Mohamed Kheider University of Biskra Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
LAIB Sihem

Title:

Improving Student's Vocabulary Memorization Through The Use Of Educational Micro Videos.

The Case of fourth year pupils at HADEF Ahmed middle school (Djemourah.Biskra)

A Dissertation Submitted to the Department of Foreign Languages in Partial

Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

Board of Examiners:

Dr:	SEGUENI Lamri	MCA	Biskra	President
Mr:	AMRAOUI Khaled	MAB	Biskra	Supervisor
Dr:	AMRATE Mostafa	MAB	Biskra	Examiner
Mrs:	BACHAR Maamar	MAA	Biskra	Examiner

Academic Year: 2020-2021

Déclaration sur l'honneur

Je soussigné(e), **Mr, Mme** : Laib Sihem

Qualité : étudiant(e)

Portant carte d'identité n° : 119960251000420005

Délivrée le : 28/04/2016

Inscrit à la faculté : of Letters and Languages

 Département : of Foreign Languages

Filière : Anglais

Spécialité :Sciences of the language

Chargé(e) d'élaborer un mémoire de fin de formation master qui s'intitule :

Improving Student's Vocabulary Memorization Through The Use Of Educational Micro Video

Je déclare en mon honneur d'avoir respecté les critères scientifiques et méthodologiques, ainsi que les critères l'intégrité académique requises dans l'élaboration de la recherche. Entre autres, j'affirme que mon mémoire est un travail personnel et non plagié.

Fait à **Biskra** le : 27/06/2021

Signature de l'étudiant(e)

LAIB

Dedication

With all love that covers my heart I dedicate this dissertation to:

My most expensive two people in this world, my mother and my father, who encouraged

and gave confidents to accomplish this work.

My dear brothers, my lovely sisters and my dear sister in law

My dear classmates and friend

Acknowledgements

Abstract**:**

The presents study has investigated the impact of using educational micro videos on vocabulary memorization and recall at the middle school Hadef Ahmed . Our study sample is one group of learners from this level. It aims to investigate how educational micro videos materials help learners to easily learn, memorize and recall vocabulary. For collecting data, classroom observation sessions were conducted with one (01)group of learners of fourth year. In addition, a questionnaires were distributed to seven teachers. For the data analysis, we have adopted a mixed method research combining quantitative and qualitative methods. The results obtained from the classroom observation sessions reveal the significant role of the educational micro videos in the process of learning vocabulary in academic situations. Moreover, it has been observed that these tools improve vocabulary learning and help learners better memorize the new lexical items. The findings of the questionnaire point out that most of the teachers use these technology materials because they believe that these techniques improve the vocabulary learning and teaching process. The findings also support our hypotheses and allow us to emphasise the importance of educational micro videos in having a great influence on students' level of achievements. The results clearly indicate that both teachers and students support teaching and learning with educational micro videos in the classroom.

Key terms: educational micro videos, vocabulary, memorization.

List of abbreviations

- AVAs: Audio-Visual Aids..

- EFL: English as a Foreign Language

- FL : Foreign language .

.- N°: Number.

- Q: Question.

- %: Percentage.

- eg : Example

List of tables

List of Figures

List of Pictures

List of Graphs

Table of contents

General Introduction

Introduction:

In the last few decades, English as a foreign language has become a language for international communication, because the majority of the world's population used this language also it is well spread around the Globe .Thus, learners and teachers seek to enhance and develop learning and teaching English language. In order to acquire a second or foreign language, it needs a set of competencies and constituents. One of the main components in language learning is vocabulary.

Vocabulary is one of the main discussed part in teaching and learning English language, it plays a great role for learners to be competent in the four skills: reading, writing, speaking and listening. Rubin and Thompson (1990) state that the learning of vocabulary means mastering the language, also they add that a person cannot do the four language skills unless he/she learn or have a knowledge about vocabulary. Also, vocabulary knowledge is often viewed as the first priority in learning English as a foreign language (FL), because the learner can not learn any language without words since all language skills bases on one essential language part which is lexis as Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language" p. 55.

Teaching vocabulary has different strategies like synonyms, antonyms, definitions, translation UR(1990).According to Baleghizadeh & ashoori, (2010) for many years vocabularies was focused only on using traditional methods including word lists, the use of translation, definition, repetition, synonyms and antonyms. However, Students fail to memorize and recall some bodies' vocabulary and they came to universities with many English language problems in listening, speaking, writing and reading skills. Because of the not suitable materials and techniques which are used in learning vocabulary by both teachers and learners.

1

Statement of the problem:

During learning English as a foreign language, most of the students face vocabulary memorization problems. Such as, finding difficulties to express their thoughts clearly in an effective way, slow reading, and poor comprehension but the frustrating and common one is that students find difficulties to remember and recall most of the new English vocabulary that have been learned. That is due to many reasons the main one is the methodology used by the majority of both teachers and learners and the tools which they rely on to improve their vocabulary learning.

For this reason, teachers should select significant materials that help students to solve learning vocabulary problems. In the sense of that the traditional methods used for many years in teaching vocabulary does not improve learner's lexical items. Nowadays, using educational micro videos create an interesting atmosphere and facilitate the memorisation of vocabulary. Our work then seeks to show how educational micro videos materials influence learner's memorization and recall vocabulary.

Aims of research problem

In this research, we seek to investigate the effect of using micro videos aids on the memorization and recall of new English vocabulary at the level of middle school named "Hadef Ahmed." Also, we aim. To see the differences between after and before using these materials among students. Furthermore, to explore the awareness of both students and teachers about the role of the modern method which is micro videos.

Research questions:

The present research poses a few questions:

Q1: Are teachers in Hadef Ahmed Middle School aware enough about the use of educational micro video material and its role in vocabulary teaching process ?

Q2: What is the impact of educational micro videos on the memorization and recall of vocabulary?

Research hypothesis:

We suggest the following hypothesis to answer our research questions:

HP1: Teachers are aware about the use of educational micro video and their significant role in EFL classes.

Hp2: The use of visual techniques facilitates and improves the memorization and recall of vocabulary.

Significance of the study:

The essential role of the current research is to highlight the importance of micro videos aids and its significant role in teaching and learning English vocabulary in the EFL classroom at the level of third year of middle school. It also seeks to identify whether the application of micro videos in learning lexical items is an effective technique that helps learners to memorize and recall English vocabulary which is one of the biggest problems students face because failure to remember new words of a language means failure of the student's learning process of that language. Furthermore, the teachers who do not utilize micro videos aids, can use the results of the study to know more about improving English vocabulary acquisition using micro aids. So, they will use them efficiently during their lessons. As well as, the researcher who conduct a research in teaching and learning English vocabulary through using micro videos tools, he can use this study findings as a reference in his/her research.

Literature review:

With regard to the context of teaching and explaining vocabulary. It is defined as an essential part in foreign language that learners need to master in order to enhance the four language skills speaking, reading, listening, and writing. Within this subject many researches and scholars have discussed it such as. Carthy, M.(1990) highlights that even the student is mastered grammar in a good manner. However with a lack of words the student cannot communicate in a meaningful way. This means that learning grammar is not enough to be competent in a foreign language. However, vocabulary is classified as an essential basic in any foreign language because language cannot exist without vocabulary.

According to Nation (2001) vocabulary is a vital part of language and the main one. He deals with the context of learning vocabulary. In his book "Learning Vocabulary in Another Language", he gives a detailed survey of research and theory on teaching and learning vocabulary also describes vocabulary need for learners in order to become effective users of language, he states that "we can look at three kinds of information to help decide how much vocabulary needs to be learned: the number of words in the language, the number of the words known by native speakers and the number of words needed to use language."

Daesang, K.G. & David, A. (2008) Produced their study entitled: Effects of text, audio, and graphics aids in multimedia instruction for vocabulary learning that aims to investigate the integration of multimedia components like spoken text, visual text and graphics to improve learning English vocabulary for learners at Myungin Middle school in Seoul, South Korean.The sample was 172 middle school students delivered in five classes, and each student were demanded to pass a several testing instrument (pre-test, postest, retention test, an!:d attitude inventory).Then saw the changes when students learn vocabulary with the application of the multimedia components. The return of this study is that the

Graphics that illustrate what the vocabulary means is a significant method to improve English vocabulary learning.

The Influence of Using Audio-visual Aids in Teaching English Vocabulary is Nait Chabane &Sassia Lounis Thiziri research in 2017.Their study sought to investigate the influence of using visual materials on vocabulary memorization and recall, also to explore how this material help learners in vocabulary learning, in the private school of English "Bridge Way World" situated in the town of Tizi-Ouzou (B.W.W).they applied Thornberry's(2002) theory about how to learn, memorize and recall vocabulary, in order to achieve the objectives of the study. They relied on using a questionnaire for six teachers. In addition, Eight (8) classroom observation sessions with two (2) groups of learners from the same level, for the sake of collecting data. Concerning data analysis, she adopted a mixed method research combining quantitative and qualitative methods. The findings of the questionnaire and the classroom observation indicated that all Bridge Way World teachers use visual materials because they believe that these materials effect positively on language learning process and help learners to memorize and recall the new lexical items.

A Review of the Current Research on Vocabulary Instruction. Is a research was compiled, written, and edited by BUTLER, S., URRUTIA, K., BUENGER, A., GONZALEZ, N., HUNT, M & EISENHART, C.(2010) Developed by the National Reading Technical Assistance Center, RMC research corporation. Came in this research that Vocabulary instruction is a main component of reading instruction. Its goal is helping students learning the meanings of different words means they can communicate with an effective manner and achieve academically. This study defined the advantages of explicit teaching over implicit teaching to developing word knowledge. Results from this review suggest several instructional implications towards enhancing and improving learning vocabulary:

• Frequent exposure to targeted vocabulary words.

• Explicit instruction of targeted vocabulary words.

• Questioning and language engagement.

Research Methodology:

For the sake of finding answers for any research questions, the researcher has to choose a certain methods and techniques to obtain accurate and valuable data. In this respect, we relied in this research on both quantitative and qualitative in order to achieve our objective which is examine the impact of using micro videos aids on vocabulary memorization, get answers of our questions and investigate our hypothesis.

For data collection, we based on the classroom observation sessions and questionnaire as research tools are used. We attend four sessions with the fourth year of middle school students.

Regarding the questionnaire, it is submitted to seven (07) English teachers of four (04) middle school in order to notice if educational micro videos are used by these teachers to teach lexical items or not and to know their views about its use. Also we prepared three sessions contain pre-test and post test for students to see the difference on vocabulary memorization between before and after using micro videos in teaching vocabulary. concerning the data analysis we rely on both qualitative and quantitative content analysis.

Chapter One
Educational Micro Videos

Introduction:

We live in a world surrounded by media and visual stimuli (Jukes, McCain, & Crocket, 2010). Nowadays technology has invaded all the world and influenced almost our lives in many aspects, as well as, increased our cognition of education. Crystal (2002) has asserted that modern technology has a great influence on language, whether it is written or oral. Particularly, it is the use of video materials in learning and teaching English as a foreign language for learners inside classroom because they allow both teaching and learning English language become meaningful and more interesting as well as help to complete teaching process successfully.

At this aspect, Teachers who used to apply the traditional methods have to update their teaching tools to improve teaching foreign languages as Muneer (2010) has said "The teacher must "show" as well as "tell"" (p.1515).In this sense, video aids are considered as an external motivating technique used by teachers to enhance students ability in practicing foreign language skills as well as make them well motivated and interested.

This chapter introduces the recent methods of teaching English as a foreign language inside classroom through the implementation of technological aids, precisely the use of educational micro videos in foreign language classes by the teachers who seek to improve students' skills in general and to develop the process of memorisation and vocabulary recall in particular. The researcher hopes that this chapter will provide some significant information about using educational micro videos aid in the teaching and learning process.

1. Language teaching materials:

Language materials are considered as one of the basic elements for teaching and learning the language, teachers are materials developers; therefore, they have to pay attention to the materials and instructions that they are using while introducing their lessons and providing learners with knowledge according to their needs. As Tomlinson (1998) states that language learning materials are all what both teachers and learners used in order to make the process of learning of a language easy. There are many forms of these materials such as video, DVD, emails, youtube, dictionaries, grammarbooks, readers, workbooksorphoyocopied exercises. These materials also refer to newspapers, food packages, photographs.

Language materials are helpful method for learners. Richards and Rodgers (2014) have stated that ''Materials allow learners to progress at their own rates of learning and use different styles of learning, they also provide opportunities for independent study and use, and to provide opportunities for self-evaluation and progress in learning'' (p. 35).

Therefore, language teaching materials are divided into two categories; Traditional language teaching materials that incorporate, textbook, pictures and new teaching materials such as power point, videos.

1.1. Traditional materials:

Enhancing student's foreign language ability is one of the objectives of any methodology in foreign language teaching. However, traditional methods focus on skills and areas of knowledge in isolation. Traditional material is the old tools or instructions that are used by the teacher who is the basic source of knowledge in the classroom. "Traditional view of education is where teachers serve as the source of knowledge while learners serve as passive receivers" (Kuzut, 2007, p.36). Clearly, traditional teaching believes that the teacher is the only one who is responsible in the language learning and teaching process. Materials

like textbooks are considered as a traditional resource in language teaching. Further, chalk and Board is another old material that teachers used to present their lessons.

1.1.1. Board :

The board is considered as one of the famous old material used in many schools and universities. Teachers use the board inside classroom to facilitate teaching process for example they can write the lesson plan, difficult words or even draw some drawings in order to help learners acquire or memorise knowledge. Recently, this tradition tool has changed over the years from blackboards to green boards, white board. However, despite all these changes its purpose is still the same. According to Sharma and Sharma (2012):

A blackboard is any dark- coloured; flat, smooth surface on which one can write or draw with a chalk .It is one of the oldest and simplest visual aids. A chalkboard is also known as a blackboard that is a dark –coloured writhing surface especially black or green in color used for classroom teaching by writing or drawing illustrations using sticks of chalks. Originally, chalkboards were prepared using smooth, thin sheets of slate or stone of black or dark grey color. However in the new era green coloured blackboard is becoming more popular because of their better compatibility viewers' vision. (P.304-305).

Therefore, a board is an old material still used nowadays because of its importance and effectiveness in the teaching and learning process. Harmer (2001) has stated some different purposes of the board which are**:**

Notepad: a board represent a platform where the teachers can introduce many object such as words, phrases; topics.

Explanation aid: Board is considered as an explanation tool by giving many examples for explanation

Picture frame: Teachers can draw many figures on the board just to help learners understand the concepts.

Game Board: the teacher can use a Board to present many educational games to play with students, for example game, guessing the word, spelling game, etc.

Notes board: Board can use it as sticky.

1.1.2. Textbook :

Textbooks are one of the most available traditional tools that have been used as a teaching aid in language teaching and learning; they play a pivotal role in language classroom. According to Grainger (2001) "Textbooks play a very crucial role in the realm of language teaching and learning and are considered the next important factor in the second/foreign language classroom after the teacher." It means that textbook is a very helpful tool for the teachers, and they have to rely on this material in their teaching process and should know how to use it successively. Robert O'Neill (1982, p.105) identified the reasons of using textbooks as follows:

1/The textbooks provided materials which were well-presented, which could be replaced by me or by someone else only at great cost in terms both of money and of my own time.

2/The textbooks allowed me to adapt and improvise while I was teaching. Each reason, however banal, needs some additional clarification. Let me go through them again and enlarge upon them. Thus, textbooks have many advantages that make teachers unable to work without this useful material.

