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The Impact of Using Video –Based Teaching Technique on Learners' Vocabulary development of English as a Foreign Language

Case study: Pupils of First Year Middle School at Mohammed Boudjemaa Middle School at El-Ouataya/Biskra

A Dissertation Submitted for the Fulfillment to Get Master Degree in Sciences of Language

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Dedication

Lovingly, I dedicate this work to:

My family and my friends

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Abstract

It has been widely discussed that most of the teachers of English language are still far away from the employment of teaching aids, such as visuals or audio-visuals, within classes and their only focus is on explaining lessons by the traditional way. In order to address those teachers and to know what hinders them to use such aids and techniques, especially, video-based teaching technique which is the main focus of our current study. This research study aims at showing how the video-based teaching technique is effective on teaching / learning vocabulary of English as a foreign language .Our current work is divided into two parts; the theoretical part and the field work. The first part is a theoretical consideration about the application of video-based teaching technique in our schools, which is divided into two chapters: chapter one tackles learning vocabulary of foreign language in general, and chapter two tackles the employment of video-based teaching technique and its impacts on learning English vocabulary. The field work is a practical study focusing on the application of video- based teaching technique and its effects on teaching/learning vocabulary; this part contains one chapter only which is chapter three which tackles a study and analysis of questionnaires directed for both teachers and pupils and the results gained from these questionnaires which will serve as the necessary data that could be used in our study and that said that all the teachers know the video-based teaching technique and its effects on helping in more concentration, motivation, and facilitating learning process, especially learning vocabulary. This technique is rarely used by English teachers because of many reasons, mostly the crowded classes and the poor materials in our schools. Videos can help the teacher to work more closely with the learner and reduce the need for repeated explanation. It has the capacity to make difficult skills better viewed especially with the high quality of visual images that makes lectures' presentation more realistic.

الملخص

قد نوقش على نطاق واسع أن معظم معلمي اللغة الإنجليزية بعيدون عن توظيف الوسائل التعليمية، مثل البصرية أو السمعية البصرية، ضمن حصصهم التدريسية ويركزون فقط على شرح الدروس بالطريقة التقليدية. ومن أجل الوصول لهؤلاء المدرسين ومعرفة ما يحول بينهم و بين استخدام هذه الآليات والتقنيات، خصوصا، تقنية التدريس القائم على الفيديو والذي هو المحور الرئيسي لعملنا الحالي. هذه الدراسة البحثية التي تهدف إلى إظهار كيف أن تقنية التعليم القائم على الفيديو فعالة في تعلم مفردات اللغة الإنجليزية كلغة أجنبية تحت العنوان التالي: أثر استخدام تقنيات التدريس القائم على الفيديو على المتعلمين في تطوير تعلمهم لمفردات اللغة الإنجليزية كلغة أجنبية / دراسة حالة: تلاميذ السنة الأولى متوسط في مدرسة محمد بوجمعة /الوطاية- بسكرة. ومن أجل إلقاء الضوء على الآثار المترتبة على هذه التقنية في تنمية معرفة المفردات الانجليزية ، كرسنا أنفسنا للإجابة على السؤال البحثي التالي: كيف يمكن استخدام تقنية التعليم القائم على الفيديو في عملية تدريس / تعلم اللغة الانجليزية حتى تكون أكثر فعالية في تعلم المفردات؟ من خلال بحثنا الحالي، نحن نقدم جزأين ؛ الجزء النظري والعمل الميداني. الجزء النظري هو دراسة نظرية حول تطبيق تقنية التدريس القائم على الفيديو في مدارسنا والذي ينقسم إلى فصلين: الفصل الأول يتناول تعلم مفردات اللغة الأجنبية عامة والفصل الثاني يتناول توظيف تقنية التعليم القائم على الفيديو وتأثيراتها على تعلم مفردات اللغة الإنجليزية. العمل الميداني هو دراسة عملية لتطبيق تقنية التعليم القائم على الفيديو وآثاره، وهذا جزء يحتوي على فصل واحد و هو الفصل الثالث الذي يتناول دراسة وتحليل الاستبيانات الموجهة لكل من المعلمين والتلاميذ والنتائج المكتسبة من هذه الاستبيانات.

List of abbreviations and symbols

EFL: English as a Foreign Language

ICT: Information Communication Technologies

CD: Compact Disc

DVD: Digital Versatile Disc

MP: Music Player

%: Percentage

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Abstract

General introduction

The language is a means of communication and in order to communicate well, to get the real meaning, and also to convey a comprehend messages, each learner of this language should know about it and its use. For example, English language, which is considered as the language of the world, has a great interest in its teaching methods, strategies and techniques, especially the employment of technologies within lectures and more specifically in teaching vocabulary because those improved teaching strategies can enhance learners memory storage and develop their ability to learn more and more vocabulary that English language consists of.

Statement of the problem

Teaching English as a Foreign Language is a hard task when it is taught in traditional classes, especially for beginners. Those traditional classes have various obstacles in the development of teaching/ learning vocabulary process and make it more difficult. That is why, we set ourselves to provide study about a technique, which is not new but it is not widely used, which is video-based teaching technique and to show its importance and impacts on learning vocabulary.

Purpose of the study

The current work is aimed to shed the light on video-based teaching technique and its use within teaching English vocabulary lectures, especially because this technique has not a wide range of use in our schools that is what encourages us to carry out this study about the effects of such technique on improving learners' vocabulary knowledge.

Research question

How can the use of video-based teaching technique in teaching /learning English process   be more effective on learning vocabulary?

Hypothesis

Learning English vocabulary is a hard task, especially for beginners that are exposed to this language for the first time and they focus during their learning only on what is given by their teachers in classes, and since those teachers do not focus a lot on

teaching vocabulary as an isolated aspect of language, and even if they teach it they missed the appropriate strategy and techniques that is why most of the learners have difficulties to grasp new words and to communicate well. So, we hypothesize that if the video-based teaching technique was applied by the teachers, it would be more effective on learning English vocabulary and its development, and which contribute in enriching the learners' background knowledge.

Research tools

The data of our current work is gathered by the means of questionnaires administered for both teachers and pupils of first year middle school.

Method

Our research needs to be treated by a descriptive method which is appropriate for gathering data, describing situations, testing hypothesis, and also analyzing data and providing solutions. That is why we adopted such a method within the two parts of our work.

Sampling

Our current work is concerned with pupils and teachers at Middle School. We focus on pupils of first year class because they study English language for the first time; we obtain class of forty four (44) pupils and ten (10) teachers at Mohammed Boudjemaa Middle School at El-Ouataya/Biskra.

Research structure

This study is divided into two parts; the theoretical part which is divided into two parts, and the field work which contains one chapter only.

Chapter one

This chapter is tackled learning vocabulary of foreign language in general by focusing on its definition and place within teaching methods, its description, process, and types of learning, and vocabulary description. Then, we focus on teaching/learning English vocabulary and its learning strategies and testing in foreign languages and its principles, especially testing vocabulary and the effects of testing on teaching /learning vocabulary

process and types of tests accurate to test vocabulary, and finally some techniques to test vocabulary.

Chapter two

This chapter is tackled an introduction to using video-based teaching technique to teach English vocabulary   focusing on teaching materials used in classroom and their definitions, stating some teaching strategies to teach/to learn vocabulary such as using paralinguistic features, and finally, we focus on the video-based teaching technique and the steps of using videos in classes and their types and advantages.

Chapter three

This chapter is focused on the study and the analysis of questionnaire directed for both pupils and teachers, and some suggestions to solve problems that can face the use of video-based teaching technique.

Chapter one: Learning vocabulary of English as a Foreign Language

Introduction

Teaching domain and mostly the field of teaching foreign languages has a hard nature, especially teaching English as a Foreign Language. What makes English language hardly to learn its amount of words and the variety of functions that each word has. So, the learner of English language should know clearly about its vocabulary because learning vocabulary is considered as an essential part or more notably the core of teaching / learning process. We cannot learn a language without learning its lexis. That is why, in our current chapter, we focus on learning foreign vocabulary and mostly English vocabulary.

1. Learning vocabulary

Learning vocabulary is a practical approach which means mastering words incidentally and contextually through the exposure to a language in which the learner learn a huge number of words which existed in this language .According to Steven learning vocabulary is learning words in context not only memorizing them and knowing how and where each word should used (Steven ,P.32).

"Vocabulary knowledge is knowing the meaning of individual words .For example, knowing that the word (enormous) means (very big). Note that this conceptualization of vocabulary knowledge sometimes referred to as many vocabularies apply equally across both reading and listening courses."(Michael, 2004, P. 83)

1.1. Definitions of vocabulary

Vocabulary or vocabularies are the group of words that constructs any language and used to make any type of communication.

