.1.6. Lowering Learning Anxiety Level***

Another advantage of technology is its potential for lowering anxiety among learners Chappelle (2001), Levy( 1997). In an exploration of EFL teachers' perceptions of ( CALL). Ozerol( 2009) selected 60 language teachers, from various school in Turk, these teachers commonly argued

that technology lowered students' language learning anxiety whilst giving them more opportunity to communicate. Consistent with such finding in Brsul's( 2006 ) study that showed that using computers in language classroom brought variety into the classroom atmosphere, developed learners' particular language skills and increased learner autonomy.

#### ***1.1.12. Challenges of using Technology in Language Learning.***

Levy (2021) contends that although technology provides significant opportunities for language acquisition, it also brings about various obstacles. A key issue is the risk of excessive dependence on technology, which may reduce learners' engagement and motivation. Another concern is access and equality, as not every learner has the same level of access to technology or the requisite resources. Furthermore, the complexity of technology can often be daunting and perplexing, resulting in frustration and disengagement. Lastly, there are instances where technology may be improperly utilized, resulting in unproductive learning experience. Christian L. Lnge 1921" Technology is a useful servant but a dangerous master ". He believed that technology could be a powerful tool for progress, but it could also be used for destructive purpose He warned that we must use technology wisely and responsibly to ensure that it serves humanity, not the other way around.

### **Conclusion**

In conclusion, this work explored key aspects of vocabulary learning starting with a clear" definition of Vocabulary", as the set of words necessary for effective communication. It then highlighted "the importance of vocabulary in language learning", emphasizing its role in comprehension and expression.

Several" types of vocabulary were discussed, including receptive and productive vocabulary". Additionally, various "strategies for building vocabulary were presented, such as cognitive, metacognitive, memory, affective, social, mnemonic, and sematic strategies". Finally, the study shed light on "essential role of vocabulary in EFL learner's language

development". As a modern educational tool that supports vocabulary development by providing engaging, visual, and contextualized content that enhances both understanding and retention. And finally, we speak about "vocabulary and its relation with the four skills". And "non-academic YouTube videos ", "digital media and language learning", "challenges of using technology in language learning".

## **Section two: The Role of Non-Academic Content in Vocabulary Development and Language Comprehension**

### ***1.1.13. Exposure to informal Language and Slang***

#### ***Introduction***

Language serves as a means of connecting individuals to the world around them. Without it, communication between people would be impossible. Among the numerous language spoken globally, certain ones, including Chinese, English, Arabic, and French, are widely utilized to foster relationships across different nations. One of the most impactful languages in today's global landscape is English, which is spoken by over five hundred million people. Many countries adopt English as a second language ( ESL), Putri & all (2018,

p.80). According to Kemertelidze and Kachrava, (2015,p.160). " language, an integral component of culture, has evolved over an extended period and continues to do so, with this evaluation ongoing as long as humanity exists. There are numerous perspectives on language. Primarily, it serves as a tool for sharing information. It encompasses the study of symbols, signs, and the things they represents". As the foremost method of human communication. Kemertelidze and Kacharava, (2015, P. 162). stated that " language is transmitted culturally, passed down from one generation to the next as a learned behavior rather than one that is genetically inherited. No one is born with the ability to speak a specific language, everyone

must acquire it from those who learned it previously. Like other elements of human culture, language evolves over time. Our way of speaking changes from one generation to the next, and this evolution can occur at varying rates and degrees of significance, sometimes rapidly, sometimes slowly, sometimes profoundly, sometimes only superficially. This transformation is continuous. The varied changes happening in different regions may ultimately lead to previously similar local dialects becoming separate, unintelligible languages. For Sitti, (2012, P. 1). language is a system of symbols used by humans to communicate or express ideas and thoughts to others. In addition to that, language is an effective means of convey information, allowing individuals to express everything in a clear and understandable manner. According to Armstrong and Ferguson (2010, P. 6). one of the key purpose of language is for people to share information with one another or to ask for various services in different scenarios, such as recounting personal experiences, providing directions, or making requests

#### **1.1.13.1. Definition of Informal language**

Informal language is more casual and spontaneous, there are no specific rules for it. Akhtursnova and Aubakirova, ( 2024. P. 33). According to Johannesson( P. 6, 2022). " The usage of informal language can typically be found in situations that include personal conversation between friends, family, or otherwise close relationships. The linguistic features of informal English are considered non-canonical and non- standardised. In Netspeak, for instance, one can find informal characteristics as acronyms, abbreviations, non-standard spelling, and lack of capitalisation, along with some features exclusive to electronic communication ( such as smileys or GIFs )". This mean informal language is used in everyday situations, such as conversations with friends and family, and is characterized by spontaneity and the use of colloquial expressions. Language patterns such as slang and internet jargon also exist, reflecting the diversity of language use in different contexts.

### 1.1.13.2. Characteristics of Informal language

Among the most common informal language characteristics are the use of abbreviations and slang words, as well as an informal tone of voice. Nordquist, R. (2019), state that "the informal language characterized by the following features":

- use of contractions, word like (I'm, don't and won't are commonly used).
- Colloquial expressions, every day phrases such as (gonna, wanna, and kinda).
- Personal tone, informal language often sounds more friendly and conversational.
- Ellipsis, omitting words in casual speech for example (you coming instead of are you coming?).
- Flexible grammar, more tolerance for breaking formal grammar rules.

### 1.1.13.3. Definition of Slang (colloquial) Language

As for slang language, it is a type of informal language used by a group of individuals in a specific environment. It consist of words and expressions that are often used in specific groups and cultures, such as youth and social media users. Colloquial language is characterized by change and may be incomprehensible to people outside of those groups, as it does not follow traditional rules and may carry incomprehensible meanings.

Slang language (colloquial language), as defined by Crystle, (2003). " slang is an informal form of language, consisting of words and expressions used more often in everyday conversation than in writing, and usually associated with a specific age group or social context. It is a constantly changing language, reflecting common trends and cultures. "In addition to that, slang language can be used in multiple fields and contexts.

According to Reves, (1926, P. 218), the first acceptable dictionary definition of slang I found was in the 1985 Standard Dictionary. Although it does not endorse slang use, it is long



enough to provide a historical treatment accounting for early slang usage. Inelegant and illegal popular language including words and phrases of low or illiterate origin and use, or of valid expressions employed in grotesque, unusual, or symbolic senses not authorized by respectable usage and good taste.

#### **1.1.13.4. Characteristics of Slang (Colloquial Language)**

Slang language has several characteristics, including:

- Simple and spontaneous: people speaking it naturally, without affectation.
- Changeable: it changes over time according to fashion and events.
- Specific to a place or group: each region or age group has its own slang.
- Rich in abbreviations: it uses short words and quick expressions.
- Expresses identity: it show where a person comes from and how they hink.
- Informal: it is used more in everyday speech than in formal writing. Crystal, D. (2003),
- state that slang is: High informal, slang is even more casual than informal language and often not appropriate informal settings.
- Group specific, used mainly within certain age groups or social groups e. g ( teens, games, musicians )
- Constantly evolving, slang terms change frequently based on tends and pop culture.
- Creative and playful, often includes imaginative words use, jokes, or irony e. g (ghosted, flex, spill the tea)
- Non-standard usage, grammar and spelling might not follow standard rules.

### ***1.1.14. Understanding and Acquiring Slang, Idiomatic and Phrasal Verbs***

#### **1.1.14.1. Slang (Colloquial Language)**

As we mentioned before that slang language "refers to very informal words and expressions that are more common in speech than in writing, often used by specific social groups, slang evolves quickly and is often culturally or regionally specific e. g.(that party was lit!)(lit = amazing or fun)" "Cambridge Dictionary - slang". These are other examples:

- ✦ Instead of saying „very good’ „someone might say „awesome or „bro „or „bestie. “
- ✦ Note : slang frequently changes quickly and what is popular today might sound old – fashion in a few years.

#### **1.1.14.2. Purpose of Slang Language**

It helps you understand and engage in every day conversations, especially with young people or in online settings, allows you to speak naturally and sound more like a native speakers, which makes communication smoother and more authentic e. g if someone says: "that movie was fire" you need to understand that fire here means amazing not the literal flames"

#### **1.1.14.3. Idiomatic Expression**

Idioms are sentences or phrases whose meaning differs from the literal meaning of the words in them. In other words, they are a special way of expressing an idea or feeling using words that do not have their normal or literal meaning. Moreover, „ an idiom is a group of words with a meaning that is different from the meaning of the individual words these are fixed expressions understood culturally and can not usually be translated word for word’ e. g (it’s raining cats and dogs = raining very heavily ). „Oxford learners Dictionary – idiom. ' Weinreich (1969). Defines an idiom as a " a complex phrase whose significance cannot be inferred from the meaning of its individual components " "numerous idiomatic expressions possess two

interpretations : one is the literal meaning based on the words used, while the other, known as the idiomatic meaning, aligns with Weinreich 's definition. " in addition to that, "many idiomatic expressions are it, with one interpretation( the literal meaning) deriving from the meanings of the words involved and the other (idiomatic meaning) following the Wienreich definition" Galioglo & Sandu, (2023, P. 130). Agreed that phrase or stable statement with a figurative and often literal meaning is an idiom ( also referred to as an idiomatic expressions)[1, p. 12]. formative phrases include idioms, the figurative meaning of the idiom could vary greatly from the literal one. Often found in all languages are thousands of sayings. English has at least twenty- five thousand idiomatic phrases, according to estimates. If an expression is idiomatic, it is vital to examine its parts as a whole rather than separately, otherwise, the phrasal will lose its significance.

#### **1.1.14.4. Purpose of Idiomatic Expressions**

They show ideas and feelings in a short and special way, you need to understand them to follow English in movies, books and everyday talk, example the phrase (spill the beans means to tell a secret) you won't understand it if you only at the words. This mean that, idiomatic expressions helps people express ideas or emotions more clearly, there by enhancing conversation and making it more fascinating. Another crucial benefits of idioms is that they aid in cultural understanding. People communicate ideas and emotions in a way that mirrors their culture and experiences when they employ a language rich in idiomatic phrases.

As idiomatic phrases can represent common values and beliefs, this enable people from varied backgrounds to build bridges of communication, so fostering mutual understanding and improving social relationships.

#### **1.1.14.5. Phrasal Verbs**

Side, (1990, p. 144). said that phrasal verbs provide pupils particular issues mostly since there are so Many of them, but also because the combination of verb and particle looks

so frequently totally arbitrary. Additionally, Thim, ( 2012, p. 3). States that the late DR. Bradley suggested the phrase phrasal verbs, not as he wrote, that he was happy with it or would not welcome any other that he felt to be an improvement. One cannot, however, write of these verbs without some effective description, as he said, and even if the word, phrasal is perhaps questionable in structure, it meets a need and is sometimes indispensable. ( Smith 1925 : 172, fr. 1). Moreover, characteristically, the phrase is presented in a chapter on English idioms, where Smith refers to phrasal verbs as one of the most remarkable peculiarities of our language.

Thim, ( 2012, p. 12) emphasized that phrasal verbs are made up of two components : a verb and a particle is typically homonymous with an adverb or a preposition, some of these characteristics can be seen in the following examples :

He nearly gave up not knowing what to do next.

I gave up the job there and then and headed for brazil.

- I can see why you gave the job up.
- I thought that I was being stupid, do gave it up.
- Eventually the gave it up, stood up and put on his hat.
- Beneficial insects such as ladybirds, horseflies and lacewings are encouraged, not killed of, so that they eat up harmful aphids.

#### **1.1.14.6. The Idea From Understanding and Acquiring Slang, Idiomatic Expression, and Phrasal Verbs**

It explains how students learn informal words that are not usually taught in traditional lessons. Instead, they learn them from the internet, songs, or videos from real life situations and the culture they are exposed to.

### ***1.1.15. Influence of Cultural Context and How it Shapes Vocabulary Learning***

#### **1.1.15.1. Definition of Culture**

Culture is one of the most important components shaping the identity of a person and a society. It reflects the way of thinking, patterns of behaviour, values, and beliefs held by individuals within a given society. Eliot, 2010, p. 1 said that the word culture has different connotations depending on whether we picture its development as that of an individual, a group or class, or a entire society. In addition to that, the culture of an individual depends on the culture of a group or class, and that the culture of the group or class depends on the culture of the whole civilization to which that group or class belong. For anthropologists, whose focus is culture, culture was previously defined as the property of a group, that is, the beliefs and behavioural patterns found in a specific society. ( Anderson-Levitt, 2016. P. 1)

#### **1.1.15.2. Definition of Learning**

Learning is a relatively permanent change in behaviour brought about by practice or experience. However, learning as a process should be identified and distinguished from the behavioural results or the product of that process. Lachmen (2010)

#### **1.1.15.3. Relation between Culture and Learning**

The relationship between culture and learning is strong and interconnected, because they affect each other: culture influences learning, because, learning methods and approaches differ from one society to another depending on its culture and values. Culture determines what is taught and how it is taught, and learning transmits culture through education, values, customs, and knowledge are passed from one generation to the next, helping to preserve the cultural identity of the society. Additionally, learning develops culture, because, when individuals learn, they become able to critical thinking and developing ideas, which leads to cultural

development. In other words, culture shapes the content of learning, and learning help spread and develop culture.

#### **1.1.15.4. Cultural Context**

IGI global. "cultural context refers to the environment or conditions that underlie a behaviour or surround an event. ". Hoff (2006, p.72) stat that" the amount and types of conversation that children encounter varies depending on their culture, which might cause variance in their early vocabulary development. Children from societies that place a higher priority on verbal expressiveness, for instance, are probably going to engage in more child. Direct speech and have a wider vocabulary that children from societies that place less value on verbal expressions. " This means, children learn vocabulary in different ways depending on the culture they grow up in. in some cultures peoples talk a lot to children and use many different words, this helps children learn more vocabulary and learn it faster. But, in other cultures, adults do not talk much to young children. So, the kids hear fewer words and learn more slowly. So, the amount and type of speech children hear in their environment can really affect how they develop language. According to (Serrc,2015), "effective teachers recognize that culture influences not only their own actions but also the attitudes and behaviours of their students. By employing teaching strategies that are attuned to cultural differences, educators can address challenges linked to language heritage, race, socio-economic status, trauma history, and individual abilities. ". Additionally, " the educators integrates students ,, cultural traditions, customs, values, and practices into their lessons. Their awareness of students' backgrounds and cultural heritage shapes the strategies and techniques they utilize in their teaching. " In addition to that, for (SERRC, 2015). " the teacher include and relates the students' traditions, customs, values, and practices when engaging with new materials. " Example of Educator practices The teacher employs previewing activities or relevant ,, hooks “ to assist students in linking the new content to their own traditions, customs, values, and practices, all of these show that culture

affects how people understand and share content, because students use words that reflect their local values and traditions.

#### **1.1.15.5. The Influence of Cultural Contexts and how it Shapes Vocabulary Learning**

Cultural contexts are essential in influencing vocabulary acquisition as they establish the environment in which language is utilized, comprehended, and remembered. The impact of cultural context on vocabulary learning goes well beyond just memorizing words and their meanings. Kramsch, Zhu(2020). Stat that, "language is closely connected to culture, which makes understanding cultural context essential for successful vocabulary learning. Words frequently have connotations shaped by cultural influences, for instance, the English word “home’ may bring to mind feelings of comfort and safety, while in other cultures, it could imply notions of responsibility or duty. Grasping these cultural subtitles enables learners to appreciate the complete range of meanings and applications" The idea is that learning vocabulary is not just about knowing the dictionary meaning of words it also involves understanding the cultural context behind them. Words can take emotional or social meanings that differ across cultures, and recognizing these small differences helps learners use language more to and effectively. In addition to that, cultural contexts have many benefits, like improved understanding, familiarity with the cultural context of specific words or phrases aids learners in grasping their appropriate usage and timing. This is mean that, understanding the cultural context of words or phrases helps learners use them correctly and at the right time, which enhances their overall language comprehension. "Moreover, empathy and connection using vocabulary that resonates with cultural values and experiences fosters a stronger connection with native speakers, demonstrating respect and understanding of their culture. This means that using vocabulary that align with cultural values and experiences helps build a strong connection with native speakers and shows respect and understanding of their culture. " This is mean that using vocabulary that aligns with cultural values and experiences helps build a stronger connection with native speakers and shows respect and understanding of their culture. For Bagea, ( 2023, P. 631), "

this will enable students to more completely grasp the many elements of language usages as well as incorporate this cultural knowledge into their communication abilities. Hence, language learning is about more than just knowing vocabulary and grammar, it also involves discovering the meanings, subtitles, and complexities stemming from rich cultural contexts".

#### ***1.1.16. Enhancing Listening and Comprehension skills***

##### **1.1.16.1. Definition of Listening skills**

Listening is a form of language skills, alongside speaking, reading, and writing. It requires active engagement from the listener. This process consist of sender, a message, and receiver. Listening is a psychological activity that encompasses receiving, focusing on, interpreting, and reacting to both verbal and non-verbal communication. (Tayagi, p.1). "listening entails focusing on and meaningfully interpreting the spoken words we encounter. It is certainly a skill that can be greatly enhanced through methodical, intentional, and dedicated practice". (Daniel, 2013, p.42). in addition to that, "listening is considered a receptive or passive skill that is challenging to assess. However, its significantly contributes to enhancing students' English proficiency. Thus, it is crucial to enhance students' listening abilities". (Puri& al 2018, p.79). for( Tyagi, 2013, p

1) "effective message reception relies heavily on listening skills. This involves not only hearing the speaker's words but also engaging psychologically with them. Listening is a linguistic skill that necessitates a genuine interest in understanding others, an attitude of respect and acceptance, and an openness to consider different perspectives. It requires significant concentration and energy, as well as the ability to temporarily set aside our own thoughts and viewpoints to empathize with another person's experience". Importance of listening skill.

Tayagi emphasized that, good listening skills make workers more productive. The ability to listen carefully will allow a person to :



- Understand assignments in better way and find and what is expected from him
- Build rapport with co- workers, bosses, and clients
- Show support
- Work better in a team- based environments
- Resolve problems with customers, co- workers, and bosses
- Answer questions
- Find underlying meaning in what others say

#### **1.1.16.2. Definition of Comprehension Skills**

Comprehension is one of the most important skills a person needs in their studies. It helps us understand what we read and hear, and enables us to interact with others and the world around us. When we listen to someone speak we read a book or something else, we do not just hear or see the words, but we try to understand their meaning and comprehend what the writer or speaker is trying to say. For this reason, comprehension is considered a fundamental skill in learning, as it enables us to connect new information to what we already know and apply it in our lives in a useful way. In addition to that, comprehension is not focus on one specific field, we need it in everything, whether it not school to understand lessons, at work to understand instructions, or even in social life to understand others and interact well with them. It is not a skill that develops with training and practice. The more we read, listen, and interact with information, the more our ability to understand and analyse ideas increases. So, it important to know that comprehension does not mean knowing the clear meaning of words. It also includes the ability to conclude hidden meanings, connect events, and form an opinion. For the RAND Reading Study Group (2002 ) "defines comprehension as the act of deriving meaning from engaging with written language"

### ***1.1.17. Listening to Varied Accents, Speech Rates, and Tones in Non-Academic videos***

Listening to a range of accents, speech speeds, and tones in non-academic videos can greatly improve language learners listening skills and adaptability. Here's some benefits ;

#### **1.1.17.1. Exposure to Various Accents**

One excellent approach to hone your linguistic abilities and become more at ease with the diversity of the language is by listening to several English dialects and accents. English is spoken in many accents all around the world, each having distinctive tones, cadences. Yusupova & Teshaboyeva, ( 2025, p. 82 )also states that, " expose yourself to multiple English-speaking media including movies, television shows, podcasts, and radio programs to become at ease with several accents. Pay attention to material from several English-speaking nations, you will grow more adept at comprehending several accents the more you open yourself to them", Yusupova & Teshaboyeva, (2025, p. 83 )

#### **1.1.17.2. Varied Speech Speeds**

Trains learners to handle fast, natural speech, which is often more difficult than the slower, clearer articulation typically found in academic contexts or language classes.

Namaziandost et al. (2018) highlighted that "genuine videos offer students exposure to real – world language, aiding them in navigating the variability of natural speech and equipping them for communication beyond the classroom setting"

#### **1.1.17.3. Enhanced Listening Skills and Communication Confidence**

Namaziandost & al. (2018). found that " exposure to various accents and speech patterns boosts listening comprehension, enabling learners to become more confident and adaptable communicators, which better equips them for real-life interactions. "

### ***1.1.18. Advantages of Using Non-Academic Content for Vocabulary Acquisition***

#### **1.1.18.1. Increased Engagements and Motivation**

One of the primary benefits of using non-academic content such as movies, song, social media, or blogs is that it increases learner motivation. Learners often find this type of material more relatable and enjoyable compared to traditional academic texts. According to Nation and Webb (2011, pp. 75-86).

"learners are more likely to engage with materials that are personally interesting and culturally relevant, which is often the case with non-academic content. ". this emotional engagement can enhance attention, which is a critical factors in vocabulary retention.

#### **1.1.18.2. Exposure to Authentic Language Use**

Non-academic content reflects how language is actually spoken and written in everyday life. This type of exposure can be especially valuable for learners who wish to acquire communicative competence and understand how words are used in natural contexts. As Gilmore (2007, pp. 76. 118) notes, " non-academic texts expose learners to how language is used in real-life situations, providing a more authentic context for vocabulary learning. " This helps bridge the gap between classroom language and real-life communication.

#### **1.1.18.3. Reinforcements through Contextual Variety**

Non- academic materials often provide rich and varied contexts, which allow learners to see vocabulary items used in multiple ways and situations. According to Webb (2008, p. 165), " context – rich input found in non-academic media such as films, TV shows, and blogs helps learners infer meanings and reinforces word retention". This repeated and meaningful exposure contributes to deeper vocabulary processing and better recall

#### **1.1.18.4. Support for Incidental Vocabulary Learning**

Unlike intentional vocabulary learning (e. g., word lists or drills), non-academic content often supports incidental learning, where learners acquire new words simply by being immersed in content. Stephen Krashen (1989, pp. 440-464) argued that such incidental learning plays a key role in vocabulary acquisition : "incidental learning through engaging non-academic content supports long-term vocabulary acquisition. " learners tend to acquire vocabulary subconsciously while focusing on meaning rather than form.

#### ***1.1.19. Challenges of using Non-Academic Content for Vocabulary acquisition***

##### **1.1.19.1. Unsystematic Vocabulary Exposure**

One major limitation of non-academic content is that vocabulary input is not systematically controlled or graded. Learners may encounter words at random and might not get enough exposure to key vocabulary items needed for academic or professional success. Nation (2001, pp. 258-259) warns that " non-academic sources do not provide controlled vocabulary input, which may lead to gaps or inconsistencies in learner's vocabulary development. " this can lead to uneven learning outcomes.

##### **1.1.19.2. Presence of Slang and Colloquialism**

Non –academic texts often include informal expressions, idioms, and slang that may not be appropriate in academic or professional settings. Learners might adopt incorrect or inappropriate usage if they are not guided properly. Schmitt (2010, pp.78-82) explains: " informal language, slang, and region- specific expressions in non-academic materials may confuse learners or lead to misuse in formal context. " Hence, instructors must help learners distinguish between informal and formal usage.

### **1.1.19.3. Difficulty in Comprehension without Support**

For lower-proficiency learners, understanding non-academic content can be overwhelming due to fast-paced speech, unfamiliar cultural references, and lack of explicit explanation. Webb and Nation

(2017,p.124) argue that "learners with low proficiency may struggle to understand nonacademic content without glosses, subtitles, or teacher scaffolding" without appropriate support tools, the learning process may become frustrating and unproductive.

### **1.1.19.4. Lack of Focus on Academic Registers**

While non-academic materials can build generally vocabulary and fluency, they often lack exposure to specialized academic vocabulary, which is essential for university – level study or academic writing. As Coxhead ( 2000, p. 129) emphasized. " while helpful for conversational fluency, non-academic content often lacks exposure to academic vocabulary needed for higher education. ". Therefore, overreliance on non-academic sources may not prepare learners adequately for academic tasks.

