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**Examining Video-Based Songs Effects on EFL Young Learners' Comprehension of
Vocabulary:**

The Case of First Year Pupils at Helimi Rachid Middle School in Biskra.

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Dedication

This study is wholeheartedly dedicated to my beloved parents **CHETTOUH Houria** and **YOUNES Abdelhamid**, who have been my source of inspiration and gave me strength when I thought of giving up, who continually provide their moral, spiritual, emotional, and financial support.

This work is also dedicated:

To my grand- mother **HATAB Zolikha**

To my dear brother **YOUNES Zakaria**, and my lovely sisters **YOUNES Roumaissa**, and

MEDDOUR Bouthaina who have been my guardian angels

To my sister-in-law **LAMRI Khadidja** and my sweet niece **YOUNES Lina**

To my dear aunt **YOUNES wassila** who helped me in conducting my work

To my cousins **Fadoua, Manar, Asma, Zaineb, Zahra, Ibtissam, Souhaib, Ilyes, Lazhar, Ahmed**

To my best friends **Manel, Dounia, Chahira, Houda, Yosra, and Soulef**

And to all my family members **YOUNES & CHETTOUH**

Special gratitude is due to all those extraordinary People who have stood by me in

Very hard moments

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Abstract

Vocabulary comprehension represents an important area of EFL learning where different teaching tools are used by teachers to assure that the learners have well grasped the introduced new vocabulary. However, the traditional teaching tools seem that they do not serve well the teaching objectives. Middle school pupils lack vocabulary comprehension henceforth; we conducted a research study focus on the use of songs in teaching English lexis. It aims at showing whether video-based songs can help learners to comprehend the new vocabulary and discovering pupils' attitude towards this method in facilitating the teaching/learning process. To answer these questions, the researcher adopts for quantitative method that relies on two means of research: structured questionnaires and quasi-experiment. The two questionnaires are submitted to a representative sample of first year middle school pupils(n=40), and middle school teachers(n=15). The questionnaires focused on discovering teachers and pupils' attitude towards this method. Moreover, the quasi-experiment is set in order to obtain more direct, real and accurate data on what is going on when explaining and practicing new words with video-based songs. We hypothesize if video-based songs are used for teaching vocabulary, that would enable first year middle school pupils to better understand words' meaning and use them appropriately or if video-based songs are not used that would obstruct first year middle school pupils from grasping the meaning of words and the use of vocabulary items . The findings of this study confirm the alternative hypothesis and allow us to emphasize the importance of video-based songs as having a great effect on pupils' level of achievements. The results clearly indicate that both teachers and pupils uphold teaching and learning with video-based songs in the classroom. However, the lack of audio-visual materials in our middle schools significantly affected pupils' willingness to learn English as well use their new vocabulary. The pupils show great excitement to learn the language through authentic materials and improve their vocabulary comprehension. Besides, the results reveal that video-based songs have an extremely significant role in enhancing the pupils' abilities to use vocabulary appropriately. This method is also useful means to attract and motivate learners not merely for learning new vocabulary but also a foreign language since it makes lessons' presentation more realistic.

List of Abbreviations and acronyms

A.V.A: Audio-Visual Aids

EFL: English Foreign Language

FL: Foreign Language

SD: Standard Deviation

SE: Standard Error

SPSS: Statistical Package for Social Sciences

Std: Standard Deviation

YFLL: Young Foreign Language Learner.

YL: Young Learning

YLL: Young Language Learner

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

1. Study Background

Vocabulary is an important element in foreign language learning. Students are expected to develop their vocabulary background about both formal and informal situation. It needs to be supported by other English components, grammar and pronunciation. The students are expected to be able in speaking and writing, it means they are able to share ideas and opinions to listeners and readers using English words. The British linguists David Wilkins (1972, p.111) point out that nothing can be conveyed in the vocabulary absence. Therefore, vocabulary is viewed as one of measures of knowing English. It is the requirement that is important for success in learning English.

Learning vocabulary involves a process of building and sharing meaning through the use of language, and the learners will know the appropriate words while expressing language. They will learn how to choose vocabulary meaningfully. It also leads them to make interaction in the society by using language since it is important for foreign language learners. Nowadays, listening to music and songs is commonly preferred by most young learners. This fact inspires researchers that music can be applied as interesting and effective media in teaching English, especially in teaching vocabulary.

2. Statement of the Problem

Vocabulary is the basic element in the English language. People use a large number of words to express their emotions, thoughts, needs, and other aspects. Since English is a foreign language for middle school pupils, most of them are rarely familiar with the new vocabulary, its correct pronunciation and its meaning. Therefore, grasping a new vocabulary is not an easy task for foreign language learners.

Additionally, there is a low motivation in studying English; the linguist Nunan, D. (2011) states: “in formal schooling (and this is true for all subjects, not just foreign language learning), researchers indicate that motivation declines over time”. The pupils are passive and

they did not have self-confidence in learning English. They think that it is a difficult subject. This thinking is caused by internal and external factors. The internal factors include are motivation and interest while the external factors are teachers' teaching techniques and teaching media as well.

Thus, we intend to conduct the classroom action research focusing on the use of songs in teaching English lexis. According to Lo and Li (1998) applying songs as a teaching instrument has its advantages, songs can convert the classroom mood (cited in Denise Yüksel). We want to prove the effectiveness of using songs in teaching English toward the first year pupils' English. Therefore, the present study suggests the use of songs as a technique to enhance pupils' abilities to learn the English vocabulary.

3. Research Questions

To test the effects of video-based songs on EFL learners' understanding of new words, this research is conducted to answer the following questions:

RQ1: To what extent the use of video-based songs would help middle school pupils to understand new vocabulary?

RQ2: In what way does the use of video-based songs would hinder first year middle school pupils to grasp vocabulary?

4. Research Hypotheses

Based on the above research questions, we hypothesize that:

1. If video-based songs are used for teaching vocabulary, that would enable first year middle school pupils to better understand words' meaning and use them appropriately
2. If video-based songs are not used that would obstruct first year middle school pupils from grasping the meaning of words and the use of vocabulary items.

4. Aims of the Study

The basic of the study is to extend the pupils' lexicon and enrich their background about language. This work aims to elevate the learners' ability to grasp and learn new vocabulary, and to create comfortable learning/teaching environment.

Specifically, this investigation is conducted to promote learner's ability in learning new vocabulary through songs; as well as, we intend to examine the influence of songs to elevate learning by pupils. Last and not least, we pursue to create comfortable and enjoyable environment while teaching new lexical vocabulary.

5. Research Methodology

Based on research questions, hypotheses and aims, the research methodology will be adopted in order to conduct this investigation is as follows:

6.1. Research Design

This study is semi-experimental in nature. Pupils will be questioned and tested in classroom environment. Therefore; quantitative method design will be applied. Accordingly, data will be gathered from three sources: observation, quasi-experiment and questionnaire. So, in one hand, they will allow us to discover effects of songs on EFL learners while grasping new lexicons. In the other hand, an overall evaluation will be accessed concerning songs as a suggested treatment after we analyze the gathered data.

5.2. Participants

In this work, two parties from middle school environment will engage. This means, the research work will consist of both teachers and pupils from Biskra middle school. The pupils will be chosen by random sampling since we will tackle a quasi-experiment. They will be first year pupils. Only 10 pupils will take part in the study because it is classroom research.

5.3. Data Gathering Tools

To collect required data, classroom observations, quasi-experiment and questionnaire will be used in this study.

5.3.1. Quasi-experiment

Through the quasi-experiment, the pupils will be tested twice. The first test is a pre-test. It will be submitted before the intervention is mentioned apply. This test will contain three tasks. In task one, they will be asked to recall at least six words which they learned before. Next task will be structured to explain these words by either using the mother tongue or drawing pictures. The third task will be productive; they will be expected to write five sentences that include five words from the previous task (task one).

Subsequently, relying on presentation, practice, production method (PPP), we will present our lessons in form of songs that contain target vocabulary. Songs will be displayed in the preparatory stage. Each song will be selected according to its appropriateness(in terms of the type of both songs and videos) and correspondence (in terms of the content) with both the program and the level of pupils. In practice stage, we will give them tasks and activities in order to practice the new vocabulary aspect. These tasks will contain screenshots from the videos and it will vary among matching pictures with the right vocabulary, describing them using the appropriate words and naming the items in the picture. Then, the feedback or the correct will be done by watching and listening to the song again. The final stage will be the productive stage where the pupils will use the new lexicons to synthesize new examples by their own. Afterward, the second test which is a post-test will be given to the pupils. It will be formed in the same way that the pre-test is formed. In other words, there will be three tasks: recalling the new vocabulary, explaining them, and using them in context.

5.3.2. Questionnaires

A questionnaire is a series of questions submitted to a target population or sample for the purpose of gathering information (Saul McLeod, 2018). It is considered as a research tool in this study.

Structured questionnaires will be given to the middle school pupils and teachers. First questionnaire is for pupils; it will be written in English with the Arabic translation to ensure that all pupils understand the questions. It will contain general and specific questions about both vocabulary and songs. The second questionnaire will be submitted to teachers of middle schools.

6. Significance of the Research

The significance of the study will be at a pedagogical level. Indeed, it will redound in enhancing learners' vocabulary baggage. It attempts to create a new sort of enjoyable learning and teaching as well. In other words, the contribution of the study will be directed to the benefit of both teachers and learners.

7. Research Structure

Presently, the research work will be divided into three main chapters. The initial two are theoretical. Whereas the first chapter will include detailed information concerning the concept of vocabulary and its importance, the second one will define songs as teaching techniques and explain how and why they will be effective for learning/teaching process in order to elevate the young learners' comprehension of vocabulary. Symmetrically, the third chapter is the fieldwork. It will include the procedures and the methodology that are adopted to conduct our investigation; in addition, this part will contain the data analysis and the findings of the work. In simple put, the chapter will be a description of the practical part of the study.

Chapter One:
Utilization of Video-Based Songs in
Teaching EFL Vocabulary to YLL

Introduction

- 1. What Is a Song?**
 - 1.1 Definition of Music**
 - 1.2 Definition of Songs**
 - 1.3 Role and Importance of Music and Songs**
 - 1.4 The Psychological Effects of Music and Songs**
- 2. Music and Language Learning**
 - 2.1 Similarities**
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- 3. How to Teach Vocabulary Through Songs**
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 - 3.3 Strategies of Teaching Vocabulary Through Songs**
- 4. Audio visual aids**
 - 4.1 Definitions**
 - 4.2 Importance**
 - 4.3 Characteristics of AVA**
 - 4.4 Psychological Bases of AVA**
- 5. Why this method should work?**

Conclusion

Introduction

The best way for learning is through fun and enjoyment. Therefore, involving music in teaching English will give an enthusiastic and enjoyable environment. Songs may be a good source that encourages learners to improve their English language learning. So, this chapter includes definitions of both terms music and song, their importance and their psychological effects. Besides, how teachers may teach English vocabulary via songs, and what the significance that Audio-visual aids may add to this method. Finally, what the reasons behind the effectiveness of this method are.

1.1.What is a song?

1.1.1 Definitions of music

Music is those smooth and sophisticated sounds that are combined in a certain way to produce a pleasant form of tones. In Dictionary.com, music is “an art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony, and color”. However, in Merriam-Webster dictionary, the term music is defined as “the science or art of ordering tones or sounds in succession, in combination, and in temporal relationships to produce a composition having unity and continuity”.

Levinson defines music as an art where “sounds temporally organized by a person for the purpose of enriching or intensifying experience through active engagement (e.g. listening, dancing, performing)” (1990, p.273). In other words, music is an arrangement of sounds that serves a particular purpose, such as relaxation, enjoyment, and others. Kania (2011, p.12) see music as “any event intentionally produced or organized to be heard, or either to have some basic musical features, such as pitch or rhythm, or to be listened to for such features”.

1.1.2 Definitions of Songs

Song is born from a combination of both language and music. It is classified as “hybrid” of them. Hybrid means the offspring of two things of different species and /or varieties. According to Cambridge Dictionary, song is “a usually short piece of music with words that are sung”. Hennebirg (2015, p.4) defines song as “a piece of music for voices”,

and she adds “since ancient of times, speech and music have been combined into song to express great feelings about something.”

In addition, Jamalus states that songs may be seen as art works whenever they are sounded (sung) accompaniment with musical instruments (1988, p.5 cited in Ratnasari, 2007, p.10). Hornby (1995) states that songs are short poem or number of verses with accompanying music and intended to be sounded. In different put, songs are words put to music.

1.1.3 Role and Importance of Songs

Using songs and music in education encounter a considerable attention in different studies since they have been a part of humans’ lives and culture. These studies show how songs and music can be beneficial in teaching and learning process. Therefore, in our investigation, we spot the light on the role of songs and their importance in teaching.

Accordingly, Griffie points that everyone believes in the power of songs, yet no one knows the reason of this power (1995, p.4). Songs have the power to motivate people and influence their behavior. Harmer (2000, p.242) states that music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish.

Consequently, the use of songs in classroom is considered as the most foreign language learning (FLL) effective strategy. As Lo and Li (1998) using songs as a teaching method has its strengths, they create a positive classroom atmosphere (p.8). Papa and Iantorno (1979, p. 8) agree that “singing is certainly one of the activities which generates the greatest enthusiasm and is a pleasant and stimulating approach to the culture of foreign people.”

Additionally, Fisher & Macdonald (2001) stated that using songs can increase oral language development, as the young learner hears and sings the song they start to build background knowledge; it also increases their vocabulary (cited in Yuksel, 2016, p.15). Also Cameron (2001) and Pinter (2006) stated that Songs can be a valuable teaching and learning tool as it can help to develop the learners listening skills and pronunciation (ibid).

Last and not the least, Sariçoban and Metin (2000), for example, note that songs are one of the most interesting and culturally rich resources that teachers and teacher trainers can employ in a language classroom to teach a variety of language items such as sentence patterns, vocabulary, and rhythm. Songs, according to Griffie (1995), are “especially good at introducing vocabulary because they provide a meaningful context for the vocabulary”(p.5). Songs, therefore, become an inherent part of our language experience; and if they are used in cooperation with a vocabulary lesson, they could be of great value.

1.1.3 The Psychological Effects of Music and Songs

Listening to music and songs may touch the humans’ senses and leave traces in their souls. The listener’s emotions are invoked; he/she can feel pride, elation or relaxed after listening to his/ her favorite song/music. Therefore, researchers suggest that music may stimulate different parts in the brain and bodily responses. Music and songs have psychological effects that are reflected in people’s activities and performance, mainly learners.

Generally, music is used in relaxing mind, energizing body, and promoting emotional health and psychological well-being. However, the psychological effects of music are powerful and wide-ranging. Cherry (2019) states a number of these effects that songs/music can succeed. She identifies the points that music psychologically affect such as learners’ performance, stress, motivation, mood, and memory.

First of all, songs or music can improve the cognitive performance of learners. If the music is played while the listener is primarily focused on another activity, his/her performance on cognitive tasks may be improved. In different put, listening to music affects listener’s enjoyment which, in turn, influences cognitive performance (Hallam et al., 2002). Consequently, playing more upbeat music leads to improvements in processing speed while both upbeat and downbeat music lead to benefits in memory (Bottiroli et al., 2014).

Subsequently, it has a long been known that music is able to decrease and manage stress. Therefore, psychological researchers create meditative music in order to pacify the mind and induce relaxation. Listening to music helps to cope stress and pressure.

Accordingly, Thoma et al. (2013) conduct a study on “The Effect of Music on the Human Stress Response” where the results show that listening to music had an impact on the human stress response, particularly the autonomic nervous system. The study participants who had listened to music tended to recover more quickly following a stressor.

Additionally, listening to songs/music may help in memory improvement, yet it relies on an assortment of factors which may incorporate the sort of music, the audience's satisfaction in that music, and even how musically well-trained the listener might be. As Cherry indicates “Musically naive students, on the other hand, learned better when listening to positive music, possibly because these songs elicited more positive emotions without interfering with memory formation”. Hence, while music may affect memory, results may change contingent upon the person.

Last and not least, researchers found that listening to songs motivate learners to work harder and improve their mood. Scientific studies prove that music can improve learners’ motivation because it causes the brain to release dopamine, a chemical which works to regulate motivation and goal-oriented behavior. Another study presents that the positive effect of music on human behavior is considered to be a consequence of the impact of music on mood i.e. long lasting emotions, and arousal i.e. degree of psychological activation (Thompson et al., 2001). Hence, listening to songs in the classroom increases motivation sense and change positively learners’ mood.

To sum up, music and songs can influence learners’ thoughts, feelings, and behavior. They can be a source of pleasant and contentment; as they can be a tool that has psychological benefits. Thus, learners may improve their cognitive performance, memory, motivation, and mood, and reduce stress and pressure by listening to music.

1.2. Music and language

Language is an indispensable element in humans’ lives. Similarly, music spreads, nowadays, among different groups of people and become a part of their lives. Thus, language and music have similarities as well as dissimilarities.

1.2.1 Similarities

Music and language share a number of resembling. First of all, they have a writing system. If language is written using the alphabets, music is described using notes. Therefore, collections of language letters and musical notes create meanings for their readers. Furthermore, both language and music are aural phenomena, as Flament points that the physical constituents of musical sounds are the same as the constituents of orality, the sounds of language: duration, intensity, fundamental pitch-frequency (Fo), these are isolated or integrated into a sound flux, in a continuum (1998, p.18). Teachers may avail this convergence to express stress and intonation in linguistic through the application of musical rhythm and melody.

Subsequently, a sequence of events is orderly perceptible while listening to a piece of music or stretch of speech. Simply, language and music are neatly and methodically arranged; they consist of a beginning, middle and an end. This means that they follow a chronological order of events and episodes, and it is inappropriate to precede an event or retard another.

These phenomena are hierarchically structured, starting with a small unit (phoneme/ single note) and ending with a large unit (a large discourse/ a musical piece). Thus, it is found that linguistic units have equivalent musical units. For example, a piece of writing may contain sentences, clauses, phrases, and words (figure 1.1); in equivalence, a musical piece may contain sections, phrases and notes (figure 1.2).

Finally, both domains are varying with culture, and they are considered as cultural symbols. Music and language are mirrors to the history and the development of human's life. One may express or share his/her feelings linguistically as well as musically.

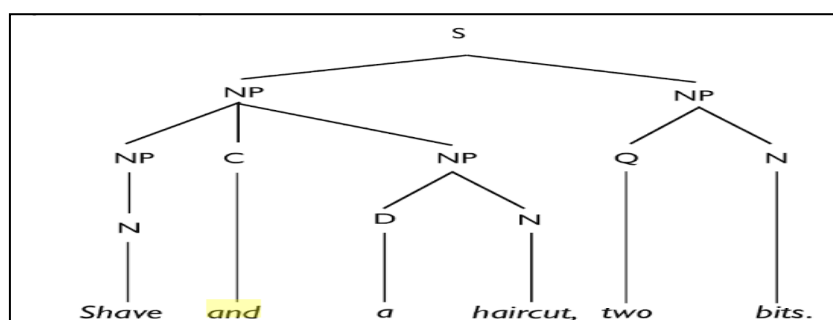


Figure 1. 1: Hierarchical structure of language (Cited in Honing 2013, p.38)

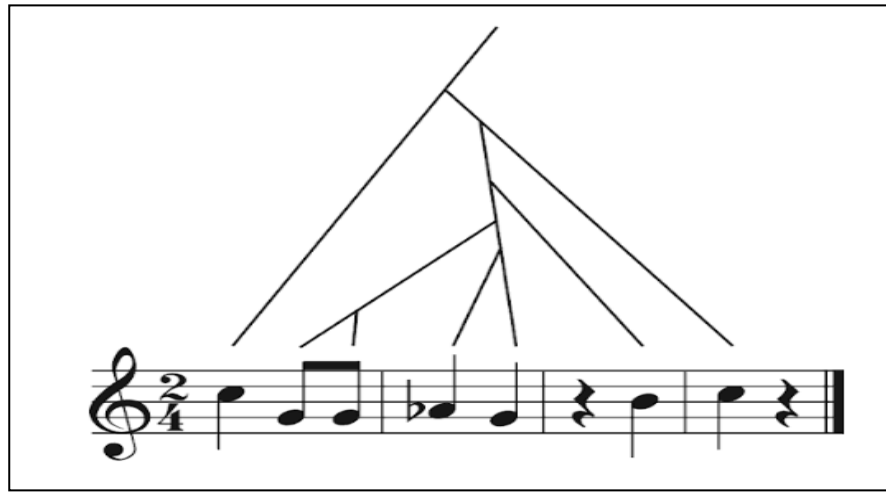


Figure 1. 2: Hierarchical structure of music (Cited in Honing 2013, p.38)

1.2.2 Differences

Once we have realized how similar music and language are; we may also realize how differ they can be. Honing (2013, pp.41-42) mentions four main differences between music and language.

