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Motivating English Learners through Ubiquitous Learning: A Study of YouTube-Based Instruction in Higher Education

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Abstract

This study investigates how the accessibility and flexibility of ubiquitous learning (u-learning) influence students' motivation in learning English with a particular focus on video-based learning using YouTube. Descriptive qualitative research methodology is used to reveal (1) the intrinsic and extrinsic factors drive students' motivation in video-based ubiquitous learning (u-learning), and (2) to track down the obstacles students face in maintaining motivation during video-based u-learning. Data were collected through a combination of real-time classroom observations, semi-structured interviews, and a Likert-scale-based questionnaire. The observations aimed to monitor students' behaviors and levels of engagement during the learning process. Semi-structured interviews were conducted to gain deeper insights into students' experiences, including the perceived benefits and challenges of using u-learning in English language learning. The questionnaire was used to assess both intrinsic and extrinsic motivation among the learners. It distinguishes this research from other research without analyzing in more depth the intrinsic and extrinsic factors of learning English using YouTube. The findings revealed that integrating u-learning with video-based instruction significantly improved students' learner autonomy, engagement, and become the intrinsic and extrinsic motivation, thereby supporting the development of their English language skills. Despite these benefits, several challenges were identified, including unstable internet connections and digital distractions. These issues highlight the importance of addressing technical and environmental factors to optimize the use of video-based u-learning. Overall, the study underscores the positive impact of ubiquitous learning, which using You-tube, on student motivation and suggests that carefully designed u-learning environments can be highly effective in enhancing English language learning.

INTRODUCTION

Intrinsic and extrinsic motivation are still widely discussed, especially to find out the improvement of students' foreign language skills. Accordance to Ryan and Deci (2000), Intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. Scharle and Szabó (2000) state that intrinsic motivation makes learners 'more

willing to take responsibility for the outcome' and that giving students more autonomy yields intrinsic motivation. Previously, extrinsic motivation was seen to directly contrast with intrinsic motivation, but more recent research indicates that both forms of motivation should be seen as complementary (Kotera et.all, 2021). Organismic Integration Theory (OIT), a sub-theory of SDT, explains that extrinsic motivation can support the development of intrinsic motivation (Gopalan et al., 2017; Ryan & Deci, 2017). Whereas, extrinsic motivation varies widely so that it can control oneself to achieve goals. The relationship between the two motivations can be interrelated.

Ackerman (2018) states that Self-Determination Theory, or SDT, links personality, human motivation, and optimal functioning. Refer to Deci & Ryan (2008), It posits that there are two main types of motivation—intrinsic and extrinsic—and that both are powerful forces in shaping who we are and how we behave. According to Deci and Ryan (1985), *extrinsic motivation* is a drive to behave in certain ways based on external sources and it results in external rewards. Such sources include grading systems, employee evaluations, awards and accolades, and the respect and admiration of others. On the other hand, *intrinsic motivation* comes from within. There are internal drives that inspire us to behave in certain ways, including our core values, our interests, and our personal sense of morality.

Ackerman (2018) deduces that both intrinsic and extrinsic motivation are highly influential determinants of our behavior, and both drive us to meet the three basic needs identified by the SDT model:

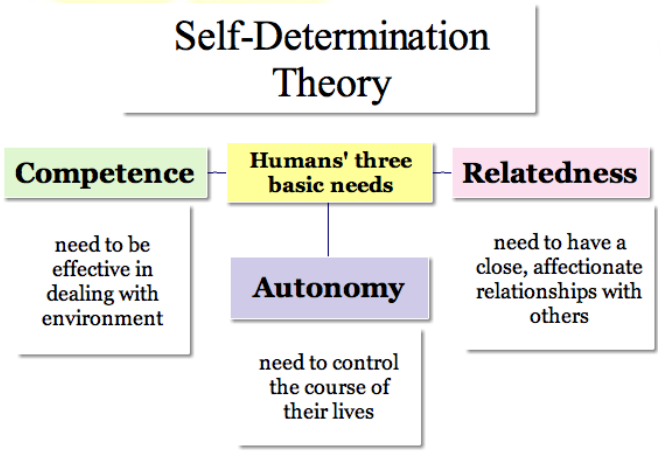

Figure 1. Self-Determination Theory

1. *Autonomy*: people have a need to feel that they are the masters of their own destiny and that they have at least some control over their lives; most importantly, people have a need to feel that they are in control of their own behavior.
2. *Competence*: another need concerns our achievements, knowledge, and skills; people have a need to build their competence and develop mastery over tasks that are important to them.
3. *Relatedness (also called Connection):* people need to have a sense of belonging and connectedness with others; each of us needs other people to some degree (Deci & Ryan, 2008).