1.2. New Language Teaching Materials:

It is well known that foreign languages rely on different principles and methods that make it easier because the teaching process is considered as one of the most complicated work. Thus, it needs more challenges, and creativity to access students needs and enhance their language learning skills. In order to make teaching process more successful and more motivating, learners and teachers have always looked for new and effective materials and methods. Richards (2001) points that authentic materials have a great role in education that

help the teachers and learners to develop language learning and teaching process ;videos and auditory aids are examples of authentic technologies materials. Further, House (2008) states:

Authentic materials for the classroom have long been promoted as a means by which teachers can link the formal, and to some extent artificial environment of the classroom with the real world in which we hope our students will eventually be using the language they are learning (p. 56-57)

The new technological materials have radically changed the role of the teacher that he is the only provider of the information and knowledge and allowed what is before impossible. There are many new teaching aids that can be included inside a classroom context, and the most used tools are PowerPoint slides, videos.

1.2.1. Videos:

Video is one of the essential tools that are widely used in many varieties especially in teaching English language as a foreign language. They are shown as an effective technique for all learners both inside and outside classroom as well as allowing both learning and teaching to become more interesting and meaningful. Using video material is more efficient and practical method, because they expose real life situation although it happened a long time ago they provide original and authentic input as they are produced originally for native speakers. Gerlach (as cited in Nur. 2011) has stated that a video is a three dimension audio visual representation of person, places, or things. A video may not only be worth a thousand words, it may also be worth a thousand years or a thousand miles. Through video, learner can see people, places and things from areas outside their own picture and can also represent image from ancient times or portray the future. Besides, it facilitates and promotes teacher's activity, and allows them to present their lesson in a comfortable way. Furthermore, it is suitable for all learning styles. Following are some opinions concerning the goodness of using video. According to Garlic (2000):

1. They are not expensive and more available.

2. They provide common experiences for an entire group.

3. The visual detail make it possible to study subject, which would turn back to be impossible.

4. They can help you to prevent and correct disconcertion.

5. They offer a stimulus to further study, reading and research visual evidence is power tool.

6. They help to focus attention and to develop critical judgment.

7. They are easily manipulated.

1.2.2. PowerPoint:

Nowadays, PowerPoint is an educational tool for teaching and delivering materials in classes, it can improve language teaching and clarify and support different learning styles. Power point makes presentations more efficient by allowing learners to prepare their presentations and projects in a good way. As Castelli and Fiorentino (2008) state:

Microsoft PowerPoint aids teacher in the creation of presentation, handouts, interactive animation, stand-alone knocks, task cards, and web pages to deliver information to students in a visually effective and high- speed fashion. (2008, p. 70).T his clarifies that PowerPoint is an efficient way to transform information and fulfill the requirements of EFL learners and enhance the teaching and learning process for both teachers and learners. Further, PowerPoint presentations can be used in many ways in classrooms; it can be used for initial teaching, for practice and drilling, for games, for reviews and for tests.

2. Definition of Micro videos:

Video already makes up more than half of all internet traffic. As Marchal, (2015) states that online video will be responsible for much as 85% of internet traffic by 2019. People consider videos as one an indispensable part in their lives because it's helpful and easy to use, especially with the rise of mobile video and micro content.

Micro video or what is called short form video is simply defined by Harmer (2001) as one of media that is used in order to enhance student's knowledge and vocabulary. He also highlights that video is a material that gives knowledge through two simultaneous sensory channels.

The word of short-video is composed of two parts first one is short and the second is video. According to Hornby (2000) short means small in height, small distance from end to end then, video is a recording representing visual images.

A short style of video can run anywhere from a few second up to one minute .As Cavalier in Introduction to Micro video article states: "I consider video lengths between six and sixty seconds to be a micro video segment. These values are my benchmarks based on reviewing hundreds of video content patterns". This clarifies that micro videos should be presented in few seconds in order to be more effective and reach its goal. According to Nguyen, Rogder, Fowleks, Ramanan(2016) micro-videos or short videos are videos which contain just sixty second became more popular on social media networks due to several unique properties. Firstly, because, they contain important more diversity and narrative structure than existing collections of video "snippets". Second they contain specialized viewpoints including third-person, because they are often taking by hand-held mobile cameras which are rarely seen in traditional produced video. Thirdly, due to their continuous production and publication on social networks, micro-video content contains interesting open-world dynamics that reflects the temporal evolution of tag topics.

2.1. The difference between micro and macro video:

According to fain (2009) Long form video is a term for a type of video content that has a content arc with a beginning, middle, and which in its entirely typically lasts longer than minutes. While short form is descriptive term for a type of video content that lacks content arc which in its entirety typically lasts less than minutes. Also, longer video demands more

content and more formalized structure, whereas short videos focus on a single subject and offer a lot of flexibility in content and style

Timson (2019) asserts that Micro videos typically secure better engagement levels than its long-form counterpart, as humans we have the tendency for short attention spans .Short video does not lend itself to every topic or style, so you likely will not be able to adopt this approach exclusively rather than land form videos where it can use to every topic or style.

Micro videos are more interesting and engaging than macro videos. Savage (2009) has said in his article , "even though viewers were exposed to the same exact content, the drop-off rate of the 90-second was much higher .By the end of the 30-second video there were about double the number of viewers than at the same point in the 90-second video."This means that viewers stop watching videos when just knowing that it is longer. This means that viewers stop watching videos when just knowing that it is longer

2.2. The importance of micro videos in classroom:

For the sake of creating successful language classes, English language teachers are using various audio-visual aids to facilitate the teaching process. One of the most useful aids is micro videos. Micro video or short video which provides both audio and visual learning has become as an authentic tool in teaching and learning English as foreign language in general and vocabulary in particular as Stempleski (1987 p.12-14) states: "a rich and exciting source of video software for EFL/ESL classes is authentic material." Video materials are excellent tools that have to be used in classrooms according to their importance and effectiveness with this context. Nikitina (2009) has identified that the application of videos is necessary in classes because language learning and teaching process develops through the use of video context due to its effect importance and great role inside classrooms.

Video tools provide original and authentic information as they are produced in realistic context for native speakers such as films, different TV programs, songs, that help learners to learn the language successfully. Further, video can be used to help distinguish items on a listening comprehension test and help learners to memorize and recall the new taught vocabulary since it is considered a big problem for learners.

According to Rivers (1981): "all audiovisual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learners use their eyes as well as their ears. (p.330-340)" .This means that audio visual tools that contain both images and sounds are useful for enhancing language learning process .

Bringing a video into the classroom make the students discover how people behave in the culture whose language they are learning. This will help the students to improve the four language skills: reading, writing, speaking and listening. According to Tomlinson's research (as cited in Bajrami, & ISmaili, 2016) language teachers prefer to use video because it make learners well motivated and it brings to them real environment into the classroom, contextualizes language naturally and learners be able to practice and experience authentic language. Learners like video presentation because they are interesting and enjoyable (p.12).

Video can help to create a solid link between the vocabulary being learned and the practical application of it. Videos can help handle language and at the same time be open to a variety of interpretations. Arthur (as cited in Canning, 2000) claims that:

Video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability; can strengthen audio/visual linguistic perceptions simultaneously; can widen the classroom repertoire and range of activities; can help utilize the latest technology to facilitate language learning; can teach direct observation of the paralinguistic features found in association with the target

language; can be used to help when training students in ESP related scenarios and language; can offer a visual reinforcement of the target language and can lower anxiety when practicing the skill of listening.

Therefore the use of micro videos in classroom is vital since it is an expressive support to any class as a tool for development of teaching.

2.3. EFL learning and teaching Techniques using Micro videos:

According to Derradji (2016), there are five basic techniques for using video in teaching vocabulary: silent viewing, pause/freeze frame, sound only, split viewing, and normal viewing.

2.3.1. Silent Viewing:

In this technique, teachers have to play the video with the sound off with showing only the pictures. It can be used to motivate students and make them concentrate more on what is being said by using different prediction task. Using a short video without turning the sound on can help students focus on the situation and motivate their imagination. There are many activities based on the silent viewing techniques such as:

• **What are they saying**? This activity is based on choosing a specific scene and showing it with the sound off where the action, emotions, and setting may give clues to what the characters are saying. On the other hand, students try to guess the dialogue, then they repeat the scene with the sound on to make a comparison and check their guesses and predictions of what the characters are.

2.3.2. Pause / Freeze Frame:

According to Derradji (2016) what is important in this technique is to use pause button to stop the video with keeping picture frozen on the screen. The Pause / Freeze Frame

technique helps students to focus on a single image or sentence in a video as well as studying language in detail. The following are some classroom activities based on the Pause / Freeze Frame technique:

• **Listen and say** with the sound on showing the video to students twice. In the first time students simply watch the story till the end. During the second time, use the pause function to Stop the video from time to time thus in this case students try to repeat the line just .Further, students should focus on the use of the same intonation as the speakers.

2.3.3. Sound Only:

This technique focuses on showing the video with the sound on and without picture it means the teacher should cover the screen with something such as piece of paper, cloth...etc. In this case students will focus more on what they hear rather than on what they see .the following are some classroom activities used in this technique:

• **Describe the person** is a classroom activity used in sound only technique **.**In this activity the teacher should select video which contains one character speaking for at least 10 or15 seconds and write on the board all words that students need to describe the character. Play the video with sound only at these stage students writes down the word that they feel they need it to describe the character. Then students should work in pairs in comparing and giving reasons for their answers. Finally, replay the video with sound and picture where   students can modify or confirm their original answers

2.3.4. Split viewing:

Derradji (2016) determines that split viewing technique, teacher should take some students and allow them to see the video and hear the soundtrack, while other students only

hear the sound track. There are some activities based on the Split Viewing technique such as tell me what happened**.**

•**Tell me what happened** in this activity the teacher has to divide the class into pairs. One student in each pair is a listener who faces away from the screen. The other student is a watcher who faces the screen. Then Play the video. Listeners listen only. While the watchers watch only without sound. When the video ends, the watchers have three minutes to tell the listeners what they saw. At the end, one or two listeners should sum up the story. After that replay the video for all students to watch. Finally, the listeners and the watchers check and compare their versions with what actually events in the video.

2.3.5. Normal Viewing :

In this technique the video is with sound and picture. Within this technique there are some activities such as:

• **Role play** according to Derradji (2016) is an activity in normal viewing technique. It is an excellent way of having students uses the language they have learned choosing a video with a dialog. Then the teacher should Divide the class into groups containing the same number of student's .showing the video twice to the students and allow them five minutes to practice role-playing the situation in the video .at the end groups start performing their role play in the class through using their own words.

3. An Overview of educational micro videos:

Involving technology inside classroom has become one of the important matters in language teaching since1920s. Micro videos also known as short videos have become a popular form of creative expression in online social networks; it contains both audio and visual aspects. these materials have come a long way as teaching and learning tools that show and represent information in the set of images.

Video, being one of the frequently used instruments, became widely available as a teaching resource in the 1970s and 1980s as Wright (1976) has clarified that many styles of visual presentation are useful to the language learning.

According to Bravo (2009), educational video refers to the application of audio visual aids, which provide skills in the language teaching and learning also it has become a prevalent tool in education. Further, according to Carllero (2010) they are considered as a developer of learning process and it makes a great connection between classroom reality and .This is according to its benefits and effective role on both learning and teaching process. Video has three instructional advantages. First, it provides a rich source of information. Second, it enables students to understand moving events. Third, video can develop student's skills of pattern recognition, which are related to visual and auditory cues.

3.1. Tips of Choosing and using educational Videos in the classroom :

Gardner (1983) has introduced multiple intelligences theory .The theory showed that every student learns in various ways. Some students prefer to learn by reading, some of them by listening and other by seeing.

In the 21st century, technology has helped educators in their teaching process and given them different choices to attract learner's attention. One of the best ways to use technology easily in teaching is to use videos which make lecture more interesting and engaging .However, you need to be thoughtful before choosing and using them. Brahati (2015) has determined some tips in order to choose effective educational videos as follows:

3.1.1.Essential Video Support Tool:

Using essential video support materials and resources can make both teachers and students get the maximum benefit from video .Thus, the video

should be supported by different materials such as dictionary, thesaurus, word glossary and an online encyclopaedia.

3.1.2. Keep it Short and Crisp:

Making educational video short that takes few minutes is better than using long video because short video is an instructional medium that generates a greater amount of interest and enjoyment ,it provides an effective tool for teachers to address and deliver the required and curriculum content in a short period of time ;in other words, the use of short video can save time and improves teaching process. As Zhang in Brief Study on Short Video Platform and Education states that out short video is considered as the best way to get knowledge effectively. It brings movement, pictures and sound into presentation within a short period of time.

3.1.3. Effectively Use Video in Classroom:

Studies have shown that the excellent way of using videos in classroom is to use it as an add-on to a lesson. Teachers should identify the learning objectives advanced and planned properly as well as the use of the video as an add-on with the other classroom resources for teaching specific topics.

3.1.4. Quality of Video is Important (in terms of technicality):

According to Brahati (2015), quality of the video that you are going to use is one important point that you must pay attention to it. Make sure that visual and audio quality of video is good and playback facility is obtainable in the classroom. Another thing teachers have to take into account is the screen size, and brightness.

3.1.5. Tell the Need of Watching Video:

In this type, teachers should introduce the subject to their students that the video will cover before watching as well as they have to tell them about the essential points that will discuss and the reason of using the video as a source. Using video in classrooms is one of the best method that help the process of teaching and learning the language as thorp (2008) highlights that the educational video helps teachers to clarify points and convey meaning instead of telling stories .this videos can be available to both students and teachers whenever they need it via computers and various mobile devices.

3.2. The difficulties that interrupt the use of educational micro Videos in classroom:

Nowadays, the use of educational video has become a common practice in language teaching and learning process due to its significant role for both students and teachers. Harmer (as cited in Sitti, 2016) states that video can be beneficial for student's learning experiences about language in use , develop their cross cultural understanding, enhance their creativity, and increase their motivation .However; teachers may face some difficulties during the use of the video tool in classrooms. The first challenge that may face teachers relates to their ability and knowledge about using video in the classroom and other technology devices such as laptop, projector, computer...etc. because, when teacher got technical problem, and cannot handle it, it will affect the impressions of learners because students can get bored and tired of waiting the video. In this case, the teacher fails to build up the students' interest in learning. Thus, the teachers should improve themselves with good understanding of deploying technology in EFL classrooms. Second challenge in using video in EFL classrooms is the teachers' ability in choosing suitable video that can help the students to enhance and develop their language teaching and learning skills. This means the selected video should be in line with the purpose of teaching the language. Therefore, teachers should have the ability of

selecting appropriate videos that will be presented based on the students' needs Harmer 2006 (as cited in Sitti, 2016) also adds that the teacher has to be aware of some problems that might be faced through using video in teaching and learning activities:

1. the absence of new syndrome may affect the effectiveness of video application in the class. This is because teacher cannot create an interesting atmosphere while using video material in classrooms. Thus, students will feel bored and less motivated and they will put in their mind that using video in language learning process is similar to the other common learning activities.

2. Poor quality video is considered as another problem influencing the effectiveness of using the video inside classrooms, such as the students will face problem of how the language is used real native in context.

3. Poor viewing condition can affect the effectiveness of using video. Teacher should considering the eligibility of the condition in the class. In addition, make sure that all classroom situation will not bother students to see the video clearly

4. Stop and start technique in using video it can influence the student's interest in learning when the teacher does not know how to apply the technique.

6. Technical problems this means that the teachers have to be aware of the different tools that will be used in classrooms**.**

3.3. Teachers Benefits of using educational micro videos in the classroom:

Using video tool in side classroom is a great idea to develop and improve both teaching and learning language, According to Wang (2015), there are three aims of using video aids in teaching English:

1. First is to help the development of EFL learner's language skill and make it easy. It means that learners through the application of videos, they can obtain a lot of information and develop their comprehensive linguistic competence.

