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**The Effectiveness of Using Videos on the Development of
EFL Learners' Vocabulary**

The Case of First Year English Students at Mohamed Kheider
University of Biskra

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master
Degree in Science of Language**

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Dedications

I dedicate this work to:

My lovely father Mostefa for the encouragements, may Allah protect him

My lovely mother Fatiha for her care and love, may Allah bless her.

My splendid brothers Hatem, Soheib, Anis, and Ahmed Rami.

whom I wish all the best..

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To all my teachers during my academic path from primary school to university

To all who will have the occasion to read this work

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Abstract

Vocabulary has been considered as one of fundamental component of learning a foreign language. Hence, teachers of English are in constant search of what may help learners to improve their vocabulary. Techniques for teaching and learning new words are the subject of concern in many studies. As a matter of fact, teachers must vary their teaching methods in order to teach all students effectively, although videos are considered as one of the effective ways to teach vocabulary, they have not been popularly used in Algerian classroom. The aim of this study is to introduce videos as an innovative technique that helps in facilitating the teaching-learning vocabulary. Therefore, the main focus of this research is to explore how EFL students can benefit from videos to improve their vocabulary repertoire, and whether EFL teachers have positive attitude towards using videos to teach vocabulary as well. In order to prove this hypothesis. The study is conducted by descriptive method, and two questionnaires were used as data gathering tools. They were submitted to both teachers and students at English department of Mohamed kheider University. The findings reveal positive attitudes towards the importance and the use of videos from both sides; teachers and students. In addition, it is confirmed that videos are effective in enhancing EFL students' vocabulary. To conclude, both EFL teachers and students are concerned with the use of videos as a new educational tool for obtaining new experience to achieve better pedagogical results.

List of Abbreviations and Acronyms

A/V: Audio Visual

AVA: Audio Visual Aids

AVM: Audio Visual Materials

CD-ROM: Compact Disk- Read only Memory

EFL: English Foreign Language

ETV: Educational Television

ITV: Instructional Television

PC: Personal Computer

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الملخص

GENERAL INTRODUCTION

Learning vocabulary is a significant part of language, and vocabulary knowledge is the one of important factors in language achievement for learners. Some learners have many English language problems such as poor comprehension, limited vocabulary, and slow reading. On that note, learners need to use further English language support. They need to practise in listening, reading, speaking and writing in order to develop their experiences and skills (Ybarra & Green, 2003). For doing such tasks, they require using various tools which can help them to learn the language easily and effectively, and one of these tools is video.

According to Danan (1992), using technology in classroom is defined as showing images in meaningful contexts. This has been found to be effective vocabulary. Teaching with the help of video is called video aided instruction, as Harmer (2001) states “the use of video tapes has been a common feature in language teaching for many years” (p. 282). It proves that the use of video inside the classroom is not a new technique. The use of this technology within lectures in teaching vocabulary is to advance teaching strategies which increase learners’ memory storage and develop their abilities to learn more and more vocabulary.

In the field of teaching, videos can become an integral part of the curriculum due to their significant effect on the improvement of students’ vocabulary. This research is made to spot light on the impact of using videos to promote EFL learners’ vocabulary by opening the door for both learners and teachers to feed them with ideal ways to teach language learning.

1. Statement of the Problem

The difficulty is seen and observed on the manner of teaching English as a foreign language, because when teachers taught English language in common programmes, they may not serve the process of teaching and learning vocabulary, and will make it more difficult for EFL learners. That is why the present research is about using video technique in teaching language for EFL learners to demonstrate its importance and impact on learning vocabulary.

2. Significant of the Study

It is very necessary to adopt technological assistances as effective methods in the process of teaching and learning. Videos can lead to the target objectives to reinforce vocabulary knowledge, clarify points, and creates excitement, as well as to help students gain knowledge quickly easily and create an attractive learning atmosphere.

3. Aims of the Study

In this study, the aim is to focus on using videos technique during classroom on teaching English vocabulary, because using this technology specially videos has not a large choice comparing to other tools for example text books, because teachers still base their strategies in classroom on traditional ways. For that, this research is carried out to improve the impact of using videos to promote vocabulary knowledge of EFL learners.

4. Research Question

How can the use of videos in teaching and learning process promote first year English students vocabulary?

5. Research hypothesis

This work will show that if the teachers use videos in teaching learning vocabulary, the students will develop their knowledge.

6. Research Method

In this study, we adopt a quantitative research, fully structured and using the descriptive method, due to its appropriateness by using data gathered from the questionnaire to describe and analyze the impact of videos on the improvement of EFL learner's vocabulary. Both the teachers and the students of first year English at Mohamed Kheider University are the population.

6.1. Sampling

The work is concerned with students and teachers of Mohamed Kheider University of Biskra. The sample is about students of first year classes. They are seventy (70) students and thirteen (13) teachers at Mohamed Kheider University of Biskra.

7. Structure of Dissertation

This research is divided into two main parts. The theoretical part which is divided into two chapters and the practical part which is the field work contains only one chapter. The first chapter is about vocabulary teaching and learning which includes the definition of vocabulary, the vocabulary description, teaching vocabulary, and finally learning vocabulary.

Chapter two is about the impact of videos on teaching English vocabulary which includes an overview of educational video, definition of audio , visual aids audio-visual materials,

teaching EFL learners vocabulary by videos , and finally, we focus on advantages of using videos in classroom.

Chapter three: This chapter focuses on the study and the analysis of two questionnaires directed for both students and teachers. Then, some recommendations are required to use videos in the process of teaching vocabulary for EFL learners.

8. Literature Review

Different types of videos such as movies, dramas, documentaries, news, interviews, talk shows and commercials are easily accessible on the Internet these days (Lee, 2004; Sherman, 2003). Using Internet Video Clips for University Students' Vocabulary Development in Blended Learning. With many types of videos files available, second language teachers can choose an appropriate video depending on curriculum, learners' age and proficiency level. Using videos in teaching and learning vocabulary has advantages such as paralinguistic information, verbal presentation of words, and authenticity (Lonergan, 1984; Sherman, 2003; Stempleski, 1991).

Aloqaili (n.d.) from the University of Southampton has mentioned that the visual input of videos offers rich contextualisation cues that assist language learners' overall comprehension. That is, in authentic video, where second language speech is delivered naturally, occasionally at high speed, with the overlapping of various accents, and often tending to be naturally ephemeral, the visual cues either in still or kinesthetic form, such as eye contact, facial expression, body language or actions and movement offered by characters are found to be factors that support learners in listening to comprehend the video content.

A study conducted by Secules and Tomasello (1992) documents the effectiveness of visual cues empirically, where the researchers compared video-based instruction with traditional approaches that mainly focus on exercises and drills for university English speakers learning French. Their findings show that the video-based instruction group outperformed the traditional approach group across comprehension tasks.

CHAPTER ONE

TEACHING AND LEARNING VOCABULARY FOR EFL LEARNERS

Introduction

Vocabulary is considered as a main part of language learning. Most of EFL students enter the university with a poor vocabulary level. Thus, improving their lexical items background becomes one of their biggest concerns. In this chapter a definition of vocabulary as well as its importance is provided. Moreover, the various types of vocabulary are discussed. In addition, the description of vocabulary is added to shed light on word classes, the word formation and the word meaning. Besides, students must be aware of how they can learn new words. Therefore, a number of vocabulary learning strategies will be discussed. Finally, some different techniques that teachers may use in teaching vocabulary will be clearly stated.

1.1. Definition of Vocabulary

The term vocabulary is defined in York English Dictionary for students (1999) as all the words that are used by a person or a group of persons. In Longman Dictionary (2002) vocabulary is defined as “a set of lexemes, including single words, compound words and idioms” (p.580). According to Fouziati (2005) vocabulary is central to language, without sufficient vocabulary one cannot communicate or express his /her ideas both in an oral and a written form. (Gray, 1939, p.1) also considers “vocabulary as an essential means of interchanging ideas and of acquiring new experiences. Man’s growth in ideas has always been accompanied by corresponding expansion of his vocabulary”. Vocabulary is also related to the knowledge of the word and the knowledge of its meaning, so that, the person can communicate with others easily. According to Pyle and Alges (1970) “vocabulary is the focus language with its sound and meaning interlock to

allow us to communicate with one another and it is a word that we arrange together to make a sentence, conversations, discourses of all kinds " (P.96)

1.1.2. The Importance of Vocabulary

Learning a language is based on learning its vocabulary. Most teachers concentrate in their instruction on grammar, and they neglect the importance of vocabulary. Wilkins (1972) wrote that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed " (as cited in Milton, 2009, p.3). Consequently, the message can be transmitted even if the grammar is not correct; nevertheless, no meaning can be conveyed whenever the lexical repertoire is poor. Furthermore, Bromley (2002, p.7) stated that "A large vocabulary promoted precise, powerful, and interesting speaking and writing. When students have a treasure trove of words at their commands, they can understand others 'ideas more easily and, others can understand their ideas more effectively as well ". According to her, vocabulary is the tool that enables students to shape their way of thinking. In other words, students with a large inventory of vocabulary are able to reason, to analyse, to evaluate and to infer in an efficient way. Besides that, students with rich vocabulary achieve higher grades in school.

1.2. Vocabulary Description

The branches of linguistics that are interested in the study of word or vocabulary, its different forms, and uses are lexicography and lexicology. Thus, both of them should be discussed to describe and explore vocabulary in a good way.

1.2.1. Lexicography

The first thing a language learner does when he decides to learn a certain language is to buy a dictionary. Lexicography is a branch of linguistics that is concerned with the

writing and the grouping of words and lexical items in a book i.e. in the form of dictionary. The Oxford English Dictionary (2010) defines the word dictionary as "a book that gives a list of the words of language in an alphabetical order and explains what they mean". To make dictionaries easier to use, words are typically organized in an alphabetical order with information about spelling, the pronunciation, the meaning, and examples of the different usages of the word. The advantage of using the dictionary is that it helps retention, because students who use the dictionary can remember more word meaning than those who had not. In addition, dictionaries are valuable tools for learners since they give them independence from the teacher. But students need to be trained in the use of dictionaries. So, teachers should create occasions where English learners practice their use effectively. Consequently, a person devoted to lexicography is called a lexicographer.

1.2.2. Lexicology

Lexicology is one branch of linguistics that analyses the vocabulary items of a language. According to Jakson and ZéAmvela (2000, p.3), lexicology is the study of lexis; it does not deal only with simple words but with complex and compound words, too. It is concerned with word classes (how they are formed by affixation or compounding), word formation, and word meaning.

1.2.2.1. Word Classification

Word class is a grammatical term used to describe words that belong to the same part of speech. Harmer (2001) believes that the English language is classified in eight 'parts of speech': Noun, pronoun, adjective, verb, adverb, preposition, determiner, and conjunction.

1.2.2.2. Word Formation

Word formation or word building takes three forms; affixation, compounding, and conversion.

1.2.2.2.1. Affixation

Bauer (1983) notes that affixation is the operation of adding a letter or a group of letters to base. Affixes can be divided into prefixes, which are attached before a base (as in dislike, where “dis” _ is a prefix). Suffixes, which are attached after a base (as in successful where, “ful” is a suffix), and infixes, which are attached inside a base.

1.2.2.2.2. Compounding

Compounding or composition is the process of combining two different words that have different meanings to form a new word that have another different meaning.

_ Washing + machine = washing machine

_green + house = greenhouse

1.2.2.2.3. Conversion

Conversions are different word classes, may be used without changing the word form; for example, the word “book” can be: “a book” as a noun, or “to book” as a verb.