First of all, at the syntactic level, unlike language, music has no clear grammatical categories. In other words, music cannot be divided into grammatical and non-grammatical structures as done with language. “A lot, if not everything, is possible in music”. Even though “a well-formed” music may be, the nature of its rules is much more permissive than the language roles. Ultimately, compositional rules of music define the genre a piece belongs to, yet they do not determine whether this piece has a meaning or not.

Second, semantically, language is meaningful whereas music (standing by itself without words) is meaningless. Which means that music lacks semantics as it is with syntax. In fact, the meaning of music lies in pitch movements, rhythm, and timing since the individual notes are meaningless by themselves. Accordingly, Dorrell(2015) states that “it would be a mistake to assume that music necessarily has "meaning", or that it "communicates".”

Third, concerning the emotions, while language addresses the brain (thoughts and logic), music addresses the heart (feelings and sensations). In different put, music appeals

mostly emotions much more than the language does. As Honing says “the development of the melody and the way the rhythm is articulated are “the carriers” of that emotional “meaning” ”. (p.42)

Lastly, music cannot be caught in a letter set the way language can. In the most ideal situation, a piece (a composition) as recorded in a score resembles a cookbook: it incorporates guidelines on the "what" and "how", but it has no effect on the tasting, savoring, and enjoying of the subsequent (musical) meals. In this sense, music cannot be articulated and put into words.

According to Andy (2000), there is another difference between music and language concerning how the brain processes them. His study shows that the left hemisphere has to deal with language whereas the right hemisphere has to deal with music (p.9). Springer and Deutsch (1993, p.160) report that the ability of the right hemisphere to process prosody has prompted the advancement of a program called melodic intonation therapy which helps aphasias (with left hemisphere damage) to improve their language abilities by combining word successions in a song (cited in Andy (2000, p.9).

In conclusion, these differences and similarities are caused by the evolution of music and language. In one hand, some researchers see that both language and music have the same origin; whereas, the others believe that both of them have different origins. On the other hand, there is a variation on which affects the other (music or language) i.e. language as a side effect of music or music as a side effect of language (honing, 2013, p.40). (Figure1.3)

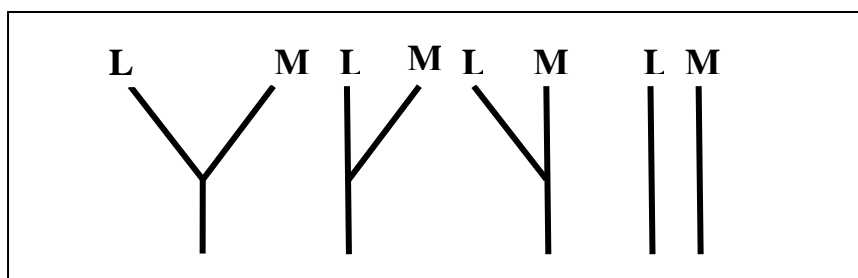


Figure 1. 3: ways in which language (L) and music (M) could have evolved. Time is from Bottom to Top. (Cited in Honing 2013, p.40)

1.3.How to Teach English vocabulary through songs

Developing communication skills is the main goal in teaching English language vocabulary. In order to accomplish this goal, it is requisite to maintain learners' interest and motivation by means of relating closely the content to learners' real life; as well as, adjusting materials to fit different learning styles.

For example, songs may be an excellent source of language due to their nature, fun content, and relaxing feature, which influence children's language development. Songs enable learning and practicing the different aspect of language. They serve "as a good source of pronunciation, intonation, and accent practice, but also as a practice of listening skills and vocabulary development". (Dzanic&Pejic 2016, p.41)

1.3.1 Types of songs for young learners

In language teaching and learning, if the teacher well chooses and applies the materials, they will be more useful and effective. Therefore, if songs are well chosen and applied, they may be a valuable tool, and make learning fun and memorable experience. Due to the large number and the variety of songs, the instructor should distinguish between the different types of songs and their purposes.

House (1997) differentiates between traditional songs and songs written exceptionally for young learners. She claims that young learners are ordinarily acquainted with the former kind, while the last are, as their name recommends, uniquely composed for a course book to support certain vocabulary and language structure focuses (p. 19). Correspondingly, Ur (1992) divides songs to the specially-composed English teaching songs and the authentic ones. The first are used for teaching vocabulary and language structure, and to help in the oral production of the language. However, the second, authentic songs are a matter of cultural aspects and entertainment (p. 65).

In addition, Murphey (1992) states a classification of songs for young language learners; he mentions two kinds of songs. The first type is jazz chants that refer to rhythmic expressions in situational context without background music. The second type is action songs or total physical response (TPR) songs where learners are expected to respond physically to what they hear and sing when they should do (p. 121).

Moreover, Smidova (2010) presents four types of songs for young language learners: action songs, traditional and special occasion songs, jazz chants, and different genres songs. She explains these types as what follows:

➤ **Action songs:** require development or any kind of emulate while singing. It depends on TPR (Total physical reaction by S. Asher) and offers immense potential for adapting new vocabulary, language, verbal improvement and framing of ideas. Learners attach meaning of a word with movement, which make grasping a new vocabulary simple, as well recalling it. Singing and moving relaxes learners' emotions.

➤ **Traditional and special occasion songs:** have advantages that are nice melody and interesting story that has cultural binds; as well as, they may be sung outside the classroom. Those songs have repetiting form of verses and series of other discourses that make them easy to pursue. By teaching them, learners get a cultural knowledge of the target language.

➤ **Jazz chants:** represent the musical articulation of Standard English as it happens in situational settings. They are structured as a second language acquisition device to improve learners' sense of the rhythm and intonation patterns of Spoken English. Learners are indicated natural intonation patterns and idiomatic expressions through jazz.

➤ **Different genres songs:** this kind is divided into two categories. Classical music, it is defined as music in the educated European tradition that includes such forms as art song, chamber music, opera, and symphony. Pop music, it is professional music which draws upon both folk music and fine arts music. Because pop songs are easy to remember and have simple beat and clear pronunciation, teachers rely on them the most.

Eventually, the selection of the appropriate type of songs has certain criteria. For example, a song should be purposeful; it should serve the purpose of the topic. The song that is used should be easy to follow. Also, it should be necessarily impactful; in other words, it needs to touch learners' spirit, mental and emotions.

1.3.2 Using Songs in Teaching English to Young Learners

It is demonstrated that youngsters love playing, singing songs, and experiencing English with their senses. Bourke (2006, p.281) asserts that young language learners program should be practically appropriate and undoubtedly comprise songs, rhythm and chant (cited in Dzanic&Pejic 2016, p.41). In the same way, Martin indicates that songs and rhythm represent influential elements of primary language program (2000, p.69).

According to Paul, young learners grasp information better when it is put in real-life contexts (1996, p.6). In other words, learners prefer to be exposed to things inside classroom that are similar to the ones outside the classroom. Consequently, songs represent a flexible resource which allows teachers to use and adapt them in a variety of ways to suit the needs of their learners.

Additionally, there are a number of reasons for using songs in teaching English vocabulary to young learners. First, Krashen says “for effective learning the affective filter is must be weak. A weak affective filter means that a positive attitude to learning is present.” Which means, when teachers use songs within their lessons, they create a positive atmosphere and favorable environment for learning. They obtain a weak affective filter by the use of songs. (Eken, 1996, p. 46)

Second, the utilization of songs gives the learners a chance to develop automaticity (Schoepp 2001). Automaticity is, according to Gatbonton and Segalowitz, “a component of language fluency which involves both knowing what to say and producing language rapidly without pauses” (1988, p.473.ibid). Songs aid an automatize language improvement process since their nature is quite repetitive, logical and persistent.

Besides, Sevik (2011) concludes the most impressive characteristics concerning the use of sons with young language learners. They are as follow:

- Songs improve listening comprehension.
- Songs symbolize the strength of modern primary language programs.
- Songs may enlarge the attention span of the learner.

- Songs are major tool in learning language at an early age.
- Songs are viewed as an excellent memory tool.
- Songs provide a variety of comprehensible input.
- Songs create a safe and natural classroom ethos.
- Songs are extremely repetitive and result in language fluency.
- Songs abound in cultural content.

Moreover, Griffie (1988) mentions the reasons that identify benefits of using songs in the English classroom. He states that:

1. Songs and music lower anxiety. If they are introduced in the early years of language learning, songs and music tend to create enjoyable, anxiety-free environment.
2. Songs are useful for teaching vocabulary.
3. Songs serve as an excellent listening material.
4. Songs can be used as supplemental texts in the end of the lesson, on special occasions or as an additional component for vocabulary development.
5. Songs and music can be used to support grammar presentation, practice, and revision.
6. Songs and music bring various cultures into the classroom

Furthermore, Murphy (1992) examines the advantages of songs, and declares that songs help the improvement of language in young learners and affect short-and long-term memory. He includes that songs are short, independent writings and recordings that contain basic, repetitious, conversational language. Because of their cheerful nature, they give diversity and fun, and aid relaxation and group dynamic.

In this manner, it may be concluded that by listening to songs in English sessions, young learners may profit in numerous ways. Being tedious does not imply that melodies are boring; however, they offer youngsters the chance to train and acquire the language in a fun manner.

1.3.3 Strategies of Teaching Vocabulary through Songs

Songs can be an effective tool to teach target vocabulary to young language learners. However, using songs in the lesson may differ from one teacher to another since each teacher has his/her own way of teaching. Nevertheless, far from the teacher's way, there are techniques for applying songs successfully. The application of songs is based on the presentation and the activities that should suit characteristics, the level, and the interest of the learners.

Brewester et al (2000) suggest particular techniques to apply songs in a classroom. They point the following strategy:

- Set the context.
- Use visual aids to introduce new vocabulary.
- Play or sing the song to familiarize students with it.
- Do further listening activity.
- Practice pronunciation (intonation, rhythm and stress).
- Encourage students to join in and do actions or mime.
- Repeat the song several times.
- Give students written text of the song.
- The text can further be used for multiple activities, such as: gap-fill, listen and sequence, illustrate, match pictures with line, etc.
 - Invite students to compare the song with a similar one in their own language.
 - Sing the song with the whole class (cited in Dzanic&Pejic 2016, p.43)

Differently, referring to Sevik's study, Dzanic and Pejic propose three stages for applying songs to teach vocabulary: pre-listening stage, while-listening stage, and post-listening stage. Briefly, pre-listening phase is an introductory part about the necessary points of the language vocabulary. While-listening phase involves specific tasks learners should do. Lastly, post-listening phase is a productivity stage where the gained information is used, educational value is increased, and the skills are developed. (ibid, p.44)

In pre-listening stage, teachers should indicate visuals identified with the vocabulary in the song and demand learners to guess the subject matter. At that point, utilizing visuals accompanied with activities, teachers read and clarify the title of the song. Next, they ask learners to state any words in English that they can connect with the title of the song and compose those words on the board. By the end, teachers use activities and pictures from the young learners' books to clarify the implications of new words. By learning and revising lexical items in advance, young learners are urged to focus more on these particular language vocabularies while listening to the song.

Subsequently, in the while-listening stage, the activities increase the comprehension of the song. Learners are supposed to participate firmly as long as they listen to the song. In addition, at this stage, the song has to be played several times (three to four times). In the first time listening, learners listen to song only. In the second time, the teacher sings and acts and learners follow his actions while listening to the song. The third time, they try to sing with the teacher and the record, and act; this phase might be repeated in the fourth time.

Finally, at the post-listening stage, the procedure generally leads into communicative exercises. At this level, the teacher should prepare activities where learners contend, play, or act. Additionally, in order to activate and rehearse the information in the exercises that pursue, teachers need to select relevant follow-up exercises; for example, presenting photos of the vocabulary from the song, blanking spaces for learners to compose the right words, or using flashcards with a key words to put them in order after listening.

In the conclusion, the strategies of teaching vocabulary through songs are based on how the teachers present the songs and what activities they rely on, and how the learners are performing and interacting in the classroom. Thus, applying these strategies while using songs may increase the effectiveness of this tool; as well as, it may enhance learners' comprehension of the new vocabulary.

1.4. Audio-Visual Aids

1.4.1 Definition of Audio-Visual Aids

The audio visual aids (AVA) is a term that contain three words: Audio which means frequencies corresponding to sound waves that can normally be heard by the human ear,

visual which refers to a thing is based on, designed for, or controlled by the use of sight, and Aids which means helpful devices.

Career V. Good. “Audio-Visual Aids are those aids that help in completing the triangular process of learning i.e. motivation, classification and stimulation.” (Cited in Rather 2004, p.52). Accordingly, Burton sees the AVA as sensory objects that initiate, stimulate, or reinforce learning process. Comparably, Edger Dale deems Audio-visual aids as devices by the utilization of which correspondence of thoughts among persons and groups in different educating and preparing circumstances is made a difference. (ibid)

Additionally, Good’s Dictionary of Education defines the Audio Visual Aids as “Anything by means of which learning process may be encouraged or carried on through the sense of hearing or the sense of sight”. (Cited in Rather 2004, p.52 & Siddiqui 2008, pp.41-42). Mackwa and Roberts describe Audio visual aids (AVA) as supplementary instruments that are based on the use of more than one sensory channel and used by the teacher in order to clarify, establish and correlate- concepts, interpretations and appreciations.

Eventually, Audio Visual Aids are the different tools appealing the sense of vision and hearing and are used in classroom presentations. These devices integrate visual aids such as images, objects, models, or charts, as well as, audio aids like record player, radio, or tape-recorder.

1.4.2 Audio-Visual Aids Importance

The foreign language teachers lately concern and focus on making the learners use the language communicatively and creatively. After the technology development, Audio-visual aids play an important role in reaching this aim. Teachers recognize that the integration of audio- visual materials with the language lessons positively affect learners learning.

Accordingly, National policy of education (1986) induces utilization of teaching aids and materials, especially the improvised ones, to increase the effectiveness and pragmatism of teaching-learning process (Cited in Siddiqui 2008, p.42). Therefore, the significance of technical devices (AVA) is reflected by their advantages which are:

1. Powerful motivator i.e. audio visual aids properly attract learners' attention
2. Helpful in retention i.e. they provide connection with the real life and sufficient mental drills.
3. Habits and skills improvement.
4. Encouragement of active participation.
5. Appealing to learners of varied abilities i.e. making subject matter clear, mainly to those learners who lack facility in direct verbal teaching.
6. Saving time and making learning solid and durable
7. Widen the range of learners' experience.
8. Stimulate the development of understanding and attitudes.
9. Positive transfer of learning.
10. Reinforcement to learners.
11. Continuity to thoughts i.e. the growth of meaning and the development of vocabulary. (ibid, pp. 42-46)

Additionally, by the use of audio visual aids, learners grow intellectually in their oral and written communication and critical thinking skills. Audio visual devices illustrate the external world and bring it into the classroom. These materials can vividly present the abstract concepts and make them easily grasped by the learners.

Eventually, the significance of audio visual aids in teaching foreign languages is not limited to develop language vocabulary only , but it also helps in developing both receptive (listening and reading) and productive (writing and speaking) skills. Hence, if audio visual materials are used properly and well selected, they will be beneficial for the learners educationally and psychologically.

1.4.3 Characteristics of Audio-Visual Aids

When a teacher decides to teach vocabulary through video-based songs, he/she carefully thinks on how to choose and use them in order to serve that teaching process. Basically, Audio visual aids should have specific characteristics, and they should be used in a specific way.

In fact, selecting the appropriate materials for teaching process is a crucial step in which the teacher should take into consideration some features. Mohenty (2017) points the characteristics of good audio visual aids as follows:

1. They should be purposeful and meaningful
 2. They should be accurate in every respect
 3. They should be clear
 4. They should be cheap
 5. They should be simple
 6. They should be up to date
 7. They should be improvised
 8. They should be easily portable
 9. They should be according to the mental level of the learners
 10. They should motivate learners
 11. They should be huge enough to be properly seen by the learners for whom they are meant
- (p.261)

However, there are some factors that may influence the use of audio visual aids, and teachers should also take them into consideration. These factors are:

1. Purpose of teaching: changing attitude, gaining information or learning skills
 2. Nature of subject matter
 3. Nature of audience: age, level of education, interest, experience, intelligence, knowledge on subject
 4. Number of audience: small or large number
 5. Teacher's familiarity: with and skill in using several aids
 6. Teacher' originality and skill: selection, preparation, and use of aids
 7. Availability
- (ibid, p.262)

In conclusion, teachers should respect these features of the audio visual aids because they may affect the quality and effectiveness of teaching/ learning process. The mentioned characteristics may facilitate the utilization of audio-visual devices; as well as, learners may easily acclimate with them.

1.4.4 Psychological Bases of AVA

The use of audio visual aids influences young learners in different aspects. These aspects are represented as psychological bases of audiovisual devices. According to Selvi (2007), there are six psychological bases of audio-visual aids which are as follows:

1. **Motivation:** the sensory appeal of audio-visual aids motivates and stimulates students to learn easily in a related atmosphere.
2. **Curiosity:** the curiosity of young learners is aroused due to the novelty and variety in teaching aids when used for classroom teaching.
3. **Interest:** many AV aids give young language learners the opportunity of manipulative their learning environment and their interest in learning sustained.
4. **Real and contrived experiences:** with the use of AV aids, young learners have the direct experiences of real life situations or contrived situations a kin to real one. Such direct experiences make learning meaningful to those learners.
5. **Concretization:** AV aids decreases abstractness of spoken and written words to make learning concrete which help learners to comprehend the new lexical items.
6. **Attention:** through the use of AV aids the attention of young language learners can be secured, as learning becomes a pleasant experience.

Consequently, utilization of audio-visual aids has a crucial role in directing learners and framing learning process. It also helps teachers to present a lesson successfully, and to control the classroom easily. Audio-visual aids arouse all possible senses; as a result, young learners grasp and comprehend the new vocabulary effortlessly.

1.5. Why This Method Should Work

In this part of the work, a number of reasons are given on why the method that is mentioned should be successful and effective. This method, the use of AVA in teaching vocabulary to YLL, meets the basic criteria for effective learning such as motivation, effective learning, and revision.

The first reason is a theory that analyzes the effects of left and right brain on learning. James Asher believes that a genuine learning may happen only if there is a switch between the left and the right brain. In other words, by using AVA, images are included while a teacher introduces a word; facilitate retaining and using this word.

Another reason, teaching vocabulary through learners' favorite songs establishes unlimited opportunities for revision. This latter is essential to store information in long-term memory. Linhart states "without revision, there is no learning". Therefore, as known, music is characterized by sticking in one's mind, which helps learners in revising outside the classroom. Accordingly, Murphy defines this phenomenon as "the echoing in our minds of the last song we heard" (1992, p.7). He calls it 'the song stuck in my head phenomenon'.

Moreover, this method is a combination of two successful approaches. Lexical approach that is developed by Michael Lewis focuses on vocabulary teaching. Lewis believes that:

An important part of language acquisition is the ability to comprehend and produce lexical phrases as unanalyzed wholes, or "chunks," and that these chunks become the raw data by which learners perceive patterns of language traditionally thought of as grammar. (1993, p. 95)

In addition, Suggestopedia is developed by Bulgarian psychotherapist Dr. Georgi Lozanov; it focuses on the utility of music in a classroom. Suggestopedia is connected to using songs to teach vocabulary. Lozanov claims that using this method means "three to five times faster, easier and deeper learning, inner freedom, increasing the motivation for learning, joyful learning and psychol-physiological well-being."