2. The second goal is through educational video they get knowledge about language as well as about culture of English native speaker's.

3. The third one is to cultivate students' aesthetic values and capacity to appreciate English videos of Artistic values. Wang (2015) asserts that educational video has significant benefits for teachers. The following are some of them:

1. Videos are easier to facilitate to be accepted by students: videos are the perfect means that help for showcasing new knowledge. As Oyedele, Rwambiwa and Mamvuto (2013:293) explain "reading alone effect (10%),hearing (lectures) (20%°,seeing visual (30%°,seeing visual and hearing lectures (50%), doing (acting on lesson) (80%)and acting in lesson and saying (90%)."This clarifies the great role of videos and creates a probable success in the language and learning process.

2. Stimulate activities :according to the use of video teachers can motivate students and introduce stimulus for the activities that he/she gives inside the classroom. This will help them to get students needs to learn new thing .

3. Video brings more information: videos are filled of information, it provide it with an easy and interesting manner which play a significant in motivation and helping the learning experience.

4. Engage learners: using video allows teachers to create an immersive and engaging learning process .thus teachers should entire educational videos in the classrooms.

5. Integrate the outside world into classroom: what make lessons authentic, enjoyable and unique is through the integrate of the educational video in classroom.

6. Videos are more flexible: Using video is one of the best methods that teacher can use because it provides a very easy and flexible medium.

7. Easier to understand: learning with videos can facilitate for students to understand different topics and ideas. Curse (1997) Determined the use of educational video in classrooms has

increase over the past 20 to30 years, further, this tool is highly valued as a material of teaching effective and creative teaching.

Conclusion :

All in all, we conclude that micro video is one of the significant and effective materials in the teaching and learning process. In effect, a micro video plays a great role in the language classroom regarding developing learner's skills, creating an enjoyable atmosphere and improving EFL learner's vocabulary. Micro video acts as unique and authentic material which makes language teaching and learning process easy and interesting. The chapter highlights the best ways for teachers to use videos effectively in classroom and the benefits of its use for them.

At the end, we have concluded our chapter with some difficulties that face teachers in implementing the educational video inside the classroom.

Chapter Two
Vocabulary Learning And Memorization

Introduction :

Vocabulary learning and memorization are one of challenging tasks in teaching and learning English as a foreign language .Vocabulary knowledge is an essential part in any language as Wikins (1972) states that vocabulary is more important than grammar in language learning process because without grammar little can be conveyed .However, without vocabulary nothing can be conveyed and learners cannot develop their four language skills: speaking, reading, writing and listening. According to Hunt and Beglar (2005, p.2), "The heart of language comprehension is the lexicon". This means that vocabulary is the main component in any language . To be fluent in any foreign language, learners should focus more on vocabulary rather than any other levels.

The focus of this current chapter is on the importance of vocabulary in teaching and learning. In addition, we have mentioned different definitions of vocabulary by various experts. Moreover, we have paid attention on what makes words difficult. Finally we have given an account of the role of educational micro videos on the memorization and recall of vocabulary

1.Definition of vocabulary:

Vocabulary is one of the main aspects that has significant role for foreign language teaching and learning .Vocabulary is the necessary part for the development of English skills. According to Richards &Renadya (2002), ''vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write'' (p. 255). In order to express ideas and communicate efficiently, learners have to focus on one of the most important part of language which is vocabulary.

There are various researchers who have given different definitions of vocabulary; According to Ur (1996, p. 60), ''Vocabulary can be defined roughly, as the words teachers teach in the foreign language''. This means that the words that the teacher teaches in a foreign

language are defined as vocabulary.Hatch and Brown (1995, p. 1) say that vocabulary refers to ''a list or set of words for a particular language or a list or set of words that individual speakers of language might use''. It means that vocabulary is a group of words that are used as a tool of communication. Furthermore, according to Roget (1980, p. 1036), vocabulary is:

a. A list of words often defined or translated.

b. All the words of Language.

c. Specialized expressions which are indigenous to a particular field, subject, trade or subculture. Thus, vocabulary is defined as the stock of words t used by teachers and learners in teaching and learning English as a foreign language.

  Todd (1987) argues that there is no precise definition, and he clarifies that orthographic, morphological, lexical and semantic aspects are the four aspects of word. The orthographic word has space on either side of it. A morphological word considers form only. A lexical word is all the forms that the word takes, but has the same meaning. A semantic word is what differentiates between items that may be having the same morphology but differ in meaning.

1.2. Types of vocabulary:

Vocabulary has fundamental role in the language learning and teaching process. It consists of two kinds of vocabulary, which are the active (productive) and the passive (receptive) ones. They are explained as follows:

1.2.1.Active vocabulary:

As to Harmer (1998), productive vocabulary is defined as words that the speakers understand and can use correctly in their speaking and writing. It is used in both oral and written forms. In other words active vocabulary is words that learners are familiar with. For instance, when a teacher asks learners to give a sentence with the word "cat" and that learners can do it, in this case that word is part of their active vocabulary.

Also Szpotowicz and Kurpaska. (2012, p. 99) assert that ''the active knowledge of a word implies the ability to recall the sound which represents this word in the language and to pronounce it correctly''. This means that productive vocabulary is used in forms, writing or speaking and deals with the ability of learner to remember and pronounce the sound that represents the word. Furthermore, Webb (2005) explains that it is named as an active vocabulary because students are able to use words actively and retrieve it from memory to communicate to others.

1.2.2. Passive vocabulary:

Vocabulary constitutes of four categories which are divided into two units, speaking and writing vocabulary, in addition to, listening and reading vocabulary. Pikulski &Templeton (2004), state that meaning and literate or function are the two kinds of vocabulary . Meaning or oral vocabulary refers to the collection of listening and speaking vocabulary while literate vocabulary refers relatively to the combination of reading and writing vocabularies.

Richards (2001) affirms that vocabulary is an important element of language proficiency and it gallows learners to speak, listen, read and write. With the lack of lexical knowledge of lexical items and different methods, learners may find problems in practicing the language.

In addition, Dugan (2010, p. 4) has said "vocabulary knowledge is often described as receptive or expressive. Receptive vocabulary includes words that we recognize when we heard or seen. Expressive vocabulary includes words that we use when we speak or write." In other words, there are two kinds of vocabulary: first one is receptive vocabulary and the second one is expressive vocabulary. He also adds "vocabulary knowledge means having an awareness of words and word meanings". This means that in vocabulary learning process,

learners have to learn words and their meaning in order to utilize them in different contexts. For example, learners know that the meaning of the word" lexis" is" vocabulary" and that it is used in specific context such as education

1.3. Strategies for teaching vocabulary:

According to Hatch and Brown (as cited in Pavičić, 2008), teaching strategies are all what the teachers do or should do in the sake of helping their learners to learn. Since vocabulary is considered as the heart of the language, both teachers and learners should look for good strategies of teaching vocabulary, as well as they must find suitable and effective strategies that will help students to be able to identify, remember and utilize new words. Therefore, there are two forms of teaching vocabulary, planned and unplanned forms.

1.3.1. Unplanned Vocabulary Teaching:

Most of Learners find problems in learning vocabulary process especially when they face unknown items .In this case learners need more explanation in order to well understand these new vocabulary According to Jellyfish (2019) Unplanned teaching strategies relate to teachers spontaneous reactions in order to help learners to understand the meaning. This form of teaching is not the same it differs from lesson to another and from teacher to teacher. Thus according to Seal (1991) there are three procedures within unplanned strategies, first one is conveying the meaning: the teacher should give different synonyms and opposites to well clarify the meaning of the word as well as, he can provide learners with anecdotes and mime. Second step is check the meaning, in this step the teacher should check whether the students understand the meaning or not through asking relevant questions, during their answers the teacher will recognize and check the students understanding.

Third procedure is the teacher consolidates the meaning in learner's memory. This step will done by relating the meaning to the context or personal experience.

1.3.2. Planned vocabulary teaching:

Planned vocabulary teaching is, according to Seal (1991, p. 298), ''when the teacher goes into the classroom with an item or set of vocabulary items that he/she has decided before hand will be taught during the lesson.'' In other words, planned vocabulary teaching requires from the teacher to be prepared before the presentation of his course, and work towards making the process of teaching vocabulary easy and achieve useful results as well as make students well motivated. The teacher should pay attention that he may face some students who find difficulties to understand the meaning of some words which are introduced in the lesson. Meanwhile, planned vocabulary teaching contains two steps the first one is the teacher prediction that some vocabulary will be difficult to understand by the students, the second step is the teacher preparing a method to teach them.

1.4 The importance of vocabulary in learning English as a foreign language:

Vocabulary learning is considered as the main part in foreign language learning. It plays a great role for learners to be competent in the four language skills speaking, reading, writing and listening. Regarding the importance of vocabulary, Schmitt (2000, p. 55) emphasizes that "Lexical knowledge is central to communicative competence and to the acquisition of a second language." Furthermore, According to Hunt and Beglar (2005, p. 2) "the heart of language comprehension and use is the lexicon". That means that Hunt and Beuglar consider vocabulary as the most important aspect in any language.

Nation (2001) states that vocabulary knowledge enables language use and, on the contrary, language use increases vocabulary knowledge .Thus, he describe the relationship between vocabulary knowledge and the use of language as complements. Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), GU (2003), and others have realised that vocabulary is an important tool to use second language in successful way and it is essential to complete spoken and written texts.

Rivers (1983, p. 2) reveals that ''the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.'' In other words, even though learners are good in grammar rules and employ it effectively, without enough amounts of words they cannot express their ideas and communicate in a meaningful way.

According to Scrivener (1994, p.75), there are five roles of vocabulary in classroom , which are:

1. Vocabulary is very important and needs to be dealt with systematically in its own right; it is not simply an add-on to grammar or skills lessons.

2. We need to distinguish between vocabulary for productive use and for receptive recognition.

3. The learner will face difficulty to finish the work, if they have first met some new vocabulary.

4. We need to deal not only with single word lexical items but also with longer, multi word items.

5. Training in the use of English-English dictionaries provides learners with a vital tool for self-study.

Vocabulary is central to English language teaching because without enough amount word learners cannot understand what others say or communicate with them. Therefore, teaching vocabulary has become more necessary for the language development.

Pikulski and Templeton (2004) describe some purpose of teaching vocabulary; first one is to simplify the comprehension reading the text for students. Because learners cannot understand the entire text, unless they understand the meaning of the word .Another reason is to increase

the higher load of new words that students need to develop their language skills speaking, reading, writing, and listening.

Another purpose of teaching vocabulary to be competent in communication as Nearman and Dwyer (2009, p. 385) defines vocabulary as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". Furthermore ,for the sake of learning any foreign language, teachers should teach learners vocabulary as walter (2004) states that both teachers and learners believe that vocabulary is an essential part in teaching language .Thus it is impossible to learn a language without vocabulary .

1.5. Difficulties in teaching and learning vocabulary:

In the process of learning vocabulary ,learners most of the time face difficulties and problems such as remember and recall new items and also understand the intended meaning of the different vocabulary. These problems may affect negatively the learners .Thus teachers should always pay attention to this point and try to help learners by finding solution to these problems.

With the context of the difficulties in teaching and learning vocabulary, (Nuttall, 1982, pp. 76-79) indicates some factors that make words difficult:

Idioms: These kind of words are little hard to understand, it consists of certain amount of words whose meaning is deduced from the entire word set. Therefore, students should learn how to use these kind of words.

Transfer of Meaning: These refer to metaphors, metonymy, synthesis and other similar kinds of assigned meaning. These words always have a hidden meaning that requires being deduced which may make difficulties in understanding word meaning.

Words with several Meanings: English language contains words with different and multiple meanings. Thus the learner should know all the related meaning of each word which again considered as another problem that face learners in learning vocabulary process.

Synonyms and Antonyms: words in English language do not have a particular or an exact synonym or antonym which may cause a problem to learners when they come to learn vocabulary. For instance Home, apartment, residence, dwelling are synonyms to the word House.

Irony: Nuttall (1982) states that ''irony is probably the most difficult of all uses of language for the student to interpret'' (p. 78). In other words, the most difficult thing in learning vocabulary is the use of words because the difficulty is not in the words themselves, but their use; one can say something but means the opposite. It means that there is a hidden meaning and the learner should understand this intended meaning.

1.6. Approaches to vocabulary teaching and learning:

One of the most essential parts in any language is vocabulary part as Oxford (1990) claims that Vocabulary is the most important and non-changeable element in learning any language, whether it is foreign or mother tongue due to its large amount of meaning

 According to Hunt and Beglar (2005, p. 24) vocabulary contains two approaches.

The first approach is explicit instruction and learning strategies, the second is implicit instruction and learning strategies. Explicit approach means the direct attention of learner attention that is an increased awareness of the particular items and rising of specific lexical items to be noted by the learner. Also according to Rashidia and Ganbari (2010) explicit learning vocabulary is being aware of what has been learned. It involves direct or intentional learning.

According to Hunt and Beglar(2005) the second approach is implicit. It contains studying "decontextualized lexis" through using dictionaries and deducing from context .This approach involves engaging students in meaning focused reading for instance to develop fluency. The implicit approach is being non-conscious of what has been learned and it involves indirect or incidental learning .Hence, both implicit and explicit approach are tools that help vocabulary development.

1.7. Definition of Memorization and Recall:

Memorization is a mental process that plays an important role in the process of learning and teaching vocabulary as it is defined by many scholars such as, The Oxford Advanced Learner's Dictionary (2005) defines memorization as a way that allows learners to save the information in their minds systematically and utilize it in appropriate situations. Furthermore, Sternberg (1999) defines Memory as the tool by which we make use of our past experiences to use this knowledge in the present.

Furthermore, the progressive teacher (2020) claims that "memorization is a primary tool of learning and acts as a catalyst for not only producing good results in the examination but in various other aspects of learning. It challenges your brain to remember more."

Richard, Platt and Platt (as cited in Duong and Nguyen 2006) assert that "memorization is the process of establishing information in memory. The term 'memorizing' usually refers to the conscious processes." In other words, memorization is a mental process that learners use consciously in their learning process in order to remember and recall words, sentences, and events as they are. As well as Matlin (2005) has stated that memory is the way of preserving knowledge over time.

According to Armostrong (2010), " memory is considered as a complex process through it, images sound, ideas, words, phrases, and even times and places are encoded, thus

we have the ability to recall them later. Moreover, Mcdermott and Roediger (2021) claim that memory is a single term that reflects many different abilities one of them is keeping information briefly while working with it.

1.7.1. How Words are remembered:

It is right that learning vocabulary is considered as an important element in learning any language. However, we cannot neglect the other important process which is remembering or memorization. Thus, learning is a matter of remembering and beside learning new vocabulary or information learners should also remember what they have learnt as Thornboy (2002, p. 23) says "the learner needs not only to learn a lot of words, but to remember them. In fact learning is remembering."

Michele (2020) gives an answer to how does memory work? and he states that there are three process in memory work :encoding, storage and recall, he describes that the process of memory starts with encoding: in order to remember something learners have to learn the information first as well as analyze it and adapt it to be stored in the brain. After that this new information encoded in one of the four methods like acoustically which is about how something sounds. The second way is visually; it is about how something looks .The third process is semantically; it is about what something means. After the encoded process of the new information, it goes to storage where the learner can recall or use it in a time of need. The final process is retrieval; it is where the information stored in the memory, it has two different types of retrieval: recall and recognition.