In some cases of conversion, the word have the same form but different pronunciations such as , “ present“ / present / (noun or adjective) and “present” / prizent/ (verb). Many involve pronunciation and spelling changes for example, “advice“/ ad'vais /, and “advise” /ad'viz/.

1.2.2.3. Word meaning

Under the subject of word meaning, it is needed to deal with different concepts: polysemy, synonymy, antonymy, or hyponymy which are defined according to the Oxford Dictionary (2010) as follows:

- **Polysemy:** is the state when one word has more than one meaning. For example; fair hair, country fair, and fair person .
- **Synonymy:** is the state in which the words have different forms but identical meanings, such as politician and statesman.
- **Antonymy:** is the state in which the word means the opposite of another word. Usually to define a word, teachers refer to its opposite. For instance, to understand the meaning of the word ‘slow’, educators use its opposite ‘fast’.
- **Hyponymy:** is when a particular meaning of a word is included in another one which is general meaning. For example guitar and piano are hyponymy of ‘musical instruments’.

1.3. Teaching Vocabulary

1.3.1. Principles of Teaching Vocabulary

The status of vocabulary instruction has been highlighted in recent researches. Teachers should be aware of the importance of this language aspect while teaching EFL classrooms. Notably, it is a challenging task for them, concerning what techniques to choose, and what strategies to apply. Schmitt (2008) listed some key principles of teaching vocabulary:

- Build a large sight of vocabulary.
- Integrate new words with previous words.

- Provide a number of encounters with a word.
- Promote deep level of processing.
- Facilitate imaging.
- Make new words “real” by connecting them to the student’s word in some way.
- Use variety of techniques.
- Encourage independent learning strategies.

These principles go in parallel with vocabulary instructions; teachers need to meet almost all of them in order to get effective results. For teaching vocabulary, instructors follow certain order and apply certain techniques that fit the nature of the subject and its objectives.

1.3.2. Techniques for Teaching Vocabulary

Every language is built upon an essential part of vocabulary. Good teachers try to choose the best methods and techniques to teach vocabulary items effectively. Gairns and Redman (1986) divided techniques of vocabulary presentation in the classroom into two groups: visual and verbal techniques.

1.3.2.1. Visual Techniques

1.3.2.1.1. Visuals

Visuals are flash cards, photographs, black board drawing, and wall charts. They are extensively used for conveying meaning, and they are particularly useful for teaching concrete items of vocabulary such as food or furniture, and certain areas of vocabulary such as places, professions, and description of people, actions and activities. For example, a set of pictures illustrating professions could be used as a mean of presenting items such as teacher, doctor, and builder and so on.

1.3.2.1.2. Mime and Gesture

Mime and Gesture are used to supplement other ways of conveying meaning. When teaching an item such as “to swerve “, a teacher might build a situation to illustrate it, making use of the black board and gesture to reinforce the concept.

1.3.2.2. Verbal Techniques

1.3.2.2.1. Use of Illustrative Situations

Illustrative situations depend on the use of the context to make students memorize vocabulary items better. To ensure that the students understand the different words, teachers create situations, and use the same vocabulary items in different contexts.

1.3.2.2.2. Use of Synonymy

Teachers rely on that technique to facilitate the understanding of the new vocabulary and restrict the length of complexity of their explanation. Teachers may use the word “clever” to mean “intelligent”.

1.3.2.2.3. Definition

Definition is not always sufficient to convey meaning. They need to be clarified by adding some illustrations. For instance, the verb ‘to break’ could be used in different contexts. Therefore, one definition cannot be adequate; saying “to break a glass” does not mean the same as when saying “to break a promise”.

1.3.2.2.4. Antonymy

Sometimes, to explain a new item, teachers can use the opposite of this item. For example, to explain the meaning of “good”, teachers can contrast it with the word “bad”.

1.3.2.2.5. Translation

Translation is very effective way to teach vocabulary. Indeed, it is a time saving method. Instead of spending too much time to explain a new word, teachers may use translation as a quick way to deliver the precise meaning of vocabulary .However, that technique should be avoided, because sometimes it does not convey the same exact sense of an item. In addition, if teachers continue to use translation, students will rely too much on their mother tongue, and then they tend to lose the spirit of being in a language learning classroom.

1.3.2.2.6. Using Dictionary

Students can use dictionaries to solve numerous problems whenever they find no teacher or peers to ask. In dictionaries, words are organized alphabetically with information about the spelling, the pronunciation, the meaning and the usage of the word. Learners who make a good use of dictionary will be able to continue learning outside the classroom .i.e. they would be a self -taught students .Also dictionaries are considered as a quick way of finding information. However, relying on that technique too much makes the learners get lazy of using their own resources and guessing the meaning for themselves.

1.4. Learning vocabulary

1.4.1. Learning English Vocabulary as a Foreign Language

Learning EFL vocabulary means learning a language in areas in which English is not the native language that is what makes this process difficult, especially, English language which has one of the largest vocabularies while other languages do not have. This vocabulary amount should be known by each learner in order to well communicate.

Learners of English language should not only learn English words but they also have to know their meaning and functions. They first learn words which they can come across, such as members of family, things at home, some food and drink and so on. Mostly, all textbooks of English language follow this way, especially, in the first units the vocabulary is the same in every textbook. Then, vocabulary differs according to the subject of each unit. Vocabulary has its importance as any other aspect of language for students. Harmer (1991) presents two criteria which are frequency and coverage. The first term means that we teach words according to their frequency of usage; for example, the word 'love' is more frequent than 'innocence'. The latter term means that we should prefer teaching words that stand for more things than just one; for example, the word 'book' has broader meaning than 'notebook' (p.154).

1.4.2. Types of Vocabulary Learning

1.4.2.1. Explicit and Implicit Vocabulary Learning

Ellis (1994) distinguishes two different hypotheses in relation to the process of new vocabulary, the implicit vocabulary learning and the explicit vocabulary learning hypothesis. The definition of both of them focuses on the absence or the presence of conscious operations and awareness. (As cited in Berlitan, Abello Contess, Del Mar Torreeblanca Lopes, 2010, p.3) Ellis (2006) defines explicit learning as 'facts that speakers of a language have learned 'and he claimed that this type of knowledge is conscious and can be verbalized by the learner. (As cited in Doczi & Kormos, 2015, p.121) It is the deliberate attention to new vocabulary items. For instance, learners can use dictionaries to look up the meaning of a new vocabulary they face in a printed text. However Schmitt (2001) defines the implicit learning as "learning without awareness"

(Cited in Jahngard & Akbari , 2012, p. 41) . For example, learners can guess the meaning of an idiom from the text without being taught about it explicitly.

1.4.3. Vocabulary Learning Strategies

One of the biggest challenges that EFL students encounter is learning as much as possible vocabulary, because of the prominent importance of vocabulary as a part of learning English language. Students need to be aware of the different strategies that might help them to perform better and take responsibilities of their own learning. Faerch and Kasper (1980) define “strategy” as being a plan for controlling the order in which some operations are to be performed to improve learning. Many research studies have pointed out that vocabulary learning strategies are necessary in EFL learning. Schmitt (1997; cited in Schmitt, 2000, p.134) mentioned that vocabulary learning strategies are divided into two major categories:

1. Discovery strategies: are used by learners to discover meaning of words.
2. Consolidation strategies: a word is consolidated once it has been encountered.

He categorized vocabulary learning strategies into five sub categories :

1.4.3.1. Determination Strategies

They help learners to discover the meaning of words by themselves with no assistance from peers, such as guessing the words from the context, or using dictionaries.

1.4.3.2. Social Strategies

The learners learn new words through interaction with others. For instance, when facing a new word, learners may observe their classmate or ask their teacher for the meaning of a word.

1.4.3.3. Memory Strategies

“They are strategies, whereby learners link their learning of new words to mental process by associating their existing or background knowledge with the new words” (Schmitt, 2000, p.134). In other words, learners relate the new word with the existing knowledge and the previous experience, by using imagery grouping. The EFL learners tries to find a relationship between a word in his L1 and another word that exists in English. For example, the word “alcohol” in Arabic sounds the same as the word “alcohol” in English.

1.4.3.4. Cognitive Strategies

According to Schmitt (2000, p.136) cognitive strategies “are similar to memory strategies, but are not focused so specifically on manipulative mental processing” More precisely, the focus is on memorizing through keeping vocabulary notebooks, repetition, summarizing meaning, and so on. For example, a learner remembers a new word by making a link between the concept and its picture. This makes it easier and faster to recall these words.

1.4.3.5. Meta Cognitive Strategies

They are strategies related to processes involved in monitoring, and evaluation of one’s progress. It is related to thinking about thinking. One important feature of those strategies is self questioning; where the learner must question everything he faces during learning. For instance, he must question the reason behind pronouncing the ‘s’ sound as / z / in the word ‘dogs’. It means that students are aware of the way they acquire the vocabulary items, which tend to be learned consciously.

Conclusion

To master any language, vocabulary learning must be the first step to move towards the goal. Thus, EFL learners should be aware of the importance of lexical items in developing their knowledge about different dimension of words (word class, word formation, and word meaning). In addition, it is valuable to know the different types of vocabulary, so that learners can understand how words are acquired. Furthermore, learners can develop their vocabulary through using different learning strategies. After all, it is the same for teachers to use some techniques to help students to learn new words. There is no doubt that virtually all foreign language learners and teachers are aware of the fact that learning a foreign language involves the learning of a large number of words, even though, the way to accomplish this task is often of significant concern to them.

CHAPTER TWO

TEACHING ENGLISH VOCABULARY THROUGH VIDEOS

Introduction

Foreign language used to be taught by using traditional methods, such as textbooks and blackboards to facilitate the teaching learning process; however, thanks to the technological development, nowadays, teachers may integrate different materials as video in the classroom to provide their students with clear explanation, trustful information and learning with enjoyment as well, which may lead to good results. Videos are considered as authentic material that can be a good way to teach vocabulary to EFL learners. In addition, videos can motivate students to learn better, and also, they can be effective to provide students with enough knowledge about vocabulary because of the variety of activities that the teacher creates to attract their student's attention. This chapter introduces the use of videos in EFL classroom and their effectiveness on learning vocabulary. Firstly, it will provide an overview of videos which highlights their historical background, and then the use of videos in EFL classroom and their effectiveness on vocabulary learning and their advantages as well.

2.1. Overview of Educational Video

According to Emily (2006), the use of audio-visual materials in the classroom is nothing new. They were first used during World War II as a training tool for soldiers in filmstrips (Hovland, Lumsdaine & Sheffield, 1949). Teachers have recognized the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experience. Both the content and the technology have developed considerably since that time, increasing the availability and the value of A/V materials in classrooms. Content has developed from instructional television (ITV) of the

1950s and 1960s, which allowed the replay of taped lectures, through educational television (ETV), intended to complement classroom instruction rather than compete with it .the educational standards-based videos are designed specifically as supplemental classroom tools. Today, the advent of digital technology in the field is evolving to newer and ever-greater potentials of adaptability.

2.2. Definition of Audio–Visual Aids

Audio visual aids are kinds of useful aids and materials which help both learners and teachers in acquiring and teaching English as a foreign language. Many scholars and different websites have provided suitable definitions for audio visual aids “materials and equipment used in teaching”. Also, they stated that these teaching aids are “materials used by the teacher to supplement classroom instructions or to stimulate the interest of students”. The followings are some definitions taken from different scholar’s views:

- According to Good’s Dictionary of Education audio visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight .
- According to Burton: “ Audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning “
- According to Good: “ Audio visual aids are those aids which help in completing the triangular process of learning that is motivation , classification and stimulation”
- According to Dale: ”Audio visual aids are those devices by the use of which communication of ideas between person and groups in various teaching and training situation is helped. These are also termed as multi sensory materials”

- According to McKean and Roberts: “Audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations.” (cited in Aggarwal, 2014, p.272).