"All the words that a person knows or uses." (Hornby, 2000, P.1506)

"All the words in a particular language" (Ibid)

"The words that people use when they are talking about a particular subject." (Ibid)

"The body of words used in particular language or in particular sphere." (Ibid)

Vygotsky said:" a word is a microcosm of human consciousness."(Cited in Harmer, 2002, P.02)

"Vocabulary is the sum of words used by, understood by, or at the command of a particular person or group." (John & Shane, 2004, P.01)

1.2. The place of vocabulary in teaching methods

Teaching / Learning language process has witnessed great changes in its methods, approaches, and techniques over decades. Each method or approach studied, used, and saw

this language   from its special point of view. For example, some methods focus only on grammar teaching, others focus on vocabulary, and others focus on both of them. As an example, we can present some of those methods such as Grammar Translation Method, Direct Method, Audio Lingual Method, and Communicative Method.

At the beginning, we speak about Grammar Translation Method which focused on teaching "Latin" language which was not for communication at that time. According to Harmer, Grammar Translation Method introduced the idea of providing students with abstract grammatical problematic situation and word lists, and then translation exercises in which they should use the same grammatical problems (Harmer, P.83); this means that this method focused only on reading and writing skills and neglected the speaking aspects and oral practices, only in the tasks of reading sentences aloud. Therefore; its basic unit of teaching is the sentence and according to them teaching about language is more important than communication and also this method believed that language is the knowledge of grammatical rules and sentences' structures. The criticism of this method lead to the emergence of other methods and by the mid of 19th century ,the Grammar Translation Method was rejected and replaced by what called the Reform Movement which focused more on the oral aspect of language and using paralinguistic means in communication within language classes such as Direct Method. According to Larson-Freeman.D, Direct Method is firstly used by Berlitz, in 20th century, whose main principle was that second language learning should engage the learners in the study of words focusing on pictures /relia or actions (Freeman, P.62). In this method, no translation is permitted, only some uses of the target language is allowed. The Communicative Language Teaching supported the teaching of vocabulary contextually and situationally and it developed fluency over accuracy and consequently; it shifted the focus from sentence level to discourse level.

"The Audio-Lingual method downgraded lexis to secondary position in the field of teaching and learning a foreign language. At that time, the teaching of vocabulary was restricted and also contextualized."(Hymes. as cited in Celce-Murica, 2001, P. 85)

Then Harmer claims that in the recent years, vocabulary is given more interest. For example, in the 1990s, Michael Lewis suggested that we should structure our curriculum around lexical chunks rather than grammar functions or other units of organizations .The lexicon is seen as playing a much more central role in language organization, language learning, and teaching (as cited in Harmer, 2007,P.103).

2. Processes to learn foreign language vocabulary

Learning language vocabulary can be realized through two diverse paths which are the learning process and the acquisition process .Each process is different from the other but at the same time they accomplish each other.

2.1. What is a learning process?

Learning process is the direct process to learn a language. It is called also the intentional language learning.

2.2. What is an acquisition process?

Acquisition process is an indirect process of learning a language .It is called also the incidental language learning.

3. Vocabulary description

The domain of linguistics has many branches that focused on learning vocabulary but the two main branches that concentrated on the vocabulary teaching and learning and its forms and uses are Lexicology and Lexicography .Then ,in order to describe vocabulary in the right way ,we should study both of them.

3.1. Lexicology

It is a linguistic branch that focuses on the analysis of language vocabulary; especially, word classes, word formation, and word meaning.

3.1.1. Word classes

It is a category of vocabulary that describes the words which are related to the same parts of speech. Harmer believed that English language is classified in eight (8) parts of speech: noun, pronoun, adjective, verb, adverb, preposition, determiner, and conjunction; noun is a word that names a person, a place, an idea…etc, pronoun is a word that replaces a noun ⁄ noun phrase, adjective is a word that describes person ⁄ thing, verb is a word that describes an action / a state of being, adverb is a word that functions to describe a verb, preposition is a word used before a noun / a pronoun, determiner is a word which qualifies a noun and it can be divided into many categories: indefinite article (an /a), definite article (the), possessives (my, his…etc), demonstratives (this, that…etc), quantifiers (some, few …etc), and conjunction is a word that connects sentences, phrases, or clauses (Harmer,P.150).

3.1.2. Word formation

The word formation or construction has three forms which are: affixation, compounding, and conversion.

Affixation

They are sub words added to other words for many functions, affixes can be divided into three categories which are:

Prefixes: They are attached before a base such as: dis, in…etc

Suffixes: They are attached after a base such as: ement, action …etc

Fixes: They are attached inside a base.

Compounding

It is a process of putting two words or more together in order to form a word either combining them directly or by a dash as an example; weekend, flowerpot,

Conversion

It is called also zero-affixation. Inwhich, we use the same word form but in different classes / function.

4. Passive / Active Vocabulary

In the process of vocabulary learning, a distinction between receptive and productive types of knowledge should be highlighted.

 "Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it, productive that we produce language forms by speaking and writing to convey message to others." (Palmer, 1921, P.118)

Read said that there is a difference between productive and receptive vocabulary for the teaching purposes. For example native speakers and foreign learners alike know and understand words more than the words they use. The words they recognize but do not use are items called passive vocabularies which lead to their active ones (Read, P.120).

We can say that there is a kind of difference between passive and active vocabulary. Most of the time, a given word may shift from the learners' receptive vocabulary to their productive one depending on the times this word is encountered during the course.

5. Learning Vocabulary of English as a Foreign Language

Learning EFL vocabulary means learning a language in areas in which English is not the native language that is what makes this process difficult, especially, English language

which has one of the largest vocabularies other languages do not have .This vocabulary amount should be known by each learner in order to communicate well.

Learners of English language should not only learn English words but they also have to know their meaning and functions. In my view, vocabulary of English as a foreign language is similar to vocabulary of babies learning their mother tongue; they first learn words which they can come across, such as members of family, things at home, some food and drinks… etc. Mostly, all textbooks of English language follow this way, especially; in the first units the vocabulary is the same in every textbook. Then, vocabulary differs according to the subject of each unit.

Vocabulary has its importance as any other aspect of language for our students. Harmer presents two criteria which are frequency and coverage. The first term means that we teach words according to their frequency of usage. For example, word love is more frequent than innocence. The latter term means that we should prefer teaching words that stand for more things than just one, for example, the word book has broader meaning than notebook (Harmer, P.80).

6. Types of learning

Learning process can be realized through different ways; either directly or indirectly, and many studies of language dealt with whether effective vocabulary learning should give attention to explicit or implicit vocabulary learning.

6.1. Explicit learning Vs Implicit learning

In implicit vocabulary learning students are engaged in activities that focus on vocabulary form learning. In explicit learning, students should be engaged in activities that focus on lexis, and from pedagogical perspective, the goal of explicit teaching is to direct learner's attention, whereas the goal of implicit teaching which focuses on form is to attract learner's attention. Moreover, individual tasks can be located along an explicit or implicit range, and complex tasks may combine both explicit and implicit subtasks.

SÖkmen highlights several key questions of particular interest for language teachers. For example, which words do learners need to know? How will they learn them? How to establish a lexical syllabus? These principles include the goal of building a large recognition vocabulary, integrating new words with old ones , providing a number of encounters with a word, promoting a deep level of processing, facilitating imaging, using a variety of techniques, and encouraging Independent learning strategies(as cited in Celce-Murcia, P. 120).

Harmer notes that concrete words have to be taught at lower level and abstract words at higher level taking into account the cognitive ability of the learner. In addition to that, some researchers also emphasized that for groups of students a base of two thousand words will be not enough. Learners of English as a foreign language at university need to acquire more than one thousand high frequency words beyond their own ones, plus the strategies to deal with the low frequency words they meet. Another consideration is that we can expand vocabulary considerably by:

- Teaching words in their appropriate lexical field,

- Teaching word family,

- Using new words in phrases,

- Using a dictionary when necessary,

- Using a note book to write down items,

- Making up charts and memorizing them,

- Learning words in contexts. (Harmer, 2007, P.33)

In implicit learning, the assumption is that new lexis will be grasped incidentally through the exposure to various contexts, reading passage and other material without purposeful memorization being involved. Unplanned vocabulary learning is learning through exposure when one's attention is focused on the use of language, rather than on learning itself.

7. Learning strategies

There are two main types of educational strategies; learning strategies and teaching strategies which are related to each other. Within this part of work, we want to spot the light mainly on learning strategies which are varied from one learner to another .Those strategies considered as a path taken by the learner in order to reach the learning, the memorization, and reuse of data. Kasper stated that learning strategies are techniques used by learners to grasp second language input; it means to improve the linguistic background (as cited in Brown, P. 40).

