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An Investigation into the Role of You Tube Videos as a Pedagogical Tool in Enhancing Vocabulary Acquisition:

The Case of third Year Students of English at Biskra University

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Declaration

I, Chaib Riane, do hereby solemnly declare that the work that I am going to present in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

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Dedication

I dedicate this work to:

My dear parents

Amel and Toufik

My brother Rami and My sister Roudeina

All my friends and the ones I love

Acknowledgements

Before all, my sincere praise to **Allah** for giving me strength and patience to start and finish this modest work.

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Abstract

Vocabulary mastery is a big challenge in the foreign learning process. It is viewed as a complex task for both teachers and learners. In fact, the majority of English foreign language learners (EFL) face difficulties in acquiring vocabulary. These difficulties could be due to their vocabulary store shortage. Therefore, acquiring vocabulary has become a topic worth to researching by many researchers in the field since their contributions can help EFL learners develop their vocabulary storage. In the meantime, this allows them to become competent and proficient in the target language. On this point, the present study attempted to investigate the role of adopting an educational innovative technique, You Tube videos, as an active teaching/learning strategy to enhance EFL learners' vocabulary acquisition. Furthermore, the present work sought to increase EFL learners' motivation for positive interaction between teachers and their students, as well as, between students and their classmates. Likewise, it looked for a better quality of learning and teaching of English language. Thus, the hypotheses suggested to examine this study set out that educational You Tube videos can help EFL students to develop their vocabulary proficiency. In order to check and test the hypothesis, a number of videos were used in the treatment sessions. The latter aimed to enhance vocabulary acquisition of a sample of third Year students. Methodologically, a Mixed-methods Approach was adopted in this study. In relevance to this approach, two data collection methods were used to investigate EFL learners' attitudes and perceptions towards the use YouTube videos. These tools included a test and a questionnaire. After the interpretation of the collected data, through the used data analysis, the findings revealed that the educational Youtube videos could help students to enhance their vocabulary. Although, it was found that the stated hypotheses had been disconfirmed. Such an ultimate result is natural in research. We believe a replication of this study in another study could realize why we have had attained this result.

Key words: EFL learners, Motivation, Pedagogy, Vocabulary acquisition, You Tube videos

List of Abbreviations and Acronyms

ALM: Audio-Lingual Method

CLT: Communicative Teaching Method

DM: Direct Method

Dr: Doctor

EFL: English as a Foreign Language

GT: Grounded Theory

GTM: Grammar Translation Method

H: Hypothesis

ICT: Information and Communication Technology

IT: Information Technology

L1: First Language

LMD: License Master Doctorate

MCQS : Multiple-choice Questions Formats

N: Number

Q: Question

WWW: World Wide Web

%: Percent

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الملخص

1. General Introduction

In the Age of the Digital Era, Information and Communication Technology (ICT) is becoming important and frequently used in our life. In fact, technology plays a big role in developing many domains like: Industry, economy, and education, which have become an inseparable part of the global development. With technology involved, teachers look for new motivating teaching sources. One of the most teaching sources that can be used by English as foreign language (EFL) teachers is YouTube website.

You tube is an online source that plays a significant role in the field of education. Recently, it is regarded as an inspiring learning source, which has a basic need for EFL learners. Certainly, You Tube videos can allow EFL learners to learn the original language as it is spoken by native speakers. Therefore, the current research aims to make education more vivid and modern by using You Tube videos to teach vocabulary for EFL learners as a pedagogical tool. It also seeks to increase the learners' motivation and eagerness to progress.

2. Statement of the Problem

Vocabulary is decisively one of the crucial issues that EFL learners face while learning a foreign language. In our research context, apparently, the majority of EFL learners do have a lack in vocabulary, which is necessary to make them have good relationships among people. Another observed problem is that these learners have many difficulties in the reading of texts, in communication, and in understanding the whole discourse. On the other side, what is noticeable is that a great deal of EFL teachers do not teach vocabulary as the whole part of the language due to the time allocated for each language class. These difficulties are aggravated due to the lack of practice. So, EFL

teachers are advised to look for new teaching methods to teach vocabulary from a new perspective.

Regarding this problematic, in the present study, we will attempt to investigate the role of you tube videos as an active pedagogical strategy that can be of a great value for those who are learning EFL. Besides, we are going, through this study, to establish the connection between educational you tube videos and vocabulary as a supplementary means that can play a positive role in enhancing EFL learner's vocabulary.

3. The Variables in this Study

The Dependent Variable: In the present study, Vocabulary acquisition is our dependent variable: Vocabulary is an essential component in learning EFL. According to Oxford, dictionary vocabulary is all the words in a language. It plays a great role in teaching English language because without vocabulary EFL learners cannot express their own ideas.

The Independent Variable: In this investigation, the independent variable is you tube videos: You tube is an electronic site planned for sharing videos in different fields. It allows users to watch the videos, which are displayed directly. It also gives them the opportunity to express their opinions by sharing likes or adding a comment. Moreover, it offers free services like to uphold the videos or create an account in you tube websites.

4. The Research Questions

This research seeks to answer the following research questions:

RQ1: To what extent does the use of You Tube in EFL classrooms improve the vocabulary comprehension?

RQ2: Can You Tube videos foster EFL learners' motivation in EFL classrooms?

RQ3: How do You Tube videos affect EFL learners' vocabulary development?

5. Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

RH1: We hypothesise that the use of YouTube videos can improve the vocabulary comprehension.

RH2: We do agree that EFL learners will be motivated when they are exposed to YouTube videos.

RH3: We advance that YouTube videos can affect learners' vocabulary development

6. Aims of the Study

- The General aim:

The general purpose of the present study is to contribute in improving vocabulary proficiency in and out classroom through the integration of You Tube videos.

- The Specific aims:

More specifically, this study aims to:

- .Suggest a new teaching method using You Tube videos
- . Increase the learners' motivation for positive interaction between teachers and their students, and also between students and their classmates.
- . Look for better quality of learning and teaching.
- . Find new insights and thoughts from the learners towards the use of You Tube videos as a motivational material.

7. The Rational and Study Description

This study will be conducted by creating a facebook group to be shared by the students. In the first step, the students will sit for a pre-test. Next, the researcher taught five sessions using you tube videos. Every Sunday afternoon at 18.00 p.m, the students can get access to the taught materials. The researcher invited the students for the second time in ordinary classes to do the activities and ask them about what they have learnt from the online sessions. The final step is the post-test that is similar to the pre-test that will be with the same organisation and objectives. It will be held after the end of the treatment.

8. The Research Methodology for this Study

8.1 The Research Approach

The researcher will use a Mixed -Methods Approach in this study. Such a choice of this research approach is due to the nature of the research. In this research, the researcher intends to observe how you tube videos could be efficient in learning vocabulary acquisition. Meanwhile, the researcher is going to measure the relationship between the two variables.

8.2 The Research Design

In this study, the researcher used both a quasi experiment and a case study as research designs since this investigation is both quantitative and qualitative.

8.3 The Data Collection Methods

The researcher, in this study, will opt for both a pre-test and post-test, as well as a questionnaire to answer the research questions. The pre and the post-test are used to assess the learner's knowledge of vocabulary. For the questionnaires, it will be also used to obtain feedback on the learners' perceptions of using you tube videos in their classrooms.

8.4 The Data Collection Procedures

The researcher will invite all the participants in this study to take the pre and post-test by arranging sessions with a fixed time and place to determine their background, and show where there are their breakdowns and blocks. For the questionnaires, it posted online.

8.5 The Data Analysis Procedures

The researcher will use descriptive statistics to describe and summarise the data quantitatively. The collected Qualitative data will be analysed through the Content based Approach.

8.6 Population and Sample

8.6.1 The population

The population of the present study will be the third year students of English at Biskra University.

8.6.2 The sample

A sample of 21 students will be chosen purposefully out of the population of the third year level.

8.6.3 The sampling Technique

The sampling technique to be used in this study is a non-probability sampling model, precisely a purposive sampling technique because the participants in our sample will be chosen with a purpose since this study is more qualitative than quantitative.

9. Significance of the Study

The present study is thought to be important for many reasons: First, because you tube is one of the most common websites that have been developed recently. It would help teachers to see that you tube videos are an effective tool to make learners participate in

their classrooms. In addition, it can aid teachers to create a good atmosphere for learners by suggesting a creative strategy of teaching. Another reason, it can enhance comprehension of complex concepts. Overall, you tube is valuable to support the teaching/learning process in the context under study.

10. Structure of the Dissertation

This dissertation will be divided into Two main Parts. The Theoretical Part and the Fieldwork. First, the Theoretical Part contains two main chapters. The first chapter will be devoted to give an overview about vocabulary. It will deal with the different definitions of vocabulary, types of vocabulary, and techniques used in teaching vocabulary. The second chapter will deal with a general overview about YouTube videos, and its role in teaching. In addition, it will provide a background idea of the concept of (ICT). The last chapter will be devoted to analyse and discuss the data obtained through the used data collection methods. This dissertation will end with a set of recommendations and limitations.

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CHAPTER ONE: Teaching and Learning Vocabulary in EFL Class

Introduction

This chapter attempts to provide insights about both vocabularies teaching and learning. It sheds the light to understand the nature of vocabulary, its importance and the difficulties involved in its acquisition. In addition, it spots light on different methods and techniques used in teaching vocabulary. The chapter ends with addressing the main principles in learning and teaching. It also and regards the major used to assess vocabulary.

1.1 Vocabulary : Definition (s)

The term of vocabulary has been defined from different views. It is still under debate about its nature, and its use in teaching and EFL. Initially, vocabulary assumes like a simple component to tackle with, but it is difficult to provide the exact definition. Broadly defined, vocabulary is the total number of words that exists in a language. This definition seems to be the current definition about the meaning of vocabulary. In addition, vocabulary is also defined as one of the language's area that plays a crucial role in acquiring the English language. Recently, many scholars and researchers of the field have progressively paid attention to vocabulary knowledge.

Therefore, many definitions have been presented and discussed about the meaning of vocabulary by different scholars. According to (Richards and Renadya 2002,p.255 as cited in Derradji,2016) "Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write That is to say, vocabulary is an essential element in the area of English language that EFL learners need to work with in and out the classrooms to transform their ideas and their feelings to get a successful means of communication. Moreover, Ur (1996) affirmed, "vocabulary can be defined roughly, as the words teachers teach in the foreign language" (p.60). Consequently,

vocabulary refers to all the words those EFL learners could perceive from their teachers in classes.

Furthermore, according to Oxford Advanced American Dictionary, a number of statements are displayed. Examples of these are:

1. “ All the words that a person knows or uses”
2. “ All the words in a particular language”
3. “ The words that people use when they are talking about a particular subject”
4. “A list of words with their meaning, especially in a book for learning a foreign language”.

Based on the previous definitions, vocabulary is about all the words that exist in a language in which an individual can use to talk about a particular subject in both processes teaching and learning EFL.

In addition to that, Kamil and Hiebert (2005) suggested another definition about vocabulary acquisition. It is as follows:

Vocabulary is the knowledge of meaning of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, Receptive _that, which we can understand or recognize, and productive_ the vocabulary we use when we write or speak (p.3).

By means of this, oral vocabulary consists of words on which EFL learners can catch the meaning during speaking and reading orally. Whereas, print vocabulary is the total number of words that can be identified when writing or reading silently. These two are interesting elements for learners to convey the meaning of vocabulary items. Supporting the same idea, receptive vocabulary also namely recognition vocabulary, is that in which

learners can recognise the meaning of items while listening and reading. Alternatively, productive vocabulary is about such words that can be assigned by an individual or groups in writing or speaking. In general, the recognition vocabulary is wider than the productive one. Precisely, the oral vocabulary is overtaking the print vocabulary in the leaning process.

To sum up, what has been presented so far, vocabulary is one of the most interesting language components in English language whether teaching or learning since it is viewed as a pivotal element in the means of communication. Ostensibly, vocabulary is regarded as the stock of words that EFL learners need to be competent in the four skills: reading, writing, listening and speaking. About another matter, many types of vocabulary are valuable for learners to deal with, and use them for different outcomes. In fact, in the available literature, researchers could not find one clear-cut definition to cover the wide meaning of vocabulary.

1.2 Vocabulary Difficulties

Learning vocabulary is an essential part in learning EFL. Indeed, learning vocabulary seems to be easy and familiar; however, it is hard to do, especially when learners need to master their vocabulary to reach certain level in their studies. For this reason, EFL learners often encounter many problems involved in remembering and understanding new words frequently. Obviously, the latter affects EFL learners to comprehend any topic and hold their form using the language successfully.

According to Gower et al (1995) some factors are identified that make vocabulary items difficult, they are grouped as follows:

- a. Similarity to L1:** Vocabulary difficulties are determined when EFL learners found similarities of items in form and meaning as in their mother tongue. Words, which are similar in their first language acquisition and English, could be misleading rather than helpful.

b. Similarity to English words already known: EFL learners have some English when a word that is related to an English word; they are already familiar and easy than one, which is not. For instance, if learners have already met with the word friendly, they will be able to catch the meaning of unfriendly.

c. Connotation: Another difficult issue EFL learners face is that the connotation of the word ; For instance, does the word have positive or negative connotation to a native speaker? Either obese or overweight could be used to describe someone who is fat. However, these words are different in their connotation. In addition, when learners choose one word rather than the other, the speaker should conduct a particular perspective.

d. Spelling and pronunciation: Spelling and pronunciation of many English words can cause difficulties for EFL learners who speak language with regular system. For example, it is difficult for learners to grasp the meaning and differentiate between these words: through, though, thought, tough, thorough.

e. Multi- word items: A lexical item may be composed of more than one word, like in compound nouns such as car park, mother- in - low or phrasal verbs like break out calm down. Phrasal verbs are particularly difficult because they already consist of words (It could be a preposition, an adverb or a noun).

f. Collocation: Collocations are words that do not fit together in a written or spoken discourse. For example, I have a plat of soup; I make my bed. In other words, collocations in English about how to know the way in which words go with others and which they do not. For example, a learner may know the expression to be interested but say I am interested of that rather than I am interested in that (pp.143-144).

1.3 Vocabulary Acquisition : Types

Vocabulary acquisition is a big challenge in the process of learning EFL. An adequate vocabulary knowledge is needed for academic success. Thus, acquiring vocabulary demands EFL learners to be conscious about what vocabulary means in depth, and how much it is necessary to recognise the types of vocabulary acquisition in academic learning. The basic application of vocabulary is divided into two main parts: active vocabulary and passive vocabulary.

1.3.1 Active vocabulary. Active vocabulary contains those words, which EFL learners can use in their speaking and writing. In fact, this kind of vocabulary refers to the productive distinction of English language, where learners comprehend words accurately. Harmer (1998) viewed productive vocabulary as the total number of words that exist and that the speakers can perceive and produce in their speech and writing. In addition, Szpotowicz and Kurpaska (2012) stated that, “The active knowledge of a word implies the ability to recall the sound which represents this word in the language and to pronounce it correctly” (p.99) (as cited in Derradji, 2016). Particularly, when one’s use the language, it is relevant to the ability of learners to remember words that are already used in both skills, in either writing or speaking.

Indeed, Gogoi (2015) displayed what active vocabulary in the English language is. On this point, he calls for:

1. The use of right word in right place.
2. The spontaneous recall of words.
3. Grammatical accuracy, this means the use of correct tenses, Inflections and word order.

