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Faculty of Letters and Languages  
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## Title

**The Role of Youtube Videos as a Supporting Material in Teaching and Learning Vocabulary: the Case of First Year Students of English at Mohamed Khider University of Biskra**

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Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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## **Declaration**

I, **Roufaida ROUAG**, do hereby declare that the work presented in this dissertation is solely my own effort, and has not been submitted for any academic institution or University for any degree before.

This inquiry was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

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## **Dedication**

To my father who did not live long to see this work

To my beloved mother for her endless love, patience and prayers

To my sisters and brothers for their support and encouragement

To my dear and special friend Imene

To all those who lent a helping hand I dedicate this humble work.

Thank you!

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## Abstract

Vocabulary has always been one of the main concerns among foreign language teachers and learners. It is essential for successful language learning. First year EFL learners at Mohamed Kheider Biskra University face some difficulties when learning the target language vocabulary. Accordingly, the purpose behind this dissertation is to spotlight on the role of youtube videos as a supporting material in teaching and learning vocabulary. It sought to explore teachers' and students' perceptions about the effectiveness of integrating youtube videos in teaching and learning vocabulary in oral expression classes. For this purpose, to answer the research questions, the researcher opted for the mixed-method approach to describe and analyse both quantitative and qualitative data. The data were gathered through a semi-structured questionnaire distributed to a sample of 80 students selected randomly from the total number of first year students of English at Mohamed Khider University of Biskra. Besides, a semi-structured interview was conducted with six EFL teachers from the same university. Eventually, the results of the current study revealed that both EFL teachers and learners agree that integrating youtube videos inside the classroom motivates students and enhances their vocabulary learning. Besides, the interviewed teachers affirmed that they use them as a helpful tool to assist their teaching. In short, it is recommended for teachers to integrate more youtube videos in future pedagogical practices.

**Keywords:** vocabulary teaching and learning; youtube videos; educational technology; EFL learners.

## **List of Abbreviations and Acronyms**

**BBC:** British Broadcasting Corporation

**CALL:** Computer Assisted Language Learning

**Ed Tech:** Educational Technology

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**ICT:** Information and Communication Technologies

**L2:** Second Language

**NG:** Net Generation

**VLS:** Vocabulary Learning Strategies

**VOA:** Voice of America

## List of Figures

<b>Figure 3.2:</b> Students' Self-Assessment of their Levels.....	39
<b>Figure 3.3:</b> Students' Agreement on the Requirement of Vocabulary Acquisition.....	39
<b>Figure 3.4:</b> Devices Used by Students to Access the Internet.....	40
<b>Figure 3.5:</b> Applications Used by Students to Improve their Level in English.....	41
<b>Figure 3.6:</b> The Frequency of Using Educational Technology.....	41
<b>Figure 3.8:</b> the Way that Youtube Videos Improve Students' Level.....	43
<b>Figure 3.9:</b> Students' Preferred Videos to Learn Vocabulary.....	43
<b>Figure 3.10:</b> Students' Description of the Use of Youtube Videos in Classroom.....	44
<b>Figure 3.11:</b> The Frequency of Using Audio-video Courses during Oral Expression Classes.....	45
<b>Figure 3.12:</b> Students' Motivation through Youtube Videos.....	46

## List of Tables

<b>Table 1.1:</b> Learning Styles According to Kolb's (1984) Learning Cycle.....	12
<b>Table 3.1:</b> Students' Reasons for Majoring in English Language at Biskra University.....	38
<b>Table 3.7:</b> Students' Estimation of the Benefits of Youtube Videos.....	42



## Table of Contents

<b>Declaration</b>	VIII
.....	VIII
<b>Dedication</b>	VIII
.....	VIII
<b>Acknowledgement</b>	VI
.....	VI
<b>Abstract</b>	VIII
.....	VIII
<b>List of Abbreviations and Acronyms</b>	VIII
.....	VIII
<b>List of Figures</b>	VIII
.....	VIII
<b>List of Tables</b>	VIII
.....	VIII
<b>Table of Contents</b>	VIII

## General Introduction

Introduction .....	1
1. Statement of the Problem .....	1
2. Aims of the Study .....	2
3. Research Questions .....	2
4. Research Methodology .....	3
4.1 Research Approach .....	3
4.2 Population and Sample.....	3
4.3 Data Gathering Tools.....	3
4.4 Analysis Procedure.....	4
5. Structure of the Dissertation.....	4

## Chapter One: Vocabulary Teaching and Learning

Introduction.....	8
1.1. Definition of Vocabulary .....	8
1.2. Types of Vocabulary .....	9
1.2.1. Receptive Vocabulary .....	9
1.2.2. Productive Vocabulary .....	9
1.3. Vocabulary Instruction.....	10
1.3.1. Techniques for Vocabulary Instruction.....	10
1.4. Vocabulary Learning .....	11
1.4.1. Active Learning .....	13
1.4.1.1. Digital Learners .....	14
1.5. Taxonomies for Vocabulary Learning Strategies.....	15
1.5.1. Schmitt's Taxonomy .....	15
1.5.2. Nation's Taxonomy .....	17
1.6. Difficulties in Vocabulary Teaching and Learning .....	17
Conclusion.....	19

## Chapter Two: Youtube Videos

Introduction .....	22
2.1. Technology and Education .....	22
2.1.1. Definition of Educational Technology .....	22
2.1.2. The Effectiveness of Educational Technology in a Foreign Language Classroom.....	23
2.2. You Tube as a Teaching Tool .....	25
2.2.1. Definition of Youtube .....	25
2.2.2. Types of Youtube Videos .....	26
2.2.2.1. Examples of English Youtube Channels .....	27
2.2.3. Strategies for Using Youtube Videos in an EFL Classroom.....	28
2.2.4. The Positive Effects of Youtube Videos on EFL Learners.....	30
2.2.5. Challenges of Using Youtube Videos in an EFL Classroom.....	31
Conclusion .....	32

## Chapter Three: Analysis and Interpretations of the Findings

Introduction .....	35
3.1. Research Method .....	35
3.2. Population and Sampling .....	35
3.3. Data Collection Tools.....	36
3.3.1. Aim of the students' Questionnaire.....	36
3.3.1.1. Description of the Students' Questionnaire .....	36
3.3.1.2. Validating , Piloting and Administering the Students' Questionnaire.....	37
3.3.1.3. Analysis of the Students' Questionnaire .....	37
3.3.1.4. Interpretation of the Students' Questionnaire .....	48
3.3.2. Aim of the Teachers' Interview .....	48
3.3.2.1. Description of the Teachers' Interview .....	49
3.3.2.2. Validating, Piloting and Conduction of the Teachers' Interview.....	49
3.3.2.3. Analysis of the Teachers' Interview .....	49
3.3.2.4. Interpretation of the Teachers' Interview.....	55
Conclusion.....	56

## General Conclusion and Recommendations

General Conclusion.....	61
Limitations of the Study.....	62
Recommendations.....	62
Suggestions for Further Studies .....	63
References	

Appendices  
الملخص

# **General Introduction**

## Table of Contents

Introduction.....	1
1. Statement of the Problem.....	1
2. Aim of the Study .....	2
3. Research Questions.....	2
4. Research Methodology.....	3
4.1. Research Approach.....	3
4.2. Population and Sample.....	3
4.3. Data Gathering Tools .....	3
4.4. Analysis Procedure .....	4
5. Structure of the Dissertation.....	4

## **General Introduction**

### **Introduction**

Acquiring a foreign language depends on developing some skills and competencies. Vocabulary is one of these competencies that should be developed by EFL learners to reach English language proficiency. It is important to note that without enough vocabulary learners cannot communicate nor comprehend and convey messages effectively. Learning more vocabulary will help learners improve their language learning and interact more with the target language.

Moreover, vocabulary teaching and learning in EFL context have been considered as a challenging task for both teachers and learners. Nonetheless, a number of difficulties have been encountered during the learning process, namely the mispronunciation of certain words, grammatical and spelling mistakes and a limited amount of vocabulary. Since mastering vocabulary is important for successful language learning, educators and researchers indicate the need for developing more effective methods to teaching vocabulary in EFL classroom and developing learners' productive and receptive skills.

At present, technological advancement has created new opportunities for supporting teaching and learning the new language. It creates interesting and enjoyable atmosphere for learning the targeted vocabulary. Thus, youtube videos are regarded as effective pedagogical tools for a foreign language acquisition. Implementing this tool inside the classroom may raise students' motivation and interest towards the course, improve their language skills and enhance their vocabulary knowledge. This research intends to know teachers' and students' perceptions toward adopting youtube videos as a supporting material in teaching and learning vocabulary.

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

Mastering vocabulary will pave the way for language proficiency as well as for performing well in different academic works. It develops students' abilities in listening, speaking, reading and writing. Therefore, it is crucial to highlight some vocabulary learning difficulties encountered by non-native learners of English. One reason behind the lack of vocabulary could be the influence of the learners' mother tongue on language learning. Another reason is the extent to which students are exposed to the target language and what strategies are used in the teaching-learning process.

Despite the first year students of English at Mohamed Kheider University of Biskra advanced level, a remarkable number have shown low vocabulary knowledge about the target language which leads them to complain about the deficiency of some words used in different contexts. To decrease this problem occurring among EFL learners, it is suggested for teachers to use some innovative technological tools, youtube videos in particular, to facilitate vocabulary teaching, and to motivate first year EFL learners and promote their vocabulary learning. Hence, the main objective of the current study is to investigate the effectiveness of youtube videos and to show that the application of this tool can be effective for acquiring new vocabulary.

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

The general aim of this study was to explore teachers' and students perceptions about the effectiveness of youtube videos on promoting EFL learners' vocabulary. More specifically it aims to:

- a.** Explore EFL teachers' and students' perceptions about adopting youtube videos in teaching and learning vocabulary in oral expression classes.
- b.** Develop EFL teachers' and students' awareness about the use of youtube videos as an educational tool in teaching and learning vocabulary.

### **3. Research Questions**

This research sought to answer the following questions:

**RQ1:** What are the major difficulties encountered by first year students of English at Mohamed Kheider University of Biskra in vocabulary learning?

**RQ2:** What are EFL teachers' and learners' attitudes toward the effectiveness of adopting youtube videos as an educational tool in teaching and learning vocabulary?

**RQ3:** Does the use of youtube videos motivate first year EFL learners and develop their vocabulary knowledge?

### **4. Research Methodology**

The research methodology followed to conduct this research including the research approach, population and sample, data gathering tools and the analysis procedure are explained in the following lines.

#### **4.1 Research Approach**

To collect and analyze data, both quantitative and qualitative methods were used to answer the research questions since it is more suitable for the nature of this study (descriptive research). Henceforth, the current study will shed light on the role of youtube videos as an educational material in teaching and learning vocabulary for first year students of English at Mohamed Khider University of Biskra. Additionally, it aimed to find out teachers' and students' views about the effectiveness of youtube videos on promoting EFL learners' vocabulary.

#### **4.2 Population and Sample**



The population of this study was first year students of English at Mohamed Khider University of Biskra, which consists of (14) groups (391 students). Our sample included only (80) students that represent three groups; selected randomly (probability sampling) to answer the questionnaire and explore students' opinions towards the use of youtube videos educationally.

In addition to this, a purposive sampling technique (non-probability sampling) was used to select six teachers of oral expression, at The Department of English at Biskra University, from the total number of (18) teachers, to conduct the interview for the sake of collecting data regarding their views about the subject under investigation.

### **4.3 Data Gathering Tools**

To conduct this investigation, the mixed method paradigm was used to collect both quantitative and qualitative data. Two data gathering tools were utilized including a semi-structured questionnaire to collect data about students' and teachers' perceptions and feedbacks regarding the use of youtube videos. The questionnaire was designed to investigate the effectiveness of such clips in the learning environment.

The questionnaire was self-reporting. It contains close-ended and open-ended questions with options to help respondents express their points of view and comment about the topic under investigation.

In addition to the students' questionnaire, a semi-structured interview was conducted with six EFL teachers to express their points of view about the role of youtube videos as an educational tool in teaching vocabulary in oral expression classes.

### **4.4 Analysis Procedure**

The data collected in this research, through the students' questionnaire, was analyzed

using statistical analysis through counts, frequencies and percentages using Excel and presented in tables, diagrams and figures. Furthermore, a thematic analysis was used to analyze teachers' responses to the interview.

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

This dissertation is composed of three chapters. The first and second chapters represent the theoretical part, and the third chapter is devoted to the practical part.

The first chapter presents and explains the main elements related to vocabulary. It provides a detailed explanation of vocabulary including its definition and types, then it moves to providing some teaching-learning strategies taking into account students' cooperation in the learning process. Besides, this chapter highlights the difficulties encountered in teaching and learning vocabulary.

The second chapter provides the literature in relation to the use of youtube as an educational material in enriching students' vocabulary package, previewing some approaches to more effective use of video clips, and, finally, their effectiveness educationally.