### ***1.1.20. Motivation and Enjoyment in Learning Vocabulary Through YouTube***

In recent years, YouTube has emerged as a powerful tool in second language acquisition, especially in vocabulary learning. One of the key advantages of using YouTube is the motivation and enjoyment it brings to learners. According to Krashen (1982, p.12), motivation plays a central role in successful language acquisition, and authentic materials such as YouTube videos can significantly enhance learners engagement. YouTube provides a wide array of multimedia content that combines visual, auditory, and contextual clues, which not only aids in vocabulary retention but also increase learners' intrinsic motivation(Godwinjones, 2011, p.58). Moreover, enjoyment derived from interactive and entertaining content contributes

to more frequent exposure and practice. Sundqvist Slyven (2016, p. 96) found that learners who engaged with English through digital media, including YouTube, showed increased vocabulary knowledge and higher motivation levels. This supports the idea that enjoyment and emotional involvements can foster deeper cognitive processing, which is essential for long-term vocabulary acquisition (Schmitt, 2008). Furthermore, YouTube allows learners to self-select content that matches their interests, which enhances autonomy and personal relevance –both critical factors in sustaining motivation (Deci&Ryan, 2000, p. 44). The interactive nature of YouTube, with its subtitles, comment sections, recommendation algorithms, provides a personalized and immersive learning experience, making vocabulary learning less of a chore and more of an enjoyable habit.

#### ***1.1.21. Language at the Crossroads: Overcoming the Challenges of Informal Usage in***

##### ***Academic Learning***

While YouTube offers rich and engaging content for vocabulary learning, it also presents significant challenges. One of the most cited concerns is the over-reliance on informal language, which may not align with academic or formal standards. As highlighted by Gilmore (2007, p. 97-118), authentic media sources like YouTube often prioritize conversational and colloquial expressions, which can lead to adopt informal usage that may be inappropriate in formal contexts. This can hinder learners' ability to perform in academic or professional environments where formal language is expected. Moreover, user-generated content on YouTube lacks standardized linguistic quality control, increasing the risk of exposure to incorrect grammar, pronunciation, and usage. According to Liyanaguanwardena & al. (2013, p. 18), not all online content is pedagogically sound, and learners-especially those at beginner or intermediate levels- may not distinguished between correct and incorrect usage. This aligns with Waring (2000, p. 575), who warned that repeated exposure to incorrect language forms may lead to fossilization, where errors become ingrained in the learner's inter language system.

Additionally, learners may be drawn to entertaining but linguistically simplified content, which limits the depth and complexity of vocabulary acquisition. As Nation(2000) noted, effective vocabulary development requires exposure to a wide range of word families and contexts, something that casual YouTube browsing may not always provide.

### ***1.1.22. Striking the Balance: Navigating Academic and Informal Language in Language***

#### ***Learning***

Balancing academic and non-academic language is essential for comprehensive language proficiency. Academic language is critical for success in educational and professional contexts, as it features specialized vocabulary, complex grammatical structures, and formal tone. Coxhead (2000, pp. 213 - 238) emphasized the significance of academic word list (AWL), which identifies high – frequency words found in academic texts across disciplines. However, exclusive focus on academic language may neglect the equally important ability to communicate effectively in informal, everyday situations. Non-academic or informal language, commonly encountered in digital platforms like YouTube or social media, plays a key role in building communicative competence and cultural fluency.

According to Nation and Webb( 2011, pp. 79-91), informal language exposure helps learners acquire idioms, colloquial expressions, and pragmatic cues that are crucial for real-world interactions. Therefore, learners benefit most from an integrated approach that exposes them to both registers in appropriate contexts.

Gee (2004, p. 88) emphasizes that different " language varieties "or " Discourses" are closely linked to social identities and communication purposes, this perspective suggests that learners need to develop the skill to switch between formal and informal language depending on context. Therefore, Language teaching should focus on fostering both accuracy and flexibility, enabling learners to deftly navigate a wide range of communicative situations.

## Conclusion

Finally, this section contains three main headings, each of which is divided into two or three subheadings. The first part is titled "Exposure to informal language and slang", which aims to understand and explain the concept of informal and slang languages. Further understanding and illustrations reinforcing the claims were given. This heading is divided into subheadings, namely "understanding and acquiring slang, idiomatic and phrasal verbs", and "influence of cultural contexts and how it shapes vocabulary learning". As the second part went on to enhancing listening and comprehension skill. In this section, the title "explains the listening and comprehension skills". These two skills can be developed and improved through a series of steps. Finally, this heading is divided into sub-elements, which are "listening to varied accents, speech rates and tones in non-academic videos".

As for the last part, it is titled "advantages and challenges of using non-academic content for vocabulary Acquisition". It is divided into several subheadings which are "motivation and enjoyment in learning vocabulary through YouTube", "language at the crossroads: overcoming the challenges of informal usage in academic learning", "striking the balance: navigating academic and informal language in language learning". Arranging the section this way has helped the conversation stay coherent and simplified reader's ability to follow the progression and order of thoughts. Every component advances a more thorough knowledge of the subject, therefore enabling the reader to more easily grasp the connection between several ideas. This methodical approach not only helps understanding but also promotes logical thinking throughout the conversation.



## Chapter Two: Field Work

### Introduction

As English continues to dominate global digital content, Many EFL learners are increasingly exposed to the language through online platforms in their daily lives. YouTube in particular, has emerged as a popular source of informal language input, offering a wide variety of engaging, non-academic videos. This study focuses on examining the influence of nonacademic English YouTube videos on the vocabulary development of EFL high school students.

### 2.2. Methodology

The choice of an appropriate research methods is axiomatically important for producing credible research results. It is mostly determined by the type of research and the setting. This research methodology employed in this study is a case study with Quantitative methods and two main instruments the students and the teachers Questionnaire.

#### *1.2.1. The sample population*

The sample population for this study includes both EFL high -school students and English language teachers. The student's participants are typically aged between 18 -22 and are currently enrolled in English as a foreign language course. They are selected based on their familiarity with YouTube and regular access to the platform. Ensuring they have sufficient exposure to non- academic English content. The sample aims to include students of varying proficiency levels, grade levels, and gender to obtain in diverse range of perspectives. The students were requested to answer the Questionnaire in fact of papers have helped us a lot to successfully reach to as large as possible number of students and effectively show the statistical analysis of the Quantitative data of the students 'questionnaire. In addition to the students, the study also involves a smaller sample of EFL high school teachers, these participants are selected

based on their current teaching role and familiarity with students 'use of digital media, particularly YouTube. The teachers provide valuable insights into the integration of informal media in language learning and their observations of students' vocabulary development. A sample of 13 teachers is considered sufficient for capturing qualitative perspectives. The teacher questionnaire focus on their views regarding students' exposure to non-academic English content. Its potential benefits, and how it aligns conflicts with formal vocabulary instruction in the classroom.

### ***1.2.2. Students 'profile***

The students participants in this study are EFL learners enrolled in high school, typically between the age of 18-22, and they were 31 students. They come from various grade levels and possess varying degrees of English proficiency, generally ranging from beginner to advanced levels. They were chosen to complete a questionnaire about their understanding of the influence of Non-academic English YouTube videos on vocabulary development in EFL high school students.

### ***1.2.3. Teachers' profile***

The teachers participants are qualified EFL instructions currently teaching English at the high school level. And their ages around between 25-45, and they have less and more than 10 years of teaching experience and are familiar with the language learning habits and digital media usage of their students, most of these teachers have observed or interacted with students regarding their use of platforms like YouTube and are able to provide informal opinions on the impact of such media on language learning, particularly vocabulary development. Their insights help bridge the gap between informal language learning through digital content and formal classroom instruction.

#### ***1.2.4. Research instruments Questionnaire***

The primary research instruments for this study is a questionnaire designed specifically for both students and teachers, the questionnaire aims to collect data on students' engagement with NAYV and the perceived impact on their vocabulary acquisition, as well as teachers' perspectives on the role of such content in the learning process. The questionnaire is adequately to meet certain goals. Already planned by the researcher. A questionnaire is a research instrument consisting of a series of questions or prompts used to gather information from respondents, typically for surveys, evaluations or studies. Floyed J. Fowler J. 1995 said that a questionnaire is a tool to learn what people think, feel, or do- without directly watching them. The students and teachers were requested to answer the questionnaire in fact of paper form students, and the Google drive form online questionnaire for teachers. Have helped us a lot to successfully reach to as possible number of students and teachers to effectively show the statistical analysis of the quantitative data of the students and teachers 'questionnaire. The students questionnaire is divided into four sections; each section has specific aims. The first section which continuous of 4 questions aims to know the general information of the students age, gender, level. The second section aims to discover students situations and abilities. The third sections aims to gather information about the NAEYV. The fourth and the last section deals with watching NAEYV. The teachers' questionnaire is divided into three sections. The first section already about general information, and the second section aims to discover the teachers beliefs about NAEYV. Additionally, the last section deals with teachers training and preparedness.

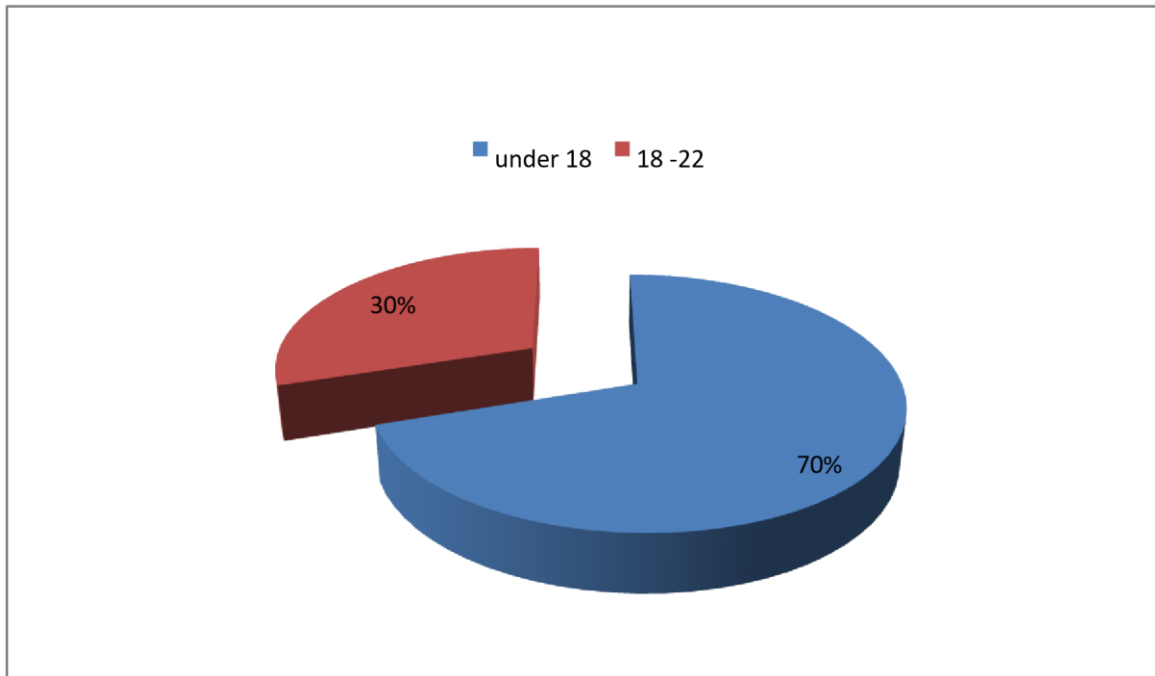
#### ***1.2.5. Time and Place Settings***

The study has taken place in high schools settings during 2024 -2025 academic year.

### 2.3. Result of the Study

Section one:" General information "

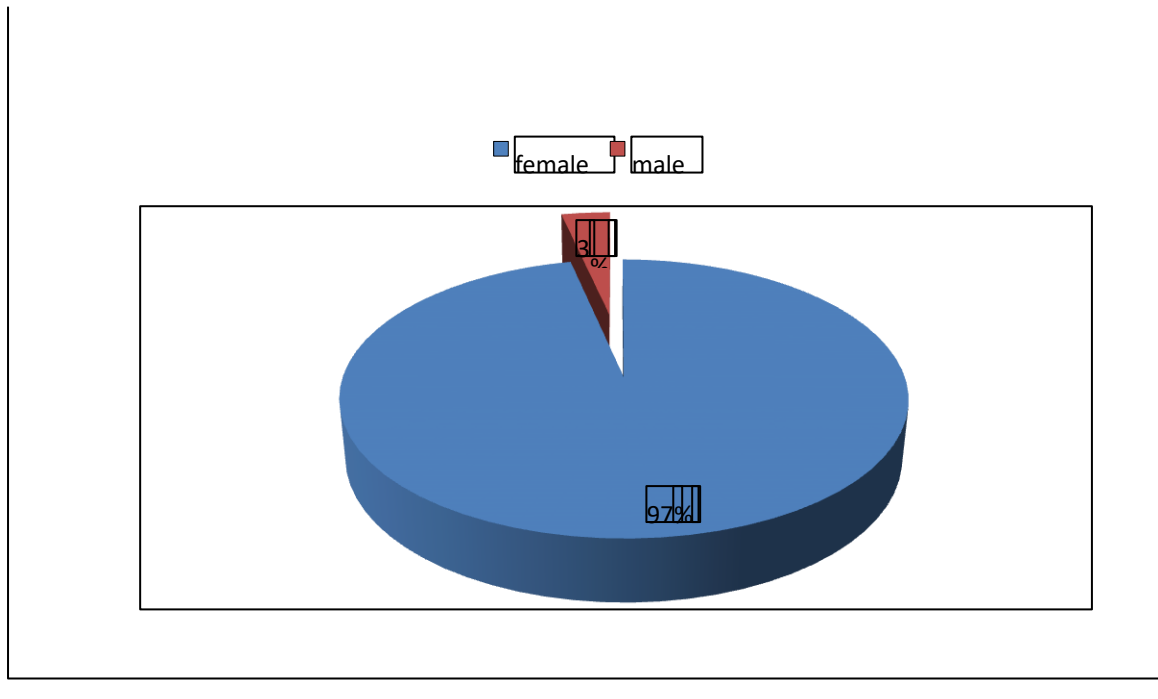
Q01: Age



**Figure 3:** Age distribution of students

In response to the age question, the results showed that the majority of participants, 70%, were under the age of 18, as for the remaining participants, 30% were between the ages of 18 and 22.

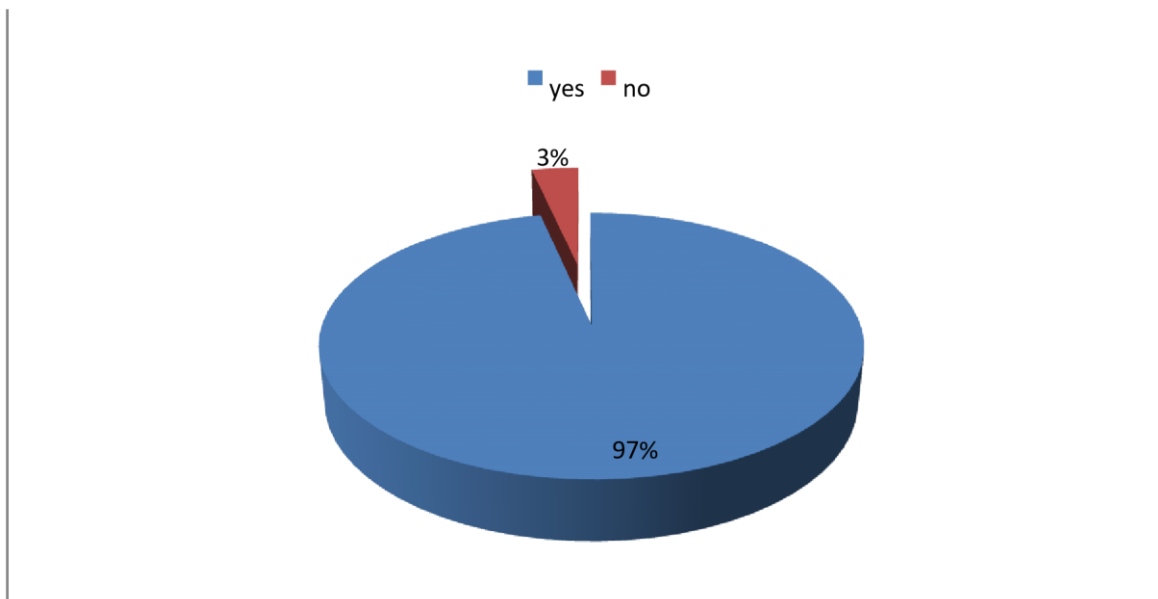
Q02: What is your Gender



**Figure 4:** Gender distribution of students

Regarding the gender of the participants, the data indicated that the majority in this survey were women, accounting for approximately 90%, while 10% were men.

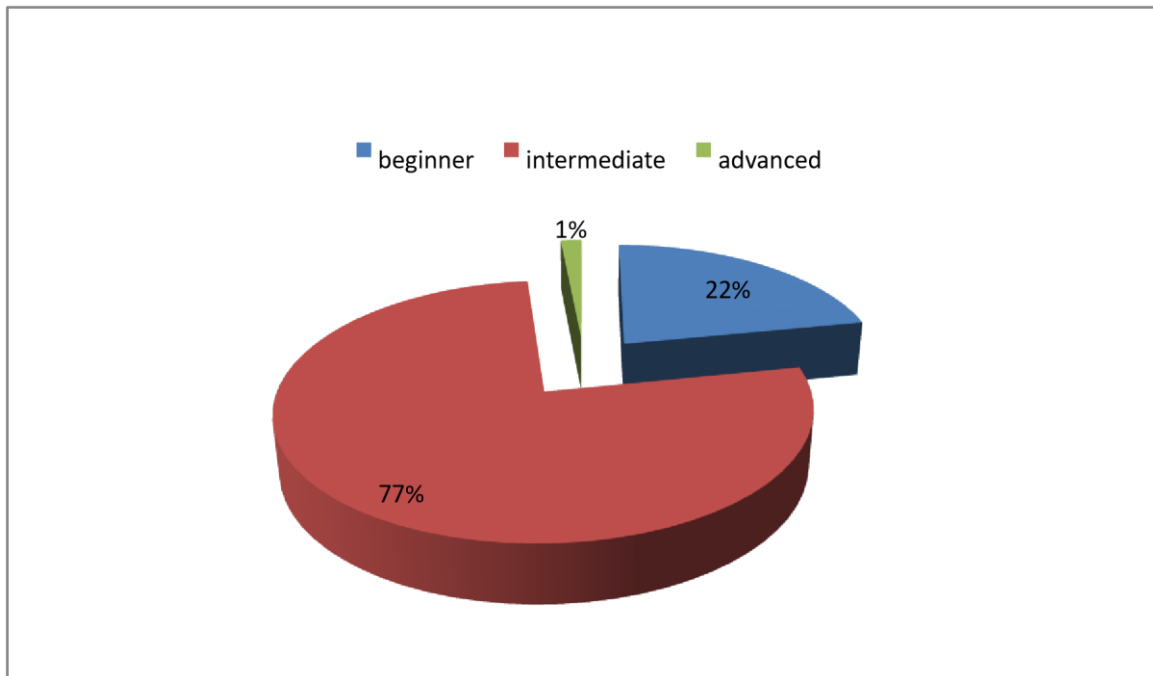
Q03: Do you speak English ?



**Figure 5:** students' English speaking frequency

Regarding the third question, in which we asked the students if they could speak English, we found that most of them could speak English, with a rate of 90%, unlike those who could not speak, who were a small group estimated at about 10%.

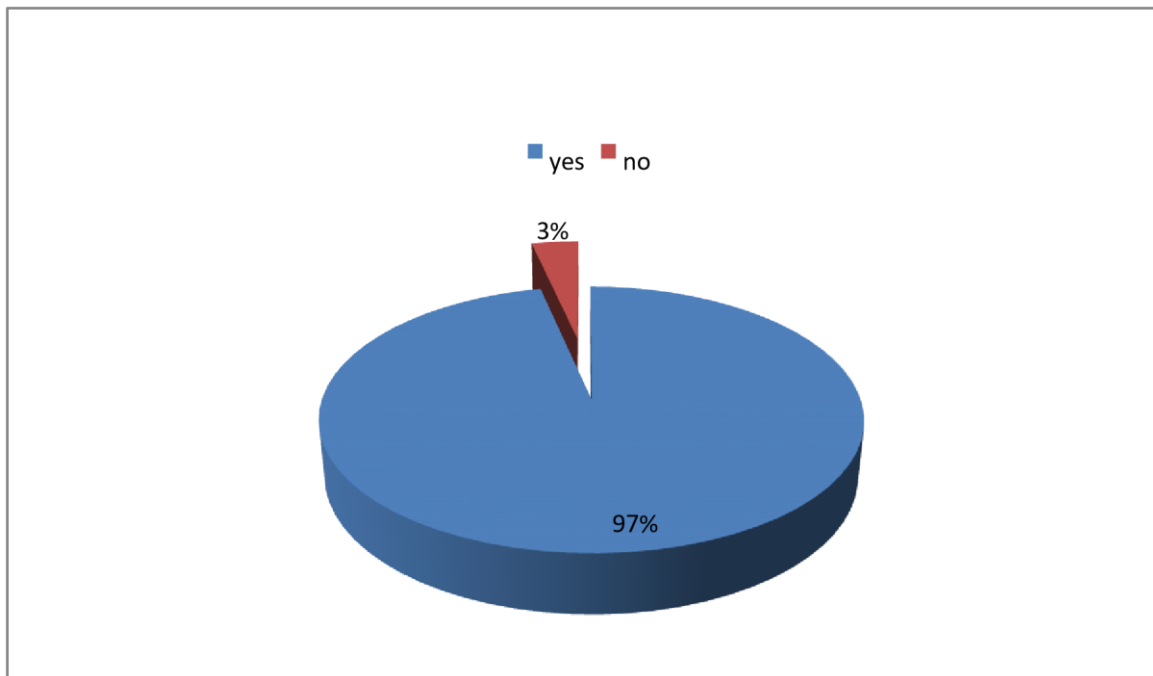
Q04: If yes do you class your English level ?



**Figure 6:** students ' English proficiency level

In response to the question about the students' English level, the data indicated that most of the students, with a rate of 77%, have an intermediate level. In contrast, 22% have a beginner level of English, in addition to the 1% that indicates students who have a good and advanced level.

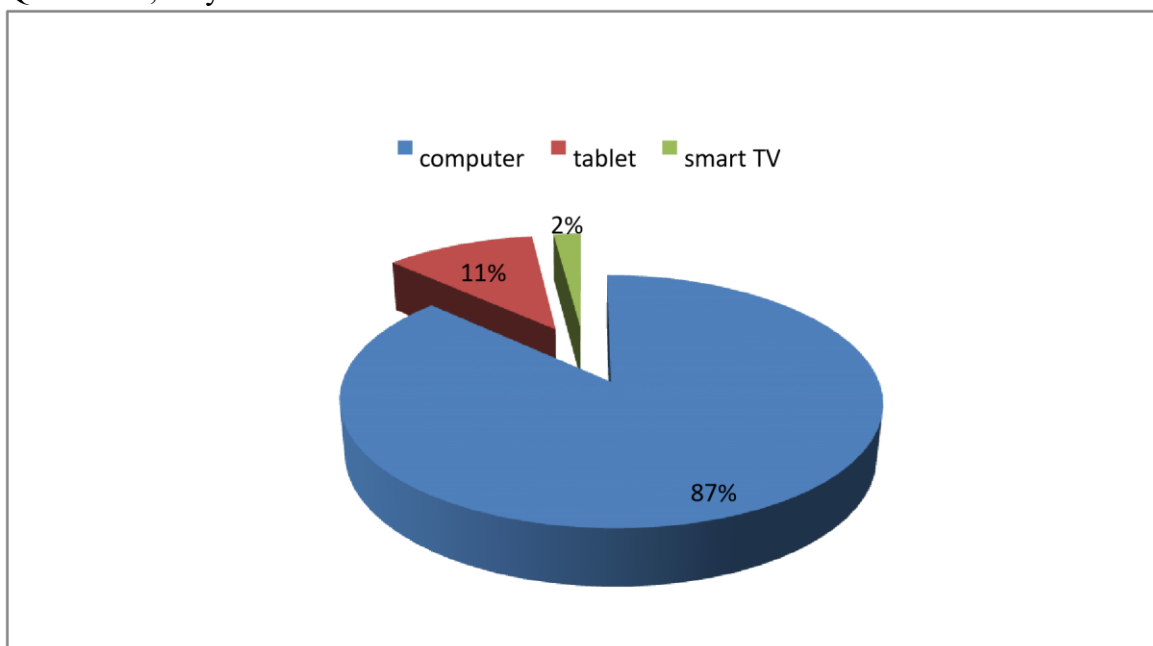
Q05: Do you have smartphone ?