4. In speech, fluency and ability to reproduce correct sounds, pronunciation, intonation, and rhythm.

1.3.2 Passive vocabulary. Contrary to active vocabulary, Passive vocabulary joins those words that learners comprehend when it appears in a speech or a piece of writing, but they have not used them yet. According to Kamil and Hiebert (2005) “receptive or recognition vocabulary is that set of words for which an individual can assign meaning when listening or reading” (p.3). In other words, receptive vocabulary comes in two forms of listening or reading. It is concerned with the ability of learners to recognise the words; however, it is quite hard to use it yet. Therefore, EFL learners can find unfamiliar words while reading texts. In this case, they may relate words with sound to deduce their meanings, but it is still difficult to use them in the context.

Additionally, the author added that passive vocabulary also calls for:

1. The identification of lexical items whether in writing or in a speech.
2. The knowledge of major grammatical items or forms.
3. A quick stimulation skill for the meaning of large word groups.

To sum up, vocabulary acquisition comprises four skills, which are divided in two main units, listening and reading vocabulary. Conversely, speaking and writing are also another concern of vocabulary acquisition. Meanwhile, listening vocabulary, refers to those words that are need by learners to comprehend what they listen when communicating with other people. In contrast, reading vocabulary are words that people recognise in printed texts. On the other hand, speaking vocabulary is a set of words in which learners utilise and produce in their speech. Unlike, writing vocabulary refers to all words that could be retrieved when people write to express their ideas.

1.4 Effective Methodologies in Teaching Vocabulary

Many popular language-teaching methodologies are used to teach EFL. Actually, there was a debate about their usefulness and appropriateness over the last decade. The names of these methods: Grammar Translation Method, Direct Method, Audio-lingual Method and the Communicative Teaching Method have been derived from social, political and educational circumstances. Mostly, EFL teachers use these methods and techniques to get learners involved to acquire vocabulary items proficiently. During acquiring a second language by EFL learners, they found new vocabulary in many sources; they could be the teacher, contexts and other materials. Each of the mentioned methods previously has treated vocabulary knowledge from a different angle. An elucidation of this idea will be presented in what is coming.

1.4.1 Grammar -Translation Method (GTM).

The grammar translation method, just as the name suggests, has been derived from classical methods, namely the traditional method in teaching the Greek and Latin. Its focus was on translating the whole texts, memorising new vocabulary items and emphasizing grammar in teaching a second or foreign language. In practice, reading and writing were the major skills in this method without attention paid to speaking and writing. The learners were seen be passive; whereas, the teacher was considered the source of knowledge.

Larsen-free man (2000) listed the major characteristics of the GTM. These are as follows:

1. The ability to communicate in the target language is not a goal of foreign language instruction.
2. The teacher is the authority in the classroom. It is very important that students get the correct answer.
3. It is possible to find native language equivalents for all target language words.

4. Learning is facilitated through attention to similarities between the target language and the native language.
5. The primary skills to be developed are reading and writing. Little attention is given to speaking and listening, and almost none to pronunciation (p.16).

The Grammar Translation Method, despite of the severe attacks from many reformers has survived for a long time for its usefulness and popularity for teachers.

1.4.2 Direct Method (DM).

The Direct Method is also called 'the Natural Method'. Maximilian Berlitz as a reaction to the grammar translation method developed this method. It committed EFL learners to use only the target language. Thus, its basic premise was supporting learning the language with the same way as their native language. In this method, interaction can be provided by both ways: teachers to learners as well as learners to teachers. Additionally, the teachers and learners are acting as partners in both teaching and learning process.

Larsen- free man (2000) summarised the principles of the direct method in the following:

1. Reading in the target language should be taught from the beginning of language instruction; however, the reading skill will be developed through practice with speaking.
2. The native language should not be used in the classroom
3. Self-correction facilities language learning
4. Pronunciation should be worked on right from the beginning of language instruction
5. Students should learn to think in the target language as soon as possible.
6. The purpose of language learning is communication (therefore, students need to learn how to ask questions as well answer them)

7. The teacher should demonstrate, not explain or translate (pp.26, 27).

1.4.3 The Audio- lingual Method (ALM).

The audio Lingual method has been developed in the United States during the Second World War. At that time, it appeared for the people's need to learn language for military purposes. That is why it is also called "the Army Method". Its development and principles based on Skinner's theory (1957) (as cited in Larsen-freeman, 2000).

Larsen- freeman also added the main characteristics of the audio-lingual method:

1. Language forms do not occur by themselves; they occur most naturally within a context.
2. The purpose of language learning is to learn how to use the language to communicate.
3. Positive reinforcement helps the students to develop correct habits.
4. Students should learn to respond to both verbal and nonverbal stimuli.
5. Language cannot be separated from culture. Culture is not only literature and the arts, but also the everyday behavior of the people who use the target language.
6. It is important to prevent learners from making errors. Errors lead to the formation of bad habits. When errors do occur, the teacher should immediately correct them.
7. Speech is more basic to language than the written form (pp. 42-44).

1.4.4 The Communicative Teaching Method (CLT).

The communicative teaching method was influenced by the changes in the British language in 1960's. It was advocated by many scholars and reformers like the linguists John firth, M.A.K Holiday, the sociolinguists , such as Dell Hymes, and W. Labov and some other scholars J. Austin and J. Searle This method developed more rapidly than the

other methods, because within the application of this method, the learning of English became more crucial. Moreover, it focused on the communicative dimension of the language to enable EFL learners to communicate efficiently. Ostensibly, it encouraged EFL teachers to create a real communication and support the learning process by developing the major skills. In addition, the communicative teaching method made learners the center of the teaching/ learning process.

Regarding CLT, Hymes (1972) claimed, “A normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner” (p.277).

Larsen- Free man (2000) summarised the characteristics of the communicative language teaching:

1. The target language is a vehicle for classroom communication, not just the object of study.
2. Errors are tolerated and seen as a natural outcome of the development of communication skills.
3. One of the teacher’s major responsibilities is to establish situations likely to promote communication.
4. The social context of the communicative events is essential in giving meaning to the utterances.
5. The teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities.
6. Students should be given an opportunity to express their ideas and opinions.

7. The authentic language is used in a real context should be introduced. (pp.125-127).

The fundamental methods and approaches dealt with above, have served new insights and new elements for the language teaching issues. In the teaching practice, in order of priority for the application of these methods, EFL teachers should take into consideration the following questions: who are the learners? What is their level in English language? What kind of communication do they need? What are the circumstances and obstacles in which they will face in the future? In a word, EFL teachers should combine all the previous methods to assure learners' language proficiency.

1.5 Techniques used in Learning Vocabulary

With regard to the high value of vocabulary, many questions have been raised in EFL teachers' mind about how to teach vocabulary. On this point, (Rivers ,1983,p.25 as cited in Derradji, 2016) stated," The acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary, we will be unable use the structures and functions we may have learned for comprehensible communication". Hence, EFL learners should be familiarised with different contexts to differentiate between a set of words in form and meaning. Besides, teachers should be well trained to adopt techniques that depend on particular factors such as learners' needs, level, time factor and content of the lessons. Based on this assumption, Grains and Redman (1986) classified the techniques used in teaching vocabulary into two main types: the visual techniques and the verbal techniques.

1.5.1 Visual techniques.

Visual techniques are viewed as a necessary component for a successful communication, which constitute various tools; For instance, imagery, body language, gestures, framing that are largely used for helping EFL learners to enhance their

comprehension of vocabulary items. Grains and Redman (1986) insisted on that visuals are extensively used to transmit the meaning of words. They are particularly effective for a better understanding of the items of vocabulary. In the same vein, Wright (1989) supported the claim of visuals' role showed and asserted" the potential of visuals is so great that only a taste of their full potential can be given" (p.6). To make this idea clearer, when EFL teachers give their learners a set of words and provide them with images, then, ask them to combine between each word and its appropriate picture, the learners will be able to grasp the meaning. As an illustration, here are some techniques that can be adopted by EFL teachers.

1.5.1.1 Audio visual aids. Audio visual aids can be effective tools to realise a meaningful change in learning. Using visuals allow the teacher to teach vocabulary knowledge accurately by providing an interrelationship between abstract and concrete objects. According to Allen, Kate and Marquez (2011) "Using visual aids makes the materials more" user friendly "Visual aids can help teachers in their presentations and attain their objectives by placing emphasis on whatever is being taught"(p.4). In this respect, watching educational videos and listening to the original language by native speakers can permit not just catching the meaning of the lexical items with a good pronunciation, but also it also helps learners to memorise a set of words in their minds. In addition, they can recall words and practise with them in a typical context. Otherwise, teachers can utilise different tasks through major stages: pre-viewing, while viewing and post- viewing.

1.5.1.2 Mime and gestures. This technique is used to incorporate words with Mime and Gestures to evolve the meaning of certain lexical items. Thus, it can be adopted to enhance EFL learners' knowledge to remember new vocabulary. The latter need to connect words with gestures to understand the various range of unfamiliar words. According to Grains and Redman (1986) claimed," Mime and gestures are often used to supplement other ways of conveying meaning" (p.73). In this way, when EFL teachers use the body language as a tool

to facilitate for EFL learners to comprehend the facial expression as well as make them more motivated in the classroom setting. Indeed, mime and gestures work together to develop learners' creative thinking because this occurs when the teacher chooses one of the learners and ask him/her to catch the meaning of certain word through gestures. In that case, it should be supposed to be known by his classmates.

1.5.2 Verbal techniques.

This is another technique that has proved its effectiveness in acquiring vocabulary knowledge either orally or in a written form. Occasionally, talking about verbal is actually talking about its relation with communication and speech. This method needs EFL teachers to present and elucidate each word with its meaning to provide learners with full comprehension. As Thornbury (2002) argued, "There are several ways to define word meaning, such as providing examples, giving synonyms and antonyms or presenting a full definition (p.81). Specifically, verbal techniques usually include standard devices that can be used by teachers.

1.5.2.1 Using synonyms and antonyms. One of the most common strategies of verbal techniques are namely the synonyms and antonyms. Indeed, they are crucial for beginners to build new vocabulary. EFL learners, during their studies, they meet new lexical items. Therefore, teachers need to work with synonyms and antonyms to clarify the meaning of the new learnt words. For example, when EFL teachers explain the verb "to accomplish", they can use the synonym "to achieve" Whereas, using the antonyms like "comprehend "and" confuse" But, sometimes teachers face situations where learners cannot catch the meaning obviously through this strategy. Therefore, they need to give them a full definition to require a deeper understanding of the words.

1.5.2.2 Translation. Learning vocabulary via translation has emerged recently in which EFL teachers have become aware of new factors that are needed to clarify the meaning of new

words. More specifically, acquiring vocabulary knowledge using translation of words to L1 (first language) allows EFL learners to be competent in the target language depending on the back of their mother tongue. In other words, applying this method in EFL classroom setting where all learners communicate with the same first language with non- native speaker teacher can be beneficial to produce an effective language for a successful communication. Grains and Redman (1986) argued, “Translation may be legitimate for items possessing a clear mother- tongue equivalent” (p.75).

To reiterate, teaching vocabulary needs the combination of visual aids, as well as verbal techniques to keep EFL learners engaged with a vivid discussion and be highly interested in with tasks for deeper comprehension to increase the learning process.

1.6 How to Assess Vocabulary

Assessing vocabulary is necessary for EFL teachers while teaching EFL, in order to obtain information on how much vocabulary knowledge has taken place in EFL classrooms. Methods of assessing vocabulary differ depending on teacher’s aims to test the knowledge of vocabulary. Coombe (2013) stated some factors to assess vocabulary. She grouped them as follows:

- a. **Multiple-Choice Questions Formats:** MCQs are the most common formats of questions that can be used in developing language testing (Coombe, Folse, & Hubley, 2007). The basic form of these questions is about stem items with response options including distractors, namely incorrect responses, in which learners try to figure out the best response by grasping the meaning through the context that is provided in the stem. Additionally, assessing vocabulary using multiple-choice questions formats can be through many ways like: synonym recognition, definition, meaning in context, and odd man out. For example, the

teacher was **furious** when she heard the students talking during the test. Furious means: a. angry, b. calm, c. happy, d. delighted.

b. **Matching Formats:** Another technique is used in assessing vocabulary knowledge is matching. Matching always provides them with two columns of information. The learners are required to match between the two pairs to find the right answer.

c. **Assessing Vocabulary in Reading Comprehension:** Testing vocabulary through the reading comprehension tests is about the ability of EFL learners to catch the meaning of lexical items in the context. This can be done by many ways.

d. **Assessing Vocabulary in Writing:** Learners' vocabulary knowledge can be assessed through the writing skill by measuring the quality of vocabulary in the sample of the learners' writing. According to Jacobs, Zingraf, Wormuth, Hartfiel and Hughey (1981, p.30 as cited in Coombe, 2013) incorporated the vocabulary scales from ESL composition profile (p.121).

20-18	EXCELLENT TO VERY GOOD: sophisticated range; effective word/ Idiom choice and usage; word form mastery; appropriate register
17-14	GOOD TO AVERAGE: adequate range; occasional errors of word/ Idiom form, choice, usage but meaning not obscured
13-10	FAIR TO POOR: limited range; frequent errors or word/ idiom form, Choice, usage,; meaning confused or obscured
9-7	VERY POOR: essentially translation; little knowledge of English Vocabulary, idioms, words forms OR not enough to evaluate

Figure 1.1 Vocabulary Scale from ESL Composition Profile (Source:Jacobs et al, 1981, p.30).

Overall, Vocabulary is a basic concept in both the teaching and learning processes. Vocabulary assessment is needed to show the progress of learners' vocabulary mastery. To accomplish this, what is crucial is that, several techniques should be applied to assess vocabulary in the classroom setting. Therefore, teachers' assessment should be practical, varied and meaningful.

1.7 The importance of Learning Vocabulary

Vocabulary is viewed as a crucial element in both processes teaching and learning EFL. Underscoring the importance of vocabulary acquisition, (Schmitt 2000, p.55 as cited in Alqahtani, 2015) indicated, that "lexical knowledge is central to communicate competence and to the acquisition of a second language". Regarding these assumption, vocabulary is viewed as an important tool to master the four skills. (Lessard-clouston 1996, p.27 as cited in Mabrouki, 2017) stated, "vocabulary words, phrases, idioms is at the heart of all language usage in the skill areas of listening, speaking, reading and writing, as well as culture". In this sense, vocabulary knowledge acts the role of an authentic in terms of communication. Thus, EFL learners need to have a good stock of lexical items in vocabulary to improve language proficiency.

Harmer (2001) declared that "if language structures make up the skeleton of the language, than it is vocabulary that provides the vital organs and the flesh" (p.246). From the previous view, vocabulary is the core component of language development that adopts the major skills to perform the means of communication. In the past, teachers were supporting grammar rules rather than vocabulary knowledge unlike nowadays, recent studies clarifies the importance of vocabulary in learning the English language. In the same context, Thornbury (2002) claimed, "you can say very little with grammar, but you can say almost anything with words". Thus, if EFL learners spend their time in developing grammar rules and delayed vocabulary, their English could not be enhanced as ordered.

From what is dealt above, the importance of vocabulary teaching and learning a foreign language is recognised by the necessity of adopting effective ways to encourage EFL learners to master their vocabulary. In particular, vocabulary development responsibility falls on both teachers and learners to increase vocabulary knowledge, not only in classrooms but also in all areas that should be covered.

Conclusion

To sum up, this chapter attempted to present a general overview about vocabulary acquisition. Primarily, this chapter reviewed the main aspects of vocabulary including the definition, types namely the active and the passive one, and its difficulties that EFL learners can encounter while acquiring English language. In addition, the present chapter determined the effective methodologies and techniques used in both processes teaching and learning vocabulary. Finally, the chapter traced the main factors in how to assess vocabulary knowledge in EFL classrooms.

The following chapter is an attempt to present and discuss the use of educational you tube videos as a pedagogical tool to enhance EFL learners' vocabulary acquisition.