The last chapter is devoted to the fieldwork. It analyzes and discusses the data collected through the students' questionnaire and the teachers' interview. Beforehand, it describes the research methodology followed in conducting this study, explains the sampling procedure, the research design and the data collection tools used to answer the research questions.

# **Chapter One**

# **Vocabulary Teaching and**

# **Learning**

## Table of Contents

Introduction.....	8
1.1. Definition of Vocabulary .....	8
1.2. Types of Vocabulary .....	9
1.2.1. Receptive Vocabulary .....	9
1.2.2. Productive Vocabulary .....	9
1.3. Vocabulary Instruction.....	10
1.3.1. Techniques for Vocabulary Instruction.....	10
1.4. Vocabulary Learning .....	11
1.4.1. Active Learning .....	13
1.4.1.1. Digital Learners .....	14
1.5. Taxonomies for Vocabulary Learning Strategies.....	15
1.5.1. Schmitt’s Taxonomy .....	15
1.5.2. Nation’s Taxonomy .....	17
1.6. Difficulties in Vocabulary Teaching and Learning .....	17
Conclusion .....	20

## **Introduction**

Vocabulary knowledge is crucial for learning a foreign language. It enhances both second language production and comprehension for it links the four language skills, namely speaking, listening, reading and writing. It is fundamental for the development of L2 proficiency. For this reason, vocabulary knowledge continues to be a subject of interest for learners, instructors and researchers as well. The following chapter will provide a detailed description of vocabulary, identifying its types and different vocabulary learning strategies, taking into account the main difficulties encountered by EFL teachers and learners as well as addressing some teaching techniques.

### **1.1. Definition of Vocabulary**

Vocabulary acquisition is considered as the basis for any foreign language learning. It is an important and indispensable part of a successful teaching and learning. Having great vocabulary package improves the major language skills, namely listening, speaking, reading and writing. According to Richards and Renandya (2002, p. 255), “vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write”. Ur (1996, p. 60) defines vocabulary as a set of words taught in a foreign language classroom. Vocabulary includes both individual words and phrases (Schmitt, 2010; Zimmerman, 2009).

Graves (2000, as cited in Taylor, 1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by individuals. He states that the lexicon of a language is its vocabulary which includes words and expressions. In the same line of thought, Richards and Schmitt (2002) define vocabulary as a set of lexemes that consists of single words, compounds and idioms. With sufficient vocabulary, individuals can communicate and share their thoughts and ideas effectively. As some researchers state, “vocabulary is the glue that holds

stories, ideas and content together and that it facilitates making comprehension accessible for children.” (Rupley, Logan and Nichols, 1998/99, p.339). Vocabulary is essential to convey messages and communicate effectively with other people.

Besides, Thornbury (2002) believes that vocabulary is central to language acquisition. He claims that people can say almost everything using just words; whereas, they cannot convey any message using only grammar structures. In Lewis’s (1993, p. 89) words, “Lexis is the core or heart of language”. Vocabulary is the stock of words which are needed and used by individuals to communicate and express their thoughts, ideas and feelings.

## **1.2. Types of Vocabulary**

Vocabulary has been divided into two main types, namely: receptive vocabulary and productive vocabulary. The receptive vocabulary refers to the set of words that learners need to recognize through listening and reading; whereas, the productive vocabulary represents all words that learners need to be able to use and understand in their speaking and writing.

### **1.2.1. Receptive Vocabulary**

Receptive vocabulary is the ability to assign meaning of words when listening or reading. Nation (2001) defines receptive vocabulary as the capability of learners to recognize and comprehend a word when they meet it in the context (p.38). It is larger than productive vocabulary because learners acquire more words through reading and listening. Furthermore, receptive vocabulary refers to words which are less known to learners and less frequent and they cannot be used spontaneously. Receptive vocabulary, also known as passive vocabulary, refers to words that learners recognize when they hear or see them in the reading text.

### **1.2.2. Productive Vocabulary**

Productive vocabulary is the set of words and expressions that are understood by learners and are well known and used frequently to express their thoughts through writing or speaking (Hiebert, 2005. p.4). In other words, productive vocabulary refers to the words that are familiar to learners, and they can pronounce and understand them easily. As Gairns and Redman (1986, pp. 64-65) claim, productive vocabulary is the set of lexical items that the student can recall and use appropriately in speaking and writing. Therefore, productive vocabulary can be addressed as active vocabulary because learners are able to produce new words to express their thoughts and ideas.

### **1.3. Vocabulary Instruction**

Both teachers and learners believe that vocabulary acquisition is a central factor in teaching and learning a foreign language (Walters, 2004). Without sufficient vocabulary, neither language production nor language comprehension would be possible. For this reason, EFL teachers should take into account that the target vocabulary is new and totally different from learners' native language. So, they should be creative and prepared with various up-to-date techniques which will be implemented in the teaching process.

In relation to teaching vocabulary, Takač and Singleton (2008) claim that techniques employed by teachers depend on some factors; for example, time availability, and the content and its value for learners. In addition, other experts highlighted additional factors which include: frequency, range, learners' needs and interests, learnability and cultural differences (Wallace, 1988; Gairns and Redman, 1989; McCarthy, 1990).

#### **1.3.1. Techniques for Teaching Vocabulary**

As it has been mentioned previously, some techniques should be applied when teaching vocabulary. Those techniques can be visual, such as: using objects, drawings and pictures to

explain unfamiliar words, or verbal techniques which include: giving the synonym or the opposite of words or using diagrams.

Using visual techniques is a direct and effective method that helps teachers explain abstract and concrete nouns quickly and easily. Visual support helps learners understand the meaning and makes the word more memorable. Visual techniques include the use of objects as introducing new words and concrete nouns by showing the real objects makes an impression in the classroom and helps learners understand the meaning quickly and memorize it easily. Presenting meaning using objects can act as cues for memory (Gairns and Redman, 1986).

The teacher can also use different drawings and pictures to present the meaning of basic concepts. The drawings may include wall charts, flashcards, board drawings and posters. Also, pictures cut out of magazines and newspapers are useful for they contain a lot of attractive pictures; Nam (2010) states that pictorial vocabulary teaching is presenting “target vocabulary items [...] with their equivalent pictures and written annotations” (p. 130).

Another way can be using mime and gestures; difficult words, including ambiguous nouns and adjectives can be introduced through mime and gestures in form of facial expressions, hand gestures or body movements. They can symbolize something new especially for learners at first stages, enhance their memorization, capture their attention and make the lesson more dynamic (Sime, 2001; Hauge, 1999). Tellier (2007) determines three main roles of the use of gestures in teaching; which are: management of the class, evaluation and explanation.

Also, verbal techniques are useful for presenting new vocabulary. They help learners understand new items and connect their prior knowledge with new one. Teachers can present any word that is difficult to be explained visually by giving its definition, synonym or opposite. This technique helps learners expand their vocabulary and memorize as much words as possible. Some adjectives are easily explained to learners by contrasting them with their opposites (Ellis and Brewster, 2014); such as: long/short, cold/hot, small/big, ill/well, optimistic/pessimistic,



straight/curly.

In addition, unfamiliar words can be explained through enumeration in which a complete and ordered collection of items is provided. For example, the teacher can explain the word “furniture” by listing and enumerating various items like: desk, bed, sofa, table...etc, in doing so the meaning of “furniture” will be understood.

Also, a tree-diagram can be an effective method to explain difficult words, where the general word is written on the top of the diagram, and the specific words can be grouped under the heading.

#### **1.4. Vocabulary Learning**

It is known that vocabulary learning is one of the challenges that foreign language learners face during their language learning. It has been discussed that learners have different learning styles and each learner has a set of strengths and weaknesses that affect his or her learning (Meyers and Jones, 1993; Honey and Mumford 2000). Thus, Honey and Mumford extends this idea further by identifying four learning styles based on the four stages of Kolb’s (1984) learning cycle: having an experience (the activist stage), reviewing the experience (the reflector stage), concluding from the experience (the theorist stage), and planning the next steps (the pragmatist stage).

<b>Learning Styles/ Stages</b>	<b>Explanation</b>
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<b>a) Activists</b>	In this stage, learners are active participants in the learning process. They have an experience that enable them to engage and participate in classroom activities rather than they just stay and listen to the teacher's explanation.
<b>b) Reflectors</b>	This type of learners prefers to sit back, listen, observe, take notes and review the experience before they take any action. They learn by researching and being well prepared.
<b>c) Theorists</b>	These learners are more logical, rational and objective. They are curious to know all facts and details, and they are able to analyse and draw conclusions about them.

<p><b>d) Pragmatists</b></p>	<p>Learners, in this stage, get on their learning process, solve problems and make practical decisions. They prefer to try new things which can be applied in practice and they plan the next steps.</p>
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**Table 1.1: Learning Styles According to Kolb's (1984) Learning Cycle**

#### **1.4.1. Active Learning**

Active learning is an educational strategy that falls under the umbrella of the artificial intelligence. It enhances learner-centred education for it entails learners to be actively engaged in the learning process. Prince (2004) states that “active learning requires students to do meaningful learning activities and think about what they are doing”. In other words, learners have to be involved in their learning rather than being simply fed information by the teacher. They need to make some mental activities including: questioning, discussing, debating and memorizing (Chickering and Gamson, 1987; Pitchard, 2007). Hence, not any learning is an active learning. Bonwell and Eison (1991) insist that active learning is more than just listening to formal instructions and receiving information passively; it rather entails learners to be engaged in what is called “higher-order thinking tasks” which includes: analysis, synthesis and evaluation to gain the required knowledge (Bonwell and Eison, 1991).

This learning approach is commonly described as “learning by doing” (Gibbs, 1988). It emphasizes the importance and relevance of learners for developing a better understanding. Its main principle is that individuals learn and comprehend effectively if they are actively engaged during their sessions through doing, questioning, applying and analyzing facts.

Furthermore, active learning helps students interact and engage with other learners with different abilities, experiences and knowledge. Teachers may rely on several techniques, for

example: class discussion and debate, role-play exercises, group works, case studies and peer teaching to encourage students while taking more responsibility for their own learning. The teacher; therefore, is no longer seen as the only source of information and the expert that has all facts and answers (Breslow, 1999) but rather s/he serves as a guide or coach for learners. This in turn, will enable learners connect and use their prior knowledge and existing skills to develop critical thinking and analytical skills, and encourage independent learning (Bonwell and Eison, 1991).

#### **1.4.2. Digital Learners**

The rapid rate of technological change and new digital media has created a grown-digital-generation (Tapscott, 1998), which is known as the Net Generation (NG). It refers to the population of young people who have grown up immersed in technology and in a developed world in which everything is digital and interconnected. They create a global informational economy (Tapscott, 1998). The NG is characterized by having an informational mind set seeking personal growth. Henceforth, the teacher is no longer seen as the sole source of knowledge, but instead learners prefer the student-centred system when learning vocabulary. They discover the unknown world by navigating in the digital ocean turning to the Internet for a quick explanation (Warren, Hale and Gifford, 1997).

Furthermore, digital learners learn in different ways compared to the prior generations. They usually learn a foreign language, English vocabulary in particular, beyond formal classroom environment via digital tools in informal contexts; for example, they acquire new words and phrases by watching youtube videos, playing games and communicating via Facebook, Instagram and Whats Up. They view technology as an important part in their lives because they enjoy discovering new things themselves and exploring their utility in a deeper level. They expand their vocabulary knowledge through reading newspapers, books and novels as well as watching movies and videos, especially those which are made by native speakers of

the target language. Not only that, but creative podcast episodes, also, have already entered the realm of language learning (Thorne and Payne, 2005) since they improve learners' listening skills and pronunciation.

The majority of digital learners support the integration of innovative technological tools in teaching and learning the target vocabulary because they enable them to share many things online and provides the opportunity for them to be involved in interactive activities with their colleagues with different learning styles. Tapscott (2008) emphasises that "the most important skill to learn for net genres in the 21<sup>st</sup> century is to hold the weight of the world around us and embrace this world of constant change".

Moreover, digital learners prefer the learner-centred approach that focuses on learners' needs and encourages them to be more dependent on themselves in learning rather than relying on receiving information from their teachers (Jones, 2007). This means that the teacher's role should not be neglected but instead s/he serves as a guide giving a healthy dose of control for learners, which Weimer (2002) called "the balance of power" between teachers' and learners' roles. In their journey of acquiring the target vocabulary, learners use various electronic sources of information like free e-books and open courses for beginners and advanced level. So far, they are actively involved in the learning process doing different mental activities to enhance their vocabulary learning and construct knowledge by relating new information with what they already know. They gather information through synthesizing and integrating with the general skills of inquiry, critical thinking, problem solving and communication. In a learner-centred environment, the teacher should consider some aspects; such as: learners' needs, interest, psychological and cognitive levels.

### **1.5. Taxonomies for Vocabulary Learning Strategies**

Most research on the acquisition of foreign language vocabulary has found out some

effective learning strategies. Intaraprasert (2004) defines these strategies as “any set of techniques or learning behaviours, which students reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, or to expand their knowledge of English vocabulary”. Schmitt and Nation were the most famous researchers who developed taxonomies for vocabulary learning strategies (VLSs) to highlight the different strategies used by learners.