According to Mishell (2020), when you face an information, it goes to the short memory-term then it is either forgotten or, if needed and stored correctly, goes to your long-term memory. He describes short term- memory as very brief and it is at work when for example read a list of words and then immediately repeat them, it helps to recall the

information you need quickly but it is very likely that you will forget this information afterward.

Furthermore, Thornbury (2002) asserts that long term memory is a kind of feeling system which has big capacity and content over time as well as Thornbury (2002, p. 24) states that "long term memory is not always as long term as we would wish. Rather, it occupies a continuum from the quickly forgotten to the never forgotten". In other words, vocabulary which is stored in the (LTM) becomes durable over time when learners meet them repeatedly in different contexts or they are memorable and fixed.

1.7.2. How many words does a student need to know?

The first step to know how many words do students need to know is to work out on how many words are in English as a foreign language and to see that as a learning goal. According to Claiborne (1983, p. 5), reports of the size of the English language in the popular press have a very wide range: from 400,000 to 600,000 words. However, native speakers do not know all of the words in their first language and these numbers are too large to be reasonable educational goals for second language learning .Thus the number of words that the student needs to know depends on the learner's needs, they need a core vocabulary that will help them in language use; the number of this core vocabulary is about 2.00 words.

To answer the previous question, how many words do the learner need to know, pace (2013) suggested that:

1. 250 words form the main core of a language, witch without them cannot build any sentence. ,

2. 750 words form the words witch needs a person who speak English every day.

3. 2500 words constitute those that smake you able to communicate and express everything you want to say.

4. 5000 words form the native speaker's words without higher education.

5. 10,000 words constitute the active vocabulary of native speakers with higher education.

6. 20,000 words form the words that you need in order to read, understand, and find the work of literature easy such as a novel by a notable author.

These numbers are organised by pace (2013) in a proportional bull's-eye target as follow:
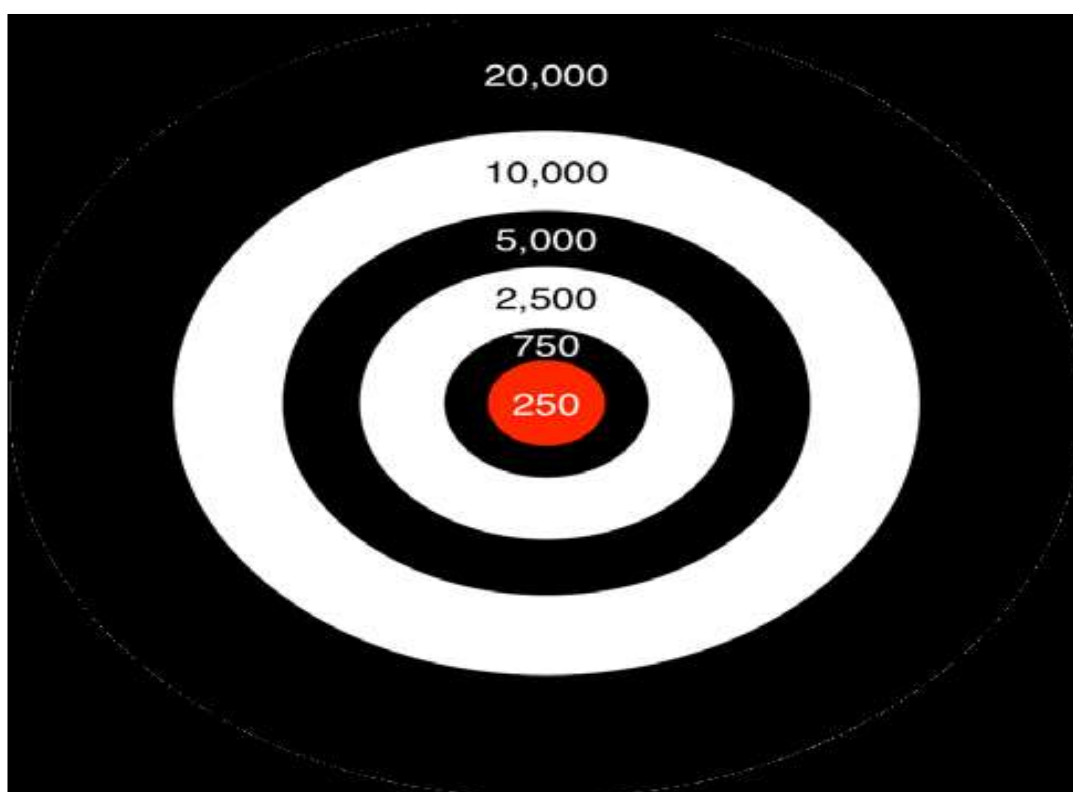
Figure 1. "How many words do you need to know in a foreign language?

Pace (2013)

In addition, Hirsh and Nation (1992) tried to look for how many words you need in order to be able to read a novel, written for native teenagers, they argue that a vocabulary of around 5,000 words would be needed

Regarding this aspect, Nation (2006) made a report on experimenting with fourteen lists of 1,000 words compiled from the British national grammar group, and using these lists to find the number of vocabulary needed to understand written and spoken English without

assistance. Hence, Nation (2006) claims that 8,000 to 9,000 word family vocabulary is needed for comprehension written text and a 6,000 to 7,000 word family is needed for spoken text.

Rob (2021) says the idea of the number of words that the students need as follows:

1. 1000 to 2000 high frequency words for basic conversations

2. 8000 words for advanced conversations.

3.10,000 to 20,000 word families to read at a university level.

1.7.3. The role of educational micro videos in the memorization and recall of vocabulary:

Micro videos have a positive impact on the memorization and recall of vocabulary. They help both teachers and learners .For teachers it facilitate the process of teaching new vocabulary of a foreign language and on the other hand micro video makes learners well motivated and permit them to memorize and remember a lot of lexical items. As (Duffy, 2008) states ''YouTube is increasingly being used by educators as a pedagogic resource for everything from newsworthy events from around the world to "slice-of-life" videos used to teach students within an ESL (English as a Second Language) course.''(p. 124) .This means that video is a great source for teaching and learning a foreign language.

According to harmer (2007, P. 283) there are some strengths of using video as follow:

a. Seeing language in use: Through the use of video learners they can hear language as well as see it do.

b. Cross cultural awareness: Video allows learners a look at situations for beyond this classroom

c. The power of creation: Using video gives the potential to create something memorable and enjoyable.

d. Motivation

1.8. Techniques of using educational micro videos in improving vocabulary memorization :

Video material can help student's motivation and enhance their learning experience. Thus the video is a good classroom tool in teaching and learning vocabulary. However, the use of this modern material should be in effective and workable way to obtain the target goal. Berk (2009) proposes some techniques :

1. Select a particular video clip to provide the content or illustrate a concept.

2. Prepare a particular discussion questions so they have directions on what to see, hear, and look for.

3. Present the briefly to reinforce purpose.

4. Play the video

5. Make pause at any scene to highlight a specific point.

6. Organize a time to provide on what was a scene

7. Assign an active learning activity to interact on specific questions, issues, or concepts in clip

8. Structure a discussion around those questions in small and/or large group format.

 In addition, Alber (2019) clarifies four tips for using video in classroom:

1. be selective: the teacher should pick the most dynamic and telling parts to show students.

2. Provide a mission: the teacher should provide a mission before showing the video, for instance, as you watch, I want you to pay attention to

3. Pause to ponder: stop the video to give students time to reflect, avoid asking questions while watching the video. However, after watch a few minutes you can stop the video and ask them questions to discuss what they just saw

4. Turn on closed captioning: for content packed videos, consider including text, as a handout or digital copy, especially if your students will be asked to apply the information they learned from the video.

Yassaei (2012) claims that there three activities that should be applied during the use of video in classrooms, and he divided these activities into three types:

1. Pre-viewing: Activities that should be done before watching the video, this can help teachers to asses students

2. Viewing Activities: done after watching the video and practicing the language and the vocabulary encountered in the video.

3. Post viewing: Activities done during watching the video, either with or without stopping the video.

Conclusion:

In this chapter as we have focused on vocabulary learning and memorization, we have mentioned that vocabulary is an essential element and it considered as the core of language use which has to be of fundamental importance in the field of language teaching. In addition, we have described its importance, purpose, strategies, and approaches of teaching vocabulary. This chapter also contains a section about the role of micro videos materials in the memorization and recall of vocabulary that include three important subtitles which are the way of words remembering, the definition of memorization and recall and the number of words that students need to be fluent in the four skills reading, writing, speaking, and listening . At the end, we have mentioned some techniques of using of educational micro videos in learning and memorization vocabulary.

Chapter Three field of work

Introduction:

The fact that Vocabulary is the most important part in teaching English language as a foreign language led teachers to looking for new techniques to develop this teaching process and make it effective and successful. Therefore, the researcher in this study aims to investigate the influence of using educational micro videos on the memorization and recall of vocabulary. To enrich the work with accurate data, we relied on two data collection tools which are, classroom observation and the teachers questionnaires which were administered to English language teachers of middle school . In addition, this present chapter deals also with the description of the aims of the data collection tools, analysis of the data instruments, and the interpretation of the results of the data collection tools. We have adopted the mixed method approach that includes both qualitative and quantitative methods in order to analyze the data gathered from the questionnaire and the classroom observation sessions and then the researcher ends up the chapter with a summary of finding and a conclusion.

1. Classroom observation:

1.1. Aims of the classroom observation:

The classroom observation is performed to examine the impact of using micro videos aids on teaching English active vocabulary to EFL learners. It aims to find out the learners and teachers' attitudes and behaviour while teaching new vocabulary through using educational micro video in classroom.

1.2. Description of the classroom observation checklists:

Classroom observation is considered as a main tool to discover what actually happened in the lecture. This data tool gives accurate and valid data because the researcher attends the lecture and describes the process of teaching vocabulary through the use of educational micro videos. The classroom observation task was applied through the attendance with the fourth middle school year classes. We have chosen one fourth year class to make

classroom observation. This class contains 30 students and was chosen randomly. During the period we planned to start our field work, there were the tests, strike for one week and Corona Epidemic. Thus, the time remained for the fourth year classes was so limited because they should finish the program at its due time and begin to prepare for the BEM exams. We have decided not to interrupt them and attend just four (04) sessions .We divided these four classroom attendances into three stages, first one is before using educational micro videos, the second one is during using educational micro videos and the final stage is after the use of this material.

We have started observing the classroom teaching sessions from the 20 April 2021 till the end of 10 May 2021. We have observed how vocabulary is taught and learnt, and how do learners respond to the use of educational micro videos materials. The observation was obstructed by some circumstances, especially the corona epidemic. Due to this Virus many thing were changed such as, the time of sessions in which each session took forty five 45 minutes instead of sixty 60 minutes. In order to make the classroom observation easy and ends with effective information we prepared checklists to take notes that will be discussed and analyzed later.

1.2.1. During using educational micro video in classroom:

This stage highlights the implementation of educational micro video and students reaction, it describe what happens during the use of this material.

1.2.3. After using Educational micro video:

In this stage we focus on the influence of educational micro videos weather have positive or negative impact.

1.3.Classroom Observation Analysis and Discussion:

1.3.1.Before using Educational micro videos:

In this stage we aim to concentrate on how vocabulary is normally taught and describe the normal learning procedures used by the teacher in classroom.

a. Do learners pay attention and well participation in the activities?

We noticed that some of the students were attentive and focused with the teacher as well as participating in classroom activities. However some of them were not attentive with the teacher while explaining the lesson, they seemed thinking about other things whereas their eyes are on the teacher. That appeared when the teacher asked one of her students: could you please repeat what I have said right now? Although she asked him just to repeat not to answer a question but the students could not respond, he just kept silent, and this is due to the less participation in the activities.

b. Do learners show excitement and motivation when teacher produces new items?

It is observed that not all of the students are motivated and exited when the teacher presented new vocabulary, some of them show the excitement and motivation clearly through their participation with the teacher .However the others just kept silent, look at the teacher and write in their copybooks. Therefore at the end of the session we asked the teacher why? she said that the motivated group are the talented students who prepared their lessons and they are always ready to welcome new items.

c. Do learners spend much time to understand the meaning of new word?

It is noticed that most of the students find difficulties to understand all the words meaning produced by the teacher, as well as spending much time to get the clear meaning of some words. For example, during our attendance, the teacher gave a textbook about Gaid Salah and asked them about the meaning of some words giving them three minutes to think.

After the three minutes, the students could not respond, then the teacher started her explanation through giving synonyms, antonyms, expressions and using body language till the students understood the exact meaning.

d. Do learner's anxiety and shyness affect practicing and remembering new words?

It is observed that when some of the students feel shy, they can not practice the learnt new items ; they forget them and find difficulty to remember them, and this is observed when the teacher gave an activity on the board which was about classifying the adjectives in the right column, one student did not participate until the teacher asked her to stand up and answer the question although she wrote it correct in her copybook.

e. Do learners practice sufficient vocabulary activities when they learn?

It is noticed that the teacher produces sufficient tasks and activities to learn vocabulary. The teacher presents her lesson that includes the new vocabulary by using text book then the next session she started her lesson with an oral revision about the previous learnt vocabulary where the students remember just a few words. After that the teacher gave another tasks which was about classification of the words in the right column. Finally she gives a final activity witch is to write a small paragraph where the students use all what are learnt .

f. Is vocabulary well taught?

It is observed that vocabulary is not well taught because the teacher relay only on text book as an educational tool rather than using other new technological techniques such as audio visual materials . In addition the most of the students felt bored and not interested during the session.

j. How many words do learners learn?

While our attendance, we observed that the teacher produced many new words within the text book in her lesson , such as the first session she presented ten new vocabulary. when

we asked the teacher about the amount of vocabulary produced to the learners each time, she answered it is not fixed number. The number of the words differs from one session to another one. The teacher explains that sometimes for instance when she presents eight words and he /she finds him/herself familiar with four of this words. Thus in this case the learners learn only four words.

h. Does teacher provide enough time for students to practice new words?

Iit is noticed that the teacher did not give enough time to students to practice new vocabulary for example The teacher ask them to work individually and she gives them short time it was about five minutes to finish the activity. When we ask the teacher why, she said due to Corona Epidemic, we have only forty five minutes in each session. On the other hand, we have to complete the programme. Thus we are working in a limited time.

1.3.2. During using educational micro video:

This stage highlights the implementation of educational micro videos and students reaction; it describes what happens during the use of this material.

a. Do learners pay attention and well participate in the activities ?

It is observed that when the teacher use micro videos in producing new words, the majority of the students focus with her and participate in all classroom activities in an enjoyable atmosphere. They seemed very active and interested.

b. Do learners show excitement and motivation when a teacher produces new items ?

During our attendance, we noticed that educational micro video materials motivate, and attract pupil's interest in learning. This appears through their active reactions and appropriate responds to tasks, also when the teacher asks her students at the beginning of the session if they prefer to study with video or book ,we observed that all of the students chose the video and they were very excited.

c. Do learners find difficulties to understand the meaning of a new word?

It is observed that learners did not find any problem or difficulty to get the correct meaning of the new presented words. This appears when the teacher produced a lesson by using micro videos with the title of how to make strawberry juice? We have observed that when the learners see the picture of the word and hear the appropriate sound, it helps them to understand easily the intended meaning without more explanation.

d. Do learners feel anxious when watching educational micro videos?

It is noticed that most of the students confirm that the use of educational micro video never worries the students; on the contrary, they look interested and satisfied due to the implementation of these material as well as creating an entertaining educational atmosphere for them.

e. Is the time allocated to watching educational micro videos enough to examine new vocabulary?

The time given to watch the educational micro video is sufficient to learn new items . we noticed that the teacher did not turn on the video just one time, she repeated it several times in order to allow the students to recognize and learn all new items, also at the end of the session they become familiar with all the new presented words. This makes learning vocabulary process successful and effective.

f. Is the content of educational micro video explicit for learners?