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CHAPTER TWO: You Tube Videos in Classrooms: An Overview

Introduction

The second chapter attempts to provide a background about information and communication technology (ICT) in education. In addition, it presents some studies about using You Tube videos including its definition and the major types of videos. Moreover, it seeks to clarify the main problems that face EFL teachers while using videos in teaching. In addition, this chapter will attempt to present the concept of the flipped classroom model in EFL classrooms. It tries to elucidate how teachers can implement this model through stages to make videos, and how to make them interesting for learners. Finally, the present chapter will highlight the benefits of the flipped classroom to be adopted as a motivational strategy for EFL learners in acquiring English language.

2.1 Information and Communication Technology

In the last decade, technology became an essential part in the educational system and working lives. Hence, EFL learners prefer to use their computers to accomplish their studies instead of going to library to search for books. The term ICT is often used with IT for information technology. ICT provides learners with digital view about all the components related to computers. According to Oluoch et al. (2014), “ICT covers any technological products and processes that store, retrieve, manipulate, transmit or receive unprecedented amounts of information and communicate electronically in digital form” (p.5305). In this sense, information and communication technology provides EFL learners with digital view concerning all what they can manipulate with all the components related to computers.

2.1.1 ICT: Background.

Today’s world has been changed overtime; as well as, our life style is changing in line with evolution of the world that is witnessed. Technology nowadays is viewed as an inseparable part in the human life. Actually, with technology, the world has become a small

village and its success is to make things easier. Michiels and Van Crowder (2001) have declared that a collection of electronic technologies like computers and hand phones could help to facilitate all means of communication and processing information (as cited in Chapman & Slaymaker, 2002, p.5).

Technology has recently entered the education system. It has become an important medium in the last decade. The term of information and communication technology as Campwala, Pandaya and Mistry (2016) viewed as follows:

Information and communication technologies (ICT) are simply Technologies arising from scientific and technological progress in computer sciences, electronics and telecommunities they enable to process, store, retrieve and disseminate valuable information, in text sound and video form (p.46).

What can be noticed from the above citation is that ICT refers to all the devices, components, application, and systems that are required for information process. It allows users to measure hold and restore information any time and everywhere. Furthermore, Beauchamp and Kennewell (2007) have also talked about many features and actions of ICT for EFL teachers and learners. They are as follows:

1. **Automation:** Making previously tedious or effortful processes happen automatically.
2. **Capacity:** The storage and retrieval of large amounts of material.
3. **Range:** Access to materials in different forms and from a wider range of sources than otherwise possible.
4. **Provisionality:** The fact to change content.
5. **Interactivity:** The ability to respond to user input repeatedly (p.213).

2.2 You Tube Videos: Overview

In February 2005, Many researchers like Steve Chen, Chad Hurley and Jawed Karim discovered You Tube under this press link: <http://www.youtube.com> . This web site has been created for sharing videos in different domains. According to the press link: “you tube is localized in 43 countries and across 60 languages, you tube had more than 1 trillion views or around 140 views for every person on the earth. 100 million people take a social action on you tube (likes, shares, comments, etc.) every week.

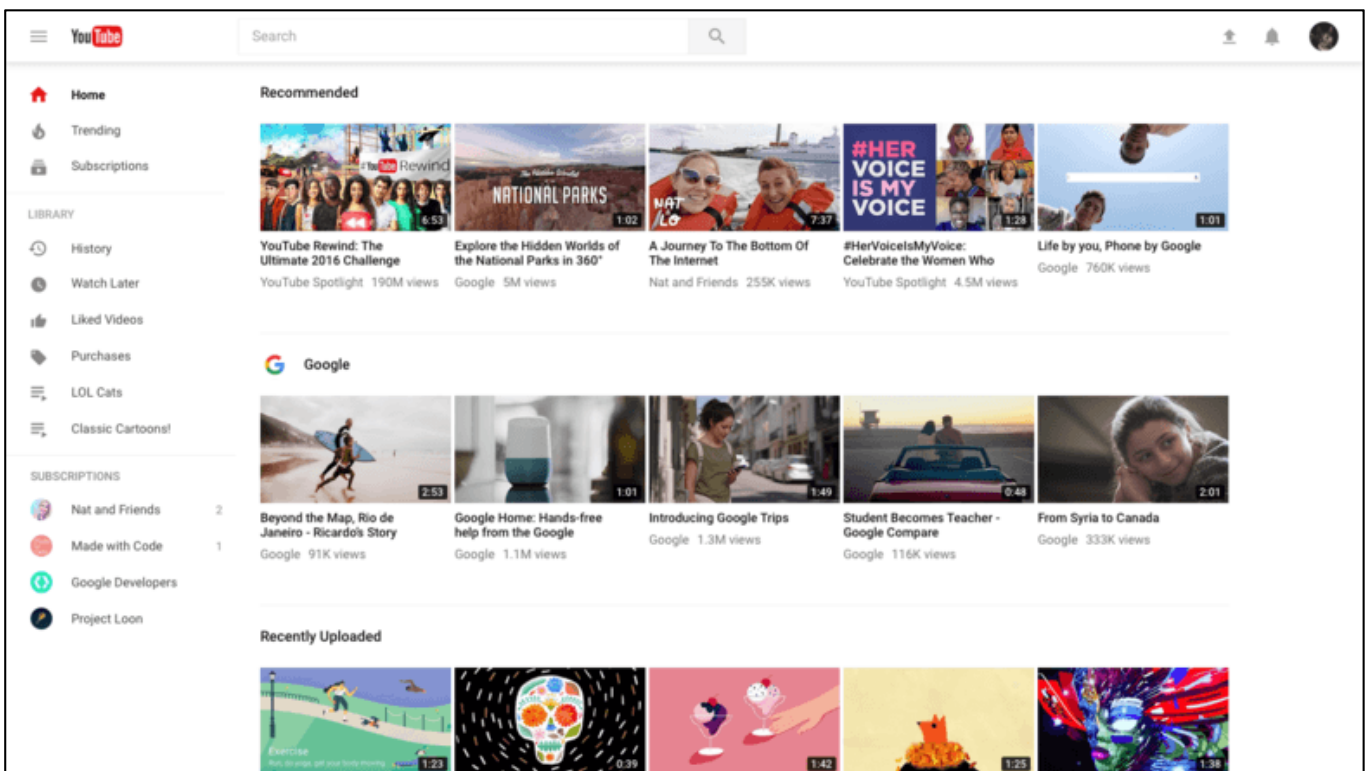


Figure 2.1: You Tube Homepage (<https://www.youtube.com/>)

2.2.1 You Tube videos: definition (s).

In the age of the digital era, the internet has served many electronic platforms that are used today in our lives. Among these platforms, you tube website, in which it allows people to uphold, view, rate, share and comment on other videos. You Tube is an effective tool not only for communicating, but also in both the processes of teaching and learning. According to Snelson (2011) You Tube is “an organized collection of You Tube channels produced by college and university partners” (p.159). The following websites are the ones shared by Snelson (2011, p.160) and that are beneficial for EFL learners:

1. <http://academicearth.org>
2. <http://bigthink.com>
3. <http://foraTv>.
4. <http://www.ted.com>
5. <http://www.teachertube.com>
6. <http://www.watchknow.org>

In the field of education, it is remarkable that the majority of EFL learners have included You Tube videos in their studies to improve the English language. Bonk (2009) mentioned that you tube is one of the attractive platform in social media, which practically participate in the evolvement of the education system. In the same vein, Duffy (2008) supported the same claim, and viewed that you tube websites are progressively used by EFL teachers to teach the English language.

Additionally, you tube is very helpful in developing the language skills, especially the oral skill when EFL learners are exposed to the original language by native speakers. Trier (2007) advocated that, “You Tube can be used as a substantial educational *resource* from elementary school to graduate school”. This means that You Tube is an educational source, which is available for EFL learners in all levels to perform the oral fluency.

Throughout these definitions of You Tube, the latter is considered as the dynamic social website that has the potential to evolve the education system. In addition, it allows EFL learners to upload different videos in short amount of time. Moreover, the users of YouTube should be skilled enough in choosing you tube videos to achieve their goals in the learning process.

2.2.2 You Tube videos: Types.

With the widespread of videos that are available in the homepage of you tubes, many are considering them as effective tools to improve learners' skills (Writing, Speaking, Listening and Reading). These videos contain body movement, facial expressions and the original language by native speakers that would be a motivational strategy to develop vocabulary. In what follows, we are going to spot the light on some effective kinds of You Tube videos. These are as follows:

2.2.2.1 Songs. A song is one of the most common methods that EFL learners can use either in or out the classroom setting. It plays a crucial role when it is adopted to assess the progress of learners in the learning process, and for its easy access comparing with other platforms of You Tube. Moreover, teaching using songs and music encourage learners to remember and stimulate vocabulary frequently. According to Hancock (1998), "songs can be used to focus on the form of the language including grammar, vocabulary and pronunciation". (p.7). Griffie (1992) supported this claim; "songs are especially good at introducing vocabulary because songs provide a meaningful context for the vocabulary" (p.5). Obviously, it is usually advocated that songs are effective tools to present vocabulary for EFL learners to guess the meaning in the given context. The author added, "Songs can be used for the pattern practice and memory retention" (p.6). In this sense, when EFL teachers provide their learners with songs, they will perform an active participation in the classroom setting. In addition, Suyanto (2007) makes the idea of the incorporation of songs in teaching clearer.

He gives four important rules should be taken into consideration when teaching with songs.

They are as follows:

1. Songs should be appropriate with the learners' characteristics.
2. Songs should be without lyrics.
3. Songs should be interesting, dynamic with cheerful rhythm.
4. Songs should be in simple word and easy to spell. (p.114)

Teaching with songs should be based on the learners' needs. They should be based on what teachers want because songs influence the learners' progress, and support the use of imagination in a relaxed classroom. In doing so, EFL teachers should take into consideration the theme and rhythm while choosing songs. Finally, songs should be coordinated with the topic of the lesson as well as attract the learners' attention.

2.2.2.2 Movies. Watching movies could serve to improve the English language, especially the listening and speaking skills. Films often serve the language as it in a real life by native speakers. Thus, EFL learners should choose movies or films, which are suitable to their levels and needs. Furthermore, many researchers have progressively studied Films in order to know their great value in providing EFL with an authentic context. According to Lonergan (1984), "movies will be intrinsically interesting to language learners. The learners will want to watch, even if comprehension is limited" (as cited in Kalra, 2017). Watching movies provides EFL learners with visual dimension and a real context as it is in real life, they could find them enjoyable though it is difficult to grasp the meaning of each single word.

2.3 The importance of You Tube Videos in Teaching and Learning

The You Tube website is seen as the most usable online sources to learn the English language. With technology involved, you tube has been an essential element in both processes learning and teaching vocabulary. In fact, many statistical studies presented its

importance to be adopted in the learning environment. On this point, Gray (2013) viewed that “You Tube is important for learning because many researchers demonstrate that the majority of people learning via listing, watching and doing things” (p.144). (as cited in Derradji,2016).

You Tube is an electronic site that has already become a part of learning. It has provided EFL learners with online courses to improve their knowledge, and has helped them to grasp the meaning of complex procedures. Furthermore, it has allowed EFL learners to re-watch the videos as many times as possible to achieve their goals and objectives in the learning process. According to Terantino (2011), “it offers fast and fun access to language and culture- based videos and instructions from all over the globe” (p.11). Due to the popularity of this platform, its free charge and easiness to use, many teachers have been pushed to use it as a motivational factor in the classroom setting to show its impact on improving the EFL learners’ level.

2.4 Problems in Using Videos in Education

Despite the fact that technology has invaded many countries in the world, some of the teachers are still performing education with traditional methods and under ordinary conditions. As in Algeria, EFL teachers are always searching for better ways to adopt technology, especially the application of you tube videos. However, many issues should be taken into consideration to realise this objective. Harmer (2001) mentioned some of them:

1. **Anticipate needs:** There are some points that should be seen on the script and used during a pause tape when involving learners to use questions. Therefore, EFL teachers have to take into consideration how to clarify new vocabulary, identify words, and expressions and see whether they can help learners to explain the language.

2. **Have an aim:** Each teacher should have a purpose while teaching the learners. For instance, in playing a video, telling a story, discussing an issue, giving concrete tasks and providing them with practice in giving a commentary. Therefore, this would help learners to use the language effectively.
3. **Length:** The teacher should take into consideration the length of the video, which must not exceed five minutes because short video sequences are easier for EFL learners to manipulate.
4. **Run through:** The teacher has to estimate the time that EFL learners will take while doing the task and the time he needs to show the video again. This means that teachers should know how to get the timing right.
5. **Set context:** When the teacher selects a video, he should prepare his/her learners before starting the video to get them involved. For example, if the clip is about a scientific report, the teacher has to give them an introductory outline, characteristics if necessary or scientific tools (p.282).

2.5 The Concept of the Flipped Classroom Model

The flipped classroom model has recently appeared as a new teaching method in the education system. This model serves new techniques for EFL learners like online courses, online discussion and instructional context. More explanations on the flipped classroom will be detailed in what is coming.

2.5.1 Flipped classroom model: Definition (s).

The word flipped is derived from the verb to “flip”. It has been defined by Oxford Online Dictionary as, “to turn over”, or “cause to turn over” with sudden quick movement. Many researchers have defined the flipped classroom model. Bergmann and Sams (2012) are the ones who started flipping their classrooms in 2007. They defined the model as “that which is traditionally done in class is now done at home, and that which is traditionally done

as homework is now completed in class” (p.13). Previously, EFL teachers followed the traditional methods in which teachers spend their time session in explaining and delivering lectures. Then, learners were asking to complete their homework at home. Recently, teaching has completely changed. EFL learners are supposed to watch the course online at home. Then, they come to the classroom to accomplish tasks and discussion.

In fact, the concept of the flipped classroom model in education is not only about delivering lectures or watching online videos. It is as Bishop and Verleger (2013) stated “an educational technique that consists of two parts: interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom”. (p.5). In this sense, the flipped classroom model support the interaction between teacher-student and student-student inside the classroom setting. It also provides learners with the main content through watching online videos.

Overall, there is no universal definition of the flipped classroom model. Nevertheless, all the previous definitions argue with the idea that the flipped classroom model provides EFL learners with pre- recoded lectures, which can be via online videos. These videos are watched at home. Then, they come to accomplish activities in the classrooms through discussion, questions and answers and so on. In other words, the flipped classroom has inverted the traditional learning. The content is provided as a video outside the classroom;whereas, the tasks are done on time inside the classroom.

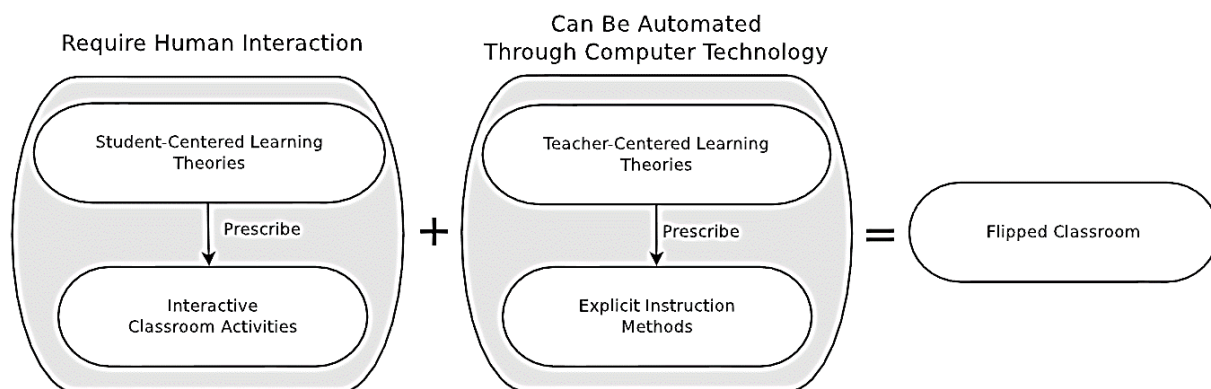


Figure 2.2: Flipped classroom (Source: Bishop & verleger, 2013, p.6)

2.6 The implementation of the Flipped Classroom

With the integration of technology in education, both EFL teachers and learners claim the need to change the face of education. New instructional teaching methods should be adopted in their classrooms. Bergmann and Sams (2012) have opted for this strategy firstly for their learners, who for many reasons miss their lectures. This educational model is realised by dealing with lectures via online videos. Through this model, EFL classrooms will be provided only for content and deeper discussion. In addition, EFL teachers should be skilled enough with technology to create their own videos.