**Figure 7:** students' English language ability

Regarding the question about social media, in particular, smartphones, we found that 97% of the student own their own smartphones, unlike 3% who do not own a smartphones.

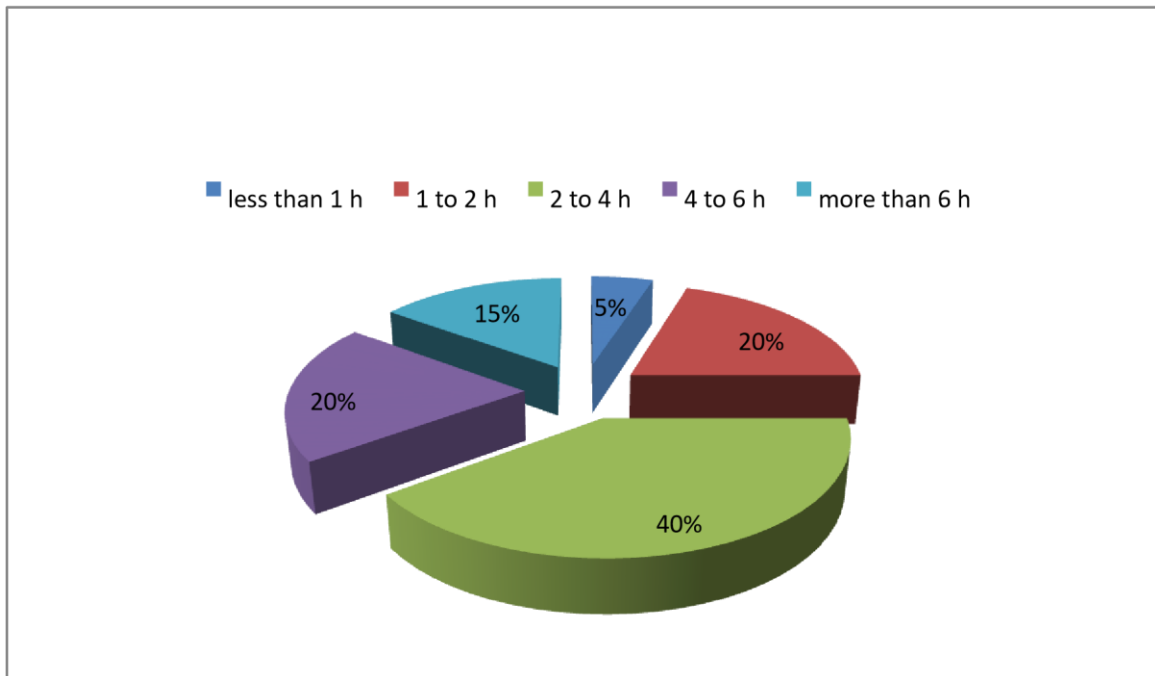
Q06: If not, do you utilize another device ?



**Figure 8:** Devices used by students

As for the sixth question, it was about their use of other device if they do not own a phone. the data indicated that 11% of the participants use smart tablets, unlike the majority, 87%, who use a computer, in addition to 2% who use smart TV.

Q07: how much time do you spend in using device per day ?

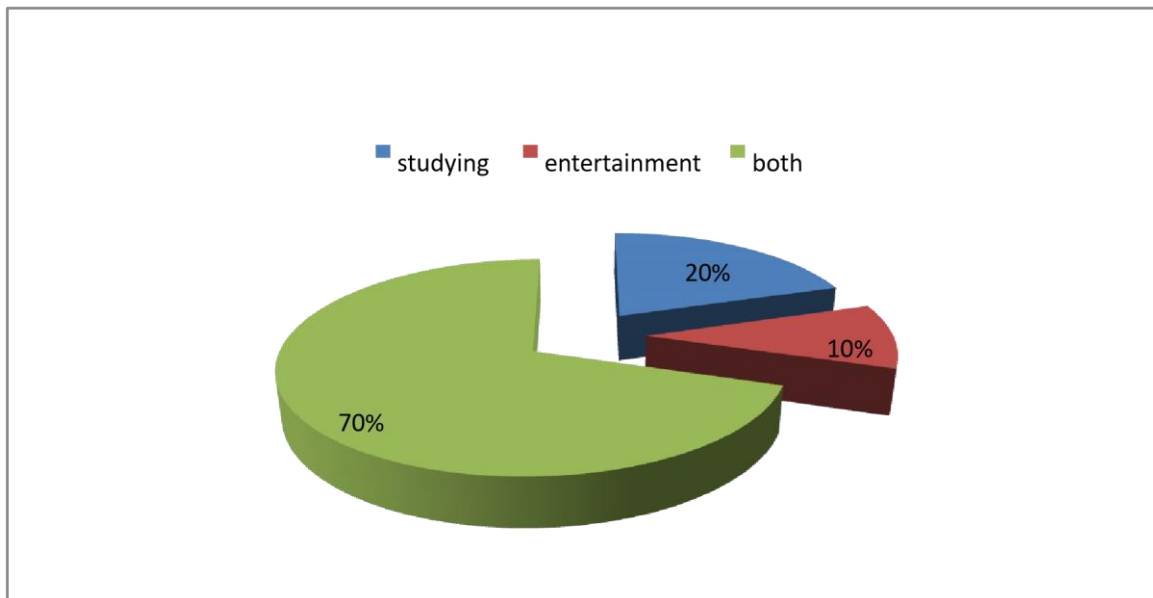


**Figure 9:** Time spent on English learning by students

To answer the question regarding the time. The data show that most students, 40% spend about two to four hours a day. Unlike 20 % who spend four to six hours a day, also 20 % of the students spend one to two hours using device. In addition to those who spend more than six hours, the percentage was 15%. Finally, we found that 5% spend less than an hour

Q08: Do you use this device more for studying or for entertainment ?

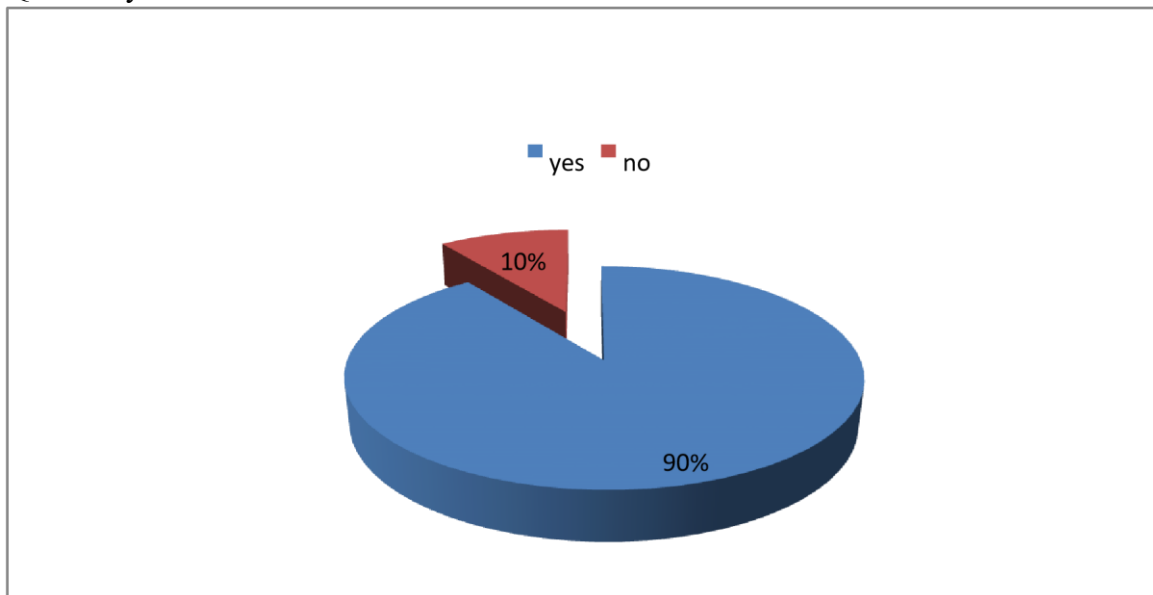




**Figure 10:** students' learning preferences

Regarding the response to this question, 70% of the response using this device for both studying and entertainment. While 20% of them using it for studying. In addition to 10% who use it for entertainment.

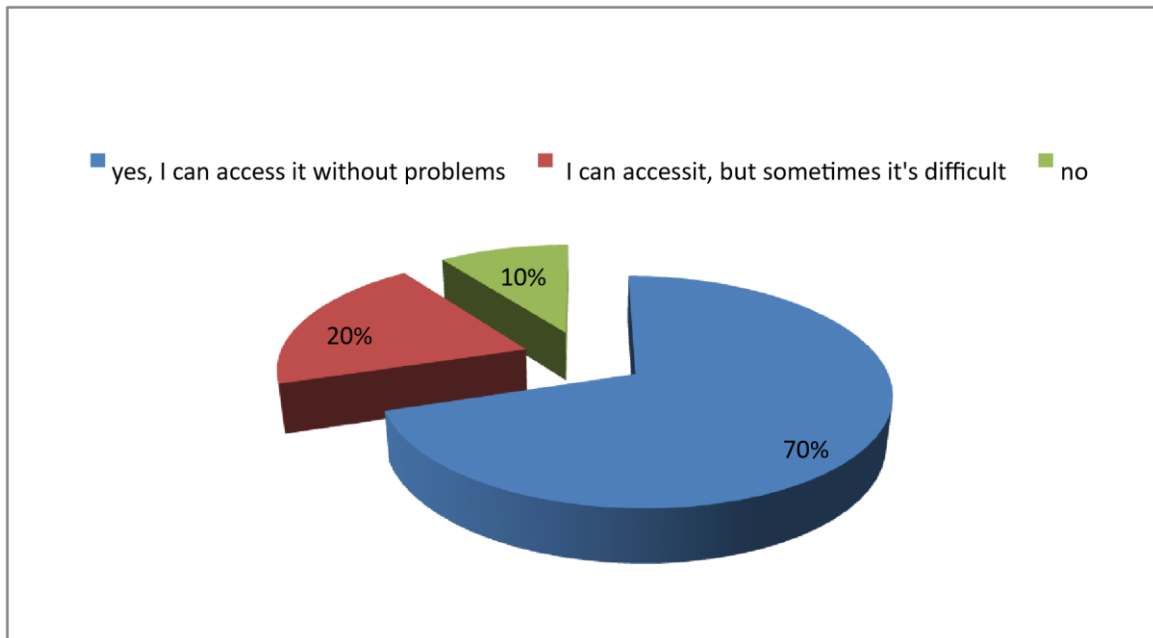
Q09: Do you have internet at home ?



**Figure 11:** Students 'access to internet connection

Regarding the ninth question about the presence of the internet at home, most participants, with a rate of 90% according to the data, have the internet at home. Unlike a small group that does not have it, estimated at 10%.

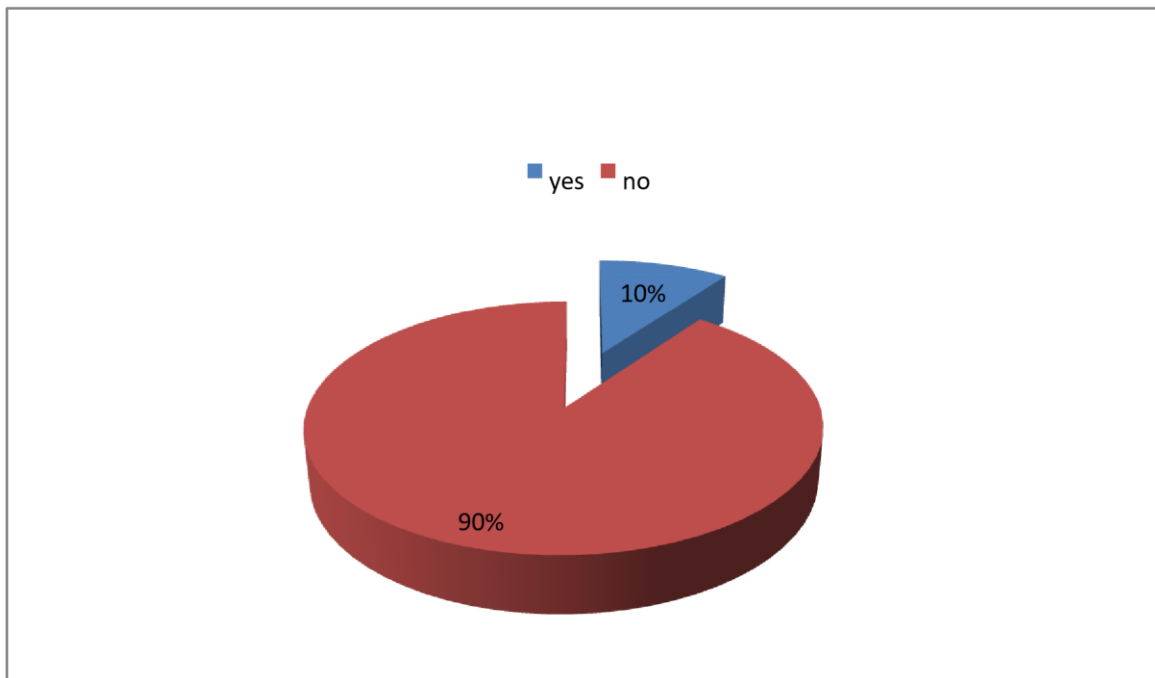
Q10: Can you access the internet on your device ?



**Figure 12:** frequency of internet access

Regarding the answer to this question, the provided data indicated that most students can access the internet on their devices, with a rate of 70%. Unlike a small group estimated at about 10% who can not. In addition to the 20% who can, But sometimes it is difficult.

Q11: Can you have access to internet at school ?

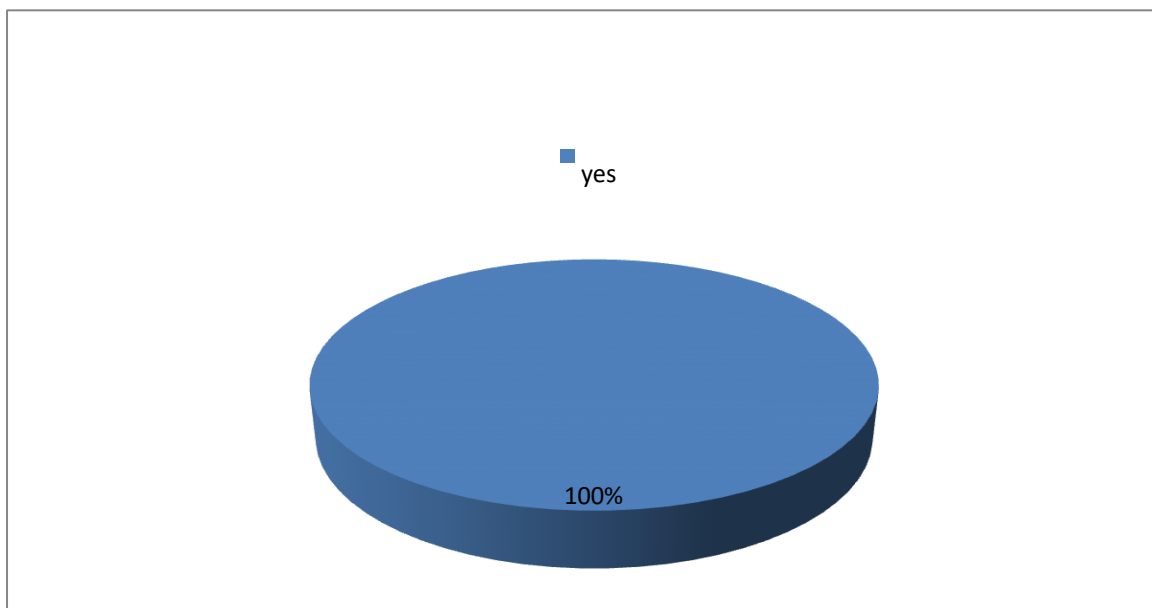


**Figure 13:** internet availability at school

Regarding the answers to this question, we find that the vast majority, 90%, do not have internet access in schools. In contrast, 10% said they can access the internet at school.

### Section Three:" General Information about NAEYV Q12:

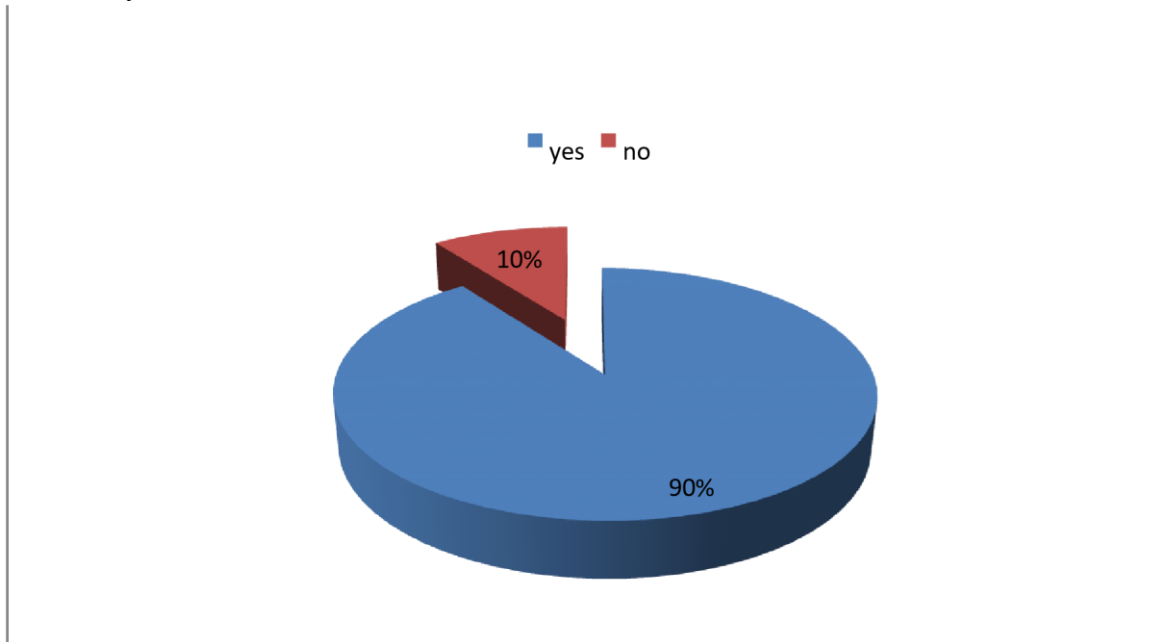
Do you have YouTube on your device ?



**Figure 14:** YouTube accessibility on students' devices

When this question was answered by the participants. The statistics gave us the following data 100% of the respondent have YouTube on their smartphones.

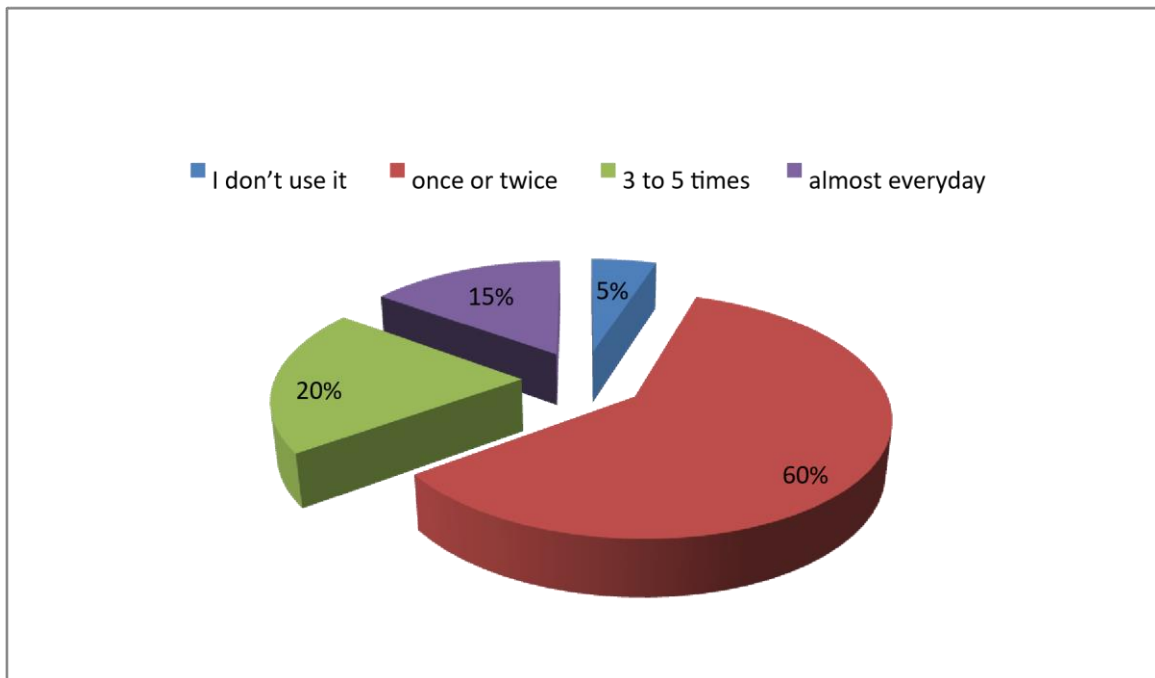
Q13: Do you use it ?



**Figure 15:** students' use of YouTube

To response to this question according the use of YouTube. 90% of them use it. While 10% of them did not use YouTube application at all.

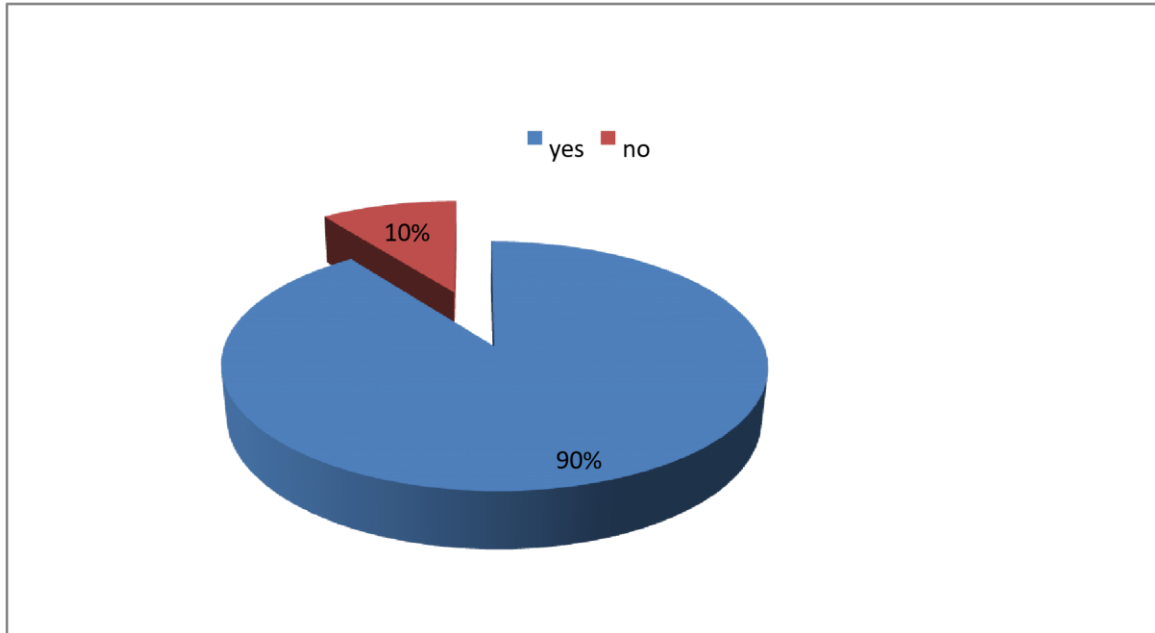
Q14: How much time do you watch YouTube par week ?



**Figure 16:** weekly time spent watching YouTube

When we analyzed the answers to this question. We found that most respondents, 60%, watch YouTube once or twice a week, in contrast to those who watch it two to three times, with a rate of 25%, in addition to those who watch it every day, with a rate of 10. And finally, 5% for those who do not watch it at all.