To sum up, those auditory and visual materials used by teachers are programmed in order to facilitate the task of teaching / learning process and create more relaxed atmosphere in the classroom .

2.3. Types of Audio-Visual Materials

2.3.1. Visual Aids Equipments

Visual aids equipments are pictures, photographs, flashcards, posters, charts, cartoons, and Picture-book, they can be useful in different ways to serve vocabulary mastery. Their use attracts learners and increases their curiosity. Visuals prove their effectiveness in creating relaxed classroom environment, and revealed that learners’ vocabulary levels, especially beginners, have shown development through the integration of these materials. Wright (1990, p.6) highlights the role of visuals in all aspects of language “potential of pictures is so great that only a taste of their full potential can be given”.

2.3.2. Audio Aids Equipments

Researchers have shown that 65% of acquired knowledge comes from listening to tape recorder, music, and songs. These audio aids can help teachers introduce new terms and define them. Listening to stories, songs, plays can clarify more the meaning of new items, since they are presented in context. Furthermore, these materials do not only provide the meaning of a word, but also its correct pronunciation. Thornbury (1997)

focused on the importance of word's sound; he suggested that providing songs, rhythms, rhymes are among the best techniques. Pre-listening, while-listening, and post-listening are three main stages teachers and learners go through while using an audio material and each stage has its related activities. Teachers draw their vocabulary objectives at each level of listening.

2.3.3. Audio-Visual Aids Equipments

Audio-Visual Aids Equipments such as videos, computers, and data show are more reliable since they serve the two important senses: auditory and visual one. In this case, learners can see and hear the new words put in context or isolated. The integration of such aids may increase the understanding of words such truck, car, and van. Learners' interest and motivation for example help them to memorize new words easily. Similarly, teachers also use three different stages while integrating the audio-visual materials: pre-viewing, while-viewing, and post-viewing. In each one, teachers use appropriate activities concerning vocabulary.

2.4. Teaching EFL Learners Vocabulary by Videos

2.4.1. Definition of Video

Jim Scrivener (2005, p.351) has stated "Video is simply another classroom tool". Harmer (2001) raised earlier this designation that the video is the best tool that enables learners not only to listen the language but to see it, too. Moreover; videos enclose visual hints such as gestures and expressions that are considered as a guidance for learners to go beyond of what they are listening in order to infer the video's content. So it supports and helps the students for more comprehension. Canning (2000, p.319) explained this valuable tool as: "Video is at best defined as the selection and sequence of messages in an

audio-visual context". The teacher use of video, CD-ROM in classroom allows second/foreign language learners the opportunity to view and actively participate in lessons at their place.

2.4.2. Using Videos in EFL Classroom

In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communication technique. Being a rich and valuable resource, videos are well liked by both students and teachers (Hemei, 1997, p.45). Students like it because video presentation is interesting, challenging, and stimulating to watch. Video shows how people behave in a wide range of communicative situations through language in a cultural context. Teachers make it more interesting and enjoyable, and since they help to promote comprehension of vocabulary. Also, video makes meaning clearer by illustrating relationships in a way that is not possible with words.

2.4.3. Types of Videos

According to Harmer (2001), there are three essential types of video which can be mentioned as follows:

2.4.3.1. Off-Air Programmes

Programmes which are recorded from a television channel are called off-air programme. Some of them are extremely difficult for students to understand, especially when different accents are used.

2.4.3.2. Real-World Video

According to Harmer (2001) there is no reason why teachers and students should not separately publish videotape material such as feature films or wildlife documentaries, and so on.

2.4.3.3. Language Learning Videos

Harmer (2001) had remarked that the main advantage of language learning videos is that they have been designed to student with potential abilities. However, the danger of language learning video is that they fail the quality test because the production is poor, and the situation and the language are inauthentic. The teacher's choice, therefore, has to be limited to those sequences which the students will accept and enjoy.

2.4.4. Video Techniques

According to Harmer (2007) there are a number of teaching techniques which can be used in video lessons. All of those techniques are designed to awaken the students' curiosity, through prediction activities so that when they finally watch the video sequence in its entirety, they will have some expectations about it.

2.4.4.1. Fast Forward

The teacher presses the 'play' button and then fast forwards the video so that the sequence shoots pass silently and at great speed, taking only a few seconds. When it is over the teacher can ask students what the extract was all about and whether they can guess what the characters are saying. (Ibid.)

2.4.4.2. Silent Viewing (for language)

The teacher plays the tape at normal speed, but without the sound. Students have to guess what the characteristic are saying. When they have done this, the teacher plays the tape with sound so that they can check or compare to see if they guessed correctly. (Ibid.)

2.4.4.3. Silent Viewing (for music)

The same technique can be used with music. Teachers show a sequence without sound and ask students to say what kind of music they would put behind it and why.

When the sequence is shown again with sound, students can judge whether they chose the same word or not. (Ibid.)

2.4.4.4. Freeze Frame

At any stage during a video sequence the teacher can ‘freeze’ the picture, stopping the participants dead in their tracks. This is extremely useful for asking the students what they think will happen next or what the character will say next. (Ibid.)

2.4.4.5 Partial Viewing

One way of provoking the students’ curiosity is to allow them only a partial view of pictures on the screen. We can use pieces of card to cover most of the screen and remove them one-by-one so that what is happening is only gradually revealed. A variation of partial viewing occurs when the teacher uses a large “divider”, placed at right angles to the screen so that half the class can only see one half of the screen, while the rest of the class can see other half. Then they have to say what they think the people on the other side have seen. (Ibid.)

2.4.5. Stages of the Setting Videos in Classroom

Generally, the employment of each instructional video follows three main stages: previewing, viewing, and post viewing.

2.4. 5.1.Pre-Viewing Stage

Pre-viewing stage is the phase that precedes each video, used by the teacher in order to assess students’ knowledge and interest. “Previewing video is the sum of activities that are done before watching a video which help prompt students’ schemata and background knowledge” (Emily, 2006, p.21).

2.4.5.2. Viewing Stage

Within this phase, students' role is to do activities either by stopping the video or not. "Viewing video means having a task while watching the video when students perform tasks and activities during the video, either with or without the teachers' pause the video"(Ibid).

2.4.5.3. Post Viewing Stage

Mostly, in this phase students do activities about what is happen in the video. "During post viewing video and after watching the video, the students practice the language forms and vocabulary encountered in the video. Students might discuss, retell, role-play or complete exercises" (Ibid).

2.5. Advantages of Using Videos in Classroom

Videos have numerous advantages; they make learning active and make all the students integrated in videos lessons by interacting and participating; which are summarized according to Emely (2006) as follows: Videos can focus on information that cannot be readily presented in traditional classroom because of many constraints such as size, location and so on , they hold students' attention effectively if they are used as a part of an active learning strategy, videos are considered as an effective delivery system because they contain a combination of visual and aural information, they also offer the occasion for students to test their comprehension in situations that they may meet and that cannot be otherwise realistically created in classes. Videos also can include a level of authenticity to what student are learning by showing them many aspects of communication such as body language and gestures, and cultural symbols. Finally, the major impact of the employment of instructional videos is the creation of motivation

especially when the students naturally lack motivation and their teacher is unable to motivate them.

Conclusion

In this chapter, the meaning of videos and its use in EFL classroom have been discussed in addition to its effectiveness on learning new items of vocabulary. Videos have many advantages that make foreign language learners take profit from them and enhance their level. Then, the most focus has been on the thing that teachers must put in mind to use videos probably in classroom, and must be aware of the things they provide their student with, and of course, as an important point. It can be concluded that the use of technology is nowadays unavoidable in the classroom when it is used appropriately. Hence, videos are quite beneficial for learners and teachers as long as they are considered as educational tools.

CHAPTER THREE

THE FIELD WORK

Introduction

The research is intended to explore the efficacy of using videos to enhance EFL student's vocabulary at Mohamed Khider University of Biskra. This implies exploring how videos can be used by both students and teachers to improve the vocabulary knowledge. The research examines two complicated variables which are vocabulary and videos, thus it needs much time to cover both variables in a good way. In order to reach better results for this research, the descriptive method is used to describe, analyze, and interpret the student's and teacher's questionnaire. Therefore, the findings are carefully discussed in order to answer the research questions, and to test the research hypotheses produced in the introduction.

3.1 Population and Sample

The population used for this study is composed of 809 students first year at English department of Mohamed Khider University of Biskra. The students' selection is at random. Due to the limited amount of time, we have chosen to work with only 70 students (8, 65%). The selection of this sample was based on the fact that the first year is considered as the basic level for students to construct their rich vocabulary repertoire. The teachers who participated in answering the teacher's questionnaire were selected randomly from the English department. They were 13/67 (19, 40%) teachers of different modules; with different teaching experience. We have chosen those teachers to provide us with their views about using videos as a teaching material to improve student's vocabulary.

3.2. Questionnaire for Students

3.2.1. Aim of the Questionnaire

The student's questionnaire aims to collect the necessary data, through the descriptive method, in order to investigate the impact of using videos to promote student's vocabulary. In addition, it explores how students will benefit from this technological tool to develop their vocabulary knowledge.

3.2.2. Description of the Student's Questionnaire

The questionnaire is distributed to the first year students of English language at Mohamed Khider University of Biskra. The student's questionnaire consists of three sections; the first includes general information about the students, with four questions devoted to age, gender, Bac stream and personal choice to study English. The second section was designed to have an idea about learning vocabulary. Finally, the third and last section is made to provide us with information and opinions about the use of videos in learning vocabulary.

3.2.3. Analysis of the Questionnaire

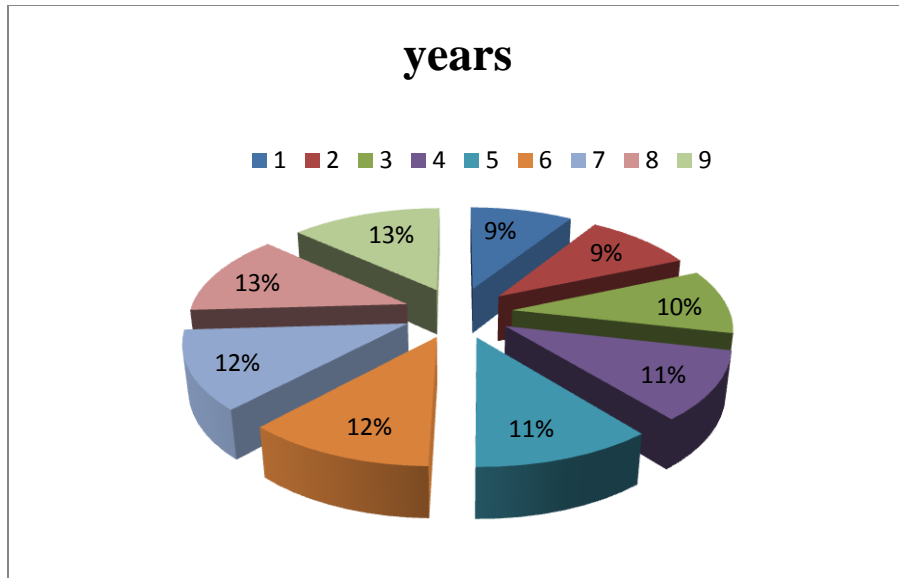
After data collection, the obtained result have been interpreted, and then discussed.