2.6.1 Stages in making a video.

In a flipped classroom, EFL teachers need to make videos whether using other teachers' videos or creating their own. Those online videos should be followed by four stages that are Planning the lesson, recording the video, editing the video, and finally publishing the video (Bergmann & Sams, 2012, pp.41-43)

2.6.1.1 Planning the lesson. Bergmann and Sams (2012) advocated that before planning a lesson, EFL teachers should determine the lesson's objectives and decide if the video is a suitable tool to achieve the learning goal. Besides, teachers should record all the previous lectures that did in the past. They have been also added, "we have begun to eliminate certain videos from our curriculum that are redundant, unnecessary, or ineffective" (p.42). In this sense, while planning a lesson, EFL teachers should be aware about what to omit and what to include in the curriculum. Clearly, the more teachers create videos, the more they will be familiar with the features of screen casting software.

2.6.1.2 Recoding the video. Recoding online videos needs EFL teachers to use materials like computers screen, interactive white board, a microphone, a webcam to write devices or a document camera. Teachers often begin to record their videos to be shared and watched by learners. Actually, teachers teach lessons for the absent learners. They are free to make

pauses to introduce what will come next to correct errors and mistakes. It is allowed for these teachers to use an outline or script while they are recording the videos. However, it is not favoured to write the script because flipping classrooms should be realised with conversation. This may cause spontaneity and creativity.

2.6.1.3 *Editing the video.* The next step is editing, which means omitting unnecessary elements and remove errors instead of recording the video. It also allows teachers to highlight and reinforce what is said during the video using visual aids that are needed for better understanding. While editing, the teacher can do many assertions like changing picture- in-picture settings, zoom in and out to various areas of screen , and add text callouts (Bergmann & Sams, 2012, p.43). In fact, editing videos is consuming time more than recording ones

2.6.1.4 *Publishing the video.* The last step is publishing the video to be watched by EFL learners via online sources. One rising question in teacher's mind that is, "where do I put the videos so all students can view them?" (Bergmann and Sams, 2012, p.43). The answer of this question is differencing for each teacher, school and district. The teacher should pay attention to the shared videos, how they can be accessible, and available for learners. Additionally, they have recommended that they will publish their videos in online hosting videos, in internal district servers or in their computers. Moreover, they often put them on DVDs to deal with learners that do not have an internet access in their homes. What has been previously mentioned is going under learners' needs.

2.6.2 How to make videos interesting.

When the teacher is ready to make his/her videos, s/he should take into consideration the method to present the videos. Therefore, to make the video seems better, Bergmann and Sams (2012) suggested that teachers should be convinced that the videos would not be perfect from the first try. It demands practice, time, trial and what works for some videos.

Bergmann and Sams, 2012, pp.44-47) stated few principals that can help teachers in making interesting videos. They are as follows:

2.6.2.1 Keep the videos short. Long videos are boring. Therefore, the teacher should shorten his/her videos and keep them as brief as possible to attract the learners' attention and get them involved. Most of the lectures included multiple objectives; this will be good in a live setting. However, the videos should have only one topic. It is better to make them last under 15 minutes. Thus, as far as the videos are short, the more efficient they would be.

2.6.2.2 Animate your voice. It is the teacher's role to find a way to animate his/her voice. This means that teachers' voice should be varied. The videos should be exciting and make learners engaged with the animation of the voice. In fact, the teacher should change the inflection of his/her voice because inflection seems natural in a live setting rather than in a computer or a camera.

2.6.2.3 Create the video with another teacher. It has been noted that videos delivered by two teachers are more interesting and appreciated by EFL learners rather than one teacher talking at the viewer. This can be described in the radio stations because they are always two speakers. Actually, EFL learners prefer to learn in terms of conversation, and listen to two voices instead of one. It seems to be beneficial in comprehending the English language (Bergmann and Sams, 2012, p.45).

2.6.2.4 Add humor. EFL teachers should add humor and jokes in their recorded videos at the first minutes whatever students love or hate humors.

2.6.2.5 Do not waste your students' time. This means that EFL teachers need to focus on the target topic of the recorded video and avoid speaking about irrelevant topics. For instance, talking about a favourite football team for amount of time in which learners can watch it in their free time. Therefore, they need to keep on their topics to not waste time.

2.6.2.6 Add annotations. EFL teachers should include annotations digitally in their recorded videos due to its importance. As Bergmann and Sams (2012) reported, “We do not think we would ever have embraced the flipped classroom if the annotation feature had not been available” (p.46). In a word, adding annotations make the environment of the flipped classroom seems to be more realistic.

2.6.2.7 Add Callouts. EFL teachers can add callouts in the postproduction while editing the recorded video. Bergmann and Sams (2012) mentioned, “A callout is a text box, a shape, or some other object that will appear for a while in the video and then disappear” (p.46). It is beneficial for both teachers and learners to report and highlight the key elements of the video.

2.6.2.8 Zoom in and out. Zoom in and out is included in the postproduction editing. This process is an effective strategy in facilitating the learners’ comprehension and helps them to focus on the entire screen.

2.6.2.9 Keep it copyright friendly. For teachers whom posted their videos online , they need to make sure that they are shared legally with all rights reserved and do not break the copyright laws (as cited in Bergmann & Sams, 2012,pp.44-47)

2.7 The Flipped Classroom: The benefits

With technology involved, many universities have discovered a new technological strategy to be adopted in the classroom setting. They have shifted from the traditional method into the flipped classroom model. In fact, through the application of this model in many countries, many benefits have been realized in the learning process, as Bergmann and Sams, 2012, pp 24-25) shared some of these benefits. They are as follows:

2.7.1 Students get help on difficult topics.

One of the challenges that learners face before in the traditional method is that in delivering lectures by their teachers, they need them to back home to re-understand the lectures for the second time. Although EFL learners spend hours in accomplishing a task at

home. Nevertheless, they cannot complete it as ordered. In this case, they were obliged to cheat, calling a friend or sometimes give up. Nevertheless, in a flipped classroom, it is the inverted strategy. The learners watch the video shared by their teachers. Then, they come to classroom setting for accomplishing tasks and discussion with a motivational way.

2.7.2 The teacher-student interaction enhanced.

The flipped classroom model as a motivational strategy has participated in enhancing the relation between EFL teachers and learners. Also, it allows them to provide a direct presentation and dialogues with their learners while they are taking notes. Moreover, it affords free time for teachers to one-one interaction or in small groups.

2.7.3 It allows for differentiation.

Bergmann and Sams (2014) said, "We were really not that good at differentiation before we flipped our classrooms". As can be seen, there is a huge difference between the traditional classrooms and the flipped classroom. EFL teachers are able to meet learners individually and cover their needs. On the other hand, the learners who were making efforts, they will get more chances that are needed. As for EFL learners who were already excelling in their studies, they will give them the opportunity to move to the next level.

2.7.4 It helps when the teacher is absent.

EFL teachers are sometimes being absent for many reasons. It could be illness, meetings, and conferences, and so on. Actually, it is difficult at that moment to find qualified teachers. For that reason, using online videos is the best solution for EFL learners to be in line with others. Even if, teachers are absent, learners will get the lessons as usual.

2.7.5 It helps when students are absent.

Traditionally, the teachers spent a lot of time in preparing lectures for EFL learners, but they are often being out of their classes. In this case, teachers need to require what they have done in a hurry, as well as learners will get behind. Occasionally, EFL learners in a

flipped classroom never find this gap. They will have the main content already shared via online videos. However, they will miss only the discussion with their teachers and the engagement with their classmates.

2.7.6 It creates an atmosphere of learning.

The flipped classroom creates a good relation between teachers and learners, so that, the teacher can interact with each learner deeper for better understanding. This will create an environment of learning rather than teaching. That is, the main goal of the flipped classroom EFL learners become more involved with their own learning and being active recipients of knowledge. (as cited in Bergmann & Sams, 2012, pp 24-25).

2.8 Traditional Classroom vs. Flipped Classroom

In fact, after the flipped classroom has gained a popularity in the education system, many educators have stated the difference between the traditional classrooms and the flipped classroom. Referring to Bergmann and Sams (2012) who have presented the concept of class time in which it is differing in the traditional classes comparing with the flipped ones, traditionally, EFL learners always came to classes confused about tasks of the previous session. EFL teachers assigned the first 25 minutes to warm up activities to solve learners' problems. After that, they present a new lecture for 30 to 45 minutes. Then, the rest of time is devoted for independent practice or lab activity. Whereas, the instructor in a flipped classroom takes only 5 minutes for warming up and 10 minutes to answer learners' questions about the content of the shared videos. In addition, they spend the remainder of time for independent tasks and discussion. This difference between the flipped classroom and the traditional one.

Table 2.1 Comparison of class time in traditional versus flipped classrooms (Source: Bergmann and Sams , 2012, p.15)

Traditional Classroom		Flipped Classroom	
<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>
Warm-up activity	5 min.	Warm-up activity	5 min.
Go over previous night's homework	20 min.	Q & A time on video	10 min.
Lecture new content	30 – 45 min.	Guided and independent practice and /or lab activity	75 min.
Guided and independent practice and /or lab activity	20-35 min.		

Furthermore, based on Bloom's Taxonomy that is illustrated as a pyramid to demonstrate the six levels of learning, it can be another difference to be mentioned between the traditional classroom and the flipped classroom. In traditional classrooms, EFL teachers introduce new content for their learners in classes through cognitive skills namely remembering, understanding, and applying. Whereas, the rest of cognitive skills are done outside the classes under learners' responsibility. In a flipped classroom, both EFL teachers and learners through discussion and activities accomplish the higher level of the revised Bloom's Taxonomy. Unlike the lower level is about new material to be achieved outside the classroom setting. The latter is mentioned in the following figure:

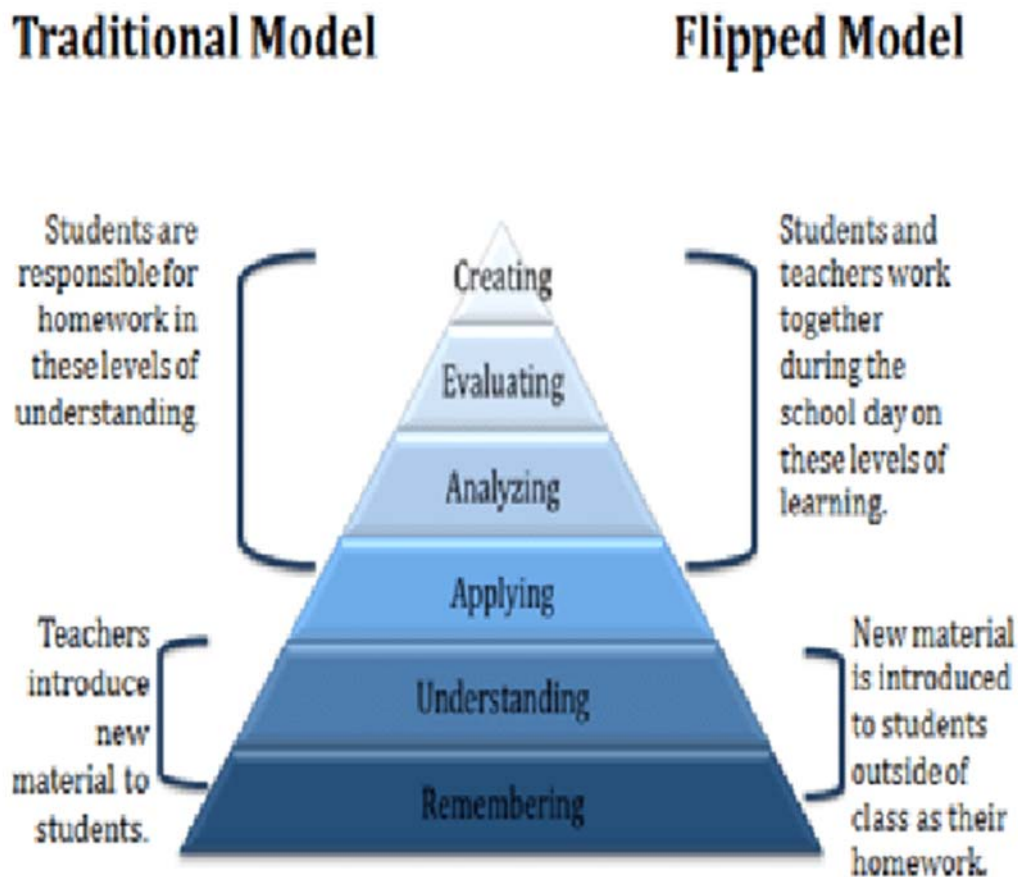


Figure 2.3 Bloom's Revised Taxonomy (Source: Temizyurek and Unlu, 2015)

Conclusion

This chapter was an attempt to review a background of information and communication technology in education. It presented a general overview about You Tube videos including its definition, the main kind and its importance in learning English as a foreign language. It also determined the main issues in using You Tube videos in EFL classroom setting. Further, it tried to highlight the concept of flipped classroom model and stressed its basic implementation. It spotted the light in how EFL teachers create their videos to make EFL learners engage with them. At the last, this chapter focused on the main benefits that is realised when adopting the flipped classroom in the learning environment.

In the coming chapter, focus will be on the practical side of this work. Data analysis will be discussed and finding and synthesis of this investigation will also be presented.

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CHAPTER THREE: Fieldwork and Data Analysis

Introduction

The present chapter introduces the fieldwork and data analysis of the collectioned data. Firstly, it presents a theoretical background on the research methodology underlying the study. It describes the paradigms, the approach, the strategies, and the data collection methods that are used to examine the hypothesis under-investigation. Besides, it displays the rationale behind the selection of each of the data collection methods. This chapter aims to investigate the role of educational you tube videos to improve EFL learners' vocabulary acquisition. Moreover, it presents a detailed analysis of the collectioned data followed by a discussion that depends on the given results to confirm or not the hypothesis in the current study.

3.1 Research Methodology: Theoretical background

3.1.1 Research paradigms in educational research.

The term paradigm was derived from the Greek word meaning "pattern". A research paradigm is an approach or research model that a researcher may use to conduct his / her research. In fact, there exists three research paradigms, namely: post-positivism, constructivism and pragmatism. To begin with, post-positivism is a philosophical assumption that can be scientifically verified. Henderson (2011) reported, "The assumptions of post-positivism are that truth is an independent part of a whole, theory should be deductive and priori, rationale cause and effect is possible, and that scientific research is objective/ value-free" (p.341). Indeed, it is the research paradigm, which is associated with the quantitative approach.

On the other hand, constructivism is a research a paradigm associated with the qualitative approach. Adom, Yeboah and Ankrah (2016) asserted, "The constructivism philosophical paradigm is an efficient tool that can yield many benefits when implemented

in the carrying out of research” (p.1). Additionally, the third paradigm, which is called pragmatism. The latter is derived from the Greek word “pragma” that means work, practice or action. In its broadest sense, the pragmatic paradigm involves using the method, which looks appropriate to the researcher to conduct a research.