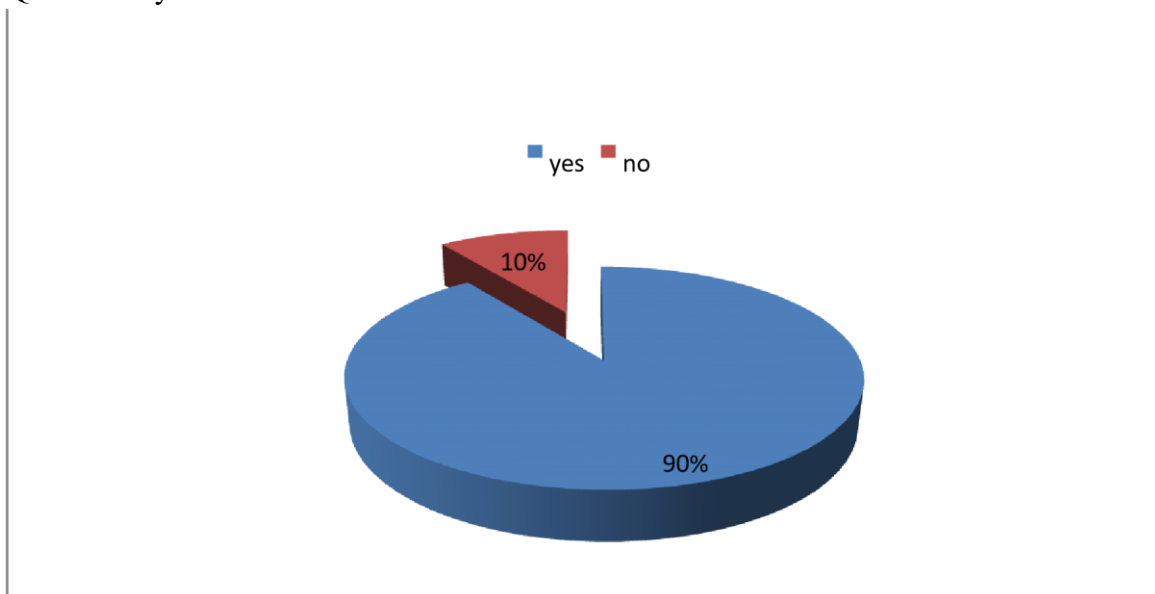
Q 15: Have you heard before about NAEYV ?



**Figure 17:** Awareness of NAEYV

In response to this question, the data show that 90% had heard about the term NAEYV before. While just 10% of them found it a new term.

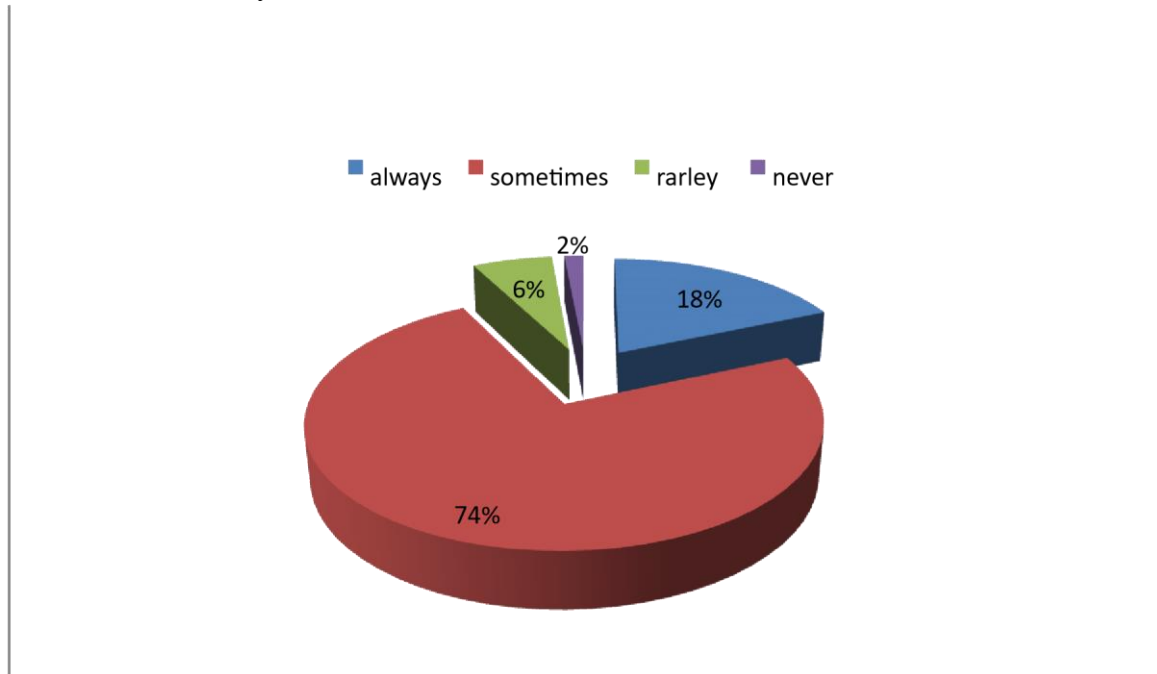
Q16: Have you used them before ?



**Figure 18:** usage of NAEYV by students

Concerning the answers about this, 90% of participants use them before. While 10% of them did not use them before at all.

Q17: How often do you utilize NAEYV ?

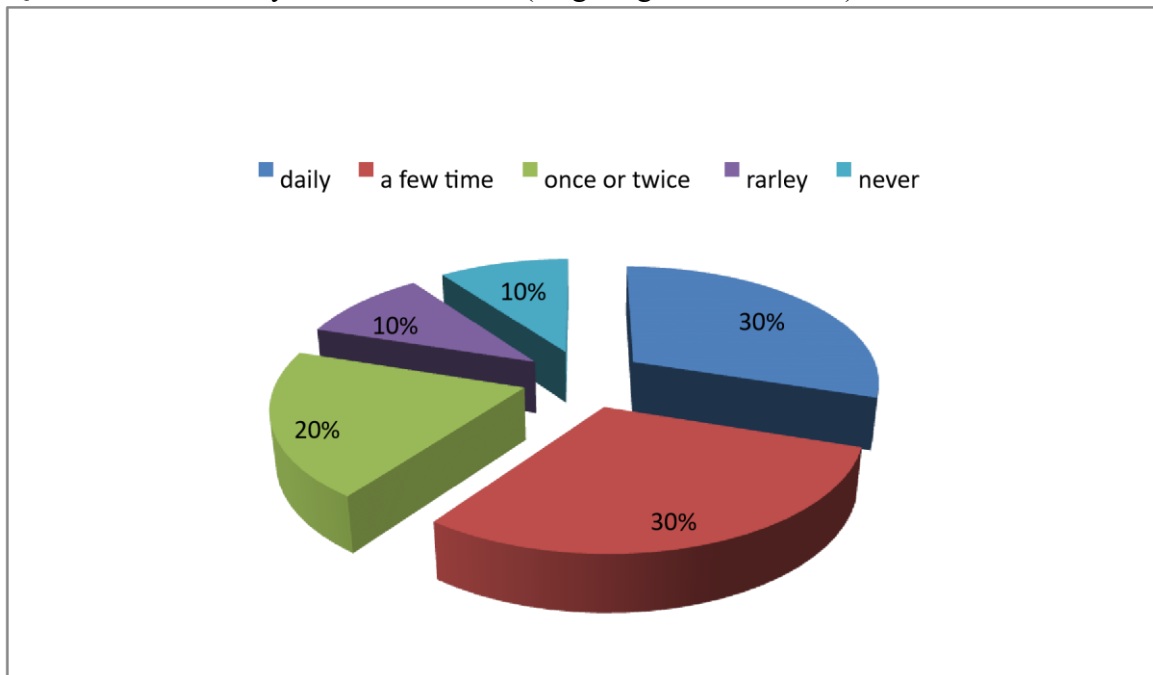


**Figure 19:** weekly frequency of using YouTube for learning

Regarding the answers to this question, the absolute majority, 74% of them sometimes. Those who always use them are estimated at 18%. While who rarely use them are 6%. And the lowest percentage goes to those who never use it Which is 2%.

Section four : " watching NAEYV "

Q18 : How often do you watch NAEYV( e. g vlog, entertainment) ?

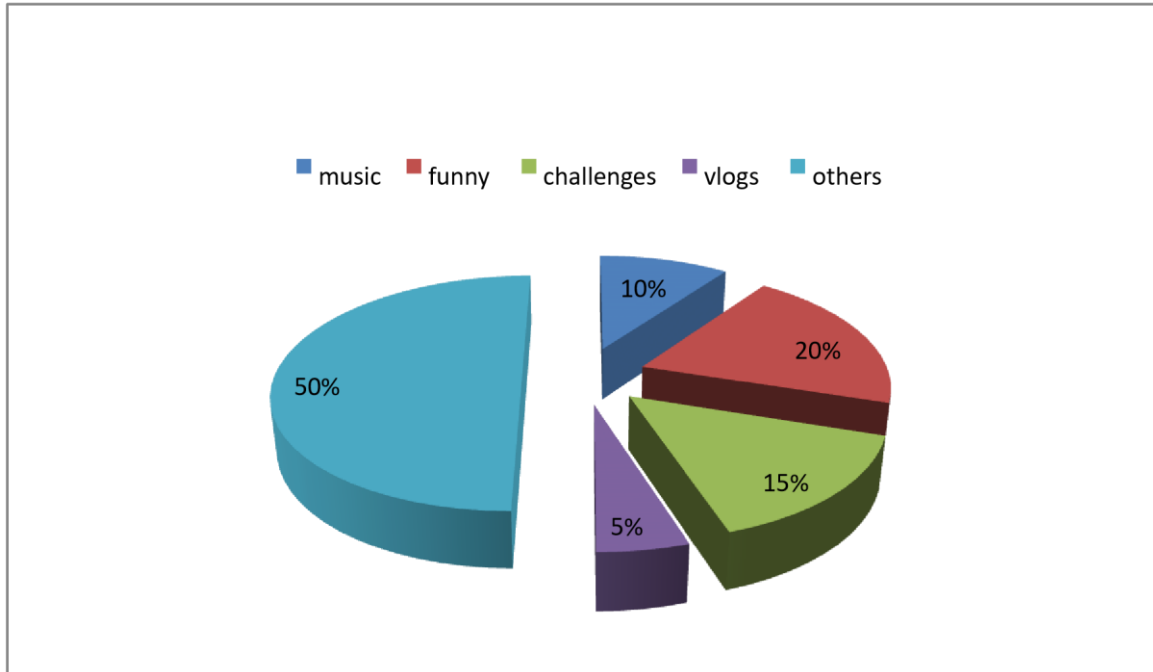


**Figure 20:** weekly YouTube watching habits

Regarding this question, we found the following data : the percentage of those who watch YouTube daily or few times was equal, estimated at 30%for each. As for those who watch it once or twice, their percentage was estimated at 20% the remaining percentage was equally divided, with 10% each for those who said they rarely watch it or never watch it at All.



Q19: What are the types of NAEYV do you like to watch you can chose more than one ?



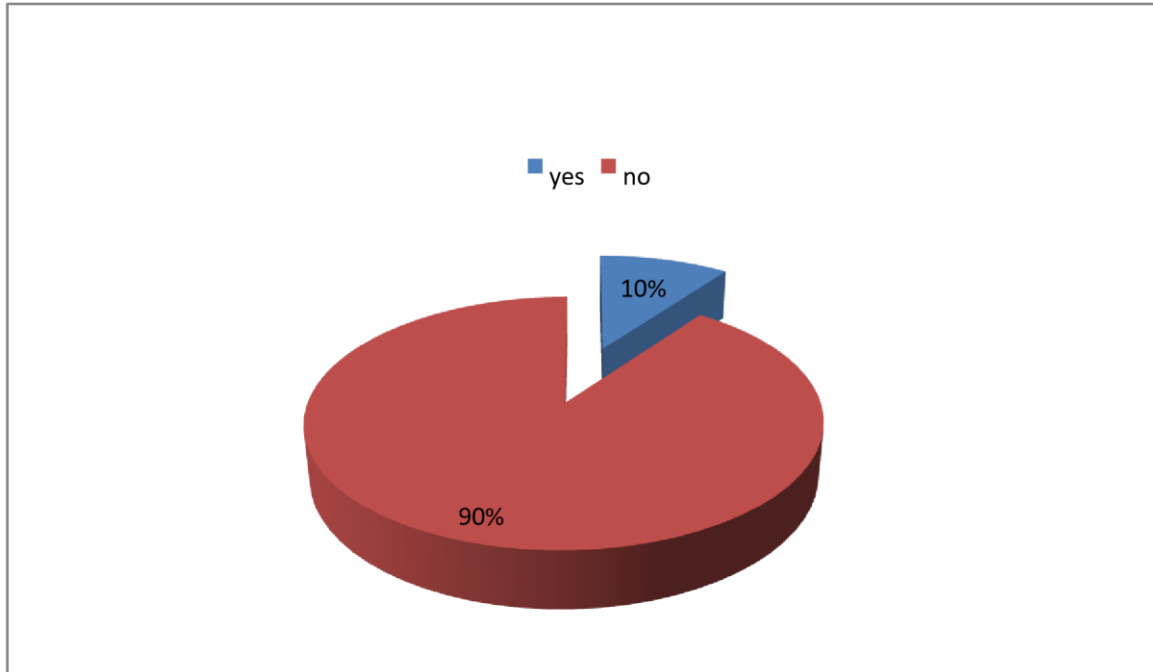
**Figure 21:** preferred types of YouTube videos

The data for this question were as follow: the majority of respondent, representing 50%, chose to watch videos other than ones we suggested. In contrast, those who chose funny videos made up 20%.

Additionally, 15% selected challenge videos. We also found that 10 preferred listening to music videos.

Finally, the smallest percentage, 5% was for those who watch blog videos.

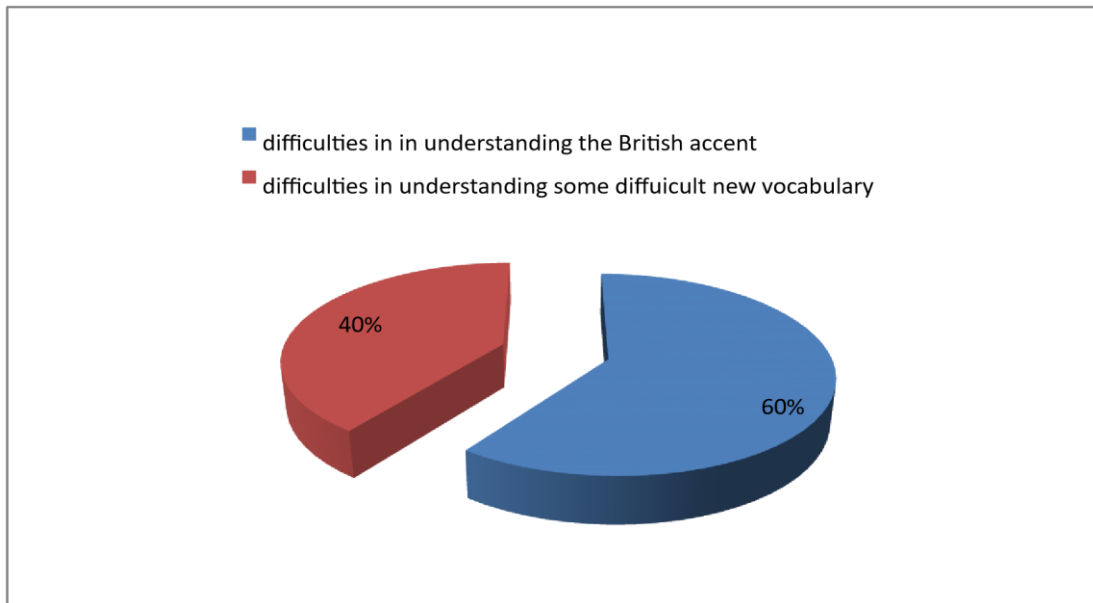
Q20 : Do you face difficulties when you try to understand this NAEYV ?



**Figure 22:** Reported learning difficulties

In answering the question about the difficulties, we found that the percentage of those who find difficulties in their use was estimated at 10%, and the rest do not find difficulties, and their percentage was estimated at 90%.

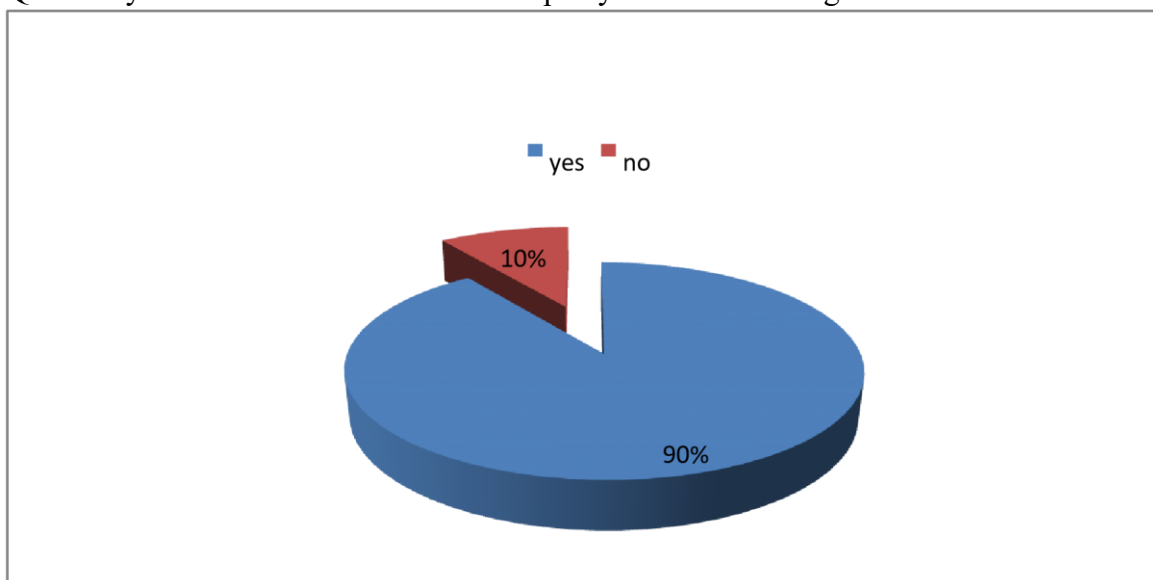
Q21: If yes, what are this difficulties ?



**Figure 23:** types of learning difficulties encountered

In response to this question, 60% of respondents said that they find difficulties in understanding the British accents, and 40% of them said they face some difficulties in understanding new vocabulary.

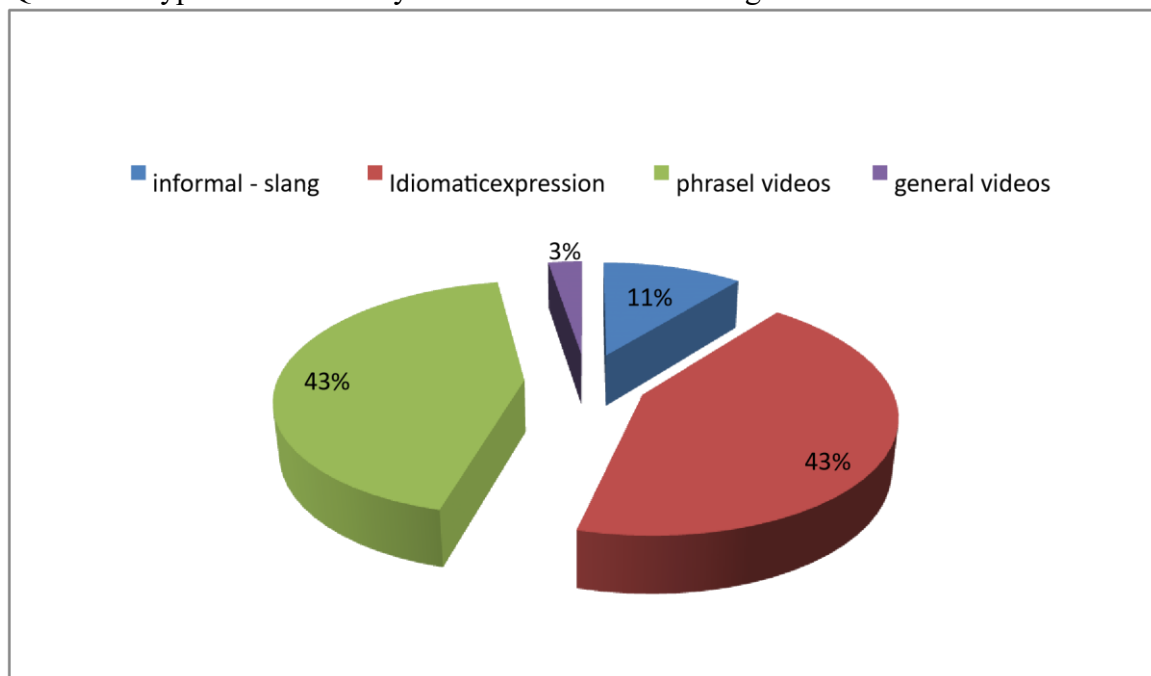
Q22: Do you think that these NAEYV helped you learn new English videos ?



**Figure 24:** Perceived Effectiveness of NAEYV

Regarding the responses to the question of whether these videos helped them learn new English vocabulary, we found that 90% of the students said yes, unlike the 10% who did not find them helpful in that regard.

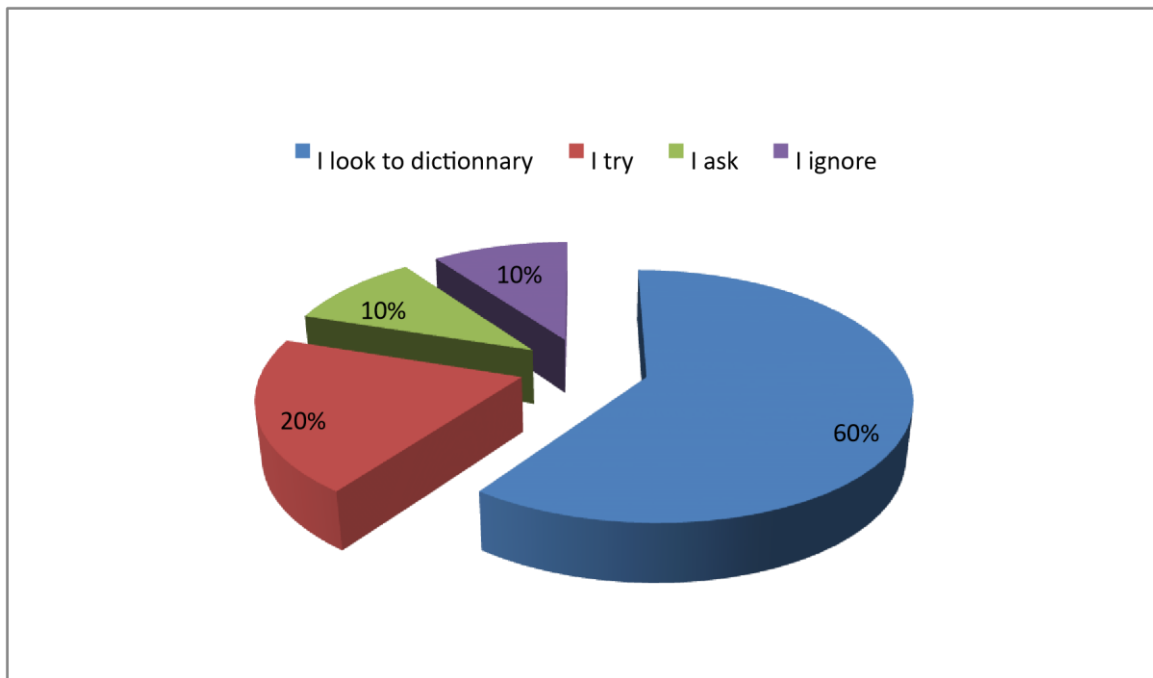
Q23: what types of videos do you focus on when watching NAEYV ?



**Figure 25:** preferred video types on NAEYV

Regarding the responses to this question, we found that the percentage was equal between those who prefer watching idiomatic expressions and phrasal videos was estimated at 43%. And 11% for those who chose watching informal and slang videos. Finally, 3% for those who prefer watching general videos.