Section One: General Information

Question 01: Students' Age

Years	17	18	19	20	21	22	23	24	25	Total
Number	4	11	19	13	8	5	5	2	3	70
Percentage	5,71	15,72	27,14	18,57	11,43	7,14	7,14	2,86	4,29	100

Table3.1. Student's Age Distribution



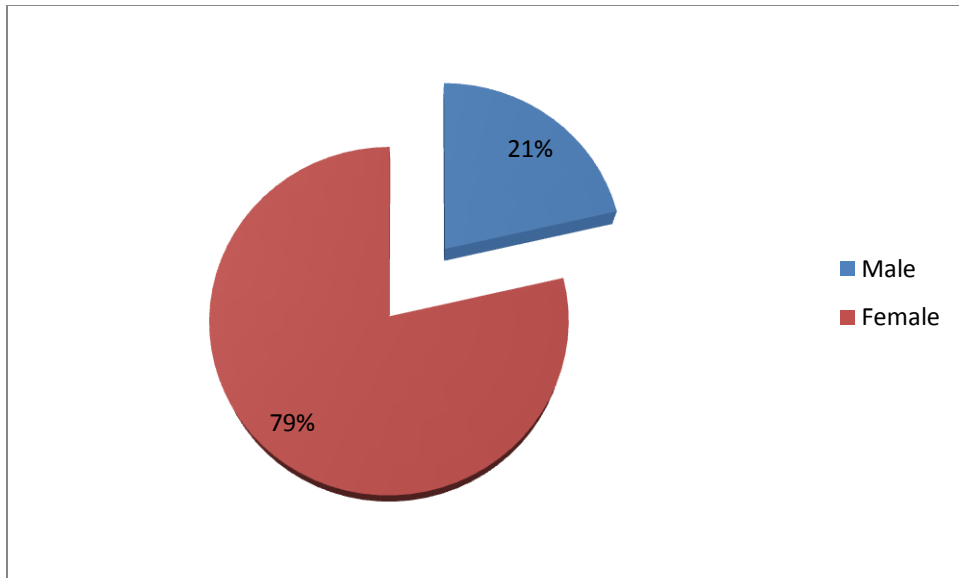
Graph 3.1. Student’s Age Distribution

Table 1 shows the participant’s age distribution. The majority of them are aged between (18-21) they are new baccalaureate holders. Only 3 students are aged of (25) .In general, student’s age between en (17-25).

Question 2: Students ‘Gender

Gender	Male	Female	Total
Number	15	55	70
Percentage %	21,43%	78,57%	100%

Table 3.2. Student’s Gender



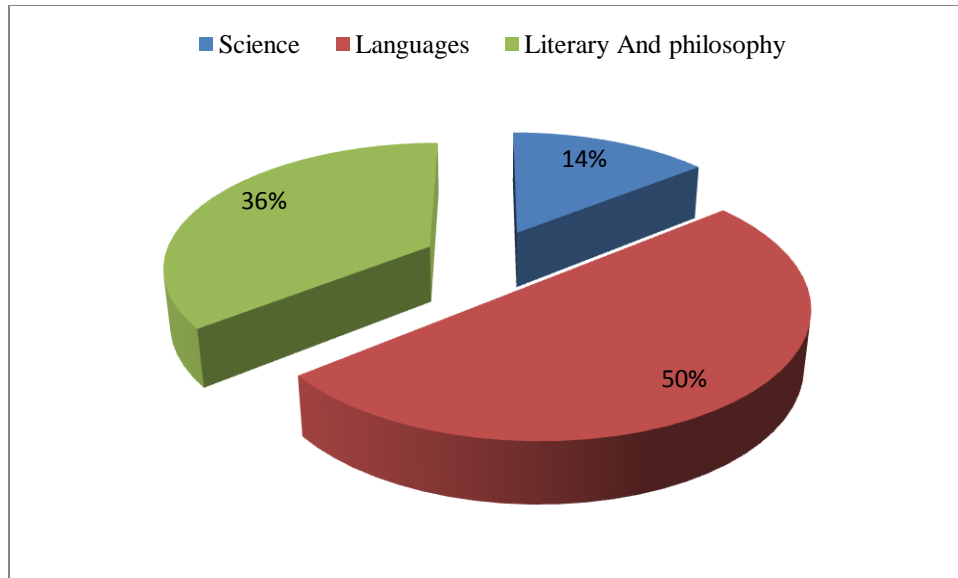
Graph 3.2. Students' Gender

The result in table 2 shows that most participants are females (78, 57 %); however, the rest of them are males (21,43%). This shows that English is the target foreign language for girls rather than boys.

Question 03: Student's Bac Stream

Option	Number	Percentage
Science	10	14,29%
Languages	35	50%
Literary And philosophy	25	35,71%
Total	70	100%

Table 3: Students' BAC Stream



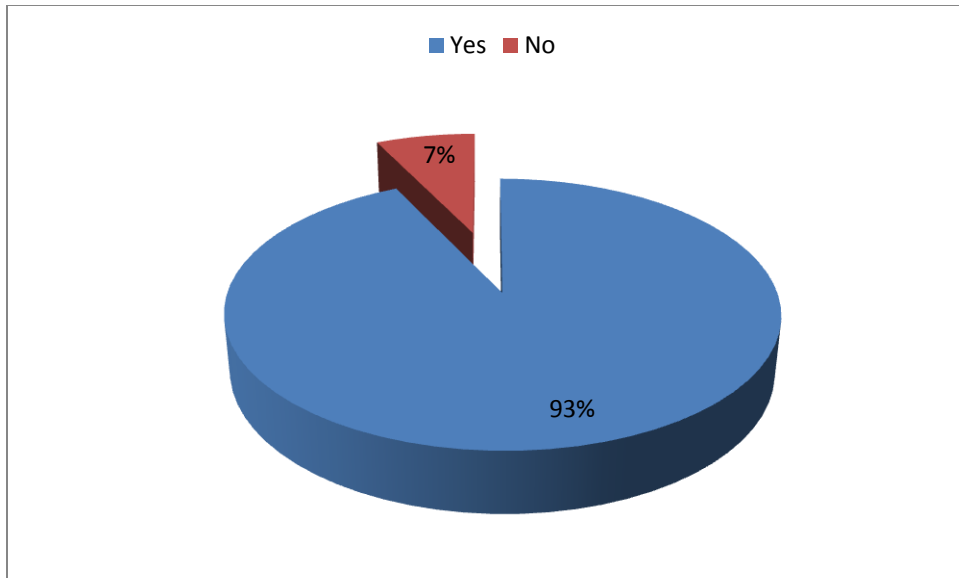
Graph 3.3. Students' BAC Stream

We Found that the majority of the students (50%) answer that their BAC streaming was language. Others (14, 29%) answer that their BAC stream was sciences, and the rest (35, 71%) answer that their streaming was literary and philosophy.

Question 04: Student's Personal Choice to Study English

Option	Number	Percentage
Yes	65	92,86%
No	5	7,14%
Total	70	100%

Table 3.4. Students' Personal Choice to Study English.



Graph 3.4. Students' Personal Choice to Study English

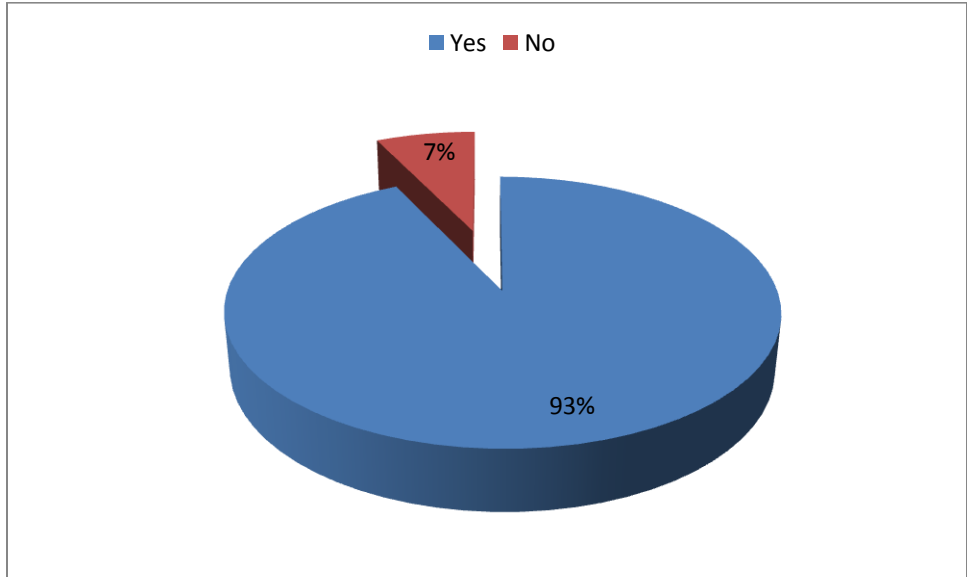
The question was about justifying the personal choice to study English; the majority of the students (92,86%) have claimed that English is their choice; whereas students (7,14%) are imposed on them to learn English. Somehow the answer indicates that students have a determination and a desire to learn the language.

Section Two: Learning Vocabulary

Question 01: Are you motivated to learn English language?

Option	Number	Percentage
Yes	65	92,86%
No	5	7,14%
Total	70	100%

Table 3.5.Learners'Views towards their Motivation.



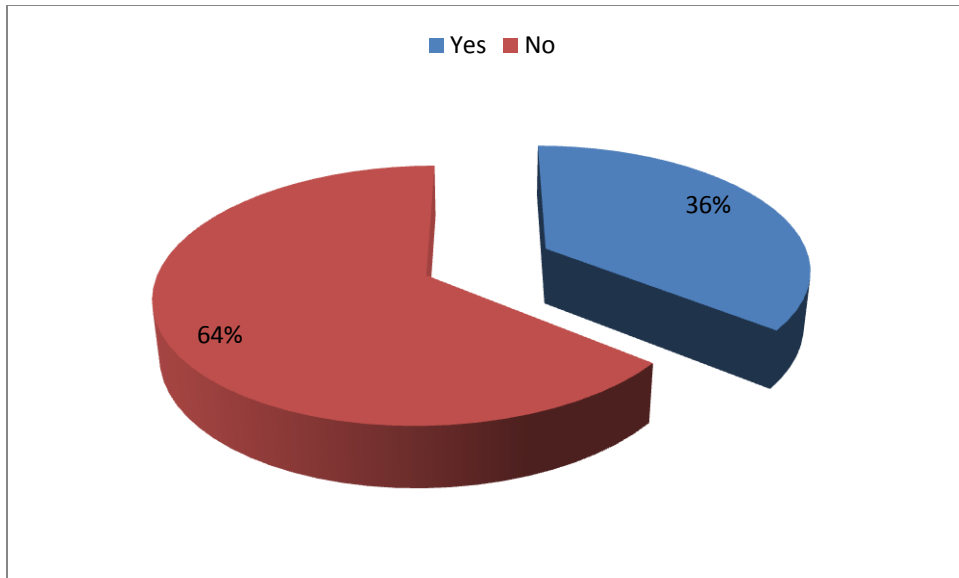
Graph 3.5. Learners’ Views towards their Motivation

The majority of students (92,86 %) said that they are motivated to learn English, but (07.14%) of them are not attracted in learning this language.

Question 02: Do You Concentrate More During Lectures?

Option	Number	Percentages
Yes	25	35,72%
No	45	64,27%
Total	70	100%

Table 3.6. Students’ Views towards their Concentration during Classes.