Lastly, motivation is another reason for the effectiveness of this method. Since the use of songs to teach vocabulary attracts the learners' attention and interest, they can be easily motivated. Murphy agrees that "highly motivated language learning starts with the students and what they are interested in" (1992, p.5). Additionally, Shtakser mentioned that:

Students relate to songs as part of entertainment rather than work and find learning vocabulary through songs amusing rather than tedious. This is true especially with pop songs which are part of youth culture.

Better familiarity with these songs improves students' status within the peer group and therefore stimulates learning. (Cited in Siskova, 2008, p.25)

Briefly, using video-based songs to teach English vocabulary should work effectively in FL classroom. This method is based on three main aspects that a teacher needs to represent in language lesson. The first aspect is the audio-visual material that invokes different senses in the learners. The second is utility of songs which motivates the learner intrinsically and extrinsically; as well as, it creates relaxed and fun atmosphere. And finally, the aspect of vocabulary is a foundation stone of any language. Thus, this method can be successful in enhancing FL learners' comprehension.

Conclusion

The objective of this chapter is to analyze songs, its role and importance in people's lives, the connection between language learning and music, the psychological effects of music, the application of songs in teaching vocabulary, and the role of audio-visual aids played in this method. All the information is presented in order to support the potential positive effects that the method of using video-based songs to teach English vocabulary to young learners should have.

Chapter Two:
Teaching Vocabulary to Young Learners
(YL)

Introduction

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 - 1.1 Definitions**
 - 1.2 Aspects of Vocabulary Knowledge**
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Conclusion

Introduction

A language is combination of words which are a fundamental and crucial element in any language in the world. Therefore, what learners need in order to be able to function in a foreign language is vocabulary. Different studies are conducted in teaching vocabulary at different levels. In this chapter, we spot the light on teaching vocabulary to young language learners (YLL). Firstly, we define the term vocabulary and explain its different aspects. Secondly, we discuss the importance of vocabulary. The last part is about young learners and how we teach vocabulary.

2.1. What is vocabulary?

2.1.1. Definitions

The term vocabulary is defined from various perspectives. Neuman and Dwyer state that vocabulary is words must be known to build an effective communication; expressive words i.e., spoken vocabulary and receptive words i.e., listened vocabulary (2009, p.385). On the other hand, Burns(1972) defines vocabulary as “the stock of words which is used by a person, class or profession.”(Cited in International Journal of Teaching and Education, p.25).Hornby, also, claims that vocabulary refers to the total number of words which a language is made by(1995, p.959). Diamond and Gutlohn(2006) point that the knowledge of vocabulary is the knowledge of both words and their meanings. In addition, vocabulary is seen as the glue that holds stories, ideas, and content together in order to make comprehension approachable for children(Rupley, et al. 1998, p. 99). Ur, however, connects vocabulary with teaching foreign languages; he notes:

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in- law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words". (2003, p.60)

Consequently, Vocabulary is the different words a language contains and these words convey/hold certain meanings. It can be a word with a single meaning, a word with multiple meanings, or compound words with a single meaning. In addition, the term vocabulary refers to words known and used while communicating or writing, words are recognized while

listening or reading, and words are not familiarized. In other words, vocabulary is the lexicon of a person, a language or a branch of knowledge.

In conclusion, since vocabulary is a list of numerous words which represent the core of the language, and its use facilitates communication process and exchanging information, vocabulary has an important role in teaching /learning a language, specifically, foreign languages.

2.1.2 Aspects of vocabulary knowledge

Teaching a language vocabulary implies teaching its different patterns and aspects. In other words, to learn a new vocabulary requires, axiomatically, the knowledge of its meaning, form and use on which the comprehension of the vocabulary is based. Generally, meaning of word or expression is the thing or idea that it refers to or represents. Form is the structure of a word, phrase, sentence, or discourse. Use is a purpose for or way in which something can be used (Oxford Dictionaries). Linguistically, these aspects are emphasized on in regards to the knowledge of vocabulary and its comprehension. Vocabulary researchers have established that multiple aspects of word knowledge need to be mastered in order for a learner to truly know a word.

The different aspects of knowing a word are summarized in a Table (2.1). This table illustrates what types of knowledge are included to know a word.

2.1.2.1 Form

The form of a word refers to the shape resulted from the combination of a number of sounds. According to Nation (2001) the form of words includes pronunciation (i.e., its spoken form), spelling(i.e., its written form) and any parts related to words and structured these particular items as suffixes, prefixes and roots. Chris Cotter (2009) defines the form as:

...the mechanics of the language, either in terms of grammar or vocabulary...With regards to vocabulary, students must understand the pronunciation of a word. If in a written text, then students must

know how to spell a word. Prefixes, suffixes, and roots are also important.(p.)

2.1.2.2 Meaning

The meaning of a word is its sense; in other words, it is the interpretation a person has in his/her mind. Nation (2010) claims that meaning reflects the way that form and meaning are associated with. Meaning refers to the concept, items and the association that come to the mind while thinking in or about a particular word or expression. It is the mental image or comprehension that is generated by a vocabulary. Cotter (2009) reports that vocabulary meaning occurs at two levels: macro- and micro- levels. The former is when the word stands in a sentence and it holds different meanings. The latter refers to when the word stands alone and learners understand its triggered image.

2.1.2.3 Use

The use of vocabulary refers to the way or the position that a specific word may be put in with regards to different bonds. Use comprises grammatical functions of a word or phrase, collocation that usually go with it and any boundaries of it use, in term of frequency, level and others (Nation 2001). Consequently, some vocabularies are used in speaking like in a conversation; others are used in writing like an academic essay. There are words its uses are specific; this means that the use of vocabulary vary from one context to another.

2.1.3 Types of Vocabulary

Teaching of vocabulary incorporates the introduction of words in practical settings and in a realizing circumstance what the learners require to be skilled. This skillfulness necessitates structural competence and sufficient amount of vocabulary for them to comprehend and create articulations on a wide assortment of subjects (Ellis and Tommlinson,1980, p64). Without basic skill, they will never make themselves comprehended; with structural competence, yet, without adequately substantial vocabulary, they will be capable to understand correctly and satisfactorily and comment on a very confined number of subjects. The reason behind teaching vocabulary is to enrich the learners' vocabularies.

2.1.3.1 Productive Vs. Receptive Vocabulary

Distinguishing between receptive and productive concepts is neither plainly nor satisfactory acquainted. Therefore, many other terms are used in equivalence to those concepts such as active/passive, comprehension/production and understanding/speaking (Melka, 1997, p.84. cited in second language vocabulary acquisition 2009, p.39). According to Henriksen (1999), receptive and productive vocabularies are seen as control process or use of vocabulary knowledge (ibid). However, Nation (1990) claims that receptive vocabulary is recognized when it is encountered either in listening or reading, whereas productive vocabulary is the vocabulary that is competently used either in speaking or writing. Productive knowledge of vocabulary involves receptive one and extends it (ibid). Consequently, four points are deduced from this definition:

1. Receptive vocabulary (passive) encompasses productive one (active), so it is wider and larger than productive vocabulary.
2. Productive vocabularies are also receptive, but receptive vocabularies are not productive.
3. Reception antecedes production.
4. Production is more demanding than reception.

➤ What is receptive vocabulary knowledge?

Receptive vocabulary knowledge is learner's recognition and comprehension of words meaning while she/he is reading a text or listening to it. The learner realizes the meaning of words that extended him/her to understand the text only. In other words, receptive vocabulary knowledge is recognizing the word and understanding its meaning in the text, but it is used neither to speak nor to write (webb, 2005)

➤ What is productive vocabulary knowledge?

Unlike receptive vocabulary knowledge, Productive vocabulary knowledge is the words that a learner recognizes, understands and uses correctly in speaking and writing. According to Webb (2005), it is a process of active word since the learner can generate vocabularies to

express his/her thoughts and feelings that understood by others. In addition, productive vocabulary knowledge is considered as the capacity to retrieve the structure and meaning. Laufer (1998) divided productive vocabulary into free and controlled vocabulary. The former refers to the ability of spontaneous utilization of words and produce them without a specific prompting while the later refers to the ability of constructing words when hints are afforded.

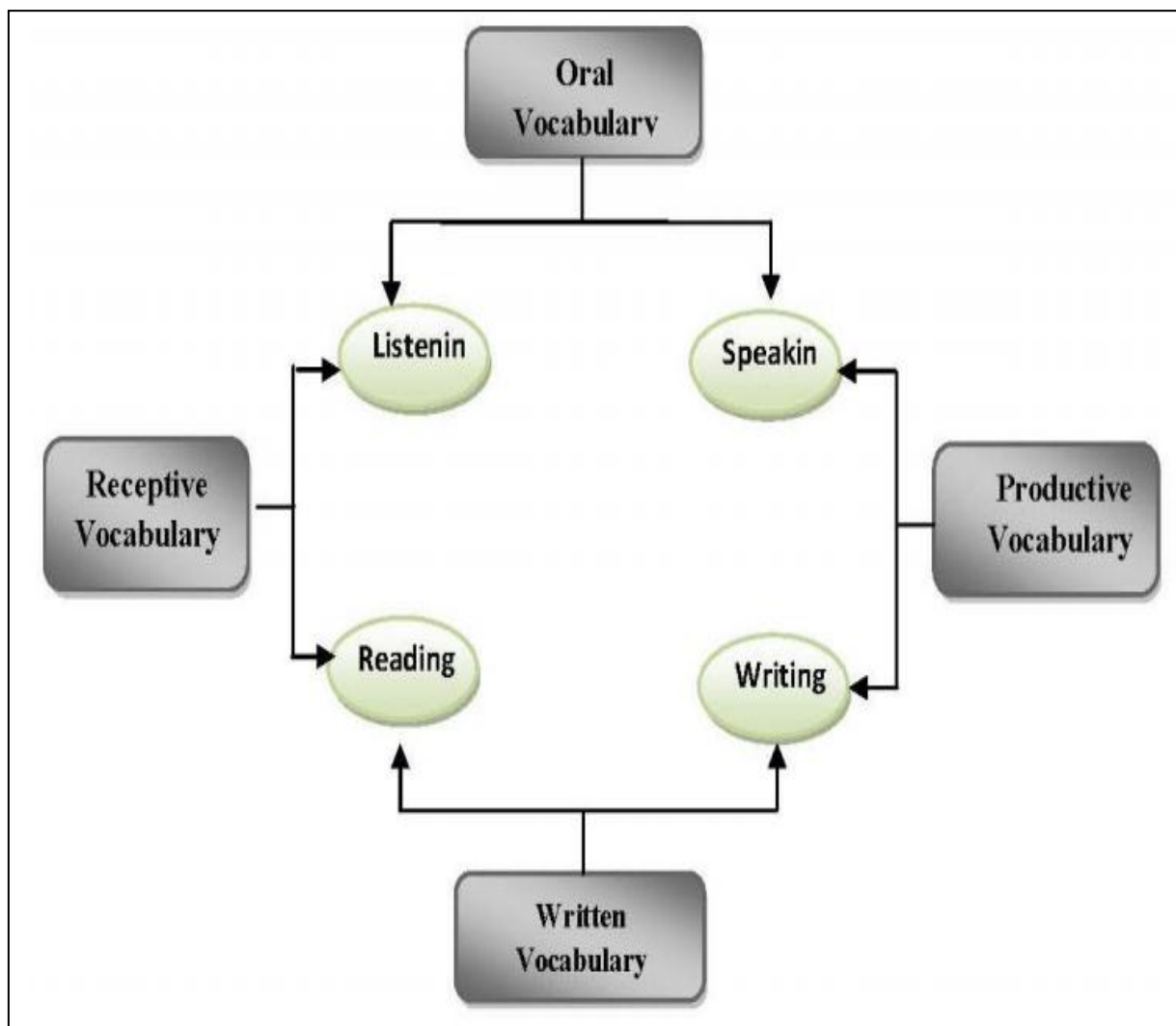


Figure 2. 1: The Different forms of Vocabulary (Templeton & Pikulski, 2004, p. 2)

The different aspects of knowing a word are summarized in a Table 1 as Nation (2001) declares. This table illustrates what types of knowledge are included to know a word. It involves 18 different types of lexical knowledge.

Aspects	Components	Receptive knowledge	Productive knowledge
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Writing	What does the word look like?	How is the word written or spelled?
	Word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concepts and referents	What is included in this concept?	What items can the concept refer to?
	Associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	Grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	Collocations	What words or types of words occur with this one?	What words or type of words must people use with this one?
	Constraints on use (register, frequency...)	Where, when and how often people expect to meet this word?	Where, when and how often can people use this word?

Table 2. 1: What Is Involved in Knowing a Word (Nation 2001, p.27)

2.1.3.2 Tiered vocabulary

Tiered vocabulary concept is developed by Beck and his colleagues in 2002. It is an organizational framework of vocabulary which is divided into three tiers. This division is based on the ways that words in a language have divergent levels, and it is raised as a teaching strategy in order to improve children's lexicons (Marscharck & Spencer, 2016, p.381).

1.3.3.2.1. 2.1.3.2.1 Tier one words

This tier is the easiest one. It involves every day and concrete words that are common for most learners. In other words, learners who deal with the language in typical manner will be familiar with those words, such as 'red', 'play', 'read', 'sad' and 'happy' and others. Such a kind of vocabularies does not need an explicit teaching (Marscharck & Spencer, 2016 and Nathaniel Woo, 2018).

1.3.3.2.2. 2.1.3.2.2 Tier two words

Tier two is more improved level. It includes academic words that are highly repeated in academic context and are essential in reading across subjects like justify, explain and so on (Marscharck & Spencer, 2016, p.381). In different put, according to Beck and McKeown, these words are defined as "high-frequency words for mature language users", and they are words that "are not the most basic or common ways of expressing ideas, but they are familiar to mature language users as ordinary as opposed to specialized language." (cited in Nathaniel, 2018).

1.3.3.2.3. 2.1.3.2.3 Tier three words

The last tiered vocabulary is tier three words which are words of scientist, mathematician or historian. It is in high ranking (ibid). Tier three is less occurrence and more specific in the content area (Marscharck & Spencer, 2016, p.381). It is defined as "subject-specific language, which you will only find being used within the context of that particular field. For example, maths includes words like 'denominator'." (Nathaniel, 2018).

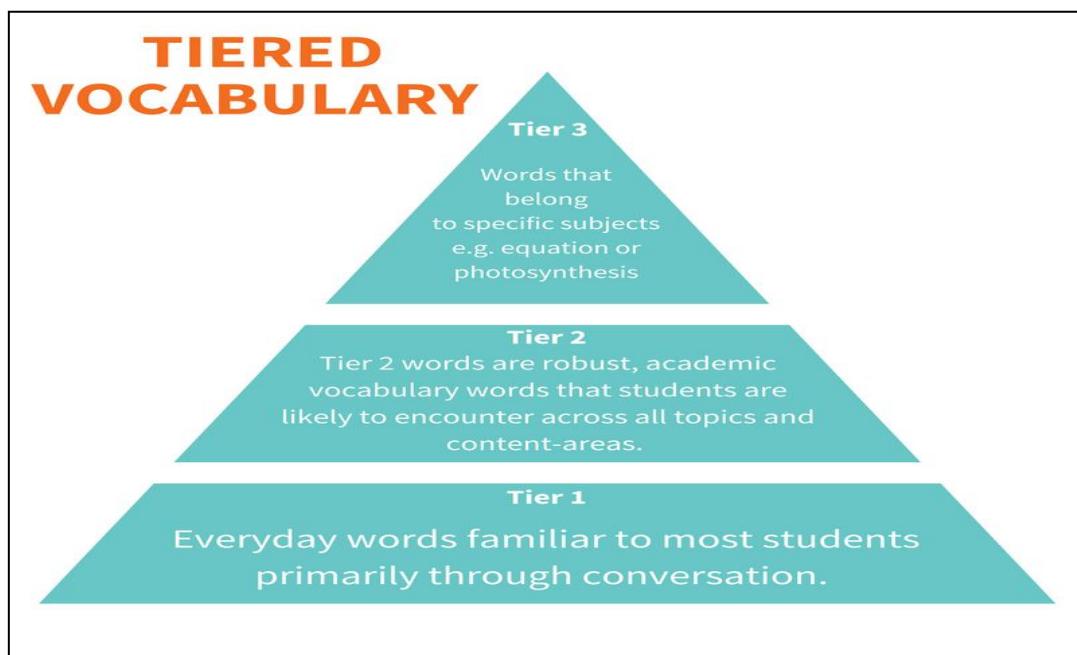


Figure 2. 2: Tiered Vocabulary

2.2. Importance of Vocabulary

The importance of vocabulary is not limited to the academic issues only. It spreads over different areas of man’s life. Zigzilgar said “your understanding of what you read and hear is, to a very large degree, determined by your vocabulary, so improve your vocabulary daily”. In other words, the more vocabulary is learned the more understanding of the world is improved. Furthermore, the amount of vocabulary, a person knows, equals the amount of feelings and thoughts he/she can express; Sheri S. Tepper claims that:

As vocabulary is reduced, so are the number of feelings you can express, the number of events you can describe, the number of the things you can identify! Not only understanding is limited, but also experience. Man grows by language. Whenever he limits language he retrogresses!

However, Jim Rohn points that limited vocabulary means limited thinking and limited future. He says “Vocabulary enables us to interpret and to express. If you have a limited vocabulary, you will also have a limited vision and a limited future.”

Academically, in English language teaching, vocabulary is a prime since learners cannot understand or express ideas without owning sufficient vocabulary. Wilkins (1972) wrote that

“... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (pp. 111–112). For example, a baby at the age of three years is able to express his/her wants using single words and he/she is understood. Lewis (1993) argues, “lexis is the core or heart of language” (p. 89). Schmitt (2010, p.4) noted, “Learners carry around dictionaries and not grammar books”. Therefore, vocabulary is a helping tool that enables learners to develop their understanding and their abilities in communication, and teaching English vocabulary paves the way towards mastering the English language.

Consequently, Schmitt (2000, p.55) emphasizes that the vocabulary knowledge is substantial to communicative competence and second language acquisition; Nation (2001) determines that the relationship between vocabulary and language use is integral. He explains that vocabulary knowledge qualifies the use of language; reversely, language use increases the knowledge of vocabulary (cited in *International Journal of Teaching and Education*, p.22). According to Huckin (1995), research shows that the lack of vocabulary knowledge is the largest obstacle for second language learner because they lean completely on that knowledge to succeed in dealing with the language (ibid).

2.3. Teaching Vocabulary to Young Language Learners

Teaching vocabulary to young learners necessitates knowing the nature of those learners and their characteristics, with a view to select the appropriate techniques and strategies that are needed in the teaching process. Therefore, different studies spot the light on this category of learners. They answer the questions: who young learners are, what their characteristics are, and what techniques are involved to teach vocabulary to this group of learners.

2.3.1. Definition of Young Language Learners (YLLs)

The term “Young learners (YLs)” is wide-ranging. It, generally, refers to those learners who do not reach their 18th birthday. In different put, ‘young learners’ is a term that is used to indicate learners from their first year of formal schooling (usually between 5-7 years old) to when they are 11-12 years old. McKay (2006, p.1) defines young learners, in terms of education system, as children in primary or elementary school; and in terms of age, as learners between the age of five and twelve. According to Nunan (2010) the term young learners

“covers a large chronological span: from around 3 to 15 years old.” Indeed, young language learners (YLL) are learners between the age of five and twelve and learn foreign or second language. They are considered as those who are learning languages (foreign or second) and who are doing so through their first years of schooling (McKay, 2006, p.1)

Consequently, young language learners obviously differ from adult language learners in terms of their characteristics. This later considerably attracts attention of researchers. Hence, young learners’ features are defined from various points of view as they play a substantial role in teaching and learning process.