### **1.5.1. Schmitt’s taxonomy**

Schmitt has proposed a comprehensive inventory of vocabulary learning strategies (VLSs) based on Oxford’s study (1990) with some revision. He distinguished his taxonomy into two main categories of strategies, namely the discovery and consolidation strategies of vocabulary learning. The former ones determine a new word’s meaning when encountered for the first time, and the latter strategies consolidate meaning of words when encountered again.

On the one hand, vocabulary discovery contains determination and social strategies. According to Schmitt (1997), determination strategies are used when “learners are faced with discovering a new word’s meaning without recourse to another person’s experience” (p.205). It involves discovering the meaning of a new word by guessing it from the context, structural knowledge of language and reference materials.

On the other hand, the second way of discovery is employing social strategies and interaction with other people seeking the meaning of unknown words. It enhances vocabulary learning and practicing in a study group and interacting with native speakers. This method can be seen in classrooms where students ask the teacher to clarify the meaning of a word or provide a translation from L2 to L1 (Schmitt, 1997, p.209).

In addition to the initial discovery of a word, learners need to consolidate their vocabulary knowledge using a set of social, memory, cognitive and metacognitive strategies (Schmitt,

p.204). Social strategies can be employed in form of cooperative group learning through which learners study and practice the meaning of newly learned words.

Memory strategies involve relating new words with some previously learned knowledge, using some form of imagery or grouping such as: using semantic maps, adopting the keyword method, or associating new words with its already known synonyms and antonyms (Schmitt, 1997, pp. 211-213). This strategy links new learned vocabulary with learners' prior vocabulary knowledge. Therefore, cognitive strategies are more mechanical than memory strategies. They include repetition and using mechanical means, such as: flash cards, word lists, and vocabulary notebooks to learn words of the target language. Concerning metacognitive strategies in Schmitt's taxonomy, they refer to strategies used by learners to control and evaluate their own learning, by taking a general overview about the learning process and making decisions about planning, monitoring, or evaluating the best ways to study (Schmitt, 1997, p. 216).

### **1.5.2. Nation's taxonomy**

In a more recent step in research, Nation (2001) has provided a taxonomy of various vocabulary learning strategies (VLSs), which can be divided into three classes: planning, source and processes. The first category (planning) involves deciding where, how and how often to focus attention on a specific vocabulary item. In this category, VLSs are choosing words, aspects of word knowledge and choosing strategies as well as planning repetition.

The second category in Nation's taxonomy involves getting information about the word. This information can come from the word itself, from the context, from a reference source like dictionaries or glossaries as it can be found in analogies and connections with other languages. Finally, the last category is processes. It includes establishing vocabulary knowledge through noticing, retrieving and generating strategies. Nation argues that all these strategies are useful steps for a deeper processing of vocabulary.

## **1.6. Difficulties in Vocabulary Learning**

Learning a second or a foreign language is a long and complex process since learners are required to cover all aspects of the target language, including its structure and culture (Brown, 2007). Learners are challenged by linguistic and cultural difficulties that affect their learning. The main difficulties are listed as follows: pronunciation and accent, grammar and vocabulary, attitude, cultural differences, and environment.

### **a) Pronunciation and Accent**

One of the challenges that EFL learners face is correct word pronunciation of the new language (Brown, 2007). It is difficult for them to pronounce sounds like native speakers because of the influence of the mother tongue and that it lacks some words and phonetics. Therefore, English accent varieties, such as: the British, American and Australian accents may confuse learners and lead to misunderstanding of the interlocutor.

### **b) Grammar and Vocabulary**

The English language has a complex system of grammatical rules of which each rule is used in a specific time and situation (Brown, 2007). As well as, it has a large size of lexis and vocabulary. This complexity is challenging for learners, especially in their early stages of learning. At the same time, in English, one word has different meanings which change according to the context.

### **c) Attitude**

Personal factors strongly affect language learning. At the beginning of the learning process, some learners negatively react toward the new language which may lead to lack of self-confidence, lack of motivation, stress and anxiety and fear of making mistakes (Brown, 2007).



These feelings create a negative attitude and impede learners to get along and learn the language properly.

#### **d) Cultural Differences**

Each society has its own culture which differentiates it from other societies in terms of history, language and heritage. Therefore, having a great cultural package about the community is highly important in successful language learning (Brown, 2007). EFL learners must develop their knowledge about the English culture for a better and clear understanding of specific vocabularies belonging to specific communities. Hence, cultural awareness and familiarity are essential.

#### **e) Environment**

Classroom environment in which learners are noisy and lack discipline is another factor that may affect vocabulary learning. In such environment, learners seem to be more disturbed and confused for not having an appropriate educational atmosphere where they share their ideas and interact with their teachers. So, teachers should control their classrooms and provide a supportive environment for their learners. As Bingol (2014) claims, teachers take responsibility to create a safe environment in which learners experience the acquired language.

### **Conclusion**

The details of the above section emphasize the significance of vocabulary in EFL classrooms. It enhances the four language skills and increases proficiency. Therefore, teachers need to apply suitable methods and adopt useful and up-to-date techniques that suit the nature and needs of the 21<sup>st</sup> century learners. To this respect, integrating technology in educational context, more precisely in vocabulary instruction, would serve as a supporting tool to create the

desire of learning and developing lexical knowledge.

# **Chapter Two**

## **Youtube Videos**

## Table of Contents

Introduction .....	22
2.3. Technology and Education .....	22
2.3.1. Definition of Educational Technology.....	22
2.3.2. The Effectiveness of Educational Technology in a Foreign Language Classroom.....	23
2.4. Youtube as a Teaching Tool .....	25
2.4.1. Definition of Youtube .....	25
2.4.2. Types of Youtube Videos .....	26
2.4.2.1. Examples of English Youtube Channels .....	27
2.4.3. Strategies for Using Youtube Videos in an EFL Classroom.....	28
2.4.4. The Positive Effects of Youtube Videos on EFL Learners.....	30
2.4.5. Challenges of Using Youtube Videos in an EFL Classroom.....	31
Conclusion .....	34

## **Introduction**

English has become a universal language thanks to the technological revolution. Technology has influenced the educational system for it develops EFL teaching and learning methods. It has provided different technological instruments such as: Information and Communication Technologies (ICT), Computer Assisted Language Learning (CALL), language laboratories and audio visual aids. Hence, this chapter provides a general overview of educational technology and its effectiveness in an EFL classroom. Then, it defines youtube as a teaching tool and describes its types, followed by illustrating some strategies for an effective use. At the end, it sheds light on the positive effects of integrating youtube videos in an EFL classroom as well as it mentions some challenges that may occur when using this tool educationally.

### **2.1. Technology and Education**

The revolutionary growth of technology has provided several materials that could be implemented in the teaching learning process, including smart phones, tablets and laptop computers (Greenhow, Robelia and Hughes, 2009; Jones and Healing, 2010; Jones, Ramanau, Cross and Healing, 2010). It can be used as an instructional or informational tool that facilitates a foreign language teaching and learning.

#### **2.1.1. Definition of Educational Technology**

There is a large amount of published studies defining educational technology. First, the Association of Education and Communication Technology (AECT, 2008) defines educational technology as “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources”. Educational technology involves using various technological equipments, such as: digital and computer-based technologies (Asta, 2010) to improve the learning process and make teaching

more interesting. As Rist and Hewer (1999) propose, “learning technology is the application of technology for the enhancement of teaching, learning and assessment” (p.5). Also, it is the use of technology, namely computer-based learning, multimedia materials and the use of networks and communication systems to support learning (Rist and Hewer, 1999). Technological equipments are becoming more dominant, and thus tablets and laptops are replacing textbooks. As defined by Pachauri(2011), “educational technology” is a collection of sources that are useful for the students in advancing their knowledge and learning. The latest technological mediums supported by the internet like Smartphones and online and offline games are potential tools for learning that are gaining attention (p.1).

Educational technology (Ed Tech) most simply refers to the design and use of technology in an educational context. It is concerned with integrating technology as a “tool” to enhance the teaching and learning processes across all subject areas (Dugger and Naik, 2001.p.32). Ed Tech is a discipline which aims to develop learners’ skills and needs in their field of study, more precisely it aims to enable them to learn effectively, efficiently and independently without being confined by space and time.

Moreover, educational technology is a system that is designed to solve problems occurring when learning as well as it seeks to provide and develop innovative resources to improve the quality of education and support the learning activities. It is different compared to traditional education for it supports the learner-centred approach by offering more numerous and too varied now-common devices; for example, smart phones, laptops and tablets for both teachers and learners. The ultimate goal of Ed Tech is to create an improved learning environment, which in turn will increase learners’ engagement, motivation and collaboration in classroom (Mo, 2011). Ed Tech can replace the traditional system with fast moving technological innovations, as TechCrunch magazine mentions, most learning methods have changed in the last 150 years. Previously, the teacher used to stand at the front of the class and present ideas and facts while

students listen and read from their textbooks or printouts. Nowadays, classrooms have been transformed because of the digital technologies being used such as tablets and computers, and teachers are using screens to present the lesson. Hence, online interactive services, which are up-to-date and in-depth, replace the physical textbooks and allow students to learn at their own pace (Bainbridge, 2016.p.10-12).

### **2.1.2. The Effectiveness of Educational Technology in a Foreign Language Classroom**

The implementation of educational technology in EFL classroom has brought a range of positive effects. As Umar, Basheer, Isa and Watsella (2017) claim “integrating technology in learning especially in higher education can empower both instructors and learners to improve the quality of education and also to achieve the anticipated learning objectives” (p.10). It encourages peer collaboration, improves team working and creates a successful communication because it provides authentic material, which in turn is meant to help EFL learners to practice the language with native speakers. For example, chatting via Facebook creates a good opportunity for learners to develop their communicative skills and cultural background of English speaking communities and enhances their productive skills as well (Rodinadze and Zarbozia, 2012). Students prefer technology because it creates interesting and enjoyable environment for learning.

The use of technology in classroom is likely to support the learner-centred system and enhance classroom interactive activities since it provides a variety of images and graphics through computers (Rodinadze and Zarbozia, 2012). Learners are no longer seen as passive recipients of information but instead they become more interested and motivated. According to Raja and Nagasubramani (2008), educational technology increases students’ interaction and motivation towards the lesson for they believe that is comforting for them since it is related to their lifestyles. They further claim that this is because “the transfer of knowledge becomes very

easy and convenient, as well as effective with the use of technology” (Raja and Nagasubramani, 2008.p.33).

Moreover, the integration of technology in education is intended to achieve other benefits, which are:

- Spreading information widely, uniformly and quickly.
- Promoting learners’ concentration and attitudes towards the lesson.
- Exploring new concepts and knowledge in groups.
- Encouraging creativity and improving vocabulary retention.
- Developing students’ critical thinking skills and problem solving ability (Rodinadze and Zarbazoia, 2012).

Now, both teachers and students are having great opportunities to access into many educational sources that can empower English language teaching and learning.

## **2.2. Youtube as a Teaching Material**

In relation to the use of technology in educational context, youtube videos are an example that are widely used in ELT. Youtube is a social network that was launched recently, on February 2005. It is considered to be a rich source of authentic material that can be integrated in educational processes for it has a large number of useful videos that are available for free.

### **2.2.1. Definition of Youtube**

Youtube is a multidimensional website that includes a variety of videos related to different fields of knowledge and entertainment. It is a social-media platform that offers the opportunity for billions of people to watch, discover and share the created videos (YouTube, 2020). It provides people with a wide range of videos; for example, educational, personal, comedy and entertainment videos. Lee and Liang (2012) describe youtube as a video-sharing website that enables individuals to create and upload their own videos as well as allow them to watch original



videos uploaded by other users across the globe.

Furthermore, the youtube fact sheets reported that “everyday, millions of people come to you tube to be informed, inspired, or just plain delighted” (YouTube, 2020). That is to say, that youtube is the largest search engine after Google for learning and developing one’s skills and knowledge. It is considered as a go-to platform in which learners turn to discover a new hairstyle, learn how to cook, paint and even to master a new language and many other skills. Youtube includes channels which deal with a broad diversity of topics or content area including mathematics, science, physics, arts and social studies to cover learners’ needs and satisfy their curiosity. Yet, youtube is an international platform that can be used as an online reservoir for digital video clips that may be saved and viewed by anybody for free (Watkins and Wilkins, 2011).

As stated by Asselin (2011), youtube has become an important source of homework assistance having the largest video database. That is to say that youtube is a free platform with the largest number of users all around the world, having a variety of educational videos related to different topics. Hence, EFL learners are using you tube videos as an additional tool to promote their vocabulary learning.

### **2.2.2. Types of Youtube Videos**

In recent years, there has been an increasing amount of videos on youtube that can be classified into different categories. The most effective types of videos are listed as follows: documentaries, songs, movies and educational videos.