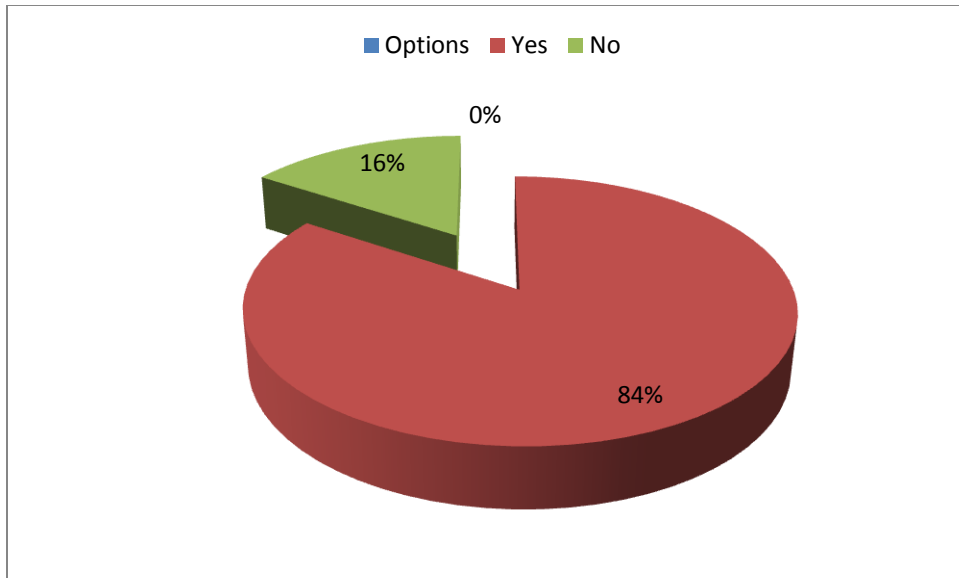
Graph 3.6. Students' Views towards their Concentration during Classes

From the responses, The majority of students (64,27 %) claims that they do not concentrate during English lessons and only (35,72 %) from them whom concentrate in classes. Unfortunately, the majority of the students do not concentrate in lessons.

Question 03: Do you have any problems in learning vocabulary?

Options	Number	percentage
Yes	59	84,29%
No	11	15,71%
Total	70	100%

Table 7: Students' Vocabulary Problems



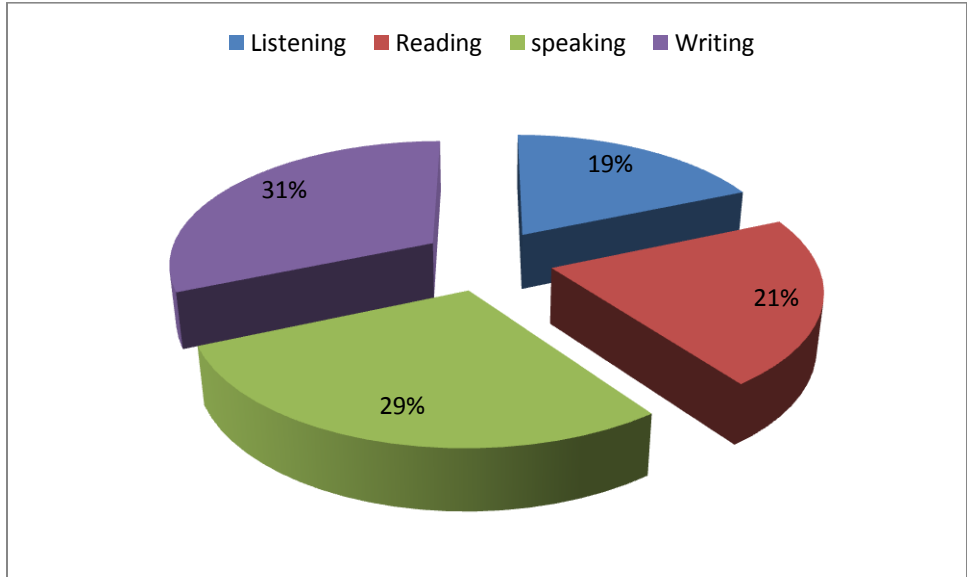
Graph 3.7. Students' Vocabulary Problems

The opinions are as expected, the first about (84,29 %) of first year LMD students have problems related to vocabulary, whereas (15,71 %) of them claim that they do not have problems in vocabulary.

3.1. If yes, in which skills ?

Skills	Number	Percentage
Listening	13	18,57%
Reading	15	21,43%
speaking	20	28,57%
Writing	22	31,43%
Total	70	100%

Table 3.7.1. Students' Vocabulary Problems



Graph 3.7. 1. Students' Vocabulary Problems

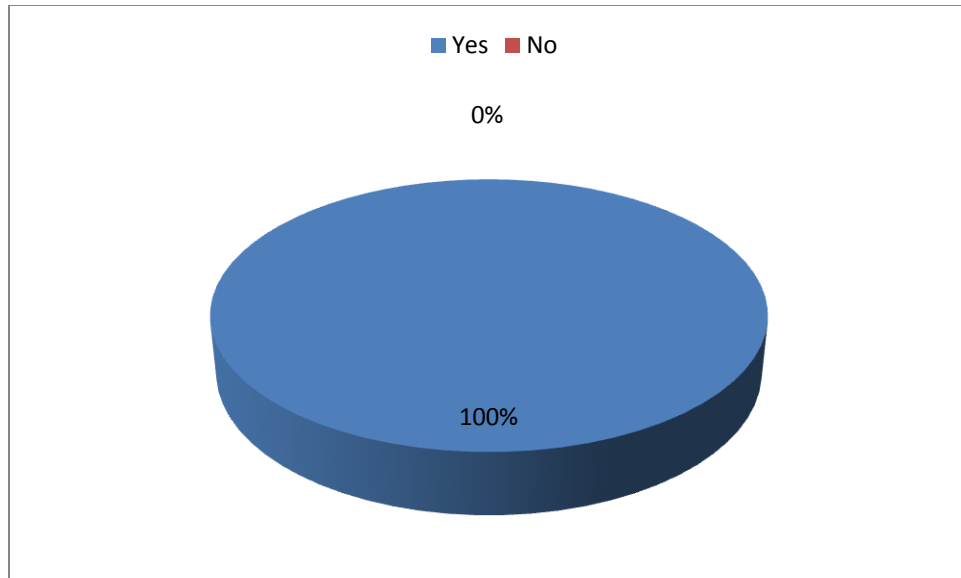
The majority of students said that they have problems related to vocabulary mainly in writing (31,43 %) and then in speaking with(28,57 %) . Reading comes in the third class with (21, 43 %) of student's answers, and finally, Listening skill problems with only (18,57 %).

Section Three: About the Use of Videos in Learning Vocabulary

Question 1: Do you think that audio videos are good way to present a lesson?

Option	Number	Percentage
Yes	70	100%
No	0	0%
Total	70	100%

Table 3.8. Students' Answer about videos as a Good Way to Present a Lesson.



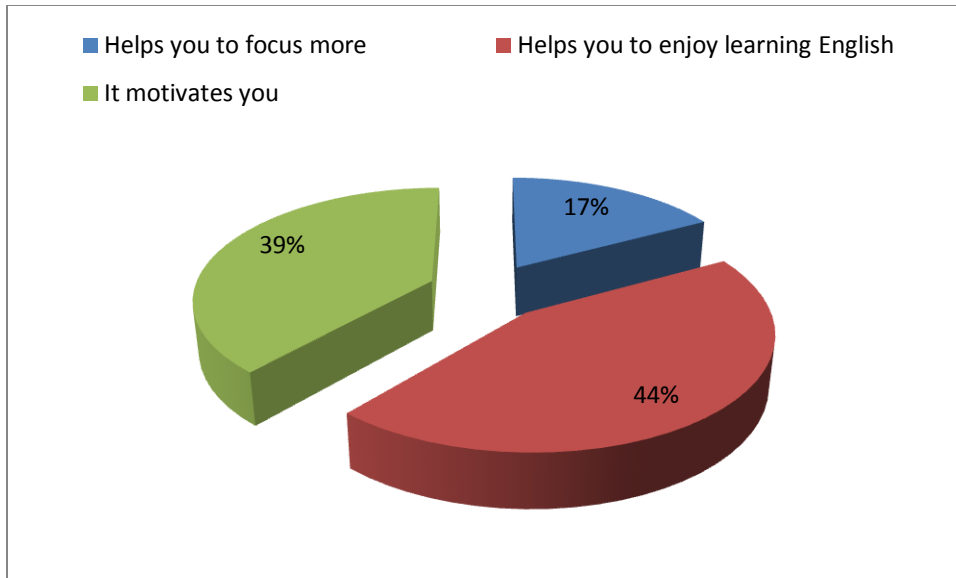
Graphs 3.8. Students' Answer about Videos as a Good Way to Present a Lesson.

The answers of this question were all positive. All students' responses (100%) reflect that videos constitute a good way to present a lesson.

1.1. If yes :

Option	Number	Percentage
Helps you to focus more	12	17,14%
Helps you to enjoy learning English	31	44,29%
It motivates you	27	38,57%
Total	70	100%

Table 3.8.1. Students' Opinion about Videos.



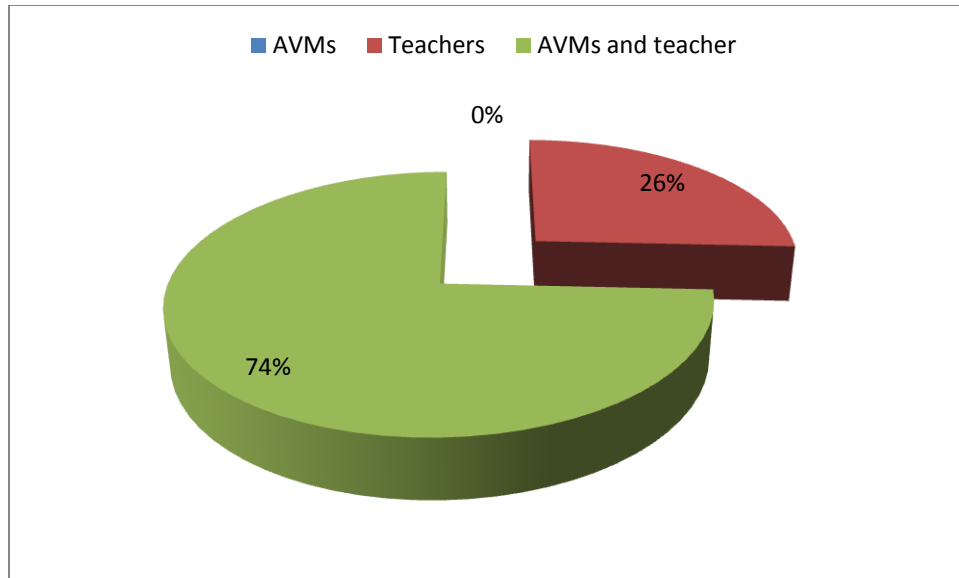
Graph 3.8.1. Students' Opinion about Videos

(44, 29 %) of first year students believe that videos help them to enjoy learning English language, while (38,57 %) think that videos make them motivated. (17, 14 %) of them state that videos can help them to focus more.

Question 2: Do you prefer learning through?

Options	Number	percentage
AVMs	0	0%
Teachers	18	25,71%
AVMs and teacher	52	74,29%
Total	70	100%

Table 3.9. Preferable Learning Method.