3.1.2 Research approaches.

A research approach is a plan and procedure that includes all the stages that a researcher should follow to get broad assumptions to the detailed method of data collection, analysis and interpretation. Research approaches can be divided into three types: a qualitative approach, a quantitative approach, and a Mixed-methods approach. Firstly, the qualitative research can be defined as an approach in which the researcher uses it to explore and understand the meaning of individuals or groups. It is generally concerned with collecting data in the form of words and ideas. Dornyei (2007) declared that, “It involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods” (p.24).

Secondly, the quantitative approach is an approach in which the researcher examines the relationship between variables. It is about collecting data in the form of numbers and employs some strategies of inquiry based on experiments or surveys. The same author added, “The quantitative approach involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods” (p.24).

Thirdly, the mixed-methods approach is an approach in which the researcher primarily uses both qualitative and quantitative approaches to collect data. Dornyei (2007) defined it “involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels” (p.24).

3.1.3 Research design/ strategy (ies).

The research design is a comprehensive plan of actions in which the researcher uses it as a guide for planning implementation, interpretation and analysis of a study. A research design can be classified into three main parts: quantitative research design, qualitative research design and a Mixed-methods research design. Hoadjli (2016) stated that a qualitative research design consists of six research strategies namely: A case study, ethnography, longitudinal, phenomenology, and Grounded theory. They are as follows:

1. **A case study:** The main benefit of a case study then is that the form is one or few Instances that usually allow the researchers to deal with the subtleties of complex social situations.
2. **Ethnography:** The term ethnography literally means a description of people or cultures. It has its origin as a research strategy in the works of the early social anthropologists, whose aim was to provide a detailed and permanent account of the cultures and lives of small, isolated tribes.
3. **Longitudinal:** it is a research strategy, which refers to a family of methods that share something; information is gathered about the target of the research during a period.
4. **Phenomenology:** it is not primarily concerned with explaining the causes of things, but tries, instead, to provide a description of how things are experienced at first hand by those involved.
5. **Grounded theory:** is a research strategy that emphasizes the importance of empirical fieldwork and the need to link any explanations very closely to what happens in practical situations in the real world. (pp.40-45).

While, the quantitative research design is about experiments. It can be divided into two main parts: true experiment and the quizi experiment. Denscombe (2010) reported that,

“It is to isolate individual factors and observe their effects in detail. The purpose is to find out new relationships and properties associated with the subject being integrated, or to test the existing theories (as Cited in Hoadjli, 2016). Furthermore, the mixed-methods research design is about combining the quantitative and the qualitative research designs. Hoadjli added, “It refers to a research strategy that crosses the boundaries of conventional paradigms of research by deliberately combining methods drawn from different traditions with different underlying assumptions” (p.44).

3.1.4 Data collection methods.

The choice of data collection methods depends on the type of the research design, as well as the research approach. Through these data collection methods, the researcher can test and evaluate the hypothesis using different tools. According to Dornyei (2007), there exists three common data collection methods in research are as follows: qualitative data collection methods, quantitative data collection methods, and a Mixed –methods data collection methods. The qualitative data collection methods include one-to-one-interviews, Focus group, introspection, case studies, diary studies, and research journals. The quantitative data collection methods include the test and questionnaires. While, the Mixed-methods data collection methods involve the combination of both qualitative and quantitative in a single study.

3.1.5 Sampling techniques.

Sampling techniques can be defined as an identification of the specific process by which the entities of the sample has been selected. It is categorized into two major types: probability-sampling methods and non-probability sampling methods. First, probability sampling means every unit of the population has a chance of being selected in the sample. According to Alvi (2016), the characteristics of the probability sampling methods are as follows:

1. In probability, sampling every member of the population has a known (no zero) probability of being included in the sample.
2. The probabilities can be assigned to each unit of the population objectively.
3. These techniques need population to be very precisely defined
4. Probability sampling is also called as random sampling or representative sampling.

Secondly, the non-probability sampling is not all the units has the chance to be selected (p.12).

Alvi (2016) added that the non-probability sampling methods are as follows:

1. Non-probability sampling is also called non-random sampling.
2. These techniques need not population to be very precisely defined.
3. No random selection is made
4. Every unit of population gets an equal chance of population with investigation

(p.13).

3.2 Research Methodology for this study: Choices and Rationale

3.2.1 Research paradigms.

The researcher used the pragmatism paradigm that is associated with the Mixed-method approach. The researcher can integrate the use of multiple research methods qualitative and quantitative, to analyse the data and gain a better understanding using this philosophical assumption.

3.2.2 Research approach.

The researcher employed Mixed- methods approach in this study. Such a choice of this research approach is due to the nature of the research. In this research, the researcher intends to observe how you tube videos could be an efficient strategy in learning vocabulary. Meanwhile, the researcher is going to measure the relationship between the two variables.

3.2.3 Research design.

In this study, the researcher used both a quiz –experiment, besides to a case study as research designs. Such a choice is due to the nature of the research. The case study is used to study the phenomenon in depth. Whereas, the quizi-experiment is to measure the participants performance before and after the treatment.

3.2.4 Data collection methods.

The researcher, in this study, opted for both a pre-test and post-test, as well as a questionnaire to answer the research questions. The pre-test and the post-test were used to assess the learners' knowledge of vocabulary. For the questionnaire, it was used to obtain feedback on the learners' perceptions of using you tube videos in their classrooms.

3.2.4.1 Test. The test is a method in which the researcher chooses to collect and analyse the data quantitatively. It is used to show whether the independent variable causes some predictable change in the dependent variable or not. It is manipulated through to observe the effect on the dependent variable.

3.2.4.1.1 Structure and aim. The purpose of using the test (pre-test and post-test) in this present study was for assessing the students' English language vocabulary, and to show their progress in acquiring vocabulary before and after the treatment to analyse the effectiveness of using educational you tube videos to enhance students' vocabulary acquisition. The test (pre-test and post-test) were used to get data about the subject matter under-investigation. The pre-test was administrated to a sample of third year students of English at Biskra university. The design of the pre-test was in one section. It comprised four items. The first item contained eight expressions and verbs to choose the correct verb that goes well with the expressions. The second item was about to rearrange the words to make complete sentences. The third item contains two parts: The first one is about circling the synonyms in each sentence; while the second part was about writing the antonym for each underlined word in

the sentences. The last item was matching between the two pairs to discover new words. The time allocated for the pre-test was about one hour, which is believed to be enough for doing the four tasks.

The post-test was administered after the end of the treatment. The design of the post-test consisted of one section and five items. The first item was about using the context of the sentences to figure out the words' meaning. The second item is about choosing one of the following verbs (Do, Make, and Have) to fill in the gaps. The third item was matching between the two pairs to discover new words. The fourth item was made up of two sections the first one was about writing the antonyms of each underlined word; whereas, the second section was to circle the synonyms of each sentence. The last item was about matching the two pairs to discover the tastes of food. In fact, the pre-test and the post-test were with the same organisation and objectives.

3.2.4.1.2 *Piloting and validation.* Before the final administration, both pre-test and post-test were checked to validate the content in order to get the required data. In the piloting phase, the test (pre-test and post-test) were administered to my supervisor in order to benefit from his feedback and remarks. Apart from the supervisor's feedback, there was no necessary changes that should be made.

3.2.4.2 *Questionnaire.* The questionnaire is a very well-known and widely used research technique to collect data using a large number of population. It consists of a series of questions that are often used to collect data about the students' perceptions, impressions, and opinions about the current study. Fundamentally, the questionnaire consists of many types of questions. It could be open-ended questions, close-ended, multiple choices questions and likert scale questions. In fact, the questionnaires allow the researcher to use a large sample of the population to gather background information about the respondents, as well as to collect a large amount of data in a short period.

3.2.4.2.1 Structure and aim. The aim of the students' questionnaire in this study was to show the level of the respondents in acquiring vocabulary knowledge, and to investigate their perceptions, opinions concerning the use of educational You Tube videos in enhancing vocabulary acquisition. This questionnaire was used to get data about the subject matter under investigation. It was posted online on a Facebook group to our sample. The questionnaire contained both open-ended questions and close-ended questions. The design of the present questionnaire comprised five sections. Each section was designed to collect data about one aspect of the study. These were You Tube videos, vocabulary acquisition, and the flipped classroom. The last section was about an opinionnaire in which the students could give their opinions about the content and the organisation of the questionnaire. It served us in the piloting stage. In below a description of this questionnaire.

Section One: *Personal information (from item 1 to item 4)*

This section was composed of four direct questions. It was designed to identify the participants' Gender (question 1), Age (question 2), (question 3) about how many years they have spent studying English language, and (question 4) was about their level in this target language. Overall, this section was devoted to obtain personal information about the respondents.

Section Two: *Vocabulary acquisition (from item 5 to item 10)*

This section sought to investigate the students' perceptions about acquiring the vocabulary knowledge. In addition, it attempted to find out the main difficulties that the students encounter in studying the English language, as well as in vocabulary. From the other side, it is targeted to identify the main strategies and techniques that students use in learning. Overall, the present section was about the general perceptions of the respondents about the acquisition of vocabulary knowledge.

Section Three: *Educational you tube videos (from item 11 to item 15)*

This section attempted to explore the students' opinions, and attitudes towards the use of educational you tube videos. Further, it sought to identify the kinds of you tube videos that contributed in enhancing the respondents' vocabulary level, as well as the main benefits that could be encountered. Also, the present section introduced the perception of respondents regarding the relation between you tube videos and vocabulary acquisition.

Section four: *The flipped classroom model (from item 16 to item 19)*

This section was devoted to investigate the students' impression about the flipped classroom. Moreover, it sought to identify how the flipped classroom was and how they find it. This section clarified whether the respondents were familiar with this new strategy or not.

Section five: *Opinionnaire (from item 20 to item 24)*

Table 3.1 Students' questionnaires in the piloting stage.

Structure	Content
Section One	Personal information (from item 1 to item 4)
Section Two	Vocabulary acquisition (from item 5 to item 10)
Section three	Educational You Tube Videos (from item 11 to item 15)
Section four	The flipped classroom model (from item 16 to item 19)
Section Five	Opinionnaire (from item 20 to item 24)

3.2.4.2.2 *Piloting and validation.* Before the final administration of the students' questionnaire, it was validated. Chiefly, the main objective of the piloting stage was to verify the accuracy of the questions, the clarity of the instructions, and the correctness of the contents in terms of repetition and ambiguity. Furthermore, the piloting stage was also used to check out the layout of the present questionnaire in terms of organisation and attractiveness.

In the piloting phase, the students' questionnaire was administered to six students from our population. As well as, it was sent to our supervisor to benefit from his feedback and remarks. The piloting stage was carried out one week before the final administration of the questionnaire.

Our supervisor made some correction and remarks about the students' questionnaire. He recommended us to add some choices to question three named (To be improved or poor, No idea and Excellent. He omitted a choice (less than average). Moreover, he also omitted a choice in question five in section two named phonetic sounds and a repeated question. He made some suggestions in question eight to better understand. Our supervisor ordered us to turn section four into an interview with the students.

3.2.5 Data collection procedures.

The researcher invited all the participants in this study to take the pre-test and the post-test by arranging a session with fixed time and place to determine their background, and show where there are their breakdowns and blocks. For the questionnaire, the students' final questionnaire was posted online on a Facebook group to all the participants to get their answers about the current study.

3.2.6 Data analysis procedures.

In the present study, the researcher used descriptive statistics to describe and analyse the data obtained from the questionnaire quantitatively. Furthermore, the collected qualitative data were analyzed through the Content-based Approach.

3.2.7 Population / sampling technique

3.2.7.1 Population and sample. The population of this study included 400 students of English at the University of Biskra. From this population, 21 students participated voluntarily, but only 12 of them attended the treatment sessions. Moreover, the sample comprised seven females and five males who have had supposedly the same learning experiences. The selection of the sample was purposive. The researcher chose the third year because they are more accustomed to use You Tube Videos, as well as they are seen to be more interested in to help the researchers. Furthermore, the number of the participants that have been chosen is due to the nature of the data collection method, i.e., the treatment would be difficult in a large scale.

3.2.7.2 The sampling technique. The sampling technique used in this study was a non-probability-sampling, precisely a purposive sampling technique because the participants of a sample had been chosen with a purpose since the study is more qualitative than quantitative.

3.3 Study Description and Rationale

This study had been conducted by creating a face book group to be shared by the students. In the first step, the students sat for a pre-test. Next, the researcher taught them five sessions using you tube videos. Every Sunday afternoon at 18.00 p.m., the students would get access to the taught materials. The researcher invited the students for the second time in an ordinary class to do the activities and ask them about what they had learnt from

the online sessions. The final step was the post-test that was similar to the pre-test and followed the same organisation and objectives. It was held after the end of the treatment.

3.3.1 The Treatment implementation.

The treatment had taken place at University of Biskra. This study was realized in seven sessions. The first session was about the pre-test. It aimed to diagnose the students' level in vocabulary. The treatment include five sessions and the last session was for the post –test. The treatment started on December 5th to the February 11th. The students had one session per week, one hour and half for each session. The treatment included five lessons, which had gathered from different websites to help the students to enhance their vocabulary acquisition. During the treatment, the researcher had selected educational you tube videos for each lesson to be posted online for the students to watch them. Then, they came to classes for doing activities.

3.3.2 The procedures.

Lesson N^o 1: 9th December, 2018

- **The Title of the Lesson:** *“How to Increase your Vocabulary”?*
- **The Objective:** By the end of the lesson, the students will able to:
to remember their vocabulary and learn new words.

The first lesson went through five stages. In stage one, the teacher created a situation in the classroom to get the students involved. In stage two; (presentation) the researcher repeated the video to the students for the second time using the data show. In the meantime, the students watched and listened to the video. In third stage, the researcher asked here students whether or not there are printed tasks: The first one was about discovering the meaning of the words in bold through a context, and the second is about using the previous answers to complete each item below with the correct word. In this practice, the students worked in pairs or individually. In the last stage the researcher walked around and checked

the students' answers. At the end of the lesson, the researcher correct the tasks with his students.

Lesson N^o 2: 16th December, 2018

- **The Title of the Lesson:** “*Improve your Vocabulary: Stop saying VERY*”

- **The Objective:** By the end of the lesson, the students will able to:

express oneself more effectively by using more precise adjectives instead of ” Very“

The researcher followed four stages in this lesson. The first stage was a warming up; the researcher reviewed what had been learnt in the previous video by giving some questions. In the second stage the presentation, the researcher showed the video to the students again. In the third stage (practice), the researcher gave two printed tasks. The first one was about matching pairs and the second one is about replacing words in bold by others to avoid saying “Very”. In the fourth stage the production, the researcher walked around and checked the students' answers.

Lesson N^o 3: 29th January, 2019

- **The Title of the Lesson:** “*Collocations in English*”

- **The Objective:** By the end of the lesson: the students will able to:

- Definine Collocation
- Find and learn Collocations
- Remember and use Collocations.

The researcher followed four stages. The first stage was a warming up; the researcher asked her students whether or not they know what collocation means. In the second stage, the presentation, the researcher made the students focus on the video, which was on the Data Show. In the third stage, the practice, she distributed the printed tasks. The first one was about filling in the gaps with appropriate words. Whereas, the second one was about

selecting the correct words. The last, one was completing the sentences. In this last stage 'reproduction', the researcher corrects the tasks with her students.

Lesson N^o 4: 5th February, 2019

- **The Title of the Lesson:** " Context Clues"
- **The Objective:** By the end of the lesson: the students will able to:
 - Use the context clues to understand the word meanings.