Documentary videos are considered to be a rich source of information and cultural knowledge. Usually, these videos use formal and clear English language to help teachers and learners exchange ideas and information. Implementing this type of videos in educational contexts is likely to grasp new vocabularies and improve learners’ pronunciation.

The use of songs in EFL classroom can act as a useful tool for enriching learners' vocabulary. They help learners acquire new idioms and expressions and enable them to share their thoughts and emotions effectively when communicating in the target language. For this reason, employing songs in learning creates a fun and comfortable environment in the class.

Movies or films are other useful sources to be integrated in teaching and learning a new language because they are rich with written and audio-visual authentic data that enhances learners' skills, listening in particular (Swaffar and Vlatten, 1997). Movies improve learners' communicative skills and help them acquire more vocabulary from formal and informal contexts. Also, movies improve learners' performance for they provide various visual aids which stimulate their imagination and creativity. This method leads learners to be more active and involved instead of being fed information by teachers directly from course books.

Educational videos are videos created by teachers and universities related to different fields of study. There are two main kinds of educational videos on youtube platform that can be used when learning a new language. The first kind refers to those videos created by professional language teachers. In this type, teachers sit down and teach the basic elements of the language including grammar structure and some vocabulary (nouns, verbs and adjectives). The lessons presented in this type of videos are designed for beginners. This could be an excellent way of learning English for beginners by searching on youtube for "learn English", and then a lot of videos will appear from different channels.

The second kind of educational videos includes videos created by native speakers of the language, English in particular. Often, they are created by British and American native speakers in form of entertainment and fun videos, in which they share slangs and phrasal verbs for everyday use. This type is probably addressed to intermediate and advanced levels to help them discover new words and enrich their vocabulary knowledge.

### 2.2.2.1. Examples of English Youtube Channels

In addition to the videos created by English native speakers, there are also English youtube channels such as:

- **BBC Learn English:** BBC (British Broadcasting Corporation) is the most popular and professional British English teaching channel. It is an excellent source because each video is created by a team of experts in the field. A new video is uploaded everyday and extra videos are added across week days. Also, this channel supports the playlist feature; for example, a playlist for improving pronunciation skills, preparing for exams and tests and learning English through drama.
- **VOA Learning English:** VOA (Voice of America) is a youtube channel for learning American English through captioned TV news reports, using simple language and slower speed. It conveys information about current affairs in America to help learners enrich their cultural knowledge and improve their language skills.
- **FluentU English:** the instructor in this channel posts different videos for learners including movies, songs, news and inspiring talks. The videos are presented in authentic and fun way to help learners learn and practice the language to become more fluent in it.
- **Learn English with TV Series:** in this channel, the presenters show different clips from English TV shows, talk shows and movies in between twenty minutes to half an hour. They explain slangs, expressions and technical vocabulary using real life examples to help learners understand native speakers. These videos are addressed for both teachers and learners.
- **Linguamarina:** This channel was made by a Russian girl (Marina) who decided to learn English and moved to live in USA. In her channel, she uploads different videos

to help EFL learners study for TOEFL, and much more videos about improving one's speaking, grammar and vocabulary. She tackles other topics such as: motivation, planning and being productive as well as some tips for studying abroad and learning English quickly and easily.

### **2.2.3. Strategies for Using Youtube Videos in EFL Classroom**

During the last few decades, EFL teaching styles have remarked a shift from traditional teaching environment to modern settings. New devices have been implemented in classrooms to enhance vocabulary recognition and retention through different strategies and three main phases: the pre-projection phase, during projection phase and after projection phase (Ghermoul, 2020). First, in the pre-projection of the video phase the teacher should prepare the students for the video clip by presenting the general topic and clarifying for them some important points to be tackled. For example, what points they are asked to focus on, the questions that should be answered, information to be extracted from the video and the reason why they are watching such video. Second, in during projection phase, after the learners are well prepared, the video is projected, and a long period of time is given to learners to visualize and take notes from the video with pausing and repeating the video clip whenever it is necessary. Lastly, in the last phase (after projecting phase), a final idea is made about the topic. But first, learners are given some time to think and discuss what they have visualized and raise any questions about unclear ideas and concepts for more clarifications. This phase enables learners to organize their thoughts and exchange ideas with their colleagues.

Therefore, Duffy and Berk suggested some strategies to be followed when implementing youtube videos in an EFL classroom. Firstly, Duffy (2008) claims that videos are vital for promoting and maximizing learning and developing learners' note-taking skills for teachers can play the videos in short segments so that students can focus and think about the content when

watching the video. In doing so, learners can take notes through the first view, and then, in their second view, they will check their notes. Also, the teacher can use the pause strategy to give learners the opportunity to guess the meaning and reflect on what they are hearing and receiving from the video (Duffy, 2008). Then, Duffy (2008) suggested another strategy which is to switch the sound of the video to permit learners to focus on the visual audio and express the information presented on the screen orally. Also, teachers can turn the picture off and rely only on audio clues of the video clip. Finally, he suggested that at the end of the session, when learners finish watching the video, the teacher can use the summary strategy and open a group debate for learners to summarize and discuss what they have learned from the presented video.

In the same vein, Berk (2009) suggested other guidelines for using videos in classroom. To begin with, he argues that the classroom must be provided with useful and necessary technological instruments which are not too old fashioned but rather they should be updated and have the potential to be employed in the classroom settings (Berk, 2009). He, further, emphasized that the videos have to be selected carefully, so he proposed three main steps to follow when selecting the videos. First, the criteria for the selection in which the teacher select the video according to his own standards taking into account “students’ characteristics” (Berk, 2009. p.7). At the same time, the teacher should pay attention to “the offensiveness and the structure of the video” and select a video that is suitable for teaching purposes and use including its length and authentic context. Second, choosing the type of the video to be used depends on “the instructional purpose or outcome and the characteristics of the students and their interests” (Berk, 2009). Third, the videos should be extracted from a trustworthy source taking into consideration the content, students’ level, the teaching purposes and course objectives.

The previous strategies are some examples of literature about using youtube videos effectively in class. Hence, teachers are allowed to create new methods according to the teaching

context and the nature of learners (Berk, 2009). In other words, teachers are not obliged to follow all of the mentioned strategies, but instead they can create and develop their own techniques and approaches for an effective use of the video clips (Duffy, 2008).

#### **2.2.4. The Positive Effects of Youtube Videos on EFL Learners**

Many scholars have discussed the positive effects of youtube videos on a foreign language teaching and learning. Duffy (2008) says that youtube provides various educational videos which are increasingly implemented for instructional and teaching purposes in any educational field. Terantino (2011), also, supports this idea and claims that these videos help the teacher in presenting content and information, encouraging participation and collaboration and increasing learners' cultural awareness. Youtube videos help learners enrich their background knowledge about the target language which is an integral part to reach fluency.

In their turn, Ghasemi, Hashemi and Bardine (2011) point out that the integration of youtube videos in an EFL classroom could reduce the level of anxiety of learners as they could find it an interesting and entertaining process rather than an educational activity. Besides, these videos offer new opportunities for learners to engage in interactive activities (Richards, 2001.p.41) and raise classroom discussion. Youtube videos can be used as means for making learning more productive and motivating learners to be engaged in different tasks; for example, role-play exercises and classroom debates and presentations. As Yassaei (2012) states "videos can be effective tools for breaking up the routine and incline the students to study the English language. In doing so, learners will become fluent speakers and autonomous".

Moreover, youtube videos enhance learners' language skills for they create a new way to practice on their skills inside or outside the class and this will keep them involved in their learning continuously (Baniabdelrahman, 2013). Video materials provide auditory and visual authentic discourse (Blacikanli, 2011) which improves learners' listening comprehension and

speaking skills and enables them to communicate and practice the language as used by native speakers. Learners are able to listen to different kinds of formal and informal spoken material, such as TV shows, songs, TED talks and movies (Blacikanli, 2011), thus, their speaking skills will be improved.

Since youtube platform is free, it opens up a new world of teaching that is different from traditional methods. It makes it easy for teachers to upload educational videos and present them in the classroom relying on scenes, movements and gestures of the videos to explain the lecture effectively through visual inputs (McKinon, 2011). Hence, Watkins and Wilkins (2011) emphasized the usefulness of youtube videos in learning; youtube can be a valuable tool through which multiple foreign language skills can be taught. Using youtube both inside and outside the classroom can enhance conversation, listening and pronunciation skills. Youtube videos can also be utilized as realia to stimulate cultural lessons, enhance exposure to World Englishes, and promote authentic vocabulary development. Even reading and writing activities can be structured around youtube videos (Watkins and Wilkins, 2011.p.113).According to Chee (1995) and Casey (1996), youtube videos are considered as a great opportunity in learning because they help teachers explain difficult and abstract concepts easily through the use of visualization. These educational videos are combinations of images and sounds which help generate an influential medium. Hence, integrating youtube videos in the teaching-learning environment will increase students' motivation, creativity and engagement and facilitate deep learning. Besides, the advancement of technology turned the teaching-learning process into an easy practice for these youtube videos are available anytime and anywhere having the potential of repeating, stopping and completing at any other time.

#### **2.2.5. Challenges of Using Youtube Videos in Classroom**

A number of researchers have shed light on the challenges that may occur when implementing videos in classroom. The most known challenge is the technical problems and lack

of requirements (for example: computer device and data show) which prevent teachers from using videos as a supporting material to explain and present the lesson in class. It is important to have a high quality of internet connection in the classroom to get access to the videos (Beggs, 2000). Otherwise, teachers should download the videos for offline use to avoid the bad network in classroom.

Additionally, another challenge is the limited time of the lecture. As Suvorov (2008) says “using videos in EFL classroom is time-consuming. We almost share their point of view because looking for videos that can be compelling and motivating for learners is not so easy, and preparing adequate and appropriate in-class activities needs a lot of commitments from the teacher and EFL learners’ ability to engage and satisfy such activities and inquisitiveness”. Also, the limited software can hinder the use of videos educationally for “the problem with the new technology is that the hardware is always ahead of the software, and without the right materials it is difficult to exploit the resource to the full” (Allan, 1985). Finally, teachers may find it difficult to select the appropriate videos that suit the instructions and purposes of the lecture, as it could be difficult to find a reliable source of information (Burke, Snyder and Rager, 2009).

## **Conclusion**

With the growth of technology, youtube remains a useful innovative tool and a rich source of information that could be adopted in teaching and learning a foreign language. Youtube videos serve as a supporting material to motivate learners and help them to be more engaged in learning the target language and enriching their vocabulary package. Both teachers and students are becoming more interested toward implementing videos in classroom as educational tools that would enhance vocabulary learning and improve students’ language skills.



**Chapter Three**  
**Analysis and Interpretations of**  
**the Findings**

## Table of Contents

Introduction .....	35
3.1. Research Method .....	35
3.2. Population and Sampling .....	35
3.3. Data Collection Tools.....	36
3.3.1. Aim of the students' Questionnaire.....	36
3.3.1.1. Description of the Students' Questionnaire .....	36
3.3.1.2. Validating , Piloting and Administering the Students' Questionnaire.....	37
3.3.1.3. Analysis of the Students' Questionnaire .....	37
3.3.1.4. Interpretation of the Students' Questionnaire .....	48
3.3.2. Aim of the Teachers' Interview .....	48
3.3.2.1. Description of the Teachers' Interview .....	49
3.3.2.2. Validating, Piloting and Conduction of the Teachers' Interview.....	49
3.3.2.3. Analysis of the Teachers' Interview .....	49
3.3.2.4. Interpretation of the Teachers' Interview.....	55
Conclusion.....	56

## **Introduction**

This chapter represents the fieldwork of the current study that has been conducted at Mohamed Khider University of Biskra to explore first year teachers and students' perceptions about the role of youtube videos in teaching and learning vocabulary in oral expression classes. More precisely, a detailed description of the research methodology is provided including the research method, the population and sample under study and the data collection tools used to answer the research questions. Then, this chapter analyses and discusses the results obtained through the students' questionnaire and the teachers' interview. Lastly, it concludes with research limitations and recommendations.

### **3.1. Research Method**

To fulfil the objectives of this research, which is exploring the role of youtube videos in learning vocabulary and to answer the research questions, a mixed method approach was adopted due to the nature of the study. We opted for a descriptive research methodology to collect both quantitative and qualitative data about the topic under investigation. The mixed method design covers the subject from different perspectives and makes it more variable and credible.

### **3.2. Population and Sample**

To collect the necessary data, on the one hand a sample of 80 first year students was selected randomly from the total number of (391) students at Mohamed Khider University of Biskra to answer the questionnaire for the sake of exploring their opinions and perceptions concerning the use of youtube videos during oral expression sessions.

On the other hand, six teachers of oral expression at the Department of English at Biskra University were purposively selected among 18 teachers to be interviewed. This interview aimed to explore their perceptions about integrating youtube videos in the educational context as well

as to develop their awareness regarding the use of such videos in teaching vocabulary.