2.3.2. Characteristics of Young Learners (YLLs)

Teaching young learners requires knowing their characteristics since it is essential for a successful teaching process. Teachers who are aware of their learners’ interests, instincts and characteristics will be able to construct their lessons effectively. These characteristics are summarized in the following points:

- Short attention span
- Highly active
- Well responders to praises and rewards
- Differ in their language experiences
- Less shy than elder learners
- Imaginative
- Enjoy imitating and skillful in listening accurately and mimicking what they have heard
- Learn through playing

From another point of view, Pinter (2006, p2) points out the characteristics of young language learners, but he preferably identifies those learners as younger learners and older learners. The characteristics, according to Pinter, are:

Younger learners	Older learners
<ul style="list-style-type: none"> • Children are at pre-school or in first couple years of schooling 	<ul style="list-style-type: none"> • Children are well established at school and comfortable with school routine
<ul style="list-style-type: none"> • They have a holistic approach to language, which means that they understand meaningful messages but cannot analyze language yet 	<ul style="list-style-type: none"> • They show growing interest in analytical approaches, which means that they begin to take interest in language as an abstract system
<ul style="list-style-type: none"> • They have lower levels of awareness about themselves as well as about the process of learning 	<ul style="list-style-type: none"> • They show a growing level of awareness about themselves as language learners and their learning
<ul style="list-style-type: none"> • They have limited reading and writing skills, even in their first language 	<ul style="list-style-type: none"> • They have well-developed skills as readers and writers.
<ul style="list-style-type: none"> • Generally they are more concerned about themselves than others 	<ul style="list-style-type: none"> • They have a growing awareness of others and their viewpoints
<ul style="list-style-type: none"> • They have limited knowledge about the world 	<ul style="list-style-type: none"> • They have a growing awareness about the world around us
<ul style="list-style-type: none"> • They enjoy fantasy, imagination and movement 	<ul style="list-style-type: none"> • They begin to show interest in real-life issues

Table 2. 2: characteristic of young language learners (YLLs) (Pinter, 2006, p.6 cited in Nunan, 2010)

However, Scott and Yteberg (2000, pp.1-2) identify general characteristics of young learners. They mention that young learners:

- understand the situation better and quicker than language use
- use their hands, eyes and ears in order to grasp knowledge
- are extremely logical
- have a short span of concentration and attention
- do not distinguish between the fact and the fiction
- prefer learning through playing (enjoyable learning)
- are enthusiastic, dynamic and positive

- live in their own world

Eventually, knowing these features is deemed as a helpful procedure for an effective teaching process because it assists teachers determining the appropriate techniques and strategies in teaching young learners.

2.3.3 Criteria of vocabulary selection

Teaching vocabulary to foreign language learners is a difficult and important task that a teacher should be aware of. Hence, the choice of what vocabulary should be taught to learners is not that easy decision a teacher can take. Basically, situations and circumstances that vocabulary items are differently used in play a crucial role in the selection process. However, there are unchangeable criteria for choosing vocabulary should be taken into account. These factors are, according to McCarthy, frequency, cultural factors, expediency, need and level and also learnability and coverage (1990, p.66).

2.3.3.1. Frequency

In the first place, frequency means the number of word occurrence in the target language. Teachers should take into consideration that the more a word is repeated, the more useful it is for learners. McCarthy (1990) agrees that:

[i]t seems self-evident that the most frequent words in any language will be the most useful ones for the learners of that language, and therefore, the best to start off with, in order to give the learner a basic set of tools for communication. (p. 66)

According to Nation (1990, p.18), monitors and course designers may be helped by word-frequency counts in some way. First of all, this factor may guide teachers to determine which words are worthy to be given the attention and which are unfamiliar.

2.3.3.2. Need and Level

Secondly, learners' needs and language level are other important factors for choosing vocabulary components. In fact, these aspects are under the teachers' responsibility. They are

accountable for recognizing what learners need the lexis items for. If a certain word is desired to be learnt by a learner, it is worthy to teach it to him/her because motivation will ensure that this word is kept in minds. Additionally, it merits recalling that learners may feel frustrated if the teacher teaches them vocabulary that is needless. Thus, picking particular lexicons is commonly a question of inclining educating towards a specific heading, rather teaching nothing but only specialized terms (Haycraft, 1992, pp.44-45).

Furthermore, the most famous textbooks for beginners indicate the need to provide learners with the essential core of the language (McCarthy 1990, p.89). Allen interestingly suggests four questions for being answered in order that expecting learners' vocabulary needs (1983, p.108). The first one is what words learners must know to describe things, people and events in which they live and study. The second is what words learners should learn for responding, commanding and routine directions. For example, classroom instructions like 'close the door' and 'come to the blackboard' should be early taught, thus frequently repeated instructions may always be presented in the target language. The third question is concerned to answer if words are required in particular classroom experiences such as writing a letter, describing, or classifying different animals. Lastly, the question is about specialized academic interests of learners, where the words are distinct from one specialty to another, words of science differ from the words of business (Allen, 1983, p.108).

2.3.3.3. Cultural Differences

A further standard to be considered is the subject of cultural differences. Word-counts that are being founded in native speakers' utterances reflect their interests which may be an obstacle for language learners. However, this latter may desire to express their thoughts and feeling which may contrast with those interests. To add more, there are topics that take on a centrality in specific nations, yet it is far in overabundance of their significance to English speakers (Gairns& Redman 1992, p. 59).

2.3.3.4. Expediency

Another crucial element in selecting vocabulary is expediency. It is associated with certain lexicons which are directed by the classroom and without it the learners may

experiences issues with basic comprehension of the teacher, classroom tasks, or other learners. Meanwhile, Gairns and Redman (1992, p.61) identify words which called 'classroom language'. There are, for example, true/false, tick/cross, get into pairs/groups, fill in/cross out/leave out/underline. Teaching of expediency vocabulary is evolving as the language of learners evolves and as result learners want for increasingly sophisticated classroom language.

2.3.3.5. Learnability and Coverage

Eventually, learnability and coverage are the two final factors in choosing vocabulary items that will be taught in the classroom. Vocabulary learnability is connected with the idea of frequency; therefore, the majority of repeated words will perhaps be realized and grasped as they occur routinely. Nonetheless, for assortment of reasons, vocabulary may be easy or difficult and may need specific efforts and attention in teaching (McCarthy 1990, p.86). In addition, there are a number of problem related to new words teaching. Firstly, difficulties in spelling are problems that may face language learners and even native speakers. Secondly, phonological problems that may be caused by unclear cluster of word sounds or by spelling conflicts with perception of what the sound is.

2.3.3. Techniques in Teaching Vocabulary

Vocabulary items are differently presenting to learners that can be utilized during vocabulary lesson. According to Gairns and Redman (1986, pp. 73-76), there are three traditional techniques are preferred by teachers. These techniques are visual, verbal and translation.

2.3.3.1. Verbal Techniques

Verbal presentation techniques may take various arrangements. Therefore, it is preferable to use illustrative and explicatory situations especially when lexicon items are more abstract. After the teacher introduces the situation where a particular word is used, learners try to speculate what the word means. Then, the teacher questions the learners in order to check their comprehension of the new concept.

Besides, learners may be motivated to use the new vocabulary in different contexts. Providing learners with definitions and synonyms is another shape of verbal techniques. Synonyms are used with low level and high level learners; whereas, definitions are often unsatisfying as means of conveying meaning if they are used alone and contextualized instances are absolutely in most cases required to explain the limits of them(Gairns and Redman 1986, p.74).

Finally, Gairns and Redman add that the teacher may use the technique of exemplifying a word in order to represent the meaning of superordinate; for example, he/she may use the words “apple”, “orange”and “banana” to explain the word “fruits”.

2.3.3.2 Visual Techniques

When talking about visual aids, the most frequent way of introducing new vocabulary is presenting visuals to learners. These visuals may be pictures, screenshots, flashcards, blackboard drawings, wall-charts and also realia. Visual techniques are usually used to describe concrete lexicon items as places, food, professions, people, activities and actions. Because seeing pictures helps memorizing and remembering the new word better, utilization of visual may be extremely efficient technique. Moreover, mimes and gestures are visual techniques and can be used to convey vocabulary items meaning. For instance, in order to present action verbs to learners, gestures are quite a good choice(Gairns and Redman 1986, p.73).

Mentioning the advantages of visual aids, Ernestova (1981, p.5) has it that “[i]t is visual aid in one form or another that help the student enter an imaginative experience beyond the classroom”. Rijavec additionally inserts that “pictures can be employed to enrich the context, add vividness and reduce boredom” (1991, p.51). In other words, visual techniques are vital and virtual. They are indispensable when working with young learners.

2.3.3.3 Translation Technique

The last technique to teach new vocabulary items is translation according to Gairns and Redman (1986: 75). Certainly, in monolingual groups this method may help to not fall in the

possibility false cognates; for example, the Spanish word ‘elefante’ would be translated as ‘elephant’ in English, not ‘elefante’. Komorowska writes that translation is advisable for presenting words; she considers that it helps in saving time, like Gairns and Redman(2005, p.154). Nonetheless, overusing of translations in mother tongues may leads to negative effects. Learners will be accustomed to literal translation into mother tongue, their listening skills heavily improved, and learning becomes slower.

2.4. General Guidelines for Teaching Vocabulary

There are a number of principles that ease grasping and learning a new vocabulary:

- Teach new vocabulary within the context of a meaningful subject-matter lesson and facilitate student discussion that requires students to use the new word (Ellis & Farmer, 1996-2000).
- Ensure that students hear the correct pronunciation of the word and practice saying it aloud. Hearing the syllable structure and stress pattern of the word facilitates its storage in memory (Fay & Culter, 1977).
- Teach word parts – root words, base words, prefixes, and suffixes that students will encounter meaning of the new word (Ellis & Farmer, 1996-2000).
- Help students connect new vocabulary frequently (Jones, 1999).
- Teach words in related clusters to help students understand how words are related and interrelated (Marinak, et al., 1997).
- Identify examples/applications and non-examples/non-applications related to the something with which they are already familiar (Ellis & Farmer, 1996-2000).”

(Cited in Considerations: A “Word” About Vocabulary, 2015)

In sum up, the general principles of teaching vocabulary are six. First, the new words are taught and used in a context. Second, teachers should articulate while saying the words, to assure that learners grasp the correct pronunciation, and allow learners to practice it. Third, learners should be aware of word parts. Forth, they should frequently use the new vocabulary. Fifth, teachers need to teach synonyms and related vocabulary of the new words. Last and not the least, they may apply example and non-example method; whereas examples would involves words similar to the word that is being taught, non-examples (also called instances)

are words that are dissimilar to the word being taught (e.g. a bird; example: Dove, non-example: bee).

Conclusion

In conclusion, the position that vocabulary possesses in a language explains the importance of its teaching in FL classroom. Hence, vocabulary is considered as a basic element to developing the four skills: reading, listening, writing and speaking. This chapter have emphasized on the significant role that vocabulary may play in teaching YFL learners. It have shown the paramount meaning of vocabulary in FL classroom and how new words may be taught to youngsters. Thus, choosing the appropriate techniques to teach vocabulary, mainly to YFLL, may enhance the comprehension and grasping of the language.

Chapter Three:
The Fieldwork of the Study

Introduction

3.1. Research Design

3.2. Research Sample

3.3. Research Tools

3.3.1. Pupils' Questionnaire

3.3.1.1. Pupils' Questionnaire Description

3.3.1.2. Pupils' Questionnaire Analysis

3.3.1.3. Pupils' Questionnaire Discussion

3.3.2. Teachers' Questionnaire

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3.3.3.1. Quasi-experiment Description

3.3.3.2. Quasi- experiment Analysis

3.3.3.3. Quasi-experiment Discussion

3.4. Findings and Results

3.4.1. Summary of Findings

Conclusion

Introduction

This chapter provides detailed information regarding the research design, context of the study and its participants. In addition, detailed information will be provided regarding the instruments used and the data collection procedure, description and analysis. This chapter is the fieldwork of the study conducted.

3.1. Research Design

The study was designed in order to examine the effectiveness of video-based songs when teaching a foreign language vocabulary to young learners. And since this investigation was under the human sciences filed, we opt for a quasi-experimental design to be convenient.

The aim of the research was to see, if the use of video-based songs within the classroom helps the young learner's acquisition and comprehension of vocabulary, how it will affect their motivation, and to what extent will the use of video-based songs enrich their lexicon background of the target language.

As stated before, the research questions were considered in the research study and different instruments were used in order to gather the data needed. The investigation was conducted to examine how video-based songs could affect EFL learners' comprehension of vocabulary. Specifically, it sought to measure the scope of video-based songs utilization in helping middle school pupils to understand new vocabularies, and the change that the use of video-based songs may cause on pupils' grasping vocabulary.

3.2. Research Sample

Polite et.al (2001) defined sampling as:

Sampling involves selecting a group of people, events, behaviors, or other elements with which to conduct a study. When elements are persons, they are known as subjects who are selected from the delineated target population in a way that the individuals in the sample represent as nearly as possible. (p. 234)

In our investigation, the target population is first year middle school pupils and middle school teachers of English. There are around 40 pupils of Helimi Rachid and 15 teachers who participated in this study.

3.3. Research Tools Description and Data Analysis and Discussion

The data collection procedure consisted of a pre-test and post-test, and questionnaires, one for teachers and another for pupils. Different instruments were used in order to identify the student's vocabulary comprehension and motivation. These instruments were then later interpreted quantitatively.

3.3.1. Pupils' Questionnaire

3.3.1.1. Pupils' Questionnaire description

The present questionnaire was submitted to a sample of forty (40) pupils of first year middle school pupils at Helimi Rachid middle school of Biskra during the academic year 2018-2019. The current questionnaire contains a variety of questions, and they were translated to the Arabic language in order to ensure that all pupils would understand the questions. This questionnaire is divided into four sections. (Appendix 1):

- **Section One:** General Information

Section one includes only one (01) question aimed to identify pupils gender i.e. male or female.

- **Section Two:** Vocabulary Teaching Knowledge.

Section two involves four (04) questions. It aims to explore pupils' attitudes and feelings towards the techniques used in teaching vocabulary.

- **Section Three:** Teaching Vocabulary through Songs.

The third section of the questionnaire includes seven (07) questions. It points out the pupils' opinion towards the use of songs to teach English vocabulary. Also, it tends to confirm the efficiency of songs in teaching English vocabulary. The series of these questions are interrelated.

- **Section Four:** Utilization of Audio-Visual Aids in YFLL Classroom.

It is the last section in the questionnaire. It includes four (04) questions. The last question is a table contains four statements. This sections aims to ensure the effectiveness of incorporating the AVA and video-based songs in teaching English vocabulary.

3.3.1.2. Pupils' Questionnaire Analysis

➤ **Section one:**

Question 01: Pupils' Gender

Options	Frequency	Percentage
Male	19	47.5%
Female	21	52.5%
Total	40	100%

Table 3. 1: Gender Distribution

From the table (3) above, we noticed that the majority of pupils are females 21 from the total number of 40 (52.5%), whereas the rest are males (47.5%). This variation among learners is because of the classes that were divided by the school; we have only selected one group to work with. All in all, the female participants were more than the male participants were.

➤ **Section Two:**

Question 02: Which technique your teachers have used to teach vocabulary?

Options	Frequency	Percentages
English explanation	8	20%
Real objects	12	30%
Arabic translation	7	17.5%

Films and videos	10	25%
Contextual clues	3	7.5%
Total	40	100%

Table 3. 2:Teachers’ Techniques Frequency

From the table 2, twelve participants (12) answer the question by “real objectives” with the percentage (30%), and ten (10) answer by films and videos; it might be due to the illustration and the simplification of vocabulary comprehension that these techniques provide. Eight pupils (20%) answer with English explanation because of the obligation of rules imposed on teachers. However, with percentage (17.5%), seven pupils choose Arabic translation due to the fact that the Arabic is the pupils’ mother tongue; they effortlessly understand the vocabulary meaning.

Question 03: Have you ever been taught vocabulary through songs?

Options	Frequency	Percentages
English explanation	1	2.5%
Real objects	5	12.5%
Arabic translation	10	25%
Films and videos	22	55%
Contextual clues	2	5%
Total	40	100%

Table 3.3: Frequencies and Percentages of the Pupils’ Favored Techniques in Teaching Vocabulary.

From the table 5, we induce that more than half of the pupils (55%) prefer learning vocabulary by “Films and Videos”. It might be because of the technological environment they are surrounded by. A quarter of pupils (25%) choose “Arabic Translation” because it is their

mother tongue. Five pupils opt “real objects” due to the concreteness of these objects. Lastly, 5% for English explanation and 2% for contextual clues, it might be because of the unfamiliarity with the language.

Question 04: Have you ever been taught vocabulary through songs?

Options	Frequency	Percentages
Yes	34	85%
No	6	15%
Total	40	100%

Table 3. 4: Frequencies of Experiencing Learning Vocabulary through Songs

From table 6, we find that 34 pupils out of 40 with the percentage of 85% have experienced learning vocabulary through songs. It might be due to the English program of first year middle school that includes songs. However, only six pupils (15%) have not taught vocabulary via songs. It could refer to the crowded class or the time available.

Question 05: How often does your teacher teach vocabulary through songs?

Options	Frequency	Percentages
Never	6	15%
Rarely	4	10%
Often	24	60%
Usually	4	10%
Always	2	5%

Table 3. 5: Frequency of Teaching Vocabulary Through Songs

From the table 7, we induce that the majority of pupils (24 pupils) answer by often. It equals 60%. It might refer to the strategies teachers follows. While the minority 5% (2 pupils

only) answer by always. Six pupils (15%) answer by never since they have not been taught by songs before. four pupils(10%) answer by rarely; it might be because of time. Another Four pupils (10%) answer with usually.

➤ **Section Three:**

Question 06: Do you prefer listening to English songs rather than Arabic songs?

Option	Frequency	Percentages
Yes	28	70%
No	12	30%

Table 3. 6: Pupils’ Views toward Listening to English Songs

From the table (8), 28 pupils (70%) favor listening to English songs rather than Arabic songs. Besides, 12 pupils (30%) prefer listening to Arabic songs than the English ones. Consequently, the majority of pupils are influenced by the English culture and language.

Question 7: Do you listen to English songs at home?

Option	Frequency	Percentages
Yes	32	80%
No	8	20%
Total	37	100

Table 3. 7: Pupils’ Opinions towards Listening Songs at Home

From the table 9, 32 out of 40 pupils (80%) answer this question by “yes” while eight pupils out of 40 (20%) answer by “no”. It might be because of listening to a foreign song generally catches pupils attention.

Question 08: How often do you listen to English songs?

Options	Frequency	Percentages
Never	8	20%
Rarely	5	12.5%
Often	15	37.5%
Usually	2	5%
Always	10	25%
Total	40	100%

Table 3. 8: Frequencies of Listening to English Songs

From table 10, plurality of pupils (37.5%) often listen to English songs. It might depend on their moods. Ten pupils (25%) always listen to English songs as a hobby. On the contrary, eight pupils (20%) never listen to the English songs since foreign songs do not impress them. Five pupils (12.5%) rarely listen to English songs. it might be due to listening to such kind of songs is restricted to certain occasions. And, only two pupils (5%) usually listen to English songs. Consequently, the majority of those pupils are frequently listening to English songs.

Question 9: Do you play the same song several times?

Option	Frequency	Percentages
Yes	25	62.5%
No	15	37.5%
TOTAL	40	100%

Table 3. 9: Pupils Opinion toward Playing the Same Song Several Times

From table 11, 25 pupils who are the majority and with percentage of 62.5% play the same song several time. It might be due to the fact that the sound strikes an emotional chord inside of them and it is technically called “extreme re-listening”. However, with the percentage 37.5%, 15 pupils listen only once to the song.

Question 10: Do you choose songs that fit your activities?

Option	Frequency	Percentages
Yes	29	72.5%
No	11	27.5%

Table 3. 10: Pupils’ Attitude about the Choice of Songs

According to table 12, more than the half of pupils (72.5%) choose songs that fit their activities; it might reflect their interest in learning the language. Eleven pupils do not choose songs that fit their activities since they listen to amuse themselves.

Question 11: Learning English vocabulary through songs is easy

Option	Frequency	Percentages
Strongly agree	30	75%
Agree	5	12.5%
Disagree	4	10%
Strongly disagree	1	2.5%
Total	40	100%

Table 3. 11: Pupils’ Views about the easiness of learning English vocabulary through songs

Depending on table 13, we found that, 30 pupils who represent 75% of pupils are strongly agreed that learning English vocabulary through songs is easy. Five pupils (12.5%)

only agree on this sentence. Four pupils (10%) are only disagreed, and one pupil (2.5%) strongly disagrees on this sentence. Consequently, around 90% of the pupils are able to learn English vocabulary through songs easily.