"Strategies are the executive process which choose, co-ordinate, and apply skills."(John & Janet, 1986, P. 03)

7.1. Types of learning strategies

The application of those strategies can be categorized through two varied operation into direct and indirect strategies. According to Oxford (1990) there are two classes and six groups of learning strategies which are summarized in the following diagram:
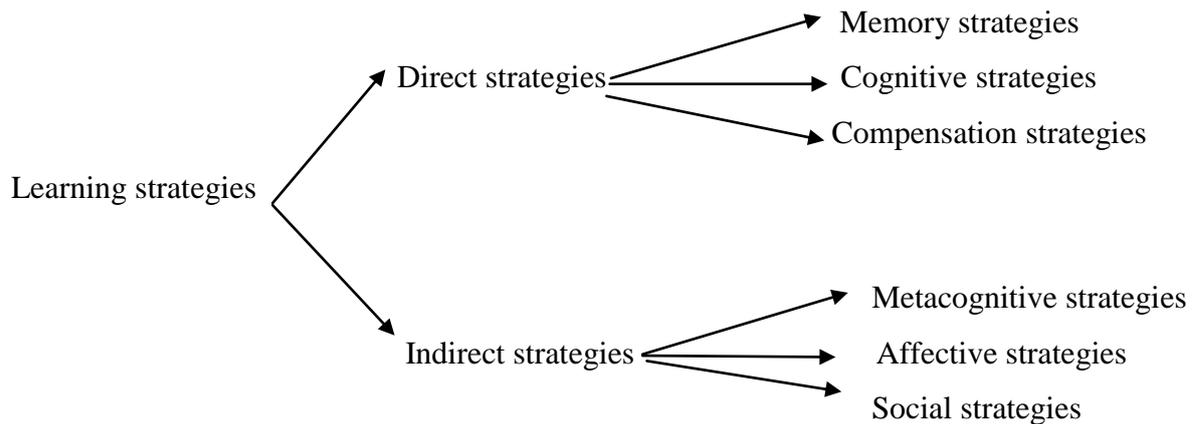
Figure01: A diagram demonstrates types of learning strategies.

7.1.1. Memory strategies

They help learners to link one second language element or concept with another, but do not necessarily involve deep understanding. Various memory strategies enable learners to learn and get back information in an orderly sequence (e.g., acronyms), while other techniques create learning and improvement via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., keyword method), body movement (e.g., on a page or a blackboard).

7.1.2. Cognitive strategies

They enable the learner to manipulate the language material in direct ways, through reasoning, analysis, synthesizing, recognizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

7.1.3. Compensation strategies

They help the learner make up for missing knowledge and compensation strategies that are used for speaking and writing often known as one form of communication strategies

7.1.4. Metacognitive strategies

They use information processing theory to indicate an "executive" functions, they involve planning and organizing written discourse or monitoring. They are behaviors used for centering, arranging, planning and evaluating one's learning. Metacognitive strategies permit students to know themselves better by identifying their own progresses, interests and needs.

7.1.5. Affective strategies

They identify one's moods and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk, has been shown to be significantly related to second language proficiency.

7.1.6. Social strategies

They are strategies focus on asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native speaking conversation partner, and exploring cultural and social norms. They help the learners work with others and understand the target culture as well as the language.

8. Testing in teaching /learning language

Tests in general are used to know the level of the learners even if they do not always serve in reflecting the exact level and they are divided mostly to standard tests and non-standard tests. The first are arranged by a group of professionals and this kind is very reliable and the latter are prepared by individual teachers to know how their learners are developed.

8.1. Reasons for Testing

Teachers use tests to evaluate and grade pupils, and they see testing as a tool through which they monitor their own success. According to Heaton testing can be uses for many reasons ;for finding out about progress, encouraging students, finding out about learning difficulties, finding out about achievement, placing students, selecting students, finding out about proficiency (as cited in Ivana,2009,P.08).

"Teachers reasons for testing are clear as they need to find out about their students' progress." (Arthur, 1989, P.07)

8.2. Definitions of Testing

Testing is a basis of evaluation or judgment by using a series of questions or problems .It is also the practice and study of evaluating proficiency of individuals in a particular task.

"Testing is a way of examining students several times a semester either in a written or oral form."(Heaton. as cited in Ivana, 2009, P.08)

"Testing is measuring language proficiency, diagnosing student strength and weakness, and assisting placement of student according to their abilities."(Arthur, 1989, P.07)

8.3. The principles of Testing

The usefulness and value of a test can be realized through the fulfillment of some criterion, the main ones are validity and reliability.

8.3.1. Reliability

Reliability of a test means that the results of this test should not differ when it is repeated or at this case the test will be unreliable. To avoid unreliability the questions of the test should be as clear as possible and objective.

"Test can be reliable when it measures consistently; it means that someone will get more or less the same score whether they happen to take it on one particular day or on the next." (Arthur, 1989, P.03)

"Tests will be reliable when avoiding unclear instructions, ambiguous question, items that enable the candidate to guess easily."(Ibid)

8.3.2. Validity

Validity is the most complicated principle of a test because every test should test only the things which are expected to test; for example, when you are testing spelling, your test should only focus on spelling.

"A test should measure whatever it is supposed to measure and nothing else."(Heaton. as cited in Ivana, 2009, P.31)

8.4. The effects of test on Teaching/Learning process

Testing can affect the process of teaching/learning either negatively or positively. According to Arthur, the effects of testing on teaching or learning are known as backwash which can be harmful or beneficial (Arthur, P.10).

8.5. Types of tests

Tests are defined by many linguists each one from his or her point of view. Arthur presents four types of test which are: Proficiency test, Achievement test, Diagnostic test, and Prognostic test.

8.5.1. Proficiency test

It measures learners' ability to use language according to its exposure to this language for a particular purpose. According to Arthur most teachers are unlikely to be responsible for proficiency test (Arthur, P.24).

8.5.2. Achievement test

It is used directly to language courses and its purpose is to assess how learners do well and how the course itself helps in achieving objectives.

8.5.3. Diagnostic test

It helps in the recognition of strength or weakness of learners. According to Arthur diagnostic test analyses what learners are good or bad at and in compliance with this information, the teachers adapt their teaching strategy (Ibid).

8.5.4. Prognostic test

It is a test focuses on the prediction of what a learner can benefit from a lesson and how he/she this course adapts his/her abilities.

"Prognostic tests discover how a learner will be successful in a course or if he /she is able to attend such course." (Frost. as cited in Ivana, 2009, P.17)

8.6. Testing vocabulary

8.6.1. Why testing vocabulary?

Testing vocabulary is prepared for many reasons and the main reason is to know how well the learners are doing and how they are building their vocabulary knowledge. Vocabulary testing does not always marked; teachers can prepare a test on vocabulary focused only on revision of words. By means of this test learners can revise vocabulary from the previous lesson at the beginning of another lesson.

 "Testing vocabulary also occurs in placement tests or diagnostic tests to find out students´ level of knowledge or in achievement tests at the end of the school year." (Thornbury. as cited in Ivana, 2009, P.29)

8.6.2. Techniques in testing vocabulary

 We can test vocabulary by using variety of techniques which can be prepared according to our purpose from the test itself. Arthur presents a collection of testing vocabulary techniques which are: multiple choice, cloze test, dictation, true/false, questions and answers, gap filling, transformation, rewriting, matching, error correction, essay, translation, rearranging words, and information transfer (as cited in Ivana,P.18).

Examples:

From the list provided by Arthur.H, we choose only two main techniques which are matching and gap filling.

Matching activity:

This activity concerned with two groups of words in which the learners' role is making related pairs from the two groups. For example words and its opposites or providing definitions of some terms and a list of words appropriate to those definitions and the learner should relate each definition with the appropriate word.

Gap filling activity

This activity focus on filling the gaps with appropriate words such an example providing a paragraph missed some words such as articles, pronouns …etc, and the learner should find the missed words from a given list.

Conclusion

It is necessary to pass through learning or acquisition processes in order to reach a proficiency level in any foreign language. Foreign language vocabulary and more specifically English language vocabulary needs enough patience to achieve a high level of accuracy and fluency for communication because of the huge number of words it contains .In other side, the learner should recognize the nature and the different functions that one words may have .This can help in designing vocabulary test; that is why many researchers focused on this topic in their studies in order to find the easiest methods and approaches to learn this big number of words. This studies result in many suggestions may help both learners and teachers in enriching vocabulary knowledge for learners and simplification of teaching process for teachers. This latter will be tackled in the previous chapter.