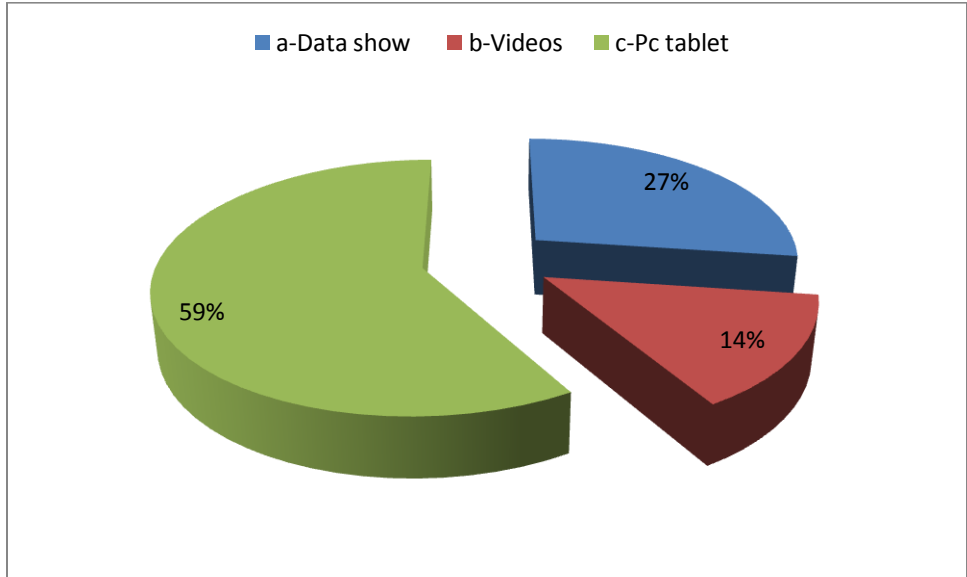
Graph 3.9. Preferable Learning Method

The majority of students (74,29 %) prefer learning through both Audio Visual Materials and teacher while (25,71 %) of them prefer learning through teacher without using videos assistance and zero number (0 %) prefer Audio Visual Materials only.

Question 3: What kind of AVMs you prefer to learn with?

Student's opinion	Number	Percentage
a-Data show	19	27,14%
b-Videos	10	14,29%
c-Pc tablet	41	58,57%
Total	70	100%

Table 3.10. Students' Preferable Audio Visual Materials



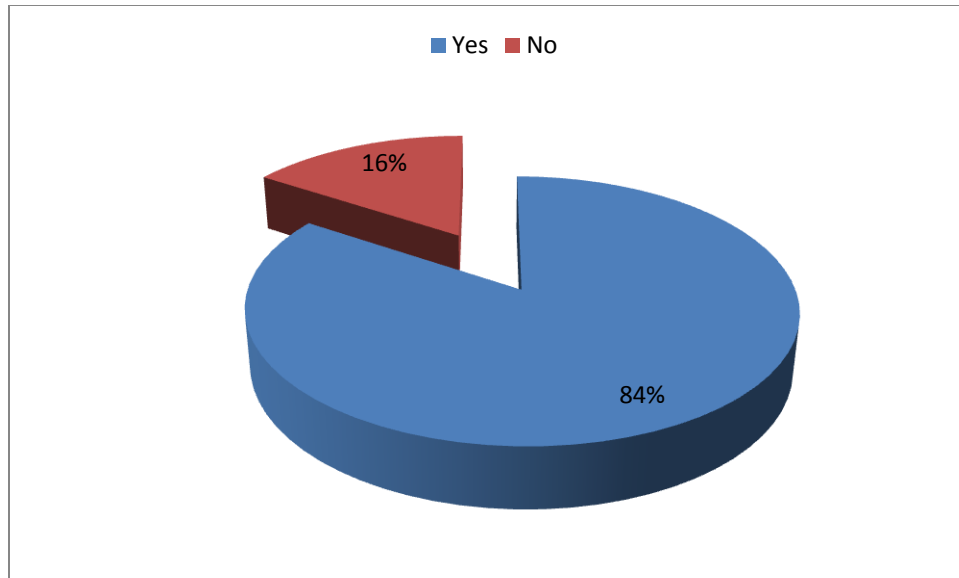
Graph 3.10. Students' Preferable Audio Visual Materials

Table 3.10 shows that, (58, 57 %) of students who prefer to use personal computer and tablet when learning. While (27, 14 %) prefer the use of data show. The rest of students which represent (14, 29 %) like videos as a learning tool.

Question 4: Do you think that videos can facilitate acquiring new vocabulary?

Options	Numbers	Percentage
Yes	59	84,29%
No	11	15,71%
Total	70	100%

Table 3.11. Videos and Vocabulary Acquisition



Graph 3.11. Videos and Vocabulary Acquisition

Table 3.11 shows that the majority of the students see the use of videos can facilitate their acquiring of new vocabulary with (84,29 %) ,whereas (27,14 %) of students do not agree.

3.2.4 Discussion of the Results of the Students' Questionnaire

The first four answers show the background information that helps us to better know the students. The answers to question 05 to 07 represent learning vocabulary; they show that motivation is needed to obtain concentration during lessons in classroom to avoid problems about learning vocabulary. The answers from question 08 to question 11 indicate the use of videos in learning vocabulary; they confirm that videos are a good way to present lessons, make them more enjoyable in the process of learning. In addition to that, students prefer to learn through teachers and AVMs with all its types, which facilitate acquiring new vocabulary. The students have positive attitude toward using videos, they believe that they reduce the skills problem. Finally, the students confirm the

teachers' role to employ the audiovisual aids (videos) in classroom to enhance their vocabulary knowledge which impact the other skills.

3.3. Questionnaire for Teachers

3.3.1. Aim of the Questionnaire

This questionnaire is concerned with EFL teachers of Mohamed Khider Biskra University. It is made for the purpose of using videos as an effective tool for teaching, and also, to consider the teacher's attitudes and opinions about the use of videos in EFL classroom.

3.3.2. Description of the Teachers' Questionnaire

The questionnaire consists of (09) questions. It tries to obtain information about the teacher's experience in teaching English, student's vocabulary level. Additionally, it investigates teacher's attitudes toward using videos in EFL classroom.

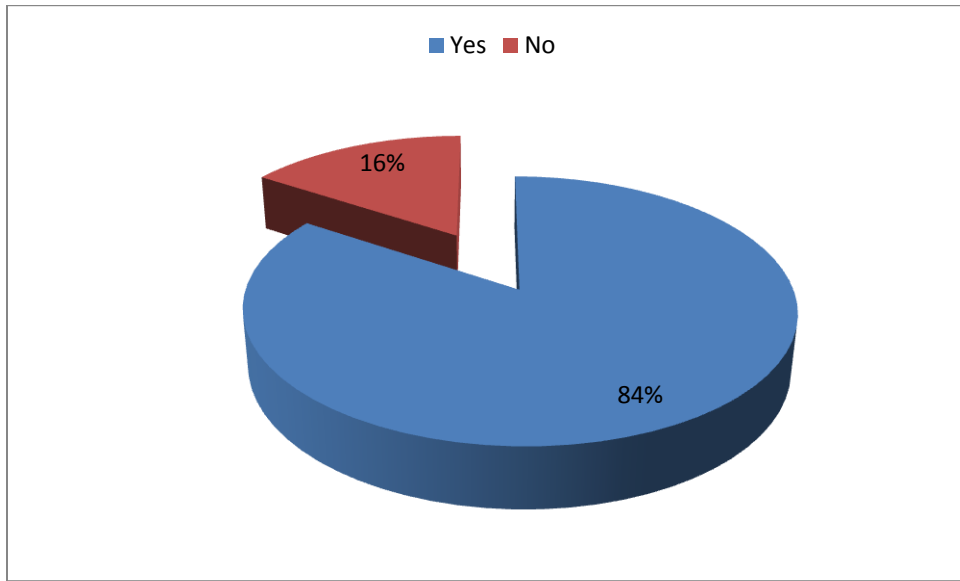
3.3.3. Analysis of teachers' Questionnaire

Section One: Teaching / Learning Foreign Language Vocabulary

Question 1: Are you satisfied with the students' general achievement?

Option	Numbers	Percentage
Yes	0	0%
No	13	100%
Total	13	100%

Table 3.12. Teachers' Satisfaction about Student's General Achievement



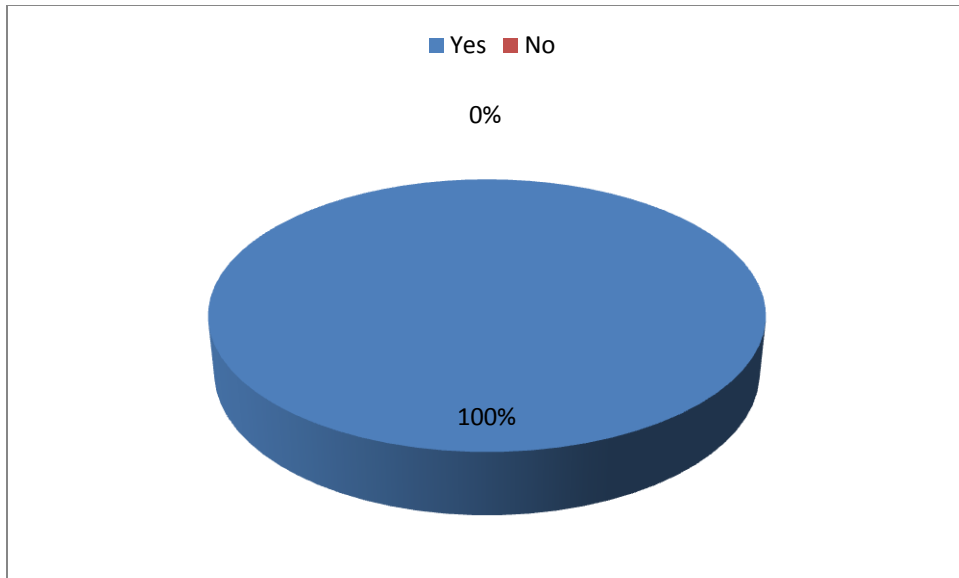
Graph 3.12. Teachers' Satisfaction about Student's General Achievement

The answers of this question were all negative. All the teachers are not satisfied with student's general achievement.

Question 2: Are your students motivated to learn English as a foreign language?

Option	Number	Percentage
Yes	13	100%
No	0	0%
Total	13	100%

Table 3.13. Teachers' Views about their Students' Motivations to Learn English Language.



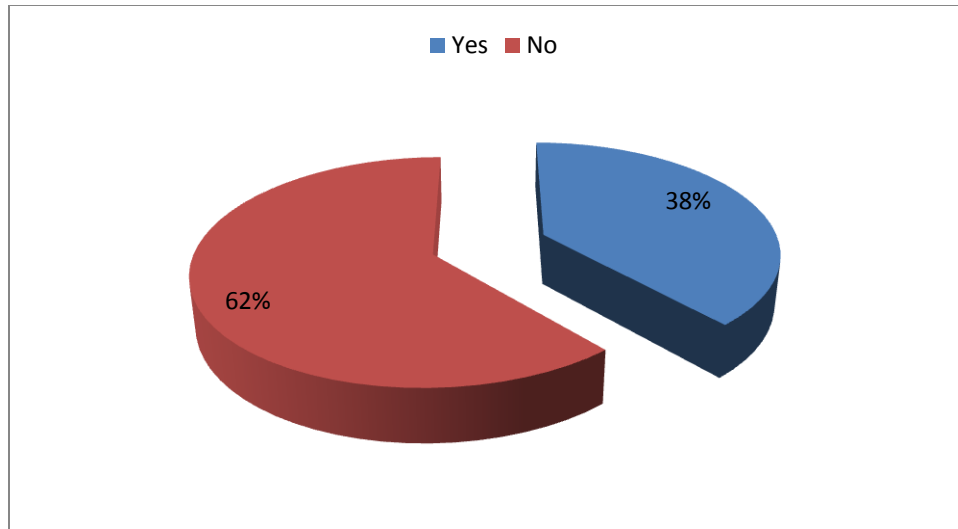
Graph 3.13. Teachers' Views About Their Students' Motivations to Learn English Language.

The answers of this question were all positive. All teachers' responses (100%) claim that students are motivated to learn English language.