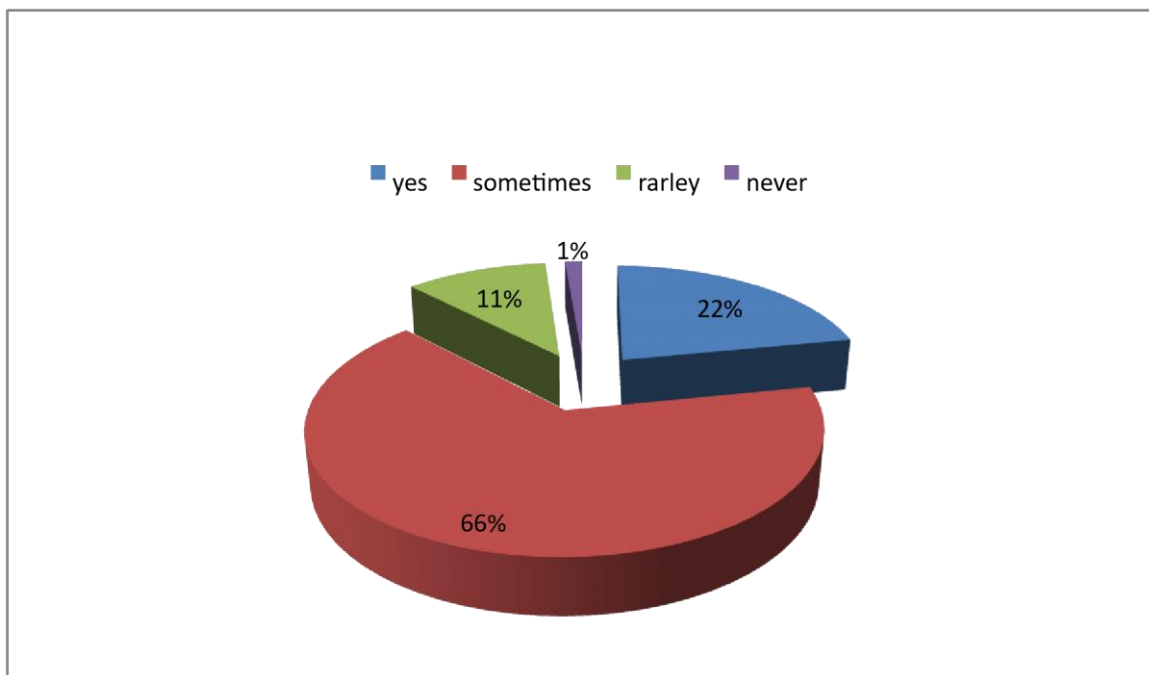
Q24: When you see or hear a new word in NAEYV, how do you try to understand the meaning of the word ?



**Figure 26:** Strategies for understanding new vocabulary

In response to this question, we found that 60% of the participants said they look up the translation on Google or in a dictionary. The second highest percentage, 20% was for those who said they try to guess the meaning from the video. The remaining percentage was equally divided, with 10% each for those who ask others to explain the word and those who simply ignore it.

Q25: Do you try to memorize the new words you hear in NAEYV ?

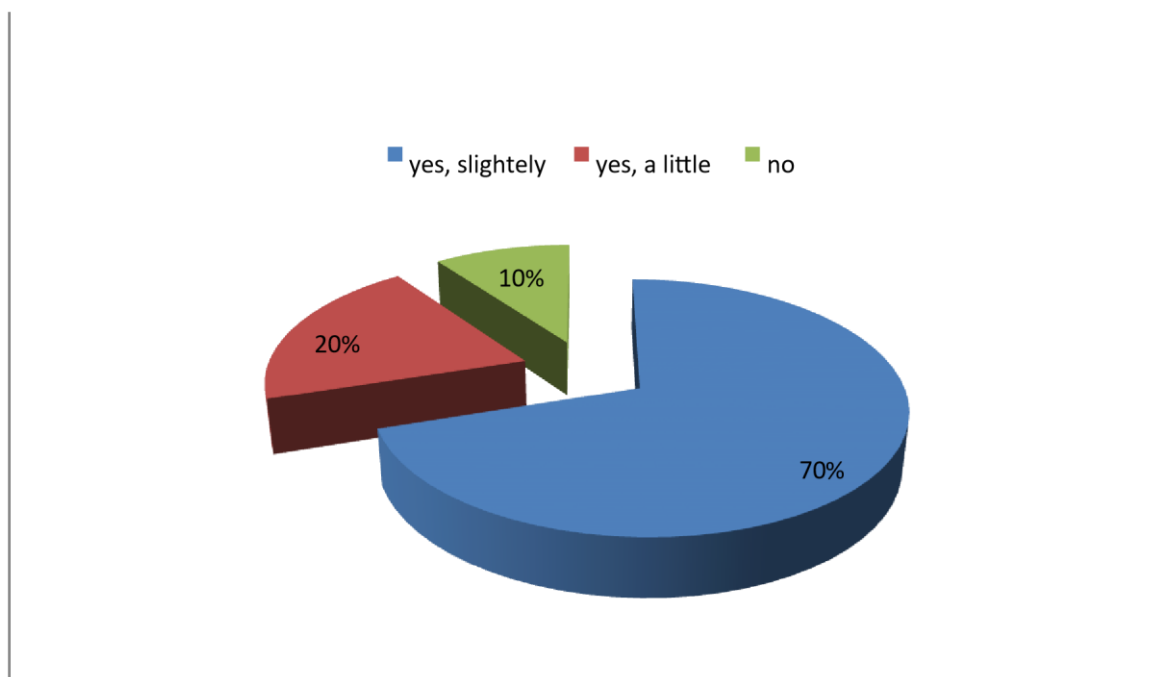


**Figure 27:** vocabulary retention from NAEYV videos

Regarding the responses to the question about trying to memorize new words, 66% said they do sometimes. In contrast, 22% said yes, while those who said rarely are 11%.

Finally, 1% for those who never.

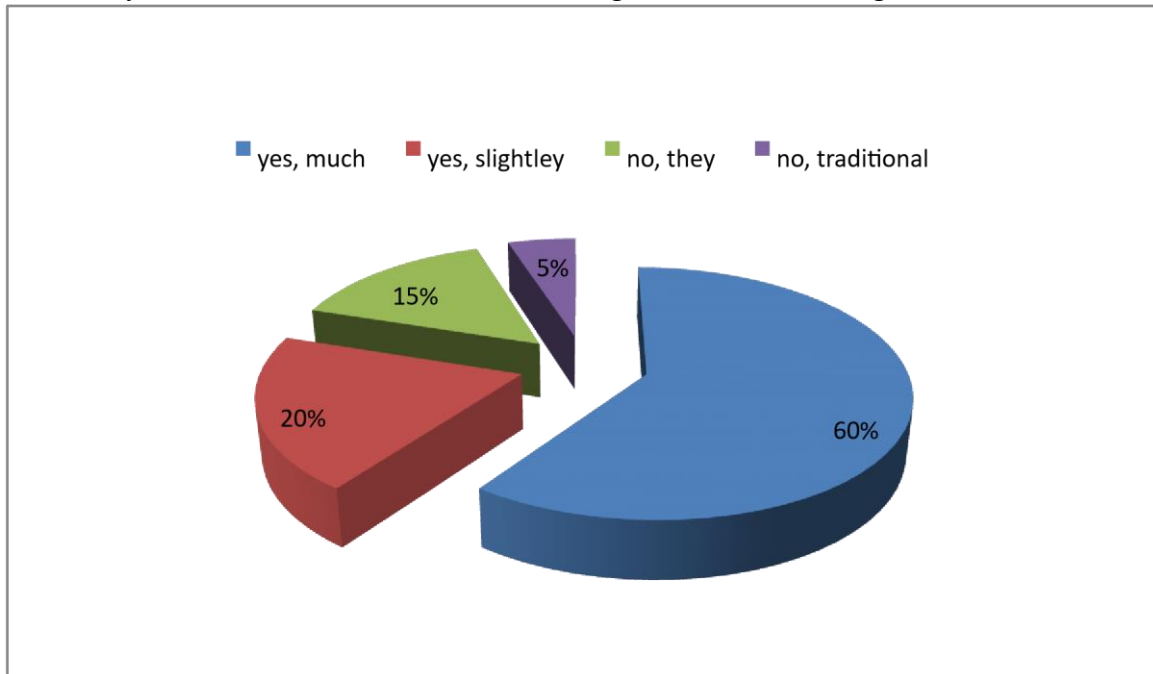
Q26: Do you believe that watching NAEYV improves your ability to understand spoken English ?



**Figure 28:** Students' comprehension of spoken English

Regarding the responses of this question, 70% of the respondent said that NAEYV improves their ability to understand the spoken English very well. While 20% of them said "Yes, a little". In contrast, 10% who said no.

Q27: Do you find that NAEYV more interesting than traditional English?

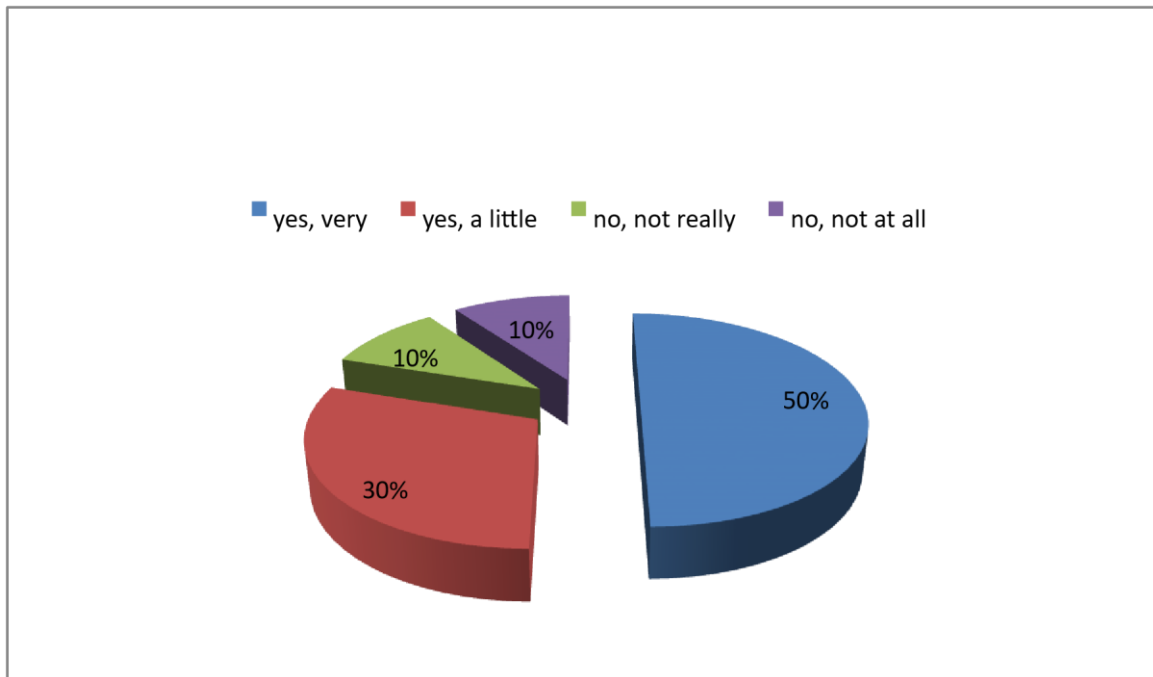


**Figure 29:** Preferences for types of English lessons

Regarding the response to this question, we found that 60% consider these videos to be much more engaging and enjoyable than traditional English lessons. Those who find traditional lessons more enjoyable made up 20%. Meanwhile, 15% said they find both equally enjoyable, and the smallest percentage, 5% said they find informal videos only slightly more enjoyable.



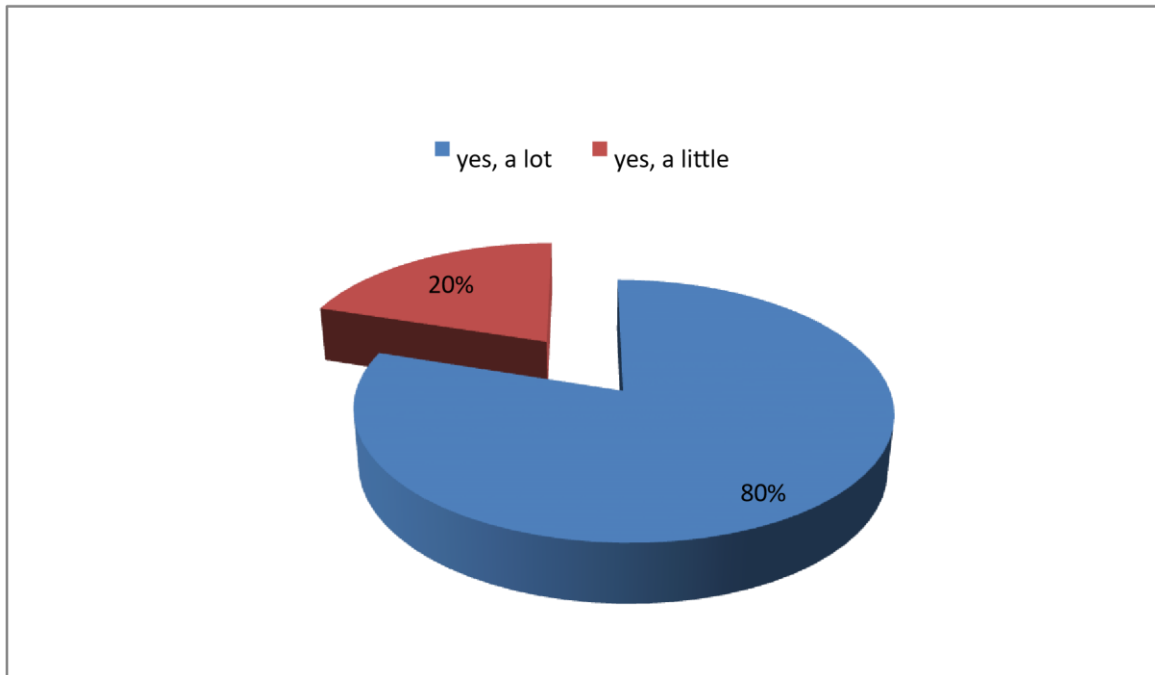
Q28: Do you think that watching NAEYV helps learn about the culture of English speaking countries?



**Figure 30:** Exposure to cultural content via YouTube

Regarding the response to this question, 50% said "yes, very", while 30% said "yes, a little". In contrast the remaining percentage was equally divided between those who said "no, not really", and "no, not at all", with 10% each.

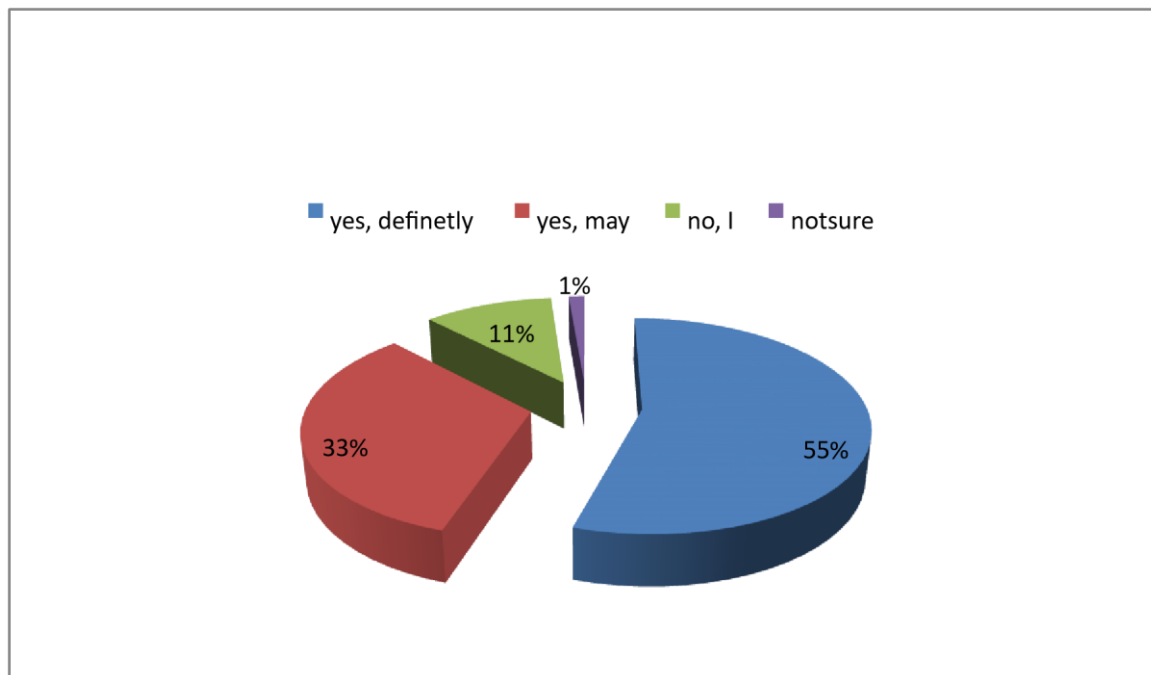
Q29: Have NAEYV learning English more fun for you ?



**Figure 31:** Students enjoyment in learning via YouTube

In response to this question, we found the following data : the majority of respondents 80% said that these videos make the learning process very easy and enjoyable. In contrast, a small group estimated 20% stated that these videos make them enjoy learning only to a very small extent.

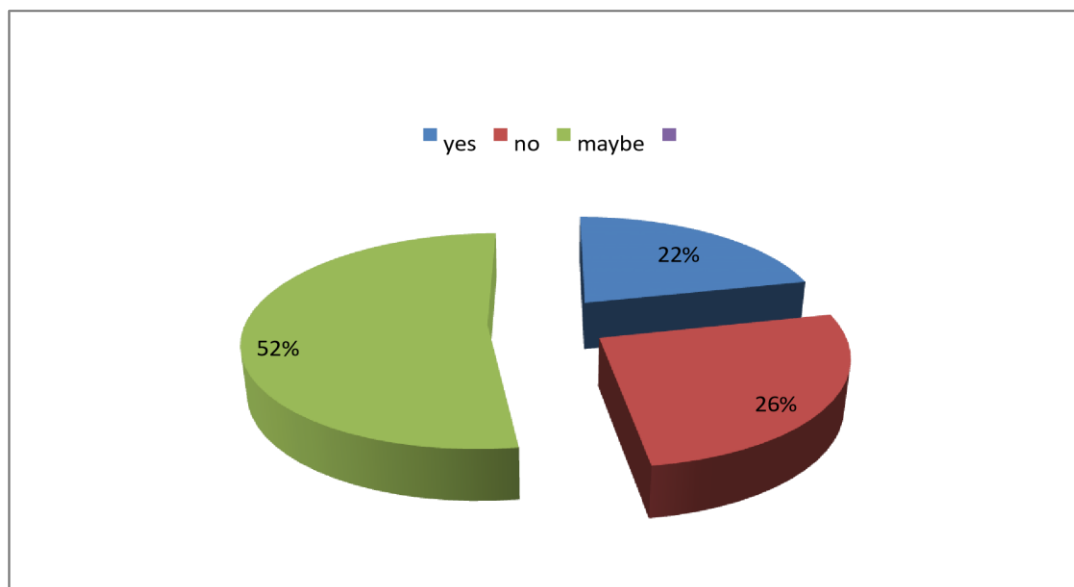
Q 30 : Would you recommend watching NAEYV as a foreign language EFL students to improve their vocabulary ?



**Figure 32:** Students recommendation to use NAEYV for vocabulary development

In response to this question, the data was as follows: 55% of the respondents said " yes, definitely". Meanwhile, 30% said" yes, maybe". Those who said "No, I wouldn't" made up 10%, in addition to another 10%who said "I'm not sure".

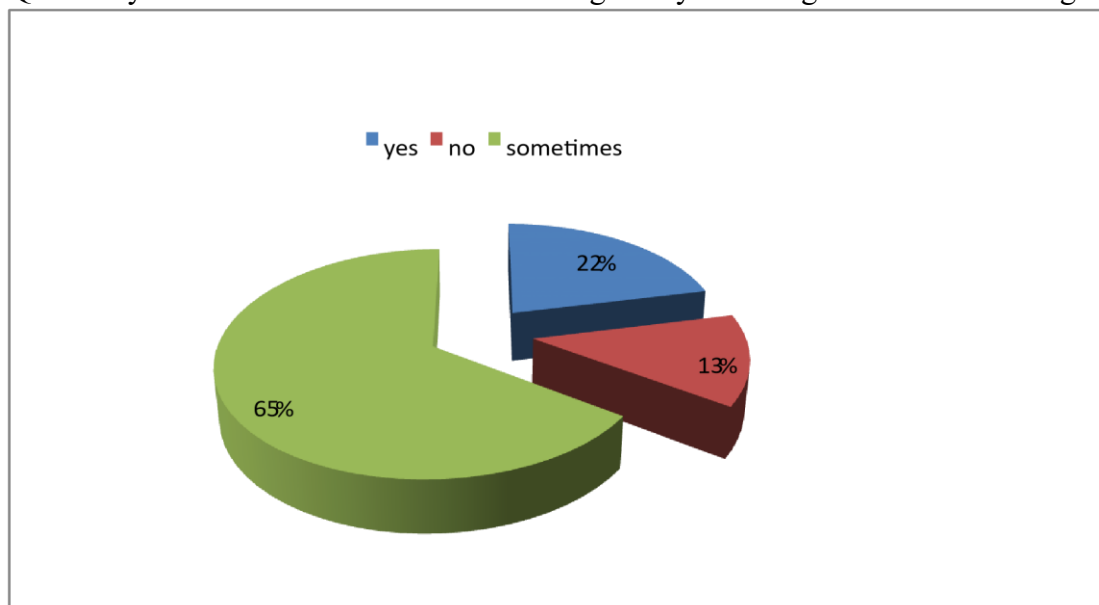
Q31: Do you think that teachers should encourage, students to watch NAEYV to develop their vocabulary ?



**Figure 33:** Teachers encouragement to use NAEYV

When analyzing the answers of this question, we found the following responses 52% of the participants said yes, teachers should encourage students to watch these videos, while 26% of the respondents said no. those who said maybe, it depends were estimated at 22%.

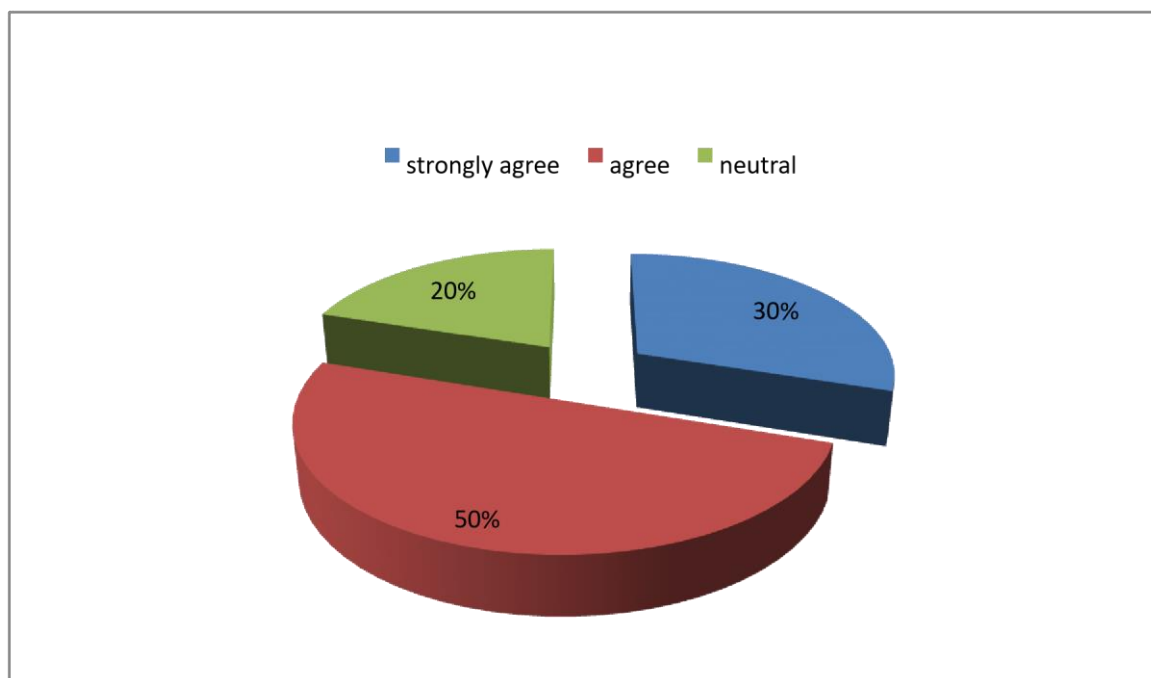
Q32: Do you feel more motivated to learn English by watching YouTube a learning tool ?



**Figure 34:** Impact of YouTube on students' learning motivation

In response to this question, the data shows that, the majority 65% said sometimes. While 22% said they feel more motivated. In contrast 13% who said no.