Chapter two: Introduction to video-based teaching technique to teach English vocabulary

Introduction

In the preceding chapter of our work, we dealt with learning vocabulary of English as a Foreign Language, especially vocabulary description and its place in teaching methods, and how to test vocabulary knowledge. Within this chapter, we are trying to introduce some teaching materials and techniques to teach / to learn vocabulary of English language and finally, we spot the light on video-based teaching technique which is not a new technique but it is not used a lot in our schools by focusing on the appropriate videos to learn vocabulary.

1. Teaching materials used in classroom
1.1. Definition of teaching materials

They are tools used by the teacher in classes such as maps, flash cards, images, dictionaries…etc. Teaching aids can be divided to several types such as visuals, audios, and audio-visuals.

1.1.1. Audio visual aids

They are objects which can motivate and emphasize the process of learning such as videos. According to Kinder audio visual aids are any device which can be used to make the learning experience more concrete, more realistic, and more dynamic (as cited in Wendy & Lisbeth, P.30).

1.1.2. Audio aids

These aids are concerned mainly with listening skill such as songs. According to we can learn languages by singing, listening to music, performing, and recognizing rhythm

1.1.3. Visual aids:

This type of aids concerned with learning by seeing and noticing such as learning from pictures.

1.2. Different teaching materials

Language teachers use different teaching aids to facilitate learning process and to convey the real meaning wanted from words they say. Among those teaching materials, we

can mention the most used ones which are the textbook, the board, pictures & images, and dictionaries.

1.2.1. The textbook

It is the most used teaching material within classes either by the teacher or by the learner because it has a great amount of information and also it is accurate to the curriculum but it still as a boring material; mainly for learners because it doesn't fit their needs.

"Course book often use a series of pictures to introduce new words or phrases."(Susan, 1992, P.117)

"Since textbooks are often written for global markets, they often do not reflect the interest and the needs of students."(Jack & Theodors, 2001, P.81)

1.2.2. The board

It is one of the essential materials used in classroom for the variety of function that it may have, but it needs a clear and organized hand writing to be more effective .According to Harmer, the board is a Notepad in which the teacher writes down difficult words or even new words. It is an explanation aid; for example the teacher writes the transcription of some words to show how they are pronounced. The board considered also as a picture frames when the teacher draw shapes, symbols, or pictures to convey the real meaning of a message (Harmer, P: 130).

"Drawing pictures on blackboard make your lessons more interesting even if the drawing is not good."(Mac Erland & Peyton, 2007, P. 02)

1.2.3. Pictures & images

Teachers may use these equipments for the sake of checking students' understanding, facilitating meaning, or predicting of events.

"Pictures are useful for getting students to predict what is coming in a lesson."(Harmer, 1991, P.134)

"Learning foreign language from pictures will help students to remember things better."(MacErland &Peyton, 2007, P. 03)

These equipments need a careful and accurate choice taking in account some characteristics such as visibility and culture appropriateness.

1.2.4. Dictionaries

Dictionaries**,** either monolingual or bilingual are considered as helpful aids in the process of learning languages; especially learning vocabulary but there are some linguists reject the idea of consulting dictionaries that may disrupt the flow of reading or learning vocabulary.

"A dictionary doesn't only tell you the meaning of a word .It is also tell you the grammar, the pronunciation, and stress. It sometimes gives you example sentences too."(Harmer, 1991, P.172)

"Looking words up in a dictionary is the worst way for students to learn vocabulary."(Carol, 1999, P.02)

2. Some strategies of teaching English vocabulary
2.1. Using word games

Learning language vocabulary and mostly English vocabulary needs some amusing strategies such as games. There are various learning games and some of them are appropriate for vocabulary learning.

2.1.1. Word-find puzzle

It is one of the most used games to learn new words by special techniques by circling letters in order to create words.

"Word-find puzzle is concerned with circling words/phrases written horizontally, diagonally, vertically, backward, and forward." (Jack, 2002, P.23)

2.1.2. Domino game

It is a game in which learners make connections between words.

"Domino games need dividing the classes into small groups, giving each group a shuffled set of dominos. The students' role is to take the turn to arrange the dominos so that each word is next to its definition."(Peter, 2007, P.35)

2.2. Using paralinguistic features of language

Paralinguistic features of language   include some vocal / non vocal effects used when we speak and which may change the real meaning of a message. They can be divided into two types:

2.2.1. Vocal paralinguistic features

These features used unconsciously in order to reach the wanted meaning of a message. According to David Cristal the vocal paralinguistic features can be divided into five (05) types: whispering in order to keep secret, breathiness to show deep feeling, hoarseness to indicate triviality, nasality to express anxiety, and finally extra lip rounding to indicate familiarity (as cited in Harmer,P.132).

2.2.2. Physical paralinguistic features

This type of paralinguistic features of language is concerned with how to convey messages by means of our bodies focusing on mime and gestures; which are the most powerful and used paralinguistic features but they need special care in their use in order to not make the receiver confused.

"Mime and expression probably work best when they are exaggerated since this makes their meaning explicit." (Harmer, 1991, P.65)

"Gestures can be used to express or demonstrate meaning." (Ibid)

"Gestures might appear to be meaningless hand waving; in fact they convey substantive information that is not always found in the accompanying speech." (Susan, 2011, P.08)

3. Video-Based Teaching Technique

This teaching technique is not a new one but it is rarely used, as mentioned in many researchers' articles. For example, in January 2003, Bert made an educational research on the use of digital video in teaching and learning in which we find that Burn, A, 1999, made a research about the use of ICT's and moving image on literacy learning English, Kimbell-

Lopez. K, 2003, also his study is about using movie to enhance teaching and learning activities, and also Clayton .G, 2002, worked on using videos in the classroom.

3.1. Multimedia learning theory

The multimedia learning theory is a theory that focuses on the implementation of media in teaching and its effects on learning .Mayer (2001) said that multimedia typically refers to the presentation of materials in two forms : auditory / verbal and visual / pictorial by means of PowerPoint , games , and computer-assisted video learning in various content areas.(as cited in Berk , P.04)

3.2. Steps for using a video in teaching process

Using a video in teaching is not an arbitrary task because it needs careful and organized choice. According to Berk (2009) the employment of videos within lectures should follow the following steps:

➢ Pick a particular video to provide the content or illustrate a concept or principle,

➢ Prepare specific guidelines for students or discussion questions in order to direct them on what to see, hear, and look for. What's the center point of the video and make it clear to the students,

➢ Introduce the video briefly to emphasize purpose,

➢ Play the video,

➢ Pause the video at any point that need clarification or replay the video for a specific in-class exercise,

➢ Set a time for reflection on what was seen,

➢ Give an active learning activities to interact on specific questions, issues, or concepts in the video , and

➢ Organize a discussion about those questions in small or large group. (Berk, 2009, P, 30)

3.3. Types of instructional videos used in classroom

When it comes to teaching process, teachers have a great care in selecting topics and materials used in. so, they also should be more careful in selecting the appropriate videos used in classes because it is not that each video is a good video and some videos can distract and decrease learning development, especially because of the wide range of instructional videos categories. Teachers should use the instructional video which is appropriate to the topic of the lecture because this video should be a positive factor and a

strong assistant to the lecture. Videos can be dramatically, romantic, comedy, commercial, documentary…etc .From all those type I would like to present the main appropriate types to teaching/learning vocabulary.

3.3.1. Enhanced text Video

It is a type of instructional videos deals with written form and spoken form at the same time; it means the learners are shown a video contains the spelling of the word and its pronunciation in once. According to Emily there are more things that you can do with words and pictures than with words alone (Emily, P.11).

3.3.2. Multicultural content video

This type focuses on learning from context by bringing foreign cultures to classes which is more effective than learning about them in books. They also let us being in the lives of everyday people all over the world.

> Videos demonstrate communicative language within a language environment and cultural contexts. They provide a social context for English language learners; they can be played either with the sound on, so that students hear the language being spoken, or alternatively, with the sound off, so that learners can use their own language skills to provide the dialog or narrative. (Ibid)

3.4. How videos are necessary to learn vocabulary

Instructional videos are a common medium that can be used effectively as a motivational tool to learn English vocabulary because videos and other visuals can be shown to a whole class in which the difficult vocabulary items that are impossible to illustrate can be shown easily through those videos. Duncan's.2000 introduced an assessment of a live instructional Spanish television program in Massachusetts that illustrated how language teachers' time can be maximized if they introduce videos to many classes at once, and then follow up with regular instructional visits to all of the classrooms and making reports about those classes and how this videos affect the learning process. (as cited in Nancy,P.05)

"The content and context of the video are both crucial elements for engaging   students as active learners and content should be age and skill appropriate."(Emely, 2006, P.03)

"Visual imagery may enhance student learning and video clips, in particular, have been shown to be superior to still pictures or word definitions alone for vocabulary acquisition."(Morris, 2000.as cited in Nancy, 2003, P.02)

3.5. Stages of the employment of videos in classroom

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

3.5.1. Pre-viewing stage

It is the phase that precedes each video that used by the teacher in order to assess students' knowledge and interest.