Question 3: Do your students face difficulties in learning English as a foreign language?

Option	Number	Percentage
Yes	5	38,46%
No	8	61,54%
Total	13	100%

Table 3.14. Teachers' Views about the Difficulty of Learning English as a Foreign Language



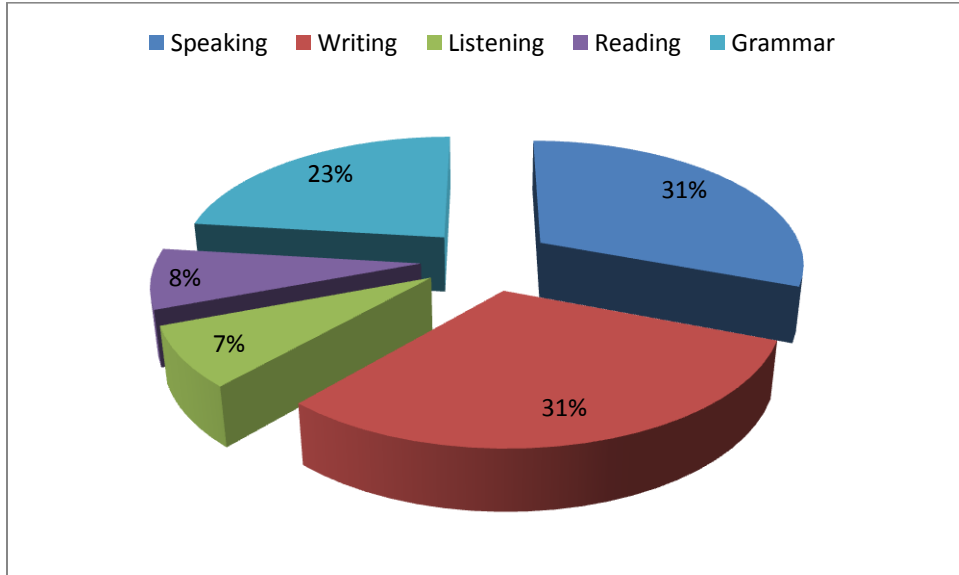
Graph 3.14. Teachers' Views about the Difficulty of Learning English as a Foreign Language

The majority of teachers' responses (61, 54 %) said that learning English language is not a difficult task, but (38, 36 %) of them find that a minority of student face some difficulties in learning English.

Question 4: Do your students encounter difficulties in writing, listening, speaking, reading, or grammar?

Options	Number	percentages
Speaking	4	30,77%
Writing	4	30,77%
Listening	1	7,69%
Reading	1	7,69%
Grammar	3	23,08%
Total	13	100%

Table 3.15. Students 'Difficulties in Learning English



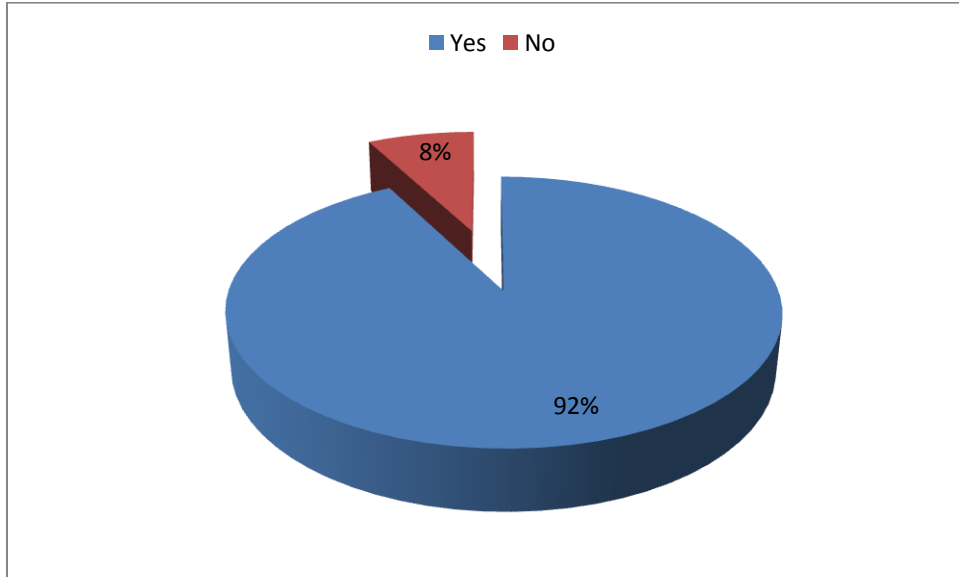
Graph 3.15. Students ‘Difficulties in Learning English

(30.77%) of teachers agree that students have difficulties in speaking and writing. (23.08 %) of them see that there is difficulties in grammar. And finally, (7.69%) the rest of the teachers notice difficulties in listening and reading skills. Thus, the majority of students have difficulties in speaking and writing then in grammar.

Question 5: Do they also have difficulties in learning vocabulary?

Options	Number	percentages
Yes	12	92.31%
No	1	7.69%
Total	13	100%

Table 3.16. Teachers’ Views about the Difficulties of Learning Vocabulary by their Students.



Graph 3.16. Teachers' Views about the Difficulties of Learning Vocabulary by their Students.

A rate of (92.31%) from the responses said that students have difficulties in learning vocabulary but only (7.69 %) said that students do not face difficulties in learning vocabulary. The majority of teachers claim that their students find learning vocabulary as a difficult task because they cannot memorize new words by using traditional teaching techniques.

If yes, what are the difficulties?

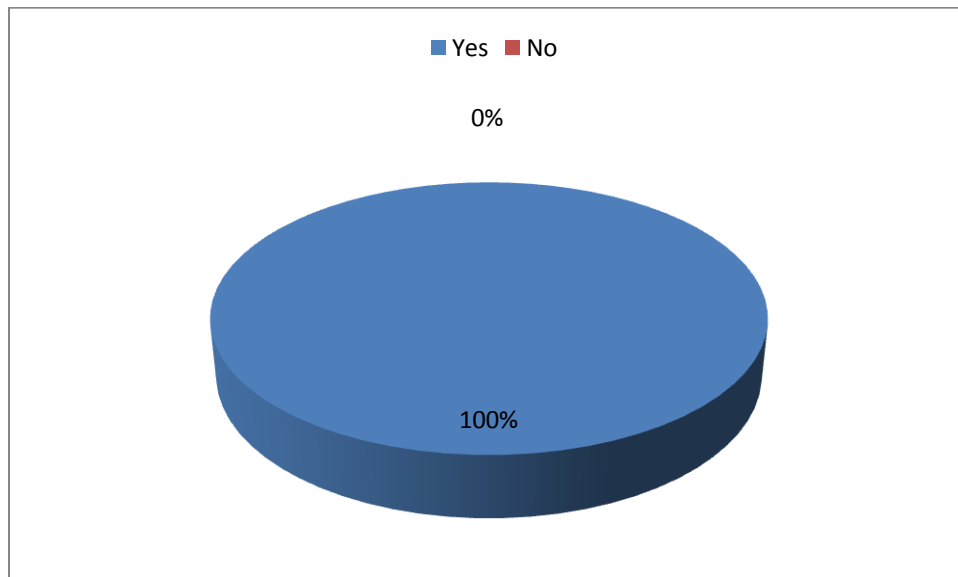
Most of the time students learn new words without referring to them in context or even by showing them an image related to the word; to catch the meaning, and then memorize them, so they find difficulty to recall this vocabulary when needed.

Section Two: Using Videos in Teaching English Vocabulary

Question1: Do you think that the use of video in classroom is important for students achievements?

Option	Number	percentages
Yes	13	100%
No	0	0%
Total	13	100%

Table 3.17. Teachers' View about the Importance of Videos



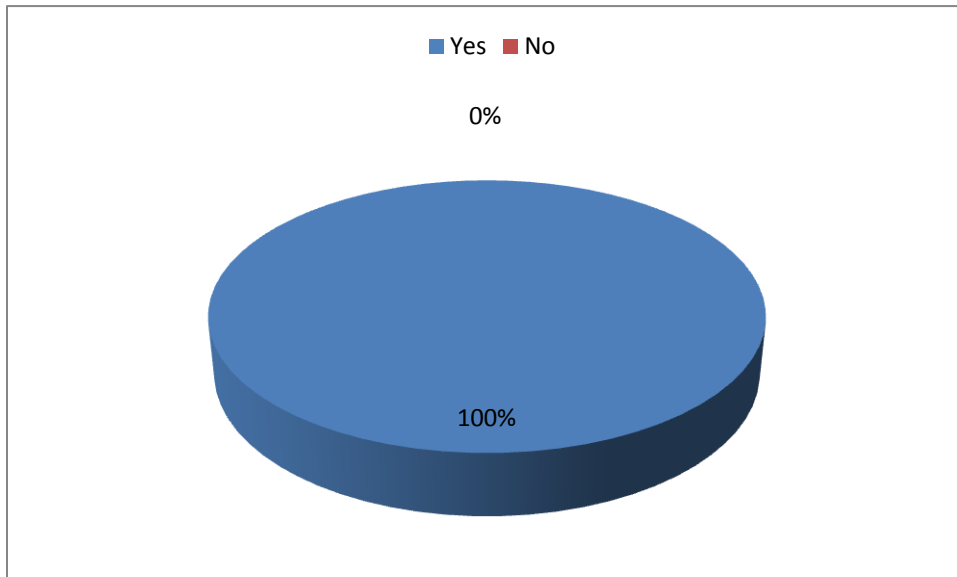
Graph 3.17. Teachers' View about the Importance of Videos

In this question (100 %) of the teachers mentioned that videos are used frequently in their classrooms, which are very important in the better achievement of students.

Question 2 : Do you think that the use of videos will improve students' vocabulary knowledge?

Option	Number	percentages
Yes	13	100%
No	0	0%
Total	13	100%

Table 3.18. Teachers' who Think that the Use of Videos Will Enhance Students' Vocabulary Knowledge.



Graph 3.18. Teachers' who Think that the use of Videos will Enhance Students' Vocabulary knowledge.

All of the teachers (100%) affirm that the use of videos will help student to improve their vocabulary knowledge.

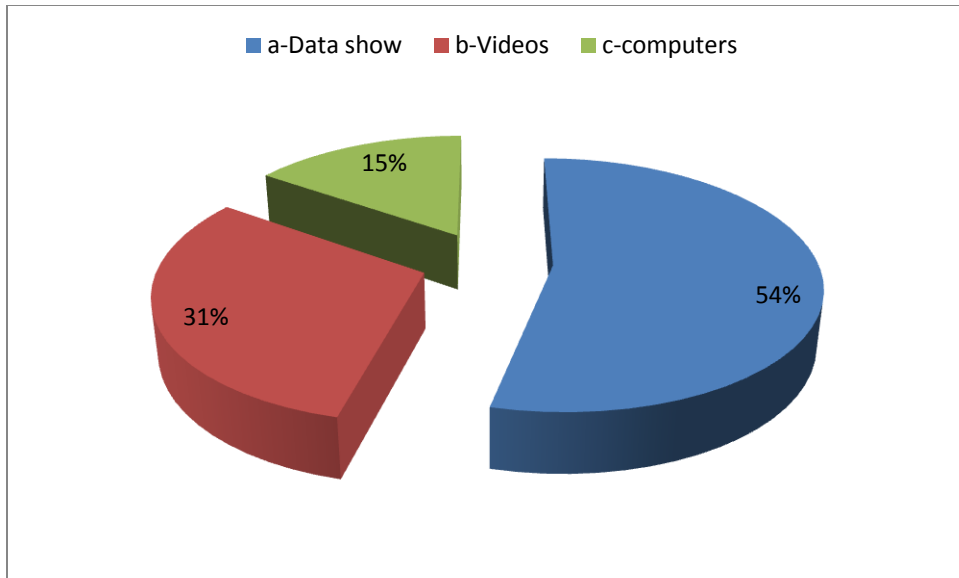
2.1 If yes, how?