Question 12: Do you think English songs help you to learn English vocabulary?

Option	Frequency	Percentages
Yes	35	87.5%
No	5	12.5%

Table 3. 12: Pupils’ Opinion in the help of English Songs in Learning Vocabulary

Table 14 demonstrates that 87,5% of pupils view that English songs help the to learn English vocabulary because songs attract them consciously or unconsciously, and they increase their attention span and concentration. 12,5% of pupils view English songs useless.

➤ **Section Four:**

Question 13: Do the majority of songs you like have music videos?

Option	Frequency	Percentages
Yes	34	85%
No	6	15%
Total	40	100%

Table 3. 13: Frequencies of Songs companied by Music Video Pupils Listen to

The table 15 shows that 34 pupils with 85% listen to video-based songs. Six pupils with 15% listen to songs without music video. Consequently, pupils are more interested in audio-visual material. They tend to choose songs with video clips.

Question 14: Does your teacher choose songs with music videos to teach vocabulary?

Options	Frequency	Percentages
Never	8	20%
Rarely	3	7.5%
Often	15	37.5%
Usually	6	15%
Always	8	20%
Total	40	100%

Table 3. 14: Frequencies of Teachers' Use of Video-Based Songs.

As table 16 shows that there are 15 participants with 37.5% whose teachers often use video-based songs. Eight participant (20%) answer by always and another eight answer by never. Six pupils with 15% choose usually and three pupils with 7.5% whose teachers rarely opt for video-based songs. This indicates that majority of teachers are aware of the significance of using video-based songs in teaching vocabulary.

Question 15: Do you think video-based songs help better to learn English vocabulary?

Option	Frequency	Percentages
Yes	37	92.5%
No	3	7.5%
Total	40	100%

Table 3. 15: Pupils' Opinion toward the Use Video-Based Songs to Learn Vocabulary

Table 17 indicates that 37 respondents with the percentage of 92.5% agreed that learning English vocabulary is better when video-based songs are used. Three participants with the percentage of 7.5% disagreed about the idea that video based songs help better in learning vocabulary. Thus, the majority of the respondents view that utilization of video-based songs helps in improving their abilities in learning English vocabulary since they are conscious about the educational value of this materials.

Question 16: Complete the table with “yes”, “no” or “I don’t know/ remember”

statements	Frequency			Percentage		
	Yes	No	I do not remember	Yes	No	I do not remember
1. I understand better when my teacher shows videos	34	4	2	85%	10%	5%
2. It is easy to follow instruction when the teacher shows videos	32	5	3	80%	12.5%	7.5%
3. I do my task better when my teacher shows videos	30	7	3	75%	17.5%	7,5%
4. I can finish my task when the teacher shows videos	35	3	2	87.5%	7,5%	5%

Table 3. 16: Pupils’ Performance while Using Video-Based Songs

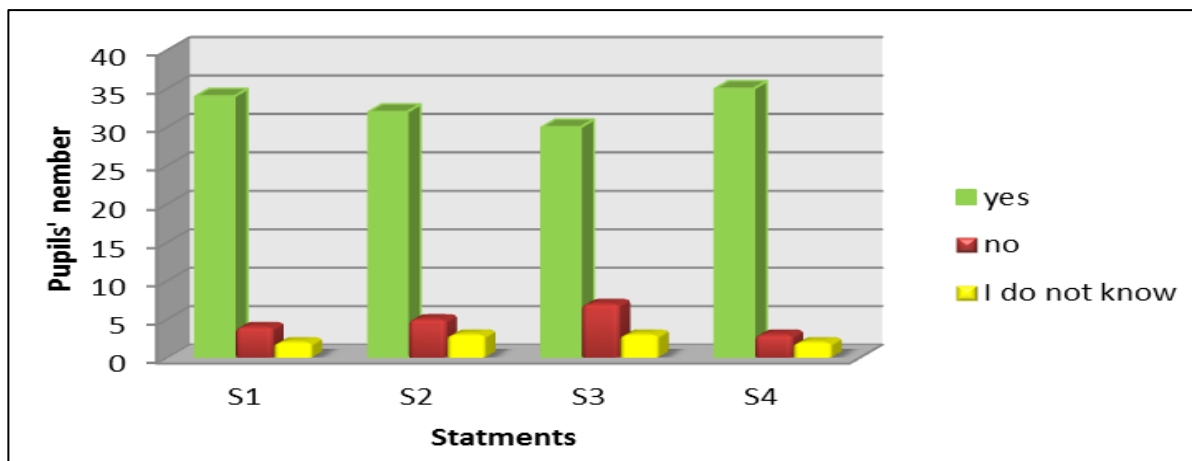


Figure 3. 1: Pupils' Performance while Using Video-Based Songs

From the table 18 and the figure (06) above, we find that from 30 to 35 pupils with the percentage of 75% to 87.5% could understand their lesson, follow the instruction, perform better, and finish their tasks when teachers use audio visual aids within the lesson. Between two to three pupils (5% - 7.5%) only were not able to do the previous tasks. From three to seven pupils (7.5% - 17.5%) could not remember how they perform when the videos are showed. In consequence, we might deduce that using audio-visual materials, mainly video-based songs, boosts pupils comprehension and performance.

3.3.1.3. Discussion of Pupils' Questionnaire

The obtained results from the pupils' questionnaire expose that first year middle school pupils prefer concrete materials like videos that stimulate different senses while learning English vocabulary. They consider such materials as a facilitator and a motivator for developing and enriching vocabulary background, and for enhancing vocabulary comprehension and use. This has shown in a second section (question 3) and fourth section of the questionnaire.

In addition, referring to both third and second section of the questionnaire, we may conclude that incorporating songs in teaching vocabulary to first year middle school pupils has positive effects, and teachers are aware of important role songs play in teaching/learning vocabulary process. Songs help pupils to grasp vocabulary easily.

In conclusion, the results above have shown that applying video-based songs in classroom while teaching new vocabulary improves pupils' comprehension, as helps pupils to use them appropriately. Utilization of this technique motivates pupils, creates enjoyable context, and provides relaxed minds.

3.3.2. Teachers' Questionnaire

3.3.2.1. Teachers' Questionnaire description

The teachers' questionnaire was submitted online to a sample of fifteen (15) teacher of middle school. It was posted in Algerian Association of teachers of English group. The current questionnaire contains a variety of questions, and they were fourteen (14) questions. This questionnaire is divided into three sections (Appendix 2):

- **Section One: General Information**

Section one includes four (04) question aimed to identify teachers' gender i.e. male or female, age, and experience (years of teaching and levels being taught)

- **Section Two: Teaching Vocabulary**

Section two involves five (05) questions. It aims to explore teachers' views towards teaching vocabulary.

- **Section Three: Use of Video-Based Songs.**

The third section of the questionnaire is the last. It includes five (05) questions. It points out the teachers' opinion towards the use of video-based songs to teach English vocabulary. Also, it tends to confirm the efficiency of video based songs in teaching English vocabulary.

3.3.2.2. Teachers' Questionnaire Analysis

- **Section One:**

- Question 01: Teachers' Gender**

Options	Frequency	Percentage
Male	2	13.3%
Female	13	86.7%
Total	15	100%

Table 3. 17: Teachers' Gender Distribution

According to the table above, there are 13 females with 86.7% and two males with 13.3%. Female teachers are more than male teachers are.

Question 02: Teachers' Age

Age	Frequency	Percentage
25-35 years old	8	53,3%
36-45 years old	5	33,3%
More than 45	2	13,4%

Table 3. 18: Teachers' Age

In regard to table 20, eight participants (53.3%) are at age range of 25-35 years old. They occupy the highest portion. Five participants (33.3%) are at age range of 36-45 years old. Only two participants (13.4%) are more than 45 years old. Consequently, variation in age may indicate variation in experience in both life and teaching.

Question 03: How long have you been teaching English?

Years of teaching	Frequency	Percentage
Less than 5 years	5	33,3%
5- 20years	9	60%

More than 20 years	1	6,7%
--------------------	---	------

Table 3. 19: Teachers’ Teaching Experience

Concerning the table 21 of teaching experience, there are five teachers with the percentage of 33.3% have less than 5 years teaching. Nine teachers (60%) have between 5 to 20 years of teaching. Only one teacher has been teaching for more than 20 years. Thus, around 66.7% are experienced teachers (the majority) and 33.3% are novice teachers (minority).

Question 04: what level have you been teaching?

Levels	Frequency
First year (1 st year)	15
Second year (2 nd year)	10
Third year (3 rd year)	8
Fourth year (4 th year)	8

Table 3. 20: Class Levels Have Been Taught

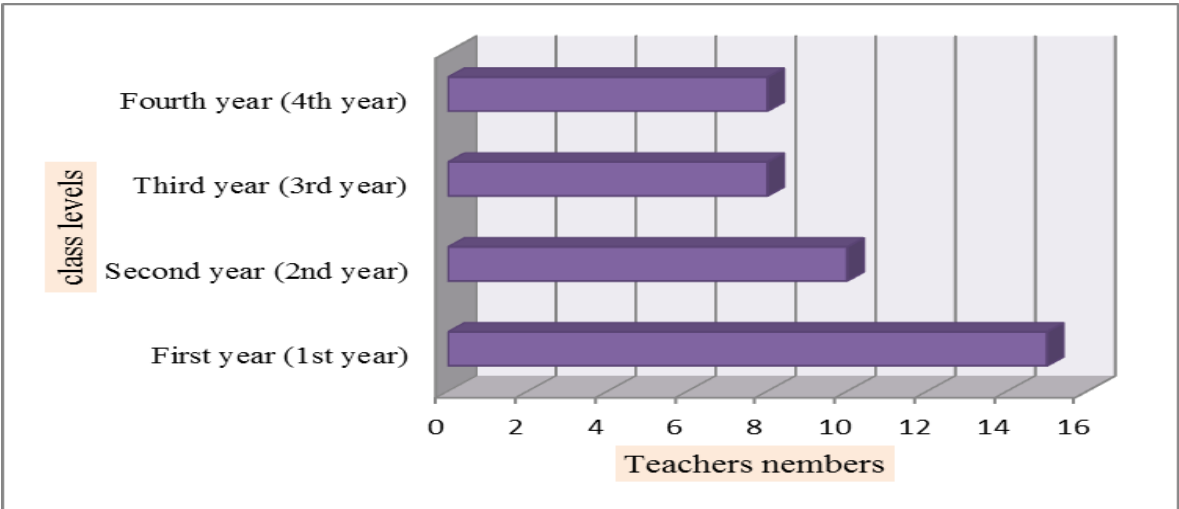


Figure 3. 2: Class Levels Have Been Taught

From table 20 and figure 2, we find that all participants (n=15) teach first year level. Ten participants teach second year level. Eight participants teach third year and eight teach fourth year level. We conclude that all teachers have experienced teaching first year pupils.

➤ **Section Two:**

Question 05: Which of the following language element is difficult for you to teach?

Language elements	Frequency	Percentage
Vocabulary	8	53,3%
Grammar	6	40%
Both	1	6.7%

Table 3. 21: Teachers' Views about the Difficult Element in Language Teaching

Table 21 shows that eight respondents (53.3%) face difficulties in teaching vocabulary. Six respondents find difficulties in teaching grammar. Only one respondent faces difficulties in teaching both grammar and vocabulary. Consequently, the majority of teachers consider vocabulary as difficult language element to teach.

Question 06: Do you introduce new word in each lesson?

	Frequency	Percentage
Yes	15	100%
No	0	0%
Total	15	100

Table 3. 22: Teachers Presenting of New Words in Each Lesson

Regarding to table 22, all teachers introduce new word in each lesson due to the fact that vocabulary is an important element in language teaching. Teachers are aware of the significance of teaching vocabulary to young learners.

Question 7: How do you present new vocabulary?

Techniques	Frequency	Percentage
Translation	3	20%
Audio-visual aids	7	46.7%
Pictures	3	20%
Gestures	2	13.3%

Table 3. 23: Teachers Techniques in Presenting New Words

The table 23 shows that the majority of participants (n=7) which represent 46.7% present a new vocabulary through audio-visual aids. Three participants with 20% use translation, and another three participants use pictures. Two participants (13.3%) depend on gestures to introduce new vocabulary. This might indicate that audio-visual aids are practical and effective since they are highly used.

Question 08: to what extent your pupils give importance to vocabulary in learning English?

Degree	Frequency	Percentage
Not at all	0	0%
Little	6	40%
Very much	9	60%

Table 3. 24: Teachers' Views towards the Importance of English Vocabulary Learning Given by Pupils

In regard to table 24, nine teachers notice that their pupils give very much importance to learn English vocabulary. It might be due to awareness of vocabulary significance. Six teachers (40%) observe that their pupils give a small extent to learn English vocabulary because of lack of interest towards learning the language.

Question 9: Do your pupils have difficulties with vocabulary mastery?

Option	Frequency	Percentage
Yes	13	86.7%
No	2	13.3%
Total	15	100

Table 3. 25: Pupils' Difficulties with Vocabulary

From the table 25, 13 participants (86.7%) view that their pupils have difficulties with vocabulary mastery. It might be due to an absence of interest, difficulties in memorization or confusion in distinguishing meanings of the word.

➤ **Section Three:**

Question 10: Do you use video-based songs to teach vocabulary?

Options	Frequency	Percentage
Yes	11	73.3%
No	4	26.7%
Total	15	100

Table 3. 26: Teachers' Attitude towards the Use of Video-based Songs to Teach Vocabulary

According to the table 26, 11 teachers of 15 (73,3%) use video-based songs to teach vocabulary. Four teachers out of 15 (26.7%) do not rely on video-based songs to teach vocabulary. Thus, teachers

Question 11: How often do you use video-based songs in teaching vocabulary?

Option	Frequency	Percentage
Never	2	13.3%
Rarely	1	6.7%
Sometimes	8	53,4%
Often	2	13.3%
Usually	2	13.3%
Always	0	0%

Table 3. 27: Frequencies of Using Video-Based Songs in Teaching Vocabulary

Regarding to table 27 above, we can see that eight teachers sometimes use video-based songs to teach vocabulary. Two teachers usually, often, and never use video-based songs in teaching vocabulary. Only one teacher rarely use video-based songs. Consequently, teachers are frequently use video-based songs to teach new vocabular

Question 12: when you use video-based song, do you think your pupils are?

Options	Frequency	Percentage
Highly motivated	9	60%
Motivated	6	40%
Not motivated	0	0%

Table 3. 28: Teachers' Views towards Degree of Pupils Motivation

It can be seen from the table 28 that nine teachers with the rate of (60%) said that their pupils are highly motivated when they use video-based songs, while the rest of them (40%) assumed that they are motivated when using them. As results of this, the use of video-based

songs is a powerful technique in keeping pupils involved and engaged so their cognitive abilities will be developed; also it contributes in creating a positive attitude towards learning process.

Question 13: Do you think that use of video-based songs improves pupils' vocabulary comprehension?

Option	Percentage	Frequency
Yes	100%	15
No	0%	0

Table 3. 29: Teachers’ Opinion towards the Use of Video-Based Songs to Improve Pupils’ Vocabulary Comprehension

The table 31 above shows that all participants (n=15) which represent 100% agree that the use of video based songs is advantageous. They confirm that video-based songs is a potent technique that can improve pupils’ vocabulary comprehension.

Question 14: Do you find difficulties in using Video-based songs?

Option	Frequency	Percentage
Yes	7	46.7%
No	8	53.3%

Table 3. 30: Teachers’ Difficulties in Using Video-Based Songs

This table present that eight respondents (53.3%) do not find difficulties in using video-based songs; they might be trained. Seven respondent (46.7%) find difficulties in using video-based songs. It might be because of certain factors as:

- Lack of sufficient time
- Lack of special training

3.3.2.3. Discussion of Teachers' Questionnaire

The outcomes acquired from the teachers' questionnaire uncover the fact that instructors know about the significance of vocabulary; therefore, they present new word in each session. Teachers concur that regardless of whether they do their best to encourage the way toward learning vocabulary, pupils still face troubles generally in retaining new words, and understanding vocabularies that have different meanings as indicated in a context. As needs be, teachers attempt to make a pleasant and attractive learning climate that breaks the daily practice through the utilization of various strategies especially video-based songs, since they concur that utilizing video-based songs in teaching improves pupils vocabulary dominance that is the significant focal point of our current investigation.

3.3.3. Quasi-experiment

3.3.3.1. Quasi-experiment Description

In this research study, we conduct a quasi-experiment which is based on pre-test, treatment and post-test. The pre- test was structured in form of three questions, these questions are opted to measure the participants abilities in recalling vocabulary, and to identify degree of these vocabulary comprehension and production (Appendix 3). The treatment was in form of lessons incorporating the use of video-based songs (Appendix 4). The post-test had the same form of post-test, but it includes pictures (Appendix 5). The participants were first year middle school pupils of Helimi Rachid middle school, 1M₂ class.

3.3.3.2. Quasi-experiment Analysis

Descriptive and inferential statistics were calculated in this chapter. The results of two tests are the pupils' gained scores . These scores were collected, interpreted and analyzed by statistical calculation and graphical representation. Hence, the results of scores were collected in order to compare pupil's vocabulary comprehension before and after the exposure to the treatment.

3.3.3.2.1. Statistical Consideration

Descriptive statistics were computed, and it is presented through tables and graphs which are the mean and standard deviation in order to find the difference between the pretest and

the posttest. The calculation was done by SPSS package through formulas as showed in the following boxes:

The formula of Standard Deviation and the mean.

- **The mean (\bar{X}):** is the average of the scores. It is calculated by using the sum of scores ($\sum X$) divided by the number of pupils (N = sample) as shown in the formulas below:

$\bar{X} = \frac{\sum X}{N}$	X: Score Σ: Sum \bar{X}: Mean N: Number of the sample
------------------------------	---

$\bar{X} = \frac{\sum Fx}{N}$	\bar{X}: Mean F_x: Score Frequency N: Number of scores Σ: The sum
-------------------------------	---

The standard deviation: is indicator of the average distance of the scores from the mean. Its formula is as the following:

$S = \sqrt{\frac{\sum (X - \bar{X})^2}{N}}$
<i>where S = the standard deviation of a sample, Σ means "sum of," X = each value in the data set, \bar{X} = mean of all values in the data set, N = number of values in the data set.</i>

$\text{Mean} = \frac{\sum fx}{\sum f}$
$\text{Standard deviation} = \sqrt{\frac{\sum fx^2}{\sum f} - \left(\frac{\sum fx}{\sum f}\right)^2}$

3.3.3.2.2. Pre- and Post- tests Scores

Pupils	Pre-test Scores	Post-test Scores
---------------	------------------------	-------------------------

P1	18	19.5
P2	17	19
P3	13	18.5
P4	4	6
P5	1	14.5
P6	15	17
P7	16	20
P8	12	19.5
P9	5	17
P10	15	19.5
P11	0	4.5
P12	0	1
P13	10	20
P14	15	17.5
P15	3	4
P16	14	19
P17	19	14.5
P18	20	20
P19	19	12
P20	2	6.5
P21	12	17
P22	17	15.5
P23	13	2
P24	11	16
P25	13	19.5
P26	14	18.25

P27	15	15
P28	9	16
P29	13	16
P30	17	15.5
P31	20	20
P32	17	20
P33	15.5	19
P34	12	13
P35	19	19.5
P36	7	15.5
P37	15	19
Sum of scores $\sum X$	457.5	565.75
Mean of scores \bar{X}	12.3648649	15.2905405

Table 3. 31: Pre and post- tests scores

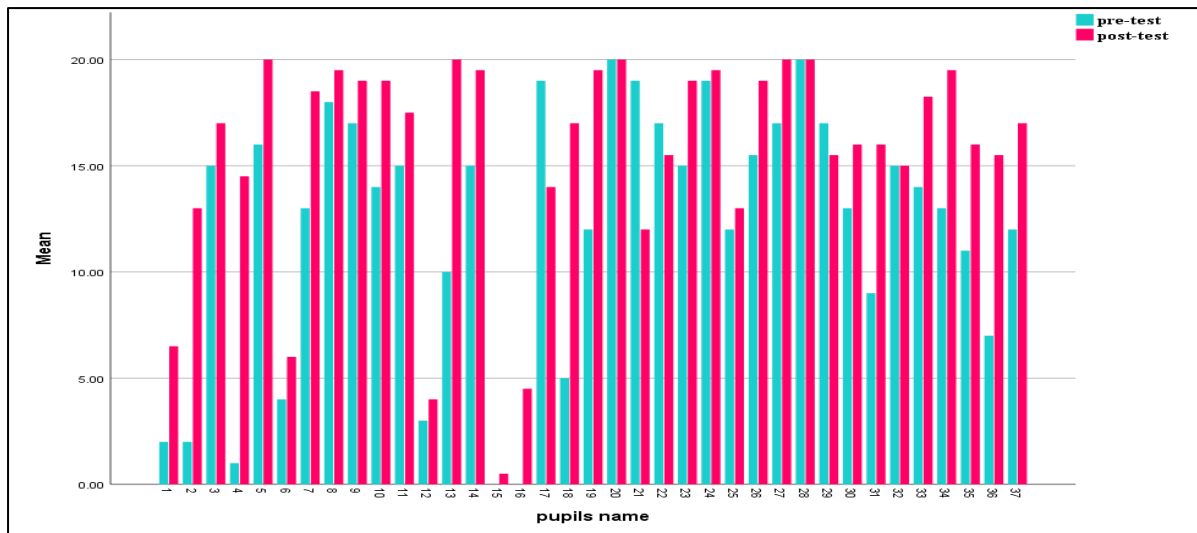


Figure 3. 3: Pre and post- tests scores

The above table and graph shows the differences between the scores of pre-test and post-test for each participant. It indicates that post-test scores are higher than the pre-test scores for the majority of pupils. Only three pupils (p17, p22, p30) score better in the pre-test than the post-test. It might be due to personal reasons or health problems. There is an

increase in participants' scores from pretest to posttest, which is showed in the sum of scores (457.5 vs. 565.75) and the difference in the means (12.07 vs.15.57).