"Previewing video is the sum of activities that done before watching a video which help prompt students' schemata and background knowledge."(Emily, 2006, P, 21)

3.5.2. Viewing stage

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

3.5.3. Post viewing stage

Mostly, in this phase students do activities about what is happen in the video.

"During post viewing video and after watching the video, the students practice the language forms and vocabulary encountered in the video. Students might discuss, retell, role-play or complete exercises."(Ibid)

3.6. Learning values of using videos in Teaching/Learning process

Videos can be used in classroom in different situation but they have shared outcomes which, according to Berk, are:

- ➢ Attract students' attention;
- ➢ Fix students' concentration;
- ➢ Generate interest in class;
- ➢ Create a sense of expectation;
- ➢ Support relaxes students for learning exercise;
- ➢ Draw on students' imagination;
- ➢ Improve attitudes toward content and learning;
- ➢ Create interaction with other students and teacher;
- ➢ Increase understanding and memorization;
- ➢ Encourage creativity;

- ➢ Motivate the flow of ideas;

- ➢ Emphasize deeper learning;

- ➢ Provide the opportunity to express freely;

- ➢ Make learning as a funny task;

- ➢ Set an appropriate mood or tone;

- ➢ Lowering anxiety; and

- ➢ Create memorization through visual images. (Berk, 2009, P.22)

3.7. Some advantages of using videos in classes

However the use of videos within lectures can be harmful when it is over used because they may lose their attraction when students become more habituated to them, they have more advantages which are summarized according to Houston as following:

Videos can focus on information that cannot be readily presented in traditional classroom because of many constraints such as size, location…etc , they hold students' attention effectively if they are used as a part of an active learning strategy, videos are considered as an effective delivery system because they contain a combination of visual and aural information, they also offer the occasion for students to test their comprehension in situations that they may meet and that cannot be otherwise realistically created in classes .Videos also can include a level of authenticity to what student are learning by showing them many aspects of communication such as body language and gestures, and cultural symbols. Finally, the major impact of the employment of instructional videos is the creation of motivation especially when the students naturally lack motivation and their teacher is unable to motivate them (as cited Emely, 2006, P.30).

Conclusion

This chapter introduced a teaching technique which is the video- based teaching technique which is not a newer technique but it has not a large range of use within our schools, even if it is more effective than the other teaching techniques. Speaking on its effects is the key to enter the following part which is the practical part.

Chapter three: An analytical study of the questionnaire directed for both pupils and teachers

Introduction

Within this part of work, we are trying to focus on 1ˢᵗ year middle school pupils which are the players of the stage on which the video-based teaching technique may be applied. In order to know into which extent this technique is effective on learning English vocabulary and also to know learners' preferable strategy to learn English vocabulary, we introduce this questionnaire which divided into three sections that contains fifteen questions.

1. The study of questionnaire administered to pupils

This questionnaire is administered to 1ˢᵗ year middle school pupils, it is contains three sections; the first one is only for the background information and two other sections contains   fifteen (15) questions varied from open to close questions.

1.1.The analysis of questionnaire administered to pupils

Section one: Background information

The study is applied on about forty four (44) 1ˢᵗ year middle school pupils. There are (54, 50 %) of them females and the others (45, 50%) are males. They are between 12 to14 ages.

Section two: Questions about learning vocabulary

Question one:

➢ Are you motivated to learn English language?

Answer one:

Options	Percentages	Number of participants
Yes	81.81%	36 pupils
No	18.19%	08 pupils

Table01: Learners'views towards their motivation.

A rate of (81.81%) from the responses said that the pupils are motivated to learn English, but (18.19%) of them are not interested in learning this language.

> ➢ The majority of the pupils are motivated to learn English language because they like English language and their teachers do their best to motivate them.

Question two:

> ➢ Does your teacher try to make learning English language an enjoyable task?

Answer two:

Options	Percentages	Number of participants
Yes	77.27 %	34 pupils
No	22.23 %	10 pupils

Table02: Pupils views towards their teachers' style to make classes enjoyable.

A rate of (77.27 %) from the answers said that the teachers try to make learning English an enjoyable task and the others (22.23%) said that the teachers are not enjoyable.

> ➢ The majority of the responses said that the teachers do the best to make learning English language an enjoyable task.

Question three:

> ➢ Do you concentrate more during lectures?

Answer three:

Options	Percentages	Number of participants
Yes	45.50%	20 pupils
No	54.50 %	24 pupils

Table03: pupils views towards their concentration during classes.

A rate of (54.50 %) from the responses claims that the pupils do not concentrate during English lectures and only (45.50%) from them whom concentrate within classes.

> ➢ Unfortunately, the majority of the pupils do not concentrate within lectures because of the length of sessions and the big number of students within one class.

Question four:

> ➢ What do you prefer in studying English?

Answer four:

Responses	Percentage	Number of participants
English vocabulary	68.20%	30 pupils
Reading in English	68.20 %	30 pupils
Learning grammar	50 %	22 pupils
Speaking in English	45.45%	20 pupils
Writing in English	13.63%	06 pupils

Table04: Pupils opinions about their preferable language tasks.

A rate of (68.20%) from the responses claims that learning English vocabulary and reading in English are the preferable task, coming learning grammar by (50%), and speaking English by (45.45%), then writing in English by (13.63%).

➢ The majority of the pupils prefer learning English vocabulary and reading because they like getting new words and they found speaking and writing difficult tasks because they lack the linguistic background.

Question five:

➢ Is learning vocabulary a difficult task?

Answer five:

Options	Percentages	Number of participants
Yes	40.90%	18 pupils
No	59.10%	26 pupils

Table 05: Pupils' views towards the difficulty of learning vocabulary.

A rate of (59.10%) from the responses claimed that learning vocabulary is not a difficult task and (40.90%) said that learning is difficult task.

➢ The majority of the pupils find that learning vocabulary is not a difficult task because they focus on new techniques in learning new words not only what the teacher gives them.

Question six:

➢ Are you interested in learning new vocabulary?

Answer six:

Options	Percentages	Number of participants
Yes	68.18 %	30 pupils
No	31.82 %	14 pupils

Table 06: Pupils views towards their interest in learning new vocabularies.

A rate of (68.18 %) of the responses said that pupils are interested in learning new vocabulary and the others (31.82%) are not interested.

➢ The majority of pupils are interested in learning new vocabulary because they want to develop their speaking and writing ability.

Question seven:

➢ In your opinion what are the appropriate strategies to learn English vocabulary?

Answer seven:

Responses	Percentage	Number of participants
Seeking words dictionaries	90.90%	40 pupils
Listening to English songs	59.10%	26 pupils
Getting words from pictures, word, games,and mime.	59.10%	26 pupils
Focusing on teachers' explanation	45.45%	20 pupils

Table 07: Pupils opinions about the appropriate strategies to learn English vocabulary.

A rate of (90.90%) from the responses said that seeking words in dictionaries is the appropriate strategy to learn English vocabulary, (59.10%) from them to listening to English songs and getting words from pictures, word games, miming…etc, then Focusing on teachers' explanation by (45.45%).

➢ Majority of pupils claim that the appropriate strategy to learn English vocabulary is seeking words in dictionaries then listening to English songs and getting words from images ,games…etc because those techniques are helpful to get new words by linking words to their images and hearing the correct pronunciation and also getting the real meaning when using dictionaries.

Section three: Questions about the use of vide-based teaching technique

in learning vocabulary.

Question eight:

➢ Does your teacher rely on some teaching materials in classes to make learning vocabulary easier?

Answer eight:

Options	Percentages	Number of participants
Yes	72.72%	32 pupils
No	27.28%	12 pupils

Table 08: Pupils' views towards their teachers' implementation of teaching materials.

A rate of (72.72%) from the responses said that the teachers use teaching aids to make learning English language easy but the others (27.28%) claim that the teachers do not use those materials at all.

➢ The majority of pupils claim that their teachers try to make the process of learning vocabulary easy by the use of some teaching materials such as focusing on the use of images and jokes.

Question nine:

➢ What are those teaching materials from the list?