All teachers agree on the point that the implementation of videos in teaching vocabulary leads to obtain satisfied results. They state that the presence of audio visuals materials increase students' interest, motivation and feeling of enjoyment. Additionally, they declare that these tools help students to better remember and recall words.

Question3: What kind of Audio Visual Materials do you prefer to teach with?

Student's opinion	Number	Percentage
a-Datashow	7	53.85%
b-Videos	4	30.77%
c-computers	2	15.38%
Total	13	100%

Table 3.19. Teachers' Preferable Audio Visual Materials.



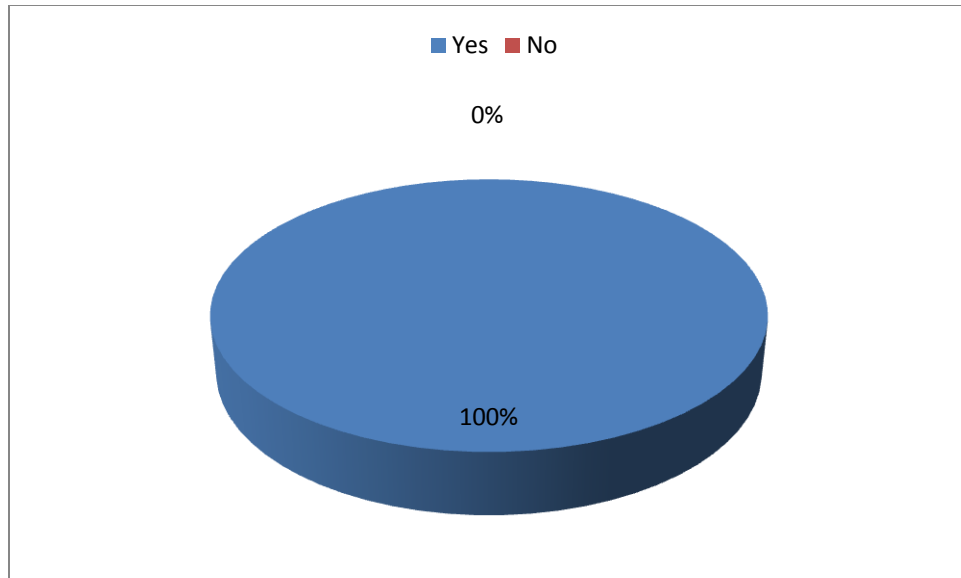
Graph 3.19. Teachers' preferable Audio Visual Materials

For (53.85 %) of teachers, datashow is preferable tools to deliver a lesson. Whereas, (30.77 %) of them prefer videos, and the last rate of responses show that computer take the lowest rank with (15.38 %).

Question4: Do you think that the use of videos improve the participation of students?

Option	Number	percentages
Yes	13	100%
No	0	0%
Total	13	100%

Table 3.20. Teachers who Think that the Use of Videos will Enhance Students' Participation



Graph 3.20. Teachers who Think that the use of Videos will Enhance Students' Participation

The answers of this question were all positive. All the teachers (100%) affirm that the use of videos will help students to participate in classroom.

3.3.4. Discussion of the Results of the Teacher's Questionnaire

The findings from the teachers' questionnaire demonstrate that teachers have a positive attitude about audiovisual aids. Using videos as a technique would be useful for the students to learn new vocabulary; however, a significant number of teachers are not satisfied with the students' general achievement because they noticed that students lack vocabulary which in turn affect their learning, especially the speaking and writing skills. Teachers who use audiovisual aids think that videos are important for students' achievement. These results confirm the hypothesis which states the relationship between

using videos and the improvement of the student vocabulary. Furthermore, using videos improve students' participation which consecutively, helps acquiring new vocabulary and exchanging ideas and information. As a result, students would be able to build new vocabulary and activate their knowledge simultaneously.

Conclusion

The results from this research can be divided into two main parts: EFL learners' positive attitude concerning the use of videos to enhance their vocabulary level, and the positive points of teachers' view concerning the use of such tools in the educational setting, in order to ameliorate their students' feedback of vocabulary. In this research, it was meant to be proved that the use of videos can be beneficial to help students in enriching vocabulary.

Through simple field of work, students and teachers have been investigated through attitudes concerning the use of that authentic material in the pedagogical setting. By the end of this chapter, it can be said that the findings showed that the students seem to be very interested towards the use of videos inside the classroom for the reason to improve their vocabulary. Teachers also showed their interest towards the integration of videos in EFL classes and they believe that videos have a positive effect on the learners' vocabulary development, and it can be a useful tool for the teachers as well.

Recommendations and Suggestions

The investigation conducted throughout this research highlights the impact of using videos to promote EFL learners' vocabulary. At the end of this research, it can be said that in order to be able to integrate that material in the process of teaching and learning English as foreign language, some conditions need to be addressed:

- Administration must provide teachers with supplements (PCs, CD, data show, monitors) to facilitate the use of videos in classroom.
- Teachers should guide their students in order to develop vocabulary through raising their awareness of different learning strategies.
- Teachers must vary their techniques to make learning more motivating.
- Teachers must direct their learners' attention to videos as learning tool, instead of just using it for entertainment.
- Students should be encouraged to be autonomous learners. That can be done through advising them to watch videos even out of the classroom.
- Teachers must be attentive when selecting the type of videos, so that it can be compatible with the educational program.
- Curriculum designers should be aware of the integration of videos in the field of education.

GENERAL CONCLUSION

The present research attempted to show the use of videos in EFL classroom to improve first year students' vocabulary. It aimed to investigate whether both EFL teachers and students use videos to support their teaching and learning process in general, and enrich vocabulary in particular. It was undertaken to test the hypotheses and answer the research question stated earlier.

This dissertation comprised two main parts; the theoretical part that is related to the review of literature which presented in the first two chapters, and the fieldwork. The first chapter was devoted to provide details about teaching/learning vocabulary. However, the second chapter dealt with videos as an emerging language learning means that are used in the educational field. The second part was concerned with the data analysis of the students 'and teachers' questionnaires followed by the discussions of the findings. This investigation relied on the descriptive method. It took place at Mohamed Khider of Biskra University with a random selection of both students and teachers of first year at English department. The data collected from the questionnaires were analyzed, interpreted, and discussed with regard to the previous research findings found in the literature. Therefore, the study findings revealed interesting insights into the use of videos from both EFL teachers and learners.

The findings of the investigation indicated a positive attitude of both EFL teachers and students about the usefulness of videos to improve vocabulary. The present dissertation has shed light on the use of videos as an educational technology. This new tool has been proved to be an aid to assist EFL students' language skills, especially their vocabulary knowledge. Consequently, videos can serve as motivating teaching tools.

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APPENDICES

Appendix One

Students' Questionnaire

The present questionnaire is a part of our research. It is designed for the purpose of getting necessary data for the study on using videos to teach vocabulary to first year students of English department at Mohamed Kheider of Biskra to investigate the impact of using videos in classrooms.

Your contribution is vital to achieve the objectives of this study.

Section one: Background information

1 / Age:

2/ Gender:

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

3/ Bac Stream:

Language

Literary and philosophy

Sciences

4/ what it your own personal choice to study English

Yes

No

_If yes, why?.....
.....
.....

Section two: questions about learning vocabulary

1/ Are you motivated to learn English language? Yes No

2/ Do you concentrate more during lectures? Yes No

3/ Do you have problem(s) in learning vocabulary? Yes No

If yes, in which skill(s)

Listening	Reading	Speaking	Writing

Section three: question about the use of videos in learning vocabulary

1 / Do you think that videos are a good way to present a lesson?

Yes No

If yes, it is because: It helps you to focus more

Helps you enjoy learning English

It motivates you

2 / Do you prefer learning through:

AVMs (Audio Visual Materials)

Teachers

AVMs and teacher

3/ what kind of audio visual materials you prefer to learn with:

Data show

Video

Pc tablet

4/ Do you think videos can facilitate acquiring new vocabulary?

Yes

No

**Thank you so much for your
cooperation**

Appendix Two

Teachers' Questionnaire

This questionnaire aims at investigating the teachers' viewpoint about teaching vocabulary with videos. We try to explore the importance and the need of this aid and how can we use it as a modern method of teaching .

Your contribution would be both helpful and efficient to our humble work, so please answer the following questions.

Section one: Questions about Teaching / learning foreign language vocabulary

1/ Are you satisfied with the students' general achievement?

Yes

No

2/ Are your students motivated to learn English as a foreign language?

Yes

No

If no, what is the problem ?

.....

.....

.....

3/ Do your students face difficulties in learning English as a foreign language ?

Yes No

4/ Do your students encounter difficulties in:

Writing Listening speaking reading Grammar

5/ Do they also have difficulties in learning vocabulary?

Yes No

If yes, what are the difficulties?

.....

.....

.....

.....

Section two: questions about using videos in teaching English vocabulary

1/ Do you think that the use of videos in classroom is important for students achievements?

Yes No

2/ Do you think that the use of videos will improve student's vocabulary knowledge?

Yes No

If yes, how?

.....

.....

.....

3/ What kind of AVMs do you prefer to teach with?

Data show

Computers

Videos

4/ Do you think that the use of videos improve the participation of students?

Yes

No

**Thank you so much for
your cooperation**

المخلص

تعتبر المفردات واحدة من العناصر الأساسية لتعلم أي لغة أجنبية. وبالتالي فإن أساتذة اللغة الإنجليزية في بحث مستمر عن ما قد يساعد الطلاب على تحسين مفرداتهم , من تقنيات تدريس لتعلم كلمات جديدة هي موضع اهتمام العديد من الدراسات. في الواقع يجب على الأساتذة أن يختاروا أساليب التدريس الخاصة بهم لتعليم جميع الطلاب بشكل فعال على الرغم من أن أشرطة الفيديو تعتبر واحدة من الطرق الفعالة لتعليم المفردات إلا أنها لم تستخدم بشكل واسع في الفصول الدراسية الجزائرية. والهدف من هذه الدراسة هو إدخال أشرطة الفيديو باعتبارها تقنية مبتكرة تساعد في تسهيل المفردات في التدريس والتعلم. ولذلك فإن التركيز الرئيسي لهذا البحث هو استكشاف كيف يمكن لطلاب اللغة الإنجليزية الاستفادة من أشرطة الفيديو لتحسين ثروة المفردات الخاصة بهم، وما إذا كان أساتذة اللغة الإنجليزية لديهم موقف إيجابي نحو استخدام أشرطة الفيديو لتعليم المفردات أيضا. من أجل إثبات هذه الفرضية. أجريت الدراسة بالطريقة الوصفية، باستخدام استبيانان كأداة لجمع البيانات. تم تقديمها إلى كل من الأساتذة والطلاب في قسم اللغة الإنجليزية بجامعة محمد خيضر بسكرة . لتكشف النتائج عن مواقف إيجابية إتجاه أهمية استخدام مقاطع الفيديو من كلا الجانبين الأساتذة والطلاب. وبالإضافة إلى ذلك تأكد أن أشرطة الفيديو فعالة في تعزيز المفردات لطلاب اللغة الإنجليزية . وختاما ليهتم كل من أساتذة وطلاب اللغة الإنجليزية كلغة أجنبية باستخدام مقاطع الفيديو كأداة تعليمية جديدة للحصول على خبرة جديدة لتحقيق نتائج تربوية أفضل.