The integration of technology into education is widely promoted to attract students' learning motivation. The integration of video into ubiquitous learning (u-learning) platforms offers several significant advantages in language education. Research by Faizah et al. (2024) highlights the value of YouTube videos in improving English comprehension, showing that videos provide authentic listening materials that expose learners to natural speech patterns and the cultural context of the language being studied. In addition, video-based learning supports flexible learning pace, allowing students to pause, rewind, and replay content, which strengthens their comprehension and retention of the material (Chen & Brown, 2012). Such flexibility not only caters to individual learning preferences but also encourages active engagement, motivating students to take ownership of their learning process (Hwang et al., 2011). Furthermore, the use of video content in language education addresses common learning challenges by encouraging interaction, providing diverse linguistic input, and improving students' overall language proficiency (Wulanjani et al., 2022). The effectiveness of this approach in increasing learner motivation and engagement has been well documented in various studies, which show that video-based learning models contribute significantly to language skill improvement (Robledo & Ayala, 2018). This approach encourages learners to immerse themselves in the target language, which is essential for developing communicative competence and achieving language acquisition goals.

Technology should not be viewed as just a tool, but as a medium that shapes culture. One of the most prominent changes is the shift from traditional learning methods to more dynamic, flexible, and accessible educational models (Anderson, 2010). Modern learning practices increasingly incorporate synchronous tools such as Zoom, WhatsApp video calls, and Google Meet, which facilitate real-time interactions between educators and students (Hrastinski, 2010). At the same time, asynchronous methods, including the use of recorded videos shared through WhatsApp groups, e-learning platforms, and YouTube, provide learners with the flexibility to access educational materials anytime and anywhere (Al-Fraihat, Joy, & Sinclair, 2020). These innovations are in line with the concept of ubiquitous learning (u-learning), which leverages mobile devices, cloud-based platforms, and internet connectivity to offer a seamless, context-aware learning experience (Hwang & Fu, 2019). As Yahya, Ahmad, and Abd Jalil (2010) explain, u-learning emphasizes the integration of ubiquitous technologies to create a learning environment that supports formal and informal education, promoting inclusivity, adaptability, and lifelong learning. Thus, the use of technology in the form of blended learning and online learning illustrates how technology plays a major role in education today.

Moreover, videos are widely used in the learning and teaching process. Moreover, videos on YouTube are used by teachers who teach asynchronously. The use of video in learning processes has been shown to enhance students' intrinsic motivation, leading to increased autonomy and reduced reliance on teacher instruction (Mayer, 2014). As a result, students feel more independent in their learning experiences, which promotes self-regulation and deeper engagement. Video-based learning, a key component of ubiquitous learning, is particularly effective in encouraging student engagement through the use of attractive visuals and interactive elements (Hwang et al., 2019). This engagement fosters active learning, as students are prompted to pause, reflect, and practice what they have learned, thus reinforcing their understanding and motivation (Bennett & Maton, 2010). Such activities make the learning experience not only more enjoyable but also more rewarding, further stimulating intrinsic motivation. Educational psychology research consistently underscores the critical role of learner engagement in motivating students, with video-based learning being particularly effective in capturing students' attention and interest (Schunk, Pintrich, & Meece, 2008). Furthermore,

Dahlan (2024) highlights that multimedia tools, interactivity, and customized content play a crucial role in creating engaging video learning experiences, which have become an increasingly popular and effective pedagogical tool. By incorporating movies, animations, and graphics, this pedagogical approach can attract students' attention and enhance their learning outcomes (Zimmerman, 2013).