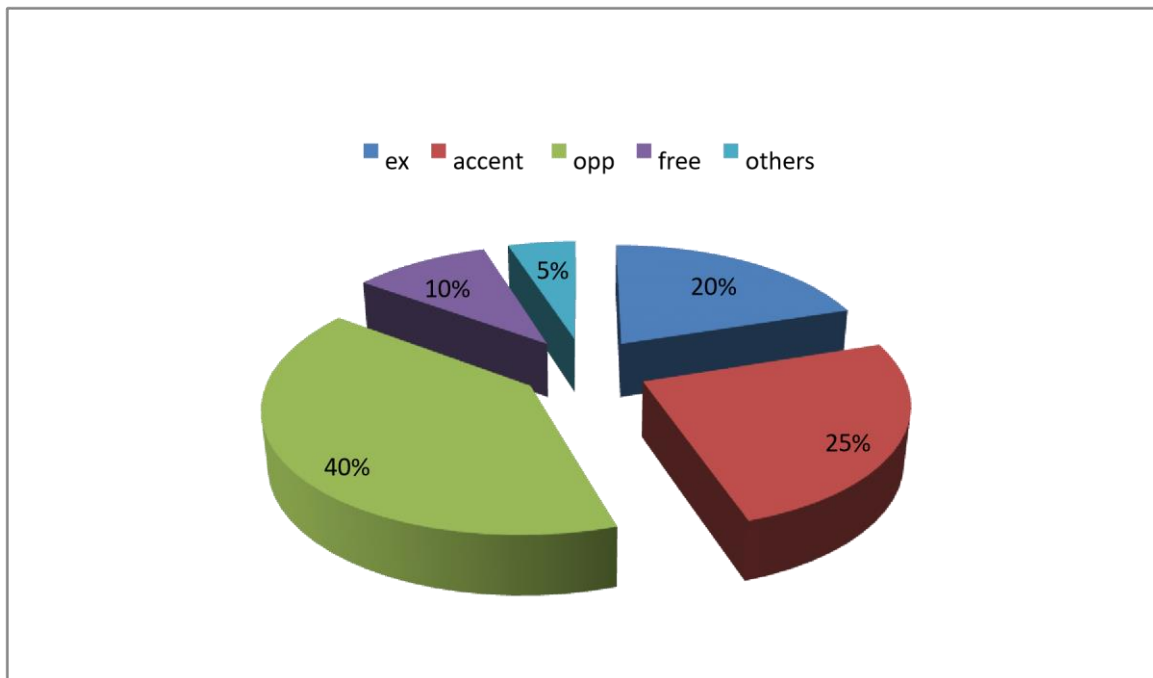
Q33: How much do you agree with the following statement watching NAEYV has helped me expand English vocabulary ?



**Figure 35:** Agreement with learning statement

In responses to this question, we found that the majority 50% said yes we are agree with this statement. While 30 % are strongly agree with the statements, in contrast, to those who are neutral are 20%.

Q34: In your opinion, what are the benefits of learning vocabulary through YouTube vocabulary compared to traditional classroom method ?



**Figure 36:** Perceived educational benefits of YouTube videos

In response to this question, the data shows that : the majority of responses 40% show that they can have an opportunities to learn slang and colloquial. While 25% stated that their benefits from this feature was through access to interesting and engaging content. In contrast, 20% those who found freedom to choose content that matches their interest. Finally, the smallest percentage 5% for those who said other things.

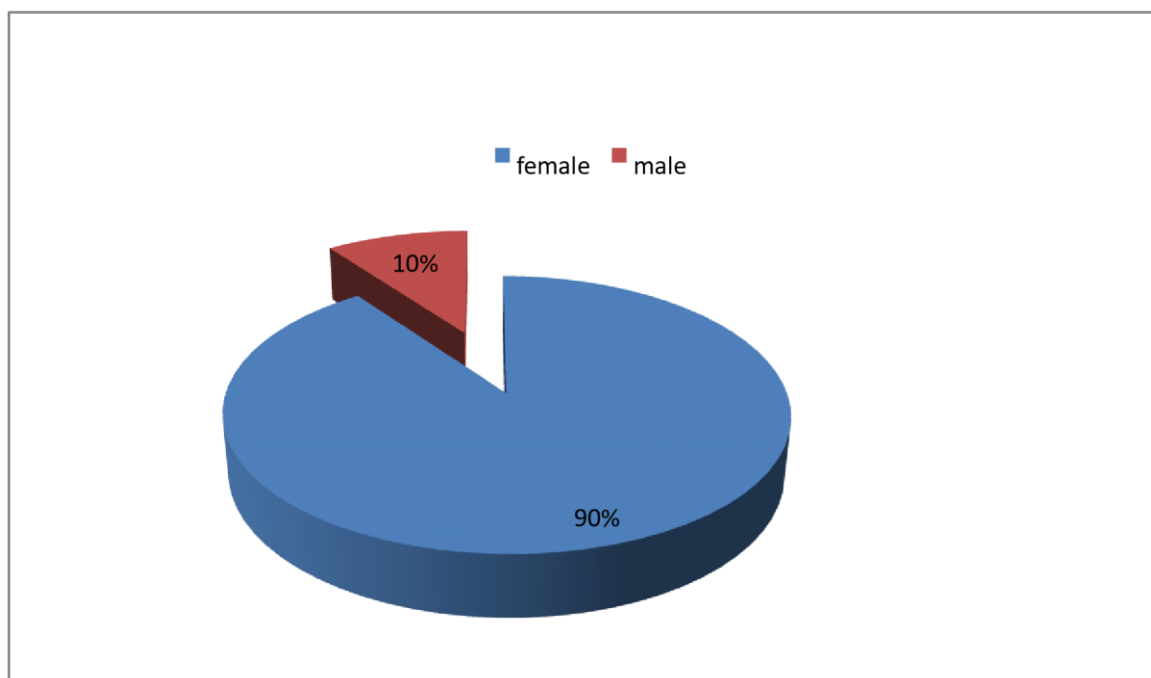
**Teachers' Questionnaire** Teacher's survey:

Dear Educator,

We conducted this survey for Algerian secondary school English teachers. We seek your opinions on the use of non-academic English YouTube videos to help students acquire vocabulary. We also ask for your opinions and personal experiences in this regard. Your answers will be for academic purpose only and will remain confidential.

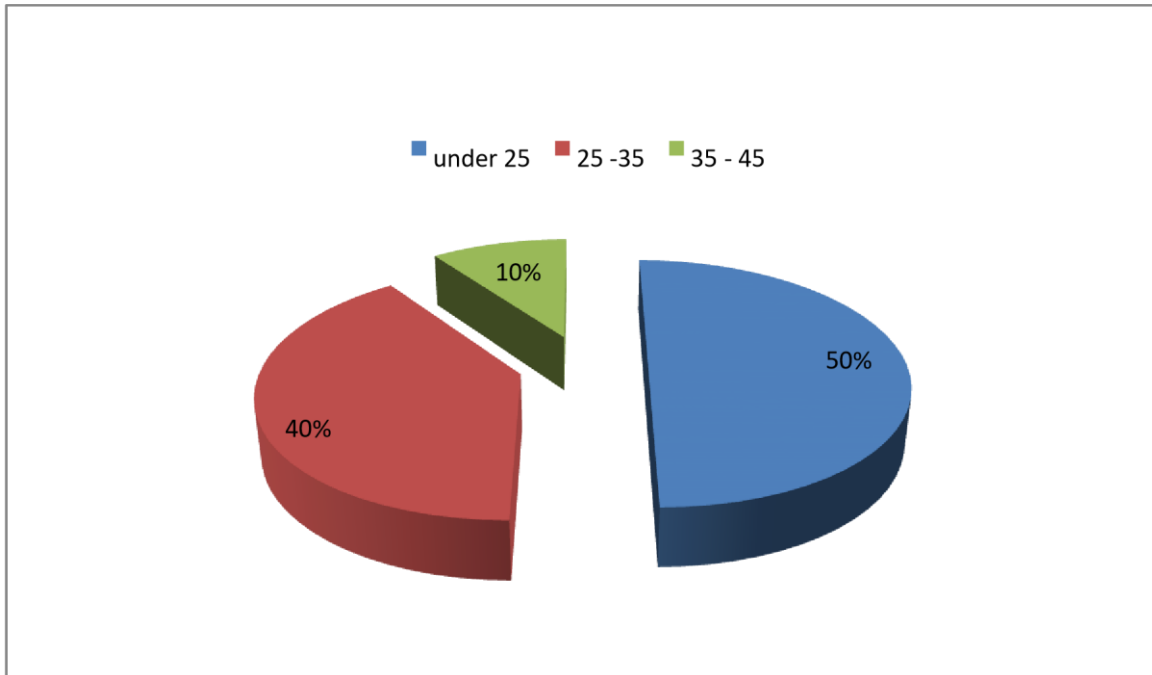
**Section One : " General information"**

Q1: What is your Gender



**Figure 37:** Gender distribution of teachers

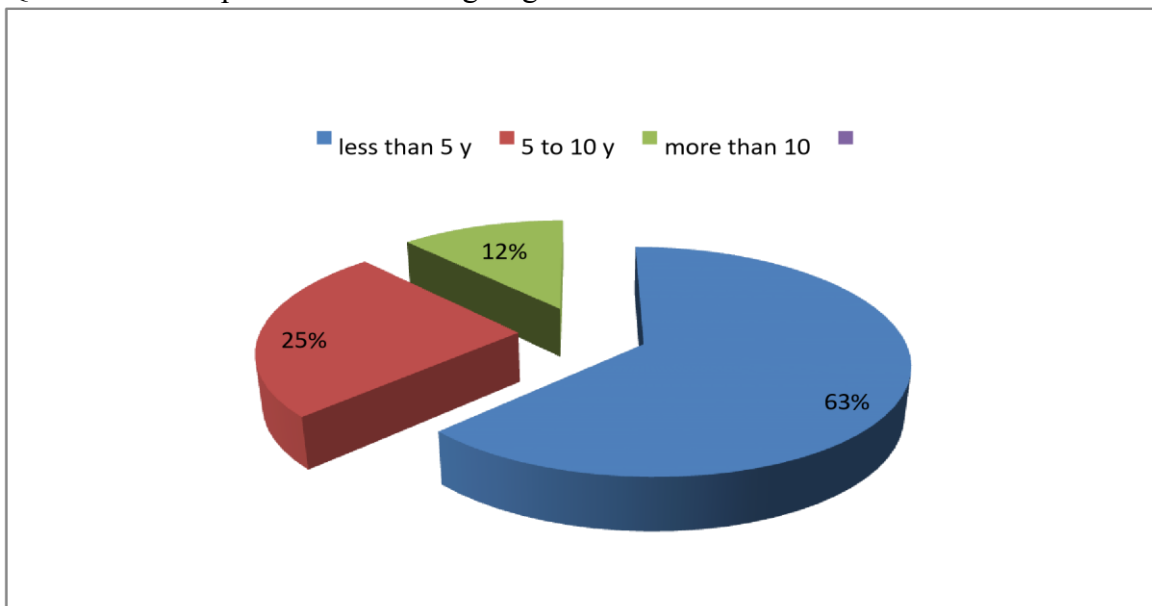
Q02: Age



**Figure 38:** Age distribution of teachers

Regarding the response of this question the data reveal that, 40% of the participants are 25 – 35. While the majority, constituting 50% are under 25. Additionally, 10% of the participants are 35 – 45.

Q03: Years of experience in teaching English ?

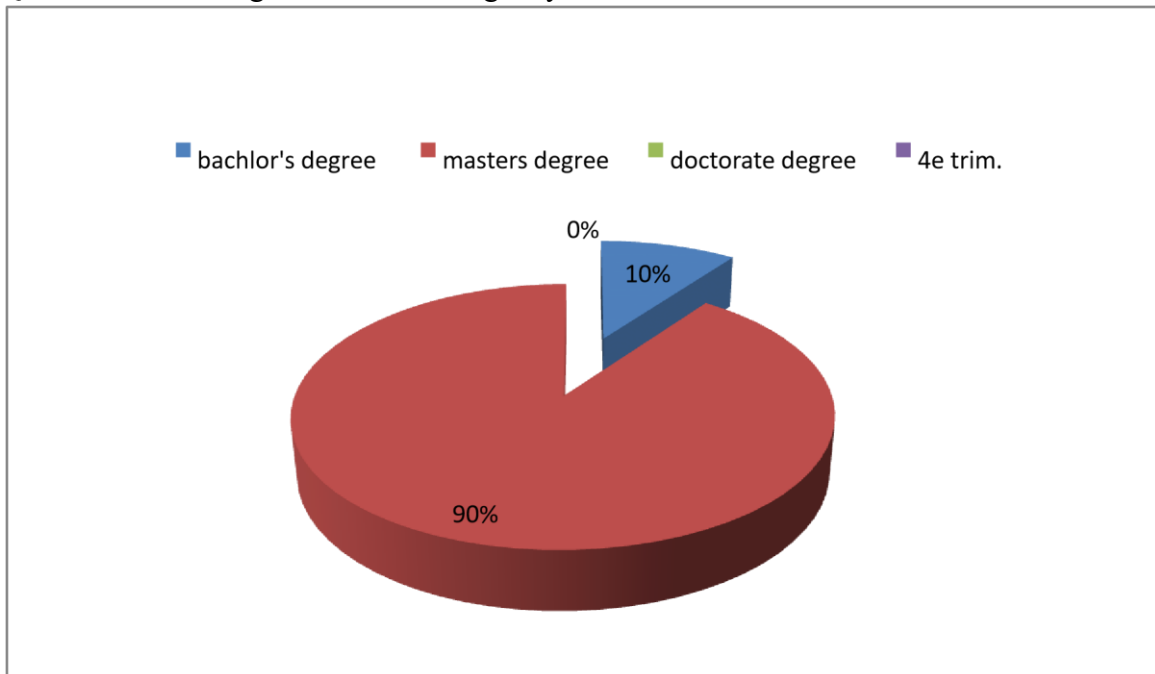


**Figure 39:** Teaching experience of teachers



In response to the question concerning the years of experience in teaching English. The data shows that 25% of respondents have than 5 to 10 years of teaching English, while the majority 63% of the respondents have less than 5 years. Additionally, 12% of the participants are more than 10 years.

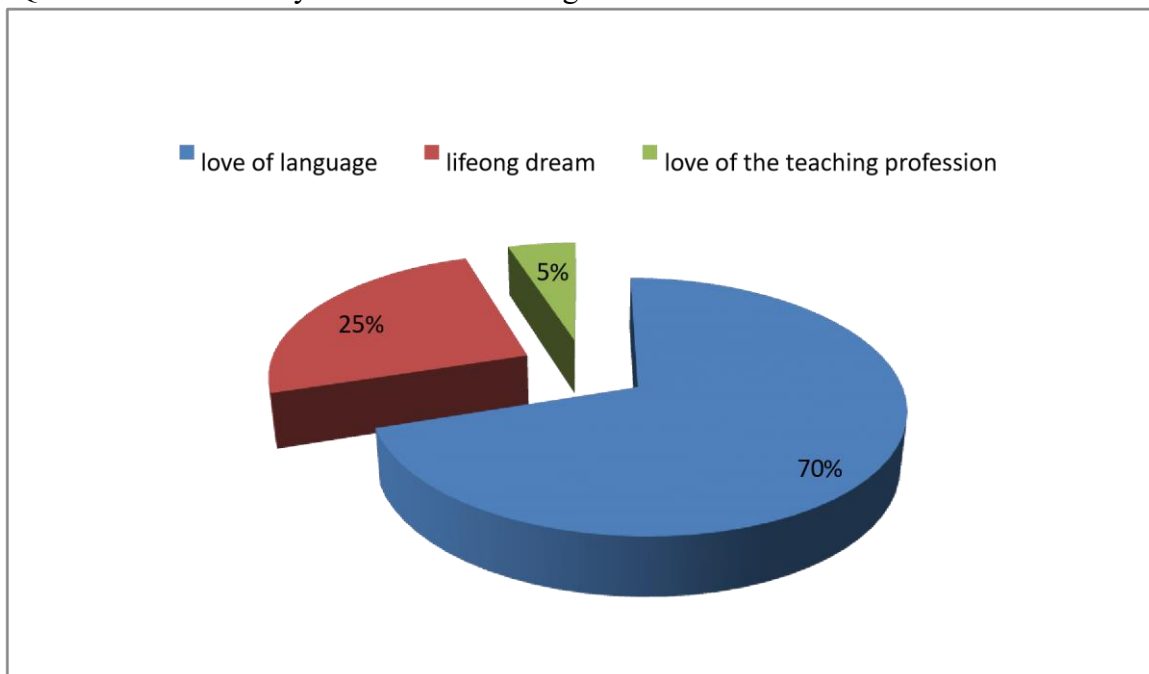
Q04: What is the highest academic degree you have obtained ?



**Figure 40:** Motivation for becoming English teachers

in response to this question concerning the highest academic degree the data shows that 10% of the respondent have the bachelor's degree. While the majority 90% have the master's degree.

Q05: what motivated you to become an English teacher

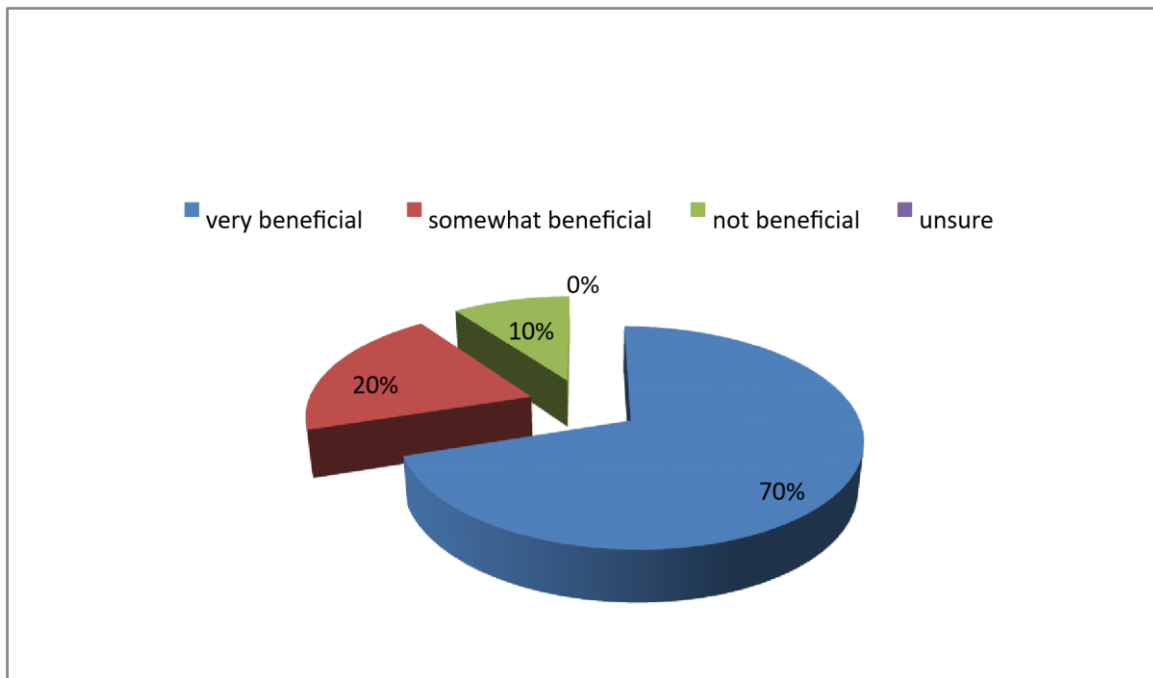


**Figure 41:** General motivations for choosing the teaching profession

Regarding this question, the data showed that 70% of respondents said they love the English language very much. In addition, 25% said it has been their lifelong dream since childhood. finally, 5% said they love the teaching profession.

Section two:" teachers beliefs about non-academic English YouTube videos"

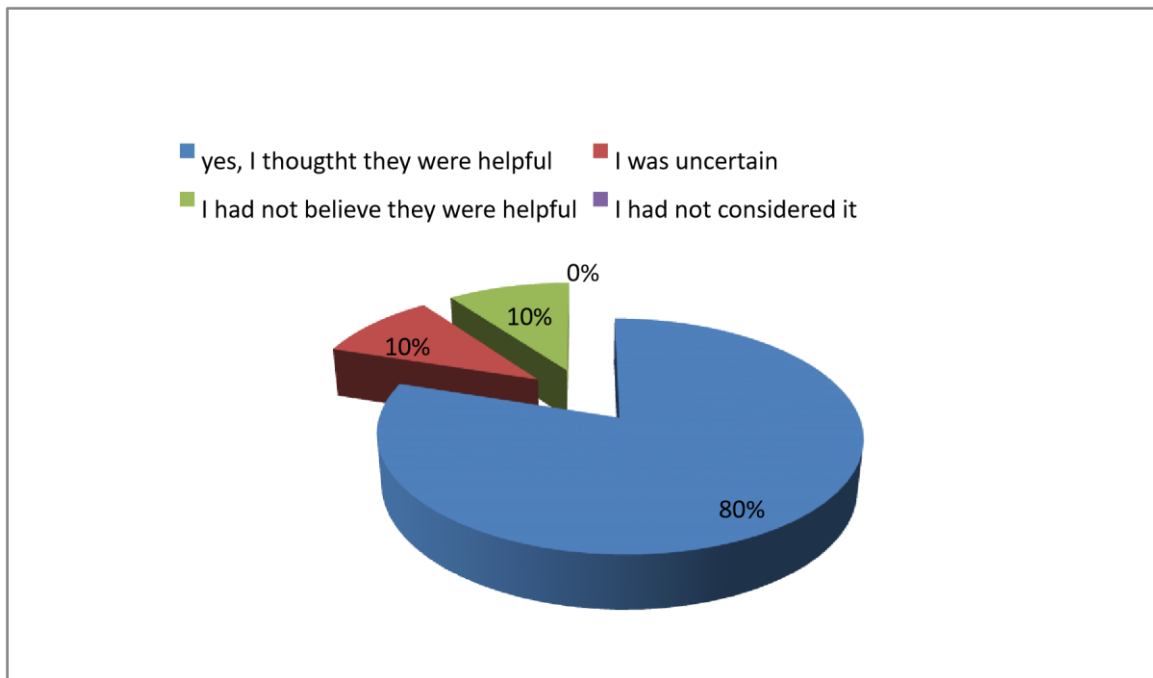
Q06: what do you think about using non-academic such as blogs, challenges or clips from movies and series in English language teaching do you find them beneficial ?



**Figure 42:** Perceived benefits of using NAEYV

In the response to the sixth question, the data shows that 10% of respondents see this NAEYV not beneficial. While the majority 70% of The correspondents shows that this NAEYV are very beneficial in teaching. Additionally, 20% of respondents show that this NAEYV somewhat beneficial.

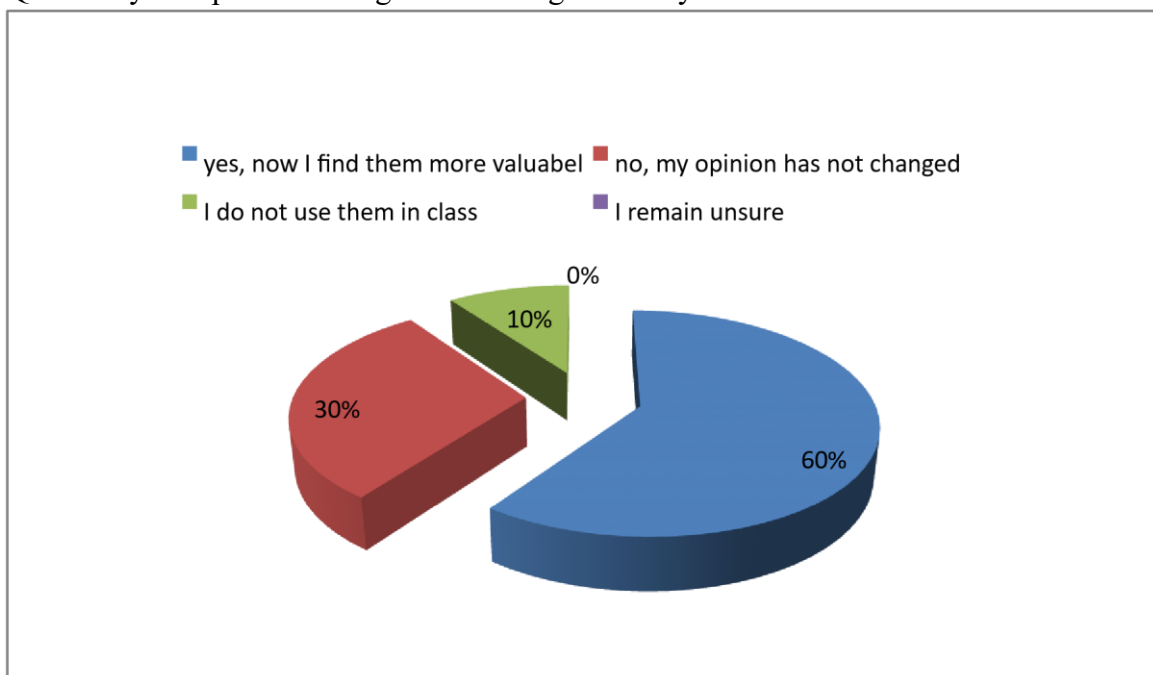
Q07: Prior to teaching, did you think these videos could help in language learning or were you uncertain ?