Tests	Pretest	Posttest	The difference of the means
Means	12.36	15.29	2.92

Table 3. 32: Means of Scores in the Pretest and Posttest

The table 3 represents the difference in means of the pretest and the posttest. It equals 2.92.

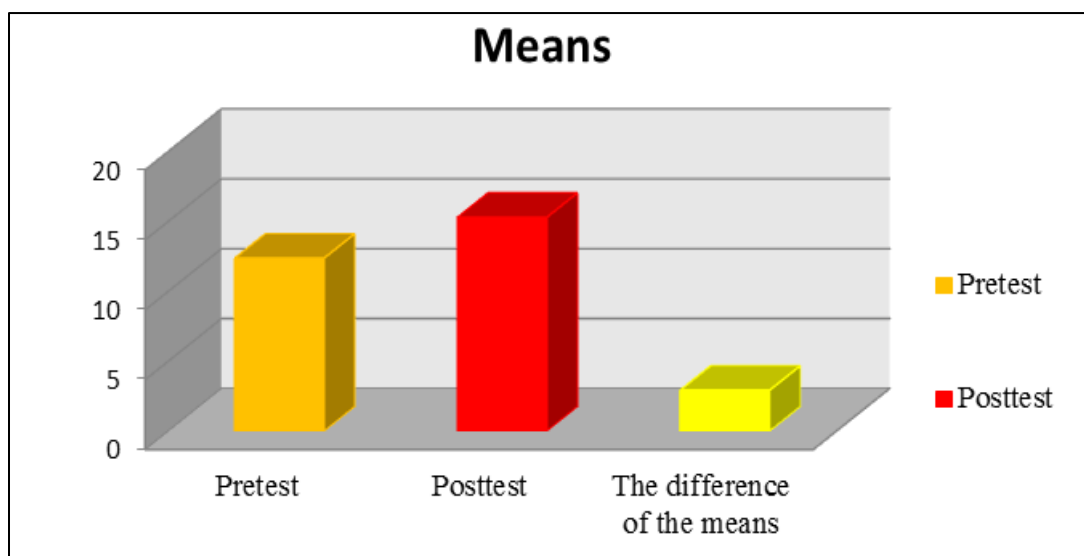


Figure 3. 4: The Means of Scores in the Pretest and Posttest.

As can be seen in the table 32 and graph 4, there is a distinction between the pretest and the posttest scores. This is demonstrated through the progress of posttest scores of participants after the treatment in comparable to the pretest, also as the mean found (2.92). Then, it is deduced that pupils 'scores in the post-test are better they were in the pre-test. Consequently, the researcher can conclude that due to the treatment and teaching vocabulary through video-based songs, pupils achieve better scores in the post-test.

Pre-test	
Scores	Frequency
0	2

1	1
2	1
3	1
4	1
5	1
7	1
9	1
10	1
11	1
12	3
13	4
14	2
15	5
15.5	1
16	1
17	4
18	1
19	3
20	2
Sum of "F"	37

Table3. 33: Post-test Frequency Distribution of Scores

Post-test	
Scores	Frequency
1	1
2	1
4	1
4.5	1
6	1
7	1
12	1
13	1
15	3
15.5	3
16	3
17	3
18.5	1
19	5
19.5	5
20	5
Sum of "F"	37

Table 3. 34: Pre-test Frequency Distribution of Scores

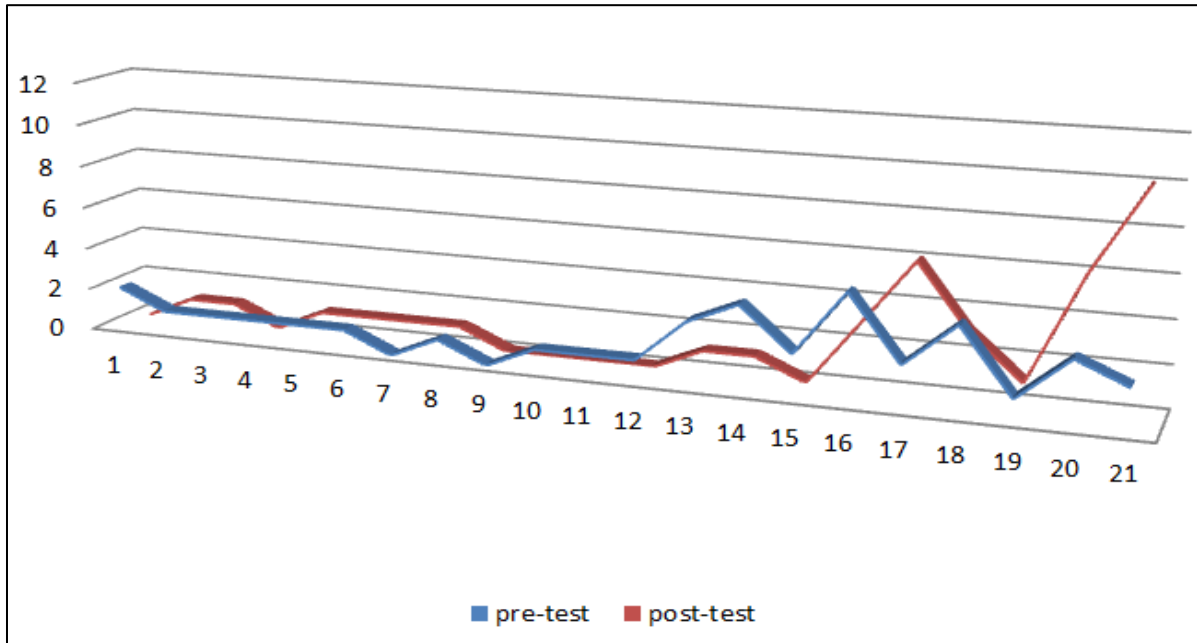


Figure 3. 5: Frequency Score values of Pretest and Posttest.

The tables 36 and 37 and graph 10 shows the frequency of scores of the pretest and posttest gained by the participants.

In the pretest the researcher observes that:

- 9 pupils score less than the average 10 (range of scores from 0 to 9)
- 28 pupils score equal and above the average 10 (range of scores from 10 to 20)
- The mode is 15. The score 15 is the highest score frequency (5 pupils gained 15)

Concerning the posttest scores, the researcher notices the following points:

- 6 pupils score less than the average 10 (range of score from 1 to 7)
- 31 pupils score above the average 10 (range s of score from 12 to 20)
- The mode is 20 and 19.5. The scores 20 and 19.5 are the highest scores frequency (5 pupils gained 19.5 and 5 gained the full mark 20)

The graph shows increasing in scores of posttest comparing to pretest.

Pre-test			
Scores	Frequency	Frequency Score Fx	Square of Frequency Score (Fx) ²
0	2	0	0
1	1	1	1
2	1	2	4
3	1	3	9
4	1	4	16
5	1	5	25
7	1	7	49
9	1	9	81
10	1	10	100
11	1	11	121
12	3	36	1296
13	4	52	2704
14	2	28	784
15	5	75	5625
16	2	32	1024
17	4	68	4624
18	1	18	324
19	3	57	3249
20	2	40	1600
Sum of "F"	N= 37	$\sum Fx = 458$	$\sum (Fx)^2 = 21636$

Table 3. 35: Frequency of the Pretest, the Mean, the Standard Deviation of the Pretest.

Post-test			
Scores	Frequency	Frequency Score Fx	Square of Frequency Score (Fx) ²
0.5	1	0.5	1
2	1	2	1
4	1	4	1
5	1	5	1

6	1	6	1
7	1	7	1
12	1	12	1
13	1	13	1
15	3	45	9
16	6	96	36
17	3	51	9
18	1	18	1
19	6	114	36
20	10	200	100
Sum of "F"	N = 37	$\sum Fx = 573.5$	$\sum (Fx)^2 = 199$

Table 3. 36: The Frequency Scores, the Means and the Standard deviation of the Posttest

Tests	Pretest	Posttest	Difference
Mean	12.0676	15.5743	3.5067
Standard Deviation (SD)	6.09435	5.09863	-0.99572

Table 3. 37: Comparison of the Pretest and Posttest's Mean and Standard Deviation.

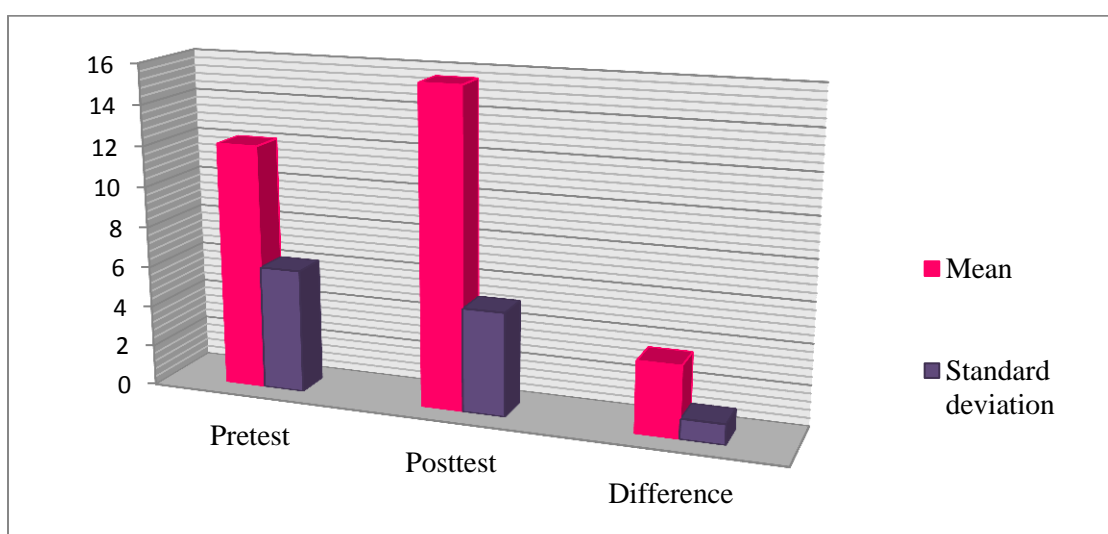


Figure 11: Comparison of the Pretest and Posttest's Mean and Standard Deviation

Results illustrated in the tables 38 and 39 indicate that there was an improvement of participants 'performance in their scores. This may indicate that video-based songs that was applied in the treatment contributed in developing of pupils' vocabulary comprehension. The statistics obtained in table 40 were as the following: a mean difference between pretest and the posttest was (3.506) and the difference of standard deviation was (0.995).Consequently, to prove the difference between two tests is compulsory to calculate the t-test value.

3.3.3.2.3. T-test Calculation

In order to confirm the descriptive statistics, an inferential data calculated and Presented, the t-test was conducted to compare results. Since there are two types of t-test: independent (unpaired) that deals with two groups the experimental and control group, however, dependent (paired) which deals with one group before and after the treatment, we choose the most suitable t-test for our study. It is the paired samples because the same group of pupils received the treatment, pretest and posttest.

To find the difference between the means and the standard deviations of two tests, it is necessary to calculate the t-test. Yet, according to Cohen, Manion, and Morrison (2007, p.543, as cited in Meddour, 2014), the t value formula is as the following:

$$t = \frac{\text{sample (or test)one mean} - \text{sample (or test)two mean}}{\text{Standard Error of the difference in means (SE)}}$$

Or as Chelli (2017) states the calculation of the T-test it is necessary to calculate the T-ration which indicates for us the direction of the difference between the means.The following statistics needed for the calculation of the T-test:

$$t = \frac{(\sum D)/N}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{(N-1)(N)}}$$

- ΣD: Sum of the differences
- ΣD² : Sum of the squared differences
- N : The population
- t: The T-ration

Also, to calculate the t-test, the standard Error (SE) must be calculated and its formulas the following:

$$SE = \frac{SD}{\sqrt{N}}$$

N = Number of the sample
SE = Standard Error
SD = Standard Deviation

Also, we need to consider these statistics:

Descriptive Statistics			
	N	Mean	Standard Deviation
Pre-test	37	12.0676	6.09435
Post-test	37	15.5743	5.09863
Valid N	37		

Table 3. 38: Comparison between the Mean and the Standard Deviation of scores of pretest and posttest

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	12.0676	37	6.09435	1.00191
	post-test	15.5743	37	5.09863	.83821

Table 3. 39: The Standard Error of Mean of Pretest and Posttest

According to the table, the results revealed that the participants have a mean of 12.07 (m=12.07) for the Pre-Test and a mean of 15.57 (m=15.57) for the Post-Test. Therefore the results of the descriptive statistics on table 6 shows that there was a great increase in the mean between the Pre-Test and Post-Test. The participants for the Pre-Test achieved a mean of 12.07 showing us a low mean, when we look at the mean of the Post-Test it had risen up to 15.57, confirming that there was a significant mean difference between the pre-test and post-test.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre-test post-test	-3.50676	4.28113	.70381	-4.93416	-2.07936	-4.983	36	.000

Table 3. 40: Standard Error Difference in Means, The t-Test and Degree of Freedom.

$p=0.000$. Values of sig. (2-tailed) are smaller than $\alpha= 0.05$. As a result, it can be concluded that the scores of the pre-test and post-test was significant, which can be interpreted that there was a significant mean difference in the achievement of the pre-test and post-test. There is strong evidence ($t= 4.983$, $p= 0.000$) that the teaching intervention improved the marks. It improved the marks on an average of 3.506. Therefore, the use of video-based songs within the language classroom for young learners has achieved its aim that the participants acquired the target vocabulary through the teaching intervention.

➤ **Degree of Freedom (df):**

- The formula of degree of freedom appropriate for this t-test is:

$$df = N \text{ (Number of the sample) } - 1.$$

The degree of freedom obtained from our study is 36 as showed in the table and it is calculated as the following:

$$df = (N - 1) = (37 - 1) = 36$$

After calculating the t-test and degree of freedom, the critical value must be found to verify the hypothesis. For that reason, the table of T distribution of critical values is necessary to be used (appendix).

➤ **Alpha Decision Level**

In our study, the researcher decides to set alpha at $\alpha = .05$, which means only 05% chance of error can be tolerated.

➤ **Critical Value**

Since alpha is set at $\alpha 05$ which mean only 5 % for one tailed decision, $df = 36$ and the corresponding critical value for "t" in Fisher and Yates' Table of critical value is 1.688. 1.69) 4,983 (Appendix 6).

3.3.3.2.4. Hypothesis Testing

In order to test the hypotheses and determine which one to accept or reject , a number of steps should be followed.

1. Establishing Null (H_0) and Alternative (H_a) hypotheses
2. Determining if it is one or two-tailed
3. Specifying the different statistics: alpha level(α), calculated 't', degree of freedom (df), and the observed critical 't'
4. Deciding which hypothesis to accept or reject

✓ **Establishing the Null and Alternative Hypothesis**

- Null hypothesis (H_0): is a hypothesis that says there is no statistical significance between the two variables. It is usually the hypothesis a researcher or experimenter will try to disprove or discredit. Statistically, it is the mean of the pretest is equal to the mean of the posttest. It indicates that there is no significance difference before and after the treatment.

$$H_0: \bar{X}_{\text{Pre-test}} = \bar{X}_{\text{Post-test}}$$

- Alternative hypothesis (H_a): is the one that states there is a statistically significant relationship between the two variables. In statistics, it is the mean of the pretest is not equal to (i.e., more or less) the mean of the posttest.

$$H_a : \bar{X}_{\text{Pre-test}} \neq \bar{X}_{\text{Post-test}}$$

✓ **Determining if it is one or two-tailed test:**

- One-tailed test: is determining if there is a difference between groups in a specific direction. It is opted if the researcher is only interested in determining if Group A scored higher than Group B. He\She is completely uninterested in possibility of Group A scoring lower than Group B. Statistically, it is chosen if the researcher is using a significance level of $\alpha = .05$, a one-tailed test allots all of your alpha to testing the statistical significance in the one direction of interest. This means that .05 is in one tail of the distribution of your test statistic (Bruin, 2011)
- Two-tailed test: is determining if there is any difference between the groups you are comparing. For instance, if the researcher wants to see if Group A scored higher or lower than Group B, then you would want to use a two-tailed test. This is because a two-tailed test uses both the positive and negative tails of the distribution. In other words, it tests for the possibility of positive or negative differences. Statistically, it is using a significance level of 0.05, a two-tailed test allots half of your alpha to testing the statistical significance in one direction and half of your alpha to testing statistical significance in the other direction. This means that .025 is in each tail of the distribution of your test statistic.

In our study two-tailed test is determined since we testing for the possibility of the relationship between variables in both directions.

- ✓ **Specifying the different statistics: alpha level(α), calculated 't', degree of freedom (df), and the observed critical 't':**

- *Alpha Level (α) = 0.05 = 5%*
- *Calculated 't' = 4.983*
- *Degree of Freedom (df) = 36*
- *The Observed Critical 't' = 1.688*
- *P value = 0.000*

- ✓ **Deciding which hypothesis to accept or reject:**

1. The decision is made after comparing the following values: calculated t and the observed critical t.

t calculated > t critical: $4.983 > 1.688$, so we reject H_0 and accept H_a at $p < 0.05$

2. Or, $p=0.000$. Values of sig. (2-tailed) are smaller than $\alpha=0.05$. As a result, it can be concluded that the scores of the pre-test and post-test was significant, which can be interpreted that there was a significant mean difference in the achievement of the pre-test and post-test. There is strong evidence ($t=4.983$, $p=0.000$) that the teaching intervention improved the marks. It improved the marks on an average of 3.506. Therefore, the alternative hypothesis is accepted. This means that the use of video-based songs within the language classroom for young learners has achieved its aim that the participants acquired the target vocabulary through the teaching intervention.

3.3.3.3. Quasi- experiment Discussion

Through the results obtained, a recognizable effect on the pupils' performance is shown after the instruction of the lessons. It can be stated that the lessons taught through the selection of the video-based songs has a significant impact on the post-test scores. It can be identified that when songs are used within the classroom it can promote vocabulary acquisition and comprehension, as the participants within this study achieved a high score for the post-test. As a result, it can be confirmed that the lessons, which integrate the video-based

songs into the lesson, achieve the target vocabulary comprehension for the participants. Therefore, when the appropriate songs are chosen and used in a well-planned and balanced manner the young learners will acquire the target features of the language. In different put, using video-based songs for teaching vocabulary enable first year middle school pupils to understand their use and meaning. Also, they develop a solid background of vocabulary.