While the use of video in the learning process offers numerous benefits, it also presents several challenges. A significant issue associated with the use of digital technology is the unequal access to technology and the internet, particularly in underserved or rural areas, which limits students' ability to effectively engage in learning activities (Selwyn, 2016). Poor internet connectivity exacerbates this problem, making ubiquitous learning less effective and preventing students from fully benefiting from the flexibility offered by digital learning platforms (Hastie et al., 2020). As a result, students may experience low motivation and find it difficult to remain focused on the content presented in videos, which hinders their learning progress (Bashir et al., 2021). According to Van Dijk and Hacker (2003), various obstacles to online learning exist, including a lack of mental readiness, insufficient materials, and inadequate internet access, digital skills, and opportunities to utilize technology. These barriers are particularly evident in contexts where students face unstable internet connections, lack access to necessary technology, and struggle with self-regulation and motivation (Meyer et al., 2019). Therefore, the challenges of providing equitable access to digital learning resources continue to present significant difficulties in the teaching and learning process, emphasizing the need for improved infrastructure and support systems (Turel & Johnson, 2017).

Video-based learning, a prominent strategy within ubiquitous learning, offers students the flexibility to engage in learning at any time and from any location. This approach provides an accessible means for acquiring information, understanding course materials, and facilitating peer collaboration through video comments, thereby promoting active participation and engagement (Wulanjani et al., 2022). Furthermore, video-based learning enhances students' happiness, self-discipline, and autonomy in online environments, contributing to more effective and enjoyable learning experiences (Robledo & Ayala, 2018). Research indicates that the use of videos significantly impacts students' satisfaction and their perceptions of learning, as it facilitates deeper cognitive engagement (Chen & Brown, 2012). For example, exposure to visual explanation videos on platforms like YouTube has been shown to improve students' ability to understand and retain complex concepts (Widiastuti et al., 2022). Additionally, the effectiveness of video-based learning in listening strategies is contingent on reliable, high-speed internet access to ensure uninterrupted streaming and maximize the learning experience (Liu & Tsai, 2021). Thus, seamless video delivery plays a crucial role in supporting student engagement and enhancing overall learning outcomes in digital education.

Van Dijk and Hacker (2003) identify several obstacles to online learning, including insufficient mental readiness, limited access to learning materials, inadequate internet connectivity, lack of digital skills, and restricted opportunities for utilizing technology. These barriers are still prevalent today, as internet connectivity remains a significant issue for many students, with unequal access to reliable technology and high-speed internet (Bashir et al., 2021). Moreover, students who lack self-discipline or intrinsic motivation face difficulties in effectively engaging with video-based learning, further exacerbating the challenges within the teaching and learning process (Meyer et al., 2019). This lack of engagement can be attributed to various factors, including poor infrastructure, limited digital resources, and the students' insufficient technological proficiency (Turel & Johnson, 2017). Bashir et al. (2021) also note that the lack of participation in online classes and the unavailability of adequate study materials are direct

consequences of these contextual and technological constraints. Consequently, it is evident that these challenges must be addressed to ensure equitable and effective online learning environments, particularly in the context of English language learning where technological access and self-regulation are critical for success (Miller & Lee, 2020).

The implementation of ubiquitous learning (u-learning) must be seamlessly integrated with computing systems, communication networks, and sensor devices. Such integration allows both teachers and students to access learning materials in real-time, regardless of location, thereby promoting flexibility and accessibility within and outside the classroom (Swan et al., 2006). Additionally, the virtual classroom model plays a pivotal role in enhancing the management of learning materials and tasks, while also providing teachers with tools to assess student engagement and the achievement of learning objectives (Chew et al., 2018). This integration aligns with findings by Kukulska-Hulme (2007), Lee (2011), and others, who emphasize that technologies break down geographical barriers to education, support self-directed learning, and facilitate efficient communication between teachers and learners (Kukulska-Hulme, 2007; Lee, 2011). Furthermore, the advent of context-aware ubiquitous learning environments has significantly transformed educational paradigms, offering learners access to materials anytime and anywhere, thereby fostering a more personalized learning experience (Kalantzis et al., 2015). In practice, teachers prepare content that can be accessed both online and offline, with students utilizing their smartphones—devices already widely adopted in urban and remote areas—as learning tools. U-learning enables educators to quickly distribute materials in various formats such as videos, posters, text, tasks, or tests, and also facilitates assessment through online discussions or automated scoring systems (Hwang et al., 2020; Nguyen & Lee, 2021).