**Figure 43:** Initial expectations of NAEYV integration

For this question, the majority of participants estimated that 80% said they find these videos very helpful and effective. And the remaining percentage was split equally, with 10% saying that do not believe it is effective or contribution.

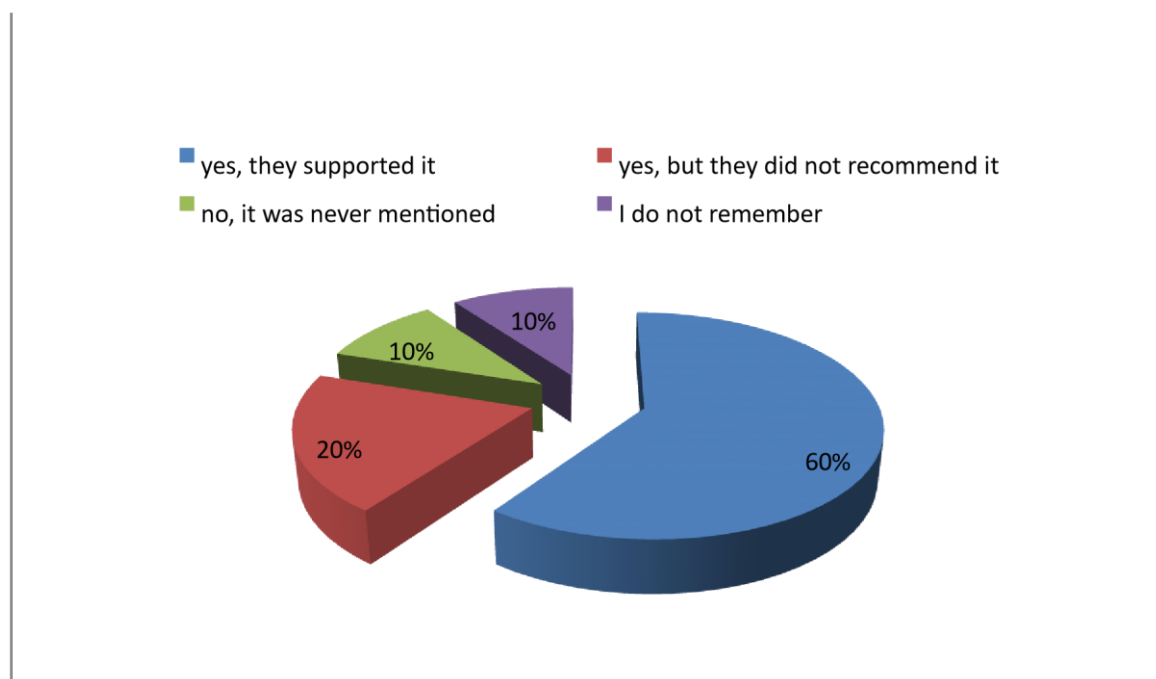
Q08: has your opinions changed after using them in your class how ?



**Figure 44:** Changes in teacher perspectives after using NAEYV

In response to the question about the opinions of teachers after using NAEYV in the class. The data shows that 30% of teachers their opinions has not changed. While 10% of teachers they don't use them in the class at all. In addition to 60% as the majority of the participants answered by yes, they find them more valuable.

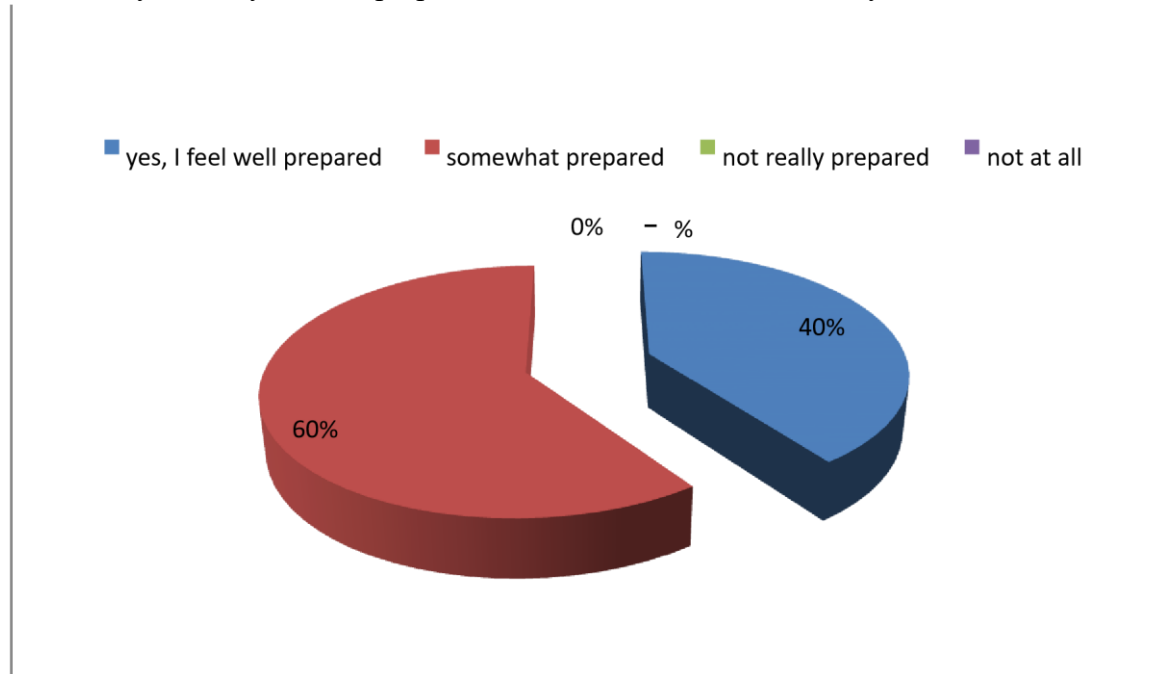
Section three : teacher training and preparedness Q09 : During the period when you still an in – service trainee teacher, did you anyone talk to you about using NAEYV online like YouTube ?



**Figure 45:** Teachers' discussion about educational videos

In the examining the use of NAEYV online like YouTube the data reveals that 20% of teachers respond that they talk to them about this NAEYV but did not recommend it. While the majority 60% said yes, they support it. In contrast, The remaining percentage was evenly split between those who said no, they did not mentioned it, and those who said I don't remember, each group representing 10%.

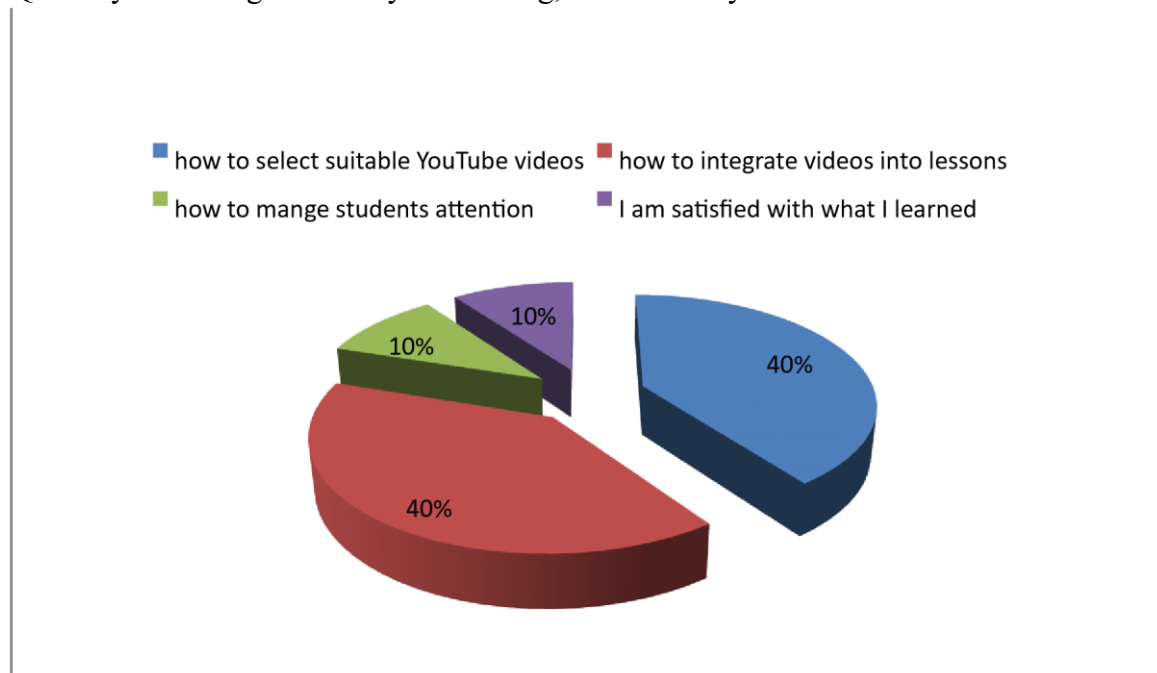
Q10 :DO you feel you were prepared to use this kind of content in your class ?



**Figure 46:** Preparation for implementing NAEYV in teaching

In the response concerning the preparation, 60% of the participants feel somewhat prepared. While 40% answered by yes, they felt well prepared to use them in the class.

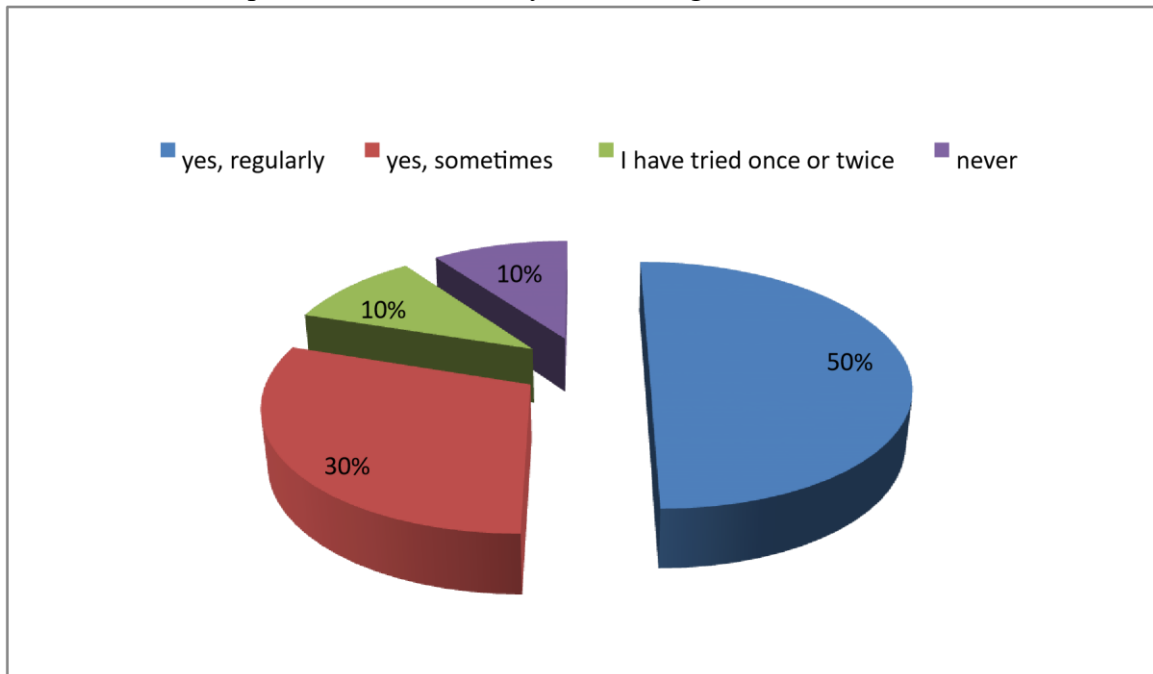
Q11: If you could go back to your training, what would you ?



**Figure 47:** Reflections on training for NAEYV usage

The data of this question shows that 10% of respondents focus on how to manage students' attention, while 40% of teachers focus on selecting suitable YouTube videos. Additionally, 10% of respondents are satisfied with what they learn. And 10% of teachers focus on how to integrate videos into lessons.

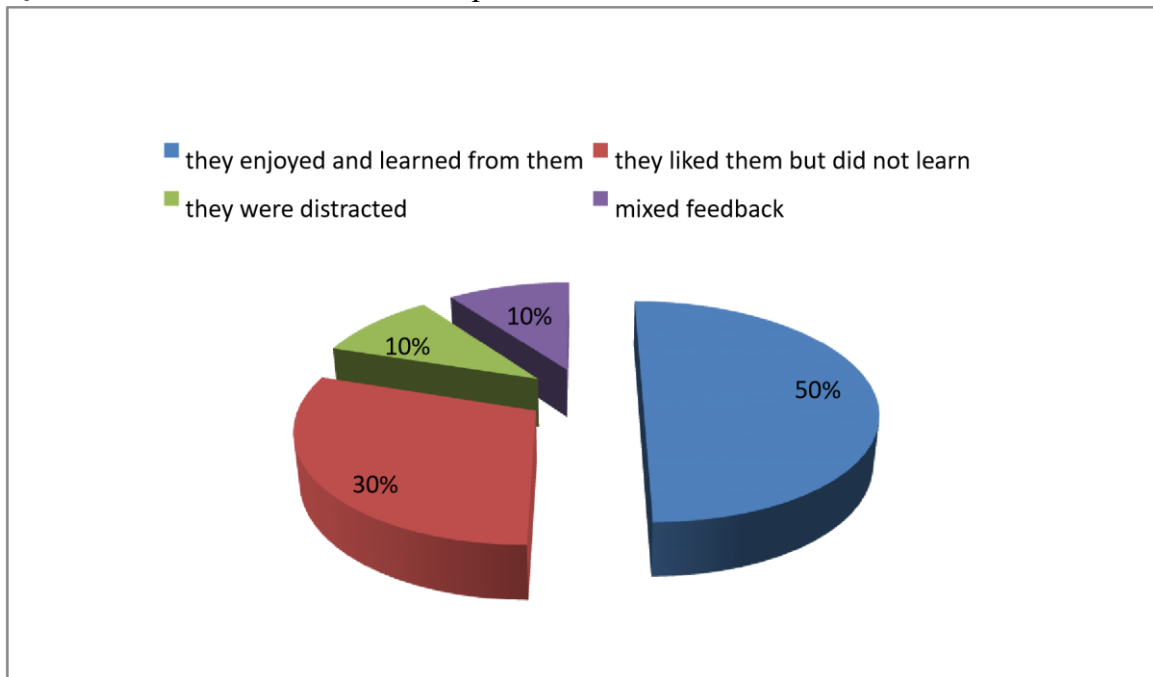
Q12: How to incorporate NAEYV into your teaching ?



**Figure 48:** Integration of NAEYV into classroom teaching

In examining to this question. The data reveals that 50% of respondents they incorporated NAEYV into teaching regularly. While 30% of them incorporate them sometimes. And 10% they never incorporate them in teaching. Additionally, 10% of correspondent they incorporate them once or twice.

Q13: What has been the students responses ?



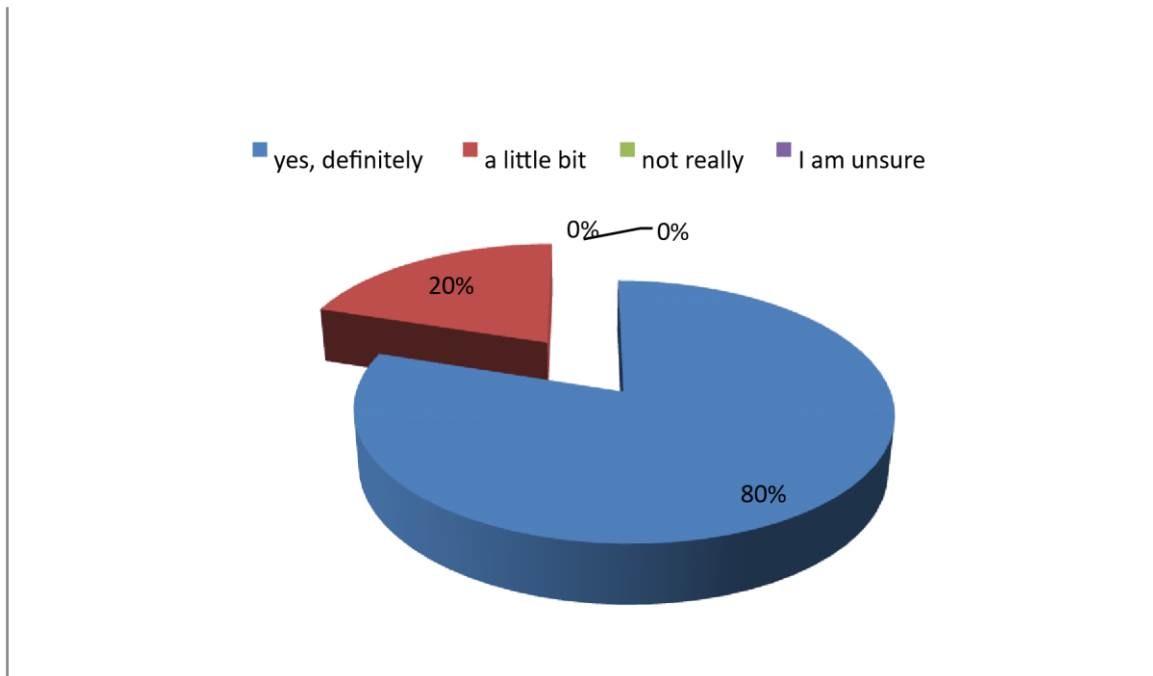
**Figure 49:** Students' responses to NAEYV- based lessons

In examining this question, 30% of the respondent they liked them but did not learn. while 50% of them enjoyed and learned from them.

Additionally. The remaining percentage 20% was equal between who said mixed feedback and said they were distracted.

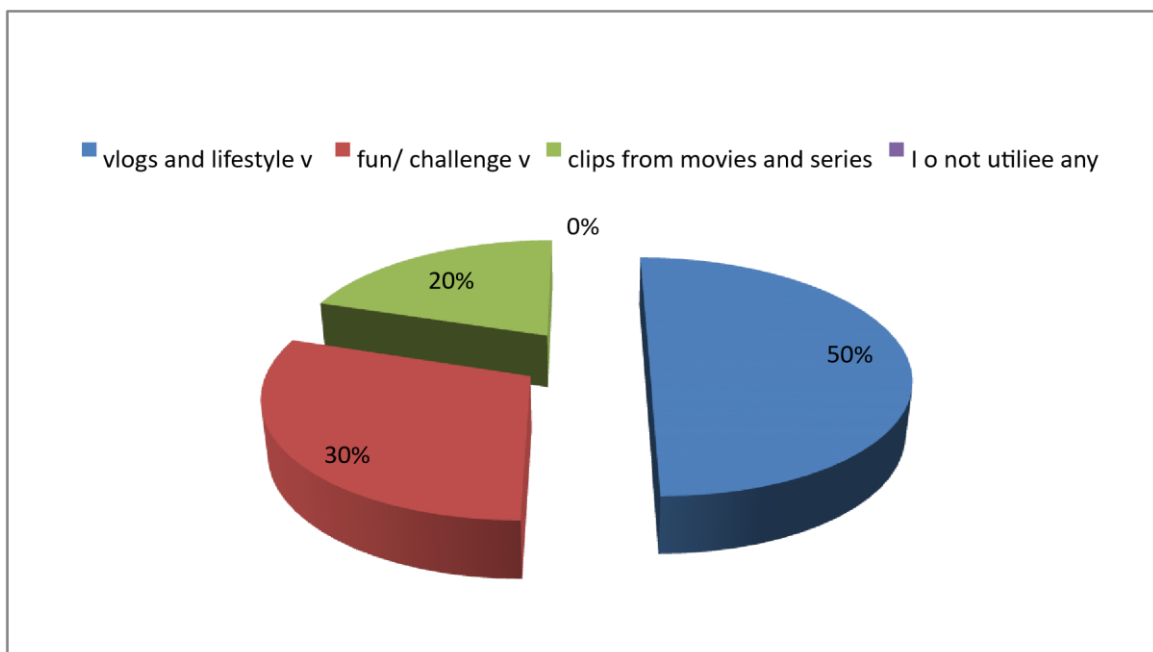
Q14: Do you think these videos help students ameliorate their vocabulary ?





**Figure 50:** Perceived vocabulary improvement through NAEYV

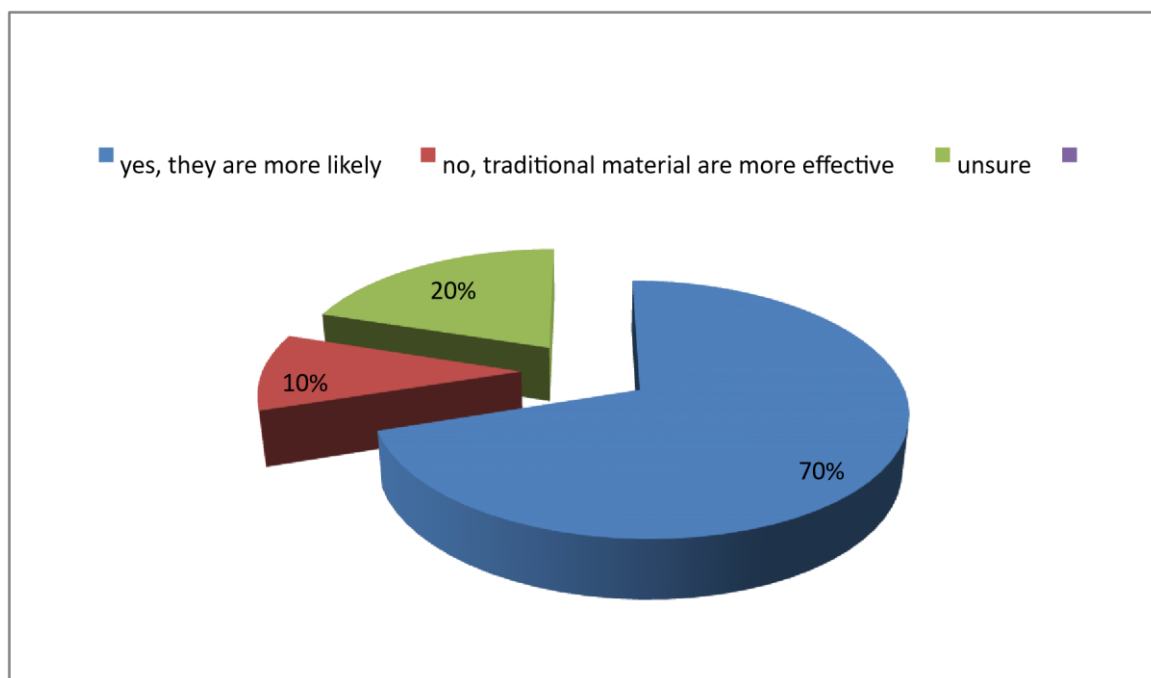
In response in the question concerning students vocabulary. the data shows that 80% of respondent show this videos help students ameliorate their vocabulary definitely. While 20% of respondents they show this videos help a little bit ameliorate Q15: What types of videos do you prefer to use ?



**Figure 51:** Preferred types of NAEYV content by teachers

In examining the preferences, the data reveals that 30% of respondent prefer to use fun/challenges videos, while 20%prefer clips from movies and series. Additionally, 50% of respondents prefer using blogs and lifestyle.