### **3.3. Data Collection Tools**

Two data collection tools were used to answer the research questions. To begin with, a semi-structured questionnaire was administered to first year students of English at Mohamed Khider University of Biskra to explore their perceptions and attitudes towards the use of youtube videos in learning vocabulary. It consists of close-ended and open-ended questions with options to enable the participants to express their opinions on the subject of the current research. It was administered to students via Facebook and Messenger groups.

Additionally, a semi-structured interview was conducted with six teachers of oral expression to explore their viewpoints concerning the role of youtube videos as a teaching tool on promoting EFL learners' vocabulary.

After the collection of the data, the questionnaire was analyzed and interpreted through counts and percentages using Excel, and then, the results are presented in tables and figures. Then, a thematic analysis was used to analyze teachers' responses of the interview.

#### **3.3.1. Aim of the Students' Questionnaire**

The students' questionnaire aimed to collect data about students' views and perceptions about learning vocabulary through youtube videos. Likewise, it attempted to develop first year students' awareness about the use of youtube videos educationally. A semi-structured questionnaire was conducted online through Google form for it facilitates collecting participants' responses with regard to the topic of this research.

##### **3.3.1.1. Description of the Students' Questionnaire**

This questionnaire consists of two sections containing fifteen questions both close-

ended and open-ended questions to collect short and long answers about the issue being investigated. The first section includes three questions (from item 1 to 3) to gather general information about the respondents and to find out the importance of vocabulary acquisition according to them.

In addition, the second section attempted to investigate the role of educational technology in general and youtube videos in particular as pedagogical tools in learning vocabulary. It encompasses 12 items (from item 4 to 15) to better understand how students use these videos educationally. This section ends with question (15) that aimed to enrich the quality of this research by taking advantage of students' comments and suggestions concerning the study at hand.

#### **3.3.1.2. Validating, Piloting and Administering the Students' Questionnaire**

Before administering the questionnaire, it was first validated by the supervisor of this work who mentioned some changes to be made in terms of wordiness, the omission of some questions and the improvement of its overall layout. Besides, she suggested adding a "Yes" or "No" question and using a likert scale to improve its quality. Then, it was sent via Facebook to (10) participants selected randomly from the entire sample for the sake of piloting it. Lastly, based on the feedback obtained during the validation and piloting stages, some modifications were made. After that, it was designed using Google Forms survey software and sent online to the participants via Facebook and Messenger groups. The platform facilitates storing and recording the responses of the participants. This process took one month to collect the necessary data.

#### **3.3.1.3. Analysis of the Students' Questionnaire**

The data collected from the students' questionnaire is analyzed and interpreted using

descriptive statistics including counts and percentages, and the results are presented in tables and figures.

**Item 1. Choosing English as a major at university was because:**

The ultimate goal of this question was to dig into participants' reasons behind choosing English as a major at Mohamed Khider University of Biskra. In order to do so, the participants were given specific options (you are interested to learn this language, you were good at English in high school, it was someone else's advice, and it is the language of the globalized world) and asked to tick the right box ("yes" or "no").

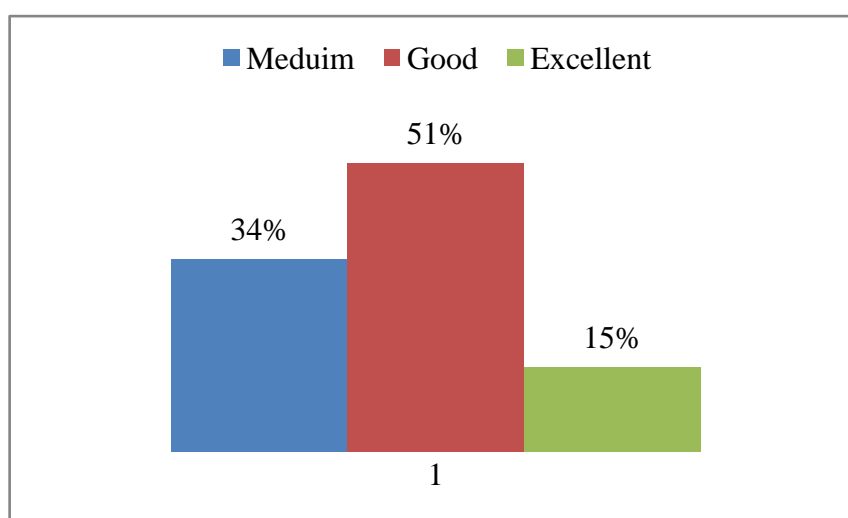
<b>Option</b>		You are interested to learn this language	You were good at English in high school	It was someone else's advice	It is the language of the globalized world	<b>Total</b>
<b>Yes</b>	<b>Number</b>	71	64	36	72	<b>80</b>
	<b>Percentage</b>	89%	80%	45%	90%	<b>100%</b>
<b>No</b>	<b>Number</b>	9	16	44	8	<b>80</b>
	<b>Percentage</b>	11%	20%	55%	10%	<b>100%</b>

**Table 3.1: Students' Reasons for Majoring in English Language at Biskra University**

Table 3.1 demonstrates the different reasons that lead the respondents to major in English at university. To begin with, the majority of students (89%) stated that they majored in English because they are interested to learn it unlike the rest (11%) who selected "no". Next, (80%) of students stated that they are majoring in English for they had a good level in high school, in contrast with (20%) of students who had not this level. In addition, (45%) of the participants

chose English because it was someone else's advice unlike the other (55%) who answered negatively. Lastly, (90%) of the total number declared that they majored in English because it is the language of the globalized world in contrast to the rest who selected "no".

**Item 2. Your level in English is:**

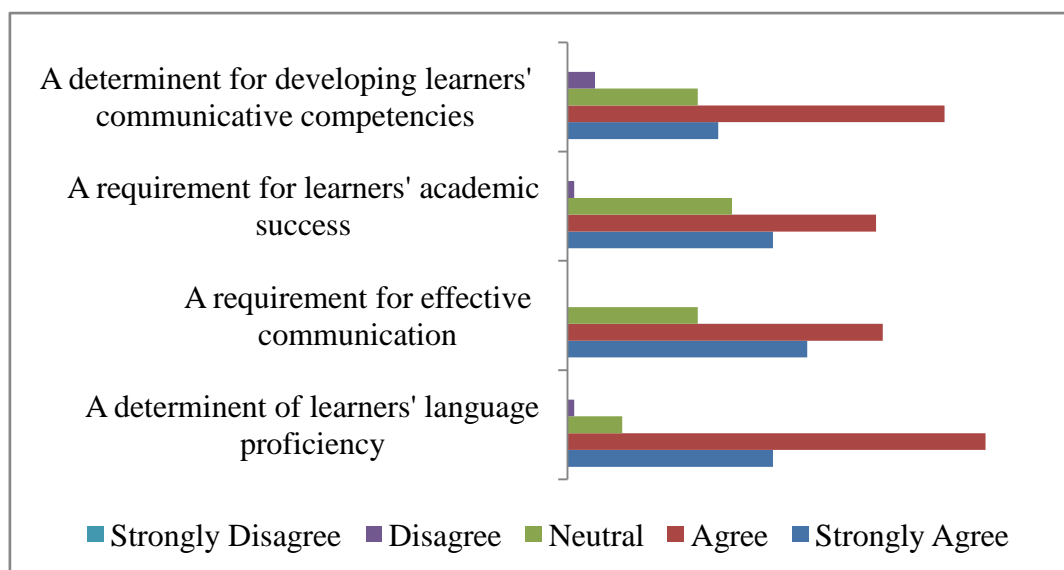


**Figure 3.2: Students' Self-Assessment of their Levels**

As it is presented in the above graph, the majority of the students of the sample (51%) have a good English level; whereas, (34%) of the sample declared that their level is medium. Thus, the last few participants (15%) stated that they are excellent students.

**Item 3. Vocabulary acquisition is required because it is:**

To complete this questionnaire, the respondents were asked to indicate the extent to which they agree or disagree with the statement "vocabulary acquisition is required". To do so, participants were given (4) statements (a determinant of learners' language proficiency, a requirement for effective communication, a requirement for learners' academic success, and a determinant for developing learners' communicative competencies), and then, they were asked to mark how much they agree or disagree with the previous statements.



**Figure 3.3: Students' Agreement on the Requirement of Vocabulary Acquisition**

For a better understanding of the results, the statements are displayed in a graph and not in a frequency table. On the one hand, figure 3.3 indicates that (49) participants among the total number of (80) agreed that vocabulary acquisition is required because it is a determinant of learners' language proficiency, and (24) participants strongly agreed. Six participants; however, stated that it is neutral and only one student disagreed with the statement.

On the other hand, (37) respondents agreed and other (28) strongly agreed that vocabulary acquisition is required for it is a requirement for effective communication, and (15) others selected "neutral" as an answer.

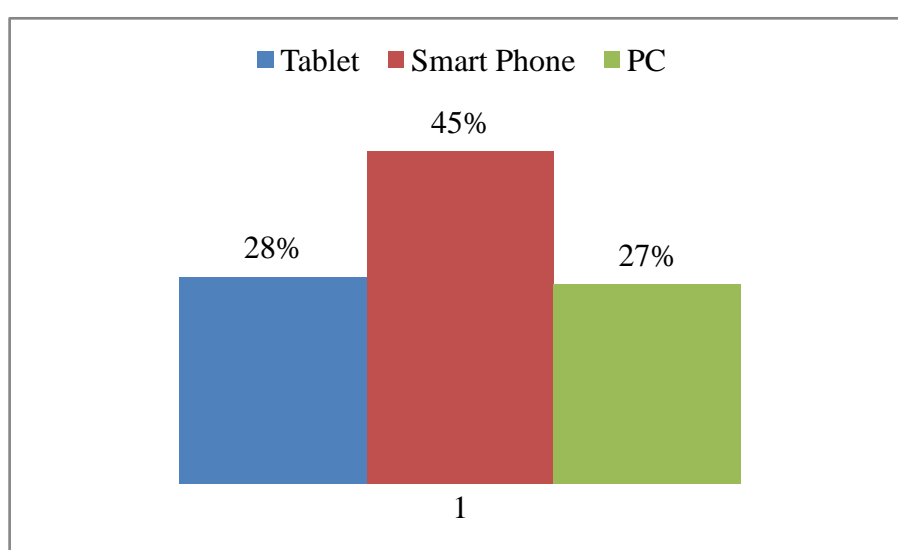
Furthermore, with regard to the third statement (a requirement for learners' academic success) (24) participants selected "agree" and (36) others selected "strongly disagreed" to indicate to what extent they agree with the statement, unlike (19) participants who selected "neutral" and one students who "disagreed" with the statement.

As an agreement with the last statement (a determinant for developing learners' communicative competencies), one student declared that he agrees and strongly agrees with



this; in contrast, (44) out of (80) participants agreed with the statement, and (17) others strongly agreed. Contrastingly, (3) students disagreed it is so, and the last (15) students selected the option “neutral”.

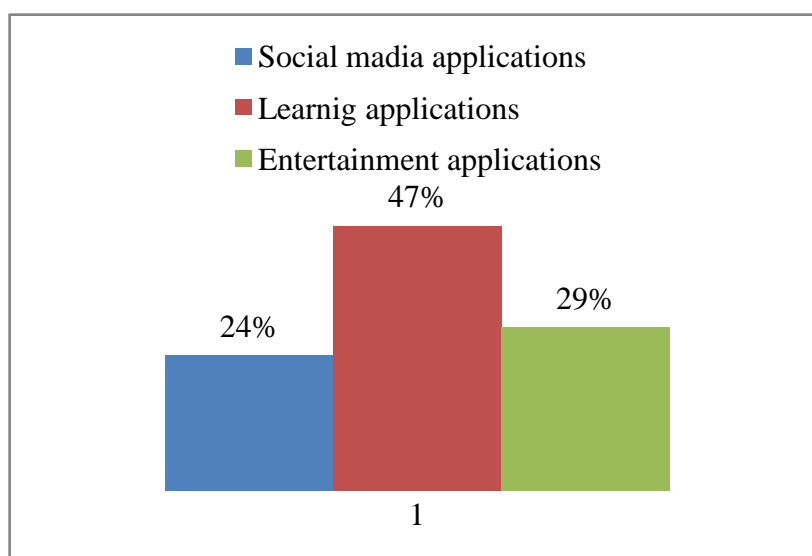
**Item 4. What device do you use to access the internet?**



**Figure 3.4: Devices Used by Students to Access the Internet**

The reason behind this question was to find out what devices are used by first year students to access the internet. The respondents of this questionnaire show that they use different devices to do so. As shown in the previous figure, 36 (45%) students use the smart phones while 23 (28%) of them use tablets, and 21 (27%) prefer to use the PC.