In the fourth lesson, the researcher gave an example about the topic as a pattern to get the students involved. Then, the researcher started by introducing the definition of the word 'context'. After that, the researcher gave three sheets of tasks to the students to do them. Finally, the students corrected the answers on their sheets.

Lesson N^o 5: 12th February, 2019

- **The Title of the Lesson:** " *Talking about Food*"
- **The Objective:** By the end of the lesson:, the students will able to:
 - Describe the tastes and the textures of food in English language.
 - Talk about food you like or dislike
 - Describe different ways of cooking, and say whether some food was cooked well or badly.

The last lesson followed the same stages as mentioned previously. In the first stage, the researcher asked her students to pay attention at the video for the second time. In the second stage, was ' the practice'; the researcher gave her students printed tasks to do them in pairs or individually. In the last stage, the researcher walked around and listened to the students' answers.

3.4 Results of the study

3.4.1 Results of the test.

Paired samples T-test:

$$H_0: \mu_1 = \mu_2$$

The mean of vocabulary of EFL learners in the Pre- test = the mean of vocabulary of EFL learners in the Post- test.

$$H_1: \mu_1 \neq \mu_2$$

The mean of vocabulary of EFL learners in the pre- test \neq the mean of vocabulary of EFL learners in the post- test.

Choosing the Statistical analysis method

Since the aim of the study is to analyse the variation between the mean of two variables in two-paired samples, the appropriate statistical method is Paired-samples T.test

Aim of the test:

The aim of this test is to study the difference between the mean of EFL learners' vocabulary acquisition in pre and post- test at the significance level 0.05 (significance level 0.05 mean in the field of confidence (95%).

Paired samples T-test conditions

- 1- The two variables should be quantitative.
- 2- Normal distribution of variable data; (using Kolmogorov.test or shapiro.test or QQplot).

Test of normality:

To test the normal distribution of the data we used Kolmogorov-Smirnov, and Shapiro-Wilk tests, also QQ Plot, the results are showed in the Table 1.

1. Kolmogorov-Smirnov, and Shapiro-Wilk tests :

Table 3.2 : Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.140	12	.200*	.946	12	.582
Post-test	.265	12	.019	.886	12	.105

a. Lilliefors Significance Correction

***. This is a lower bound of the true significance.**

We see that P-value in Kolmogorov-Smirnov is 0.200 in the pre-test, which is superior to the significance level 0.05 (check condition), and 0.019 in the post -test, which is less than 5% (do not achieve the condition). Therefore, the KS test is not statistically significant and the data distribution is normal in the pre -test sample and non-normal in the post-test sample.

We also note that the p-value in Shapiro-Wilk test is 0.582 in the pre- test, and 0.105 in the - post- test, the value in both cases is greater than 5%. So, KS test is not statistically significant, and the data distribution is normal For both samples.

Q.Q Plot

We notice in the figures below (1 and 2) that all the data are clustered around a straight line, showing the normal distribution of the data in the two samples in both pre- test and post- test.

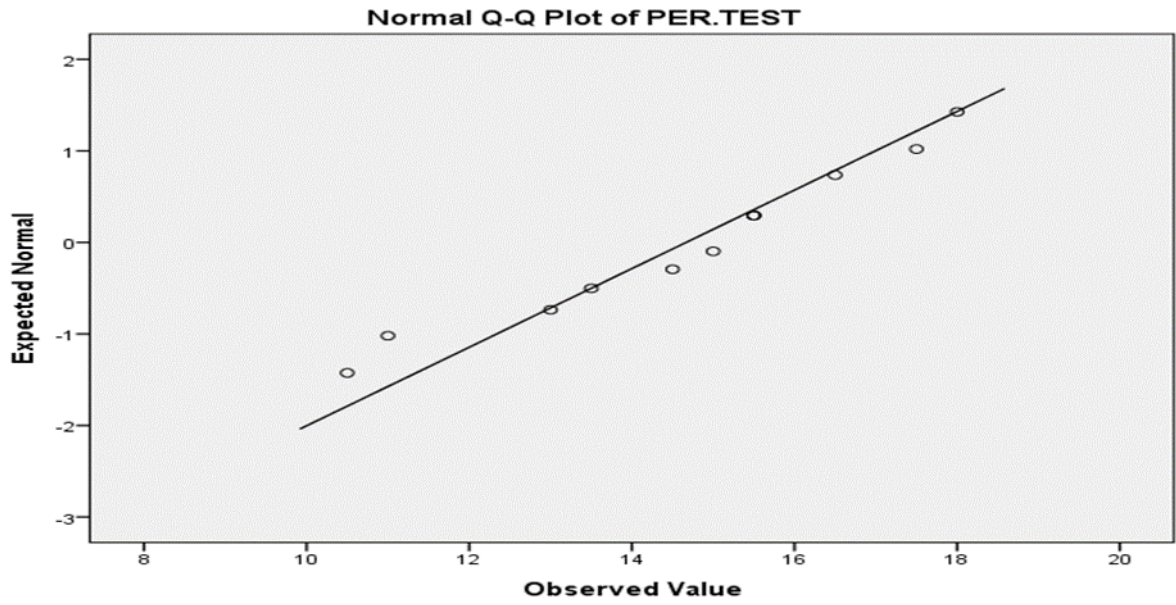


Figure 3.1 Normal Q-Q Plot of Pre-test

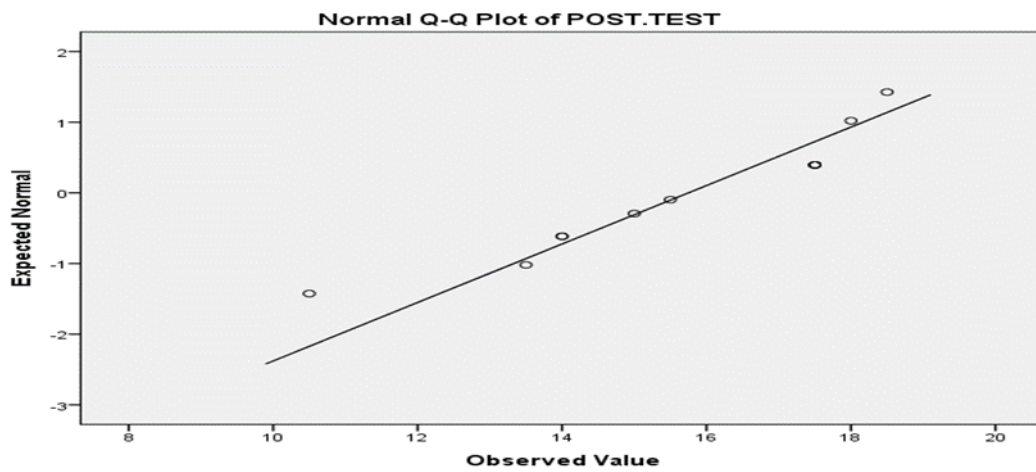


Figure 3.2 Normal Q-Q Plot of Post-test

After these tests, we can conclude that the conditions of Paired-sample T.Test are realised.

Paired sample T.Test on the two samples (pre- test and post- test).

Table 3.3 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	14.6667	12	2.32900	.67232
Post-test	15.7500	12	2.41680	.69767

Paired Samples Correlations between Pre -test and Post- test:

Table 3.4 Paired Samples Correlations

	N	Correlatin	Sig.
Pair 1 Pre-test & Post-test	12	.266	.402

Table 3 shows that the correlation coefficient value is 0.266, and the value of sig = 0.402. Since the sig value is greater than the 0.05 level, the correlation is not significant statistically.

Conclusion: Through the results of the correlation table, we conclude that there is a low correlation (0.266), and it is not statistically significant.

Discussion of Paired sample T.Test results

We noted that the p-value (Sig) of the test is greater than 0.05; therefore, the test is not-t statistically significant at the level of confidence: 5%, which confirms that there is no significant difference between the mean of the pre- test and the mean of the post-test.

3.4.2 The students' questionnaire.

Section One: Personal Information

1. Gender

Table 3.5 Gender of the respondents

Gender	Male	Female	Total
Number of participants	02	13	15
Percentage	13.3%	86.7%	100%

This question presented the participants' gender. It provided the number of males and females, as well as the percentage. As the table demonstrates, the number of males was two 13.3% and the number of females was 13 (86.7%). This means that females are the prevailing category on the sample.

2. Age

Table 3.6 Age of the respondents

Age	22	23	24	25	Total
Number of Participants	03	07	04	01	15
Percentage	20%	46.6%	26.6%	06.6%	100%

This question presented the participants' age. It provided the average age of the respondents, as well as the percentage. As the table shows, there were three respondents aged 22 years representing, (20%). Seven of them aged 23 years (46.6%). Other four of them are aged 24 years (26.6%). Only one respondents is aged 25 years old. This denotes that the respondents have nearly the same learning experience.

3. How many years have you been studying English?

Table 3.7 Learning experience in years.

Years	03	04	06	09	10	Total
Number of Participants	03	09	01	01	01	15
Percentage	20%	60%	06.6%	06.6%	06.6%	100%

Regarding this question, it aimed to identify the learning experience of the participants in studying English. As the table demonstrates, three respondents (20%) claimed that they have been studying English for three years. Nine of them (60%) reported that they have been studying English for four years. Equally, 6.6% of the respondents have been studying English language for more than six years.

4. How do you consider your level in English?

Table 3.8 Learners' level in English.

Vocabulary level	To be improved or poor	Average	Good	Very Good	Excellent	No idea
Number of students	00	02	08	04	01	00
Percentage	00%	13.3%	53.3%	26.7%	06.7%	00%

This question demonstrates that the respondents' level in English. 13.3% of the participants considered their level as average. While, 53.3% reported that, their level is good. Additionally, 26.7% of them showed that their English level is very good. Finally, only one participant (6.7%) assumed that he has an excellent level in English.

Section Two: Vocabulary Acquisition

5. Do you face difficulties in studying the English language?

Table 3.9 Frequency of facing difficulties in learning English

Choice	Yes	No	Total
Number of Participants	11	4	15
Percentage	73.3%	26.7%	100%

This table identifies whether or not the respondents face difficulties in learning English language. As the rates shows, the majority of respondents (73.3%) face difficulties in learning English. Whereas, only four respondents, representing (26.7%), claimed that they did not face difficulties in studying English.

5.1 If yes, where do you face difficulties? (You can tick more than one box)

Table 3.10 The difficulties in studying English.

Difficulties	Pronunciation	Grammar	Vocabulary	Orthography
Number of Participants	08	03	07	05
Percentage	53.3%	20%	46.7%	33.3%

This sub-question aimed to investigate the difficulties that the respondents face during the learning of English language. This question was composed four choices. It was possible for the respondents to tick more than one box. The percentage demonstrated that 53.3% of the respondents claimed that pronunciation is the main difficulty in studying English. While, (46.7 %) reported that the main difficulty is the lack of vocabulary. Moreover, five of the respondents asserted that the difficulty is in orthography. However, only three of them

(20%) declared that the main difficulty is the implementation of grammar knowledge. This denotes that the major difficulties facing students in studying English were in both pronunciation and vocabulary.

6. When studying the English language, do you think that vocabulary acquisition is:

Table 3.11 The importance of vocabulary acquisition.

Level of importance	Important	Very Important	Not Important	Total
Number of Participants	08	07	00	15
Percentage	53.3%	46.7%	00%	100%

Regarding this question, none of the respondents reported that vocabulary is not important. Initially, 53.3% showed that it is important when studying English. While 46.7% of the respondents claimed that vocabulary is very important. To conclude, all the respondents argued on the importance of vocabulary acquisition.

7. What do you do to enhance your vocabulary? (You can tick more than one box)

Table 3.12 Learners' activities in enhancing vocabulary.

Choice	Reading (books, articles, magazines)	Listening (music, Radio)	Watching (movies, TV shows)
Number of Participants	12	09	08
Percentage	80%	60%	53.3%

This question sought to identify what learners do to enhance their vocabulary. Among three choices, 80% of the respondents gave much importance to reading (books, articles and magazines) as the best activity. However, nine of the respondents ,representing (60%), chose

listening to music and radio. While eight of the respondents, representing (53.3%), chose watching movies and TV shows.

8. What are the main strategies that your teacher uses to develop your vocabulary?

(You can tick more than one box)

Table 3.13 The main strategies in developing vocabulary.

Choice	Visual materials	Verbal materials	Audio materials	Audio visual materials
Number of Participants	09	11	02	03
Percentage	60%	73.3%	13.3%	20%

Referring back to the table above, the respondents had different opinions about the main strategies in developing vocabulary. 60% of the respondents asserted that their teachers use visual materials. In addition, 73.3% claimed that they use verbal materials. Only two respondents representing, (13.3%), assumed that they use audio materials. Finally, 20% declared that their teachers use audiovisual materials. What can be noticed from the above results is that the teachers prefer using visual and verbal materials with their learners to develop their vocabulary to the other types.

9. How do you like to learn vocabulary?

Table 3.14 Learners' perceptions about the method of learning vocabulary.

Choice	Implicitly	Explicitly	Total
Number of Participants	08	07	15
Percentage	53.3%	46.7%	100%

This question identifies learners' perceptions about the method of learning vocabulary. The results revealed that 53.3% of the respondents prefer to learn vocabulary implicitly. However, 46.7 % like learning vocabulary explicitly. This denotes that EFL learners prefer vocabulary to be included in their studies, and not being as a single course.

10. When are the main difficulties that you face in learning vocabulary?

Table 3.15 The main difficulties in learning vocabulary.

Difficulties	When learning new vocabulary	When using words in context	Total
Number of Participants	08	07	15
Percentage	53.3%	46.7%	100%

This question aimed to investigate the areas of difficulties that the respondents encounter during learning vocabulary. The percentage revealed that 53.3 % declared that the main difficulty is when learning new vocabulary. On the other hand, seven of the respondents, representing (46.7%), assumed that the difficulty is when using words in context.

Section Three: Educational You Tube Videos

11. Do you use You Tube videos for educational purposes?

Table 3.16 Frequency of using educational You Tube videos.

Choice	Yes	No	Total
Number of participants	13	02	15
Percentage	86.6%	13.3%	100%

This table identifies whether or not the respondents use You Tube videos for educational purposes. As the rates show, the majority (86.6%) of the respondents asserted that they use You Tube videos. However, only two of them representing (13.3%) confirmed that they do not use You Tube videos for educational purposes.

12. How often do you watch educational You Tube videos?

Table 3.17 Frequency of watching educational You Tube videos.

Frequency	Always	Sometimes	Rarely	Never	Total
Number of students	06	05	02	02	15
Percentage	40%	33.3%	13.3%	13.3%	100%

This question sought to identify the frequency of watching educational You Tube videos. The answers were diverse. As the table reveals, 40% of the respondents claimed that they always watch you tube videos. Whereas, 33.3% reported that they sometimes watch them. Conversely, only two of the respondents, representing (13.3%), that they rarely watch the educational you tube videos. At last, only two of them asserted that they never watch You Tube videos.

13. Do your teachers use educational You Tube videos in the classroom?

Table 3.18 The use of Educational You Tube videos by teachers.

Choice	Yes	No	Total
Number of Participants	13	02	15
Percentage	86.6%	13.3%	100%

This question identified whether or not EFL teachers use the educational you tube videos in classrooms. As the table above demonstrates, 86.6% of the respondents confirmed that their teachers use you tube videos. Unlike, only two of the participants representing (13.3%), claimed that their teachers do not use you tube videos. This means that EFL teachers are familiar with technology.

14. What type/s of You Tube videos that contributed in enhancing your vocabulary more than acquisition? (You can tick one box)

Table 3.19 The preferred types of You Tube videos.