Answer nine:

Responses	Percentage	Number of participants
Text book	90.90 %	40 pupils
Dictionaries	68.20 %	30 pupils
Pictures	59.10 %	26 pupils
DVD's	13.64 %	06 pupils
CD's	13.64 %	06 pupils

Table09: The teaching materials used by teachers to make learning vocabulary easy.

We find that (90.90 %) from the responses claims that the teachers use mostly the text book, then dictionaries by (68.20 %) and pictures by(59.10%) and finally DVD's and CD's by (13.64%).

➢ The most used teaching materials are the textbook and dictionaries because they are the available materials.

Question ten:

➢ How often does your teacher use these materials?

Answer ten:

Responses	Percentage	Number of participants
Always	50 %	22 pupils
Sometimes	50 %	22 pupils
Rarely	00 %	00 pupils

Table 10: Pupils' views towards the frequency of using these teaching materials.

A rate of (50%) from the responses said that the teachers use these materials always and the other (50 %) said that they use them sometimes only.

➢ Some teachers use materials most of the time and the others they use them often according to their ability and the founded materials.

Question eleven:

➢ Do you enjoy using these materials in classroom?

Answer eleven:

Options	Percentages	Number of participants
Yes	77.28 %	34 pupils
No	22.72 %	10 pupils

Table11: Pupils views towards their enjoyment of using these materials.

A rate of (77.28 %) from the responses said that pupils enjoy using these materials and the other (22.72%) from the responses does not enjoy using them.

> ➢ The majority of the pupils enjoy using these teaching materials in classes because they facilitate learning process and make it more enjoyable.

Question twelve:

> ➢ What is your preferable means among the preceding list?

Answer twelve:

Responses	Percentage	Number of participants
CD's	54.54%	24 pupils
DVD's	50 %	22 pupils
Pictures	36.36%	16 pupils
Dictionaries	22.28%	09 pupils

Table12: Pupils views towards their preferable means used in classes.

(54.54%) from the responses said that the CD's are the preferable material for pupils, (50%) for the DVD's and (36.36%) for the pictures and finally (22.28%) for the dictionaries.

> ➢ The most preferable materials for the pupils are the CD's because they enable them hearing the learnt words correctly.

Question thirteen:

> ➢ Do you know video-based teaching technique?

Answer thirteen:

Options	Percentages	Number of participants
Yes	81.82%	36 pupils
No	18.18%	08 pupils

Table13: Pupils recognition of video-based teaching technique.

A rate of (81.82%) from the responses claims that pupils know video-based teaching technique, and (18.18%) of them said they do not know this technique.

> ➢ The majority of the pupils have an idea about the video-based teaching technique.

Question fourteen:

➢ Does your teacher employ this technique in your class?

Answer fourteen:

Options	Percentages	Number of participants
Yes	9.09 %	04 pupils
No	90.91%	40 pupils

Table14: Pupils views about teachers' use of video-based teaching technique.

A rate of (90.91%) of the responses said that the teacher do not implement the video-based teaching technique in their class and (9.09%) of them said that they use this technique.

➢ The majority of pupils claim that their teachers do not employ this technique at all because their teachers focused only on textbook.

Question fifteen:

➢ Do you enjoy using this technique?

Answer fifteen:

Options	Percentages	Number of participants
Yes	100 %	44 pupils
No	00 %	00 pupils

Table15: Pupils pleasure of using the video-based teaching technique.

All the responses (100%) support the enjoyment of using the video- based teaching technique.

➢ All the pupils like and enjoy the employment of this technique within lectures.

Justification

Responses	Percentages	Number of participants
More concentration	59.10 %	26 pupils
Learning new vocabulary	40.90 %	18 pupils
Enjoyable learning atmosphere	27.28 %	12 pupils
Facilitating learning	27.28 %	12 pupils

Table16: Pupils' justification of their pleasure about using video-based teaching technique.

A rate of (59.10%) of the responses said the employment of this technique makes pupils concentrate more and (40.90 %) stated that it help in learning new words, then (27.28 %) for its facilitating of learning process and the creation of an enjoyable learning atmosphere.

➢ The majority of the pupils said that the use of video-based teaching technique helps in concentration and moreover in learning new vocabulary because this technique impress learners minds on focusing on lectures and make mind images of words.

1.2. Comments and suggestions about the questionnaire administered to the pupils

From the study of pupils' questionnaire, we find that most of the problems that face pupils are founded at the level expression either oral or written because many learners prefer to learn grammar, vocabulary, and reading but they do not focus on both written or oral expression (only 45.45% for speaking and 13.63% for writing).So, teachers should focus on the employment of more technological didactic materials as videos ,songs ,and pictures because it will be more effective on the process of learning and using vocabulary.

Many pupils need motivation and they also missed concentration within classes so teachers should motivate them morally and /or materially and they also should make them more concentrate by making the lectures more enjoyable especially the majority of pupils are interested in learning vocabulary and they do not find it as a difficult task but most of them (54.50%) do not concentrate within lectures.

Pupils prefer ,to learn English vocabulary , seeking words in dictionaries ,listening to English songs (CD's) ,and extracting words from pictures and animation (DVD's), then

getting words from teachers explanation .So, teachers should take this into account in their teaching style, strategies, and materials ;especially, video-based teaching technique which is liked by all the pupils because they see that it helps them to concentrate more ,to learning new vocabulary, it create an enjoyable learning atmosphere ,and it facilitating learning, but unfortunately teachers do not use such technique at all.

From our visit to Mohamed Boudjemaa middle school, we noticed that most of the pupils have a multimedia objects (mobiles, MP3, MP4, iPod…etc); although the school cannot stop this phenomenon, the teachers can use it as a positive factor for instance by asking pupils saving words on those materials to use it outside classes.

2. The study of the questionnaire administered to teachers

In this part, we focus on teachers of first year middle school which are the leaders of the class under the application of video- based teaching technique. That is why we introduce this questionnaire which includes twenty (20) questions varied from direct to indirect questions which their answers can help us in the recognition of how can such technique help students developing their vocabulary knowledge.

2.1.The analysis of the questionnaire administered to teachers

Section one: background information

The questionnaire was directed to ten (10) teachers, four of them are females and the rest are males, their ages are between 28 to 50 years old. They are all of them in teacher grade and they have a license degree. They have been teaching English from about 3to 25 years.

Section two: Questions about teaching/learning foreign language vocabulary

Question one:

➢ According to you, what are your learners' needs?

Answer one:

From teachers' answers, we collect the following needs of students:

➢ Getting the necessary vocabulary to communicate and to deal with the curriculum.
➢ Good programme.

➢ Authentic devices.

➢ Good teacher, clear explanation, good dealing.

➢ Motivation.

➢ The employment of teaching aids such as images, songs, videos…etc.

Question two:

➢ Are these needs satisfied within your lectures?

Answer two:

Options	Percentage	Number of participants
Yes	20.28%	02 teachers
No	70.72%	08 teachers

Table 17: Teachers views toward their students' needs satisfaction within lectures.

A rate of (70.72%) from the responses said that pupils' needs are not satisfied within lectures and the rest (20.28%) sad that they are satisfied.

➢ The majority of the teachers didn't meet their pupils' needs because most of the pupils are weak and also can't express well to show their levels.

If no, why?

The students' needs are not satisfied within lectures because of many reasons such as:

➢ Weak linguistic background.

➢ Crowded classes.

➢ Lack of didactic and pedagogical materials, especially the audio-visual ones.

➢ The content of program doesn't adapt their needs.

Question three:

➢ Are your students motivated to learn to learn English language?

Answer three:

Options	Percentages	Number of participants
Yes	100%	10 teachers
No	00%	00 teachers

Table18: Teachers views about their students' motivations to learn English language.

All the responses (100%) claim that pupils are motivated to learn English language.

> ➢ All the teachers said that their students are motivated to learn English because they do their best to motivate them.

Question four:

> ➢ What are the factors that you rely on in order to create interaction in your classes?

Answer four:

From teachers' responses, we collect the following factors:

- ➢ The use of effective materials (audio visual materials).
- ➢ Involving them in all learning tasks.
- ➢ Give them the right to decide the kind of class activities.
- ➢ Learning through simple language, gestures, and jokes or games.
- ➢ Motivation and rewarding them.
- ➢ Pair or group work, and the use of communication activities according to the students' levels and abilities.
- ➢ Providing contextual learning situations.

Question five:

> ➢ Is learning English as a foreign language a difficult task for your pupils?

Answer five:

Options	Percentages	Number of participants
Yes	40%	04 teachers
No	60%	06 teachers

Table 19: Teachers' views about the difficulty of learning English as a foreign language for pupils.