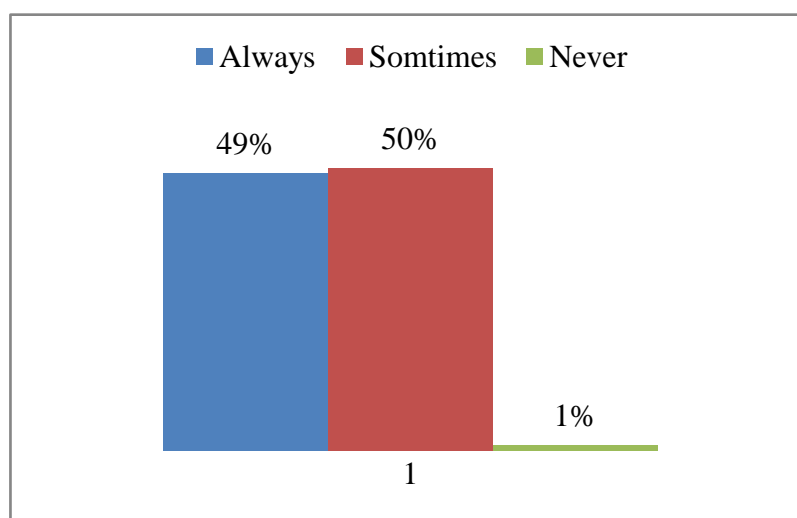
**Item 5. What type of applications do you use to improve your level in English?**



**Figure 3.5: Applications Used by Students to Improve their Level in English**

This question aims to explore which applications are mostly used by students to improve their English level. According to the sample's answers, it can be seen that most of the students (47%) use learning applications. Moreover, 23 (29%) students reported that they use entertainment applications and 19 (24%) of the total number learn new vocabulary from social media applications.

**Item 6. How often do you use educational technology to improve your proficiency?**



**Figure 3.6: The Frequency of Using Educational Technology**

This question is designed to find out how many times students rely on educational technology to improve their language proficiency. Half number of the participants (50%) reported that they sometimes use such means; furthermore, 39 (49%) participants selected “always” and just one student said that he never used this tool.

**Item 7. Does watching youtube videos help you learn English?**

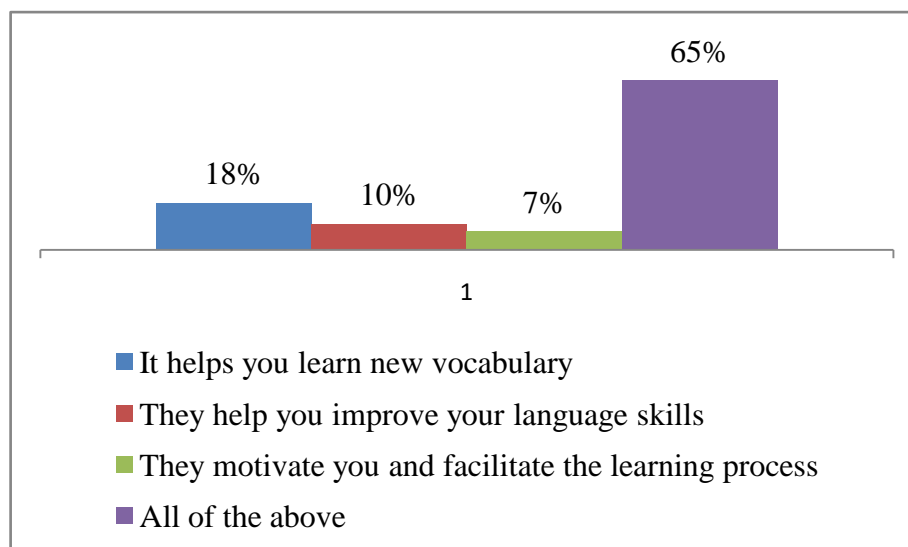
Option	Number	Percentage
a) Yes	73	91%
b) No	7	9%
<b>Total</b>	<b>80</b>	<b>100%</b>

**Table 3.7: Students’ Estimation of the Benefits of Youtube Videos**

As indicated in the above table, 73 (91%) participants stated that youtube videos positively affect their vocabulary learning; whereas, just 07 (9%) of the participants claimed that youtube videos do not help them to learn the target language vocabulary. This led to the

next part of the question.

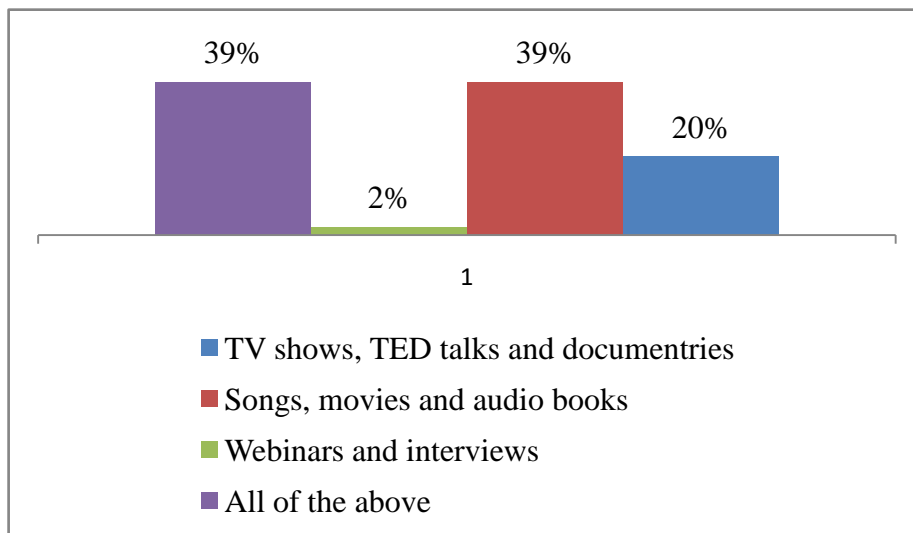
**Item 8. If yes, in what way do they improve your level?**



**Figure 3.8: the Way that Youtube Videos Improve Students' Level**

As figure 3.8 demonstrates, (52) participants chose all the listed options (youtube videos help students learn new vocabulary, improve their language skills, motivate them and facilitate the learning process). Other participants (18%) reported that these videos help them to learn new vocabulary only. Hence, (8) students stated that these videos help them to improve their language skills and (6) others said that the videos motivate them and facilitate the learning process.

**Item 9. What kinds of videos do you usually watch to learn new vocabulary?**

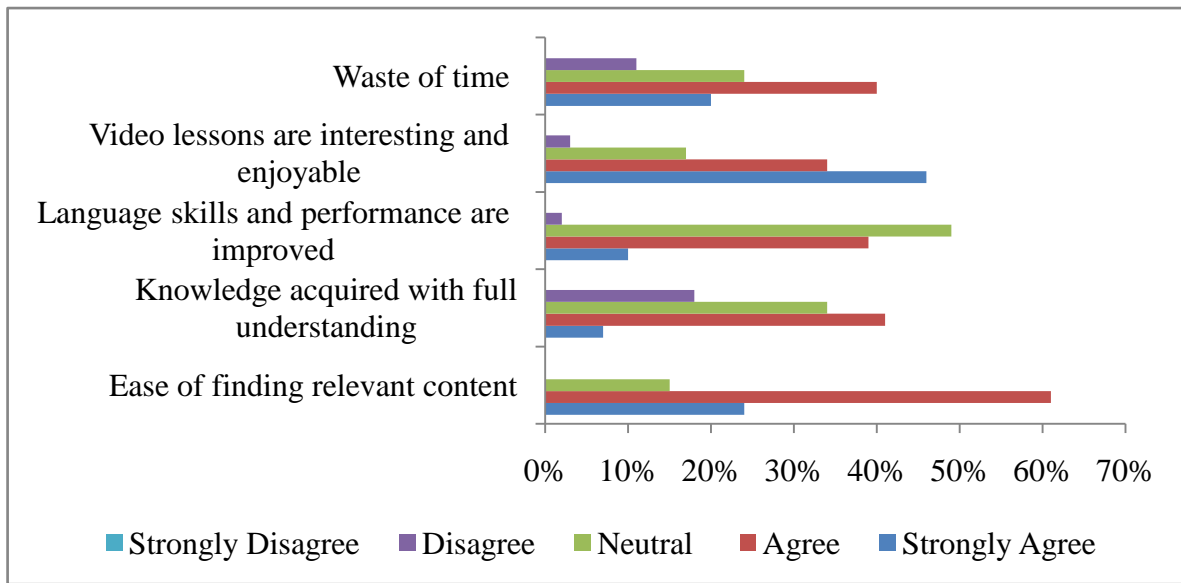


**Figure 3.9: Students’ Preferred Videos to Learn Vocabulary**

As a response to this question, 31 (39%) students chose songs, movies and audio books as preferred video types to learn new vocabulary; (16) participants selected TV shows, TED talks and documentaries as an option while 2 participants reported that they watch webinars and interviews. Thus, 31 (20%) participants selected “all of the above” option.

**Item 10. How can you describe the use of youtube videos in classroom?**

Through this question, we aimed to enable the participants to rate their learning using youtube videos in classroom. Students were asked to mark if they agree or disagree with the following statements: ease of finding relevant content, knowledge acquired with full understanding, language skills and performance are improved, video lessons are interesting and enjoyable, and a waste of time.



**Figure 3.10: Students’ Description of the Use of Youtube Videos in Classroom**

**Statement 01:** “Ease of finding relevant content”

The figure 3.10 displays that a number of (49) respondents agreed with the first statement while (19) students strongly agreed with it, and (12) others selected “neutral” which means that they do not agree nor disagree.

**Statement 02:** “Knowledge acquired with full understanding”

As for the second statement, (33) participants agreed and other (6) participants strongly agreed that they acquire knowledge with full understanding when using youtube videos unlike the other (14) who disagreed. Thus, (27) students selected “neutral” as an answer.

**Statement 03:** “Language skills and performance are improved”

The figure 3.10 demonstrates that the majority of students (39) selected “neutral” as an option while (31) participants agreed with this statement. Eight students strongly agreed and (2) others disagreed.

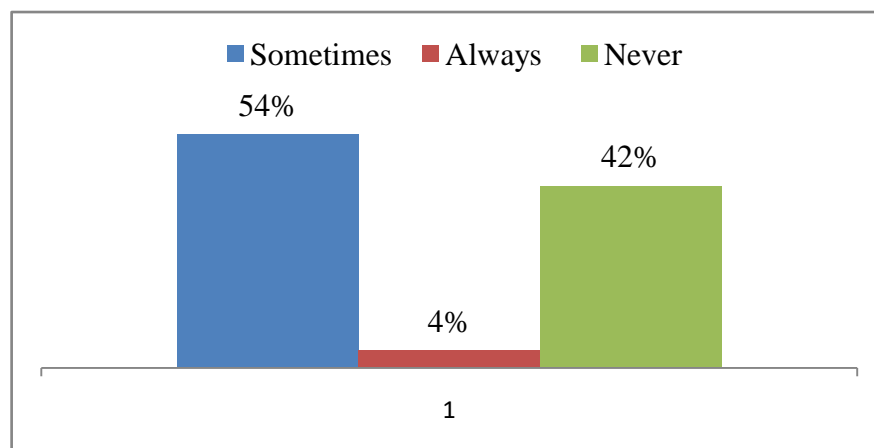
**Statement 04:** “Video lessons are interesting and enjoyable”

As displayed in the above figure, (37) participants strongly agreed and (27) others agreed that video lessons are interesting and enjoyable; however, (14) students selected “neutral” and the last (2) students disagreed.

**Statement 05:** “Waste of time”

The figure shows that (4) students strongly disagreed with the statement and other (9) students disagreed; in contrast with other (32) who agreed and (18) students that selected “neutral” as an answer. Hence, (16) students strongly agreed and one student selected “agree” and “neutral” as answers.

**Item 11. Do you use audio-video courses during your oral expression classes?**

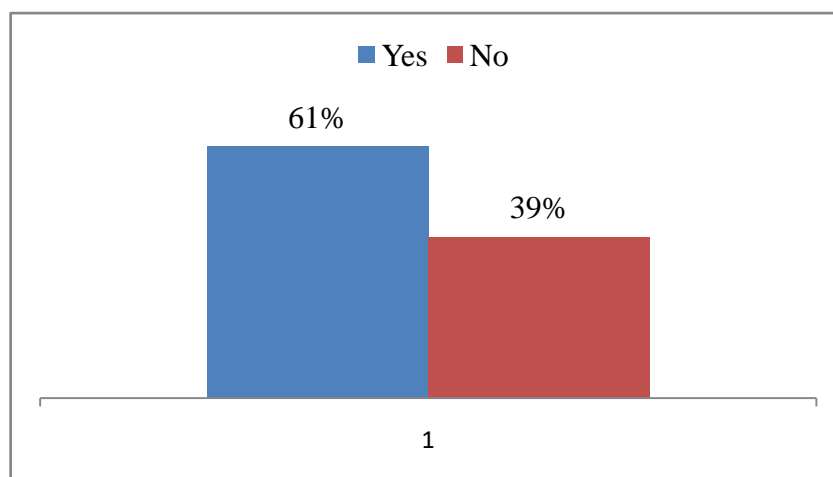


**Figure 3.11: The Frequency of Using Audio-video Courses during Oral Expression Classes**

The above figure shows the frequency of using audio-video courses during oral expression classes. The number of (43) students among (80) participants stated that they sometimes use such material in their oral expression classes, in contrast to (34) who said that

they never did, and (3) students who selected “always” as an answer.