Types of You Tube Videos	Movies	Tv Shows	Songs	Documentaries
Number of students	09	07	09	08
Percentage	60%	46.7%	60%	53.3%

This question sought to investigate the types of you tube videos that learners prefer in enhancing their vocabulary. It was possible to tick more than one box; thus, the answers were varied. Equally, 60% of the respondents prefer both movies and songs. Also, 46.7% of the respondents revealed that they like TV shows. Moreover, eight of them representing (53.3%), chose documentaries as their favourite type of videos.

15. What are the major advantages of using educational You Tube videos?

Table 3.20 The major advantages of using educational You Tube videos.

Choice	Learning new lexical items	Using words in context	Both of them
Number of students	02	03	10
Percentage	13.3%	20%	66.6%

This question presented the major advantages of using educational you tube videos. Referring back to the table above, only two of the respondents, representing (13.3%), showed that learning new lexical items is the main advantage. While, 20% of them argued that they use words in context. However, the majority, representing (66.6%), declared both of them.

Section Four: *The flipped Classroom Model*

16. When did you watch videos?

Table 3.21 Frequency of watching videos.

Choice	Before the lecture (to have an idea)	During the lecture	After the lecture (for extra information)	Total
Number of participants	09	03	03	15
Percentage	60%	20%	20%	100%

This question identified the frequency of watching videos by learners. According to the rates, (60%) of the respondents asserted that they watch the videos before the lecture to have an idea. While, equally 20% of the respondents reported that they watch the videos during and after the lecture for extra information.

17. What did you like when watching the online videos?

Table 3.22 Learners' perceptions while watching the online videos.

Choice	The ability to watch it again	The variation of the accents	The method of teaching	Total
Number of participants	04	07	04	15
Percentage	26.7%	46.7%	26.7%	100%

This question sought to determine the learners' perceptions while watching the online videos. Equally, 26.7% of the respondents assumed that learners like both the ability to watch the videos again and the method of teaching. While, the majority (46.7%) claimed that they prefer the variation of the accents.

18. After having an experience with the flipped classroom strategy. How did you find it?

Table 3.23 Learners' perceptions towards using the flipped classroom.

Choice	Useful	Somehow useful	Not useful at all	Total
Number of participants	11	04	00	15
Percentage	73.3%	26.7%	00%	100%

Referring back to the presented rates, none of the respondents claimed that the flipped classroom model was bad. Initially, 73.3% of the respondents declared that the flipped classroom model was beneficial. Additionally, four respondents representing (26.7%) found

that this strategy was somehow useful. As a result, the majority of the respondents were satisfied with the Flipped Classroom Model.

19. Do you want your teachers to adopt the flipped classroom strategy in EFL classrooms?

Table 3.24 Learners' opinions about adopting the flipped classroom strategy by teachers.

Choice	Yes	No	Total
Number of participants	13	02	15
Percentage	86.7%	13.3%	100%

This question is designed to identify whether or not the respondents want their teachers to adopt the flipped classroom strategy in EFL classrooms. The results revealed that the majority of the respondents, representing (86.7%), argued with the implementation of this strategy. Only 13.3% refused the implementation of this strategy. In fact, the most of the half of the respondents responded positively about this suggestion because they are as a digital generation want to be exposed to technology to reach their goals in learning.

3.5 Discussion of the Findings

To review, the aim of the present study was to investigate the role of educational You Tube videos to enhance EFL learners' vocabulary acquisition. In fact, it aimed to help EFL learners to develop their vocabulary knowledge in and outside the classrooms through the integration of You Tube videos. In addition, this study sought to look for better quality of learning and teaching, and find new insights through the learners towards using technology as a motivational material. Moreover, the researcher intended through this study to support the adaptation of the Flipped Classroom Model to improve learners' motivation during the treatment sessions.

Initially, the findings that have been reported from the above description of using the test as a data collection method were negative. In this part, the hypothesis that the researcher stated at the beginning of this research were tested using the descriptive statistics for the collective data. What can be noticed is that the treatment did not attain the set out of objectives at the beginning of this study. We believe that such a result is mainly because the treatment group did not show a remarkable difference between the pre and post-test. This proves that the use of educational You Tube videos did not affect to a great extent with the participants to develop their vocabulary knowledge. This also proves that the formulated hypothesis was not confirmed.

Secondly, from the students' questionnaire, which has been posted online to our sample, and that investigated the role of You Tube videos to improve their vocabulary proficiency, a number of insights could be drawn. Thus, all the students argued about the importance of vocabulary acquisition while studying English language. In addition, they reported that the basic areas of difficulties that face EFL learners in acquiring vocabulary were when they learn new words, and how to use them in the context. Therefore, it is important to look for better ways to enhance their vocabulary. In fact, the majority of the students asserted that the use of You Tube videos for educational purposes could help to acquire lexical items.

Actually, and after students have been exposed to the Flipped Classroom Model, all of them claimed that this strategy was beneficial and interesting. They had reported that they watch the online videos before, during and after the lectures to be familiar with the lecture, as well as the majority of them, representing (86.7%), strongly agreed with the concept of the Flipped Classroom model to be adopted by teachers in EFL classrooms. However, a minority, representing (13.3%), did not agree with this suggestion because they probably prefer the traditional way of teaching by their teachers.

Furthermore, referring back to the results obtained from the students' questionnaire is that the majority prefer using the educational You Tube videos being applied with new strategy called the flipped classroom model. This denotes that they were interesting in to integrate technology in the education system. Besides, these results also mentioned that the flipped classroom model could be applied to a great extent with EFL learners.

Overall, the results obtained through the questionnaire are different from those realized via the test. That is, if the results of the tests showed that the effects of the Flipped classroom on the students' vocabulary acquisition were not significant, the finding drawn from the questionnaire indicate that the same students appreciate this new, innovative teaching/ learning strategy.

3.6 Synthesis of the Findings in the Present Study

The aim of this section is to revisit the main findings of the present study. To reiterate, the study is an attempt to investigate the role of educational You Tube videos in enhancing vocabulary acquisition. The fundamental theme of the present study is the examination of the anticipated improvement of learning vocabulary knowledge. Additionally, the study sought to know students' perceptions towards the use of educational You Tube videos using the Flipped Classroom Model in the context of Biskra University.

This study required a comparative analysis between pre-test and post-test in order to detect the effects of adopting the educational You Tube videos on the students' vocabulary acquisition. Accordingly, the analysis of the treatment did not mention a remarkable difference between the pre-test and the post-test. On the other hand, by the students' questionnaire, the participants claimed that the use of educational You Tube videos were interesting and beneficial. Moreover, students' perceptions were positive towards the adoption of the Flipped Classroom Model. They reported that the strategy made them

involved and more engaging in their classrooms. As a result, they want their teachers to adopt this model.

The analysis of the results showed that the integration of You Tube videos did not allow the researcher to remark an observable progress at the level of learners' vocabulary knowledge, but the same students' perceptions were positive.

Conclusion

The present chapter discussed the fieldwork and the data analysis in this current study. Firstly, it provided a theoretical background on the research methodology underlying the study. Fundamentally, two data collection methods were used to collect and analyse the data. The obtained results gathered from both test and questionnaire were analysed and discussed at the end of this chapter. It was an attempt to validate the suggested hypotheses. At the end of this investigation, a set of valuable and insightful conclusions have reached.

General Conclusion and Pedagogical Implications

As it mentioned before, the present study is designed to investigate the role of educational You Tube videos to enhance EFL learners' vocabulary acquisition, as well as to what extent the Flipped Classroom can be applied, and the students' attitudes towards it. This current study put a number of You Tube videos in to practice as a strategy to help EFL learners to improve their vocabulary knowledge. Chiefly, the aim of this study was to look for a new atmosphere of learning using technology. That is, using a number of educational You Tube videos to be applied with new strategy called the Flipped Classroom Model could be an innovating out for the sake of making the learning of EFL effective.

In order to approach this aim, the researcher used a Mixed- method approach. From the obtained results, the researcher reported that the leaners gave positive attitudes and perceptions about the implementation of You Tube videos with new strategy which the Flipped Classroom as shown in the questionnaire. However, its application in terms of treatment indicated that there is a need to look for more effective ways for the implementation of this strategy. For that reason, the researcher recommends revisions of the ways by and through which the Flipped classroom model could be applied.

Despite of the negative findings that have been revealed throughout this study from the test, they cannot be generalised to many reasons such as the level of the learners, time constrains, their attitudes towards technology, as well as the nature of the course.

Overall, EFL teachers should take into consideration the learners' needs to approach successful ways of teaching. Indeed, it is crucial to choose materials that work with learners' level and interests. This can to help them to reinforce their ability in learning English language.

Recommendations

Reaching these conclusions, some recommendations can be set from the current study.

These are stated as follows:

For Teachers

- Teachers should include technology in the educational system, as well as they should be familiar with it.
- Teachers are required to provide their learners with their feedback to overcome the major difficulties that they probably face while acquiring the vocabulary knowledge.
- Teachers are advised to look for new teaching methods, as it is suggested in this research, which is the Flipped Classroom Model for all the courses.
- Teachers should be aware in the selection of teaching materials. Hence, it is crucial to be dependent on the learners' needs and interests.

For Learners

- Learners are recommended to devote more time outside the classrooms to develop their vocabulary knowledge using technology.
- Learners are required to watch the educational videos, which are provided by their teachers before and after the lectures, to enhance their learning abilities.

For Administration

- The administration should provide the appropriate conditions with required materials under which learners can develop their learning skills.

Limitations of the Study

As all academic research studies, the present work has some limitations. The first limitation is the time factor in preparing the vocabulary lessons and tasks as well as, in correcting both the pre and post –tests. The second limitation has to do with the small sample of participants. At the beginning, they were 21 volunteers to take part in this investigation;

but only 12 of them were attended the treatment sessions. In addition, their involvement was not encouraging. So, the researcher was obliged to do only five sessions. The third limitation is related to the questionnaire. It was posted online for 21 students, but only 15 of them who answered properly.

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Appendix 1 :

Attendance sheet

1. Bendjeddou Islah Islam
2. Bennabi Meriem
3. Ben thameur Imen
4. Ben hmeida Khadidja
5. Bendebka Mohammed Amine
6. Belaid Khaled
7. Moussa Ben Messoud
8. Ben Fatma Zeid
9. Boudrase Sofia
10. Boudjemline Zahra
11. Mounia Benzid
12. Kechoud Islam
13. Brahimi Youcef
14. Belkhammar Djihed
15. Bedda Sara Saliha
16. Babahenini Rayane
17. Alhendi Gehan
18. Benfardjallah Zakaria
19. Brahimi Amir
20. Benbouzid Azedine
21. Ben moussa Fadwa

Appendix 2 : Students' Questionnaire

Third Year LMD Students' Questionnaire

Dear students,

This questionnaire is an attempt for gathering data about the use of You Tube videos as a pedagogical tool to enhance EFL students' vocabulary acquisition.

You are kindly asked to answer the questions below to accomplish a master dissertation. Please put a tick in the appropriate box or provide full answers when it is required. Thanks in advance for your time.

Section One: Personal Information

1. Gender

a. Male

b. Female

2. Age years old

3. How many years have you been studying English?

.....

4. How do you consider your level in English?

a. To be improved or poor

b. Average

c. Good

d. Very good

e. Excellent

f. No idea

Section Two: Vocabulary acquisition

5. Do you face difficulties in studying the English language?

Yes

No

If yes, where do you face difficulties? (You can tick more than one box)

a. Pronunciation

b. Grammar

c. Vocabulary

d. Orthography

6. When studying the English language, do you think that vocabulary acquisition is

a. Important

b. Very important

c. Not important

7. What do you do to enhance your vocabulary? (You can tick more than one box)

a. Reading (books, articles, magazines)

b. Listening (music , Radio)

c. Watching (movies , TV shows)

8. What are the main strategies that your teacher uses to develop your vocabulary? (You can tick more than one box)

a. Visual materials (overhead projector , white or black board)

b. Verbal materials (explanations , comparisons , illustrations)

c. Audio materials

d. Audio visual materials

9. How do you like to learn vocabulary?

a. Implicitly

b. Explicitly

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Justify your answer, please

.....

.....

.....

10. What are the main difficulties that you face in learning vocabulary?

a. When learning new vocabulary

b. When using words in context

Others

Section Three: Educational You Tube Videos

11. Do you use You Tube videos for educational purposes?

Yes

No

12. How often do you watch Educational You Tube videos?

a. Always

b. Sometimes

c. Rarely

d. Never

13. Do your teachers use educational You Tube videos in the classroom?

Yes

No

14. What type/s of You Tube videos that contributed in enhancing your vocabulary acquisition? (You can tick more than one box)

a. Movies

b. TV shows

c. Songs

d. Documentaries

You tube Vocabulary Acquisition

15. What are the major advantages of using educational You Tube videos?

- a. Learning new lexical items
- b. Using words in context
- c. Both of them

Section Four: The Flipped Classroom Model

16. When did you watch videos?

- a. Before the lecture (to have an idea)
- b. During the lecture
- c. After the lecture (for extra information)

17. What did you like when watching the online videos?

- a. The ability to watch it again
- b. The variation of the accents
- c. The method of teaching

18. After having an experience with the flipped classroom strategy, how did you find it?

- a. Useful
- b. Somehow useful
- c. Not useful at all

Justify your answer

.....
.....

19. Do you want your teachers to adopt the flipped classroom strategy in EFL classrooms?

- Yes No

Whatever your answer, please tell why?

You tube Vocabulary Acquisition

.....

.....

.....

Thank you for your collaboration

Ms. Riane Chaib

Appendix 3: Students' questionnaire: Piloting stage

Third Year LMD Students' Questionnaire

Dear students,

This questionnaire is an attempt for gathering data about the use of You Tube videos as a pedagogical tool to enhance EFL students' vocabulary acquisition.

You are kindly asked to answer the questions below to accomplish a master dissertation. Please put a tick in the appropriate box or provide full answers when it is required. Thanks in advance for your time.

Section One: Personal Information

1. Gender

a. Male

b. Female

2. Age years old

3. How many years have you been studying English?

.....

4. How do you consider your level in English?

a. To be improved or poor

b. Average

c. Good

d. Very good

e. Excellent

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f. No idea

Section Two: Vocabulary acquisition

5. Do you face difficulties in studying the English language?

Yes

No

If yes, where do you face difficulties? (You can tick more than one box)

a. Pronunciation

b. Grammar

c. Vocabulary

d. Orthography

6. When studying the English language, do you think that vocabulary acquisition is

a. Important

b. Very important

c. Not important

7. What do you do to enhance your vocabulary? (You can tick more than one box)

a. Reading (books, articles, magazines)

b. Listening (music , Radio)

c. Watching (movies , TV shows)

8. What are the main strategies that your teacher uses to develop your vocabulary? (You can tick more than one box)

a. Visual materials (overhead projector , white or black board)

b. Verbal materials (explanations , comparisons , illustrations)

c. Audio materials

d. Audio visual materials

9. How do you like to learn vocabulary?

a. Implicitly

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b. Explicitly

Justify your answer, please

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

10. What are the main difficulties that you face in learning vocabulary?

a. When learning new vocabulary

b. When using words in context

Others

Section Three: Educational You Tube Videos

11. Do you use You Tube videos for educational purposes?

Yes

No

12. How often do you watch Educational You Tube videos?

a. Always

b. Sometimes

c. Rarely

d. Never

13. Do your teachers use educational You Tube videos in the classroom?

Yes

No

14. What type/s of You Tube videos that contributed in enhancing your vocabulary acquisition? (You can tick more than one box)

a. Movies

b. TV shows

c. Songs

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d. Documentaries

15. What are the major advantages of using educational You Tube videos?

a. Learning new lexical items

b. Using words in context

c. Both of them

Section Four: The Flipped Classroom Model

16. When did you watch videos?

a. Before the lecture (to have an idea)

b. During the lecture

c. After the lecture (for extra information)

17. What did you like when watching the online videos?

a. The ability to watch it again

b. The variation of the accents

c. The method of teaching

18. After having an experience with the flipped classroom strategy, how did you find it?

a. Useful

b. Somehow useful

c. Not useful at all

Justify your answer

.....
.....