The implementation of ubiquitous learning (U-learning) in education is supported by a wide range of technological tools and resources. Dwiyanto (2020) and Gerhana et al. (2020) emphasize that various technological systems, such as GPS or Geographic Information Systems (GIS), sensor networks, natural user interfaces, cloud and mobile computing, artificial intelligence (AI), context-based computing, and mobile communication systems, can facilitate the seamless integration of U-learning techniques. These tools collectively enhance the overall effectiveness of teaching and learning, particularly in the domain of listening skills (Hwang et al., 2017). U-learning techniques can be operationalized through several media and platforms, including social media tools such as Facebook, YouTube, Instagram, Twitter, Telegram, and WhatsApp, which allow real-time communication and engagement (Ally, 2013; Garcia-Sánchez, 2020). Furthermore, AI-powered technologies like chatbots, smart assistants, and intelligent tutoring systems can provide personalized learning experiences, enhancing student interaction and support (Santos et al., 2020). Additionally, online teaching platforms, such as British Council, Quizziz, Khan Academy, and Duolingo, serve as essential resources for learners to access structured content and interactive exercises (Chao et al., 2019; Khalid & Oscherwitz, 2021). Other innovative interactive tools, such as Answergarden and Padlet, encourage collaborative learning and critical thinking among students (Rashid et al., 2020). Lastly, language learning applications like WordBit, English Stories with Levels, and Readable promote continuous practice and improvement in language acquisition (Verhagen et al., 2021).

Many researchers have examined the role of technology in improving students' motivation to learn English or other second languages, particularly in the context of the digital era. The integration of technology in language learning has become a focal point in understanding how it can enhance students' engagement and motivation. Negoescu and Mitrulescu (2023) emphasize the crucial role of motivation in language acquisition and highlight

key reasons why teachers should integrate technology to boost motivation. They also review several benefits of technology in language learning, such as increased student engagement and personalized learning experiences (Santos et al., 2021). On the other hand, Nomass (2013) critiques the limitations of traditional language learning tools, identifying challenges such as lack of interactivity and engagement, and suggests that more innovative, technology-driven approaches are necessary for motivating students effectively. Similarly, Meşe and Sevilen (2021) argue that online learning presents significant challenges in sustaining motivation for second language learners. They recommend that teachers carefully select appropriate technological tools to meet students' needs and ensure their continued motivation throughout the learning process. In line with these perspectives, recent studies suggest that the effectiveness of technology in language learning is contingent on its thoughtful integration into the learning environment, ensuring that it supports rather than overwhelms students (Li & Hegelheimer, 2020; Stojanovic et al., 2022). Furthermore, the use of mobile applications and social media platforms has been shown to foster greater motivation and self-regulation among language learners (Kukulska-Hulme, 2017; Chen et al., 2021).

This research investigates the role of videos uploaded to YouTube as multimedia materials in the English learning process. The content of each video is aligned with the course outline, and "English Survival" serves as the core handout for the second semester of the one-year English Program at the Islamic State University of Maulana Malik Ibrahim. The integration of video-based learning in this context seeks to explore its impact on students' motivation to learn English. Specifically, the study addresses two key research questions: (1) What intrinsic and extrinsic factors drive students' motivation in video-based ubiquitous learning (u-learning)? (2) What are the obstacles students face in maintaining motivation during video-based u-learning? Previous studies have shown that multimedia learning, including video, plays a significant role in enhancing motivation by offering engaging, interactive, and contextually rich content (Chen & Brown, 2012; Mayer & Moreno, 2003). In line with this, the use of YouTube for educational purposes has been found to increase learner engagement and promote both intrinsic and extrinsic motivation, especially when videos are tailored to students' learning needs (Robledo & Ayala, 2018). Furthermore, the flexible nature of u-learning, which allows for learning at any time and in any place, contributes to the development of learner autonomy and self-discipline, which are crucial for maintaining motivation (Wulanjani et al., 2022). However, challenges in sustaining motivation often arise from factors such as insufficient technological access, lack of self-regulation, and external distractions, which can impede students' ability to fully engage with video-based learning (Bashir et al., 2021; Kukulska-Hulme, 2007).