It is noticed that educational micro video content is clear and understandable for students because while the teacher presented the educational micro video, we observed that the students did not ask the teacher any question because they understood the meaning easily even though the teacher stopped the video from time to time and asked them some questions such as, do you get the meaning of this word? They gave her the correct answer however they found problems to say the meaning in English of some words .

j. Does learners ability to memorize new words increase when using micro videos?

It is observed that the students are able to memorize and recall the new taught vocabulary while using educational micro video, it appears when the teacher produces a lesson through using educational micro video then the next session, she made an oral revision about the previous lesson where we were surprised that the majority of the students could remember almost all the taught items.

h. Does teacher face any difficulties when using micro videos materials?

It is noticed that the teacher did not face any struggle while using the educational micro videos , because these materials are available in this school, the classroom is suitable to work in as well as the teacher is skilled in using these tools. Both teacher and students are interested in technology and they prefer to use it in classroom.

i. How is learner's psychological state effected when experiencing micro video input?

When using the educational micro video, the students psychological state has become good. They become happy, active, and enthusiastic. This will influence positively the learning process especially in remembering and retrieval of the new learned words.

g. Does the use of educational micro videos affect classroom management?

We have noticed that the implementation of educational micro video to produce a lesson affects positively the classroom management. It is motivating students as well as providing a comfortable and enjoyable environment. We observed that the use of these materials saved time and enhanced classroom management through helping the teacher to move around the room so students have to pay attention more readily.

1.3.3. After using educational micro video:

In this stage we focus on the influence of educational micro videos weather positive or negative.

a. Does Educational micro video impact participation in classroom activities?

We have observed that, the students prefer these materials, they find them interesting and it is very workable to attract their attention. This enjoyable atmosphere allows the students to well participate and increase their engagement.

b. Does the use of educational micro videos have a positive impact on learner's motivation?

It is observed that educational micro videos help increase student engagement and motivation; they encourage students to interact with the teacher in an interesting and enjoyable way. This appears when the teacher asked the question who can give the answer of this question? We observed that all the students raised their hands to answer.

c. Does learner's desire to learn words increase?

It is noticed that the desire of learning new words has increased because they enjoy using the educational micro videos. This appears when the students asked the teacher by the end of the session what will the next lesson be ?and Are we going to study it by video or not?

d. Is an educational micro video engaging?

We observed that a micro video is engaging, because it attracts the student's attention . This appears when the teacher turned on the video and all the students were silent and watched the video, even though the teacher did not speak to them or give them any instructions.

e. Does the implementation of educational micro video help learners to recall vocabulary?

During our attendance, we observed that when the teacher made an oral revision of a previous lesson presented through educational micro videos, the majority of the students could remember most of the taught vocabulary. Thus, we can say that educational micro video is effective in helping learners to recall vocabulary.

f. Does the percentage of new learned words increase after using educational micro video?

It is noticed that the percentage of new taught words develop and increase due to the use of the educational micro video. We investigate this reality after we observed the students fluency in speaking and communicating with the teacher. Therefore we asked the teacher what was the reason. The teacher responded that she always preferred to introduce her lesson through the educational micro video. This helps them remember and recall the taught vocabulary in effective way as well as enhance and increase the amount of the new learned vocabulary.

i. Are the learners satisfied with the experience of learning through educational micro videos?

It is observed that the learners are satisfied with the integration of educational micro videos in classroom to learn vocabulary. This appears when the teacher ask questions at the end of the session such as do you have any questions? or, do you understand all what we have seen?. Then the students answer: no questions madam or every thing is clear. The implementation of the educational micro video has positive effect on learners.

2. Teacher's Questionnaire:

2.1. Aims of the teacher' s Questionnaire:

This teacher questionnaire deals with the effectiveness of using educational micro videos in teaching English vocabulary to EFL learners and investigates the teachers' views and attitudes about this technological tool.

2.2. Description of the teacher's Questionnaire:

The current questionnaire was submitted to (07) teachers of English of (04) middle schools. We have started with an introduction to present our topic and we have asked the teachers to answer all the questions by ticking (√) in the specific box and by providing us with a full statement when necessary. Our survey is made up of three sections which include fifteen questions (15) with both close- ended and open- ended questions.

The First section deals with the personal information which is composed of three questions (3). Here, we have asked the teachers about their age, gender, also about how they have been teaching English. The second section includes six questions about vocabulary; it deals with the different activities used while introducing new vocabulary as well as learner's assimilation of the new presented items .we also seek to know the difficulties that prevent students to use their active vocabulary successfully. In addition how many times teacher uses Arabic. Moreover, this section contains how often the teacher reviews the new taught vocabulary and the difficulties the teacher face while introducing them. The third section is about the use of micro videos in classroom, it contains Teacher's Attitudes towards Using educational micro Videos in the Classroom and if they integrate this teaching technique during their sessions in addition to investigating if these authentic material improve student's vocabulary memorization . Also, to know how teaching vocabulary through educational micro videos can help EFL learners to use their active vocabulary successful. And at the end of this questionnaire, we have asked the teachers for any other comments concerning this subject.

Q1. Teacher's Sex:

Options	N° of the teachers	Percentage%
Female	7	100%
Male	0	0 %
Total	7	100 %

Table 01: Teacher's gender
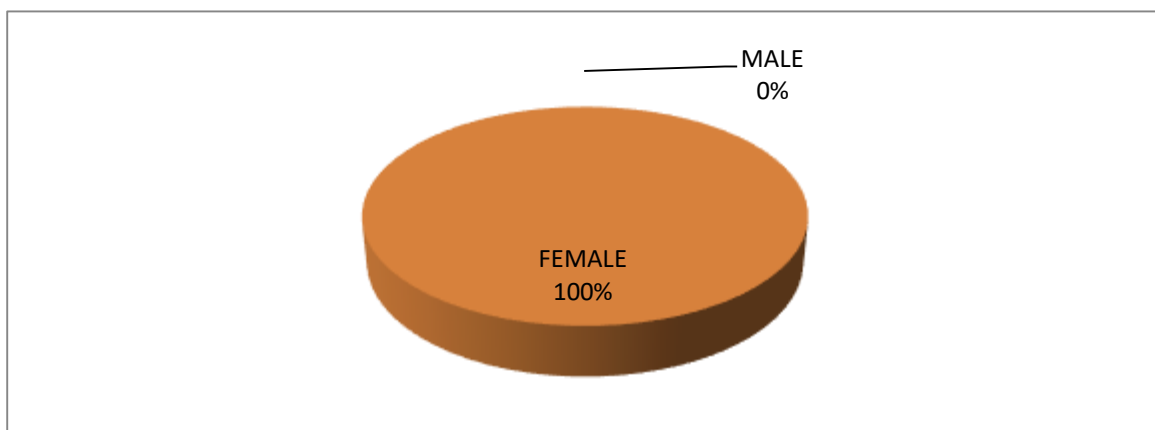
Graph 01: Teacher's gender

From the results of table (01) and the graph one 01, we observed that all of the participants are Females.

Q2. Teacher's Age:

Options	N° of the teachers	Percentage %
25-35 years old	2	28,6 %
35-50 years old	5	71,4 %
Total	7	100 %

Table 02 : Teacher's Age
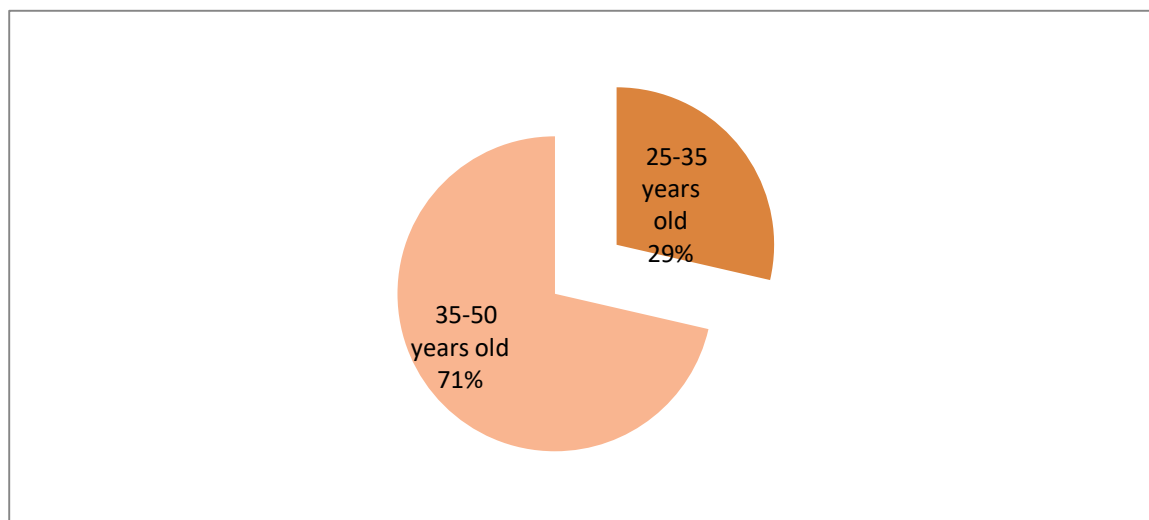
Graph 02 : Teacher's Age

According to the table 2 findings, we observed that It is clear from the data findings 5 teachers With the percentage 28,6%, their age is around 25to 35. While 71,4% of the sample are over 35 years old and no one less than 25 years old. Due to these results we can illustrate that It means the English department contains both young teachers and old one who is more experienced in the field of language teaching.

Q3. How long have you been teaching English?

Options	N° of the teachers	Percentage %
1 - 10	4	57,18%
10 - 20	2	28,6%
20 - 30	1	14,3%
Total	7	100%

Table 03 : Teacher's experience
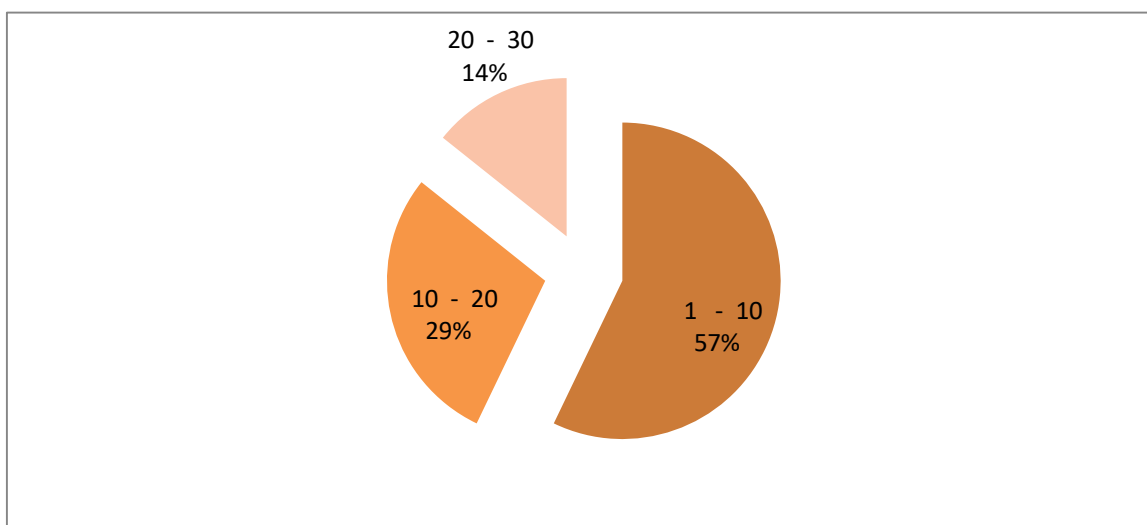
Graph 03: Teacher's experience

Table two 02 show that the vast majority of teachers is experienced. Therefore, 57,1% of them, they have teaching experience between 1-10 years and 28,6 % of them with a more teaching experience between 10- 20 years. While we have 1 teacher with the percentage 14,3% who have a long experience, with 26 years .From the results above, we can claim that our participants experience in the English teaching process is noticeable.

Section two: Teaching vocabulary:

Q1. What kind of activities do you choose while introducing new vocabulary?

Based on data results from teachers answers, we observed that the majority of the teachers declare that they use suitable context , matching synonyms and antonyms as well as videos   while one teacher   argue that she uses pictures or gestures. Teachers are used different kinds of activities to explain their lessons and motivating their students but the.

Q2. How do your learners assimilate the new presented words?

The data findings from this questions demonstrate that among 7 participants, the one who declare that she used pictures and gestures   in their classroom   that the students assimilate hardly the new vocabulary. However, the others state that the students assimilate easily the new items. Thus the successful of new presented vocabulary assimilation refers to the teacher's method and techniques that used in classroom.

Q3. In your opinion, what are the difficulties that prevent students to use their active vocabulary successfully?

According to the teachers response; we can notice that three of the participants clarify that the main difficulty is the students forgetting the vocabulary they have learnt because they do not use them. Whereas one of them explain that the students do not have speaking session , most of them time is listening which prevent them to use their active vocabulary successfully. while the rest of the participant agree that the main difficulty that make students find problems in vocabulary is the lack of audio visual aids in some schools . From this finding we can realize that the teachers considered that the integration of the audio visual resource can improve vocabulary learning and use.

Q4. How often do you translate unclear vocabulary into Arabic?

Options	N° of the teachers	Percentage %
Always	0	0%
When necessary	7	100%
Never	0	0%
Total	Total	100%

Table 04: Frequency of using Arabic
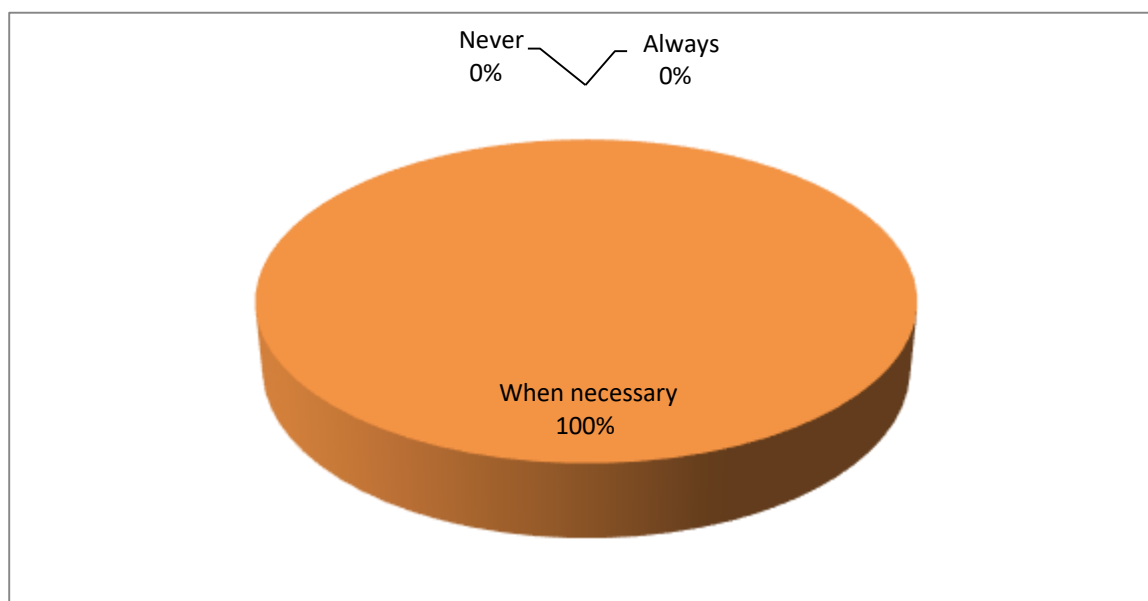
Graph 04: Frequency of using Arabic

It is evident from the results in Table above that; almost all teachers (100%) stated that they Arabic or mother tongue to translate vocabulary when necessary, and non of them declared that they use it always or they never use it. According to these results we can notice that the teachers did not abandon the use of Arabic to help their students getting the correct words meaning. However they use it only when it is necessary.