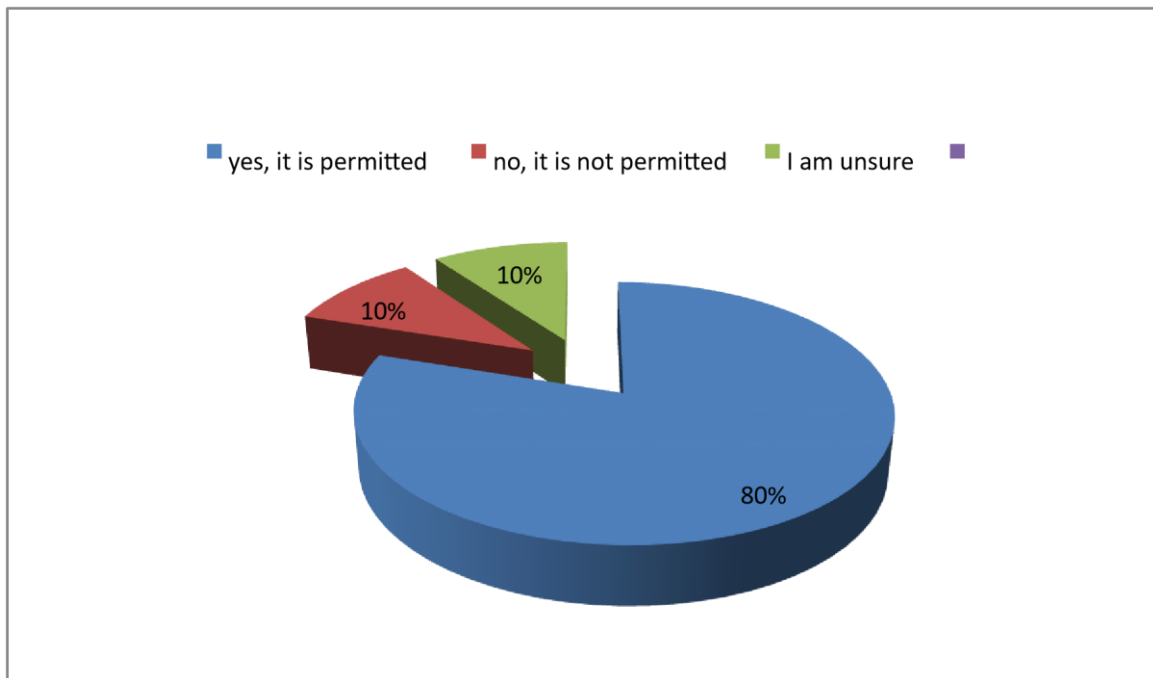
Q16: Do you think students are more likely to memorize new vocabulary learned from NAEYV compared to traditional textbooks or classroom materials ?



**Figure 52:** vocabulary retention through NAEYV

In response of this question, the data shows that the majority 70% of respondents said that students are more likely to memorize it, while 20% of them they are unsure, additionally, 10% they find traditional materials are more effective.

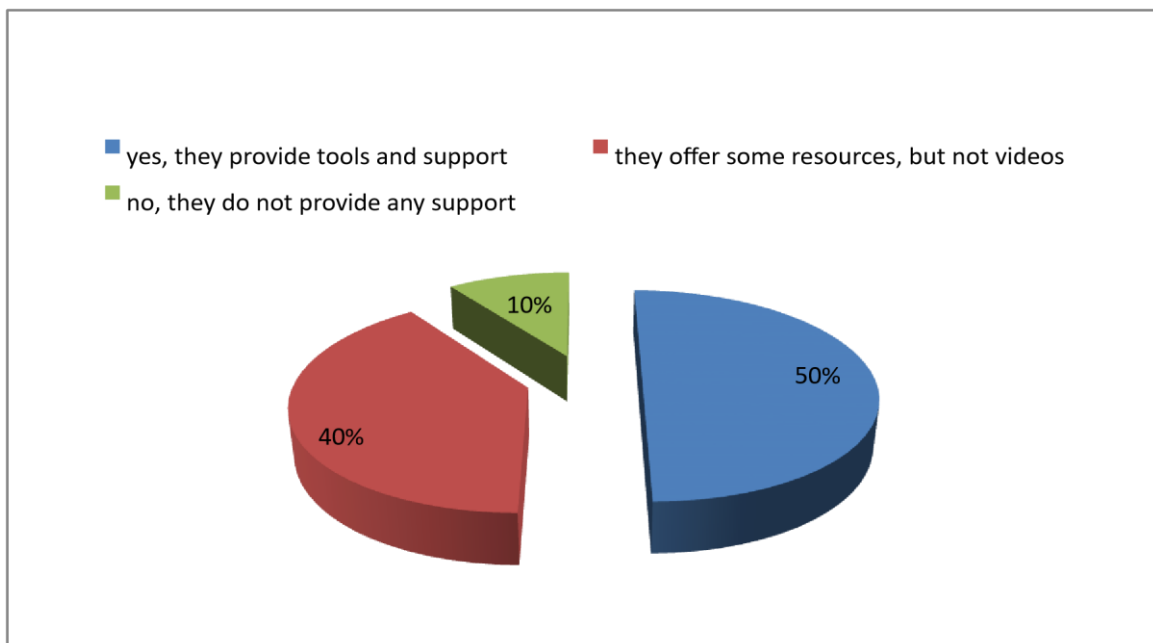
Q17: Is the use of non –academic YouTube videos permitted in your school’s English classes?



**Figure 53:** Permission for using NAEYV in the classroom

In answering this question, we found that most of the participants, 80% said yes, while those who are not sure and no, had an equal percentage estimated 10%.

Q18: Does your school provide resources for support for utilizing these videos( like internet access, projectors, or video recommendations) ?



**Figure 54:** school support and incentives for using NAEYV

The majority of respondents, 50% said yes, they do provide the necessary support and sources. In contrast, those who said no, they do not provide any of them, made up 40%, finally. 10% said the support is limited to resources only, excluding videos.

## **2.4. Discussion and Interpretations of the results**

Through the different sections of the students questionnaire, various results have been revealed which lead to make various discussions and interpretation related to the subject of the influence of NAEYV on vocabulary development in EFL high school students.

### ***1.4.1. Section one results discussion***

The dominant gender of this case study is the female 90%. As for the age of the participants, it ranges under 18 to 22 years old with the majority for the under 18 years old which indicates that these participants are in the typically age range for high school students, additionally the majority of respondents 90% speak the English language. And they have an intermediate level a range 70%.

### ***1.4.2. Section two results discussion***

The results concerning the answers related to owning a smartphone. Most participants, 90%, own phones, and those do not own phones use computers as an alternative. Also we found that most of them use these devices for two to four hours a day and use them for study and entertainment together. In addition, we find the answer to the question of owning the internet at home, and we found that most of them said yes, with a rate of 90%. Most of them have it on their smart devices. Finally, we found that most of the participants in the survey do not have internet at school, with a rate of 90%.

### ***1.4.3. Section three results discussion***

In the third section, which includes general information about NAEYV we found that all participants 100% have YouTube on their phones, and most of them 90% use it. Regarding how often they use it per day, the majority of respondents use it either once or twice a day.

Additionally, 90% of participants have heard about NAEYV and have used them occasionally.

#### **1.4.3.1. Section four results discussion**

The fourth section, which generally discusses watching non –academic YouTube videos, included 15 different questions. The overall results were as follow we found that 30% of participants watch these videos daily or occasionally. Most of them enjoy watching various types of videos, including funny ones and challenges.

As for those who face difficulties understanding some words, they represented 10%of the participants. Their difficulties were mainly due to the British accent and the complexity or unfamiliarity of some words We found that 90% of the participants said these videos are very helpful in learning new vocabulary. most of them focus on idiomatic vocabulary while watching and strongly believe that such videos significantly help them improve their spoken English comprehension. they find the experience very enjoyable and recommend it to EFL students.

They also believe that teachers should encourage students to watch these kinds of videos.

## **2.5. Teachers section**

### ***1.5.1. Section one results decision***

The dominant gender is the female 90%. As for the age of the participants, it range between 25-45 years old. With the majority for 25 -35. For the teachers experience we find that

the majority 62, 5 %have 5 to 10 years of teaching English. And 90%of them have the master degree.

Regarding the answers of the participants about the reasons to become an English teachers, they said that, I'm motivated to teach English because I like it and I enjoy sharing information related to this language and also I love teaching occupation.

### ***1.5.2. Section two result discussion***

The section has dealt with teachers beliefs about NAEYV, the result reveal that 70% of respondents show NAEYV very beneficial, and 80%of them answer by yes. I thought they were helpful. Concerning the opinions of teachers they changed, and now they find them more valuable.

### ***1.5.3. Section three results discussion***

Most of the respondents 60% said that they talk to them about the NAEYV and supported it a lot. And the teachers fell well prepared to use this kind of content in the class a rate 60%. The majority 40 of respondent want to learn more. 50% of teachers prefer to use Blog and lifestyle videos. And the statistics show that NAEYV help a lot in enhancing and developing English learners vocabulary. Finally, 50% of participants they said that schools provide tools and support for utilizing these videos.

## **2.6. Conclusion and recommendations**

### ***1.6.1. Conclusion of this Part***

The findings of the study can lead to consider that the research questions have been answered As for the 1 research question how can YouTube videos effect on the development of the students vocabulary The different answers and findings confirm that YouTube videos effect the development of students' vocabulary in several ways. They show that YouTube

provides access to authentic language use, allowing students to learn new words in meaningful and engaging contexts. Findings also highlight that overexposure to informal language, slang, or content without educational value may lead to incorrect vocabulary usage. As for the 2 research question how does the integration of YouTube videos in the classroom affect students' engagement and motivation to learn. The findings confirm that the integration of YouTube videos in the classroom positively affect students' engagement and motivation to learn. They show that visual and interactive content captures students "attention more effectively than traditional teaching methods. YouTube videos make lessons more dynamic and relatable. the integration of YouTube videos enhances classroom engagement and encourage a more enthusiastic attitude toward learning.

### ***1.6.2. Recommendation of the Study***

The outcomes of this study can lead to suggest various recommendations to participants related to the influence of NAEYV on vocabulary development in EFL high school students :

- Students ought to choose videos appropriate to their age and English level to ensure they can understand and learn effectively from the content.
- Students ought to watch videos with English subtitles to improve their spelling, pronunciation, and understanding of new vocabulary.
- Students ought to watch actively by taking notes and pausing to repeat or look up unfamiliar words, rather than passively watching.
- Students ought to seek guidance from teachers on videos choices to avoid learning slang or incorrect usage and focus on beneficial content.

## **General Conclusion**

The integration of NAEYV into the language learning process offers a promising and dynamic approach to enhancing vocabulary development among EFL high school students. This study demonstrate that YouTube videos, especially those from non- academic sources such as vlogs, tutorials, and lifestyle content. Provide students with exposure to authentic language use in everyday context. Unlike traditional academic materials, non-academic YouTube videos present language in its natural form, featuring a range of vocabulary, colloquialisms, idiomatic expressions, and accents that are commonly used in casual, realword communication.

In order to cover the different items related to this investigations. This dissertation has been divided into two parts; a theoretical part and practical part, the theoretical part is compared of two sections in which we have discus the two main scopes, vocabulary, and NAEYV. Both sections presents different definitions, elements, types, and importance. The practical part include the methodology, results of study, discussions and interpretations of the results, the conclusion and the recommendations.

Furthermore, the multimedia nature of YouTube videos, which combine visual, auditory, and contextual cues, significantly aids in vocabulary retention. These videos allow students to hear and see words in action, making them more memorable and easier to recall. The ability to rewatch videos and pause for clarification enables students to learn at their own pace, it encourage students to actively interact with the material through note-taking, vocabulary journals, and group discussion.

In addition to vocabulary acquisition, non-academic YouTube videos promote increased motivation and students engagement. When students are interested in the content, they are more likely to invest time and efforts in learning and using new vocabulary.



Moreover, YouTube videos often spark discussions and debates, encouraging students to use newly learned vocabulary in context and share their thoughts with peers.

This collaborative approach not only reinforces vocabulary but also promotes the developments of communication and critical thinking skills. However, the success of using YouTube videos in vocabulary development hinges on careful selection and thoughtful integration into the curriculum. Teachers should choose videos that are appropriate for the students' language proficiency levels and relevant to their interest. Additionally, nonacademic English YouTube videos offer a rich and versatile tool for enhancing vocabulary development in EFL high school students. They provide a real-world context for language learning, increase students motivation, and foster active collaborative learning environments.

In conclusion, non-academic English YouTube videos represents a powerful supplementary tool for vocabulary developments in EFL contexts. When used strategically and responsibly, they can bridge the gap between classroom learning and real-world language use, ultimately contributing to more dynamic and effective English language education for high-school students.

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## Appendices

### Appendix 01 Students' Questionnaire

Dear student,

I present to you this questionnaire, which is considered as the practical part of a research project titled " Exploring the influence on non- academic English YouTube videos on vocabulary development in Algerian EFL high school pupils " this questionnaire contains a set of questions, and based on your answers, we can understand the impact of these videos on vocabulary learning. We kindly ask you to complete this questionnaire. There are no right or wrong answers. Make sure you answer these questions as honestly as possible. Please note that all your answers will remain confidential.

#### Section One : "Background information"

1- How old are you

- Under 18 ☐
- 18 ☐
- 18 / 22 ☐

2- What is your gender

- Male ☐
- Female ☐

3- Do you speak English

- Yes ☐

- No ☐

4- If yes, how do you class your English level

- Beginner ☐

- Intermediate ☐

- Advanced ☐

Section Two : "General questions about electronic devices and internet use "

5- Do you have a smartphone

- Yes ☐

- No ☐

6- If not, do you utilize another device

- Tablet ☐

- Computer ☐

- Smart TV ☐



7- How much time do you spend using your device per day

- Less than 1 hour ☐
- 1 to 2 hours ☐
- 2 to 4 hours ☐
- 4 to 6 hours ☐
- More than 6 hours ☐

8- Do you use the device more for studying or for entertainment

.....  
.....

9- Do you have internet at home

- Yes ☐
- No ☐

10- Can you access the internet on your device

- Yes, I can access the internet it easily ☐
- I can access it, but sometimes it is difficult (no signal or no credit) ☐
- No, I can not access the internet ☐

11- Can you have access to the internet at school

- Yes ☐
- No ☐

Section Three : "General information about non-academic English YouTube videos".

12- Do you have YouTube n your device

- Yes ☐
- No ☐

13- Do you utilize it

- Yes ☐
- No ☐

14- How many times do you use YouTube each week

- I do not use it ☐
- Once or twice a week ☐ 3 to 5 times a week ☐
- Almost every day ☐

15- Have you heard before about non-academic English YouTube videos

- Yes ☐
- No ☐

16- Have you used them before

- Yes ☐
- No ☐

17- How often do you utilize NAEYV

- Always ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

Section Four : " Watching Non-academic English YouTube videos "

18- How often do you watch NAEYV (e. g blogs, entertainment, games ...)

- Daily ☐
- A few times a week ☐
- Once a week ☐
- Rarely ☐
- Never ☐

19- What are the types of NAEYV do you like to watch

Music ☐

Games ☐

- Funny videos ☐
- Challenge ☐

Blogs( people's daily life) ☐

Others : .....

20- Do you face difficulties when you try to understand these NAEYV

- Yes ☐
- No ☐

21- If yes, what are these difficulties

.....

22- Do you think that these NAEYV helped you learn new English vocabulary

- Yes ☐
- No ☐

23- What types of vocabulary do you focus on when watching NAEYV

- Informal / slang ☐
- Idiomatic expressions ☐ Phrasal expressions ☐

General expressions ☐

24- When you see or hear a new word in NAEYV, how do you try to understand the meaning of the word

I look up the word in a dictionary or Google translate ☐

I try to guess from the videos ☐

I ask someone else to explain it I ignore it and do not check ☐

25- Do you try to memorize the new words you hear in NAEYV

- Yes, I make efforts to remember them ☐
- Sometimes, if the word is interesting ☐
- Rarely ☐
- Never ☐

26- Do you believe that watching NAEYV improves your ability to understand spoken English

- Yes, significantly ☐
- Yes, a little ☐
- No, it does not really help ☐
- No, it makes it harder to understand ☐

27- Do you find that NAEYV more interesting than traditional English lessons

- Yes, much more interesting ☐
- - Yes, slightly more interesting ☐
- No, they are equally interesting ☐
- No, traditional lessons are more interesting ☐

28- Do you think that watching NAEYV helps you learn about the culture of English- speaking countries

- Yes, very much ☐
- Yes, a little ☐ -No,not really ☐
- No, not at all ☐

29- Have NAEYV made learning English more fun for you

- Yes, a lot ☐
- Yes, a little ☐
- No, it has not changed anything ☐
- No, I find it less fun ☐

30- Would you recommended watching NAEYV to English as a foreign language(EFL) students to improve their vocabulary

- Yes, definitely ☐
- Yes, may be ☐
- No, I would not ☐
- Not sure ☐

31- Do you think that teachers should encourage students to watch NAEYV to develop their vocabulary

- Yes ☐

- No ☐

May be ☐

32- Do you feel more motivated to learn English by watching YouTube videos as a learning tool

-Yes ☐

-No ☐

-Sometimes ☐

33- How much do you agree with the following statement : Watching NAEYV has helped me expand my English vocabulary

- Strongly agree ☐

- Agree ☐

- Neutral ☐

- Disagree ☐

34- In your opinion, what are the benefits of learning vocabulary through YouTube videos compared to traditional methods ( you can tick off more than one choice)

- Exposure to authentic language ☐
- Access to interesting and engaging content ☐
- Opportunities to learn slang and colloquial expressions ☐
- Freedom to choose content that matches my interests ☐
- Better retention of vocabulary ☐
- Others

.....

.....

In one word, how do you describe your experience with us

.....

Thank you so much for your participation.



## Appendix 02: Teacher's Questionnaire

We conducted this survey with a group of 13 teachers selected from among Algerian teachers, in order to gather their opinions and insights regarding our research topic, which is : « The impact of non-academic English YouTube videos on vocabulary development among high school students learning English as a foreign language. ». And how they perceive the impact of these videos on education and the development of my English vocabulary.

### Section One : "general information"

#### 1- Gender

- Male ☐
- Female ☐

#### 2- Age

- Under 25 ☐
- 25 – 35 ☐
- 35 – 45 ☐
- Over 45 ☐

#### 3- Years of experience in teaching English

- Less than 5 years ☐
- 5 to 6 years ☐

More than 10 years ☐

4- What is the highest academic degree you have obtained

- Bachelor's degree ☐
- Masters degree ☐
- Doctorate degree ☐
- Other

.....

5- What motivated you to become an English teacher :

.....

## **Section Two : "Teachers beliefs about NAEYV"**

6- What do you think about using non-academic ( such as blogs, challenges or clips from movies and series ) in English language teaching do you find them beneficial

- Very beneficial ☐
- Somewhat beneficial ☐
- Not beneficial ☐
- Unsure ☐

7- Prior to teaching, did you think these videos could help in language learning or were you uncertain

- Yes, I thought they were helpful ☐
- I was uncertain ☐
- I had not believe they were helpful ☐
- I had not considered it ☐

8- Has your opinions changed after using them in your class how

- Yes, I now find them more valuable ☐
- No, my opinion has not changed ☐
- I do not use them in class ☐
- I remain unsure ☐

### Section Three : " teacher training and preparedness "

9- During the period when you still an in-service trainee teacher, did anyone talk to you about using NAEYV online ( like YouTube )

- Yes, they supported it ☐
- Yes, but they did not recommend it ☐
- No, it was never mentioned ☐
- I do not remember ☐

10- Do you feel you were prepared to use this kind of content in your class

- Yes, I feel well prepared ☐
- Somewhat prepared ☐
- Not really prepared ☐
- Not at all ☐

11-If you could go back to your training, what would you want to learn more

- How to select suitable YouTube videos ☐
- How to integrate videos into lessons ☐
- How to manage students attention ☐
- I am satisfied with what I learned ☐

12- How you incorporated NAEYV into your teaching

- Yes, regularly ☐
- Yes, sometimes ☐
- I have tried once or twice ☐
- Never ☐

13- What has been the students response

- They enjoyed and learned from them ☐
- They liked them but did not learn ☐
- They were distracted ☐
- Mixed feedback ☐

14- Do you think these videos help students ameliorate their vocabulary

- Yes, definitely ☐
- A little bit ☐
- Not really ☐
- I am unsure ☐

15- What types of videos do you prefer to use

- Blogs and lifestyle videos ☐
- Fun / challenge videos ☐
- Clips from movies and series ☐
- I do not utilize any ☐

16- Do you think students are more likely to memorize new vocabulary learned from NAEYV compared to traditional textbooks or classroom materials

- Yes, they are more likely to memorize it ☐
- No, traditional materials are more effective ☐
- Unsure ☐

17- Is the use of NAEYV permitted in your school's English classes

- Yes, it is permitted ☐
- No, it is not permitted ☐
- I am unsure ☐

18- Does your school provide resources for support for utilizing these videos ( like internet access, projectors, or video recommendations )

- Yes, they provide tools and support ☐
- They offer some resources, but not videos ☐
- No, they do not provide any support ☐

Thank you very much for sharing your insights and your response will be extremely valuable for us.

## Résumé

Cette étude examine l'influence des vidéos non académiques en anglais sur YouTube dans le développement du vocabulaire chez les apprenants de l'anglais langue étrangère (EFL). Avec l'accessibilité croissante au contenu numérique, de nombreux apprenants se tournent vers des sources informelles – en particulier YouTube – pour une exposition linguistique en dehors de la salle de classe. Pour mener cette recherche, deux questionnaires ont été utilisés comme outils d'enquête. L'étude explore comment des contenus non académiques tels que les blogs, les clips de divertissement, les streams de jeux vidéo et les chaînes lifestyle contribuent à l'acquisition incidente du vocabulaire.

Les résultats indiquent qu'un engagement régulier avec des vidéos en anglais sur YouTube enrichit considérablement le vocabulaire des étudiants. Les participants à cette étude sont des enseignants du secondaire et des élèves du lycée en Algérie apprenant l'anglais comme langue étrangère. Les résultats ont révélé que des plateformes comme YouTube offrent une exposition authentique et riche à la langue en dehors des environnements scolaires traditionnels. De plus, les étudiants ont rapporté une motivation accrue et une attitude plus positive envers l'apprentissage des langues.

Cependant, certains défis ont été identifiés, tels que des difficultés de compréhension et l'exposition à des formes non standards de la langue. Certains élèves ont eu du mal à comprendre la parole rapide ou les accents inhabituels. Malgré ces défis, l'étude suggère que YouTube peut être un outil utile pour l'apprentissage du vocabulaire s'il est utilisé de manière appropriée.

**Mots-clés :** Apprentissage du vocabulaire, Acquisition du vocabulaire, EFL, Quatre compétences linguistiques, NAEYV, YouTube.

## ملخص

**\*\*تتناول هذه الدراسة تأثير مقاطع الفيديو غير الأكاديمية باللغة الإنجليزية على YouTube في تنمية المفردات لدى**

**متعلمي اللغة الإنجليزية كلغة أجنبية (EFL)**

**ومع تزايد سهولة الوصول إلى المحتوى الرقمي، يتجه العديد من المتعلمين إلى مصادر غير رسمية – وخاصة**

**YouTube – من أجل التعرض اللغوي خارج الفصل الدراسي.**

**ولإجراء هذا البحث، تم استخدام استبيانين كأدوات لجمع البيانات.**

**تستكشف الدراسة كيف تساهم المحتويات غير الأكاديمية مثل المدونات المصورة، ومقاطع الترفيه، وبثوث ألعاب**

**الفيديو، والقنوات المتعلقة بنمط الحياة في اكتساب المفردات بشكل عَرَضِي.**

**تشير النتائج إلى أن التفاعل المنتظم مع مقاطع الفيديو الإنجليزية على YouTube يثري مفردات الطلاب بشكل كبير.**

**شارك في هذه الدراسة معلّمو المرحلة الثانوية وطلاب المدارس الثانوية في الجزائر ممن يتعلمون الإنجليزية كلغة**

**أجنبية.**

**وقد أظهرت النتائج أن منصات مثل YouTube توفر تعرضاً أصيلاً وغنياً للغة خارج البيئات المدرسية التقليدية.**

**بالإضافة إلى ذلك، أفاد الطلاب بزيادة دافعهم وتحسّن نظرتهم تجاه تعلم اللغة.**

**ومع ذلك، تم تحديد بعض التحديات، مثل صعوبات في الفهم والتعرض لأشكال غير معيارية من اللغة.**

**واجه بعض الطلاب صعوبة في فهم الكلام السريع أو اللهجات غير المألوفة .**

**وعلى الرغم من هذه التحديات، تشير الدراسة إلى أن YouTube يمكن أن يكون أداة مفيدة في تعلم المفردات إذا ما**

**استُخدم بطريقة مناسبة.**

**الكلمات المفتاحية: علم المفردات، اكتساب المفردات، اللغة الإنجليزية كلغة أجنبية (EFL)، المهارات اللغوية الأربعة ،  
NAEYV، YouTube.**