METHOD

This study aims to explore the impact of learning through ubiquitous learning, a study of YouTube-based instruction in higher education, on students' motivation in learning English. This study was conducted at the State Islamic University of Maulana Malik Ibrahim Malang and involved a total of 57 fourth-semester students. These students were enrolled in a one-year English program as part of their academic curriculum. The participants consisted of 23 students from the Social Education program and 34 students from the Islamic Elementary School Education program, all of whom were actively involved in the English language learning program. The participants in this study were actively involved in English language learning as part of their academic curriculum. Their enrollment in the one-year English program demonstrated a clear need to improve their language proficiency to support their higher education. Furthermore, their voluntary participation ensured their suitability as research

subjects, which contributed to the reliability of the study.

A qualitative approach is used to investigate the impact of video-based learning on students' motivation in learning English. It aims to understand how video-based learning affects both intrinsic and extrinsic motivation among students. Data obtained from the questionnaire as qualitative data from interviews and observations are analyzed using thematic analysis as proposed by Braun & Clarke (2006). This process involves coding the data, identifying key themes, and interpreting findings to understand students' experiences and perceptions of video-based learning.

To gather data, this study utilizes a questionnaire as its primary research instrument, designed to measure students' motivation for video-based learning. The study utilizes multiple data collection techniques, they are:

1. Questionnaire
   Likert-scale questionnaire is employed to measure students' motivation in learning English through video-based learning. The questionnaire is based on theory of motivation, which differentiates between intrinsic and extrinsic motivation. Items are designed to assess factors such as engagement, learning satisfaction, and technological challenges (Deci & Ryan, 2000).
2. Interviews
   Semi-structured interviews are conducted with 15 selected students to explore their subjective experiences. The interview questions focus on the benefits and challenges of using videos as learning materials and how intrinsic and extrinsic factors influence their motivation (Rubin & Rubin, 2012).
3. Observation
   The researcher also observes students' interactions with video-based learning through platforms such as YouTube and WhatsApp. The observation aims to record students' interaction patterns with video content and their participation levels in discussions related to learning materials (Saldaña, 2013).

To ensure the validity and reliability of the study, methodological triangulation is used by comparing results from the questionnaire, interviews, and observations (Patton, 2015). This study adheres to ethical principles in social research by ensuring that all participants provide informed consent after being briefed on the study's objectives and procedures. Participants' identities remain confidential, and they are given the freedom to withdraw from the study at any time without academic consequences (Cohen et al., 2017).

FINDINGS AND DISCUSSION

This section presents the results and discussion of the research to identify the factors influencing students' motivation in learning through video-based instruction and the obstacles or challenges encountered by students in this ubiquitous learning environment, providing a deeper understanding of the potential barriers to effective engagement with video-based learning materials. The researcher will elaborate and explain the results examines the challenges

Figure 2
Learning through videos (YouTube) can provide comfort

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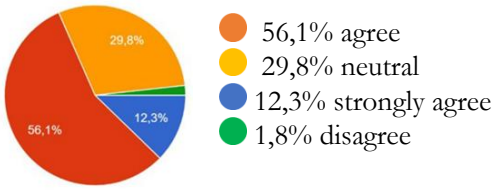
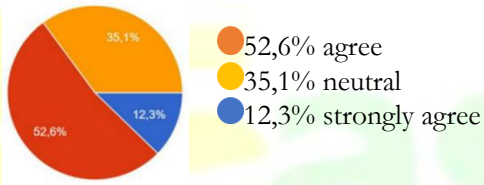


In Figure 2, the outcomes of the questionnaire distributed to the students indicate that learning English through videos can enhance students' comfort and engagement during lessons. The data reveals that a significant portion of students, 56.1%, agreed that using videos in their learning process helped them feel more relaxed. Additionally, 12.3% of students strongly agreed, stating they felt very comfortable and happy when learning English through video media. Approximately 29.8% of students indicated they found no difference between learning with videos and other methods. On the other hand, 1.8% disagreed with the idea that videos made learning English more comfortable. This might be attributed to poor internet connectivity, which hindered their ability to effectively understand the materials in the video.