Q5. What is the difficulties you face while introducing new items?

According to the teacher's response; we can observe that three teachers argued that the main difficulties they face is students have not background as well as they are not motivated enough to learn. In the other hands four of them clarified that the lack of appropriate materials is one of difficulties that we face in presenting new items. These findings show that

Q6. How often do you reviewing the new taught items?

Options	N° of the teachers	Percentage %
Sometimes	3	42,9%
Always	4	57,1%
Rarely	0	0%
Total	7	100%

Table 05 : Frequency of reviewing the new taught items
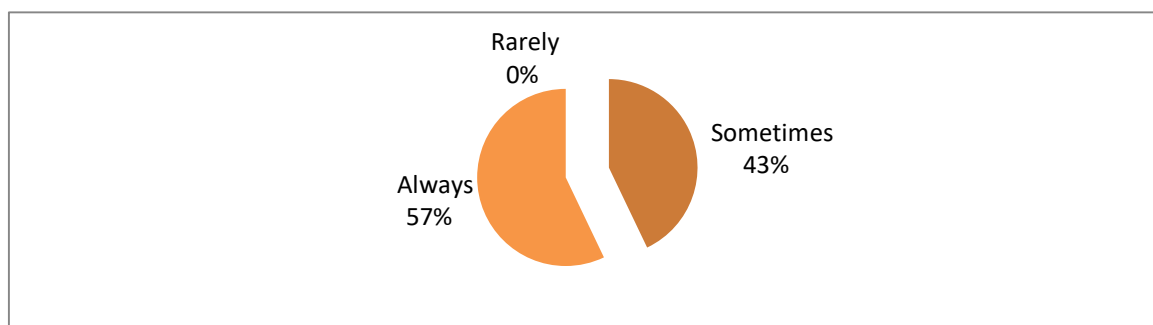
Graph 05: Frequency of reviewing the new taught items

From the table 5 and the graph 5, it is observed that the majority of the teachers' answers with the percentage 57,1% claimed that they always do the revision of the new taught vocabulary. whereas 42,9%   declared that they do this revision sometimes. These results assert that most all of the teachers do the revision of new taught items since its effective for learners.

Section three: the of Micro videos (short video)in classroom

Q1. What is your attitude towards using micro videos as teaching materials into EFL classrooms?

Options	N° of the teachers	Percentage %
Neutral	7	0%
Positive	0	100%
Negative	0	0%
Total	7	100%

Table 06: Teachers attitude towards the use of micro videos materials
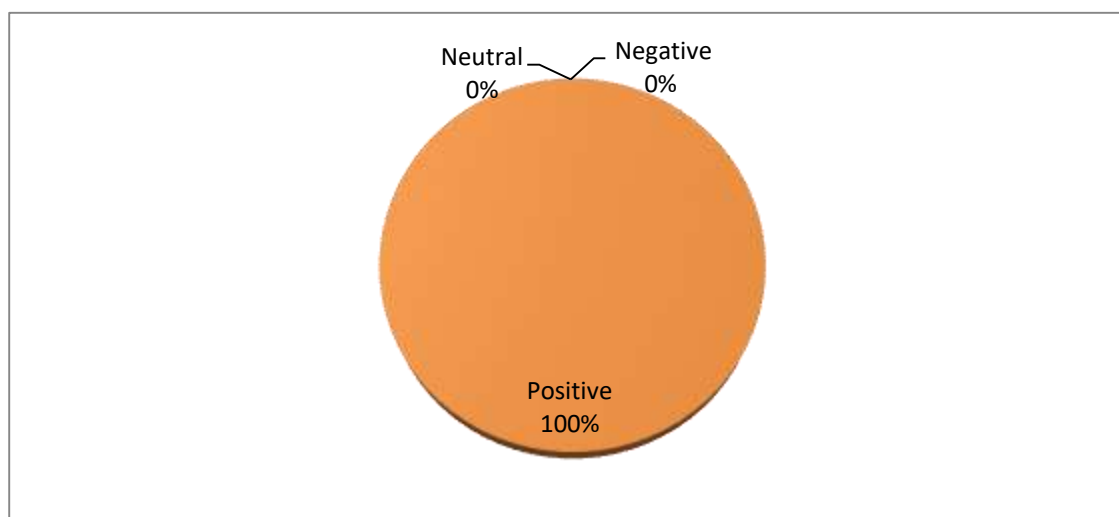
Graph 06: Teachers attitude towards the use of micro videos materials

According to the responses of the participants that presented in Table 6 and graph 6, it is determined that all the participants with the percentage 100% have positive attitudes towards the implementation of the micro videos in classrooms. Thus We deduce that those teachers are totally agreeing with the usefulness of micro videos as a teaching tool into EFL classrooms.

61

Q2. Do you use micro videos materials in class?

Options	N° of the teachers	Percentage %
Yes	6	85,7 %
No	1	14,3%
Total	7	100%

Table 07: Teacher's use of micro videos aids
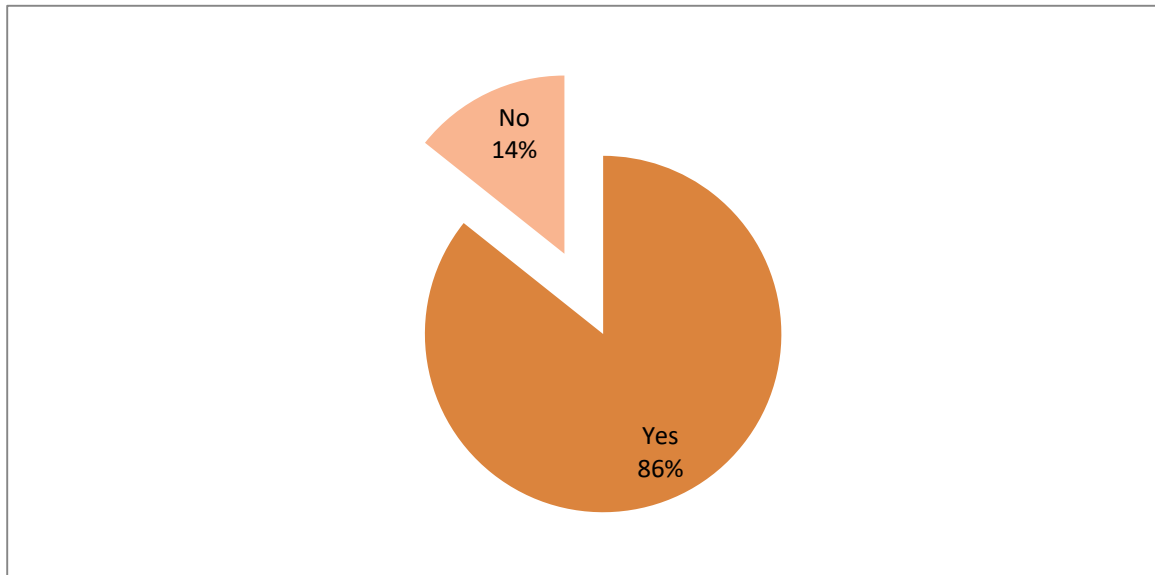
Graph 07: Teacher's use of micro videos aids

We remarkable from the table 7 and figure 7 results, we observed that the majority of the participants with the percentage 85,7 %   declared that they use the micro videos materials in class. However, the more than one participants among 7 declared that she do not use them. According to these results we can notice that the majority of the teachers aware of the benefits of micro video material and its implementation in classrooms.

Q3. How often do you use them ?

Options	N° of the teachers	Percentage %
Sometimes	5	71,4%
Always	1	14,3%
Rarely	0	0%
Never	1	14,3%
Total	7	100%

Table 08 : Frequency of using micro videos materials
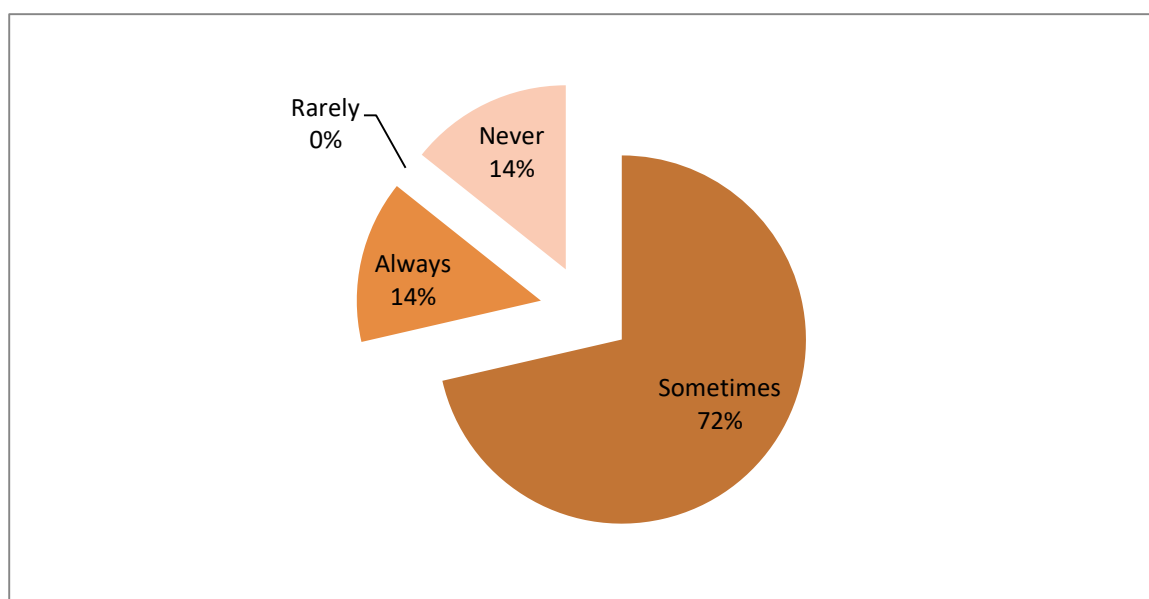
Graph 08: Frequency of using micro videos materials

More than the half of the participants represented 71,4 % Strongly agrees with the idea which claims that they use the micro video sometimes and one the one who always use it. Whereas another one stated that she never use the micro videos in the classroom. Hence from we can illustrated that the most of the teachers are aware of the advantages of this material as well as they integrate them in their classrooms.

Q4. How do you consider teaching with micro videos?

Options	N° of the teachers	Percentage
Motivating	7	100%
Boring	0	0%
Total	7	100%

Table 09 : Teacher's attitudes about teaching with micro videos materials
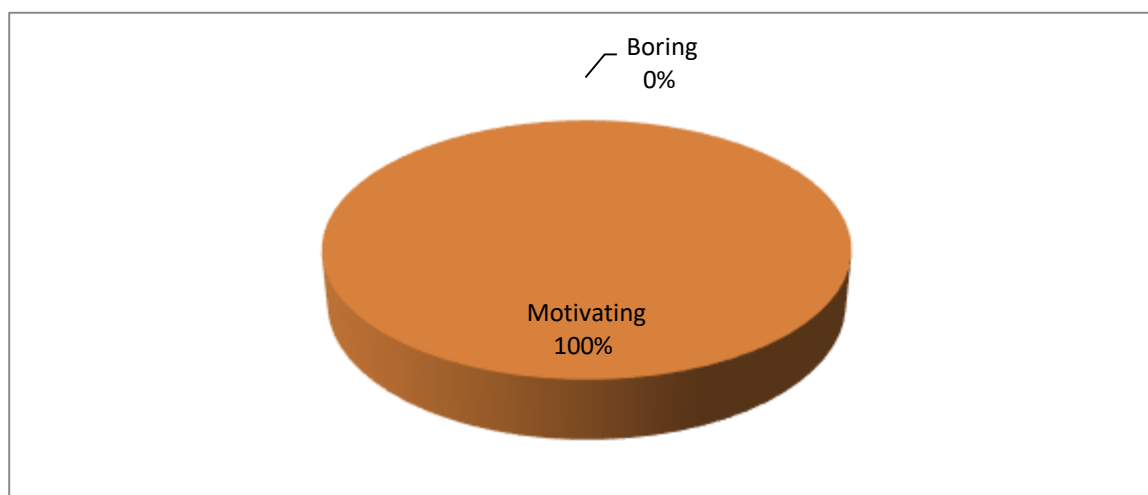
Graph 09: Teacher's attitudes about teaching with micro videos materials

According to the results above, it is observed that all the teachers with the percentage of 100% claim that the implementation of this tool motivating learners in the teaching process.

Q5. Do you think that the use of micro videos improve student's vocabulary memorization?

Options	N° of the teachers	Percentage %
Yes	7	100%
No	0	0%
Total	7	100%

Table 10 : Teacher's opinions about the role of micro videos in memorizing vocabulary
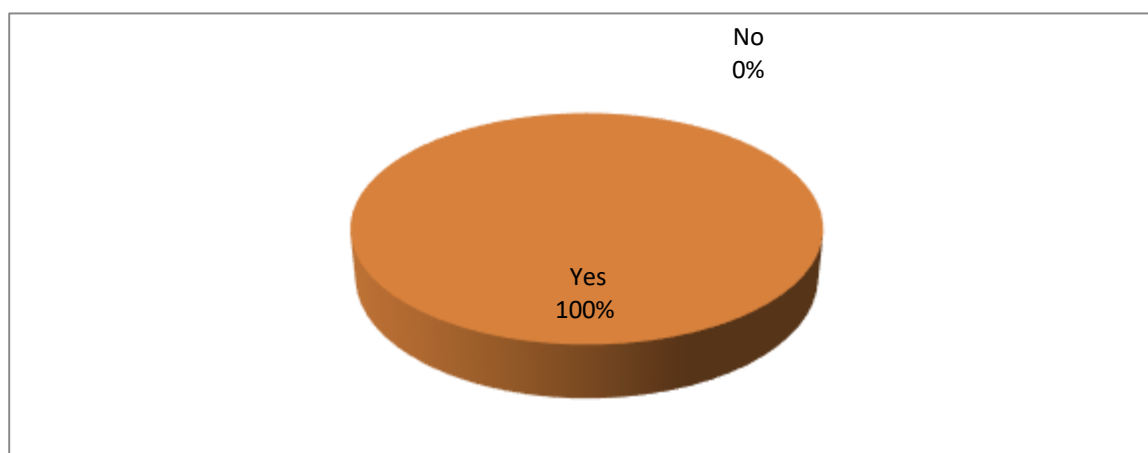
Graph 10 : Teacher's opinions about the role of micro videos in memorizing vocabulary

The results of the table 8 and figure 8 indicated that all the participants while the percentage 100% agree with the idea of the implementation of micro videos improve student's vocabulary and non of them refused this idea. From this findings we notice that micro video material can help students to memorize and recall the new taught items as well as it can facilitate the learning and teaching process.

The participants justified their answers ,some them stated we are agree with this idea because micro videos is a motivating tool which create an enjoyable atmosphere for learners. In the other hand the others stated that because this tool help students in memorizing and recall vocabulary.

Q6. Do you videos help students to use their active vocabulary successively?