A rate of (40%) from the responses said learning English language is not a difficult task but (60%) from them found that it is difficult to learn English language.

> ➢ The majority of the teachers found that learning English as a foreign language is a difficult task for pupils.

Question six:

➢ Do your pupils encounter difficulties in writing, listening, speaking, reading, or grammar?

Answer six:

Options	Percentages	Number of participants
Speaking	68.20 %	07 teachers
Writing	50 %	05 teachers
Listening	45.45%	04 teachers
Reading	13.63%	02 teachers
Grammar	13.63%	02 teachers

Table 20: Teachers' choices of language aspects that their pupils face difficulties in.

A rate of (60.20%) from the responses said that pupils have difficulties in speaking, (50%) for writing difficulties, (45.45%) for listening difficulties, and finally (13.63%) for reading and grammar difficulties.

➢ The majority of pupils have difficulties in speaking and writing and many of them have difficulties in listening. So speaking, writing, and listening are the most difficult tasks for pupils.

Question seven:

➢ Do they also have difficulties in learning vocabulary?

Answer seven:

Options	Percentages	Number of participants
Yes	99.01%	09 teachers
No	00.09%	01 teacher

Table 21: Teachers' views about the difficulty of learning vocabulary by their pupils.

A rate of (99.01%) from the responses said that pupils have difficulties in learning vocabulary but only (00.09%) which said pupils do not face difficulties in learning vocabulary.

> ➢ The majority of teachers claims that their pupils find learning vocabulary as a difficult task because they cannot memorize new words by using traditional teaching techniques.

If yes, how?

Because most of the time they learn new words without referring to them in context or even showing an image to relate the meaning then memorize them so they find difficulty to recall these vocabulary when needed.

Question eight:

> ➢ As a teacher, how to solve this problem?

Answer eight:

> ➢ Learning words in context.
> ➢ Employment of audio- visual teaching aids (videos, pictures, words' games…etc).
> ➢ Motivation and rewards for pupils who learn more vocabulary.
> ➢ Testing vocabulary in isolation.
> ➢ Creating a competitive learning environment.

Question nine:

> ➢ In your opinion, is focusing on teaching vocabulary rather than other aspects of language helpful for the learning process?

Answer nine:

Options	Percentages	Number of participants
Yes	40%	04 teachers
No	60%	06 teachers

Table 22: Teachers' opinions about focusing on teaching vocabulary rather than other aspects of **language.**

A rate of (60%) from responses said that teachers should not focus only on teaching vocabulary but (40 %) of them said that vocabulary is the most important language aspects.

> ➢ The majority of teachers said that learning vocabulary is not the only aspect of language that should be focus on.

Explanation:

Language is writing, grammar, phonology, syntax…etc, not only vocabulary and focusing on only teaching vocabulary doesn't serve the learning development.

Question ten:

➢ Which strategies do you focus on in order to develop your pupils' vocabulary knowledge?

Answer ten:

Options	Percentages	Number of participants
Visual aids	80%	08 teachers
Audio-visual aids	30%	03 teachers
Audio aids	12%	01 teacher
Others	00%	00 teachers

Table 23: Teaching aids that teachers focus on in their teaching vocabulary process.

A rate of (80%) from the responses said that teachers rely on visual aids in teaching vocabulary, (30%) from them reflect the use of audio-visual aids, and only (12%) for the audio aids.

➢ The majority of the teachers focus on visual aids rather than other aids because they are the most helpful, especially for teaching /learning vocabulary.

Question eleven:

➢ Do your pupils enjoy using such techniques?

Answer eleven:

Options	Percentage	Number of participants
Yes	100%	10 teachers
No	00%	00 teachers

Table 24: Teachers views about their pupils' enjoyment of using such techniques.

All the responses (100%) said that pupils enjoy using such aids in classes.

➢ All the teachers make their pupils enjoy learning vocabulary by using teaching aids.

Question twelve:

➢ To what extent are those teaching materials necessary and helpful to teach foreign vocabulary?

Answer twelve:

Options	Percentages	Number of participants
Totally helpful	100%	10 teachers
Relatively helpful	00%	00 teachers
Not helpful	00%	00 teachers

Table 25: Teachers' views about the extent of helpfulness of teaching materials to learning vocabulary.

All the responses (100%) said that teaching aids are totally helpful.

➢ All the teachers claim that the employment of teaching materials has a great help in teaching vocabulary because when using this materials learners concentrate more and learn new words.

Justification:

➢ Learning from context and real life situation.
➢ Listening to the correct pronunciation.
➢ Enjoying learning tasks.
➢ More motivation.

Question thirteen:

➢ How often do you use teaching materials in your classes?

Answer thirteen:

Options	Percentages	Number of participants
Rarely	60%	06 teachers
Sometimes	40%	04 teachers
Often	00%	00 teachers
Never	00%	00 teachers

Table 26: Teachers' rate of using teaching aids.

A rate of (60%) from responses said that teachers use those teaching aids rarely and the rest (40%) said that they use them sometimes.

➢ The majority of teachers do not use these teaching materials a lot because they are not available.

Section three: Questions about the use of video- based teaching technique in teaching English vocabulary.

Question fourteen:

➢ Do you rely on some teaching techniques in teaching vocabulary?

Answer fourteen:

Options	Percentages	Number of participants
Yes	70.82%	08 teachers
No	20.18%	02 teachers

Table 27: Teachers' views about their reliance on some teaching techniques in teaching vocabulary.

A rate of (70.82%) from responses said that teachers rely on some teaching techniques to teach vocabulary, and the rest (20.18%) said that they do not rely on.

➢ The majority of the teachers focus on some teaching technique in order to teach vocabulary in the appropriate way.

Question fifteen:

➢ From the following list, what is the most appropriate technique to teach English language vocabulary?

Answer fifteen:

Responses	Percentages	Number of participants
Focusing on textbooks	80%	08 teachers
Using pictures and flash cards	56.50 %	05 teachers
Using videos	56.50%	05 teachers
Using English songs	50%	05 teachers
Repetition and memorization	20.18%	02 teachers

Table 28: Teachers' views about the appropriate technique to teach language vocabulary?

A rate of (80%)from the responses said that the appropriate technique to teach vocabulary is focusing on textbooks,(56.50%)from them claims that using pictures and flash cards and also videos are the appropriate techniques,(50%) for the English songs, and (20.18%) for the repletion and memorization technique.

➢ The majority of teachers focus on text books as a teaching technique for teaching vocabulary because it is the most available material and some of them focus more on the employment of audio-visuals as a vocabulary teaching technique.

Question sixteen:

➢ What is your opinion video-based teaching technique?

Answer sixteen:

The majority of teachers said that video-based teaching technique is a helpful and an effective teaching technique especially for learning vocabulary but if it is used correctly and appropriately.

Question seventeen:

➢ Did you use it in your classes before?

Answer seventeen:

Options	Percentages	Number of participants
Yes	19.80%	02 teachers
No	80.20%	08 teachers

Table 29: Teachers' answers about their using of video-based teaching technique.

A rate of (80.20%) from responses said those teachers do not use these teaching technique, and only (19.80%) that said that they use it.

➢ The majority of teachers do not use the video-based teaching technique in their classes because they can't provide the appropriate materials to apply it .

If yes, how often?

Options	Percentages	Number of participants
Rarely	70.72%	07 teachers
Sometimes	29.28%	03 teachers
Regularly	00%	00 teachers

Table 30: Rate of using video based teaching technique by teachers.

A rate of (70.72 %) from the responses said that teachers use this technique rarely, and the rest (29.28%) use it sometimes.

➢ The majority of teachers that use the video-based teaching technique use it rarely when they can provide the needed materials.

Question eighteen:

➢ Is this technique necessary to learn vocabulary?

Answer eighteen:

Options	Percentages	Number of participants
Yes	100%	10 teachers
No	00%	00 teachers

Table 31: Teachers' views about the necessity of using video-based teaching technique to learn vocabulary.

All the responses (100%) said that the video-based teaching technique is a necessary technique to teach and learn vocabulary.

➢ All the teachers see video-based teaching technique as a necessary technique to learn vocabulary because it works as a facilitator of this process.

Question nineteen:

➢ Does this technique motivate your pupils to learn English vocabulary?

Answer nineteen:

Options	Percentages	Number of participants
Yes	100%	10 teachers
No	00%	00 teachers

Table 32: Teachers' views about video-based technique as a motivator for pupils learning vocabulary.

All the responses (100%) said that video based teaching technique motivate pupils to learn English vocabulary.

➢ All the teachers see video-based teaching technique as a motivator factor for learning vocabulary because it helps in more concentration and enjoyment of lectures.