**Item 12. Does watching youtube videos in classroom motivate you and help you learn more vocabulary?**



**Figure 3.12: Students' Motivation through Youtube Videos**

According to the figure, a considerable number of participants 49 (61%) agreed that watching you tube videos in classroom motivate them and help them to learn new vocabulary.

However, 31 (39%) students answered negatively.

**Item 13. If yes, state what videos have you watched?**

This item mentions the most used videos in oral expression classes to teach English vocabulary. The respondents suggested a rich set of suggestions, so we chose to list the most repeated ones which are:

- Interviews and conversations of native speakers.
- Short stories.
- Entertainment videos.
- Documentaries, learning shows and comedy.



- British comedy shows.
- Practice more with “Emma” (Grammar).
- British Council videos.
- Reporting news.
- Some scenes of films and plays.
- Educational videos.
- Z American English.
- Jane Eyre novella.
- Jigsaw activities.
- Tips for public speaking.
- Many videos (people talking about their experiences in life).

The mentioned videos are used to ameliorate students’ vocabulary.

#### **Item 14. What videos would you suggest as a pedagogical tool?**

Depending on students’ responses on this question, the most effective videos that impacted their English language learning the most, especially outside the classroom, are suggested as follows:

- Crime documentaries, vlogs and TED talks.
- British youtube videos/channels.
- Conversations and interviews.
- Comedy, lessons of grammar and pronunciation.
- Motivational videos and Disney movies.
- British Council videos.
- Webinars and conferences.

**Item 15. If you have any comments or suggestions regarding the use of youtube videos in learning vocabulary, please write them down.**

As final words, some participants wrote additional remarks regarding the integration of youtube videos in educational contexts. They agreed that watching these videos for educational purposes and especially for vocabulary learning is very useful since they help them improve their levels. Subsequently, they remarked that choosing the right type of videos that serves the learning purposes is obligatory to not waste time, as well as they advised learners to use the “CC” (Closed Captions) option and (0.75) speed to enhance both vocabulary and pronunciation. Audio-video materials are highly recommended in oral expression classes as a warming up phase for speaking lessons since they meet the 21<sup>st</sup> century students’ interest. Thus, it is a great idea to use youtube videos in class for it is a free application and accessible to everyone.

#### **3.2.1.4. Interpretation of the Students’ Questionnaire**

The current research work has collected, interpreted and analyzed statistically and descriptively results about the role of youtube videos in vocabulary learning at university level. The findings of the students’ questionnaire provided us with rich and valuable data that answered the research questions. Based on the results, the students showed a positive attitude towards the use of youtube videos in vocabulary learning because they provide them with various reliable information sources. The majority of students confirmed that watching youtube videos motivates them and helps them learn the target language and acquire new vocabulary. Among these videos, students prefer to watch educational videos, interviews, songs, movies and TED talks. Hence, the respondents hold a positive idea about integrating youtube videos in EFL classroom.

The next pages discuss and analyse the teachers’ interview including its aim, description, validation, piloting and conduction stages and its analysis and interpretation.

#### **3.3.2 Aim of the Teachers’ Interview**

A semi-structured interview was conducted face-to-face with teachers of oral expression. Its ultimate goal is to collect their views, perceptions and comments about the effectiveness of youtube videos as a supporting material in teaching vocabulary. This interview enabled the researcher to collect data from teachers with different teaching experiences and attitudes as well as it helped supplementing the students' questionnaire results with teachers' perceptions concerning the topic at hand.

### **3.3.2.1 Description of the Teachers' Interview:**

The semi- structured interview was held with six teachers of oral expression having different teaching experiences. It aimed to answer the second research question (what are EFL teachers' and learners' attitudes toward adopting youtube videos as an educational tool in teaching and learning vocabulary?). This interview is composed of (09) questions (most of them open-ended questions) to enable the interviewees to share their thoughts and perceptions about the role of youtube videos in teaching English vocabulary for first year students at Mohamed Kheider University. On this basis, teachers have mentioned the main difficulties faced by students when learning vocabulary and what techniques are used to overcome this problem. In addition, the interview tackled the integration of youtube videos in EFL classroom, its benefits, drawbacks and the main challenges that may hinder its effectiveness.

### **3.3.2.2 Validating and Piloting and Conduction of the Teachers' Interview:**

The teachers' interview was validated by the supervisor of this work, who suggested the reformulation of one question to avoid ambiguity. Then, the interview was piloted with one teacher on April 2022. It was a face-to-face recorded interview to check the comprehensibility of the questions. The teacher was comfortable when answering the questions, thus, she provided me with the necessary information.

After getting the teachers' consent about the interview, it was conducted face-to-face with six (n=6) teachers from the Department of English at Biskra's University. The interviews took between 08 to 25 minutes in comfortable and convenient places. In addition, the interviews were recorded with the teachers' permission then, transcribed and coded manually.

### **3.3.2.3 Analysis of the Teachers' Interview:**

For the purpose of exploring teachers' views and perceptions about the role of youtube videos in vocabulary teaching and learning, a thematic analysis is used. The interviews' recordings were transcribed, organized and analyzed to make valuable inferences of the teachers' responses. Next, general patterns and themes were identified to determine whether they can provide convincing answers to the research questions, then it concludes with correlating results of different themes. The interviews' answers were analyzed as follows:

**Question 01:** How long have you been teaching English at university? How long have you been teaching oral expression?

The results obtained from this question show that teachers have different teaching experiences. Two teachers stated that have been teaching English at university and oral expression course for seven and eight years for each of them. The second and third teachers have been teaching English at university for nearly the same period of time of four and five years, and they have been teaching oral expression for three years. Another teacher has been teaching English for nine years and oral expression course for two years. For the last teacher, he has the experience of two years of teaching English in general and oral expression in particular. Therefore, the variety of teachers' teaching experiences enables the researcher to gather responses for answering the research questions.

**Question 02:** What are the main difficulties faced by students when learning vocabulary?

The interviewees shared some common difficulties faced by students when learning vocabulary, namely the mispronunciation of certain words and the influence of the mother tongue where sometimes students tend to express their ideas in Arabic because they have a limited amount of vocabulary. Moreover, another difficulty is the lack of willingness to speak because they are shy and afraid of speaking and making grammatical and vocabulary mistakes, especially if they are presenting in front of their teacher and classmates. The last difficulty is lack of reading in addition to the reliance of most of the students on memorizing and using newly encountered vocabulary in one particular context.

**Question 03:** What techniques do you use to solve this problem?

Based on their teaching experiences, the interviewees stated that they use different techniques to solve the previous mentioned problems. First, teacher (A) said that she asks the students to form groups and work together to break the ice between excellent and weak students as well as to reduce their anxiety and build their self-esteem because some students sometimes have good vocabulary background, but they lack self-esteem. So integrating them in group works, role plays, conversations and dialogues offers them the chance to activate their brains and reduces their fear of facing their teacher and classmates. The second teacher stated that he tries to create a non-threatening speaking class environment as possible as he can so that students feel comfortable when speaking; also, sometimes they are asked to work in pairs. The third teacher; however, stated that she uses the repetition strategy for teaching new vocabulary and relies more on role plays.

The fourth teacher relies much more on reading and listening where the pragmatic relations are always emphasized and the context is always there. Reading is very helpful and essential for mastering English vocabulary because the student is exposed to the form of words (to avoid

spelling mistakes), and, of course, listening is very important to build new vocabulary through oral input. So, both reading and listening relate vocabulary to its context. Thus, the last two teachers share the same point of view where they use pre-teaching vocabulary while students are assigned to do extensive reading and listening tasks. They let the students guess the meaning from the provided context and encourage them to use newly learned vocabulary in different contexts.

**Question 04:** In your class, have you ever integrated some youtube videos? If yes, what type?

Four teachers declared that they use youtube videos as a supporting material in classroom. The first teacher integrated two types of videos this year; the first one was “Tips for public speaking” made by the creator of TED talks; and the second video was a mystery story where the teacher played the videos for five minutes, and then asked the students to work in pairs to finish the story. Besides, three teachers stated that they integrated different types of youtube videos created by native speakers, namely stand up comedies, language games, BBC videos, short documentaries and reporting news for no more than five minutes to evoke discussion. In contrast, one teacher said that she never used youtube videos inside the classroom because of the lack of equipments, but instead she recommends her students to watch and listen to the video outside the classroom, then they discuss its content together in class focusing on vocabulary use, some key words, English expressions and phrases. Lastly, the other teacher stated that she used youtube videos in previous years but this year she relied only on printed copies because of the unreliable atmosphere and lack of necessary materials. So, she used to build classroom discussion by putting the students in circle and sitting among them, then she exposed the video and start asking questions and turning the role from one student to another.

**Question05:** Do you think that integrating youtube videos motivates students to learn new vocabulary?

All of the interviewees believe that integrating youtube videos motivates students to learn new vocabulary especially if the video is interesting and introduces authentic use of the language, and a lot of vocabulary and new words.

**Question 06:** How do you perceive the implementation of youtube videos in the teaching-learning process, does it create a shift from traditional methods of teaching?

The interviewees agreed that the implementation of youtube videos in the teaching-learning process is helpful and an effective way that creates a shift from traditional methods of teaching. As teacher (A) mentioned, the traditional settings of teaching including classroom discussion, direct questions and over consumed topics lead to lack of participation, no interest, no motivation and no involvement. Teacher (B) stated that he is in favour of using youtube videos educationally for they are very good and short and provide a good example of real English. The third teacher emphasized that it creates a shift from traditional methods of teaching because the teacher is no longer the main source of information but students are getting more authentic sources of English learning. Additionally, another teacher believes that integrating social media including youtube videos in language class has become a necessity due to the digital nature of today's generation.

**Question 07:** In your opinion, what are the benefits and drawbacks of integrating youtube videos in an EFL classroom?

**The benefits:**

The interviewees listed some benefits of integrating youtube videos in an EFL classroom.

It is a helpful tool that creates higher degree of motivation, increases students' engagement and involvement in their learning so they focus on the topic more than they focus on their pronunciation or other students. It builds discussion and opens room for debate especially if the video is presented on a stage in full screen. Also, it enriches students vocabulary, raises their awareness of their pronunciation of the target language and words they are learning; and it gives them better knowledge of grammar (how words are used and sentences are structured). Additionally, when using youtube videos in class, students get more confident and familiar with the target language itself because actually some students have sufficient amount of vocabulary and English items but they do not feel confident enough to use them freely and openly with other people especially if the teacher is facing them. So, when students train themselves to listen to native speakers regularly they will raise their familiarity with the target language and speak it confidently. Thus, I advise them to listen and watch a lot of videos about one specific topic ("Tourism" for example), after a while the student will feel more confident authentically to talk about this topic in English because now he/she becomes more familiar with this particular topic and build rich vocabulary related to it.

**The drawbacks:**

Although one teacher stated that she can see no drawbacks of integrating youtube videos in class because the idea of using youtube videos for learning vocabulary is always a great idea, and she stresses here that it is helpful, by experience, for both teachers and students. Other teachers said that the difficulty to select videos that work with classroom context and learners' level can be one of the drawbacks of integrating youtube videos in an EFL classroom. If the video is too long or advanced than the students' level, they will lose interest and attention focusing on other aspects. Also, sometimes the students' attention deviates from the purpose of the study and they start talking in Arabic about other things especially if the video presents something from the



target culture that they find weird and start laughing. So, it is crucial for teachers to be selective and control the videos before presenting them in class to meet their needs and objectives.

**Question 08:** In your opinion, what are the main challenges that may hinder the effectiveness of integrating youtube videos in oral expression classes?

Concerning this question, all of the interviewees agreed that the main challenge that may hinder the effectiveness of integrating youtube videos in oral expression classes at Biskra's University is the lack of equipments in general. For example, the ordinary classrooms, lack of equipped and specialized rooms for oral expression classes, technical problems and the lack of reliable Internet. So, as the fourth teacher affirmed it is mainly a matter of lack of equipments because when it comes to students, they always welcome the idea of integrating youtube videos and audio-visual materials in the class. They feel more motivated, excited, engaged, active and more confident. They feel that the teacher is really caring for them and giving them the opportunity to get involved into more authentic material of learning English. Thus, as oral expression teachers we should always think of alternatives to not make our students miss such an opportunity to learn the target language.

**Question 09:** Please, state any opinion or suggestion about integrating youtube videos as a supporting material in teaching and learning vocabulary.

**Teacher 01:**

Not any youtube video is helpful but educational videos from BBC, British Council and American Council exposed by teachers or universities are rich sources where I will find exactly what I am looking for.