3.4 Findings and Results

Our investigation detects the following main results:

Important findings of this study were that the use of video-based songs is highly effective and accepted by the pupils. Remarkably, pupils' attitudes towards integrating video-based songs are motivating and encouraging. Video-based songs have great, positive effects on teaching EFL learners' vocabulary and improving their comprehension in terms of making the lectures more realistic, enjoyable, and attractive.

However, learners face difficulties in vocabulary comprehension because they are incapable using the new vocabulary due to several problems such as fear, shyness, anxiety, they are demotivated and discouraged to use the new lexicons inside classrooms possibly because the classroom environment does not help them to engage and interact with the lesson. Hence, teachers should focus more on the application of more technological didactic materials as videos-based songs that are mentioned in the study because it will be more effective on the process of learning, using, comprehending the new vocabulary easily.

Additionally, from the questionnaire's results, it is noticed that Real Objects and Videos are widely applied in order to teach new vocabulary if compared to the other types of teaching techniques. With first year pupils, the teachers regularly present new words at every lesson, even though the lesson is not related only to teaching vocabulary. This means that the teachers are aware of the significance of presenting vocabulary meaning and use. In turn, audio visual aids show their influence on fulfilling the task of teaching new vocabulary and checking whether pupils effectively acquire them or not, so they can use them to enhance their

vocabulary skills. Consequently, the use of video-based songs provides forceful way to teach difficult concepts.

Moreover, from data obtained from the quasi-experiment we found an evident view of how video-based songs have positive and satisfactory effect on pupils' vocabulary comprehension (as stated in the alternative hypothesis). Hence, teachers should take this into account in their teaching methods, strategies, and materials; especially, video-based songs technique which is highly preferred by the pupils. We found that it helps them to concentrate more, to learning new vocabulary and enhancing their comprehension, it creates an enjoyable and relaxed learning context, and it facilitates teaching/ learning process, but, unfortunately, our schools lack materials such as audio visual aids.

To sum up, from the findings, it is noticed that the teacher who uses always the audio visual aids and songs in the teaching language, their pupils' achievements in the language and grasping vocabulary particularly have enhanced. In fact that the time in terms of how much time teacher use these tools, how the lesson are organized, teachers' method and if the teachers bring different types of audio visual aids and songs in each session per week plays a potential role in developing pupils language. Moreover, it is observed that not all teachers use videos-based songs; although the pupils asserted that they are so excited and interested to learn language through integrating video-based songs in the lesson. It is proved in the post-test results after applying this method to produce new vocabularies that all the pupils were interested to participate and the classroom was full of positive energy.

3.4.1 Summary of the Findings

1. Using video-based songs within language classrooms can help to develop the vocabulary acquisition and comprehension of middle school pupils.
2. Video-based Songs can enrich lexicon background of the pupils and help in the uses of these lexicons appropriately.
3. Songs can provide the middle school pupils with a motivational, fun environment and can also make the pupils feel confident when using the language.
4. Video-based songs help teachers to present their lesson effectively.

Conclusion

In light of our results obtained from the quasi-experiment and questionnaires, we can conclude that using video-based songs is effectively enhancing the learners' memorizing and comprehension of new words; they represent a useful technique. They raise motivation, bring the entertaining, and reinforce the learning process by breaking the routine inside the classroom. Likewise, teachers benefits from using video-based songs in facilitating teaching vocabulary without wasting time and in well-organized manner.

General conclusion

General conclusion

Songs have always played a crucial part in society because they have been present with people during important events and in many different places. Songs have also found a place in English classrooms. Nowadays, foreign language teachers find using video-based songs useful, because video-based songs are perceived as motivating sources, thus beneficial in language learning.

One of the aspects of a foreign language that may benefit from teaching and learning via video-based songs is vocabulary. Teachers play a meaningful role while teaching vocabulary. They help their learners expand, improve, and build a new stock of words to choose from. Video-based songs allow for interesting changes in the classroom, thus energizes learning activities.

Even though vocabulary is a sub-skill of language, it occupies a paramount position in language learning and teaching, and achieving communicative competence in second language can be mastered by developing vocabulary learning and teaching. In fact, learning lexicon items requires a set of strategies and techniques. In our investigation, we tried to identify vocabulary and its different aspects, importance, and the different teaching techniques that teachers adopt to teach vocabulary, mainly to young learners. This is included in the first chapter of the theoretical part.

In the second chapter, we discuss a different scope concerning teaching vocabulary via video-based songs. This part comprises definitions, significance, and the psychological effects of songs. Besides, the relationship between language and songs is represented in form of similarities and dissimilarities. Moreover, since applying songs in teaching vocabulary has certain criteria, we tried to discover the appropriate types and strategies of teaching vocabulary through songs to young learners. Furthermore, in this chapter we spotted the light on the importance of including audio-visual aids in teaching process.

The practical part is the fieldwork, and it is the third chapter in this study. In order to examine the effectiveness of video-based songs on enhancing EFL young learners' comprehension of vocabulary, we relied on questionnaires and quasi-experiment as data gathering tools. Our population were first year pupils and teachers of middle schools to whom

the questionnaires were submitted. Yet, we conducted the quasi-experiment with a sample of thirty-seven (37) first year middle school pupils of Helimi Rachid Middle School. Then, the obtained data was analyzed and the results were discussed. Consequently, the findings show that video-based songs have positive effects on improving EFL learners' vocabulary comprehension.

Accordingly, people find listening to songs as a good technique for learning a foreign language, thus in order to know what a song is about, they read and translate lyrics on their own. Subsequently, they learn new words subconsciously; it does not resemble a study. Additionally, many words in songs are repetitive and this makes them stay in mind. Tunes and lyrics infiltrate people's thoughts and they may stay in our memory for a long time. Hence, learning through video-based songs may be a good method of vocabulary memorization and comprehension because lyrics are sung repeatedly and catchy tunes help to remember them, and pictures are played in the video help to understand and grasp them effortlessly. It needs to be noticed that because of the easy access to music, everyone may benefit from it.

What also speaks in favour of using video-based songs in language teaching are the results from the study. The outcomes of the post-test presented that after the pupils were stimulated by music, they achieved better results. To sum up, the researcher has shown that video-based songs may foster lexicon memorization and comprehension as well, but it does not negate introducing new vocabulary without songs' accompany.

Limitations and Delimitations

This study has potential limitations. Due to certain circumstances that researcher faced and instability of educational institutions, there were time constrains and limited access to respondents. These constrains were caused by the withdrawal of the supervisors twice, the manifestations and the strikes. Therefore, the time available to study a research problem and to measure change over time was constrained by the deadline of the "assignment"

We conducted the quasi-experiment that our investigation is based on in only one month. Pupils and teachers have had tests, exams, holidays, and strikes. In addition, we changed data gathering tool from classroom observations to teachers' questionnaire. Thus may impact our study in one way or another, so we suggest for a future study (e.g., a longitudinal study) to answer this research problem.

Out of 100 first year accounting pupils of Helimi Rachid middle school, 37 pupils were used as a sample in conducting the survey. This study limits its coverage on the first year accounting pupils only. It's main aim to extend the pupils' lexicon and enrich their background about language and elevate the learners' ability to grasp and learn new vocabulary, and to create comfortable learning/teaching environment.

This study considers every aspect of students' personal information that has an impact on their academic performances such as their parent's educational background, their parent's income, their gender, age and home location. Each of the respondents are given same questionnaires to answer. And this study focuses on the current first year pupils of the present school year, 2018-2019.

Recommendations and Pedagogical Implications

Based on findings of our research, we suggest some recommendations concerning the significance of integrating video-based songs in teaching FL learners' vocabulary in order to enhance their comprehension. Curriculum designers, educational organizations, school administrations, and teachers are all invited to reconsider the video-based songs as teaching tool in foreign language vocabulary context.

Curriculum designers should incorporate various valuable video-based songs related to vocabulary that can help both teachers and learners. In addition, they direct instructors to which instruments to utilize that best fit the exercise destinations. Moreover, educationists and textbook writers should look upon the fact that technological materials need special training to be handled. Therefore, teachers should be involved in training conferences to be acquainted with their use.

Syllabus designers are responsible to provide reliable and sufficient number of materials in all types; so that, when teachers plan to apply them, they find them accessible. Teachers must integrate video-based songs in classroom since they break the routine by creating newness, comfortable and enjoyable atmosphere that helps the English Foreign Language learner in vocabulary comprehension and level amelioration.

Teachers might apply different video-based songs because they provide a reality-simulated atmosphere with both auditory and visual exposure to help keeping the students' interest, grasp information, and hence favor better recall, and to respect students' learning styles. Teachers should adopt different strategies and methods in teaching vocabulary. They should expose the learners how native speakers are talking, pronouncing word, expressing their ideas through video-based songs in order to facilitate teaching/learning vocabulary process.

Finally, the study could be administered over a longer period of time in order to see if the vocabulary and language structures could be recalled sometime after. This study can be replicated on other age groups to receive feedback on their opinions regarding the target language.

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Appendices

Appendix (1)

Pupils' Questionnaire

Hi there,

I am master-two student. We are conducting a research on examining the effectiveness of video-based songs on enhancing EFL learners' vocabulary comprehension. You are gently asked to reply this questionnaire. The information you provide us with will help us to support you on the course so please answer the questions completely.

Instruction: please, put (✖) or (✓) to choose the answer

Section one: General Question

القسم الأول: سؤال عام

1. Sex: male
Female

الجنس: ذكر
أنثى

Section two: Vocabulary knowledge

القسم الثاني: معلومات عن المفردات

1. Which technique your teachers have used to teach vocabulary?

1. ما هي التقنية التي استخدمها المعلمون لتدريس المفردات؟

- a) English explanation
b) Real objects
c) Arabic translation
d) Films and videos
e) Context clues

(أ) الشرح باللغة الانجليزية
(ب) أشياء حقيقية
(ج) الترجمة إلى اللغة العربية
(د) أفلام و فيديوهات
(هـ) أدلة من السياق

2. Which techniques do you like to learn vocabulary by?

1. ما التقنيات التي ترغب في تعلم المفردات بها؟

- a) English explanation

(أ) الشرح باللغة الانجليزية

- | | | |
|-----------------------|--------------------------|-------------------------------|
| b) Real objects | <input type="checkbox"/> | (ب) أشياء حقيقية |
| c) Arabic translation | <input type="checkbox"/> | (ج) الترجمة إلى اللغة العربية |
| d) Films and videos | <input type="checkbox"/> | (د) أفلام و فيديوهات |
| e) Context clues | <input type="checkbox"/> | (ه) أدلة من السياق |

3. Have you ever been taught vocabulary through songs?

2. هل سبق لك أن درست المفردات من خلال الأغاني؟

- | | | |
|--------|--------------------------|---------|
| a) Yes | <input type="checkbox"/> | (أ) نعم |
| b) No | <input type="checkbox"/> | (ب) لا |

4. How often does your teacher teach vocabulary through songs?

3. إذا كانت الإجابة بنعم، فكم مرة يقوم معلمك بتدريس المفردات من خلال الأغاني؟

- | | | |
|------------|--------------------------|-------------|
| a) Rarely | <input type="checkbox"/> | (أ) نادراً |
| b) Often | <input type="checkbox"/> | (ب) أحياناً |
| c) Usually | <input type="checkbox"/> | (ج) غالباً |
| d) Always | <input type="checkbox"/> | (د) دائماً |

Section three: Songs Data

القسم الثالث: بيانات عن الأغاني

1. Do you prefer listening to English songs rather than Arabic songs?

4. هل تفضل الاستماع إلى الأغاني الإنجليزية بدلاً من الأغاني العربية؟

- | | | |
|--------|--------------------------|---------|
| a) Yes | <input type="checkbox"/> | (أ) نعم |
| b) No | <input type="checkbox"/> | (ب) لا |

2. Do you listen to English songs at home?

5. هل تستمع إلى الأغاني الإنجليزية في المنزل؟

- | | | |
|--------|--------------------------|---------|
| a) Yes | <input type="checkbox"/> | (أ) نعم |
| b) No | <input type="checkbox"/> | (ب) لا |

3. If yes. How often you listen to English songs?

6. إذا نعم. كم مرة تستمع إلى الأغاني الإنجليزية؟

- a) Rarely (أ) نادرا
b) Often (ب) أحيانا
c) Usually (ج) غالبا
d) Always (د) دائما

4. Do you play the same song several times?

4 هل تستمع لنفس الأغنية عدة مرات؟

- a) Yes (أ) نعم
b) No (ب) لا

5. Do you choose songs that fit your activities?

7. هل تختار الأغاني التي تناسب أنشطتك؟

- a) Yes (أ) نعم
b) No (ب) لا

6. Learning English vocabulary through songs is easy

8. تعلم مفردات اللغة الإنجليزية من خلال الأغاني سهل

- a) Strongly agree (أ) أوافق بشدة
b) Agree (ب) الموافقة
c) Disagree (ج) لا أوافق
d) Strongly disagree (د) لا أوافق بشدة

7. Do you think English songs help you to learn English vocabulary?

9. هل تعتقد أن الأغاني الإنجليزية تساعدك على تعلم مفردات اللغة الإنجليزية؟

- a) Yes (أ) نعم
b) No (ب) لا

Section four: Audio Visual Aids Data القسم الرابع: بيانات عن الوسائل السمعية البصرية

10. Do the majority of songs you like have music videos?

1. هل تحتوي غالبية الأغاني التي تحبها على مقاطع فيديو موسيقية؟

- a) Yes (أ) نعم

b) No

(ب) لا

11. Does your teacher choose songs with music videos to teach vocabulary?

2. هل يختار معلمك الأغاني مع مقاطع الفيديو الموسيقية لتدريس المفردات؟

a) Always

(أ) دائماً

b) Usually

(ب) غالباً

c) Often

(ج) أحياناً

d) Rarely

(د) نادراً

12. Do you think video-based songs help better to learn English vocabulary?

هل تعتقد أن الأغاني المستندة إلى الفيديو تساعد بشكل أفضل على تعلم مفردات اللغة الإنجليزية؟

a) Yes

(أ) نعم

b) No

(ب) لا

14. Complete the table with "yes", "no" or "I don't know/ remember"

15. أكمل الجدول بـ "نعم" أو "لا" أو "لا أعرف / أتذكر".

Statement	Yes/ نعم	I do not know/remember لا أتذكر/أعلم	No/ لا	الجملة
4. I understand better when my teacher shows videos				1. أفهم بشكل أفضل عندما يعرض أستاذي مقاطع الفيديو
5. It is easy to follow instruction when the teacher shows videos				2. من السهل إتباع التعليمات عندما يعرض المعلم مقاطع الفيديو
6. I do my task better when my teacher shows videos				3. أقوم بمهمتي/واجبي بشكل أفضل عندما يعرض أستاذي مقاطع الفيديو
7. I can finish my task when the teacher shows videos				4. يمكنني إنهاء مهمتي عندما يعرض المعلم مقاطع الفيديو

Thank you

Appendix (4)

Appendix (4.1)

Lesson Plan No1: *My Feelings*

Time: one hour (60 min)

Level: first year middle school

1. Learning objectives

- Pupils will be able to express different emotion
- Pupils will learn new verbs

2. Introduction (10 minutes)

- Prepare materials
- Prepare the pupils to listen to a song
- Play the song of “ if you are happy” for the first time

Materials and Preparation

- If you are happy song video
- Data show
- Worksheets

3. Explicit Instruction/Teacher modeling (10 minutes)

- Play the song for the second time in parts
- Explain the parts to the pupils

4. Guided Practice (10 minutes)

- Play the song for the third time and act with it
- Ask pupils to sing and act with the song
- Ask pupils individually to act with a specific parts in the song

Target vocabulary

- Happy
- Sad
- Angry
- Scared
- Sleepy
- Clap
- Stomp
- Take
- Nap
- Hands
- Feet

5. Independent Working Time (15minutes)

- Submit worksheets to the pupils
 1. One for pairs work (Task one)
 2. One for individual work (Task two)
- **Supporting:** Give struggling students one-on-one assistance.

6. Assessment (10 minutes)

- Circulate as students work.
- Collect the students’ work to assess
- Correct on the board





7. Reviewing and Closing (5 minutes)

- Recap the lesson
- Review the new vocabulary
- Listen to the song for the last time and sing with it

Task one:

Name: _____ Date: _____

Feelings

1. Circle the face that is happy	
2. Circle the face that is scared	
3. Circle the face that is sad	
4. Circle the face that is angry	

Match the images with their corresponding words :



- sleepy
- sad
- worried
- hungry
- tired
- happy
- thirsty
- angry
- sick



Task Two

Emotions

My name is _____

Draw the faces



I'm happy



I'm sad



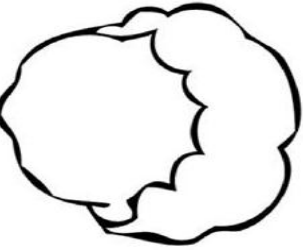
I'm sleepy



I'm nervous



I'm angry

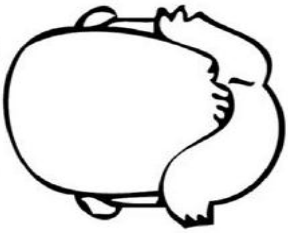


I'm hot

Emotions

My name is _____

Draw the faces



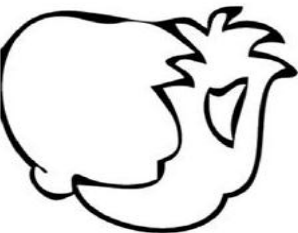
I'm happy



I'm sad



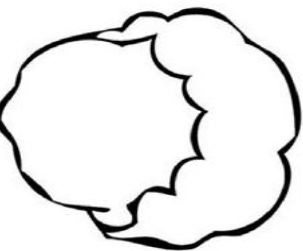
I'm sleepy



I'm nervous



I'm angry



I'm hot

Appendix (4.2)

Lesson Plan No2: *My Directions*

Time: one hour (60 min)

Level: first year middle school

8. Learning objectives

- Pupils will be able to use and identify all cardinal directions

9. Introduction (10 minutes)

- Prepare materials
- Prepare the pupils to listen to a song
- Play the song of “ cardinal directions ” for the first time

Materials and Preparation

- Cardinal directions song video
- Data show
- Worksheets

10. Explicit Instruction/Teacher modeling (10 minutes)

- Play the song for the second time in parts
- Explain the parts to the pupils

11. Guided Practice (10 minutes)

- Play the song for the third time act with it
- Ask pupils to sing and point the directions with their fingers
- Ask pupils individually to act with a specific parts in the song

Target vocabulary

- South
- North
- East
- West
- North east
- North west
- South east
- South west

12. Independent Working Time (15minutes)

- Submit worksheets to the pupils
 3. One for individual work (task Two)
 4. One for pairs work (Task One)
 5. One for group work (Task Three)
- **Supporting:** Give struggling students one-on-one assistance.