Figure 2
Learning through videos (YouTube) can make it easier for you to understand the materials



Based on the data collected, 52.6% of respondents agreed, 35.1% were neutral, and 12.3% strongly agreed that video-based learning, particularly through YouTube, effectively enhances their English language skills. These findings indicate that a majority of students perceive YouTube as a supportive and beneficial tool in their learning process. However, a small proportion of students did not experience significant benefits from video-based learning, suggesting that its effectiveness may vary among individuals.

Figure 3
Learning through videos (YouTube) provides clarity in delivering material

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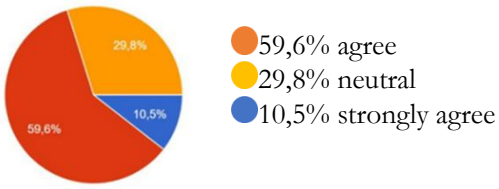
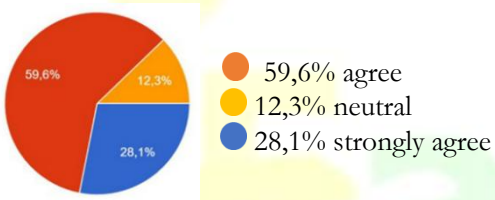


Learning through videos, particularly those available on the YouTube platform, has been shown to be effective in enhancing students' understanding of educational material. The data collected indicate that 59.6% of respondents agreed, and 10.5% strongly agreed, that using videos in learning helps improve comprehension. However, it is important to note that 29.8% of respondents remained neutral, indicating uncertainty or varying experiences regarding the use of videos as a learning tool. This could be attributed to differences in individual learning preferences or the quality of video content used.

Figure 4
Learning through videos (YouTube)can be done anywhere and anytime.



Learning through videos, particularly on platforms like YouTube, offers significant flexibility, allowing students to study at any time and from any location. Recent data indicates that 59.6% of respondents agree, and 28.1% strongly agree, that YouTube facilitates learning anywhere and anytime, while 12.3% remain neutral.

What intrinsic and extrinsic factors drive students' motivation in video-based ubiquitous learning (u-learning)?

The results from this study reveal that students exhibit both intrinsic and extrinsic types of motivation when learning English through video-based ubiquitous learning (VBL). These motivational types interact to influence their engagement and learning outcomes in meaningful ways. There are several key factors that significantly influence students' motivation when engaging in English learning through video-based ubiquitous learning (VBL). These factors can be categorized into intrinsic, extrinsic, and technical elements, which collectively shape the learners' experiences and motivation levels.

Firstly, the intrinsic factors play a dominant role in enhancing student motivation. A majority of the students (56.1% agreed, 12.3% strongly agreed) reported feeling more comfortable and engaged while learning through videos. This comfort indicates that video-based learning helps reduce anxiety, making students feel more relaxed and open to language input. According to Deci and Ryan's Self-Determination Theory (2000), such intrinsic motivation is vital for sustained learning, as it is driven by internal satisfaction and enjoyment.

In addition, many students (52.6% agreed, 12.3% strongly agreed) acknowledged that videos made it easier to understand the learning materials. This sense of clarity and improved

comprehension enhances their confidence and willingness to engage, thereby motivating them to continue learning. The dual-channel processing principle (Mayer, 2009) supports this finding, suggesting that multimedia input—combining visual and auditory elements—facilitates deeper learning and better retention. Mayer's Cognitive Theory of Multimedia Learning underlines that well-designed video content helps reduce cognitive overload and supports meaningful learning through integrated modalities.

Another influential intrinsic factor is the clarity provided by video content. With 59.6% of students agreeing and 10.5% strongly agreeing that video-based instruction provided clearer explanations, it becomes evident that clarity enhances motivation. When content is well-explained and visually engaging, students are more likely to stay focused and motivated.

Primarily, intrinsic motivation is strongly evident among the students. The majority reported that learning via videos made them feel comfortable, relaxed, and more engaged during the lessons. This intrinsic motivation is characterized by an internal desire to learn, driven by interest, enjoyment, and satisfaction derived from the learning activity itself. According to Deci and Ryan's Self-Determination Theory (2000), intrinsic motivation is fostered when learners experience autonomy, competence, and relatedness. Video-based learning supports autonomy by allowing students to choose when and where to learn, competence through clear explanations and engaging content, and relatedness by connecting learners with diverse resources and peers in an interactive environment.