**Teacher 02:**

For me, youtube videos are very excellent ways of presenting the target language. My suggestion is that teachers should use them in classroom because they help exposing the students to native speakers with new vocabulary, new use of vocabulary, new use of grammatical structures, correct pronunciation, but teachers need to present them at the start of the session so that students can have time to practice them later. I use the PPP (Present, Practice and Produce) approach and I always present the videos at the start of the class so I can see what the students benefited from these videos and whether they can practice it or not.

**Teacher 03:**

My comment is that we need special classes for oral expression to be taught in perfect way.

**Teacher 04:**

I just want to send an appeal to the administration and decision makers: please make it easier for us and open the laboratories of the faculty because we are doing more than our best but sometimes it is really difficult and impossible to provide our students with the most various materials, sources and tools.

**Teacher 05:**

You tube videos should be integrated as an essential part of the syllabus.

**3.3.2.4 Interpretation of the Teachers' Interview:**

The obtained data from the teachers' interviews provided us with a great amount of information related to the topic of the current research. Teachers' responses were beneficial to answer the research question. From this, we have concluded that youtube videos are essential tools in vocabulary teaching and learning. The data collected indicate that the interviewees have

different experiences in teaching EFL at university. More importantly, the interviewed teachers share the same point of view that students face common difficulties in learning vocabulary, which include: mispronunciation of certain words, a limited amount of vocabulary, the influence of the mother tongue, memorization, grammatical and vocabulary mistakes. Hence, teachers have pointed that they use different techniques to encourage their students and improve their vocabulary learning.

Additionally, all teachers showed positive attitude towards integrating youtube videos in educational contexts. More precisely, they agreed that these videos are vital means for enhancing EFL learners' vocabulary and motivating them to be more engaged in their learning. These videos are considered as effective tool for providing authentic data and real use of the language. Therefore, the interviewees highlighted its benefits in building vocabulary, increasing student' motivation and engagement.

However, teachers have listed some drawbacks and challenges that may hinder the effectiveness of this tool in vocabulary teaching and learning. So, some teachers have emphasized that these videos should be carefully chosen and controlled before adopting it as a teaching support. Hence, teachers' views confirm their desire to integrate more videos in future practices if the needed materials are provided to create a positive atmosphere for boosting language vocabulary.

To sum up, the interview was beneficial in providing us with rich information in relation to the effectiveness of youtube videos in oral expression classes, especially for enhancing EFL learners' vocabulary. It enabled us to answer the research questions (What are EFL teachers' and learners' attitudes toward adopting youtube videos as an educational tool in teaching and learning vocabulary? and does the use of youtube videos motivate first year EFL learners and

develop their vocabulary knowledge?) and achieve the research aims mainly exploring EFL teachers' perceptions and attitudes towards adopting youtube videos as a supporting material in teaching and learning vocabulary.

### **Conclusion**

In conclusion, the last chapter covered the analysis and interpretation of the results obtained from the students' questionnaire and teachers' interviews with the purpose of exploring EFL students' and teachers' perceptions and attitudes towards using youtube videos as a supporting material in teaching and learning vocabulary. The analysis of the findings revealed that youtube videos have positive impacts on vocabulary learning. Thus, watching native speakers videos regularly improves students' English language proficiency and enriches their vocabulary knowledge

# **General Conclusion and Recommendations**

### **General Conclusion**

Vocabulary acquisition is of great significance in foreign language learning. It is the basis of successful communication and the development of learners' proficiency. That is why, it is crucial to take into account the difficulties encountered by students when learning vocabulary and use effective teaching methods to meet students' needs. Thus, the ultimate goal of this research was to investigate the effectiveness of integrating youtube videos on vocabulary learning. Using this technological tool in education creates a shift from traditional methods of teaching, where the teacher is the main source of information, and motivates students to be more engaged in learning and build their vocabulary independently.

This research encompassed three chapters, the two initial chapters represent the theoretical part of the research, and the third chapter was devoted to the practical part. The first chapter provided literature review related to vocabulary, mainly its types and learning and teaching strategies. While the second chapter presented a general overview of educational technology, followed by describing the use of youtube videos educationally, especially in vocabulary learning. The third chapter introduced the research methodology followed to conduct this research, and then analyzed and interpreted the results obtained from the students' questionnaire and the teachers' interview.

The findings gathered in this research answered the research questions and achieved the research aims. The interviewed teachers mentioned the major difficulties encountered when learning vocabulary, such as: the mispronunciation of certain words, the influence of students' mother tongue, the limited amount of vocabulary and the difficulty of making the correct choice of lexical items. Besides, the findings revealed that the participants have positive attitudes toward using youtube videos as a supporting material in teaching and learning vocabulary. The

majority of them confirmed that using youtube videos in vocabulary learning motivates students and improves their vocabulary as well as they welcomed the idea of using youtube videos educationally.

In conclusion, it can be deduced that the participants had positive attitudes towards using youtube videos as a supporting material in teaching and learning English vocabulary. As these videos proved to be an effective tool, teachers should adopt them to improve and update their teaching methods.

### **Limitations of the Study**

Although the present research highlighted the positive impacts of youtube videos on vocabulary learning, several limitations have affected its progress. Firstly, one limitation was the lack of reliable sources and previous research studies related to the first variable. Another issue was the large number of the participants, mainly students who took a long time to provide us with the needed information. It was expected that the online questionnaire (published on Facebook and Messenger groups) helps us to collect necessary data in a short period of time but instead it took one month to do so. Therefore, since a large number of master two students were preparing their dissertations at the same time, it was difficult for some teachers to provide us with deeper insights regarding the research area. Thus, despite the aforementioned limitations, the obtained data enabled us to answer the research questions and achieve the research aims.

### **Recommendations**

Based on the research findings about using youtube videos as a supporting material in vocabulary teaching and learning, some recommendations are listed bellow for both teachers and students.

### **Recommendations for Teachers**

- Since vocabulary is crucial for language proficiency, EFL teachers need to be aware of students' difficulties in learning vocabulary so they apply appropriate methods that suit students' needs and interests to overcome this problem.
- It is highly recommended for EFL teachers to integrate more youtube videos in oral expression classes to enhance vocabulary learning and to achieve their teaching objectives.
- If appropriately chosen, youtube videos will create an enjoyable environment for learning in which students will be actively engaged and motivated to build their vocabulary knowledge.
- The availability of youtube platform that has an easy access provides various audio-visual aids that can be used in either in classroom or outside of it. For example, in oral expression class, the teacher can integrate a video for approximately 10 to 15 minutes, and then he/she asks the students to present a summary of the content of the video orally. In doing so, students English vocabulary will be developed.

### **Recommendations for Students**

- Students should engage in classroom activities and build their vocabulary autonomously outside the class.
- They should develop their vocabulary package by watching and listening to youtube videos made by native speakers of the language.
- Students should train themselves to use the different available technological sources to enrich their vocabulary knowledge and improve their language skills.



- Youtube videos are not made for entertainment purposes only but also for educational purposes, so students should take advantage of them in their learning journey.

### **Suggestions for Further Studies**

This research work stresses the role of youtube videos as a supporting material in teaching and learning vocabulary. Yet, there is still a room for further studies; for example, improving students' productive skills through the experimental approach. Generating questions such as how could EFL teachers use educational technology to assist their teaching? and how can the traditional methods of teaching change according to the fast growth of technology? help researchers to develop more investigations in this area of inquiry.

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# Appendices



## Appendix A

### Students' Questionnaire on the Role of Youtube Videos as a Supporting Material in Teaching and Learning Vocabulary

Dear student,

You are kindly requested to answer this questionnaire for the accomplishment of a master dissertation entitled “The Role of Youtube Videos as a Supporting Material in Teaching and Learning Vocabulary”. Be sure that your responses will be analyzed and used for academic purposes only. Please, tick (√) in the appropriate box and give full answer whenever it is required.

Thank you for your time and efforts.

By ROUAG Roufaida.

Supervised by Pr.CHELLI Saliha.

#### Section One: Background Information

1. Choosing English as a major at university was because:

	Yes	No
You are interested to learn this language	<input type="checkbox"/>	<input type="checkbox"/>
You were good at English in high school	<input type="checkbox"/>	<input type="checkbox"/>
It was someone else's advice	<input type="checkbox"/>	<input type="checkbox"/>
It is the language of the globalized world	<input type="checkbox"/>	<input type="checkbox"/>

2. Your level in English is:

- Medium
- Good
- Excellent

3. Vocabulary acquisition is required because it is:

Strongly Agree    Agree    Neutral    Disagree    Strongly  
Disagree

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A determinant of learners' language proficiency

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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A requirement for effective communication

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A requirement for learners' academic success

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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A determinant for developing learners' communicative competencies

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## Section Two: Youtube Videos as Pedagogical Tools

4. What device do you use to access the internet?

- Tablet
- Smartphone
- PC

5. What type of applications do you use to improve your level in English?

- Social media applications

- Learning applications
- Entertainment applications

6.How often do you use educational technology to improve your proficiency?

- Always
- Sometimes
- Never

7.Does watching youtube videos help you learn English?

- Yes
- No

8.If yes, in what way do they improve your level?

- They help you learn new vocabulary
- They help you improve your language skills
- They motivate you and facilitate the learning process
- All of the above

9.What kinds of videos do you usually watch to learn new vocabulary?

- TV shows, TED talks and documentaries
- Songs, movies and audiobooks
- Webinars and interviews
- All of the above

10.How can you describe the use of youtube videos in classroom

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Ease of finding relevant content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge acquired with full understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language skills and performance are improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video lessons are interesting and enjoyable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Waste of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11.Do you use audio-video courses during your oral expression classes?

- Sometimes
- Always
- Never

12.Does watching youtube videos in classroom motivate you and help you learn more vocabulary?

- Yes
- No

13.If yes, state what videos have you watched?

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14. What videos would you suggest as a pedagogical tool?

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15. If you have any comments or suggestions regarding the use of youtube videos in learning vocabulary, please write them down.

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Thank you for your participation.

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Ce contenu n'est ni rédigé, ni cautionné par Google.

Google Forms

## **Appendix B**

### **Teachers' Interview on the Role of Youtube Videos as a Supporting Material in Teaching and Learning Vocabulary**

- 1.** How long have you been teaching English at university? How long have you been teaching oral expression?
- 2.** What are the main difficulties faced by students when learning vocabulary?
- 3.** What techniques do you use to solve this problem?
- 4.** In your class, have you ever integrated some you tube videos? If yes, what type?
- 5.** Do you think that integrating you tube videos motivates students to learn new vocabulary?
- 6.** How do you perceive the implementation of you tube videos in the teaching-learning process, does it create a shift from the traditional methods of teaching?
- 7.** In your opinion, what are the benefits and drawbacks of integrating you tube videos in an EFL classroom?
- 8.** What are the main challenges you think may hinder the effectiveness of integrating you tube videos in oral expression classes?
- 9.** Please, state any opinion or suggestion about integrating you tube videos as a supporting material in teaching and learning vocabulary.

Thank you for your time and collaboration.

## الملخص:

لطالما كانت المفردات موضع اهتمام رئيسي لمعلمي و متعلمي اللغة الأجنبية. وفقا لذلك، فإن الغرض من هذه المذكرة هو تسليط الضوء على دور فيديوهات اليوتيوب كمواد داعمة في تعليم المفردات و تعلمها. سعت هذه المذكرة إلى معرفة فعالية فيديوهات اليوتيوب في تحسين مفردات متعلمي اللغة الإنجليزية كلغة أجنبية و كذلك لاستكشاف تصورات المعلمين و الطلاب حول تبني فيديوهات اليوتيوب في تدريس المفردات في فصول التعبير الشفهي. لهذا الغرض طرح الباحث ثلاثة أسئلة بحثية و اختار منهج الطريقة المختلطة لوصف و تحليل البيانات. تم جمع البيانات من خلال استبيان شبه منظم تم توزيعه على 80 طالبا تم اختيارهم عشوائيا من إجمالي عدد الطلاب المتدرسين في السنة الأولى تخصص لغة انجليزية بجامعة مجد خيضر ببسكرة. بالإضافة إلى ذلك، تم إجراء مقابلة شبه منظمة مع ستة أساتذة من نفس الجامعة. في النهاية، كشفت نتائج الدراسة الحالية أن كلا من معلمي و متعلمي اللغة الإنجليزية كلغة أجنبية يتفقون على أن استخدام فيديوهات اليوتيوب داخل الفصل الدراسي يحفز الطلاب و يعزز تعليم المفردات و تعلمهم. أكد المعلمون الذين تمت مقابلتهم أنهم يستخدمونها كأداة مفيدة للمساعدة في التدريس. باختصار، يوصى المعلمين و صناع القرار بتبني المزيد من فيديوهات اليوتيوب في الممارسات التربوية المستقبلية.

**الكلمات المفتاحية:** تعليم المفردات و تعلمها، فيديوهات اليوتيوب، التكنولوجيا التعليمية، متعلمي اللغة الانجليزية