Options	N° of the teachers	Percentage %
Yes	7	100 %
No	0	0%
Total	7	100%

Table 11 : Teacher's attitudes towards the impact of videos
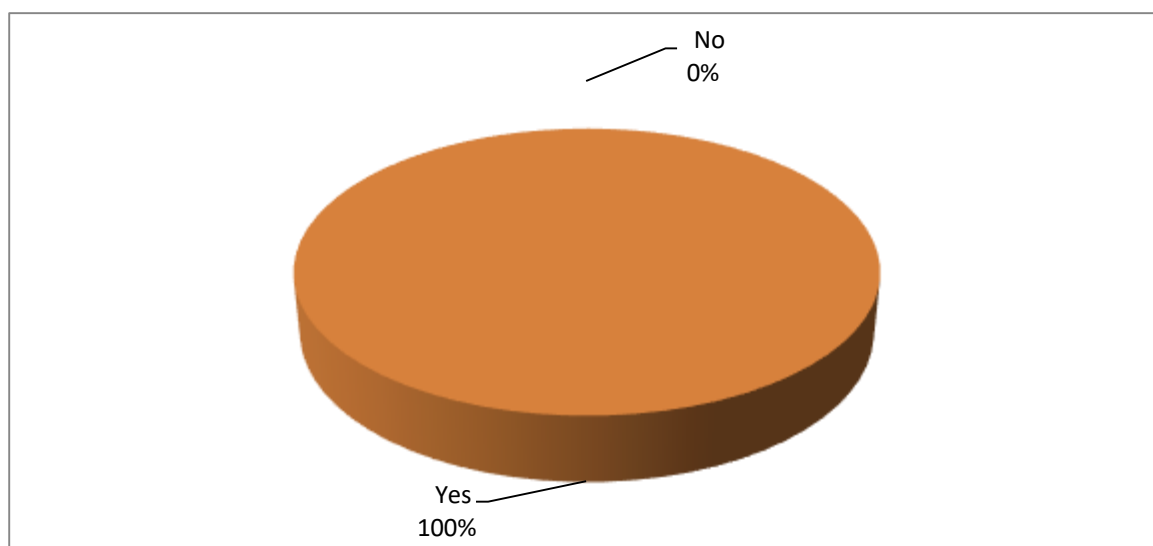
Graph 11 : Teacher's attitudes towards the impact of videos

In this regard. The results of the previous question, we observed that all the teachers with the percentage 100% showed their agreement with the idea of micro videos help students to use their active vocabulary successively. Whereas no one of them choose the choice No. Consequently, we deduce that the micro video is one of the helping tools in vocabulary teaching and learning process.

The participants justified their choice, they emphasized that educational micro video is considered as an effective material in the vocabulary learning and teaching process.

They mentioned that this tool help students to well pronounce the words as well as memorize them, also it makes students well motivated and engaging.

We add an other question was: Any other comments concerning this issue.

The participants answered this question by we need to use educational micro videos in introducing our lessons because its importance and effectiveness.

3. Findings and Results:

Based on the data results obtained from the analysis of the classroom observation and teachers questionnaire, we confirm that the implementation of educational micro videos tool in classrooms is more important and significant in language learning and teaching process in general and vocabulary learning and memorization in specific. The findings from classroom observation show that the use of the educational micro videos increases student's motivation and raises their curiosity to learn new items. In addition, it helps them memorize and recall vocabulary better than when relying on traditional methods such as textbook. This technological aid creates an enjoyable atmosphere where the interaction between teacher-students and between classmates increases.

The data findings from teacher's questionnaire show that the majority of English language teachers are familiar with the use of educational micro videos to present lessons. Furthermore, all of the teachers are aware of the importance of this technological aid to develop the capacity of the students to master vocabulary and memorize it. Although, they face some difficulties while using micro videos, they prefer to use them. Not only this, they invite other teachers to integrate them into classrooms due to their effectiveness and positive influence on students vocabulary learning. This means that educational micro videos have a great role in improving the process of vocabulary learning and recalling this taught vocabulary when needed.

Conclusion:

This final chapter has discovered the importance of using educational micro videos in language teaching and learning process in general and teaching active vocabulary in specific. It is noticed from the findings that the educational micro videos are supported by both the teachers and the students. Both teachers questionnaire and classroom observation confirm that educational micro video has a significant role in improving the ability of students to learn new vocabulary and memorizing them in an effective way.

General Conclusion

General Conclusion:

Vocabulary is considered as one of the very crucial language components. This consideration is due to its importance for EFL learners communicative capability. Alongside this research study, we have investigated the usefulness of the educational micro videos and their effectiveness in education. Moreover, we have emphasized the importance of educational micro videos in enhancing EFL learners' vocabulary.

This research has been divided into two main parts. First, the theoretical part which contains two chapters. Throughout the first chapter, we have introduced the educational micro videos as an independent variable. We have started with an introduction then clarified the distinction between the traditional materials and modern ones. Afterward, we have made an overview about the educational video and its types .After that we move to educational micro videos as one of the technological resources and its importance in foreign language teaching and learning process as well as we highlights some techniques in teaching by using educational micro videos. In addition we try to clarify the difference between macro and micro videos. Furthermore, we explain the teachers benefits when they integrate these materials in their sessions as well as we present the main difficulties that interrupt the use of micro videos in classroom. We end this chapter by introducing the approaches that encourage the use of micro videos.

The second chapter is about vocabulary memorization as a dependent variable. We start this chapter with its different definitions from different experts in the field. we introduce the importance of vocabulary in the process of foreign language teaching and learning and demonstrated their types which is divided into both active and passive. Furthermore, we mention the main techniques for teaching vocabulary. On the other hand, we present the main difficulties in the learning and teaching vocabulary. Furthermore, we explain memorization and How Words are Remembered. We also explain the numbers of the words a student needs

to know. In addition, we deal with the role of micro videos resources in the memorization and recall of vocabulary. At the end we conclude the chapter with the Techniques of using educational micro videos in improving vocabulary memorization.

The third chapter is an analysis of the findings in order to demonstrate the usefulness of the educational micro videos in enhancing EFL learners vocabulary. There are two data collection tools which are classroom observation and teachers questionnaire used in order to validate our hypothesis.

The results obtained from the analysis of both classroom observation and teacher's questionnaire confirm our hypotheses we introduced in the beginning. In this regard, the findings   indicate that the teachers are aware enough about the usefulness of the educational micro videos materials. Most of them integrate them in their sessions. Finally, we have deduced that the use of this technological tool has a positive impact on vocabulary learning and it improves the student's memorization and recall of the taught items.

References

ALBER, R. (2019,March 18) .Using Videos in the Classroom to Amplify Learning.

www.edutopia.org

ALQAHTAN, M (2015). The importance of vocabulary in languagelearning and how to

betaught . *International Journal Of Teaching And Education*, Vol. III(3), pp.

21-34., 10.20472/TE.2015.3.3.002

BAJRAMIA, L., & ISMAILIA, M. (2016) .The Role of Video Materials in EFL

Classrooms.*Rocedia - Social And Behavioral Sciences. 232* .502 – 506.

http://dx.doi.org/10.1016/j.sbspro.2016.10.068

BALEGHIZADEH, S & ASHOORI, A.(2010).The effect of Keyword and word list method

on immediate vocabulary retention of EFL learners. *Pakistan Journal Of Social*

Sciences. 30(2), 25-261

BERK, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU

in the college classroom. *International Journal Of Technology In Teaching*

And Learning,

5(1).https://www.researchgate.net/publication/228349436_multimedia_teachin

g_with_video_clips_tv_movies_youtube_and_mtvu_in_the_college_classroom

BHARTI, P.(2015). Tips for Choosing and Using Educational Videos in Your Classroom.

Rtreived from edtechreview.in website.https://edtechreview.in/trends-

insights/insights/1770-tips-for-choosing-and-using-educational-videos-in-your-

classroom._

BRAVO, J. (2000). El video educativo. Madrid. Retrieved from http://

www.ice.upm.es/wps/jlbr/Documentacion/Libros/Videdu.pdf

BRÜNNER, I. (2013). Using Language Learning Resources on Youtube. *In International*

Conference For Language Teaching,

15.https://www.google.com/url?sa=t&source=web&rct=j&url=https://conferen

ce.pixel-

online.net/conferences/ICT4LL2013/common/download/Paper_pdf/215-

ELE13-FP-Bruenner-

ICT2013.pdf&ved=2ahUKEwiPm_WPs9DwAhUEXRUIHdLsAV8QFjAAeg

QIBBAC&usg=AOvVaw1v7yTq-FlE-DPGsqCqsgDy

CARTHY, M..(1990).*Vocabulary Oxford:* Oxford University Press.

CASTELLI, D. M., & FIORENTINO, L. (2008). *Physical education technology playbook.*

Champaign, IL: Human Kinetics.

CAVALIER, J. Introduction to Micro video. Retrieved from Tech Smith website.

.https://www.techsmith.com/blog/introduction-t_

CAVALLERO, C. (2010). *La Escuela y los Medios: Entre Realidades y Utopías. En J. O.*

Silva (Compilador). Entre Utopías y Realidades: Nuevos Estilos

Comunicativos en Educación (pp. 193-210). Ediciones LAE.

CLAIRBORNE (1983) .*Our marvellous native tongue* . Times Books. New York .

CRYSTAL, D**.** (2002). *The English Language : A guide tour of the language*. (2.ed).

Curse, E.(1986). *Using educational video in the classroom : theory, research and practice*

.*Description and Analysis*. Cambridge: Cambridge UP.

DRRADJI, H.(2016). The importance of youtube video in enhancing EFL learners

vocabulary.

DUFFY, P. (2008). Engaging the youtube Google-Eyed Generation: Strategies for Using Web 2.0 in Teaching and Learning. *The Electronic Journal Of E-Learning, 6*(2). http//eric.gov/id=EJ1098687

DUGAN, C. (2010). *Academic vocabulary* .Shell Education.

DUONG, T.H.O.& NGUYEN, T.H.(2006).. Memorization and EFL Students' Strategies at University Level in Vietnam. *Tesl-Ej. 10.* https://www.google.com/url?sa=t&source=web&rct=j&url=http://www.tesl-ej.org/pdf/ej38/a4.pdf&ved=2ahUKEwjM_prsveXwAhVZRBUIHUN7D2wQFjABeg QIBBAC&usg=AOvVaw03677FYK4Im7nd5tvhNVkd

FAIN. J.(2009) .Tab long form video overview. Interactive Advertising Bureau . http://www.iab.net/long_form

GARDNER, H.(1983;1993).*Frames of mind :The theory of multiple intelligence* ,New York :Basic Books

Gu, Y. (2003). Vocabulary learning in second language: person, task, context and strategies.Electronic 7.http//.www.test-ej.org

HADIJAH, S. (2016). Teaching by using video: ways to make it more meaningful in efl classrooms

HARMER, J. (1998). *How to teach English: An introduction to the practice of English language teaching.* Harlow: Longman..

HARMER, J. (2001). *The practice of English language teaching (3rd ed.).* Essex, England: Longman.

HATCH, E. M., & BROWN, C. (1995). *Vocabulary, semantics, and language education.* Cambridge: Cambridge University Press

HIRSH, D., & NATION, P. (1992). What vocabulary size is needed to read unsimplified texts for pleasure? Reading In A Foreign Language, *8*(2), 6896

HORNBY A S.(2000).*Advanced learners Dictionary of current English new York* :oxford university press.

HOUSE, S. 2008. *Authentic materials in the classroom. In Didactic approaches for teachers of English in an international context. Sonsoles Sánchez-Reyes Peñamaría and Ramiro Durán Martínez, 5*3-70. Salamanca: Ediciones Universidad de Salamanca.

HUNT, A & BEGLAR, D.(2005). A Framework For developing EFL reading vocabulary. *Reading In A Foreign Language*,*17*(1). Retrieved from http://wenku.baidu.com/view/70c2c70c52ea551810a687da.html.

JELLYFISH, M (2019). A distinction is made between planned and unplanned . Retreaved from www.coursehero.com

Journal. TESL-EJ, 7, 2, 1-26.

JUKES, I., MCCAIN, T., & CROCKETT, L. (2010).*Understanding the digital generation :teaching and learning in the new digital landscape.* thousand oaks, US: Corwin press

KIM, D.& GILMAN, D.A.(2008).Effects of text, audio, and in multimedia instruction for vocabulary learning. *Educational Technology & Society, 11*(3).114-126.

KUZU, A. (2007).Views of pre-service teachers on blog use for instruction and social interaction .*Turkish Online Journal On Distance Education-Tojde , 8.*

https://www.google.com/url?sa=t&source=web&rct=j&url=https://files.eric.ed.gov/fulltext/ED498812.pdf&ved=2ahUKEwi9vr6a_NDwAhW0ThUIHWk8DAgQFjAAegQIAxAC&usg=AOvVaw1dsZVTCQ306L8S7N3yEMLB

LAUFER, B. & P. NATION. (1999). A vocabulary size test of controlled productive ability.Language Testing 16, 33-51. https://doi.org/10.1177%2F026553229901600103

MARSHALL, C.(2015.JUNE11).By 2019, 80% of the World's Internet Traffic Will BeVideo [Cisco Study].Tubularinsights.https://tubularinsights.com/2019-internet-video-traffic/

MATLIN, M. W. (2005). *Cognition*. Crawfordsville: John Wiley& Sons, Inc.

MAXIMO, R. (2000). Effects if rote, context, keyword, and context/ keyword method on retention of vocabulary in EFL classroom, Language Learning, 50, 2, 385-412.

MCDERMOTT, K. B. & ROEDIGER, H. L. (2021). Memory (encoding, storage, retrieval). In R. Biswas-Diener& E. Diener (Eds), Nobatextbookseries: Psychology.Champaign, IL: DEF publishers. Retrieved from http://noba.to/bdc4uger

MEARA, P. (1980). Vocabulary acquisition: A neglected aspect of language learning. Language Teaching and Linguistics Abstracts, 13, 221-246

MICHELE (2020).10 Proven Memory Hacks: How to Remember New Vocabulary Faster, ritreavd from www.theintrepidguide.com

MOTIONCUE'S CEO.(2020. January 22).short form vs long video for business. Retrieved from motioncue website .https://motioncue.com/short-form-vs-long-form-video-for-business/

MUNEER, R., JOUBISH, M. F., KHURAM, M.A. (2014). Perception of the Teachers of

Arts Faculty, University of Karachi about the Significant of Audio-Visual

Aids in Teaching Problems and Prospects. *Word Applied Sciences Journal*,

*11(*12), 1510-1516.IDOSI Publications.

NAIT, C & THIZIRI, S.L.(2017). Investigating the Impact of Visual Aids on the

Memorization and Recall of Vocabulary: The Case of EFL Learners in "Bridge

Way World" Private. School in Tizi-ousou

NATION (2006). How Large a Vocabulary Is Needed For Reading and Listening?

NATION, I. S. (2001). *Learning vocabulary in another language.* Cambridge: Cambridge

University Press

NATION, I.S.P.(2001). *Learning Vocabulary in another Language.* Cambridge: Cambridge

University Press.

NENJERAMA, T.(2015).The use of videos in the teaching and learning process. Retrieved

from academia website

.https://www.academia.edu/20823955/The_use_of_videos_in_the_teaching_and_learn

ing_process

NGUYEN, X.P., ROGDER, G., FOWLEKS, C., RAMANAN, D. (2016).The Open World of

Micro-Videos .arXiv:1603.09439v2 [cs.CV]

.https://www.researchgate.net/publication/299632246

NIKITINA, L.(2009).Student video project as a means to practice constructtivit pedagogy in

the foreign language classroom .jural pendidik dan pendidikan ,jil 24, 165-

176.Retreived from: http://apjee.usm.my/Apjee 24 2009/JPP24 10 larisa Nikitina 165-

176pdf.