Question twenty:

➢ In your opinion, to what extent is video based teaching technique useful and effective on learning English vocabulary?

Answer twenty:

From teachers' responses, we find that video-based teaching technique is:

➢ Greatly helpful.
➢ Attractive factor.
➢ Motivating factor.
➢ Effective in learning vocabulary.
➢ Developing listening skill.

2.1. Comments and suggestions about the questionnaire administered to the teachers

From the analytical study of the questionnaire administered to teachers, we found that all most all teachers know their students needs and they do all the best to satisfy them but students' needs still not satisfied within classes. Teachers try to create an enjoyable learning atmosphere by motivating students, rewarding them, and involving them in learning tasks, and mainly using visuals which are great motivator factor.

All most all teachers claims that their students faces difficulties in learning English language, especially in speaking, writing, and listening, and most importantly learning vocabulary which is the major focus of our current work.

Students, according to their teachers, do not learn vocabulary well because they learn it in traditional classes without referring context .they also face difficulties in learning vocabulary because the teachers neglect vocabulary teaching as an isolated aspect of language and if they deal with, they didn't use the appropriate strategies and technique for improving the learning vocabulary level of the students such as audio-visuals aids and mostly the video-based teaching technique which is more effective than the other teaching techniques because it targets the listening and speaking skills by providing words related to their images at the same time and this can help a lot in the memorization of new words easily .

From this study, we found that all the teachers know the video-based teaching technique and its effects on helping in more concentration, motivation, and facilitating learning process, especially learning vocabulary which is a hard task for all students but teacher still not to use this technique because of many reasons, mostly the crowded classes and the poor materials in our schools.

Conclusion

Teaching/Learning English as a foreign language process in our schools lacks the use of instructional materials such as the audio-visual aids and more importantly the use of appropriate technique to appropriate learning tasks such as video-based teaching technique even both school and teachers claimed that this technique is helpful and effective in teaching English vocabulary.

General conclusion

The educational field has witnessed many changes in its methods strategies and techniques of teaching foreign languages, especially English language and mostly teaching vocabulary. These changes emerged by means of the development of technologies and transformation in the educational system.

Teaching / Learning EFL in our schools adopts many teaching strategies and techniques and each teacher use his/her special techniques to reach his/her goals from the lecture .In our research, we try to spot the light on those teaching techniques and more precisely the video-based teaching technique and its effects on learning vocabulary development .

From this study, we found that all the teachers know the video-based teaching technique and its effects on helping in more concentration, motivation, and facilitating learning process, especially learning vocabulary. This technique is rarely used by English teachers because of many reasons, mostly the crowded classes and the poor materials in our schools. Videos can help the teacher to work more closely with the learner and reduce the need for repeated explanation. It has the capacity to make difficult skills better viewed especially with the high quality of visual images that makes lectures' presentation more realistic. So, our hypothesis is confirmed.

Finally, our schools should provide the needed teaching materials to facilitate the adoption of such technique by the teachers in their teaching process in order to develop learners' abilities and satisfying their needs and also to smooth the teaching / learning process, especially the process of teaching / learning EFL ,and more precisely teaching/learning vocabulary. Teachers also do their best to employ such technique especially within difficult or boring lectures.

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Appendix

Questionnaire for pupils

Learning foreign language vocabulary, especially English language, is a hard task which needs some specific strategies. Our aim from this questionnaire is to know your preferable strategy to learn English vocabulary.

Your answers will be so helpful for us. So, please answer the following questions.

Section one: *Background information*

Gender:

- Male ☐   - Female ☐

Age: ……..

Section two: *Questions about learning vocabulary*

1. Are you motivated to learn English language?

   -Yes ☐   - No ☐

2. Does your teacher try to make learning English language an enjoyable task?

   -Yes ☐   -No ☐

3. Do you concentrate more during lectures?

   -Yes ☐   - No ☐

4. What do you prefer studying?

   - Grammar ☐

   - Reading ☐

   - Writing ☐

   - Speaking ☐

- English Vocabulary ☐

5. Is learning vocabulary a difficult task?

-Yes ☐   -No ☐

6. Are you interested in learning new vocabulary?

-Yes ☐   -No ☐

7. In your opinion what are the appropriate strategies to learn English vocabulary?

- Listening to English songs. ☐

- Getting words from pictures, word games, miming, etc. ☐

- Focusing on the teacher's explanation and taking notes. ☐

- Seeking words in dictionaries. ☐

Section three: *Questions about the use of video-based teaching technique*

in learning vocabulary.

8. Does your teacher rely on using some teaching materials in class to make learning vocabulary easier?

-Yes ☐   - No ☐

9. What are those materials, from the following list?

- Textbooks ☐

- Pictures ☐

- Using CD's ☐

- Using DVD's ☐

- Using dictionaries ☐

10. How often does your teacher use these materials?

- Always ☐

- Sometimes ☐

- Rarely ☐

11. Do you enjoy using these materials in classroom?

-Yes ☐   -No ☐

12. What is your preferable means from the preceding list?

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…………………………………………………………………………………………………
…………………………………………………………………………………………………
……………………………………………………………

13. Do you know video-based teaching technique?

-Yes ☐   - No ☐

14. Does your teacher employ this technique in your class?

- Yes ☐   - No ☐

15. Do you enjoy using this technique?

- Yes ☐   - No ☐

  ➤ Why?

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

__Thank you__

Questionnaire for teachers

This questionnaire focuses on some teaching strategies which can be useful in teaching foreign language classes; especially, teaching vocabulary using the video-based teaching technique which is the major focus in our current study that deals with first year middle school pupils. We aim at showing the importance of using such technique in learning English vocabulary.

So, you are kindly invited to answer the following questions.

Section one: *Background information*

A - Gender:

- Male ☐   - Female ☐

B - Age:……….

C - Grade:………

D - Degree(s): ……………..

E - Length of experience (as a teacher of English): …………………

Section two: *Question about Teaching /Learning foreign language vocabulary*

1. According to you, what are your learner's needs?

…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
………………………………………………………

2. Are these needs satisfied within your lectures?

-Yes ☐   -No ☐

➢ If yes, how?

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…………………………………………………………………………………………
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➢ If no, why?

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3. Are your students motivated to learn English as a foreign language?

- Yes ☐   - No ☐

➢ If no, what's the problem?

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4. What are the factors that you rely on in order to create interaction in your classes?

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…………………………………………………..

5. Is learning English as a Foreign Language a difficult task for your pupils?

-Yes ☐   -No ☐

6. Do your pupils encounter difficulties in:
- Writing   ☐
- Listening   ☐
- Speaking   ☐

- Reading ☐
- Grammar ☐

7. Do they also have difficulties in learning vocabulary?

-Yes ☐   -No ☐

  ➢ If yes, how?

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……………………………………………………………………………………………
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8. As a teacher, how to solve these problems?

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9. In your opinion, is focusing on teaching vocabulary rather than other aspects of language helpful for the learning process?

-Yes ☐   -No ☐

  ➢ Would you please, explain:

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
………………………………………………………………

10. Which strategies do you focus on in order to develop your pupils' vocabulary knowledge?
- Visual ☐
- Audio ☐
- Audio-Visual ☐

- Others:…………………………………………………………………………………
………………

11. Do your pupils enjoy such techniques?

-Yes ☐   - No ☐

12. To what extent are those teaching materials necessary and helpful to teach foreign vocabulary?

- Totally helpful ☐
- Relatively helpful ☐
- Not helpful ☐

  ➢ Would you please justify your answer:

  …………………………………………………………………………………
  …………………………………………………………………………………
  …………………………………………………………………………………
  ……………………………………………………

13. How often do you use teaching materials in your classroom?

- Often ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

Section three: *Questions about the use of video-based teaching technique in teaching English vocabulary.*

14. Do you rely on some teaching techniques in teaching vocabulary?

-Yes ☐   -No ☐

15. From the following list, what is the most appropriate technique to teach English language vocabulary?

- Focusing on textbooks. ☐
- Using English songs. ☐
- Repetition and memorization ☐
- Using videos. ☐

-   Using pictures and flash cards. ☐

16. What is your opinion about video-based teaching technique?

....
....
....
....

17. Did you use it in your classes before?

-Yes   ☐   -No   ☐

➤ If yes, how often?

- Regularly   ☐

-Sometimes   ☐

- Rarely   ☐

18. Is this technique necessary to learn vocabulary?

-Yes   ☐   -No   ☐

19. Does this technique motivate your pupils to learn English language vocabulary?

-Yes   ☐   - No   ☐

20. In your opinion, to what extent is video-based teaching technique useful and effective on learning English vocabulary?

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__Thank you__