19. Do you want your teachers to adopt the flipped classroom strategy in EFL classrooms?

Yes

No

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Whatever your answer, please tell why?

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

Section Five: Opinionnaire

20. Are the questions above difficult to answer?

Yes No

20.1 If yes, please mention them

.....

21. Do you think that the layout of this questionnaire is organized?

Yes No

22. Is there any ambiguity in this Questionnaire?

Yes No

22.1 If yes, please mention them

.....

23. Do you think that there are repeated questions?

Yes No

23.1 If yes, please mention them

.....

24. Do you think that the instructions are clear enough?

Yes No

Thank you for your collaboration

Ms. Riane Chaib

Appendix 4:

Lesson's One Framework

Teacher: Miss Chaib Riane

Level: Third Year

University: Mohammed Kheider Biskra

Lesson: One

Title: How to Increase your Vocabulary

Objective: To enable students remember their vocabulary and to learn new words.

Visual aids: Data Show

PROCEDURE	STUDENTS' TASKS
<p><u>Stage One:</u> The teacher creates a situation in the class to get students involved.</p> <p><u>Stage Two:</u> Presentation</p> <p>The teacher recycles the video to the students for the second time.</p> <p><u>Stage Three:</u></p> <p>The teacher asks her students whether there are some ambiguities in this video.</p> <p><u>Stage Four:</u> Practice</p> <p>The teacher gives two printed tasks: The first is about discovering the meaning of the words in bold through a context, and the second is about using the previous answers to complete each item below with the correct word.</p> <p><u>Stage Five:</u></p> <p>The teacher walks around and checks the students' answers.</p>	<p>The students watch and listen to the video.</p> <p>The students ask their teacher.</p> <p>The students work in pairs or individually.</p> <p>The students correct their task with their teacher.</p>

Appendix 5:

Lesson's Two Framework

Teacher: Miss Chaib Riane

Level: Third Year

University: Mohammed Kheider Biskra

Lesson: Two

Title: Improve your Vocabulary: Stop saying VERY!

Objective: How to express oneself more effectively by using more precise adjectives instead of "Very".

Visual aids: Data Show

PROCEDURE	STUDENTS' TASKS
<p><u>Stage One:</u> Warming up</p> <p>The teacher recycles what has been learned in the video by giving some questions.</p> <p><u>Stage Two:</u> Presentation</p> <p>The teacher shows the video to the students again.</p> <p><u>Stage Three:</u> Practice</p> <p>The teacher gives two printed tasks: The first is about matching pairs and the second is about replacing words in bold by others to avoid saying "Very".</p> <p><u>Stage Four:</u> Produce</p> <p>Correction of the tasks</p> <p>The teacher walks around and checks the students' answers.</p>	<p>The Students give their answers.</p> <p>The Students focus on the video.</p> <p>The Students practice in pairs or individually.</p> <p>The Students correct their tasks.</p>

Appendix 6: Lesson's Three Framework

Teacher: Miss Riane Chaib

Level: Third Year

University: Mohammed Kheider Biskra

Lesson: Three

Title: Collocations in English

Objectives: 1. Defining Collocation

2. How to Find and Learn Collocations

3. How to Remember and Use Collocations

Visual aids: Data Show

TEACHER'S OBJECTIVES	STUDENT'S TASKS
<p><u>Stage One:</u> Warming up</p> <p>The teacher asks their students whether they know what collocation means.</p> <p><u>Stage Two:</u> Presentation</p> <p>The teacher makes the students focus on the video which is on the Data Show.</p> <p><u>Stage Three:</u> Practice</p> <p>Followed up tasks</p> <p>The teacher distributes the printed tasks. Number one: the task is about filling the gaps with appropriate words. Number two: the task is selecting correct words and the last one is about completing sentences.</p> <p><u>Stage Four:</u> Produce</p> <p>The teacher corrects the tasks with their students.</p>	<p>The students give their answers by Yes or No.</p> <p>The students concentrate on the video.</p> <p>The students work in pairs or individually.</p>

Appendix 7:

Lesson's Four Framework

Teacher: Miss Riane Chaib

Level: Third Year

University: Mohammed Kheider Biskra

Lesson: Four

Title: Context Clues

Objective: The use of Context Clues to understand word meanings.

Visual aids: Data Show

PROCEDURE	STUDENTS'S TASKS
<p><u>Stage One:</u> Warm- up</p> <p>The teacher gives an example about the topic as a pattern to get the students involved.</p> <p><u>Stage Two:</u> Presentation</p> <p>The teacher starts by introducing the definition of word 'context'.</p> <p><u>Stage Three:</u> Practice</p> <p>The teacher gives the three sheets of tasks to the students so that they do them.</p> <p><u>Stage Four :</u> Confirmation</p> <p>The teacher checks the students' answers.</p>	<p>The students focus on the video.</p> <p>The students try to find the answers.</p> <p>The students correct the answers on their sheets.</p>

Appendix 8:

Lesson's Five Framework

Teacher: Miss Chaib Riane

Level: Third Year

University: Mohammed Kheider Biskra

Lesson: Five

Title: Talking about Food

Objective: 1. Describing the tastes and the textures of food in English

2. How to talk about food you like or dislike

3. How to describe different ways of cooking, and say whether some food was cooked well or badly.

Visual aids: Data Show

TEACHER'S OBJECTIVES	STUDENTS' TASKS
<p><u>Stage One:</u> Presentation The teacher asks their students to pay attention at the video for the second time.</p> <p><u>Stage Two:</u> Practice Step one: The teacher gives two printed activities: _ The first one is about completing sentences with words in bold. _ the second one is about selecting suitable adjectives for the correct sentences.</p> <p>Step two: The teacher gives another task to the students and asks them to discuss some questions with each other.</p> <p><u>Stage Three:</u> Confirmation The teacher walks around and listens to the students' opinions.</p>	<p>The students concentrate on the video.</p> <p>The students work in pairs or individually.</p> <p>The students work in pairs.</p>

Appendix 9:

Pre-test

Teacher: Miss Chaib Riane

University: Mohammed Kheider Biskra

Level: Third Year

Pre-test

Exercise1

Choose which one of the following verbs (Get, Do and Make) goes well with the expression below

- a) a goal
- b) peace
- c) lost
- d) a home
- e) an appointment
- f) a lesson
- g) home work
- h) the cooking

Exercise2

Rearrange the words to make complete sentences

1. Is/ band/ a/ tonight/ playing/ jazz/there

.....

2. An /show/ the /on/ night/ television/ was/ last/ there/ interesting

.....

3. Favorite/ of/ lots /posters /have/ I /singer/ of/ my

.....

4. Can /Paris/ in /culture/ of /lots /you /living /experience

.....

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5. Important/ the /play/ in/ part /plays /my /an/ friend

.....

6. The/ received/ bad /good /and /film/ reviews /some/ ones/ some

.....

Exercise3

Section1: circle the synonyms in each sentence.

1. As we walked to school, the wind blew in our and us very
2. The kids in school are very by many.
3. Several people were playing a soccer game on a field that was difficult to see because it was too away.
4. She was with her girlfriend in the back of the class and received detention for
5. They had idea for a class project, and it was for the science fair too

Section2: write the antonym for each underlined word in the sentence

1. Eric wrote false for every question on the test.

.....

2. Laura always disobeyed her mother.

.....

3. Kelly was acting childish in school.

.....

4. Joseph's room was filthy.

.....

5. Mike was dishonest to his teacher.

.....

Exercise4

Match between the two pairs to discover new words instead of very

- | | |
|-----------------------|----------|
| a) Very worried | 1. brief |
| b) Very hard-to- find | 2. grave |

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- | | |
|-------------------|---------------|
| c) Very huge | 3. flawless |
| d) Very important | 4. colossal |
| e) Very perfect | 5. rare |
| f) Very serious | 6. distressed |
| g) Very short | 7. Exhausted |
| h) Very tired | 8. crucial |

Appendix 10:

Post-test

Teacher: Miss Riane Chaib

University: Mohammed Kheider biskra

Level: Third Year

Post-Test

Exercise1 use the context of sentences to help you figure out the words' meaning

1. When Sarah and I were asked to on an article for the school newspaper, we found it difficult to work together.

Collaborate means a. to compete b. to stop work c. to team up

2. The rock group's violent performance a riot in the audience.

Instigate means a. to prevent b. to predict c. to cause

3. A grammar book usually starts with skills, such as identifying nouns and verbs.

Rudimentary means a. basic b. intermediate c. advanced

Exercise2 choose which one of the following verbs (do, make and have) to fill the gaps

1. I hope to _____ my own business one day.
2. I do not _____ many hobbies.
3. My mother usually _____ the bed, rather than me.
4. I _____ a mistake in my IELTS reading last time I took the test.
5. I _____ my shopping at the weekends.

Exercise3 match between the two pairs to discover new words to discover new words instead of very.

- | | |
|----------------|--------------|
| 1. Very good | a) Vivacious |
| 2. Very happy | b) Spacious |
| 3. Very lively | c) Jubilant |

Appendix 11:

Consent letter for Participants

Consent letter for participants

Dear participant,

I am conducting a research on the investigation into the role of You Tube videos as a pedagogical tool in enhancing EFL learners' vocabulary acquisition. At this phase of research, I will be carrying a treatment on third year EFL students to examine the effectiveness of using You Tube videos to improve their vocabulary acquisition.

Therefore, you are invited to take part in this research study within a period of six weeks. A pre-test, a treatment, a post test will be held respectively to investigate the role of You Tube videos in improving your vocabulary. Furthermore, questionnaires will be administered.

Confidentiality, privacy, and anonymity of your personal information and data gathered throughout the process of conducting this research work will be ensured. Your participation in this research project is voluntary, and your consent can be with drawn at any time.

If you consent to participating in this study, please sign the attached consent form. Your cooperation will be highly appreciated.

For further questions regarding this research project, you are welcome to contact the researcher.

CHAIB RIANE

ENGLISH DIVISION

FACULTY OF LETTERS AND FOREIGN LANGUAGS

UNIVERSITY OF MOHAMED KHEIDER OF BISKRA

Tel : 06 63 82 26 70

E-mail: rianech@yahoo.com

Yours sincerely,

I have read and clearly understood the researcher's request. I consent to volunteering as a participant in this research project being undertaken by CHAIB RIANE.

Name:

Name of university:

Telephone number:

E-mail:

Signed:

Date:

Appendix 12:

Consent letter for the Head of the Section

Consent letter for head of section

Dear head of section,

I am conducting an investigation into the role of You Tube videos as a pedagogical tool in enhancing EFL learners' vocabulary acquisition, as part of my Master dissertation at the level of third year students at the section of English in Biskra University. At this phase of research, I wish to conduct a treatment where the students of a teacher in your section will be asked to sit for a pre-post-tests.

I am seeking your consent to make one of your classrooms and the students of one of your teachers as my treatment group. During the treatment, written data will be gathered based on the pre and post-test and later analyzed and presented in a written form as part of the final dissertation. No unwished information or student will be named or identifiable in this report.

If you consent to one of the classes in your section being used as a treatment group, please sign the attached consent form and return it back to the researcher. You are entitled to withhold your consent for this project, and you may withdraw your consent at any time.

When the investigation is complete, you may request a copy of any data relating, specifically to the treatment group.

If you have any questions or comments relating to this research, you may contact me at the following address.

CHAIB RIANE

ENGLISH DIVISION

FACULTY OF LETTERS AND FOREIGN LANGUAGES

UNIVERSITY OF MOHAMED KHEIDER OF BISKRA

Tel : 06 63 82 26 70

E-mail : rianech@yahoo.com

You tube Vocabulary Acquisition

Yours Sincerely,

I consent the participation of one of our classes in the quasi-experiment and research project being carried by CHAIB RIANE.

Name of university:

Name of head of section:

Telephone number:

E-mail:

Signed:

Date:.....

Appendix 13:

Consent letter for the Head of the Department

Consent letter for head of department

Dear head of department,

I am conducting an investigation into the role of You Tube videos as a pedagogical tool in enhancing EFL learners' vocabulary acquisition, as part of my Master dissertation at the level of third year students at the section of English in Biskra University. At this phase of research, I wish to conduct a treatment where the students of one of your teachers will be asked to sit for a pre-post-tests.

I am seeking your consent to make one of your classrooms and the students of one of your teachers as my treatment group. During the treatment, written data will be gathered based on the pre and post-test and later analyzed and presented in a written form as part of the final dissertation. No unwished information or student will be named or identifiable in this report.

If you consent to one of your classes being used as a treatment group, please sign the attached consent form and return it back to the researcher. You are entitled to withhold your consent for this project, and you may withdraw your consent at any time.

When the investigation is complete, you may request a copy of any data relating, specifically to the treatment group.

If you have any questions or comments relating to this research, you may contact me at the following address.

CHAIB RIANE

ENGLISH DIVISION

FACULTY OF LETTERS AND FOREIGN LANGUAGES

UNIVERSITY OF MOHAMED KHEIDER OF BISKRA

Tel: 06 63 82 26 70

E-mail: rianech@yahoo.com

You tube Vocabulary Acquisition

Yours Sincerely,

I consent the participation of one of our classes in the quasi-experiment and research project being carried by CHAIB RIANE.

Name of university:

Name of head of department:

Telephone number:

E-mail:

Signed:

Date:.....

الملخص:

أصبح اتقان المفردات تحديا كبيرا في عملية تعلم اللغة الأجنبية. ينظر إليه على أنه مهمة معقدة لكل من معلمي ومتعلمي اللغة الانجليزية كلغة أجنبية. في الواقع، يواجه أغلبية الطلبة صعوبات في الحصول على المفردات. قد تكمن هذه الصعوبات في تشابه الكلمات مع لغتهم الأولى، أو في تعلم عناصر لغوية جديدة أو عند استخدام كلمات في السياق، لذلك ناقش العديد من الباحثين في هذا المجال مسألة إمكانية الطلبة في اكتساب المفردات بشكل فعال. بالإضافة إلى ذلك بحثت الدراسات الحالية في دور تبني فيديوهات اليوتيوب التعليمية لتعزيز اكتساب المفردات وفقا لذلك تهدف هذه الدراسة إلى اقتراح طريقة تعليم جديدة من خلال استخدام الفيديوهات علاوة على ذلك سعت إلى زيادة تحفيز الطلبة للتفاعل الإيجابي بين الأساتذة وطلابهم وكذلك بين الطلاب وزملائهم في الفصل. أيضا تبحث عن أفضل جودة للتعليم والتعلم. تشير الفرضية المقترحة للدراسة: أن فيديوهات اليوتيوب يمكن أن تساعد الطلبة على تطوير اكتساب المفردات لديهم. ومن أجل اختبار هذه الفرضية تم استخدام مقاطع من الفيديوهات للدراسة. وفيما يتعلق بالمنهج تم استخدام طريقتين لجمع البيانات، هو استخدام طريقتين لجمع البيانات. وشملت وسيلتين الاختبار والاستبيان، ومن هنا يمكن القول إن مقاطع الفيديوهات التعليمية تستطيع مساعدة الطلبة لإثراء رصيدهم اللغوي.

الكلمات المفتاحية: فيديوهات يوتيوب، علم أصول التدريس، متعلمي اللغة الإنجليزية كلغة أجنبية، اكتساب المفردات.