NUR, F. T. (2011). Effects of Audio-visual learning toward the English vocabulary of 4th grade students of MI Walisongo Kalangan in academic year 2010/2011.*Surakarta*.https://www.researchgate.net/publication/338712390

NUTTALL, C. E. (1982). *Teaching reading skills in a foreign language.* London: Heinemann Educational Books

O'NEILL, R. (1982).Why use textbook . *Elt Journal* , 36.https://www.google.com/url?sa=t&source=web&rct=j&url=http://textbooku se.pbworks.com/f/Why%2Buse%2Btextbooks.pdf&ved=2ahUKEwjelNOJm9 HwAhXpXRUIHbiOB5sQFjAAegQIAxAC&usg=AOvVaw3HuyvRt9TyA_S T0-VrFvbXpr

OXFORD, R., & CROOKALL, D. (1990). Vocabulary learning: A critical analysis of techniques. *Tesl Canada Journal, 7*(2), 09-30. https://doi.org/10.18806/tesl.v7i2.566

OYEDELE, V., RWAMBIWA, J., & MAMVUTO, J. (2013). Using educational media and technology in teaching and learning process: a case of trainee teachers at Africa university 1&.*Academic Research International.https://www.researchgate.net/publication/330102557*

PACE (2013, februry 11).Street-Smart Language Learning™: How Manywords Do Youneed To Know In A Foreign Langage? www.streetsmartlanguagelearning.com

PATEL, D. S., & VYAS, M. A .(2018). Role of matrials development for language learning and teaching.*The ELT Practitioner,* https://sites.google.com/view/theeltpractitioner/archive/volume-v-number-iii/2-role- of-materials-development-for-english-language-learning-and-teaching. England : Penguin Books .

PAVIČIĆ, V T. (2008). *Vocabulary learning strategies and foreign language acquisition. Clevedon*, UK: Multilingual Matters.

PIKULSKI, JOHN AND TEMPLETON, S. (2004). Teaching and Developing Vocabulary: Key to long-term Reading success. Mufflin Reading(on line). Available on www.eduplace.com

PROGRESSIVE TEACHER (2020) .*Memorization: The Foundation of Learning.*

READ, J. (2000). *Assessing vocabulary*. United Kingdom: Cambridge University Press.

RICHARDS, J. C. (2001). *Curriculum development in language teaching. Cambridge,* UK: Cambridge University Press

RICHARDS, J. C., & RENANDYA, W. A. (2002). *Methodology in language teaching: An anthology of current practice.* New York: Cambridge University Press.

RICHARDS, J. C., & RODGERS, T. S. (2014). *Approaches and methods in language teaching: A description and analysis (3rd ed.).* Cambridge: Cambridge University Press.

RICHARDS, JACK,C. (2001). *Approaches and Methods in Language Teaching.* Unites States of America: Cambridge University Press.

RIVERS, W. M. (1983). *Communicating naturally in a second language: Theory and practice in language teaching.* Cambridge [Cambridgeshire: Cambridge University Press.

RIVERS, W. M.(1981).*Teaching Foreign Language Skills.* Chicago: Chicago UP.

ROB (2021).How many words do ESL students need to understand.www.eslwriting.org

ROGET.(1980).Definition of vocabulary . Available online

.www.definitionofvocabulary.com

ROLOBIE PROJET. (2014.2015).How to use videos as a resource for teaching and learning

.retrieved from relobie .Workpress website .https://relobie.wordpress.com/pedagogies-

in-videos/how-to-use-videos-as-a-resource-for-teaching-and-learning.

RUBIN, J. AND THOMPSON, I. (1994). *How to be a successful Language learner.* Boston,

Massachusetts: Heinle & Heinle.

SAVAGE, C**.**(2009).Does length matter ?It does foe video!.Retrieved from Wistia website .

https://wistia.com/learn/marketing/does-length-matter-it-does-

forvideo&ved=2ahUKEwjxj9PmtrfwAhVCUxoKHSgpAbsQFjAAegQIAxAC&usg=

AOvVaw0DWPbKHAJ6wZFo0zhyFCam

SAVAS, P. (2012).Micro-teaching videos in efl teacher education methodology courses:

Tools to enhance english proficiency and teaching skills among trainees,

*Procedia - Social And Behavioral Sciences,*Volume *55,*P.730-738,ISSN 1877-

0428, https://doi.org/10.1016/j.sbspro.2012.09.558.

SCHMITT, N. (2000). *Vocabulary in language teaching. Cambridge:* Cambridge University

prescrivener , J. (1994). Learning Teaching. New Cambridge

SCHMITT, N.(2000). *Vocabulary in Language Teaching. Cambridge:* Cambridge University

Press.

SEAL, B. (1991). *Vocabulary Learning and Teaching.* In M. Celce. Murcia (Eds), Teaching

English as a Second or Foreign Language, Bostom MA: New Bury House.

Heinle and Heinle Publishers

SHARMA, R., & SHARMA, S. K. (2012) Communication and Educational Technology in

Nursing (1st ed.). Elsevier. Retrieved from

https://books.google.dz/books?%20teaching&f=false.

SKJAEVELAND, S.(2016).Thesis Benefits and challenges of Short Video in the EFL

classroom: A survey of teacher attitudes and a case study in using YouTube to

teach race.

STEMPLESKI, S. (1987). Short Takes: Using Authentic Video in the English Class.

STERNBERG, R. J. (1999). *Cognitive Psychology (2 Nded.).* Fort Worth, Tx: Harcourt Brace

college publishers.

SZPOTOWICZ, M., SZULC-KURPASKA, M., & WYDAWNICTWO NAUKOWE PWN.

(2012). *Teaching English: To young learners. Warszawa*: Wydawnictwo

Naukowe PWN.

The Canadian Modern Language Review .*La Revue Canadienne Des Langues Vivantes,* 63,

1

THORNBURY, SCOTT (2002). *How to Teach Vocabulary. English:* Pearson Education

THORPE, R. (2008). Dijital technology in classrooms: Video in teaching and learning .NHK

Broadcasting studies.

TIMSON, E. (2019. may 21) .Short vs Long Video: Breaking Down the Pros and Cons.

Retrieved from business community website.

https://www.business2community.com/video-marketing/short-vs-long-video-breaking-

down-the-pros-and-cons-02201196.

TODD, L. (1987). *An Introduction to Linguistics.* Longman York Press.

TOMLINSON, B. (1998). Materials development in language teaching (2nd ed.). Cambridge: Cambridge University Press. Video. Retrieved from tubular insights website. https://tubularinsights.com/2019-internet-video-traffic/

UR, P. (1996). *A course in language teaching:* Practice and theory. Cambridge [England: Cambridge University Press.

URRUTIA, K., BUENGER, A., GONZALEZ, N., HUNT, M & EISENHART, C.(2010). *A Review of the Current Research on Vocabulary Instruction.* National reading technical assistance center.

WANG.Z. (2015).An analysis on the use of video materials in college English teaching in china .*International Journal Of English Language Teaching,* 2, No. 1;2015. ISSN 2329-7913 E-2329-7921.

WEBB, S.(2005) : Receptive and productive vocabulary learning : The Effects of Reading and Writing on Word Knowledge. *Studies In Second Language Acquisition* , *27*(01) . 33 – 52 https://psycnet.apa.org/doi/10.1017/S0272263105050023

WIKINS, D. A. (1972) . Linguistics in language teaching . London: edward arnold.

WILSON, C. C.(2000). Practical Aspects of Using Video in the Foreign Language Classroom (TESL/TEFL).*The Internet TESL Journal*, VI, No.http://iteslj.org/Articles/Canning-Video.html .

Wright, A.(1976).*Visual Materials for the Language Teacher*. Essex: Longman.   SALAAR, G.U., & LARENAS, C.D. (2018).Using anaudio visual maeriuals based teaching strategy to improve EFL young learner's understanding of instructions .*Scielo*,.25 no.https://doi.org/10.19183/how.25.2.419

www.progressiveteacher.in

YASSAIE, S. (2012) Using Original Video and Sound Effects to TeachEnglish.*Instituteof Education Sciences*,1.2. https://eric.ed.gov/?id=EJ971236

ZHANG, T. A Brief Study on Short Video Platform and Education. *Advances in Social Science, Education and Humanities Research,* *497.http://dx.doi.org/10.2991/assehr.k.201215.494*

Appendices

Appendices 01: Classroom observation

Classroom observation checklists

Middle school: **Academic year:**

Teacher school: **Date:**

Level:

1 .Classroom observation checklist before using educational micro videos :

Elements to be observed	NO	partially	yes	omments
1. Do learners pay attention and well Participate in the activities?				
2. Do learners show excitement and Motivation when teacher produces new items?				
3. Do learners spend much time to understand the meaning of a new word?				
4. Do learner's shyness and anxiety affect practicing and remembering new words?				
5. Do learners practise sufficient vocabulary activities when they learn?				
6. is vocabulary well taught?				
7. How many words do learners learn?				
9. Does teacher provide enough time for students to practice new words?				
10. Does teacher use mother tongue to translate new items?				

2.Classroom observation checklist while using educational micro videos:

Elements to be observed	Yes	partially	No	Comments
1. Do learners pay attention and well participate in the activities?				
2. Do learners show excitement and motivation when a teacher produces new items?				
3. Do learners find difficulties to understand the meaning of a new word?				
4. Do learners feel anxious when watching educational micro videos ?				
5. Is the time allocated to watching educational micro videos enough to examine new vocabulary ?				
6. Is the content of educational micro videos explicit for learners?				
7. does learners ability to memorize new words increase when using micro videos?				
8. Does teacher face any difficulties when using micro videos materials?				
9. how is learner's psychological state affected when experiencing micro videos input ?				
10. Does the use of educational micro videos affect classroom management?				

3. Classroom observation checklist after using educational micro videos :

Elements to be observed	Yes	partially	No	Comments
1. Does educational micro video impact learner's Participation in classroom activities?				
2. Does the use of educational micro videos have a positive impact on learners' motivation?				
3. Does learner's desire to learn words increase?				
4. Is an educational micro video engaging?				
5. Does the implementation of micro videos help learners to recall vocabulary?				
6. Does the percentage of new learned words increase after using educational micro videos ?				
7. are learners satisfied with the experience of learning through educational micro videos ?				

Appendices 02 : Questionnaire for Teachers

Teacher's Questionnaire

Dear teachers

This questionnaire is a data tool of a research work whose object is to gather information which will be used to investigate the influence of using micro videos (short videos) on the memorization of vocabulary in the EFL classroom. Your answers are of great help for this study to be consummated.

Thank you in advance for your collaboration.

Please, put a tick ( ) in the corresponding box (es) or provide a full statement whenever necessary.

Section one: Teachers profile School:

-Sex: Male ▭   Female   ▭

-Age : ....

- How long have you been teaching English?

……………………………………………………………………….....................

Section two: Teaching Vocabulary:

1-What kind of activities do you choose while introducing new vocabularies ?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

2- How Do your learners assimilate the new presented words ?

…………………………………………………………………………………………………

…………………………………………………………………………………………...................

....

3- In your opinion, what are the difficulties that prevent students to use their active

vocabulary successfully ?

....

………………………………………………………………………………………………

4-How often do you translate unclear vocabulary into Arabic?

a)-Always [   ]   b)-When necessary [   ]   c)- Never [   ]

5-What are the difficulties you face while introducing new items?

....

....

....

6-How often do you reviewing the new taught items?

a) - Sometimes [   ]   b) - Always [   ]   c) – Rarely [   ]

Section three: The use of Micro videos (short videos) in classroom

1-What is your attitude toward using micro videos as teaching materials into EFL classrooms?

a) - Positive ☐   b)-Neutral ☐   c) - Negative ☐

2-Do you use micro videos materials in class?

a)-Yes ☐   b)-No ☐

-If no, say why?

....

....

....

3- How often do you use them?

a) - Sometimes ☐   b)– Always ☐   c) - Rarely ☐   d)-Never ☐

4-How do you consider teaching with micro videos?

 A) - Motivating ☐   b)-Boring ☐

5- Do you think that the use of micro videos improve student's vocabulary memorization?

a) - Yes ☐   b) – No ☐

 Justify your answer?

....

....

6- Do micro videos help students to use their active vocabulary successively?

a)-Yes ☐   b)-No ☐

 Ifyes, justify..

....

....

- Any other comments concerning this issue:

....

....
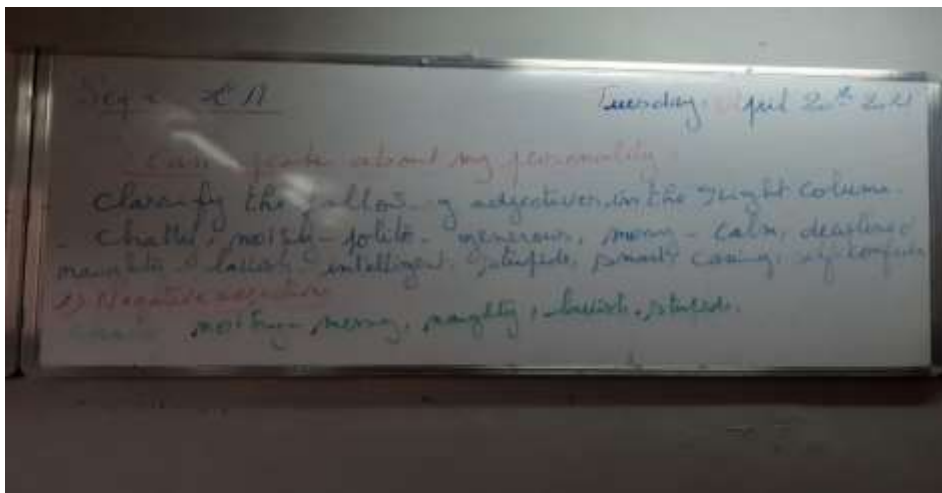
Thank you for your collaboration

Pictures:

Picture:01

Picture: 02

Picture : 03

الملخص:

تهدف الدراسة المعروضة في تأثير استخدام مقاطع الفيديو التعليمية القصيرة على حفظ المفردات واسترجاعها في إكمالية هادف أحمد جمورة. عينة الدراسة لدينا هي مجموعة واحدة من المتعلمين (التلاميذ) من هذا المستوى ويهدف إلى التحقيق في كيفية مساعدة مواد الفيديو الصغيرة التعليمية المتعلمين على تعلم المفردات وحفظها واسترجاعها بسهولة.

لجمع البيانات، تم إجراء جلسات المراقبة الصفية مع مجموعة واحدة (01) من المتعلمين من السنة الرابعة متوسط، بالإضافة إلى ذلك تم توزيع استبيانات على سبعة معلمين.

لتحليل البيانات، اعتمدنا أسلوب بحث مختلط يجمع بين الأساليب الكمية والنوعية والنتائج التي تم الحصول عليها من جلسات المراقبة الصفية تكشف عن الدور الهام لمقاطع الفيديو التعليمية الصغيرة في عملية تعلم المفردات في المواقف الأكاديمية. وعلاوة على ذلك لقد لوحظ أن هذه الأدوات تحسن تعلم المفردات وتساعد المتعلمين على حفظ العناصر المعجمية الجديدة بشكل أفضل وتشير نتائج الاستبيان إلى أن معظم المعلمين يستخدمون هذه المواد التكنولوجية لأنهم يعتقدون أن هذه التقنيات تحسن تعلم المفردات وعملية التدريس.

تدعم النتائج أيضًا فرضياتنا وتسمح لنا بالتأكيد على أهمية مقاطع الفيديو التعليمية الصغيرة في التأثير بشكل كبير على مستوى إنجازات الطلاب لا سيما في الفصل الدراسي.

الكلمات المفتاحية : مقاطع فيديو تعليمية ، مفردات ، حفظ.