13. Assessment (10 minutes)

- Circulate as students work.
- Collect the students’ work to assess
- Correct on the board

14. Reviewing and Closing (5 minutes)

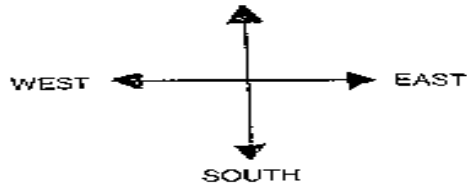
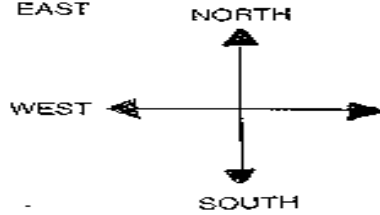
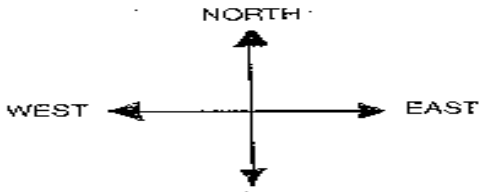
- Recap the lesson
- Review the new vocabulary
- Listen to the song for the last time and sing with it

Task One

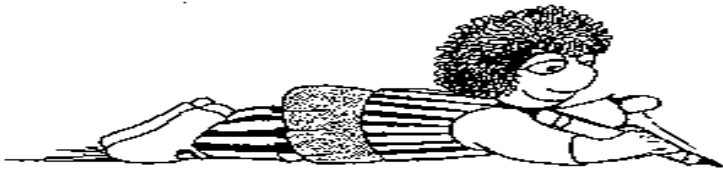
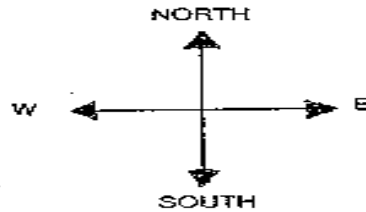
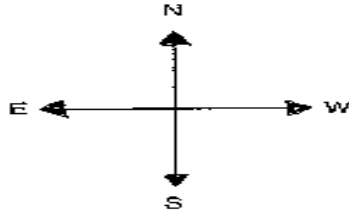
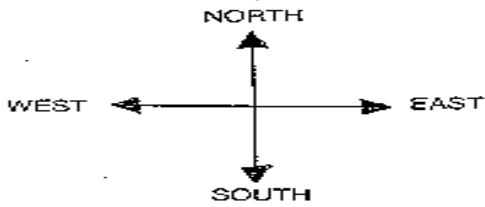
MISSING DIRECTIONS

NAME _____

Fill in the missing direction. Use words where words have been used and letters where letters have been used.



Circle the compasses below which have the directions correctly labeled.



Task Two



Direction Duck

Year 3, Block D, Unit 2(i)

Name _____

Class _____

Write the direction the duck is flying



a) -----



b) -----



c) -----

Help me draw the duck flying the correct direction



west



north



east



south

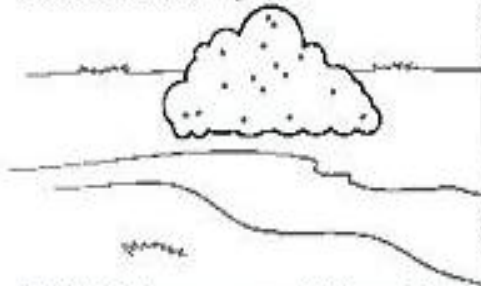
Task Three

Name _____ Date _____

Cardinal directions

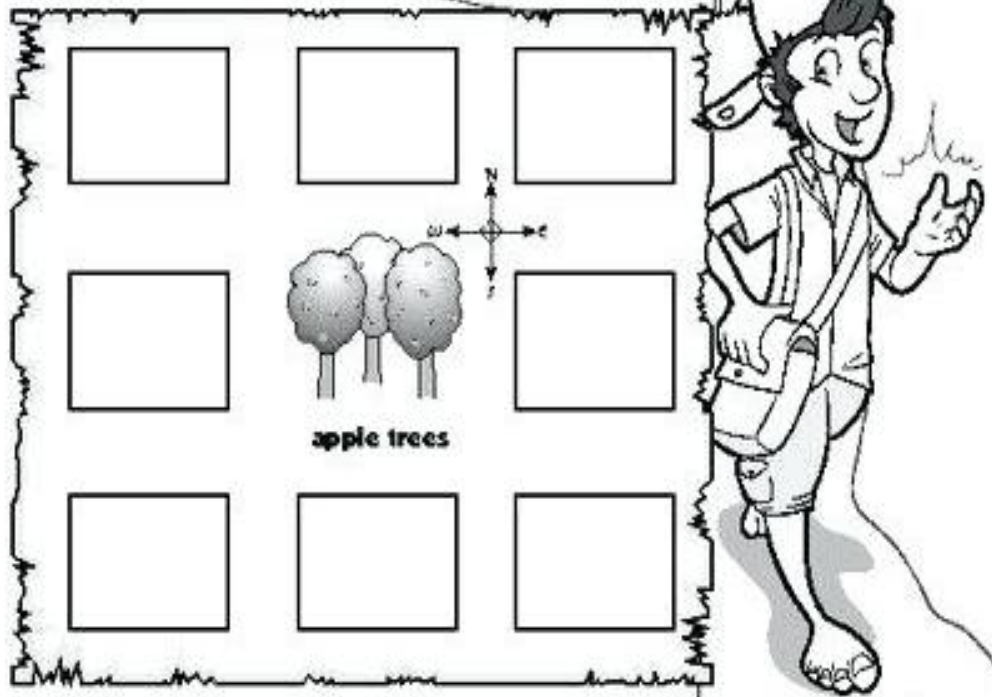
Journey With Johnny

Cut apart the cards below.
Read the clues.
Glue each card in place.



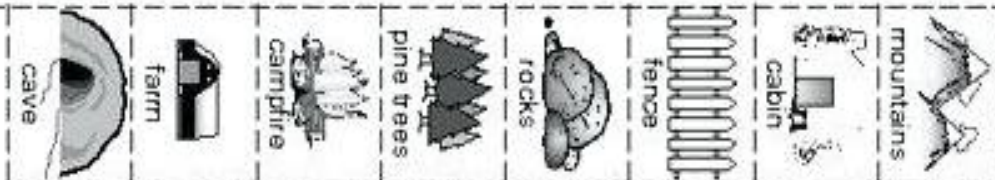
Clues

- The rocks are west of the apple trees.
- The rocks are south of the campfire.
- The apple trees are west of the farm.
- The cave is south of the rocks.
- The cabin is east of the cave and west of the pine trees.
- The mountains are north of the farm and east of the fence.



Bonus Box: Johnny Appleseed planted apple trees as he traveled. Draw a second group of apple trees north of the rocks. Draw a third group of apple trees south of the mountains.

©The Mailbox



Appendix (4.3)

Lesson Plan No3: *My Country and My Nationality*

Time: one hour (60 min)

Level: first year middle school

15. Learning objectives

- Pupils will be able to deduce nationality from country name
- Pupils will learn new verbs

16. Introduction (10 minutes)

- Prepare materials
- Prepare the pupils to listen to a song
- Play the song of “ my nationality” for the first time

Materials and Preparation

- My nationality song video
- Data show
- Worksheets

17. Explicit Instruction/Teacher modeling (10 minutes)

- Play the song for the second time in parts
- Explain the parts to the pupils

18. Guided Practice (10 minutes)

- Play the song for the third time act with it
- Ask pupils to sing and act with the song
- Ask pupils individually to act with a specific parts in the song

Target vocabulary

- Britain, British
- Japan, Japanese
- China, Chinese
- Germany, German
- Nationality
- Italy, Italian
- Brazil, Brazilian

19. Independent Working Time (15minutes)

- Submit worksheets to the pupils
- 6. One for individual work
- **Supporting:** Give struggling students one-on-one assistance.

20. Assessment (10 minutes)

- Circulate as students work.
- Collect the students’ work to assess
- Correct on the board

21. Reviewing and Closing (5 minutes)

- Recap the lesson
- Review the new vocabulary
- Listen to the song for the last time and sing with it

Appendix (4.4)

Lesson Plan No4: *My Daily Routines*

Time: one hour (60 min)

Level: first year middle school

22. Learning objectives

- Pupils will be able to express about different daily activities
- Pupils will learn new verbs

23. Introduction (10 minutes)

- Prepare materials
- Prepare the pupils to listen to a song
- Play the song of “ daily routines” for the first time

Materials and Preparation

- If you are happy song video
- Data show
- Worksheets

24. Explicit Instruction/Teacher modeling (10 minutes)

- Play the song for the second time in parts
- Explain the parts to the pupils

25. Guided Practice (10 minutes)

- Play the song for the third time act with it
- Ask pupils to sing and act with the song
- Ask pupils individually to act with a specific parts in the song

Target vocabulary

- Wake up
- Wash
- Comb
- Go to
- Have
- Brush
- Face
- Teeth
- Hair
- School
- Breakfast

26. Independent Working Time (15minutes)

- Submit worksheets to the pupils
- 7. One for individual work
- **Supporting:** Give struggling students one-on-one assistance.

27. Assessment (10 minutes)

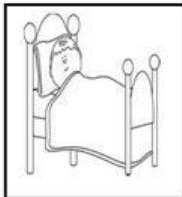
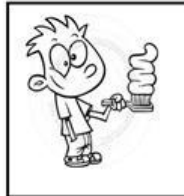
- Circulate as students work.
- Collect the students’ work to assess
- Correct on the board

28. Reviewing and Closing (5 minutes)

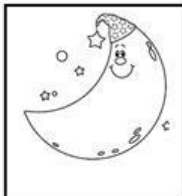
- Recap the lesson
- Review the new vocabulary
- Listen to the song for the last time and sing with it

Task One

Daily Routine



Complete Paul's daily routine



- 1.- The alarm clock at nine o'clock. (RING)
- 2.- He up very quickly. (GET)
- 3.-Paul breakfast in the kitchen. (HAVE)
- 4.-Then, he his teeth. (BRUSH)
- 5.-Hehis school bag andto school (TAKE,GO)
- 6.-He the school bus at 9,30 (CATCH)
- 7.-School at 10.00 (START)
- 8.-He lunch in the canteen. (HAVE)
- 9.-He Maths, Geography and French. (STUDY)
- 10.-He always dinner with his family. (HAVE)
- 11.-He rarely television. (WATCH)
- 12.-He sometimescomputer games. (PLAY)
- 13.-Hea shower or a bath every day. (HAVE)
- 14.-He reading a book. (LOVE)
- 15.-He very often to his mother. (TALK)
- 16.-He his pyjamas. (WEAR)
- 17.-He good night to his parents. (SAY)
- 18.-Paul to bed at 10,30 (GO)



Task one

1. Read and complete the chart.



Dear _____ (your name),

Welcome to the Friends Club. It's for English learners and friends around the world.

Martina, Pepe, Kate, Dunya, Mary, Paul and Bernd are members of the Club: Martina is from Italy. She's twelve. Pepe is Spanish. He's nine. Kate and Mary are twins from Great Britain. They are thirteen years old. Dunya is from Russia. She's ten. Paul is French and he's eleven. Bernd is from Germany and he is eight years old. How old are you?

Enjoy the club!

Laura

NAME	AGE	COUNTRY	NATIONALITY
Martina			
Pepe			
Kate			
Dunya			
Mary			
Paul			
Bernd			
(you)			

3. Circle the correct word.

- a) Carlos is from Spain/ Spanish.
- b) She is France/French.
- c) Anja is from Russia/Russian.
- d) These are my friends from German/Germany.
- e) Hina is from Japan/Japanese.
- f) Sofia is Greece/Greek.

Appendix (3)

Pre-test

Pupil's name:

Class: 1M

Task one: I write at least six (6) words I learn during English lessons

1. 5. 9.:

2. 6. 10.:

3. 7. 11.:

4. 8. 12.:

Task two: I explain the previous words using synonyms, antonym or Arabic language

1. 7.

2. 8.

3. 9.

4. 10.

5. 11.

6. 12.

Task three: I choose six words and I write sentences using these words

1.

2.

3.

4.

5.

6.

Appendix (5)

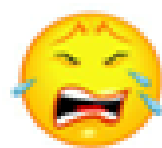
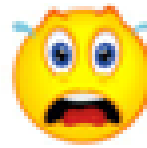
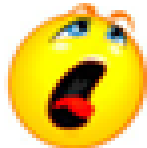
Post-test

Pupil's name:

Task one: I put the right word in the right box.

1. How do I feel?

1. Angry, 2. Happy, 3. Sad, 4. Scared, 5. Sleepy



.....

.....

.....

.....

.....

2. My directions

1. South

2. North

3. East

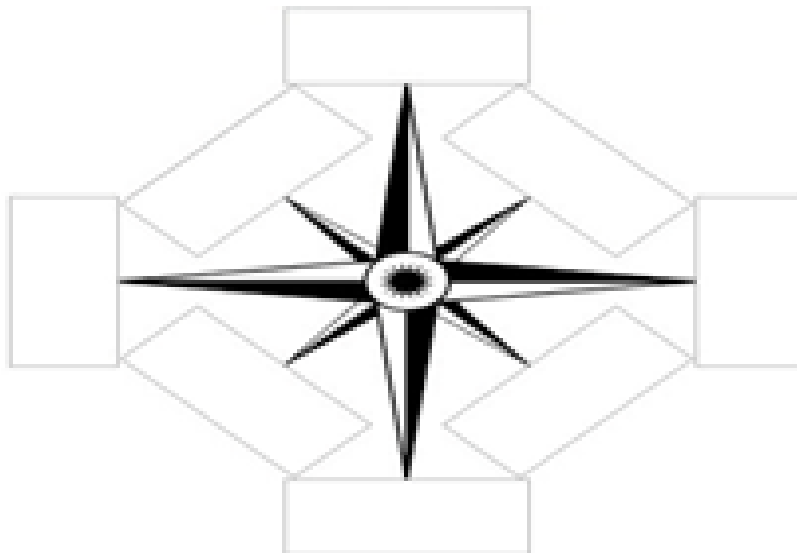
4. West

5. South East

6. North West

7. North East

8. South West



Task two:

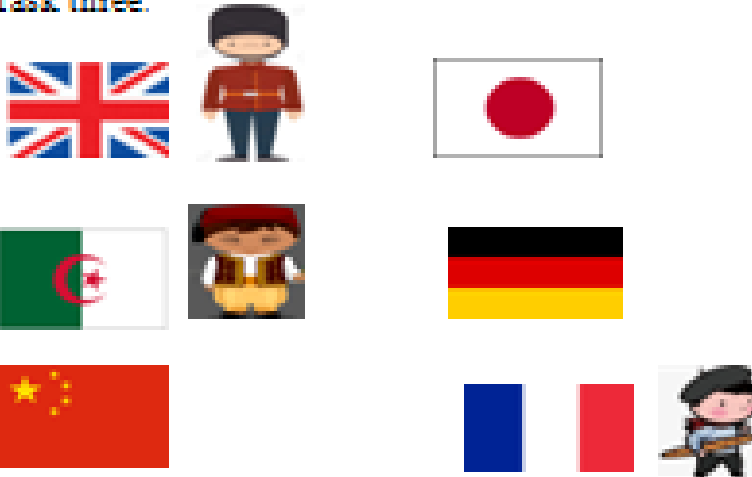
A) I match the words in numbers with the suitable words in alphabets:

- | | |
|----------|-----------------|
| 1. Wash | a. my teeth |
| 2. Comp | b. my school |
| 3. Brush | c. my breakfast |
| 4. Go to | d. my hair |
| 5. Eat | e. my face |

B) I write their meanings in Arabic:

1.
2.
3.
4.
5.

Task three:



Teachers' questionnaire

Dear teachers,

You are kindly requested to answer the present questionnaire which serves as a data collection tool for master degree in applied linguistics. your answers will be very helpful for our research entitled "Examining Video-Based Songs Effects on EFL Learners' Comprehension of Vocabulary". We deeply appreciate your efforts. Thank you for your cooperation.

*Obligatoire

Section One:

General Information

1. **Q1: Teacher's gender ***

Une seule réponse possible.

- Male
 Female

2. **Q2: Teacher's age ***

Une seule réponse possible.

- 25-35 years old
 36-45 years old
 more than 45 years old

3. **Q3 : How long have you been teaching English? ***

4. **Q4: What level have you been teaching? ***

Plusieurs réponses possibles.

- 1st year
 2nd year
 3rd year
 4th year

Section Two:

Teaching Vocabulary

5. **Q5: Which of the following language element is difficult for you to teach? ***

Une seule réponse possible.

- vocabulary
- grammar
- both of them

6. **Q6: do you introduce new word in each lesson? ***

Une seule réponse possible.

- yes
- No

7. **Q7: How do you present new vocabulary? ***

Une seule réponse possible.

- Translation
- Audio-visual aids
- Autre : _____

8. **Q8: To what extent your pupils give importance to vocabulary in learning English? ***

Une seule réponse possible.

	0	1	2	3	4	
not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very much

9. **Q8: To what extent your pupils give importance to vocabulary in learning English? ***

Une seule réponse possible.

- not at all
- little
- very much

10. **Q9: Do your pupils have difficulties with vocabulary mastery? ***

Une seule réponse possible.

- Yes
- No

Section Three:

use of video-based songs in teaching vocabulary

11. **Q10: Do you use video-based songs to teach vocabulary?? ***

Une seule réponse possible.

- Yes
- No

12. **Q10: How often do you use video-based songs in teaching vocabulary? ***

Une seule réponse possible.

- Always
- Usually
- Often
- Sometimes
- Rarely
- Never

13. **Q12: When you use video-based songs, do you think your pupils are; ***

Une seule réponse possible.

- Highly motivated
- Motivated
- Not motivated

14. **Q13: Do you think that use of video-based songs improves pupils' vocabulary comprehension? ***

Une seule réponse possible.

- Yes
- No

15. **Q14: Do you find difficulties in using Video-based songs? ***

Une seule réponse possible.

- Yes
- No

Thank you .

المخلص

تحاول الدراسة الحالية دراسة آثار الأغاني المرتكزة على الفيديو في تعليم متعلمي اللغة الإنجليزية كلغة أجنبية و تعزيز فهم هذه المفردات. يعد استخدام الأغاني المستندة إلى الفيديو لتدريس اللغة والتحقق من أو مراجعة المفردات بطريقة جيدة وذلك لمساعدة المتعلمين على تذكرها. أيضًا ، سيتمكنون من فهم اللغة والمفردات الجديدة بسهولة. تهدف هذه الدراسة إلى إظهار ما إذا كانت الأغاني القائمة على الفيديو يمكن أن تساعد المتعلمين على فهم المفردات الجديدة واكتشاف آراء التلاميذ تجاه هذه الطريقة في تسهيل عملية التدريس / التعلم. للإجابة على هذه الأسئلة ، يعتمد الباحث على الطريقة الكمية التي تعتمد على طريقتين للبحث: استبيانان وشبه تجربة. يتم تقديم الاستبيانين إلى عينة تمثيلية من تلاميذ الصف الأول المتوسط (ن = 40) ، ومعلمي المدارس المتوسطة (ن = 15). ركز الاستبيانان على اكتشاف موقف المعلمين والتلاميذ تجاه هذه الطريقة. علاوة على ذلك ، تم إعداد التجربة شبه التجريبية للحصول على المزيد من البيانات المباشرة والحقيقية والدقيقة حول ما يحدث عند شرح واستخدام الكلمات الجديدة مرفقة بالأغاني القائمة على الفيديو. نحن أيضًا نفترض ان في حالة ما إذا كان الطلاب قد تعرضوا لأغاني تعتمد على الفيديو داخل الفصل الدراسي ، فسوف يشاركون في الدرس ويستخدمون مفرداتهم الجديدة بنجاح ، أو أن استخدام الأغاني المستندة إلى الفيديو سيعيق فهمهم واستخدامهم للمفردات. تؤكد نتائج هذه الدراسة الفرضية البديلة وتسمح لنا بالتشديد على أهمية الأغاني القائمة على الفيديو باعتبارها لها تأثير كبير على مستوى إنجازات التلاميذ. تشير النتائج بوضوح إلى أن كلا من المعلمين والتلاميذ يدعمون التدريس والتعلم بأغاني تعتمد على الفيديو في الفصل الدراسي. ومع ذلك ، فإن عدم وجود مواد سمعية وبصرية في مدارسنا المتوسطة قد أثر بشكل كبير على التلاميذ - استعدادهم لتعلم اللغة الإنجليزية وكذلك استخدام مفرداتهم الجديدة. يبدي التلاميذ حماسا كبيرة لتعلم اللغة وتحسين فهمهم للمفردات. إضافة إلى ذلك ، تكشف النتائج أن الأغاني القائمة على الفيديو لها دور مهم للغاية في تعزيز قدرات التلاميذ على استخدام المفردات بشكل مناسب. هذه الطريقة هي أيضًا وسيلة مفيدة لجذب وتحفيز المتعلمين ليس فقط لتعلم مفردات جديدة ولكن أيضًا اللغة الأجنبية لأنها تجعل عرض الدروس أكثر واقعية