Extrinsic motivation also plays a notable role, primarily driven by external factors such as the convenience and flexibility offered by ubiquitous learning environments. Many students appreciated the ability to access learning materials anytime and anywhere, which motivated them to continue their studies despite possible distractions or competing commitments. This external regulation aligns with the extrinsic motivation described in Self-Determination Theory, where behavior is influenced by external rewards or pressures, such as obtaining good grades or meeting course requirements

In addition, the flexibility offered by VBL also serves as a motivating factor. The ability to learn anytime and anywhere—confirmed by 59.6% of respondents agreeing and 28.1% strongly agreeing—provides convenience and autonomy, which are critical in maintaining learner motivation in digital environments. This flexibility supports learners' autonomy, which according to Self-Determination Theory, is a key driver of motivation.

These findings are consistent with previous research. For example, Riswandi (2016) found that YouTube-based learning enhanced students' speaking skills and engagement. Similarly, Hazzard (2011) reported that students preferred video assignments over traditional assessments, indicating greater motivation and involvement. Furthermore, Bahtiyar et al. (2021) demonstrated that educational videos increase engagement compared to text-based materials, while Delfi et al. (2023) supported the use of YouTube as an effective tool in improving literacy skills. These studies reinforce the idea that video-based learning not only supports comprehension and motivation but also fosters a more active and personalized learning experience.

In conclusion, the results showing that the majority of students find video-based learning comfortable and enjoyable, although a small portion perceives no difference or faces challenges that limit its effectiveness. The primary factors influencing students' motivation in learning English through VBL include comfort, enjoyment, clarity, comprehension, and learning flexibility. The integration of key theories—such as Deci and Ryan's Self-Determination Theory and Mayer's Cognitive Theory of Multimedia Learning—helps explain how these factors function to promote student motivation. While the overall impact is positive,

ensuring equitable access to reliable technology and curating appropriate video content is essential for optimizing motivation and learning outcomes.

What are the obstacles students face in maintaining motivation during video-based u-learning?

The results of this study reveal several challenges that students face in learning English through video-based ubiquitous learning (VBL). These challenges stem from technological limitations, learner-specific differences, and content-related issues. Understanding these obstacles is crucial to enhancing the effectiveness of VBL and ensuring equitable access to engaging and supportive learning experiences.

The most prominent challenge identified is the issue of internet connectivity. Although only a small percentage of students disagreed with the benefits of video-based learning (1.8% in terms of comfort), qualitative responses and literature support suggest that poor internet access can disrupt the learning process. Guo, Kim, and Rubin (2014) highlight that video interruptions due to slow or unstable connections often lead to frustration, reduced focus, and disengagement. Inconsistent internet access particularly affects students in rural or under-resourced areas, limiting their ability to access or fully benefit from video content.

Another challenge pertains to the variability in students' learning preferences and cognitive processing abilities. While a majority of students found videos helpful in understanding materials (52.6% agree, 12.3% strongly agree), 35.1% remained neutral. This neutrality indicates that video-based learning might not cater equally to all learning styles. Some students may prefer textual or interactive content over videos, especially when video content lacks interactivity or is overly lengthy. According to Fleming and Mills' (1992) VARK model, learners have distinct preferences (Visual, Auditory, Reading/Writing, Kinesthetic), and reliance solely on video content may fail to address this diversity.

Content quality and curation also present notable challenges. Despite YouTube's accessibility and vast educational resources, the platform does not ensure standardized educational quality. Greeves and Oz (2024) emphasize that students must independently assess the relevance and accuracy of the content they consume, which can be overwhelming or misleading for inexperienced learners. Without proper guidance from instructors, students may encounter content that is either too difficult, unrelated, or pedagogically ineffective.

Furthermore, the lack of interaction in video-based learning can be demotivating for some students. Unlike traditional classroom settings, asynchronous video learning often lacks real-time feedback and peer collaboration, which are critical elements of communicative language learning. As stated by Hrastinski (2008), meaningful interaction is a key factor in sustaining student engagement in online learning environments.

Despite these challenges, YouTube's role in education continues to grow. Research indicates that YouTube has proven to be an effective educational tool, connecting academicians, educators, and researchers globally, and providing engaging content that adds a new dimension to education by making it innovative and creative (Sharma, 2021).

In conclusion, while video-based ubiquitous learning offers numerous advantages, it is accompanied by notable challenges. These include internet connectivity issues, mismatched learning preferences, inconsistent content quality, and limited interaction. Addressing these challenges requires a strategic approach that includes improving infrastructure, offering diverse learning materials, providing instructional scaffolding, and integrating interactive elements to support a more inclusive and effective VBL experience.

CONCLUSION AND IMPLICATIONS

The primary objective of this investigation was to explore the motivational factors that influence students' participation in English language acquisition through video-based ubiquitous learning (VBL). This analysis distinctly centered on the various representations of motivation demonstrated by learners, the elements influencing their motivational environments, and the difficulties experienced in sustaining motivation within this educational setting. The findings present valuable insights into the motivational frameworks that exist within Virtual Blended Learning (VBL) and enrich our knowledge of the impacts of technology-mediated education on student engagement.

The outcomes of the research demonstrated that students manifested both intrinsic and extrinsic types of motivation during their interaction with VBL. From an intrinsic perspective, students expressed a high sense of comfort, relaxation, and engagement with the educational materials presented through videos. This sense of comfort was frequently attributed to elements such as enjoyment, clarity of content, and a perception of autonomy—essential principles highlighted in Deci and Ryan's Self-Determination Theory (SDT). In terms of extrinsic factors, the capability to participate in learning at any time and from any location, along with the utility of video resources, acted as driving forces for students to maintain their educational goals despite external obstacles. These motivational elements, improved comprehension, concentration, and motivation in the process of learning English.

Furthermore, the investigation identified several main factors that influence motivation within a VBL framework. These factors include the facilitation of understanding through dual-channel multimedia input (Mayer, 2009), an enhancement of learner autonomy, and the ability to review content multiple times. However, challenges such as inadequate internet connectivity, limited opportunities for interaction, and variability in learning preferences emerged as significant barriers. These challenges highlight the imperative for inclusive and adaptive methodologies in the design of VBL experiences.

From an academic perspective, this study helps deepen our understanding of what motivates students in digital and ubiquitous learning environments. By combining Self-Determination Theory (SDT) with Mayer's Cognitive Theory of Multimedia Learning, the research introduces a useful framework that links students' psychological motivation with effective teaching strategies. It explains how both internal (intrinsic) and external (extrinsic) motivations can be shaped by the use of digital tools and learning settings, laying a solid foundation for further theoretical exploration.

This study also emphasizes that teachers should choose video content that is not only educationally sound but also interesting and suited to the varied needs of students. Besides that, teachers are encouraged to guide students on how to use video materials effectively and, where possible, combine video learning with interactive features to encourage collaboration and social learning. Technical issues like poor internet access should also be addressed, especially in areas where resources are limited.

The study supports the relevance of SDT in video-based learning, highlighting the importance of giving students a sense of autonomy, competence, and connection—even in self-paced, asynchronous learning formats. It also confirms Mayer's idea that well-designed multimedia learning can greatly improve both understanding and motivation, especially when it helps students avoid feeling overwhelmed. Moreover, the study touches on important social and ethical issues, pointing out that students without stable internet or proper devices face

serious disadvantages. Because of this, schools and policymakers need to take action to close the digital gap so all students can benefit from video-based learning.

In addition, the findings suggest that digital literacy and flexible learning strategies should be part of the school curriculum. Schools should invest in better infrastructure and provide training for teachers so they can confidently apply video-based methods in their teaching. Future research should include a wider range of student backgrounds, such as younger learners or those from different language groups, to see if similar motivational patterns emerge. Later studies might also look at the long-term impact of video-based learning on students' language ability and memory retention.

To sum up, this study confirms that video-based learning is an effective approach to support English language learning by boosting both internal and external motivation. By linking theory with practical data, the study underlines the value of creating digital learning tools that are student-friendly, engaging, and accessible. Solving current challenges and exploring broader applications will be essential to improving the use of video-based ubiquitous learning in the future of education.

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